Tools for Development of Soft Skills

Training unit 2

Leonardo da Vinci partnership project
„Euro Job coach"

Table of Content

Employment skills – Roles in life

Objectives and context

Picos uses this tool during the activate training when participants don't have a job and during jobcoaching (on the job).

The tool is meant to make clear to the participant the different expectations you can have of your colleagues and they can have of you. Some participants behave themselves in a working situation the same as they behave their selves at home. They think that's normal; "this is who I am and they have to accept that".

We often use this tool in a group training because then you can have discussion between the participants about the subjects. We also use it individually, meanly at jobcoaching.

Target group

The target group are all participants who are looking for work or are already working. It can be used by people with low and high education.

Instructions and methodological approach

Step 1

De coach introduces the tool by telling about the different kind of relationships a person can have in life. In this way the coach can check whether the participant understands what the tool is about.

Step 2

Together you are going through the questions of the tool so the participant can still ask the coach the things he doesn't understand.

Step 3

The participant is going to fill in the questions. The participant can also make it at home.

Step 4

Next meeting with your participant(s) you discuss the form and the questions.

Materials

The tool printed or digital send to the participant.

Feedback and evaluation

After this tool you have clear in what parts the participant needs coaching. As following up tool I sometimes use the tool Relation Rings.

Sources (web-links, bibliography)

This tool was made by Picos because a lot of participants didn't use the correct behaviour at the workplace. With this tool we found a way to discuss this with them.

Attachment

- Roles in life
- Relation rings

Attachment N.1 "Roles in life"

Different skills for different roles

Colleagues are people you work with to reach a similar goal. This can mean getting production on the assembly line or as a salesgirl selling various products from the store. You need each other to reach the same goal. However you look at it, you have a relationship to each other: an employment relationship. Unlike your friends and acquaintances you cannot choose the colleagues that you work with, most of the times. Its all in the deal when you accept a job. Sometimes this is very nice and you meet people you otherwise never would have met and sometimes you can get along very good. When this happens, that relationship may grow into a friendship in your private time. However most of the time the employment relationship stays just what it is and you all just do you're your job and behave as good colleagues. Sometimes you cannot get along with a colleague, what should you do then?

What does it mean to be colleagues?

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What do you think is the difference between friends / acquaintances / family and colleagues?

Think about several things as:

What can they expect from you when you interact?

What do you think you can expect from them in the interaction?

What kind of information do you share with which co-worker?

What do you think they should share with you?

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What is your role and when?

You have different roles in your life:

1. child of your parents

2. parent of your children

3. life partner

4. brother / sister

5. colleague

6. employee

7. friends

8. neighbour

9. ………………….

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Which different roles do you have? How do you behave in that role.

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Are there major differences? Describe the differences, what are the differences, in which situation or moment?

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Why do these differences exist? Would you like some roles where different? How would you change them?

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Do you think you have a role in having a good/positive contact with your colleagues? What is your part in this?

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What do you do when you don't get along with a direct colleague?

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Do you think you are partly responsible to create a good atmosphere between you and your co-workers?

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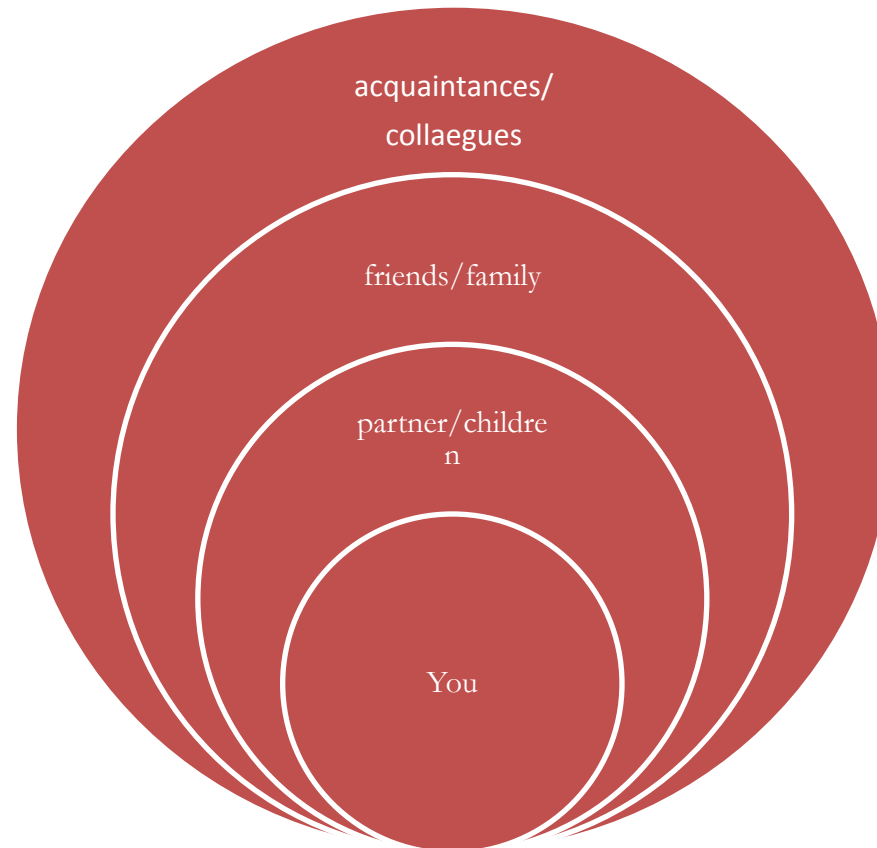
Relation rings - The people around you don't all mean the same to you, that is why you behave yourself different towards each person. In different situation is expected different behaviour. You adapt your behaviour and the way you act to the situation you're in and to the people who you're with. Fill in the rings. Who is close to you and who isn't?

me

I addept to the situation and pay a lot of attention to the others

I show only the behavior I want to show and pay attention to the feelings of others

I can be myself but you pay attention to the feeling of the other

I can be totally myself
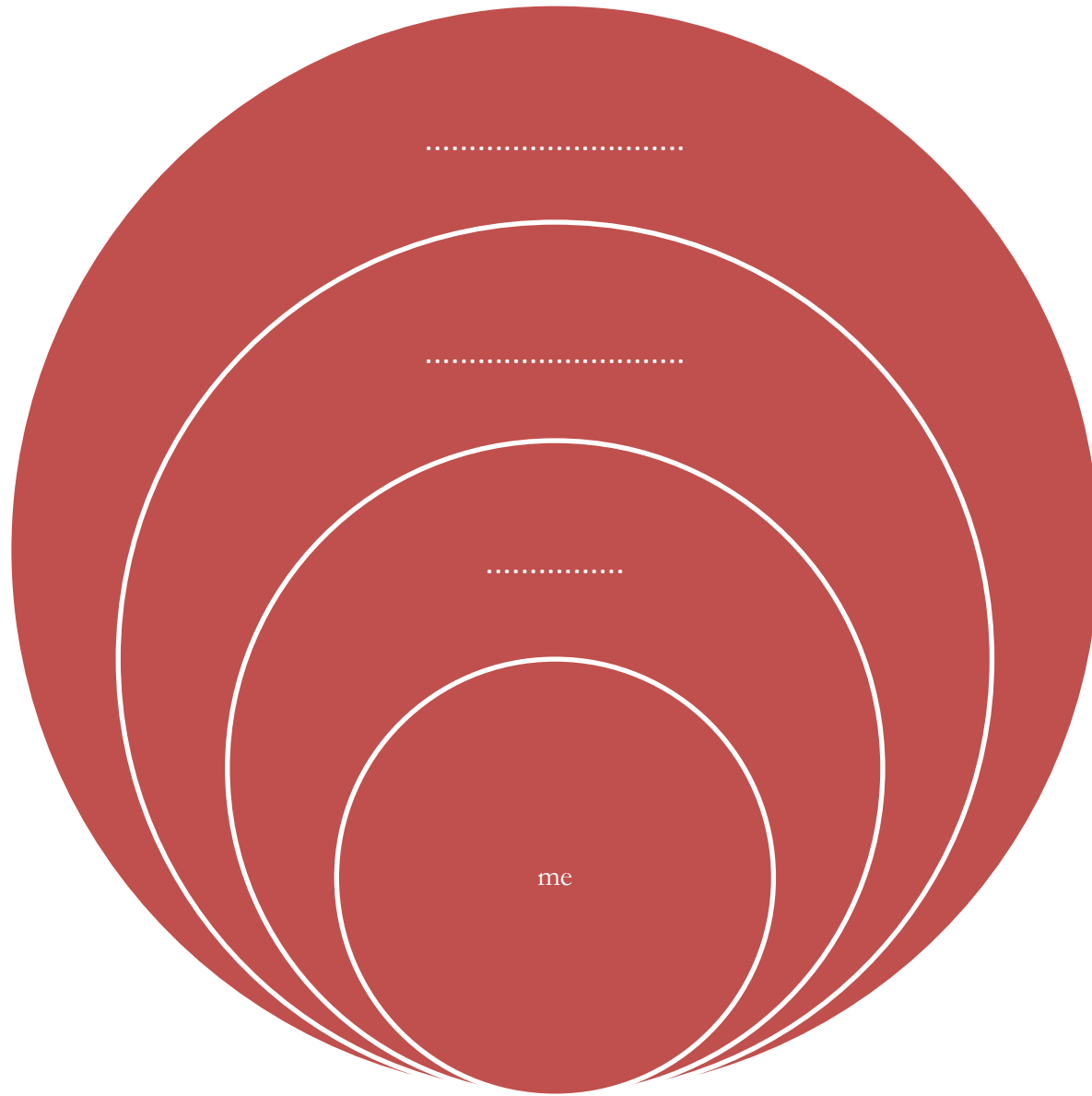
Put in the right circle.

1. Can I ask you something?
2. You know I want to do sports at Friday evening so why do you plan to do groceries than!?
3. I say whatever I think.
4. I first think before I speak
5. I am doing the groceries
6. I am alone at home, listening to my music
7. I am in the bar with my friends
8. I am visiting a friend
9. I have an appointment at the dentist
10. I have to ask for directions in traffic
11. I think before I answer somebody
12. I ask my manager to have a day of at work
13. We have lunch break, I sit together with my colleagues
14. I have had terrible news about my health and want to share this with someone
15. I have had a arguing with my partner last night, I want to share it with someone
16. Cursing and swearing
17. Making a positive joke
18. Burping and farting
19. Making a sarcastic mean joke
20. Making sexual comments
21. To make a compliment
22. I listen to the other person and don't interrupt
23. I don't interfere in someone else's business

Employment skills – Personal Hygiene

Objectives and context

Picos uses this tool during the activation training (for participants looking for a job) and during jobcoaching (on the job).

The tool aims to heighten awareness in participants about the importance of personal hygiene. Depending on your job description and the demands of your employer, you have to adjust your clothing and accessories. These things are self-evident for most people, but as a coach, you will often come across participants for whom these things are not so clear cut. This tool will give you the necessary instruments to discuss this precarious subject.

The tool can be used with just one participant or in a small group so you can have discussion about it.

Target group

The target group are participants who are looking for a job or those who already have a job, especially those participants for whom personal hygiene is not self-evident.

Instructions and methodological approach

Step 1

De coach introduces the tool to the participants by telling something about the different expectations regarding one's appearance in different work fields. In this way the coach can check whether the participant understands what the tool is about.

Step 2

Together you are going through all the questions in the questionnaire so the participant can ask the coach for clarification when there are items he or she does not fully understand.

Step 3

The participant is going to fill in the questions. This can either be done at home or on the spot.

Step 4

In the next meeting, or as soon as the participant has answered all the questions, you can discuss the answers.

Materials

A room to meet with the participant or group.

The "Personal Hygiene" questionnaire.

Feedback and evaluation

After using this instrument the coach has a clear understanding of both the participant's view on personal hygiene in general and on his or her own hygiene. More specifically, the coach does now know which aspects of personal hygiene need coaching.

Sources (web-links, bibliography)

This tool was created because a lot of participants presented themselves inappropriately on the workplace and there was lack of a tool to address this issue.

Attachment

The instrument:

- "Personal Hygiene" questionnaire

Attachment „Personal Hygiene"

Going to your work clean and fresh. Depending on your job description and what your employer demands, you have to adjust your clothing and accessories. Can you ware earrings? A bracelet? And what about piercing in your eyebrow or nose? To what extend may the employers or colleagues have demands of the employee about the way he looks or dresses.

These things are self-evident for most people. But in your work as coach you will have a lot of clients where personal hygiene is not self-evident. This chapter will give you the tools to discuss this precarious subject.

What does personal hygiene mean when it comes to your work?

Going to your work clean and fresh. This means being showered, using deodorant, clean clothing, brushed teeth, well kept hair, long hair in a ponytail or up, nails short and clean etcetera… Possibly a toothbrush, hairbrush and deodorant with you to work to freshen up during the lunch break. An employer can have some expectations about the way we look, dress, and take care of ourselves. Especially when you have contact with clients in your job some rules may be set by your employer. Also for your colleagues is it important that you take care of your personal hygiene.

To what extend may the employers or colleagues have expectations of the employee about the way we look or dress. What are your own expectations on the area of personal hygiene towards colleagues?

It can be very clarifying to know what your client thinks is appropriate.

Do you think that someone who has to deal with customers is supposed to spend more attention to personal hygiene than someone not who doesn't? Why? Or why not?

What about your own personal hygiene? Do you think you take good enough care of yourself?

What part of your personal hygiene does not need extra attention because you are happy about the way it is?

How do you think about this as a coach? Is your client right about this. You can now mirror him.

What part of your personal hygiene needs more attention?

Discuss with your client what is necessary for him to change, does he need help or information. Can you come to an agreement about this part?

After an extensive intake we set up a plan. In the plan we also tell something about the way the person has presented himself to us. Was the personal hygiene correct during the intake? Did the person look motivated etc… At the first appointment after the intake, we evaluate the plan together and sensitive issues like no good personal hygiene will be discussed for the first time.

Personal Hygiene

What does personal hygiene mean when it comes to your work?

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To what extend may the employers or colleagues have expectations of the employee about the way we look or dress.

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What are your own expectations on the area of personal hygiene towards colleagues?

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What about your own personal hygiene? Do you think you take good enough care of yourself?

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What part of your personal hygiene needs more attention?

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Identification and evaluation of Soft skills

Objectives and context

This tool aims at identifying the skills of trainers attending preparatory training courses tailored to boost the capacity to find a job.

The tool is based on the analysis of the professional and social experiences. Moreover the tool provides information useful to build up all the necessary arguments to face job interviews, by pointing out the main competences and strengths.

The suggested exercises help to get trained on the curricula writing and the outlining of the main soft skills.

The tool is composed of a self-diagnosis booklet aiming at pointing out the main social and professional skills, as well as a 'sitting for an interview' training exercise.

To allow the participant of the activities to identify its skills on the basis of its social and professional previous experiences.

- To verify the identified skills during the internship.

- To built up a solid argumentation for job interviews.

- To add soft skills on the top of hard skills, on its curriculum vitae.

Target group

The following tools are designed for:

- Unemployed disabled people, seeking for a job with professional experience.

- Trainees attending a vocational training programme with an on-the-job training period.

Instructions and methodological approach

Step 1:

Self-assessment skills, in house.

Step 2:

Skills assessment, in internship.

Step 3:

Cross-examination of the self assessment and internship assessment skills.

Step 4:

To add elements on Curriculum vitae and practicing on reporting.

Materials

- Self assessment toolkit.

- Internship assessment toolkit.

- Curriculum vitae.

- Video camera and video projector.

Sources (web-links, bibliography)

- Les nouveaux outils de l'évaluation des compétences, Alain LABUFLE, AFNOR éditions, 2009

- Les compétences clés, Grégoire EVEQUOZ, Editions LIAISONS, 2004.

Attachments

- Self assessment toolkit.

- Internship assessment toolkit

Attachment "Self assessment toolkit"

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with co-workers and customers and are broadly applicable both in and outside the workplace.

Soft Skills are *behavioural* competencies and generally fall into one of the following four categories:

- Personal (proficiency, reliability, effectiveness, creative problem solving, optimism…)

- Communicational (negotiation, conflict resolution, influencing…)

- Interpersonal (responsibility, teamwork, good manners…)

- Others (passions, integrity…)

It's often said that hard skills (certified by a school diploma or a certificate) will get you an interview but you need soft skills to get (and keep) the job.

Step 1: Self-assessment skills, in house.

Exercise n°1: 4 hours

Instructions: write up to 10 significant life, professional or social experiences that contributed to enrich your skills.

Describe:

- The context and your role;

- What you exactly did to achieve that specific project or activity;

- Which talents or personal quality you had to develop or use to reach the prefixed goals.

Use the following box to describe your experiences, specifying the category.

Experience n° 1 **: Type of experience (example : 2 years of professional experience as a welder)**
Description :

Experience n° 2**: Type of experience (example: 2 years of social experience as a mountain bike coach for children).**
Description

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Instruction: on a A3 size paper place on the left side zone the previous clipped boxes. Place on the right side zone the herewith provided items, according to the matching areas of expertise. Link with an arrow the experiences boxes (left side) with areas of expertise ones (right side).

A3 sheet

2 years of professional experience as a welder:

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-

2 years of social experience as a mountain bike coach for children

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Box 1. Communication skills
- Written expression
- Oral expression
- Social interactions

Box 2. Foreign language skills
- Written expression
- Oral expression

Box 3. Craft technical skills
Know how

Box 4. Digital and ICT skills
- Internet
- Office tools

Box 5. Interpersonal and social skills
- Effective and constructive involvement in the social life of a company

Box 6. Basic skills in science and technology
- Mathematics competences
- Use of machineries

Box 7. Learning skills
- Ability to manage and seize its apprentice
- Ability to manage time with effectiveness

Box 8. Creativity and initiative
- Ability to initiate changes
- Ability to adapt to innovations
- Ability to plan a strategy

Box 9. Others

Exercise n° 3: Self-assessment skills – (4 hours)

Before getting through the self-assessment skills exercise get familiar with the following scale that has been provided to rank the answers:

4 = ++   3 = +   2 = -   1 = --

Each number corresponds to one of the following group of statements. Go through it :

4	3	2	1
I know how to do it very well; I am in charge in all circumstances; I manage it well; I can handle it perfectly; I am able to give examples of what I state.	I know how to do it; I can handle it most of the time; I do it quite often; I can handle it quite well; I can give examples of what I state.	I have got to improve the way I do it; I rarely face it; I not always succeed in handling it; I do not practice it enough.	I have to learn about it; I scarcely face situation that implies that I have to manage it; I do not practice it all.

Exercise n° 3-1: essential basic skills assessment

Through the lines of the up-to-ten depicted experiences point out the essential basic skills that can be spoken out while sitting for a job interview or through your professional career pathway.

1. Effectiveness
2. Communication aptitude
3. Flexibility and adaptability
4. Teamwork aptitude
5. Creativeness and initiative aptitude

It is relevant to bear in mind that, to assert you have the above skills, you must be able to provide proven evidence of what you state, through lived experiences.

Essential soft skills				
level	4	3	2	1
Effectiveness, persistence and perseverance: • **Ability to be practical and realistic.** • **Ability to adapt and to correctly judge and evaluate different unforeseen situations.** • **Ability to overcome challenging situations and obstacles and maintain the same energy.** • **Ability to stay calm and balanced in stressful, overwhelming situations.**	☐	☐	☐	☐
Communication skills • **Ability to articulate your ideas in writing and verbally to any audience.** • **Ability to make yourself understandable by writing.** • **Ability to make yourself verbally understandable to any audience in a way where you are heard and you achieve the goals you intended with that communication.** • **Ability to share information.** • **Ability to articulate thoughts in an organized manner even when you are not prepared for the question or situation you are in.**	☐	☐	☐	☐
Flexibility and adaptability • **Ability to be ready for change.** • **Ability to accept new tasks when needed and required.** • **Ability to get back on its opinion and /or judgment.** • **Ability to learn and observe to adapt to a new environment.** • **Ability to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.**	☐	☐	☐	☐

Networking skills	☐	☐	☐	☐
• Ability to work effectively with anyone with different skill sets, personalities, work styles, or motivation level.				
• Ability to be interesting and interested in conversations that motivates people to want to be in your network.				
• Ability to build trust, find common ground, have empathy, and ultimately build good relationships with people you like or in positions of power/influence.				
• Ability to provide constructive wisdom, guidance, and/or feedback that can help others further their career development.				
Leadership and creativity skills	☐	☐	☐	☐
• Ability to create and communicate vision and ideas that inspires others to follow with commitment and dedication.				
• Ability to build buy-in to an idea, a decision, an action, a product, or a service.				
• Ability to anticipate and innovate.				
• Ability to submit new ideas and new way of doing things.				

All the items scored with a 4 can be stated on the curriculum vitae.

According to your personal accomplishments select the general skills you developed and state how good you are in it.

The 6 fields of the key competences are:

  A. Information
  B. Organization
  C. Problem solving
  D. Teamwork
  E. Supervision
  F. Communication

Sidestep the key competences fields that are not relevant to you.

Competencies benchmark

A. Information				
Competences	Reception, understanding, treatment and forwarding of information data			
Abilities	Landmarks	4	3	2	1
Understanding of data reception **Ability to detect links in a given information in order to get a global understanding.**	- identify the information origin - organize in a hierarchy the given information for a further exploitation -outline the information contents - provide the right outputs	☐	☐	☐	☐
Information sum up *Ability to select the relevant contents.*	- provide a synthetic overview of the given information - maintain an objective point of view	☐	☐	☐	☐
Learn by heart *Ability to learn the main information facts to be able to speak about with none or few supports.*	- speak about the given information using its personal supports	☐	☐	☐	☐
Express and justify one's opinion *Ability to built and express a personal point of view according to the given information and capacity to develop a logic thinking to corroborate it.*	- express a point of view according to the given information - provide sufficient elements to sustain its opinion on a large basis, far beyond the given information	☐	☐	☐	☐

Link the information contents with other elements. *Ability to link relevant information contents with outside ones*	- provide coherent links between the given information contents and other external contents	☐	☐	☐	☐
Keep part of the given information **Ability to select part of the given information to exploit it elsewhere**	- extract one or more general issues	☐	☐	☐	☐
Analyze **Ability to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it.**	-succeed in providing a clear, complete and precise vision of the situation - make logic and intelligible links -point out useful and missing data - point out key aspects of the situation - identify critical control points	☐	☐	☐	☐

B. Organisation					
Competences	ability to organize activities gatherings to facilitate learning, networking, or business transactions				
Abilities	**Landmark**	**4**	**3**	**2**	**1**
Time management **Ability to plan time to get things done on time and efficiently.**	- make a plan - Get all the things to be known under control	☐	☐	☐	☐
Manage the situation *Ability to predict all possible situations that may occur to get things done.*	- establish a strategy - Set clear and possible aims -Being strict - Predict all possible unforeseen situations -Take account of all obligations	☐	☐	☐	☐
Planning *Ability of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals.*	- organize in a hierarchy - set in a precise way the tasks to be accomplished - coordinate all different tasks and activities Built up a precise and structured planning	☐	☐	☐	☐
Anticipate *Ability to make a prediction about the future consequences or tendencies.*	- list the relevant elements to be taken into account - Predict possible consequences beforehand	☐	☐	☐	☐

C. Problem solving					
Competences	Defines the problem correctly. Makes a good problem statement				
Abilities	**Landmark**	**4**	**3**	**2**	**1**
Manage unpredictable events **Ability to face an unforeseen situation in an effective way.**	- face effectively an unexpected event - make a plan though factors are not totally known yet - Get all the things to be known under control	☐	☐	☐	☐
Take initiative *Ability to spontaneously suggest possible solutions.*	- Anticipate the hindrances to problem solving and takes care of them proactively, well in advance. - Decide on the most appropriate solution.	☐	☐	☐	☐
Being creative *Ability to get solutions out of the truck.*	- Look beyond obvious solutions. - Use creativity to find out better solutions. - Define the type and extent of information that must be collected to work out alternative solutions.	☐	☐	☐	☐
Being in charge of the situation *Ability to manage in a proper way any situation.*	- Set up the cause and effect relationship accurately. - Observes the underlying patterns in the problem - Being strict - Being aware of the responsibilities to be carried out - Infuse critical thinking in solving a problem. - Tries to become more and more resourceful.	☐	☐	☐	☐
Make choices **Ability to choose among a sustainable solution among different alternative pathways.**	- take a decision in favor of or against a possible solution pathway, regardless the lobbying pressure. - Escalate the problem to an appropriate person or level when it appears beyond his scope of cracking due to several reasons.	☐	☐	☐	☐

d. Teamwork					
Competences	Work along with others to achieve common aims.				
Abilities	**Landmark**	**4**	**3**	**2**	**1**
Work actively in a team **Ability to act and interact to achieve common goals**	-listen and take into consideration any viewpoint. - exchange useful data; - clarify, explain, and suggest solutions to aim at results. - open minded oriented - act to get team results	☐	☐	☐	☐
Work with leaders *Ability to cope with leaders to reach a common goal.*	- respect the leader position - take leader's advices and suggestions into consideration - support the leader to reach goals - get his/her advise - accept to make concessions and compromise to reach the ultimate common goal - adopt his/her decisions	☐	☐	☐	☐
Promote a group dynamics *Ability to act in favour of an effective cooperation among team workers.*	- act respectfully and being polite - positive attitude oriented - being enthusiastic and dynamic - give space to others while acting	☐	☐	☐	☐
Promote a teamwork attitude *Ability to be show solidarity with each other.*	- support, push and develop other's viewpoint. - exchange information and ideas - respect all team members being equal	☐	☐	☐	☐
Taking the lead *Ability to sustain its viewpoint*	- give its opinion - being reliable and present - accept to face other's opinions	☐	☐	☐	☐
Being aware *Ability to collect essential data to reach goals.*	- ask when needed - seek for missing data -check information reliability - keep on going to get the required information (don't give up attitude)				
Being source of information *Ability to spread out relevant information to the right people*	- give out correct data - Provide right answers				

E. Supervision						
Competences	Leading people towards chosen aims through available data					
Abilities	**Landmark**	**4**	**3**	**2**	**1**	
Being in charge ***Ability to manage*** ***the situation***	- set possible aims - define roles and responsibilities - provide right orders -set the operation field - set a realistic attitude - be conscious of the responsibilities - follow the instructions	☐	☐	☐	☐	
Motivate and promote discussions ***Facilitate the*** ***reaching of goals*** ***through discussion*** ***sessions***	- submit discussion proposals - explain and clarify things - Reformulate given ideas - Sum up the different point of views - Make sure everyone has equal speaking opportunities - set a discussion agenda - reach goals through structured discussions - make conclusions	☐	☐	☐	☐	
Make choices **Ability to choose** **among a** **sustainable** **solution among** **different alternative** **pathways**	- take a decision in favour of or against a possible solution pathway, regardless the lobbying pressure. - get everyone's opinion before taking a decision	☐	☐	☐	☐	
Taking the lead ***Ability to be the*** ***leader of a group to*** ***reach specific goals***	- set priorities - keep the lead to reach aims - keep up with an agenda and a planning - set a strategy - keep a basic and realistic action plan	☐	☐	☐	☐	
Support the team workers ***Ability to promote*** ***a positive attitude*** ***in a team***	- enhance co-workers contributions - push their sense of responsibility - get them involved - support their decisions to get the targeted aims	☐	☐	☐	☐	

Set a positive attitude at work ***Ability to motivate co-workers to reach the aimed targets in a positive and effective environment***	- promote effectiveness in talks and exchanges - active listening - keep neutral - push motivation ahead - work in favour of team spirit - act diplomatically
Taking the lead ***Ability to sustain its viewpoint and to have it shared***	- act in an assertive way - push its opinions through - structure its viewpoint to have them shared - give its opinion - being reliable and present - accept to face other's opinions
Negotiate ***Ability to have a win-win decision after having exposed its viewpoint***	- act diplomatically in harsh times - get solutions out compromising - stand in one's shoes - reach compromises
Keep informed on partners ' activities ***Ability to look for information effectively***	- look for information held by team members - look for negotiating partners' point of view - look for the pathway that has been embraced -keep full record of the given information
Being source of information ***Ability to spread out relevant information to the right people***	- give out correct data - Provide right answers

f. Communication					
Competences	Get and provide information in a given context				
Abilities	**Landmark**	**4**	**3**	**2**	**1**
Provide useful information **Ability to adapt formal and informal way of communicating according to the listener**	- introduce the information to spread out in a coherent and generally understandable way - explain its way of acting - keep a coherent, precise and structured speech	☐	☐	☐	☐
To keep up to date *Ability to act to obtain the necessary information to reach goals*	- active questioning to get the right explanation - look for missing data - check the given information - get the right information and adopt the win-to-win attitude	☐	☐	☐	☐
Manage its behaviour *Keep emotions under control*	- manage one's emotions - manage one's gestures - use of informal language to support verbal one	☐	☐	☐	☐
Make people interested in *Make people concerned through your formal and informal language*	- make use of non verbal language o get consensus and acceptance - having a dynamic approach to the listeners - emphasize your speeches through body language - act as speaking	☐	☐	☐	☐
Being source of information *Ability to spread out relevant information to the right people*	- give out correct data - Provide right answers	☐	☐	☐	☐
Taking the lead *Ability to sustain its viewpoint and to*	- act in an assertive way - push its opinions through - structure its viewpoint to have them shared				

have it shared	- give its opinion
	- being reliable and present
	- accept to face other's opinions
Negotiate	- act diplomatically in harsh times
Ability to have a	- get solutions out compromising
win-win decision	- stand in one's shoes
after having	- reach compromises
exposed its	
viewpoint	
Being argumentative	Support its point of view
Ability to justify	Able to make interactions and connections
and strengthen its	among the different used elements
point of view	Defend its opinions and viewpoint
	Make emphasis of the weakest adversary
	opinions
Using refutable	- refute some or all given elements
elements	Weaken up others' opinions
Ability to	Speak up one's disappointment about others'
contradict, totally	opinions
or partially, others'	
point of view by	
using solid facts	
Motivate and	- submit discussion proposals
promote discussions	- explain and clarify things
Facilitate the	- Reformulate given ideas
reaching of goals	- Sum up the different point of views
through discussion	- Make sure everyone has equal speaking
sessions	opportunities
	- set a discussion agenda
	- reach goals through structured discussions
	- make conclusions

Step 2: in company internship skills assessment

Internship lasts at least 3 weeks

Boxes are filled by the company tutor. Job coaches may eventually help the company tutor to fill it in properly.

Instructions: 4 options are given to fill the boxes

- 4: experienced
- 3: operational
- 2: hesitating
- 1: low ability

Communication skills					
Job title:					
abilities	**notes**	**4**	**3**	**2**	**1**
To listen to		☐	☐	☐	☐
Promote and manage discussion		☐	☐	☐	☐
To get informed		☐	☐	☐	☐
To select and present relevant data		☐	☐	☐	☐
To negotiate		☐	☐	☐	☐
To mediate		☐	☐	☐	☐
To speak in public		☐	☐	☐	☐
To deliver an oral message		☐	☐	☐	☐
To send a written message		☐	☐	☐	☐
To develop		☐	☐	☐	☐
To lead the way		☐	☐	☐	☐
To contradict and negotiate		☐	☐	☐	☐
To communicate regardless to the situation		☐	☐	☐	☐
To behave keeping its emotions under control		☐	☐	☐	☐

Basic skills					
Job title :					
Abilities	**Notes**	**4**	**3**	**2**	**1**
To take initiative		☐	☐	☐	☐
To endure		☐	☐	☐	☐
To be creative		☐	☐	☐	☐
To plan		☐	☐	☐	☐
To evaluate and assess		☐	☐	☐	☐
To keep emotions down		☐	☐	☐	☐
To lead or manage		☐	☐	☐	☐
To be influent		☐	☐	☐	☐
To be self confident		☐	☐	☐	☐
To be emphatic		☐	☐	☐	☐
To be concerned		☐	☐	☐	☐
		☐	☐	☐	☐

Psychosocial skills					
Job title :					
Abilities	**Notes**	**4**	**3**	**2**	**1**
To solve problems		☐	☐	☐	☐
To make decisions		☐	☐	☐	☐
To be effective		☐	☐	☐	☐
To adapt and keep flexible		☐	☐	☐	☐
To support teamwork		☐	☐	☐	☐
To work in team		☐	☐	☐	☐
To be autonomous		☐	☐	☐	☐
To be responsible		☐	☐	☐	☐
To learn how to improve skills		☐	☐	☐	☐
To be self motivated		☐	☐	☐	☐
		☐	☐	☐	☐

Step 3: Final skills assessment

Exercise 4 : (3 hours)

make a cross examination of the collected data, both in house and in company. Report the results in the following box.

Abilities and skills leading to a common result	Abilities and skills not leading to a common result	Possible explanations of relevant differences	Possible improvements

Step 4: fill a curriculum vitae and get trained to use it

Exercise 5 (1 hour):

mark the identified and proven skills on your curricula.

According to the chosen curriculum format select the most relevant skills you developed and wish to promote in order to communicate on them. According to the foreseen job pick the right skills.

Curriculum Vitae	Insert photograph. Remove heading if not relevant (see instructions)
Personal information	
First name(s) / Surname(s)	**First name(s) Surname(s)** (remove if not relevant, see instructions)
Address(es)	House number, street name, postcode, city, country (remove if not relevant, see instructions)
Telephone(s)	Mobile:
Fax(es)	
E-mail	
Nationality	
Date of birth	
Gender	
Desired employment / Occupational field	
Work experience	
Dates	Add separate entries for each relevant post occupied, starting from the most recent.
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	
Education and training	
Dates	Add separate entries for each relevant course you have completed, starting from the most recent.
Title of qualification awarded	
Principal subjects/occupational skills covered	
Name and type of organisation providing education and training	

	Level in national or international classification	

Personal skills and competences

Mother tongue(s)	**Specify mother tongue** (if relevant add other mother tongue(s),

Other language(s)

Self-assessment	**Understanding**		**Speaking**		**Writing**
European level (*)	Listening	Reading	Spoken interaction	Spoken production	
Language					
Language					

Social skills and competences	Replace this text by a description of these competences and indicate where they were acquired.
Organisational skills and competences	Replace this text by a description of these competences and indicate where they were acquired.
Technical skills and competences	Replace this text by a description of these competences and indicate where they were acquired.
Computer skills and competences	Replace this text by a description of these competences and indicate where they were acquired.
Artistic skills and competences	Replace this text by a description of these competences and indicate where they were acquired.
Other skills and competences	Replace this text by a description of these competences and indicate where they were acquired.
Driving licence	State here whether you hold a driving licence and if so for which categories of vehicle.
Additional information	Include here any other information that may be relevant, for example contact persons, references, etc.
Annexes	List any items attached.

Exercise n° 6 - (2 hours) :

get trained to introduce your curriculum vitae

Type of action : role-playing game

Instructions:

create groups of two people. Each person will play at first the role of the employer and then the role of the candidate sitting for an interview.

Methodology:

- Ten questions have to be prepared to play the employer's role. Questions have to focus on experiences, skills, abilities.

- Answers have to be prepared to play the candidate role. Preparation has to focus on experiences, skills and abilities.

Context:

the dialogues are filmed to bring about the weak and strong points of each person.

„Ideal Coleague" tool

Target group

This tool is used especially in the work with clients with intellectual disabilities who are willing to work and are preparing for a job. It can be also used for clients with an intact intellect who take concern in relationships in a workplace and are willing to contribute to good atmosphere at work.

Objectives and context:

Despite a certain performance that is required at work, there are also many unwritten rules and social nuances that apply especially to relationships within a workplace and require so-called soft skills. These rules might be quite confusing – especially for people with intellectual disability but not only for them. This tool enables clients to discuss the topics related to desirable and undesirable characteristics of employees in a friendly and safe atmosphere. In such a way, it helps the clients (as future employees) to prevent conflicts and at the same time it contributes to their personal development.

Instructions and methodological approach

Step 1:

This tool is used for a work with a small group of clients (ideally 5 – 10 members) who know each other. The counsellor first explains that the working environment and relationships can be specific and can vary, however, the behaviour of an employee generally influences the overall atmosphere in a workplace. After the explanation, clients need to fulfil a task (see the attachment 1) – they should describe what their ideal colleague should be like. After each client answers this question, the group provides him/her with the feed-back and discusses why their colleagues should have and shouldn`t have certain qualities. Clients or the counsellor can even add new qualities that were not discussed before.

Step 2:

The counsellor talks about the fact that we do not always have ideal colleagues at work and asks clients for characteristics and/or behaviour of a colleague they wouldn`t be able to cope with (see the attachment 2). Again, there is a discussion in which counsellor tries to find a solution thanks to which clients would be able to cope with unbearable behaviour of colleagues. The cooperation of clients with the counsellor should lead to a realistic image of an ideal colleague.

Step 3:

The counsellor asks clients for their own characteristics – those they really appreciate and would contribute to their status of a good colleague. The group provides each client with a feed-back focusing on positive sides, starting with "*what I really like about you is that...*".

Step 4:

The counsellor asks clients to describe their own characteristics which could potentially cause any problems at workplace and which they would like to change. The group provides feed-back to each client and start with a sentence "you might try to change...". The counsellor is there to supervise the situation and secure that the process is not threatening or traumatising for anyone.

Step 5:

The counsellor summarizes the activity emphasizing that every person has qualities based on which he/she can be a good colleague, but also characteristics that can be annoying for others. That`s very natural, however, it is good to cultivate positive qualities and try to eliminate worse characteristics.

Material:

This tool is used by counsellors working especially with clients with intellectual disabilities. It provides the counsellor with interesting information about his/her clients and at the same time it provides the clients with a space to think about their own strengths and weaknesses and also about what they can change in their own behaviour. At the same time, they have a chance to think about how they can influence the behaviour of their colleagues at work.

Feedback and evaluation:

At the end of the exercise, the clients are talking about their own feelings – what kinds of benefits did the exercise bring them, what they found out about themselves.

Sources:

This tool was developed and is used by the Agency of Supported Employment in Bratislava.

Attachment N.1 "My Ideal Colleague"

1) What kind of qualities should my ideal colleague possess?

2) How should he/she treat me?

3) How should he/she treat other colleagues?

4) What kind of attitude should he/she have towards his/her responsibilities?

5) What kinds of topics should he/she not talk about at work?

6) What shouldn`t he/she say about his/her colleagues?

7) Other:

Attachment N.2 "Qualities I wouldn`t like about a colleague"

1) What qualities/behaviour of my colleague would be annoying for me? Why?

2) How would I react?

3) Is there any other reaction to such situation I could use?

4) Am I able to influence or change these qualities (or behaviour) of my colleague?

5) Other:

The World of Work

Target group

This training is used for unemployed clients who could benefit from education and training of skills related to area of self-presentation for a potential employer. It is also used for clients who have quite a good orientation in these areas but need some kind of feed-back and/or personal development.

Objectives and context:

This tool is used with the goal to help a client to gain skills usable in the contact with a potential employer that would increase his/her chances to get a job within a free labour market. These include especially skills related to self-presentation such as: writing a CV, application form, and motivation letter; behaving during a job interview, using soft skills during a job interview, etc. It is a week course designed for a small group of clients during which the theoretical knowledge is immediately "translated" into practice. Clients have a chance to go through a mock process of looking and applying for a job. Based on the theoretical knowledge, the clients go through all the steps – they prepare CVs, applications, motivation letters, address an employer (in a role play presented by a counsellor) and go through mock interviews. During the course, we also create a space for discussions and feed-backs. This tool also enables a counsellor to get more detailed information about particular clients, to strengthen relationship with them and to experience their behaviour in different situations – later can be this experience included in individual development plan of the client.

Instructions and methodological approach

Step 1:

This tool is offered to all clients of *the Agency of Supported Employment* in Bratislava who are willing and eager to work on their personal and professional development. The first step is the creation of a group of clients.

Step 2 (the first day):

Introduction of a content and form of the course, mutual introduction of clients through the form of a structured questionnaire mapping the past and present situation of a client in the area of work /attached/. Participants introduce themselves and their expectations to the course.

Step 3 (the second part of the first day):

Preparation of an application – clients are informed through a presentation what is an application for, how does it look like, what part does it consists of, how to prepare a proper application. Each client

chooses an workplace for him/herself and prepares an application for that particular job. Applications are then read aloud together with the rest of group who provide the author with a feed-back.

Step 4 (the second day):

CV – what do we need it for, how to prepare a CV, what to avoid in a CV. CV is presented as a business card, as an advert for a specific person. Through preparation of a CV, a client is mapping his/her strengths and weaknesses. There is a specific outcome of this part of the course – a client`s CV of a good quality.

Step 5 (the third day):

Motivation letter – clients are informed in a presentation how to write a motivation letter, what parts it should consist of. It is followed by a group discussion. In this part of the course, each client is examining his/her motivation for work. In such a way, the client realizes a lot about him/herself and the counsellor gains a lot of important information about clients. Clients prepare their own motivation letters during this part of the course. The outcomes are assessed within a group discussion.

In each of mentioned documents - CV, Motivation letter and Application form - the advisor follows if the client focuses on following issues:

- keeping the required structure and form

- giving the required data /personal data, employers name, to whom and how they are addressed…/

- relevancy and reliability of presented data about the client

- appropriate vocabulary

- if the document says what it has to say

Step 6 (the fourth day):

Personal Interview – what is it for, why there is a selection procedure, how does it look like, what are the tricky parts of this process. After the presentation, there is a discussion of clients followed by a mock interview. In a role play the counsellor acts as an employer and the client as a potential employee. The rest of the group serves as observers who provide the actors with their feed-back. This part is used for the identification of strengths of the client, his/her self-presentation skills, but also skills that the client still needs to work on. After the feed-back, the client expresses his/her own feelings.

During the role playing the advisor follows:

- Body language of the client: gests, face, body position, shaking hands, stereotypes (playing with hair, with fingers, etc.)

- Speech of the client : coherency, loudness, speed , vocabulary , if it is appropriate words selection;

- Eye contact and if it is appropriate to the situation;

- Readiness to pass interview, well prepared client, informed about the company, about the future

job;

- Ability to answer flexible way the questions

- Ability of the client to present himself, his strengths and weaknesses, to present former success, future goals;

- Ability to react on „tricky questions„

Step 7 (the fifth day):

The mock interviews continuation – each client needs to go through it. Once it is done, the course ends with a discussion on what is the experience of the clients, on how they have felt during the course, what they have gained from it or what would they change.

Material

This tool is consisting of various presentation related to topics mentioned above and of a questionnaire used by each member of the group involved into the course (see the attachment). These presentations vary and are culture related, so there is no general example.

Feedback and evaluation

Verification of the CV, motivation letter and application form in the process of interview and after

Sources:

Attachments

Attachment N1 "Questionnaire used within the Step 2 – Basic information"

1. Where do you want to work?

2. What is the type of work you would like to do?

3. What is your formal education?

4. What is your carrier experience?

5. Is your carrier experience related to the formal education you have accomplished?

6. Do you have any problems with preciseness (related to dexterity or time management)?

7. Are you responsible?

8. Are you looking for a part-time or full-time job?

9. How much do you need to earn in order to cover all your living costs?

10. What should be the distance between your residence and the workplace?

11. Can the workplace be also further from your home? Or do you want to work in a neighbourhood of your residence?

12. Why did you lose the previous job?

13. Is there anything you can do against it in the future?

14. What are the reasons you are not able to find a job?

15. Are there other reasons you have lost your previous job for?

16. What should change so that you would be able to find a permanent job?

17. What should you change in your behaviour or attitudes in order to find a permanent job?

18. Do you have currently also other personal problems?

19. Do you need to solve also other problems or issues?

20. Describe your dream workplace.
    Define the type of work, place of work, environment, surroundings, the type of work, salary, social support.

Attachment N.2 "Questionnaire used within the Step 2 – Talking about change"

1. Do you wish any changes in your professional or personal life?

2. Which area of your life would you like to change most likely?

3. What will you gain or loss if you decide for a change?

4. Do you need any help with decision for a change?

5. Will anyone derive profit from your decision?

6. Will your decision make somebody happy?

7. Is there anything, that makes you feel concerned about when you think about change?

8. Do you want to make decision knowingly? Or do you prefer to let decide other people, circumstances?

Attachment N.3 "Questionnaire used within Step 6 - Personal interview role-play checklist"

1. Introduction of the applicant

2. Body language of the applicant

3. Self-confidence of the applicant

4. Usefulness of information, which the applicant told about him/herself (from the perspective of employer)

5. How did the applicant obtained information about this possible future job from employer

6. How did the applicant manage to cope with the question about his/her´s expected salary

7. How did the applicant manage to cope with the question about his/her´s joblessness

8. How did the applicant "sell" him/herself (did he point on his transefarble skills gained in previous jobs, did he seem motivated for the job and beneficial for the company?)

9. The readiness of applicant for the interview (did he check any info about this job/company before...)

10. Farewell (did the applicant shake employers hand, did he ask about following procedure, said thank you for employers time...)

Impression of:

	Very good (why?)	Good (why?)	Not very good (why?)	Bad (why?)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Words puzzle

Target group

Unemployed people or people who are attending a training course.

Objectives and context (if applicable)

Training unit:

To develop in each participant:

- problem solving skills;
- skills to turn a problem into an opportunity;
- creative thinking;
- skills to reform and innovate.

Tool:

To spur participants in analysing different aspects of collaboration, in order to solve problems.

Context of application

The training unit „problem solving" is regularly provided in each vocational training pathway, fitting its training contents to the trainees. In this training unit, some different tools are used as for example this one named „words puzzle".

Training unit content

- Definition of the meaning of „problem" and of different phases needed to face and solve it (problem finding, problem setting, problem analysis, problem solving).
- Analysis of emotional elements that interphere with problem solving and analysis of strategies necessary to overcome emotional elements (to turn a problem into an opportunity).
- Analysis of the two different ways of thinking that mark our mind: vertical thinking (that is controlled by logic and reasoning); lateral thinking (that is controlled by creativity and intuition).

Instructions and methodological approach

This tool "Words Puzzle" pretends a joint work. The participants are divided into 5 small groups, each small group composed by 5 people.

The tool is composed by 5 envelopes. Each envelope contains 3 letters. Each participant can use 3 letters and so each small group can use 15 letters.

The total amount of letters in the 5 envelopes lets participants write 3 words. Participants do not know these 3 words that refer to a specific subject.

The contents of the 5 envelopes can be changed afterwards to write different words.

The difficulty of this exercise can be increased, enlarging the number of letters in each envelope and the number of words.

This exercise is guided by a trainer who can understand the dynamics of the group, can encourage participants to put themselves to the test, can create an atmosphere of trust and of mutual acceptance.

Step 1

the tutor gives each group 5 envelopes (each envelope containing 3 letters), he/she tells the chosen subject and the following instructions:

- each participant chooses an envelope

- participants can open the envelopes after the announcement of the coordinator

- nobody can speak (participants must remain silent during the execution of this exercise)

- each participant can give one or more letters to other participants but can not demand for letters

- all the letters must be used only once.

- participants must guess, reconstruct and understand 3 words.

Length: 40 minutes.

Step 2

– after the writing , all the participants make comments on job dynamics.

Materials

A large room in order to divide the group into some small groups (each group must be composed by 5 people).

You need 5 envelopes for each small group, each envelope including 3 letters. The 15 letters build 3 words.

Feedback and evaluation

Presentation of different behaviours observed in problem solving.

Knowledge of different mechanisms that intervene during the phase of problem solving in a group.

Attachment n. 1 - "Example"

Some examples of envelopes contents and of words that can be written

	Letters			Words
Envelope n. 1	J	W	T	JOB
Envelope n. 2	R	A	R	WORK
Envelope n. 3	O	I	K	TRAINING
Envelope n. 4	G	N	B	
Envelope n. 5	N	O	I	

Identity card

Target group

Unemployed people or people who are attending a training course.

Objectives and context (if applicable)

Training Unit: to present theoretical elements on dynamics that set up in a working group.

To deal with group dynamics from a twofold point of view.

To help in setting up a group among the trainees;

To help in acquiring techniques and tools that will allow you to act in a group on the job.

Tool: To spur socialization among participants.

To set up a positive atmosphere.

To favour mutual knowledge.

To stimulate team spirit.

Context of application

The training unit „Working in team" is regularly provided in each vocational training pathway, fitting its training contents to the trainees. In this training unit, some different tools are used as for example this one named „Identity card".

Training unit contents

- Introduction: the meaning of „job team".
- Potentials. Critical elements.
- The birth of a group.
- Group dynamics.
- Working in team.
- Working groups.
- Meetings as a tool for working groups.
- Informative meetings, decision making meetings.

Instructions and methodological approach

This tool „Identity card" is an effective aid at the beginning of a pathway because it favours the mutual knowledge and it helps the setting up of a group.

This exercise is guided by a tutor who is able to understand dynamics, to encourage participants to put themselves to the test , to build an atmospere full of confidence and mutual acceptance.

Step 1

Each participant fills in (personally) his/her ID (two answers out of eight must be answered by drawing).

Step 2

Participants are divided into small groups. Participants of each small group exchange information and fill in the form „My group".

Step 3

Each small group votes a spokesperson who presents to all participants the outcomes of this exercise.

Materials

A room large enough to divide participants into small groups.

Two tools: "Identity card" (attachment n. 1).

"My group" (attachment n. 2).

Feedback and evaluation

Building a positive atmosphere with cohesion in the team from the beginning.
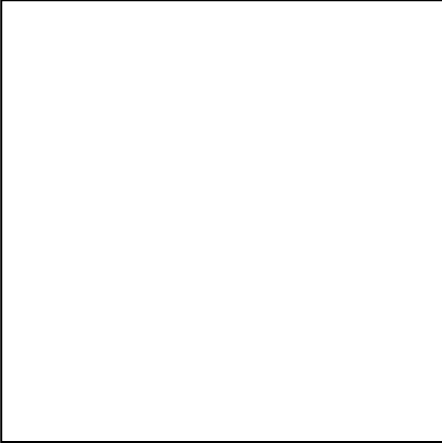
Some evaluation methods regarding these social skills (working in team) are:

- to communicate with effectiveness in your working team;
- to keep a positive role in your working team;
- to help in identifying the nature of problems and to adopt effective decision making procedures;
- to cooperate in order to produce joint solutions and joint outcomes.

IDENTITY CARD OF :

My nickname	**The historical period in which I would like to be born**	**The saying of my life**	**The important man who looks like me**
My three main qualities	**My three main faults**	**If a was the person in charge of my area, I would change ....**	**How I see myself**

Attachment N.2 "My group"

MY GROUP

The pictures resemble each other :

All	More than a half	half (More or less)	Less than a half	No one

What we have in common :

……………………………………………………………………

……………………………………………………………………

Our differences are:

……………………………………………………………………

……………………………………………………………………

If our group was:

A town	It would be: …………………………………………………………………… …
A vocational training course	It would be …………………………………………………………………… …
A book or a film	It would be: …………………………………………………………………… …

At the end, our group could be called

…………………………………………………….…………………………………………………….………

Its saying would be

…………………………………………………….…………………………………………………….………

Preparation for the job interview

Target group

Unemployed people searching for a job

The tool can be used also in the job search phase, when the participant has already found a potential job offer and is preparing for an interview with the employer

Objectives and context (if applicable)

The objective is to help the client to prepare for the job interview, develop participant's employability skills; to learn how to use body language

Materials

A form for each person (see attachment)

A pen/pencil

Video camera, computer

Instructions and methodological approach

Step 1. Preparation

The participant finds a job offer (social job coach can help and submit a job offer for participant in advance). Participant receives the form "Preparation for a job interview" (See attachment). The client and social job coach together revise and discuss all topics from the form. Each of the topics have already been discussed in previous training sessions with client (in the group work). This form can be used before each job interview.

The coach explains to the client what expectations employer usually have:

- Ability to do the job (qualification, experience, abilities, skills, etc.)
- Dependability (do you arrive on time, are you honest and responsible...)
- Personality (can you work together with other employees already working in company ; how you communicate; can you work in a team, your non verbal behaviour)
- Motivation (do you really want to get this job: location, conditions, working hours, schedule, salary...), are you willing to learn new things etc.)

Step 2. Individual work

Each participant prepares for a job interview by filling the form. Social job coach helps him to prepare for the interview, helps to answer difficult questions:

- Knowledge about the company,
- Appearance and behaviour (non verbal presentation)
- Good first impression
- Demonstration of strengths, skills and abilities the employer needs
- Answering difficult question about long period of unemployment, disability, gaps in the employment history etc.
- Reasons of leaving previous job
- Etc.

Step 3. Preparation- answering questions

Before the client goes to the real job interview, she/ he practises to answer the potential questions that can be asked at the interview. We make one more exercise in a group: all group members are asking different job related questions and one answering to them. All the group members have possibility to practice answering questions.

Step 4. Job interview simulation

After a series of exercises, we organise simulation of the job interview: we choose real job advertisement and play role game, where the client plays the role of a candidate, and a coach (who doesn't know a participant personally) – the role of the employer.

"The employer" has also to be prepared to play: to have knowledge about company, job, position, have prepared questions about qualification, skills, abilities etc.

The job interview has to be filmed. Later the film is reviewed with each of the participants individually. The coach can see what skills of the client are still weak and need to be developed. The tool is especially useful in demonstrating non-verbal behaviour of candidate during the job interview.

The job interview simulation can be repeated several times until a client is prepared to go to real job interview.

Feedback and evaluation

After each job interview the "employer" should evaluate each participant and give the feedback, what participant did well, what mistakes were, give comments, what to do better. For the evaluation the special form can be used (see attachment no 2)

Attachment N.1 "Preparation for a job interview (form for participant)"

Position_____

Meeting date _____

Contact person (name, position) _____

Phone_____

Company_____

Address_____

How to find
_____
_____
_____

About company
_____
_____
_____
_____
_____

Why do I want to work here?
_____
_____
_____
_____
_____
_____

My achievements (I am proud of ...) :
1. _____
2. _____
3. _____

Reason, why I am not working now (why I left last job)

_____

_____

_____

_____

_____

_____

My strengths:

    1. _____

    2. _____

    3. _____

My weaknesses:

    1. _____

    2. _____

    3. _____

Difficult questions

    1.

_____

Answer_____

_____

_____

  2.

_____

Answer_____

_____

_____

Questions to be asked:

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

    6. _____

Attachment N.2 "Form for the „employer" to evaluate participants job interview"

Participant	Date
Position	
First impression (non verbal behavior....)	
Ability to do the job (qualification, experience, abilities, skills, etc.)	
Self presentation (personality, dependability)	
Interest to get the job (questions about company, job, conditions...)	
Motivation to work (are proposed conditions suitable ?)	
Other remarks	

Preparation for the phone job interview

Target group

Unemployed people searching for a job

The tool can be used in the job search phase in the group or individual

Objectives and context (if applicable)

to help participants prepare for the phone job interview

to develop the ability to talk on the phone

to develop participant's employability skills

Instructions and methodological approach

Step 1. Discussion

Social job coach discusses with the participants the reasons to make phone calls to the employers during the job search, what can be the objectives of the call, when phone calling is needed and so on.

This information can be useful for discussion

Possible objectives for the phone calls during the job search:

1. When there is too little information in the job advertisement you can call:
    - to clarify the tasks, responsibility of the new employee
    - to clarify the requirements for the job
    - to get more information about company, work environment, place etc.
    - to get more information about selection procedure
2. To settle time for the job interview
3. To give a message about yourself when CV is already sent; ask about selection results
4. To call after the interview - ask about the selection results

Possible results of phone call:

- Request to send the CV – asking for the email address

- Agreed time for a job interview – place, time and the person

- If the workplace is already occupied – asking if there is still possibility to send a CV, just in case if there is new vacancy available

Step 2. Preparation for the phone job interview

A participant finds the job advertisement he/she is interested in (with the help of the social job coach if needed). From the social job coach participant receives handouts "preparation for a phone call" (See attachment no. 1) and prepares for the phone call. Coach helps if needed.

Step 3. Role playing game

Participants in pairs try to play conversation of the job searcher with the employer by telephone . One person plays the role of the employer and other the role of the candidate. They sit back to back with each other and have to talk without seeing each others face. The pair can play conversation in fronto f the whole group. Other participants and job coach makes remarks to the actors to improve their phone conversation skills.

Step 4 . Phone call - simulation of a telephone conversation

When participant feels ready to talk by phone, coach organizes phone call. Participant calls (by real phone) to the "employer", who is another social job coach (necessary to agree in advance and to prepare) .

Instructions for "employer"

"Employer" should speak as if he/she is a representative of company. Different scenarios could be played in order to prepare the candidate for various life situations:

- Secretary answers the call,
- The employer does not have time to talk,
- The employer doesn't want to speak and only asks to send CV,
- The employer asks a lot of questions about candidates experience, skills, abilities etc.
- The employer only answers to participants questions,
- The employer can be strict or kind
- other

Materials

A form for each person (see attachment no 1)

A pen/pencil

A telephone

Feedback and evaluation

After each phone call the "employer" should evaluate each participant and give the feedback (what was done well, what was not so good, what kind of corrections could be made etc.) For the evaluation the special form can be used (see attachment no 2). After using this tool the coach can see which skills of the candidate are still needed to be improved. Simulation of the phone job interview can be repeated several times until a client is prepared to call to real employer.

Attachment N.1 „Preparation form for participant"

Company name Contact person; Phone number	
Position	
Purpose of the phone call	1. 2
Questions to ask	1. 2. 3. 4.
How to introduce myself to the employer **(my experience, my skills)**	
Results of phone call	

Attachment N.2 „Form for the „employer" to evaluate participants phone call"

Participant	
First impression (whom calling? right person in company?)	
Active listening (was there a dialog ?)	
Questions about the job, conditions at work etc.	
Self presentation (is it suitable for job ?)	
Asking to send CV	
Invitation for an job interview	
Other remarks	

Flower of career

Target group

Low qualified people and generally speaking all those who face the necessity to assess their soft skills and learn how to use them.

Objectives and context

Work and develop participant's soft skills though the combination of different exercises aiming at a better working profile definition.

Logistics and materials

A handout and a pen/pencil

Instructions and methodological approach

Follow the 12 units using either the tools herewith attached for each activity or creating your own ones.

Feedback and evaluation

„Flower of career"is a methodology handbook that has been fitted for social job coaches. It provides employment support to unemployed people, far from the labour market, based on soft skills assessments and exploitation.

The methodology represents a clue of dealing with long term unemployed and unskilled people who want to change their current career in the way to find an appropriate job

Sources

The document was first elaborated within a project called *Tyfloemployability* by the Czech United association, in Prague, financed by EU budget and state budget of the Czech Republic, 1999.

1. GEO-
PREFERENCES

2. INTERESTS/
HOBBIE

6.
RESPONSIBILITY
AND SALARY

3. PEOPLE

Skill n° 1

Skill n° 2

Skill n° 3

Skill n° 5

Skill n° 4

Skill n° 6

5.CONDITIONS

4. VALUES
/TARGETS
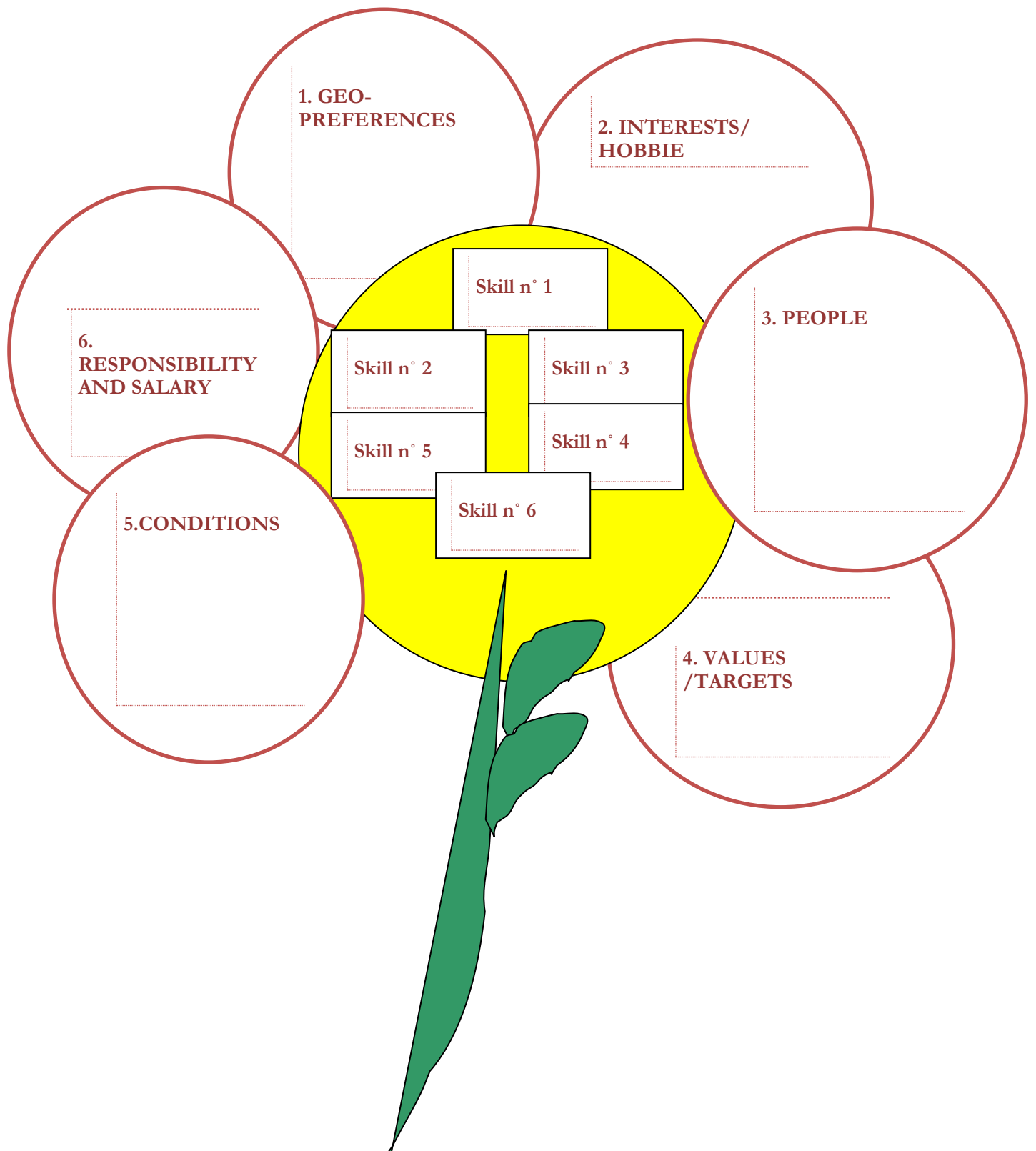
My development plan:

1.

2.

3.

4.

5.

Unit 1: Write your personal story

Description and explanation of the activity:

In this unit it is required to define the first of 7 life stories, in which the client experienced success and peace. The client can choose a story from his/her professional as well as personal life or his/her childhood. It is necessary that he/she chooses the story that contains an aspect of success, victory over the situation, eventually humour. The story should be descriptive similarly to the description that would be given by a young adult – at maximum one page of A4 size sheet. The stories represent the starting point for an analysis of transferable soft skills. Let's bear in mind that they must be connected with the client's feeling of self-satisfaction.

Tools:

Document for identification of stories (A3 size sheet for instance), notebook, pencil, and or dictaphone.

Task:

Firstly you should copy the format of client's "flower" on an empty flip-chart's paper of a suitable size.

1. Write the story with the client if needed.

2. Ask for writing each story in a specific document prepared for this exercise.

3. Make writing the all 7 stories in the same way.

Time:

1.5 hours

Unit 2: Analysis of the stories and definition of transferable soft skills

Description and explanation of the activity:

After resuming the first story on a half page of A4 format, analyse it together with the client. Transferable skills are such skills that can be used by client in any profession regardless the name of the position-profession. Each person has such a set of soft-skills, it is only necessary to define them precisely. We often use those skills while describing a person, e.g.: "he/she is witty" or "he/she is an open-minded person", eventually "he/she is skilful" etc. The transferable skills represent our secret weapon that enables us to change the career without necessity of attending a retraining scheme. They enable to build our career from below to the top (from the client to the profession and not vice versa). We can divide the transferable soft-skills into the following three main categories:

1. physical skills

2. psychic (mental and spiritual) skills

3. social skills

Each listed category contains different professions in which one can find his/her satisfaction. While defining the skills it is necessarry to try to identify them as precisely as you can.

Tools:

Cards with particular professions and skills

Pyramid of skills

Task:

1. Read each story carefully and aloud.

2. Emphasise the client's skills that were used to reach the aim.

3. Sort out the skills regarding the cards into the right category.

4. Write the particular skill on the card.

Repeat the procedure for each story. Then put the skills in order regarding their priorities. If there are a lot of soft-skills, choose ten strongest ones and then put them in order.

Time:

5 hours

Unit 3: Detailed formulation of skills

Description and explanation of the activity:

So far, you have emphasized the key skills, but that is not enough yet. The aim is to point clients' unique skills. Therefore, it is necessary to combine the skills with his/her personality. Let's explain it with the example of the skill: "being able to organize". What? People? Screws? Information? How? Quickly? Logically? Precisely? To define the skill regarding the object or nature of activity, which makes the activity unique, it is also necessary to define the object of activity – that means either data/information or people or things. It is as well necessary to think about the way the skills are used. Thereby, we can use the list of client's characteristics.

The characteristics describe the length of doing the activity, how prompt a person is; how someone handles the others and emotions; the way one faces up to authority and commands within the work place; the way one faces up to supervision; the way one faces up to impulsive versus controlled behaviour; the way one faces up to initiative versus reaction, the way one faces up to crisis or problems.

Tools:

Cards with characteristics or attributes

Table of priorities

Task:

1. Choose attributes to each characteristic.

2. Choose 10(5) strongest ones (it depends on how skillful the client is).

3. Fill them in the table of priorities and put them in order according to priorities.

4. Proceed in the same way with all characteristics.

Time:

2 hours

Unit 4: Defining weak charakteristics

Description and explanation of the activity:

After defining the client's strong characteristics, we will try to identify his/her undeveloped skills. It will help us to determine the unsuitable profession(s) and work field(s).

Tools:

Table of priorities for weak characteristics

Cards with characteristics or attributes

Tokens for priorities

Form of weak characteristics

Task:

1. Firstly, find out the strongest skills (cards) from the Pyramid of characteristics

   (attributes).

2. Write their antonyms into the Table of priorities.

3. Choose 5 main ones.

4. Put them in order regarding their priorities.

5. Find out unsuitable work fields which the client should avoid (for each characteristic at least 1-3)

6. Fill everything in the form of weak characteristics.

Time:

1 hour

Unit 5: Geopreference

Description and explanation of the activity:

(1 st petal)

Although you like the place where you live and work or even if you are „stuck" there, you can never know when you will have a chance to change it. Therefore, you should be prepared for such a situation. Do not wait till it appears, find out right now, where you would like to live and work, if somebody does give you such a choice. Before answering the question, it is necessary to think about your preferred geographical place(s). The below boxes can help you. Fill them in. If it is necessary, you can copy them on a larger paper.

Tools:

Table of geopreference I

Table of priorities

Task:

1. Write in all places, where you have worked.

2. Write all factors which you did not like in that place. Write each factor only once.

3. Change each negative factor into a positive one.

4. Add another positive factors that you find important.

5. Choose five (ten) key factors and put them in order regarding their priorities.

6. Write in three key factors into the petal.

7. Ask your friends in which towns and places you can mostly find the chosen factors.

8. According to the acquired information choose three places which you find the most agreeable and write them also into the petal.

Time:

1,5 hour

Unit 6: Interests, hobbies

Description and explanation of the activity:

The aim of this activity is to make a list of client's interests/hobbies. What does he/ske like doing? Does he/she like working with the computer? Does he/she like learning English? Does he/she like learning physics? Does he/she like doing shopping? What does he/she like to talk about? The client should imagine that he/she is on a lonely island with somebody who is only able to talk about particular topics. What are the topics? Or the client shoul imagine that he/she has a chance to speak to a world famous expert. What would the client like to talk about? What does he/she like reading in the newspaper, magazines and on the Internet? What are the books that he/she would firstly approach while browsing in the electronic or common bookshop? All the above interests represent the base of extracuricurricular knowledge. We want to be informed about everything we find interesting and we like doing. Therefore, it is possible to built upon it.

Tools:

Table of interests
Diagram

Task:

1. Fill-in the table with professions which the client is interested in or he/she is familiar with.

2. Choose at maximum 10 the most popular hobbies.

3. Using the balloon technic, choose three the most popular ones.

4. Choose three work places for each field/profession.

5. Find out the fields/professions that are equal to more interests.

6. Write the interests into the petal.

Time:

2 hours

Unit 7: People/Work team

Description and explanation of the activity:

The emphasis has been given on the work place, not only in the way of working conditions, but also on people whom we work with. You might have already heard or you have personally experienced the negative influence of work relationships on job positions and vice versa the positive influence of excellent relationships on quite "boring" jobs. Experts determine (among others) the following human resources' environments:

- **Realistic environment** is the environment where you can find people who prefer clearly defined and systhemathic handling with objects, tools, devices, eventually animals. Those are people who love nature, sport or handling the devices.

- **Investigative environment** is the environment where you can find people who prefer activities connected to observation and symbolic, systematic and creative investigation/research of physical, biologocal or cultural events. They are curious and love to analyse, think about different phenomenos.

- **Artistic or creative environment** is the environment where you can find people who prefer ambiguous, open and unsystematic activities, abilities with the aim to produce forms or products. They are artistic, inovative and have a great imagination.

- **Social environment** is the environment where you can find people who prefer activities such as dealing with people with the aim to inform, educate, train, develop, treat or simply make them happy. They are devoted to serve the others, educate or help.

- **Enterprising or adventurer environment** is the environment where you can find people who prefer activities connected or dealing with people with the aim to achieve organisational or personal aims. They like to work on projects or manage an organisation and/or influence or persuade the others.

- **Systematic environment** is the environment where you can find people who prefer activities comprising of systematic and sequential work with the data (e.g. scritps, information), who like to formulate statements, organise font or numeric data according to the specified procedure or like to handle devices for elaborating data.

Tools:

6 mugs

Task:

1. Imagine an overcrowded party. You can find all above mentioned groups there – social, realistic, artistic, etc. The mugs on the table represent six basic groups.

2. Where would the client go firstly and which group he/she would enjoy the best?

3. After a while the group changes the party which other group would he/she choose?

4. After another while the group decides also to leave which group would he/she join next?

Write the result into the petal in the following way:

- write the correspondent letter into each corner,

- circle once the most preferable group, twice less preferable group and three times the last group

- write into the petal the sentence that represent the client's future career, for instance: „I would like to find a job that would enable me to work with curious, observing and analytic people (c), who like enterprising (e) and are devoted to serve the others (s).

Note:

Particular kind of person:

- Realistic

- Researcher

- Creative

- Social

- Adventurer

- Systematist

Time:

1 hour

Unit 8: Life values and targets

Description and explanation of the activity:

We are constantly prioritizing values in our daily life. You can find them in each performed task, in each contact with another person. But we do not often know which values we do consider to be the most important ones. To determine our own values, we should imagine that at the end of our life we are invited to a dinner and surprisingly we find out that there are all citizens of your country and even of the whole world. In addition, we are honoured for the positive acts we have done. Nobody is mentioning any of those situations we would not like anybody to know. Only those positive ones. The question is : if we were successful till the end of our life, what we would like to hear at the dinner?

The other area, you have to focus on, is connected to aims. They represent the tasks we want to fulfil by the end of our lives. The fact that we will determine them today will help us to know which way we should professionally move on. Look at the below list with the client, it should help you to determine them.

Tools: Cards with values and targets

Task:

1. Read the statements to the client and tick off those he/she would like to hear about himself/herself

2. Then choose up to 10 values. Put them in order according to the priorities.

3. Choose up to 3 professional fields within the targets in which the client would like to find a job.

Time:

3 hours

Unit 9: Ideal working conditions

Description and explanation of the activity:

Plants that grow in lowlands do not necessarily bear the highlands. Equally people can react differently in different conditions. The main question is : When, in which conditions, do we work the best? If we want to find it out, we have to think of the situations we did not like in the previous employments (activities).

Tools:

Table of professions

Task:

1. Fill all negative circumstances of previous employment in the table.

2. Put the negatives in the order.

3. Transfer the negative notions into positive ones.

4. Write five priorities into a petal.

Time:

1 hour

Unit 10: Ideal salary

Description and explanation of the activity:

You have to think about your salary in advance. The salary is liaised to the offered and chosen position.

Tools:

Table of salaries

Task:

1. Fistly we have to define the client's job position in his/her ideal job. The position is mostly connected to the responsibility we have to accept in certain organisation. The client can choose within the following positions:

- chairperson (it may be connected to setting up an enterprise)

- manager or deputy, somebody who is able to fulfill the commands, but also to manage

- team manager

- member of a work team

- employee working with another colleague

- independent employee either as an employee or consultant or businessman

2. Write the answer into the petal named „Salary"

3. It is also necessary to know the client's idea of salary. In this case it is necessary to think about the maximum and minimum salary. Minimum is the salary needed for the basic living. Therefore, it is important to know it before attending the interview (if the client wants to set up his/her own business, it is necessary to know what is the minimum profit he/she needs to get to keep going). Maximum can be any amount, but it is advisable to think about a realistic salary that would correspond to his/her experiences and skills while working in a company with a generous manager. If it is depressive to imagine such an amount, imagine what he/she would like to earn in about 5 years. The following list will help you to estimate the monthly expenses.

4. Multiple the monthly expenses by 12 to get the annual ones. Divide them by the working hours per year and you will get the hour wage which is necessary to get to keep going. You can calculate two different budgets – one minimal and one ideal. Write it into the petal n˚6 of your flower.

Time:

2 hours

Unit 11: Ability to strive for the best

Description and explanation of the activity:

Well, the „Ideal Flower of career" exists. Life brings difficult situations and the flower on its own will not ensure an ideal position. Although you are not paid for it, looking for a job is a job on its own. When you find the position which correspond to your prerequisites, the salary will come, too. Imagine astronauts. How many people have to be involved in their preparation to enable only one of them to fly to universe? How many astronauts have been trained and prepared, but finally only one will be chosen to see our planet from another perspective? And what about the others? They continue to strive for such an aim, too. And that is what we also try to achieve. Although we know we will not be able to come up to the peak, we strive for finding a job that is the closest to our wish. Thus to strive for is the right beggining.

Tools:

Table of professions

Task:

1. After summing up the client's "Flower of career" we suggest three professions which will be the most suitable ones regarding his/her ideal skills and preferences. Consider each petal, but pay especial attention to the petal n°2 which already contains the professions related to the client's interests and knowledge. Sum them up. Think together with the client of which knowledge and skills he/she has already had and which would considerably increase his/her competitive advantage in the related labour market. It is advisable not to focus only on those knowledge and skills relevant to the chosen profession, but also on those general ones which increase competitive advantages. You can be helped by the below table, which you can fill in with the client.

You should also suggest the way of realization with the client and time-schedule.

Time:

4 hours

Unit 12: Image

Description and explanation of the activity:

While looking for a job the way we behave and present ourselves in public is as important as our abilities and skills. It is really difficult to imagine a banker attending an important meeting dressed in a training suit with a backpack. Contrary, it would be difficult to a dustman to perform his/her duty in a luxury suit.

In this unit we try to determine the way the client should look like while performing the chosen profession.

Tools:

Figures from stiff paper

        Pictures of different professions

Procedure:

1. Cut off the shape of body from paper (A3).

2. We will gradually fill in the client's conception of the chosen profession.

3. We will discuss the following topics and we will fill in the shape with client's remarks

Head:	Care of hair	Glasses, lenses
	Moustache (men)	Make-up (women)
	Mimicry	
Body:	Body lines and curves	Smells
	Proximity	
Hands:	Manicure	Shaking hands
	Gestures	
Feet:	Footwear	Walking

4. Sum up all information and write it in the box.

5. We discuss the ways of self-presentation in public. We sum up some rules of conduct. We discuss the verbal and nonverbal communication, moreover we remind the importance of working with the voice.

6. We present ourselves also by hand luggage, the pen we write with.

DRESSING	Requirement to be dressed suitably and affordably
NUTRITION	Requirement to eat
REALITY	Requirement to find suitable and accessible accommodation, offices, allotments…
LANGUAGE	Requirement to read and write or to learn languages
ASSISTANCE	Requirement to be helped with tasks which they can not fulfil on their own or because they do not have time or they do not want to – including looking after children up to farm work
FINANCIAL ISSUES	Requirement to be helped with accounts, taxes, financial planning, money management etc.
SOLICITATION	Requirement to be helped with the shopping
TRANSPORTATION	Requirement to commute locally or otherwise
LEGAL MATTERS	Requirement to be professionally advised regarding legal consequences of activities or consequences of activities against them
RAISING-UP CHILDREN	Requirement to be helped with bringing-up children, including counselling in case of children with disabilities
HARMONISATION OF PHYSICAL STATE	Requirement to be in a psychical harmony by means of fyziotherapy or other therapy, fitness, exercise, diet etc.
MENTAL WELL-BEING	Requirement to be helped with stress, depression, insomnia or other mental diseases

HEALTH PROBLEMS	Requirement of preventive medecine, to be helped with allergy, diagnostics etc.
PERSONAL PROBLEMS	Requirement to be helped with family or other life crisis including inefficient spending of free-time
JOB HUNTING	Requirement to be helped with finding a job, especially if they are disabled or unemployed
EDUCATION	Requirement to be educated at school, work and also beyond it
AMUSEMENT	Requirement to be amused – by humour, wit, beauty…
SPIRITUALITY AND BELIEF	Requirement to get to know character, soul, including values and principles
PLANTS AND ANIMALS	Requirement to grow something, to take care of nature, to breed animals or look after their health
PROPOSING, MANUFACTURING, MARKETING, HANDLING THINGS	Any profession

„Weak characteristics" Form

Weak characteristic	Unsuitable professions

HE/SHE HELPED WHEREVER IT WAS NECESSARY.

HE/SHE WAS COMPLETELY HELPFUL WHILE FACING THE NEEDS OF OTHERS.

HE/SHE WAS A GOOD LISTENER.

HE/SHE PERFECTLY FULFILLED THE TASKS AND PROJECTS FROM THE BEGINNING TILL THE END.

HE/SHE WAS REALLY GOOD AT HIS/HER JOB.

HE/SHE MANAGED TO DO IN HIS/HER LIFE WHAT THE OTHERS WERE NOT ABLE TO.

HE/SHE WAS SIMPLY PERFECT AT EVERYTHING.

HE/SHE TRIED TO FIND OUT NEW WAYS, PROCEDURES.

HE/SHE WAS REALLY SKILFUL; HE/SHE ALWAYS MANAGED TO REPAIR EVERYTHING.

HE/SHE PUT EVERYTHING IN ORDER.

HE/SHE IMPROVED OR DEVELOPED SOMETHING.

HE/SHE FOUGHT WITH HIS/HER STRENGTH AND INFLUENCE AGAINST NEGATIVE IMPACTS – PHILOSOPHY– AND HE/SHE WON.

HE/SHE HAD A REALLY GOOD IMPACT ON PEOPLE AND WAS ABLE TO ACQUIRE THEIR CONFIDENCE.

HE/SHE HAD SUCH A HUGE POSITIVE INFLUENCE AND BY MEANS OF IT HE/SHE WAS ABLE TO CHANGE THE CIRCUMSTANCES.

THE WORLD WAS ENRICHED WITH MORE AWARENESS AND TRUTH BY HIS/HER WORK.

HIS/HER WORK MADE THE WORLD MORE BEAUTIFUL BY MEANS OF ART (PAINTING, MUSIC…)

HIS/HER WORK HAD MERIT IN BETTER AND MORE MORAL WORLD.

HE/SHE APPROACHED PEOPLE TO GOD.

WISDOM WAS HIS/HER LIFE MOTTO.

HE/SHE HAD A CLEAR IDEA HOW THE CIRCUMSTANCES SHOULD CONTINUE AND HE/SHE MANAGED TO FULFIL IT.

HE/SHE WAS THE FIRST ONE TO IMPLEMENT SOME PROCEDURES (MATERIAL).

HE/SHE OPENED A NEW AREA OF RUNNING A BUSINESS.

HE/SHE WAS THE FIRST ONE TO ESTIMATE THE SITUATION (MARKET), TO IDENTIFY THE POSSIBILITIES AND MAKE SOME PROFITS.

HE MADE RIGHT DECISIONS.

HE/SHE WAS ABLE TO BUILD A GOOD TEAM THAT WAS ABLE TO DEVELOP THE FIELD OR COMMUNITY.

HE/SHE WAS APPRECIATED BY OTHERS AND WHATEVER HE/SHE WAS ABOUT TO DO, HE/SHE BELONGED TO THE MANAGEMENT.

HE/SHE GAINED A HIGH POSITION (IN COMPANY, COMMUNITY….)

HE/SHE WAS ALWAYS RESPECTED AND POPULAR.

HE/SHE IMPROVED HIMSELF/HERSELF AND HE GAINED REPUTATION (PRESTIGE, FORTUNE…)

HE/SHE KNEW HOW TO MAKE MONEY OR A BARGAIN.

Table of Priorities

CHARACTERISTIC	POINTS								

ASSERTIVE	AUTHORITATIVE	WITHOUT PREJUDICE	CLEVER
PURPOSEFUL	SENSITIVE	PUNCTUAL	DETAIL-ORIENTED
RIGOROUS	DIPLOMATIC	DYNAMIC	ENERGETIC
ECONOMICAL	QUICK-TEMPERED	ORIGINAL	PEACEFUL
TOLERANT	SYSTEMATIC	GENERALIST	OPEN-MINDED
MOTIVATED	BRAVE	INDEPENDENT	OBJECTIF
SKILFULL	EXPERT	PROTECTIONIST	CAREFUL
WARY	OPEN-MINDED	DILIGENT	EXCITED
PRACTICAL	PUSHFUL	PIONEERING	PUNCTUAL
INSPIRING	ADAPTIVE	RATIONAL	EMOTIONAL
VIGOROUS	REALISTIC	DECISIVE	ACTIVE
FAST	SLOW	SELF-SUFFICIENT	STRONG
WISE	RELIABLE	TACTFUL	PATIENT
CREATIVE	CONSIDERATE	PERCEPTIVE	HELPFUL
ATTENTIVE	EASY-GOING	EFFICIENT	INVENTIVE
PERSISTENT	WITTY	EXPERIENCED	SELFSACRI-FICING
EMPATHETIC	WILLING	SMART	NOISY
CALM	KIND	CONCISE	EXTENSIVE
SELF-CONFIDENT	SHEEPISH	EXEMPLARY	ETHICAL
OUTSTANDING	NERVOUS	JOLLY	SAD
SMILING	GLOOMY	OPTIMISTIC	PESSIMISTIC
SCEPTIC	SUPERIOR	ARROGANT	PROUD
SUBSER-VIENT	FRIENDLY	CURIOUS	INQUISITIVE
INTELLIGENT	VISUAL	AUDITIVE	TACTILE
ARTISTIC	LONG-TERM	SHORT-TERM	WEAK
LINGUISTIC	MATHEMATICAL	ORAL	WRITTEN
MECHANICAL	LOGIC	SPACE	

PHYSICAL
SKILLS

USAGE OF A HAND

TYPING ON A COMPUTER

ENTIRE KINETIC COORDINATION

AGILITY

SPEED

STRENGTH

ENERGY

WORKING WITH WOOD

SEWING,

WORKING WITH STUFF

KNITTING, CROCHETING

WORKING WITH METAL

CERAMICS, MOULDING

BASKETRY

PAINTING, VARNISHING, WALLPAPERING

CIVIL ENGINEERING

EXACT CRAFTWORK

WASHING, CLEANING

MANIPULATION

HANDLING GROCERIES

REPAIRING

APPROPRIATE INSTRUMENTS' HANDLING

ASSEMBLING

DEVICE HANDLING

CHECKING AND MAINTENANCE OF DEVICES

CLEANING

REMOVAL, ASSEMBLING

BREEDING ANIMALS

GROWING PLANTS

PSYCHIC

SKILLS

EXPLORATION OF EVENTS

LOOKING-UP (INFORMATION)

STUDY

EXCELLENT SENSE PERCEPTION

MAKING-UP DISCOVERING

COMPARING

MATHEMATICAL SKILLS

ANALYSING

SYSTHEMATIC ORDER

CLASSIFYING

PLANNING

ORGANIZATIONAL ABILITIES

DEVELOPMENT AND IMPROVEMENT

TRANSLATING

DRAWING, PAINTING

SYNTHESIS

PROBLEM SOLVING

DECIDING

EVALUATING

MANUAL AND ELECTRONIC ARCHIVING

MEMORY

DETAIL-ORIENTATION

DEVELOPED IMAGINATION

GOOD LOGICAL THINKING

LANGUAGE USAGE

SENSE OF ORIENTATION

Are You a Passive, Aggressive or Assertive Person

Target group :

The following tools are designed for :

- Unemployed people, seeking for a job with or without professional experience

- Trainees attending a vocational training programme

Objectives and context (if applicable) :

- To allow participants to identify their soft skills on the basis of their social abilities.

- To verify the identified skills.

- To be aware of their skills and to act to change or strengthen them.

- To built up a solid argumentation for job interviews.

- To add soft skills on the top of hard skills, on its curriculum vitae.

Instructions and methodological approach

Step 1: Self-assessment skills, in house

Step 2: Cross-examination of the self assessment skills

Step 3: Analysis of the different profiles

Tools :

1. **Self assessment toolkit**
2. **Assessment**
3. **Behaviour profiles**
4. **Work out session**
5. **Exercise and practice**

Feedback and evaluation

Activity to be carried out with a job coach

Attachment N. 1 "Self assessment toolkit"

Instructions:

Read carefully each one of the following statements and instinctively say if it applies or not to your present situation.

- Tick 'rather true' if most of the time you think or act in that way.
- Tick 'rather false' if most of the time.you think or act in that way.

N°	STATEMENT	rather true	rather false
1	I often say 'YES' though I wanted to say 'NON'		
2	I defend my rights without infringing those of the others		
3	I am a rather authoritarian and excessive person		
4	I am not afraid of criticizing and saying what I think, to people		
5	I don't dare to refuse to accomplish certain tasks that I dislike		
6	I give my opinion even if different from the others 'one		
7	I sometimes let people telling me that I have a contradictory attitude		
8	I find hard to listen carefully to what the others tell me		
9	I base my relationships upon trust		
10	I don't dare to ask for help in order not to look unskilled		
11	I retreat as soon as I have to accomplish an unfamiliar task		
12	I don't like to be insulted. I get mad.		
13	I feel at easy on a 'face-to-face' relationships		
14	I speak a lot and I interrupt the others speeches, unwillingly		
15	I am ambitious and I do what it's needed to achieve my goals		
16	I look for realistic compromises when I disagree with the others		
17	I am quite true speaking		
18	I tend to postpone what I should do now		
19	I often start an activity without achieving it		
20	I say what I think without hiding my feelings		
21	I can face quite a lot of events before losing self confidence		
22	I like to browbeat people since a great way to gain in power		
23	I am able to take my revenge after having been badly treated		
24	I am able to be myself in order to be accepted by the others		
25	I make people listening to me without getting nervous in case of disagreement		
26	I am self intentioned not to disturb the others		
27	I have difficulties at choosing my side		
28	I dare not to express my opinion whenever it is different from the others 'one		
29	I fear not to speak in public		
30	I have the feeling that life is just struggles and battles		
31	I fear not to face challenges		
32	I am able to listen to others without interrupting them		
33	I accomplish whatever I start doing		

34	I fear not to speak about my feelings as I feel them		
35	I have to make an effort to let other people to express themselves		
36	I am able to laugh at someone to hurt		
37	I am helpful even if people take advantage of my kindness		
38	I rather observe than acting		
39	I rather being a follower than taking the leaderships		
40	I don't believe that to manipulate is an effective solution		
41	I often shock people with my words		
42	I prefer to be like a lion rather than a rabbit		
43	I know how to protest with strength and without being aggressive		
44	I believe that it is better to know the causes of a problem before acting		
45	I do not like to leave a bad image of myself		

Attachment N. 2 "Assessment"

Each statement corresponds to a passive, aggressive or affirmative behaviour. Statements have been compiled in 3 columns, according to the behaviour they are referring to.Report herewith the correspondent answers you provided in the self-assessment toolkit by assigning **mark 1** if you ticked 'rather true' and **mark 0** if you ticked 'rather false', in front of each statement number.

Passive behaviour		Aggressive behaviour		Affirmative behaviour	
Statement number	marks	Statement number	marks	Statement number	marks
1		3		2	
5		4		6	
10		7		9	
11		8		13	
12		14		16	
18		15		17	
19		21		20	
26		22		24	
27		23		25	
28		30		29	
37		31		32	
38		35		33	
39		36		34	
44		41		40	
45		42		43	
TOTAL:......................./15		TOTAL:......................./15		TOTAL:......................./15	

The highest score shows the tendency of your behaviour.

Attachment N.3 "Behaviour profiles"

Passive behaviour

Passive behavior is acting in a way that does not meet our needs – saying "yes" to a request when we wish to say "no", or staying silent when we have a request to make ourselves. We strive to please others, but neglect our own needs. Passive behaviour is driven by passive thinking – "I mustn't rock the boat", "I'm not important", "nothing goes right for me". Whilst outwardly submissive, indecisive and helpless, inside there may well be inner conflict, tension and stress as the inability to meet our own needs fuels feelings of frustration and anger.

This behaviour can lead to:
- Excessive kindness and tolerance towards the others (N: 1; 5 and 37)
- Postpone, slow-down on purpose, or not to hold the right information to make a decision (N: 18; 19; 27 and 44)
- being badly afraid to be judged (N: 10, 11 and 28)
- avoid responsibilities (N: 38 and 39)
- became upset when submitted a problem-solving situation (N: 12)
So often, a passive person doesn't really feel they have the right to speak up as another person violates more and more of their rights. They value the other person over themselves, and in effect become a doormat.

Aggressive behaviour

Aggressive behavior means standing up for your rights, but in a way that violates the rights of other people. It means saying what you believe in a way that assumes that it is the only truth, and that any contradictory statement is wrong. Aggressive people often uses anger, aggressive body language other threatening behavior to bully, subjugate and dominate other people. They will use punishing language to infer guilt and create shame. The will use overt techniques of conversion to create unquestioning compliance.

This behaviour can lead to:
- dominate or hurt others (N: 3 and 22)
- succeed against all odds and shameless (N: 21)
- take revenge at any time and in any circumstances (N: 23)
- take excessive risks (N: 31)
This behaviour creates resistance and aggressive attitude all around ant provokes a rejection environment.

Assertive behaviour

Assertiveness is about being responsible for yourself, and making your life work for you, instead of being a victim of circumstances. When presented with conflict an assertive person come from a

position of respect, and try to seek out a win/win situation for all involved. In order to be assertive there is a need to have a solid set of boundaries and communicate them clearly. Respect of the boundaries of others is an essential part of assertiveness. As well as honesty with oneself and others. There is no need to manipulate or conceal. A lot of the things done in life come down to simple power and control. One can waste time trying to control others, or can accept responsibility for its own actions and finally set itself free.

This behaviour can lead to:
- be yourself, naturally (N: 20; 24 and 34)
- trust and be understandable in relationships (N: 9; 17 and 40)
- listen to others and take care of their' viewpoints (N: 16 and 32)
- be self confident and responsible once in charge (N: 2; 6; 13; 25; 29; 33 and 43)
It's the most effective behaviour to reach one's goals in most of the cases. It facilitates people's esteem and empathic attitude.

Attachment N.4 "Checking session"

1) Write down if the assessed profile corresponds to what you think you are. Give details about it.

2) Explain if you generally perceive your behaviour as a burden or as a positive factor.

3) Say if you are always conscious of your behaviour and what to do you do to make changes (if needed)

Attachment N. 5 "Exercise and practice"

Once you are familiar with the differences between passive, aggressive and assertive behaviors, work to develop assertive behavior.

One of the most effective ways to do this is through role-playing.

Spend 5 minutes practicing the use of assertive behaviors in common situations, particularly in familiar yet uncomfortable settings where the tendency may be to habitually respond in a different manner.

For example

Envision a situation in which you have run out of cash and you must ask the person who controls the family finances for more money. Practice requesting the money by making a short, but clear, statement. Anticipate the most likely response and repeat your original goal statement, but also acknowledge the other person's feelings. No threatening, yelling, blaming, pouting, silent hostility or crying. When you feel comfortable with that one, try imagining a situation in which a family member or close friend owes you money and you'd like her to repay the debt. Or envision a situation in which you have made an error in the family budget, causing a check to bounce and your angry partner confronts you about the mistake in a public place. Practicing assertive responses increases the likelihood of bringing about the desired outcome in any given situation.