

# European Labor Mobility Support – *LAMOS EU*



## Training Programme Toolkit

# Trainer Handbook

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# Introduction to the Training Programme Toolkit

## 0.1 The LAMOS-EU Project: Background, Aims and Objectives

Guaranteeing the right to live, work and study anywhere in its territory through the freedom of movement of people is at the heart of the European Union. The free movement of citizens is one of its most significant achievements. More than 14 million EU citizens are resident in another Member State and take advantage of this right.

At the same time, the need for a further increased EU labour mobility is more urgent than ever. The labour markets of the member states are characterised by a coexistence of persistent high levels of unemployment in many areas and bottleneck vacancies in high - growing regions or sectors. Structural mismatches between labour supply and demand are common. Labour mobility across Europe is too low compared to the overall size of the EU labour markets and corresponding active populations, which has the effect of hindering adjustments in the allocation of resources that could support economic and employment growth. Deepening European labour market integration and ensuring effective matching between labour demand and supply is crucial in order to enable all employment opportunities to be exploited. In this respect, mobility not only means going to where the jobs are, or having access to better jobs; it is also associated with improvements in generic and occupational skills and increases adaptability and employability.

The EUROPEAN LABOR MOBILITY SUPPORT - LAMOS EU Project wants to help to remove some of the existing obstacles to transnational labour mobility. For this aim a transnational strategic partnership developed a package of instruments in support of transnational employability of EU workers, of their employers and of transnational career guidance.

The LAMOS-EU outputs consist of four interconnected packages:

- Regional Research Analysis Report
- Model of working with people interested in transnational labour mobility/ support scheme before the mobility and assistance in adaptation in foreign workplace
- ICT Tool for assessment of capability and readiness for transnational labour mobility
- Programme Toolkit

The present Trainer Handbook is part the Programme Toolkit for the development of competences for successful transnational labour mobility of individuals.

## 0.2 Overall learning objectives of the competence training

The Programme Toolkit consists of training programmes and accompanying training materials for the further development of important personal and social competences for

- preparation of EU citizens for transnational labour mobility in their home countries before departure to another EU country (MOBILITY Path) and
- their adaptation (social and workplace integration) after arrival in the country of destination (ADAPT).

The mentioned personal and social competences were identified in the result of a Regional Research Analyse (Output 1)

A developed Assessment Tool (Output 3) will help to identify individual training needs of people interested in a transnational labour mobility.

The subsequent training focuses at the development of social and personal competences<sup>1</sup> for a successful transnational labour mobility, e.g. employment and social integration into a foreign labour market and society.

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<sup>1</sup> A Competence is a cluster of related abilities, behaviours, commitments, knowledge and skills that enable a person to act efficiently in a job or situation. (Competences have to be differentiated from skills<sup>1</sup>.) There exist different definitions and groups of competences (e.g. personal, social, functional, professional competences). Social and personal competences are inextricably linked. Social Competences aim to the discussion with others, to the group- and relationship-oriented behavior, to the cooperation in the team. Personal competences focus the abilities and skills of the own person, the discussion with the own action and the control thereof.

### 0.3 Target groups of the training programme

Target groups of the Programme Toolkit are

#### 1. Participants/ Learners

The Programme Toolkit addresses all EU citizens<sup>2</sup> interested in transnational labour mobility, irrespective of their employment status, e.g. people looking for a permanent or temporary employment abroad, seasonal workers (tourism, agriculture...), employees on secondment (managers/ workers delegated by their employers on a contractual basis abroad), freelancers to undertake/ set up their own business abroad etc.

Overall, the target group is EU citizens that are interested in a further development of their personal competences with the aim

- a) to prepare themselves with the support of a non-formal training for a later transnational labour mobility
- b) to further develop these competences after arrival in a foreign environment during the phase of adaptation and integration into work and social life.

The Programme Toolkit with its learning materials will support them in this double phased process.

#### 2. Teachers/ Trainers

Another target group of the Programme Toolkit are trainers that are providing the training in the home or in the host countries. There are two different groups of trainers and, as a rule, with different experience and backgrounds:

- a) MOBILITY trainers works with nationally homogeneous groups of their own origin.
- b) ADAPT trainers work with heterogeneous groups of participants of various nationalities (with or without previous MOBILITY training in different home countries.)

They are not connected to each other. The Training Programmes and the Handbook are therefore a kind of connecting element between both MOBILITY and ADAPT trainers and the two training phases (see below: MOBILITY & ADAPT).

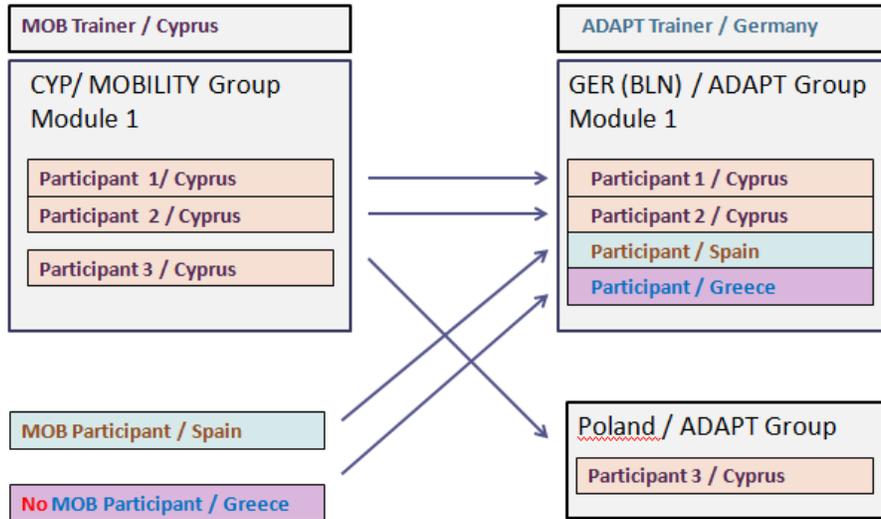
The Training puts a strong focus at practical training and exchange of experience. It aims at supporting the work of the trainers to deliver the courses in a modularised and flexible way and is driven by the changing demands of the individuals. The provided teaching material wants to support the trainers and to encourage them to find and use further resources for their work with the training participants.

The following table illustrated possible flows of migrant workers participating in the MOBILITY and ADAPT phases:

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<sup>2</sup> and family members with other than EU citizenship.

# Target groups: flows (Expl.)





## 0.4 Content, Modular Structure and Training Methodology

### Content

Following the results and conclusions of the Regional Research Analysis Report a set of important competences for successful transnational labour mobility were identified and clustered into **five training modules**:

#### **Module 1 “Intercultural competence. Cultural Awareness.”**

The aim of the training module is to develop competences for living and working together in a social/ cultural context in a country other than his/ her own. The module raise cultural awareness of the participants and their ability to understand different cultural contexts, behaviours and viewpoints.

#### **Module 2 “Adaptability. Openness.”**

Participants develop their competency to adjust easily to new and unknown conditions. They become more open for new challenges, curious and and open to transnational labour mobility, new ideas, cultures, people or employment opportunities abroad.

#### **Module 3 “Optimism. Emotional Stability.”**

Participants develop their personal attitude to think the best possible thing will happen abroad and their ability to be positive when pursuing goals despite obstacles and setbacks. They learn to remain stable, balanced and calm in conditions of pressure or stress.

#### **Module 4: “Communication competence.”**

Participants develop their ability to convey information effectively and efficiently to other people in an unknown foreign environment. They seek out the company and stimulation of other people more easily.

#### **Module 5 “Self- Efficacy. Persistence.”**

Participants improve their competency to remain stable and balanced in critical situations abroad. They think positively and believe in their ability to succeed in specific situations under foreign conditions. They are able to keep up the efforts and more effectively pursue the aims, to achieve work tasks successfully also in face of social disadvantage or stressful/ highly adverse conditions abroad.

*(For further information about these competences please read introductions to the Chapters 1-5 of this Handbook below.)*

These five modules will allow the clients to choose trainings contents that will help them to further develop those competencies that have been identified in the result of the preceding competence assessment.

The Analysis identified further important items and are not subject of this training course:

Foreign language skills are essential for a successful employment and social integration in another EU country. The command the general (TELC Level A1/A2) and vocational language (B1/B2) of the country of destination or at least some basics of communication are important integration requisitions. But language preparation is not part of the present Programme Toolkit and should be organised with the support of a language school or independently.

Personal traits, like conscientiousness, agreeableness and extraversion are something a person either has or does not have. They are important features for successful integration into a foreign environment but cannot be trained in a short training course either.

Further, some functional skills, like internet research or social media skills important for preparing for and living abroad. They are not subject of this Programme and should be developed individually or in separate trainings.

### Structure

The comprehensive programme consists of two interlinked training phases for the aims of **preparation (MOBILITY)** and **adaptation (ADAPT)** of individuals/ employees in a foreign work/social environment.

The MOBILITY training provides basics for the further development of personal and social competences for successful integration in an unknown social and work environment abroad. ADAPT is based at MOBILITY and further takes into account first practical integration experience abroad. MOBILITY & ADAPT trainings are therefore presented in a unified programme, available for trainers under both sub-programmes at home and in the host country.

MOBILITY and ADAPT training programmes are designed according to the **Model "80:20"**, i.e. 80 % of practical exercise, like case studies, feedback, group work, reflexion, role game plays or problem based learning methods. Theoretical inputs are limited to necessary basics. The methodical approach takes appropriateness of the training for adult learners into due consideration.

The contents are provided separately for **trainers (present Handbook)** and **participants (Manual, Workbook)**.

The Handbook is structured into **Chapters**, each one for every training module following this structure:

- Introduction to Module
- Theoretical introduction to competences

- Specific Methodological advice and (Sample) MOBILTY and ADAPT Programmes
- „Tools“: exercises with handouts
- Sources. Literature.

The training follows the **competence model**. It includes the representation of abstract training goals. The content of the lessons is presented in a content dimension and a differentiated action dimension. The content dimension shows the relevant topics. The performance to be performed is expressed with the action dimension. The level of competencies to be achieved (outcomes) is defined by descriptors. (I am able to....).

The fields of competences for successful transnational labour mobility are closely interconnected and cannot be considered isolated. As a consequence, there is a close connection between the separate training programmes, the Chapters of the handbook, the trainees' Manual and Workbook, „Tools“ (exercises) etc. **Trainers will find useful methodological advice or tools/ exercises (for competence training but also energizing and icebreaking exercises, feedback and evaluation etc.) for designing and implementing their training under different Chapters of this Handbook.** It is therefore strongly **recommended to consider the present Handbook as a whole** and not isolated by its Chapters.

The Training Programme and all other outputs are to the same extend and without any discrimination equally open and available for male and female trainers and participants. The following texts do – because of readability reasons - partly apply male or female expressions without intending any discriminating effects.

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## Chapter 1

# Intercultural competence. Cultural Awareness.

## Content

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- 1.1 Theoretical introduction to the intercultural training module (MOBILITY & ADAPT)
- 1.2 Methodological advice.
  - Training Programmes Module 1/ MOBILITY
  - Training Programmes Module 1/ ADAPT
- 1.3 Tools for practical exercises
  - Tool 1 – “The Culture Onion”
  - Tool 2 – The “Iceberg” Model of Culture
  - Tool 3 – Navigating intercultural communication
  - Tool 4 – Mapping of Cultural Orientation
  - Tool 5 – “Intercultural Checklist”
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  - Tool 7 – What is wrong with stereotypes?
  - Tool 8 – What do they need to know about us?
  - Tool 9 – Facts, Attitudes and Behaviours
  - Tool 10 – Communication types
  - Tool 11 – Hofstede’s Five-Dimension Model
  - Tool 12 – Observing body language
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## 1.0 Introduction

For migrant workers, intercultural competence and cultural awareness are indispensable for successful integration into the foreign labour-market. Gaining intercultural competence is for most of them generally an informal process. It emerges through the challenges of daily life and is a necessary precondition for a successful integration in the host society. The introduction of formal ways and means to improve intercultural communication can help them to improve their skills to deal with their problems. Very often, some of the individual intercultural competence is gained by attending training course, like the present one, or a language-course before migration or during integration. There are many sources designed to give information on cultural and especially behavioural aspects of day-to-day-life in the host country (organisations specialising in the field of immigration, internet, compatriots already living in the host country a.o.).

The present training course module on intercultural competence and cultural awareness aims at providing clear guidelines to trainers for preparing EU citizens/ workers for transnational labour mobility and to enhance their adaptation in a foreign country and workplace.

The present training programme, as well as the accompanying training materials for intercultural competence and cultural awareness (like the other parts of the LAMOS EU Toolkit) are differentiated into the two phases **MOBILITY** and **ADAPT**. They are designed for the for the aims of

- **preparation** of EU citizens for transnational labour mobility in their home country before departure for living and working abroad in another, so far unknown EU country and culture (**MOBILITY**) and
- their **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 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 first practical integration experience abroad. The **MOBILITY & ADAPT** phases of the “Intercultural Competence/ Cultural Awareness” training course are therefore presented in a unified format (Handbook, available for **MOBILITY & ADAPT** trainers under at home and in the host country). Together, they focus at the development of intercultural competences of the course participants with very individual training needs.

Therefore, the training programmes for both phases as well as the accompanying tools should be considered as an **offer for the trainer** to design and implement an “Intercultural Competence/ Cultural Awareness” training course in persistence with the needs of the training group and its participants. It is recommended to provide the training in a mainly practical way, e.g. at least 80 % of exercises.

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 should be therefore provided in internationally composed groups and be based on first intercultural experience/ problems. It could be designed as group coaching sessions for interacting with other foreigners being at the stage of integration and adaptation in similar new working and living contexts.

The training course is supported by three kinds of materials, separately for trainers (handbook) and learners (manual, workbook).

This Section of the handbook is structured into three sections:

- Theoretical introduction to the module
- Methodological advice and Training Programme offers for MOBILITY and ADAPT training
- A set of tools for practical exercises

## **1.1**

# **Culture and Intercultural Training (Theoretical Part)**

## **MOBILITY & ADAPT**

## 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>3</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>3</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

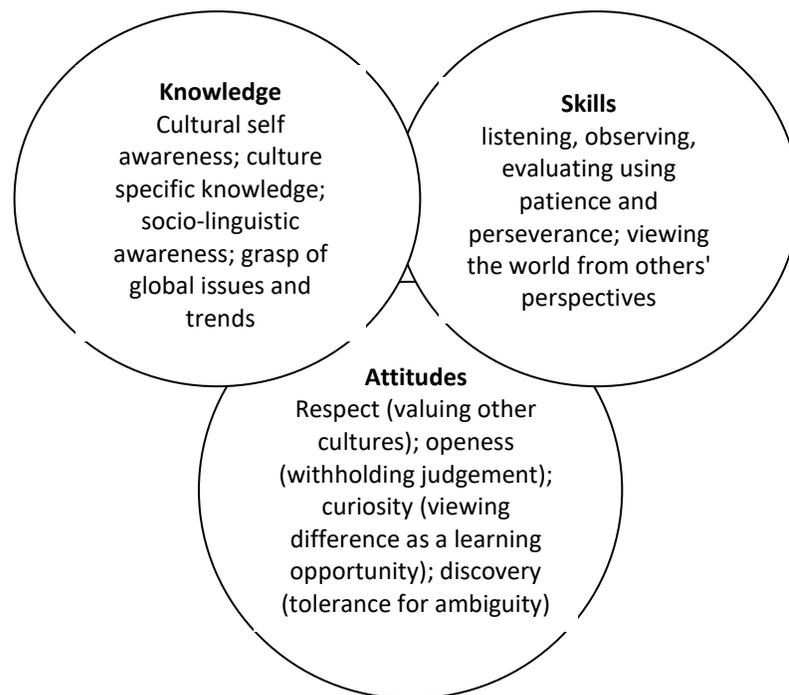
Intercultural competence is the overall capability of an individual to manage key challenging features of intercultural communication: namely, cultural differences and unfamiliarity, inter-group dynamics, and the tensions and conflicts that can accompany this process. It is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.”<sup>4</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>4</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>5</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?

<sup>5</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).

## Level of competences based intercultural training

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.

## **1.2**

# **Methodological Advice & Training Programmes for MOBILITY & ADAPT Training of Intercultural Competence**

## Methodological Considerations

There is no clearly defined educational discipline known as “intercultural learning”. For adapting or creating methods in a training framework, some important basic principles should be followed. They are based on and closely linked to the theories and concepts of intercultural learning mentioned above. The following considerations are intended to raise awareness, ask questions and give pointers to some relevant educational approaches:

### Confidence and Respect

Building up confidence is a cornerstone of intercultural learning in order to achieve the openness necessary for a mutual process. It is a prerequisite that we feel comfortable to share different viewpoints, perceptions and feelings, to arrive at acceptance and understanding. It requires a lot of patience and sensitivity in order to create such a learning atmosphere which enables us to listen to each other as equals, to empower each individual’s self-confidence.

This means that we need to give space to everybody’s expression; to value all experiences, talents and contributions; our various needs and expectations. When the big part of what we might share is about values, norms and strong basic assumptions, we will need a lot of confidence in the ones we share with. Mutual trust goes hand in hand with mutual respect, honesty in our sharing.

### Experiencing Identity

The departure point of intercultural learning is our own culture, which means, our own background and experience. It is in our roots where we encounter the obstacles and chances of this learning process. We have all a personal reality which has shaped us, and we will continue to live there, enriched with new knowledge and experience. That means, in intercultural learning processes, we have to deal constantly with where we come from, what we have lived and encountered. Trying to understand ourselves, our own identity, is a prerequisite to encounter others. We might change through the encounter, but not necessarily the reality around us. This is challenging. Therefore, as part of the process, we have as well to deal with the responsibility, potential and limits of being multipliers of new knowledge.

### Constructed Realities

Nothing is absolute. There are many ways to read and discern reality. The thesis, that everyone constructs their own worlds, that every reality is its own construction, is one main factor in intercultural learning processes. The variety of different dimensions in many theories which describe cultural difference (see: Hofstede and Hall & Hall) show how differently we can perceive reality, even such basic dimensions as time and space.



But still, we all live in one world and that affects our lives. Consequently, the learning process should be accompanied by some efforts: to respect personal freedom and decision, to accept other views equally and seek the reconciliation of different viewpoints, and to be conscious of our personal responsibility. But the difference will and shall persist as constructive. That's why in the final stage of Bennett's model to develop intercultural sensitivity we are invited "to operate within different worldviews".

### In Dialogue with the Other

Intercultural learning places "the other" at the heart of understanding. It starts through dialogue, but yet is a step further. It is challenging to perceive myself and the other as being different, and to comprehend that this difference contributes to what and how I am. Our different beings complement each other. In this understanding, the other becomes indispensable for a new discovery of the self. This experience challenges us, it creates something new, and requires creativity for new solutions. The process towards such an intercultural sensitivity implies – understood as a process towards the other – to touch and change our very self. Intercultural learning opens up the chance to identify with the perspective of the other, the respectful experience of attempting to "walk in each others' shoes" without pretending to live what the other lives. It can enable us to experience and learn real solidarity, believing in the strength of co-operation. Intercultural learning in this context is as well a way to discover our own capacity for action.

### Questions and Change

The experience of intercultural learning is one of constant change: It is above all process-oriented. Discussing culture, the tension between stagnation and change, the longing for security and balance appear constantly. We have open questions and will raise new ones. Therefore, we need to accept that there is not always an answer, but remain in constant search, accepting and welcoming change. Reflecting on it, we will need the capacity to question ourselves. We do not always know where this integration leads us. Curiosity is important, new perceptions are desired. And we have to be aware that the construction of something new implies possibly the breakdown of the old – such as ideas, beliefs, traditions etc. No learning process is free of ruptures and farewells. As trainers, we need to provide good and sensitive accompaniment in it.

### Comprehensive Involvement

Intercultural learning is an experience which involves all senses and levels of learning, knowledge, emotions, behaviour in an intensive way. It evokes a lot of feelings; it provokes gaps between them and maybe our "reason", what we knew or get to know. The comprehension of the complexity of this process and all its implications demand a lot from us. Language as element of culture is a central aspect in intercultural communication, and at the same time limited, often a source of misunderstanding. It must thereby not be used as a means of dominance – especially considering different

language skills – but can be one tool of communication. All other signs – like body language – have to be equally respected. Since we are fully involved in this kind of learning, we should allow ourselves to be completely part of the processes happening.

### The Potential of Conflict

If we see the variety of perceptions different cultures have (time, space, social and personal relations...) it appears evident that conflict is at the heart of intercultural learning and needs to be explored and expressed. At the same time, these models invite us to discuss the differences without labelling it. Consequently, we can try to find the constructive elements and chances of conflict. We need to develop conflict management skills, while considering the complexity when dealing with the notion of culture. The various expressions of identity, the effort to valorise differences are both challenging. Intercultural learning implies a search, means new insecurities, and this carries a natural conflictive potential. This can be valued as part of the process. Diversity can be experienced as helpful and enriching, towards new forms and new solutions. The variety of competencies is a positive and indispensable contribution towards the whole. Not every conflict has necessarily a solution, but it certainly needs to be expressed.

### Under the surface

Intercultural learning aims at very deep processes and changes of attitudes and behaviours. It means to deal a good part with the invisible forces and elements of our culture, of our inner self (see: Iceberg Model), many things beneath the “water surface” are unconscious and cannot be expressed clearly. This discovery implies therefore personally and in the encounter some risks, it implies tensions with which we have to deal. It is obviously not easy to accompany people in this process. On the one hand, we need the courage to go further, to challenge ourselves and others. On the other hand, we have to be very careful and respectful to peoples’ needs and the limits of these processes. It is not always easy to keep both in mind.

### A complex matter in a complex world

The theoretical models above show already the complexity of intercultural learning, the difficulty to systematise it. If we set this in the complex situation of today’s society, it becomes clear that we need very careful and comprehensive approaches allowing a maximum of discernment. Even culture goes beyond national borders and knows many forms and overlapping. Many perspectives have to be met, tensions have to be considered: a look at the past, present and future, comparing the sometimes contradictory needs of individual and society. Fragmented experiences have to be put together. It is a challenge to any educational approach not to simplify the variety of reasons and implications present, the different values emphasised, the different realities and histories lived. Intercultural learning approaches need to respect these diverse experiences, interpretations and knowledge and – consequently – consider them in the language and terminology used and the choice of different methodologies.



## Categories of intercultural learning tools

### Energisers or “ice breakers”

Depending on your target group, energisers can be useful to:

- set a mood or create an atmosphere,
- wake people up before or during an activity,
- introduce a topic in a light-hearted way.

There are lots of applicable energisers for different learning situations, target groups etc. available. Often they involve participants standing in a circle, singing a song, making particular movements, or chasing each other in different ways. As a rule, experienced trainers have a variety of “ice breaker” tools at hand and it would go beyond this handbook to present them here in detail. But be aware that energisers are accepted differently by adult participants (indispensable for team building vs. “silly”) and could cause irritation by course participants.

### Individual exercises

Individual exercises are to be exercised individually but nevertheless in a common group spirit. They produce useful conclusions by the participants stepping back and taking an inside look at what is happening to ourselves in all of these processes. In that sense, these exercises encourage a self-critical, questioning and curious attitude (learning by discovering ourselves).

### Simulation games

The simulation game experience is a model of reality in which the potential exists for players to test boundaries and discover new facets of themselves. The better the game design, the better players are able to connect simulated actions and decisions to their everyday experiences in order to build a knowledge base of behavioural skills. Also simulation games provide opportunities to practice new behaviours and attitudes in a non-threatening, non-judgemental setting.

There are several benefits to using simulation games to facilitate intercultural learning:

- players learn critical thinking skills that better prepare them to rationally plan future strategies as well as spontaneously realise the consequences of their decisions.
- players also learn to apply the theories and models explored in the simulated situation to real-world situations. The simulation gaming process also provides players with an opportunity to practice real-world behaviours associated with competition, empathy, and communication in a simulated reality.
- a simulated reality is a safer arena for many people to confront cultural differences. Particularly when addressing some cultural issues of potential controversy, simulation games provide a safe place to explore dangerous questions such as religious beliefs, gender roles and gender equality in a more specific form.

- it can be an alternative method especially in a non-formal setting to impart knowledge through experiential learning.

Simulation games allow an “integrative learning,” a holistic process of learning that focuses on learning from differences in content, point of view, and learning style within an open learning climate. Three points are particularly important to achieve this:

- The dissemination of new ideas, principles, or concepts ("content");
- An opportunity to apply content in an experiential environment ("experience");
- Debriefing as to the result of actions taken and the relationship between performance at each stage of the simulation. What was the experience, what was learned and what can be made better relating to daily realities.

### Role plays

The role play is an active learning method, based on exploring the experience of the participants, by giving them a scenario, where each person in the group has a particular role to play. The main point of it is to discuss and to learn more from one’s own experience and that of others. It is a powerful instrument for bringing the experience of the participants to the table, especially when using it in intercultural learning sessions. Because of that some preconditions are of major importance for achieving the objectives of the session:

- The setting of clear aims and objectives for the session
- The needs and the specific nature of the group itself. The scenario can be adapted according to that.
- Arrangement of the environment (no outside disturbances).
- Enough time to develop the role play, in order to have sufficient issues for the discussion afterwards. In addition, time for the participants to understand their role etc.
- Observers (participants not taking part in the scenario) provide to discussion.

The experience of the trainer in terms of setting the objectives, running the role play and especially the debriefing and the discussion afterwards, is of crucial importance for achieving results. The role playing is a very good method of reviewing experience, and when used it in intercultural learning sessions its objectives should be: to analyse prejudices, to promote tolerance in the group and towards different cultures, to analyse minority/majority relations, limits of tolerance etc.



## Selection of Tools/ Methods

**Every learning situation is different!** The training tools of this handbook are a collection of useful experiences. They are offers to be selected and adapted according to the particular learning needs of your trainees. They should be applied with respect to the learning situation, the participants involved, their reality and requirements etc.

The following guiding questions might help to select most suitable tools/ methods for the particular training programme:

### Aims and objectives

What actually do you want to reach with this particular method, in this particular moment of the programme? Did you define your objectives clearly and is this method suitable? Is this method in line with reaching the overall aims? Will this method be effective in helping the group to advance? Does this method fit with the principles of your defined methodology? Is this method appropriate in the present dynamic of this particular intercultural learning situation? Are all requirements to use this method (e. g. group or learning atmosphere, relations, knowledge, information, experiences...) given by previous processes? What is the concrete subject / theme you are talking about? Which different aspects (or conflicts) can come up using this method, and how far can you preview or deal with them? Is the method able to meet the complexity and linkages of different aspects? How can the method contribute to open new perspectives and perceptions?

### Target group

For and with whom do you develop and use this tool/ method? What is the precondition of the group and its individuals? Which consequences could the method have for their interactions, mutual perceptions and relations? Does the method meet the expectations of the group/ individuals? How can you arouse their interest? What will they need (individually and as group) and contribute in this particular moment of the learning situation? Does the method give sufficient space for it? Is the method contributing to release their potential? Does the method allow enough individual expression? How can the method work out the similarities and diversities of the group? Does the group have any particular requirements needing our attention (age, gender, language skills, (dis)abilities...) and how can the method take them up in a positive way? Has the group or some individuals within it shown specific resistance or sensitivities towards the subject (e.g. minorities, gender, religion...), or extreme differences (of experience, age...) which could impact on the dynamic? Where does the group at in terms of intercultural learning process? Is the method suitable for the group size?

### Environment, space and time

What is the (cultural, social, political, personal....) environment in which you use this tool/ method? Which impact does the method have on this environment, and the

environment on the method? Which elements (experiences) do the individual group members bring in this regard? Which environment (elements, patterns) is dominating in the group and why? Is the group atmosphere and level of communication suitable for the method? Does the context of this particular intercultural learning experience especially promote or hinder certain elements? How is the common and individual perception of space, is the “common territory” of the group large enough for using the method? Does the method contribute to a positive environment (to stretch everybody’s comfort zones)? Which space does the method have in the activity (consider what comes before and after)? Did you allocate enough time to the method and its proper evaluation? Does it fit within the timing of our programme? How does the method deal with the (different) time perception of participants?

### Resources / Framework

How does the tool/ method match with the resources you have at our disposal (time, room, persons, materials, media...)? Is the method using them efficiently? What organisational aspects do you need to take into account? Do you need to simplify? How can you share the responsibilities to run the method? To what extent do you have the relevant skills to deal with the upcoming situation? In which organisational frame will the method be used? Which impacts do you have to consider or foresee (e. g. organisational culture or preferences, institutional aims...)? Which outside actors might interfere with which interests (e.g. institutional partners)?

### Previous evaluation

Did you use this (or a similar) tool/ method before? What did you notice or learn from the experience? Are there any other experiences where you learnt about the use of methods? What can they tell us now? Are the method and its impact to be evaluated, and how can the achievement of our objectives be measured? How can you secure its results for what comes next? Which elements do you integrate in our method as part of the evaluation of our activity so far?

### Transfer

To what extent is the method based on or related to the experience of every trainee and on the learning experiences made so far? Is the method useful for the reality of the participants or in which regard might it need adaptation? Is the method oriented towards transfer/ integration into the daily life of the participants? How will you provide a space for participants to integrate what they have learned into their own realities? Can a discussion or dynamic after the method help the transfer? Which elements might facilitate a good follow-up by trainees? How can elements be taken up later in the process?

### Facilitation

As an intercultural trainer you are a facilitator at the same time: you provide a process which will help the trainees to discuss their own content in the most satisfactory and productive way possible. This will mean trying to find answers to the questions raised in the sections above and thinking about how to organise things. What do you think your role should be with this group, for this method? Have you tried to “play a film in your head” about how everything should work? Did you consider your personal disposition and how it could impact on the running of the method? How are you prepared to react to outcomes which are not what we expected?



## Training Programmes of Module 1: “Intercultural competence. Cultural Awareness”

### Part 1: MOBILITY

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

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

- 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 know some typical customs of my future host country.
- I am willing to learn the language of my host country.
- I could easily work in a multicultural environment.

Duration	<p>Proposal: from 1 to 5 days (with possible interruption, full or part-time, intermediate home work design)</p> <p>The course duration and structure should be defined in dependence s of available resources, like e.g.:</p> <ul style="list-style-type: none"> <li>- availability of participants (employed workers)</li> <li>- financial resources</li> </ul>
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<p>Sample Seminar Programme for a 2 days seminar</p>	<p><b>First Day</b></p> <ol style="list-style-type: none"> <li>1. Opening <ol style="list-style-type: none"> <li>1.1 Introduction of teacher.</li> <li>1.2 Introduction of participants for getting known each other.</li> <li>1.3 Activation. Warming-up. Energiser/ "Ice breaker" exercise. (30 min)</li> <li>1.4 Presentation of the training programme and procedure of its implementation</li> <li>1.5 Expectations of the participants</li> <li>1.6 Agreement on procedure and working rules</li> </ol> </li>   <li>2. Theoretical introduction to culture, cultural diversity, significance of intercultural competence (45 min)</li>   <li>3. Illustration of significance by an example from practice (by teacher). Participants contribute own examples. (30 min)</li>   <li>4. <u>Exercise 1</u> on significance of culture (to be selected/ adapted by teacher from toolbox or other sources) <ul style="list-style-type: none"> <li>- Introduction of tool/ method</li> <li>- Implementation.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 1 - The Cultural Onion (for details of selected exercise -see toolbox) (appr. 1 -2h)</p> </li>   <li>5. <u>Exercise 2</u> on participants model of their own culture (to be selected/ adapted by teacher from toolbox or other sources) <ul style="list-style-type: none"> <li>- Introduction of tool/ method</li> <li>- Implementation.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 2 - The "Iceberg" Model of Culture (for details of selected exercise -see toolbox)</p> </li>   <li>6. <u>Exercise 3</u> on significance of cultural knowledge and intercultural communication (to be selected/ adapted by teacher from toolbox or other sources) <ul style="list-style-type: none"> <li>- Introduction of tool/ method</li> <li>- Implementation.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 3: Navigating intercultural communication</p> </li> </ol>
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	<p>(for details of selected exercise -see toolbox)</p> <p>7. <u>Exercise 4</u> on own cultural values and relation others (to be selected/ adapted by teacher from toolbox or other sources)</p> <ul style="list-style-type: none"> <li>- Introduction of tool/ method</li> <li>- Implementation.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 4: Mapping of Cultural Orientation (for details of selected exercise -see toolbox)</p> <p>8. Feedback from the first day by participants and teacher.</p> <p><b>Second Day</b></p> <p>9. Warming up.</p> <p>10. Feedback from the first day. Conclusions for Day 2.</p> <p>11. Introduction into the programme</p> <p>12. <u>Exercise 5</u> to identify important cultural information for going abroad. (to be selected/ adapted by teacher from toolbox or other sources) Introduction of tool/ method Implementation. Feedback/ Reflection by participants and teacher. Evaluation by teacher Example: Tool 5 “Intercultural Checklist” (for details of selected exercise -see toolbox)</p> <p>13. <u>Exercise 6</u> to enable participants to identify some of their own work-related attitude, to provide them with a model for describing cultural influences on workplace behaviour. (to be selected/ adapted by teacher from toolbox or other sources) Introduction of tool/ method Implementation. Feedback/ Reflection by participants and teacher. Evaluation by teacher Example: Tool 6 “Values at Work” (for details of selected exercise -see toolbox)</p>
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	<p>14. <u>Exercise 7</u> to enable participants to identify some of their own work-related attitude. (to be selected/ adapted by teacher from toolbox or other sources) Introduction of tool/ method Implementation. Feedback/ Reflection by participants and teacher. Evaluation by teacher Example: Tool 6 “Values at Work” (for details of selected exercise -see toolbox)</p> <p>15. <u>Exercise 8</u> to provide participants with a model for describing cultural influences on workplace behaviour. (to be selected/ adapted by teacher from toolbox or other sources) Introduction of tool/ method Implementation. Feedback/ Reflection by participants and teacher. Evaluation by teacher Example: Tool 9 “Facts, Attitudes and Behaviours” (for details of selected exercise -see toolbox)</p> <p>16. Feedback from the seminar by participants and teacher. Participants assess and reflect on training seminar individually (self-evaluation) and discuss the result with the other group members.</p> <p>17. Conclusions for further individual preparation for mobility (e.g. language training, knowledge about host country)</p>
Sample Schedule	<ul style="list-style-type: none"> <li>– Morning session – 4 learning units (45 min)</li> <li>– Short breaks (5 min) between learning units. Two Coffee breaks (15 min). Lunch break (1h)</li> <li>– - Afternoon session - 4 learning units</li> </ul>
Learning material	<ul style="list-style-type: none"> <li>– Handbook. Module/ Section 1</li> <li>– Manual. Module/ Section 1</li> <li>– Workbook. Module Section 1/ MOBILITY (scripts, handouts, illustrations, examples... for work with this module)</li> </ul> <p>If the training is spread over a longer period, intermediate phases could be covered by home work assignments, like internet research, preparation of presentations etc.</p>



Recommendations for teachers	<p>1. The composition and special interests of the training group is an important factor for the design of the MOBILITY course content.</p> <ul style="list-style-type: none"> <li>- This concerns, for instance, to a great extent the countries of destination of the participants: If a homogeneous group intends to migrate to the same one EU member country, the teacher may focus the course at this country and provide concrete examples from the culture of this one host country and compare them the native culture.</li> <li>- If the county of destination of the participants is more than one, this has to find its reflection in the selection of examples (more general or to an equal extend from all countries of interest). The trainer should avoid that minority participants get the feeling of not receiving the same attention as others.</li> <li>- It would exceed the limits of this handbook to include examples from national cultures of all EU member countries. But there is a great variety of free sources from future host countries available for this aim.</li> </ul> <p>2. Intercultural trainers should take into consideration that</p> <ul style="list-style-type: none"> <li>- topics of the intercultural training course complement each other with topics of the Modules 2 -5 of this Toolbox;</li> <li>- other LAMOS EU products like the model of working (support scheme) with people interested in transnational labour mobility provide useful material for intercultural training; and make reference to these sources.</li> </ul>
Learning Settings	Class room, blackboard/ whiteboard, flipchart, beamer/internet access
Feedback/ Evaluation	<p>Formative assessment: Group reflection based on experience from practice, using the content of what has been learned to guide reflection, identify learning that has occurred, and also future needs.</p> <p>Summative assessment: Learning from the tool will be assessed as part of the module.</p> <p>Self-administered evaluation questionnaire: the participant should evaluate how the tool has assisted learning.</p> <p>Peer evaluation: Peer learning groups should discuss their use of the tool, how it has assisted learning. This stage of evaluation should focus on knowledge gained regarding intercultural communication and how they</p>



	<p>may apply this learning in the work environment.</p> <p>Teachers should evaluate the tool through observing classroom activities that demonstrate participants developing skills in intercultural communication.</p>
Follow-up	<p>Teacher's recommendation to the participant on</p> <ul style="list-style-type: none"><li>- how to continue with individual preparation before departure</li><li>- first steps after arrival</li></ul>

## Part 2: ADAPT

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 (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.

The ADAPT intercultural training is closely linked with the training of other modules.

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.

Duration

Proposal: from 1 to 2 days (with possible interruption, full or part-time, intermediate home work design)

The course duration and structure should be defined in dependence of available resources, like e.g.:



	<ul style="list-style-type: none"> <li>- availability of participants (employed workers)</li> <li>- financial resources</li> </ul>
<p>Sample Seminar Programme (1 day)</p>	<ol style="list-style-type: none"> <li>1. Opening <ol style="list-style-type: none"> <li>1.1 Introduction of teacher.</li> <li>1.2 Introduction of participants for getting known each other.</li> <li>1.3 Activation. Warming-up. Energiser/ "Ice breaker" exercise. (30 min)</li> <li>1.4 Presentation of the training programme and procedure of its implementation</li> <li>1.5 Expectations of the participants</li> <li>1.6 Agreement on procedure and working rules</li> </ol> </li> <li>2. Short theoretical introduction: Significance of intercultural competence for successful integration. Awareness for cultural diversity in the host country, (45 min. )</li> <li>3. Illustration of theoretical input by examples from practice by trainer.</li> <li>4. Participants reflect the teachers input by examples from own first intercultural experience after arrival. Moderated (by trainer) discussion (2 h)</li> <li>5. <u>Exercise 1</u> to provide participants with practice in identifying stages of culture shock. (reflecting previous discussion) <ul style="list-style-type: none"> <li>- Introduction of tool/ method</li> <li>- Implementation.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 13: Recognising culture shock (for details of selected exercise -see toolbox)</p> </li> <li>6. <u>Exercise 2</u> to explore the 'RADAR' technique for recognising and overcoming cross-cultural misunderstandings in real-life. <ul style="list-style-type: none"> <li>- Introduction of tool/ method</li> <li>- Implementation.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 17: Use your RADAR (for details of selected exercise -see toolbox)</p> </li> <li>7. <u>Discussion</u>: Exchange of experience and development of strategies against cultural shock (acculturative) stress caused at the new</li> </ol>



	<p>workplace abroad</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Discussion.</li> <li>- Feedback/ Reflection by participants and teacher.</li> <li>- Evaluation by teacher</li> </ul> <p>Example: Tool 18: Workshop on strategies against acculturative stress at work (for details of selected exercise -see toolbox)</p> <p>8. Final Feedback by participants and teacher.</p> <p>Participants assess and reflect on training seminar individually (self-evaluation) and discuss the result with the other group members.</p> <p>9. Final conclusions for further individual integration steps (workplace, social environment)</p>
Sample Schedule	<ul style="list-style-type: none"> <li>- Morning session – 4 learning units (à 45 min)</li> <li>- Short breaks (5 min) between learning units. 2 Coffee breaks 1(5 min). Lunch break (1h)</li> <li>- - Afternoon session - 4 learning units</li> </ul>
Learning material	<ul style="list-style-type: none"> <li>- Handbook. Module/ Section 1</li> <li>- Manual. Module/ Section 1</li> <li>- Workbook. Module Section 1/ ADAPT (scripts, handouts, illustrations, examples... for work with this module)</li> </ul> <p>If the training is spread over a longer period, intermediate phases could be covered by home work assignments, like internet research, preparation of presentations etc.</p>



Recommendations for teachers	<p>The composition and special interests of the training group is an important factor for the design of the ADAPT course content.</p> <ul style="list-style-type: none"> <li>- This concerns, for instance, to a great extent the countries of origin of the group members: If the training group is homogeneous with migrant participants from only one EU member country, the trainer may focus the course at intercultural issues in comparison of the native and host country, discuss similarities and differences.</li> <li>- If the county of origin of the participants is more than one, this has to find its reflection in the selection of examples (more general or to an equal extend from all countries of interest). The trainer should avoid that minority participants get the feeling of not receiving the same attention as others. Role plays or simulation games should further respect possible cultural peculiarities of the course participants.</li> <li>- It would exceed the limits of this handbook to include examples from national cultures of all EU member countries. But there is a great variety of free sources from host countries available for this aim. Since the trainer has the cultural background of the host country it will not cause difficulties to select appropriate illustrations.</li> </ul>
Learning Settings	Class room, blackboard/ whiteboard, flipchart, beamer/internet access
Feedback/ Evaluation	<p><u>Formative assessment:</u> Group reflection based on experience from practice, using the content of what has been learned to guide reflection, identify learning that has occurred, and also future needs.</p> <p><u>Summative assessment:</u> Learning from the tool will be assessed as part of the module.</p> <p>Self-administered evaluation questionnaire: the participant should evaluate how the tool has assisted learning.</p> <p>Peer evaluation: Peer learning groups should discuss their use of the tool, how it has assisted learning. This stage of evaluation should focus on knowledge gained regarding intercultural communication and how they may apply this learning in the work environment.</p> <p>Teachers should evaluate the tool through observing classroom activities that demonstrate participants developing skills in intercultural communication.</p>
Follow-up	Teacher's recommendation to the participant on further cultural integration steps at work and in social life.

# **Toolkit for Module 1**

**Intercultural competence.**

**Cultural Awareness.**

**(MOBILITY & ADAPT)**

**Tool 1 “The Culture Onion”**

<p>Key objectives of this exercise are</p> <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> <p>This simple exercise explores the importance of culture and clarifies its visible and less visible elements.</p>	
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	<p>The aim is to form a more comprehensive understanding of culture as a framework of values, attitudes and behaviours.</p> <p>Self-reflection for a better understanding of significance of culture and cultural awareness</p>
Duration	10 – 15 min
Implementation/ Methodological hint	<p><u>Procedure</u></p> <ol style="list-style-type: none"> <li>1. Provide the participant with the five alternative definitions of culture. (see handout)</li> <li>2. Ask the participant to reflect on which definition(s) he or she prefers. They can choose as many as they wish.</li> <li>3. Ask the participant to indicate his or her preferred choice(s), giving reasons for the decision.</li> </ol> <p><u>Observations and suggestions for discussion:</u></p> <p>Many participants will opt for one or perhaps two of the statements, rather than seeing each one as part of a larger concept of culture. In fact, each of the descriptions reflects one aspect of culture.</p> <p>Discussion will benefit from using the Iceberg graphic (Introduced under “Models of culture and intercultural training” and Tool 2) to explore how each of the statements fit together.</p>
Settings	classroom, chair circle, whiteboard or flipchart
Material	Handout Tool1
Addit. sources	The “Iceberg” Model of Culture” (Edward T Hall) - see Tool 2.

## Handout to Tool 1 “The culture onion”

**Five alternative definitions of culture**

Below are five alternative definitions of cultures. Which definition(s) of culture do you prefer? You can choose as many as you wish.

1. Objective visible artefacts such as rituals, superstitions, heroes, myths, symbols and taboos.
2. Basic truths about identity and relationships, time and space, ways of thinking and learning, ways of working and organizing, and ways of communicating.
3. Ideals shared by group members to which strong emotions are attached.
4. The 'right' and 'wrong' ways of doing things. The rules people live by in practice.
5. Subjective behavioural orientations to do things in one way, rather than another. They are most noticeable in relationship styles, thinking and learning styles, organization and work styles and communication styles.

**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
Detailed description of the method	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, there are some visible parts: architecture, art, cooking, music, language etc. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc.  The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of “their iceberg”, but we cannot immediately see what the foundations are that these parts rest upon.
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.
Settings	classroom, tables for group work, flipchart
Material	Handout Tool 2
Addit. sources	Free Youtube videos on culture and intercultural communication.

Handout to Tool 2

“Iceberg” Model of Culture”



Redrawn from French and Bell (1995).

**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 Settings	classroom, chair circle, video
Learning material	Video
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 Settings	Classroom
Methodological advice	It can be done as an individual, written reflection, or be “acted out” by participants lining up along imaginary continuums.
Learning material	handout
Additional sources/ literature	Based on research by Edward Hall, Geert Hofstede and Aperian Global.



Handout to Tool 4

“Mapping of Cultural Orientation”

Map your own cultural orientation by placing an X at the spot that most accurately reflects your values on each continuum below. Remember that a continuum represents an infinite number of possibilities between the two opposing ends. There are no right or wrong answers.

<b>Monochronic</b>	<b>Polychronic</b>
I like to be on time and expect the same of others.	What happens is more important than when it starts and ends.
<b>Low Context</b>	<b>High Context</b>
When rules are presented, I prefer that every detail is spelled out clearly.	Some rules are understood by everyone so it's not necessary to spell everything out.
<b>Individualistic</b>	<b>Collectivistic</b>
I prefer to work independently and be recognized individually.	I prefer to work as part of a group and think it's better when individuals are not singled out.
<b>Egalitarian</b>	<b>Hierarchical</b>
All people should be treated the same, no matter what their position is.	People should be treated differently depending on their title, position, rank.
<b>Task Focused</b>	<b>Relationship Focused</b>
When working on a project, I prefer to focus on getting the job done and become impatient with socializing.	When working on a project, I value time spent in building relationships and work better with people when I get to know them.
<b>Surfacing Differences</b>	<b>Maintaining Harmony</b>
I directly address differences when there is an issue so the problem can be solved quickly.	I prefer to deal with differences indirectly, behind the scenes, to avoid causing upset.
<b>Emotionally Restrained</b>	<b>Emotionally Expressive</b>
It's better to keep emotions private	It's better to express emotions openly
<b>Being</b>	<b>Doing</b>
I derive more of my identity from who I am and who my family is	I derive more of my identity from what I do: schoolwork, activities, etc.

## Tool 5 “Intercultural Checklist”

<p>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.</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	10-15
Learning aims/ effects. Addressed descriptors	<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/ sequence of use	<p>Ask the participants to work through each question of the 'Intercultural Checklist' in turn.</p> <p>Where the participants answer 'Yes', ask them to identify how they anticipate things to be different in the other culture.</p> <p>Where the participant answers 'Don't Know', ask them to identify ways in which they might find out the answer to this question.</p>
Learning Settings	classroom
Methodological advice	<p>The answers to each question are, of course, wholly dependent on the specific culture around which the checklist is undertaken and, of course, the cultural origin of the participants themselves. Not all the questions will be relevant in all situations.</p>
Learning material	Handout „Intercultural Checklist”



## Handout to Tool 5 “Intercultural Checklist”

1. Think about another country or culture.
2. Complete the checklist by answering “Yes”, “No” or “Don’t Know” to each question.
3. Where you answer Don’t Know, how will you find out about the answer to this cultural question?

**Non verbal communication**

	Y es	N o	Don't Know
Should I expect differences in what is thought of as appropriate 'personal space'?			
Should I anticipate differences in the way my counterparts use touch?			
Is there anything particular I need to be careful about in giving or receiving business cards?			
Should I avoid any particular gestures?			
Should I expect differences in the level of acceptable eye contact?			
Do I know what body language is taboo?			

**Communication**

Should I anticipate different attitudes about the acceptability of asking personal questions?			
Should I anticipate different attitudes towards the acceptability of humour and emotions?			
Should I anticipate different attitudes towards the acceptability of interrupting?			
Do I know what type of argument is likely to be most persuasive?			
Should I anticipate a different attitude towards addressing difficult issues directly?			
Do I know what style of feedback is acceptable?			
Should I anticipate different expectations about the expression of criticism?			
Should I anticipate different expectations about the expression of anger?			
Should I anticipate different expectations about the formality of feedback?			
Do I know the range of ways in which disagreement is likely to be expressed?			
Should I expect a different style of conflict resolution?			
Should I anticipate different expectations about the use of silence?			
Should I anticipate different communication styles to be in use?			
Do I know when to use first names and surnames?			
Do I know what professional titles to use?			
Should I anticipate different attitudes towards small-talk?			
Should I anticipate different attitudes towards the importance of saving face?			
Should I anticipate a different use of tone or pitch when speaking?			
Should I expect different attitudes towards displays of affection?			

**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>
Implementation/ sequence of use	<p>Ask participants to complete the handout “Values at Work” checklist. Give them a few minutes for doing so.</p> <p>The participants will have probably identified important cultural differences between their own approach and that of another culture/ country of interest.</p> <p>Discuss some of the following questions with the participants:</p> <ul style="list-style-type: none"> <li>– How might these differences become apparent in the working environment?</li> <li>– How might people from a different country or culture perceive your approach at work?</li> <li>– What challenge do these differences present?</li> <li>– In what ways might you adapt your behaviour to manage and overcome these cultural differences?</li> </ul>
Learning Settings	classroom



Learning material	Values at Work checklist
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## Handout to Tool 6 „Values at Work“ - Checklist

The way in which each of us thinks and acts at work can be influenced by the attitudes and values in the cultures to which we belong. When we come into contact with people from different cultural backgrounds we can sometimes encounter workplace behaviour that does not match our assumptions and expectations. We can sometimes even misinterpret other people's workplace behaviour and make incorrect assumptions based on our own cultural background. This can result in confusion, misunderstandings and even conflict.

The checklist will help you you identify some of the ways in which your cultural background has had an impact on your workplace behaviour.

On the following pages you will find several statements asking about the way in which you prefer to communicate and the way in which you prefer to learn, think and apply knowledge.

1. Read each description in order.
2. Decide which behaviour is closest to your own. If you identify with both statements, choose the one you identify with more often, or in more situations.
3. Mark a score indicating how strongly you tend to exhibit this behaviour.
4. When you have completed this activity, decide how you think people in a different culture of interest to you would probably respond to the statements.
5. Where you have identified important cultural differences between you approach and that of people in the culture of your host country, please consider:
  - Are these differences important?
  - How might these differences become apparent in the working environment?
  - How might people from that country or culture perceive your approach?
  - What challenge do these differences present?
  - In what ways might you adapt your behaviour to manage and overcome these cultural differences?

<b>Direct</b> I prefer people to go directly to the point and not to spend time beating around the bush.	<b>Indirect</b> I think it is important to avoid conflict even if it means only hinting at difficult issues.
5   4   3   2   1	1   2   3   4   5
<b>Being frank</b> It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame.	<b>Saving face</b> It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information.
5   4   3   2   1	1   2   3   4   5
<b>Theory</b> I prefer to learn by receiving and absorbing information from an expert source	<b>Practise</b> I prefer to learn by exploring, practising and experimenting with new ideas.
5   4   3   2   1	1   2   3   4   5
<b>Deal</b> When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on.	<b>Relationship</b> When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with.
5   4   3   2   1	1   2   3   4   5
<b>Prompt</b> I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency.	<b>Flexible</b> I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency.
5   4   3   2   1	1   2   3   4   5
<b>Teacher</b> I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told.	<b>Facilitator</b> I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work.
5   4   3   2   1	1   2   3   4   5
<b>Informal</b> I prefer to talk with people in an informal way, regardless of who they are or what position they hold.	<b>Formal</b> I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address.
5   4   3   2   1	1   2   3   4   5
<b>Logic</b> I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible.	<b>Feeling</b> I prefer to display emotions and warmth when I am arguing a case. In business, emotions should be listened to and respected.
5   4   3   2   1	1   2   3   4   5

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

Activity	
<ul style="list-style-type: none"> <li>- 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</li> <li>- to identify particular stereotypes of one culture, and explore how useful they are.</li> </ul>	
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
Detailed 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/ sequence of use	<ol style="list-style-type: none"> <li>1. Give the participant a copy of the handout. Suggested answers to the example slide are as follows: <ul style="list-style-type: none"> <li>The British have bad teeth - USA.</li> <li>The British treat their children badly - Italy.</li> <li>The British are insular - Germany.</li> <li>The British do not wash - Australia.</li> <li>The British are obsessed by time - Spain.</li> <li>The British are hypocrites - France.</li> </ul> </li> <li>2. Ask the participants to identify any stereotypes they may hold about people in another country (e.g. Poland, Germany, Spain, Greece, Cyprus).</li> <li>3. Lead a discussion about how helpful the participant's stereotypes are, and whether they will aid or detract in communicating effectively with local people.</li> </ol>
Learning Settings	classroom
Methodological advice	<p>Discussion points:</p> <p>With regard to the example slide, the participants may wish to reflect on the fact that these value judgements about the British, reflect behaviours and attitudes common in the host country (that is, Spanish attitudes towards time, French attitudes towards the nature of spoken communication, American attitudes towards physical appearance and so</p>

	<p>on) as much as any real and objective characteristics of British culture. The fact that these perceptions are not necessarily shared by many British people and do not take account of the complexity of a nation of 60 million means that they are likely to be less than helpful in understanding British values and attitudes.</p> <p>Be sure to emphasize that some valid generalizations can be made about values, attitudes and behaviours commonly held by members of a specific group of people. It is essential that individuals do not get stuck in a loop - not generalizing for fear of stereotyping and, as a result, not coming to any understanding of other cultures at all. What is important is that such an understanding needs to be up to date, shared with others, allow for individual differences, and be backed by research.</p>
Learning material	handout



## Handout to Tool 7: “What is wrong with stereotypes?” -

A British trainer recently asked colleagues from Australia, France, Germany, Italy, Spain and the USA to describe a stereotype that is held in that culture about the British.

Match the stereotype with the culture that holds it.

1. The British have bad teeth.
2. The British treat their children badly.
3. The British are insular.
4. The British do not wash.
5. The British are obsessed by time.
6. The British are hypocrites.

Please discuss:

How helpful or true are these stereotypes about people in the UK?

What stereotypes do you hold about the people in other cultures or countries (e.g. Poland, Germany, Spain, Greece, Cyprus)?

How helpful are these stereotypes?

**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	<ol style="list-style-type: none"> <li>1. Give the participants a copy of the handout</li> <li>2. Work with the participant as they go through each section. Pinpoint areas where people from other cultures find their (participants) values, attitudes and behaviours confusing or difficult to understand.</li> </ol>
Learning Settings	chair circle
Learning material	handout

## Handout to Tool 8: “What do they need to know about us?”

Prepare a briefing for someone who is about to spend some time in your country.

Use the table below as a guide to the content.

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>– Geography and topography</li> <li>– History</li> <li>– Economic system</li> <li>– Business and commerce</li> <li>– Political structures</li> <li>– Media and broadcasting</li> <li>– Language(s)</li> </ul>	<p><b>Society</b></p> <ul style="list-style-type: none"> <li>– Current political situation</li> <li>– Legal system</li> <li>– Religious influences</li> <li>– Regional differences</li> <li>– Social and community life</li> <li>– Ethnic minorities</li> <li>– Gender issues</li> <li>– Education system</li> <li>– Heroes and myths</li> <li>– Private / work life overlap</li> </ul>
<p><b>Traditions and customs</b></p> <ul style="list-style-type: none"> <li>– Communication styles</li> <li>– Greetings</li> <li>– Gestures</li> <li>– Levels of formality</li> <li>– Holidays and festivals</li> <li>– Taboos</li> <li>– Gift-giving</li> </ul>	<p><b>Daily life</b></p> <ul style="list-style-type: none"> <li>– Shopping</li> <li>– Entertaining</li> <li>– Food and Eating out</li> <li>– Getting around</li> <li>– Climate</li> <li>– Healthcare</li> <li>– Housing</li> <li>– Security</li> </ul>
<p><b>Business Etiquette</b></p> <ul style="list-style-type: none"> <li>– Business relationships</li> <li>– Approaches to work</li> <li>– Approaches to leadership and teams</li> <li>– Management styles</li> <li>– Formal and informal meetings and discussions</li> <li>– Negotiations and presentations</li> </ul>	<ul style="list-style-type: none"> <li>– Other....</li> </ul>

**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	<ol style="list-style-type: none"> <li>1. Give a copy of the handout to the participants</li> <li>2. Ask them to create a model connecting facts, attitudes and behaviours in another culture or country.</li> <li>3. Discuss this model and how it compares with your own understanding of your culture.</li> </ol>
Learning Settings	Work in groups
Methodological advice	The objective of this activity is not to stereotype others or attach inflexible labels to individuals from the culture in question. Rather, the purpose is for participants to reflect on the fact that shared cultural values, attitudes and behaviours do not develop in a vacuum, but instead are closely related to the environment in which cultures exist.
Learning material	handout



### Handout to Tool 9: „Facts, Attitudes, Behaviours“

- Think carefully about another country or culture.
- Identify some of the key background and environmental factors that influence this culture.
- Then speculate on the culture's core attitudes and values, and how these are reflected in observable behaviours.

(Cultural information and advice often includes hints, tips, do's and don'ts.)

Background facts:
Core attitudes:
Observable behaviour:

**Tool 10: Communication types**

<b>Activity</b> – 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.
Implementation	<ol style="list-style-type: none"> <li>1. Provide each pair with a copy of the handout.</li> <li>2. Work through each element, comparing and contrasting the participant's culture with another country or culture.</li> </ol>
Learning Settings	Work in pairs of 2 participants
Learning material	handout

## Handout to Tool 10: Communication types

- Read each of the following pairs of descriptions.
- Decide which descriptions is more like your country, A or B?.
- Think of another culture or country of interest to you. Does it come closer to type A or type B?
- Choose one or two statement pairs that interest you. Can you think of any misunderstandings that might arise when people from cultures more like A, communicate with people from cultures more like B?

1	In some countries, people tend to talk quite quickly, frequently interrupting others in order to get their ideas across.	In other countries, people tend to talk in a slow and considered way, rarely interrupting other people when they are talking.
2	In some countries, people tend to talk quite loudly and are not particularly concerned if people they do not know overhear their conversations.	In other countries, people tend to be more soft-spoken, and take care to ensure that they do not talk so loudly that other people can hear their conversations.
3	In some countries, people use many physical gestures (such as smiling a lot, waving their arms or banging the table) to emphasize what they are saying and to communicate important ideas and feelings.	In other countries, people do not often use many physical gestures (such as smiling a lot, waving their arms or banging the table). Instead, they use words and their tone of voice to communicate important ideas and information.
4	In some countries, demonstrating interest in what other people have to say means maintaining good eye contact with them when they are talking.	In other countries, demonstrating respect for other people means trying to avoid too much direct or close eye contact while they are speaking.
5	In some countries, even people who do not know each other very well will hold hands, embrace, place their arms around each other's shoulders, or touch each other on the arms.	In other countries, people are taught not to touch other people they do not know, and will try to avoid physical contact with strangers wherever possible.
6	In some countries, when people talk to each other they stand or sit a considerable distance apart, sometimes as much as 50 cm.	In other countries, when people talk to each other than stand or sit very close to each other - sometimes so close that they are almost touching the other person.
7	In some countries, people are direct and frank in the way they speak. They will give their personal opinions freely, regardless of whom they are talking to, and will often criticize other people directly if necessary.	In other countries, people are less direct in the way they speak. They will often avoid giving their personal opinions unless they know the people they are talking to well, and will try to avoid saying things that might come across as too critical of others.
8	In some countries, people write e-mails or faxes that are as short, direct and factual as possible. They pose questions	In other countries, people sometimes write e-mails or faxes in a less direct and wordier way. They often don't feel the need to spell



	directly and ask for information in an explicit and unambiguous way.	out precisely and unambiguously the information they require.
9	In some countries, people often prefer to use e-mails, faxes, letters or other forms of written communication to pass on important information and make sure they get the response they want.	In other countries, people often prefer to use face-to-face discussions, telephone calls or other forms of spoken communication to pass on important information and make sure they get the response they want.
10	In some countries, learning foreign languages (particularly English) forms a big part of the educational curriculum. People from these countries often speak other languages very well.	In other countries, learning foreign languages is not an important part of the educational curriculum. People from these countries often do speak other languages very well.
11	In some countries, people are happy to talk about their personal and family life with their colleagues at work. They are also inclined to ask other people questions about their private and family life, even if they do not know them very well.	In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well.
12	In some countries, people like to make 'small talk' (that is, talk about the weather, football, politics) before they start talking about business.	In other countries, people like to get straight into business without bothering with too much 'small talk' (that is, talk about the weather, football, politics).
13	In some countries, people are happy to talk about their accomplishments without embarrassment or shame. They think it is polite and honest to describe what they have achieved in their lives.	In other countries, people feel uncomfortable talking about what they have accomplished. They think it is polite and courteous to keep quiet about their attainments.
14	In some countries, people will try to remain as reasonable, rational and dispassionate as possible during business discussions and conversations. They believe that the best way to remain objective is to argue based on facts and talk from the head, not from the heart.	In other countries, people feel comfortable following their feelings and intuition during business discussions and conversations. They believe that the best way to get their message across is to talk with passion and conviction, even if this sometimes comes across as being emotional.
15	In some countries, people are happy cracking jokes and telling funny stories at work or in business situations, even with people they do not know very well.	In other countries, people think work is a serious place to be and try to avoid making jokes or telling funny stories unless they know the other person very well.
16	In some countries, people tend to communicate in an informal way, using first names at work or when dealing with customers and colleagues. People rarely use formal titles (like Mr or Mrs, Doctor, Engineer, Architect).	In other countries, people tend to use formal titles (like Mr or Mrs, Doctor, Engineer, Architect) at work, or when dealing with customers and colleagues, people tend to use first names mainly with family and close friends.

**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	<ol style="list-style-type: none"> <li>1. Give a copy of the handout to the participant.</li> <li>2. Discuss the best answer to each short case study. Suggested answers are: <ul style="list-style-type: none"> <li>– Sarah. By arriving in Bogota the day before, Sarah is unlikely to have had time to build the kind of personal trust that may have been important for her Colombian contacts.</li> <li>– Richard. Individuals from low power-distance cultures, such as Australia, are often surprised at the need for counterparts from relatively high power-distance cultures to maintain formality in work situations.</li> <li>– Karl. Karl may well have developed good social relationships with his colleagues. This did not, however, allow him to do things that might cause others to lose face in collectivist cultures. His proposal may have brought up issues that others wanted hidden, so threatening their standing in front of the rest of the group.</li> <li>– Rebecca. Low uncertainty avoidance can sometimes come across as lack of preparation or structure to those from high uncertainty avoidance cultures.</li> </ul> </li> </ol>
Learning Settings	classroom
Learning material	handout

## Handout to Tool 11: Hofstede's Five-Dimension Model

The model uses the following five dimensions to analyse cultural characteristics:

### 1. Power distance

Power distance reflects the degree to which a society accepts the idea that power is to be distributed unequally through hierarchical distinctions. The more this is accepted, the higher the country's ranking in power distance. High power-distance culture can be characterized by a strong hierarchal structure within their organizations. In such societies, managers are respected in and out of the organization and are rarely publicly contradicted.

By contrast, low power-distance societies tend to value notions of empowerment for employees and consensual decision-making. In Europe, current levels of power distance rather neatly match the boundaries of the former Roman Empire. Former Roman spheres of influence tend to resolve the essential tension between low and high power distance in favour of the latter. The opposite is true in areas that were not influenced by Roman values.

### 2. Individualism versus collectivism

Individualism reflects the degree to which individual beliefs and actions should be independent of collective thought and action. Individualism contrasts with collectivism, which is the belief that people should integrate their thoughts and actions with those of a group (for example, extended family, or employer). In individualistic societies people are more likely to pursue their own personal goals.

In collective societies people are more likely to integrate their own goals with those of other group members and tend to avoid putting people in situations where they might lose face. The cohesion of the group plays a more important role than pursuing one's own individual achievement.

### 3. Uncertainty avoidance

Uncertainty avoidance reflects the degree to which a society feels threatened by ambiguous situations and tries to avoid them by formulating rules and refusing to tolerate deviance. In essence, it relates to an essential tension about the nature of 'truth'. The more a society accepts that truth is 'absolute', the higher it ranks on uncertainty avoidance. Societies that rank high on uncertainty avoidance have highly structured working environments. Employees and managers pay attention to precise objectives and clear rules, detailed assignments and schedules set up well in advance.

### 4. Masculinity versus femininity

This dimension relates to essential tension between attitudes towards gender. Masculinity describes the degree to which the focus is placed on assertiveness, task achievement and the acquisition of material goods. This is contrasted with femininity in which quality-of-life issues such as caring for others, group solidarity and helping the less fortunate are valued.

### 5. Long-term versus short-term orientation CDI (Confucian Dynamism Index)

The essential conflict in this dimension relates to attitudes towards what is, and what is not, considered 'virtuous'. Long-term cultures focuses on the distant future and emphasize the importance of saving, persistence and achieving goals that may only come to fruition after

several generations. Short-term cultures emphasize the past and the present, and there is respect for fulfilling social obligations and a consistent understanding of morality.

Hofstede claimed that Chinese people have a relatively high Confucian dynamism index value, while American people have a relatively low Confucian dynamism index value. He suggested that this distinction is reflected in business. In China top management emphasizes thrift and perseverance and respect for tradition, and also maintains a long-term orientation (that is, the company is regarded as a family). In contrast, in the USA, top management is said to focus on current needs, creativity and adopting a short-term orientation.

Read the four short incidents described below.

Underline any sentences that suggest cultural differences were at work and answer the following questions:

- How would you explain these differences in terms of Hofstede's cultural dimensions?
- What hints or tips would you give to each of the people below to overcome cultural barriers?

#### Sarah

Sarah Marshall is head of the business development group at a US-based law firm. Recently she was assigned the task of winning a contract for a new project with the Colombian government. She was competing with teams from Spain and France.

Sarah had quite a lot of background information on the proposed project and on the packages her competitors were offering. On the basis of this information and her organization's extensive resources she felt confident that the company would win the contract.

Sarah drew up a proposal that was time and cost-effective and designed a presentation based on convincing numbers and a persuasive argument. Arriving in Bogota the day before, Sarah personally made the sales pitch in which she detailed all the relevant facts, highlighted the various ways forward and made a clear recommendation of the best solution. She eventually lost the project to the Spanish team, even though her Columbian counterparts acknowledged the quality of her proposals.

#### Richard

Richard, an Australian, is part of a team of lawyers based in Paris. Claude, 48, is the team's PA. Claude works from 9 a.m. to 6 p.m., with an hour and a half for lunch.

Richard is very pleased with the quality of Claude's work and her commitment to the team. Unfortunately because of his extensive travel commitments abroad he has never had the opportunity to have lunch with her or spend any time with her and the team outside the work environment. After a while Richard asks to be addressed by his first name and the informal 712. Several months later, however, Claude is still calling him 'Monsieur Lafleur' and addressing him with 'Voulez-vous bien...' although Richard calls her 'Claude' and addresses her with 'Veux-tu...'

Richard is puzzled and decides to talk to Claude about this matter in order to clarify the situation.. To his amazement Claude replies that she prefers to call him by his surname and refer to him with the formal vous.

#### Karl

Karl, a Dutch lawyer, felt that his first business trip to Japan was going fairly well. He was determined to get to know his colleagues better and was particularly pleased to be invited out for drinks after work with most of the team, including the senior managers.

At the bar, everyone was expected to entertain; even the senior staff got to sing karaoke songs or tell jokes. Everything seemed fairly informal and cooperative, with Karl's karaoke version of 'Imagine' winning rapturous applause from the group. One of the senior managers even asked Karl for a repeat rendition later in the evening.

Keeping this informality in mind, Karl used a team meeting early the next morning to present a proposal for resolving a minor logistics problem he had noticed. He was surprised to be met with a wall of embarrassed silence and was noticeably excluded from informal exchanges as people left the meeting.

#### Rebecca

Rebecca, a recently recruited British executive in an international law firm, was asked to chair a meeting with her French and British colleagues.

From Rebecca's point of view, the meeting went well. She did her utmost to make sure that everyone was heard and the relevant issues discussed and summarized in a diplomatic way. She even changed the agenda and extended the meeting to accommodate new issues that some British delegates had brought up.

At the end of the meeting Rebecca was shocked to hear one French colleague whisper to another `... typical British, just typical. No proper preparation...'. She was even more surprised to hear the reply: 'Yes, and they never say what they mean, do they?'

**Tool 12: Observing body language**

<p>Activity</p> <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	<p>Preselect a video showing some element of interaction or communication between people in another country or culture of interest. Three or four minutes of material are usually sufficient. Documentaries or news reports are often useful in this respect.</p> <ol style="list-style-type: none"> <li>2. Give a copy of the handout to the participant and explain that the objective of the activity is to develop and practise observation skills.</li> <li>3. Provide some basic background information about the context in which the video is set: describe who the participants are and what situation they are in.</li> <li>4. Ask the participants to complete the handout as they watch the video.</li> </ol>
Learning Settings	classroom
Methodological advice	Participants may need to see the clip twice. They will have their own ideas about what the non-verbal behaviours they observe signify, and these can form the basis of a useful and productive discussion. It is also useful to ask the participants to speculate on how their own body language is similar (or dissimilar) to that of the individuals they observe.
Learning material	Handout, video sequence



### Handout to Tool 12: "Observing Body Language"

Watch the video.

Closely observe how people dress, greet and interact with each other. While watching, please tick the boxes that match your observations and reflect on what the individuals concerned are trying to communicate.

<p><b>Dress code</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Casual</li> <li><input type="checkbox"/> Uniformed</li> <li><input type="checkbox"/> Colourful</li> <li><input type="checkbox"/> Formal</li> <li><input type="checkbox"/> Eccentric</li> <li><input type="checkbox"/> Neutral</li> </ul> <p>What are the individuals concerned trying to communicate through their dress code?</p>	<p><b>Greetings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collective greeting</li> <li><input type="checkbox"/> Hugging</li> <li><input type="checkbox"/> No touching</li> <li><input type="checkbox"/> Neutral face</li> <li><input type="checkbox"/> No greeting</li> <li><input type="checkbox"/> Handshaking</li> <li><input type="checkbox"/> Smiling</li> <li><input type="checkbox"/> Individual greeting</li> <li><input type="checkbox"/> Kissing</li> <li><input type="checkbox"/> Touching</li> <li><input type="checkbox"/> Emotion</li> </ul> <p>What are the individuals concerned trying to communicate through their greetings?</p>
<p><b>Gestures and personal space</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stand close</li> <li><input type="checkbox"/> Keep their distance</li> <li><input type="checkbox"/> Avoid physical contact</li> <li><input type="checkbox"/> Good eye contact</li> <li><input type="checkbox"/> Avoid eye contact</li> </ul> <p>What are the individuals concerned trying to communicate through their gestures and personal space?</p>	<p><b>General impression of the interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formal</li> <li><input type="checkbox"/> Hierarchical</li> <li><input type="checkbox"/> Laid-back</li> <li><input type="checkbox"/> Informal</li> <li><input type="checkbox"/> Organized</li> </ul> <p>What are your overall impressions of the communication?</p>

**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	<ol style="list-style-type: none"> <li>1. Give a copy of the handout to the participant.</li> <li>2. Compare these participant's answers with those suggested below and discuss and differences.</li> </ol>
Learning Settings	Classroom
Methodological advice	<p>There may be some debate about exactly which stage is likely to be reflected in each comment. This is a positive point, as it enables participants to discuss the nature of each stage and reflect on how others may understand the phenomenon of culture shock somewhat differently. Recommended answers are as follows:</p> <ul style="list-style-type: none"> <li>– Adaptation</li> <li>– Disorientation or shock</li> <li>– Honeymoon</li> <li>– Adjustment</li> <li>– Honeymoon</li> <li>– Shock</li> <li>– Honeymoon or adaptation or adjustment</li> <li>– Adjustment or adaptation</li> <li>– Disorientation or shock</li> <li>– Shock</li> <li>– Adaptation</li> </ul>
Learning material	handout

## Handout to Tool 13: “Recognizing culture shock”

Culture shock is the process of adjustment to an unfamiliar culture. It is a more or less sudden immersion into a state of uncertainty - in which you become unsure about what is expected of you and what you can expect from other people. Culture shock can occur in any situation where you are forced to adjust to an unfamiliar system in which many of your previous ways of doing or understanding things no longer apply.

Five stages of culture shock can be identified:

### 1. Honeymoon

This is where the newly arrived individual experiences the curiosity and excitement of a tourist, but where the person's basic identity is rooted back at home.

### 2. Disorientation

This stage involves the disintegration of almost everything familiar. The individual is overwhelmed by the requirements of the new culture and bombarded by stimuli in the new environment.

### 3. Shock

This stage is associated with the experience of anger and resentment towards the new culture. Stress, anxiety, irritation and hostility are common.

### 4. Adaptation

This involves the integration of new cues and an increased ability to function in the new culture. The individual increasingly sees the bad and the good elements in both the new culture and the home culture.

### 5. Adjustment

In this stage, the individual has become comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage.

## **Exercise**

Below you will see a number of comments likely to be made by individuals in one of the five stages of culture shock. Read each comment and write down what stage of culture shock you think the individual concerned is most likely to be in:

1. 'We do that too, only in a different way.'
2. 'Why can't they just ...?'
3. 'I can't wait to tell ... about this.'
4. 'You don't understand them like I do.'
5. 'Isn't this exciting?'
6. 'These people are so damn ...'
7. 'Only ...more months before I can go home'
8. 'Aren't they interesting?'
9. 'Actually, I am beginning to like this'
10. 'Everything here is so difficult!'
11. 'We would never do that where I come from'
12. 'On the other hand, why shouldn't they do that'



**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	<ol style="list-style-type: none"> <li>1. Give the participant a copy of the handout</li> <li>2. Work through the list of skills and behaviours with the participant, identifying any specific skills for dealing with culture shock that might be particularly applicable in another country or culture of interest.</li> </ol>
Learning Settings	classroom
Methodological advice	<p>Some participants may find it difficult to identify specific ways of putting the checklist points into practice, given that they are already in the form of behavioural hints. Emphasize that what is required is specific ideas of how they will action each point in real-life. Make sure the examples are made clear.</p> <p>There may be other specific suggestions that are particularly appropriate to the participants concerned. These can easily substitute some of the more generic strategies and techniques outlined in the checklist.</p>
Learning material	handout



### Handout to Tool 14: „Culture-shock Checklist“

Read each of the following strategies and techniques for dealing with culture shock. On the right hand side, write down some specific behaviours that describe how you can put each strategy or technique into practice. The first two have some examples already inserted.

Strategies and techniques	How you can put this in practice.
1. Anticipate it - do not let it take you by surprise.	<i>For example, make a list of all the things likely to cause me culture shock.</i>
2. Find out as much as you can about where you are going before you leave.	<i>For example, attend a country-specific briefing. Read a cultural awareness book.</i>
3. Identify familiar things you can do to keep you busy and active.	
4. Fight stress, do not deny your symptoms and do not give in to them.	
5. Monitor your drinking and eating habits.	
6. Give yourself time to adapt. Making mistakes is a normal part of learning.	
7. Discuss your experiences with your colleagues.	
8. Expect the same symptoms when you come home.	
9. Think about the positive aspects of culture shock.	
10. Retain a sense of humour!	

**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	<ol style="list-style-type: none"> <li>1. Provide a copy of the checklist' handout to the participant and make sure that the instructions are understood.</li> <li>2. Work with the participant to provide some practical examples of each skill, identifying any specific skills that are particularly applicable in another country or culture of interest.</li> </ol>
Learning Settings	classroom
Methodological advice	<p>It is important to encourage participants to explore the types of behaviour associated with each strategy, and reflect on what might be most relevant to them. Ask them to:</p> <p>Summarize frequently: Confirm and reconfirm your understanding and intentions at every step in the dialogue. Use big, bold signposts to tell people where you are going.</p> <p>Aim for dialogue, not debate: If your counterparts are unwilling to negotiate, aim for a better understanding of each other and establish a positive relationship, without pressurizing others to change their own views. Identify common goals and develop a shared perception of equal status.</p> <p>Be structured and clear: Say exactly what you mean and mean exactly what you say. Structure your language in a clear and logical way with one idea per sentence. Be realistic about what you can achieve.</p> <p>Be open and friendly: Demonstrate patience, positive feedback and human interest (this works well in any culture). Give more than the minimum and mirror your partner's tone. Use humour (but take care).</p>

	<p>Invite feedback; do not just expect it: Ask how people are doing and make sure that they have understood you correctly. Look for covert or hidden signs of disagreement. Watch out for suggestions that are really requests.</p> <p>Use questions effectively and often: Use simple, straightforward questions. Make sure that the answer you get is the answer to the question you asked. Keep positive.</p> <p>Keep your language positive, constructive and optimistic. Use tone and tempo to stress the important information. Build in pauses for understanding. Grade your language to that of your counterpart. Find out your counterpart's language competence and don't overestimate it. Keep your sentences short and simple. Avoid idioms or sarcasm and take care with humour. Make sure your verbal and non-verbal communication agree.</p> <p>Make sure that your body language mirrors your spoken language: all communications channels need to reinforce the same message. Be yourself, and use body language that is natural to you.</p> <p>Know yourself to know others: Identify and keep in mind the response you want from the communication. Be aware of your stereotypes and communication styles - and the way in which you may come across to other people.</p>
Learning material	Handout



### Handout to Tool 15: Intercultural Communication Skills Checklist

Read each of the following strategies and techniques for communicating effectively across cultures. On the right hand side, write down some specific behaviour that describes how you can put each strategy or technique into practice. The first two have some examples already inserted.

Strategies and techniques.	How you can put this in practice.
Clarify frequently	Paraphrase what you think you have heard to make sure that you understand the communication accurately. Emphasize the feelings expressed, as well as the substance. Confirm that you accurately understand and acknowledge the message, even if you do not agree with it.
Use active listening	Demonstrate interest. Acknowledge comments with your head or voice. Avoid mistaking vagueness for ambiguity or disinterest.
Summarise frequently	
Aim for dialogue, not debate.	
Be structured and clear.	
Be open and friendly.	
Invite feedback, do not just expect it.	
Use questions effectively and often.	
Keep positive.	
Grade your language to suit your counterpart.	
Make sure that your verbal and non-verbal communication agrees.	
Know yourself to know others.	

**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	<ol style="list-style-type: none"> <li>1. Give the participant a copy of the handout</li> <li>2. Lead a general discussion, talking through the participants' responses to the handout.</li> </ol>
Learning Settings	classroom
Methodological advice	There are, of course, no correct or incorrect answers to this exercise: all of the quotes describe ways of making intercultural interaction more effective. The main focus of feedback and discussion should be to explore the skills and understanding underpinning each quote and to identify how each relates to an overall model of an intercultural effective individual.
Learning material	handout



## Handout to Tool 16: What Makes an Intercultural Effective Individual?

The quotes below are adapted from interviews conducted with individuals who are highly experienced in intercultural working. Each respondent was asked what he or she believed to be the most important characteristics contributing to their success in working across cultures.

Read each quote...

1. 'You need to continually question your own assumptions and preconceptions; even about things you think should be blindingly obvious to everyone concerned'
2. 'The most successful expatriates are those who can slip into 'local time' as soon as they get there'
3. 'The best people are interested in international work, and motivated to live and work with people from different backgrounds'
4. 'For me, learning the language was a vital part of coming to understand the people and the country.'
5. 'You have to recognize that other people are different and look at things in different ways. Usually not better or worse, just different'
6. 'Having a set of clear core values helps guide our people and provides them with support wherever they go'
7. 'You know that you are not going to understand everything that is going on; you just have to learn to accept it, even laugh about it'
8. 'Of course, sometimes you have to adapt and sometimes you have to stand your ground. You cannot change everything you do. It is knowing when to take either approach that is so difficult'
9. 'Once you know the rules people follow and the logic they operate by, everything else falls into place'

Draw on these quotes (and your own experiences) to clarify the combination of attitudes, skills and knowledge you think are most important for an intercultural effective individual. To what extent do you, your team and your organization currently possess the attitude, skills and knowledge outlined above?

**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	<ol style="list-style-type: none"> <li>1. Introduce the RADAR technique, or ask the participants to define their understanding of the technique based on their reading.</li> <li>2. Introduce the objective of the activity.</li> <li>3. Distribute a copy of handout to the participant.</li> <li>4. Ask the participants to brainstorm the application of the RADAR technique to critical incident 2</li> <li>5. Summarize and discuss. In case 2 the informal and humorous presentation style conflicted with German expectations.</li> </ol>
Learning Settings	classroom
Learning material	handout

## Handout to Tool 17: Use your RADAR

- Read the following two “critical incidents”.
- Apply the 5 RADAR steps to each incident. Incident 1 (Ronald) has been done for you as an example.

### Critical incident 1

A British manufacturing company wanted to boost its flagging exports to continental Europe. Ronald, a young Dutch marketing manager with a lot of experience in the Amsterdam office of the organization was seconded to the company's London headquarters for six months in order to help with a new marketing project. Ronald spent several weeks researching the marketing department's methods and talking to his counterparts. Eventually, he drew up a number of clear proposals for boosting European sales, which he intended to present at a senior management meeting. During the meeting Ronald explained what the problems were and what needed to be done to solve them.

At the end of the meeting Ronald asked if anyone had any comments or suggestions, and was a little surprised when everyone kept silent. A week later Ronald was transferred back to Amsterdam, even though he still had three months of his secondment to serve. Shortly afterwards, Ronald's manager in Amsterdam received a memo from head office suggesting that he be moved to a 'less sensitive' position in the company where he did not have to deal with clients or senior management.

### Critical incident 2

Andreas, a young American business school graduate, strode confidently into the Berlin conference room and stood at the podium. He was there to present a radical change to his organization's networking systems to an audience drawn from across the German joint venture. Andreas worked confidently through each of his presentation points in a logical progression, relying on the slides to convey the more technical information. To engage the audience he added a bit of humour by telling some jokes along the way. After completing the formal presentation, Andreas invited questions. At this point, he adopted a more informal stance, taking off his jacket, loosening his tie and perching on the edge of the table. He addressed the audience by their first names and made sure that he kept good eye contact with anyone he spoke to.

As the audience left he shook hands with everyone and slapped them on the back in a gesture of camaraderie, just like in the films. To his surprise, the feedback from some parts of the organization was decidedly mixed.



	Incident One - Ronald	Incident Two
Recognise the cultural dimension.	The misunderstanding took place in a situation in which people from different cultural backgrounds came into contact. Ronald felt that he was acting in a courteous and constructive fashion, yet his behaviour was seen in a different way by his counterparts. This suggests that cultural differences played a part in what happened.	
Analyse what caused the misunderstanding.	The misunderstanding occurred as a result of a presentation given by Ronald. The Dutch tend to value communication that is direct and explicit. In contrast, the British often value communication that does not rock the boat or expresses criticism in quite ambiguous terms. The British may therefore have misperceived Ronald's considered and polite presentation as overtly confrontational and critical.	
Decide what options are available.	Ronald could choose not to interact with the British again, or simply change his communication style to suit his audience. Alternatively, he could make differences in communication styles explicit and work with his counterparts to find a style of communication that suited everyone concerned.	
Act on the best option(s).	The best option in the short term is probably for Ronald to adapt his communication style to suit his audience. This is most likely to enable him to get the response he wants from his communication. In the longer term, addressing cultural differences in the organization will probably be beneficial.	
Review what happened.	Reviewing the response to his next presentation will enable him to decide what effect changing communication style has had.	

**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 checklist is made for opening a focus group discussion on the possible responses in case of stress and difficulties in the workplace. The trainer discusses the items listed in the chart with participants in order to check if the organization is dealing with the problems and if the questions are left open. If the suggested answers are useful, specific individual action should be discussed in a second step.
Implementation	<ol style="list-style-type: none"> <li>1. Explain reasons of acculturative related stress at workplace</li> <li>2. Introduce the objective of the discussion.</li> <li>3. Invite participants to illustrate the discussion with own experience ("fish bowl" method)</li> <li>4. Discussion and mapping of stress reasons in small groups (3-4 participants).</li> <li>5. Presentaion of outcomes in plenary session. Elaboration of a list of appr. 10 most important stress reasons.</li> <li>6. Ask the participants to brainstorm possible response strategies in small groups (3-4, different composition from round 1)</li> <li>7. Presentation of results. Discussion. Elaboration of "Response list"</li> <li>8. Conclusions and recommendations.</li> </ol>
Learning Settings	chair circle (fish bowl)
Methodological advice	Participants should have own stress experience at the workplace abroad (peer groups)
Learning material	The following checklist may serve the trainer as guidance to the discussion. Results may be different.

### Trainer 's Checklist on possible strategies against acculturative stress at work

<b>Stress</b>	<b>Response</b>
Time pressure	Action and decision space
Work intensification	Relief and support
Dealing with difficult customers, emotions	Colleagues, supervisors, clear priorities
Unclear or fast changing organizational structures	Support from colleagues, training, time limits the contact
Competition between employees	Clear rules on jurisdiction, sustained and focused information
Bullying	Collegiality and social support workplace
Lack of resources at work (material, personnel, social)	Social integration in the workplace, sufficient and appropriate workplace accommodation, opportunities for participation
Location and duration of shifts	Physiologically and socially acceptable working hours
Lack of representation	Transparent and coordinated representation scheme
Lack of further qualification opportunities	Opportunity for further qualifications
Violence by the Workplace	Protection from abuse, support by company
Unclear task allocation	Clear requirements, delineated areas of responsibility

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## Chapter 2

# Adaptability & Openness

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## 2.0 Introduction

In a constantly changing working environment, employees should be willing to get out of their comfort zone. Being resistant to change, this may prevent them from being open to new experiences, opportunities and self-improvement. The Flux Report 2014 states that 91% of HR directors think that by 2018, people will be recruited on their ability to deal with change and uncertainty while flexibility and adaptability are considered as essential ingredients for organisations to manage flux and to help close the gap between strategic objectives and workforce planning.

The present training course module on adaptability and openness aims at providing clear guidelines to trainers for preparing EU citizens/employees for transnational labour mobility and to enhance their adaptation in a foreign country and workplace.

The present training programme, as well as the accompanying training materials adaptability and openness (like the other parts of the LAMOS EU Toolkit) are differentiated into the two phases **MOBILITY** and **ADAPT**. They are designed for the for the aim of:

- **preparation** of EU citizens for transnational labour mobility in their home country before departure for living and working abroad in another, so far unknown EU country and culture (MOBILITY) and
- **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 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 first practical integration experience abroad. The MOBILITY & ADAPT phases of the “Adaptability and Openness” training course are therefore presented in a unified format (Handbook, available for MOBILITY & ADAPT trainers under at home and in the host country). Together, they focus at the development of intercultural competences of the course participants with very individual training needs.

Therefore, the training programmes for both phases as well as the accompanying tools should be considered as an **offer for the trainer** to design and implement an “Adaptability and Openness” training course in persistence with the needs of the training group and its participants. It is recommended to provide the training in a mainly practical way, e.g. at least 80 % of exercises.

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 should be therefore provided in internationally composed groups and be based on first intercultural experience/problems. It could be designed as group coaching

sessions for interacting with other foreigners being at the stage of integration and adaptation in similar new working and living contexts.

The training course is supported by three kinds of materials, separately for trainers (Handbook) and learners (Manual, Workbook).

This Section of the handbook is structured into three sections:

- Theoretical introduction to the module
- Methodological advice and Training Programme offers for MOBILITY and ADAPT training
- A set of tools for practical exercises

## **2.1**

# **Adaptability & 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.

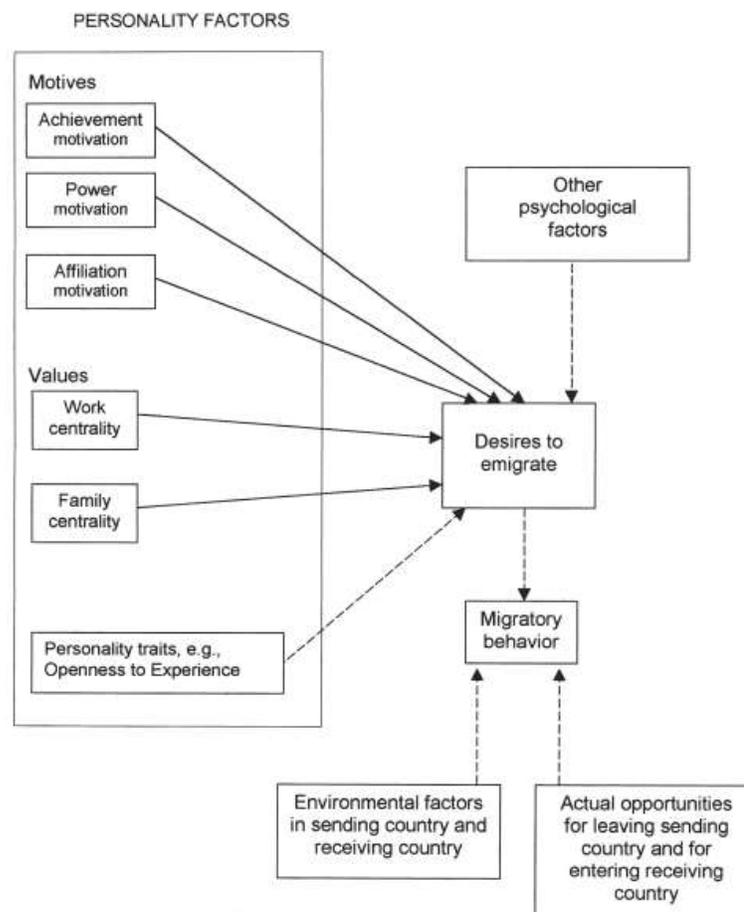


Fig. 1. The role of personality in desires to emigrate.

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:

- **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!

- **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.

- **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.

- **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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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 that can be used as theory in the exercises for adaptability in a new environment in the MOBILITY phase.

*(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. This theory can be used in the exercises for adaptability in a new environment in the ADAPT phase. 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 they can be part of a useful theory that can be introduced by the trainers to the participants to help them 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 that can be used as supplementary material in the exercises related to these topics.

### 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).

- **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."
- **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?"
- **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.
- **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."
- **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."
- **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."
- **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.
- **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."
- **Never deliver criticism when you are angry.** Anger and irritation often insult rather than help.
- **Select your words carefully.** Don't repeat a criticism, and avoid the words *always* and *never*.

- **Be clear.** It's bad enough to be receiving criticism. If it is vague, it won't be helpful.
- **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.

- **Don't react immediately.** Give yourself a chance to calm down and think. Often an initial reaction is emotional rather than thoughtful.
- **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.
- **Work on actually improving.** Facing a deficiency is part of life. You will be better for making the change.
- **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.
- **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.

The following theory can be used along with exercises on how to spot openness in body and face expressions and for role-playing exercises with participants.

### 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.

## 2.2

# **Methodological Advice & Training Programmes for Training of Adaptability & Openness (MOBILITY & ADAPT)**

## Training Programmes of Module 2: “Adaptability and Openness”

### Part 1: MOBILITY

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 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.	
Proposed Duration	<p>From 1 to 5 days (with possible interruption, full or part-time, intermediate homework design)</p> <p>The course duration and structure should be defined in dependence s of available resources, like e.g.:</p> <ul style="list-style-type: none"> <li>- availability of participants (employed workers)</li> <li>- financial resources</li> </ul>
Sample Seminar Programme for a 2-day seminar	<p><b><u>First day</u></b></p> <p>18. Opening</p> <p>18.1 Introduction of teacher.</p> <p>18.2 Introduction of participants for getting known each other.</p> <p>18.3 Activation. Warming-up. Energiser/ “Ice breaker” exercise.</p> <p>18.4 Presentation of the training programme and procedure of its implementation</p> <p>18.5 Expectations of the participants</p> <p>18.6 Agreement on procedure and working rules</p> <p>19. Theoretical introduction to the concepts of adaptability and openness</p> <p>20. Exercise – Tool Four Corners</p> <p>21. Exercise – Tool What is adaptability at work?</p> <p>22. Exercise – Tool Personal approach to change</p> <p>23. Exercise – Tool Real Scenarios</p> <p>24. Exercise – Tool Can do company</p> <p>25. Exercise – Tool Examples of adaptability?</p> <p>26. Exercise – Tool Practical tips for settling into your new country</p> <p>27. Feedback from the first day by participants and teacher.</p> <p><b><u>Second day</u></b></p> <p>28. Warming up.</p> <p>29. Feedback from the first day. Conclusions for Day 2.</p> <p>30. Introduction into the programme</p> <p>31. Exercise – Tool Active listener</p> <p>32. Exercise – Tool Active listener – Part 2</p>

	<p>33. Exercise – Tool How to Build Trust in Your Organization</p> <p>34. Exercise – Tool Find your way through darkness</p> <p>35. Exercise – Tool How open-minded you are?</p> <p>36. Exercise – Tool Your Action Plan for Handle Criticism in life and at work</p> <p>37. Exercise – Tool Time for giving and handling criticism!</p> <p>38. Exercise – Tool Body Language - How to Spot Openness</p> <p>39. Feedback from the seminar by participants and teacher. Participants assess and reflect on training seminar individually (self-evaluation) and discuss the result with the other group members.</p> <p>40. Conclusions for further individual preparation for mobility (e.g. language training, knowledge about host country)</p>
<p>Sample Schedule</p>	<ul style="list-style-type: none"> <li>– Morning session – 4 learning units (maximum, depending on the exercise’s duration)</li> <li>– Short breaks (5 min) between learning units. Two Coffee breaks (15 min). Lunch break (1h)</li> <li>– Afternoon session - 4 learning units (maximum, depending on the exercise’s duration)</li> </ul>
<p>Learning material</p>	<ul style="list-style-type: none"> <li>– Handbook. Module/ Section 2</li> <li>– Manual. Module/ Section 2</li> <li>– Workbook. Module Section 2/ MOBILITY (scenarios, handouts, presentations, examples, tips, etc. for work with this module)</li> </ul> <p>If the training is spread over a longer period, intermediate phases could be covered by homework assignments, like internet research, preparation of presentations etc.</p>
<p>Recommendations for teachers</p>	<ol style="list-style-type: none"> <li>1. The composition and special interests of the training group is an important factor for the design of the MOBILITY course content.</li> <li>2. Trainers should take into consideration that: <ul style="list-style-type: none"> <li>• topics of the intercultural training course complement each other with topics of the Modules 1-5 of this Toolbox;</li> <li>• other LAMOS EU products like the model of working (support scheme) with people interested in transnational labour mobility provide useful material for intercultural training;</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• make reference to these sources.</li> </ul>
Learning Settings	Classroom, computers, projector, A4 papers, flipcharts, colourful markers, pens, adhesive tape, colourful post-it, rope
Feedback/ Evaluation	<p>Formative assessment: Group reflection based on experience from practice, using the content of what has been learned to guide reflection, identify learning that has occurred, and also future needs.</p> <p>Summative assessment: Learning from the tool will be assessed as part of the module.</p> <p>Self-administered evaluation questionnaire: the participant should evaluate how the tool has assisted learning.</p> <p>Peer evaluation: Peer learning groups should discuss their use of the tool, how it has assisted learning.</p> <p>Teachers should evaluate the tool through observing classroom activities that demonstrate participants developing skills in intercultural communication.</p>
Follow-up	<p>Teacher's recommendation to the participant on</p> <ul style="list-style-type: none"> <li>- how to continue with individual preparation before departure</li> <li>- first steps after arrival</li> </ul>

## Part 2: ADAPT

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.

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;



<ul style="list-style-type: none"> <li>Develop their skill for handling and giving constructive feedback and accepting criticism.</li> </ul>	
Proposed Duration	<p>From 1 to 2 days (with possible interruption, full or part-time, intermediate homework design)</p> <p>The course duration and structure should be defined in dependence of available resources, like e.g.:</p> <ul style="list-style-type: none"> <li>- availability of participants (employed workers)</li> <li>- financial resources</li> </ul>
Sample Seminar Programme (2 days)	<p><b>First day</b></p> <ol style="list-style-type: none"> <li>10. Opening             <ol style="list-style-type: none"> <li>10.1 Introduction of teacher.</li> <li>10.2 Introduction of participants for getting known each other.</li> <li>10.3 Activation. Warming-up. Energiser/ "Ice breaker" exercise. (30 min)</li> <li>10.4 Presentation of the training programme and procedure of its implementation</li> <li>10.5 Expectations of the participants</li> <li>10.6 Agreement on procedure and working rules</li> </ol> </li> <li>11. Short theoretical introduction</li> <li>12. Exercise – Tool "Consultants"</li> <li>13. Exercise – Tool "The Give and Take of Criticism: Role-Playing Exercises"</li> <li>14. Exercise – Tool "The Anxiety Balance Sheet"</li> <li>15. Exercise – Tool "Stress Management Techniques"</li> <li>16. Exercise – Tool "Deal with the unexpected!"</li> <li>17. Feedback from the seminar by participants and teacher.</li> </ol> <p><b>Second day</b></p> <ol style="list-style-type: none"> <li>18. Warming up.</li> <li>19. Feedback from the first day. Conclusions for Day 2.</li> <li>20. Introduction into the programme</li> <li>21. Exercise – Tool "Identifying Your Cultural Baggage"</li> <li>22. Exercise – Tool "Before and during the TLM – My</li> </ol>

	<p>experience”</p> <p>23. Exercise – Tool “New job, new culture, new people”</p> <p>24. Exercise – Tool “Strategies to Achieve a Work-Life Balance”</p> <p>25. Exercise – Tool “Personal approach to change”</p> <p>26. Feedback from the seminar by participants and teacher. Participants assess and reflect on training seminar individually (self-evaluation) and discuss the result with the other group members.</p> <p>27. Conclusions for further individual preparation</p>
<p>Schedule</p>	<ul style="list-style-type: none"> <li>– Morning session – 4 learning units (maximum, depending on the exercise’s duration)</li> <li>– Short breaks (5 min) between learning units. Two Coffee breaks (15 min). Lunch break (1h)</li> <li>– Afternoon session - 4 learning units (maximum, depending on the exercise’s duration)</li> </ul>
<p>Learning material (to be developed)</p>	<ul style="list-style-type: none"> <li>– Handbook. Module/ Section 2</li> <li>– Manual. Module/ Section 2</li> <li>– Workbook. Module Section 2/ MOBILITY (scenarios, handouts, presentations, examples, tips, etc. for work with this module)</li> </ul> <p>If the training is spread over a longer period, intermediate phases could be covered by homework assignments, like internet research, preparation of presentations etc.</p>
<p>Recommendations for teachers in preparation and implementation. “Stumbling stones”</p>	<ol style="list-style-type: none"> <li>1. The composition and special interests of the training group is an important factor for the design of the MOBILITY course content.</li> <li>2. Trainers should take into consideration that: <ul style="list-style-type: none"> <li>• topics of the intercultural training course complement each other with topics of the Modules 1-5 of this Toolbox;</li> <li>• other LAMOS EU products like the model of working (support scheme) with people interested in</li> </ul> </li> </ol>



	<p>transnational labour mobility provide useful material for intercultural training;</p> <ul style="list-style-type: none"> <li>• make reference to these sources.</li> </ul>
Learning Settings / technical equipment	Classroom, computers, projector, A4 papers, flipcharts, colourful markers, pens, adhesive tape, colourful post-it, rope
Feedback/ Evaluation	<p>Formative assessment: Group reflection based on experience from practice, using the content of what has been learned to guide reflection, identify learning that has occurred, and also future needs.</p> <p>Summative assessment: Learning from the tool will be assessed as part of the module.</p> <p>Self-administered evaluation questionnaire: the participant should evaluate how the tool has assisted learning.</p> <p>Peer evaluation: Peer learning groups should discuss their use of the tool, how it has assisted learning.</p> <p>Teachers should evaluate the tool through observing classroom activities that demonstrate participants developing skills in intercultural communication.</p>
Follow-up	Teacher's recommendation to the participant on further cultural integration steps at work and in social life.

# **Toolkit for Module 2**

## **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>
Detailed description of the method  Implementation	<p><u>Procedure</u></p> <p>Participants are forming a circle. The first one holds a ball of yarn. The participant has to say his/her name, profession, one negative and one positive thing about himself/herself and what he/she expects from his/her participation in a transnational labour mobility.</p> <p>Then he/she has to through the ball of yarn to one of the participants in the circle while keeping the edge of the ball. All participants have to introduce themselves. At the end, a net will be created in the middle of the circle which will be the unique net of this new group.</p>
Learning Settings	<i>Circle in the middle of the room</i>
Useful methodological advice/	The facilitator can start the round by



comments, experience Possible “stumbling stones”	introducing himself/herself.
Learning material (to be developed/ provided)	- <i>Ball of yarn</i>
Additional sources/ literature	-

## Tool 2: Find someone

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.	
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	Participants receive a list of tasks and questions. To answer them, they should ask the help of another participant and every task requires a different person. The proof of carrying out the task is the signature of the participant with whom they contacted. At the end of the activity they must collect 10 different signatures.
Learning Settings	<i>Participants move around the room</i>
Useful methodological advice/ comments, experience	Keep contact with the participants by participating in the exchange of information (if you wish)
Learning material	<i>List of tasks and questions (see handout)</i>

## Handout for tool 2 “Find someone”

### Task & Questions

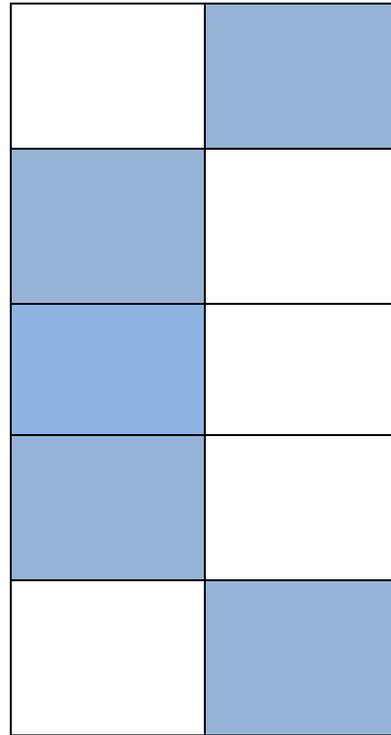
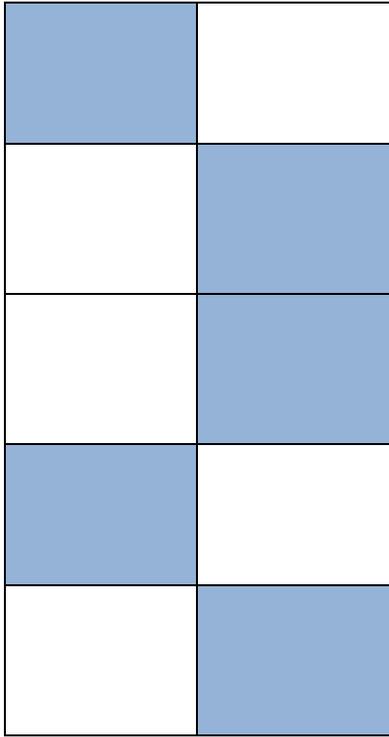
1. Find someone whose name starts with a consonant
2. Find some who likes sports and write the sport here .....
3. Hug someone and tell him something nice
4. Find someone who has 2 pets
5. Find someone who speaks more than 2 foreign languages
6. Dance with someone waltz for 30 seconds while singing a waltz song
7. Find someone who has already worked in a foreign environment
8. Find someone who has kids
9. Play “Rock–paper–scissors–pencil” with someone for 30 seconds
10. Find somebody who is vegetarian

**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	<p>Facilitator has already shaped on the floor with the adhesive tape a rectangle. The rectangle will be divided in smaller squares (see leaflet).</p> <p>Then divide participants into equal groups.</p> <p>Participants should guess a secret stone path to go from a river to another lake. They have unlimited opportunities to guess, but when the first one does a mistake he/she has to go at the end of the line, the second one has to start and so on. Participants can't talk and they all have to fulfill the task correctly to win the game.</p>
Learning Settings	<i>The exercise will take place in the middle of the room. Paper, adhesive tape</i>
Learning material	<i>Secret paths designed on a piece of paper (see handout)</i>

## Handout for Tool 3 “Secret stones path”

Some examples of paths that facilitators can design are:



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

<p>This is an exercise where the facilitator will present <i>the aim and objectives of the training path and the programme of the day.</i></p> <p><i>Participants will be able to express their expectations, fears and personal contribution to the training path and its activities.</i></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>• <i>To explore the aim and objectives of the specific training path</i></li> <li>• <i>To express their expectations and fears regarding the training</i></li> <li>• <i>To identify their personal contribution in the successful development of the activities</i></li> </ul>
Duration	<i>20-25 mins</i>
Detailed description of the method /Implementation	<p>First of all, the facilitator has written on flip-chart papers the aim-objectives of this training path and the programme and objectives of today's sessions. He/she presents them to the group and asks for clarifications, etc.</p> <p>Then, on 3 flip-chart papers, the facilitator writes 3 words (expectations, fears and personal contribution) and places them on the wall.</p> <p>Each participant takes post-it and writes on them words concerning each of the categories. Then, they have to stick them accordingly.</p> <p>Two participants are responsible for summarising the results and present them to the rest of the group.</p>
Learning Settings	<i>Participants can sit wherever they feel comfortable</i>



	<ul style="list-style-type: none"><li>- <i>Flip-chart papers</i></li><li>- <i>Post-it in different colours</i></li><li>- <i>Pens/markers</i></li></ul>
Useful methodological advice/ comments, experience  Possible “stumbling stones”	Give space to participants to ask questions, clarifications and express their expectations as it is an opportunity for the facilitator to see the level of expectations and fears of the participants so as to ensure a safe learning environment.

**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. The task will be to go stand near the word you relate most to. Set up will include four different flip charts with one of the following words written on each of them:</p> <ul style="list-style-type: none"> <li>• STRUCTURE</li> <li>• RELATIONSHIPS</li> <li>• MEANING</li> <li>• ACTION</li> </ul> <p>Ask the participants to go stand near the word that they most relate to. When everyone has selected a word, ask each group to discuss among themselves why they chose the word they did and how that word relates to the way they prefer to work. After several minutes of discussion, ask each team member to report</p>

	<p>what they came up with.</p> <p>As a reflection activity, ask some of the following questions:</p> <ul style="list-style-type: none"> <li>• What made you choose the word you did?</li> <li>• Was anyone surprised by the preferences expressed by the other groups?</li> <li>• Which group would your group work best with and why?</li> <li>• Which group do you find the most challenging to work with and why?</li> <li>• How does this choice reflect the way you work or deal with others?</li> <li>• Think of 2 questions you would like to ask the other groups to help you better understand the way they think?</li> </ul>
<p>Learning Settings</p>	<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>
<p>Useful methodological advice/ comments, experience</p> <p>Possible “stumbling stones”</p>	<p>If your group has taken a personality or learning styles assessment, it may be apparent that the four words relate to four different ways of relating to the world. For some people, order and structure are important parts of how they live their lives. As a reflection of this inclination, they often choose careers in organizations like the armed forces. For others, developing and maintaining relationships is their primary focus. Frequently they choose careers in areas such as sales or training. There are people who make analysing and understanding the nature of things a priority. They are attracted to fields like engineering and science. Others with a just-do-it attitude are more focused on action. People who build things or drive race cars can have this orientation. The four words can stimulate a useful discussion about the different ways</p>



	people approach work
Additional sources/ literature	The exercise was extracted from here: <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>

**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	<p>Participants will take post-it and write down words related to adaptability at a working environment (5 mins)</p> <p>In plenary, the group will discuss the words they pointed out while the facilitator will write them down on a flipchart paper (10 mins)</p> <p>Then the facilitator will provide some theoretical knowledge and practical tips on the topic presented in flip-chart papers and colourful schemes (if it is possible). The information will extracted by the theory provided in pp. 6-10 of the document.</p>
Learning Settings	<i>chair circle. Flipchart, Flipchart paper, Post-it, Markers/pens</i>
Additional sources/ literature	<i>Theory pages 6-10</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 they 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>Participants individually will receive the following text (it can be projected on the projector):</p> <p>Think about a specific change you've been through recently. How did you respond? Did you:</p> <ul style="list-style-type: none"> <li>• Accept the change as positive?</li> <li>• See the change as an opportunity?</li> <li>• Adapt plans as necessary?</li> <li>• Quickly master new technology, vocabulary, operating rules?</li> <li>• Seek corrective feedback?</li> <li>• Lead the change by example?</li> <li>• Take into account other people's</li> </ul>

	<p>concerns?</p> <ul style="list-style-type: none"> <li>• Sort out your strengths and weaknesses fairly accurately?</li> <li>• Admit personal mistakes, learn from them and move on?</li> <li>• Remain optimistic?</li> </ul> <p>Then, participants will have to discuss these questions in pair and write down what they noticed they had in common or different.</p> <p>The results will be shared in plenary to draw some conclusions.</p>
<p>Learning Settings</p>	<p><i>Participants can sit wherever they feel comfortable in the room</i></p> <ul style="list-style-type: none"> <li>- <i>projector</i></li> <li>- <i>A4 papers</i></li> <li>- <i>Pens</i></li> </ul>
<p>Useful methodological advice/ comments, experience</p> <p>Possible “stumbling stones”</p>	<p>Pass through the groups to help them draw conclusions and point out similarities/differences</p>
<p>Additional sources/ literature</p>	<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**

The aim of this exercise is to familiarize participants with scenarios of unexpected situations at work. In this way, participants will be able to propose collectively alternative solutions by placing themselves as part of the scenarios.	
Learning phase	<i>For MOBILITY</i>
Target group	Any persons in preparation of labour mobility
number of participants	Up to 15
Learning aims	<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>Participants will be split in groups of 3 people. They will be given 2 of the following scenarios (see below) and they will propose possible and realistic solutions to the given scenario.</i></p> <p><i>In plenary, the group and the facilitator discuss the proposal and draw conclusion on the ways we can respond to unexpected situations.</i></p>
Learning Settings	<i>Groups will be in different places around the room. A4 papers, Pens</i>
Learning material	<i>See handout below</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>

## Handout tool 8 “Real Scenarios”

### SCENARIOS

Scenario 1: Our manager left unexpectedly one day, without a warning. Even now we never learned what happened, but it definitely caused some chaos in the workplace, since no one was there to take her place and she had her own processes that weren't necessarily public.

Scenario 2: There is a big conference scheduled for mid-morning. The company receptionist, who was to greet those attending the conference, has called in sick with the flu. Everyone else has been assigned another function to ensure this conference, which has been in the works for months, goes off as planned. No one else is available to cover the receptionist's duties. Should the attendees just wander into the office with no one there to greet them?

Scenario 3: I am there on the train at 6:00 a.m. heading into work. I spend the hour train ride scheduling the entire week into 15-minute chunks. However, disaster strikes in the office when a series of events transpire to remove me from my office and send me on a wild goose chase around the city. This blows my carefully scheduled day out of the water! I want to ask about your thoughts on scheduling carefully and yet still allowing for flexibility within the schedule, given that I work in an industry where clients will often request meetings at the drop of a hat and I am expected to oblige. These guys pay the bills and so it's not really advisable to keep them waiting for the next “scheduled opening.

Scenario 4: Your inconsiderate co-worker uses speakerphone to discuss everything from meeting recaps with clients to dinner plans with her husband; reads your computer screen over your shoulder; and readily jumps into your conversations without invitation.

**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 their 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	<p>Divide participants into groups and have them come up with an idea for a company such as candy bars for cats or water bottles for dogs. Assign members of each group to specific job functions like designing, marketing, distributing, etc. Have each "mini-company" collaborate and prepare a presentation on their product and business plan. After 10 minutes, change the dynamic of the group by moving participants from one group to another and share important information to only one member of each group (e.g. your product has been just released to the market by another company). Depending on how much time you have, you can repeat the changes or spread them out throughout. After the allotted time has been used, have each group present their products and pick a winner.</p> <p>After the exercise is over, follow up with an open discussion on how teams were able to adapt to changes by trusting in their co-workers without "knowing" each other. What benefits came from their new members or new specifications. Be sure to go over how they were able to do so, for instance, how they were able to trust on each other's opinions, comments and work. How</p>

	easy/difficult was to trust on information that was kept by only one person of the company?
Learning Settings	<i>Groups will be in different places around the room.</i>  <i>- Flipchart papers &amp; Pens</i>

**Tool 10: Examples of adaptability?**

This exercise provides tangible examples of practices which show flexibility at work. Participants 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 their 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	In groups of 4 people, participants discuss about the examples given, and provide new ones based on their personal experience.
Learning Settings	<i>Groups will be in different places around the room</i>
Learning material	<i>Handout with practical examples</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>



## Handout Tool 10 “Examples of adaptability?”

Discuss in your group the following examples

No.	Examples
1	Admitting an oversight and suggesting alternative ways to avoid similar mistakes
2	Allowing employees to work from home when feasible to help balance work with family responsibilities
3	Analysing the style and preferences of individual subordinates
4	Assessing the needs and preferences of individual customers
5	Postponing routine tasks in order to focus on priorities
6	Enabling workers to vary arrival and departure times as long as they work the prescribed number of hours
7	Learning complex, new practices/skills, etc. that will increase efficiency
8	Listening carefully to constructive criticism as part of a performance review
9	Pushing aside the work planned for the day to respond to an emerging problem
10	Rewarding subordinates who make impactful suggestions
11	Shifting attention to a customer (e.g. when entering the facility) even though immersed in detailed task
12	Tailoring a pitch to the unique needs of a customer
13	Volunteering to change your schedule to accommodate another employee's needs
14	Volunteering to take the lead for a key presentation when a colleague comes down with an illness
15	Working overtime to help a colleague meet a deadline for an assigned task

**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	<p>Participants (individually) should write a list of 5 things that make them feel comfortable in a foreign country and how they can pursue them</p> <p>Then, they will share their lists in groups of 3 people to see if they have common points, differences, etc. and why?</p> <p>In plenary, the facilitator points out common elements. A presentation follows with useful tips. The tips will be presented on flipchart papers or on a PowerPoint and will be taken by the following document.</p>
Learning Settings	<p><i>-room without a particular setting</i></p> <p><i>- A4 papers</i></p> <p><i>- pens</i></p> <p><i>- flipchart papers</i></p>
Useful methodological advice/ comments, experience	Prepare the flipchart papers with the tips before the session starts.



Possible “stumbling stones”	Clear advices – not too much information
Learning material	<i>See theory pages 10-11</i>
Additional sources/ literature	<i>The source of the practical tips is:</i>  <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>

**Tool 12: Reflection**

The aim is to reflect on the learning process, the knowledge and skills developed and suggest improvement and strong points.	
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 they 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><b>A. For closing the first day of the training</b></p> <p>Participants (in pairs) find a space in the room where they feel comfortable and answer the following questions (project them on the projector):</p> <ul style="list-style-type: none"> <li>- 1 thing I gained from today's sessions</li> <li>- The most challenging moment of today was...</li> <li>- The most encouraging moment of today was...</li> <li>- Looking back at the sessions, did you learn something new about yourself and the way you interact with others?</li> <li>- Did I fulfil my expectations for today?</li> <li>- Suggestions for improvements or changes (they can provide suggestions anonymously)</li> </ul> <p><b>B. For closing the whole training programme (MOBILITY or ADAPT)</b></p> <p>Review of the whole training path in plenary. The facilitator recalls the whole programme while participants have their eyes closed during that process. Then participants in pairs do self-reflection by answering the</p>

	<p>following.</p> <ul style="list-style-type: none"> <li>- 1 thing I gained from today's sessions</li> <li>- The most challenging moment of today was...</li> <li>- The most encouraging moment of today was...</li> <li>- Looking back at the sessions, did you learn something new about yourself and the way you interact with others?</li> <li>- Did I fulfil my expectations?</li> </ul> <p>Evaluation questionnaires to be filled in by participants</p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>Evaluation forms</i></li> </ul>

**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	<ol style="list-style-type: none"> <li>1. Count the number of participants (even number is required, so decide to include yourself or not based on it)</li> <li>2. Divide the number of participants by two to decide how many animals will exist (say 20 participants, so there will exist 10 different animals)</li> <li>3. For each animal, write its name on two post-it</li> <li>4. Distribute the post it to the participants asking them to not show it to anyone</li> <li>5. Ask everyone to move around the room by showing a movement which represents the animal on their post-it</li> <li>6. Instruct everyone not to speak and try to find their pair</li> </ol>
Learning Settings	<p><i>At the beginning, chair circle. For the energiser, the whole room will be used.</i></p> <ul style="list-style-type: none"> <li>- <i>Flipchart papers</i></li> <li>- <i>Post-it</i></li> <li>- <i>Markers</i></li> </ul>

**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 their 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	<ol style="list-style-type: none"> <li>1. Have the participants pair up.</li> <li>2. One partner begins by speaking for 3 minutes nonstop. He/she must continue talking, no pauses.</li> <li>3. He/she may speak about any topic or several topics.</li> <li>4. He/she may never use the word "I."</li> <li>5. The listening partner may not speak at all, not even to ask questions or say "uh-huh."</li> <li>6. After his 3 minutes, reverse roles, and repeat.</li> </ol> <p>The facilitator should count the time and once the exercise is finished, he/she asks the participants:</p> <ul style="list-style-type: none"> <li>- Which role was easier for you, the speaker or the listener? Why?</li> <li>- How did you feel listening without being able to ask questions or contribute your own thoughts? (Left out, less connected, more focused on the speaker,</li> </ul>

	<p>etc.)</p> <ul style="list-style-type: none"> <li>- How did you feel speaking without being able to check in with your listener? (e.g. Worried that he did not understand or did not care, uncomfortable with the attention on me, enjoying the attention and focus, etc.)</li> <li>- How difficult or easy was it to keep talking nonstop? Why?</li> <li>- What creative ways did you find to talk about yourself without using “I?”</li> <li>- How can we phrase our communications to focus better on the other person?</li> <li>- What implications does this have for us back on the job?</li> </ul>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without particular setting</i></li> <li>- <i>No materials are necessary for this activity</i></li> </ul>
Useful methodological advice/ comments, experience	<p>Tip: Be prepared to demonstrate a portion of a 2-minute monologue without using “I” if the group demands it. Have the group try to catch you using an “I.”</p>
Additional sources/ literature	<p>This exercise was included in the book “Quick Team-Building Activities for busy managers” by Brian Cole Miller</p>

**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	<p><i>Participants:</i></p> <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	<p>Divide the class into groups of three and have each group decide who will be the active listener, who will role-play the scenario, and who will be the observer. Instruct the role-player of the scenario to “get into” their role and not to just read their role to their partner. The observer should see if the active listener is employing active listening techniques listed on the handout.</p> <p>Have all three members rotate roles until each person has played each role.</p> <p>Reassemble the class and conclude with a discussion about how they felt and the power of active listening, in our jobs and with co-workers.</p> <p>Debrief this scenario by discussing why it was done and how it relates or can be applied to real life or the job.</p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without particular setting</i></li> <li>- <i>No materials are necessary for this activity</i></li> </ul>
Learning material	<p><i>Use the theory from pages 18-19</i></p> <p><i>Handout with scenarios</i></p>
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>



Handout tool 15 “Active listener – Part 2”

**ACTIVE LISTENING SCENARIOS**

***ACTIVE LISTENING SCENARIO #1:***

You’re talking to your supervisor who called you in to ask if you were okay. You have been tired and worn out for the last several weeks. You just don’t feel enthused about anything and each day is not something you look forward to. You feel like you’re just going through the motions on everything you do.

***ACTIVE LISTENING SCENARIO #2***

You’re talking to a co-worker about a new colleague who gives you his/her work when he/she is really stressed.

***ACTIVE LISTENING SCENARIO #3***

You think the two colleagues across the room have been talking about you because they keep looking over at you and then whispering back and forth to each other. You decide to confront one of them about it at the end of the day.

***ACTIVE LISTENING SCENARIO #4***

You’re thinking about quitting your job. You and your spouse have talked about this for a while. It would mean selling your house and moving away to live somewhere less expensive. You think you want to do this but at the same time you wonder if it is the best thing for you and your spouse. You are talking to your co-worker. Take it from there!

***ACTIVE LISTENING SCENARIO #5***

You’re talking to your co-worker about all the changes happening at your company with expansion, new equipment, new personnel, new policies, etc. It’s all very overwhelming to you.

***ACTIVE LISTENING SCENARIO #6***

Earlier in your shift, you made a fairly serious mistake and you’re really upset about it.



Usually, you're really outgoing and upbeat, but this mistake is really eating at you. Even though nothing happened to the involved parties, you feel really terrible and question whether you can still do the job and keep up with all the activity levels like you once did.

**ACTIVE LISTENING SCENARIO #7**

You are "up to here" with your kids. They are simply driving you nuts with whining and quarreling. You love them but you do need a break. You're talking to a co-worker.

**ACTIVE LISTENING SCENARIO #8**

You're in a dilemma and you ask your friend if they have a few minutes to talk. You have an opportunity to take a new job with regular hours and holidays and weekends off. At the same time, you love what you do and you're just really torn.

**ACTIVE LISTENING SCENARIO #9**

You're upset about a conflict you had with a co-worker a few days ago. You're talking to a different co-worker about it. You feel like you acted like a rat. You did apologize to the person you offended, and you have tried to make up for it. Still, you keep hearing about it and you feel that you can't do any more, so why doesn't everyone just drop it!

**ACTIVE LISTENING SCENARIO #10**

You're talking to a friend about this: you've been working on a project for some time, you did all the surveying, the compiling, even the writing. And, it was your idea in the first place. But, someone else turned in your project with their name on it, and they got all the credit.

## 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	<p>Play the video “How to Build Trust in Your Organization” (3:12) and split trainees in 2 groups; one group will be the managers and another will be the employees.</p> <p>Give them the following questions in a paper and ask them to discuss them within their group:</p> <ul style="list-style-type: none"> <li>• Do your words match your actions?</li> <li>• Do I follow up on the promises that I’ve made to myself and to others?</li> <li>• Do you make promises you can’t keep?</li> <li>• Do I take time to understand the opinions of others?</li> </ul> <p>Each group shall discuss those questions based on their perspective (manager/employee). In addition, ask them to share among their group best practices and past</p>

	<p>mistakes.</p> <p>Plenary discussion – exchange perspectives the facilitator can summarize using keywords on flip-chart paper</p>
Learning Settings	<ul style="list-style-type: none"><li>- <i>Room without particular setting</i></li><li>- <i>Laptop</i></li><li>- <i>Video on YouTube</i></li><li>- <i>Flipchart paper</i></li></ul>
Additional sources/ literature	<p>The video can be found here</p> <p><a href="https://www.youtube.com/watch?v=Awpzz-clb_c">https://www.youtube.com/watch?v=Awpzz-clb_c</a></p>

**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	<p><i>Instructions:</i></p> <ol style="list-style-type: none"> <li><i>1. Participants should form groups of two people.</i></li> <li><i>2. One person will be blindfolded and the other will have max. 1 minute to design on the floor a man-made obstacle course (e.g. cans, bottles, etc.). The leader will give instructions to the blindfolded participant to pass through them so as to reach the finish line.</i></li> <li><i>3. The leader must give short instructions: "Turn left, Walk 2 steps forward..." and so on.</i></li> <li><i>4. The leader is not allowed to touch the other person.</i></li> <li><i>5. Each round should not exceed 2 minutes.</i></li> <li><i>6. Exchange roles and repeat.</i></li> </ol>

	<p><i>Discussion in plenary:</i></p> <p><i>How did it feel to be blindfolded and not being able to see where you were headed?</i></p> <p><i>Did it feel comforting that there was a voice that was guiding you through the obstacle?</i></p> <p><i>How did it feel relying on another person to guide you through the obstacle?</i></p> <p><i>How can this be transferred in real life (both work and private life)?</i></p>
<p>Learning Settings</p>	<ul style="list-style-type: none"> <li>- <i>Room without particular setting</i></li> <li>- <i>Handkerchiefs (8)</i></li> <li>- <i>Cans, plastic bottles, other objects</i></li> </ul>
<p>Useful methodological advice/ comments, experience</p> <p>Possible “stumbling stones”</p>	<p>Participants and facilitator must pay attention to the safety of the people being blindfolded</p>
<p>Additional sources/ literature</p>	<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>Instructions to participants:</p> <p>Write down 20 things you could be wrong about in life (10 mins). Suggestions:</p> <ul style="list-style-type: none"> <li>• <u>Any opinions about people or the world in general you are emotionally attached to.</u> (Some examples: Most people are ignorant. Following my heart is always the right thing to do)</li> <li>• <u>Any beliefs about your character or personality that seem fixed.</u> (Examples: I have a concentration/attention deficit disorder. I'm bad at flirting)</li> <li>• <u>Beliefs that leave no room for gray area or a nuanced interpretation of situations.</u> (Examples: Being honest is always the right thing to do. A resource based economy would be superior to a money based economy)</li> </ul> <p>The reason why you need at least 20 is because the first 5-10 were mainly things you wrote to let yourself off the hook from really digging deep and confronting your root beliefs. They are less personal, and you also would care less if they were wrong.</p> <p>When you're ready, find a partner. Have a look at the list you just wrote down and discuss with your partner the following</p>

	<p>questions (10 minutes):</p> <ol style="list-style-type: none"> <li>1. What if I was wrong?</li> <li>2. What would that mean?</li> <li>3. What would I do differently?</li> <li>4. What would I understand that I don't understand now?</li> <li>5. What new opportunities or options would open that I previously discarded based on my beliefs?</li> </ol> <p>Debriefing in plenary (10 mins):</p> <ol style="list-style-type: none"> <li>1. Thoughts/conclusions/things to point out regarding this exercise</li> <li>2. How you felt while doing this exercise?</li> <li>3. Did something surprise you?</li> <li>4. Did you find similarities with your partner?</li> </ol>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without particular setting</i></li> <li>- <i>No materials are necessary for this activity</i></li> </ul>
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>Presentation of the tips which are included below and discussion in plenary</i>
Learning Settings	- <i>Room without particular setting</i> - <i>Projector</i> - <i>PowerPoint with the below information</i>
Useful methodological advice/ comments, experience  Possible “stumbling stones”	Present the skills in a clear manner
Additional sources/ literature	Use the theory from pp. 20-21

## 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	<p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>- <i>To develop their skills on giving and handling with criticism</i></li> </ul>
Duration	<i>45 mins</i>
Detailed description of the method/ Implementation	<p><i>Instructions to participants</i></p> <p><i>With a partner, role-play the following scenarios.</i></p> <p><i>When you give feedback, be sure to:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe your observations of the behaviour with “I” statements</i></li> <li>• <i>Describe how the behaviour affects you or the workplace</i></li> <li>• <i>Express appreciation or concern and request a specific change in behaviour</i></li> </ul> <p><i>Facilitator should check on the groups to see if they follow the procedure</i></p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without particular setting</i></li> <li>- <i>Handout with scenarios</i></li> </ul>
Learning material	<i>Handout with scenarios</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_cr_ticism.pdf">https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/pdfs/social.interact.LINC7/09.being_assertv_cr_ticism.pdf</a>

## Handout Tool 20 “Time for giving and handling criticism!”

<b>SCENARIOS</b>	
<p><b>Co-worker A</b> Your co-worker recently had a negative performance evaluation. He is feeling resentful toward the manager and is constantly making negative comments to you about the manager and the company. You like the manager and are happy with your job at the company. Give your co-worker some constructive criticism.</p>	<p><b>Co-worker B</b> You recently had a negative performance evaluation. You feel your manager was unfair and you are feeling angry and resentful. You have been voicing your negative feelings about the manager and the company to your co-worker. Respond to criticism from your co-worker.</p>
<p><b>Co-worker A</b> You are getting married in two months and you have a lot to do to plan a big wedding. You are not too busy at work these days, so you have been spending time on the phone calling various vendors to make your wedding plans. Respond to criticism from your co-worker.</p>	<p><b>Co-worker B</b> You work in a cubicle beside a co-worker who is getting married. She spends a lot of time every day on the telephone planning her wedding and discussing her plans with friends. You are tired of listening to these conversations and they are affecting your ability to concentrate on your work. Give your co-worker constructive criticism.</p>
<p><b>Co-worker A</b> You are part of a team of that is planning a project. During team meetings, one member of your team is consistently negative toward your ideas. In one meeting, she responded to a suggestion from you by saying, Well, that’s a stupid idea. Give your team member some constructive criticism.</p>	<p><b>Co-worker B</b> You are part of a team that is planning a project. You are enjoying the project and feel you work well with the team members. You have a lot of ideas and you feel your team members are receptive toward them. You have more experience than your team members. Respond to criticism from a team member.</p>
<p><b>Employee</b> You prepared the monthly report for your manager as usual. You were a little late this month because your manager had given you several other responsibilities. Respond to criticism from your manager.</p>	<p><b>Manager</b> Your employee submitted a monthly report that contained some factual and typographical errors. You had to spend time redoing the report. Give your employee some constructive criticism.</p>

**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 their body language skills for showing openness</i>
Duration	<i>35 mins</i>
Detailed description of the method/ Implementation	<i>Participants will be split in groups of 4-5 people. They will be given 2 different pieces of paper explaining open and closed body language.</i>  <i>Participants have to choose a topic of their interest and act like colleagues or friends who are exchanging views and personal opinions. Each of the members of the group will choose their role; being an open-minded person or not. They should use the body language tips which were given to them in advance. They have 10 mins to prepare themselves and 2 mins to present their short play to the rest of the participants.</i>  <i>Then group discussion will follow</i>
Learning Settings	- <i>Room without particular setting</i> - <i>Handout</i>
Useful methodological advice/ comments, experience	Below you can see some examples of scenarios, but it is better to adapt them on the background of your participants
Learning material (to be developed/ provided)	<i>Handout with scenarios</i>  <i>See also theory from p. 22</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>
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## Handout for Tool 21 “Body Language - How to Spot Openness”

### Scenario 1

You are planning to visit a school in order to carry out cultural activities with the students. You are very excited, but you realize that the outdoor cultural activities that you planned cannot be delivered. The temperature is 40o C and the students are getting frustrated!

### Scenario 2

You are in the organizing team of a big concert. Everything is planned really well, but the last moment, something ruined your perfect planning. You forgot your food supplies out of the fridge and the food went bad. You have nothing to sell.

### Scenario 3

You are in the promotion team of an intercultural evening that you are planning. For more than 10 days, you are advertising the event with the wrong date. Instead of June, you wrote July. You find it out just 5 days before the event.

**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	<p><u>Procedure</u></p> <p>Participants are forming a circle. The first one holds a ball The participant has to say his/her name, profession, one negative and one positive thing about himself/herself and what he/she expects from his/her participation in a transnational labour mobility.</p> <p>Then he/she has to through the ball to one of the participants in the circle. All participants have to introduce themselves.</p>
Learning Settings	<i>Circle in the middle of the room</i>
Useful methodological advice/ comments, experience	The facilitator can start the round by introducing himself/herself.
Possible “stumbling stones”	
Learning material	<i>Ball</i>

**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>Participants receive a list of questions. To answer them, they should ask the help of another participant and every question requires a different person. The proof of carrying out the task is the signature of the participant with whom they contacted. At the end of the activity they must collect 12 different signatures.</p> <p>They have 11 minutes.</p>
Learning Settings	<i>Participants move around the room</i>
Learning material (to be developed/ provided)	<i>Handout below</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>



## Handout – Tool 23 “Find me!”

### List of Questions

1. If you could have an endless supply of any food, what would you get?
2. What is one goal you'd like to accomplish during your lifetime?
3. What's your favourite thing to do in the summer?
4. If you were an ice cream flavour, which one would you be and why?
5. If you could visit any place in the world, where would you choose to go and why?
6. What's the ideal dream job for you?
7. Are you a morning or night person?
8. What are your favourite hobbies?
9. What's the weirdest thing you've ever eaten?
10. If you had to describe yourself using three words, it would be...
11. If someone made a movie of your life would it be a drama, a comedy, a romantic-comedy, action film, or science fiction?
12. If I could be anybody besides myself, I would be...

**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	<p><i>Have your team stand in a circle. Instruct everyone to lock right hands with someone on the other side of the circle (make it harder by having them lock hands with the person standing across from them). Have them lock left hands with someone else on the other side of the circle. Try to see whether they can untangle without unlocking hands.</i></p> <p><i>Ask them to try it 3 times while you are calculating the time to see if they are improving. This will increase their willingness to cooperate so as to break their own record.</i></p>
Learning Settings	<p><i>Circle in the middle of the room</i></p> <p><i>No materials are necessary</i></p>

**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 into problem solving</i></li> </ul>
Duration	<i>25 mins</i>
Detailed description of the method/ Implementation	<p><i>Instructions</i></p> <p><i>1. Each participant writes one problem or concern he/she currently faces at the top of a piece of paper.</i></p> <p><i>Give the group 2 minutes to do this.</i></p> <p><i>2. Have everyone pass their papers to the participant on their left.</i></p> <p><i>3. Each participant has 1 minute to read the problem in front of him or her and write some advice.</i></p> <p><i>4. Pass the papers again, and repeat as often as time allows.</i></p> <p><i>5. Return the papers to the original owners.</i></p> <p><i>Then, facilitator should ask the following questions:</i></p> <ul style="list-style-type: none"> <li>- <i>How many got one or more ideas that will truly help them resolve their issue?</i></li> <li>- <i>How did you feel having to give advice? (On the spot, at a loss, honoured and respected, pressured to come up with something fantastic, etc.)</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Why do we not ask each other for help more often especially during unexpected situations? (Do not want to impose, think we have to have the answer ourselves, do not trust others will have any good ideas, etc.)</i></li> <li>- <i>What implications does this have for us back on the job?</i></li> </ul>
Learning Settings	<p><i>In small circles around the room</i></p> <ul style="list-style-type: none"> <li>- <i>A4 papers</i></li> <li>- <i>Pens</i></li> </ul>
Useful methodological advice/ comments, experience	<p>Tips for facilitator:</p> <ul style="list-style-type: none"> <li>- Encourage partial advice. If a participant cannot think of advice, he or she can write a few words of encouragement and support or suggest another resource to go to for advice.</li> <li>- The advice does not have to be revolutionary or complete. Usually the first thought that comes to mind is a good one. Even if it is not a very good one, it may prompt someone else to come up with a better one!</li> </ul>
Additional sources/ literature	<p>This exercise was included in the book “Quick Team-Building Activities for busy managers” by Brian Cole Miller</p>

**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>In plenary, the group will review the tips for giving and taking criticism. Then participants will apply them on practical scenarios.</i></p> <p><i>Divide students into groups of three. Each student will play the role of one who criticizes, who receives the criticism, or who evaluates the "actors." Groups can switch roles to give everyone a chance to try each part. As a wrap-up, discuss the results with the entire class as a way to refresh the best practices outlined here.</i></p>
Learning Settings	<p><i>Small groups around the room</i></p> <ul style="list-style-type: none"> <li>- <i>Handouts</i></li> <li>- <i>Pens</i></li> <li>- <i>A4 papers</i></li> </ul>
Learning material	<i>See theory pages 20-21</i>
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>

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

### Role Playing Exercise 1: Outside Vendor Doesn't Measure Up

You are a marketing manager at GoLightly, a small company that packages and sells items to big box retailers. Two of GoLightly's most popular products are clip-on book lights and plug-in nightlights. You recently hired an outside contractor to update your company's Web copy. The copywriter, Tiffany Holly, is a fresh college graduate whose portfolio and experience impressed you. Because she attended your former college, you were happy to throw her the business.

GoLightly's Web site has two distinct sets of readers: retailers and consumers. When you hired Tiffany, you explained that the current Web copy needed to refresh information for both sets of readers. For retailers, the rewrite needed to update product specs, explain GoLightly's return policies in detail, and present the company's retailing point-of-purchase options.

But the site also must be accessible to consumers who want to learn about the lights. In addition to the technical information geared to the retailers, some of the copy needed to be more playful but still informative. This copy needed to be rewritten to include the updated product specs as well as include some bulleted points about the products' features and benefits.

When you received a draft of Tiffany's revisions of your Web site, you were disheartened. Although she delivered on time, the copy was far from usable. The problems you found included the following:

1. **Tone.** The copy geared to your business clients was too cutesy. Although you understand that asking her to write for both a business and consumer audience is challenging, you know that her overly casual writing voice, use of slang instead of more standard words, and excessive exclamation points will turn off business-minded purchasing agents. She needs to alter her tone to fit the needs of each set of readers.
2. **Accuracy.** You notice that a few of the product specs are incorrect. In addition, a few spelling errors had crept in.
3. **Correctness.** Although you're no grammar pro, even you know that bulleted points need parallel construction. You're not sure whether other grammatical errors exist, but you don't want to have to look for any.
4. **Consistency.** Some bulleted points end with periods; others do not. Some headings use all caps; others do not.

You hired a writer because you don't have time to write or edit copy! You're irritated but want to give Tiffany one more chance before firing her. Using the guidelines above, take Tiffany aside to discuss the problems you have with her work.

### **Role Playing Exercise 2: Team Member Undermines Group's Productivity**

As a marketing communications writer for a software firm, you have been asked by your boss, the marketing director, to head up a group of your coworkers. The task before you is creating a strategy to rewrite the current sales support materials. Your teammates include Kirsten, a salesperson, and Bryson, the product manager.

From the get-go, Bryson has been a pain to work with. Everyone has tried to be understanding of his abrupt, sometimes sarcastic manner because Bryson is going through a rough divorce. But his bad humor creates tension, and his negativity is difficult to take. At one meeting, Kirsten volunteered some ideas: redesign the brochure cover; update the product specs to be less technical; and focus the message on productivity. But Bryson shot down Kirsten's ideas without giving them any thought, saying, "How innovative...NOT!" When Kirsten asked him for an alternative, Bryson had nothing to offer. Kirsten then suggested including an expanded diagram to illustrate some of the products' features. Bryson retorted, "We've never done it that way before."

After several grueling sessions, the team has finally agreed upon a way to attack the project, and each person is working individually to create the material you need to present to your boss. But Bryson is dragging his feet. He has missed several deadlines to give you essential information.

Finally, you've had enough. You decide you have to talk to Bryson or you will be unable to produce the work your boss has requested. You consider where you can best talk to Bryson so he will not be humiliated in front of his colleagues. Your firm has designed an open office, so finding privacy will not be easy. You also outline some of the behaviors that Bryson has demonstrated that you have found to be counterproductive: (a) making sarcastic, unkind remarks; (b) shooting down ideas and not contributing replacements; (c) missing deadlines.

Though you are sensitive to Bryson's personal problems, you know the way you handle this task will affect how your boss thinks about your abilities. Talk to Bryson using the guidelines we've discussed.

## Giving & Accepting Criticism Checklist

Well Done ✓	Needs Improvement ✓	Behavior
<b>Giving Criticism Checklist</b>		
		Began with positive statement
		Critiqued behavior rather than the person
		Offered specific, relevant criticisms
		Offered solution
		Exhibited discretion, empathy, and sensitivity
		Used euphemisms, soft language
		Delivered criticism in even tone of voice; avoided sarcasm; maintained good eye contact
		Avoided words <i>always</i> and <i>never</i> ; did not repeat points
		Ended criticism on positive note



		Comments:
<b>Accepting Criticism Checklist</b>		
		Listened to criticism before reacting
		Avoided reacting defensively; did not make excuses
		Thanked criticizer for input; behaved graciously
		Comments:

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## 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, participants they will increase their stress management skill 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 their control in stressful situations</i></li> <li>• <i>To improve their 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>But how many times did you take some time and think whether the situation which causes you stress can be under your full control?</i></p> <p><i>Think of a problem at work. Then take a piece of paper and label it "The Anxiety Balance Sheet." Create four columns with the first one being a list of what you DO know with respect to this issue that is giving you anxiety. Then, in the second column, write down what you DON'T know. In the third column, list what you CAN influence with respect to this issue and, finally, in the fourth column, write down what you CAN'T influence.</i></p> <p><i>Then in groups of 3, exchange your problems and discuss what you observe regarding the columns. In plenary, we draw conclusions regarding dealing with uncertainty (and stress) at work.</i></p>



Learning Settings	<ul style="list-style-type: none"><li>- <i>Room without particular setting</i></li><li>- <i>A4 papers</i></li><li>- <i>pens</i></li></ul>
Learning material	-
Additional sources/ literature	This exercise was retrieved from <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>

**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>The facilitator will present various stress management techniques and a discussion will be encouraged in plenary with personal examples from participants.</i>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Chair circle</i></li> <li>- <i>PowerPoint presentation with the following information</i></li> <li>- <i>Projector</i></li> </ul>
Learning material	- <i>See theory pages 15-17</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 their adaptability to unexpected situations at work</li> </ul>
Duration	<i>45 mins</i>
Detailed description of the method/ Implementation	<p><i>Participants (in groups of 4) will be given one by one the following scenarios. They have to come up with alternatives on how to solve the issue. They must write them down on a piece of paper.</i></p> <p><i>For each round they have 7 minutes to discuss and take a common decision. Once the time has passed, groups have to place their papers in the middle of the room and take the next scenario.</i></p> <p><i>When all scenarios have been reviewed, plenary discussion will follow to review the alternatives and see whether they are feasible.</i></p>
Learning Settings	- <i>Room without a particular setting</i>
Learning material	- <i>Handout with scenarios</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>

## Handout for Tool 29 – Deal with the unexpected!

### SCENARIOS

#### Scenario A – You Get a Last-Minute Deadline

It's Friday evening and you're about to leave town for your friend's wedding — until you get an email from your boss about an assignment due Monday morning. Naturally, your first thought is probably along the lines of: "Why wouldn't she give me more notice?!" What to do?

#### Scenario B – You Have a Conflict with a Co-worker

A colleague begins to publicly berate you in the hallway for stealing his client or some other offense. You're caught off guard, embarrassed and want to defend yourself. What to do?

#### SCENARIO C – Your Department's Budget Has Been Cut

You just found out your pet project might be cancelled due to significant budget cuts. Understandably, you're freaked out — and concerned the consequence will be that your boss will decide you're not contributing. What to do?

#### SCENARIO D – Your Job Description Changed

You just started a transnational labour mobility at an organisation. After 2 months, your organization has merged with another, and because your role is now redundant, you have been assigned to a completely new one, an area you know nothing about. What to do?

### 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>The facilitator introduces the exercise by explaining what is the “cultural baggage”</p> <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>Participants should reflect individually on the following questions (project them on the wall) and give some examples of personal experiences:</p> <ol style="list-style-type: none"> <li><b>1.</b> Does a friend touching you while talking to you make you uncomfortable (such as touching your arm)? What about a colleague? Spouse? An acquaintance? What defines too much touching for</li> </ol>

	<p>you?</p> <ol style="list-style-type: none"> <li>2. Do you get straight to the point when you talk to someone, or do you take the long way around to get where you want to go?</li> <li>3. How close do you stand to someone when you talk? Do you stand closer if it's a friend? How about a stranger?</li> <li>4. When someone asks you to be somewhere at 2 p.m., do you get there at 2 p.m.? Ten minutes early? A half hour late? Does this apply to work meetings, as well?</li> <li>5. Do you prefer constant eye contact when communicating with someone? How much is too little? Or too much?</li> <li>6. Do you make gestures with your hands when you speak? Do you do this constantly? Only when you're excited or anxious?</li> </ol> <p>In groups of 4, participants are sharing examples and answers to these questions. It is very interesting to see the various responses as participants will be from various countries who are working in the same destination-country.</p> <p>In plenary, participants share thoughts, conclusions and personal examples. Compare cultural characteristics and habits and understand the interconnectivity between culture, communication and openness.</p>
<p>Learning Settings</p>	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>PowerPoint with the questions</i></li> <li>- <i>Projector</i></li> <li>- <i>A4 papers</i></li> <li>- <i>Pens</i></li> </ul>
<p>Additional sources/ literature</p>	<p>This exercise was developed by  <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 participants 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	<p>Each participant should close his/her eyes and picture himself/herself before participating in a transnational labour mobility (TLM).</p> <p>They should think of and write down 5 important things and 5 less substantial things which would like to have in order to feel at home in a foreign country.</p> <p>Then, they think how many of these things they have already achieved until now and what are the next steps for achieving all of them.</p> <p>After completing this task, participants discuss in groups of 3 to identify similarities. They should reflect on the reasons for wishing similar things and share solutions and measures to achieve them.</p>
Learning Settings	<i>Room without a particular setting, A4 papers, pens</i>
Additional source	<i>Created by Eurosuccess Consulting</i>

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

This is an exercise for participants 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	<p>Participants (individually) should follow the instructions below:</p> <ul style="list-style-type: none"> <li>• Write a list of 5 positive things in your new working environment (e.g. related to culture, norms, rules, people, practices, habits, etc.)</li> <li>• Write a list of 5 negative things in your new working environment to which you have to adapt and follow.</li> <li>• Then, think: “How should I change my behaviour to adapt to those rules, practices, etc.?” “Is it something that can be slightly adjusted to my needs?” “Can I discuss it with someone?”</li> </ul> <p>In groups of 3, participants discuss to identify similarities and exchange tips.</p> <p>During debriefing in plenary, participants draw some conclusions on the cultural norms and practices in the destination country.</p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>A4 papers</i></li> <li>- <i>Pens</i></li> </ul>
Additional source	<i>Created by Eurosuccess Consulting</i>

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

<p>A self-reflection session which participants will identify problems (at work and in private life) and propose solutions for balancing life and work.</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 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>Participants will be given the following 12 tips for balancing life and work at the new foreign environment they leave. They will have time to read it and write down 10 things they find problematic/challenging/stressful in their work that influence or will influence their private life and vice-versa.</i></p> <p><i>The next stage requires participants to propose solutions to these challenges in long term and short term (whenever is possible). A check-list/table will be given to them to help them organise their thinking.</i></p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>A4 papers</i></li> <li>- <i>Pens</i></li> <li>- <i>Handouts</i></li> </ul>
Learning material	<i>See theory pages 10-14</i>
Additional sources/ literature	<p>This exercise was developed by <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>



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

Write down 10 challenging/stressful things in your workplace that influence or will influence your private life and vice-versa.

No.	Topic	Short- term actions	Long- term actions
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

### 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	<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>Participants will be grouped in groups of 4-5 people and in 10 mins they have 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>Then, each group presents their results and the trainer makes a big list of all elements on a flipchart paper (10-15 mins).</p> <p>In the second phase, participants have to assess from 1-10 the level of acquisition of each of those elements in the list and write down which elements they are proud of and which ones they need to develop further.</p> <p>They form again groups of 4-5 people and discuss their outcomes. Then, they develop a short guide for other people who want to work abroad with useful tips on how to develop the skills/competences/ traits of the list.</p>
Learning Settings	- <i>Room without a particular setting, A4 papers, Pens</i>
Additional sources	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>Participants will learn how to cope with unexpected changes</i>
Duration	<i>30 mins</i>
Detailed description of the method/ Implementation	<p><i>Participants will be in groups of 4-5 people. They will be instructed to build a tower as high as possible by using only A4 papers (Give to participants at list one pack of A4 papers).</i></p> <p><i>After 3 mins the trainer will change the instructions to the participants and ask them to build the longest tower not the highest one.</i></p> <p><i>The instructions must change at least 3 times every 3 mins so that participants will start being upset, without motivation or some of them might quit.</i></p> <p><i>Then the trainer ask them to stop and in plenary, he/she asks the participants the following:</i></p> <ul style="list-style-type: none"> <li>- <i>What emotions arose during this exercise?</i></li> <li>- <i>What was on your mind?</i></li> <li>- <i>How did you react on rapid change?</i></li> <li>- <i>If you reacted in this way (frustration, anxiety, etc.), how will you ensure that you will be able to adapt to new instructions?</i></li> </ul> <p><i>Then, they all together draw conclusions towards themselves and their mobility.</i></p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>Lots of A4 papers</i></li> </ul>
Additional sources	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	<p><i>The trainer will show to participants short videos with weird (or even violent) customs of different European or no-European countries or any other unusual traditions, food, etc.</i></p> <p><i>Then, participants will reflect on the videos by answering the following questions in plenary.</i></p> <ul style="list-style-type: none"> <li>- <i>Is this behaviour acceptable for you?</i></li> <li>- <i>How will you act on this case or in this country?</i></li> </ul> <p><i>Then, they all together draw conclusions towards themselves and the experiences they might face during their mobility.</i></p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>Computer</i></li> <li>- <i>Internet connection</i></li> <li>- <i>Youtube videos</i></li> </ul>
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 participants 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	<p><i>The trainer should have already written on different cards various words that describe people, professions and ideologies or even stereotypes (e.g. homeless, African young man, Chinese chef, Director, Taxi driver, very religious person, Muslim, nationalist, LGTB person, Vietnamese cleaning lady, loud Italian or Greek, strict German, etc.).</i></p> <p><i>The different categories of people should be adopted to the host and sending counties' characteristics to present more accurately the cultural differences of those countries.</i></p> <p><i>Each participant picks a card without knowing his/her role and without showing it to the others. They take a look at the card and they had to act out like the person on the card.</i></p> <p><i>The trainer announces the topic of discussion (e.g. worker's labour rights, foreigners/immigrants/ migrants' rights in the host country) and participants have to move around the space and find different people to discuss this topic by incorporating their role in the discussion, but without revealing it.</i></p> <p><i>After 15-20 mins, the trainer gathers participants in a circle and discusses the following:</i></p>

	<ul style="list-style-type: none"> <li>- <i>Did you guess who the other person is?</i></li> <li>- <i>What were your feelings towards him/her?</i></li> <li>- <i>Do you accept difference?</i></li> <li>- <i>Are you able to adapt in an environment with all these people around you?</i></li> <li>- <i>Is your attitude going to help you abroad?</i></li> <li>- <i>What is your level of adaptation to different values?</i></li> </ul> <p><i>Sum-up of the discussion by the trainer.</i></p>
Learning Settings	<ul style="list-style-type: none"> <li>- <i>Room without a particular setting</i></li> <li>- <i>A4 papers</i></li> <li>- <i>Cards with roles</i></li> </ul>



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# Chapter 3

# Optimism

# Emotional Stability

## Content

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- 3.2 Methodology & Training Programmes for Training of Optimism and Emotional Stability (MOBILITY & ADAPT)
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  - 3.3.3 Topic 3: Goal Setting and Obstacle Overtaking
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  - 3.3.7 Topic 7: Conceptualizing Control
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  - 3.3.9 Topic 9: Savouring
  - 3.3.10 Topic 10: Physical Exercise

## LITERATURE

### **3.1 Introduction to Optimism and Emotional Stability Training Module (MOBILTY & ADAPT)**

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 (MOBILTY & ADAPT)
- Methodology. Training Programme
- Teaching/materials

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.

#### **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.

### 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.

## **3.2**

# **Methodology & Training Programmes for Training of Optimism & Emotional Stability (MOBILITY & ADAPT)**

The proposed training programme in Optimism and Emotional Stability 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 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 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.

## TRAINING PROGRAMME IN OPTIMISM AND EMOTIONAL STABILITY

### OPTIMISM AND EMOTIONAL STABILITY – MOBILITY & ADAPT PATH

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

- 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:

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

Descriptors of Emotional Stability:

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

Target group of the training:

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



### 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.



## Training Programme – MOBILITY PATH

1 day/ 8 hours

### Opening/ Introduction

- Introduction of the trainer and trainees – a few words about themselves (education, career path, personal status)
- Presentation of the main topic of the programme and the personal characteristics that will be discussed
- Rules of conduct are explained (no talking over others, no mobile phones, etc.)

### Introduction to Optimism and Emotional Stability

- What is optimism and Emotional Stability?
- Why does it matter to people who move abroad to work?
- What can we do to improve these characteristics?
- Trainees go around and briefly mention what they would like to gain with respect to optimism and emotional stability, and relevant problems they think might come up in their mobility phase.

### Topic 1: FINDING YOUR CHARACTER STRENGTHS

#### VIA (Values in Action) Character Strengths

- Identifying top character strengths
- Practicing them in new ways daily
- Looking for ways to improve on more strengths

### Topic 2: VISUALIZING FUTURE GOALS

#### Best Possible Self (builds upon previous exercise)

- Visualizing a perfect (realistic, attainable) future in as much detail as possible
- Explore ways to get there, using character strengths

### Topic 3: GOAL SETTING AND OBSTACLE OVERTAKING

#### Visualization of Hope

- Setting an attainable goal
- Making a comprehensive plan to achieve the goal
- Overcoming obstacles using character strengths



**Topic 4: SHIFTING FOCUS TO POSITIVE EVENTS**

**Three Good Things in Life**

- Practicing to focus on the mindset of what went well
- Shifting focus away from negative events

**Topic 5: IDENTIFYING AND DISPUTING PESSIMISTIC THOUGHTS**

**Your ABCDEs**

- Identifying and deciphering intrusive thoughts following adverse events
- Disputing said thoughts based on guided reasoning
- Learning to argue with self for the purposes of disputing

**Topic 6: EMOTION REGULATION STRATEGIES**

**Emotion appraisal, Emotion regulation, STOPP**

- Appraising emotional experience
- Appraising emotional expression
- Identifying the function of the emotion
- Introducing emotion regulation strategies

**Topic 7: PHYSICAL EXERCISE**

**Jogging, stretching**

- Learning of the benefits of physical exercise for mental stability and well-being
- Facilitating the secretion of hormones which influence mood and emotions
- Briefly stepping away from stress and responsibilities, while practicing mindfulness

**Feedback by participants and teacher**

**Closing/Summary of training day**



## **Training Programme – ADAPT PATH**

**1 day/ 8h**

### **Opening/ Introduction**

- Introduction of the trainer and trainees – a few words about themselves (education, career path, personal status)
- Presentation of the main topic of the programme and the personal characteristics that will be discussed
- Rules of conduct are explained (no talking over others, no mobile phones, etc.)

### **Introduction to optimism and emotional stability**

- What is optimism and emotional stability?
- Why does it matter to people who move abroad to work?
- What can we do to improve these characteristics?
- Trainees go around and briefly mention what they would like to gain with respect to optimism and emotional stability, or what problems they have faced so far/ expect to face.

### **Topic 1: FINDING YOUR CHARACTER STRENGTHS**

#### **VIA (Values in Action) Character Strengths**

- Identifying top character strengths
- Practicing them in new ways daily
- Looking for ways to improve on more strengths

### **Topic 2: VISUALIZING FUTURE GOALS**

#### **Best Possible Self (builds upon previous exercise)**

- Visualizing a perfect (realistic, attainable) future in as much detail as possible
- Explore ways to get there, using character strengths

### **Topic 3: IDENTIFYING AND DISPUTING PESSIMISTIC THOUGHTS**

#### **Your ABCDEs**

- Identifying and deciphering intrusive thoughts following adverse events
- Disputing said thoughts based on guided reasoning
- Learning to argue with self for the purposes of disputing



**Topic 4: EMOTION REGULATION STRATEGIES**

**Emotion appraisal, Emotion regulation, STOPP**

- Appraising emotional experience
- Appraising emotional expression
- Identifying the function of the emotion
- Introducing emotion regulation strategies

**Topic 5: CONCEPTUALISING CONTROL**

**A difficult situation: Did I have control?**

- Differentiating between events in and out of our control
- Developing the external locus of control when dealing with adverse situations

**Topic 6: MINDFULNESS: EXTERNALIZING FOCUS**

**Mindful Listening**

- Exercising group mindfulness
- Self-regulation in which the focus is externalized
- Both speaker and listener gain valuable communication skills

**Topic 7: SAVOURING**

**The daily vacation**

- Learning to appreciate good events in the midst of adversity
- Creating personal time and space on a daily basis
- Briefly stepping away from stress and responsibilities, while practicing mindfulness
- Learning how to savour good events

**Topic 8: PHYSICAL EXERCISE**

**Jogging, stretching**

- Learning of the benefits of physical exercise for mental stability and well-being
- Facilitating the secretion of hormones which influence mood and emotions
- Briefly stepping away from stress and responsibilities, while practicing mindfulness



Learning material	<ul style="list-style-type: none"><li>• Manual</li><li>• Handouts</li><li>• Handbook</li></ul>
Learning methods	Psychoeducation, individual and group work, work in pairs, group discussion.
Learning Settings	Computer, projector, A4 sheets of paper, pens, personal notebook, sports clothes
Feedback/ Evaluation	Participants are asked to reflect on what they gained from the training session.  Self-evaluation – each trainee fills in an individual participation sheet.
Follow-up	Teacher’s recommendation to trainee:  <ol style="list-style-type: none"><li>1. verification of skills and knowledge gained during the training (MOBILITY PATH) through facing real situations abroad (ADAPT PATH)</li><li>2. developing the action plan before transnational labour mobility and its revision during the mobility</li><li>3. professional guidance (MOBILITY &amp; ADAPT)</li></ol>

## 5.3

# Teaching Material

## (MOBILITY & ADAPT)

## Topic 1: Finding your character's strengths

### Theoretical introduction

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 behavior 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 behavior 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 1: Activities

### **ACTIVITY 1: VIA character strengths**

<p>The main aims of the activity are:</p> <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> <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	8-14
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	<p>Participants take the online test:  <a href="http://www.viacharacter.org/www/Character-Strengths-Survey">http://www.viacharacter.org/www/Character-Strengths-Survey</a></p> <p>Participants are instructed to identify top 10 strengths and try to use a different strength every day in a new way.</p> <p>Document “340 Ways to Use VIA Character Strengths” by Tayyab Rashid &amp; Afroze Anjum (extra material) can be used.</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 the group</li> </ol>
Learning Settings	classroom, computers, A4 sheets, pens



Learning material	Handout 1
Additional sources/ literature	Peterson & Seligman. (2004). <i>Character strengths and virtues: a handbook and classification</i> . Washington, DC: APA Press.

## HANDOUT 1

### TOPIC 1/ ACTIVITY 1: 340 Ways to Use VIA Character Strengths

## **340 Ways to Use VIA Character Strengths by Tayyab Rashid & Afroze Anjum**

University of Pennsylvania © 2005, Tayyab Rashid

### **CORE VIRTUE---WISDOM & KNOWLEDGE** *acquisition and use of knowledge*

#### **I. Curiosity [interest, novelty-seeking, openness to experience]:**

1. Expand your knowledge in an area of interest through books, journals, magazines, TV, radio or internet, for half an hour, three times a week.
2. Attend a function/lecture/colloquium of a culture that differs from yours.
3. Find a person who shares your area of your interest and learn how he/she increases his/her expertise in that area.
4. Eat food of a different culture, explore its cultural context and become aware of your thoughts.
5. Connect with a person of a different culture and spend at least an hour, twice a month to learn about his/her culture.
6. Make a list of unknowns about your favorite topic.
7. Visit at least one new town, state or country yearly.
8. Identify factors which might have diminished your curiosity in an area and search three new ways to rejuvenate it.
9. Get engaged in more open-ended learning experiences (i.e., making ice cream to understand physics and chemistry or taking a yoga class to understand different muscle groups).
10. Explore processes of nature, for at least one hour weekly, by being in the woods, park, stream, yard, etc.

#### **II. Creativity [Originality, ingenuity]:**

1. Create and refine at least one original idea weekly in an area of your interest.
2. Do at least one assignment weekly in a different and creative manner.
3. Write an article, essay, short story, poem, draw, or paint in relation to your passion once a week.
4. Offer at least one creative solution to challenges of a sibling or a friend.
5. Compile an original and practical list of solutions or tips that will address common challenges faced by you and your peers.
6. Brain-storm ideas on a challenging task with your friends.
7. Audition for community theatre or choir.
8. Redesign your room or home.
9. Take a pottery, photography, stained glass, sculpture or painting class.
10. Read about famous creative people and identify what made them unique.
11. Use leftovers (food, stationary and such) to make new products.

#### **III. Open-mindedness [judgment, critical thinking]:**

1. Identify reasons of your last three actions that you are not happy with (not following through with a goal) and brainstorm better alternative ideas for the future.
2. Ask a trusted and wise friend to critically appraise your judgment on your last three significant actions.
3. Play devil's advocate on an issue that you have strong opinions about.
4. At least once a week, practice the common themes that exist across races and religions on an

important issue.

5. Identify the last three actions for which you did not think your way through.
6. Start an activity and ask yourself -- Why? When? And how?
7. Attend a multi-cultural event and critically evaluate your views during and afterwards.
8. Identify causes of a perceived failure of an activity in the past. Are there any patterns? Take some time to think deeply about how you can improve.
9. When deciding about an important issue, write pros and cons and repeat them while taking breaks in between.
10. Mentor someone of a different ethnic or religious background.
11. Monitor if you often find information to confirm your opinions or seek new information to expand your view.
12. When you face the next challenge, first imagine the best and worst scenarios and then decide the most realistic course of action.

#### **IV. Love of learning:**

1. Deliberately learn five new words, including their meaning and usage, at least twice a week.
2. Visit a new museum every month and write about new things learned.
3. Read a non-fiction book monthly on a topic you find absorbing and engaging.
4. Read and research about a topic by visiting the library at least once a week. Write one page of pragmatic ideas which can advance that field and discuss them with someone.
5. Converse with someone on a topic of mutual interest.
6. Follow an ongoing global event through newspapers, TV or internet.
7. Join a local book club.
8. Attend new gallery/exhibition openings in your area.
9. Identify topics on which you can share your knowledge with your peers.
10. Attend seminars, workshops, and conferences in your area of interest.
11. Travel to new places and blend education with leisure.
12. Visit (with children) local factories and laboratories to understand process of production

#### **V. Perspective [wisdom]:**

1. Explain the broad outlook of your life in one or two sentences as a weekly exercise.
2. Find purpose in the last five of your significant actions/decisions.
3. Find someone wise (alive or someone who has passed on), read or watch a film on their life, and identify how their life can guide your decisions and actions.
4. Read quotes of wisdom and re-write them in small practical action steps for yourself.
5. Offer advice, but only when asked and after listening empathically to the seeker.
6. Become aware of the moral implications and potential consequences of your future actions.
7. Reflect on the moral implications of scientific endeavors that directly affect your life.
8. Exercise optimism and patience with tasks which challenge you most.
9. Examine a world event from historical, cultural and economic perspectives.
10. Seek a role, at least once every three months which requires you to counsel others.

### **CORE VIRTUE----COURAGE**

***exercising will to accomplish goals in the face of opposition, external or internal***

#### **I. Bravery [valor]:**

1. Resist social or peer pressure for noble values and causes in meaningful ways (write, speak out, participate in a protest, join an activist organization).
2. Speak up for or write about an unpopular idea in a group.
3. Take small, practical steps for a constructive social change.
4. Report an injustice, abuse, blatant unethical practice, or abuse of power or resources to appropriate authorities, even if the perpetrator is someone close to you.
5. Protect or stand up for someone (such as a younger sibling or a battered woman) who will not

otherwise stand up for themselves.

6. Ask difficult questions that help you and others face reality.
7. Clarify your values by thinking about how best they have served you in challenging situations.
8. Cultivate a reputation for recognizing and appreciating brave acts which are accomplished despite challenges.
9. Identify an area in which you generally shy away from confrontations. Practice the phrases, the tones, and the mannerisms that will enable you to effectively confront the situation next time.
10. Collect contemporary stories of bravery in everyday life situations.

## **II. Persistence [perseverance, industriousness]:**

1. Plan a big project and finish it ahead of time.
2. Select two activities that you find engaging and meaningful and give 100% to them.
3. Set five small goals weekly. Break them into practical steps, accomplish them on time, and monitor your progress from week to week.
4. Work harder than usual at your most important goal.
5. Select a role-model who exemplifies perseverance and determine how you can follow her/his footsteps.
6. Read an inspiring quotation or poem which motivates you to achieve your goals.
7. Write your goals and aims and post them where you can see them regularly. Let them inspire you.
8. Manage a challenging task from start to finish at your work.
9. Take control of at least one new situation at home or work, one that you can handle. If you fail, revise your plan but don't give up until you finish.
10. Regularly articulate your goals into specific actions. This helps you to stay motivated and persistent.
11. Keep a checklist of things to do and regularly update it.
12. Share your goals with your loved ones. Let them inspire you regularly.
13. Be aware how to cut your losses in tasks which don't require persistence.
14. For your next challenging task, make a realistic timeline.

## **III. Integrity [authenticity, honesty]:**

1. Refrain from telling small, white lies to friends and family (including insincere compliments). If you do tell one, admit it and apologize right away.
2. Think of creative yet honest ways of relating to others.
3. Monitor every time you tell a lie, even if it is a small one. Try to make your list shorter every day.
4. Monitor to catch lies of omission (such as not volunteering important information when selling a used item) and think how you would feel if someone did the same to you.
5. Rate your satisfaction with authentic, honest, and genuine deeds vs. inauthentic and less than honest actions.
6. Monitor whether your next five significant actions match your words and vice-versa.
7. Write on issues about which you feel moral obligation. It helps to crystallize and integrate thinking.
8. Think and act fairly when you face the next challenge, regardless of its impact on your position or popularity.
9. Seek roles with clear structure that allow you to be authentic and honest.
10. Learn and practice the ethical standards of your profession.

## **IV. Vitality [zest, enthusiasm, vigor, energy]:**

1. Do something that you already do, but with more energy, including some creative and different elements.
2. Exercise at least 2-3 times a week and notice how it affects your energy level.
3. Do a physical activity of your choice, one that you don't "have to do" and that you are not told to do.



4. Improve your sleep hygiene by establishing regular sleep time, eating 3-4 hours before sleeping, avoiding doing any work in the bed, not taking caffeine late in the evening, etc. Notice changes in your energy level.
5. Think of ways to make an assignment exciting and engaging before you undertake it.
6. Do a physically rigorous activity (bike riding, running, sports singing, playing) that you always wanted to do but have not done yet.
7. Sing in a choir or play an instrument.
8. Attend a dance club, concert, or a performing art event.
9. Watch a sitcom or a comedy film weekly.
10. Do at least one outdoor activity weekly such as hiking, biking, mountain climbing, brisk walking, or jogging, for an hour.

## **CORE VIRTUE---HUMANITY**

### ***tending and befriending others***

#### **I. Love:**

1. Express (verbally and/or non-verbally) to your loved ones that no matter what happens, your love for them will remain unconditional.
2. Express your love through physical gestures (hugs, kisses, cuddling, giving a gentle massage).
3. Focus on the implicit motives of your loved ones, rather their behaviors.
4. Explore and appreciate the strengths of your loved ones.
5. Arrange a date with your mate that celebrates both of your signature strengths.
6. Express your love through gifts. When possible, create gifts yourself.
7. Always celebrate days or occasions that are mutually important.
8. Express your love creatively (e.g., through a poem, notes, sketches, photographs of an important place, event or situation which reminds you of mutual love).
9. Help your loved ones with a self-improvement plan (e.g., a new class, weight loss, exercise, a new career).
10. Plan and host a dinner party with your significant other.
11. Reunite at the end of the day and discuss how it went.
12. Attend a concert, theatre, movies, or go dancing with your loved one.
13. Engage in a favorite activity (e.g., hiking, going to an amusement park, biking, walking in the park, swimming, camping, jogging) together.

#### **II. Kindness [generosity, nurturance, care, compassion, altruistic love, “nice-ness”]:**

1. Do three random acts of kindness per week for those whom you know (e.g., small favors for friends and neighbors, calling sick or sad friends, getting groceries for a friend busy in exams, or baby-sitting, etc.).
2. Do one random act of kindness weekly for someone you don't know.
3. Donate blood periodically.
4. Visit someone who is sick and in the hospital.
5. Visit someone in a nursing home or hospice.
6. Give gifts to others which involve experiential activities.
7. Take out a friend(s) on a surprise dinner and pay for it.
8. Say kinder and softer words to people when interacting through email, writing letters, talking on phone.
9. Cook a nice meal for your loved ones.
10. Share your belongings with others (e.g., lawn mover, snow blower, jump cables).
11. Make an inventory of your possessions, keep only what you absolutely need, and donate the rest.
12. Donate your time to others through helpful actions.
13. Greet others with smile.
14. While driving, give way to others or hold the door.

**III. Social Intelligence [emotional intelligence, personal intelligence]:**

1. Withhold a powerful and decisive argument which will win you the discussion but might hurt someone, at least twice a month.
2. Listen to your friends and siblings empathically, without preparing rebuttals, and simply reflect your feelings.
3. If someone offends you, attempt to find at least one positive element in their motives.
4. Attend an uncomfortable social situation as an active observer and describe what you observe without any judgments.
5. Note and appreciate others in the light of their positive attributes.
6. Write five personal feelings daily for four weeks and monitor patterns.
7. Watch a favorite TV program or film muted and write feelings observed.
8. Express feelings appropriately to someone you have not done so far and process them together.
9. Ask someone close to you about times you did not emotionally understand him/her and how he/she would like to be emotionally understood in the future.
10. Listen to others with unconditional regard.

**CORE VIRTUE----JUSTICE*****healthy community life*****I. Citizenship [social responsibility, loyalty, teamwork]:**

1. Pick up litter on curbsides and put it in trashcans.
2. Volunteer weekly for a community service project in your town, one that deals with what you are best at.
3. Facilitate a group discussion and achieve consensus on a conflicting issue.
4. Help at least one person yearly to set goals and periodically check on their progress.
5. Arrange or attend at least one social gathering monthly.
6. Spend at least half an hour weekly cleaning a communal place.
7. Decorate a communal place.
8. Play sports for your town or school.
9. Start a book club.
10. Car pool or give someone ride to work regularly.
11. Start a community garden.
12. Donate blood or become an organ donor.
13. Seek a role in an organization or club that brings people of diverse cultures closer.

**II. Fairness, Equity and Justice:**

1. The next time you make a mistake, self-monitor to see whether you admit it.
2. The next time you present an argument, self-monitor to see whether you compromise fairness for social desirability.
3. Encourage equal participation of everyone, especially those who feel left out in a discussion/activity.
4. Self-monitor to see whether your judgments are affected by your personal likes and dislikes or are based on principles of justice and fairness.
5. Recall and write about instances where you were unfair or could have been fairer. Consider how you could improve your future behavior.
6. Self-monitor to see whether you think about or treat people of other ethnicities and cultures stereotypically.
7. Serve on a club or organization that offers unprivileged people a leveling playing field.
8. Write a letter to an editor or speak up on an important issue concerning social justice.
9. Politely discuss fairness with a friend whom you notice shows gender or ethnic bias.
10. Volunteer or learn about an organization which educates and campaigns for equal human rights.
11. Explore an ongoing event anywhere in the world where human rights are being violated and write



your reactions and suggestions to promote social justice on that issue.

12. Watch a film or a documentary which exemplifies fairness, social justice, and equity.
13. Read biographies of famous people who exemplify social justice such as Gandhi, Martin Luther King, and Nelson Mandela.
14. Speak up for your group.

### **III. Leadership:**

1. Lead an activity, assignment or project and actively solicit opinions from group members.
2. Organize a family event that is intergenerational, including both young and old relatives.
3. Organize an event (surprise birthday party, shower, etc.) at your work that involves your colleagues.
4. Mentor a child in your neighborhood who would benefit from your skills.
5. Stand up for someone who is being treated unfairly.
6. Rotate leadership of an event or activity. Give others the chance to be leaders.
7. Read a biography and/or watch film of your favorite leader and evaluate how he/she inspires you in practical ways.
8. When two people are in an argument, mediate by inviting others to share their thoughts and emphasizing problem solving.

## **CORE VIRTUE----TEMPERANCE**

### ***protecting against excess***

#### **I. Forgiveness and Mercy:**

1. Remember times when you offended someone and were forgiven, then extend this gift to others.
2. Evaluate your emotions before and after forgiving someone.
3. Understand from the offender's perspective why he/she offended you. Then assess whether your reaction is hurting you more than offender.
4. Make a list of individuals against whom you hold a grudge, then either meet them personally to discuss it or visualize whether bygones can be bygones.
5. Meet a person who offended you in the past, especially if he/she is a family member. Tell them that you have forgiven them, or just be kind in your interaction with them.
6. Ask for forgiveness from a Divine power according to your faith and assess how you feel afterwards.
7. Pray for the noble behavior of your offender.
8. Identify how a grudge tortures you emotionally. Does it produce disruptive emotions (anger, hatred, fear, worry, sadness, anxiety, jealousy and such)? Write three ways these disruptive emotions affect your behavior.
9. Plan out what your response should be the next time someone offends you. Remind yourself of your plan (rehearse if possible) and periodically affirm, "No matter how he/she offends me, I will respond as I have planned."

#### **II. Humility / Modesty:**

1. Resist showing off accomplishments for a week and notice the changes in your interpersonal relationships
2. At the end of each day, identify something you did to impress people or put on a show. Resolve not to do it again.
3. Resist showing off if you notice that you are better than someone else.
4. Resist showing off when others show off.
5. Notice if you speak more than others in a group situation.
6. Dress and speak modestly.
7. Compliment sincerely if you find someone is authentic and better than you in some ways.
8. Use environmental resources modestly
9. Admit your mistakes and apologize even to those who are younger than you.
10. Ask a trusted friend for honest feedback about your weaknesses.

**III. Prudence:**

1. Think twice before saying anything. Do this exercise at least ten times a week and note its effects.
2. Drive cautiously and note that there are fewer time-bound emergencies than you actually think.
3. Remove all extraneous distractions before you make your next three important decisions.
4. Consult with your significant others before making a final decision.
5. Visualize the consequences of your decisions in one, five, and ten years' time.
6. Do a risk-benefit analysis before making a final decision.
7. Make important decisions when you are relaxed, not anxious or depressed.
8. Before cheating or lying even for trivial things, ask yourself whether you will need ten more lies to hide the first lie.
9. Avoid competitive situations that generally end in win-loss outcomes or in which you or your opponent have little chance to win.
10. Don't hesitate to check as often as necessary to ensure all relevant details of your next important task are covered.
11. Evaluate the quality, efficiency, and wisdom of your next three projects and write down methods of improvement.

**IV. Self-Regulation [self-control]:**

1. Set goals to improve your everyday living (e.g., room cleaning, laundry, doing dishes, cleaning your desk) and make sure you complete the tasks.
2. Monitor and eliminate distractions (phone, TV, computer) while focusing on a particular assignment.
3. Eliminate objects of temptation (dieting – don't eat junk food; alcohol – don't socialize in bars; smoking – replace cigarettes with chewing gum; shopping – leave credit card or money at home)
4. Start a regular workout routine and make sure you stick to it.
5. Next time you get upset, try to control your emotions and focus on positive attributes.
6. Avoid talking about others in their absence.
7. When you get upset, try to do a progressive relaxation
8. Self-congratulate for self-regulation when you successfully resist an indulgence.
9. Carefully create routines that you can follow thorough systematically. Make minor adjustments as needed but keep the core elements intact.
10. Establish a regular time and a place for most of your activities.
11. Identify your role models and examine them in detail. Let these details inspire and regulate your goals.
12. Pay close attentions to your biological clock. Do your most important tasks when you are most alert.
13. Do partial or complete fasting or deliberately resist a comfort (e.g., chocolate, ice-cream, sex, TV) for a while. Reward yourself with it after accomplishing a challenging task.

**CORE VIRTUE----TRANSCENDANCE*****forging connections to the larger universe and providing meaning*****I. Appreciation of Beauty and Excellence [awe, wonder, elevation]:**

1. Notice at least one instance of natural beauty around you every day (sunrise, sunset, clouds, sunshine, snowfall, rainbows, trees, moving leaves, birds chirping, flowers, fruits and vegetables, etc.).
2. Make your surroundings aesthetically beautiful.
3. Listen a piece of music or a watch a film and evaluate how it touches you aesthetically.
4. Visit a museum, pick a piece of art, and consider how it touches you aesthetically.
5. Write your aesthetic/artistic reactions to another person's artistic expression.
6. Appreciate a beautiful piece of architecture, dress, sculpture, pottery, poetry, prose, etc.
7. Explore expression of beauty in different cultures.
8. Hang a bird feeder and observe the birds.



9. Decorate the outside of your home on special occasions.
10. Explore beauty in the face of a child.
11. Take mental pictures of art and note how they affect your everyday life. Do they make you feel more happy, cheerful, and fulfilled?
12. Take pictures of natural scenes or your loved ones and make them your PC's desktop.
13. Note weekly how the goodness of other people affects your life.
14. Think of something that contains beauty, love, and connection at least once a day.
15. For next three projects, pick at least one. Instead of doing it meticulously, prioritize to do it with care and an appreciation for beauty.
16. Attend local exhibits of clothes, jewelry, cultural artifacts, and paintings.
17. Experience at least once a day the excellence, beauty, and joy expressed through colors, sounds, flavors, images, ideas, aromas, sensations, or words.
18. Notice how others appreciate beauty and excellence through specific words, expressions, gestures, and actions.
19. Notice and admire excellence of someone's character strengths.
20. Appreciate the subtle changes of different seasons.

## **II. Gratitude:**

1. Consider how this statement describes your usual mental state: "A still mind sees what is good and present. An anxious mind sees what is negative and missing." Still your mind for five minutes in the morning and in the evening.
2. Count three your blessings (good things that happened to you) before going to bed every day.
3. Express your gratitude to someone whom haven't told before, preferably through a personal visit.
4. Every day, select one small yet important thing that you take for granted. Work on being mindful of this thing in the future.
5. Notice how many times you say thanks and whether you mean it every time.
6. Express gratitude by leaving a note for someone who has helped your intellectual growth (e.g., a high school teacher).
7. Express thanks to all who contributed to your success, no matter how small their contribution might have been.
8. Express thanks without just saying "thanks" -- be more descriptive and specific (e.g., "I appreciate your prudent advice").
9. Write three apprehensions that you feel when you wake every morning. Before you go to bed, write three good things that happened to you and why. Then evaluate your apprehensions in light of the good things.
10. Set aside at least ten minutes every day to savor a pleasant experience. Decide to withhold any conscious decisions during these ten minutes.
11. Write a letter to an editor about an event that brought your community closer.
12. Express gratitude to public officials such as police officers, fire fighters, and postal workers.
13. Before eating, think of all people who have contributed to what you are eating. Do this at least once a week.
14. Over dinner, talk with your loved ones about two good things that happened to them during the day.
15. Think of three past adversities and identify three serendipitous goods they led to.
16. Reminisce about your best moments of recognition, achievement, praise, and connection.

## **III. Hope [optimism, future-mindedness, future orientation]:**

1. Recall a situation when you or someone close to you overcame a difficult obstacle and succeeded.
2. List all the bad things that happened to you, then find at least two positive for each.
3. Visualize where and what you want to be after one, five and ten years. Sketch a pathway that you can follow to get there.

4. Record your negative and positive thoughts and notice how they affect your future performance.
5. Read about someone who succeeded despite difficulties and setbacks.
6. Recall bad decisions you made, forgive yourself, and see how you can make better decisions in the future.
7. When facing adversity, focus how you overcame a similar adversity in the past.
8. Mentally rehearse your next anticipated challenge. Build perspective by managing obstacles rather than trying to eliminate all of them.
9. For the next three challenging tasks, identify what would work best for you, thinking your way into right action or acting your way into right thinking.
10. Document past three accomplishments in detail and let them inspire your future.
11. Surround yourself with optimistic and future-minded friends, particularly when you face a setback.
12. Schedule at least fifteen minutes twice a week to spend generating optimistic ideas. Write them down and list actions you can take to realize your ideas. Discuss your ideas with your friends and make them partners in your endeavors.

#### **IV. Humor [playfulness]:**

1. Bring smile to someone's face every day through jokes, gestures, and playful activities.
2. Learn a new joke three times a week and tell them to friends.
3. Watch a sitcom, funny show/movie, or read a comic daily.
4. Cheer up a gloomy friend.
5. Find the fun and lighter side in most situations.
6. Be friends with someone who has great sense of humor.
7. Impersonate someone and share this with someone close to you.
8. Go out with your friends at least once a month for bowling, hiking, cross-country skiing, biking, and such.
9. Make a snowman when it snows or play volleyball at the beach.
10. Send funny emails to your friends.
11. Dress up for Halloween.
12. Play with your pet daily.

#### **V. Spirituality [religiousness, faith, purpose]:**

1. Spend some time every day in at least one activity that connects you with a higher power or reminds you where you fit in the large scheme of things.
2. Spend ten minutes daily in breathing deeply, relaxing, and meditating (emptying the mind of thoughts by focusing on breathing).
3. Mindfully worship and/or pray for five to ten minutes a day.
4. Read a spiritual or religious book every day for half an hour.
5. Explore different religions – take a class, research over the internet, meet a person of different religion, or attend the congregation of a different religion.
6. Note whether your everyday actions have any spiritual significance. If not, think ways of connecting the two.
7. Explore a fundamental purpose of your life and link your actions to that purpose.
8. Reflect how your spiritual beliefs and practices connect you with others authentically.
9. Make a weekly list of experiences that forge strong connections in your life.

## Topic 2: Visualizing future goals

### Theoretical introduction

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 2: Activities

### ACTIVITY 2: Best possible self

<b>Main objectives:</b> <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> Methodology: Individual work, discussion in pairs and in group	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	8-14
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	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, A4 sheets, pens
Material	Handout 2

## HANDOUT 2

### TOPIC 2/ ACTIVITY 2: Best possible self

You have been assigned to a condition in which you are going to think of your best possible self. Your best possible self means imagining yourself in a future in which everything has turned out as good as possible. You have worked hard and you have managed to realize all your life goals. You can envision it as satisfying all your life dreams and development of all your best possible potentials. In a moment, you are going to think of the best possible ways in which your life could develop on three domains (Personal, Relational, and Professional), with the goal to direct the decisions you make in the present.

You have probably never thought about yourself in this way but research has indicated that this method may have a positive influence on your mood. We would like to encourage you to keep thinking about and imagine yourself in this way during the next two weeks. In order to determine and guide constructing your best possible self, for the next 20 minutes you are going to think of and write down your goals, skills and desires you would like to achieve in the far future for each of the three domains, and finally merge these into a personal story like a diary. Think during this whole process of realistic skills and manageable goals/wishes that you would like to possess or attain in the future.

**Personal domain:** Think of goals you would like to attain on the personal level (e.g. physical and psychological skills and developments).

**Professional domain:** Think of goals you would like to attain on the professional/work related level (e.g. position, accomplishments, level of expertise, but also occupation and skills, etc.).

**Relational domain:** Think of goals you would like to attain on the relational level (e.g. relations and contacts with loved ones, friends, colleagues, but also joint activities etc. in your social life). Now we would like to ask you to write down in as much detail as possible your ideal future. You can use the goals you have just constructed as a guide. Try to activate your senses, feelings, and perceptions and make a personal story of it.

## Topic 3: Goal setting and obstacle overtaking

### Theoretical introduction

#### 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 3: Activities

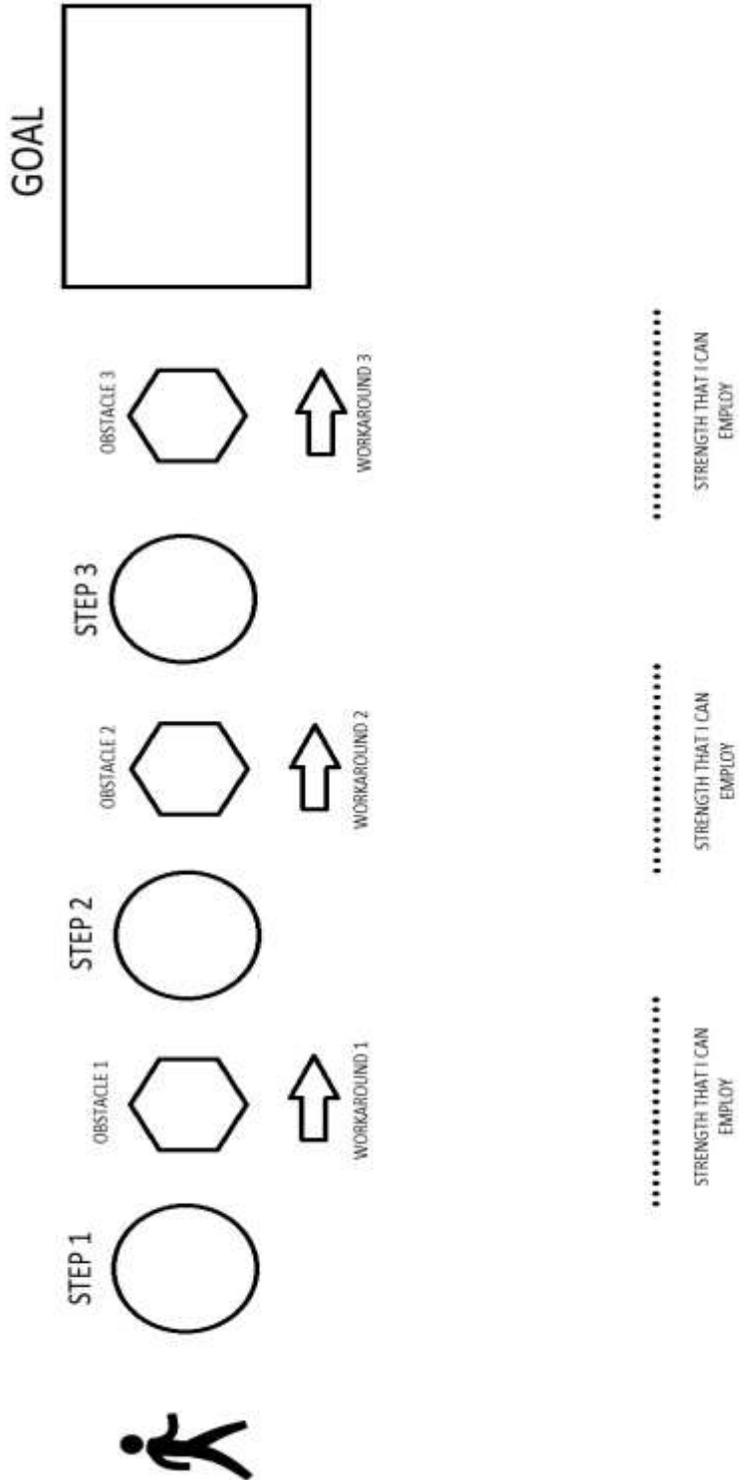
#### **ACTIVITY 3: Visualization of Hope**

The objectives of the exercise are: <ul style="list-style-type: none"> <li>• Setting an attainable goal</li> <li>• Making a comprehensive plan to achieve the goal</li> </ul> Methodology: individual work, work in pairs	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number	8-14
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	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.  _Reflection by participants and trainer.
Implementation	1) Introduction & psychoeducation 2) Presentation of aims of the exercise and steps for individual work 3) Activation – individual work 4) Reflections of trainees
Settings	classroom, A4 sheets, pens
Material	Handout 3
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.

**HANDOUT 3**

**TOPIC 3/ ACTIVITY 3: Goal Setting – obstacles and workarounds**

**GOAL SETTING - OBSTACLES AND WORKAROUNDS**



## Topic 4: Shifting focus to positive events

### Theoretical introduction

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 behavior (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 central to the genesis of hope and overcoming these barriers and adversities is resilience (Snyder, 2000).

## Topic 4: Activities

### **ACTIVITY 4: 3 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	8-14
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

**HANDOUT 4**

This action involves consciously spending a few minutes each day focusing on some of the good things that happen to us. By doing this we start to notice what goes right as well as wrong in our lives. Even on a bad day there are some good things that happen, however small.

1. Every night - before you go to bed, think back over your day and remember three good things that happened - things that went well, that you enjoyed or were grateful for. These can be small (e.g. a delicious sandwich or a child smiling on the bus) or of bigger importance for you. You'll probably find it varies. Try doing this every night for a week to start with.
2. Note them down - this is important. You may want to get a small notebook just for this purpose - or you can track them online using an app or website.
3. Think about why - for each thing you're grateful for, write down why it happened and why you feel good about it. This may feel a bit tricky at first but you'll soon get the hang.
4. Look back - after a week, have a look back on what you've written. How does it feel when you look at all these good things? Do you notice any themes?
5. Keep it up - try keeping it up for another couple of weeks at least. Many people find it becomes a bedtime habit. After a while you may find that you don't need to do it every night. Three times a week or even once a week might be enough. You may also find that you start to appreciate the good things more as they happen.

## Topic 5: Identifying and Disputing Pessimistic Thoughts

### Theoretical introduction

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 5: Activities

### ACTIVITY 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	8-14
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	Handout 5
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.

## HANDOUT 5

### ABCDE Disputation (Seligman, 2002) Instructions

There are several key differences between how pessimistic and optimistic people tend to think about the bad and the good things that happen to them (Seligman, 1991, 1998; Seligman et al., 1995). More specifically, people who are optimistic make external, variable, and specific attributions for failure-like events rather than the internal, stable, and global attributions made by pessimists. For example, a person who is optimistic will explain a relationship breakup as being due to a poor match between herself and her partner (external), and something that is unlikely to happen in her next relationship (variable), as this negative event is confined to this particular relationship (specific). In contrast, a pessimistic person in the same situation is likely to view the breakup as her fault because she was not pretty enough, caring enough, or good at opening up to other people (internal), and she will predict that such a poor outcome is likely to be repeated should she even find another person to connect with (global). When it comes to explaining successful events or outcomes, the optimist will attribute the success to internal, stable, and global factors while the pessimist will explain his or her success as the result of external, variable, and specific attributions.

Learn to consider alternative explanations for adverse events and to choose the one that is most variable and specific (rather than stable and global) is key to increasing optimism. In order to be able to effectively dispute your thoughts and beliefs in a variety of situations, you can set out to find concrete evidence that your beliefs are faulty. Becoming skilled at arguing with yourself is the key to the ABCDE technique (Seligman, 2002).

In order to effectively dispute your own pessimistic thoughts, you must first be able to recognize them and then to treat these thoughts as if someone else had said them to you. Indeed, we are often better able to dispute what other people say to us than what we say to ourselves (Seligman, 2002). One way to argue with yourself when you identify a pessimistic belief is to ask yourself the questions: “What is the evidence for the belief?” and “What alternative ways can I look at this situation?”. When you identify a pessimistic belief that is warranted, you might then ask yourself “What does this negative event really mean – is the outcome as negative as I am making it out to be?” or ask yourself “How useful is it for me to dwell on the negative event or belief?” (Seligman, 2002).

In this exercise you are being asked to pay attention to any *Adverse* experiences that you have over the course of the next few weeks that lead you to think like a pessimist. Next, write down your *Beliefs* about the adverse events and the *Consequences* of these pessimistic beliefs. Then vigorously *Dispute* your current beliefs in order to feel more *Energized* and optimistic about the adversities. If you find it difficult to dispute the thoughts on your own, turning to a friend or a loved one for help in finding the disputation may be helpful. Please record at least five disputation examples in the spaces provided below. Two examples of



completed ABCDE disputation records are provided below for your reference. The first example is about a bad event and the second is about a good event.

### **Example 1: Negative event**

**Adversity:** I received a negative review from my boss at work. She said that I am not outgoing enough to work the sales floor and therefore is going to have me work in the stockroom instead.

**Beliefs:** I have been working really hard and obviously it does not matter. I hate my boss and this stupid job. I don't want to see her or anyone at work for that matter. I am fed up with the whole thing.

**Consequences:** I got my review two days ago and am still furious. I really want to tell my boss off and then quit so that she can deal with covering my hours for the next week. I called in sick already yesterday since I could not fathom seeing her. I don't know what I am going to do tomorrow though. I am scheduled to work a double shift and don't have any more sick days left.

**Disputation:** Although I think my boss could have been more fair in my review, she is probably right that my personality is not as naturally outgoing as many of the other salespeople. I am not always comfortable talking to all of the customers and that probably shows through, but at the same time, I am not completely incapable as she made it seem. I guess she must see this on some level since she still wants me to work there, just in a different position. If she really disliked me, she could have just fired me. Maybe I am taking this too personally. I really do like my colleagues and the pay is pretty good. I guess in the stockroom I will have more time to interact with my colleagues and I don't have to worry so much about my wardrobe. Professional work clothes are expensive!

**Energization:** I feel much less angry. I am still a little bothered by how the review focused only on the negatives, but I know my boss had a lot of reviews to do that day so she was probably just trying to conserve time. It was hard to admit that I am not as outgoing as some of my colleagues, but I do realize that this is the case. I am actually looking forward to spending more time with my colleagues in the stock room and not feeling so on edge all the time.

### **Example 2: Positive event**

**Adversity:** I wrote a paper for my English class and my professor thought it was excellent. He asked me to write another paper to submit for a writing competition. The winner of the competition will have his or her work published nationally.

**Beliefs:** Oh my goodness! I am terrified! I am not that good of a writer. I just got lucky on that last paper. There is no way that I am going to be able to write anything even close to being competitive with all the other entries. I am going to utterly disappoint my professor and



probably end up with a poor grade in this class as a result. I wish he had never asked me to do this.

**Consequences:** I have writer's block and feel sick to my stomach. I don't even know where to begin. I just want to forget all about this.

**Disputation:** Wait a minute here, would a professor really tell me how good my work is if that were not true? What reason would he have for doing that? He has been teaching for almost 25 years so surely has seen a lot of papers and if he thinks mine is exceptional, then maybe it actually is. I have always gotten good grades in my English classes and on my papers for other classes too. Maybe I am not giving myself enough credit here. I already committed to doing this so I should just follow through. Even if I don't win, it will be a good experience to at least try.

**Energization:** I feel much more relaxed and able to think more clearly. I think I am over my writer's block too. I have a good idea of the topic I will write on and am going to head to the library right now to get more resources.

<b>ABCDE Disputation Record</b>				
<b>A</b> <b>Adversity:</b>				
<b>B</b> <b>Beliefs:</b>				
<b>C</b> <b>Consequences:</b>				
<b>D</b> <b>Disputation:</b>				
<b>E</b> <b>Energization:</b>				

## Topic 6: Emotion regulation strategies

### Theoretical introduction

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 6: Activities****ACTIVITY 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	8-14
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	Handout 6
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.

**HANDOUT 6****TOPIC 6/ ACTIVITY 6:**

Instructions and Items:

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Strongly Agree</b>			<b>Neutral</b>			<b>Strongly Disagree</b>

1. \_\_\_\_ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.
2. \_\_\_\_ I keep my emotions to myself.
3. \_\_\_\_ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.
4. \_\_\_\_ When I am feeling *positive* emotions, I am careful not to express them.
5. \_\_\_\_ When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.
6. \_\_\_\_ I control my emotions by *not expressing them*.
7. \_\_\_\_ When I want to feel more *positive* emotion, I *change the way I'm thinking about the situation*.
8. \_\_\_\_ I control my emotions by *changing the way I think about the situation I'm in*.
9. \_\_\_\_ When I am feeling *negative* emotions, I make sure not to express them.
10. \_\_\_\_ When I want to feel less *negative* emotion, I *change the way I'm thinking about the situation*.

**Scoring:**

Items 1, 3, 5, 7, 8, 10 make up the Cognitive Reappraisal facet.

Items 2, 4, 6, 9 make up the Expressive Suppression facet.

Scoring is kept continuous.

Each facet's scoring is kept separate.

**ACTIVITY 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	8-14
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	Handout 7
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.

**HANDOUT 7****TOPIC 6/ ACTIVITY 7:****EMOTION REGULATION WORKSHEET**

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**Identifying the Function of the Emotion**

Identify an emotional reaction (lasting a few moments to a few minutes) during the week and describe the following:

1. What was the prompting event?
  
2. What was your interpretation?
  
3. What was the emotion and intensity (0-100)?
  
4. Use the following to identify the function(s) of the emotion:
  - a. Did the emotion communicate something to others or influence their behavior? If so, describe:
  
  - b. Did the emotion organize or motivate you to do something? If so, describe:
  
  - c. Did the emotion give you information, color your perception, or lead you to any conclusions? If so, describe:

**ACTIVITY 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	8-14
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>
Settings	classroom, A4 sheets, pens
Material	Handout 8
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.

**HANDOUT 8****TOPIC 6/ ACTIVITY 8:**

STOPP is a strategy that will help you in the heat of the moment, when you are dealing with intense emotions. It incorporates aspects of Cognitive Behavioral Therapy (CBT), DBT, and mindfulness meditation to help you more effectively address and manage your emotional response to a challenging, difficult, or rage-inducing incident.

STOPP stands for:

- **S – Stop!**
  - Just pause for a moment.
- **T – Take a Breath**
  - Notice your breathing as you breathe in and out.
- **O – Observe**
  - What thoughts are going through your mind right now?
  - Where is your focus of attention?
  - What are you reacting to?
  - What sensations do you notice in your body?
- **P – Pull Back – Put in Some Perspective**
  - What’s the bigger picture?
  - Take the helicopter view.
  - What is another way of looking at this situation?
  - What would a trusted friend say to me right now?
  - Is this thought a fact or opinion?
  - What is a more reasonable explanation?
  - How important is this? How important will it be in 6 months’ time?
- **P – Practice What Works – Proceed**
  - What is the best thing to do right now?
  - Best for me, for others, for the situation?
  - What can I do that fits with my values?
  - Do what will be effective and appropriate (Vivyan, 2015).

Learning how to pause in between an intense emotional reaction and your ensuing actions is one of the most valuable and life-changing skills that a person can have. Practice STOPPING, and you will be in a great position to manage your most difficult emotions.

**STOPP Worksheet**

<p>Notice the intrusive or distressing thought, image, memory, trigger...</p>	<p>Write your reactions and alternative, healthier responses in this column. What works for you? What will help? What can you tell yourself? What do you need to remember at those times?</p>
<p><b>S</b>TOPPI</p> 	
<p><b>T</b>ake a breath</p> 	
<p><b>O</b>bserve – describe the feelings, images, thoughts, body sensations, triggers.</p> 	
<p><b>P</b>ull back / Put in some Perspective. What's the bigger picture? Take the helicopter view. Is this fact or opinion? How would someone else see this? Is there another way of looking at this?</p> 	
<p><b>P</b>ractice what works. What is the best thing to do right now – for me, for others, for the situation.</p> 	

## Topic 7: Conceptualising control

### Theoretical introduction

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 7: Activities

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

<p>The main objectives of the exercise are:</p> <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	8-14
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.

## Topic 8: Mindfulness: Externalizing focus

### Theoretical introduction

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 8: Activities

### ACTIVITY 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	8-14
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</p>



	discussion.
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



**HANDOUT 9**

**TOPIC 8/ ACTIVITY 11:**

**Mindful listening questions**

- 1: How did you feel when speaking during the exercise?
- 2: How did you feel when listening during the exercise?
- 3: Did you notice any mind-wandering?
- 4: If so, what was the distraction?
- 5: What helped you to bring your attention back to the present?
- 6: Did your mind judge while listening to others?
- 7: If so, how did “judging” feel in the body?
- 8: Were there times where you felt empathy?
- 9: If so, how did this feel in the body?
- 10: How did your body feel right before speaking?
- 11: How did your body feel right after speaking?
- 12: What are you feeling right now?
- 13: What would happen if you practiced mindful listening with each person that you spoke with?
- 14: Do you think mindful listening would change the way you interact and relate with others?
- 15: How would it feel if you set the intention to pay attention with curiosity, kindness and acceptance to everything you said and everything you listened to?

## Topic 9: Savouring

### Theoretical introduction

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 8: Activities

### ACTIVITY 12: 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	8-14
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

## Topic 10: Physical Activity

### Theoretical introduction

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.

## Topic 10: Activities

### ACTIVITY 13: Physical exercise

<p>The main objectives of the exercise are:</p> <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> <p>Methodology: psychoeducation, group work</p>	
Learning phase	MOBILITY & ADAPT
Target group	Any persons in preparation of labour mobility, any persons already in labour mobility
Effective number of participants	8-14
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.

## Section 5: LITERATURE

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## Chapter 4

# Communication competence

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## 4.0 Introduction

This training module is the fourth part of the modules for the European Labour Mobility Support – LAMOS EU that aims to help transnational mobility. Module four will develop the communication competences of European residents who wish to work abroad. Through the basic pillars of communication, it will help participants to deliver messages in a clear and concise way; to communicate their necessities with co-workers and bosses; to keep calm under stressful conditions; to discuss assertively about problems and negotiate possible solutions; to respect colleagues' opinions even when they differ; to manage a job interview; to 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, the learner 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 properly integrate the learner into a foreign working environment as well as a foreign society and to help him/her progress socially, culturally and professionally. This competence training is significant to prepare individuals and employees for transnational labour mobility (TLM) and to enhance their adaptation in a foreign workplace. We will offer a theoretical introduction and analyse the communication difficulties of working in a foreign country so that the learner will be equipped with the knowledge and skills to be able to overcome them.

The mobility of workers across international borders is hindered by the potential loss of unemployment benefits and social security abroad, by the complicated process of finding housing in the host country and cultural barriers (Bainbridge and Murray, 2000). In order to be able to manage these complications, workers abroad need to have appropriate communication skills. In a globalized context, companies which do not address these issues for a more expanded internationalization process, risk to be wiped off by the structural crisis. Companies, not only for surviving but also for further development, should have a wider eye for international environment, fostering human resources, from top management to young people, towards both hiring more international people (talent import) but also promoting the mobility of the national human capital. This is one of the pillars for creating a healthy business and profits in a real, globalised environment.

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 organized 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). Participants 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 is practical.

## **4.1**

### **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

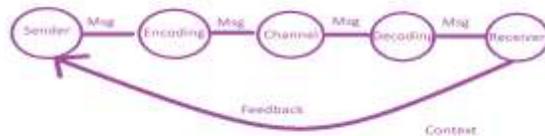
I am aware of the cultural barriers when talking to people

### 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-disclose (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.

## **4.2**

# **Methodological Advice & Training Programmes for MOBILITY & ADAPT Training of Communication Competence**

## Methodological Considerations

Coming to this training with an open mind and a participative and respectful mindset is the key for acquiring effective communication skills. An environment of relaxation, trust and learning will be created so that every participant can develop his/her skills without fear of judgement. Even though there is a theoretical part, the role of the facilitator is not to teach but to help the group make progress and find its own path in the easiest and most effective way. We encourage you to use energisers as frequently as possible to prevent energy levels from getting low. A useful tip is to regularly change activities or participants' roles. This module suggests several activities that deal with personal experiences. Feelings do help the learning experience, but you should be fully aware of each participant's energy levels and state of mind, and change the subject before emotions overflow. Avoid delicate subjects and take into account the physical limitations of the participants, since some energisers require physical activity. In case you decide to include some food elements in an activity, make sure that none of the participants is allergic to it or has some cultural reason why they cannot consume it.

The communication module consists of two sessions of 8 hours each: Mobility (which takes place in the origin country) and Adaptability (which takes place in the host country). Each of the sessions presents two theoretical parts and sets of exercises to demonstrate and practice the skills explained theoretically. After each set of exercises and at the end of each session, feedback is given. We encourage participants to change what is needed to keep the energy flow of the class. Several energizer activities are provided to be used when it's necessary. Be mindful of the time, it is easy to lose track. Equilibrate the purely theoretical with the conversation, address the participant's worries; apply the theory to daily life and address the learner's experiences with the subject. Do not put pressure on any of the learners when talking about experiences. Participants need to be pushed sometimes when they are shy with public speaking and they need to be able to manage an uncomfortable situation, but be sure not to make them so uncomfortable that it is not effective.

Bear in mind that some of the participants may be socially un-interactive, people with difficulties reaching out to others or expressing themselves. Learners who struggle with assertiveness, feedback, passivity, aggressiveness, who are not able to start a conversation or are not confident to negotiate. That is why the facilitators have to master the communication skills themselves before giving the training, so as to be calm and assertive, and creative enough to deal with different situations.

Some of the exercises can be carried out outside. If not, a clear space where learners can move freely is needed. Maybe an activity turns out to be too long or too short depending on the number or abilities of the participants. Count on it and prepare accordingly. Before the activity starts, it is desirable that the trainer demonstrates. Depending on the number of people, the facilitator may have to participate in some of the activities as well.

## Training Programmes of Module 4: “Communication Competence”

### Part 1: MOBILITY

<p>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.</p> <p>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.</p> <p>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.</p> <p>The MOBILITY communication training is closely linked to the training of other modules (especially intercultural and adaptability and openness competences).</p>	
<p>Learning objectives (descriptors): “Having finished the training...”</p> <ul style="list-style-type: none"> <li>○ I am able to contact and effectively communicate my needs to the employer/host organisation before the start of the mobility</li> <li>○ I am able to structure my communication making a previous planning of it</li> <li>○ I am able to deliver my message in a clear and concise way</li> <li>○ I am able to contact the different institutions and organisations needed to prepare for my mobility</li> <li>○ I am able to manage a job interview taking into account the communicative differences and challenges</li> </ul>	
Proposed Duration	8 hours/ 1 day
Sample Seminar Programme	<p><i>Mobility</i></p> <ul style="list-style-type: none"> <li>● Introduction of the teacher.</li> <li>● Introduction of the participants.</li> </ul> <p>Energizing activities and group</p>

	<p>dynamics.</p> <ul style="list-style-type: none"> <li>● Learners knowledge diagnosis about the topic to deal with</li> <li>● Theoretical part 1: the importance of having good communication skills.</li> <li>● <i>Break</i></li> <li>● Exercise 1: Testing the learner's current communication capacities in group activities.</li> <li>● Exercise 2: Role-playing: Interviewers and interviewees.</li> <li>● <i>Lunch break</i></li> <li>● Energizing activity</li> <li>● Theoretical part 2: communication skills applied to job interviews. What skills are valued in other countries? Using Engaging Language and Non-verbal communication.</li> <li>● Break</li> <li>● Exercise 3: Story time</li> <li>● Exercise 4: mock interview as close as possible to the real-life situation.</li> <li>● Exercise 5: Body Language - set of activities</li> <li>● Feedback by the teacher. Feedback from the learners .</li> <li>● Conclusion of the session.</li> </ul>
Schedule	<p><i>Mobility session:</i></p> <p>10 min. Introduction of teacher and participants</p> <p>30min. Energizing/team-building/ ice breaking exercises (relevant to the</p>

	<p>communication topic)</p> <p>10 min. Introduction to the topic</p> <p>10 min. Learnersknowledge diagnosis</p> <p>1 hour Theoretical session</p> <p>10 minutes break</p> <p>2 hours exercises and activities</p> <p><i>Lunch break</i></p> <p>30min. Energizing/team-building exercises</p> <p>1 hour Theoretical session</p> <p>10 minutes break</p> <p>2 hours and 20 mins exercises and activities</p> <p>10 min. Feedback by the teacher and learners</p>
<p>Learning material</p>	<ul style="list-style-type: none"> <li>● Manual</li> <li>● Workbook, Module Section (scripts, handouts, illustrations, examples... for work with this module)</li> <li>● Handbook</li> <li>● Forum, online platform</li> </ul>
<p>Recommendations for teachers in preparation and implementation. “Stumbling stones”</p>	<p>Keep the participants active and engaged at all moments. If at some point they start getting tired or lose interest, interrupt the class with an energizing activity.</p> <p>Intermittently ask questions and ask for opinions.</p> <p>Use digital tools, like Drive, Google Suite</p>

	and Europass CV
Learning Settings / technical equipment	<p>Classroom set up in U form or in a circle to prevent participants from staying behind, and to prevent the teacher from looking like an authoritative figure rather than a helping one.</p> <p>At least one laptop and a digital projector are needed, as well as different materials for the active exercises (post-its, pens, papers, cardboard, straws, thread, etc.) that are detailed in the annexes.</p>
Feedback	Feedback sheet
Follow-up	<p>Participants can repeat the group exercises with their close friends and family, and observe the different outcomes.</p> <p>See how the learner evolves once she/he has left to work abroad: creation of an online forum with all the useful material from the sessions and vital information of the destination country. Thus learner's development abroad can be monitored and they can ask questions.</p>

## Part 2: ADAPT

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.

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	
Proposed Duration	8 hours/ 1 day
Sample Seminar Programme	<i>Adaptability</i> <ul style="list-style-type: none"> <li>● Introduction of the teacher.</li> <li>● Energizing activities and group dynamics to engage the participants.</li> <li>● Theoretical lesson: the situations of a foreign working environment. The skill of listening.</li> <li>● Exercise 6: Active listening</li> <li>● Exercise 7: Paying attention</li> <li>● <i>Lunch break</i></li> <li>● Energizing activity</li> <li>● Theoretical lesson: The skills of reflecting, self-disclosure, induction and closure, assertiveness, persuasion negotiating and feedback.</li> <li>● Break</li> <li>● Exercise 8: Set of assertive and persuasive exercises.</li> <li>● Exercise 9: Work Situation.</li> <li>● Feedback by the teacher. Feedback of the learners .</li> <li>● Conclusion of the session.</li> </ul>
Schedule	<i>Adaptability session:</i>  10 min. Introduction of teacher and participants  30min. Energizing/teambuilding exercises

	<p>(relevant to the communication topic)</p> <p>10 min. Introduction to the topic</p> <p>10 min. Learners knowledge diagnosis</p> <p>1 hour Theoretical lesson</p> <p>10 minutes break</p> <p>2 hours exercises and activities</p> <p><i>Lunch break</i></p> <p>30min. Energizing/teambuilding exercises</p> <p>1 hour Theoretical lesson</p> <p>10 minutes break</p> <p>2 hours and 20 mins exercises and activities</p> <p>10 min. Feedback by the teacher and learners</p>
<p>Learning material</p>	<ul style="list-style-type: none"> <li>● Manual</li> <li>● Workbook, Module Section (scripts, handouts, illustrations, examples... for work with this module)</li> <li>● Handbook,</li> <li>● Forum, online platform</li> </ul>
<p>Recommendations for teachers in preparation and implementation. “Stumbling stones”</p>	<p>Keep the participants active and engaged in all moments. If at some point they start getting tired or lose interest, interrupt the class with an energizing activity.</p> <p>Intermittently ask questions and ask for opinions.</p> <p>Use digital tools, like Drive, Google Suite</p>

	and Europass CV
Learning Settings / technical equipment	<p>Classroom set up in U form or in a circle to prevent participants from staying behind, and to prevent the teacher from looking like an authoritative figure rather than a helping one.</p> <p>At least one laptop and a digital projector are needed, as well as different materials for the active exercises (post-its, pens, papers, cardboard, straws, thread, etc.) that are detailed in the annexes.</p>
Feedback	Feedback sheet
Follow-up	<p>Participants can repeat the group exercises with their close friends and family, and observe the different outcomes.</p> <p>If a learner has participated in Mobility training before, the trainer can see how his/her communicative skills have changed since then.</p> <p>See how the learner evolves once she/he started working abroad: creation of an online forum with all the useful material from the sessions and vital information of the destination country. Thus, learner's development abroad can be monitored and learners can exchange questions and views.</p>

# **Toolkit for Module 4**

## **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>
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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	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.  - Develop their interpersonal skills.
Duration	1 h.
Detailed description of the method	-Lesson will start with a theoretical dissertation -Conversation about the dissertation  - The trainer may decide to use a presentation  -Ask learners about their experiences  -The trainer may decide to use images, videos or a documentary  - Think about examples in their daily lives that apply to the problems and solutions described  - Another dissertation to sum the lesson up
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:

 Name: Edward Job: Actor Age:36 From: England He likes languages. He speaks four. English, Spanish, Italian and French	 Name: Nina Job: Writer Age:23 From: France She enjoys being organised. Her office has a white board with a week plan.	 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	 Name: María Job: Executive producer Age:27 From: Spain She is really into sports. She is the captain of a famous football team
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## Handout for Tool 4: Role playing: Interviewers and interviewees

There are many aspects to have a look before going to an interview.

### **A) Tips for when you go to an interview**

- When someone interviews us for working with them, they pay attention to several aspects.

They want to know your abilities for working in their company. So, if they are a hotel or any kind of touristic business, they will probably want you to know different languages and perhaps they are looking for someone who has study tourism. The titles and different studies and publications you have are important. As, sometimes, it is the grades you have obtained.

This is why, when you are looking for a job, you need to know which kind of business are you applying to, what do they do and what kind of employee are they looking for.

Also, it is important, to have a look at the “Minimum requirements”, where the business owners have written all the skills they want his/her new employee to have. If they are looking for someone with 5 years of experience and you don't have any experience in that field, you shouldn't apply, because it will probably be a waste of time.

Or, if for example, they need someone to work during mornings, and you cannot work during mornings, you should look for other job offer.

In order to work abroad, having recommendations is highly important. It, you do not count with previous working experience ask any of your College/VET teachers to write a recommendation letter for you. They will probably ask for more than one and they have to be up to date. If you have working experience you can ask both, a teacher and your previous boss. Internships, private lessons or baby sitting can be of use, depending of the position you are applying for. So, look for all the different options you have. The more the merrier.

Get to know the work-life balance of the company. Taking vacations as an example. There are big differences depending on the country you are working, for example: while in the UK you can get an amount of 25 days of vacations, in the U.S. you will get half of that.

Be sure to know how long your position abroad might last, and the conditions of leaving before time. There are places in Europe where you have to give a three-month advance notice. Dress according to code. Not every country has the same dressing code for interviews. Meanwhile, men's dressing code don't significantly change, women might. There are places in Europe, for example, where women have to wear suit for interviews.

Those are some tips you should know before applying to any job.

- Once you have applied, and the business owner tells you they want to interview you should pay attention to the next steps:



· First of all, you should know everything about the business: what they do, when did they create the business, in which cities/countries do they work, which are their mission and vision.

· Once you know everything about them, it is your time to highlight everything about you, and let them to know as much as possible, with facts related to the position. What did you study (including the different languages you speak, your computer knowledge and that kind of abilities you have for the business are you interested in).

· But you don't need to just tell them who you "are", but, also what they want you to "be". This means, you should tell them how good you are for that job and how helpful you will be for their company. Of course, this doesn't mean you should lie, because, one way or another the truth comes out, just tell them everything you know, and how good you are at that, that is why you need to believe in yourself.

Don't forget to highlight the reason you chose that country and how, even with the difficulties you might find, you are the perfect person to go there and for the position you are asking for.

Show your interest for their culture and your knowledge of it.

If you have previously worked or lived abroad, do not hesitate in letting them know, and let them know your experience and anecdotes that might present you as an independent and resourceful person.

## **B) List of questions for the interview**

These are typical questions they can ask you in an interview:

1. Tell me about yourself.
2. What is your greatest strength/weakness?
3. Tell me about something that's not on your resume.
4. How will your greatest strength help you perform?
5. How do you handle failure/success? And stress/pressure?
6. Do you consider yourself successful? Why?
7. How would you describe yourself? Describe a typical work week.
8. Are you lucky?
9. Are you nice?
10. Are you willing to fail?
11. Describe your work style. Do you work well with other people?
12. Do you take work home with you?
13. How are you different from the competition?



14. How do you view yourself? Whom do you compare yourself to?
15. How does this job fit in with your career plan?
16. How many hours per week do you normally work?
17. How would you adjust to working for a new company?
18. How would you describe the pace at which you work?
19. How would your co-workers describe your personality?
20. Is there anything else we should know about you?
21. What motivates you? Are you a self-motivator?
22. What do you find are the most difficult decisions to make?
23. What has been the greatest disappointment in your life?
24. What are you passionate about? What are your hobbies?
25. What are your pet peeves?
26. What is your dream job?
27. What will/won't you miss about your last job?
28. Would you rather be liked or respected?
29. Why should I take a risk on you?
30. If you could relive the last 10 years of your life, what would you do differently?
31. Do you have any previous international experience? Tell us about it.
32. Have you ever worked with people with different cultural background?
33. What kind difficulties do you think you are more likely to face while to adapting to a different country?
34. What skills do you have that would help you adapt to working abroad?
35. Why are you interested to work in our Country?
36. What do you think are the biggest cultural differences between both our Countries?

**B) Do's and don'ts of an interview:**

Do's of an interview	Don't's of an interview
<ul style="list-style-type: none"> <li>· Eye contact: This way you transmit confidence.</li> <li>· Smile: They want us to be friendly, and even more if you will work face to face with the customers.</li> <li>· Sell Yourself: Describe situations or challenges you have faced, the actions you took to intervene, and the results you</li> </ul>	<ul style="list-style-type: none"> <li>· Do not lie: This never makes sense because finally they will see the truth. For example if they ask you to do something and you don't know how to do that.</li> <li>· Don't be negative: Never criticize any previous employers, supervisors, or co-workers during a job interview. This can raise questions about your ability to work well with others or to accept accountability. As well, don't fixate on your own weaknesses or treat</li> </ul>



<p>generated.</p> <ul style="list-style-type: none"> <li>· Use Common Sense: Dressing or behaving too casually can raise questions about your professionalism, as can things like checking your cell phone during the interview. If something seems like it would be inappropriate for a job interview, it probably is.</li> </ul>	<p>them as hindrances. Be prepared to acknowledge them, but address them as an opportunity to learn and improve.</p> <ul style="list-style-type: none"> <li>· Don't be late (or excessively early): Be on time for your interview, and remember to take into account that you'll likely want a few minutes to situate yourself, organize your notes, and maybe use the restroom. Arriving too far in advance of the scheduled time can leave a negative impression and possibly raise questions about your time management skills or ability to follow directions.</li> </ul>
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**D) Self Assessment Sheet:**

<p>We are going to give you some statements and we would like you to tell us how you feel best describe you (Exactly Like me / Very like me / Somewhat like me / A little like me / Not like me at all)</p> <ol style="list-style-type: none"> <li>1. I am open minded and am willing to change my viewpoint based on the valid opinion of others</li> <li>2. I prepare for all communications and think things through before I speak</li> <li>3. I always tailor my message to suit the person(s) I am talking to</li> <li>4. I find it easy to listen to what other people have to say without interrupting</li> <li>5. I am good at making eye contact with people when I am talking to them</li> <li>6. I am not intimidated by situations where I must communicate with difficult employees</li> <li>7. I am confident when I talk to people and speak clearly without mumbling</li> <li>8. I am good at getting my point across in a clear, concise manner without waffling</li> <li>9. I find it easy to concentrate on what others are saying and don't lose my focus</li> <li>10. I don't start planning my response whilst the other person is talking</li> <li>11. I don't think that my opinion is the most important in the room</li> <li>12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it</li> <li>13. I make a conscious effort to match my body language to the message I want to convey</li> <li>14. I am good at reading the body language of others</li> <li>15. I can keep my cool when talking to other people even if I feel angry about what they say</li> <li>16. When other people in the group are quiet, I encourage them to contribute</li> <li>17. I don't shout and point at people when we have a heated conversation</li> <li>18. When group discussions get heated, I am good at keeping everyone calm and on the point</li> <li>19. I feel comfortable holding meetings</li> <li>20. I am good at summarising the key points of conversations which I have with people</li> </ol>
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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>

**Jump walk stop (10')**

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”.

**Human Rock Paper Scissors (10')**

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.

**Visual Phone (20')**

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 blank 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.

**Forming Triangles (10')**

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

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



## Handout for Tool 8: mock interview as close as possible to the real-life situation

### *Interviewer questions*

1. Why did you choose our company instead of other one from the same sector?
2. Could you tell me what do we do exactly?
3. How do you see yourself in 3 years' time?
4. Could you tell me the experience you have in this field?
5. Why did you quit your last job?
6. How do you feel working extra hours?
7. Could you tell me your best virtue and your worst defect?
8. Tell me about a time when you were a champion for change or a change agent?
9. Why are you memorable?
10. Tell me about a project you're proud of.
11. What would keep you engaged in this role?
12. What defines success in this role?
13. What sets you apart from other candidates?
14. Can you paint me a picture of the role you'd leave your current position for?
15. Tell me about the people you've managed and where they are now?
16. What do you like about your job?
17. Why did you select this as a profession?
18. Can you give an example of a time when you solved a complex problem with little or no information to start?
19. What factors would cause you to consider leaving this role?
20. Why do you want to work abroad?
21. Do you have any previous international experience? Tell us about it.
22. Have you ever worked with people with different cultural background?
23. What kind difficulties do you think you are more likely to face while to adapting to a different country?
24. What skills do you have that would help you adapt to working abroad?
25. Why are you interested to work in our Country?
26. What do you think are the biggest cultural differences between both our Countries?

### *Applicant questions*

1. Could you tell me what will my tasks be exactly? Will they change over time?
2. How often do we have (employees) any kind of trainings/formations?
3. Where are the trainings; in the office, in other place like an academy, online?
4. Do we do work trips? How often and to where?



5. Are you flexible with the schedule?
6. Do we (employees) have the chance to choose the days we want to go on holidays?
7. Do you do any kind of recognition (honorific or economic) in order to congratulate someone who has done a great job?
8. How would you describe the responsibilities of the position?
9. How would you describe a typical day and week in this position?
10. Is this a new position? If not, what did the previous employee go on to do?
11. What is the company's management style?
12. Who does this position report to? If I am offered the position, can I meet him or her?
13. How many people work in this office/department?
14. Is relocation a possibility?
15. Is overtime expected?
16. What are the prospects for growth and advancement?
17. How does one advance in the company?
18. Are there any examples of a career path beginning with this position?
19. Would you like a list of references?
20. If I am extended a job offer, how soon would you like me to start?
21. What can I clarify for you about my qualifications?
22. Do you have a policy for helping new members of the team get on board?
23. What are biggest challenges of this job?
24. What's the most important thing I should accomplish in the first ninety days?
25. How would you describe this company's values?
26. How has the company changed over the last few years?
27. What are the company's plans for growth and development?
28. What are the biggest rewards of the job and working for this company?
29. What is the best part of working for this company?
30. What's your least favourite part of working here?
31. What type of background do you feel would be best suited for success in this position?
32. Are accommodations included?
33. If not, do you offer help finding somewhere to live?
34. What is the typical deposit like?
35. How are the contract conditions to rent a place in your country?
36. Should I apply through a VISA service?
37. What can I save on a monthly basis?
38. What type of medical insurance do you provide?
39. Is there another international employee in the company? If so, could you get me in touch with them?
40. Are languages lessons provided by the company?

**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



### Handout for Tool 10: Feedback

Please mark with an x one of the blanks depending on how much you agree with the statements below (1. I totally agree, 2. I agree, 3. I don't know/mind, 4. I disagree, 5. I totally disagree). Besides, we encourage you to write a comment with any suggestion/criticism you may have.

STATEMENTS	1	2	3	4	5
This session has been useful for me.					
This session represents what happens in real life.					
In this session we have done what the title said we were going to do.					
There were some parts of the session I didn't like.					
There were some parts that were not useful.					
This session should be improved somehow.					
It was easy to understand what I had to do in the session (well-expressed title, good explanations).					
I felt comfortable working with my colleagues and trainer.					
I felt respected by others.					
This session was interesting.					
I would do another course like this.					
I have learned new things.					

Comments:

## Tool 11: 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)	
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.

Detailed description of the method	<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')**

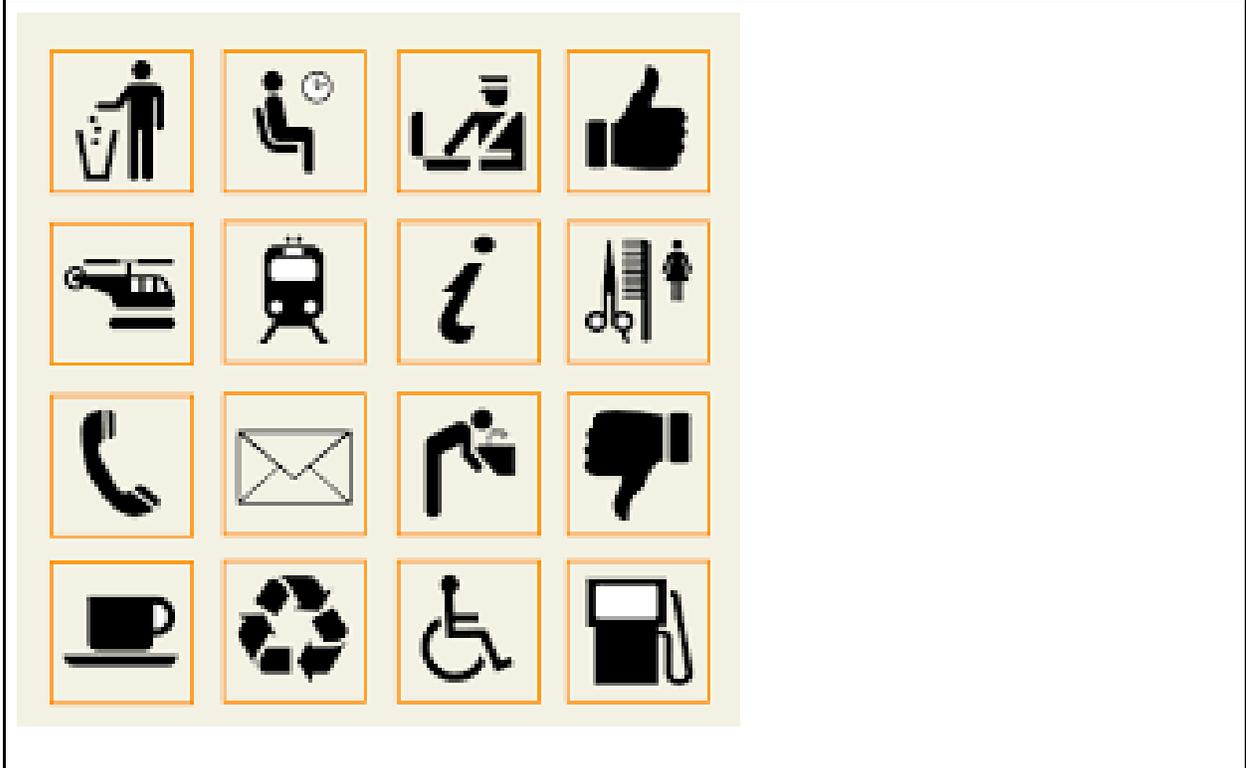
Learners will look at an image or several objects placed on a table for a minute. Then they are covered up and participants have to write down all of the objects. Share everyone's results. Then do it again, this time learners can look for two minutes. Share results and compare. Then only one of the learners 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.

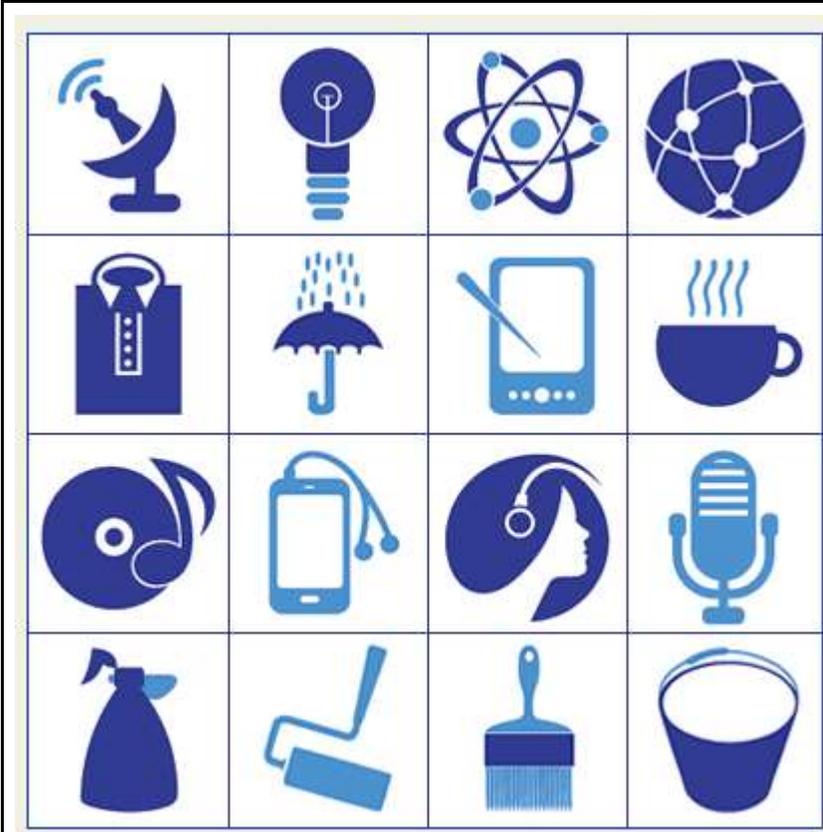


Implementation	Demonstration, active stage
Learning Settings	These activities may be carried out outside. If that is not possible, a space where they can stand in a circle holding hands is needed.
Useful methodological advice	Count Backwards and Final Countdown may either be too long or too short depending 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.

### Handout for Tool 13: Paying attention

Here we have a few pictures from the easier to the more difficult to look at them for a few minutes and next, try to remember what you saw.





<b>YELLOW</b>	<b>BLUE</b>	<b>ORANGE</b>
<b>BLACK</b>	<b>RED</b>	<b>GREEN</b>
<b>PURPLE</b>	<b>YELLOW</b>	<b>RED</b>
<b>ORANGE</b>	<b>GREEN</b>	<b>BLACK</b>
<b>BLUE</b>	<b>RED</b>	<b>PURPLE</b>
<b>GREEN</b>	<b>BLUE</b>	<b>ORANGE</b>



**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**

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	
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

<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>A) <b>Giving positive feedback</b> about someone's behaviour or attitude (3 learners: one feedback recipient, one feedback giver, and one observer):</p> <p>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.</p> <p>Observer: Note the behaviours and words used by each learner. What were the strengths and weaknesses of the interaction?</p> <p>If time, switch roles and practice the scenario again.</p>
<p>B) <b>Giving negative (constructive) feedback</b> about someone's behaviour or attitude (3 learners: one feedback recipient, one feedback giver, and one observer):</p> <p>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.</p> <p>Observer: Note the behaviours and words used by each learner. What were the strengths and weaknesses of the interaction?</p> <p>If there is time, switch roles and practice the scenario again.</p>

**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.

	<b>EFFECTIVE FEEDBACK</b>	<b>INEFFECTIVE FEEDBACK</b>
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**

<p>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.</p>	
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	<p>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.</p>
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.
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### Handout for Tool 18: Work Situation

List and description of real-life communication problems and situations that foreigners face
<p><b>1ª Different ways of talking between a country and another, different standards of politeness.</b></p> <p><b>A)</b> For example when you go to a pub and ask for a drink, in some countries it is very rude if you just ask for the drink, in those countries you need to ask it very politely and be grateful. Same thing can happen in the workplace. For example:</p> <p>The boss approaches a worker, touches his shoulder and says:</p> <p>“Make 3 photocopies of each project we have and put them in my office”</p> <p>The worker is a bit startled, avoids eye contact, nods and hurriedly goes to make the photocopies, wondering what he has done wrong and why his boss is angry with him.</p> <p><b>What has happened here? What could both of them have done differently? What communicative skills have been lacking?</b></p> <p>That sentence and body language would be alright for people from some countries, but the same would be impolite for people from another country, they would say the same this way:</p> <p>“Sorry María, could you please make me a favour? I would appreciate if you could make 3 photocopies of each project we have. It would be great if you could put them in my office. Thank you”</p> <p>This example is maybe a bit exaggerated, but we have to be careful with what we say and how we say it depending on the communicative norms of the country we are in.</p> <p><b>B)</b> Other examples are the expressions and ironic phrases, because every country can have a different way to express themselves. Maybe when someone wants to be funny, but for some reason other people think they express seriousness. For example:</p> <p>It is one of your firsts days working in your new job, you arrive late and your boss says with a straight face:</p> <p>“I don’t want you to be late ever again.”</p> <p>You apologize and say it won’t happen again, and your boss starts laughing and says</p>



“Don’t worry, it was just a joke!”

But, you feel bad anyway because now you think they are going to have the stereotype that you are late for work, and you are not sure whether your boss is laughing at you. You are not used to the kind of humour from that country.

That could be a problem when someone thinks that the other is an impolite person for speaking one way or another, but the thing is, they are just talking like they would in their country.

**What has happened here? What could both of them have done differently? What communicative skills have been lacking?**

**2<sup>a</sup> Language barriers**

Language is not just words, are expressions, emotions, different ways of talking, made expressions which written have nothing to do in a country or another, but we use them to express the same. These can lead to misunderstandings even between people from the same country, so, of course, it would be more difficult between people from different countries each other. For example:

Your boss tells you

“We have our next meeting in two minutes”

Since your boss has literally told you that your meeting is in two minutes, you grab your suitcase and run to the meeting room. There is no one there, light is not even on. You wait patiently but people don’t start arriving until 15 minutes after. You are not sure if your boss was talking figuratively or if this is another joke.

**What has happened here? What could both of them have done differently? What communicative skills have been lacking?**

**3<sup>a</sup> Accent**

When you go to another country you can think you know their language because you have passed an exam about that language in your country. But that cannot be truly true because it is not the same studying a language to pass an exam than speak a language to communicate in other country.

Also, it is really complicated deal with different accents, because maybe you understand people from the North of a country, but you cannot understand people from the same country but from a different city. For example:

There are many words in some countries which are pronounced the same way or similar. So, if your boss tells you



“I need you to finish this project by eleven fifteen”

But you understand “eleven fifty”, there will be a problem because the project will be finished late.

**What has happened here? What could both of them have done differently? What communicative skills have been lacking?**

#### 4<sup>a</sup> Culture

Culture can be very different among countries, that is why sometimes immigrants may not feel at home.

For example the lifestyle (at what time you need to get up, have lunch or go to work) can be really different between a country and another, which can be baffling and difficult to get used to.

One of your colleagues tells you to meet for lunch at the door. When it is 1 pm, you go to the door and wait. And wait. When you finally go see if something is keeping your colleague from coming, you see they are still working and you get a bit upset. They look surprised at you and say “Yes, we are going to meet for lunch, but it is not 3pm yet!”

**What has happened here? What could both of them have done differently? What communicative skills have been lacking?**

#### 5<sup>a</sup> Working

When you are working in another country, and more important if you work face to face with the customer, you need to behave yourself as people do in that country.

For example the words you use, body language and actions are very different among countries and those can be seen as not proper behaviour. For example:

You start working face to face with people explaining to them how to use the new I-phone model. You try your hardest to be always polite, friendly and smile a lot, you start conversations with the customers to make them feel at home, you look into their eyes, tap their backs, ask them about their lives. So you are surprised when your boss tells you they have been receiving complaints about you.

**What has happened here? What could both of them have done differently? What communicative skills have been lacking?**

Of course the opposite would happen if we were in another country where those things are valued the most, and would consider a worker that do not do them quite cold and unapproachable.



Now think of communicative situations like these. Maybe you have lived or seen them. If you have not, invent some of these situations that you think may happen/ are afraid may happen if you are working abroad. Write them down, share them with the class and answer **What has happened? What could both of them have done differently? What communicative skills have been lacking?**

## 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)

## Chapter 5

# Self- Efficacy. Persistence

## Content

- 5.0 Introduction
- 5.1 Theoretical introduction to the Self-efficacy and Persistence Training Module (MOBILITY & ADAPT)
- 5.2 Methodological advice.
  - Training Programme of Module 5/ MOBILITY
  - Training Programme of Module 5/ ADAPT
- 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 chapter aims at providing clear guidelines to trainers for delivering the Training Programme in Self-efficacy and Persistence to prepare individual EU citizens / workers for transnational labour mobility (TLM) 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 using the whole material or just a part of it.

The section is divided into 3 main subchapters:

- Theoretical introduction
- Methodology. Training Programme
- Teaching materials (a set of tools for practical exercises)

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

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 in terms of transnational labour mobility.

Self-efficacy has powerful effects on learning, motivation, and performance and thus success in transnational labour mobility. 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 works 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 perform.

In psychology, persistence (PS) is a personality trait. It is measured in the Temperament and Character Inventory (TCI) and is considered one of the four temperament traits. It is one of the models for personality traits (Cloninger). Persistence 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**

# **Theoretical introduction to the Training Module**

## **Self-efficacy and Persistence (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.

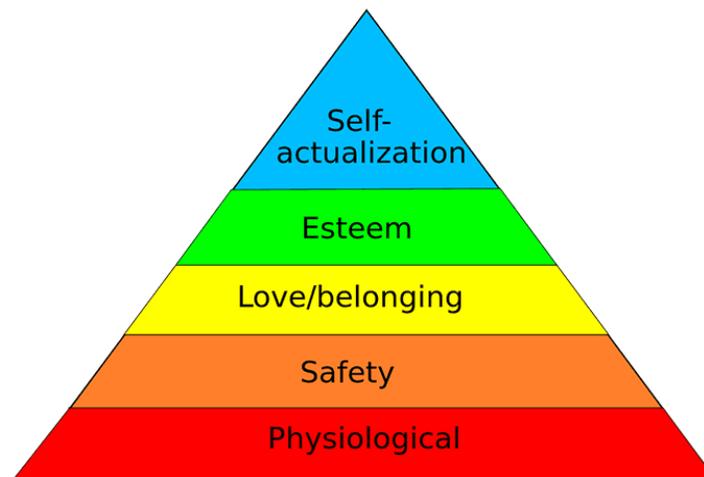
There will, of course, be some values that will stay constant throughout our life. These could be values of health, happiness, loyalty, empathy, selflessness, and more. These are the values lying at our core.

## 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.

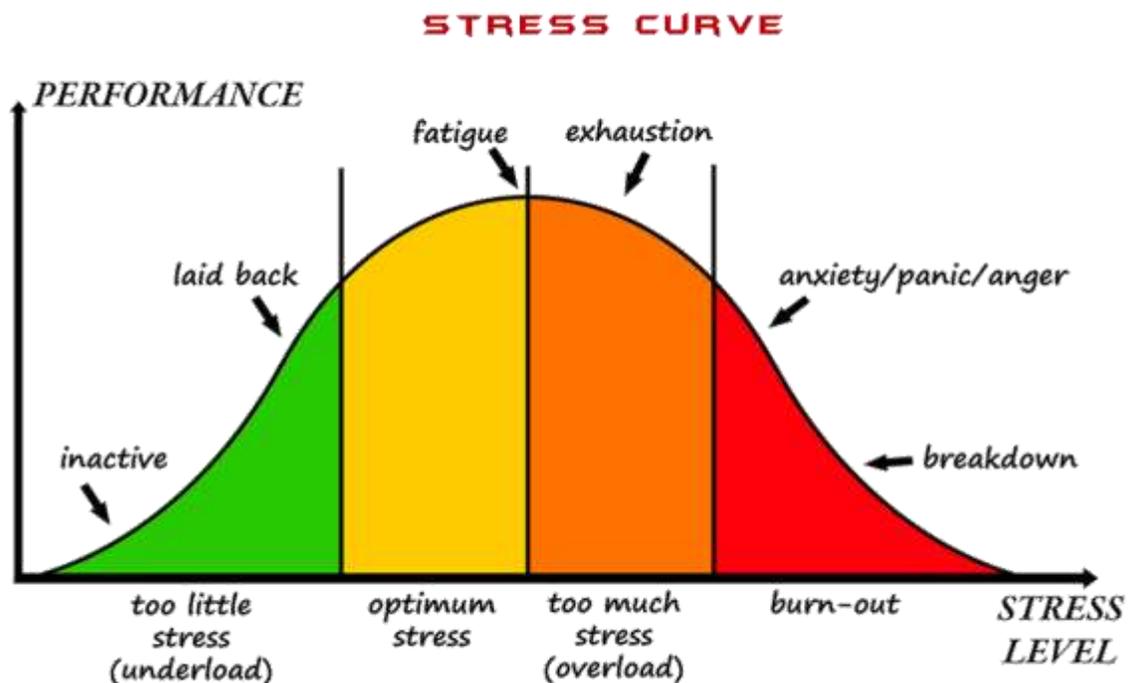
It is important to remember that stress is strongly individual. Excessive pressure for one may be quite common or even pleasant for another. Various people view stress occasions differently (with different levels of intensity). Stress can influence various body parts, relationships and our feelings;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

## 5.2

# **Methodological Advice & Training Programmes for MOBILITY & ADAPT Training of Self-efficacy and Persistence**

The proposed training programme in Self-efficacy and Persistence has been designed for two interlinked phases:

- 3) MOBILITY path - implementation in the home country, before transnational labour mobility as the preparatory intervention
- 4) 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:

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

Note: The training programme designed as MOBILITY path could be also implemented in host organisation as part of ADAPT path, only if individuals haven't attended such training in their home country. It is recommended to complete both training paths with professional career guidance.

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.

## Training Programme of Module 5: “Self-efficacy. Persistence”

### Part 1: MOBILITY

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.

<p>Learning objectives</p> <p>By the end of the training, trainee will be able to:</p> <ul style="list-style-type: none"> <li>- understand what resilience is, where it comes from and how to build and maximise own resilience in foreign environment</li> <li>- set clear goals, expectations and their acceptance</li> <li>- realise what motivates you and what makes you stressed</li> <li>- define internal and external barriers to be persistent</li> <li>- manage stress and unexpected barriers and obstacles during mobility</li> <li>- find out own strengths and weaknesses and how to make use of them</li> <li>- manage own time to set goals and prioritize them in terms of transnational mobility</li> <li>- make decisions about what to do and when</li> <li>- apply a structured whole-brain process to shape current and future commitments</li> </ul>	
<p>Duration</p>	<p>MOBILITY: 16 hours/ 2 days (training) supported by professional guidance</p>
<p>Sample Seminar Programme for a 2-days seminar</p>	<p><b>1<sup>st</sup> day (8 hours)</b></p> <p><b>Opening/ Introduction</b></p> <ol style="list-style-type: none"> <li>1. Introduction of a trainer and participants – getting know each other</li> <li>2. Presentation of the training programme and forms its implementation</li> <li>3. Diagnosis of expectations and needs of the participants</li> <li>4. Contract – establishing the working rules during the training between a trainer and participants</li> </ol> <p><b>Introduction to resilience/ persistence</b></p> <ul style="list-style-type: none"> <li>- What is resilience and self-efficacy?</li> <li>- Why does it matter in terms of transnational labour mobility?</li> </ul> <p><b>Topic 1: Get to know yourself better and discover hidden possibilities and strengths</b></p> <p>Our strengths and weaknesses</p>

	<ul style="list-style-type: none"><li>- Diagnosis of our strengths and weaknesses</li><li>- How to make use of our strengths</li><li>- Our hierarchy of values</li></ul> <p><b>Topic 2: Motivation</b></p> <ul style="list-style-type: none"><li>- Relationship between effectiveness and motivation</li><li>- Importance of motivation and its concept</li><li>- Defining factors that motivate people</li></ul> <p><b>Topic 3: Effective time planning</b></p> <ul style="list-style-type: none"><li>- Rules of effective time management</li><li>- Time management and relationships with other people</li></ul> <p><b>Topic 4: Obstacles in implementation of plans</b></p> <ul style="list-style-type: none"><li>- Postponing</li><li>- Perfectionism</li><li>- Dealing with “time wasters”</li><li>- Techniques to be focused on “here and now”</li></ul> <p><b>Feedback by participants and teacher</b></p> <p><b>Closing/Summary of training day</b></p> <p><b><u>2<sup>nd</sup> day (8 hours)</u></b></p> <p><b>Opening/ Introduction</b></p> <p>Introduction of a trainer to the 2<sup>nd</sup> day of the training</p> <ul style="list-style-type: none"><li>- aims and objectives</li><li>- content</li><li>- methods</li></ul> <p><b>Topic 5: Setting goals</b></p> <ul style="list-style-type: none"><li>- Principle of defining purposes according to SMARTER concept,</li><li>- Concept of purpose mapping</li></ul>
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**Topic 6: Stress**

Psychological concepts of stress

- Identifying sources and first symptoms of stress
- Classification of stressful situations
- Profits and losses of functioning in stressful situations

**Topic 7: Personal stressors**

- Burdens related to occupational and social roles
- Stressors regarding interpersonal relationships
- Stress factors related to professional development and future vision

**Topic 8: Coping with stress (techniques)**

- Schultz autogenous training
- Work with a body
- Anchoring emotional states
- Imagination as a method to control stress levels

**Feedback by participants and teacher****Closing/Summary of training day****Professional guidance (duration: 3-6 months)**

Objectives:

- to help participants succeeding in working and living abroad;
- to help participants in believing in his/her own plans and projects;
- to help participants in acquiring awareness about their skills and the potential;

A career counsellor will be assigned to each participant. The professional guidance will be implemented through individual ad hoc face-to-face meetings and contacts through Skype. It is advised to implement it at the same time with training and competences check-up.

	<p>Main outcome of professional guidance: action plan for transnational labour mobility developed by every participant supported by career counsellor to be revised during the mobility.</p> <p><b>6-8 Meetings (1 face to face meeting in every 2-3 weeks) – action plan</b></p> <p>Career counsellor drafts a report about the status of the action plan after each meeting.</p>
Schedule	<p>Morning session - 4 learning units (45 min)</p> <p>Coffee Breaks 15 min. Lunch break 1h</p> <p>Afternoon session - 4 learning units</p>
Learning material	<ul style="list-style-type: none"> <li>- Manual</li> <li>- Handouts</li> <li>- Handbook</li> </ul> <p><u>Learning methods:</u></p> <p>Lecture, Individual work, Group work, Brainstorming, Discussion., Working in pairs</p>
Learning Settings	<p>Computer, projector, large sheets of paper, flipcharts, markers, adhesive tape, card/paper, colourful magazines</p>
Feedback/ Evaluation	<p>Participants are asked to assess and reflect on training session.</p> <ol style="list-style-type: none"> <li>1. Self-evaluation – each student fills in an individual participation sheet.</li> <li>2. Team members’ evaluation – students are given the evaluation sheets to assess the rest of the course participants.</li> </ol>
Follow-up	<p>Teacher’s recommendation to trainee:</p> <ol style="list-style-type: none"> <li>4. verification of skills and knowledge gained during the training (MOBILITY PATH) though facing real situations abroad (ADAPT PATH)</li> <li>5. developing the action plan before transnational labour mobility and its revision during the mobility</li> <li>6. professional guidance</li> <li>7. completion of training with individual counselling</li> </ol>

## Part 2: ADAPT

<p><b>Group coaching</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- To manage interpersonal relations in the longer period;</li> <li>- To favour networking among participants;</li> <li>- To help participants to acquire competences to solve typical problems of foreign employee;</li> <li>- To give participants instruments and tools to manage in foreign environment;</li> <li>- To give participants the possibility to bring and present to the audience real situations;</li> <li>- To permit the acquisition of personal skills through peer learning and coaching;</li> </ul> <p>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.</p> <p>6 months (1 meeting in every 2-3 weeks - 3 hours each)</p>	
Schedule	6 months (1 meeting in every 2-3 weeks - 3 hours each)
Learning material	<p><u>Learning methods:</u></p> <p>Group work, Discussion</p>
Learning Settings	Computer, projector, large sheets of paper, flipcharts, markers, adhesive tape, card/paper
Feedback/ Evaluation	<p>Participants are asked to assess and reflect on training session.</p> <ol style="list-style-type: none"> <li>1. Self-evaluation – each student fills in an individual participation sheet.</li> <li>2. Team members’ evaluation – students are given the evaluation sheets to assess the rest of the course participants.</li> </ol>
Follow-up	<p>Teacher’s recommendation to trainee:</p> <ol style="list-style-type: none"> <li>1. verification of skills and knowledge gained during the training (MOBILITY PATH) though facing real situations abroad (ADAPT PATH)</li> <li>2. developing the action plan before transnational labour mobility and its revision during the mobility</li> <li>3. combining coaching with mentoring</li> </ol>

## 5.3

# Toolkit for Module 5

## 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

<p>The main aims of the activity are:</p> <ul style="list-style-type: none"> <li>- to understand and identify own strengths and weaknesses, opportunities and threats</li> <li>- to understand how to make use of strengths and weaknesses in our professional and private life for successful transnational labour mobility</li> </ul> <p>Methodology: theory, individual work</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects.	<p>Trainee will be able:</p> <ul style="list-style-type: none"> <li>▪ to name his/her strengths and weakness</li> <li>▪ to make use of identified strengths and weaknesses aboard</li> </ul>
Duration	45 min.
Detailed description of the method	<p>The activity starts from lecture on self-efficacy and persistence - competencies, personal traits, strengths and weaknesses</p> <p>To diagnose own strengths and weaknesses, the following exercise is proposed:</p> <ol style="list-style-type: none"> <li>1. The first stage of the exercise is SWOT analysis - analysis of strengths, weaknesses, opportunities and threats. Trainer distributes paper sheets with printed table (see handout) to be completed. Participants fill in the table.</li> <li>2. Then trainer distributes the paper sheets with printed TOWS table</li> </ol>

	<p>(see handout) among participants. Participants complete the TOWS table with the data from the SWOT table.</p> <p>3. Next step is to complete the rest of the items in the TOWS table corresponding to the questions:</p> <p>Strengths and opportunities (SO) How can you use your strengths to take advantage of the opportunity?</p> <p>Strengths and threats (ST) How can you use your strengths to avoid potential threats?</p> <p>Weaknesses and opportunities (WO) How can you use your abilities to overcome your weaknesses?</p> <p>Weaknesses and threats (WT) How can you minimize your weaknesses to avoid threats?</p> <p>4. Analysis of the results obtained and selection of the most favourable option.</p> <p>At the end of exercise, the participants present their reflections.</p> <p>Feedback of a trainer. Trainer presents the theory.</p> <p>Summary.</p>
Implementation	<p>5) Introduction &amp; lecture 6) Presentation of objectives of exercise and tasks for individual work 7) Activation – individual work 8) Reflections of participants – forum</p>
Learning Settings	classroom, whiteboard, sheet papers, pens, flipchart, markers
Learning material	Handouts (SWOT analysis and TOWS analysis)
Additional sources	<a href="https://www.youtube.com/watch?v=JEP6qZ-oPFM">https://www.youtube.com/watch?v=JEP6qZ-oPFM</a>

**HANDOUT****TOPIC 1/ Tool 1: Diagnosis of strengths and weakness – SWOT and TOWS****SWOT ANALYSIS**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<b>OPPORTUNITIES</b>	<b>THREATS</b>

**HANDOUT**
**TOPIC 1/ Tool 2: Diagnosis of strengths and weakness – SWOT and TOWS**
**TOWS ANALYSIS**

<b>Internal Factors</b>	<b>Strengths(S)</b> S1 S2 S3 S4 S5	<b>Weaknesses (W)</b> W1 W2 W3 W4 W5
<b>External Factors</b> <b>Opportunities (O)</b> O1 O2 O3 O4 O5	<b>SO Strategies</b>	<b>WO Strategies</b>
<b>Threats (T)</b> T1 T2 T3 T4	<b>ST Strategies</b>	<b>WT Strategies</b>

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

The main aim of the exercise is: <ul style="list-style-type: none"> <li>- to understand how to make use of strengths and weaknesses in our professional and private life for successful transnational labour mobility</li> </ul> Methodology: group work	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be able: <ul style="list-style-type: none"> <li>- to name his/her strengths and weakness</li> <li>- to make use of identified strengths and weaknesses</li> <li>- to understand his/her strengths and weaknesses for successful transnational labour mobility</li> </ul>
Duration	45 min.
Detailed description of the method	Trainer divides participants into groups.  Trainees discuss on <b>own strengths and weaknesses and how to make use of them aboard</b> (based on the data from individual exercise) in groups.  Results of group work are presented on the flipchart.  Feedback by participants and trainer. Trainer presents the importance of getting know own strengths and weaknesses in terms of transnational mobility.  Reflection by participants and trainer.
Implementation/ sequence of use	1) Introduction, presenting objectives of the exercise 2) Division of participants into working groups 3) Presentation of instruction of exercise /tasks 4) Activation – working in groups 5) Presentation of results by every group 6) Reflections of participants and trainer 7) Summary
Learning Settings	classroom, flipchart, markers

**Tool 3: My hierarchy of values**

<p>The main aim of the exercise is to determine what is the most important in our life, connecting life goals with our values to make better decisions about our life. It can help us to decide with more clarity whether or not we should travel, take risks, save money, start a business, pursue your goals, etc. 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.</p> <p>Methodology: individual work on the strengths and weakness</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects.	The learning aim is to identify own values to make better decision about our life.
Duration	45 min.
Detailed description of the method	<p>The exercise is divided into a few stages (tasks for participants) – individual work</p> <p>At the end of exercise, the participants present their reflections.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Presentation of tasks for individual work (handout)</li> <li>3) Activation – individual work</li> <li>4) Reflections of participants – forum</li> <li>5) Feedback of a trainer</li> <li>6) Summary</li> </ol>
Learning Settings	classroom, whiteboard, paper, pens, flipchart, markers
Learning material	Handout (instruction)
Additional sources	<a href="https://www.youtube.com/watch?v=Lp_GOrM16Xc">https://www.youtube.com/watch?v=Lp_GOrM16Xc</a>

## HANDOUT

### TOPIC 1/ Tool 3: My hierarchy of values

Aim:

To get to know your hierarchy of values and the principles that govern your life.

Instruction:

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.

**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 for successful transnational labour mobility and adaptation abroad.</p> <p>Methodology: individual and group work, discussion</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects.	The learning aim is to identify own values, set and prioritize goals for successful transnational labour mobility.
Duration	45 min.
Detailed description of the method	<p>The exercise is divided into two part:</p> <p>1) work in pairs</p> <p>2) group work</p> <p><u>Instruction for 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</b></p>

	<p><b>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>Instruction of group work:</u></p> <p>Discussion and analysis of the results of exercise: <b>What is most important in life?</b></p> <p>At the end of exercise, the participants present their reflections (5 min). The discussion is moderated by trainer in terms of transnational labour mobility.</p> <p>Summary of a trainer and participants.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction, presenting the aims of the exercise</li> <li>2) Providing participants with the templates (see handouts)</li> <li>3) Presentation of tasks for individual work</li> <li>4) Activation – work in pairs</li> <li>5) Presentation of tasks for group work</li> <li>6) Activation – group work</li> <li>7) Reflections of participants – forum</li> <li>8) Summary</li> </ol>
Learning Settings	classroom, chair circle, whiteboard or flipchart
Learning material	Handout



**HANDOUT**

**TOPIC 1/ Tool 4: If I were rich....**

The first step to keep your life organized is not to mark your calendar or maintain a daily schedule, but decide what’s worth spending your time on!

This exercise will help you decide on your wishes.

***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. Don’t separate your professional and private life – you can put anything on the list you desire.

**My To-Do List:**

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....
- 13.....
- 14.....

Next, move to the columns: **YES, NO, NEW**

Place all the wishes in one of the first two columns (YES, NO).

***What would you do no matter what? What could give up on easily?***

When you fill first two columns, think about the last one (NEW).

***Knowing that being rich gives you the power of choice, what else would you like to do?***

Try to think realistically, consider your talents, but take into account more possibilities.

YES	NO	NEW

Now, keeping your above ideas in mind, fill out the table below.

<b>WHAT AM I DOING?</b> (out of the above)	<b>WHAT WOULD I DO?</b>	<b>WHAT WOULD I DO IN THE FIRST PLACE?</b>

## Topic 2: Motivation

### Tool 5: Successful people I know

The main objectives of the exercise are: <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> Methodology: brainstorming, individual and group work	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be able to define his/her motivators for successful performance in private and professional life in terms of transnational labour mobility.
Duration	45 min.
Detailed description of the method	<p><i>Individual work:</i></p> <p>Trainer asks the participants <i>Who they think is considered successful person?</i> He takes notes.</p> <p><i>Work group:</i></p> <p>Trainer divides the participants into groups. Trainees discuss on successful people in working groups 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 every group presents about the 4 categories. Trainer puts the notes in the flipchart to each category and each group.</p> <p>Trainer initiate discussion on motivation and then presents the</p>

	<p>theory on motivation.</p> <p>Summary by a trainer and participants</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction (theory), presenting the aims of the exercise</li> <li>2) Individual work</li> <li>3) Providing participants with the templates (see handouts)</li> <li>4) Presentation of tasks for group work</li> <li>5) Activation – group work</li> <li>6) Reflections of participants – forum</li> <li>7) Summary</li> </ol>
Learning Settings	classroom, flipchart, paper, markers
Learning material	Handout



**HANDOUT**

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

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
<b>Success</b>			
<b>Performace</b>			
<b>Results</b>			
<b>Motivation</b>			

## Tool 6: How to keep motivation

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>- to understand our needs and how to satisfy them in a particular order and how our efficacy depends on their severity;</li> <li>- to understand what motivates us for transnational labour mobility;</li> <li>- to determine a common "instruction" for maintaining motivation.</li> </ul> Methodology: brainstorming, individual and group work, discussion	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be able to: <ul style="list-style-type: none"> <li>- identify his/her own motivators</li> <li>- maintain motivation</li> </ul>
Duration	45 min
Detailed description of the method	Trainer starts a sentence „Motivation is ....." and every participant ends it, for example: Motivation is like a locomotive, thanks to which I go further.  Trainer presents motivation theories in the form of a presentation (ppt)  <u>Exercise:</u>  Stage I  Individual work: each participant thinks over what motivates him/her to act and for transnational labour mobility. They write their reflections on paper sheets.  Stage II  Trainer divides participants into teams of 3-5 people. Participants discuss on their motivators in terms of transnational labour mobility,

	<p>and then they draw the pyramid of Maslow's needs on a flipchart, assign their motivators to levels of the pyramid.</p> <p>Stage III</p> <p>Presentation of group work on forum. Discussion moderated by a trainer on "The role of motivation in life, the role of financial and non-financial motivators for transnational labour mobility".</p> <p>Reflection by participants and trainer.</p>
Implementation/ sequence of use	<ol style="list-style-type: none"> <li>1) Introduction to motivation – defining what motivation is for every participant</li> <li>2) Theory (presentation)</li> <li>3) Introduction to the exercise, presenting the aims of the exercise</li> <li>4) Activation – individual work</li> <li>5) Division of the participants into working pairs</li> <li>6) Activation – group work</li> <li>7) Presentation of results of group work</li> <li>8) Reflection by participants and trainer</li> <li>9) Discussion on the "The role of motivation in life, the role of financial and non-financial motivators".</li> <li>10) Reflection by participants and trainer</li> </ol>
Learning Settings	classroom, whiteboard, flipcharts, markers
Additional sources/ literature	<p><a href="https://www.youtube.com/watch?v=O-4ithG_07Q">https://www.youtube.com/watch?v=O-4ithG_07Q</a></p> <p><a href="https://www.youtube.com/watch?v=S00imn-cDfA">https://www.youtube.com/watch?v=S00imn-cDfA</a></p> <p><a href="https://www.youtube.com/watch?v=O-4ithG_07Q">https://www.youtube.com/watch?v=O-4ithG_07Q</a></p>

### Topic 3: Effective Time Planning

#### Tool 7: Eisenhower Matrix

The objectives of the exercise are: <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 for transnational labour mobility</li> <li>- to improve the sense of efficacy to succeed in specific situations abroad or accomplish a task</li> </ul> Methodology: individual work, discussion	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects.	The learning aims are to improve time management, set goals and prioritize them for transnational labour mobility.
Duration	40 min.
Detailed description of the method	Introduction of a scheme of the Eisenhower Matrix in the form of presentation. Trainer presents each of the quadrants of the Eisenhower Matrix (presentation by trainer)  After the presentation, each participant individually writes tasks and time that he/she spends in a given quarter (see handout)  <u>Discussion:</u>  How does a quarter look in our lives?  How does my work organisation affect my relationships with other people?  Reflection by participants and trainer.  Summary.



Implementation	5) Introduction, presenting the aims of the exercise 6) Providing participants with template (see handout) 7) Presentation of tasks to be done 8) Activation – individual work 9) Discussion 10) Reflection by participants and trainer. 11) Summary
Learning Settings	classroom, chair circle, whiteboard
Learning material	Handout
Additional sources/ literature	<a href="https://www.youtube.com/watch?v=tT89OZ7TNwc">https://www.youtube.com/watch?v=tT89OZ7TNwc</a> <a href="https://www.youtube.com/watch?v=YoYQeNjbew0">https://www.youtube.com/watch?v=YoYQeNjbew0</a>

**HANDOUT****TOPIC 3/ Tool 7: Eisenhower Matrix****EISENHOWER MATRIX**

	<b>IMPORTANT</b>	<b>NOT IMPORTANT</b>
<b>URGENT</b>		
<b>NOT URGENT</b>		

## Topic 4: Obstacles in Implementation of Plans

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

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>- to diagnose habits in time management</li> <li>- to identify difficulties in time management</li> <li>- to determine the way of functioning, resources and restrictions resulting from it connected with time management.</li> </ul> Methodology: group work, discussion	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects.	Trainee will be able to: <ul style="list-style-type: none"> <li>- understand own habits impacting on time management</li> <li>- undertake adequate actions to overcome some behaviours.</li> </ul>
Duration	45 min.
Detailed description of the method	Participants divided into groups answer questions: <b>do they postpone some activities/tasks and why?</b> They also try to write down actions that appear in their behaviour, suggestions how to deal with this type of behaviour.  Presentation and discussion of the results of group work on forum. Discussion moderated by a trainer.  Summary.
Implementation	1) Introduction, presenting the aims of the exercise 2) Division of the participants into working groups 3) Presentation of tasks to be done 4) Activation – group work 5) Presentation of work results of working groups

	6) Discussion 7) Reflection by participants and trainer. 8) Summary
Learning Settings	classroom, whiteboard, flipcharts, markers
Additional sources/ literature	<a href="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</a>

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

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>- to diagnose habits in time management</li> <li>- to identify difficulties in time management</li> <li>- to determine the way of functioning, resources and restrictions resulting from it connected with time management.</li> </ul> <p>Methodology: working in pairs, discussion.</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> <li>- understand own habits impacting on time management</li> <li>- undertake needed actions to overcome some behaviours.</li> </ul>
Duration	30 min.
Detailed description of the method	<p>Participants in pairs are wondering what perfectionism is for them, providing specific examples from their own lives. They also write the pros / positives and cons / dangers of being a perfectionist.</p> <p>Presentation and discussion of the results of group work on forum. Discussion moderated by a trainer.</p> <p>Summary.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction, presenting the aims of the exercise</li> <li>2) Division of the participants into working pairs</li> <li>3) Presentation of tasks to be done</li> <li>4) Activation – working in pairs</li> <li>5) Presentation of work results</li> <li>6) Discussion</li> <li>7) Reflection by participants and trainer.</li> <li>8) Summary</li> </ol>
Settings	classroom, whiteboard, flipcharts, markers

**Tool 10: Time eaters**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>- to diagnose habits in time management</li> <li>- to identify difficulties in time management</li> <li>- to determine the way of functioning, resources and restrictions resulting from it connected with time management.</li> </ul> <p>Methodology: brainstorming, group working, discussion.</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> <li>- understand own habits impacting on time management</li> <li>- undertake needed actions to overcome some behaviours.</li> </ul>
Duration	50 min.
Detailed description of the method	<p>Trainer writes on the flipchart all the associations of participants related to the concept of "time eaters" (brainstorming).</p> <p>Group work: How to deal with "time eaters"? Participants are wondering on specific ways of dealing with "time eaters", referring to specific "eaters" from the list formed during brainstorming.</p> <p>Presentation of group work on forum.</p> <p>Discussion moderated by a trainer with attention to the "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.).</p>



	Reflection by participants and a trainer. Summary.
Implementation	<ol style="list-style-type: none"><li>1) Brainstorming on the concept of time eaters</li><li>2) Introduction to the exercise, presenting the aims of the exercise</li><li>3) Division of the participants into working pairs</li><li>4) Presentation of tasks to be done</li><li>5) Activation – group work</li><li>6) Presentation of results of group work</li><li>7) Reflection by participants and trainer</li><li>8) Discussion on the “here and now” technique</li><li>9) Reflection by participants and trainer</li><li>10) Summary</li></ol>
Learning Settings	classroom, whiteboard, flipcharts, markers

## 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 for successful transnational labour mobility</li> <li>- To understand specific tools supporting effective organization for achieving goals set for mobility and stay abroad</li> </ul> <p>Methodology: theory, brainstorming, individual work, discussion</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects	Trainee will be able to set goals in terms of transnational labour mobility according to SMARTER concept.
Duration	2h
Detailed description of the method	<p>Introduction of principle of defining purposes according to SMARTER concept, and the concept of purpose mapping (presentation by trainer)</p> <p>Exercise:</p> <p>Participants individually define several aims in terms of transnational labour mobility accordance with the principle of SMARTER concept and draw up a map of purposes (handout)</p> <p>Presentation and discussion on purpose mapping.</p> <p>Reflection by participants and trainer.</p>

	Summary.
Implementation	<ol style="list-style-type: none"><li>5) Theory (presentation)</li><li>6) Introduction to the exercise, presenting the aims of the exercise</li><li>7) Activation – individual work</li><li>8) Presentation of results of individual work</li><li>9) Discussion moderated by trainer</li><li>10) Reflection by participants and trainer</li></ol>
Learning Settings	classroom, whiteboard, paper sheets, flipchart, markers
Learning material	Handout
Additional sources/ literature	<a href="https://www.youtube.com/watch?v=wGbmAH4mBPA">https://www.youtube.com/watch?v=wGbmAH4mBPA</a> <a href="https://www.youtube.com/watch?v=1-SvuFIQjK8">https://www.youtube.com/watch?v=1-SvuFIQjK8</a>



HANDOUT

TOPIC 5/ Tool 11: Setting goals - SMART

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## Topic 6: Stress

### Tool 12: "What is stress for me?"

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>- to identify sources and first symptoms of stress</li> <li>- to classify stressful situations connected with transnational labour mobility</li> </ul> Methodology: theory, brainstorming, individual work, discussion	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be able to identify the sources of stress and understand behavior, feelings and actions undertaken in stressful situations.
Duration	45 min
Detailed description of the method	<p><i>Individual work.</i> Participants write a minimum of 3 the most stressful situations of their lives (the ones they want to share with others). After that they wonder what has happened to them, what thoughts and feelings, behaviors accompanied them in this situation.</p> <p><i>Moderated discussion.</i> Participants present "their stressful situations". Together with trainer, they try to form a definition of stress.</p> <p>Reflection by participants and a trainer. Summary.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction to the exercise, presenting the aims of the exercise</li> <li>2) Activation – individual work</li> <li>3) Presentation of results of individual work</li> <li>4) Discussion moderated by trainer</li> <li>5) Theory (presentation)</li> <li>6) Reflection by participants and trainer</li> <li>7) Summary</li> </ol>
Learning Settings	classroom, whiteboard, paper sheets, flipchart, markers
Additional sources	<a href="https://www.youtube.com/watch?v=vzrjEP5MOT4">https://www.youtube.com/watch?v=vzrjEP5MOT4</a>

### Tool 13: Profits and losses of functioning in stressful situations

<p>The main objectives of the exercise are to:</p> <ul style="list-style-type: none"> <li>- understand how stress impact on our personal and professional life</li> <li>- classify stressful situations.</li> </ul> <p>Methodology: theory, brainstorming, working in pairs, discussion</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims/ effects	Trainee will be able to understand behavior, feelings and actions undertaken in stressful situations and their impact on life.
Duration	30 min
Detailed description of the method	<p>Work in pairs.</p> <p>Participants looks for '+' and '-' when they are acting in stressful situations (examples from their life).</p> <p>Presentation and discussion moderated by trainer: Can stress be a positive phenomenon?</p> <p>Reflection by participants and trainer.</p> <p>Summary.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction to the exercise, presenting the aims of the exercise</li> <li>2) Activation – work in pairs</li> <li>3) Presentation of results of group work</li> <li>4) Discussion moderated by trainer</li> <li>5) Reflection by participants and trainer</li> <li>6) Summary</li> </ol>
Learning Settings	classroom, whiteboard, paper sheets, flipchart, markers

## Topic 7: Personal Stressors

### Tool 14: Our life roles and stress

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>- to understand burdens related to occupational and social roles</li> <li>- to get to know stressors regarding interpersonal relationships and stress factors related to professional development and future vision.</li> </ul> Methodology: theory, brainstorming, individual work, discussion	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be able to: <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	30 min
Detailed description of the method	Trainer asks the group: "What are your life roles"? Participants indicate the roles which they play in life, eg. student, mother, son and others. Lecturer takes notes and when there are no other ideas lecturer invites participants to work individually. <p><u>Individual work</u></p> Each participant writes roles specific to himself/herself (there may be other roles than listed on a flipchart). Then, every attendee has to think over 5 roles (max.7 roles) which she/he plays most often and then writes tasks performed frequently in connection to every role. On the basis of the diagnosed roles, each participant considers them in terms of stress load they bring.                 Presentation of results of individual work  Discussion moderated by trainer



	Reflection by participants and trainer  Summary
Implementation	<ol style="list-style-type: none"><li>1) Introduction to the exercise, presenting the aims of the exercise</li><li>2) Activation – individual work</li><li>3) Presentation of results of individual work</li><li>4) Discussion moderated by trainer</li><li>5) Reflection by participants and trainer</li><li>6) Summary</li></ol>
Learning Settings	classroom, whiteboard, paper sheets, flipchart, markers

### Tool 15: Transnational labour mobility and stress

The main objectives of the exercise are: <ul style="list-style-type: none"> <li>- to understand stressors regarding transnational labour mobility and stress factors related to professional development and future vision;</li> <li>- to improve the stress resiliency among participant.</li> </ul> Methodology: brainstorming, working in pairs, discussion	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be: <ul style="list-style-type: none"> <li>- aware of his/her stressors regarding transnational labour mobility,</li> <li>- able to control stress level.</li> </ul>
Duration	40 min
Detailed description of the method	Participants (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 the trainer.  Feedback from trainer and participants. Summary.
Implementation	1) Introduction to the exercise, presenting the aims of the exercise 2) Activation – work in pairs 3) Presentation of results of work 4) Discussion moderated by trainer 5) Reflection by participants and trainer 6) Summary
Learning Settings	classroom, whiteboard, paper sheets, flipchart, markers

**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 during transnational labour mobility and stay abroad.</p> <p>Methodology: group work, discussion</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	Trainee will be able to control stress level.
Duration	40 min
Detailed description of the method	<p>Working in groups.</p> <p>Participants (in groups) prepare a collage on the subject (selected way to deal with stress during transnational labour mobility and stay abroad) on flipcharts.</p> <p>Presentation of the group work combined with a discussion moderated by trainer on how to deal with stress.</p> <p>Feedback from trainer and participants.</p> <p>Summary.</p>
Implementation	<p>5) Introduction to the exercise, presenting the aims of the exercise</p> <p>6) Activation – group work</p> <p>7) Presentation of results of group work</p> <p>8) Discussion moderated by trainer</p> <p>9) Reflection by participants and trainer</p> <p>10) Summary</p>
Learning Settings	classroom, whiteboard, paper sheets, flipchart, markers, pencils, scissors, colorful magazines
Additional sources	<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: Schultz autogenous training**

<p>The main objectives of the exercise are:</p> <ul style="list-style-type: none"> <li>- to understand how control stress level</li> <li>- to get know techniques for stress management, to relieve tensions and support meditation, concentration, and to keep focus</li> </ul> <p>Methodology: experimentation, discussion</p>	
Learning phase	MOBILITY
Target group	Any persons in preparation of labour mobility
Effective number of participants	12-15
Learning aims	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> <li>- control stress level through specific technique.</li> </ul>
Duration	40 min
Detailed description of the method	<p>Trainer reads the text slowly with calm, quiet voice.</p> <p>Participants should lie down comfortably, and relaxation music should be played in the background.</p> <p>Reflection of participants and trainer on the exercise and their experience.</p>
Implementation	<ol style="list-style-type: none"> <li>1) Introduction to the exercise, presenting the aims of the exercise</li> <li>2) Activation</li> <li>3) Reflection by participants and trainer</li> </ol>
Learning Settings	Classroom, pads, pillows, relaxation music
Learning material	Handout
Additional sources	<a href="https://www.youtube.com/watch?v=mbJ-ZBrZGgk">https://www.youtube.com/watch?v=mbJ-ZBrZGgk</a>



**HANDOUT**

**TOPIC 8/ Tool 17: Schultz autogenous training**

**Autogenic Training developed by Dr. J. H. Schultz**

Reading instruction for trainer

*Note: The participants should lie down in a comfortable position and there should be relaxing music played in the background. Trainer reads the text slowly in a quiet voice.*

I sit down/lie down in a comfortable position and breathe calmly. I relax all of the muscles. My whole body is heavy, pleasantly heavy. I feel it. I feel my arms. I feel my right arm. My right arm is heavy. My right arm is getting heavier. My right arm is very heavy now. I feel my left hand. My left arm is heavy. My left arm is getting heavier. My left arm is very heavy now. My breathing is calm.

I feel my legs. My right leg is heavy. My right leg is getting heavier. My right leg is very heavy now. My left leg is heavy. My left leg is getting heavier. My left leg is very heavy now. My breathing is calm and regular. My heart beats calmly and regularly.

I relax my neck and face muscles. My head is heavy. My whole head is getting heavier. My head is very heavy now.

I relax my back and torso. It becomes heavy. My whole body is pleasantly heavy. My breathing is calm and regular. My heart beats calmly and regularly. I am completely calm and relaxed.

Now I turn my attention to my hands. I feel warmth in my hands. First I feel warmth in my right hand. My right hand is getting warmer. My right hand is very warm. I feel warmth in my left hand. My left hand is getting warmer. My left hand is very warm. I breathe calmly and regularly. I feel my heartbeat. My heart beats steadily.

I feel warmth in my legs. I feel warmth in my right leg. My right leg is warm. My right leg is getting warmer. My right leg is very warm. I feel warmth in my left leg. My left leg is warm. My left leg is getting warmer. My left leg is very warm.

A wave of warmth spreads through my torso. I feel my abdomen. My abdomen is relaxed and warm. My abdomen is flowing warm. My abdomen is pleasantly warm and full of energy. I breathe calmly and regularly.

I feel my heartbeat. My heartbeat is calm. My heartbeat is calm and regular. My body is completely relaxed. My body is warm and heavy. Only my forehead is pleasantly cool. I feel my cool forehead. I feel calm. Inner peace. I remain like this for as long as possible.



I slowly finish my relaxation. The feeling of heaviness of my body eases off slowly. The heaviness goes away, energy and vitality comes back. I feel lightness, vitality and relaxation. I come back to my duties. I flex and straighten my arms. I breathe deeply.

I open my eyes.

I look around. I come back to sitting position.





## 5.4 Literature

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