

# European Labor Mobility Support – *LAMOS EU*



# Learner Manual

# **Module 1**

**Intercultural Competence.**

**Cultural awareness.**

**(MOBILITY & ADAPT)**

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## 1.0 Introduction

In transnational labour mobility Intercultural competence and cultural awareness are indispensable for successful integration into the foreign labour market and society. You should be aware of the fact that the process of gaining intercultural competence is mainly an informal process. You will learn some basics in a class room seminar but you will acquire most of these competences in real life: It emerges through the challenges of daily life and is a necessary precondition for a successful integration in the host society. There are many sources designed to give information on cultural and especially behavioural aspects of day-to-day-life in the host country.

This Manual will introduce you formal ways and means of how to improve intercultural communication. It will help you to improve your skills to deal with challenges in an unknown cultural environment.

The Manual, as well as the accompanying workbook for intercultural competence and cultural awareness are designed for the for the aims of

- preparation for transnational labour mobility in your home country before departure for living and working abroad in another, so far unknown EU country and culture (MOBILITY) and
- your adaptation to the social life and integration into their workplace after arrival in the country of destination (ADAPT).

Both phases are closely interlinked. The MOBILITY training will provide you with basics for the further development of personal and social competences for successful integration in an unknown social and work environment abroad. The ADAPT course is based at the MOBILITY course and takes into account your first practical integration experience abroad. The MOBILITY & ADAPT phases of the “Intercultural Competence/ Cultural Awareness” training course are therefore presented in a unified format in this Manual. Together, they focus at the development of your individual intercultural competences.

Therefore, the training programme and the accompanying tools should be considered as a **training offer** to applied in persistence with your and the training group’s needs.

This is in particular true for heterogeneous ADAPT training groups in the country of destination with participants from different countries, with different cultural backgrounds and challenges abroad. The ADAPT training will in most cases be provided in internationally composed groups and be based on your and your foreign colleagues’ first intercultural experience/ problems at the stage of integration and adaptation in similar new working and living contexts.

The Manual consists of a Theoretical Part and a Practical Part with a set of tools for group and individual exercises under MOBILITY and ADAPT training. It is accompanied by a separate Workbook.

## 1.1 The aims of the MOBILITY & ADAPT Training.

### MOBILITY “Intercultural competence. Cultural Awareness” Training

The aim of the MOBILITY Programme (Module 1) is the preparation of persons that are interested in work related migration to another EU member country.

The training before departure mainly provides basic skills and knowledge for the development of intercultural competences and, in particular, awareness for the culture of the future host country, the variety and differences of cultures. Basic intercultural competences will help the training participant to have a realistic picture of the future host country, its people and culture and necessary tools for a successful integration into work and social life: understanding of the concept of culture, knowledge of culture of the host country, intercultural communication, self-knowledge, attitude of respect, adaptation skills and others.

The design of the training course is flexible and largely depends on available resources, e.g. identified training needs, availability of participants, financial resources etc. Your training provider will design the course accordingly. For doing so, the trainers have a toolbox of seminar programme proposals, methods and instruments at their disposal and they will offer you the most appropriate for your training aims.

The MOBILITY intercultural training is closely linked to the training of other modules/ e.g. communication).

Please give the teacher your a daily and final feedback for allowing him/her to further adapt the running seminar to your needs or to further improve future seminars.

Learning objectives (descriptors): “Having finished the training ....”)

- I am able to explore aspects of my own culture.
- I am able to build trust, open-mindedness and cooperation.
- I am able to recognize diversity.
- I am interested in other countries and their culture.
- I respect other cultures.
- I am sensitive to cultural differences and accept them.
- I can interact with people from other cultures and try to understand their ways of thinking.
- I am able to collect suitable information about cultures
- I know some typical customs of my future host country.
- I am willing to learn the language of my host country.

## ADAPT “Intercultural competence. Cultural Awareness” Training

The aim of the ADAPT Teaching Programme (Module 1) is to support migrant workers after arrival in the host country in the process of workplace and social integration.

The intercultural training at this stage may rely on

- previous preparation and training (MOBILITY) before departure.
- participants’ first own practical intercultural experience of integration at the workplace and in social life of the host country
- peer learning of participants with similar integration experience, irrespective their country of origin.

The training focuses at aspects of practical integration of recently arrived workers at the workplace and in the social environment. It should take place in a reasonable time after arrival (2 weeks to 2 months) and after having made first experience with the new work and social culture.

It is likely, that the ADAPT training course in the country of destination is composed heterogeneously, with participants from different countries, with different cultural backgrounds and challenges abroad. Therefore, in most cases the ADAPT training will be provided in internationally composed groups and be based on your and your foreign colleagues’ first intercultural experience/ problems at the stage of integration and adaptation in similar new working and living contexts. You can itemise your questions/ problems, discuss them with your colleagues in similar conditions and ask the trainer for practical help. With other words, different to MOBILITY training the ADAPT training will be more a consultation and discussion than exercise based training.

Close to reality simulation games, role plays and similar tools will help you to handle intercultural challenges, conflict situations or potential individual integration problems at workplace and in social life.

The design of the training course (e.g. duration) is very flexible and depends to a great extend on available resources, e.g. identified training needs, availability of participants, financial resources etc. Your training provider will design the course accordingly. For doing so, the trainers have a toolbox of seminar programme proposals, methods and instruments at their disposal and they will offer you the most appropriate for your training aims. It is worth mentioning that the ADAPT intercultural training is closely linked with the training of other modules.

Please give a daily and final feedback to the trainer for allowing him/her to further adapt the running seminar to your needs or to further improve future seminars.



Learning objectives (descriptors): “Having finished the training ....”

- I can interact with people of my host country and understand their behaviour.
- I am interested in getting fully integrated here.
- I am interested in the country and its culture and respect it.
- I would feel good in my multicultural environment.
- I am sensitive to cultural differences between my native and host countries
- I know important customs of my host country
- I am willing to learn quickly the language of my host country
- I can identify and propose solutions for culture-related conflicts at work and home
- I know the significance of “corporate culture” for my successful work integration abroad.

## 1.2

# **Culture and intercultural training (Theoretical Part) MOBILITY & ADAPT**

## What is culture?

In considering intercultural competence, it is important to first define what culture is. There is a plethora of scientific answers to the definition of culture:

Herbig (1998) defines culture as “the sum of a way of life, including expected behaviour, beliefs, values, language and living practices shared by members of a society. It consists of both explicit and implicit rules through which experience is interpreted”<sup>1</sup>.

Leininger (1997) provides a useful definition as “A common collectivity of beliefs, values, shared understanding and patterns of behaviour of a designated group of people.

Building on from this, Bach and Grant (2011) view culture as “a learned social experience that is often handed down through generations, thus providing a continuing connectedness with others in a community... there may be differential status roles and yet individuals connected within the culture are regarded as like-minded persons, whereas someone who is not part of the culture can be treated with mistrust and suspicion. A wide consideration of culture can include individuals, groups, organisations and professionals. Being open to the variety of values and beliefs that each culture may have can also enhance cooperative relationship (Sully and Dallas, 2010).

This gives us a wider understanding of culture in the context of historical and societal perspectives. While understanding the cohesive elements of a culture, it is important to also be mindful of the individuality of people that we work and communicate with. Failure to recognise uniqueness and failure to understand that all individuals from a culture will not necessarily have the same values and beliefs can result in stereotyping (Elder et al, 2009).

The frequency of migration raises the importance of understanding multiculturalism, which refers to the coexistence of many diverse cultural groups with one heterogeneous society (Bach and Grant, 2009). Cultural diversity related to matters such as ethnic origin, race, gender, geographic location, economic status, nationality, language, politics and religion (Bach and Grant, 2009). The EU single labour market is characterised by an increasing labour migration from member state to member state. Enterprises, their management and multinational staff as well as all members of the society as a whole have not only to need an understanding of different cultures, but also to be aware of how to communicate competently with people from different cultures. Intercultural communication is communication across cultures and social groups. It involves the understanding of different cultures, languages and customs of people from different cultures (Wikipedia). It can be referred to as how people from different cultures languages, social and economic backgrounds, beliefs and regions come together to communicate (Ivliyeva, 2013).

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<sup>1</sup> Herbig, P. (1998) Handbook of Cross-Cultural Marketing, New York: The Haworth Press



According to Ivliyeva (2013) the skills of communication in general are what we use in intercultural communication. In addition, intercultural communication includes non-judgemental and active listening, clarification and summarising as well as respecting others.

**Questions for Discussion**

What is your understanding of culture?

Why is it significant to speak about culture in the context of labour migration?

## Models of culture and intercultural training

Since the focus of this training course is on practice, it is useful to have an overview of what cultural differences are made of and what the problems and obstacles might be when dealing with people from very different cultural backgrounds.

There exists a number of recognised and useful for the aims of intercultural models of culture.

One of the most well-known models is the "Cultural Iceberg" model designed by Gibson. Its main focus is on the elements that make up culture. The idea of this model is quite clear: It shows that culture can be initially defined by those characteristics seen "above the water", with the more subtle aspects lying "under the water". The hidden values that underlay human communication and design expressions, just as the larger part of an iceberg is hidden under the sea level. (See Tool 2: The iceberg model of culture)

For practitioners working in a cross-cultural environment, it is this subtle area that is most problematic.



Hofstede's model cultural dimensions defines five basic dimensions: Power distance, Uncertainty avoidance, Individualism/ Collectivism, Masculinity/ Femininity, Time orientation (See Tool 11 – Hofstede's Five-Dimension Model).

Hall & Hall's model of behavioural components of culture defines several dimensions of cultural difference. These dimensions were all associated with either communication patterns, or with space, or time: Fast and Slow Messages, High and Low Context, Territoriality Personal Space, Monochronic and Polychronic Time. Hall & Hall's key concepts when describing different cultures point out some significant differences that people experience in intercultural encounters.

Demorgon and Molz deny any pretension of introducing yet another model of culture. It is in the very nature of culture, they say, that any definition of culture is basically biased by the (cultural) background of the one defining: one cannot be un-cultured.

Bennett's model of intercultural sensitivity defines intercultural sensitivity in terms of stages of personal growth. His developmental model posits a continuum of increasing

sophistication in dealing with cultural difference, moving from ethnocentrism through stages of greater recognition and acceptance of difference, which Bennett calls “ethnorelativism”.

These and other ideas about learning, culture, and intercultural experiences make clear that intercultural learning is a process. This process demands that a person knows him/herself, and where he/she comes from, before being able to understand others. It is a challenging process as it involves very deeply rooted ideas about what is good and bad, about structuring the world and one’s life. In intercultural learning, what is taken for granted and felt necessary to hold on to, is put into question. Intercultural learning is a challenge to one’s identity – but it can become a way of living, a way of enriching one’s identity at the same time (Bennett). Whereas intercultural learning is an individual process, it is essentially about learning how to live together, learning how to live in a diverse world. Intercultural learning seen in this perspective is the starting point of living together peacefully.

Most of the offered training tools derive from these models. More detailed information on theoretical aspects of the models and their authors are available for free under various open sources.

#### **Questions for Discussion**

Discuss the "Cultural Iceberg" model and identify important features of culture “above and underneath the water”.

What is in your opinion the starting point for intercultural learning?

## Intercultural competence

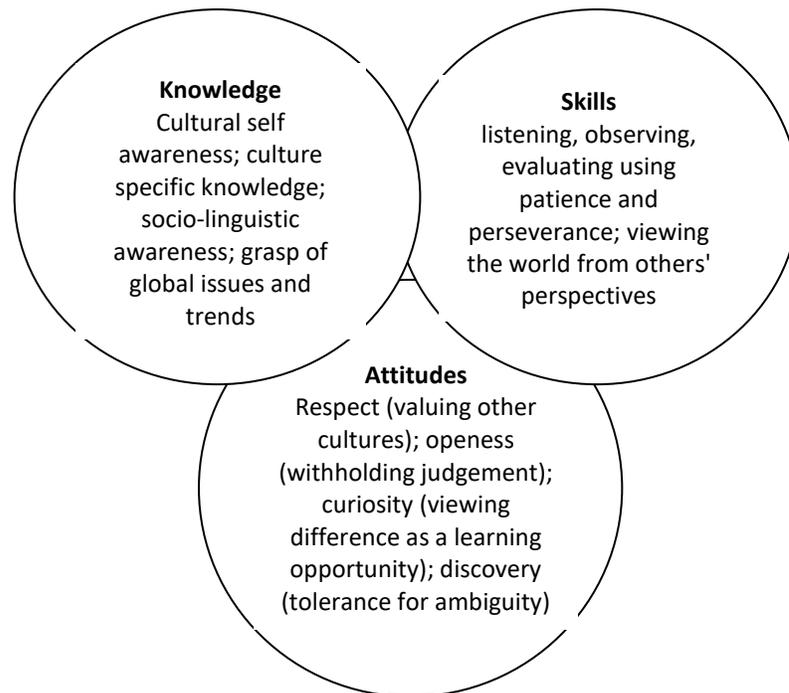
Intercultural competence is the overall capability of an individual to manage key challenging features of intercultural communication: namely, cultural differences and unfamiliarity, inter-group dynamics, and the tensions and conflicts that can accompany this process. It is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.”<sup>2</sup>

Intercultural competence cannot be acquired in a short training. It is a lifelong process which needs to be addressed explicitly in learning, teaching and staff development.

This short training course wants to raise your intercultural awareness in a foreign environment and help you acquire these competences in preparation at home and successful integration at work and into the society of your host country in general. Permanent critical reflection of your competences becomes at this background a useful tool on your lifelong learning for achieving it.

### Constituent elements of intercultural competence

(Adapted from Deardorff, 2006)



<sup>2</sup> Deardorff, D. K. (2006) , The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, Journal of Studies in International Education 10: 241-266

### Knowledge

- Cultural self-awareness: common knowledge about and awareness of cultural differences; articulating how one's own culture has shaped one's identity and world view
- Culture specific knowledge: about the (foreign) country and its social organisation; analysing and explaining basic information about other cultures (history, values, norms, politics, economics, communication styles, values, beliefs practices and conventions of the foreign culture)
- Sociolinguistic awareness: knowledge of the rules for interaction and communication; acquiring basic local language skills, articulating differences in verbal/ non-verbal communication and adjusting one's speech to accommodate nationals from other cultures
- Grasp of global issues and trends: explaining the meaning and implications of globalization and relating local issues to global forces

### Skills

- Listening, observing, evaluating: using patience and perseverance to identify and minimize ethnocentrism, seek out cultural clues and meaning. Ability to ask back and get information effectively. Reflection of stereotypes. Ability to avoid and clear misunderstandings. Calm and controlled behaviour facing difficulties.
- Analysing, interpreting and relating: seeking out linkages, causality and relationships using comparative techniques of analysis. Ability to recognise the needs and wishes of the other. Ability to establish fruitful and supportive relationships. Ability to establish acceptable identities for both sides.
- Critical thinking: viewing and interpreting the world from other cultures' point of view and identifying one's own. Ability to start and maintain a useful dialogue with someone from a different culture. Ability and readiness to accept third culture perspectives.

### Attitudes

- Respect: seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences. Flexibility and adaptability.
- Openness: suspending criticism of other cultures; investing in collecting 'evidence' of cultural difference; being disposed to be proven wrong;
- Curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance
- Discovery: tolerating ambiguity and viewing it as a positive experience; willingness to move beyond one's comfort zone
- Motivation and interest in intercultural contacts. Positive attitude towards different culture, acceptance of differences. Respect towards values and behaviours of the other culture.

- Realistic expectations.
- Politeness, friendliness, diplomacy.
- Openness and flexibility in dealing with foreign ideas and thoughts.
- Patience and tolerance. Initiative, self-esteem and endurance.
- Ability to cope with psychical stress, maintenance of motivation.
- Social intelligence.
- Cognitive complexity (ability to accept preliminary explanations for foreign behaviour).

### Outcomes

The above knowledge, skills and attitudes lead to internal outcomes which refer to an individual who learns to be flexible, adaptable, empathetic and adopts an ethno-relative perspective. These qualities are reflected in external outcomes which refer to the observable behaviour and communication styles of the individual. They are the visible evidence that the individual is, or is learning to be, interculturally competent.

### **Questions for Discussion**

Discuss the constituent elements of intercultural competence.

What makes an interculturally competent individual? What about you?

Please discuss: Intercultural competence is a continuous process of assessing and broadening our knowledge and respect for differences, as well as better understanding, experiencing and exploring our own. It is a set of congruent behaviors, attitudes, and policies that come together in a labour system or among professionals and enables them to work effectively in cross-cultural situations.

## Intercultural communication

To identify the positive attributes applicable to individual intercultural communication we have to look at the opposite of intercultural communication, mono-cultural communication: Mono-cultural communication is based on common behaviour, language and values. This means that the day to day interaction between members of the same culture are based on roughly common definitions. These similarities allow the members of the same cultural background to be able to predict the behaviour of others and assume a common perception of reality (Bannett 1998). Mono-cultural communication therefore is based on similarities.

Intercultural communication does not allow for assumptions of similarity to be made that easily. If we define cultures by their difference of language, behaviour, and values, these differences have to be recognised. Intercultural communication therefore, is based on differences.

The issue of stereotypes and generalisations has to be tackled within this context. It is often a matter of expediency to work with generalisations and stereotypes, especially when working with people from many different cultures. More important factors are, whether the stereotypes are based on respect for the other culture (positive stereotypes) or by disrespect (negative stereotypes). While the former can open the door to communication, the latter will inevitably impose sanctions and barriers to effective intercultural exchanges.

What then are the attributes needed to establishing effective and meaningful intercultural communication?:

- Language: It does not only serve as a tool for communication but also as a "system of representation" for perception and thinking (Bennett 1998).
- Non-verbal behaviour or communication: In some cultures the non-verbal way to express things is much more common and much more important than in other (European) cultures. Non-verbal communication can be something, as Hall defined, "in which most of the information is already in the person, while very little is in the (...) explicit transmitted part of the message" (Hall 1998). Therefore, the understanding of the "hidden" messages of non-verbal behaviour in some cultures can be absolutely essential in dealing effectively with members from these backgrounds.
- Communication-style: There may be quite a different ways how people with different cultural backgrounds might describe a problem. Some cultures may go straight to the point whilst others may circle round the topic. The difference between a *linear* and a more *contextual* way of expressing things can cause anger, impatience and misunderstanding. This can be avoided or at least limited by some basic knowledge of different communication-styles.

– Values and assumptions: People are also different as to their relationship to the environment, to each other, to activity, to time, and to the basic nature of human beings, operating either individualistically or collectively. Knowing that someone operates as an individual with an apprehension towards authoritarianism or operates as a member of a group, with an inherent subservience towards a superior, provides insight into how someone may adapt to a workplace or job in a different culture. (Kluckhohn/Strodtbeck 1973)

There are several assumptions that ensure the success of individual intercultural communication:

- The smaller the similarities between two cultures, the more problematic intercultural communication is.
- Intercultural interaction offers the possibility of social change arising from new ideas and insights that will not always be immediately apparent.
- Only if you operate as “partners” from different cultures action on an equal basis will be ensured.
- Joint action will be successful if a high degree of cultural awareness, i.e. of intercultural competence is available.

**Questions for Discussion**

Discuss important attributes of an intercultural communication.

Please reflect yourself with the help of these attributes.

## An Interculturally Effective Person

The definition of an "Interculturally Effective Person" (IEP)<sup>3</sup> stresses three important attributes of his/ her profile:

- Ability to communicate with people in a way that earns their respect and trust, thereby encouraging a cooperative and productive workplace that is conducive to the achievements of professional or assignment goals;
- Capacity to adapt his/her professional skills (both technical and managerial) to fit local conditions and constraints; and
- Capacity to adjust personally so that s/he is content and generally at ease in the host culture.

The skills and personal attributes listed are also operationalised by essential skills or qualities with practical significance (behavioural indicators):

- adaptation skills
- attitude of modesty and respect
- understanding of the concept of culture
- knowledge of the host country and culture
- relationship-building
- self-knowledge
- intercultural communication
- organizational skills
- personal and professional commitment.

In the European context, for instance, Kühlmann and Stahl have studied critical success factors in intercultural management in the context of German expatriates abroad (Stahl, 2001). According to them, managers working abroad need more than just the average of the following intercultural skills and competences:

- tolerance of ambiguity
- behavioural flexibility
- goal orientation
- sociability and interest in other people
- empathy
- non-judgemental perspective
- metacommunication skills.

### Questions for discussion

What is the difference between mono-cultural and intercultural communication?

Name some of the aspects important for describing intercultural competence!

What different outcomes are possible in the encounter between a dominant and a minority-group?

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<sup>3</sup> The "Profile of the Interculturally Effective Person" (IEP) was produced by an international group of researchers for the Canadian Center for Intercultural Learning (2000).

## Levels of intercultural competences

The level of intercultural competence of migrant persons, in his/ her relationship with people with a different cultural background can be interpreted by evolution stages from ethno-centric to ethno-relative behaviours: denial, defence, minimization, acceptance, adaptation, integration. Consideration of these levels can serve as a useful background for designing individualised training programmes.

### Denial

Denial characterizes the inability of interpreting and be in a relationship with cultural diversity. The characteristic features of this behaviour are the constant application of stereotypes – even “positive” ones – or, alternatively, the use of superficial statements of tolerance. The general trend, though, is that of “de-humanizing” the other. At this stage, two typical attitudes may show: Isolation refers to the lack of instruments to describe diversity and to the possibility that the subject live a true form of physical isolation with respect to the individual who is perceived as “different” (this is true for both parties, it could be true for either the autoctonous individual or the migrant). Separation emphasizes the lack of intercultural competence, and it is the intentional of physical or social barriers that accentuate the distance with respect to the individual who is perceived as “different”, in order for isolation to be maintained. It is in this environment that we find an accentuated nationalism, to segregate “diverse” people in the other's categories, the refuge in ethnically connoted behaviours.

Key purpose for learning at this stage is the recognition of cultural differences. The main cognitive challenge concerns the formulation of a constructive vision of intercultural relations, through processes that stimulate curiosity and facilitate the well-structured contact with other cultures. The target of this stage should be the development of at least four types of competences:

- to be able to collect suitable information about cultures
- to be able to explore aspects of one's own individual culture
- to be able to build trust, open-mindedness and cooperation
- to be able to recognize diversity

### Defence

Defence is characterized by polarity thought (we/they), which often goes with negative stereotypes and evolutionist ideas on cultural development that sees one's own culture from a privileged point of view. Denigration and superior manners characterize the defensive posture. The defence category may also include the opposite behaviour of unconditional admiration of the other (reversal), which mirrors the same logic and leads to denigrate the culture of origin (inferiority attitude). To denigrate implies that diversity be recognized, but also that this recognition goes with a negative evaluation (towards the others or ourselves) often due to prejudices prevailing towards such categories as ethnical belongingness, religion, characteristics connected to sex, age... .

Key purpose of learning at this stage is to smooth over polarization emphasizing “common humanity”, and similarities. The main cognitive challenge, and the part of the



educational process to be supported, is about the direct experience of diversity and the ability to highlight, on the one side, historical context and at the same time the elements of similarity among groups who think they are different, for example common needs and goals. In terms of relationship this means to pay attention to the transformation of conflicts and group dynamics, highlight the abilities that make the openness and relation with diversity easier, the use of cooperative activities. The target of this stage should be the development of at least 4 types of competences:

- to be able to keep self control
- to be able to control one's anxiety
- to be able to be tolerant
- to be able to be patient

### Minimalisation

A typical statement of the minimalisation stage could be "we are all equal" or "to be able to carry off with every culture, what matters is to be at ease with oneself, true and honest!". The minimization stage is still ethnocentric: those who recognize and are respectful of differences, but tend to minimize them, take into account superficial cultural characteristics (for example, food habits), but are truly convinced that human beings are all equal. In the opinion of a lot of organisations that make reference to intercultural, this is the stage where intercultural growth builds. Here the dominant concepts are physical universalism (we are all similar, after all) which sees a tight relationship between culture and biology and transcendent universalism ("we are all from this world"), which subordinates every human being to religious, supernatural or (social) philosophical entities.

Key purpose of learning at this stage is the development of elements of self-awareness at cultural level. The most important cognitive challenges are about the recognition of categories and elements of reference to be able to understand one's own culture, including values and beliefs; to be open to understand the privileges of dominant groups; to be able to use materials for the cultural transmission of one's own culture, for example advertising and journalistic messages. The contact with people that have an ethno-relative attitude must be facilitated; opportunities for the research and sharing with diversity must be offered; the attention on the development of self-awareness at cultural level must be focussed. The target of this stage should be the development of at least six types of competences:

- general cultural knowledge
- open-mindedness
- knowledge about one's own culture
- active listening
- to be able to perceive others accurately – to be able to keep an attitude of non-judging interaction.

### Acceptance

The ethno-relative perspective originates with the acceptance of cultural diversity. That implies respect for differences as to behaviours, for example the changes in verbal and



non verbal behaviours in different cultures, setting behaviours in their cultural environments. Developing awareness of one's values and references and the cultural construction of such values, allows to perceive the same values as processes (because values are ever-changing and evolving) and as useful instruments to decipher and organize the world.

At this stage, the key learning goal is the analysis of culture clash. The main cognitive challenge is about the appropriate use of general (etic) and specific (emic) cultural categories, distinguishing cultural relativism from moral or ethical relativism. At educational processes level, it is the stage when fostering motivation and enthusiasm in the sharing of difference is appropriate in order to analyse deep contrasts. The most favourable and effective environment is that of quite guided intercultural experiences as, for example, a period of stay in another cultural context, but also role plays and simulations that require intercultural empathy.

The target of learning at this stage should be the development of at least six types of competences/ knowledge:

- specific knowledge at cultural level
- cognitive flexibility
- knowledge of other cultures
- contextual knowledge
- respect for the values and beliefs of other cultures
- tolerance for ambiguity

### Adaptation

Starting from the acceptance of cultural differences, the development of adaptation attitudes and, in particular, of abilities of intercultural communication are made possible. These are the requirements to be able to get in and out the different frames of meaning, adopting postures that favour empathy, the ability to put oneself in somebody's shoes, and adopt other points of view. To improve such competences allows people to have a pluralist attitude, being at ease in different contexts of reference.

At this stage, the key purpose for learning is the development of references to be able to make choices among the competences and the models available to face a variety of problems and situations. The main cognitive challenge concerns the development of cultural identity, by raising awareness of the ethnical models of intercultural sensitivity and preparing and managing the conditions to plunge back into the culture of origin in case of intercultural exchanges. At educational processes level, it is useful, at this stage, to be able to interact with cultural environments that have not yet been explored and face the elements connected to deep anxiety, such as individual dynamics of cultural shocks and identity conflict. The target of this stage should be the development of at least five types of competences/ knowledge:

- empathy
- ability to run risks and deal with them
- problem solving
- managing of relational dynamics

- flexibility

### Integration

Integration is the most advanced stage of the ethno-relative behaviour, it idealistically characterises a society or community where the whole of the players can behave in an ethno-relative manner (which is very far from the concept of integration intended as the migrant's "passive adaptation" attitude, with respect to the host society). While the adaptation stage entails the ability to make different contexts of reference live side by side in one's own repertoire, the progressive internalisation of such frames of meaning allows to integrate them, not with the aim of making one's own cultural point of view prevail, nor to ensure simple coexistence, but in the awareness that intercultural confrontation is a dynamic process and each identity (including one's own identity) can be defined as "marginal" with respect to the different "given" cultures. All this has to do with refining competences as to the evaluation of contexts and deal with a "constructive marginalisation" at the same time. This is not the ultimate goal for the learning process, but rather the starting point which allows an effective cultural mediation, the ability to cross and bridge different visions of the world.

The key subject of learning at this stage is the focussing of multicultural identity features. The main cognitive challenges are relating to the models of cultural mediation, the comprehension of multicultural modalities that refer to the self and to society, the comprehension of ethical development models. At the level of educational processes, the goal is to favour a point of view on individual identity as a process and subject of choices, discussing the strategies that characterise the construction of cultural identity. The target of this stage should be the development of at least four types of competences/ knowledge:

- flexibility of roles
- flexibility as to identity
- ability to create new categories
- development of a sense of irony that can adjust according to cultural diversity

### **Questions for discussion**

Discuss key purposes of intercultural training during each of the four competences levels.

## **1.3**

### **Toolkit**

**Intercultural competence.**

**Cultural Awareness**

**(MOBILITY & ADAPT)**

**Tool 1 “The Culture Onion”**

Key objectives of this exercise are <ul style="list-style-type: none"> <li>– To enable participants to reflect on their own understanding of culture.</li> <li>– To introduce a model of culture and cultural influences.</li> <li>– To raise awareness of both visible and non-visible components of culture.</li> </ul> This simple exercise explores the importance of culture and clarifies its visible and less visible elements.	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	Recommendation: up to 18
Learning aims/ effects. Addressed descriptors	The aim is to form a more comprehensive understanding of culture as a framework of values, attitudes and behaviours.  Self-reflection for a better understanding of significance of culture and cultural awareness
Duration	10 – 15 min
Implementation	Follow the instruction of the trainer
Material	<b>Workbook: Handout Tool1 “The Culture Onion”</b>
Addit. sources	The “Iceberg” Model of Culture” (Edward T Hall) - see Tool 2.

**Tool 2 The “Iceberg” Model of Culture**

Moving from the example of the iceberg the participants draw a model of their own culture taking into account that culture is a system of learned behaviour patterns that is constantly reproduced by human communication using a certain set of symbols. Interlocutors share the meaning of these symbols working in a group.	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effect. number	Group work with 3-4 participants each
Learning aims/ effects.	Better understanding of significance of cultural awareness. The tool is often used as a starting point for a more in-depth look at culture, a first visualisation of why sometimes it is so difficult to understand and “see” culture.
Duration	45 min
Description	The culture can be pictured as an iceberg: only a small portion can be seen above the water line. This top of the iceberg is supported by the much larger part underneath the water line and therefore invisible. Nonetheless, this lower part is its powerful foundation. Also in culture....
Implementation/ sequence of use	Watch the video:.. <a href="https://www.youtube.com/watch?v=SkBXaKfxl7Y">https://www.youtube.com/watch?v=SkBXaKfxl7Y</a> and/or other similar free Youtube sources about this culture model. Each group of participants draws an own iceberg thinking about his/her culture. Presentation to the class.
Material	<b>Workbook: Handout to Tool 2 The “Iceberg” Model of Culture</b> <b>Video</b>
Addit. sources	Free Youtube videos on culture and intercultural communication.

**Tool 3 Navigating intercultural communication**

Activity for better understanding of significance of cultural knowledge and intercultural communication at the background of previous intercultural experience	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 20
Learning aims/ effects.	Better understanding of significance of cultural awareness
Duration	1 hour
Implementation/ sequence of use	<p>Watch the following video:  <a href="https://www.youtube.com/watch?v=PSt_op3fQck">https://www.youtube.com/watch?v=PSt_op3fQck</a></p> <p>Then consider the following questions:</p> <ul style="list-style-type: none"> <li>– What is your understanding of intercultural communication?</li> <li>– What previous experiences of interacting with people of different cultures do you have?</li> <li>– Are you anxious when talking to someone from a different cultural background? Why?</li> <li>– Do you feel confident in talking to someone from a different culture?</li> <li>– What are the main points you have learned from watching this short video and use in your own practice?</li> </ul> <p>If the group is composed also by people coming from different cultures, the debate can be enlarged.</p>
Learning material	<b>Video</b>
Additional sources/ literature	Variety of YouTube videos available in various languages

**Tool 4 Mapping of Cultural Orientation**

Activity to engage participants in a conversation about cultural values and to appreciate how these relate to others.	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	15 - 18
Learning aims/ effects	Awareness of different cultural values
Duration	30 min
Detailed description of the method	Individuals demonstrate a wide range of values and preferences across a variety of cultural dimensions. Participants should map their own cultural orientation by placing an X at the spot that most accurately reflects their values on each continuum.
Implementation/ sequence of use	Individual work on cultural orientation map All participants present results to the group Reflection <ul style="list-style-type: none"> <li>– How does your cultural orientation map help you in your life?</li> <li>– How does your cultural orientation map hold you back in your life?</li> <li>– How is your cultural orientation map similar or different from your peers'?</li> <li>– Which traits are difficult for you to deal with in other people?</li> </ul> Group feedback
Learning material	<b>Workbook: Handout to Tool 4 “Mapping of Cultural Orientation”</b>
Additional sources/ literature	Based on research by Edward Hall, Geert Hofstede and Aperian Global.

## Tool 5 “Intercultural Checklist”

Activity to identify important cultural information that participants may wish to learn before they go abroad. To illustrate the importance of having a framework for understanding the cultures that participants encounter.	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	10-15
Learning aims	<p>The activity is designed to teach participants to identify what they know (and don't know) about another culture or country. It is a practical activity for preparing for real-life intercultural encounters through an examination of both similarities and differences.</p> <p>The purpose of this activity is not to come up with exact information about how to behave during intercultural encounters, but to identify some of the areas in which the participant needs to find out more.</p>
Duration	30 minutes
Implementation	Please follow the instructions of your trainer
Learning material	<b>Workbook: Handout to Tool 5 „Intercultural Checklist”</b>

**Tool 6 “Values at Work”**

Activity to enable participants to identify some of their own work-related values and attitude and to provide them with a vocabulary and model for describing cultural influences on workplace behaviour.	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	6-8
Learning aims	Identification of impact of own cultural background on your workplace behaviour abroad
Duration	45 min
Detailed description of the method	<p>Cultural conflicts and misunderstandings can arise when individuals with opposing values come into contact.</p> <p>The Values at Work checklist introduces an extensive range of dimensions along which work-related values vary, and explores the contrasting values that reside at each pole of each dimension.</p> <p>This activity invites participants to reflect on some of their own cultural values, and asks them to explore the potential impact of cultural differences as they work in a new country or culture.</p>
Learning material	<b>Workbook: Handout to Tool 6 „Values at Work“ - Checklist</b>

**Tool 7: What is wrong with stereotypes?**

Activity - to enable participants to reflect on the fact that stereotypes often say more about the individuals that use them, than about the groups that are stereotyped - to identify particular stereotypes of one culture, and explore how useful they are.	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or with some mobility experience abroad
Effective number of participants	6-8
Learning aims	To be aware of disadvantages in using stereotypes of foreign cultures/nations.
Duration	30 min
Description of the method	This simple but effective activity is designed to make clear disadvantages of using stereotypes. Through an exploration of stereotypes held about one of the groups to which participants belong (the example below was designed for a British learning group), the process of stereotyping is exposed as prone to producing out-of-date, unbalanced, and prescriptive labels that say more about those who are stereotyping than those being stereotyped.
Implementation	Please follow the instructions of your trainer.
Learning material	<b>Workbook: Handout to Tool 7: "What is wrong with stereotypes?"</b>



**Tool 8: What do they need to know about us?**

Activity	
<ul style="list-style-type: none"> <li>- to provide an opportunity for participants to reflect on important elements of their own culture.</li> <li>- to enable participants to prioritize important cultural information about their culture that people from different backgrounds would benefit from knowing.</li> </ul>	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Learning aims	This exercise allows participants to explore important aspects of their own cultural backgrounds.
Duration	1 h
Implementation	Go through each section. Pinpoint areas where people from other cultures find your values, attitudes and behaviours confusing or difficult to understand.
Learning material	<b>Workbook: Handout to Tool 8: “What do they need to know about us?”</b>

**Tool 9: Facts, Attitudes and Behaviours**

Activity to reflect on key cultural characteristics of another country or culture.	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	15-18
Duration	1 h
Implementation	Create a model connecting facts, attitudes and behaviours in another culture or country. Discuss this model and how it compares with your own understanding of your culture.
Learning Settings	Work in groups
Learning material	<b>Workbook: Handout to Tool 9: „Facts, Attitudes, Behaviours“</b>

**Tool 10: Communication types**

Activity – to enable participants to reflect on some of the typical communication styles commonly encountered in their own and other cultures. – to explore some of the potential misunderstandings that may occur when individuals with different communication styles interact.	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Duration	1h
Detailed description of the method	The way in which we communicate can differ considerably from culture to culture. This activity identifies some important areas in which paralinguistic (volume, speed of speech and so on), extra-linguistic (gestures, eye contact, touch, physical proximity and so on) and communication styles (direct versus indirect, and so on) differ across national boundaries. It asks participants first to identify the particular approach to communication that predominates in their own and other cultures, and then asks to reflect on the possible consequences when individuals with different approaches in each area interact.
Learning material	<b>Workbook: Handout to Tool 10 “Communication types”</b>

**Tool 11: Hofstede's Five-Dimension Model**

Activity to enable participants to practice using Hofstede's five-dimension model to explain a number of intercultural misunderstandings and cultural differences.	
Learning phase	<i>MOBILITY&amp;ADAPT</i>
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Duration	<i>1h</i>
Detailed description of the method	Hofstede's 'five-dimension' model has been extremely influential in the intercultural training environment. The model provides a structure with which to understand and describe key differences in values between different cultures, and enables individuals from different backgrounds to come to a shared understanding of why and how they differ.
Implementation	Please follow the instructions of the trainer
Learning material	<b>Workbook: Handout to Tool 11 "Hofstede's Five-Dimension Model"</b>

**Tool 12: Observing body language**

Activity	
<ul style="list-style-type: none"> <li>– to develop participants' ability to attend to the body language of others.</li> <li>– to enable participants to speculate on the meaning of some important elements of nonverbal communication.</li> </ul>	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Duration	1h
Description of the method	Developing observation skills is an important part of enhancing intercultural effectiveness. This activity provides an opportunity for participants to pay active attention to the body language of people they see, and to speculate on what people may be trying to communicate in non-verbal ways, either consciously or unconsciously.
Implementation	Please follow the instructions of the trainer.
Learning Settings	classroom
Learning material	Workbook: Handout to Tool 12 "Observing Body Language"  Video sequence

**Tool 13: Recognising culture shock**

Activity	
<ul style="list-style-type: none"> <li>– to provide clear examples of the various stages associated with culture shock.</li> <li>– to provide participants with practice in identifying stages of culture shock.</li> </ul>	
Learning phase	MOBILITY&ADAPT
Target group	e.g. participants with problems to make easily contacts
Effective number	8-10
Duration	30 min
Detailed description of the method	An important element in dealing with culture shock is recognizing that it is a natural process with a beginning point and a relatively clear set of stages progressing to a point at which it is no longer a problem for the person concerned. Understanding the nature of these stages, and developing the skills to recognize which stage you have reached, is a useful strategy for managing individual reactions to culture shock. This exercise provides a handy checklist of stages and useful practice in recognizing what comments or perceptions may indicate about the stage of intercultural adjustment individuals are in.
Implementation	Please follow the instructions of the trainer.
Learning material	<b>Workbook: Handout to Tool 13 “Recognizing culture shock”</b>

**Tool 14: Culture shock checklist**

<p>Activity</p> <ul style="list-style-type: none"> <li>– to summarize useful strategies for managing culture shock and enhancing the process of intercultural adjustment.</li> <li>– to provide an opportunity to explore specific behaviours that describe how each strategy can be put into practice.</li> </ul>	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Duration	30-40 min
Detailed description of the method	Culture shock is a challenging problem for participants moving abroad for long-term stays. This activity provides a checklist of useful strategies to help participants handle the symptoms of culture shock and speed adaptation to the new environment. It also enables participants to identify useful ways of putting these strategies into practice.
Implementation	Please follow the instructions of the trainer.
Learning Settings	classroom
Learning material	<b>Workbook: Handout to Tool 14 „Culture-shock Checklist“</b>

### Tool 15: Intercultural communication skills checklist

Activity to explore generic strategies for improving intercultural communication and to enable participants to reflect on which strategies may be useful in any given situation	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Duration	30 min
Description of the method	This activity is useful as a way of consolidating some of the generic skills associated with effective intercultural communication.
Implementation	Please follow the instructions of the trainer.
Learning material	<b>Workbook: Handout to Tool 15 “Intercultural Communication Skills Checklist”</b>



**Tool 16: What makes an interculturally effective individual?**

Activity to enable participants to reflect on the characteristics of interculturally effective individuals, teams and organizations and to reflect on how well developed their own intercultural skills are.	
Learning phase	MOBILITY&ADAPT
Target group	Any persons in preparation of labour mobility or during integration phase abroad
Effective number of participants	8-10
Duration	30 min
Detailed description of the method	This is a simple activity designed to encourage participants to think about the personal and team skills underpinning intercultural effectiveness.
Implementation	Please follow the instructions of the trainer.
Learning material	<b>Workbook: Handout to Tool 16 “What Makes an Interculturally Effective Individual?”</b>

**Tool 17: Use your RADAR**

Activity to explore the five-step 'RADAR' technique for recognizing and overcoming cross-cultural misunderstandings and to enable participants to practise using this technique to deal with real-life cross-cultural misunderstandings.	
Learning phase	MOBILITY&ADAPT
Target group	e.g. participants with problems to make easily contacts
Effective number of participants	8-10
Duration	40 - 60 min
Description of the method	No matter how well prepared someone may be for intercultural contact, misunderstandings can occur in any situation where individuals with different values, beliefs and ways of doing things interact. In these circumstances it is necessary to attempt to overcome misunderstandings in a structured and explicit fashion. This activity introduces critical incidents describing intercultural misunderstandings and invites participants to work through these incidents using the RADAR technique.
Implementation	Please follow the instructions of the trainer.
Learning material	<b>Workbook: Handout to Tool 17 "Use your RADAR"</b>



### Tool 18: Workshop on strategies against acculturative stress at work

The tool opens a discussion forum to migrant workers that are or feel to be exposed to stress at the new workplace abroad. Exchange of experience and development of strategies against acculturative stress caused at work .	
Learning phase	ADAPT
Target group	Migrant workers that feel to be exposed to stress during the integration phase abroad. Peer groups of workers.
Effective number of participants	5 -8
Learning aims	To understand reasons of acculturative stress at workplace and to develop own individual strategies against it
Duration	1 day
Detailed description of the method	The trainer discusses with participants listed items in order to check if the organization is dealing with the problems and the questions left open. If the suggested answers are useful, specific individual action should be discussed in a second step.
Implementation	Please follow the instructions of the trainer.

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## **Module 2**

# **Adaptability and Openness (MOBILITY & ADAPT)**

2.0 Short introduction into the training module (MOBILTY & ADAPT)

2.1 The aims of the MOBILITY & ADAPT Training

Training Programmes Module 2/ MOBILITY

Training Programmes Module 2/ ADAPT

2.2 Adaptability and Openness training (Theoretical Part) MOBILITY & ADAPT

2.3 Tools for practical exercises

Tool 1 – The net of friendship

Tool 2 – Find someone

Tool 3 – Secret stones path

Tool 4 – Expectations – Fears –  
Personal contribution

Tool 5 – Four Corners

Tool 6 – What is adaptability at  
work?

Tool 7 – Personal approach to  
change

Tool 8 – Real Scenarios

Tool 9 – Can do company

Tool 10 – Examples of adaptability?

Tool 11 – Practical tips for settling  
into your new country

Tool 12 – Reflection

Tool 13 – Energiser “Find your pair”

Tool 14 – Active listener

Tool 15 – Active listener – Part 2

Tool 16 – How to Build Trust in Your  
Organization

Tool 17 – Find your way through  
darkness

Tool 18 – How open-minded you  
are?

Tool 19 – Your Action Plan for  
Handle Criticism in life and at work

Tool 20 – Time for giving and  
handling criticism!

Tool 21 – Body Language - How to  
Spot Openness

Tool 22 – Getting to know each  
other!

Tool 23 – Find me!

Tool 24 – The Human Knot

Tool 25 – Consultants

Tool 26 – The Give and Take of Criticism:  
Role-Playing Exercises

Tool 27 – The Anxiety Balance Sheet

Tool 28 – Stress Management Techniques

Tool 29 – Deal with the unexpected!

Tool 30 - Identifying Your Cultural Baggage

Tool 31 - Before and during the TLM – My  
experience

Tool 32 - New job, new culture, new people

Tool 33 - Strategies to Achieve a Work-Life  
Balance

Tool 34 – Elements for a good adaptation

Tool 35 – Build a tower

Tool 36 – Your reaction to something  
different

Tool 37 – Identify the stereotypes

## 2.0 Introduction

In transnational labour mobility, adaptability and openness are indispensable characteristics for a successful integration into the foreign labour market and society. Adaptability and openness are competences that require a long process and on-going effort in order to be acquired. You will learn some basics in a classroom seminar, but most of your learning will take place through everyday experience at work and in real life. In addition, it is a process that requires self-reflection after each experience so that you will be able to identify your strengths and weaknesses as well as stereotypes, fears and limits.

This Manual will introduce you formal ways and means of how to improve adaptability and openness. It will help you to improve your skills to deal with unexpected and stressful situations in an unknown cultural and working environment.

The Manual, as well as the accompanying workbook for adaptability and openness are designed for the for the aims of:

- preparation for transnational labour mobility in your home country before departure for living and working abroad in another, so far unknown EU country and culture (MOBILITY) and
- your adaptation to the social life and integration into their workplace after arrival in the country of destination (ADAPT).

Both phases are closely interlinked. The MOBILITY training will provide you with basics for the further development of personal and social competences for successful integration in an unknown social and work environment abroad. The ADAPT course is based at the MOBILITY course and takes into account your first practical integration experience abroad. The MOBILITY & ADAPT phases of the “Adaptability and Openness” training course are therefore presented in a unified format in this Manual. Together, they focus at the development of your individual competences.

Therefore, the training programme and the accompanying tools should be considered as a **training offer** to applied in persistence with your and the training group’s needs.

This is in particular true for heterogeneous ADAPT training groups in the country of destination with participants from different countries, with different cultural backgrounds and challenges abroad. The ADAPT training will in most cases be provided in internationally composed groups and be based on yours and your foreign colleagues’ first intercultural experience/problems at the stage of integration and adaptation in similar new working and living contexts.

The Manual consists of a Theoretical Part and a Practical Part with a set of tools for group and individual exercises under MOBILITY and ADAPT training. It is accompanied by a separate Workbook.

## 1.1 The aims of the MOBILITY & ADAPT Training.

### MOBILITY “Adaptability and Openness” Training

The aim of the MOBILITY Teaching Programme (Module 2) is the preparation of persons that are interested in work related migration to another EU member country.

The training before departure mainly provides basic skills and knowledge for the development of adaptability and openness in a new environment. More specifically, adaptability to unexpected or stressful situations both at work and in personal life at the future host country, awareness of the possible cultural differences of the future host country that may cause problems in adapting in the new environment, change management and openness to difference and multicultural environments.

The design of the training course is flexible and largely depends on available resources, e.g. identified training needs, availability of participants, financial resources etc. Your training provider will design the course accordingly. For doing so, the trainers have a toolbox of seminar programme proposals, methods and instruments at their disposal and they will offer you the most appropriate for your training aims.

The MOBILITY intercultural training is closely linked to the training of other modules/e.g. intercultural competence).

Please give the teacher a daily and final feedback for allowing him/her to further adapt the running seminar to your needs or to further improve future seminars.

The main aims of the proposed training path are the following ones:

- To develop the ability to adapt in new conditions at a foreign working environment;
- To propose alternatives to adapt to change and unexpected situations;
- To develop their ability of being active listeners;
- To identify the current working situation and facts and adjust his/her behaviour accordingly;
- To participate in learning processes related to new methods, procedures and things at work;
- To improve the sense of openness by accepting new roles, responsibilities, ideas and cultures;
- To identify ways for balancing life and work in a new foreign environment
- Develop their active listening skills so as to improve openness in communication;
- Develop their stress management skills so as to be able to adapt during unexpected incidents at work;
- Develop their skill for handling and giving constructive feedback and accepting criticism.



## ADAPT “Adaptability and Openness” Training

The aim of the ADAPT Teaching Programme (Module 2) is to support migrant workers after arrival in the host country in the process of workplace and social integration.

The intercultural training at this stage may rely on:

- previous preparation and training (MOBILITY) before departure.
- participants’ first own practical intercultural experience of integration at the workplace and in social life of the host country
- peer learning of participants with similar integration experience, irrespective their country of origin.

The training focuses at aspects of practical integration of recently arrived workers at the workplace and in the social environment. It should take place in a reasonable time (2 to 4 weeks) after arrival and after having made first experience with the new work and social culture. Participants can itemise their questions/ problems, discuss them with other participants in similar conditions and ask the trainer for practical help. Close to reality simulation games, role-plays and similar tools will help the participants to handle intercultural challenges, conflict situations or potential individual integration problems at workplace and in social life.

It is likely, that the ADAPT training course in the country of destination is composed heterogeneously, with participants from different countries, with different cultural backgrounds and challenges abroad. Therefore, in most cases the ADAPT training will be provided in internationally composed groups and be based on yours and your foreign colleagues’ first intercultural experience/ problems at the stage of integration and adaptation in similar new working and living contexts. You can itemise your questions/ problems, discuss them with your colleagues in similar conditions and ask the trainer for practical help. With other words, different to MOBILITY training the ADAPT training will be more a consultation and discussion than exercise based training.

Close to reality simulation games, role-plays and similar tools will help you to handle challenges, conflict situations or potential individual integration problems at workplace and in social life.

The design of the training course (e.g. duration) is very flexible and depends to a great extent on available resources, e.g. identified training needs, availability of participants, financial resources etc. Your training provider will design the course accordingly. For doing so, the trainers have a toolbox of seminar programme proposals, methods and instruments at their disposal and they will offer you the most appropriate for your training aims. It is worth mentioning that the ADAPT intercultural training is closely linked with the training of other modules.

Please give a daily and final feedback to the trainer for allowing him/her to adapt further the running seminar to your needs or to improve further the future seminars.



The main aims of the proposed training path are the following ones:

- To develop the ability to adapt in new conditions at a foreign working environment;
- To propose alternatives to adapt to change and unexpected situations;
- To develop their ability of being active listeners;
- To identify the current working situation and facts and adjust his/her behaviour accordingly;
- To participate in learning processes related to new methods, procedures and things at work;
- To improve the sense of openness by accepting new roles, responsibilities, ideas and cultures;
- To identify ways for balancing life and work in a new foreign environment
- Develop their stress management skills so as to be able to adapt during unexpected incidents at work;
- Develop their skill for handling and giving constructive feedback and accepting criticism.

## **2.2**

# **Adaptability and Openness training (Theoretical Part)**

## **MOBILITY & ADAPT**

## Adaptability

Adaptability and openness are two interconnected concepts. Adaptability is the capacity and attitude to be able to adjust to new conditions and work abroad. According to Pulakos, Arad, Donovan, and Plamondon (2000), adaptability include eight different dimensions. These are:

- 1) Solving problems creatively;
- 2) Dealing with uncertain or unpredictable work situations
- 3) Learning new tasks, technologies, and procedures
- 4) Demonstrating interpersonal adaptability
- 5) Demonstrating cultural adaptability
- 6) Demonstrating physically oriented adaptability
- 7) Handling work stress
- 8) Handling emergencies or crisis situations.

Pulakos, Arad, Donovan, and Plamondon (2000) developed a taxonomy of adaptive job performance which contained eight dimensions of adaptive job performance. Pulakos et al. (2006) began their research with a review of various literatures on adaptability until they conclude to following one:

<b>Dimension Title</b>	<b>Dimension Definition</b>
Solving problems creatively	Solve atypical, ill-defined, and complex problems
Dealing with uncertain or unpredictable work situations	Adjust and deal with unpredictable situations, shift focus, and take reasonable action
Learning new tasks, technologies, and procedures	Anticipate, prepare for, and learn skills needed for future job requirements
Demonstrating interpersonal adaptability	Adjusts interpersonal style to achieve goals working with new teams, co-workers or customers
Demonstrating cultural adaptability	Performs effectively in different cultures learning new languages, values, traditions, and politics
Demonstrating physically oriented adaptability	Adjusts to various physical factors such as heat, noise, uncomfortable climates, and difficult environments
Handling work stress	Remains calm under pressure, handles frustration, and acts as calming influence
Handling emergencies or crisis situations	Reacts appropriately and decisively to life-threatening or dangerous situations

In addition, experts argue that the “desire to emigrate is associated with a specific set of personality characteristics that differentiates people who want to emigrate from people who want to stay in their country of origin” (Boneva and Frieze, 2001; p.477). They state that “unfavorable economies in country of origin, emigration and immigration policies, network support in the receiving country, and other environmental factors create the conditions for wanting to leave, but desires to do so are based in the personality of those who make the choice” (Boneva and Frieze, 2001; p.478).

More specifically, Boneva and Frieze’s research (2001) showed that “those who want to resettle in another country tend to be more work-oriented and to have higher achievement and power motivation, but lower affiliation motivation and family centrality, than those who do not want to leave their country of origin. This personality pattern, together with other psychological factors, interacts with environmental factors and opportunities to produce actual migratory behavior” (p. 479). Below, you can see the figure where Boneva and Frieze present all those interactions.

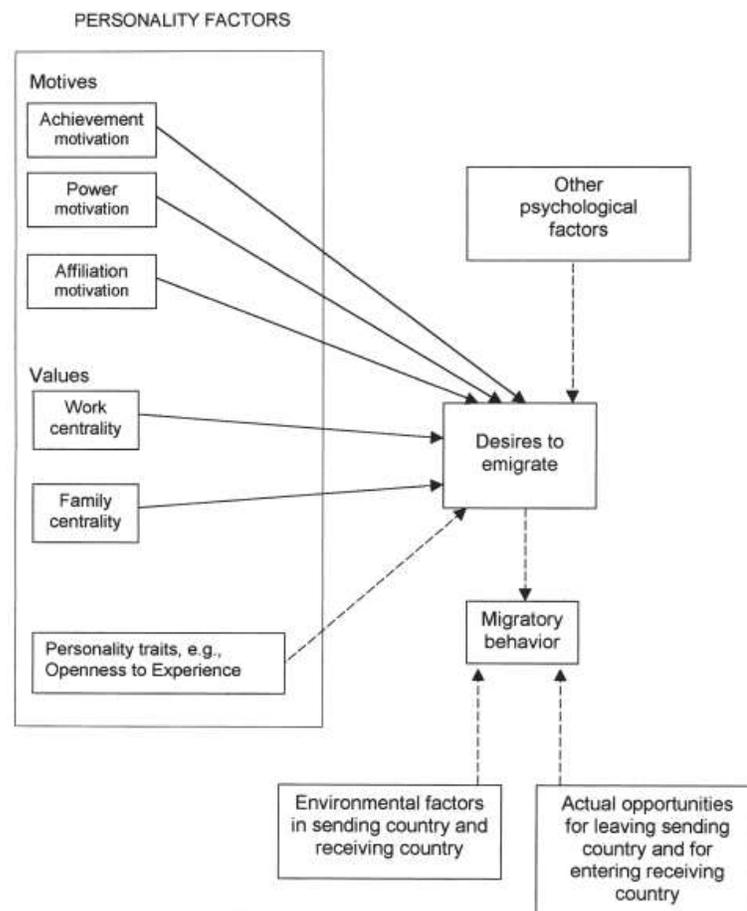


Fig. 1. The role of personality in desires to emigrate.

However, adaptability includes several aspects in an employee's daily life. It involves:

- Adapting successfully to changing situations and environments
- Keeping calm in the face of difficulties
- Planning ahead, but having alternative options in case things go wrong
- Thinking quickly to respond to sudden changes in circumstances
- Persisting in the face of unexpected difficulties
- Anticipating and responding positively to changing environments
- Ability to adapt to change positively in response to changing circumstances
- Taking on new challenges at short notice
- Dealing with changing priorities/workloads (University of Kent, 2017)

Emma-Sue Prince (2013) suggests the following steps which can help employees improve their adaptability skills and raise their general awareness:

**1. Open your mind**

An open mind allows fresh ideas to come in and can help you with your plans and goals, because answers, ideas and solutions simply come more quickly to an open mind. It can help you see opportunities others might miss, discount or neglect. How to have an open mind? Challenge any limiting beliefs, become more aware of your own 'mental scripts' and challenge your own 'rut' thinking – if your way of responding to something is comforting, inviting and familiar, try changing it and see what happens!

**2. Stick at things**

Being adaptable doesn't mean flitting from one thing to the next. Adaptability is closely linked to resilience, as well as perseverance. And resilient people stick at things. They keep going, even when the going gets tough. This is about your ability to concentrate, discipline and motivate yourself to complete a task or project. Strong application is underpinned by a sense of self-direction or free will, and these in themselves create robustness. As a consequence you are able to be more adaptable because you cope better with set-backs and rejection.

**3. Travel more**

If you can afford to do so, take yourself and your family on an adventure! Even if you can't travel abroad, consider visiting different parts of your city or country where you perhaps would not normally consider going. Or go camping and try cooking and sleeping outdoors. Travel really does broaden your horizons.

**4. Be willing to learn**

We never really stop learning. Be willing to learn new methods, procedures and ways of doing things. Take on new tasks. Try something different. Draw conclusions from new information. And how about that foreign language you've always wanted to learn or that choir you've always wanted to join? It's easy to tell yourself you don't have time.

But this is your life and it's not a dress rehearsal. Respond with energy to new challenges, the unfamiliar and the unexpected.

**5. Take yourself out of your comfort zone**

Look for opportunities to try new things that will keep you learning! You can do this in very small ways to start with – try learning a new skill, make new friends, try a new type of food, take the initiative for starting something in your community. As your comfort zone expands, make it bigger by doing more. Take on new challenges for work and seek them out. Embrace change, even if it feels uncomfortable at first. Reinvent yourself.

**6. Improvise**

Don't over-think and second-guess everything that you do. Practice being spontaneous – accept that last-minute invitation, change your weekend plans, walk into the presentation smiling with confidence knowing that you will do well (as long as you've put the preparation in, of course!). Grab that opportunity, it might not come again.

**7. Flex those muscles**

It's true that going to the gym will help you be more physically and mentally resilient, and we know that adaptability and resilience are linked, but I am talking about three types of flexibility: a) 'cognitive flexibility', using different thinking strategies and mental frameworks; b) 'emotional flexibility', varying your approach to dealing with your own emotions and those of others; and c) 'dispositional flexibility', remaining optimistic and at the same time realistic. Look for as many opportunities as you can to exercise these types of flexibility. The opportunities are all around you in your day-to-day life.

**8. Adopt a 'can do' positive attitude to change**

Even though it is natural to want to resist change, try and build up your ability to adapt and respond positively by literally changing your behaviour next time you are faced with a change. Again, start with small steps. You feel disappointed because of a change of plan? Respond enthusiastically even if you don't feel like doing so. Couldn't get tickets for a show you've been wanting to see? Smile and choose something completely different so you can embrace a new experience. Lost your job? Get upset, yes, but bounce back faster by taking positive action each and every day.

**9. Get creative at problem solving**

Research suggests that people who are able to come up with solutions to a problem are better able to cope with problems than those who can't. So, whenever you encounter a new challenge, make a quick list of some of the potential ways you could solve the problem. Experiment with different strategies and focus on developing a logical way to work through common problems. By practising these skills on a regular basis, you will be better prepared to cope when a serious challenge emerges.

#### 10. **Have a survivor attitude**

Anything can be turned into a crisis or problem, if we want it to. Really, anything! Refuse to see yourself as a victim in any situation and always look for ways to resolve it. If you've always been quite a reactive person, this may be hard to do at first. Remember that you can never be in control of your circumstances and external events, you can only be in control of your own responses and behaviours. The trick is that if you focus on that, as opposed to the circumstances, chances are you'll influence the situation favourably anyway!

### **Balancing work life with personal life**

Balancing work life with personal life is also an important aspect that needs to be considered by an employee who wants to work abroad and adapt smoothly in the new environment. Below you can find useful tips for settling into a new country as an expatriate.

*(The data is based on an online survey of 463 expats in December 2015 by market research agency Atomik and the article was published on Expatica website.)*

#### **Give yourself time to settle in**

It takes time to integrate and find your place in a new society so don't worry if after a couple of months you are still feeling a bit lonely and missing loved ones at home. It generally takes months to settle in.

You can ease the way by saying 'yes' to invitations from colleagues and neighbours and joining local groups, clubs and classes, for example, a choir, a tennis club or an exercise class. It won't happen overnight but getting out there and meeting people will help. Staying home alone will not.

#### **Tie up any loose ends**

While embracing your new life is key to your happiness in the longer term, you will have to monitor some ties with your current home. Keeping in contact with friends and family back home is, of course, important, as is tying up any loose ends such as final utility bills and changes of address.

A helpful tip is to have your mail redirected to someone you trust and ask them to let you know when anything needs your attention. Even something as trivial as a parking ticket can become a big, expensive headache if it gets ignored.

#### **Get set up financially**

Some expats stay in accommodation found by their employers, at least initially. If this is not the case, you will need to find a place to stay and may need to look into the supply of various services such as water, electricity and internet.



You will also need to research and open a local bank account and protect yourself with insurance. Increasingly, there are banks that cater to international residents, offering specialised services such as English-language information or financial advice on local legal requirements. When choosing a bank account, compare the fees and interest rates on offer before making your choice.

Shop around too to get the best deal on insurance, and in some countries, there are insurance comparison sites to help you with this. Some insurances are mandatory in certain countries, for example, health and home insurance.

With health insurance, expatriates need to consider which policies can cover their transient lifestyle. International health insurance policies, for example, allow you to receive hospital treatment both in your new country of residence and your home country.

### **Mix with the locals**

It can be tempting to spend all your time with other expats. But doing this means missing out on a world of culture and useful local knowledge. If you are moving to a country where you do not speak the language, it can boost your social life to learn at least the basics as quickly as possible. Learning the local language can make everyday life a lot easier, and will also help you to meet people and start making friends.

### **Protect your health**

Finding a good local doctor may not seem a top priority when you first move overseas but it will quickly become urgent when you need medical attention. In countries where waiting lists are long, if you wait until you're sick you might not get timely treatment. You should start looking for a doctor as soon as you arrive by checking local embassies, which usually post lists of recommended medical providers in your language, or asking acquaintances for recommendations.

Where possible, obtain a copy of your medical records so that your new doctor has access to accurate, up-to-date information. You should also make sure you are familiar with the signs and symptoms of local illnesses, have adequate vaccinations, locate your closest hospital and emergency clinic, be aware of local emergency numbers and have a well-stocked First Aid kit in your home.

If you regularly take medication you should research whether you can buy it abroad or take along six months prescription where possible.

### **Be patient**

In many parts of the world, life moves at a slower pace. Appointments might be less than punctual or your post can take weeks or months to arrive. Such things can be hugely frustrating — even for expats who have been living abroad for years. But it often doesn't help to get

worked up. Instead, try to remember that a more relaxed way of life was probably one of the reasons you wanted to move away.

In addition, Tim Kehl (2012) suggests twelve key strategies to achieving a work-life balance. The strategies are:

### **Track Your Time**

Analyzing your present situation is the beginning step in achieving a balanced life. Keep a time log of everything you do for one week, including work-related and personal activities. This data will serve as an eye-opener, helping you understand how you are using -- and where you are losing -- your time.

### **Determine Your Priorities**

Spend some time seriously reflecting on what is most important to you, and make a list of your top priorities at work and at home. Then analyze your time audit by asking yourself these key questions: What do I need to Start doing? Stop doing? Continue doing? Do more of? Do less of? Do differently?

### **Set Specific Goals**

Take your list of priorities and turn them into concrete and measurable goals. Block time into your schedule for activities just like you would for an important meeting or a doctor's appointment.

### **Schedule Scrupulously**

Successful people plan their work and then work their plan. You have one life, so have one date planner. Whether paper or electronic, this is the vehicle by which you turn your priorities and goals into reality. Set aside 10 to 20 minutes at the beginning of each day (or the night before) to plan your tasks and activities for the day and evening ahead.

### **Establish Boundaries**

Set fair and realistic limits on what you will and will not do both at work and at home.

Clearly communicate these boundaries to your supervisor, coworkers, partner and family. For instance, you might commit to not working late on certain days unless there is a crisis. Additionally, set aside a time at home during which you will not check or respond to work-related emails or voice mails.

### **Take Care of Your Health**

Your health should always be your No. 1 priority. If you are not in good shape physically, mentally, and emotionally, both your work life and your personal life will suffer. Take care of

yourself by eating healthy meals (especially breakfast), exercise at least three times per week and sleep a minimum of seven hours per night. While you may not think you have time to add exercise and extra sleep to your jam-packed schedule, these practices relieve stress, raise your energy level, increase your stamina, improve your mental clarity, boost your immune system, and make you a happier, more engaged, and more productive person. Additionally, refrain from the excessive use of alcohol, tobacco, or drugs to relieve stress. These substances only tend to keep the body in a stressed state and cause even more problems.

### **Nurture Your Family/Relationships**

Relationships with family, friends, and loved ones are, by far, the greatest source of inner satisfaction. If your job or career is damaging your personal relationships, both areas will ultimately suffer. Sure there will be days when you will need to work overtime. The issue becomes problematic when these days become the rule, not the exception. By making your personal relationships a priority, your productivity and effectiveness on the job will actually increase.

### **Make Time for You**

As much as work, health, and relationships take priority in your life, it is also important to schedule time for your own renewal. Indulge in some small pleasure daily. Take at least 30 minutes of uninterrupted "you time." It will do wonders for your well-being, and your relationships and your career will benefit too. Connect with your spiritual source. Belief in God, or a higher power, can be a deep well from which to draw inspiration, guidance, and strength. Setting aside a weekly day of rest can be helpful, as well.

### **Leave Work at Work**

Develop a mental on-off switch between work and home. It helps to establish a transitional activity between the two realms. This might consist of listening to music or recorded books during your evening commute, exercising at the fitness center, running errands, or keeping personal appointments. Scheduling such activities immediately following your normal work hours also prevents you from spending that extra twenty minutes at the office which then turns into several hours.

### **Exercise Your Options**

Many forward-thinking companies today are creating policies and programs that facilitate work-life balance. Find out what options your business offers in terms of flex hours, telecommuting, a compressed work week, job-sharing, or part-time employment. You may find an arrangement that allows you to work more productively, while at the same time cutting stress and freeing-up valuable personal/family time. If your company does not yet have a flexible scheduling program, consider proposing one.

**Work Smarter Not Harder**

Using time more efficiently is an important skill that everyone from the receptionist to the CEO can learn. Adopting the right combination of time-management practices can cut stress and save you up to an hour a day. This can include the use of technology to become more organized, grouping emails and voice messages, avoiding procrastination and learning to say "no."

**Know When to Ask for Help**

If you are overwhelmed at work, and it is causing undue stress don't suffer in silence. Shed the Superwoman/Superman image and explain your situation to your boss or supervisor. Untenable work situations can usually be alleviated, but it will take some assertiveness on your part. Similarly, if a balanced life continues to elude you, or you are experiencing chronic stress, talk with a professional -- a counselor, mental health worker, or clergy person. Take advantage of the services offered by your employee assistance program.

## Stress Management Techniques

An adaptable employee requires handling stress in unexpected situations both at work and in personal life to ensure maximum adaptation in the new environment/country of residence. Since stress management is an important skill that can be developed in a person's lifetime, employees should focus on developing it for achieving emotional stability, productivity and a healthy lifestyle.

The following strategies have been identified by the experts of Silver Cloud (2017) and will help you cope with stress.

### Limit unnecessary stress

Some stress just can't be ignored, and it's never a good idea to avoid an issue that needs to be addressed.

- ✓ **Learn how to say no** – both on a professional and personal level. You should never take on more than you can handle as this will be a definite recipe for stress.
- ✓ **Cut down your to-do list** – Analyse your schedule and prioritise your tasks by level of urgency.
- ✓ **Limit the amount of time you spend with people who stress you out** – If someone consistently causes stress in your life, limit the amount of time you spend with that person and be more aware of your reaction to them. Your reaction is thankfully something you can control.
- ✓ **Take control of the situation** – Identify how you can limit stress in a particular situation e.g. if grocery shopping makes you stressed do your grocery shopping at a less busy time or make a list. If driving to work stresses you out find a less busy route or cycle.

### Change the situation or change your reaction to it

This point all comes down to the very foundation of stress management which is all about taking control of your situation. When trying to cope with stress it is helpful to take a step back and ask yourself can I either **alter my situation in some way?** And if I cannot make changes to improve my situation **can I change my reaction?**

### Alter the situation

If you cannot limit stress of a particular situation, try to alter it.

- ✓ **Make your feelings known** - instead of bottling them up - if something or someone is bothering you, communicate your concerns in an open and respectful way. If you don't voice your feelings, resentment can build and the situation will likely remain the same.
- ✓ **Be assertive** - Don't take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If a client in work gives you an unrealistic

- deadline be honest and firm with them and say you will need more time in order to adequately complete the task.
- ✓ **Improve your time management** - Poor time management can cause a lot of unnecessary stress. When you're running behind on tasks it's hard to stay calm and focused. But if you plan ahead and make sure you don't overextend yourself, you can alter the amount of stress you're under.

### Adapt to the stressor/Change Your Attitude

If it's not possible to change the situation try changing how you approach it.

- ✓ **Make room for yourself** – if something quiet stressful is going on in your life, this is a particularly important time to make sure you are taking the space you need:
  - Delegate/postpone – ask yourself if there is anything you can ask someone else to help you with. This can be really helpful in freeing up some of your available resources and headspace.
  - Self-care – the more under pressure you are, the more you need to make sure you look after yourself. Make sure to make time to do the things that make you feel well: they are not luxury, they are essentials!
- ✓ **Reframe problems** - Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to relax and enjoy some alone time.
- ✓ **Look at the bigger picture** - Take perspective of the stressful situation. Ask yourself in the grand scheme of things how important is this issue? Will you remember it in a week or months' time? If the answer is no then focus your energy on important things.
- ✓ **Adjust your expectations** - Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."
- ✓ **Focus on the positive** - When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

### Accept the things you cannot change

Some sources of stress are unavoidable and cannot be changed. In these cases the following strategies can be helpful:

- ✓ **Don't try to control the uncontrollable** - Many things in life are beyond our control—particularly the behaviour of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- ✓ **Look for the positives** - As the saying goes, "What doesn't kill us makes us stronger." When facing major challenges, try to look at them as opportunities for personal growth.

- If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.
- ✓ **Open up** - Talk to a trusted friend face to face or make an appointment with a therapist. The simple act of expressing what you're going through can be very therapeutic, even if there's nothing you can do to alter the stressful situation.
  - ✓ **Make room for acceptance** - Acceptance doesn't mean you have to love it, like it, or want it but it is about making room for imperfection rather than constantly fighting against it. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

#### Make time for fun & adopt a healthy lifestyle

- ✓ **Set aside relaxation time** - Include rest and relaxation in your daily schedule and do something you enjoy every day such playing an instrument, playing with your pet or getting lost in a good book.
- ✓ **Connect with others** - Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- ✓ **Keep your sense of humour** - This includes the ability to laugh at yourself. The act of laughing helps your body combat stress.
- ✓ **Exercise regularly** - Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Aerobic exercise is perfect for releasing pent-up stress and tension.
- ✓ **Eat a healthy diet** - Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Try to keep caffeine and sugar to a minimum as these can cause a crash in mood and energy levels. Well-balanced, nutritious meals will help keep your mind clear and focused throughout the day. Avoid alcohol, cigarettes and drugs which only further fuel anxious feelings and behaviour.
- ✓ **Get enough sleep** - Try to have between 7 and 8 hours sleep per night which helps to restore both body and mind. Feeling tired will only increase your stress levels as it may cause you to think irrationally.

## Openness

Openness is the attitude to try new things, be curious and open to transnational labour mobility. It is connected with the concept of being receptive and open to new ideas, employment opportunities abroad, cultural differences and customs, opinions and beliefs of other people from different social-cultural backgrounds as well as habits and other social elements of other countries.

In addition, openness is highly associated with trust as people need to rely on others in order to be open to their ideas, suggestions, etc. and collaborate with them. Trust is the “perception of freedom to communicate openly with members at higher organizational levels and co-workers about sensitive or personal issues with the expectation that the integrity of such communications will not be violated” (Koys & De Cotiis, 1991).

For an employee to be open-minded, several skills need to be developed. Some of them are the ability to be an active listener, to receive and give constructive feedback or even criticism and last, to express openness and acceptance on others’ opinions and beliefs both verbally and non-verbally.

Below, you can find some useful theory regarding active listening techniques, open and close body language as well as steps for giving and receiving criticism.

## Active Listening

Active listening techniques by Mind Tools Content Team (n.d.)

### Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

### Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

### **Provide Feedback**

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"
- Summarize the speaker's comments periodically.

### **Defer Judgment**

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

### **Respond Appropriately**

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

## Giving Criticism

The following strategies have been developed by Janet Mizrahi (2010-2011).

1. **Make sure your criticism is valid and is about improving a behavior or output.** Feedback can lead to improvement only if it is specific, relevant, and tangible, not just a matter of taste or opinion. Rather than say, "That logo design is ugly," try, "Perhaps the colors and the font in the logo design can be a little more conservative."
2. **Always provide a solution for the future, not just a critique of the past.** It's best to look forward rather than focus on old mistakes. Instead of saying, "You have missed every Growth Assessment Committee meeting this month," say, "We need your attendance and input in the Growth Assessment Committee. Is the meeting time inconvenient?"
3. **Be sensitive and discreet.** It is embarrassing to be criticized in front of others. Calling someone into an office in front of co-workers is just as humiliating as delivering the criticism for all to hear.
4. **Focus on the problem or the behavior, not the individual.** Rather than say, "You are a dreadful writer," try, "Your editing skills could use some brushing up."
5. **Empathize by showing that you understand the problem or issue.** It will help the person being criticized accept the critique. For example, if someone has sent out sloppy work, say, "I know we work in a fast-paced environment; I sometimes have trouble slowing down long enough to check my own work, too."
6. **Use soft language and remember that suggestions are much easier to accept than criticism.** Try starting out with a kind remark and following with your suggestion for improvement. "I so enjoy your warmth when we talk one on one. Perhaps if you showed your team that same side of you, they'd be more willing to accept the changes you've initiated."
7. **Keep in mind that constructive criticism is actually helpful.** If someone sincerely wants to improve, hearing how to do so from a friend or superior can be a positive experience, especially if criticism is delivered in a caring and compassionate manner.
8. **Start and end the critique with a genuine compliment.** Everyone has good qualities. Take time to think of a positive way to begin the critique. Is the individual prompt? Does he or she always participate in meetings or learn new software applications quickly? And always end on a positive note such as "I know you can take this input and use it to improve our team's performance."
9. **Never deliver criticism when you are angry.** Anger and irritation often insult rather than help.
10. **Select your words carefully.** Don't repeat a criticism, and avoid the words *always* and *never*.
11. **Be clear.** It's bad enough to be receiving criticism. If it is vague, it won't be helpful.

12. **Practice your criticism delivery.** Make sure your tone of voice isn't sarcastic or edgy. Have good eye contact.

### Accepting Criticism

Just as important as delivering criticism is knowing how to accept it. By thinking about the following pointers, anyone can look at criticism in a dispassionate, positive way.

1. **Don't react immediately.** Give yourself a chance to calm down and think. Often an initial reaction is emotional rather than thoughtful.
2. **Try not to be defensive.** Consider the content of the critique. If you think of a criticism as being in your best interest, you can view it in a positive light. Thank the person for the input.
3. **Work on actually improving.** Facing a deficiency is part of life. You will be better for making the change.
4. **Look at a criticism as being about something you have done rather than who you are.** Doing so will allow you to react in a rational, gracious way.
5. **Take the high road.** Even if someone's delivery of a criticism is less than optimal, detach yourself from the critique. You do not have to be petty or rude even if you are treated without sensitivity.

Everyone is evaluated in the workplace, and inevitably, some of that evaluation will be a critique. Whichever side you are on—the giving or receiving end—practice is the best way to improve both delivering and responding to criticism.

## Body Language

Openness can be spot and reflected on our body movements, posture and face expressions. For this reason, it is important for an employee to be able to identify the characteristics of open and close body language during his/her communications both at work and in everyday life.

### Open Body Language

Openness begins with the face. The person's eyes are open wide, and focused on you; her eyebrows may be raised; her face is turned toward you. The person may be smiling, nodding, or otherwise signaling positive attitudes. The pupils of her eyes are large rather than small – but don't do yourself or others injury by trying to see them close up.

Next, his torso is turned toward you rather than away. His hands are open, his palms are open and turned toward you, and his torso is exposed rather than protected by his hands or arms.

Finally, look at the person's legs and feet. They can be open or crossed, and her feet can be pointed toward you or away from you. The former in both cases is open, the latter is more likely to be closed.

Overall, open people tend to move toward you, closed people away. The adjustments in space can be quite small, so observe closely.

### Closed Body Language

People with closed personalities are the ones with hidden motives. They tend to cross their arms, cross their legs, keep hands close to their body while speaking, and a one-tone voice.

#### Crossing of Arms

This stance gives the impression that you have already taken your decision and you are going to defend it no matter what. It's hostile and discourages discussion.

#### Crossing of Legs When Seated

Putting one leg over the other leg's knee is both a defensive and an aggressive message. It tells the person talking to you to not waste time explaining his points.

#### Arms in Front of Body

It is normally a sign of nervousness and can be seen in people who are either aspirants in an interview or first-time employees on their first day.

#### Crossing of Legs in Standing

It could either mean a relaxed frame of mind or an interest to have a conversation on a topic.

People crossing legs while standing like to share their knowledge on a particular subject.

## **2.3**

### **Toolkit**

#### **Adaptability. Openness.**

#### **(MOBILITY & ADAPT)**



### Tool 1: The net of friendship

It is a getting to know each other activity where participants will introduce themselves to the rest of the group. It is an introduction exercise so that participants relax and feel more comfortable within the group.	
Learning phase	<i>MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To enable participants to get to know the group</i></li> <li>• <i>To enhance the exchange of personal information between the participants</i></li> </ul>
Duration	<i>20 mins</i>
Implementation	<u>Please follow the instructions of the trainer.</u>

**Tool 2: Find someone**

<p>It is a getting to know each other activity where participants will introduce themselves to the rest of the group. It is an introduction exercise so that participants will learn more information about their teammates.</p>	
Learning phase	<i>MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To enhance the exchange of personal information between the participants</i></li> <li>• <i>To boost collaboration among the participants</i></li> <li>• <i>To build trust among the participants</i></li> </ul>
Duration	<i>8 mins</i>
Detailed description of the method Implementation	Please follow the instructions of the trainer.



### Tool 3: Secret stones path

It is a team building activity where participants have to collaborate to achieve a common goal.	
Learning phase	<i>MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To boost collaboration among the participants</i></li> <li>• <i>To build trust among the participants</i></li> </ul>
Duration	<i>12 mins</i>
Detailed description of the method /Implementation	Please follow the instructions of the trainer.

**Tool 4: Expectations – Fears – Personal contribution**

<i>You will be able to express their expectations, fears and personal contribution to the training path and its activities.</i>	
Learning phase	<i>For MOBILITY&amp;ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To explore the aim and objectives of the specific training path</i></li> <li>• <i>To express your expectations and fears regarding the training</i></li> <li>• <i>To identify your personal contribution in the successful development of the activities</i></li> </ul>
Duration	<i>20-25 mins</i>
Detailed description of the method /Implementation	Please follow the instructions of your trainer

**Tool 5: FOUR CORNERS**

The aim of this activity is appreciating different styles that people choose to operate at work and in life in general. This is an important aspect for understanding how someone can be an adaptable person when he/she is aware of the way he/she work and act in real life.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To identify their own style of acting</i></li> <li>• <i>To identify the characteristics of that particular style and its implications at work and in life</i></li> </ul>
Duration	<i>40 mins</i>
Detailed description of the method/ Implementation	<p>The theme of this activity is appreciating different styles.</p> <p>A reflection activity will follow.</p> <p>Please follow the instructions of your trainer</p>
Learning Settings	<p><i>Participants move around the room.</i></p> <ul style="list-style-type: none"> <li>- <i>Flipchart papers</i></li> <li>- <i>Markers</i></li> </ul>
Additional sources/ literature	<p>The exercise was extracted from here:</p> <p><a href="http://www.serviceandinclusion.org/conf/HSHT-Team-Building-Ice-Breaker-Manual-2008-09.pdf">http://www.serviceandinclusion.org/conf/HSHT-Team-Building-Ice-Breaker-Manual-2008-09.pdf</a></p>

### Tool 6: What is adaptability at work?

The aim of this activity is to explore adaptability at work, provide useful tips for participants and some theoretical framework regarding its aspects.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	<i>Up to 15</i>
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To define what is adaptability</i></li> <li>• <i>To identify its characteristics and its importance at work and in life</i></li> <li>• <i>To gain practical knowledge on how to implement adaptability at work</i></li> </ul>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of your trainer
Additional sources/ literature	<i>Theory pages 9-11</i>

**Tool 7: Personal approach to change**

This is an exercise to help the participants understand the way they perceive and react to changes at work	
Learning phase	<i>For MOBILITY and ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• To reflect on the way you perceive and react to changes at work</li> <li>• To identify similarities and differences on the way other people perceive changes and react to them</li> </ul>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	<p>You will reflect about a specific change you've been through recently and respond to a number of questions.</p> <p>Please follow the instructions of your trainer</p>
Additional sources/ literature	<p><i>The exercise was extracted from:</i></p> <p><a href="https://www.ccl.org/articles/leading-effectively-articles/learn-to-adapt/">https://www.ccl.org/articles/leading-effectively-articles/learn-to-adapt/</a></p>

**Tool 8: Real Scenarios**

<p>The aim of this exercise is to familiarize participants with scenarios of unexpected situations at work. In this way, you will be able to propose collectively alternative solutions by placing themselves as part of the scenarios.</p>	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To identify the problem in a given scenario and propose substantiate solutions</i></li> <li>• <i>To develop the skill of adaptability by reacting to unexpected scenarios</i></li> </ul>
Duration	<i>25 mins</i>
Detailed description of the method/ Implementation	<p><i>In this exercise, you will propose possible and realistic solutions to given scenarios.</i></p> <p><i>Please follow the instructions of your trainer</i></p>
Learning material  (to be developed/ provided)	<i>See handout in your Workbook</i>
Additional sources/ literature	<p><i>The scenarios were extracted by the following websites:</i></p> <ul style="list-style-type: none"> <li>• <a href="https://everydayinterviewtips.com/how-to-deal-with-unexpected-workplace-problems/">https://everydayinterviewtips.com/how-to-deal-with-unexpected-workplace-problems/</a></li> <li>• <a href="https://www.thebalance.com/dealing-with-a-crisis-at-work-526251">https://www.thebalance.com/dealing-with-a-crisis-at-work-526251</a></li> <li>• <a href="https://www.forbes.com/sites/kevinkruse/2016/04/18/dealing-with-the-unexpected-at-work/#6e51145b7f3f">https://www.forbes.com/sites/kevinkruse/2016/04/18/dealing-with-the-unexpected-at-work/#6e51145b7f3f</a></li> <li>• <a href="https://www.fastcompany.com/3043067/how-to-handle-five-of-the-most-difficult-office-problems">https://www.fastcompany.com/3043067/how-to-handle-five-of-the-most-difficult-office-problems</a></li> </ul>

### Tool 9: Can do company

This exercise will force participants to be flexible, communicate, and work together. This will only be possible if they trust in each other's commitment to the company.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To develop your adaptability skills</i></li> <li>• <i>To communicate effectively</i></li> <li>• <i>To react fast to unexpected situations</i></li> </ul>
Duration	<i>40 mins</i>
Detailed description of the method/ Implementation	You will have to work in groups and follow the instructions of your trainers to accomplish certain tasks

**Tool 10: Examples of adaptability?**

This exercise provides tangible examples of practices which show flexibility at work. You will provide argumentation on whether these practices are examples of adaptability, whether they agree or have some doubts.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To evaluate practices of adaptable behaviour at work</i></li> <li>• <i>To provide argumentation and example for justifying your opinion</i></li> <li>• <i>Provide other examples of adaptability at work</i></li> </ul>
Duration	<i>25 mins</i>
Detailed description of the method/ Implementation	You will discuss in groups about the examples given, and provide new ones based on your personal experience.
Learning material (to be developed/ provided)	<i>See Handout in your Workbook</i>
Additional sources/ literature	<p><i>Examples were extracted by:</i></p> <p><a href="https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699">https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699</a></p>

**Tool 11: Practical tips for settling into your new country**

The aim of this session is to identify elements that make you feel comfortable in a foreign country/environment. The facilitator will also provide practical tips for settling into a new country.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• To identify things that make you feel comfortable in a foreign country/environment</li> <li>• To gain practical knowledge on how to settle into a new country</li> </ul>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	You will reflect on things that make you feel comfortable in a foreign country and how they can pursue them
Learning material (to be developed/ provided)	<i>See theory pages 10-11</i>
Additional sources/ literature	<p><i>The source of the practical tips is:</i></p> <p><a href="https://www.expatica.com/nl/moving-to/Top-tips-for-moving-abroad-and-settling-in-701413.html">https://www.expatica.com/nl/moving-to/Top-tips-for-moving-abroad-and-settling-in-701413.html</a></p>

**Tool 12: Reflection**

<p>The aim is to reflect on the learning process, the knowledge and skills developed and suggest improvement and strong points.</p>	
Learning phase	<i>For MOBILITY &amp; ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>- To reflect on the process you experienced</li> <li>- To identify personal strengths and weaknesses</li> <li>- To evaluate the process</li> </ul>
Duration	<i>15 mins</i>
Detailed description of the method/ Implementation	<p>There are two parts:</p> <p>A. One for closing the first day of the training</p> <p>B. One for closing the whole training programme (MOBILITY or ADAPT)</p> <p>There are also evaluation questionnaires to be filled in</p>



### Tool 13: Energiser “Find your pair”

A quick energiser with the participants so as to alert them and fill them with positive energy.	
Learning phase	<i>For MOBILITY &amp; ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To provide the participants with positive energy</i></li> </ul>
Duration	<i>15 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of your trainer

**Tool 14: Active listener**

A story-telling activity that forces participants to communicate about anything except themselves.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>- <i>To improve your communication skills to focus less on self and more on others</i></li> <li>- <i>To develop the skill of active listening</i></li> <li>- <i>To practice creativity (around communication techniques)</i></li> </ul>
Duration	<i>20 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of your trainer
Additional sources/ literature	This exercise was included in the book "Quick Team-Building Activities for busy managers" by Brian Cole Miller

**Tool 15: Active listener – Part 2**

The learner will gain an awareness of the importance of how things are said and the different messages that can be conveyed.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>Participants:</i> <ul style="list-style-type: none"> <li>- <i>To develop the skill of active listening</i></li> <li>- <i>To acquire techniques related to active listening</i></li> </ul>
Duration	<i>45 mins</i>
Detailed description of the method/ Implementation	You will in groups and decide who will be the active listener, who will role-play the scenario, and who will be the observer.
Learning material  (to be developed/ provided)	<i>Use the theory from pages 21-22</i>  <i>Handout with scenarios (see Workbook)</i>
Additional sources/ literature	<p>The scenarios were extracted from here:  <a href="http://www.scr911.org/">http://www.scr911.org/</a></p> <p>The techniques from here:  <a href="https://www.mindtools.com/CommSkill/ActiveListening.htm">https://www.mindtools.com/CommSkill/ActiveListening.htm</a></p>

## Tool 16: How to Build Trust in Your Organization

<p>This video explores how managers can build positive relations in their company, and more specifically, in relation to open communication and trust. Five ways of building and maintaining trust in the workplace are presented, namely: a) be congruent, b) be reliable, c) take ownership, d) listen for understanding, e) solicit and share feedback.</p>	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>- <i>To explore the links between open communication and trust.</i></li> <li>- <i>To discuss the five dimensions of trust presented</i></li> </ul>
Duration	<i>40 mins</i>
Detailed description of the method/ Implementation	You will watch the video “How to Build Trust in Your Organization” (3:12) and follow the instructions of your trainer
Additional sources/ literature	The video can be found here <a href="https://www.youtube.com/watch?v=Awpzz-clb_c">https://www.youtube.com/watch?v=Awpzz-clb_c</a>

**Tool 17: Find your way through darkness**

The aim of the exercise is to build trust among the participants. Trust is a key element for being an open-minded person.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>- <i>To build the filling of trust among the participants</i></li> <li>- <i>To identify the relation between openness and trust</i></li> </ul>
Duration	<i>20 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of your trainer
Additional sources/ literature	<p>Exercise retrieved from:</p> <p><a href="http://www.ventureteambuilding.co.uk/traverse-an-obstacle-course/">http://www.ventureteambuilding.co.uk/traverse-an-obstacle-course/</a></p>

**Tool 18: How open-minded you are?**

The aim of this exercise is for participants to explore how open-minded they are.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>- <i>To improve their skill of openness</i></li> <li>- <i>To identify elements in their personality that need be developed more regarding openness</i></li> </ul>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	<p>You write down 20 things you could be wrong about in life and reflect on some specific aspects.</p> <p>Please follow the instructions of your trainer.</p>
Additional sources/ literature	<p>This exercise was extracted by:</p> <p><a href="http://www.levelup.sexy/2017/05/12/exercise-will-make-open-minded-20-minutes/">http://www.levelup.sexy/2017/05/12/exercise-will-make-open-minded-20-minutes/</a></p>

**Tool 19: Your Action Plan for Handle Criticism in life and at work**

Presentation by the facilitator – Practical tips for employees and employers	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>Participants:</i> - <i>To gain practical knowledge on the first steps for handling criticism at work</i>
Duration	<i>10 mins</i>
Detailed description of the method/ Implementation	<i>Please allow the presentation by the trainer</i>
Additional sources/ literature	Use the theory from pp. 23-24

**Tool 20 – Time for giving and handling criticism!**

This exercise is a role play where participants will develop their skills on giving and handling with criticism	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>Participants:</i>  - <i>To develop your skills on giving and handling with criticism</i>
Duration	<i>45 mins</i>
Detailed description of the method/ Implementation	<i>It's a role-playing exercise for your to practice on how to give and receive feedback and criticism.</i>
Learning material  (to be developed/ provided)	<i>Handout (see workbook)</i>
Additional sources/ literature	This exercise was included in <a href="https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/pdfs/social.interact.LINC7/09.being_assertv_criticism.pdf">https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/pdfs/social.interact.LINC7/09.being_assertv_criticism.pdf</a>

## Tool 21 – Body Language - How to Spot Openness

Role play where participants will practice and develop their body language skills for showing openness	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>Participants:</i> - <i>To practice and develop your body language skills for showing openness</i>
Duration	<i>35 mins</i>
Detailed description of the method/ Implementation	<i>Role play with scenarios</i>  <i>Please follow the instructions of the trainer</i>
Learning material  (to be developed/ provided)	<i>Handout (see workbook)</i>  <i>See also theory from p. 25</i>
Additional sources/ literature	The information was retrieved from:  <a href="https://www.tutorialspoint.com/body_language/body_language_open_closed.htm">https://www.tutorialspoint.com/body_language/body_language_open_closed.htm</a>  <a href="https://www.forbes.com/sites/nickmorgan/2011/09/08/body-language-quick-takes-how-to-spot-openness/#14f8e5095b14">https://www.forbes.com/sites/nickmorgan/2011/09/08/body-language-quick-takes-how-to-spot-openness/#14f8e5095b14</a>

**Tool 22 - Getting to know each other!**

The aim is to enable participants to get to know the group	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To enable participants to get to know the group</i></li> <li>• <i>To enhance the exchange of personal information between the participants</i></li> </ul>
Duration	<i>20 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of the trainer

**Tool 23 – Find me!**

The aim is to enable participants to get to know the group	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To enable participants to get to know the group</i></li> <li>• <i>To enhance the exchange of personal information between the participants</i></li> </ul>
Duration	<i>15 mins</i>
Detailed description of the method/ Implementation	<p>You will receive a list of questions. To answer them, you should ask the help of another participant and every question requires a different person.</p> <p>Please follow the instructions of the trainer</p>
Learning material  (to be developed/ provided)	<i>Handout in your Workbook</i>
Additional sources/ literature	<p><i>This exercise was extracted from</i></p> <p><a href="https://www.icebreakers.ws/get-to-know-you/icebreaker-questions.html">https://www.icebreakers.ws/get-to-know-you/icebreaker-questions.html</a></p>

## Tool 24: The Human Knot

It is a team building activity where participants have to collaborate to achieve a common goal.

Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"><li>• <i>To boost collaboration among the participants</i></li><li>• <i>To build trust among the participants</i></li></ul>
Duration	<i>10 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of the trainer

**Tool 25 – Consultants**

An activity that allows participants to give each other advice on how to handle work problems and develop acceptance and openness to advices from others.	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To practice on generating creative ideas for dealing with work issues</i></li> <li>• <i>To appreciate the help of other in problem solving</i></li> </ul>
Duration	<i>25 mins</i>
Detailed description of the method/ Implementation	Please follow the instructions of the trainer
Additional sources/ literature	This exercise was included in the book “Quick Team-Building Activities for busy managers” by Brian Cole Miller

**Tool 26 – The Give and Take of Criticism: Role-Playing Exercises**

This exercise is a role play where participants will develop their skills on giving and handling with criticism	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To develop their knowledge on how to give and receive criticism</i></li> <li>• <i>To develop the skill for giving and handling with criticism</i></li> </ul>
Duration	<i>50 mins</i>
Detailed description of the method/ Implementation	<p><i>Each participant will play the role of one who criticizes, who receives the criticism, or who evaluates the "actors."</i></p> <p><i>Please follow the instructions of the trainer</i></p>
Learning material (to be developed/ provided)	<p><i>See theory pages 23-24</i></p> <p><i>See handout in Workbook</i></p>
Additional sources/ literature	<p>This exercise was developed by Janet Mizrahi:</p> <p><a href="https://www.cengage.com/bcomm/guffey/newsletter/archives/2010-11/10113.html">https://www.cengage.com/bcomm/guffey/newsletter/archives/2010-11/10113.html</a></p>

## Tool 27: The Anxiety Balance Sheet

<p>This exercise aims to increase participants' understanding on how to deal with anxiety when an unexpected event occurs and reflect on the level of control they exert over this problem. As a result, you will increase the skill of stress management so as to be able to adapt in unexpected situations.</p>	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To improve your control in stressful situations</i></li> <li>• <i>To improve your adaptability in unexpected situations through stress management</i></li> </ul>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	<p><i>Many times uncertainty and powerlessness create anxiety at work.</i></p> <p><i>This exercise will help you work on handling stress during unexpected situations</i></p> <p>Please follow the instructions of the trainer</p>
Additional sources/ literature	<p>This exercise was retrieved from</p> <p><a href="https://www.huffingtonpost.com/chip-conley/mastering-the-anxiety-equ_b_1101702.html">https://www.huffingtonpost.com/chip-conley/mastering-the-anxiety-equ_b_1101702.html</a></p>

**Tool 28 - Stress Management Techniques**

Presentation of stress management techniques & Group discussion	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To gain practical knowledge on stress management techniques</i></li> <li>• <i>To identify practical examples at work and relate them with those techniques</i></li> </ul>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	<i>A discussion on stress management techniques will be encouraged in plenary with personal examples from participants.</i>
Learning material (to be developed/ provided)	- <i>See theory pages 18-20</i>
Additional sources/ literature	This theoretical part was retrieved by <a href="https://www.silvercloudhealth.com/blog/article/top-5-stress-management-techniques">https://www.silvercloudhealth.com/blog/article/top-5-stress-management-techniques</a>

**Tool 29 - Deal with the unexpected!**

This exercise will help participants deal with anxiety during unexpected situations through real scenarios at work	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• To deal with anxiety during unexpected situations</li> <li>• To develop your adaptability to unexpected situations at work</li> </ul>
Duration	<i>45 mins</i>
Detailed description of the method/ Implementation	<p><i>You will reflect on given scenarios and try to come up with alternatives on how to solve the issue.</i></p> <p><i>Please follow the instructions of the trainer.</i></p>
Learning material (to be developed/ provided)	- <i>Handout with scenarios (see workbook)</i>
Additional sources/ literature	The scenarios were extracted by <a href="https://www.dailyworth.com/posts/2577-5-stressful-work-situations-mdash-and-how-to-cope">https://www.dailyworth.com/posts/2577-5-stressful-work-situations-mdash-and-how-to-cope</a>

**Tool 30 - Identifying Your Cultural Baggage**

An exercise for understanding cultural differences at work and adapt accordingly.	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To identify cultural differences in every day practices</i></li> <li>• <i>To embrace cultural difference so as to be open-minded and adapt easier in a foreign working environment</i></li> </ul>
Duration	<i>1 hour</i>
Detailed description of the method/ Implementation	<p><i>“Your cultural baggage is like a suitcase that contains all your beliefs, values, biases, prejudices, and – in some cases – even your habits. It makes up a big part of who you are, how you work, and what you feel comfortable with, as well as what you don't. It's your cultural baggage that can make you feel uncomfortable, frustrated, and even fearful when exposed to a culture that's foreign to you.</i></p> <p><i>To become culturally competent, it's critical that you become aware of your own cultural baggage, and unpack the "items" that are holding you back from the skills you need in a diverse workplace”</i></p> <p>You will reflect on a number of questions based on your personal experiences.</p> <p><i>Please follow the instructions of the trainer.</i></p>
Additional sources/ literature	<p>This exercise was developed by</p> <p><a href="https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm">https://www.universalclass.com/articles/business/handling-cultural-differences-in-the-workplace.htm</a></p>

### Tool 31 - Before and during the TLM – My experience

This is an exercise for you to reflect on the necessary aspects for adapting in a new foreign environment	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• <i>To identify the necessary conditions for someone to feel at home in a foreign country (on a personal level)</i></li> <li>• <i>To prioritise those conditions and propose ways to achieve them while living in a foreign country</i></li> </ul>
Duration	<i>40 mins</i>
Detailed description of the method/ Implementation	<i>Please follow the instructions of the trainer.</i>
Additional source	<i>Created by Eurosuccess Consulting</i>

**Tool 32 - New job, new culture, new people**

This is an exercise for you to reflect on positive and negative aspects related to culture, rules, multiculturalism, etc. in their new foreign environment	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>• To identify positive and negative aspects related to culture, rules, multiculturalism, etc. in their new foreign environment</li> <li>• To propose tangible ways for adapting to them and/or adjust them to individual needs and habits</li> </ul>
Duration	<i>40 mins</i>
Detailed description of the method/ Implementation	<i>Please follow the instructions of the trainer.</i>
Additional source	<i>Created by Eurosuccess Consulting</i>

### Tool 33 - Strategies to Achieve a Work-Life Balance

A self-reflection session where you will identify problems (at work and in private life) and propose solutions for balancing life and work.	
Learning phase	<i>For ADAPT</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li><i>To identify problems (at work and in private life) and propose solutions the two</i></li> </ul>
Duration	<i>40 mins</i>
Detailed description of the method/ Implementation	<p><i>The exercise will be delivered individually by each participant. It's a self-reflection session which participants might not want to share personal things.</i></p> <p><i>Please follow the instructions of the trainer.</i></p>
Learning material (to be developed/ provided)	<p><i>See theory pages 13-17</i></p> <p><i>See relevant handout in your Workbook</i></p>
Additional sources/ literature	<p>This exercise was developed by</p> <p><a href="http://www.industryweek.com/leadership/12-key-strategies-achieving-work-life-balance">http://www.industryweek.com/leadership/12-key-strategies-achieving-work-life-balance</a></p>

### Tool 34 – Elements for a good adaptation

The participants will identify traits, skills and competences necessary for proper adaptation to a new cultural environment based on their personal experiences.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>- <i>Identify personality traits, skills and competences necessary for proper adaptation to a new cultural environment</i></li> <li>- <i>Assess their level of acquisition of those skills, traits and competences</i></li> <li>- <i>Develop a short guide for other employees with a list of those elements</i></li> </ul>
Duration	<i>60 mins</i>
Detailed description of the method/ Implementation	<p>You will be grouped in groups of 4-5 people and try to elaborate a list of personality traits, skills and competences necessary for proper adaptation to a new cultural environment and explain why they are important.</p> <p><i>Please follow the instructions of the trainer.</i></p>
Additional sources/ literature	This exercise was developed by Eurosuccess Consulting

**Tool 35 – Build a tower**

This exercise is related to change management	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>You will learn how to cope with unexpected changes</i>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	<i>Please follow the instructions of the trainer for a collective activity</i>
Additional sources/ literature	This exercise was developed by Eurosuccess Consulting

**Tool 36 – Your reaction to something different**

This exercise deals with openness in new cultures, habits, traditions, etc.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>Participants will develop their openness in new cultures, habits, traditions, etc.</i>
Duration	<i>45 mins</i>
Detailed description of the method/ Implementation	<i>You will watch short videos with customs of different European or non-European countries or any other unusual traditions, food, etc. and you will reflect on a number of questions provided by the trainer.</i>
Additional sources/ literature	This exercise was developed by Eurosuccess Consulting

### Tool 37 – Identify the stereotypes

This exercise is a role-play that deals with openness in new people and cultures.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
Effective number of participants	Up to 15
Learning aims/ effects. Addressed descriptors	<i>This role-play will help you identify stereotypes and misconceptions about other cultures or professions, develop their empathy to other people and improve their skill of being open and receptive.</i>
Duration	<i>50 mins</i>
Detailed description of the method/ Implementation	<i>It is a role-playing exercise. Please follow the instructions of the trainer.</i>



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# **Module 3**

## **Optimism**

### **Emotional Stability**

### **(MOBILITY & ADAPT)**

## Content

3.0 Short introduction into the Optimism and Emotional Stability module (MOBILITY & ADAPT)

3.1 The aims of the MOBILITY & ADAPT Training.

3.2 Optimism and Emotional Stability (Theoretical Part) MOBILITY & ADAPT

3.3 Tools for practical exercises

Tool 1 – VIA character strengths

Tool 2 – Best possible self

Tool 3 – Goal Setting – obstacles and workarounds

Tool 4 – Three good things

Tool 5 – My ABCDEs

Tool 6 – Emotional regulation questionnaire

Tool 7 – Emotional regulation Worksheet

Tool 8 – STOPP

Tool 9 – A difficult situation. “Did I have control”?

Tool 10 – Mindful listening

Tool 11 – The daily vacation

Tool 12 –Physical exercise

### 3.0 Introduction

The present chapter aims at providing clear guidelines to trainers for delivering the Training Programme in Optimism and Emotional Stability to prepare individual EU citizens / workers for transnational labour mobility and to enhance their adaptation in a foreign workplace. It serves as a handbook, containing theoretical contents, methodological guidelines, practical exercises and additional materials. Each trainer is free to decide whether to use the whole material or just a part of it.

The section is divided into 3 subchapters:

- Introduction to the training module (MOBILITY & ADAPT)
- Theoretical Part
- Tools for Practical Exercises

The module is designed for individuals interested in transnational labour mobility, both planning to work abroad and individuals being already abroad.

In this training path, we will focus on the traits optimism and emotional stability, two traits that can work as protective factors against stress and anxiety, common among new expat employees. A brief introduction of these traits can be found below.



### 3.1.1 The aims of the MOBILITY & ADAPT Training.

The aim of the MOBILITY Programme (Module 3) is the preparation of persons that are interested in work related migration to another EU member country.

The training before departure mainly provides basic skills and knowledge for the development of soft skills in the areas of optimism and emotional stability. The MOBILITY path provides the basics for the further development of personal and social competences for successful integration in an unknown social and work environment abroad. It is recommended to complete it with individual counselling and professional career guidance.

The aim of the ADAPT path is the implementation in foreign work/social environment (host country) for adaptation of individuals/employees in a new working and living context. The ADAPT path further takes into account first practical integration experience abroad. This path is composed of group coaching sessions designed to teach newcomers how to improve their emotional stability in order to face the challenges of their new life, which is, more often than not, stressful.

Completing both training paths is recommended in order to be prepared for both phases of transnational labour mobility.

The training programme is structured according to the model of 80:20, e.g. 80% of practical exercise and 20% of theoretical instruction.

The proposed teaching methods include: psychoeducation, individual and group work, work in pairs, group discussion.

#### **Main aims of the proposed training path:**

The main aims of the proposed training path are as follows:

- Improving the ability of setting feasible, long term goals and persevering until they are met,
- Maintaining high-level effort, by making the end goal attainable,
- Viewing professional drawbacks as obstacles that can be surpassed, or problems that can be solved,
- Learning how to deal with adverse situations at work in a logical manner.

The training path concerns personality traits optimism and emotional stability which are connected with each other



### **Descriptors of Optimism and Emotional Stability**

Optimism:

- I am positive of my future in another country.
- I believe that my ambitions and objectives are achievable.
- I know the steps I need to take to achieve them.
- I believe everything will go my way.

Emotional Stability:

- I can comfortably handle risk and uncertainty.
- I know how to cope with changing circumstances.
- I am relaxed when coping with difficulties.
- I can cope with all difficulties without any stress

### **Learning objectives**

By the end of the training, trainee will be able to:

- understand what optimism is, where it comes from and how to build and maximise own optimism in a foreign environment
- understand the character trait of emotional stability and how to maintain and improve it in a foreign environment
- analyse adverse situations and consider their control over these situations
- visualize goals and define clear paths to achieve them
- practice putting emotions into a different, more logical perspective
- shift their attention from negative events to positive
- find out character strengths and utilise them in different ways
- make personal time daily and savour recreational activities
- identify pessimistic thoughts, and
- dispute, disengage from, or distance themselves from said pessimistic thoughts.

### **Target group of the training:**

- individuals interested in transnational labour mobility, planning to work abroad.
- individuals who have recently started working abroad.

## **3.2**

# **Optimism and Emotional Stability (theoretical part) (MOBILITY & ADAPT)**

## What is Optimism

One dispositional trait that appears to mediate between external events and a person's interpretation of them is optimism. This trait includes both little optimism (e.g., "I will find a convenient parking space this evening") and big optimism (e.g., "Our nation is on the verge of something great"). Christopher Peterson (2000) considers optimism to involve cognitive, emotional, and motivational components. People high in optimism tend to have better moods, to be more persevering and successful, and to experience better physical health.

Michael Scheier and Charles Carver (1992) have studied a personality variable they identify as dispositional optimism: the global expectation that good things will be plentiful in the future and bad things, scarce. Scheier and Carver's overriding perspective is in terms of how people pursue goals, defined as desirable values. To them, virtually all realms of human activity can be cast in goal terms, and people's behavior entails the identification and adoption of goals and the regulation of actions vis-a-vis these goals. Therefore, they refer to their approach as a self-regulatory model (Carver & Scheier, 1981).

Optimism enters into self-regulation when people ask themselves about impediments to achieving the goals they have adopted. In the face of difficulties, do people nonetheless believe that goals can be achieved? If so, they are optimistic; if not, they are pessimistic. Optimism leads to continued efforts to attain the goal, whereas pessimism leads to giving up.

## What is Emotional Stability

Emotional stability, as one of the factors of the five-factor model of personality, is positively related to job performance and creativity, as well as management performance (Rothmann & Coetzer, 2003). Individuals with high emotional stability are more calm, secure, well-adjusted and low in anxiety. They are better able to handle negative situations without being overwhelmed emotionally. A person who has a high level of emotional stability is preferred in most professions because they have more control over their emotions at work. Employees with low emotional stability may be more easily distracted from their work, by deadlines, personal situations, and pressure. Similar to individuals with low optimism, persons with low emotional stability are more likely to focus on the obstacles along the way and lose focus on their long-term goals.

Individuals high in emotional stability reap more general benefits, as they tend to be overall happier and more satisfied with life. In a meta-analysis of the relationships between different personality constructs and subjective well-being, DeNeve and Cooper (1998) found that emotional stability was the strongest predictor of both happiness and life satisfaction.

## Topics important to develop optimism and emotional stability

International research has identified a number of topics as important in order to the support emotional stability and optimism of individuals. These topics are the following:

### Topic 1: Finding your character's strengths

The field of positive psychology, and the comprehensive study of character strengths more specifically, is a new initiative for psychological research, but one that has engaged an increasing number of researchers and practitioners. Strengths of character – for example, hope, optimism, creativity, vitality – have been the subject of research attention for many years, but have been treated separately, as unrelated individual difference variables. However, the arrival of the positive psychology movement has led to the viewpoint that strengths can be studied as a collective unit that shares important defining features and can be understood in relation to each other as part of a larger defining background.

Identifying said strengths can be used by individuals in multiple ways. Positive psychological functioning and positive resources (e.g., flow, gainful employment, hope, optimism, resilience, character strengths) have been proven to have a beneficial influence on job-related aspects such as job satisfaction (see, e.g., Hakanen et al. 2008; Hodges and Clifton 2004; Snyder and Lopez 2007; Vansteenkiste et al. 2007; Youssef and Luthans 2007). Also, the interest in positive organizational behaviour has risen (e.g., Luthans and Avolio 2009). Peterson and Park (2006) summarize findings with the VIA-IS in the context of work and claim that the correlations of the scale with life- and work satisfaction across various occupational types converged well. Typically, it is the same strengths that yield the numerically highest (i.e., curiosity, gratitude, hope, love, and zest) and lowest (e.g., modesty, love of learning) correlation coefficients with life- and work satisfaction. In a study with cadets in the US Military, the strength of hope predicted adherence to the service, whereas love predicted accomplishments as a leader. Students who possess the strengths of persistence, prudence and love earn better grades, even when controlled for ability (see Peterson and Park 2006; Matthews et al. 2006). Two recent studies on character strengths at work found that curiosity, zest, hope, gratitude, and religiousness were associated with work satisfaction across different occupations (Peterson et al. 2010) and that zest was associated with both greater life- and work satisfaction (Peterson et al. 2009). Overall, it has been shown that character matters in work life. It is therefore expected that, at a general level, greater expression of character strengths relates to positive work attitudes and positive work-related behaviour and experience patterns.

The VIA Inventory of Strengths (VIA-IS) is a 240-item measure of character strengths, with each of 24 character strengths assessed by 10 items. The inventory is typically administered online, with an administration time of around 30–40 min. Participants are instructed to answer each item in relation to “whether the statement describes what you are like”, and responses are fully anchored on a five-point Likert scale from (1 = very much unlike me; 5= very much like me).

## **Topic 2: Visualizing future goals**

Optimism is generally considered to be a personality trait. The most well-known conceptualization is provided by Scheier and Carver (1982) who defined optimism as a general and global positive expectancy of the future. Peterson et al. (1982) defined optimism in terms of explanatory style. According to this conceptualization, optimists attribute negative events to external factors, and as being temporal/unstable and local, whereas pessimists attribute negative events to internal factors, and consider these as long-lasting/stable and global. For positive events, the reverse pattern of attribution styles is found for optimists and pessimists. By employing an optimistic explanatory style, negative situations become deflated and less significant in determining future cognition and behavior whereas positive situations become inflated and more significant in determining future cognition and behavior. Although many studies conducted so far deliver converging evidence of optimism being related to desirable psychological and physical factors, most of them utilize cross-sectional or longitudinal correlational designs. This makes it impossible to ascertain whether optimism is actually a cause for these desirable factors, a result from them or whether both are dependent on a third factor. In order to investigate and establish the causal relationships between optimism and various beneficial outcomes, controlled experiments, in which optimism is directly manipulated, are needed.

Peters et al. (2010) used the so called “best possible self” (BPS) manipulation, a positive future thinking technique based on the work of King (2001). A BPS exercise requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way. Over the past years, writing about and imagining a BPS has repeatedly been demonstrated to increase people’s mood and well-being (King, 2001; Peters et al., 2010; Sheldon & Lyubomirsky, 2006). Peters et al. (2010) provided evidence that writing about and imagining a BPS can also increase optimism in terms of expecting favorable outcomes. This effect was independent from the effect on mood that was simultaneously increased by the manipulation.

## **Topic 3: Goal setting and obstacle overtaking**

### **Hope Theory**

The C. R. Snyder et al. (1991) conceptualization of hope is known as Hope Theory. During the past two decades, Hope Theory has been the most extensively utilized model of hope in the psychology research literature. According to this model, hope is a cognitive, goal-directed phenomenon. Goals are defined as the targets of mental action sequences, and all purposive behavior is said to be goal-directed (Snyder 1994, 2000; Snyder et al. 1999). As such, goals can vary widely in size and difficulty of attainment, with some consisting of mundane, easy-to-achieve objectives and others requiring years or even decades to achieve.

Within this context, hope consists of two interrelated cognitive components: pathways thinking and agency thinking. The first component of hope, pathways thinking, reflects the perceived capacity to generate cognitive routes to one’s goals. People engage in pathways thinking when

they plan ways to reach their objectives. It is important to stress, however, that the subjective experience of hope is not necessarily dependent upon individuals actually having charted concrete pathways to goals, but upon a perception or belief that pathways could be produced if desired (Snyder et al. 1999).

The second component of hope, agency thinking, is defined as “the thoughts that people have regarding their ability to begin and continue movement on selected pathways toward those goals” (Snyder et al. 1999, p. 180). Such cognition of agency motivates and keeps individuals focused in their pursuit of goals. The combination of agency and pathways thinking is theorized to lead individuals to actively pursue their goals (Snyder 1994).

### **Hope Intervention**

The hope intervention used consists of a single, 45-min session. The agenda of the session will be as follows: (1) the choosing of a personal goal, (2) psychoeducation regarding hope, (3) a hope-based goal mapping exercise, and (4) the hope visualization exercise.

At the beginning of the session, trainees will be asked to choose a goal that they would like to accomplish within the next 6 months. They will be encouraged to choose any goal that seems personally relevant to them. They then will write this goal down.

Second, 10 min of the intervention will be dedicated to teaching participants about the components of hope. Topics include the definition of hope, the importance of setting clear, concrete goals, and tips regarding the generation of pathways and agency. This section of the intervention will be didactic in nature, consisting mainly of lecture, though participants were invited to ask questions at any time.

Third, participants will be guided through a 20-min “goal mapping” exercise. In this exercise, they will engage in proactive hope-based planning by filling out a worksheet addressing the components of hope theory. They will write down their goal on the right side of the page. To the left of this goal, running across the page, they will write down three steps that they could take along their pathway to achieving this goal. Next to each of these steps, they will write an obstacle that possibly could hamper their ability to take the step as well as an alternative pathway around the obstacle. They also will write down personal strengths that could assist them in maintaining their agency through the process of goal pursuit.

Last, using the worksheet they created as a guide, trainees will undergo the hope visualization exercise. In this 20-min exercise, participants will be verbally guided to close their eyes and imagine taking each step on their mapping worksheet, encountering each obstacle listed, and motivating themselves to circumnavigate each obstacle. An important aspect of this exercise is its realism; thus, participants will be instructed to make the visualization as vivid as possible. Verbal prompts will encourage participants to experience the visualization using all five senses.

At the end of this exercise, they will be guided to see themselves accomplishing their goal and feeling the positive emotions and increased agency that result.

#### **Topic 4: Shifting focus to positive events**

Optimism and hope are positively correlated with, and are associated with, physical and mental health as reported by a variety of measures including self-reported health, subjective well-being, positive mood, effective coping, and health-promoting behaviour (Carr, 2004). By implementing "the three good things in life" exercise the results suggest that one may be able to increase optimism and hope. Along with these benefits, it may also be possible to gain the added benefit of increasing one's resilience. Hope and optimism are important constructs in positive psychology and may benefit a person's emotional and physical well-being because they have been related to the ability to plan pathways to desired goals despite obstacles, and motivation to use these pathways (Snyder, 2000). Furthermore, hope is related to resilience because encountering barriers, planning ways around them, and then actively executing these plans is pivotal for the creation of hope and overcoming these barriers and adversities is resilience (Snyder, 2000).

#### **Topic 5: Identifying and Disputing Pessimistic Thoughts**

Pessimistic cognitive styles can be altered through various cognitive training techniques. The most popular method is the ABC model. The ABC technique was developed by Dr. Albert Ellis (1962) and is used in Rational Emotive Behaviour Therapy (REBT). Martin Seligman elaborated on this technique in his book 'Learned Optimism' by adding a further two steps; D and E. This method encourages optimistic thinking by recognizing and then disputing pessimistic reasoning.

Evidence supports the use of this technique for increasing optimism. A study by Quayle et al (2001) examined the effect of an optimism program on depressive symptoms in preadolescence. Participants were given an optimism intervention, incorporating Ellis's ABC technique, designed to identify, evaluate and challenge negative thoughts, and to make more optimistic, but still realistic interpretations of everyday problems. Students in the intervention program reported greater optimism and fewer depressive symptoms at a 6-month follow-up, when compared with students in the control group. This provides evidence that you can learn to be more optimistic and this can have subsequent positive benefits in your life.

Further to this, Cunningham et al. (2002) examined the effectiveness of a universal school-based prevention program that was designed to teach optimistic thinking skills. Results showed that, in comparison to control groups, children who participated in the program reported significant improvements in coping efficacy and reductions in depressive attributions. These findings support the feasibility of implementing low-cost programs in school settings to address the emotional health of young people and can be extended to low-cost programs in the professional setting.

## **Topic 6: Emotion regulation strategies**

Cognitive reappraisal is a form of cognitive change that involves interpreting a potentially emotion-eliciting situation in a way that changes its emotional impact (Lazarus & Alfert, 1964). For example, during an admissions interview, one might view the give and take as an opportunity to find out how much one likes the school, rather than as a test of one's worth. Reappraisal is one of the most commonly used emotion regulation strategies, and greater reappraisal use is associated with greater positive affect, greater well-being, diminished negative affect and fewer depressive symptoms (Gross and John, 2003). Behavioural studies instructing adults to use reappraisal have shown that it can be used effectively to modulate several aspects of emotional responding, including self-reported negative and positive affect (Gross, 1998; Giuliani et al., 2008; Kober et al., 2010), peripheral physiology (Ray et al., 2010), neural indicators of emotional responding (Schaefer et al., 2002; Ochsner et al., 2004; Hajcak and Nieuwenhuis, 2006; Urry et al., 2006; Kim and Hamann, 2007) and economic decisions thought to be influenced by affect (Sokol-Hessner et al., 2009; van't Wout et al., 2010).

Reappraisal also involves representing the mental states of the self and others (as one attends to one's own emotional state or rethinks those of others during the reappraisal process; Ochsner et al., 2004; Ochsner et al., 2009). Although reappraisal is largely considered a cognitive regulatory skill, it is possible that developmental changes in these social processes, like representing another's mental state, are just as important in supporting reappraisal ability. These processes typically engage a network of regions centred on the medial prefrontal cortex (mPFC), and also includes the posterior cingulate cortex, superior temporal sulcus and the temporal poles. These regions are thought to support the ability to attribute mental states to the self and others, which underlies many complex social cognitive abilities, such as self-referential judgments, mentalizing, perspective taking and empathy (Amodio and Frith, 2006; Frith and Frith, 2006; Singer, 2006; Lieberman, 2007; Olson et al., 2007; Olsson and Ochsner, 2008; Adolphs, 2009; Carrington and Bailey, 2009;).

Expressive suppression is a form of response modulation that involves inhibiting ongoing emotion-expressive behavior (Gross, 1998). For example, one might keep a poker face while holding a great hand during a card game.

## **Topic 7: Conceptualising control**

There appear to be trait-like individual differences in the tendency to perceive oneself as having control. An extensive body of literature has shown that people differ in their beliefs about the relation between their behavior and environmental events (Nowicki and Duke, 1974). According to Rotter (1966), individuals with an internal locus of control (LOC) believe environmental events are contingent on their behavior, while those with an external LOC consider events to be a consequence of chance, luck or fate, or to be controlled by powerful others. LOC appears to

moderate the effect of stressful experiences, such that externals manifest more psychological and physical symptoms in response to stressful life events than do internals (Beekman et al., 2000; Hutner and Locke, 1984; Kirkcaldy et al., 1999).

Individuals tend to manifest a biological response to stress in congruence with their general control expectancy in the environment. Specifically, when participants have control over the stressor, externals tend to have a larger cortisol increase than internals. However, when participants do not have control, externals tended to have a smaller cortisol response than internals. These data offer support that individuals vary in their response to controllable and uncontrollable stressors as a function of their general expectations about control.

Therefore, influencing individuals' sense of control by directing it to the external LOC can increase their emotional stability in the sense that they will experience less stress when facing an adverse situation.

### **Topic 8: Mindfulness: Externalizing focus**

Mindfulness is emerging as an important form of self-care that can be learned in experiential groups. Mindfulness entails paying attention to the present moment with awareness and without judgment (Kabat-Zinn, 1990). Conversely, mindlessness is blunted present moment consciousness, and may result in rumination about the past or anxiety about the future. In a state of mindlessness, emotions may drive behavior without an individual's awareness (Brown & Ryan, 2003).

The core of mindfulness teaching emphasizes skillfully understanding, through conscious observation, how peoples' thoughts, feelings, and behaviors contribute to their own and others' suffering (Kabat-Zinn, 2003). It is important to note that mindfulness differs from relaxation training, in which the ultimate goal is to replace a less desirable physical and mental state (such as anxiety, stress, fear, or pain) with a more desirable state like calm, relaxation, or peace.

The ultimate goal of mindfulness practices is to be present to whatever one experiences at the moment. As Kabat-Zinn (1993) observed, "acknowledging present-moment reality as it actually is, whether it is pleasant or unpleasant, is the first step towards transforming that reality and your relationship to it" (p. 261). By changing the way people relate to their experiences and increasing their self-compassion, they can change the way they perceive their circumstances, thereby lessening the impact of those circumstances on their well-being and reducing stress.

Kabat-Zinn (1990) asserted that mindfulness can allow people to change their relationship to the stressors in their lives, and therefore, improve the way in which they respond to stressors. While group members may not have control over their environments, and in particular their work environments, they may learn to have increased cognitive control over how they appraise their environments (as stressful or not; Lazarus & Folkman, 1984). Mindfulness groups may help group members learn how to appraise situations differently and may provide a method of coping not previously available to them.

### **Topic 9: Savouring**

Savoring has been proposed as a regulatory mechanism that influences the relationship between positive events and an individual's positive emotional reactions to these events. Thus, savoring is conceptualized as the set of cognitive or behavioral strategies that regulate the intensity or duration of positive feelings in reaction to positive experiences (Bryant, 1989, 2003). In particular, Bryant and Veroff (2007) define savoring as the process in which people engage 'to attend to, appreciate, and enhance the positive experiences in their lives'.

Bryant and Veroff (2007) have proposed several cognitive and behavioral savoring strategies thought to be instrumental for augmenting and prolonging positive experiences, including sharing the experience with others (seeking out people with whom to enjoy an event or telling others how much you value the moment), behavioral expression (laughing or showing affect), counting blessings (creating gratitude), self-congratulation (creating pride), memory building (purposefully trying to remember the positive event), and sensory-perceptual sharpening (focusing on the physical sensations of a pleasant experience). Additionally, Bryant and Veroff (2007) have argued that savoring promotes general happiness and positive adaptation.

### **Topic 10: Physical Activity**

Results of the studies continue to support a growing literature suggesting that exercise, physical activity and physical-activity interventions have beneficial effects across several physical and mental-health outcomes. Generally, participants engaging in regular physical activity display more desirable health outcomes across a variety of physical conditions.

In addition to the direct physical-health benefits of physical activity, several studies suggest that engaging in physical activity or exercise programs can also benefit emotional well-being. Multiple studies indicate that physical activity improves mood and reduces symptoms of depression and anxiety. Individuals diagnosed with major depression undergoing an aerobic-exercise intervention showed significant improvements in depression comparable to participants receiving psychotropic treatment.

Moreover, individuals in the aerobic exercise condition had significantly lower relapse rates than participants in the medication group. Other evidence suggests that consistent physical activity may prevent the onset of depression. Furthermore, health related quality of life appears to be improved through physical activity by enhancing the experience of well-being and increasing physical functioning in those with poor health.

## **3.3**

### **Toolkit**

#### **Optimism and Emotional Stability**

#### **(MOBILITY & ADAPT)**

## Tool 1: VIA character strengths

The main aims of the activity are: <ul style="list-style-type: none"> <li>▪ to understand and identify own strengths, and learn how they can be useful in the pursue of personal or professional goals</li> <li>▪ to find new ways to utilise and improve these character strengths</li> </ul> Methodology: psychoeducation, individual work, group discussion	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims/ effects.	Participants will be able to identify their top character strengths and will attempt to find new ways to utilise them.
Duration	45 min.
Detailed description of the method	Participants take the online test: <a href="http://www.viacharacter.org/www/Character-Strengths-Survey">http://www.viacharacter.org/www/Character-Strengths-Survey</a>  Participants are instructed to identify top 10 strengths and try to use a different strength every day in a new way.  Document “340 Ways to Use VIA Character Strengths” by Tayyab Rashid & Afroze Anjum (extra material) can be used.
Implementation	1) Introduction & psychoeducation 2) Presentation of aims of the exercise and steps for individual work 3) Activation – individual work 4) Reflections of trainees in the group
Learning Settings	classroom, computers, A4 sheets, pens
Learning material	Workbook: Handout 1: VIA Character Strengths
Additional sources/ literature	Peterson & Seligman. (2004). <i>Character strengths and virtues: a handbook and classification</i> . Washington, DC: APA Press.

**Tool 2: Best possible self**

<p><b>Main objectives:</b></p> <ul style="list-style-type: none"> <li>– Visualizing a perfect (realistic, attainable) future in as much detail as possible</li> <li>– Explore ways to get there, using character strengths</li> </ul> <p>Methodology: Individual work, discussion in pairs and in group</p>	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims	Trainee will be able to visualize a future goal in order to elevate optimism levels. Identified strengths from exercise 1 are used.
Duration	45 min.
Detailed description of the method	The Best Possible Self requires trainees to take about 20 minutes to envision themselves in an imaginary future in which everything has turned out in the most optimal way. They are instructed to fill in as much detail as possible. Afterwards, they are instructed to ponder on their thoughts and emotions while imagining this future. Group discussion follows.
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflections of trainees in the group</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Learning material	Workbook: Handout 2: Best possible self

### Tool 3: Visualization of Hope

<p>The objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>• Setting an attainable goal</li> <li>• Making a comprehensive plan to achieve the goal</li> </ul> <p>Methodology: individual work, work in pairs</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	7-10
Learning aims/ effects.	The learning aims are to visualize a future goal as vividly as possible, and to review necessary steps and possible obstacles.
Duration	45 min.
Detailed description of the method	<p>Trainees take 20 minutes in order to set a realistic mid-term goal (6 months). Then, they write down three steps that they need to take in order to achieve that goal. For each step, one obstacle is set, with an alternative route around that obstacle, together with the answer to this question: "Am I able to surpass this obstacle, and how?". They then are taught about the basic elements of hope, and finally, go through a visualization process to solidify their goal.</p> <p>Reflection by participants and trainer.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflections of trainees</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Learning material	Workbook: Handout 3: Visualisation of Hope
Additional sources/ literature	Feldman, D. B., & Dreher, D. E. (2011). Can Hope be Changed in 90 Minutes? Testing the Efficacy of a Single-Session Goal-Pursuit Intervention for College Students. <i>Journal of Happiness Studies</i> , 13(4), 745-759.

**Tool 4: Three good things**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>– Practicing to focus on the mindset of what went well, rather on what did not</li> <li>– Shifting focus away from negative events</li> <li>– Increasing hope and optimism</li> </ul> <p>Methodology: group work, discussion</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	7-10
Learning aims/ effects.	Trainee will be able to shift focus towards positive events
Duration	20 min.
Detailed description of the method	Trainees are instructed to write three good things that took place during the day in a notebook. They will also write down why it happened, their part in that happening, and why they feel good about it. After the first example in the classroom, the trainees will do this activity, before going to bed at night. The activity needs to continue daily for at least two weeks.
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work (classroom)</li> <li>4) Activation – individual work (homework)</li> </ol>
Learning Settings	classroom, notebook, pen
Learning material	Workbook: Handout 4: Three Good Things

**Tool 5: My ABCDEs**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>– Breaking down pessimistic thoughts through a cognitive, logical process</li> <li>– Learning how to dispute said pessimistic thoughts</li> </ul> <p>Methodology: psychoeducation, individual work, group discussion</p>	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims/ effects	Trainee will learn how to analyze their pessimistic thoughts and how to dispute them.
Duration	45 min.
Detailed description of the method	<p>Seligman's process of learning optimism consists of a simple method to train a new way of responding to adversity, specifically, by learning to talk themselves through personal defeat. It begins with the Ellis ABC model of adversity, belief, and consequence. Adversity is the event that happens, Belief is how that adversity is interpreted, and Consequences are the feelings and actions that result from the beliefs. To the ABC model, Seligman adds "D" (disputation) and E (energization). Disputation centres on generating counter-evidence to any of the following: the negative beliefs in general, the causes of the event, or the implications. D also means reminding oneself of any potential usefulness of moving on from the adversity. Over time, responses like this are predicted to change feelings to be more hopeful and positive. Successful disputation leads to energization, the E in the ABCDE model. One is energized, and should indeed try to actively celebrate, the positive feelings and sense of accomplishment that come from successful disputation of negative beliefs.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflections of trainees in pairs</li> </ol>



Learning Settings	classroom, A4 sheets, pens
Learning material	Workbook: Handout 5: My ABCDEs
Additional sources/ literature	Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. <i>Journal of Personality and Social Psychology</i> , 85, 348-362.

## Tool 6: Emotional regulation questionnaire

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>– Appraising emotional experience</li> <li>– Appraising emotional expression</li> </ul> <p>Methodology: psychoeducation, questionnaire, discussion</p>	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims/ effects	Trainee will learn more about their emotional experience and emotional expression
Duration	10m
Detailed description of the method	<p>A 10-item scale will be used in order to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal and (2) Expressive Suppression. Respondents answer each item on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).</p> <p>Reflection by participants and trainer.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflection</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Learning material	Workbook: Handout 6: Emotional regulation questionnaire
Additional sources/ literature	Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. <i>Journal of Personality and Social Psychology</i> , 85, 348-362.



## Tool 7: Emotional regulation Worksheet

<p>The main objective of the exercise is:</p> <ul style="list-style-type: none"> <li>– Identifying the function of emotion</li> </ul> <p>Methodology: psychoeducation, individual work, reflection/discussion</p>	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims/ effects	Trainee will learn how to identify the function of their emotions
Duration	30 min
Detailed description of the method	Trainees will identify an adverse situation and the negative emotions that followed. Afterwards they will break down the impact these emotions had on them and reflect.
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflection/Discussion with group</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Learning material	Workbook: Handout 7: Emotional regulation Worksheet
Additional sources/ literature	Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. <i>Journal of Personality and Social Psychology</i> , 85, 348-362.

**Tool 8: STOPP**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>– Provide help when dealing with intense emotions</li> <li>– Helps to address and manage emotional response</li> </ul> <p><u>Methodology</u>: psychoeducation, individual work, reflection/discussion</p>	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims/ effects	Trainee will learn more about controlling their emotions when facing an adverse situation
Duration	45 m
Detailed description of the method	<p>A method based on CBT techniques (Cognitive Behavioural Therapy). Employs cognitive and behavioural strategies to help deal with intense emotions. This method has 5 steps that the trainee will learn to perform and be readily prepared in the event of a real life difficult situation.</p> <p>Reflection by participants and trainer.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflection/Discussion with group</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Learning material	Workbook: Handout 8: STOPP
Additional sources/ literature	Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. <i>Journal of Personality and Social Psychology</i> , 85, 348-362.



### Tool 9: A difficult situation. “Did I have control”?

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>– Differentiating between events in or out of control of the individual</li> <li>– Directing the sense of control towards the external locus</li> </ul> <p><u>Methodology</u>: psychoeducation, individual work, work in pairs, reflection/discussion</p>	
Learning phase	ADAPT
Target group	Any persons in labour mobility
Effective number of participants	7-10
Learning aims	Trainee will be able to cognitively appraise adverse situations and focus on whether it was in or out of their control.
Duration	45 min
Detailed description of the method	Trainees, first by themselves and later in pairs, write down and later discuss an adverse situation that has happened or might happen at work. This adverse situation can be major (e.g. company is making cuts in personnel) or minor (e.g. manager is acting unfairly). Then, the participants are instructed to write down their immediate reaction to this unfavorable situation. Afterwards, they discuss with their partner what is in their control, out of their control, and options for taking action.
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflection/Discussion with group</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Additional sources	Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. M. (2006). Psychological capital development: toward a micro-intervention. <i>Journal of Organizational Behavior</i> , 27(3), 387-393.

**Tool 10: Mindful listening**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>– Exercising group mindfulness</li> <li>– Self-regulation in which the focus is externalized</li> <li>– Both speaker and listener gain valuable communication skills</li> </ul> <p>Methodology: theory, brainstorming, individual work, discussion</p>	
Learning phase	ADAPT
Target group	Any persons in labour mobility
Effective number of participants	7-10
Learning aims	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> <li>– understand his/her personal stressors in private and professional life</li> <li>– get to know how to deal with stressors</li> </ul>
Duration	1 h
Detailed description of the method	<p>The Mindful Listening exercise involves these steps:</p> <p>Step 1: each trainee is invited to think of one thing they are stressed about and one thing they look forward to.</p> <p>Step 2: once everyone is finished each participant takes their turn in sharing their story with the group.</p> <p>Step 3: each participant is encouraged to direct attention to how it feels to speak, how it feels to talk about something stressful, as well as how it feels to share something positive.</p> <p>Step 4: participants are instructed to observe their own thoughts, feelings and body sensations both when talking and listening.</p> <p>Step 5: after each participant has shared, they break into small groups and answer the questions stated in the handout. Next, the whole group has a discussion.</p>

Implementation	<ol style="list-style-type: none"><li>1) Introduction &amp; psychoeducation</li><li>2) Presentation of aims of the exercise and steps for individual work</li><li>3) Activation – individual work</li><li>4) Reflection/Discussion with group</li></ol>
Learning Settings	classroom
Learning material	Workbook: Handout 10: Mindful listening

**Topic 11: The daily vacation**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>– Learning how to make free time daily for a positive event</li> <li>– Learning how to savour positive events</li> </ul> <p>Methodology: psychoeducation, individual work, reflection/discussion</p>	
Learning phase	ADAPT
Target group	Any persons in labour mobility
Effective number of participants	7-10
Learning aims	Trainee will learn how to create positive events daily, and how to savour them.
Duration	20m
Detailed description of the method	<p>In this exercise, participants are instructed to carve out 20 minutes to 1 hour every day for a week to do something enjoyable. It should be totally uninterrupted time, free from distractions, worries, and stresses. During their “mini vacation,” they are instructed to try to focus fully on what they are feeling and express it.</p> <p>At the end of the planned vacation, they are instructed to plan the vacation for the following day and start looking forward to it. At the end of the day, they are instructed to reflect on their vacation and relive the feelings. At the end of the week, they are instructed to reflect on all their vacations and enjoy them anew.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for individual work</li> <li>3) Activation – individual work</li> <li>4) Reflection/Discussion with group</li> </ol>
Learning Settings	classroom, A4 sheets, pens
Additional sources	Bryant, F.B., & Veroff, J. (2007). <i>Savoring: A new model of positive experience</i> . Mahwah, NJ: Lawrence Erlbaum Associates

## Tool 12: Physical exercise

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>– To energise participants and help them reap the mental benefits of physical exercise</li> <li>– To strengthen bonds between new and old employees through common exercise</li> </ul> Methodology: psychoeducation, group work	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	7-10
Learning aims	Trainee will learn about the benefits of physical exercise for their mental well-being.
Duration	30m
Detailed description of the method	Trainees, after being informed about the benefits of physical exercise when dealing with stress, jog in group or in pairs at a pace that facilitates discussions.
Implementation	<ol style="list-style-type: none"> <li>1) Introduction &amp; psychoeducation</li> <li>2) Presentation of aims of the exercise and steps for group work</li> <li>3) Activation – group work</li> <li>4) Reflection/Discussion with group</li> </ol>
Learning Settings	Outside running path, sports clothing
Additional sources	Penedo, F. J., & Dahn, J. R. (2005). Exercise and well-being: A review of mental and physical health benefits associated with physical activity. <i>Current Opinion in Psychiatry</i> , 18(2), 189–193.

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# Module 4

## Communication competence (MOBILITY & ADAPT)

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Training Programmes for Module 4 / ADAPT

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## 4.0 Introduction

Communication skills are key for successful integration in a foreign environment. Through the basic pillars of communication, it will help you to deliver messages in a clear and concise way, communicate your necessities with co-workers and bosses, keep calm under stressful conditions, discuss assertively about problems and negotiate possible solutions, respect colleagues' opinions even when they differ, manage a job interview, and understand the different situations of people in the working environment and act accordingly.

Communication competence is the combination of knowledge and capabilities that allow the effective and appropriate delivery and reception of a message in different contexts. Under a transnational labour mobility, you will face situations derived from different communicative elements, such as language barriers and cultural differences. For this reason, well-developed communication and adaptability skills are necessary to help you integrate into a foreign working environment as well as a foreign society and to allow you to progress socially, culturally and professionally. This competence training is significant to prepare you for transnational labour mobility (TLM) and to enhance your adaptation in a foreign workplace. We will offer a theoretical introduction and analyse the communication difficulties of working in a foreign country so that you will be equipped with the knowledge and skills to be able to overcome them.

Communication skills are essential for a successful career. Effective brand messaging, positive team relationships, achievement of targets, useful feedback and coordination depend on communication. Lack of communication skills derives in misconceptions, misunderstandings, conflicts, lower productivity and poor efficiency. In today's competitive world, communication skills in business are one of the most sought after qualities of an educated person. Reading, writing and listening active listening, the confidence for giving speeches and public speaking, the correct body language and empathy to address several problems constructively create the perfect working environment.

This fourth module of the European Labour Mobility Support is organised into two distinct phases that will take place in different countries and can be individually taken: Mobility (that is, the preparation for the transnational mobility, done in the country of origin) and Adapt (to be imparted to foreign workers in the host country). You can choose to participate in either or both of them, and the curriculum will always be adapted to the specific needs of the group. Each of the two phases is designed to be an eight-hour-long intensive training where eighty percent of the subjects are practical.

## 4.1 The aims of the MOBILITY & ADAPT training

### MOBILITY “Communication competence” Training

The aim of the MOBILITY Programme (Module 4) is the preparation of persons that are interested in work related migration to another EU member country.

The training before departure mainly provides basic skills and knowledge for the development of communicative competences, helping you to effectively contact and communicate with the foreign employers and potential employers, the organisations and institutions that will provide for your necessities in the foreign environment, to properly manage a job interview, and, overall, to be able to deliver your message in a manner that is clear for everybody, independently of the cultural differences.

The design of the training course is flexible and largely depends on available resources, e.g. identified training needs, availability of participants, financial resources, etc. Your training provider will design the course accordingly. For doing so, the trainers have a toolbox of seminar programme proposals, methods and instruments at their disposal and they will offer you the most appropriate for your training aims.

The MOBILITY communication training is closely linked to the training of other modules (especially intercultural and adaptability and openness competences).

Please give the teacher your daily and final feedback for allowing him/her to further adapt the running seminar to your needs or to further improve future seminars.

Learning objectives (descriptors): “Having finished the training...”

- I am able to discuss my necessities with my co-workers and bosses
- I am able to identify various communication techniques to remain calm under stressful situations
- I am able to discuss about problems and negotiate possible solutions
- I am able to show respect to colleague’s opinions even when they differ from mine
- I have developed my communication skills to act properly in different communicative situations
- I have developed my interpersonal skill



## ADAPT “Communication competence” Training

The aim of the ADAPT Teaching Programme (Module 4) is to support migrant workers after arrival in the host country in the process of workplace and social integration.

The communication training at this stage may rely on

- previous preparation and training (MOBILITY) before departure
- participants’ first own practical intercultural experience of integration at the workplace and in social life of the host country
- peer learning of participants with similar integration experience, irrespective their country of origin

The training focuses at aspects of practical integration of recently arrived workers at the workplace and in the social environment. It should take place in a reasonable time after arrival (2 weeks to 2 months) and after having made first experience with the new work and social culture.

It is likely, that the ADAPT training course in the country of destination is composed heterogeneously, with participants from different countries, with different cultural backgrounds and challenges abroad. Therefore, in most cases the ADAPT training will be provided in internationally composed groups and be based on your and your foreign colleagues’ first intercultural experience/problems at the stage of integration and adaptation in similar new working and living contexts. You can itemise your questions/ problems, discuss them with your colleagues in similar conditions and ask the trainer for practical help. With other words, different to MOBILITY training the ADAPT training will be more a consultation and discussion than exercise based training.

The design of the training course (e.g. duration) is very flexible and depends to a great extend on available resources, e.g. identified training needs, availability of participants, financial resources etc. Your training provider will design the course accordingly. For doing so, the trainers have a toolbox of seminar programme proposals, methods and instruments at their disposal and they will offer you the most appropriate for your training aims. It is worth mentioning that the ADAPT communication training is closely linked with the training of other modules, especially with the intercultural module.

Please give a daily and final feedback to the trainer for allowing him/her to further adapt the running seminar to your needs or to further improve future seminars.

Learning objectives (descriptors): “Having finished the training...

- I am able to discuss my necessities with my co-workers and bosses
- I am able to identify various communication techniques to remain calm under stressful situations
- I am able to discuss about problems and negotiate possible solutions
- I am able to show respect to colleague’s opinions even when they differ from mine
- I have developed my communication skills to act properly in different communicative situations
- I have developed my interpersonal skills

## **4.2**

### **Communication training**

#### **(Theoretical Part)**

#### **MOBILITY & ADAPT**

## **The importance of having good communication skills. How well do you communicate?**

Communication is essential in a company. Effective communication resolves problems, makes people feel confident and comfortable and creates a good working environment

Good communication matters because work is usually a group effort. It is essential to work on a team, and even if a worker is on their own they have to report to a boss. If you are the one in charge, you need to be able to convey everything to the workers. Bad communication makes errors happen, while effective communication prevents them. It is the key of an organisation. Reading, writing, speaking and listening skills are essential to complete goals and tasks. There are many reasons why this is so:

-To find a Job: To get an interview, you need good communication skills so your application letter is read and selected. It is essential to be able to articulate all you know and can do, writing or speaking. Your future employer must know what you've accomplished in the field and what you can provide to the company.

-Managing Problems: All kinds of problems can arise from bad communication. Think of a couple of examples. Maybe conflicting instructions in a group. Or a manager who is not discussing problems with employees. To resolve the problems or to prevent them, good communication skills are key.

-Accomplish objectives: Communication skills are always at the top of the list of characteristics that managers are looking for. They want new employees who take initiative and are able to listen and explain themselves to be able to accomplish any task.

-Listening: Workers need to understand the objectives of the company and their responsibilities, and listening is key for that. You need to listen to co-workers, supervisors and clients if you're to meet their needs. You will need to be able to handle feedback too.

-Understanding: being able to explain your ideas to others making sure you are understood, you'll be able to tell your supervisor and co-workers your needs and expectations so you're all working together. Your skills can also make a customer feel good or bad.

-Teambuilding: Good communication brings employees together. Just talking with each other on the job starts building a good team. Employees who want to talk with their colleagues are happier coming to work. Knowing they can talk to the boss about problems and the problems will be heard too is comforting. Teambuilding owes much to communication skills and it increases loyalty.

-Dealing with Diversity: When in the job there is a mix of faiths, races or nationalities, people can be accidentally offended. A solution to this is using communicative skills to write clear guidelines on how to treat each other and what the ground rules are.

-Career improvement: Your communication skills will likely help you to get a promotion, since employers want staff who can express themselves and take the initiative. It is not only a matter of doing your job well, but also to be able to communicate and show that you are indeed doing your job well.

-Clearing misunderstandings: Managers and workers need to be clear about instructions and guidelines, both writing and speaking, so everyone knows what they want and expect. That includes instructions, handbooks, meetings or reviews. Understanding duties and responsibilities makes the job more fluid.

### **How well do you communicate?**

There are people who seem natural, confident communicators. But it is possible to become a better communicator even if it does not come to you easily at first. Here are some tips to take into account when talking to people to make sure you are communicating well:

- Know the people you work with. Take time to know who they are as people, not only as employees. Find what makes them tick, take a genuine interest, meet them on a personal level and be aware of when they are in a difficult time. Connecting like this will surely help get your message across.
- Be aware of how you are perceived. Be aware of the context, time and place, but especially of your body language and tone of voice. They are signals you are transmitting, and before you read others you need to read yourself, facial expressions, gestures, posture, the way you dress, where your eyes wander.
- Practice active listening. Understand what the other person is saying. Don't be judgemental, but empathic and trustworthy and try to relate to the other. Reflect on what they are saying, especially if they are in an emotional. Let them vent, don't tell them what to do and reassure them.

Ever been in a conversation where you've thought "This person is not really listening. This person is just waiting to talk about themselves. Every statement they make starts with "I"?" Learners should read the statements below and write down if they apply to them or not to assess if they are good communicators and what areas they are lacking. Discuss them and decide which makes you a good communicator:

My body language corresponds with my words and my tone.

I express clearly

Other people find it comfortable to talk to me about sensitive topics

I don't avoid people or topics.

I know what things may cause confusion and prevent before they happen

My tone always corresponds with my message.

If I don't understand something, I try to do it later

I don't wait to deal with issues

I'm surprised when people don't understand me

I listen more than I talk

I see other people's perspectives and understand why they think like that I give all of the info so the message is understood.

I look for typos before I send things

I am aware of people's body language.

I don't rely firstly on written conversations.

I pay attention to only one conversation at a time.

I think about what I'm going to say when people is talking to me

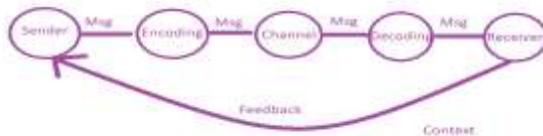
I am aware of the cultural barriers when talking to people

### What makes a great communicator?

A great communication firstly understands the communication content, process and context. The trainer may want to start with a video about the topic like "Understanding Communication Skills" by MindToolsVideos YouTube channel -

<https://www.youtube.com/watch?v=F4XWfe2NEI4>

A great communicator is aware of all the elements of the communication process, which are sender, message, channel, receiver, feedback and context and know how to use them effectively. Here is a small diagram of the communication process to facilitate the explanation. Communication barriers create misunderstandings, offences and errors and can arise at any stage of the communication process.



("The Mathematical Theory of Communication," Claude E. Shannon and Warren Weaver, Board of Trustees of the University of Illinois, 1998) So, logically, to be an effective communicator, you need to pay attention to be able to recognise these barriers and in which element of the communication process is the failure, to prevent them from happening and knowing how to overcome them once they arise.

**Source:** This is the sender of the message, which in this case would be you. You have to be clear about your intentions and content, making sure it is useful and accurate. The source or sender is also called the communicator. It can be someone who makes gestures, speaks or writes. The reputation of the sender is important for its credibility. The interpretation of the source's message depends then on many factors, such as how the sender is perceived, its attractiveness, charisma, friendliness and posture and body language. The source sets the tone and the conversation with the audience when it is a speaking context. When writing, the response is delayed. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

**Message:** The message is the information you want to communicate. How it is perceived depends of the sender and receiver, the content, the context and the tone. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?



**Encoding:** The transfer of the information you want to send into a form that can be decoded. That is, the sender has an idea that it wants to convey, but now it needs to give a form to the information. It depends on the sender's ability to read the tone and the receiver, its ability to express clearly and to anticipate and eliminate possible misunderstandings such as the ones that can arise from context. Think of encoding examples and discuss them with the class. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

**Channel:** This is the path through which the message travels to the receiver. It can be spoken face-to-face or via phone or videoconference, or written, via emails, letters, texts, boards, etc. It can also be a gesture or movement. Think of other channel examples and discuss them with the class. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

**Decoding:** The opposite of encoding, this is a task for the receiver, to use the cultural knowledge to decipher the message that the source sent. For example, you need to be able to read to decipher a written message, or you need to know the sign language is someone is speaking to you with it. It can be something simpler, for example knowing that the gesture of waving your hand means "goodbye". This means that there can be a miscalculation on the source's part about the knowledge that the receiver has. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

**Receiver:** Each of the individuals that get the message of the sender are the receivers, whether that message was intended for them or not. If the message is for an audience, it is thought of generally, but it is received individually by each person. Each of them is in the communication process with their own experiences, knowledge, ideas and feelings. That will influence their understanding and response, so in order to be a good communicator you need to anticipate that. Think of several examples of receivers and discuss them with the class. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

**Context:** The time, place, culture, current situation and environment is the context where the message is delivered. The sender needs to carefully consider it so that the message is not lost. Think of several examples and discuss them with the class. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

**Feedback:** The receiver will give intended or unintended feedback about the message to the sender with spoken, written and body language reactions. This allows you to see if the receiver has understood the message and if there has been a misunderstanding. Depending on the feedback you (the sender) may want to modify the message, rectify or send it again. It is the response of the audience to the message. Useful feedback to give or receive is not vague encouragement or heavy criticism, but a sincere and tactful assessment. Feedback in conversation is continuous and mutual. In small groups interruptions and requests for clarification are expected. But in the case of public speaking or writing, since the receiver of the message is separated from the sender, feedback is delayed. The sender needs to know how to receive feedback, especially in the working environment where peer/manager feedback is

common. Which characteristics should the sender have to ensure a good communication and which communicative obstacles related to the sender may exist?

### **Overcoming obstacles in the communication process**

The sender needs to overcome the barriers in each of the stages of the communication process in order to be able to communicate effectively. The context needs to be taken into account at all times. The most common error relating to the context is that the source sends information too fast at once when working with people of different background and culture. The message can't be unclear, disorganised or inaccurate, and it can't be delivered with a tone or body language that does not correspond with it, either in the source or in the target culture. Ask your learners to give examples of communicative processes and identify each member. What barriers may arise? How to overcome them?

### **Getting your message across: the skill of explaining**

Explaining is, simply put, the skill of creating a successful communication process. Identifying when one of the communicative barriers that we have seen is getting in the way, knowing where the obstacle is, overcoming it and getting your message across. Ask your learners about some piece of info they know. Maybe the way a simple mechanism functions, such as a door. Ask them to explain to the rest of the class how that works. At the end of their brief explanation, ask the rest of the class if the message has been conveyed correctly or not and why.

Here are some tips for explaining:

- Make sure the content is logical, and that the points of the message are orderly arranged.
- Know the flow of the language and do not pause at inappropriate moments in a sentence.
- Use simple language, short sentences with the appropriate links.
- Use beginning and closing statements that introduces the topic to the listener so they are more prepared.

- Exercise 1: Testing the learner's current communication capacities in group activities.
- Exercise 2: Role playing: Interviewers and interviewees.

## Communication skills applied to job interviews.

In this theoretical lesson, participants will get an overview of the communication skills applied to a job interview, skills valued in other countries, and modern digital methods of communication in the job environment (such as Google Suit and Drive.) Using Engaging Language: Focus on Behaviour, not personality. Be specific. Using "I" Messages and owning your language. Controlling a conversation, the importance of questions, different types. Importance of rapport. Non-verbal communication, body language. Demonstrate body language that engages others.

In this section, we will talk about the different skills we should have when having an interview. For this reason, it is important to bear in mind what are these skills and how we manage them in order to accomplish our goal of getting hired in a company. However, it is also important to make clear the different types of register when speaking to someone superior, or other staff members from the company without violating their face. A bad use of either one or another may provoke some conflicts in the conversation. For this reason, it is important to get some tips in order to present a good appearance when doing an interview.

Then, it is important to differentiate between the who, where and why we are talking to. Having good communication skills will always help in getting hired from one company or another. Therefore, we will see some communicating skills in regards to simulating an interview.

Communication Skills applied to job interviews:

- Listening: this skill will be seen in the next section, but as an overview, we could say that listening to other people helps to become a good communicator.
- Non-verbal communication: The way you look, how you are presented to that person or place means a lot for an interview. Body-language, eye contact, hand gestures and tone are important for conveying a message as they are considered as some aspects of nonverbal communication. For example, by means of eye contact:
- Do focus on that person, and you demonstrate you are concentrated in what the other person is saying.
- Do not stare at that person so much, you may cause an uncomfortable situation.

When talking about this skill, we will explain the process from when you come in the office door, and when you get out of that place. How important your body language, eye contact, etc. are for engaging a conversation. Also, some advices will be told so that people know what kind of things they should bring or not, according to the situation.

**What to Bring to an Interview:** Portfolio with a copy of your curriculum and references , Labour evidences (if relevant), Notebook and pen

**What Not to Bring to an Interview:** Cell phone, Gum, Cigarettes, Soda or coffee, Scuffed shoes, unclean clothes

In addition to what you should bring or not, there are also some tips while you are waiting for being attended. All you do when waiting is going to be evaluated, so it would be relevant to remark the importance of be friendly, quietly, and try to avoid sweaty palms (a tip: washing your hands before under cold water)



Also, other tips along the interview are:

- To look confident:
  - Do shake hand firmly.
  - Stay calm; keep your emotions to yourself.
  - Do not apologize regularly.
  - If you don't know what to do with your hands, hold a pen or rest an arm on the chair, so you look leisurely.
  - Don't make use of many gestures when explaining some points.
  - Do keep your feet on the floor and your back against the lower back of the chair.
  - Make eye contact with the interviewer for a few seconds at a time.
- To seem more approachable:
  - Smile and nod when the interviewer is talking, but don't overdo it.
  - Listen.
  - Don't interrupt the interviewer.
  - Pay attention to the interviewer and do not doubt of taking notes if you think you will not remember something.
  - Be polite and keep proper tone to your speech. Don't be too loud or too quiet
  - Do not cross your arms
- To control your language:
  - Do avoid answering with prejudicial responses.
  - Do design your answers before pronouncing them.
  - Do rehearse your answers before going to the interview
  - Do not show defensiveness.

These tips are also valid in order to enhance the idea of behaviour versus personality. Once you are in an interview, people need to differentiate between these two concepts.

At the end of the interview, it is important to make people sure of not letting the interviewer have the chance of seeing anything bad in their body language and manners.

After having introduced all this information, we proceed to explain with examples that not every culture gives the same value to the same skills during an interview. For example:

-Japan: a job interview may vary depending on the company you are going to be interviewed, which position you are applying for, and the international experience the interviewer has. Japanese interviews are multi-staged and group-oriented. In the interview, you would explain briefly what you have learned about the company, and pay attention to what is said. Being receptive to the ideas and thoughts of the other interlocutor can be considered as the most important attribute for a Japanese person.

-Germany: Everything you say must be in accordance with what is portrayed on your curriculum vitae, so people need to be sure of your work sequences, dates, and numbers related to your career up to date. Your experience should be solid and invariable. The interviewer may go straight through your curriculum.

After having been asked in deep about your work experience, be ready for answering personal questions related to family status, hobbies, and special interests. Showing patience, consistency, and persistence during the interview will also demonstrate the merit for the position.

-United States: On a U.S. interview, people should look confident and be assertive. To give a fast answer is crucial for the interviewer, so s/he expects a simple answer, going straight to the point. Therefore, try to avoid answers with too much details. U.S. Americans expect initial friendliness, openness, while it is also true that the interviewer in another company representatives prefer a more informal style, using humour, and an easygoing, relaxed attitude.

Engaging Language:

The way we convey our messages to other people is important so that this conversation develops and the other person could get engaged to the topic you both are dealing with.

For this reason, if you are considered as a shy person, or anxious, you need to control the way you express yourself. There are people who do not have this ability, but here you will find some advices for getting engaged into a conversation.

The first thing to take into account when starting a conversation or just speaking out is to make eye contact with people involved in that situation. On the one hand, if you want to have a conversation with someone:, think of a good conversation starter, an interesting topic you may share with your interlocutor. So, please, avoid talking about the weather. For example: if you are in a party and there is a person you want to talk with. Well, you should approach to this person and maybe ask him something related to his studies, or the professional environment he is involved in. That's a great way to start a conversation. In case you are nervous, you can start discussing about something happening nearby.

- Ask questions. People like to feel that other person is interesting in them.
- Listen to the other person's answer in a genuinely way, which comes along with its contrary: Do not plan your answers. Sometimes it is useful to have a response ready, but do not spend time in thinking about that. Try to say something natural.
- Do make pauses between your sentences, but be sure the other person is not going to start talking when you have not finished yet.
- Do pay attention to the information provided by your interlocutor. For example, remember what this person is passionate about, hobbies, or you can even share with him another similar experience you would like to tell, but do not over share, that is, do not give too much information such as private information, family issues, etc.
- Do provide feedback. That is something important for keeping a conversation active. Feedback needs its moment. Pick the exact moment, maybe in an interchange. For instance, if you are having a conversation with your colleague, and you are not paying attention as much as you would like to, and the other person says something related to that. From this, you both can develop to a more interesting conversation.

These are some aspects to take into consideration whenever we want to have a conversation with somebody and you do not know how to do it. However, it is also important to empathise with the other while conversing. That would help for encouraging people to know they are being valued, and they may feel welcome.

The trainer may want to use a video to illustrate, like “3 Steps To Start a Conversation with anyone, anytime” -By The Charisma Matrix YouTube channel - <https://www.youtube.com/watch?v=4rB33qkDeFg>

How to hold a conversation:

1. Break the ice. Maybe using phrases like: “How are you?”, “Are you having fun?”, “Have you seen the last episode of.... ?”
2. Small talk. This could start from one of the questions asked before, or just by talking about anything from you surrounding.
3. Finding a common ground to talk about and that both interlocutors may share or are interested in.
4. Asking open-questions, as they make it easier for the other person to answer. Thus, s/he is not forced to reveal any information uncomfortable to tell.
5. Using humour. Funny comments about the ground they are talking about or just from their surroundings.
6. Whenever you feel the conversation ending, do not force anything in order to keep talking. Be kind and polite and say something like a fib (“need to go to somewhere, see you soon/in a bit”).

On the other hand, let’s see some other aspects to bear in mind when speaking out in a conference and engaging people’s attention. First of all, try to believe in what you are going to say. In that way, you will appear confident with both the topic and yourself. Here we provide some tips to get people engaged:

- Do state your opinions convincingly. You have really to believe what you are saying, although you are relating something about someone in the public (hair, posture, glasses, etc.)
- Do make eye contact. We have already said it is very important to engage people. In this case, try to focus on looking at just a few people in the audience.
- Remember the following strategies:
  - Plan your speech
  - Pay attention to body language
  - Think and speak positively
  - Do not get nervous
  - Rehearse
- Try to arrive earlier than the audience and practice your speech before starting with it in front of everybody.
- Speak loudly, so that everybody can hear you, and avoid mumbling.
- Be concise.

Non-Verbal Communication.

Now we know the importance of communicating with the rest and how to do it, we will deal in this section with aspects regarding nonverbal communication. They include from facial expressions to the physical distance between the communicators. Nonverbal communication

helps us to modify what we say in words, as well as conveying information about the emotional state or regulating the flow of the conversation.

An interesting issue with this topic is that most people do not interpret the same nonverbal communication as we usually do. We learn since we are born to use them, but we use them because it is natural from our culture. The way we behave is not interpreted in the same way as we are used to. The trainer may want to use a video like

“10 Surprising Ways To Offend People In Other Countries” - By Alltime10s YouTube channel - <https://www.youtube.com/watch?v=UTE0G9amZNk>

Nonverbal communication also relates with speaking in the sense that we need to take into consideration the tone, accent, and vocal production of the person’s voice. These aspects are relevant for example when asking for a favour or introducing to someone. Also, in this section, we find personal appearance and body language. Here we provide some tips for recognizing non-verbal communication actions:

- Avoid blocking: do not have anything between you and the interlocutor such as computers or a folder. That creates distance
- Spot when someone is lying. Through body language we may identify whether the person is telling the truth or not.
- Respect the space between you and the interlocutor. Not every culture has the same concept of how much space we need between us.
- Accept gestures for explaining your ideas.
- Use of eye-contact to send messages.

Leaving aside the examples related to the values in regards to other cultures, we are focusing now on some modern digital methods of communication **in/at** the job environment (such as Google Suite and Drive) whose knowledge is attractive in the labour market today.

In this section, we’ll see how to share documents with other by means of online platforms such as Google Drive, or Google suite, a more developed service that provides some functions of Google with the particularity of being used individually or in a collaborative way with some people around you.

With our current email address you have access to this service, and the first thing we have to do is to provide a name for our company and the number of employees the company is comprised.



Then, the page will ask us for our company’s domain. If we don’t have anyone, we can buy it through Google Services. Once we complete the register, we will make available all the resources we have so that members from our company can have access to those files we all may

upload. We are now owners of every file on the cloud.



There you can upload any kind of files, and share them with the rest of members.

Otherwise, if we do not want to pay anything, you can use the resources available on Google by using our email address and sharing every each file to each member. The steps to follow are more or less the same as the ones explained above. The difference is on how to share with others.

Let's see how.

1. We log in Google with your email address. Once in there, we will have access to the services from Google.
2. In order to share our files, we should go to Drive, where we can find a variety of files to create (Docs, Slides, Sheets, etc.). We can also create folders to store any file we want to and be shared with anyone we want to.
3. As we have created our file, now we can share it with whoever we want to by clicking on the right button of the mouse and share. There, we will introduce the email address of the person we want to share it with. Also, we can decide what options this person will have when opening the file (edit, see, comment,...).
4. Now, anyone with the link can do whatever action we have let him do. Whenever we create a new file and we want somebody to have access to it, we just need to follow the same steps as we have already done.

- Exercise 3: Storytime
- Exercise 4: Mock interview as close as possible to the real-life situation.
- Exercise 5: Body Language set of activities

## **The situations of a foreign working environment: knowing and understanding the new culture and our working environment. The skill of listening.**

In this theoretical lesson learners will be exposed to the common difficulties for communicating in the workplace in general and specifically in a foreign country. Paying attention to others: the skill of listening. Active listening Evaluate your listening skills - self assessment. Listening & Empathy. Active listening tools. (Encouragement, Echoing, Probing, Paraphrasing, Reflective paraphrasing, Relating) In the field of communication skills, we should distinguish between listening and hearing. The latter is just a physical process that occurs automatically. However, listening refers to the ability related to paying attention to what someone says. In the communication process, listening is essential to interpret the messages conveyed by others; it is a key factor for an effective communication. Good, conscious listening allows us to understand what the other person has left unsaid. Thus, it is important to pay attention to the non-verbal communication features that the other person presents. From these features we can notice how the message is conveyed, its tone and implications.

### HOW TO BECOME A GOOD LISTENER

1. Do not talk over your interlocutor. Let her/him finish to say all they need and then make sure you have interpreted the message in the right way.
2. Be ready and focused on the act of listening.
3. Show your interlocutor you are understanding and following what she/he says. This makes the talker feel more relaxed and lets them explain things better.
4. Improve your listening skill by empathising with what the other is trying to say.
5. Do not take the message as a personal attack
6. Do not only pay attention to what is being said, select some ideas in order to engage in further conversation.
7. Pay attention to all those nonverbal communication aspects that the talker is showing when interpreting the message.

In conclusion, bear in mind the HURIER Model of listening (Hearing, Understanding, Remembering, Interpreting, Evaluating and Responding). This is considered as the most important model to follow in order to become a good listener.

### TYPES OF LISTENING

Although we think listening is an easy ability to develop, we should take into consideration that there is not just one type of listening. Here are some examples:

1. Discriminative Listening. This type has to do with the different sounds that a person perceives. As we grow older we improve this skill, and we are able to notice when a voice comes from someone we know or not, or even if that person comes from a different country.
2. Comprehensive Listening. Deals with understanding the messages conveyed on the communication process. It is in this type where we insert the nonverbal communication

aspects.

3. In interpersonal listening we find three types:
  - a. Informational listening. The one used for learning. It requires being concentrated. Although it is considered active, we are just retaining information and we are not analysing anything.
  - b. Critical Listening. This listening requires questioning ourselves and the context of every aspect of the communicative process. We need to know what and why we are listening. What does the speaker want to transmit with that message? Why here, why now, why with this channel and not another? What is the subtext of the situation?
  - c. Empathic Listening. The listener tries to understand the other person's emotions and feelings.
4. Appreciative Listening. The listening we do just for fun, as we do when listening to music.
5. Rapport Listening. A listening with the specific intention of creating a good affinity, relationship or bond.
6. Selective Listening. The one that allows us to focus on only specific parts. It is similar to skimming over a text to get the main ideas or to look for something specific.

All of these different types can be useful in its way, but the most comprehensive one is called ACTIVE LISTENING. With it we listen to the speaker with all our senses. Signs of active listening are smile, eye contact, posture, mirroring, focus, positive reinforcement, remembering, questioning, reflection, clarification or summary. It is important to be aware of possible barriers affecting our listening skill like:

- Trying to listen to several conversations at the same time. It could apply to listening to two conversations, but also to trying to get information from other source (for example the TV) while talking to someone.
- The appeal or lack of appeal that the speaker has, his/her appearance, deliverance, speech, etc.
- Not being interested in the topic.
- Our state of mind and emotions (tiredness, boredom, anxiety, etc) It can be either the state of mind that we are in that specific day, the state of mind with which we usually face the topic of the conversation, or what it makes us feel once it has started.
- Prior bias that affects our point of view.
- Presenting a closed mind.
- Absence of eye contact with the speaker.
- Being distracted
- Not using the most accurate and proper expressions.
- Selective listening (in a negative way)

## LISTENING IN THE WORKPLACE

In the workplace, listening skills improve efficiency, client satisfaction and rapport between colleagues. Pay attention and do not talk over your colleagues. Repeat the main points back to the speaker in order to make clear you have understood what has been said. Keep eye contact and a good posture. Smile and nod or give some verbal signal to make the speaker know you are following the speech. These tips apply to all workplace situations in Europe in general. However, when working in a foreign country, we need to have some cultural references in order to understand how to behave properly. It is not only necessary for being integrated, but also to know people and how to manage ourselves in that environment. What is proper to some may not be culturally adequate for others or may lead to confusion. For example, in some places, when in certain situations someone says “yes”, it may mean something like “I’m listening”, whereas in other places it would mean certainty or agreement. Or the hierarchy may vary from our native country to our host country. We will need patience in order to get used to that new situation. Do not panic if you do not understand, feel free to ask questions (just bear in mind who is it culturally appropriate to ask them to). Also, be ready to make mistakes. It’s another way to learn, always maintaining a respectful attitude.

These are some tips on what to look out for in listening situations in the workplace (the trainer may first ask the participants what they think they might be):

1. Different standards. Not every country has established the same rules for the communicative process.
2. Communication barriers. That depends on our culture and how we are used to manage those aspects at work.
3. Tendency to mix personal and work communications. That may cause gossip at work.
4. Assumptions and stereotypes.
5. Poor listening skills.
6. Attitude. A negative attitude may interfere in the conversational environment of the workplace.
7. No follow through actions.

For more visual information in order to become an effective listener, the trainer may want to use a video like “Effective Listening Skills in the workplace” - By Communication Coach Alex Lyon YouTube channel- [https://www.youtube.com/watch?v=IwWj\\_SfDpzg](https://www.youtube.com/watch?v=IwWj_SfDpzg)

- Exercise 6: Active listening
- Exercise 7: Paying attention

**The skills of reflecting, self-disclosure, induction and closure, assertiveness, persuasion, negotiating, feedback.**

Our aim is to explain what are these skills and how can we develop them, always trying to encourage you all to use your self-learning. Before the proper explanation, the trainer may want to ask participants what they think these skills are, how they use them in their everyday life and which ones they find easier or more difficult.

**REFLECTING SKILL**

It consists in paraphrasing and restating the feelings and words of the speaker. Its purpose is to try to make the speaker understand their own thoughts and concentrate on what they say and feel, to show understanding for others and encourage them to continue talking. Reflecting does not involve you asking questions, introducing a new topic or leading the conversation in another direction. Reflecting helps speakers allows them to feel understood.

What we want you to learn is how to use reflection effectively to help you build greater understanding about the speaker, what he/she says and the content, feeling and meaning of the message.

There are two main techniques of reflecting:

- Reflect: Involves repeating almost exactly what the speaker says, it is usually enough to just repeat key words or the last few words spoken. It should be short and simple. This shows you are trying to understand the speaker's terms of reference.
- Rephrase: Express an idea in an alternative way. Shows not only that you are listening, but that you are attempting to understand what the speaker is saying.

It is often the case that people 'hear what they expect to hear' due to assumptions, stereotyping or prejudices. Your responses should be non-directive and non-judgemental.

A skilled listener will be able to reflect a speaker's feelings from body cues (non-verbal, for example body language, tone of voice, etc.) as well as verbal messages. Depending on the emotions they can be easier or more difficult to identify. Strong emotions like love and hate are easy to recognize, whereas feelings such as affection, guilt and confusion are much more difficult. The listener needs to reflect the degree of intensity of these emotions (a little bit, quite, very, extremely) as well as considering which emotions the speaker is feeling.

**SELF-DISCLOSURE SKILL**

When someone shares their own personal views or experience with another one with the purpose of improving his/her emotional state, they are self-disclosing. You need to learn how to use self-disclosure effectively to help you understand how others feel about themselves.

It is difficult to decide what amount of self-disclosure is appropriate. Here are some reasons for why it is good to use self-disclosure: Self-disclosure can help to reduce the power difference between you and him/her. The speaker may become more comfortable with you. Self-disclosure can increase trust. He/She may feel less alone knowing you have the same issue and more understood knowing you have similar experience.



And here are some reasons why it can be not good: Poorly timed or executed self-disclosure can increase distrust. He/She may feel that you are impaired. He/She may feel that you are not listening, that you are more focused on your own issues than those of him/her.

Just as any other skill, your ability to self-disclose will improve by doing. Practice sharing with someone and the sharing will become easier.

The advantages of self-disclosure are many. Individuals who self-disclosure (are open in suitable ways), are less vulnerable to mental illness. Self-disclosure additionally encourages us to find out about ourselves. When somebody acknowledges what you share you will feel more inclined to share as well. Self-revelation causes an increase in self-acknowledgment and makes tighter connections.

Self-disclosure is an essential piece of becoming closer to someone. With a specific end goal to have the capacity to open yourself, you should first have the reassurance that they will respect and regard you and your inside world. Dread of dismissal or discipline can prevent individuals from sharing.

### **INDUCTION AND CLOSURE SKILL**

Induction to a topic should be attractive and stimulate listeners' interest. It is key to stimulate the listeners' motivation to pay attention. On the contrary, closure is concerned with the ways of closing any process, in this case a communicative act, and should make the receiver feel glad that they have participated in the communicative process, ending the dissertation, letter, conversation, etc. in high spirits.

In case of a long explanation or dissertation, before you begin you ought to make your audience interested by recounting a story, introducing certainties, demonstrating news-paper cuttings, sharing encounters, sensation, alluding current issues, making them curious, and so forth. Induction creates a positive observation while imparting its setup culture, qualities and objectives.

It also increases the maintenance of new individuals as they will probably focus on a more extended term, while also ensuring a cheerful and motivated audience

For a good conclusion you should either summarize the significant points or offer a final, innovative and powerful statement.

### **ASSERTIVENESS SKILL**

Being assertive means having the capacity to stand for your own or for others, communicating facts, emotions and convictions in immediate, adequate and positive ways, without being either forceful or meek.

Assertive people can calmly, clearly and accurately express what is on their mind without hurting others or being hurt themselves, and they regard the sentiments and convictions of other individuals. You need to be able to express emotions, wishes, needs, complaints and wants adequately, it is the main relational aptitude. In every communicative situation with other individuals, regardless of whether at home or at work, with clients or partners, assertiveness helps you to convey what you need in an unmistakable, open and sensitive way without undermining your own or others' rights or sensibilities. Assertiveness empowers people to act for their own advantage without diminishing others, to work without undue tension, and express legitimate emotions easily. Being assertive can help us feel better about ourselves and

enhance our confidence. The way we react to others can influence us to feel lacking, blameworthy or remorseful. These might be indications of inactive conduct. We may likewise feel rage and be dismissive of others in discussions or arguments - this might be an indication of a more aggressive conduct.

To develop the skill of assertiveness you need to

- Be open and truthful communicating wishes, facts and sentiments and encourage others to do the same
- Listen to the perspectives of others and act accordingly, regardless of whether you agree with those perspectives or not.
- Accept duties and develop the ability to delegate to others.
- Regularly praise others for the good job they have done or are doing, but only do so if it is genuine and truthful.
- Be ready to confess to mistakes and apologize.
- Maintain self-control

### **PERSUASION SKILL**

We use persuasion daily to get what we need. Persuasion is the skill to convince others to do something we need them to, either by convincing them with logical arguments or reaching an agreement. Effective persuaders tend to be confident and have great emotional intelligence. They are active listeners and empathic and have good communication skills. There are ways in which persuasion works but where the ultimate impact is not positive. For example, to reach the goal of persuasion through nagging, that is to say, repeatedly stating your point of view until the other concedes, or coercing someone. The ethical persuasive strategies include being a motivator, that is, using emotion to paint an attractive vision of what doing what you want to do is going to create, increasing morale. It is common in politics. You can also use the strategy of collaborators, who also use emotion but present themselves as partners, not leaders. They want people to participate and be involved in the project so they can call it their own. They build relationships, communicate well and do not take credit. Another persuasive option is being an investigator, who persuades others through data and logical facts, gathering evidence. This can be effective but this option depends strongly on the context and the audience. Finally you can take the calculator approach, presenting the potential good of the change and the faults of not changing, weighing the options.

### **NEGOTIATING SKILL**

Negotiation is a strategy to make individuals settle conflicts or conflicting interests. It is a process by which an understanding is reached while keeping away from contention and question. In any contradiction, people naturally expect to accomplish the most ideal result for their position. You need to use your negotiating aptitudes to work things out together with the people or individuals from the opposite side. The process of negotiation includes:

- Preparation: When and where a gathering will occur to talk about the issue and who will go. Setting a restricted time-scale can likewise be useful to keep disagreements from continuing.



- Discussion: people from each side set forward the case as they see it, i.e. their understanding and view of the circumstances.
  - Clarification of objectives: From the discourse, the objectives, interests and perspectives of the two sides of the contradiction should be cleared up.
  - Negotiate towards a beneficial result: This stage centres around what is named a 'win-win' result where the two sides feel they have picked up something positive through the arrangement and the two sides feel their perspective has been taken into account
  - Agreement: Can be accomplished once comprehension of the two sides' perspectives and interests have been considered.
  - Implementation of a strategy: From the agreement, a plan must be designed and implemented
- Negotiation skills can be an extraordinary advantage in settling any disagreements that may happen between you and others, and are key for the business world dealing with trade.

### FEEDBACK SKILL

Giving feedback is offering assessment on the message that the source sent. In the work environment this means evaluating someone's job. You may either give or receive feedback, and both you need to do so while being assertive and tactful. Feedback is expected to change or reinforce something. Good feedback is unmistakably heard, understood and acknowledged without hurting anyone's feelings

- Feedback is about the message or the job, not the person.
- The most essential part of feedback is to remember not to make any remark on what sort of individual they are, or what they like. Do not examine parts of identity, knowledge or anything else, just their job or behaviour, if that is the case.
- In case of giving feedback about someone's behaviour, only speak about the effects of their conduct on you, if you are a co-worker. In case that you are that person's boss, make sure to have everyone's side of the story first.
- Feedback should be specific. Talk about specific people, situations and behaviours.
- Give feedback when it matters. Don't give your feedback about a bad situation when it is no longer relevant and things may have been forgotten.
- Give feedback when it is appropriate. Sometime it is just not the time for feedback and you need to be able to tell by people's emotional state. Do not give bad feedback when you see people are not receptive enough at the time.

It is also essential to know how to receive feedback, especially when it is not positive. Also, it may be the case that you receive feedback from someone who does not really know how to give it effectively and you need to react calmly and assertively.

Be open to it, listen to it actively and don't think of what your reply is going to be. Thank whoever gives you feedback, so they know you have listened and understood. If there is any remark you would like to make, do it only if it is necessary, and in a calm and polite way, once they are done.

- Exercise 8: Set of assertive and persuasive exercises.
- Exercise 9: Work Situation.

# **4.3**

## **Toolkit**

### **Communication competence**

#### **(MOBILITY & ADAPT)**

**Tool 1: Ice Breaking Introduction.**

<p>After the formal introduction of teacher and learners and the general objective of the course, we apply some ice breaker activities like Letter Name, Speed Dating and Connection. These activities are not mere games, and are designed to start building some trust between participants, so that they can open up when dealing with communication issues.</p>	
Learning phase	Mobility
Target group	All learners and trainers participating
Effective number of participants	5
Learning aims/ effects.	Break the ice between participants, create a more relaxed and receptive environment for learning. Learners will have already started to practice their communicative skills.
Duration	30 min
Detailed description of the method	<p><b>Letter Name</b></p> <p>Learners will be in a circle. Each participant states their name with an adjective that starts with the same letter. The person to the left will repeat the first name and adjective and then say theirs. This continues until the last person has to recite all names and adjectives before their own (eg: She is Awesome Anna, He is Fun Fred, I am Smart Sally)</p> <p><b>Speed Dating</b></p> <p>Learners stand in two rows facing each other in pairs. The trainer gives a topic for discussion in pairs for a maximum of one minute. When time is up, one row moves and pairs are changed. Examples of topics could be “If you could be an animal, what would you be?” “What is the prettiest place you’ve ever been to?”</p> <p><b>Connection</b></p> <p>Learners stand in a circle. One of them has a long cord in their hand and first says something about themselves, and then why they are here, what</p>

	<p>their objective is. Once she/he has finished, throws the cord to someone else while still holding on to one end. The person who received the cord does the same, so slowly a web is woven between all participants. Then, in the middle of the circle and the web there is a recipient, a vase or a can. A pencil is hanged to the web, and all learners together have to move the web to put the pencil inside the recipient.</p> <p>-Feedback: still in circle, learners give feedback of what they felt.</p>
Implementation	Introduction, icebreaker after the formal introduction
Learning Settings	Learners will be standing in circle, or in two rows for the Speed Dating activity
Useful methodological advice	Be mindful of the time, it is easy to lose track. Do not include sensitive topics in the Speed dating game.
Learning material	A long cord, a pencil and a vase or recipient for the Connection activity



## Tool 2: The importance of having good communication skills. How well do you communicate?

<p>After the introduction, learners will attend the first theoretical lesson. For an hour they will listen to the explanations of the trainer, watch the presentation or visuals if trainer decides to use them and participate in conversation. The most important interpersonal skills in a work environment will be addressed. Even though it is a theoretical lesson, it will not be a passive activity for all its duration. The trainer will address the learners and engage them in conversation, images, presentations and videos may be used. How well do you communicate? What makes a great communicator? Introduction to the basic principles of communication and to the elements of Content, Process and Context. The trainer will explain each and relate them to the learners with specific cases. Getting your message across: the skill of explaining</p>	
Learning phase	Mobility
Target group	Participants with a certain lack of communication skills, or who might not understand the scope of communication skills.
Effective number of participants	5
Learning aims	<p>Learners will understand the importance of communication and emotional stability, be able to contact and appropriately communicate their needs and deliver their message in a clear and concise way. They will relate the knowledge to their daily lives.</p> <ul style="list-style-type: none"> <li>- Develop their interpersonal skills.</li> </ul>
Duration	1 h.
Detailed description of the method	<ul style="list-style-type: none"> <li>-Lesson will start with a theoretical dissertation</li> <li>-Conversation about the dissertation</li> <li>- The trainer may decide to use a presentation</li> <li>-Ask learners about their experiences</li> </ul>



	<ul style="list-style-type: none"><li>-The trainer may decide to use images, videos or a documentary</li><li>- Think about examples in their daily lives that apply to the problems and solutions described</li><li>- Another dissertation to sum the lesson up</li></ul>
Implementation	Introduction to the topic, addressing the learners, theoretical basis, feedback
Learning Settings	Classroom with tables in an U shape, facing the projector in case it is used, a circle otherwise
Useful methodological advice	Equilibrate the purely theoretical with the conversation. Do not put pressure on any of the learners when talking about experiences.
Learning material	The trainer may wish to prepare a presentation, documentary/videos (laptop, projector) Trainer Handbook.

### Tool 3: Testing the learner's current communication capacities in group activities

<p>This exercise includes the activities of Bridge Building, Circle between a circle, No one left out and a Panel discussion. The three first activities are designed to make participants work as a team, developing their interpersonal and communication skills, their empathy and their sense of belonging to a group. The Panel discussion aims to bring out the participants' expression of opinions on a topic they are passionate about. The trainer will observe the participants and assess their current communication capacities.</p>	
Learning phase	Mobility
Target group	Participants with problems to clearly communicate what they are thinking, with trouble expressing themselves or integrating in a group and work as a team.
Effective number of participants	5
Learning aims/ effects	<ul style="list-style-type: none"> <li>- Be able to contact and effectively communicate their needs to the employer/host organisation before the start of the mobility.</li> <li>- Be able to structure their communication making a previous planning of it</li> <li>- Be able to deliver their message in a clear and concise way.</li> <li>- Be able to discuss their necessities with their co-workers and bosses.</li> <li>- Be able to identify various communication techniques to remain calm under stressful situations</li> <li>- Be able to discuss about problems and negotiate possible solutions</li> <li>- Be able to show respect to colleague's opinions even when they differ from theirs</li> </ul>
Duration	1 h 40 min
Detailed description of the method	<p><b>Bridge Building (30')</b></p> <p>Participants are divided in groups of at least 3 people. They are given cardboard straws and thread (or other material the trainer deems acceptable) and are asked to, in a set time, build a structure sturdy enough that it will support the weight of some object (could be a book). The catch is, they have to all participate equally and they cannot speak. When time is up the trainer checks if the structure</p>



	<p>supports the weight or not.</p> <p><b>Circle between a circle (10')</b></p> <p>Participants stand up in a circle. They hold hands, not with the people right next to them, but the one right after. Now, without letting go of the hands, they have to form a regular circle where they are holding the hands of the ones right next to them.</p> <p><b>No one left out (15')</b></p> <p>Some cardboard patches are placed on the ground. Learners have to be standing on one when time is up. The trainer gradually takes away more and more patches, but participants still have to be able, in the smallest of patches, to all fit in and not step on the ground. If any of them does not have a place, they all lose.</p> <p><b>Panel discussion (40')</b></p> <p>Learners may give suggestions of topics they feel passionate about or the trainer gives them a democratic choice between some already selected topics. They all have to speak for at least 2 minutes, as a form of stating their opinion or as an answer. Some possible topics:</p> <ul style="list-style-type: none"><li>- Economy: There are really different lifestyles among countries. What do you think causes the economical difference between countries? Should we respect everyone's cultural practices if some people consider them harmful?</li><li>· Travel: Some people prefer traveling to "hot countries", while other people prefer traveling to "cold countries". What kind of countries do you want to visit and why?</li><li>· Sports: Some people think there are some kinds of sport which are dangerous, like alpinism, climbing, rafting, etc. What do you think about them? Would you practice them? Is there any you wouldn't?</li><li>· Books: Reading in my mother tongue VS Reading in other language. Paper or E-book?</li><li>· Cinema: Going to the cinema to watch films or watch them at home. Piracy.</li><li>· Going out: Discuss the best option you can do in your free time (have a drink, have lunch, go to the park, etc.) Democratic vote in the end.</li><li>· Cars: Using the private or public transport. Do we rely on cars too much? Are</li></ul>
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	<p>they necessary?</p> <ul style="list-style-type: none"> <li>· Environment: Recycle or not recycle? Is it important for the environment? What do you co/can you do for the environment?</li> <li>· Food: Some people don't eat meat, milk, eggs, etc . / Veganism, vegetarianism? / Everyone has different preferences about favourites food,</li> <li>· Animals: Some people think it is not nice have an animal as your pet in your house, because they think, animals should be free. Testing on animals. Hunting.</li> <li>· Politics: There are really different opinions in the different countries, for example, Brexit, Catalanian Referendum...choose a current affair.</li> </ul> <p>-Feedback of all the activities (5')</p>
Implementation	Group work, demonstration.
Learning Settings	For Building Bridges they will be in small groups with table and chairs. For Circle within a Circle and No one left out they will stand up in a clear area to be able to move freely. For Panel discussion chairs (and tables could be too) will be forming a circle.
Useful methodological advice	The trainer must be aware of any physical disability or difficulty in No one Left out and not let anyone be harmed. Be careful with the topics chosen for Panel discussion, so that they do not become a source of discomfort as some can get delicate.
Learning material	Several cardboard straws, thread and cardboard patches big enough that several people can stand on them are needed for the activities.

**Tool 4: Role playing: Interviewers and interviewees.**

After testing their communicative skills, learners participate in the first “Interviewers and Interviewees” role play activity. This activity will be divided in two different sections. The first one will be a normal interview for someone who doesn’t have a job yet after which, the learners will first give their impression of their own skills. Then the other learners will give their impression for each other. Finally they fill the self-assessment sheet.

The second section is thought for people who already have a job in the country they want to go to. Here the learners will have to role play a situation in with the interviewer will show around an hypothetical job place. After that they will be test about their attention and memory of other workers.

Learning phase	Mobility
Target group	Job-seeking participants, people with anxiety in stressful situations or with problems with public speaking
Effective number	5
Learning aims	<ul style="list-style-type: none"> <li>- Be able to contact and effectively communicate their needs to the employer/host organisation before the start of the mobility.</li> <li>- Be able to structure their communication making a previous planning of it</li> <li>- Be able to deliver their message in a clear and concise way.</li> <li>- Be able to identify various communication techniques to remain calm under stressful situations</li> </ul>
Duration	20 min
Detailed description of the method	<p>For the first section: Tips for managing stress and anxiety with public speaking are given, as do’s and don’ts. Participants choose an interview for a certain job offer. They work in pairs, taking turns to be the interviewer and the interviewee. The interviewer has a list of questions, but they have to improvise too. The trainer supervises their interactions. When everyone has had their chance to be both interviewer and interviewee, the trainer selects a participant and makes an interview in front of the rest. After that, the students will first give their impression of their skills. Then the other students will give their impression for each other. Finally they fill the self-assessment sheet. Feedback is given.</p> <p>For the second section: Tips for the first encounter with the interviewer in real life, other workers and the working environment. Tips of body language and predisposition. During the activity the learners can make up a conversation, work</p>



	related, in order to analyse the answers of their partner. This first activity is made in pairs. The second part of the activity will need a group of at least four people
Implementation	Demonstration
Learning Settings	First section: Work in pairs in the classroom Second section: Work in pairs and in groups
Methodological advice	Participants need to be pushed sometimes when they are shy with public speaking, but be sure not to make them uncomfortable.
Learning material	First section: List of questions for the interview, list of possible job offers, do's and don'ts of an interview, tips, self-assessment sheet.  Second section: Tips for the meeting and body language. List with characters to roleplay.

Tips for the first meeting with your Interviewer once you are in the country you are going to work.

<ul style="list-style-type: none"> <li>- Think of this as another interview. This time your interviewer and you have a chance to have a real live conversation. He/she knows about you according to the question previously asked, now he/she will pay attention to your body language.</li> <li>- As a new employee, do not hesitate in ask different questions that might help you adapt faster to your new work environment. As, if possible, present strategies you already have.</li> <li>- Get on time. This is always important but, more, if so, on the first day.</li> <li>- Dress appropriately for the position and the company protocol. For this you can whether ask your interviewer before the first meeting or, you can also look at the LinkedIn of the company to get a few ideas.</li> <li>- Probably you will have the chance to get to know the rest of the team on that day. Present yourself as professional and friendly.</li> <li>- Try to memorise as many faces and names as you can. The merrier the better.</li> </ul>
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Body language tips.

Do it	Try to avoid it
<ul style="list-style-type: none"> <li>- Smile like you mean it</li> <li>- Lean in when someone is speaking: show interest in the conversation and attention.</li> <li>- Walk with confidence: head high, shoulders pulled back, spine</li> </ul>	<ul style="list-style-type: none"> <li>- Do not cross your arms.</li> <li>- Do not avoid eye contact.</li> <li>- Do not stare</li> <li>- Don't hide your hands</li> <li>- Nodding too much: is good doing it sometimes, too much will give an</li> </ul>

straight, every step has a purpose.	impression of submission - Give personal space to others.
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1) Take a walk through the class and show it as it where the place of work of your new employee. Pay attention to the body language and his communication strategies which indicates the person fulfils everything he previously said in the interview.

2) In groups up to four people each one has card with a name, a position and a personal characteristic. They have to present themselves to the rest of the group. The other members of the group have to be paying attention. After all of them have introduced themselves the trainer will ask different questions to check how much they remember about each of them.  
Example:

 <p>Name: Edward Job: Actor Age:36 From: England He likes languages. He speaks four. English, Spanish, Italian and French</p>	 <p>Name: Nina Job: Writer Age:23 From: France She enjoys being organised. Her office has a white board with a week plan.</p>	 <p>Name: Colin Job: Head of the management Age:30 From: Ireland He likes playing golf and has two children. A son Jamie and a daughter Jasmine</p>	 <p>Name: María Job: Executive producer Age:27 From: Spain She is really into sports. She is the captain of a famous football team</p>
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**Tool 5: Energizing activities**

<p>These energizers are short activities that increase energy in a group by engaging them in physical activity, laughter, or in ways that engage the members cognitively (problem-solving). They are to be used whenever the energy is low or the participants are tired or not motivated. They include the activities Invisible ball</p> <p>Jump walk stop, Human Rock Paper Scissors, Visual Phone, Forming Triangles, Big Hitter and Candy Love. Since they are dealing with communication, Big Hitter and Visual Phone are longer.</p> <p>Some of these exercises may be repeated if the participants have liked them, and some of them can have a second or third round depending on the time.</p>	
Learning phase	Mobility and Adapt (several energizing activities to be used when needed in any the sessions of the module 4 )
Target group	All the participants of the module. Some energizers require the participant to have a minimum physical good condition.
Effective number of participants	5
Learning aims	Energizers help to increase energy in a group by engaging them in physical activity, laughter, and in ways that engage the members cognitively (problem-solving)
Duration	10 min each. Visual Phone and Big Hitter take longer because of the preparation, 20 min approx. Also, time depends on how many rounds the facilitator/learners wish to have for each game. Make sure everyone can eat the kind of sweets you choose for Candy Love. Additionally, something non-edible can be used to choose a topic and not eat.
Detailed description of the method	<p><b>Invisible ball (10')</b></p> <p>Participants stand in a circle. The facilitator “throws” an invisible ball that the group has to pass between each other by clapping their hands in the desired direction. The speed is slowly increased and difficult elements added, such as changing directions, or throwing the ball to other than the person next to you. Whoever takes too long to react and pass the ball loses and has to sit down.</p>



	<p><b>Jump walk stop (10')</b></p> <p>Participants walk at random until the trainer says “jump”, “walk” or “stop”. They have to follow the orders for a minute. Then, the meaning of the words is changed, and “jump” will mean “walk”, “walk” will mean “stop”, and “stop” will mean “jump”.</p> <p><b>Human Rock Paper Scissors (10')</b></p> <p>Participants decide a full-body pose that will signify each element. They are divided into two groups. For each round, each group will need to do one of the poses (everyone in each group will need to do the same pose). Each group will have 1 minute to strategize. Once all of the groups have their poses ready, a facilitator will have the two groups face each other and count down from 3 (i.e. 3....2....1....SHOOT). On “SHOOT” each group will need to strike one of the three poses. Rock beats Scissors, Scissors beat Paper, and Paper beats Rock. Best out of 5 rounds wins.</p> <p><b>Visual Phone (20')</b></p> <p>Give as many post-its as people there is to each one (that is, if the group is of 5 people, give each of them 5 post-its) and a pen to each person. Everyone has to write a sentence on a post it, then place a blank post it on top of it (for now only the sentence author knows it). Everyone pass the post it clockwise. Each person reads (for themselves) the sentence from the post it in front of them, and then create a representative drawing for the sentence (on the blanket post it) Everyone pass the post it clockwise. On a new post it, each person write a sentence for the drawing in front of them, and place it on top of the post it set (now the set has 3 post its; the original sentence, the drawing, and the new sentence) Everyone pass the post it set clockwise (for the groups of three people, the set should end in front of the original sentence writer). Open the post it set so everyone can see the sentences and respective drawings. This exercise may be repeated several times.</p> <p><b>Forming Triangles (10')</b></p> <p>The group walks (individually) in a random direction When the facilitator says the word “triangle”, each group member has to find other 2 people and from an equilateral triangle (each person is a triangle vertices, and should point each arm toward the other two people representing the other triangle vertices; each person is a triangle vertice on one triangle only).The facilitator takes the time of how long it took the group to from the triangles. Then they do it a second time, but this time the facilitator selects one person to be the group triangle</p>
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organisation. When the facilitator says the word “triangle”, the group triangle organiser has to form equilateral triangles with all group members (including himself in one of the triangles). The facilitator takes the time of how long it took the group to form the triangles.

### **Big Hitter (20')**

The facilitator or the group decides upon the period (e.g. last sprint/iteration, or the past release)

Each team member gets two index cards of different colours and a marker pen. On the first card, hidden from the others, they write their ‘big hitter’ moment **(a special moment they were involved with)**

On the second card they write their name at the top and place this second card on the table.

Once all team members have handed in their ‘name card’, each team member takes a name card from the pile, ensuring they do not have their own name card.

On this card, they write what they think is the ‘big hitter’ for the person whose name is on the card, and keep the card. Essentially, they try to guess what that person has written on their hidden card.

Once all the ‘name cards’ have been completed with a ‘big hitter’, a team member reads out the name of the team member written on the card and their guess at the ‘big hitter’ for that person.

The named person then reads out what their big hitter actually was.

If there is a match, then SNAP!

The exercise continues until all team members have read out their guess and have responded with their actual big hitter

### **Candy love (10')**

Place a package of M&Ms, Skittles or another colourful candy in a jar. Participants pick a candy from the jar, and then share something about him/herself according to the candy colour:

Red – One thing that you love about your job.

Yellow – A life goal you are working on. This gives everyone positive vibes and inspiration.

Green – Your favourite book or movie. Everyone has hobbies and past-time recreations so it’s definitely a great candy to divert their attention to the things they love to do.

Purple – Favourite way to revive yourself during the workday. This kind of de-



	<p>stresses their minds thinking about spa, movie, bonding with the family, etc.</p> <p>Blue – One stressful thing about your job you wish you could improve. This one is actually motivating since it will convert every negative things about their job into something positive.</p> <p>Orange – Your favourite food.</p> <p>Then the jar is passed to the next participant. Game stops when the candies or the time is over</p>
Implementation/ sequence of use	Energizers are to be used whenever the energy is running low. There are some already scheduled after lunch break in order to start the lesson with high energy
Learning Settings	Energizing activities work best if they can be done outside. If they can't, a cleared space in the classroom where everyone can move freely is needed.
Useful methodological advice	Be mindful of the time. Depending on the number of people, the facilitator may have to participate in some of the activities as well
Learning material	Materials needed are Post-its, pens, M&Ms
Additional sources	.....

**Tool 6: Communication skills applied to job interviews. What skills are valued in other countries, Using Engaging Language and Non-verbal communication.**

<p>In this theoretical lesson, participants will get an overview of the communication skills applied to a job interview, skills valued in other countries, and modern digital methods of communication in the job environment (such as Google Suit and Drive.) Using Engaging Language: Focus on Behaviour, not personality. Be specific. Using "I" Messages and owning your language. Controlling a conversation, the importance of questions, different types. Importance of rapport. Non-verbal communication, body language. Demonstrate body language that engages others.</p>	
Learning phase	Mobility
Target group	Participants planning to seek a job in other country, who aim to improve their cultural understanding or who wish to know more about the digital tools of communication
Effective number of participants	5
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>- Be able to show respect to colleague's opinions even when they differ from theirs</li> <li>- Be able to manage a job interview taking into account the communicative differences and challenges.</li> </ul>
Duration	1 h.
Detailed description of the method	<ul style="list-style-type: none"> <li>-Lesson will start with a theoretical dissertation</li> <li>-Conversation about the dissertation</li> <li>-The trainer may use a presentation</li> <li>-Ask learners about their experiences</li> <li>-The trainer may use images, videos or a documentary</li> <li>- Think about examples in their daily lives that apply to the problems and solutions described</li> <li>- Another dissertation to sum the lesson up</li> </ul>
Implementation	Theoretical basis
Learning Settings	Tables will be placed in an U shape



Methodological advice	Address the participant's worries; apply the theory to daily life.
Learning material	The trainer may want to make a presentation, video, etc. Trainer Handbook.

**Tool 7: Storytime**

Learners individually write two brief stories and act out one of them without using words. The other participants have to pay attention and write down what they think is going on. Then their perceptions are shared. Then a twist is added: one learner narrates their second story with eyes closed, while other participant tries to act it out without previous knowledge of the story.	
Learning phase	Mobility
Target group	Participants who find attentive listening and expression challenging.
Effective number of participants	5
Learning aims/ effects.	Participants will apply the theoretical lesson in body language and effective communication.
Duration	40 min approx.
Detailed description of the method	Learners individually write two brief stories and act out one of them without using words. The other participants have to pay attention and write down what they think is going on. Then their perceptions are shared. Then a twist is added: one learner narrates their second story with eyes closed, while other participant tries to act it out without previous knowledge of the story. Each of the participants will get to do both roles.
Implementation/ sequence of use	Reflection and writing, (written expression) Demonstration, feedback
Learning Settings	Desks arranged in a U shape, enough clear space for learners to move when acting.
Useful methodological advice	Stimulate creativity in the participants, but if they cannot think of anything, daily life situations are acceptable.

**Tool 8: Mock interview as close as possible to the real-life situation.**

<p>The learners will select a post from a real offer and prepare an interview for the desired post, this time to do so with the trainer, in front of the class, applying the communicative skills learned. The other learners pay attention to the body language of their classmate and other communicative factors. Feedback is given at the end</p>	
Learning phase	Mobility
Target group	Learners of communicative skills who wish to improve their demeanour in an interview
Effective number of participants	5
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>- Be able to structure their communication making a previous planning of it</li> <li>- Be able to deliver their message in a clear and concise way.</li> <li>- Be able to contact the different institutions and organisations needed to prepare for their mobility.</li> <li>-Be able to discuss their necessities with their co-workers and bosses.</li> <li>- Be able to identify various communication techniques to remain calm under stressful situations</li> </ul>
Duration	30 min
Detailed description of the method	Learners will select a job post and prepare an interview for the desired post, this time to do so with the trainer, in front of the class, applying the communicative skills learned. The other learners pay attention to the body language of their classmate and other communicative factors. Feedback is given at the end
Implementation	Demonstration, reflection with participants
Learning Settings	Desks arranged in a U shape



Useful methodological advice	This time it is ok to push a bit more, since participants have to be able to manage an uncomfortable situation. The interviewer could make it seem like she/he is not interested and force the learner to try to convince them.
Learning material	Set of questions for the interviewer, although improvisation is encouraged

**Tool 9: Body Language set of activities**

<p>This set of activities is designed to make socially un-interactive individuals break out of their shell. With these activities they will express themselves without any word, so they will be forced to push their interactive limits. Activities include: Follow the leader, Collaborative drawing, Acting out and The Hanged Charade</p>	
Learning phase	Mobility
Target group	Socially un-interactive participants, learners with difficulties reaching out to others or expressing themselves.
Effective number of participants	5
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>- Be able to structure their communication making a previous planning of it</li> <li>- Be able to deliver their message in a clear and concise way.</li> <li>- Be able to contact the different institutions and organisations needed to prepare for their mobility.</li> <li>- Develop their communication skills and act properly in different communicative situations.</li> </ul>
Duration	1h 10 min
Detailed description of the method	<p><b>Follow the Leader (10')</b></p> <p>Choose the first leader and then let her initiate actions which the rest of the group must follow. She/he may move however and wherever she pleases and the rest have to follow and imitate. Then they may designate the next leader, by eye contact or gesture. Changing leaders democratizes the game and also encourages players to observe an array of different leadership styles.</p> <p><b>Acting Out (25')</b></p> <p>Dramatize a text using just your hands, face and body gestures. For dialogues or conversations requiring multiple characters, let learners work together to try to embody and convey the text. You should encourage observers to guess the content and context before using words to discuss the challenges the group faced and their specific intent. Then, participants will think of a communicative situation where they have felt wrong. They will act it out</p>

	<p>without making a sound and the rest of the learners will try to guess the situation. The one who guesses it right will act the same situation out, but this time using the appropriate body language to make that communicative situation easier.</p> <p><b>Collaborative Drawing (20')</b></p> <p>Collaborate on drawings based on a specific idea or theme, recommends the website <a href="http://businessballs.com">businessballs.com</a>. Keep a firm ten-second time limit and cue each person to contribute to the drawing, then pass it on. Make sure all individuals contribute to the picture, then create a second image, changing the order of the contributors. Alternatively, you should request that teams exchange unfinished pictures or swap artists mid-way through the process.</p> <p><b>The Hanged Charade (15')</b></p> <p>This activity follows the same principle as the Hanged man game, but none of the participants can speak. One learner chooses a word, draws the blanks for the letters and acts it out. The rest have to guess the word and try to mention the letters by using only gestures. For each fail, a part of the hanged man is drawn.</p>
Implementation	Demonstration, group work
Learning Settings	Some of the exercises can be carried out outside. If not, a clear space where learners can move freely is needed.
Useful methodological advice	The facilitator should adapt the exercises to the needs and circumstances of learners and to the scheduled time.
Learning material	Pens, post-its, paper

**Tool 10: Feedback**

<p>After each activity and lesson, participants are encouraged to share their thoughts and opinions. Besides that, after each session, learners will be given a feedback list of twelve sentences to fill with five ranges from “I totally agree” to “I totally disagree” and an additional space for comments. They will be encouraged to fill in the blank space for comments, since it is a way of applying the knowledge of how to give good feedback. After the feedback list is submitted, verbal feedback is given, both from the facilitator and the learners.</p>	
Learning phase	Mobility and Adapt
Target group	All participants
Effective number of participants	5
Learning aims	Improving the effectiveness of the training, addressing any problems that may have arisen, receiving feedback.
Duration	10 min
Detailed description of the method	After each session, learners will be given a feedback list of twelve sentences to fill with five ranges from “I totally agree” to “I totally disagree” and an additional space for comments. They will be encouraged to fill in the blank space for comments, since it is a way of applying the knowledge of how to give good feedback.
Implementation	Feedback, evaluation
Learning Settings	Classroom
Methodological advice	Encourage the learners to write something in the “comments” section
Learning material	Feedback list



## Tool 11: The situations of a foreign working environment: knowing and understanding the new culture and our working environment. The skill of listening

<p>In this theoretical lesson learners will be exposed to the common difficulties for communicating in the workplace in general and specifically in a foreign country. Paying attention to others: the skill of listening. Active listening Evaluate your listening skills self assessment. Listening &amp; Empathy. Active listening tools. (Encouragement, Echoing, Probing, Paraphrasing, Reflective paraphrasing, Relating)</p>	
Learning phase	Adapt
Target group	Participants who wish to improve their listening skills and face the communicative challenges of the workplace.
Effective number of participants	5
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>- Be able to discuss their necessities with their co-workers and bosses.</li> <li>- Be able to identify various communication techniques to remain calm under stressful situations</li> <li>- Be able to discuss about problems and negotiate possible solutions</li> <li>- Be able to show respect to colleague's opinions even when they differ from theirs</li> <li>- Develop their communication skills and act properly in different communicative situations.</li> <li>- Develop their interpersonal skills.</li> <li>- Use Active Listening</li> </ul>
Duration	1 h.
Detailed description of the method	<ul style="list-style-type: none"> <li>-Lesson will start with a theoretical dissertation</li> <li>-Conversation about the dissertation</li> <li>-The trainer may wish to prepare a presentation</li> <li>-Ask learners about their experiences</li> <li>-The trainer may want to use images, videos or a documentary</li> <li>- Think about examples in their daily lives that apply to the problems and solutions described</li> <li>- Another dissertation to sum the lesson up</li> </ul>

Implementation	Theoretical basis, reflection with learners
Learning Settings	Classroom with desks arranged in a U shape
Methodological advice	The trainer should try to relate the theory to the practice and the learner's daily lives
Learning material	The trainer may prepare dissertations, presentations or videos in case they wish. Trainer Handbook.

## Tool 12: Active listening

<p>This exercise helps to understand the importance of acknowledging the view of a person they are having a conversation with irrespective of whether they agree with it or not. The exercise helps to create a vivid example which can then be discussed and explored further.</p>	
Learning phase	Mobility
Target group	Participants with comprehension and listening problems, who wish to be able to have a friendly conversation with someone with antagonistic views.
Effective number of participants	5
Learning aims/ effects. Addressed descriptors	<p>Develop rapport through having a friendly conversation as opposed to being antagonistic with opposing views. Improve listening skills. Learn to listen and show that you are listening</p> <ul style="list-style-type: none"> <li>- Be able to show respect to colleague's opinions even when they differ from theirs</li> <li>-Develop their communication skills and act properly in different communicative situations.</li> <li>-Develop their interpersonal skills.</li> </ul>
Duration	20 min.

<p>Detailed description of the method</p>	<p>This activity will be divided in two different part.</p> <p>For the part one, ideally learners will work in groups up to 4 people, though, if this was not possible the activity can be made in pairs.</p> <p>A box, with different statements is deliver to each group. While both boxes have the same statements, written on them the members of the group can find their position (being against or in favour of it) for the following debate. Inside the boxes there can be a wide variety of topics from non-serious one such as, for example: “the imposition of the use of high heels”. To more serious topics such as: “The salary breach on women salary”.</p> <p>The learners might be informed that, whether they are personally against or in favour of a statement, they have to defend the option they have been given.</p> <p>While discussing, the different groups need to give different statement to defend their beliefs and “steal” participant from the other group by persuading them. By the end of the activity, the group with more participants is the winner.</p> <p>If the activity were to be made in pairs, the winner would be the person who has made more statements to defend his/her topic.</p> <p>An example of topic could be: The use of e-readers.</p> <p>Group A: Defend the usage of them</p> <p>Group B: Is against it and portrays options of why paper books are better.</p> <p>For the second part of the activity we let the learners work in pairs. Two boxes are handed to them (one each). One of the boxes contains questions, the other different affirmations. After a brief introduction, the person which has the box with questions has to take one of the questions out of it, without looking and ask it. The other learner now has to make the same procedure but with his/her affirmation. After 1-2 minutes they will put an end to the conversation and the learner with the question box, who might have been paying attention to his partner, now has to look for the member of other group, tell his story and listen to the story of the other group.</p> <p>Once done that, they have to share the stories they have heard with the trainer. The group with the closest description to the real story wins.</p> <p>For example, after conversating with my partner though the method of</p>
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	<p>questions/sentences now I know that my partner has come to work riding a horse because some bees were following him/her because he/she stole a trunk. (Normally, the stories are fun, but make no much sense, but this allows learners to laugh and relax on the realization of the activity.)</p> <p>Now I have to find a person of another group and tell him/her the story and listen to his/hers.</p> <p>When the trainer comes I have to tell the story that the member of the other group has told me and so does the other person. The one closest to the real one according to the trainer wins.</p> <p>This activity may be repeated several times with different topics.</p>
Implementation	Demonstration, reflection with participants
Learning Settings	Classroom, work in pairs
Methodological advice	The facilitator may have to participate as well depending on the number of participants. It is best if, before the activity starts, the trainer demonstrates.
Learning material	List of topics/statement of opinions and sentences. Boxes

### Tool 13: Paying attention

This set of activities develops active listening, memory, focusing and attention to detail. They include Count backwards, Magic Bag, Picasso, Final Countdown and Listen and Remember	
Learning phase	Mobility
Target group	Participants who wish to activate their memory, attention, focus, listening.
Effective number of participants	5
Learning aims	<ul style="list-style-type: none"> <li>-Be able to discuss their necessities with their co-workers and bosses.</li> <li>-Be able to identify various communication techniques to remain calm under stressful situations</li> <li>-Be able to discuss about problems and negotiate possible solutions</li> <li>-Be able to show respect to colleague's opinions even when they differ from theirs</li> <li>-Develop their communication skills and act properly in different communicative situations.</li> </ul>
Duration	1h 40 min
Detailed description of the method	<p><b>Count Backwards (10')</b></p> <ul style="list-style-type: none"> <li>-Count Backwards from 100 in steps of 7 (for example: 100, 93, 86, ... and next, swap starting with another number)</li> <li>- After that, we can follow, Counting Backwards from December in steps of 3 (for example: December, September, June, ... and next, swap starting with another month)</li> <li>-Try to count backwards the rainbow colours in steps of 2 (for example: Purple, Blue, Yellow, Orange, and next, swap starting with another colour) [Red, Orange, Yellow, Green, Blue, Indigo, Purple]</li> </ul> <p>We can repeat these exercises a couple of times, changing the number of steps.</p> <p><b>Magic Bag (25')</b></p> <p>Participants sit in circle and a <b>magic bag</b> is passed around. On the first round, one participant has her/his eyes covered and takes an object from the bag.</p>

She/he has to describe it and try to guess what it is. On the second round, everyone has their eyes covered/closed except the facilitator. One learner takes an object from the magic bag and describes what they are holding. The rest of participants, not being able to see, have to guess what the object is.

**Picasso (20')**

Participants draw several abstract shapes on it. Use lines, rectangle, triangle and circle as building blocks, draw up to three shapes. Once drawn, look at it for one minute. Next, take another piece of paper and try to emulate your previous drawing from memory. Then one participant describes her/his drawing and the rest has to draw the same from her/his indications without seeing the actual drawing.

And finally the facilitator makes up a scene and narrates it while the participants draw it. In the end, everyone looks at everyone's drawings. Feedback is given on perception and listening and how different each one's focus is.

**Final Countdown (15')**

The group stands in a circle holding hands with eyes closed. Without previous agreement, they have to countdown from 10. Each time only one person can say one number. If more than one person says it, they have to start again. Countdown can be increased to 20.

**Listen and Remember (30')**

Learners will look at an image or several objects placed on a table for a minute. Then they are covered up and participants have to write down all of the objects. Share everyone's results. Then do it again, this time learners can look for two minutes. Share results and compare. Then only one of the learners will be able to look at a new image. She/he will have two minutes to say out loud what the objects are, and the rest of the class has to memorize it. When time is up, they write it down, share and compare. A different learner will take a look at the image and invent a story connecting all of the objects. The rest of the class listens, then writes down all of the object. Another learner tries to recite from memory the story they heard. This activity may be repeated several times with different images, each time with more and more objects and stories until the thirty minutes are up.



Implementation	Demonstration, active stage
Learning Settings	These activities may be carried out outside. If that is not possible, a space where they can stand in a circle holding hands is needed.
Useful methodological advice	Count Backwards and Final Countdown may either be too long or too short depending on the abilities of the participants. Count on it and prepare accordingly.
Learning material	Magic bag with objects, images with lots of objects for Listen and Remember.

**Tool 14: The skills of reflecting, self-disclosure, induction and closure, assertiveness, persuasion negotiating and feedback.**

<p>In this theoretical lesson, learners will show understanding for others: the skill of reflecting. Telling others about yourself: the skill of self-disclosure. Opening and closing interactions: the skills of set induction and closure. Standing up for yourself: the skill of assertiveness. Using your influence: the skill of persuasion Working things out together: the skill of negotiating. Giving good feedback.</p>	
Learning phase	Adapt
Target group	Participants who struggle with passivity, aggressiveness or who are not confident about negotiating.
Effective number of participants	5
Learning aims/ effects. Addressed descriptors	<ul style="list-style-type: none"> <li>-Be able to deliver their message in a clear and concise way.</li> <li>-Be able to contact the different institutions and organisations needed to prepare for their mobility</li> <li>-Be able to discuss their necessities with their co-workers and bosses.</li> <li>-Be able to identify various communication techniques to remain calm under stressful situations</li> <li>-Be able to discuss about problems and negotiate possible solutions</li> <li>-Be able to show respect to colleague’s opinions even when they differ from theirs</li> <li>-Develop their communication skills and act properly in different communicative situations.</li> </ul>
Duration	1 h
Detailed description of the method	<ul style="list-style-type: none"> <li>-Lesson will start with a theoretical dissertation</li> <li>-Conversation about the dissertation</li> <li>-The trainer may use a presentation</li> <li>-Ask learners about their experiences</li> <li>-The trainer may use images, videos or a documentary</li> <li>- Think about examples in their daily lives that apply to the problems and</li> </ul>

	solutions described  - Another dissertation to sum the lesson up
Implementation	Theoretical basis
Learning Settings	Classroom with desks placed in a U shape
Useful methodological advice	Address the learner's experiences with the subject.
Learning material	Dissertations, presentation, video (in case the trainer wishes to use them) Trainer Handbook.

**Tool 15: Set of assertive and persuasive exercises**

<p>A set of activities designed to reflect on and improve assertiveness, persuasion, negotiating , quality feedback, persuasion and the ability to start a conversation. They include Start a conversation, Effective Feedback, Giving and Receiving feedback, Assertiveness, Pirate bargaining and Persuasive essays</p>	
Learning phase	Mobility
Target group	Learners who struggle with assertiveness, feedback, who are not able to start a conversation or are not confident to negotiate.
Effective number of participants	5
Learning aims	<ul style="list-style-type: none"> <li>- Be able to discuss their necessities with their co-workers and bosses.</li> <li>-Be able to discuss about problems and negotiate possible solutions</li> <li>-Be able to show respect to colleague’s opinions even when they differ from theirs</li> <li>- Develop their communication skills and act properly in different communicative situations.</li> <li>-Develop their interpersonal skills.</li> </ul>
Duration	2 h 10 min approx.
Detailed description of the method	<p><b>Start a conversation. (20’)</b></p> <p>Using the knowledge acquired during the course, learners will make a list of good conversation starters and a conversation plan. That is, an outline to hold a conversation: break the ice, small talk, finding common ground, using humour, asking open-end questions, would you rather...then each outline is shared with the class and discussed. Finally they are put into practice between learners. Feedback is given at the end</p> <p><b>Effective feedback (15’)</b></p> <p>Learners are given the Effective Feedback Sheet and have to analyse several sentences and classify them as effective or not following the criteria. Then the sentences are discussed with the class.</p>

	<p><b>Giving and Receiving feedback (20')</b></p> <p>Roleplay activity with two different scenarios where a learner has to give or receive feedback, both positive and negative. All of the participants do both. The result is discussed in class.</p> <p><b>Assertiveness (20')</b></p> <p>The first part of this activity is a role play. Two learners will act out the following situations, then decide whether the interaction is assertive, aggressive or passive.</p> <ol style="list-style-type: none"><li>1) Your co-worker asks you to get coffee and you tell him you've already gotten the coffee three times in the last two days and you have other things you need to be doing.</li><li>2) Your boss gets on you about not turning in your project. You know you turned it in, but you say, "I'm sorry," and do it again.</li><li>3) Your co-worker asks you to help with some papers even though he knows you have work planned. You say, "Remember, I'm going to the meeting this morning, but I will be glad to help when I get back."</li></ol> <p>Then the trainer opens the discussion: Can you think of some situations from your life when you acted in one of these ways but you see another way you could act now? Think of a situation in which you were passive and didn't speak up. How did it make you feel? And when you were aggressive? And assertive?</p> <p><b>Pirate bargaining (20')</b></p> <p>This activity will enhance the negotiation skills. Write down in several post-its "rum", "fabric" and "hat". They will be used as currency. In this game each learner is a pirate who has to get 3 barrels of rum, 3 pirate hats and 30 metres of fabric for the sails. Each learner starts out with some post-its, but there are not enough for everybody. Some learners start with more of something, some with less, some don't have one or two of the elements at all. They have to negotiate with their peers and make the best bargain.</p> <p><b>Persuasive essays (30')</b></p> <p>Learners are reminded of the keys to persuasion. They are asked to write a persuasive letter to the department director of the company to discuss a work procedure, an essay between 200 and 400 words long. When they are finished, they pass it to a classmate who has to assess the persuasiveness of the essay and decide whether or not the department director agrees.</p>
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Implementation	Activation, demonstration, group work, feedback
Learning Settings	Classroom with desks arranged in an U shape
Methodological advice	If Pirate Bargaining is too fast or too slow, change the distribution of the goods or take some away.
Learning material	Post its, Effective Feedback Sheet, Giving and receiving feedback sheet

## Tool 16: Giving and Receiving feedback - Roleplay activity

Roleplay activity with two different scenarios where a learner has to give or receive feedback, both positive and negative. All of the participants do both. The result is discussed in class.

A) **Giving positive feedback** about someone's behaviour or attitude (3 learners: one feedback recipient, one feedback giver, and one observer):

You are a sales manager with a new team of workers. Everytime you go to check how things are going everything seems normal. All the workers do their jobs perfectly and the incomes are at high. One day, one of the workers (Matt) comes to talk to you about a case of verbal harass upon (Mia), other of the members of the team by one of the teammates. Please give this person feedback using the guidelines discussed in class.

Observer: Note the behaviours and words used by each learner. What were the strengths and weaknesses of the interaction?

If time, switch roles and practice the scenario again.

B) **Giving negative (constructive) feedback** about someone's behaviour or attitude (3 learners: one feedback recipient, one feedback giver, and one observer):

You are a new graphic designer in an important company. The company has assigned you an important project with a new team. Even though working with them is great and everything is going according to schedule. You and the rest of the members of your team are concerned because one of you is really active in social media. While this is useful for the next steps of the project, this person has the tendency to post inappropriate things and has a lesser perspective of privacy than what you, and the rest of the team consider necessary. Please give the learner negative, but constructive, feedback.

Observer: Note the behaviours and words used by each learner. What were the strengths and weaknesses of the interaction?

If there is time, switch roles and practice the scenario again.

**Tool 17: Effective feedback**

Circle the number of each sentence that you think meets the criteria for helpful feedback (not necessarily perfect). For the rest of the questions, see if you can figure out the criterion that has been actively violated. Put that criterion in front of the sentence. You may find more than one.

EFFECTIVE FEEDBACK SHEET		
CRITERION FOR HELPFUL FEEDBACK		SENTENCES WHICH MEETS OR NOT THE CRITERIA FOR HELPFUL FEEDBACK
	1	"I'm really confused over what you just said about my work".
	2	"Now I don't want you to get upset about what I'm going to say, but...."
	3	"When you interrupt me like that, it makes me want to stop talking to you"
	4	"It really doesn't matter to me, but a lot of people would really be upset with what you just did".
	5	"You're really overreacting to what I just said".
	6	"Your problem is that you just don't like yourself".
	7	"I have some feedback for you and I've got to give it to you for your own good."
	8	"When you continue to talk so softly, even after I've said I have trouble hearing you, I get frustrated and want to end the conversation".
	9	"You've just offended every person in this group".
	10	"You appear to be frowning, and I'm confused about what just happened."
	11	"From the way you needle people, you must have a need to get even with the world".
	12	"I could work with you more easily if you had a better sense of humour".
	13	"Why do you do things like that?".
	14	"Do you understand what I mean when I say you're sending me a double message?"
	15	"Charlie, how does it make you feel when Tom keeps coming late to meetings?"



	16	"I'm going to be open with you, level with you: I think you're a fathead".
	17	"I wish you'd stop trying to run things around here".
	18	"How do you think it makes me feel when you say things like that?"
	19	"That kind of adolescent behaviour won't get you anywhere around here".
	20	"And another thing. I'm sick and tired of you calling me "Honey".

Following are 10 **criteria for effective feedback**. You may not need to concern yourself with all of them and may find yourself focusing on a cluster of 4 or 5 which are problems for you. Also, there is a list of opposites - things we do which are not effective.

	EFFECTIVE FEEDBACK	INEFFECTIVE FEEDBACK
1	Describes the behaviour which led to the feedback- 'You are finishing my sentences for me...'	Uses evaluative / judgmental statements- 'You're being rude'. Or generalised ones- 'you're trying to control the conversation.'
2	Comes as soon as appropriate after the behaviour - immediately if possible, later if events make that necessary ( something important going on, you need time to cool down etc)	Is delayed, saved up, and dumped. Induces guilt and anger in the receiver, because after time there is not usually anything he can do about it.
3	Is direct, from sender to receiver	Indirect, ricocheted- Tom, how do you feel when Jim cracks his knuckles? - also known as let's you and him fight
4	Is owned by the sender, who uses 'I' messages and takes responsibility for his thoughts, feelings, reactions.	Ownership is transferred to 'people', 'the book', 'upper management', etc.
5	Includes the senders real feelings about the behaviour, insofar as they are relevant to the feedback- 'I get frustrated when I'm trying to make a point and you keep finishing my sentences.'	Feelings are concealed, denied, misrepresented, and distorted. One way to do this is to 'transfer ownership'. Another way is to smuggle the feelings into the interaction by being sarcastic, sulking, competing to see who's right, etc.
6	Is checked for clarity, to see that the receiver fully understands what's being conveyed.	Not checked. Sender either assumes clarity or - fairly often- is not interested in whether receiver understands fully.



7	Asks relevant questions which seek information, with the receiver knowing why the information is sought and having a clear sense that the sender does not know the answer.	Asks questions which are really statements- 'Do you think I am going to let you get away with that?' or which sound like traps- 'Do you behave that way at home too?'
8	Specifies consequences of the behaviour - present and/or future- 'If you keep finishing my sentences I won't want to spend much time talking to you in the future'.	Provides vague consequences- 'That kind of behaviour is going to get you into trouble'. Or specifies no consequences- 'you shouldn't do that'.
9	Is solicited or at least to some extent desired by the receiver.	Is imposed on the receiver, often for his own good.
10	Refers to behaviours about which the receiver can do something, if he wants to.	Refers to behaviours over which the receiver has little or no control

**Tool 18: Work Situation**

Learners are presented with several real-life communication problems that immigrant workers face and write an outline on how to solve them. Then they are shared with the rest of the class.	
Learning phase	Adapt
Target group	Participants who wish to work abroad and want to address the possible communicative problems
Effective number	5
Learning aims	<ul style="list-style-type: none"> <li>-Be able to discuss their necessities with their co-workers and bosses.</li> <li>- Be able to identify various communication techniques to remain calm under stressful situations</li> <li>-Be able to discuss about problems and negotiate possible solutions</li> <li>-Be able to show respect to colleague's opinions even when they differ from theirs</li> <li>-Develop their communication skills and act properly in different communicative situations.</li> <li>-Develop their interpersonal skills.</li> </ul>
Duration	20 min
Detailed description of the method	Learners are given the Exercise 9 sheet with a list and description of real-life communication problems and situations that foreigners face. They read them aloud and identify the good and bad behaviours that each of the participants of the situations have shown. Learners analyse and identify the communication problems that have arisen in each of the situations, and then give what they believe was the right way to handle the situation. Discussion follows.
Implementation	Demonstration. Group work. Reflection with participants. Evaluation with participants
Learning Settings	Classroom with desks arranged in an U shape
Methodological advice	Stimulate conversation and new questions, further than those of the sheet.
Learning material	List and description of real-life communication problems and situations that foreigners face.

## Literature

### Physical materials:

"[The Economic Aims of Education](#)" Bainbridge and Murray, 2000

"The Mathematical Theory of Communication," E. Shannon and Warren Weaver, 1998

### WebPages:

"Mind Tools. Essential skills for an excellent career" [www.mindtools.com](http://www.mindtools.com)

"Practical Management Skills. Intuititon" <http://www.practical-management-skills.com>

"Skills you need. Helping you develop life skills." <https://www.skillsyouneed.com>

"Fun Retrospectives. Activities and ideas for making agile retrospectives more engaging"

<http://www.funretrospectives.com>

"Wilderdom. A project in natural living & transformation" <http://wilderdom.com>

### YouTube videos:

"Understanding Communication Skills" by MindToolsVideos YouTube channel  
<https://www.youtube.com/watch?v=F4XWfe2NEI4>

"3 Steps To Start a Conversation with anyone, anytime" -By The Charisma Matrix YouTube channel - <https://www.youtube.com/watch?v=4rB33qkDeFg>

"10 Surprising Ways To Offend People In Other Countries" - By Alltime10s YouTube channel  
<https://www.youtube.com/watch?v=UTE0G9amZNk>

"Effective Listening Skills in the workplace" - By Communication Coach Alex Lyon YouTube channel- [https://www.youtube.com/watch?v=lwWj\\_SfDpzg](https://www.youtube.com/watch?v=lwWj_SfDpzg)

# Module 5

## **SELF- EFFICACY. PERSISTENCE. (MOBILITY & ADAPT)**

## CONTENT

- 5.0 Introduction
- 5.1 The aims of the MOBILITY & ADAPT Training.
  - Training Programme of Module 5/ MOBILITY
  - Training Programme of Module 5/ ADAPT
- 5.2 Self-efficacy and Persistence Training – Theoretical Part
- 5.3 Tools for practical exercises
  - Topic 1: Get to know yourself better and discover hidden possibilities and strengths
  - Topic 2: Motivation
  - Topic 3: Effective Time Planning
  - Topic 4: Obstacles in Implementation of Plans
  - Topic 5: Setting Goals
  - Topic 6: Stress
  - Topic 7: Personal Stressors
  - Topic 8: Coping with Stress (Techniques)
- 5.4 Literature

## 5.0 Introduction

The present manual aims at providing knowledge in Self-efficacy and Persistence through practical activities to prepare individual EU citizens / workers for transnational labour mobility (TLM) and to enhance their adaptation in a foreign workplace.

The manual is divided into the following subchapters focused on improving Self-efficacy and Persistence:

- Introduction
- Training Programmes
- Theoretical Part
- Topic 1: Get to know yourself better and discover hidden possibilities and strengths
- Topic 2: Motivation
- Topic 3: Effective time planning
- Topic 4: Obstacles in implementation of plans
- Topic 5: Setting goals
- Topic 6: Stress
- Topic 7: Personal stressors
- Topic 8: Coping with stress (techniques)

The module is designed for both individuals interested in transnational labour mobility, planning to work abroad and individuals being already abroad. The proposed training programme in Self-efficacy and Persistence has been designed for two interlinked phases:

1. MOBILITY path - implementation in the home country, before transnational labour mobility as the preparatory intervention
2. ADAPT path – implementation in foreign work/social environment (host country) for adaptation of individuals/employees in a new working and living context.

The MOBILITY path provides basics for the further development of personal and social competences for successful integration in an unknown social and work environment abroad. It is recommended to complete it with individual counselling and professional career guidance. The ADAPT path is based at MOBILITY and further takes into account first practical integration experience abroad. This path is composed of group coaching sessions designed:

1. To interact with other foreigners being at the stage of integration and adaptation in a new working and living context,
2. To verify skills and knowledge gained during Mobility training path facing real situations abroad.

The training programme is structured according to the model of 80:20, e.g. 80 % of practical exercise and 20% of theoretical instruction.

The proposed teaching methods include: lecture, brainstorming, individual and group work, work in pairs, moderated discussion.

The importance of self-efficacy and persistence is indisputable in the context of transnational labour mobility. Self-efficacy is one of the most enabling psychology models to have been adopted into positive psychology. It is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favourable outcome.

Self-efficacy has powerful effects on learning, motivation, and performance. People try to learn and perform only those tasks that they believe they will be able to perform successfully. Self-efficacy affects learning and performance in three ways (Bandura, 1982):

- 1) Self-efficacy influences the goals that people choose for themselves. People with low levels of self-efficacy tend to set relatively low goals for themselves. Conversely, an individual with high self-efficacy is likely to set high personal goals.
- 2) Self-efficacy influences learning as well as the effort that people exert on the job. Individuals with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful. Individuals with low self-efficacy may exert less effort when learning and performing complex tasks, because they are not sure the effort will lead to success.
- 3) Self-efficacy influences the persistence with which people attempt new and difficult tasks. Individuals with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface. Conversely, people with low self-efficacy who believe they are incapable of learning and performing a difficult task are likely to give up when problems surface. In an extensive literature review on self-efficacy, Albert Bandura and Edwin Locke (2003) concluded that self-efficacy is a powerful determinant of job performance.

In psychology, persistence (PS) is a personality trait. It has been defined as the ability to keep up the efforts and more effectively pursue the aims, to achieve work tasks successfully in the face of social disadvantage or stressful/ highly adverse conditions abroad.

Working on Self-efficacy and Persistence in terms of transnational labour mobility means working on improving the abilities of time management, motivation, goals setting and their prioritization, stress management and resilience based on diagnosed strengths and weaknesses in connection with our life values.

## 5.1

# Aims of the MOBILITY & ADAPT Training



## MOBILITY “Self-efficacy. Persistence” Training

The main aims of the proposed training path are as follow:

- to develop the ability to keep up the efforts and more effectively pursue the aims,
- to achieve work tasks successfully in the face of social disadvantage or stressful/ highly adverse conditions abroad,
- to improve the sense of efficacy to succeed in specific situations or accomplish a task,
- to organize and implement actions needed, to overcome future potential situations connected to transnational labour mobility,
- to get to know yourself better and discover hidden possibilities and strengths,
- to strengthen your own perseverance and determination to achieve your goals,
- to learn methods and techniques of effective achievement of goals,
- to analyse your successes and failures in connection with pursuing your goal.

The training path concerns resilience/persistence and self-efficacy which are connected with each other.

**Persistence/ Resilience- ability to keep up the efforts and more effectively pursue the aims, to achieve work tasks successfully in the face of social disadvantage or stressful/ highly adverse conditions abroad.**

**Self – Efficacy - belief in one's ability to succeed in specific situations or accomplish a task, to organize and implement actions needed, to overcome future potential situations connected to transnational labour mobility.**

Target group of the training:

- individuals interested in transnational labour mobility, planning to work abroad.
- individuals being already abroad.

Learning objectives

By the end of the training, trainee will be able to:

- understand what resilience is, where it comes from and how to build and maximise own resilience in foreign environment
- set clear goals, expectations and their acceptance
- realise what motivates you and what makes you stressed
- define internal and external barriers to be persistent



- manage stress and unexpected barriers and obstacles during mobility
- find out own strengths and weaknesses and how to make use of them
- manage own time to set goals and prioritize them in terms of transnational mobility
- make decisions about what to do and when
- apply a structured whole-brain process to shape current and future commitments

### ADAPT “Self-efficacy. Persistence” Training

#### Group coaching

Objectives:

- To manage interpersonal relations in the longer period;
- To favour networking among participants;
- To help participants to acquire competences to solve typical problems of foreign employee;
- To give participants instruments and tools to manage in foreign environment;
- To give participants the possibility to bring and present to the audience real situations;
- To permit the acquisition of personal skills through peer learning and coaching;

The activity will be implemented in the form of group coaching based on peer sessions. Participants will be called to share and exchange experiences to analyse lessons learned and weaknesses points.

6 months (1 meeting in every 2-3 weeks - 3 hours each)

Schedule	6 months (1 meeting in every 2-3 weeks - 3 hours each)
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## 5.2

# Theoretical introduction to the Self- efficacy and Persistence Training Module

## MOBILITY & ADAPT

## OUR STRENGTHS AND WEAKNESSES

Solid knowledge about our strengths and weaknesses is very important for successful transnational labour mobility. It becomes the beginning of an important personal changes and the next step to professional success. The most common tools for diagnosis of strengths and weaknesses are SWOT analysis and TOWS analysis. TOWS and SWOT are acronyms for different arrangements of the words Strengths, Weaknesses, Opportunities and Threats. At a practical level, the only difference between TOWS and SWOT is that TOWS emphasizes the external environment whilst SWOT emphasizes the internal environment.

When doing own Analysis, remember that:

- There are no objective strengths and weaknesses.
- Individuals may qualify states and phenomena differently.
- People differ in terms of understanding their resources and gaps.
- Once determined strengths or weaknesses do not remain forever.

SWOT or TOWS analysis helps to get a better understanding of the strategic choices that everyone face, through asking and answering the following questions: How do you:

- Make the most of your strengths?
- Circumvent your weaknesses?
- Capitalize on your opportunities?
- Manage your threats?

A next step of analysis usually associated with the externally-focused TOWS Matrix, help to think about the options that we could undertake. To do this we have to match external opportunities and threats with our internal strengths and weaknesses.

This helps us to identify strategic alternatives that address the following additional questions:

- Strengths and Opportunities (SO) – How can you use your strengths to take advantage of the opportunities?
- Strengths and Threats (ST) – How can you take advantage of your strengths to avoid real and potential threats?
- Weaknesses and Opportunities (WO) – How can you use your opportunities to overcome the weaknesses you are experiencing?
- Weaknesses and Threats (WT) – How can you minimize your weaknesses and avoid threats?

## MY HIERARCHY OF VALUES

All of us have values that motivate us, whether we know them or not. Values are a set of standards we have for our life. Some people would even say that values are priorities that show us how to spend our time most effectively. Values can also be described as labels that we give to specific words to help represent your emotional experiences — originating from states of pain and pleasure. These emotional experiences are often organized into a hierarchy of sorts that helps outline our priorities for life, and for living that life.

Values are the measures we use to figure out whether or not our life is turning out the way we had imagined. Therefore values help us stay on track and focused on the most important things in our life.

All this is very important because when “what we do” and “how we behave” is consistent with our values, then life feels good, we feel good, and everything seems perfect with the world. However, when what we do and how we behave is not aligned with our highest values (priorities for life) then that is when things begin feeling somewhat uncomfortable and painful. We feel unfulfilled, dissatisfied and maybe just downright miserable, and we probably don’t even realize why we’re feeling this way.

The whole point of exploring our values is to help us to improve the results we get in the most important areas of our life and also to deal with transnational labour mobility. For this very reason, it’s absolutely critical that we explore our personal values in detail. When we understand our values, we can use them to make better decisions about our life. This is advantageous because it can help us to decide with more clarity whether or not we should travel, take risks, save money, start a business, pursue goals, etc.

All this is very important because our values determine what we focus on, how we perceive reality, how we evaluate things, and what we will or won’t do, which essentially comes down to our behavior and the actions we take on a daily basis. It’s important to note that our values will often change as we transition through different life stages. Major life events can also change our values. Events can shift how we think about things and will, therefore, alter your choices, decisions, and actions.

Keeping track of values is a great way to stay in-tune with deepest needs and desires. What was once important, may not be important any longer. And as a result, we must alter our choices and decisions in order to match our highest values and priorities. Failing to take these steps can leave us feeling unbalanced, dissatisfied and unfulfilled.

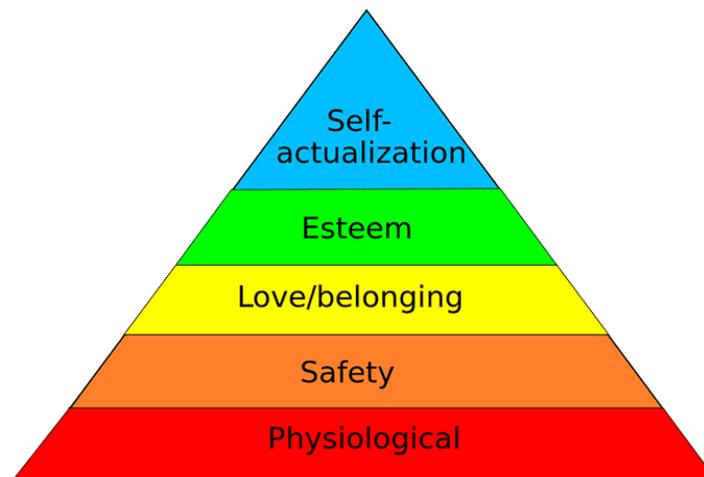
There will, of course, be some values that will stay constant throughout our life. These could be values of health, happiness, loyalty, empathy, selflessness, and more. These are the values lying at our core.

## MOTIVATION

There are different theories on motivation, like Hierarchy of needs theory (Abraham Maslow), ERG theory (Clayton P. Alderfer) or Two factor theory (Frederick Herzberg).

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.



This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*).

Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfil such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food, the more hungry they will become.

The Maslow's Hierarchy of Needs is a theory that is built on the basic premise that there are five specific needs that a person initially needs to have met before any other needs can be met. Those needs start with the basic needs like shelter and food. They then

work themselves into a process of self-actualization or the fulfilment of everything that everyone as an individual is capable of.

One level of needs must be met in order for a person to move on to the next level. The levels of needs as listed in this theory are:

- Basic needs (food, shelter, clothing, etc.)
- Safety needs (financial security, health, personal security)
- Social needs (friendship and intimacy)
- Esteem needs (self-respect, self-esteem, etc.)
- Self-Actualization (the state achieved when all of the other needs are satisfied)

By working through this hierarchy of needs theory, a person is able to clearly see what needs are being met, and which needs need more attention and clarity.

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges” (1987, p. 69).

The knowledge gleaned from this hierarchy can be successfully used to create a daily schedule that will set comparable, steady goals to work towards. This can be the foundational groundwork for everyone’s everyday life, for business and in helping to achieve the things that are needed to in order to become more successful.

### **Hierarchy of needs summary**

- human beings are motivated by a hierarchy of needs.
- needs are organized in a hierarchy of prepotency in which more basic needs must be more or less met (rather than all or none) prior to higher needs.
- the order of needs is not rigid but instead may be flexible based on external circumstances or individual differences.
- most behavior is multi-motivated, that is, simultaneously determined by more than one basic need.

### **EFFECTIVE TIME MANAGEMENT**

Time management is the process of organizing and planning how to divide time between specific activities. Good time management enables to work smarter – not

harder – so that everyone gets more done in less time, even when time is tight and pressures are high. Failing to manage our time damages effectiveness and causes stress

Effective time management helps us make better decisions, meet deadlines, and achieve goals. Being more effective and efficient increases confidence and motivation to achieve continuously higher levels of success. Through learning to leverage time and tasks to your advantage, you will achieve maximizing the results in the shortest amount of time, with a greater sense of achievement and satisfaction at work.

Effective time management isn't about controlling time. It's about managing how to invest time, about managing multiple priorities and tasks that compete for time and about managing oneself out of unproductive habits. It's only when we learn to manage these two things - our tasks and ourselves - that we'll work more efficiently and effectively and give ourselves the time we need to pursue the activities we want to pursue - the activities that make our life more meaningful.

What skills are required for effective time management?

Some of these skills including **setting clear goals**, **breaking your goals down into discreet steps**, and **reviewing your progress** towards your goals are covered in **action planning**.

Other skills involved include **prioritising** - focusing on urgent and important tasks rather than those that are not important or don't move you towards your goals; **organising** your work schedule; **list making** to remind you of what you need to do when; **persevering** when things are not working out and **avoiding procrastination**.

What most people actually need to do is to analyse how they spend their time and implements a few time saving methods that will gain them the most time.

Prioritization is essential as it helps to focus mainly on tasks and duties with the highest priority before a person turns to tasks with lower priority that are not related to main goals or not contributing towards intended output. Prioritization is an effective time management method as it enables a person to be more productive in stressful times when she/he is facing work overload as she/he can cast aside time intensive, but unimportant tasks.

There are numerous techniques that help to set priorities from the simpler ABC Rule to more in-depth and precise techniques like the Pareto Rule.

## OBSTACLES IN IMPLEMENTATION OF PLANS

Effective time management helps us make better decisions, meet deadlines, and achieve goals. There are a few types of obstacles in implementation of plans connected also with effective time management:

- postponing
- perfectionism
- “time wasters”

Time wasters are a frequent source of frustration too.

The following are examples of some of the biggest time wasters:

- Worrying about it and putting it off, which leads to indecision
- Creating inefficiency by implementing first instead of analysing first
- Unanticipated interruptions that do not pay off
- Procrastinating
- Making unrealistic time estimates
- Unnecessary errors (not enough time to do it right, but enough time to do it over... even though it would have been faster to do it right the first time)
- Crisis management
- Poor organization
- Ineffective meetings
- Micro-managing by failing to let others perform and grow
- Doing urgent, rather than important tasks
- Poor planning and lack of contingency plans
- Lacking priorities, standards, policies, and procedures

The following are examples of time savers:

- Managing the decision making process, not the decisions
- Concentrating on doing only one task at a time
- Establishing daily, short-term, mid-term, and long-term priorities
- Handling correspondence expeditiously with quick, short letters and memos
- Throwing unneeded things away
- Establishing personal deadlines and ones for the organization
- Not wasting other people's time
- Ensuring all meetings have a purpose, time limit, and include only essential people
- Getting rid of busywork

- Maintaining accurate calendars; abiding by them
- Knowing when to stop a task, policy, or procedure
- Delegating everything possible and empowering subordinates
- Keeping things simple
- Ensuring time is set aside to accomplish high priority tasks
- Setting aside time for reflection
- Using checklists and To-Do lists

## SETTING GOALS

A solid personal goal setting system is the key to effective time management and life planning. Goal setting and time management go together naturally. Setting SMART goals means you can clarify your ideas, focus your efforts, use your time and resources productively, and increase your chances of achieving what you want in life. SMART is an acronym that is used for goal setting.

Its criteria are commonly attributed to Peter Drucker's Management by Objectives concept. The first known use of the term occurs in the November 1981 issue of Management Review by George T. Doran. Since then, Professor Robert S. Rubin (Saint Louis University) wrote about SMART in an article for The Society for Industrial and Organizational Psychology. He stated that SMART has come to mean different things to different people, as shown below.

To make sure the goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Definition of the SMART acronym may need updating to reflect the importance of efficacy and feedback. However, some authors have expanded it to include extra focus areas; SMARTER, for example, includes Evaluated and Reviewed.

## STRESS

Any changes around us mean stress. There are very few certainties in our lives, and the everyday stress in our fast-moving world has a negative impact not only on our behaviour, but also on our health. Many people report that they feel increased stress and pressure most of the time. Too much stress decreases our happiness and work

efficiency.

The term *stress* was first used by Hans Selye in 1930's, during trials on rats. He tried to harm the rats in various ways – by starving, cold, injuries, bacteria (i.e. by various stressors) and he discovered that the defence mechanism was always similar and included glands and the nervous system. He also discovered that it is the same for other species, including humans. Physiologist Walter Cannon worked on similar issues, especially through research of adrenal medulla, that is adrenalin and noradrenalin mechanisms. These two strands combined into a current conception of stress where it is viewed as an organism's response to any type of excessive pressure.

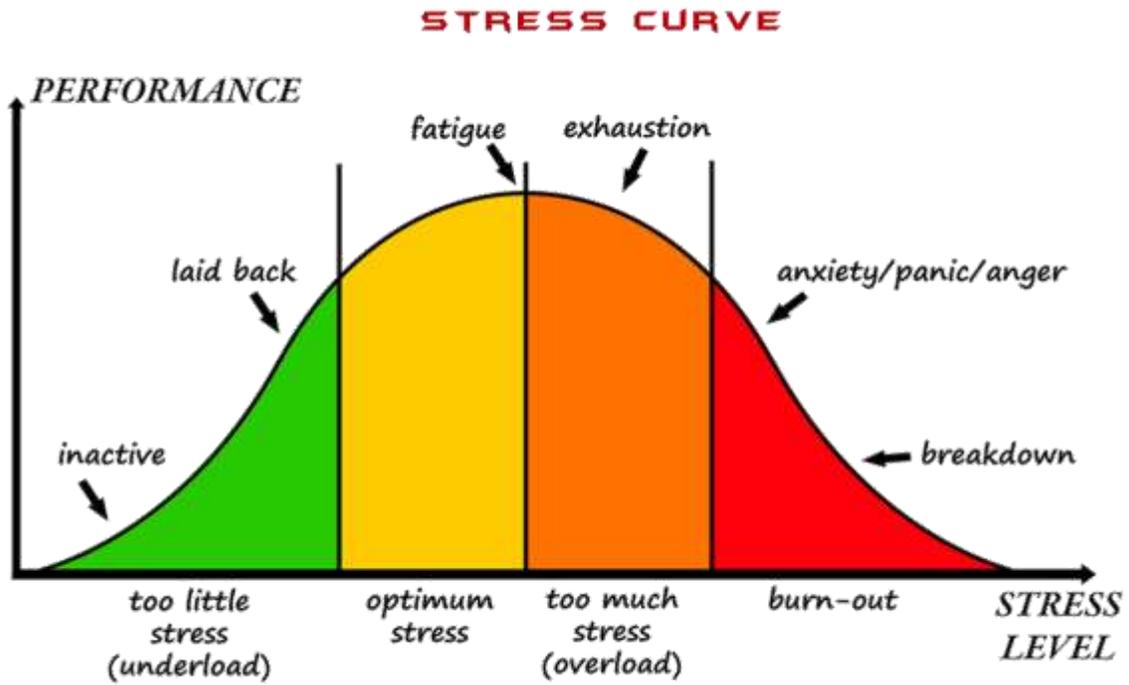
It is important to remember that stress is strongly individual. Excessive pressure for one may be quite common or even pleasant for another. Various people view stress occasions differently (with different levels of intensity). Stress can influence various body parts, relationships and our feelings; you are going to find out more farther.

The term *stress* is usually used in a negative sense, and you have probably never heard: "I am just great today because I am under a real stress." But we might say something like that - stress is not always harmful. We distinguish between **eustress** (positive stress) and **distress** (negative stress). Without realising, each change is stressful for us. This includes improvements – e.g. moving to a larger flat. Some changes and certain degree of stress can have positive outcomes. The main difference between positive and negative stress is to what extent it affects us. Stress raises us, it makes us work better/harder, makes us stronger; it makes us feel better once the task is over – we have managed to achieve something, and we may feel pleasantly tired. This is eustress. With the negative stress, on the other hand, we feel tired, and sometimes this stops us from falling asleep or resting.

This means that it is good to be subject to stress to a certain extent: it is good to try out new tasks and not avoid challenges. We have to manage our lives so that the stress in them is not only manageable, but also sufficient. It is also important to know how much stress we can manage. Another important thing is to know ways of dealing with stress.

What is important for dealing with stress? Adequate self-confidence plays probably a major part. If I believe that I can deal with a situation, the prospects are much better. We have to view obstacles as challenges, and being unsuccessful as a normal part of our lives. Analyse a situation, find an appropriate solution, and tackle obstacles. Know methods for dealing with pressure, know how to concentrate, keep performing even during routine tasks that do not require constant attention. It is also important to know

one's own emotions under difficult circumstances.



## PERSONAL STRESSORS

Dr. Lazarus (building on Dr. Selye's work) suggested that there is a **difference between eustress, which is a term for positive stress, and distress, which refers to negative stress.**

Eustress, or positive stress, has the following characteristics:

- Motivates, focuses energy.
- Is short-term.
- Is perceived as within our coping abilities.
- Feels exciting.
- Improves performance.

Distress, or negative stress, has the following characteristics:

- Causes anxiety or concern.
- Can be short- or long-term.
- Is perceived as outside of our coping abilities.
- Feels unpleasant.
- Decreases performance.
- Can lead to mental and physical problems.

### Examples of Eustress and Distress

It is hard to categorize stressors into objective lists of those that cause eustress and those that cause distress, because *different people will have different reactions to particular situations*. However, by generalizing, we can compile a list of stressors that are typically experienced as negative or positive to most people, most of the time.

Examples of negative *personal stressors* include:

- The death of a spouse.
- Filing for divorce.
- Losing contact with loved ones.
- The death of a family member.
- Hospitalization (oneself or a family member).
- Injury or illness (oneself or a family member).
- Being abused or neglected.
- Separation from a spouse or committed relationship partner.

- Conflict in interpersonal relationships.
- Bankruptcy/Money Problems.
- Unemployment.
- Sleep problems.
- Children's problems at school.
- Legal problems.

Examples of positive *personal stressors* include:

- Receiving a promotion or raise at work.
- Starting a new job.
- Marriage.
- Buying a home.
- Having a child.
- Moving.
- Taking a vacation.
- Holiday seasons.
- Retiring.
- Taking educational classes or learning a new hobby.

Work and employment concerns such as those listed below are also frequent causes of distress:

- Excessive job demands.
- Job insecurity.
- Conflicts with teammates and supervisors.
- Inadequate authority necessary to carry out tasks.
- Lack of training necessary to do the job.
- Making presentations in front of colleagues or clients.
- Unproductive and time-consuming meetings.
- Commuting and travel schedules.

Stressors are not always limited to situations where some external situation is creating a problem. Internal events such as *feelings* and *thoughts* and *habitual behaviors* can also cause negative stress.

Common internally caused sources of distress include:

- Fears: (e.g., fears of flying, heights, public speaking, chatting with strangers at a party).
- Repetitive Thought Patterns.
- Worrying about future events (e.g., waiting for medical test results or job restructuring).
- Unrealistic, perfectionist expectations.

Habitual behavior patterns that can lead to distress include:

- Overscheduling.
- Failing to be assertive.
- Procrastination and/or failing to plan ahead.

### **COPING WITH STRESS**

Methods for dealing with stress can be divided into preventive, acute, and follow-up. There are many methods in each category but not all of them may be suitable for you.

Preventive methods are those carried out by people, who cleverly foresee the stress and they fight it before it occurs. An example could be maintaining a healthy diet.

Acute methods (also known as the first aid method) help with managing a stressful situation once it has occurred as we suffer from stress. An example could be a situation when someone is shouting at us and we cannot be nasty back or leave, we shake inside but we do not let anyone else know about this – e.g. a person working as a shop assistant dealing with returns and an angry customer. This situation can be made easier by following one's own breathing and self-motivation talk of the type "you can do it".

Follow-up methods are those which help us deal with the stress and stay with us after the stressful event. In the last example, it is likely that it would be necessary for the shop assistant to discuss the matter with her colleague or tear some paper sheets to shreds (if no one else is present).

# **5.3**

## **Toolkit**

### **Self-efficacy. Persistence**

#### **(MOBILITY & ADAPT)**

## TOPIC 1: GET TO KNOW YOURSELF BETTER AND DISCOVER HIDDEN POSSIBILITIES AND STRENGTHS

### Tool 1: Diagnosis of strengths and weakness – SWOT and TOWS

The main aims of the activity are:

- to understand and identify own strengths and weaknesses, opportunities and threats
- to understand how to make use of strengths and weaknesses in our professional and private life

Methodology: individual work

#### **Description of the activity:**

##### Individual work

1. The first stage of the exercise is to perform SWOT analysis (see handout). This helps you to understand what your strengths and weaknesses are, as well as identifying the opportunities and threats that you should be looking at.
2. Then complete the TOWS table (see handout) with the data from the SWOT table.
3. Next step is to complete the rest of the items in the TOWS table corresponding to the questions:

Strengths and opportunities (SO)

How can you use your strengths to take advantage of the opportunity?

Strengths and threats (ST)

How can you use your strengths to avoid potential threats?

Weaknesses and opportunities (WO)

How can you use your abilities to overcome your weaknesses?

Weaknesses and threats (WT)

How can you minimize your weaknesses to avoid threats?

For each combination of internal and external environmental factors, consider how you can use them to create good strategic options.

The WT quadrant – weaknesses and threats – is concerned with defensive strategies.

4. Then proceed with analysis of the results obtained and selection of the most favorable option.

**Learning material:** Handouts (SWOT analysis and TOWS analysis)

**Additional materials:**

To better understand SWOT and TOWS analysis please watch the following video:

<https://www.youtube.com/watch?v=JEP6qZ-oPFM>

## Tool 2: How to make use of the strengths and weaknesses?

The main aim of the exercise is:

- to understand how to make use of strengths and weaknesses in our professional and private life

Methodology: group work

### **Description of the activity:**

#### Group work

Based on the results of the Activity 1, think over **own strengths and weaknesses and how to make use of them** (based on the data from individual exercise) and discuss them in groups.

Note the results of group work on the flipchart.

Present the results of group work on the flipchart.



### Tool 3: My hierarchy of values

The main aim of the exercise is to determine what is the most important in our life, connecting life goals with values.

Methodology: individual work on values and goals

**Description of the activity:**Individual work

1. On a piece of paper write your four most valued possessions (each item on a separate paper). You can consider these things valuable because of many reasons - its financial value, prestige, emotional or sentimental attachment.
2. Take another piece of paper and write four most important persons in your life and think about reasons why they are so important? Why did you choose them? (each person on a separate paper).
3. Take another four papers and write four most important events in your life - coincidences that have happened or events which didn't depend on your choices but on other people or their actions and which had the greatest impact (rather positive than negative) on your life.
4. On the last four papers, write four best moments of your life so far, successes you achieved on your own thanks to your efforts, involvement, emotions, devoted time and hard work.
5. Now take a look at all the papers and piled them to form a pyramid as follows:
  - On the top put one paper – the most important one for you
  - The second layer from the top – two papers
  - The third layer from the top – three papers
  - Two last layers should have all the remaining papers, you can put as many papers for a layer as you wish – arranged by priority
6. Now focus on the top three layers of the pyramid and think what values stand for each paper.
7. Determine your true life values and think what are the factors affecting positively/negatively personal values in everyday life.

At the end of the exercise, present your reflections.

**Learning material:** Handout

**Additional materials:**

To better understand how to define the life values please watch the following video:

[https://www.youtube.com/watch?v=Lp\\_GOrM16Xc](https://www.youtube.com/watch?v=Lp_GOrM16Xc)



### Tool 4: If I were rich....

<p>The first step to keep our life organized is not to mark calendar or maintain a daily schedule, but decide what's worth spending our time on!</p> <p>This exercise supports identification of own values, setting and prioritizing clear goals.</p> <p>Methodology: work in pairs and group work, discussion</p>
<p><b>Description of the activity:</b></p> <p><u>Work in pairs</u></p> <p>Imagine that you became insanely rich. You don't have to work ever again. Now just enjoy it and think what you can spend your money on! Make a To-Do List – write down 10-20 things you want to do (see handout)</p> <p>Don't separate your professional and private life – you can put anything on the list you desire.</p> <p>Next, move to the columns: YES, NO, NEW (see handout). Place all the wishes in one of the first two columns (YES, NO). <b>What would you do no matter what? What could give up on easily?</b></p> <p>When you fill first two columns, think about the last one (NEW). <b>Knowing that being rich gives you the power of choice, what else would you like to do?</b></p> <p>Try to think realistically, consider your talents, but take into account more possibilities.</p> <p>Now, keeping your above ideas in mind, fill out the table with columns (see handout): What am I doing? (out of the above) What would I do? What would I do in the first place?</p> <p><u>Group work:</u></p> <p>Discussion and analysis of the results of exercise: <b>What is most important in life?</b></p>
<p><b>Learning material:</b> Handout</p>

**TOPIC 2: MOTIVATION****Tool 5: Successful people I know**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"><li>– to understand the meaning of motivation</li><li>– to understand the connection between efficiency and motivation and its impact on performance</li></ul> <p>Methodology: brainstorming, individual and group work</p>
<p><b>Description of the activity:</b></p> <p><u>Individual work:</u></p> <p><b><i>Who you think is considered successful?</i></b> Answer a question and think over <b><i>why such a person is successful.</i></b></p> <p><u>Work group:</u></p> <p>Discuss successful people in your working group and focus on 4 categories (success – what achievement do the participants consider as the most successful; performance - what activity/activities are behind their success; results – what specific results did they achieve and motivation – what motivates such a successful person).</p> <p>Then present your opinion about the 4 categories. Your trainer will put the notes in the flipchart to each category and each group.</p>
<p><b>Learning material:</b> Handout</p>



## Tool 6: How to keep motivation

The main objectives of the exercise are:

- to understand our needs and how to satisfy them in a particular order and how our efficacy depends on their severity;
- to understand what motivates us;
- to determine a common "instruction" for maintaining motivation.

Methodology: brainstorming, individual and group work, discussion

### Description of the activity:

Please finish a sentence „**Motivation is .....**“, for example: Motivation is like a locomotive, thanks to which I go further.

#### Exercise:

Stage I

#### *Individual work:*

Think over what motivates you to act and take notes on paper sheets.

Stage II

#### *Group work:*

Discuss on your motivators with your working group and then together with others draw the pyramid of Maslow's needs on a flipchart, assign motivators to levels of the pyramid.

Stage III

Presentation of group work on forum.

Discussion on ***the role of motivation in life, the role of financial and non-financial motivators.***

Additional materials:

To better understand pyramid of Maslow's needs please watch the following videos:

[https://www.youtube.com/watch?v=O-4ithG\\_07Q](https://www.youtube.com/watch?v=O-4ithG_07Q)

<https://www.youtube.com/watch?v=S00imn-cDfA>

[https://www.youtube.com/watch?v=O-4ithG\\_07Q](https://www.youtube.com/watch?v=O-4ithG_07Q)

## TOPIC 3: EFFECTIVE TIME PLANNING

### Tool 7: Eisenhower Matrix

<p>The objectives of the exercise are:</p> <ul style="list-style-type: none"><li>– to understand the importance of time management in our private and professional life</li><li>– to analyse and prioritize own goals and understand their importance in our hierarchy</li><li>– to improve the sense of efficacy to succeed in specific situations or accomplish a task</li></ul> <p>Methodology: individual work, discussion</p>
<p><b>Description of the activity:</b></p> <p>Write down tasks and time that you spends in every quarter of the Eisenhower Matrix (see handout)</p> <p>After completing the Eisenhower Matrix, take part in discussion on:</p> <p><b><i>How does a quarter look in our lives?</i></b></p> <p><b><i>How does my work organisation affect my relationships with other people?</i></b></p>
<p><b>Learning material:</b> Handout</p>
<p>Additional materials:</p> <p>To better understand how to work with Eisenhower Matrix please watch the following videos:</p> <p><a href="https://www.youtube.com/watch?v=tT89OZ7TNwc">https://www.youtube.com/watch?v=tT89OZ7TNwc</a></p> <p><a href="https://www.youtube.com/watch?v=YoYQeNjbew0">https://www.youtube.com/watch?v=YoYQeNjbew0</a></p>

## TOPIC 4: OBSTACLES IN IMPLEMENTATION OF PLANS

### Tool 8: Do I postpone actions and why?

The main objectives of the exercise are:

- to diagnose habits in time management
- to identify difficulties in time management
- to determine the way of functioning, resources and restrictions resulting from it connected with time management.

Methodology: group work, discussion

#### **Description of the activity:**

Working in groups, answer questions:

***Do we postpone some activities/tasks and why?***

Write down:

- actions that appear in your behaviour,
- suggestions how to deal with this type of behaviour.

Presentation and discussion of the results of group work on forum.

Additional materials:

[https://www.ted.com/talks/tim\\_urban\\_inside\\_the\\_mind\\_of\\_a\\_master\\_procrastinator?language=pl](https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator?language=pl)



**Tool 9: Prons and cons of being a perfectionist**

The main objectives of the exercise are:

- to diagnose habits in time management
- to identify difficulties in time management
- to determine the way of functioning, resources and restrictions resulting from it connected with time management.

Methodology: working in pairs, discussion.

**Description of the activity:**

Working in pairs, think over *what perfectionism is for you*, providing specific examples from your own live. Write down the pros /positives and cons/dangers of being a perfectionist.

Presentation and discussion of the results of group work on forum.

## Tool 10: Time wasters

The main objectives of the exercise are:

- to diagnose habits in time management
- to identify difficulties in time management
- to determine the way of functioning, resources and restrictions resulting from it connected with time management.

Methodology: brainstorming, group working, discussion.

### Description of the activity:

Think over ***what are your associations related to the concept of "time eaters"*** and indicate them.

Group work: How to deal with "time eaters"?

Think over ways of dealing with "time eaters", referring to specific "eaters" from the created list.

Presentation of group work on forum.

Discussion on ***"here and now" technique*** (if I'm doing something I'm 100% involved in this, for example, I do not answer the phone, I do not respond to emails, etc.).

## TOPIC 5: SETTING GOALS

### Tool 11: Setting goals - SMART

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"><li>– To understand principles of defining purposes according to SMARTER concept and the concept of purpose mapping</li><li>– To understand specific tools supporting effective work organization.</li></ul> <p>Methodology: theory, brainstorming, individual work, discussion</p>
<p><b>Description of the activity</b></p> <p>Define several aims in terms of transnational labour mobility accordance with the principle of SMARTER concept and draw up a map of purposes.</p> <p>Presentation and discussion on purpose mapping.</p>
<p><b>Learning material:</b> Handout</p>
<p>Additional materials:</p> <p>To better understand SMART concept please watch the following videos:</p> <p><a href="https://www.youtube.com/watch?v=wGbmAH4mBPA">https://www.youtube.com/watch?v=wGbmAH4mBPA</a></p> <p><a href="https://www.youtube.com/watch?v=1-SvuFIQjK8">https://www.youtube.com/watch?v=1-SvuFIQjK8</a></p>

## TOPIC 6: STRESS

### Tool 12: "What is stress for me?"

The main objectives of the exercise are:

- to identify sources and first symptoms of stress
- to classify stressful situations

Methodology: theory, brainstorming, individual work, discussion

#### **Description of the activity**

##### Individual work

Write a minimum of 3 the most stressful situations of your live (the ones you want to share with others).

Then think over what has happen to you, what thoughts and feelings, behaviours accompanied you in this situation.

Present "your stressful situations". Together with trainer, try to form a definition of stress.

Additional materials:

<https://www.youtube.com/watch?v=vzrjEP5MOT4>

## Tool 13: Profits and losses of functioning in stressful situations

The main objectives of the exercise are to:

- understand how stress impact on our personal and professional life
- classify stressful situations.

Methodology: theory, brainstorming, working in pairs, discussion

### **Description of the activity:**

Work in pairs, look for '+' and '-' when you are in stressful situations (examples from your life).

Present the results of your work.

Discussion on *Can stress be a positive phenomenon?*

## TOPIC 7: PERSONAL STRESSORS

### Tool 14: Our life roles and stress

The main objectives of the exercise are:

- to understand burdens related to occupational and social roles
- to get to know stressors regarding interpersonal relationships and stress factors related to professional development and future vision.

Methodology: theory, brainstorming, individual work, discussion

#### **Description of the activity**

***"What are your life roles"?*** Indicate the roles which you play in life, eg. student, mother, son and others.

#### Individual work

Write down roles specific to you (there may be other roles than listed on a flipchart by trainer). Then, think over 5 roles (max.7 roles) which you play most often and then write tasks performed frequently in connection to every role. On the basis of the diagnosed roles, consider them in terms of stress load they bring.

Presentation of results of individual work

Discussion

## Tool 15: Transnational labour mobility and stress

The main objectives of the exercise are:

- to understand stressors regarding transnational labour mobility and stress factors related to professional development and future vision;
- to improve the stress resiliency among participant.

Methodology: brainstorming, working in pairs, discussion

### **Description of the activity:**

Working in pairs, define the situations connected with transnational labour mobility and then stress load that they bring. After that define actions that could be taken to reduce this stress?

Discussion on the forum, discussion of the results of working in pairs.

Discussion moderated by trainer.

## TOPIC 8: COPING WITH STRESS (TECHNIQUES)

### Tool 16: Ways to deal with stress

<p>The main objective of the exercise is to learn how to manage stress in private and professional life.</p> <p>Methodology: group work, discussion</p>
<p><b>Description of the activity:</b></p> <p>Working in groups, prepare a collage on the subject (selected way to deal with stress) on flipcharts.</p> <p>Presentation of the group work combined with a discussion moderated by trainer <b><i>on how to deal with stress.</i></b></p>
<p>Additional materials:</p> <p>To better understand the subject please watch the following videos:</p> <p><a href="https://www.youtube.com/watch?v=WdcQAowy_3Q">https://www.youtube.com/watch?v=WdcQAowy_3Q</a></p> <p><a href="https://www.youtube.com/watch?v=8jPQjjsBblc">https://www.youtube.com/watch?v=8jPQjjsBblc</a></p>



## Tool 17: Schulz autogenous training

The main objectives of the exercise are:

- to understand how control stress level
- to get know techniques for stress management, to relieve tensions and support meditation, concentration, and to keep focus

Methodology: experimentation, discussion

### **Description of the activity:**

Lie down comfortably, and listen to voice of your trainer.

**Learning material:** Handout

Additional materials:

<https://www.youtube.com/watch?v=mbJ-ZBrZGgk>

## 5.3

### Literature

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