ReTraVaSSEV

Recognition, Training and
Validation of Soft Skills for
Employability of Vulnerable Groups

'Trainer's Manual to Soft Skills'

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Partners:

Järfälla lärcentrum, Järfälla, Sweden

Instituto para a Qualificação Professional, IP-RAM, Funchal, Madeira, Portugal

Zetva na znaenje, Prilep, North-Macedonia

Stichting Internationaal Vrouwenwerk, Den Helder, The Netherlands

Dorea Educational Institute, Limassol, Cyprus[1]

Qrios, Genk, Belgium

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[1] Initially the Scottish Wider Access Programme (SWAP) was a partner in this project, but it has been declared "invalid" by the NA of the UK and was replaced by partner from Cyprus DOREA.

Contents

Developing soft skills

Skills[2] are a pathway to employability and prosperity. With the right skills, people are equipped for good-quality jobs and can fulfil their potential as confident, active citizens. In a fast-changing global economy, skills will, to a great extent, determine competitiveness and the capacity to drive innovation. They are a pull factor for investment and a catalyst in the virtuous circle of job creation and growth. They are key to social cohesion[3].

The main goal of the ReTraVaSSEV[4] project is to acquire relevant and high-quality soft skills among vulnerable groups to foster employability, better social integration and effective educational systems. This way, local cohesion will strengthen, and society will profit from the available potential.

Qualifications show employers what people know and are able to do, but usually don't reflect the soft skills they possess, which therefore are at risk of being undervalued. Identifying and validating these skills is particularly important for people with fewer opportunities: with lower qualifications, the unemployed or those at risk of unemployment including migrants and refugees, as well as people in need to change career paths.

To prevent people from becoming part of these vulnerable groups and to reach those who are struggling to climb up the social and economic ladder, we need to invest in the soft skills education.

There is a need of mapping and defining soft skills and developing a transnational curriculum. Differences between education and training systems in the EU make it difficult for employers to assess the knowledge and skills of people with a qualification from another country than their own. Recognition, training and validation of these soft skills across European borders is an answer to these challenges. Each country needs to identify soft skills that the labour market demands and must provide those skills

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[2] The term 'skills' is used to refer broadly to what a person knows, understands and can do.

[3] European Commission, A new skills agenda for Europe, last modified on June 10 2016, https://ec.europa.eu/social/main.jsp?catId=1223

[4] Recognition, Training and Validation of soft skills for employability of vulnerable groups (project code: 2017-1-BE02-KA204-034799)

education in conjunction with the basic skills, or even more high-level skills to truly integrate adults from vulnerable groups into the economy and education sector.

To boost access to and take up of quality learning opportunities, adults with low levels of skills should have access to upskilling pathways in three key steps[5].

Step 1 – Skills assessment

This is to enable adults to identify their existing skills and any needs for upskilling.

Step 2 – Learning offer

The beneficiary will receive an offer of education and training meeting the needs identified by the skills assessment. The offer should aim to boost basic soft skills.

Step 3 – Validation and recognition

The beneficiary will have the opportunity to have the skills she or he has acquired validated and recognised.

The rationale for the development of this project is the perceived lack of soft skills necessary for employability, better social integration and more successful education such as, but not limited to, cross cultural communication, digital skills, social skills, stress management, leadership, team skills, ethics, citizenship and emotional intelligence.

We strongly believe that potential talent is present in all areas of the society, but that lots of valuable competencies are insufficiently developed. This is especially the case for vulnerable groups: migrants and refugees, low-educated persons, people with poor foreign language skills. We want to improve soft skills education to address low self-esteem, poverty, the immigration challenge and the economic skills shortage. During our research and daily work, we noticed that trainers often lack sufficient

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[5] European Commission, "Upskilling Pathways – New opportunities for adults", last modified on December, 2016, https://ec.europa.eu/social/main.jsp?catId=1224&langId=en

knowledge and functional tools to recognize, train and validate soft skills among vulnerable groups.

Therefore, we decided to develop a training package including validation instruments for trainers who work with vulnerable groups. The training package will allow them to recognize, train and validate the soft skills needed for complex society with fast-evolving job market.

The training package is designed within holistic approach frame. It aims to provide soft-skills education to vulnerable groups while at the same taking into consideration the emotional wellbeing of every learner.

All in all, the ReTraVaSSEV project aims to enhance the professional development of trainers and thus the empowerment of vulnerable groups on both national and European level.

The pathway to a European curriculum

Six experienced partners, working in adult education and with vulnerable groups, agreed to develop training package for trainers to assist them in training their learners' soft skills in order to improve their employability and foster better integration in society. The two-year project was implemented from 1/12/2017 to 30/11/2019.

The partners are:
- Järfälla lärcentrum, Järfälla, Sweden
- Instituto para a Qualificação Professional, IP-RAM, Funchal, Madeira, Portugal
- Zetva na znaenje, Prilep, North-Macedonia
- Stichting Internationaal Vrouwenwerk, Den Helder, The Netherlands
- Dorea Educational Institute, Limassol, Cyprus[6]
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[6] Initially the Scottish Wider Access Programme (SWAP) was a partner in this project, but it has been declared "invalid" by the NA of the UK and was replaced by partner from Cyprus DOREA.

Qrios coordinated the project with the guidance from Katholiek Onderwijs Vlaanderen, the Flemish umbrella organisation for catholic schools.

The project is three folded: a desktop study on soft skills (Outcome 1), a multilingual manual including tools for trainers (Outcome 2) and a set of validation instruments (Outcome 3).

The first meeting in Cyprus (December 2017) was used to fine tune the tasks and responsibilities, to set time frames, financial conditions, etc. One of the main goals of the meeting was to discuss the desktop study and how it will be conducted.

During the meeting in Cyprus, project partners also agreed on the following Cedefop definition of soft skills as skills that are cross-cutting across jobs and sectors and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence)[7].

Desktop Study[8]

A *skills set* was determined during the second meeting in The Netherlands (May 2018) after a qualitative questionnaire (prepared by DOREA) had been distributed before among 600 learners, 120 trainers and 180 employers in all participating countries, thus providing a database of 900 respondents. The questionnaire's analysis (performed by DOREA) resulted in the selection of top five soft skills that - according to the respondents - are needed for disadvantaged adult learners to make them more employable, better integrated and better equipped for education.

The skills set includes following soft skills (in alphabetical order): Customer Service, Intercultural Communication, Learning to Learn, Motivation and Teamwork.

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[7] Cedefop, Skills panorama glossary, https://skillspanorama.cedefop.europa.eu/en/glossary/s
[8] Conducted by Dorea, from December 1 2017 till April 30 2018, meetings in Cyprus and The Netherlands. Desktop study to be found on the project's website skillsforyou.eu

The assignment of the soft skills was made by consensus[9]:

PARTNER	SOFT SKILL
Portugal	CUSTOMER SERVICE
The Netherlands	INTERCULTURAL COMMUNICATION
Belgium	LEARNING TO LEARN
Sweden	MOTIVATION
Cyprus	TEAMWORK
North Macedonia	CONFLICT MANAGEMENT

We decided that every module should consist of three different, creative, innovative working methods. A template for the manual was developed by the partner from North Macedonia.

Training package

During the project partner's meeting in Madeira (November 2018) we also agreed to the North Macedonian proposal to add a sixth soft skill: conflict management to the trainer's manual.

Several workshops in Madeira also took place. The first draft version of each tool was presented and suggestions for improvement were made. After the discussions, we were able to finalise a number of principles:

- the titles for the tools;
- the final format of trainer's manual;
- the number of 50 teaching hours in total, representing 2 ECTS-credits,
- the 3 tools for each module either act as a whole or can be used separately,
- the translations.

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[9] As North-Macedonia was coordinating the development of the training package they initially were not going to create tools for a soft skill.

After translating, the draft versions were tested in all the partner countries. The testers' observations were presented in Järfälla (March 2019) and it provided the basis for the update of the tools (second draft).

As we felt the need for extra testing to test updated tools, the testing period was extended until the meeting in North Macedonia. In Skopje (May 2019) we discussed the latest test findings and agreed on the final English version of the training package (manual and tools). Finally, all translations were adapted to that final English version and the decision to choose for a more professional design was made.

Validation instruments

During the meeting in Skopje, after some discussions, we also decided on the validation instruments. Portuguese partner introduced the theoretical basis and suggested the kind of tools to use: concise and pragmatic instruments, easy to use for trainers and (disadvantaged) learners.

We decided on a set of five instruments that guarantee validity:

- a portfolio,
- an evaluation form for the trainers,
- a self-assessment form for the learners,
- an evaluation form for the whole of the tool/module,
- an official certificate.

These instruments are linked to the 18 tools that were developed and are presented as a separate document in the form of trainer's manual.

The desktop study, trainer's manual and the validation instruments are available on the project's website skillsforyou.eu as well as on the project results platform (PRP).

The project was presented during an international dissemination event in Brussels and all partners have organised a national multiplier event to introduce other trainers to the tools and the validation instruments.

We sincerely hope that trainers from all over Europe will find our educational tools useful so that learners will discover and develop their soft skills in search for a job, further education as well as successful integration.

ReTraVaSSEV
Training Soft Skills Trainers

1.CUSTOMER SERVICE

Tool 1 - Face to Face Communication

Tool 2 - Dealing with customers on the phone

Tool 3 – Handling complaints and solving problems

Introduction

Customer service is the provision of service to customers before, during and after a purchase. Is the act of taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met.

Customer service skills:

- Attention to detail
- Ability to stay positive
- Ability to handle certain situations with a client or co-worker
- Honest communication
- Empathy and compassion
- Product knowledge
- Diligence
- Politeness, cheerfulness and tact

Customer service module consists of three tools. The first offers an introduction to the basic principles of Face to Face Communication. The following tool teaches how to deal with customers on the phone. The final tool presents advices and examples to provide the learner skills to deal with problems and complaints.

These tools were made thinking about our target learners – people coming from disadvantaged background. It is based on simple activities, easy to apply and easy to understand. At the end of each tool there is a checking list of objectives, where learners can verify the evolution of their learning.

1.1. Tool 1: Face to face Communication

1.1.1. Practical Information

MODULE	Customer service
TOOL	Face to Face Communication
RESOURCES	Handouts, dices, paper
CONTENT	Learn how to behave in a face to face situation with a customer
CONCEPT	Give simple tips so that the learner could develop basic skills to communicate face to face with a customer
TEACHING HOURS	5
LEARNING OUTCOMES	The learner will be able to: • Use basic socializing language • Connect with the customer
ASSESMENT CRITERIA FOR VALIDATION	• Understands the definitions of customer service • Be able to define customer service • Understand body language tips • Can distinguish different types of correct body language • Comprehends the "do" and "don'ts" of face to face communication • Know how to use useful phrases for customer service
ASSESSMENT TOOLS	• Worksheet • Evaluation form for trainers • Self-assessment form for learners • Portfolio
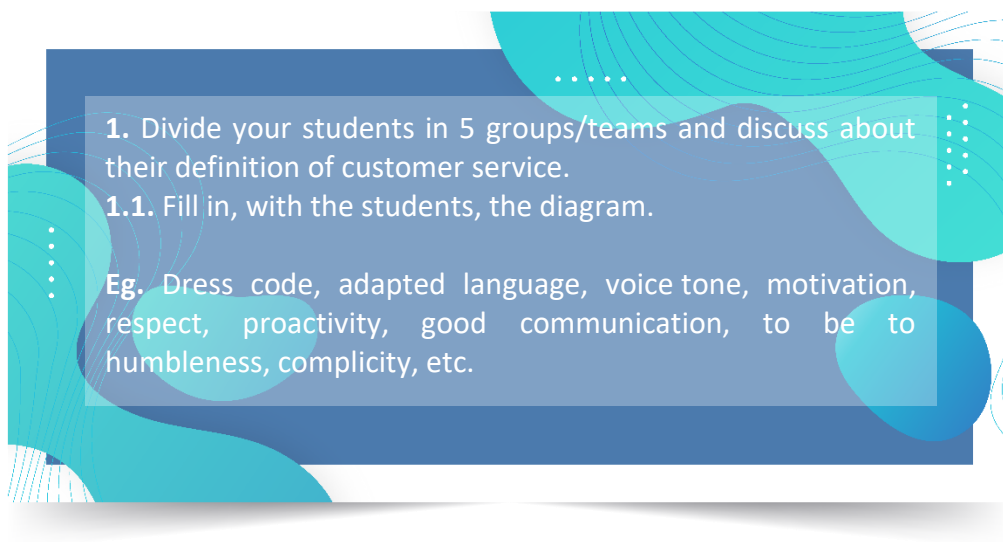
1.1.2. Customer Service – Face to Face Communication

Activity 1

Here is our definition of "Customer service":

"Customer service is the provision of service to customers before, during and after a purchase. It is the act of taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met."

Do you agree with this definition? What else do you think could be add/ changed?

1. Divide your students in 5 groups/teams and discuss about their definition of customer service.
1.1. Fill in, with the students, the diagram.

Eg. Dress code, adapted language, voice tone, motivation, respect, proactivity, good communication, to be to humbleness, complicity, etc.

TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5

CUSTOMER SERVICE
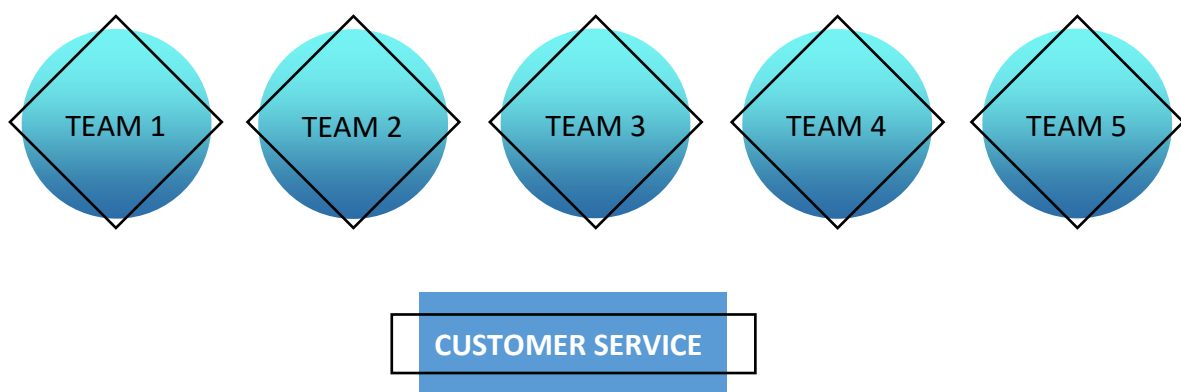
Activity 2

There are some important features that must be enhanced such as the body language. While speaking, the body language tells a lot about us and the customer.

Here are some tips when dealing directly with a customer. Add some more that can be useful/ important.

Body Language Tips:

- Maintain good eye contact.
- Smile.
- Keep an open body stance.
- Practice confident handshakes**.**
- Avoid invading the customer's space.
- _____
- _____
- _____
- _____

2.1. Complete with your students the list of body language tips.

Eg. Posture, good grooming, good looks, dress code.

1. Choose the correct image:

Activity 3

Communication is not only the ability to speak a certain language. Here are some aspects that one must be aware when working in a customer service:
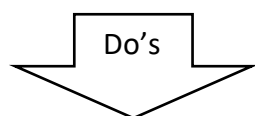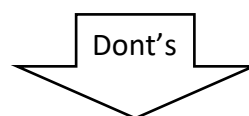
Do's	Dont's
• Respect your customer	• Don't Make Things Overly Complicated
• Be Honest	• Don't Be Indifferent
• Take Responsibility	• Don't Treat Customers as Transactions
• Always Put Yourself in The Customer's Shoes	• Don't Ignore Customer Feedback
• Express Your Gratitude	• Don't Be Afraid of Complaints

3.1.   Role Play:

Eg.1: Statement: "You are very stupid. Call your manager."

Possible situation: The customer was upset because the final price of a product was higher than the one in the price tag.

Response: "Madame you are right, we apologise for our mistake. We are going to fix it."

More examples in attachment 1.

Step into the Difficult Customer's Shoes (Group work)

Imagine a rude, demanding, or vague statement a customer could say based on their own experiences. Then have someone in the team fold a paper over and hand it to the team to your left.

With the paper the other team has given you, you will have 5-10 minutes to develop both a backstory and response to the customer.

Activity 4

Great communication is an art. Honing it to a keen edge is a science. These customer service phrases will go a long way in helping you improve on the craft in the meantime.

6 useful phrases for customer service

When greeting the costumer	"Welcome to …. My name is …. How can I help you?"
When more information is needed	"So, what I understand so far is… It would be great if you could tell me a bit more about…"
When acknowledging the customer	"I realise that this situation is difficult, but let's try and find a solution".
When reassuring the customer	"You are absolutely correct. Let's look into this".
When giving instructions	"All you need to do is…"
When being courteous	"Would you mind waiting for a minute or two while I retrieve your details?"

In a face-to-face situation with a costumer, we must keep in mind that a conversation must be fluid and clear. There are different steps to follow:

- Basic socializing [greetings and introductions **(1)**; small talk conversation **(2)**; offering help **(3)**; saying goodbye **(4)**].

- General conversation [asking for clarification **(5)**; making suggestions **(6)**; responding to suggestions **(7)**].

Identify the context of the following sentences/ expressions using the numbers 1 to 7.

Good morning. It's nice to meet you.	1	I'm sorry but I didn't understand you exactly.	
Isn't it a better idea to …?		Is this your first time visiting us?	
Let me help you with that.		Could you repeat that please?	
Thank you for stopping by.		If you like, take a seat.	
That is my suggestion... Is it suitable for you?		Excuse me, may I help you?	
It was great to meet you.		Would you like some coffee or tea?	
I see your point of view.		Could you speak a bit slower, please?	
Great weather, isn't it?		It was so nice to meet you.	
Thank you for coming today. My name is...		Why don't you/we...?	
I understand your feelings. I'm sorry you had this bad experience.		I disagree because...	

Activity 5

Communication can be defined as "a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour".[10]

You have two dices for two players. One represents the behaviour of customers and the other the behaviour of attendants.

Role the dices, and according with the image/ emotion represented you will have to roleplay a situation.

Example: you can have an angry customer and a nervous attendant.

5. Resource: Attachment 2 – dices.

Roleplay a dialogue exploring the emotions, not forgetting to emphasize the body language.

> **Check your progress**

How much did I learn about customer service?

At the end of this module I am able to / I can: (check what you have learned)

- I am conscious of the importance of the customer service. ☐

- I am aware of the importance of body language. ☐

- I can use the correct vocabulary/ phrases when dealing with a customer. ☐

Attachment 1

Role Play

Eg.1

Statement: "What the hell are you doing here, don´t you speak Portuguese?".

Possible situation: The customer asked for a lactose free dish, because he is allergic.

Response: "A thousand apologies. Let me take that back to the kitchen and I will be back in a moment with your order, don't worry I will be extra careful this time…and your drink will be on the house."

Eg.2

Statement: "You are very incompetent; do you have any idea how this works?"

Possible situation: The customer went to the shop to buy an electronic equipment and asked the employee to explain the equipment functions.

Response: "Sir, I'm very sorry, you are absolutely correct, would you mind waiting for a minute and I will call my colleague, he is the technician.

Role play

Information: Die 1 represents customer's feelings and die 2 represents attendants' attitudes/feelings.

- Roll the dice.

Eg1: Die 1: an angry/upset customer / Die 2: an attendant that does not respect the distance between him/her and the customer's space.

Possible situation: a customer asked for a room service that was not done properly. The breakfast was not served on time.

Example of a dialogue

Customer: "I told you already that your service is not good!! I demand to talk with the manager!".

Attendant (touching the customer): "Please sir/madam, keep calm, I will solve your problem, just give me a few minutes".

Customer: "Stop! Do not touch me, you are not respecting my space!! I will complain also about your lack of respect!".

Attendant: "I am sorry about that; I was just trying to make you feel more comfortable…".

Customer: "I don't need your excuses! I just need my request is respected and done on time. I am a very busy person and time is money!".

Attendant: (still touching the customer) "Once again I apologise, I can assure that this is not going to happen again".

Customer: (almost shouting) "I told you already! Do not touch me! You are making me feel uncomfortable!! Your service is terrible and your attitude towards me is making me crazy!!".

Eg2: Die 1: a happy customer/ Die 2 an attendant that deals properly with a customer having a good handshake.

Possible situation: a customer bought a nice gift to his/her wife/husband with the help of a thoughtful attendant who gave a very professional help.

Example of a dialogue

Customer: "Thank you so much for your help, I am so grateful. Without your help I wouldn't have find this precious gift".

Attendant: "You are welcome, it was a pleasure to help you choosing this birthday gift. I am sure it will be very much appreciated".

Customer: "I am the one who is very pleased right now, I will recommend this store to all my friends. Your service and kindness are outstanding".

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Attachment 2

Customer

Attendant
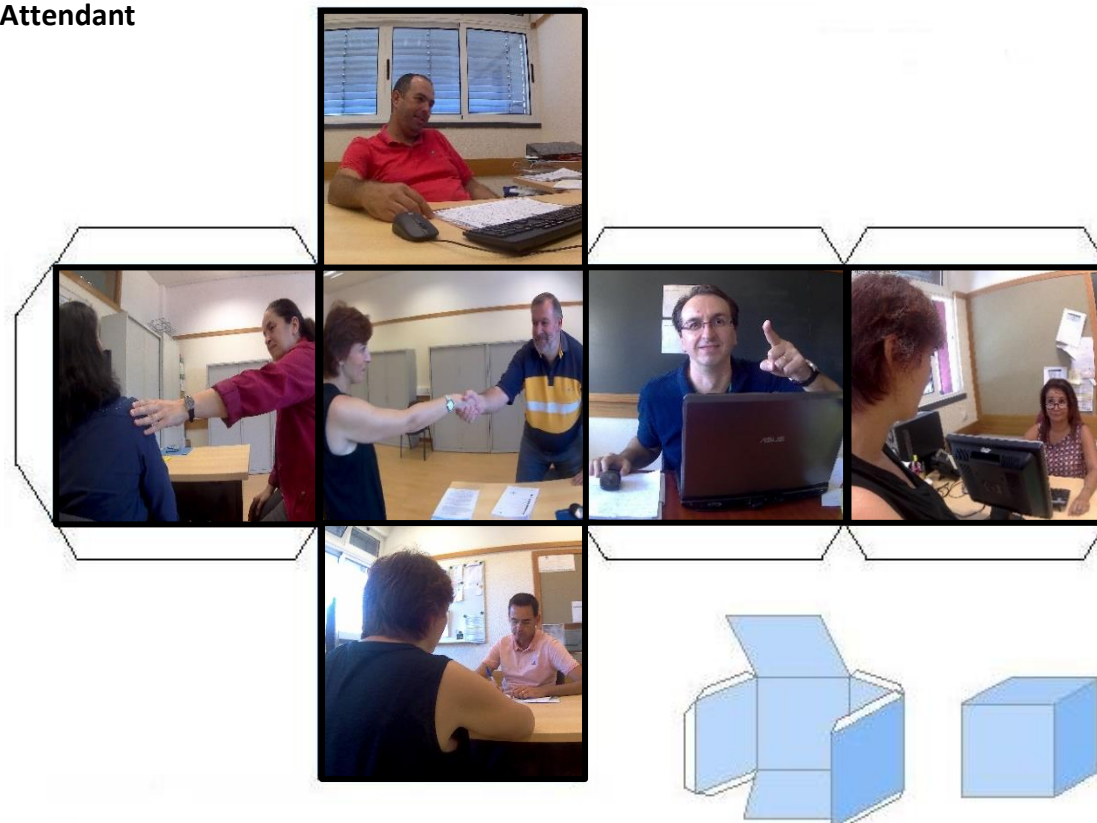
1.2. Tool 2: Dealing with the customer on the phone

1.2.1. Practical Information

MODULE	Customer service
TOOL	Dealing with customers on the phone
RESOURCES	Handouts
CONTENT	Learn how to deal with customers on the phone
CONCEPT	Give simple tips and show some multimedia contents so the learner could develop basic skills to deal with customers on the phone
TEACHING HOURS	3
LEARNING OUTCOMES	The learner will be able to: - Be courteous on the phone - Make himself/herself understood - Make arrangements
ASSESMENT CRITERIA FOR VALIDATION	- Understand the importance of a proper service when answering a phone call - Know how to fill out a form when receiving a phone call - Know how to use the correct phrases when dealing with a customer on the phone - Know how to make arrangements with clients
ASSESSMENT TOOLS	- Worksheet - Evaluation form for trainers - Self-assessment form for learners - Portfolio

1.2.2. Customer service – Deal with customer on the phone

Activity 1

Watch carefully the following video[11] and pay attention on what you should do and what you should not do when answering a phone call from a customer.

Discuss with your trainer and colleagues the importance of a proper service when answering a phone call.

Listen carefully to the dialogue and fill out this form.

1.1. Resource: Video.

Date / Hour:	
Name of the caller:	
Name of the company:	
Phone number:	
Message:	
Received by:	

1.2. Resource: Audio and/or transcription (attachment 3).
Answer Key:
Date/hour: Introduce the time and the hour of the class.
Name of the caller: Justine Thomas.
Name of the company: Trivesco.
Phone number: 390 929 2107
Message: re-schedule the meeting with Sylvie Peterson to another date.
Received by: Amy.

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[11] When the Phone Rings: Telephone Skills for Better Service, Kantola Training Solutions, last modified July 17, 2012, https://www.youtube.com/watch?v=Nq65EmDpBA0

Activity 2

When working in a customer service, you must avoid the five following phrases and replace them by the "correct" ones.

✗ Incorrect	✓ Correct
"I Don't Know":	"That's a great question! Let me check and find out."
"We Can't Do That"	"Here's what we can do." (Offer a positive alternative.)
"You'll Have To…"	"You'll need to…" (Take orders rather than give them.)
"Just A Second"	"Are you able to hold?" (Wait for a response.)
"No"	Think before you answer. Eliminate the "NO" and begin with the next word.

Role play: imagine a situation with a client asking for the replacement or fixing a service at home (can be the internet service or the electricity service).

- Do not forget to use the "correct" phrases when dealing with the costumer.
- You have 10 minutes to prepare your dialogue.
- Use the flow chart below to help you.

| Answer the phone. |
| Say who you are and ask to speak to X. |
| X is in a meeting. Message? |
| Ask when the meeting finishes. |
| Respond. Message? |
| Leave message. |
| Confirm caller's name. Phone number? |
| Give your details. |
| Check message with caller. |
| Confirm or correct message. |
| Thank the caller and say goodbye. |
| Say goodbye. |
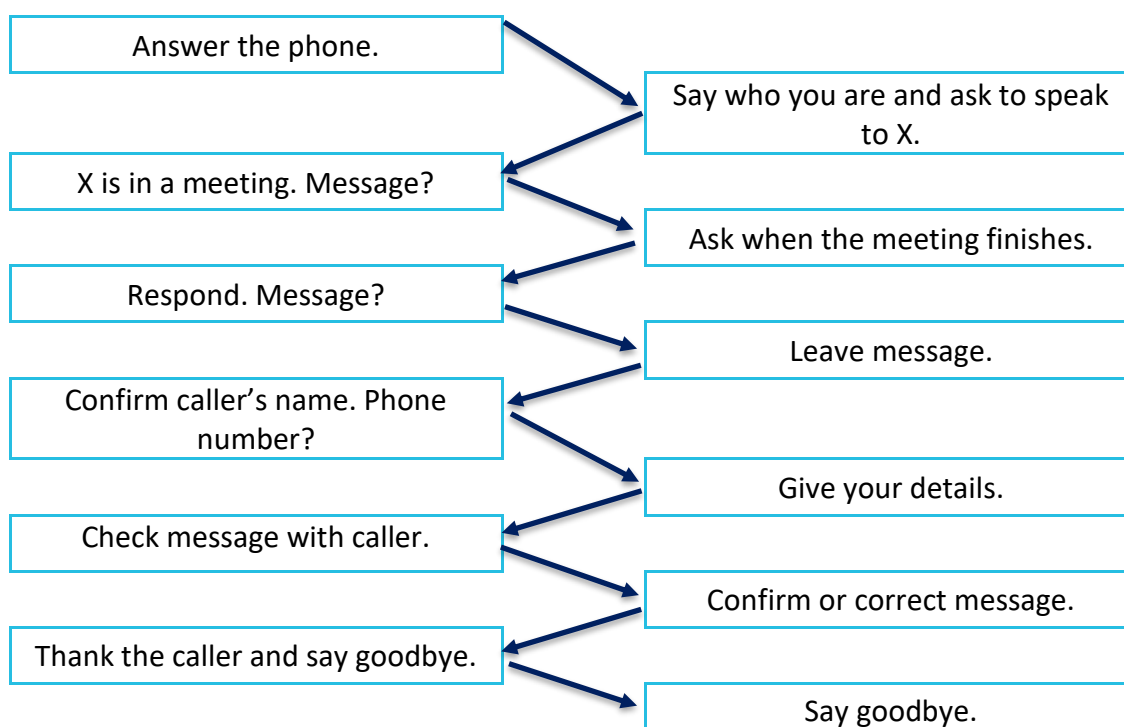
Activity 3

It is very important to know how to make arrangements with customers. Here are some key expressions to use when making arrangements.

Useful Phrases	
Arranging an appointment – Could we set up a meeting? – Are you available/free on Monday? – Does next Thursday suit you? – How about 2 p.m. on Tuesday?	**Suggesting a new time** – I'm sorry, but I've got another engagement. – How about Tuesday morning instead? – Actually, Thursday morning would work out better for me.
Agreeing on a time – Just let me check my diary / planner. – Yes, Tuesday is fine with me. – Sounds good. Tuesday at 2 p.m. then.	**Confirming** – We'll see each other next Thursday at 11.00 at your office. – Could you confirm the details in an email? – Here is my mobile number in a case you need to reach me. – I look forward to seeing you.

3.1. Match the question with the responses.

1.	Can we fix a meeting for next Tuesday at nine o'clock?	**a.**	Monday? Yes, that's fine with me.
2.	Is Friday the 18th convenient for you?	**b.**	One o'clock is fine with me, but I'd prefer to meet in my office, if that's OK
3.	Could we set up a meeting for Thursday afternoon?	**c.**	Sorry, I've already got a meeting that morning. How about 1:30 instead?
4.	Are you free next Monday for a meeting?	**d.**	I'm off for a long weekend on that date. Can I give you a call when I get back?
5.	How about one o'clock at my office?	**e.**	Yes, that sounds good. Is two o'clock OK?

1.	2.	3.	4.	5.
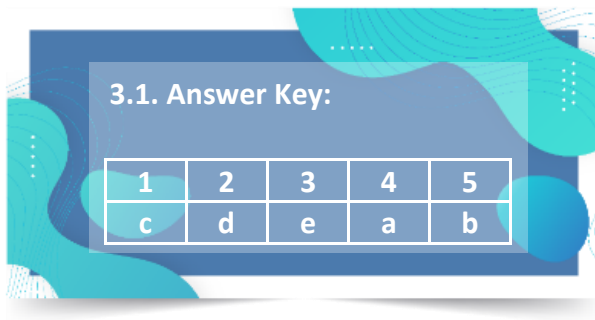
3.1. Answer Key:

1	2	3	4	5
c	d	e	a	b

Check your progress

How much did I learn about customer service?

At the end of this module I am able to / I can: (check what you have learned)

- I can make a proper telephone call service.

- I can use a wide variety of vocabulary when speaking on the phone.

Attachment 3

Dialogue of the phone call in the question 1.2

Amy: Good morning. This is Amy speaking.

Justine: Good morning. Is this Daneline office?

Amy: Yes. What can I do for you?

Justine: May I speak to Sylvie Petersen?

Amy: Sorry, she's not here.

Justine: Can I leave a message?

Amy: Sure. Please do

Justine: My name is Justine Thomas. I'm working for Trivesco. It's about the construction schedule for next week. I would like to schedule for another date. My contact number is 390 – 929 – 2107.

Amy: Can you spell the name of the company please?

Justine: Of course T – R – I – V – E – S – C – O.

Amy: Thank you. Is there anything else?

Justine: No, thank you. Good-bye.

Amy: Good-bye.

1.3. Tool 3: Handling complaints and solving problems

1.3.1. Practical Information

MODULE	Customer service
TOOL	Handling complaints and solving problems
RESOURCES	Handouts
CONTENT	Learn how to deal with problems and complaints
CONCEPT	Give simple methods so the learner could develop basic skills to deal with problems and complaints
TEACHING HOURS	2
LEARNING OUTCOMES	The learner will be able to: - Apply the LAST method - Write an apology letter considering the five Cs of customer care
ASSESMENT CRITERIA FOR VALIDATION	- Understand the importance to give a proper response when dealing with problems and complaints - Understand the LAST method - Comprehend the five Cs of customer care - Know how to write an apology letter
ASSESSMENT TOOLS	- Worksheet - Evaluation form for trainers - Self-assessment form for learners - Portfolio

1.3.2. Customer Service – Dealing with problems and complaints

Activity 1

In the daily routine of a customer service, one of the most common situations is dealing with problems and complaints. To succeed in such hard task, follow these simple rules:

1 – **L**isten
2 – **A**pologize
3 – **S**olve
4 – **T**hanks

These simple steps are known as the LAST method.

Don't ever forget that softening bad news and apologizing are very important in a face-to-face or phone call situation. Here are some phrases that will help you with that task.

✓ *I'm afraid (that) we've made a mistake*.
✓ *It seems (that) there has been a mix-up with your order.*
✓ *It appears (that) they forgot to enclose the instructions.*
✓ *There seems/appears to be a misunderstanding.*

Activity 2

Regardless of your role in a business or company, customer service is the first step to making a good and lasting impression. Here are the 5 C's of customer care that will help you in any situation

The 5 C's of customer care:

- **Clear -** Keep sentences short and direct, have well-organized paragraphs.

- **Complete -** include all the information your customer needs, including reference numbers and contact details.

- **Concise -** Do not waste your reader's time with too much extra information. Remember your customer is also a busy person.

- **Courteous -** Use polite language and follow letter-writing conventions.

- **Correct -** Do not distract the reader with mistakes in grammar, punctuation, and spelling. Always re-read your letter or email before sending it.

When you write to a customer for the first time, it is best to use a formal style.
Here are standard salutations and closes used in letters and emails.

	LETTER	EMAIL
When you don't know the name	Dear Sir/ Madam/ Dear Sirs _____ Yours faithfully	Dear Sir/ Madam/ Dear Sirs Hello _____ Kind/ Best Regards
When you know the name	Dear Mr/ Ms/ Mrs Smith _____ Yours sincerely	Dear/Hello Mr/ Ms/ Mrs Smith _____ All the best/ Best wishes
When you know the person /people well	Dear John Dear Paul and Mary _____ Kind regards	Hello Paul Hi Paul and Mary _____ Best wishes

Read this typical apology letter and complete it with the phrases below.

| We very much regret | Once again, we apologize | We are very concerned |

to hear | The problem has been resolved | We assure you that we are doing

everything we can

2.3. Match the two parts to make phrases:

1. I look forward to	**a.** for choosing our company
2. We are delighted to	**b.** seeing you next week
3. If you have	**c.** you a visit personally
4. Thank you	**d.** any further questions
5. It was a pleasure to	**e.** speak to you
6. If you are satisfied	**f.** have you as a new customer
7. I will pay	**g.** with the results

1.	2.	3.	4.	5.	6.	7.

2.2. Answer Key:
1. We are very concerned to hear
2. We very much regret
3. We assure you that we are doing everything we can
4. The problem has been resolved
5. Once again, we apologize

2.3. Answer Key:

1	2	3	4	5	6	7
b	f	d	a	e	g	c

Complete the sentences form letters and email with words from the box.

| back | convenience | hearing | just ... of | pleased | regard | reply | would |

Dear Mr. Webber

_____ that your order from last month has not reach you. _____ the frustration this has caused you.

_____ to make sure your order arrives as soon as possible. The delay was due to an unexpected computer problem in the delivery department which interrupted our usual efficient service. _____ and your order has been sent to you by overnight post.

_____ for the inconvenience. We do value your business and hope to keep you as a long-term customer.

Yours sincerely

Mark Beckham – Dispatch Manager

1. In _____ to your phone call, I am sending you the details of your request.

2. We would be _____ to assist you with all your financial planning.

3. Thanks for your letter _____ 29 June.

4. I'll get _____ to you as soon as possible

5. We look forward to _____ from you soon

6. I _____ be grateful if you could contact me at your earliest _____.

7. Looking forward to your _____.

8. I'm _____ writing to let you know the dates of our next open house.

2.4. Answer Key:
1. regard; **2.** Pleased; **3.** Of; **4.** Back; **5.** Hearing; **6.** would / convenience; **7.** Reply; **8.** just

Check your progress

How much did I learn about customer service?

At the end of this module I am able to / I can: (check what you have learned)

- I can follow the LAST rules ☐

- I am aware of the 5 C's of customer service ☐

- I am able to deal with complaints in a proper manner ☐

- I can write an apology letter or email ☐

2. INTERCULTURAL COMMUNICATION

Tool 1 – The spider in the web

Tool 2 – Role play

Tool 3 – The pitch

Introduction[12]

Intercultural communication (or cross-cultural communication) is a discipline that studies communication across different cultures and social groups, or how culture affects communication. It describes the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. In this sense it seeks to understand how people from different countries and cultures act, communicate and perceive the world around them.[13]

By communication we mean every message that one person sends to another. According to this definition, any conduct, verbal or non-verbal, in the presence of others of which we are aware, is communication.

When we formulate a definition with regard to a culture, it is about diversity or differences in behaviour. Each society has its own culture with specific verbal and non-verbal communication, communication styles, values, norms, customs and rules for appropriate and inappropriate behaviour.

A global definition of intercultural communication could therefore read as follows: the process of exchanging messages between persons who perceive, think and act differently on the basis of their own cultural background.

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[12] Texts and exercises from this chapter are all sourced directly from: drs. Pfann M. S. T., Frentrop M., "SPREEK JE UIT! Actieve Taaltraining" Docentenhandleiding, IVC Den Helder, last modified 2014.
[13] Wikipedia Contributors, Intercultural Communication, last modified 2019, https://en.wikipedia.org/wiki/Intercultural_communication

2.1. Tool 1: The spider on the web

2.1.1. Practical Information

MODULE	Intercultural Communication
TOOL	The spider in the web
RESOURCES	Paper, colourful pens and markers, different types of rope and ribbon
CONTENT	The participants will become aware of important influences of persons and institutions in their lives and judge whether they want to change these. They will also consider how to use supportive contacts to achieve goals.
CONCEPT	Awareness-raising positive use of your network. Daring to enter into a confrontation. Convincing people and institutions to cooperate in realising your goal.
TEACHING HOURS	4
LEARNING OUTCOMES	The learner will be able to: - Become aware of important influences of persons and institutions in their lives and judge whether they want to change these. - Consider how to use supportive contacts to achieve their goals.
ASSESMENT CRITERIA FOR VALIDATION	- Evaluation form for trainers - Self-assessment form for learners - Portfolio
ASSESSMENT TOOLS	- Presentation

Activity 1

The participants will create an ecogram. They will learn to indicate what connections they have with people and institutions in their current lives. They will also learn to indicate the quality of these bonds by using colours and different types of lines. Then participants will perform their ecogram with the help of the other learners and using different types of rope and ribbon.

'The Spider in the web' is a way of looking at important people or institutions in the participant's life. The learner is at the centre and places the others around him/her. Then he/she puts his/her name in the middle circle.

As people, we all have different roles: for example, child, husband, mother, girlfriend, grandmother, colleague, neighbour, etc. From each role participant have to connect a string toward the person opposite. That's how your role as a child is opposed: your father and mother. How are the roles divided? Is it a fair distribution or is anyone on the other side of the string pulling harder? You identify this and see how you can change it to achieve the aim: how can I use the people around me to achieve my goal(s).

The participant discusses her/his ecogram with another participant; who pulls him/her in, how does that feel? How can he deal with this?

Assignment 2:

The participants perform the ecogram in a role-play. The rolls are connected by means of strings and ribbon. Learner is central and represents his/her ecogram. The other participants play the roles. The central figure can choose different lengths, thicknesses and colours of ribbon or rope. Each player of a roll holds one end of the rope or ribbon.

What is the distance between him/her and the other participants, how thick is the line? How does it feel for him/her to be connected this way and for the person who performs being someone in his network? Is he able to hold all the strings in his hands?
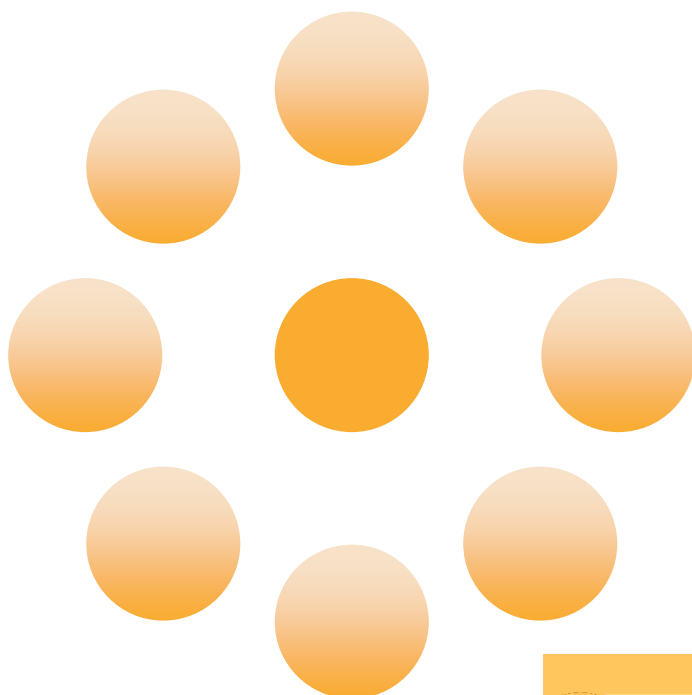
> The lines may also be coloured:
> **Red:** pain, stress; **Green:** safe, strong; **Orange:** mixed, moderate; **Black:** neutral

If more circles are needed, they can be added to the circle. Not all circles have to be filled in. The arrows between the central participant and the roles can be drawn in different ways:

⟷	*Is a connection that goes to both sides. There is support or stress from both sides.*
→	*Is a connection that only goes in one direction. There is then no interaction in support. Example of a connection that only goes one way: the participant helps her neighbour when necessary, the neighbour is not helpful herself, she does not support the participant.*
→	*Weak*
→	*Strong*
⌐→	*Stressful*
—⊢	*Broken (e.g. by death, escape, fight)*

2.2. Tool 2: Role play

2.2.1. Practical Information

MODULE	Intercultural Communication
TOOL	Role Play
RESOURCES	Chairs and tables, game cards and costumes
CONTENT	Learning to resolve difficult situations and how to deal with others. Learn to stand up for yourself but also work together. Improving language skills.
CONCEPT	Awareness-raising positive use of your network. Daring to enter into a confrontation. Convincing people and institutions to cooperate in realising your goals.
TEACHING HOURS	3
LEARNING OUTCOMES	The learner will be able to: - react and take initiative cause during the game - Improve language and use body language as well
ASSESMENT CRITERIA FOR VALIDATION	- Evaluation form for trainers - Self-assessment form for learners - Portfolio
ASSESSMENT TOOLS	- Presentation

2.2 Role play

Activity 1

The participants play a role-play in this session. They work with the corresponding cards.

Each card has a number and a letter. The number indicates the location, the letter, the situation. The card shows a photo visualizing the situation. This photo is the inspiration for the participants. It must convince them to dare to play the role-playing game. The card also indicates, in the form of pawns (laughing emoji), how many players are performing the situation. A situation is described in a separate column of the card. The participants follow the situation and improvise the solution themselves.

Constantly select a new participant everyone will have a turn. Those who don't play are the audience. Use the clothing and objects corresponding to the numbers (location). Control as little as possible.

DESK
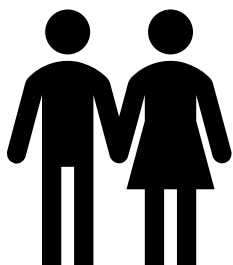
Situation A:

2 Players:
1 desk clerk - 1 customer

The desk clerk has had a busy day. She is tired and doesn't feel good. At the end of the afternoon, a customer who is stubborn and unfriendly comes to the desk.

How does the desk clerk deal with this situation?

Situation B:

2 Players:
1 desk clerk - 1 customer

The customer has overcome a barrier. She finally dares to open the door and go to the counter. She wants information about a course. The desk clerk treats her as if she is not there and does so arrogantly.

How does the customer deal with this situation?
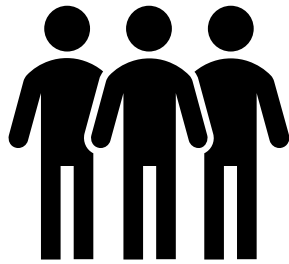
Situation C:
3 players:
1 desk clerk - 1 customer - 1 chef

The situation is getting out of hand. The customer feels badly treated by the desk clerk and asks for the chef.

How does the chef solve the problem?
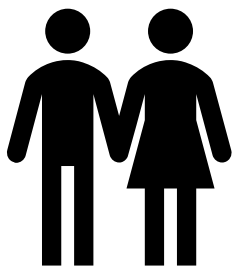
Roleplay cards (Desk)

DESK

Situation A:
2 Players:
1 desk clerk – 1 customer

The desk clerk has had a busy day. She is tired and doesn't feel good. At the end of the afternoon, a customer who is stubborn and unfriendly comes to the desk.

How does the desk clerk deal with this situation?

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DESK

Situation B:
2 Players:
1 desk clerk – 1 customer

The customer has overcome a barrier. She finally dares to open the door and go to the counter. She wants information about the course. The desk clerk treats her as if she is not there and does so arrogantly.

How does the customer deal with this situation?

RESTAURANT
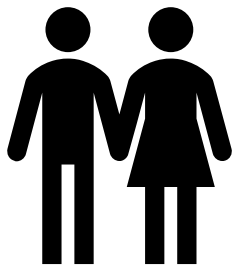
Situation A:

2 players:
1 server - 1 customer

The waiter has her first working day. She feels insecure but hides this. The customer asks questions about the menu but does not get a clear answer and gets angry.

How does the waiter react?
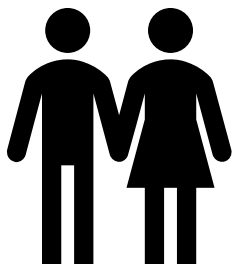
Situation B:

2 players:
1 server - 1 customer

The customer is a real grumbling. There is also comment on the food reserved by the waiter. The soup is too cold, the salad is lukewarm, and the steak is too raw. The waiter does her best and brings everything back to the kitchen.

How does it continue?
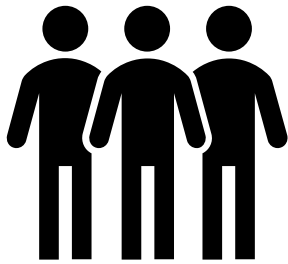
Situation C:
3 players:
1 server - 1 customer - 1 cook (chef)

If the waiter with a new order comes to the grumbling customer and it is again not good, she can't handle it further.

She decides to bring the chef in. How does this end?

Roleplay cards (Restaurant)

RESTAURANT

Situation A:
2 Players:
1 server – 1 customer

The waiter has her first working day. She feels insecure but hides this. The customer asks questions about the menu but does not get a clear answer and gets angry.

How does the waiter react?

RESTAURANT

Situation B:
2 Players:
1 server – 1 customer

The customer is real grumbling. There is also comment on the food reserved by the waiter. The soup is too cold, the salad is lukewarm, and the steak is too raw. The waiter does her best and brings everything back to the kitchen.

How does it continue?

RESTAURANT

Situation C:
3 Players:
1 server – 1 customer – 1 cook (chef)

If the waiter with the new order comes to the grumbling customer and it is again not good, she can't handle it further.

She decides to bring the chef in. how does this end?

2.3. Tool 3: The pitch final presentation

2.3.1. Practical Information

MODULE	Intercultural Communication
TOOL	The Pitch final presentation
RESOURCES	Large coloured cardboard sheets, computers, printer, magazines, memory sticks, markers, pencils.
CONTENT	Preparing a pitch/final presentation
CONCEPT	Learners will learn how to present themselves
TEACHING HOURS	3
LEARNING OUTCOMES	The learner will be able to: - Profile themselves before an audience.
ASSESMENT CRITERIA FOR VALIDATION	- Evaluation form for trainers - Self-assessment form for learners - Portfolio
ASSESSMENT TOOLS	- Presentation

Activity 1

The pitch - final presentation

In this lesson the participants will learn to prepare a pitch. A pitch is a short presentation about yourself that highlights your core qualities and your achievements, such as your diplomas and work experience.

You can set up your pitch by answering the following questions:

Who am I? (Your personal data, for example: I am ... / I am ... years old. / I come from .... / I am ... years in the x country (if the learner is immigrant/refugee). / I am married to ... and I have ... children.)

What is typical for me?

What is my dream / dream job? What am I good at?

What steps am I going to take to achieve my dream?

Who / What can help me with this? The people and institutions who can help you achieve your dream.

Make an overview of your qualities necessary for your dream job and your personal core qualities

Suppose you want to become a carpenter. What qualities do you need in order to do your job properly?

Which personal core qualities of your own are also important?
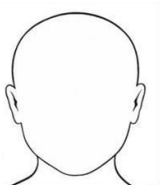
Qualities necessary for the job   Qualities of yourself
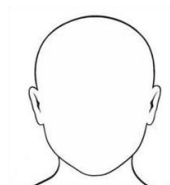
Tell about your experience and your diplomas

End your pitch presentation with a question

Each participant creates a pitch presentation according to their own abilities. If the participant is creative, but not computer skilled, he/she would probably choose a presentation that is supported by collages of images and text on large sheets of paper.

A participant who has good computer skills could make a PowerPoint presentation. Making a short film or a role-play could also be a possibility.

When the pitch is ready, learners have the opportunity to present their pitch to each other for practice.

3.LEARNING TO LEARN

Tool 1 - Competence Cards

Tool 2 - Thinking Images

Tool 3 - OsmAnd App

Introduction

Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including trough effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.[14]

We introduce three tools that support trainers to help learners to develop their learning skills. These three different components build a coherent programme but can nevertheless be used separate from each other.

The three components try to make the learners find answers to the following questions: *Who am I? How can I learn? Where am I?*

Who am I?

In order to learn adequately, learners should know some essential things about themselves: their strengths, their challenges, their personal and/or professional goal(s). By using the Competence Cards trainers will help learners to find answers.

How can I learn?

As the target group are vulnerable learners, we introduce an easily accessible tool: ten Thinking Images. These visual models help trainers to start a thinking process with learners.

Where am I?

It often is a big step for our vulnerable learners to get into action: they don't know where they have to go, who they have to contact, etc. By using the OsmAnd app trainers help them to move to the next step.

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[14] Council of Europe. Recommendation 2006/962/EC on key competences for lifelong learning. http://keyconet.eun.org/learning-to-learn

3.1. Tool 1: Competence Cards

3.1.1. Practical Information

MODULE	Learning to learn
TOOL	Competence cards[15]
RESOURCES	Printed competence cards
CONTENT	Get to know oneself and explore one's strengths and challenges.
CONCEPT	Apply positive communication skills (appreciative dialogue and unifying communication techniques) so the learner will be motivated to explore and appreciate his talents and challenges.
TEACHING HOURS	5
LEARNING OUTCOMES	The learner will be: - Aware of his strengths and challenges - Aware of his learning process and needs - Able to identify available opportunities - Able to identify and overcome obstacles in order to learn successfully - Able to gain, process and assimilate new knowledge and skills - Able to seek and make use of guidance - Gain self-awareness to deal with variable situations, stress, and fear
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Reflect on his skills' set and adapt his behaviour - Design and make a competence file and growth plan - Use feedback from peers in a constructive manner

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[15] "Competence cards for Immigration Counselling", Bertelsmann Stiftung, Forschungsinstitut Betriebliche Bildung gGmbH, last modified 2016, https://www.bertelsmann-stiftung.de/en/publications/publication/did/competence-cards/

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ASSESSMENT TOOLS

- Evaluation form for trainers
- Self-assessment form for learners
- Portfolio
- Personal development plan

3.1.1. Trainer's manual for the Competence Cards

LAYOUT OF THE CARDS

There are 46 competence cards in the three areas of social, personal, technical and methodological skills, 11 interest cards, 9 cards with further instructions and 3 supplemental cards. The cards are serially numbered based on competency areas and skills.

Each skill is illustrated by a picture, described by a sentence in simple language and translated into Dutch, Greek, Macedonian, Portuguese and Swedish.
Further explanations and questions about the competence term, instructions for the specialisation cards and additional materials can be found on the rear side of the cards. Cards marked with a red frame ensure connectivity for labour agencies and job centres.

HOW CAN I WORK WITH THE CARDS?

Using the cards is an interactive process during which the learners and trainers work closely together.

The front side of the cards is primarily aimed at the learner, with the illustration of the skills, the sentence in simple language and the translation. The rear side of the cards, with the additional explanation, the sample questions and references to the skill specialisation and additional materials is directed more toward the trainer.

The results of the conversation can be documented in a personal development plan for further counselling.

The cards can be used in a group, in an individual conversation between the trainer and the learner or in a one-to-one relationship between two learners who are each other's peer.

It is not necessary to use all competence cards. By selecting the cards, the trainer can offer a programme tailored to the individual learner. If you use all the cards, you will also have to invest more time in the course than the estimated 5 hours.

RECOMMENDATIONS FOR USING THE COMPETENCE CARDS

Easy way to start a conversation

The cards can be used as an easy way to start the conversation or as an access point for determining skills. This is particularly useful for learners with limited English language skills. They are also suitable as an introduction for less motivated learners or persons who are not certain of the direction of their future path. A successful introduction can be followed by the usual process for social abilities and skills analysis or option 2.

Complete determination of skills

The card set includes the three most important competence areas for determining informally and non-formally acquired skills. There are different options for performing the complete analysis of social abilities and skills.

Option 1:

- The learners view the cards and choose 10-15 competence cards which they consider to be their strengths. These are then discussed with the trainer and, potentially, additional specialisation cards are referenced. At the end of the process, primary skills can be determined, based on which an initial assessment of the vocational field can be made.

Option 2:

- The card set can also be used in only one competence area and the skills listed there can be queried one after the other. Specialisation cards can provide more details about the corresponding skills.

Option 3:

- The card set can also be used as a complete set. This results in a varied picture of the respective skills of the learner. The procedure is the same as in options 1 and 2.

Delayed use

The competence cards can be used at the beginning of the counselling process as a starting point for analysing the learner's potential. If other problems have to be dealt with first, the card set can also be referenced after a longer period of time and the determination of skills can be resumed. In this case, the documentation template is useful to document the results of the already started potential analysis.

Profiling cards

The card set can also be used to determine the strengths that play a role for the labour agencies and job centres during the profiling process. To this end, the cards with red frames can be targetedly selected.

3.2. Tool 2: Thinking Images

3.2.1. Practical Information

MODULE	Learning to learn
TOOL	Thinking images [16]
RESOURCES	Handouts, blank sheets, colourful pencils
CONTENT	Visualising the reflection process in a creative manner and going over all the steps in the reflection process.
CONCEPT	Thinking Images exist of visual models that help start the thinking process with learners. Thinking Images try to make the learners think actively and in a problem-solving manner from diverse perspectives. There are 10 visual models that bring on a personal thinking process. The structure of the model defines the structure of thinking.
TEACHING HOURS	3
LEARNING OUTCOMES	The learner will: - Be able to gain, process and assimilate new knowledge and skills - Learn to build on prior learning and life experiences - Use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training - Improve his self-modulating learning capacity
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Start the reflection process - Develop effective reflection strategies - Visualize the steps of the reflection process and turn them into action
ASSESSMENT TOOLS	- Evaluation form for trainers - Self-assessment form for learners - Portfolio

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[16] Michel van de Ven, Denkbeelden: praktijkboek voor visuele strategieën, Uitgeverij OMJS, 2015

3.2.2. Trainer's manual for the Thinking Images

Learning with Thinking Images is learning based on visual learning strategies. A visual learning strategy is a tool to organize and structure information, thoughts and ideas in images. We start from ten different visual learning models that we describe below. Each model challenges learners to make their thinking explicit and visible. In this way, information is brought into coherence. The ten Thinking Images fit in with every teaching activity.
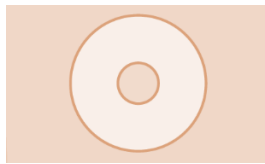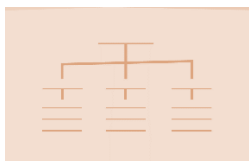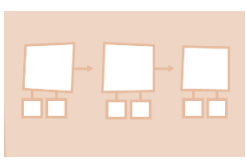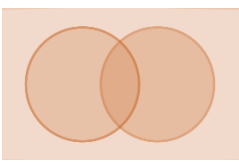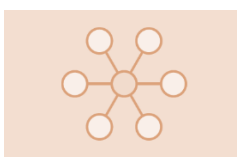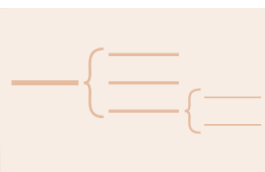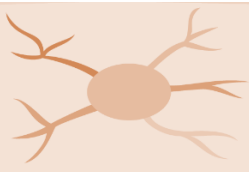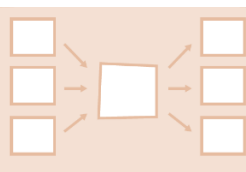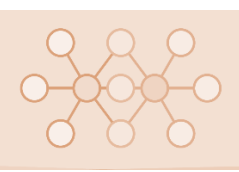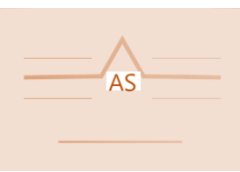
Learners can work with their own ideas or together with others. Provided that they are put into practice correctly and carefully, visual learning strategies lead to faster and more insightful learning and to a higher learning return. They also lead to committed and motivated learners.

You can use the Thinking Images in different contexts: with text fragments, with glossaries, with listening stories, with video clips, with songs, with prints, etc.

There are 10 Ideas that are made available in ten posters that can be hung out in the classroom for a longer period of time or even permanently. This makes all 10 Ideas visible and recognizable for learners and trainers. In addition to a schematic representation of the visual learning model, each poster contains an indication of the correct thinking process and the starting question.

On the following pages, we present 10 Ideas through a short description, a practical example and some tips & tricks.

Thinking images can be applied in two ways:

- in group: the trainer can, with the use of various tools and exercises, help learners in group to familiarise themselves with the learning strategies.

- individually: the trainer can help to identify problems that cause the difficulties in the learner's process of learning. The learning strategies that the learner doesn't fully comprehend can be trained with guidance from the trainer.

Circle	Tree	Flow	Hoops	Bubble
Brace	Mind	Multi-Flow	Double bubble	Bridge

The Circle Map

The circle is a widely applicable didactic working method, which is often used as a starting activity of a lesson. With the circle, learners brainstorm broadly about a

- Define in context
- Generate, associate, relate, explore, define.
  Asking for relevant information.
- Presenting facts about people, places and things.

subject or define a word or a Thinking Image without thinking about interrelationships. Once the ideas have been put online or on paper, the learners themselves begin to see and recognize the connections.

The Circle can easily be used as a starting activity for a second Thinking Image. The information found can be further edited here. For example, you can put events in order with the Flow Thinking Image. By combining the Circle with the Flow, one activates two thinking processes, namely brainstorming and order thinking.

Example: You want to obtain your driving license. What do you have to think about?

> 18 years
time management
exam   driving school
traffic rules
baby sitter   DRIVING   language
LICENCE   money
public transport   car/scooter
driving teacher
residence permit

TIPS & TRICS

1. Place a word, number, image, symbol, etc. in the inner circle to indicate the central theme.

2. Write or draw as many ideas and items in the outer circle as possible that come up spontaneously.

3. You can use words, drawings, pictures, video clips, etc. in the circles.

4. You can circle the results with several colours to start classifying.

The Tree Map

The Tree is a visual model that is primarily aimed at classifying the thinking process. With the Tree, learners sort items and organize them into categories or sections. In many lessons, the Tree contributes directly to vocabulary development.

The Tree is not only easy to use as a solitary teaching activity, but also as a follow-up activity after the Circle. These two Thinking Images can easily be combined. With the Circle learners brainstorm for example about all kinds of things, with the Tree they will discover in which categories the found items can be classified. By combining the Circle in a teaching activity with the Tree, you activate two thinking processes, namely brainstorming and classifying.

- What are the main ideas, the supporting ideas, what is detailed information?
- Sort and organize items into categories or categories.
- Grouping the most important ideas and details.
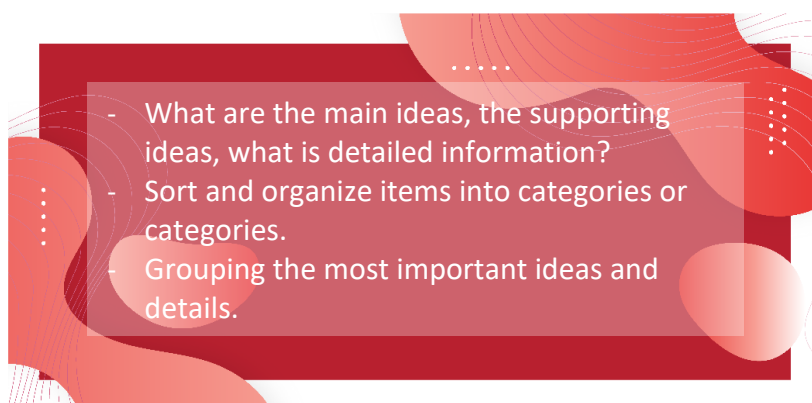
Example: We've just been brainstorming about obtaining your driving license. Can we now bring some order to these ideas?

DRIVING LICENSE

Precondition	Lessons	Personal circumstances
language	exam	time management
> 18 years	driving school	baby sitter
money	driving teacher	car/scooter
public transport	traffic rules	
residence permit		
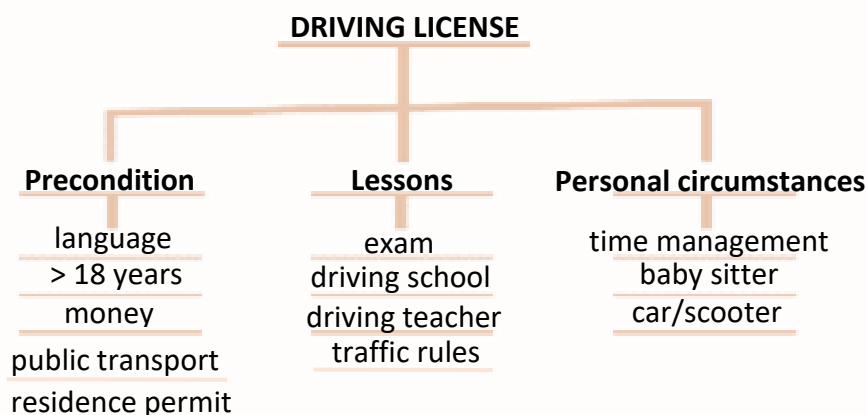
TIPS & TRICS

You can use the Tree either deductive or inductive. 'Deductive' means that you start from the top: from main idea to category to item. Inductive works the other way around: depending on certain specifications, or characteristics you define categories.

The Flow Map

The Flow makes the different steps in processes and events transparent and is focused on order thinking as a thinking process. Learners experience the Flow as a 'simple', but above all very clear visual model.

The Flow can also be used in processes such as conflicts between learners. With a Flow, processes and situations within social developments can be unravelled into underlying steps.

- Sequence thinking.

- What happened?

- What is the order of an event and what are the sub steps?

- Arranging information.

- Clarify the different steps of a process.
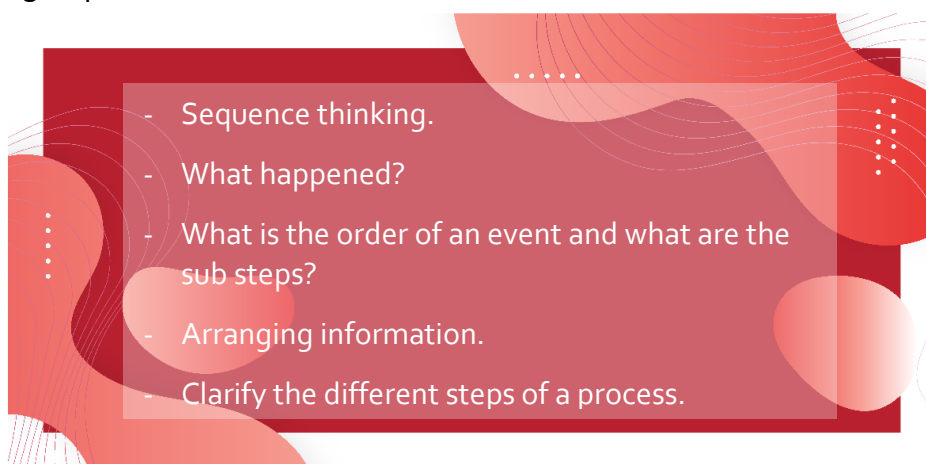
Example: Listen to this <u>short story</u>[17]. Can you reconstruct the story?

Jerry, a normal guy. → **He loves gangster movies.** → **Jerry buys himself a revolver.**

| Restaurant manager | 30 years | | Theatre | Video collection | | Shoots himself | Walks with a limp |
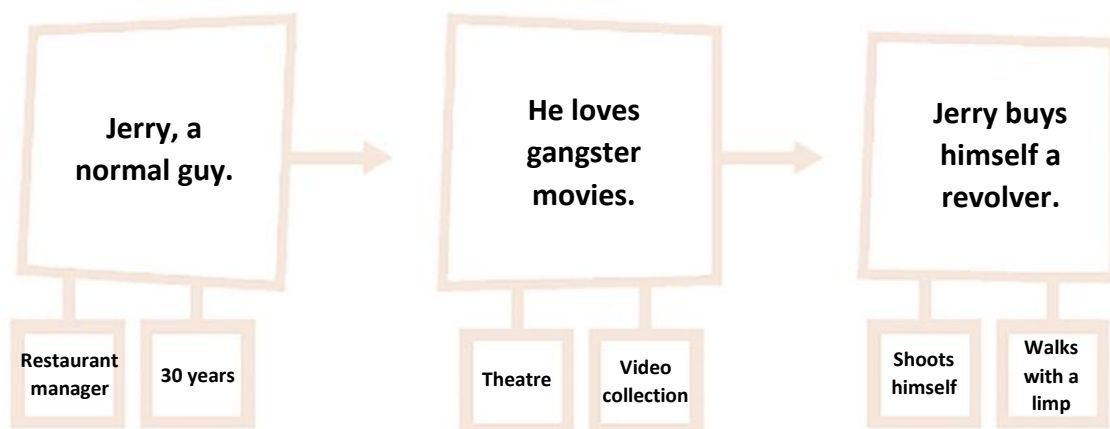
TIPS & TRICS

1. Write the most important steps in the bigger squares.

2. Use the smaller squares to write the sub steps.

The Bubble Map

The Thinking Image Bubble is used to let learners describe characteristics of subjects, objects or images. You can only fill a Bubble with adjectives.

- To describe subjects, objects or concepts using adjectives.
- Identifying sensory, logical or emotional characteristics of a subject or concept.

The Bubble contributes in all forms to the vocabulary development of learners. The Bubble is also suitable for evaluating or activating prior knowledge. Learners can use the Bubble to prepare presentations and pieces of work. The Bubble stimulates the 'scientific thinking' of learners.

Example: What thoughts does the image in the middle evoke in your mind?

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[17] Jerry Decided To Buy A Gun, mfox10ful, last modified January 6, 2012, https://www.youtube.com/watch?v=7hKROpfeY6s&feature=youtu.be

TIPS & TRICS

1. The Bubble is an excellent tool for vocabulary Flowing.
2. Start from the five sensory sensations: smell, see, hear, feel, taste.
3. You can also use logical characteristics (e.g. big, heavy, long …).
4. Alternatively, you can use aesthetic properties. The Hoops Map

The Hoops Map

The Hoops are used to compare objects, persons or situations. What are the similarities and differences? Hoops can be used in many situations. For example, at the beginning of a lesson, to activate prior knowledge. Or just at the end, to see what learners have picked up.

Searching for similarities and differences requires learners to think critically about the core of information they have already collected but not yet analysed. Learners may be able to give many details on one topic or Thinking Image. However, for comparison with another subject or Thinking Image, learners need to think deeper.

Discovering similarities and differences is one of the most effective didactic strategies to achieve high learning outcomes. No wonder, then, that the Hoops occupy a prominent place in the Thinking Images. The Hoops and the Double Bubble are closely related to each other; yet there is a clear difference. The Hoops focus thinking on similarities and differences, the Double Bubble focuses the brain on comparing and thinking in opposites.

- Structures the question what similarities and differences there are between objects, concepts, persons or events.
- Compares two things with each other.
- Being able to distinguish.

Example: What are the similarities and differences between fish and whales?

WHALES   **FISH**

breathe above water

lay eggs

fishing prohibited

live in the ocean

fishing allowed

bring forth live young

breathes under water
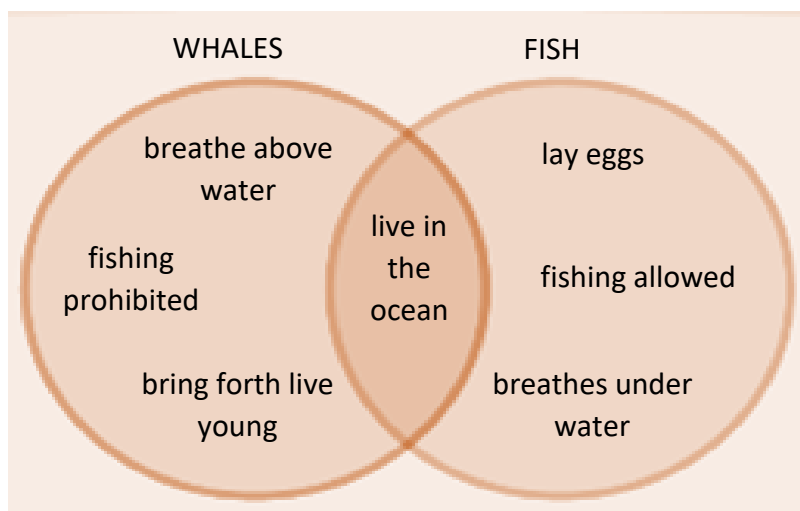
TIPS & TRICS

1. We advise to start first a brainstorm by using two circles. It helps to focus on the similarities and differences and not on suggesting new items.
2. Additional question: what are the most important similarities?

The Brace Map

The Brace is aimed at getting a clear picture of the entire relationship. A comparison is possible with a jigsaw puzzle. If you combine the separate pieces, you get one whole. Maps are also

- What are the parts of the object, person or event (whole).
- Can you divide each part any further?
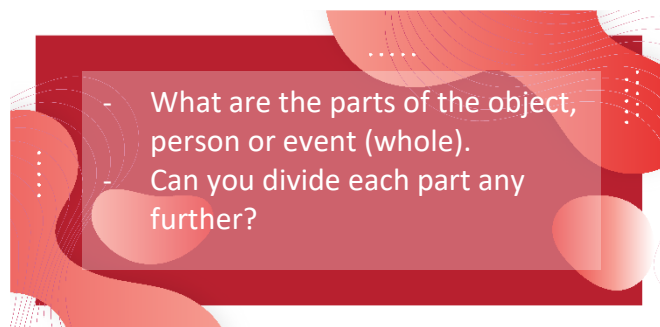
a kind of visual jigsaw puzzle: the borders divide a map into provinces or countries. The parts together form the whole.

Each brace symbolizes an equal's sign (=): all (sub) parts together form the whole. In the linguistic form, the Brace contributes to vocabulary development. Learners need specific words to describe the whole - an object, person or event. The Brace always follows the reading direction. Visually, the Brace is always built from left to right, from the whole to the part.

Belgian Governments

- Federal Government
- 3 Regions
  - Brussels
  - Wallonia
  - Flanders
- 3 Communities
  - Dutch speaking
  - French
  - German
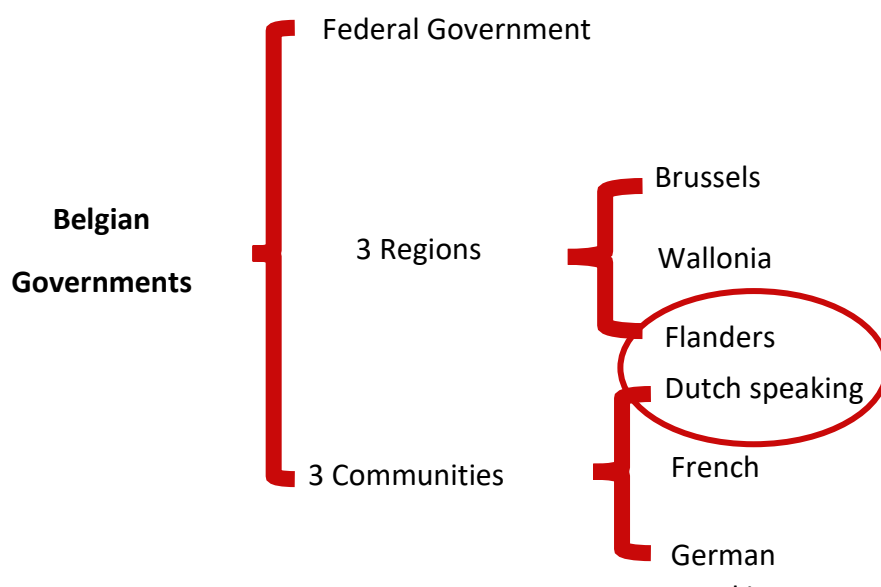
Example: (from the civics class) How many governments does Belgium have?

TIPS & TRICS

1. The plug always follows the reading direction.
2. Visually, the plug is always assembled from left to right, from the whole to the part.

The Mind Map

The Mind Map is primarily aimed at brainstorming and a logical arrangement of information in main and side issues. The Mind Map is a powerful technique, which appeals to multiple thought processes and capabilities of our brain. It is an effective way of retrieving and storing information in our brains. If used properly, the Mind Map leads to better learning, support of visual memory, overview and stimulation of creativity.
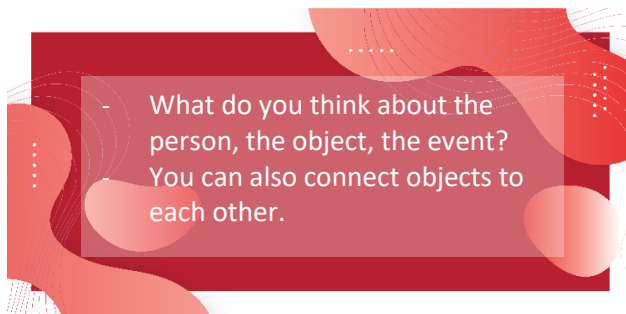
Learners organize information with the Mind Map in a logical way; here the associations of the pupil or a group of learners play an important role.

- What do you think about the person, the object, the event?
- You can also connect objects to each other.

Made with https://app.mindmapmaker.org
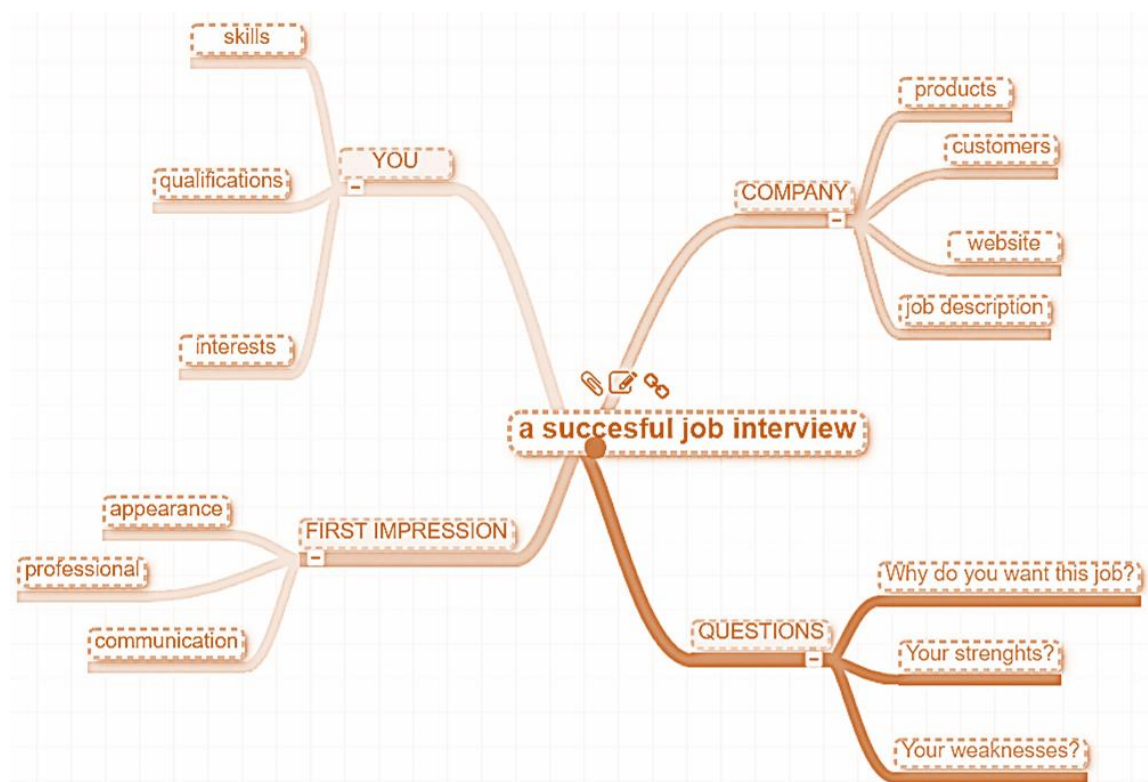
Example: What is a successful job interview?

TIPS & TRICS

1. Encourage the learners to use images in a mind map. This way they can convert their ideas in non-verbal representations.

2. We suggest letting the learners work in a group. There may be a discussion about certain suggestions from the participants. This makes the decision to opt for a particular word well-founded.

3. Make as many lateral branches as possible.

The Multi-Flow Map

With the Multi-Flow you can map the causes and consequences of an event. The Multi-Flow is an excellent didactic tool to start a conversation or discussion between the learners. The combination of discussion and visual models then leads to better understanding and deeper learning.
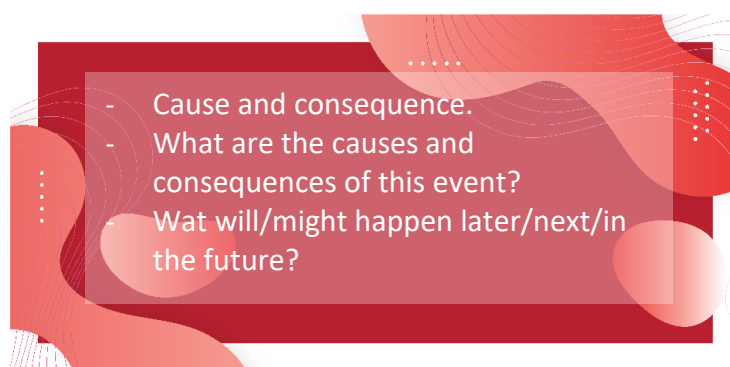
- Cause and consequence.
- What are the causes and consequences of this event?
- Wat will/might happen later/next/in the future?

The Multi-Flow is suitable for inductive teaching assignments. This is interesting if you want to discuss an event which causes and consequences are difficult to distinguish.

Example: What are the causes and consequences of an eating disorder?

Low self-esteem	→		→	Depression
Emotional stress	→	**EATING DISORDERS**	→	Heart failure
Body image disorders	→		→	Damage of the oesophagus
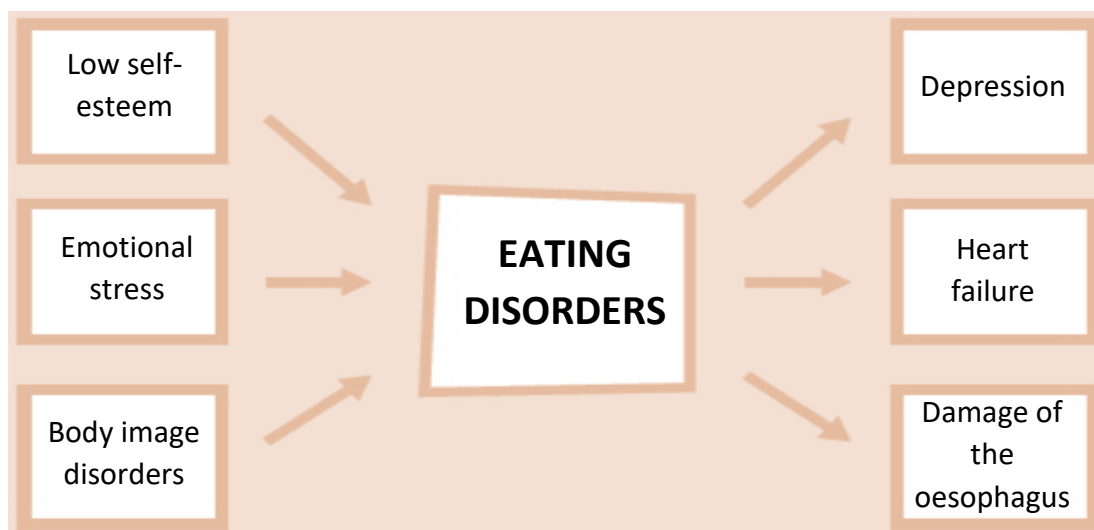
TIPS & TRICS

1. Always start with something that happened. As soon as everyone knows about it, you can start a discussion.

2. Events, especially when they are actual or socio-emotional in nature, stimulate learners to think further and deeper about the causes and consequences together.

3. Possible events: *earthquake, fire, tsunami, car accident, global warming …*

The Double Bubble Map

With the Double Bubble Thinking Image, you set two subjects against each other. The two subjects will be compared and contrasted, for example firefighter versus police officer, car versus bicycle. Comparing and contrasting requires learners to think critically about information they have already collected but have not yet analysed. They may know many details of a person or a mathematical Thinking Image.

However, to contrast them with details of another person or Thinking Image, they need to think more deeply about the information they have.

An essential difference with the Hoops is that with the Double Bubble you can put one characteristic one-on-one against the other. You can see the Double Bubble as a nuance to the Hoop. The Hoops Thinking Image is about similarities and differences, while the Double Bubble is about similarities and opposites/related differences.

- Search for similarities and contradictions between two subjects by juxtaposing them.

- Compare and contrast.

- The Double Bubble can help learners to easily understand the similarities and differences between two subjects.
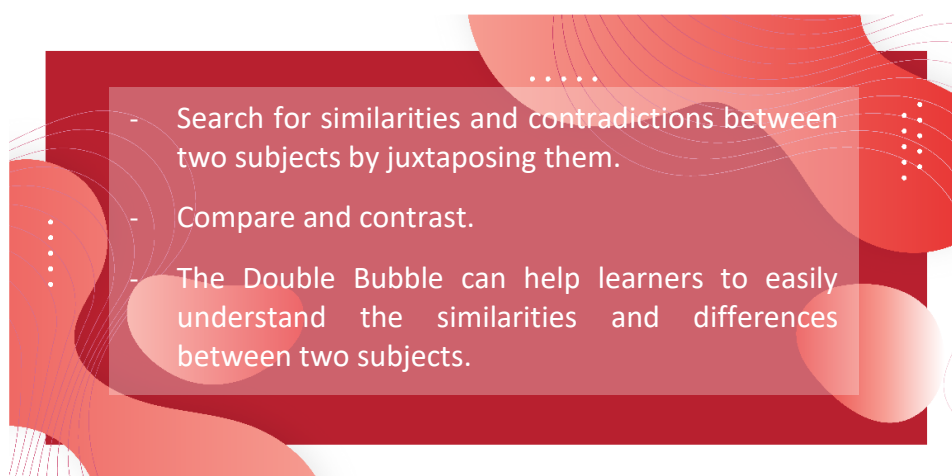
Example: Compare and find the differences and similarities between transportation by bus or by car.
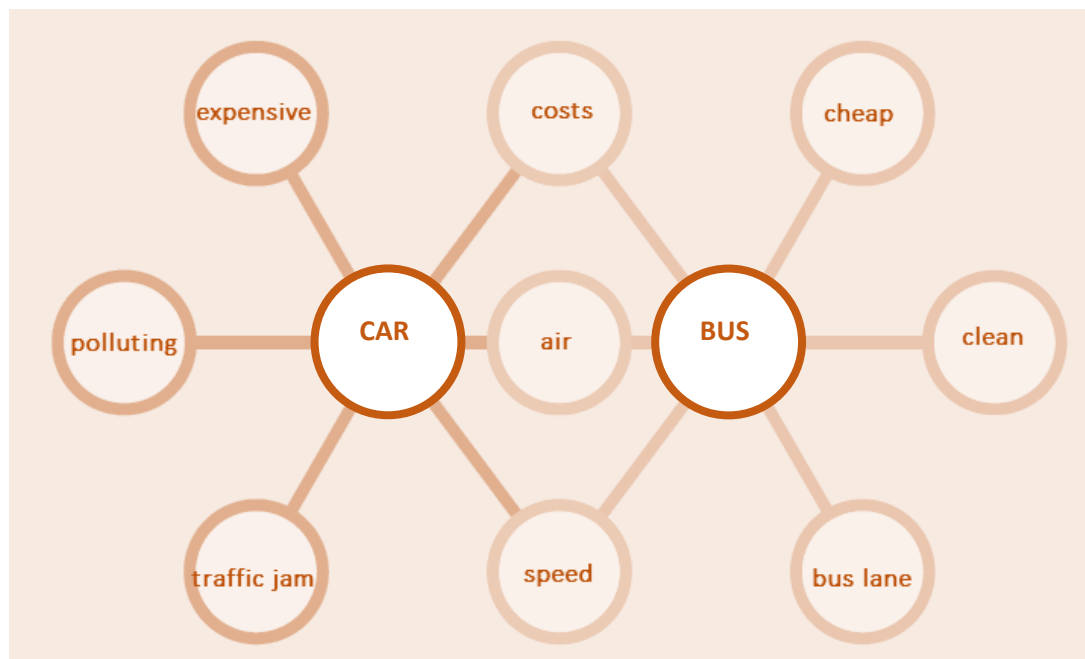
TIPS & TRICS

1. With the Double Bubble, you can compare objects, ideas, people, cultures, plans, actually everything, with each other and set them against each other.

2. To activate prior knowledge, learners should first use other Thinking Images. With the Double Bubble, they compare the two Thinking Images and slide them together.

3. In principle, each aspect is opposed to another and so a certain balance is created.

The Bridge Map

The 'Bridge' Thinking Image helps learners to recognise the relationship between ideas by making comparisons. The Bridge can be used to visualize similarities

- Identifying similarities between relationships.
- Draw comparisons (thinking in analogies).
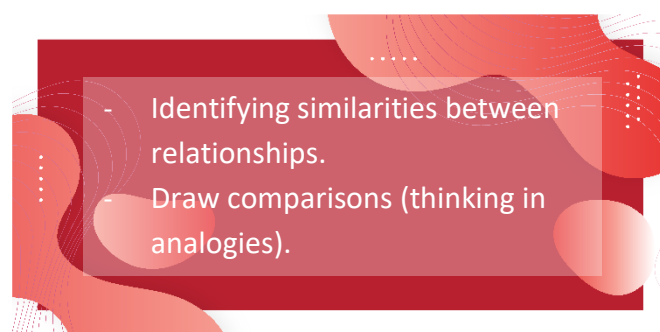
or matches between ideas. You can also clearly show comparisons with it. It is important to show learners how the Bridge helps them to understand the analogy between relations to the left and right of the Bridge.

For learners it is especially difficult to describe the connecting factor in a Bridge. They have already learned to describe the relationship between ideas, but not yet the connecting factor between the relations left and right of the Bridge.
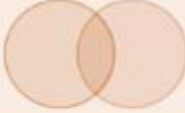
Example: Can you combine the words laughter, tears, joy, sorrow? What connecting factor do you use?
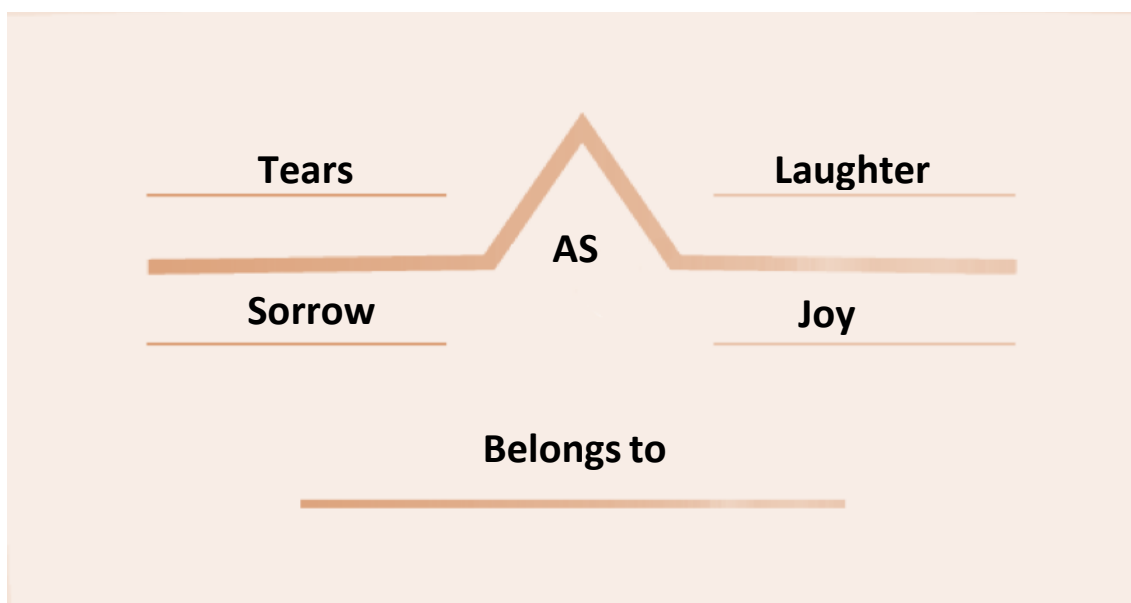
TIPS & TRICS

1. Start with the relation or the connecting factor of the analogy. Place this relation on the lower writing line.
2. The connecting factor is the link between the upper and the lower word on each sides of the Bridge; they are combined by a verb.
3. Examples of connecting factors - belongs to, is the colour of, sounds like, fits with, is another word for, is the opposite of ...

Circle map		Brainstorming & defining in a context	How could you describe or define the object, person or event? What is the situation?
Tree map		Classifying	What are the main ideas, supporting ideas and what is detailed information?
Flow map		Sequence thinking	What happened? What is the sequence of events? What are the underlying steps?
Hoops Map		Comparing and thinking in similarities and differences	What are the similarities and differences between these objects, persons or events? Which characteristics do you value most?
Bubble Map		Describing characteristics	How would you describe the object, person or event?
Brace Map		The whole - the parts - relations	What are the parts of the object, person or event? Can you subdivide each part again?
Mind Map		Brainstorming	What do you think about the object, person or event? You may also connect things together.
Multi-Flow Map		Cause and consequence	What are the causes and consequences of this event? What will happen in the future?
Double Bubble Map		Comparing and thinking in similarities and contradictions	What are the similarities and contradictions between these objects, persons or events? Which characteristics do you value most?
Bridge Map		Analogy thinking	What is the analogy used? Which metaphor do you recognize in this?

3.3. Tool 3: OsmAnd app

3.3.1. Practical information

MODULE	Learning to learn
TOOL	OsmAnd app[18]
RESOURCES	Phone, tablet or laptop
CONTENT	Explore and locate POI's (Points of Interest) in your local environment.
CONCEPT	The learners will do research on relevant organisations during their search for education and work, such as educational institutions, public services, library, employment office, banks, driving schools …
TEACHING HOURS	2 (except for downloading and installing)
LEARNING OUTCOMES	The learner will be: - Able to gain, process and assimilate new knowledge and skills - Learn to build on prior learning and life experiences - Use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training - Explore and expand his personal network - Able to find his way in local traffic - Gain a better understanding of local traffic and traffic rules
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Find and contact the relevant partners or organisations - Use a digital tool to expand his local environment
ASSESSMENT TOOLS	- Evaluation form for trainers - Self-assessment form for learners - Portfolio

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3.3.2. Trainer's manual for the OsmAnd app

OsmAnd is a map and navigation application with access to the free and worldwide OpenStreetMap (OSM) data[19]. All map data can be stored on the device's memory card for offline use. Via the device's GPS, OsmAnd offers routing, with visual and voice guidance, for car, bike, and pedestrian. All the main functionalities work both online and offline; on Android and iOS.

Install OsmAnd app

1. Go to the URL www.osmand.net
2. Tap on the right store:
   a. Google Play for Android devices
   b. App Store for iOS devices (iPhone or iPad).
3. When the store is opened, tap on 'Download' or 'Install'.
4. After the installation, you can open OsmAnd.
5. Select 'Get started'.
6. Download the map of your country and the 'world overview map'.

Now you can start using the OsmAnd app.

OSM editing: add POI (Points of Interest) on your device (local)

If we want to add POI, we need to activate a plugin in OSMand: OSM Editing. The plugin lets you create new objects, so-called points of interest or POI on the map.

Go to the menu ≡ at the left bottom ➔ Plugins ➔ press on the 3 dots at the right of OSM Editing ➔ Enable.

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[19] OpenStreetMap contributors, Learn Open Street Map, https://learnosm.org
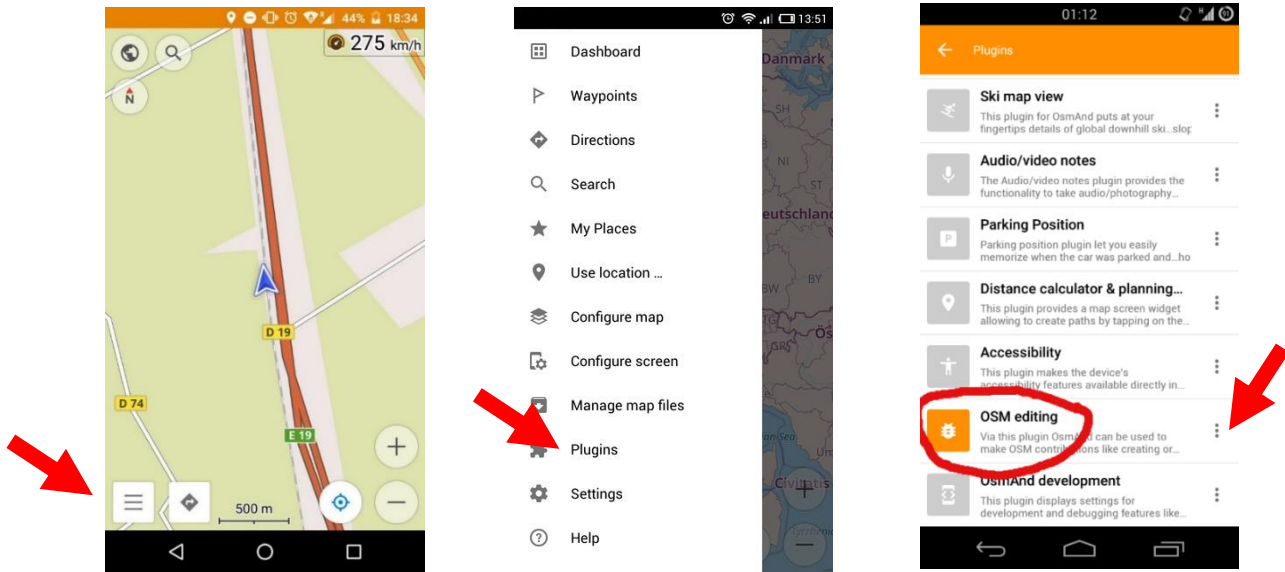
Back on the map:

Tap on the map where the new POI has to be placed. There will appear a new window at the bottom:

1. Press on 'Actions'.
2. Choose 'Create POI'.
3. Add its name and other details like address, phone number, working hours, website, etc.
4. Tap on 'Save' at the bottom (hide the keyboard if necessary to find 'Save').
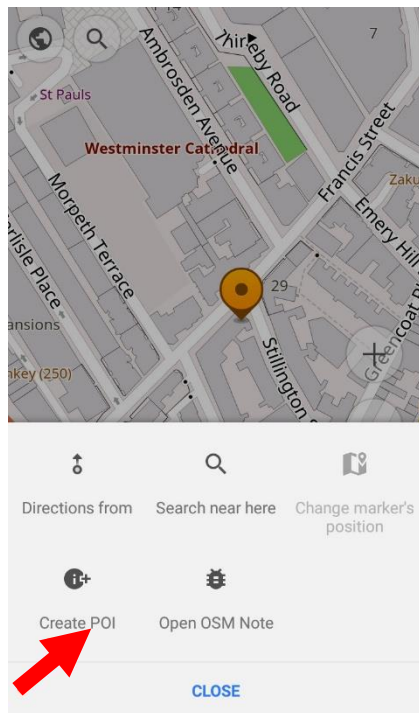
Now, you can find your POI in the map.

By tapping on [icon], you will find the complete information about the POI.

ReTraVaSSEV
Training Soft Skills Trainers
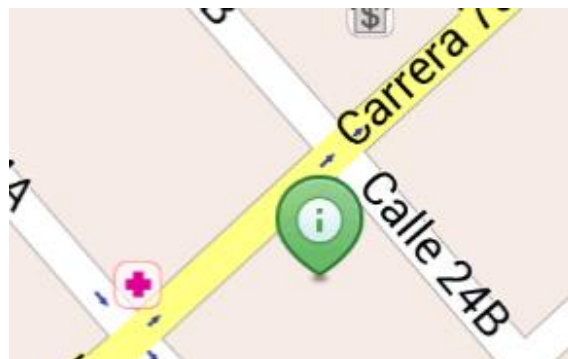
4.MOTIVATION

Tool 1 - My personal manual

Tool 2 - Self-awareness and reflection about external and internal motivation

Tool 3 - Triggers and routines

Introduction

Motivation comes from psychological impulses which act as a motivating power to bring actions to a desired goal. Motivation is the decisive factor when we try to achieve our goals. It attracts our passion and manages the actions which takes us forward. Motivation helps us to make choices and set time frames; make us sustained and committed; and make us feel more joyful during the activities we perform to get where we want.

Motivation is often the result of our action, not the reason for it. To get started, even with small steps, is a way to create motivation naturally.

The majority of people have motivation. It's just how we direct the motivation that differs. Some people seem to have a motivation for everything they do while others see difficulties everywhere. If we find ways to overcome the barriers and the resistance, we feel towards something we perceive as boring, annoying and hard, we then feel satisfied with the result and want to do it again. Thus, we will have created a lasting, joyous routine.

The motivation module consists of three tools. The first one focuses on creativity and an introduction of what motivation is for the learners. Everyone creates their own personal manual. This manual will be used during the whole module. In the second tool we give the learners theoretical knowledge of the differences between external and internal motivation. The final tool focuses on triggers and habits.

We have also chosen to build the lesson structure for each tool in the same way, in order to start the process of building routines while doing the activities. Another thing that we think could lead to an increased internal motivation is to vary the theory passes with group conversations and individual work, group work and homework. The latter is important in order to get a chance to practice new insights between the lessons and gain practical knowledge about the various tools.

4.1. Tool 1: My personal manual

4.1.1. Practical information

MODULE	Motivation
TOOL	My personal manual
RESOURCES	plastic folder, papers, material for decoration, coloured papers and pens
CONTENT	Self-awareness and motivational exploring.
CONCEPT	The personal manual is a book in which the learner write down thoughts and results from testing different tools. This book will be used throughout the course. This tool helps the learner to start and get used to writing down reaction patterns, problem areas, self-reflecting thoughts, new ideas, new solutions, results from tests etc. and helps them in finding a way to their internal motivation.
TEACHING HOURS	2,5
LEARNING OUTCOMES	The learner will: - Create a personal manual - Be aware of his thoughts about his own definition of motivation - Start to reflect on what effect music, creativity and exercise can have on his own motivation
ASSESMENT CRITERIA FOR VALIDATION	The learner: - Has create a personal manual - Can reflect on his own thoughts about motivation
ASSESSMENT TOOLS	- Personal manual - Evaluation form for trainers - Self-assessment form for learners - Portfolio

4.1.2. Trainer's manual for personal manual

Instructions

The text in italics is an example of what you can say to the learners.

a. **Entrance to music**

- Let the learners enter and sit in a circle of chairs for a while and listen to music.
  Suggestions of Music: Waah Yantee – Creativity, 7 min, by Snatam Kaur[20]

b. **Assemble in the circle**

Lower the music and ask the questions:

- *How did it feel to start the day/class in this way? What did you think about?*

- *How did this music affect you? Positively or negatively? In what way?*

- *How can this kind of music be used?*

  (Could be for example: For concentration and creativity?)

  - Let the learners consider these questions, respond and discuss in the circle.

c. **Review of the day's class in the circle**

- Describe the purpose of the session

- *Today you are going to create a personal manual (show an example – see below) and I will explain to you how to do it.*

- *This is a very important book and you are going to write personal stuff in it. Make it as personal as you can, create something unique for yourself. This book will be one of your own tools to be aware of what motivation is for you and how you can use motivation to reach a desired goal."*
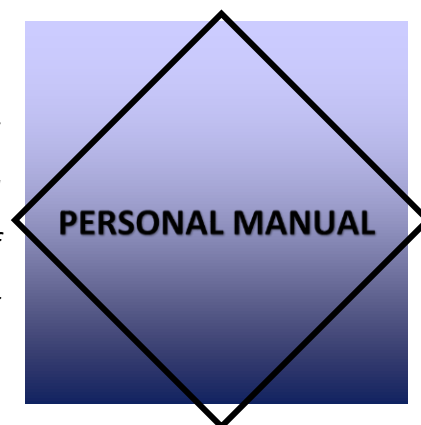
PERSONAL MANUAL

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[20] "Waah Yantee - Creativity - Snatam Kaur", tarsitrs, last modified January 4, 2018,
https://www.youtube.com/watch?v=TkzyWpCFx6U

- Use a plastic folder – see picture below. We recommend this kind of folder so you can place loose papers in it.
- Offer the learners different work material which can be used as decoration for the manual, such as coloured paper, pens, glitter, stickers etc.
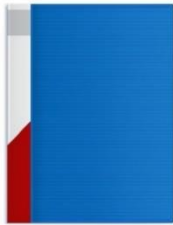
d. Individual work with the personal manual

Let the creative exercise begin and put on the same music as earlier.

e. Pause - light exercise with your fingers – 20 sec. Video[21]

f. Individual work – continuation

g. Assemble in the circle

Resource: Video.

- Let the learners assemble in the circle and let them show their Personal Manual to each other. Ask the learners how the exercise felt.

- *How did the exercise feel?*
- *Was it easy?*
- *Was it difficult?*
- *Did you like it or not?*
- *Are you satisfied with the result?*

h. Finalize by writing something in the personal manual

- For example, a mutual definition of what motivation is (Motivation = an interest or a motivating power to bring actions to a desired goal). Let them add a personal definition (their first one - it could change during the course).

An idea could be to write a daily definition in the manual. For example:

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[21] https://www.youtube.com/watch?v=_ehWSI8nUNU

Motivation
is what gets you started

Habit
is what keeps you going

i.   Assemble in the circle

Conclusion - tying up the bag

- Make a summary, of the day´s work by discussing these questions:

- *What have we been working on today?*

- *What have we learned today?*

- *How can we use our new knowledge and self-awareness to raise our internal motivation?*

- Let the learners write down their thoughts in their personal manuals.

4.2. Tool 2: Self-awareness and reflecting about external and internal motivation

4.2.1. Practical Information

MODULE	Motivation
TOOL	Self-awareness and reflecting about external and internal motivation
RESOURCES	Projector or smartboard, printouts, personal manuals
CONTENT	Understand the differences between external and internal motivation and to find out which of these two drives you forward in life. Begin changing external motivation to internal.
CONCEPT	Give the learners theoretical knowledge of the differences between external and internal motivation. Reflect and understand our own reaction patterns to external and internal motivation and how it could change our approach to dealing with things that may feel boring or hard.
TEACHING HOURS	3 + 1
LEARNING OUTCOMES	The learner will: - Learn about the difference of external and internal motivation - Learn about different driving forces - Be aware of which driving forces affect his own motivation
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Reflect of what external and internal motivation are - Reflect of his owns driving forces - Change their approach towards boring chores so it would make them easier to do
ASSESSMENT TOOLS	- Personal manual - Evaluation form for trainers - Self-assessment form for learners - Portfolio

4.2.2. Trainer's manual for self-awareness and reflecting about external and internal motivation.

Instructions

- The text in italics is an example of what you can say to the learners.
- Preparation and material for this tool: Projector or smartboard to show the questions.
- Print the papers with questions for each learner. (You see the questions below and also in the attached files).
- The learners need their personal manuals to write down their answers and thoughts.

a. **Entrance to music**

- Let the learners enter and sit in a circle of chairs for a while and listen to music (turn up the volume).

  Suggestions of music: Classical music *Gustav Mahler, Adagietto from Symphony no. 5*[22]. Start the music before they enter and let them listen together until the end of this symphony.

b. **Assemble in the circle**

- Lower the music and ask the questions:
- *What do you think of when listening to this music?*
- *Does it affect you in any way – positively or negatively? Or not at all?*
- *How can this kind of music be used?*

  (Could be for example: For considering your life and your personality. To consider what things are important in life and why.)

- Let the learners consider these questions, respond and discuss in the circle.

c. **Review of the day's class**

- Describe the purpose of the session

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[22] "Gustav Mahler – Adagietto from Symphony no.5", cmonclair27, last modified January 24, 2010, https://www.youtube.com/watch?v=VWPACef2_eY

- *Today we are going to learn about two different driving forces which can affect our motivation and way of thinking when it comes to dealing with things in our lives that may feel hard, heavy or boring. We are also going to find out which of these forces is most prevalent in your life and how they affect your motivation.*

d. Individual work with self-awareness questions

- The learners work individually with questions and answers in their personal manual. Give at least five minutes to answer each question.

- Show the first question on the whiteboard preferably using a projector and give this instruction:

- *Think about the question on the whiteboard.*

- The learners receive a paper with a question where they can check ☒ and write down their thoughts/answers. The paper is later inserted in their personal manual

Question 1:

What factors could make you start and carry out an activity (a chore) at work, at school or at home that feels heavy/tricky/boring?

_____

You may choose what time of the day to do such activities/chores.

When do you prefer doing boring chores?

☐ *in the morning*

☐ *before lunch*

☐ *after lunch,*

☐ *in the afternoon*

☐ *in the evening*

☐ *at night*

You may choose the people to work with

<u>How do you prefer working?</u>

☐ *alone*

☐ *with one or two others*

☐ *in a larger group*

You could gain something if you start and finish the activity (the chore) or you could lose something if you don't do it.

<u>Which of these gains or losses could help you the most</u>

☐ *material or financial gains*

☐ *a chance for own development*

☐ *a chance of a better job position*

☐ *better working conditions*

☐ *popularity*

☐ *other people's appreciation*

☐ *a risk of a job disadvantage*

☐ *the risk of having to stand in front of a superior and explain   why you haven't done the job*

☐ *other gains or losses, what?*

………

………

………

………

☐ *It helps if you have own expectations of the result?*

☐ *It helps if you have other people's expectations of the result?*

☐ *It helps to make up your mind and go ahead no matter if you feel motivated or not?*

☐ *It helps if you have a deadline?*

□ *Other factors, what?*

………

………

……

…………………………

Question 2:

What factors could stop you from starting a new behaviour even though you have already decided to go ahead?

_____

□ *Costs – loss of money*

□ *No time*

□ *Family requirements/demands*

□ *Tiredness*

□ *Bad health*

□ *Too high expectations/goals*

□ *No support from friends or family*

□ *Other factors, what?*

………

………

……

…………………………

Question 3

What could make you act anyway?

_____

□ *Threats of different kinds*

□ *It finally feels better to go through with the action than to wait even longer*

☐ *Deadlines*

☐ *You know you will feel inspired if you just start*

☐ *You know you will learn a lot in the process*

☐ *Influence from colleagues or clients*

☐ *Previous results from acting that made you feel satisfied*

☐ *Other reasons, what?*

………

………

………

………………

e. **Individual work continuation followed by work in pairs or small groups**

- The learners work in small groups with the questions above, discussing their thoughts around their own reaction patterns to this and writing down new thoughts in their personal manuals.

f. **Pause with light exercise to music** Mozart - Clarinet Concerto In A Major K 622 Adagio

For example[23]: https://www.youtube.com/watch?v=hiV9Ig26vm4&t=104s

alternative: show the video without the sound and play Mozart instead. At the end of the exercise – do free moves to stretch out your body.

g. **Assemble in the circle**

Theory lecture on external and internal motivation

- Go through the main differences between internal and external motivation.

External motivation means that a behaviour is improved by some form of external reward, for example, getting money to do a task or to study for better grades and not because the desire to learn is remarkable. External motivation can easily be perceived as controlling.

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[23] HälsANS Pausgympa ANS, Angereds Närsjukhus, last modified March 2, 2018, https://www.youtube.com/watch?v=hiV9Ig26vm4&t=104s

Internal motivation comes from an action that is reinforced by itself, when we see a result of our own actions, such as that our health gets better by exercising regularly. Internal motivation may come from our own needs, interests and curiosity, and can be linked to such values as self-esteem, satisfaction, and that the task in itself feels rewarding. People need to feel competent, related and autonomous. Internal motivation develops out of the support of these needs. Motivated learning can occur when an individual feels freedom to make choices in the process, when the activity is challenging, and when the challenge can be conquered.

h. Group conversation about the topic of the theory lecture

- Give examples of different kinds of motivational incentives (use the questions above) and discuss if they are mainly external or internal.
- Discuss situations where they have experienced external motivation and how that made them feel.

- *Does external motivation, as you know it now, help you doing your job in the long run?*

Ask the same question about internal motivation.

- Talk about changing the approach towards boring chores.

- *In what way could we change our approach towards boring chores? Here are some ideas that you could try:*

A. Work with your choice of words

For example: When you think *"I have to wash up the dishes"* try to change the words *"I have to"* to *"I choose to"* or *"I want to"*.

B. What in the chore has a value for you? Find out and hold on to that thought.

For example: If you have a lot of dishes to wash up, imagine your sink clean and shiny and how you will feel afterwards.

C. Don't procrastinate – decide to do little by little.

Start at once even if it feels heavy and boring and do the chore for just 10 minutes now and continue with small steps later until you are ready. If it feels overwhelming – use a trigger (See tool 3).

i. **Assemble in the circle**

- **Homework:** Let the learners try the methods (*A-C above*) and practise at home. At the follow-up meeting let the learners tell each other how the methods worked. Write down the results in the personal manuals.

j. **Conclusion - tying up the bag**

- Make a summary, of the day´s work by answering, or by discussing these questions:

- *What have we been working on today?*

- *What have we learned today?*

- *How can we use our new knowledge and self-awareness to raise our internal motivation?*

- Let the learners write down their thoughts in their personal manuals.

4.3. Tool 3: Triggers and routines

4.3.1. Practical information

MODULE	Motivation
TOOL	Triggers and routines
RESOURCES	Projector or smartboard, personal manuals
CONTENT	To understand what triggers are and how they can be used to start activities that we often procrastinate. To practically use some triggers in order to build new routines.
CONCEPT	Let the learners try to use different triggers and changing some habits. Be aware of that triggers and changing habits could lead to new routines and increase the internal motivation.
TEACHING HOURS	2,5 +1
LEARNING OUTCOMES	The learner will: - Learn about triggers - Gain self-awareness to deal with procrastination - Be able to try different triggers - Be aware of his own morning-routines - Start changing routines for a long-term goal
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Use triggers - Set up long-term goals - Change routines for a long-term goal
ASSESSMENT TOOLS	- Personal manual - Evaluation form for trainers - Self-assessment form for learners - Portfolio

4.3.2. Trainer's manual for triggers and routines

Instructions

- The text in italics is an example of what you can say to the learners.
- Preparation and material for this tool: Projector or smartboard to show the pictures.
- The learners need their personal manuals to write down their answers and thoughts.

a. **Entrance to music**

- Let the learners enter and sit in a circle of chairs for a while and listen to music.

Suggestions of music: Mozart for studying, concentration, relaxation[24]

https://www.youtube.com/watch?v=shoVsQhou-8

b. **Assemble in the circle**

- Lower the music and ask the questions:

- *What do you think of when listening to this music?*

- *Does it affect you in any way – positively or negatively? Or not at all?*

- *How can this kind of music be used? What do you think?*

- *Could this music help you to get started with something you need to do? What music would you have chosen?*

Let the learners consider these questions, respond and discuss in the circle.

c. **Review of the day's class**

- Describe the purpose of the session.

Theory lecture on triggers

- *Today we are going to learn about what triggers are and how they work. We will also look at our morning routines and test if changing them could have a positive impact on our internal motivation?*

If we want to raise the internal motivation successfully, we have to get started with the work that needs to be done, even if the motivation is not yet there. It may be hard to take the first step. To make the start as easy as possible, you can use different types of triggers, an activity which is so easy to accomplish that you do not need to hesitate to do it at all. The easier the trigger is, the bigger is the chance that you will get started with the activity you feel resistance towards.

The trigger should be designed in a way that automatically connects you to the main activity you want to do. The trigger itself should not need any motivation from you at all. When you use it, you should not need to think or wait for motivation to continue the activity you are resistant towards.

An example: If you have decided to go out for a walk every day but starting this action feels like a mountain walk, it should become much easier if you decide just to put on the walking shoes. That action is not difficult itself. It does not require any greater motivation. When the shoes are on your feet, the step to going out is not far. Just after a few steps outside, motivation will catch you and the whole activity is going to feel better and better the longer you walk. Putting on walking shoes in this case is the trigger that helps you go out on the walk.

Afterwards, you feel satisfaction and that feeling will help you taking a walk the coming days too. It's important to repeat the action routinely, maybe three times a week on certain days. Then after a couple of weeks you have created a need for walks that you can no longer be without. The routine has become habitual and enjoyable.

Other sorts of triggers may be time-bound, site-based, starting with certain events, in emotional states or be company-based. Examples; you decide to do some sit-ups at a certain time every day or every time you come to a certain place, every time you close your computer or when you are feeling low or spend time together with someone.

d. Group conversation about the topic of the theory lecture

- • Ask if the learners use any triggers already. Could they come up with any other ideas which could work as triggers to get started?

- *What do you usually do/use to get started?*

- • Then show three pictures of activities which could make people procrastinate the starting of them.
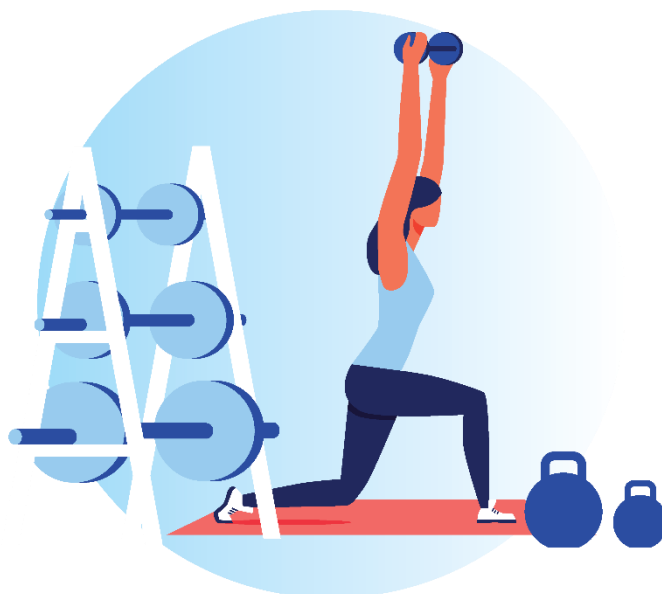
e. **Continuation of group conversation**

- Ask the learners to choose the activity that they tend to procrastinate (from the three pictures above or they can choose another activity).
- Then show/go through some examples of triggers (practically if possible) to the learners and ask if any of these could work for them in order to get started:

A. **Put on music every time you need to do something boring/heavy** and move to the place where the activity is taking place – let the music help you starting the activity!

Our suggestion for music– Wake me up before you go go[25].

https://www.youtube.com/watch?v=pIgZ7gMze7A

B. **Close your TV, computer and/or your mobile** and move to the place where the work is waiting for you. Don't do anything before you have started the activity you normally procrastinate!

C. **Call a friend/relative for a catch-up talk** and do the activity while you are talking to them or invite them to a mutual activity!

D. **Decide to do the activity for 10 minutes only.** Hopefully this makes you want to continue the activity directly. Otherwise you can carry on later for 10 more minutes and so on until you have finished your work.

E. **Suggestion from the learners.**

- Discuss in the circle and let the learners write down the activity they tend to procrastinate and the trigger, they think could help them, in their Personal Manual.

Homework: Let the learners try the triggers at home. At the next class discuss if and how it worked and let them write down their observations in their Personal Manual.

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[25] "Wham! - Wake Me Up Before You Go-Go (Official Video)", Wham!, last modified October 24, 2009, https://www.youtube.com/watch?v=pIgZ7gMze7A

f. Pause with light exercises
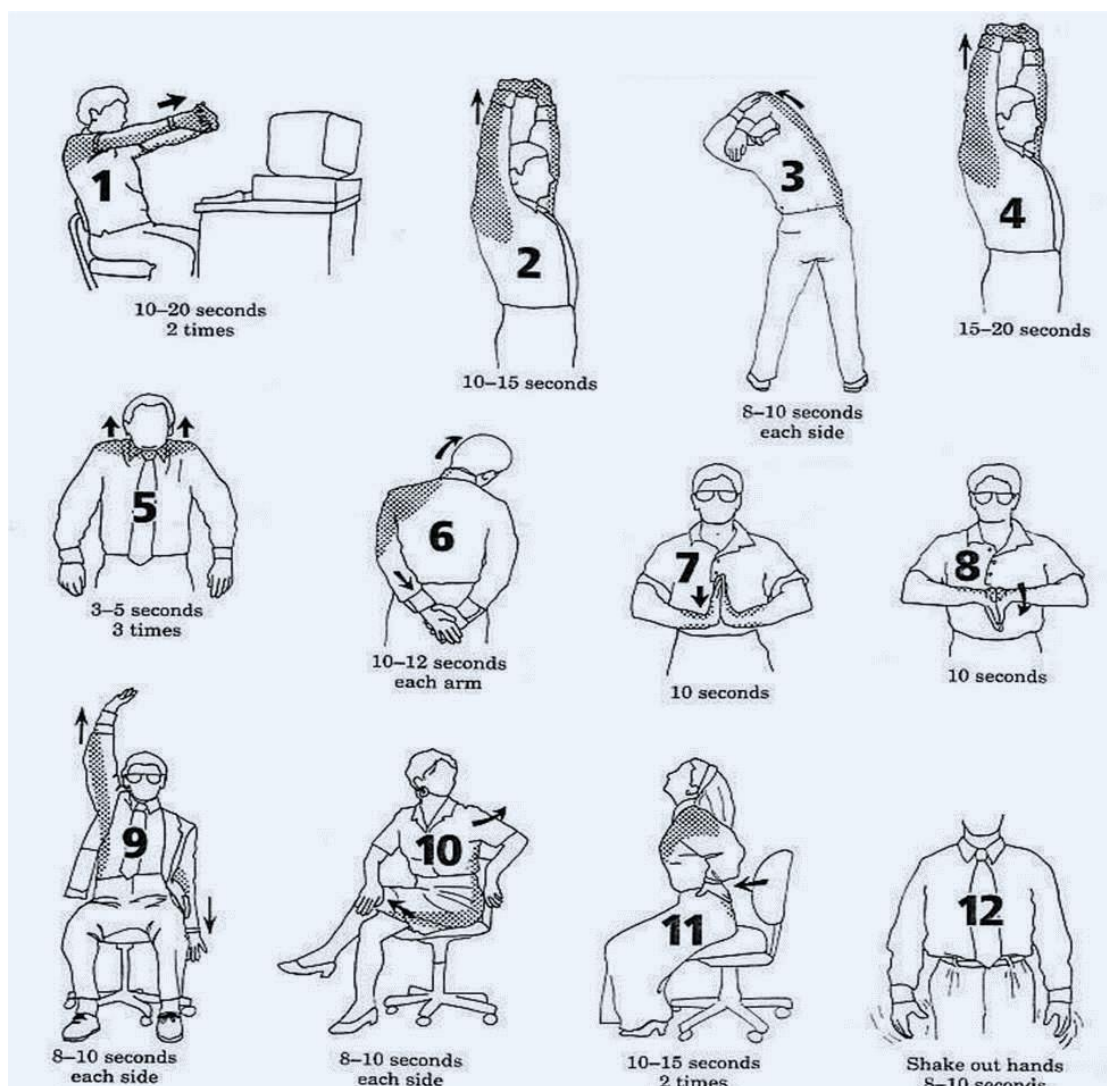
g. Assemble in the circle with a theory lecture on habits

- *Now we are going to look at our morning habits.*

    • Ask the learners:

- *How was your morning?*

    Try to remember everything you did from waking up until you entered the classroom.

    • The trainer then writes an example of his/her morning routines on the whiteboard like this:

    1. Turned off the alarm clock

    2. Snoozed three times

3. Hurried into the toilet

4. Looked at my tired face in the mirror for three minutes

5. Washed my face quickly because I didn´t have time for

 a shower

6. Felt tired, so I rested 10 minutes on the couch while checking Facebook

7. Went up and had a cup of instant coffee together with a cinnamon bun

8. Smoked a cigarette

9. Brushed my teeth

10. Brushed my hair

11. Put on jewellery

12. A quick make-up

13. Checked that everything I needed was in the bag

14. Did not find the keys so I ran around and searched for five minutes

15. Found the keys

16. Checked the outdoor temperature

17. Put on my jacket and shoes

18. Ran to the bus because I was late

19. Missed the bus and had to wait for the next one

20. Came late to school

21. Ran into the classroom and sat down in the circle

- Now ask the learners:

- *How would you feel if this was your morning?*

- Go through and evaluate each morning routine on the whiteboard together, one at a time. What feelings do they create? Put emojis at the end of each routine on the whiteboard.
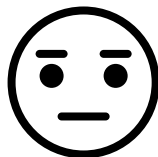
There may be more than one emoji for a routine depending on the learners' opinions.

h. Own work

- Let the learners write down their own morning routines in their personal manuals. They should not yet value their routines, just write down a list.
- The trainer talks about the importance of first setting a long-term goal before evaluating their morning routines and then asks the learners:

- *How do you want to be and function in six months from now?*

- Learners write down one thing they really want to change about their morning routines. With their long-term goals in mind the learners evaluate each current morning routine by putting out emojis beside each of them.

i. Assemble in the circle

- Talk about the different long-term goals in the group. Each learner says something about their individual goal.
- **Homework:** Ask the learners to select and change one morning routine which they are currently not satisfied with or which could become better. The trainer can contribute with suggestions that could lead to reaching of their long-term goals, for example: If the learner wants to stop stressing and be on time – they could try and set the alarm clock half an hour before they usually do. If they have a problem with their breakfast routine and/or want to lose weight – they could prepare a healthy breakfast the night before. Learners can also try own ideas that correspond to their goals.
- At the one-hour follow-up meeting, let the learners tell each other how the changing of one morning routine worked. Remind them to write down their thoughts in the personal manual.

j. Conclusion - tying up the bag

- Make a summary, of the day´s work by discussing these questions:

- *What have we been working on today?*

- *What have we learned today?*

- *How can we use our new knowledge and self-awareness to raise our internal motivation?*

- Let the learners write down their thoughts in their personal manuals.

5.TEAMWORK

Tool 1 - 9 Belbin Team Roles

Tool 2 - Communication Cards

Tool 3 - NLP techniques

Introduction

Teamworking is the process of working collaboratively with a group of people in order to achieve a goal[26].

Teamwork is seen as a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

Teamwork blends individual strengths so that they complement each other, and in doing so, brings people together with a sense of common vision so that their strengths are applied in a common direction towards meaningful goals.

We introduce three modules/tools that will help learners to understand the definition of teamwork and the team player and support the development of their teamwork skills. There are three different modules aimed to develop different teamwork skills that can be used together or separately. Exercises in each model can also be mixed and separate lessons can be made out of them depending on the level of the learners and learners' needs.

The three modules consist of:

1. DEFYING TEAMWORK. The module aims to define the Teamwork concept, to discover the strengths and attitudes of team player and to raise understanding of different roles in the group.

2. COMMUNICATION IS THE KEY. The module aims to improve the team communication by introducing the 3 communication types concept and developing learner's communication skills with practical exercises.

3. PREVENTING CONFLICT AND SOLVING PROBLEMS. The module introduces simple NLP techniques and feedback model to help students to develop their conflict management and problem-solving skills that is essential in every team.

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[26] "teamwork". Business Dictionary, Accessed 2019,
http://www.businessdictionary.com/definition/teamwork.html

5.1. Tool 1: 9 Belbin Team Roles

5.1.1. Practical information

MODULE	Teamwork
TOOL	9 Belbin Team Roles[27] [28]
RESOURCES	Large sheets of paper, writing paper, pens, colourful markers & pencils, handouts
CONTENT	- Get to know the concepts of Teamwork and Team player - Raise understanding of strengths and attitudes needed to be a team player - Discover the strengths and attitudes of "perfect" team player - Understand the roles in the group
CONCEPT	Learners will discover their own strengths and areas to improve to become a better team player as well as discover what role they and other learners play in the group work. Learners will be aware and motivated to improve the areas/skills they lack to become a better team player.
TEACHING HOURS	3
LEARNING OUTCOMES	The learner will: - Learn about the concept about teamwork and team player - Be aware of one's strengths - Be aware of one's areas to improve - Be aware of one's role in group work - Be aware of one's learning needs
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Explain the concept of teamwork and team player - Reflect on one's strengths and attitudes as a team player - Reflect on the areas for improvement

[27] "The Nine Belbin Team Roles", BELBIN Associates, last modified May 16, 2019, https://www.belbin.com/about/belbin-team-roles/

[28] "Belbin's team roles. How understanding team roles can improve team performance", *Mind Tools Ltd*, last modified May 26, 2019, https://www.mindtools.com/pages/article/newLDR_83.htm

	- Explain the roles in group
	- Be able to identify his own role in group work
	- Reflect on one's one learning needs and make learning plan
ASSESSMENT TOOLS	- Evaluation form for trainers
	- Self-assessment form for learners
	- Portfolio

5.1.2. Trainer's Manual for 9 Belbin Team roles

Student has to be introduced the concept of teamwork and team player definitions first in order to be able to understand the roles in the group work and identify his own role as well as reflect on what strengths/attitudes were shown by him/her and the colleagues during exercises and what lead them to success/failure.

Activity 1

Teamwork definition

This exercise helps the group to explore their thoughts on a common topic/issue and helps to find common grounds, which is necessary for further skills development.

1. Tell participants that their assignment is to think for a minute and then to share with their group the one word that describes "TEAMWORK" for them.

2. Next, after the participants have listened to the variety of words from the larger group, ask them to make a definition of teamwork and identify key elements of teamwork.

3. Draw definition and the characteristics on the white board or flipchart paper or ask participants to do it. Example:
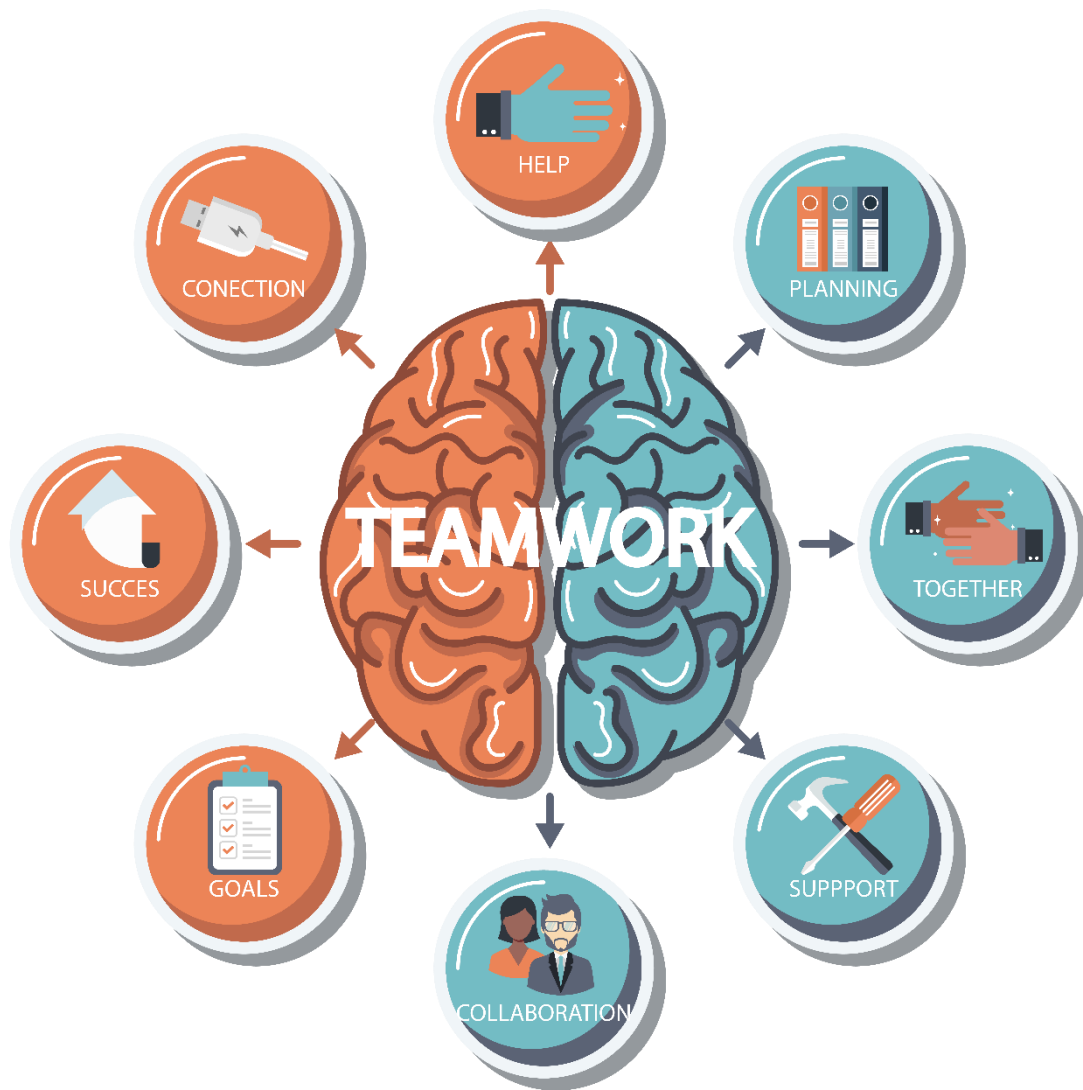
Activity 2

Perfect team member

The exercise requires just a few simple tools, which include large sheets of paper, writing paper, pens, colourful markers & pencils.

1. Participants are divided into groups of 3-6 people (depending on the group size) and instructed to share with their group their individual strengths and the positive attributes they feel would contribute to the success of their team. They have to write these strengths and attributes down on a piece of paper.

2. After their group discussion, each team will be given one large sheet of paper, writing paper, markers, and a pen. The groups should then be

instructed to make the "ultimate team member" by combining each team member's strengths and positive characteristics into one imaginary person. This "person" should also receive a name, have a picture drawn of them, and have their different skills/characteristics labelled. The group should also write a story about this person, highlighting all the things their imaginary person can do with all of his/her amazing characteristics.

3. At the end of the exercise, each group should share their person with the group and tell the accompanying story.

This exercise will help participants to discover their strengths as well as adapt to weakness they feel they or a team member may have by understanding that as a group, they are capable of having more strengths and achieve better results, then they would by working alone.

Example of the drawing:

Activity 3

Practicing working in the team – are you are team player?

Spaghetti Tower (You can also do this exercise with paper (newspaper, magazines, etc.) and the duct tape):

- Trainer introduces 9 Belbin team roles in group and gives them handouts with the information about the roles. Students are given time to read it and ask questions for clarification. After that, the exercise begins.
- Learners are divided into groups – different teams.
- Each team takes 1/3 of the box of spaghetti and 1 marshmallow. The aim is to build a tower, which can be stand without extra support with the marshmallow on the top. The team has 15 min to discuss the strategy and build a tower. The winner team is the team, which has built the tallest tower.
- The goal is for participants to realize how their behaviour and role in a team is, understand that teamwork is effective if all team members are active and collaborate as well as to improve skills to create more confident, relaxed and constructive teams.

DEBRIEFING ACTIVITY:

Place 9 signs with titles of those roles in different places of the training space. Briefly go through all the activities/exercises that participants did, asking participants to place themselves in one of the corners depending on the role they played in the team during the activities that took place during the training. For each activity participants have to choose the corner. Each time they are in their respective corners, discuss what them playing that role at that time meant for the team:

- *Was your role helpful and beneficial for the team and achievement of results?*
- *Did you change your roles throughout activities, or you always stayed in the same role?*
- *Would you choose the same role if they had to do the activities again?*

5.2. Tool 2: Communication Cards

5.2.1. Practical Information

MODULE	Teamwork
TOOL	Communication Cards[29][30]
RESOURCES	White board/flipchart, handouts, communication cards
CONTENT	Get to know the 3 communication types Increase awareness of one's own communication and behaviour in team Develop better communication and problem-solving skills
CONCEPT	Effective communication, & problem solving is crucial between all members, regardless of what role each person plays. Whether it is between two teammates on a sports team or two co-workers in an office, open and direct communication, ability to solve emerging problems is vital to success. Without these 2 important skills team will be just wasting time and energy doing work that is not required because of a lack of understanding of what needs to be done.
TEACHING HOURS	4
LEARNING OUTCOMES	The learner will: - learn about the 3 communication types - be aware of its own communication – strengths and areas that needs improvement - be aware of its own and others' communication in a team - see communication as a tool to foster effective teamwork and reach goals - develop communication & problem-solving skills
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Explain the 3 communications styles and give examples

[29] Zambas, J. "The Importance of Effective Communication in the Workplace", *DQ Media*, last modified February 5, 2019, https://www.careeraddict.com/the-importance-of-effective-communication-in-the-workplace

[30] Bosworth, P. "The power of good communication in the workplace", Leadership choice, last modified February 13, 2019, https://leadershipchoice.com/power-good-communication-workplace/

ASSESSMENT TOOLS	- Understand the importance of effective communication in teamwork - Reflect on its own communication strengths and weaknesses in the team; - Reflect on others communication in the team; - Effectively communicate to solve the emerging problem
	- Evaluation form for trainers - Self-assessment form for learners - Portfolio

5.2.2. Trainers Manual for Communication Cards

INTRODUCTION TO COMMUNICATION

- Give the participants short introduction about the importance of good communication in the team. Some short articles to see:

- Give examples. You can also ask participants to share the example from their life of good and bad communication.

- Introduce 3 types of communication:

NON VERBAL COMMUNICATION

■ Spoken words ■ Non verbal ■ Tone of voice

7%

38%

55%
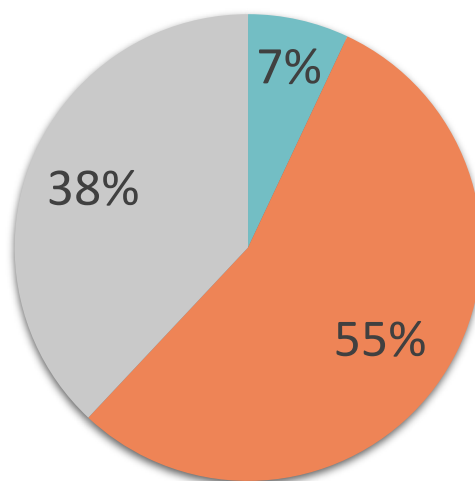
Communication, in a face-to-face context, happens at three levels: Verbal (spoken language), Vocal (voice) and Non-Verbal (body language).

The distinction here made between Vocal and Non-Verbal is due to very specific characteristics that the communication through the voice has.

The different percentages presented do not reflect directly a degree of importance. Instead, they represent how much communication as a whole is taking place through these three different channels.

Additionally, and contrarily to some misinterpretation that these values might originate, non-verbal element do not convey the message. Instead, these non-verbal elements contribute on supporting the speaker's attitude towards what they are saying, and the way his/her belief or conviction is presented to listener(s). Each of this type of communication have its different elements. This table is only for trainers – it should not be showed to learners.

Non-verbal	Vocal	Verbal
• Level of energy • Eye contact • Body posture • Movements • Speed • Distance • Breathing • Mimics	• Tonality • Rhythm • Pace • Volume	• Vocabulary • Grammar rules • Topics • Encouragement verbalizations (aha, hmm...)

Activity 1

Three (3) levels of communication

- Divide participants in 3 teams. Each team will be working on: 1) Verbal Communication, 2) Non-Verbal Communication and 3) Vocal communication.

- Each team will get a list of "characteristics" and will have to choose witch one belongs to their communication type.

- Ask what groups have selected and write it down on the white board/flipchart.

- All the participants discuss if something is not correct and needs to be changed.

- Go through the list again and make corrections if needed. If there were some mistakes, ask participates why they thought that characteristic belongs to one communication type instead of the other (correct one).

At the end the table should look like this:

Non-verbal	Vocal	Verbal
- Level of energy - Eye contact - Body posture - Movements - Speed - Distance - Breathing - Mimics	- Tonality - Rhythm - Pace - Volume	- Vocabulary - Grammar rules - Topics - Encouragement verbalizations (aha, hmm...)

Activity 2

Practicing 3 levels of communication

- Ask the participants who would like to be volunteers for this exercise – 2 volunteers needed for each situation.

- Determine one student as student A, and one as student B.

- Give each student a copy of the following script. You can also make you own script or play out several scenarios.

- Student A will read his/her lines out loud, but student B will communicate his/her lines in a nonverbal way. Give them time to think how they want to act this out.

- Provide A with a secret emotional distraction that is written on a piece of paper. For example, student A may be in a rush, may be frustrated, or maybe feeling disappointed.

- After the dialogue, ask each student to guess what emotion was affecting the student A as well as what student B wanted to say with his/her non-verbal communication.

Dialogue A:

A: Have you seen my pen? I can't remember where I put it.

B: Which one?

A: The green one. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed – green one.

B. I did not!

A: Maybe it's under the chair. Can you look?

B: OK--just give me a minute.

A: How long are you going to be?

B: "Geez", why so impatient? I hate when you get bossy.

A: Forget it. I'll find it myself.

B: Wait- I found it!

Dialogue B :

A: Hey, the printer is out of paper. Do you know where I can find more paper?

B: You should check the cabinet next to the printer.

A: I checked the cabinet, there is no paper. Have you ordered it as I asked you?

B: Did you asked me to order the printing paper?

A: Yes, a week ago!

B. I completely forgot about that.

A: You should write such things down! It is very irresponsible of you!

B: Geez, I am sorry, I had loads of work this week! I will do it now.

A: How long it will take to be delivered?

B: 1 or 2 days!

A: Forget it. I will buy it myself.

B: Wait—I found it some paper here, you can use this one.

A: Thanks, but please order the paper!

B: I will!

Activity 3

Improving communication at work/problem-solving skills

- Divide participants into 3 teams.

- Ask the 1st group to choose the scenario from the cards (CARDS A) and act it out for the rest of the group (Annex 1). They do not need to find a solution for a problem written.

- According to the scenario chosen by the 1st group, give corresponding card for 2nd (CARDS B) group and them comment on the situation considering key questions on the card.

- Ask the 3rd group to act out the same situation with the suggestions of a 2nd group and with the possible positive solution.

- Conclude activity by having group discussion about the activity and how it relates to real life situations.

DEBRIEFING ACTIVITY: Hand evaluation method

Give participants a piece of paper and pens. Ask participants to draw around their hand, and record the following on the fingers of their hand:

- Thumb – something good, something they enjoyed

- Index finger – something that changed/challenged their point of view

- Middle finger – something bad, something they did not enjoy

- Ring finger – something they will treasure/remember from the activity or something that surprised them (they did not know about it before)

- Little finger – some skill they want to learn more about.

- Palm – (a prediction for the future) what they are going to do next? How they can use gained knowledge to become a better member of the team and improve their communication skills?

5.3. Tool 3: NLP techniques

5.3.1. Practical Information

MODULE	Teamwork
TOOL	NLP techniques [31] [32] [33] [34] [35]
RESOURCES	Handouts
CONTENT	Get to know NLP techniques to continue improving communication skills (perceptual positions, active listening, feedback model). Learn how to give and receive constructive feedback.
CONCEPT	As mentioned before effective communication, is crucial between all the team members in order to achieve goals. Neuro-linguistic programming (NLP) is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, United States in the 1970s. As NLP is very broad topic, we have chosen several techniques used in NLP to improve communication.
TEACHING HOURS	4
LEARNING OUTCOMES	The learner will: - Learn about NLP techniques - Learn how to see things/situations from other perspectives in order to avoid/solve conflicts - Improve their active listening skills - Improve their feedback giving skills

[31] "Active listening. Hear what people are really saying", Mind Tools Ltd., last modified Accessed June 4, 2019, https://www.mindtools.com/CommSkll/ActiveListening.htm

[32] Barnard, D. "Active listening skills, examples and exercises", Virtual speech, last modified September 20, 2017, https://virtualspeech.com/blog/active-listening-skills-examples-and-exercises

[33] "Perceptual Positioning", Qube Learning Institute, last modified February 7, 2018, https://www.youtube.com/watch?v=nzcd4ta3BDs

[34] Carroll, M. " Using perceptual positions, NLP academy, last modified November 29, 2018, https://www.nlpacademy.co.uk/articles/view/using_perceptual_positions/

[35] "The Situation – Behavior – Impact Feedback Tool", *Mind Tools Ltd.*, last modified Accessed May 10, 2019, https://www.mindtools.com/pages/article/situation-behavior-impact-feedback.htm

	- Understand the importance of open communication in team
ASSESMENT CRITERIA FOR VALIDATION	The learner can: - Explain what perceptual positions is - Explain what active listening is and knows active listening techniques - Give constructive feedback using feedback model - Understand the importance of open communication in teamwork
ASSESSMENT TOOLS	- Evaluation form for trainers - Self-assessment form for learners - Portfolio

5.3.2. Trainer's Manual for NLP techniques

Introduction to perceptual positions

There is a common expression called "to see things from a different perspective". If we take this literally, it means that we actually have the possibility to experience things from other perspectives, or we could call it perceptual positions, than through our own eyes. Perhaps it is so that we have the option of "going outside ourselves" and view things from outside, or from the perspective of another person.

In NLP (Neuro Linguistic Programming), we do in fact change perspectives, that we see things from another person's perspective, or see events from outside, so to speak.

In NLP we refer to 3 perceptual positions, that is 1st, 2nd, and 3rd position:

- I am in 1st position when I experience the world around me from my own perspective.
- I am in 2nd position when I experience the world from another person's perspective.
- I am in 3rd position when I experience myself and the other person(s) from outside, as a neutral observer, so to speak.
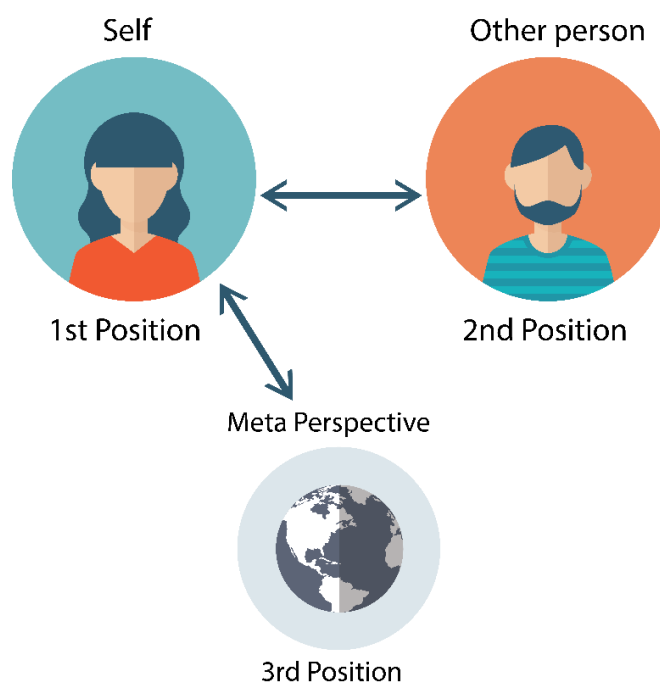
How this can be used?

One way of using this is to become aware of what perspective do you have on things and certain situation. It can also help to solve conflicts and difficult situations. For example, it could be important to go to 2nd position in order to experience another person's view on the same situation and to go to 3rd position can be used to gain an overall perspective on the event.

Activity 1

Perceptual positions

Ask participants to:

- Think of a situation in which you conversed with your co-worker/family member/friend/etc. and it did not quite work out the way you wanted.
- Imagine three chairs on the floor, and seat yourself in one of them. That is your first position.
- Imagine that your co-worker/family member/friend/etc. is sitting in the chair across from you, on the second position.
- Now move to the third position chair, that is in the side and in equal distance from the two other positions. Make yourself as neutral as possible and see the situation from the outside.
- Then go to the second position chair (the other person) and imagine that you are the other person.
- What information do you get about the situation as experienced from here? You have 5 minutes to write it down.
- Now go back to third position and then back to first position (yourself).
- How you are experiencing situation now? You have 5 minutes to write it down.

After the task ask participants to share the feedback – has their point of view of the whole situation changed after they done this exercise? What they think – would it

be useful/helpful to imagine themselves in other person's shoes before acting out in any situation? Would it change the way they react/deal with certain situations?

Introduction to active listening

Active listening is an important skill that takes both time and practice to acquire. It is a critical component of productive discussions because it allows for the respectful exchange of ideas, opinions and feelings. Active listening encourages the other person to say more about the issue and to move from the superficial problem/issue to the deeper/ real problem/issue. Through active listening we can help the other person to gain more clarity and find one's own solution. Active listening has proven to be essential skill in conflict resolution.

Active listening techniques:
- Eye contact
- Attentive body language (leaning towards the other person, open posture, nodding when appropriate)
- Matching body language of the person who is speaking (see: building rapport)
- Paraphrase - Restating a message, but usually with fewer words (e.g. A: I just don't understand, one minute she tells me to do this, and the next minute to do that. B: She really confuses you)
- Clarification - bringing vague material into sharper focus
- Asking open questions
- Summarizing – organizing and pulling together what was said (e.g. The three major points of the story are…)
- Showing empathy – reflection of feelings and needs of the person who is speaking (e.g. A: It is so depressing when you try to do your best and nobody seems to see your efforts B: You feel sad because you need recognition for what you've done)

Additional tips for active listening:

- Do not assume that you know what the other person means
- Make sure if you have understood well
- Offer encouragement and support.
- When appropriate, ask how the person feels. Do not to assume that you know how the person feels
- Show empathy
- Be fully attentive and focused on the other person. Do not think of anything else. Do not plan what to say while you are listening
- Do not interrupt or make irrelevant comments
- Look for feelings and needs
- If you have to state your views, say them only after the other person has finished talking
- Calibrate verbal as well as non-verbal cues
- Withhold judgement and blaming

What active listening is NOT:

- Agreeing/disagreeing
- Offering advice
- Moralizing
- Criticizing
- Comforting or reassuring
- Using logic and rational explanation
- Avoiding the issue
- Underestimating the problem

Activity 2

Active listening

After you introduce a group to active listening definition and techniques, you can put the knowledge into practise.

- Group split into pairs, A & B

- Take B's out of the room and ask to wait outside

- Inform the A's that whilst they are listening to their partner, every time their partner says something that evokes their 'inner voice' i.e. they want to ask a question, makes them think about something etc... they put their hand up for 2 seconds then put it back down.

- Ask them to do this for the entire conversation – A's are not allowed to interact with B's, ask questions, affirm understanding etc. A's remain silent, just raising their hand every time their inner voice kicks in.

- Next, inform the B's outside that they are to speak to A's about something of interest, an experience, their last holiday anything positive that has happened to them in the last six months. They have three minutes to talk.

- Ask B's back into the room, then allow three minutes of talking from B's.

- At the end of the three minutes ask the B's how they felt whilst talking to A's, emotions evoked etc... general answers back are normally 'didn't feel listened to, didn't understand why they were putting their hand up, lost my train of thought because they obviously weren't listening,' etc.

- run the exercise again, this time allowing the A's to interact, ask questions, become involved in the conversation, etc. and compare the two conversations, which was more satisfying, etc.

Introduction to feedback model

The term feedback relates to direct, objective, simple and respectful observations that one person makes about another person's behaviour.

Feedback means to report back and to give new insight that can create a different focus and thus a new behaviour. Very effective way of giving feedback is to focus on what the feedback recipient already does well and on what she/he can do even better.

Feedback ≠ criticism Feedback ≠ praise

Feedback = reporting back, giving new insight, new perspective Feedback = act of honesty, respect and care

Feedback = growth facilitator

The feedback model

Lack of feedback has been identified as one of the top 3 barriers to effective work performance (along with performance expectations and skills).

The most common mistakes while giving feedback are judging and criticizing, not recognizing positives or, on the contrary, avoiding giving feedback because of person's discomfort (e.g. fear of hurting somebody's feelings).

Example: "When you interrupted other students the impact was that they felt frustrated that they couldn't express their opinions. I would prefer it if you would listen to others when they speak without interrupting."

"When you promised to send me that report by 2 o'clock and you didn't, I couldn't proceed with my work and I was concerned if I can trust you. Please send me your reports in time."

"When you make ironic remarks about me in front of others, I feel terrible. I would prefer it if you told me everything that you have to say to me directly and in private."

The 2 first elements of the feedback formula (observable behaviour and impact of the behaviour) are also effective while giving positive feedback e.g. "When you volunteered to be a part of the charity action, the impact was that I and the whole team felt that you were really committed and passionate about our organisation's values. I really appreciate it"

- Observable behaviour: Begin with providing a clear description of concrete observable behaviour, presenting it in factual way. (No interpretations, only facts!!!)
- Impact of the behaviour: Explain why the information is important to him/her, to you and/or to the organisation. By doing that, you provide rationale for change.
- Preferred behaviour: offer some ideas about alternative behaviour

Additional tips for giving feedback

- Think about what you want to say before saying it (be aware of your intention, what message you want to pass and what result you expect).
- Give feedback on the areas that the person can change.
- Make sure that your intention is to help, not to hurt or force change.
- Be simultaneously direct and respectful.
- Give positive as well as negative feedback.
- Make sure the conversation is two-way dialog.

- Remember to discharge your strong negative emotions before giving feedback so they won't interfere.
- Role-play the meeting with somebody else first for practice and for obtaining suggestions.
- Ask the person to who you are going to give feedback if it is good time for him/her.
- Be aware of your body language while giving feedback. Perhaps you tend to be too strict and tight or too soft? Genuine smile may help, but don't use smile to mask your discomfort.
- Maintain eye contact while giving feedback.
- If you feel tense while giving feedback, it is OK to say that it is difficult situation for you.
- Acknowledge the importance of the relationship (when appropriate) e.g. "Tom, I want to be honest with you about something that's been bothering me. I really value our relationship and don't want this issue to get in the way"
- Remember: Nobody can change another person, people change themselves.

Activity 3

Giving feedback

After you introduce a group to Feedback Model and tips for giving feedback, you can put the knowledge into practise.

Make groups of 4 and give feedback in the below described situations using the feedback formula. Each team has 10 minutes to prepare its answers. Chose one person who will read the answers in public.

- You are a team member of multicultural work group. One of your co-workers often makes racists jokes towards the other co-workers.

- Your colleague very often receives private phone calls during working hours, answers them and speaks loudly. It does disturb you, affecting your concentration and work performance.
- Your boss is giving to you more work than to others with no monetary or other bonus.
- Your colleague with whom you are working on a project is rejecting every idea of yours without giving you explanation.

DEBRIEFING ACTIVITY: QUESTION HAT

- Give each team member a small piece of paper and a pen.
- Ask participants to write down a question they have.
- The question could be related to what they have learned today, or something that came up, an idea they have for reflection or otherwise.
- You may choose one theme specifically or can leave it open to individuals to pose any questions that they feel are relevant.
- After a few minutes, collect all the questions in the hat/box/bucket or whatever you have on hand.
- Give the hat to one person, who will pick a question randomly. The person who picked the question will try and provide an answer to the question. You may wish to open a discussion.
- The hat gets passed round the circle until everyone has picked and answered a question.

This debriefing exercise allows participants to go through all the info/methods they received during the session, ask some specific questions or clarifications.

Annex 1. COMMUNICATION CARDS

CARD A

SITUATION 1

You have been working in a new company for about 3 months. You really enjoy the work you do, however co-worker, Tom, has repeatedly made fun of you and criticized your work without no proper cause. You finally decide you've had enough and decide to talk about it with your boss as speaking with Tom had no result.

You meet your boss Jane. During your meeting, she never takes any notes as you speak. She keeps checking her phone and also her Facebook/ Instagram. You get frustrated as she seems not to care and you don't know what else to do.

CARD B

SITUATION 1

POINTS TO CONSIDER

• The employee • Jane, the boss
• Tom, the co-worker

KEY QUESTIONS:

• What non-verbal cues Jane shown the employee about her level of interest?
• How Monica or the employee could have handled this differently? How the communication could be improved?
• What steps can Monica take take to make things right?

CARD B

SITUATION 1

POINTS TO CONSIDER

• The employee • Jane, the boss
• Tom, the co-worker

KEY QUESTIONS:

• What non-verbal cues Jane shown the employee about her level of interest?
• How Monica or the employee could have handled this differently? How the communication could be improved?
• What steps can Monica take take to make things right?

CARD A

SITUATION 2

You arrive at the restaurant you work at in a bad mood because someone cut you off on road and you almost had a car accident. Your co-worker, Tim, reminds you that you are responsible for unloading vegetables from a delivery van this morning. The truck is already there and waiting when you arrive and the driver needs to leave shortly. You yell at Tim, telling him you'll unload it when you have time and will be ready too. Your manager, Elena, walks by and hears all of this. She asked you to come to her office talk about the whole situation.

CARD B

SITUATION 2

POINTS TO CONSIDER

• The employee • Tim, the co-worker
• Elena, the manager • The delivery driver

KEY QUESTIONS:

• What vocal cues employee shown the co-worker about his/her attitude towards the co-worker and the task.
• How could the employee have handled this differently? What steps can the employee take to make things right?
• How the communication could be improved?

CARD A

SITUATION 3

You asked your co-worker, Jessica, to stop by the bakery and buy a cake before work for another colleague of yours who is celebrating a birthday and all the team wants to congratulate her. It is not too far out of the way to work for her to do so, and you live further away. Jessica forgot to do that and refused to go and get it, thus you had to drive to a bakery yourself and got stuck in the traffic. Because of that, you missed the important meeting and your boss is angry at you.

CARD B

SITUATION 3

POINTS TO CONSIDER

• The employee • Jessica, the co-worker • the boss

KEY QUESTIONS:

• How could the employee have handled this differently? What steps can the employee take to make things right?
• How could Jessica, the co-worker, could have handled this differently? What steps could she take to make things right?
• How the communication could be improved to avoid such situations in the future?

CARD A

SITUATION 4

You are part of a team that is preparing a presentation. The final meeting on the presentation is this morning at 9 a.m. There are four participants: Daniel, Chris, Maria and yourself. You arrive in the meeting room at 8:55 and Daniel is there. Chris arrives at 9:02. You continue to wait for Maria to arrive so you can begin. No one has heard from her. You are getting irritated and feeling anxious. The other group member angry and talking about how stressed they are. At 9:20, all of you decide to begin without Maria. At 9:28, Maria arrives with no apology or explanation and joins the team. The team is visibly upset but says nothing and continues to work.

CARD B

SITUATION 4

POINTS TO CONSIDER

• The employee • Daniel and Chris, the co-workers • Mia, the co-worker that was late

KEY QUESTIONS:

• How could the co- workers who were on time have handled this differently? What could they have said to Maria?
• How could Maria, the co-worker, could have handled this differently? What steps could she take to make things right?
• How the communication could be improved to avoid such situations in the future?

CARD A

SITUATION 5

You work for a pet store. Your responsibility is to take care of the animals at the store (feed them, groom them, clean the cages, etc.). You have held the same position, for over three years. Your boss, Angela, tells you that you will now be working the front desk, meeting with customers and answering the phone. This is not in your current position description. You know that being flexible in your position will help you become a more valuable employee but are hesitant to take on this task. You are very shy and like working only with the animals. You have a hard time making small talk with strangers.

CARD B

SITUATION 5

POINTS TO CONSIDER

• The employee • Angela, your boss
• Customers • The animals

KEY QUESTIONS:

• How can employee handle this request?
• What questions employee may have for boss?
• What Angela could do to help ease the employee into this new part of the job?

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6.CONFLICT MANAGEMENT

Tool 1 - Recognizing & handling types of team conflict: auditory

Tool 2 - Recognizing & handling types of team conflict: visual

Tool 3 - Recognizing & handling types of team conflict: kinesthetic

Introduction

Conflicts are an inevitable part of life. Each of us have our own opinions, ideas and sets of beliefs. We have our own ways of looking at things and we act according to what we think is proper. Hence, we often find ourselves in conflict situation in different scenarios; it may involve other individuals, groups of people, or a struggle within ourselves. Consequently, conflict influences our actions and decisions in different ways. Conflicts are classified into the following five types:

1. **Conflicts at the individual level** - conflicts caused by the characteristics of individual team members. They can be relatively permanent characteristics: intolerance, disrespect of diversity, and the like, but often relate to temporary characteristics of a person which are reactions to his/her current life situation - tension, nervousness, hot temper.

2. **Conflicts at the interpersonal level** - conflicts that arise from a misunderstanding among team members. They can be resolved using communication skills or through a negotiation process which reveals the interests and needs and brings up solutions that will satisfy both parties.

3. **Content-level conflicts** - conflicts that arise due to different determination of certain content. The team consists of people with different professions, knowledge and education. Different professions often have different views on the same phenomena. First step toward overcoming these conflicts would be to create an atmosphere of equality of diversity using communication skills. Then, consider which opinion leads to the most productive solution of the actual problem.

4. **Procedure-level conflicts** - conflicts caused by a poor selection of working methods (e.g. the way in which the decision is made in the team) or inability to agree on the choice of the method. To resolve these conflicts, first step is to emphasize the equality of diversity, and then to direct the team to select the most appropriate methods given the specific issue.

5. **Conflicts at the level of external relations** - conflicts between the team and the organisation (superiors or other teams in the organisation). In order to

overcome these conflicts, communication and negotiation skills are used and we are orientated towards seeking compromise

Conflicts may seem to be a problem to some, but this isn't how conflict should be perceived. Conflict can be seen as an opportunity for growth and can be an effective means of opening up among groups or individuals.

This module contains activities that is used to inform learners about the types of conflicts in the team, provide examples to recognise different types of conflicts, encourage the existing knowledge in the field of communication as well as learning how to learn (learning styles). These skills and knowledge is connected/ used together to overcome conflicts in the day-to-day functioning of the team. The needed materials for the activities are:

- *Flipchart;*
- *Markers;*
- *Work material for the participants "Types of conflicts in the team and ways to overcome them";*
- *Comic situations for types of conflicts and situations for dramatization with types of conflicts*

Before using three tools, it is very important for the trainer to deliver introductory activity: "Human Devices". Participants are divided into three groups according to their learning styles (pre-determined) - auditory - given a photo of the dryer; visual - they are given a picture of a computer; kinaesthetic - they are given a picture of a blender. Their task is with their bodies, all together, without speech (only onomatopoeia of the sound of the device is permitted) to present the device, while the other groups are answering/guessing. After finishing the activity, it is very useful to develop discussion. Trainers can ask participants:

- *How did you feel?*
- *Was it harder for you to act together in a group or would you rather do it yourself? Why?*

-   *What other devices would you most easily represent as a group? Why?*

The introduction activity is organized as a group work. The following text provides the worksheets for the division of participants into three groups.

The materials needed for introduction activity

Group EAR - Auditory learning
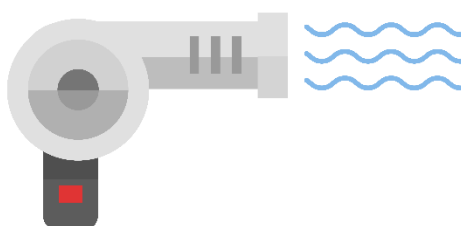

Group HAND - Kinesthetic learning

Group EYE- Visual learning

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Materials needed for introductory activity "Human Devices"

6.1. Tool 1: Recognizing & handling types of team conflict: auditory

6.1.1. Practical Information

MODULE	Conflict management
TOOL	Recognizing & handling types of team conflict: auditory
RESOURCES	Flipchart, marker, handouts.
CONTENT	Get to know your potential to learning and understanding others, to become more effective communicators in order to establish better relationships.
CONCEPT	The activity provides explanation of the types of conflicts and how to overcome them. One of the learners is reading aloud while others follow the reading, each for themselves. After that, together they present the types of conflicts and methods of their dismissal - graphically, using forms, colours, drawings, symbols, etc.
TEACHING HOURS	4
LEARNING OUTCOMES	The learner will be: - Able to recognize different types of conflicts - Gain competencies to overcome the different types of conflicts - Aware for adequate approaches for overcoming conflicts - Able to perceive the importance of the appropriate way of learning about conflicts - Able to perceive the importance of the appropriate way of communication in resolving conflict situations. - Aware for any trends or patterns of when conflicts arise among the students
ASSESMENT CRITERIA FOR VALIDATION	The learners can: - Evaluate his/her behaviour in the conflict. - Work with their peers to create an environment in which learners treat each other respectfully

ASSESSMENT TOOLS	- Recognize their conflict management style
	- Use feedback from peers in a constructive manner
	- Evaluation form for trainers
	- Self-assessment form for learners
	- Portfolio

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6.1.2. Trainer's manual for the Recognizing & handling types of team conflict: auditory

Group "ear" :

They are provided with text containing an explanation of the types of conflicts and how to overcome them. Their task is: one of the learners is reading aloud while others follow the reading, each for themselves. After that, together they present the types of conflicts and methods of their dismissal - graphically, using forms, colours, drawings, symbols, etc.

One member of the group presents them before everyone. This group presents first.

Worksheet for group "ear" :

In front of you is a text with an explanation of the types of conflicts and how to overcome them. Your task is: one of you to read the text aloud while the others follow the reading, each for themselves. Then, on a flip chart, you have to represent the types of conflicts and methods of dismissal - graphically, using forms, colours, drawings, symbols, etc.

One member of the group presents it in front of others. This group is first for presentation.

Types of team conflicts and possible ways to overcome them

1. ***Conflicts at the individual level*** - conflicts caused by the characteristics of individual team members. They can be relatively permanent characteristics: intolerance, disrespect of diversity, etc. but often relate to temporary characteristics of a person which are reactions to his current life situation - tension, nervousness, hot temper.

This type of conflict is resolved by using communication skills.

2. **Conflicts at the interpersonal level** - conflicts that arise from a misunderstanding among team members. They can be resolved through using communication skills or through a negotiation process which reveals the interests and needs and raises solutions that will satisfy both parties.

3. **Content-level conflicts** - conflicts that arise due to different determination of certain content. The team consists of people with different professions, knowledge, education. Different professions often have different views on the same phenomena. First step toward overcoming these conflicts would be to create an atmosphere of equality and diversity through the use of communication skills. Then, consider which opinion leads to the most productive solution of the specific issue.

4. **Procedure-level conflicts** - conflicts caused by a poor selection of working methods (e.g. the way in which the decision is made in the team) or inability to agree on the choice of the method. To resolve these conflicts, first step is to emphasize the equality of diversity, and then to direct the team to select the most appropriate methods given the specific issue.

5. **Conflicts at the level of external relations** - conflicts between the team and the organisation (superiors or other teams in the organisation). In order to overcome these conflicts, communication and negotiation skills are used and we are orientated towards seeking compromise

Discussion:

- How did you feel?
- What was the hardest thing to do in the groups, and what's the easiest?
- Was it difficult for you to determine how to resolve the conflict? Why?
- Which of the groups has found itself in their learning style? How? Why?
- How can we apply this in everyday life / work?

6.2. Tool 2: Recognizing & handling types of team conflict: visual

6.2.1. Practical Information

MODULE	Conflict management
TOOL	Recognizing & handling types of team conflict: visual
RESOURCES	Handouts
CONTENT	Get to know your potential of learning and understanding others; become more effective communicators in order to establish better relationships.
CONCEPT	In this activity the participants are presented with 5 situations of conflict types through a comic book. Within the group they need to understand what conflict type is presented, how conflict arose and how it can be solved. Then, they will add new dialogues to the situations suggesting how to overcome the conflict.
TEACHING HOURS	4
LEARNING OUTCOMES	The learner will be: - Able to recognize different types of conflicts - Gain competencies to overcome the different types of conflicts - Aware for adequate approaches for overcoming conflicts - Able to perceive the importance of the appropriate way of learning about conflicts - Able to perceive the importance of the appropriate way of communication in resolving conflict situations. - Aware for any trends or patterns of when conflicts arise among the learners
ASSESMENT CRITERIA FOR VALIDATION	The learners can: - Evaluate their behaviour in the conflict. - Work with their peers to create an environment in Which learners treat each other respectfully - Recognize their conflict management style - Use feedback from peers in a constructive manner

ASSESSMENT TOOLS	- Evaluation form for trainers
	- Self-assessment form for learners
	- Portfolio

6.2.2. Trainer's manual for the Recognizing & handling types of team conflict: visual

Group "eye" **:**

The participants are presented with 5 situations of conflict types through a comic book and the same ones without dialogues and empty dialog boxes.

Within the group learners have to understand what conflict type is presented, how conflict arose and how it can be solved. Then, they have to add new dialogues to the situations suggesting how to overcome the conflict. After finishing their task they will show comics to the rest of the group, and others can make suggestions for dialogues/other possible solutions.

Worksheet for group "eye" **:**

In front of you there are 5 situations of conflict types represented by comics and the same ones without dialogues and empty dialog boxes. Within the group you should think what kind of conflict the comic represents, discuss how it arose and how it could be resolved. Then add new dialogues to situations where you propose how to overcome the conflict.

You will represent crated comics/conflict situations to other groups. Other learners can make suggestions for dialogues/other possible solutions.

Comic with dialogs (Example 1)

Comic with dialogs (Example 2)

Comic with dialogs (Example 4)

Comic with dialogs (Example 5)

Comic without dialogues (Example 1)

Comic without dialogues (Example 2)

Comic without dialogues (Example 3)

Comic without dialogues (Example 4)

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Comic without dialogues (Example 5)

Discussion:

- How did you feel?

- What was the hardest thing to do in the groups, and what was the easiest?

- Was it difficult for you to determine how to resolve the conflict? Why?

- Which of the groups has found itself in their learning style? How? Why?

- How can we apply this in everyday life / work?

6.3 Tool 3: Recognizing & handling types of team conflict: kinesthetic

6.3.1 Practical information

MODULE	Conflict management
TOOL	Recognizing & handling types of team conflict: kinaesthetic
RESOURCES	Handouts
CONTENT	Get to know your potential of learning and understanding others, becoming more effective communicators in order to establish better relationships
CONCEPT	In this activity are given 5 descriptions of conflict situations that the participants will need to roleplay. They should briefly agree upon their roles and the roleplay scenario.
TEACHING HOURS	3
LEARNING OUTCOMES	The learner will be: - Able to recognize different types of conflicts - Gain competencies to overcome the different types of conflicts - Aware for adequate approaches for overcoming conflicts - Able to perceive the importance of the appropriate way of learning about conflicts - Able to perceive the importance of the appropriate way of communication in resolving conflict situations. - Aware for any trends or patterns of when conflicts arise among the students
ASSESMENT CRITERIA FOR VALIDATION	The learners can: - Evaluate their behaviour in the conflict. - Work with their peers to create an environment in which students treat each other respectfully - Recognize their conflict management style - Use feedback from peers in a constructive manner

ASSESSMENT TOOLS	- Evaluation form for trainers
	- Self-assessment form for learners
	- Portfolio

6.3.2 Trainer's manual for the Recognizing & handling types of team conflict: kinesthetic

Group "hand" :

Learners are given 5 descriptions of conflict situations that they will need to roleplay. They should briefly agree upon their roles and the roleplay scenario. The "ear" group after each performed situation tells (guesses) what kind of conflict was played out, and the "eye" group offers suggestions how it can be solved.

Worksheet for group "hand" :

In front of you are 5 descriptions of conflicting situations that you will need to roleplay. Briefly agree upon the roles and roleplay scenario as well as consider how these conflicts could be resolved. After each situation, the "ear" group tells about the type of conflict in question, and group eye gives suggestions on how to overcome it.

Conflict scenarios

1. In recent weeks, Marco erupts at every meeting, he is easily getting angry at any member of the team. He was not like that before.

2. Since Mila expressed her view of solving the problem with distribution of fresh fish, Theo said that one more aspect of the problem should not be ignored - the price of shipping from such a distant destination. She cried and did not talk to him by the end of the meeting.

3. When deciding on the landscaping of the park, Peter said that roses cannot be planted in the upper part, because there are no conditions for their growth there. Ena replied that the knowledge of botanic suggests that it is exactly where the roses should be planted. Stefan is sure that this type of soil will not be good for growth of roses.

4. When making the final decision to select the best product for sale, there were many different opinions, so the leader of the team made a decision using a majority of votes. The members of the team are dissatisfied; they think that not all aspects of the proposed alternatives were sufficiently addressed.

5. The director of the organisation wants to change the team's decision for creating a daily menu in the restaurants, which has been working well for three years and brings satisfied guests.

Discussion:

- How did you feel?
- What was the hardest thing to do in the groups, and what's the easiest?
- Was it difficult for you to determine how to resolve the conflict? Why?
- Which of the groups has found itself in their learning style? How? Why? How can we apply this in everyday life/work?

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