

# Training Material for Train-the-Trainer Workshop

**SoCoT Social Competence Training and other  
supporting Measures in Newly Developed  
Training Courses**

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## **Brief Description of the Training**

Training Objectives: To prepare group leaders with experience in delivering labour-market training for sessions to be delivered within the framework of the project 'Social competence training and other supporting measures in newly developed training courses'.

Direct Target Group of the Training: trainers with experience in delivering training to facilitate labour market reintegration of NEET young people.

Indirect target group: Young people aged between 16 and 32 who are disadvantaged from a labour market perspective.

The Training: reinforces group leadership competences and familiarises them with the training material.

Training the trainers indirectly contributes to addressing problems of the target group – NEET individuals. Participants admitted based on preliminarily laid down input specifications acquire knowledge and abilities during the training which enable them to apply the training material produced within Erasmus+ framework for NEET young people and to deliver the training.

Expected Outcome of the Training: preparing trainers to deliver the content of the curriculum sessions effectively.

Duration of the Trainer Training: 3 training days, 30 hours altogether (3 x 10 hours)

### Training Content :

- getting to know each other
- motivation, shaping attitude
- information about the curriculum
- developing trainer skills with mock leaderships

When producing the training material, the trainer's pre-existing knowledge of the labour market and their professional experience were taken into consideration.

## General Information about the Training Material

Finalising the training material was done in a number of phases: a pilot project of the first training material was tested. Secondly, Trainers shared their recommendations and experiences about receiving this training and delivering sessions for unemployed people which were utilised to produce the training material.

Criteria to be considered when producing the training material:

This programme aims at producing the material of a three-day preparatory training. Thus, it is a prerequisite for trainers to be admitted to have preliminary knowledge and experience in delivering reintegration trainings for NEET people. The below criteria shall be considered when selecting group members to be trained.

- tertiary educational attainment: preferably a degree in Humanities
- experience in working with NEET people
- experience as a trainer

These entry criteria assure that trainees, resulting from their education, have preliminary knowledge of psychology, pedagogy and methodology, besides having experience in delivering trainings. It serves a ground for participants to acquire knowledge which enables them to deliver sessions within the framework of the project.

When determining criteria of the training material, special attention was paid to awareness-raising and skills development.

Structure of professional content of the training days:

1. summary table of the syllabus of the day (with methodological references)
2. description of activities
3. annexes of activities, questionnaires, etc. of the day

There is a structure and time schedule recommendation for each day shown in the summary tables. Group leaders will have to adapt it flexibly (meeting the objectives and content requirements) to specific characteristics of the group when delivering the training. There might be topics or activities which require more detailed elaboration in a certain group. Some groups/members may differ regarding their speed of working. In practice, more considerable differences may arise than expected.

Time for relaxing activities is not indicated in the training material. The role of these is also crucial: they are necessary for the participants to relax and sustain their attention. Group leaders may apply such activities any day, in accordance with momentary mood of group members.

It is essential to take breaks in every training. Time for breaks is basically not determined in the training material (except for Training Day 3), since tolerance of workload and necessity

for a break may vary considerably in each group. Time must be managed responsibly by group leaders and they are the ones to determine length and time of breaks.

To implement professional contents specified for a given day, alternative activities may also be done in order to allow trainers maximum freedom in their work. Considering objectives and special characteristics of each group and in accordance with their own leadership style and trainer competences, trainers may select from the activities described.

Methods applied in the training material:

- structured activity
- metaplan technique
- instruction
- short presentation
- observation
- managed self-disclosure
- test sheet (self-assessment and commenting on others)
- role-play
- skills practice
- free interaction
- educational conversation

Types of work during the training:

- large group work
- small group work
- individual work

Personal requirements for group leaders to receive the training:

- tertiary educational attainment: preferably a degree in Humanities
- experience in working with NEET people
- experience in trainer training
- experience in delivering trainings for NEET people

Facilities of the training: venue, equipment, tools

An important aspect of delivering the training is a training room that meets the requirements below:

- considering public transport connections: easily accessible
- disturbance free environment (in a peaceful, quiet location)
- accessible for people with disabilities
- social rooms are available
- its size and furniture make it capable of hosting the training

Tools necessary for the training:

- training material (booklet containing description of the activities)
- photocopier
- computer, printer
- sheets of paper
- flip chart and paper
- markers
- stationery
- video camera
- projector

## Brief Description of the Subject Matters of the Trainer Training

1. Getting to know each other, establishing operational framework  
Aims: to strengthen group cohesion and support inclusion into the training  
Supports: familiarising with the training venue, establishing group rules, setting and clarifying operating conditions  
Expected outcome: promoting formation of a cohesive group
2. Motivation  
Aims: to build awareness of delivering labour-market training for NEETs  
Supports: awaking consciousness of personal resources regarding supportive attitude and relationship with the target group of the project  
Expected outcome: reinforced commitment towards supporting NEETs
3. Getting to know the curriculum  
Aims: to prepare to deliver the training for NEETs  
Supports: providing information about the training material produced within the framework of the project, clarifying contents  
Expected outcome: Trainers are prepared to deliver the training
4. Developing trainer skills  
Aims: to develop trainer competence of participants  
Supports: shaping attitude of trainers, awaking consciousness of trainer styles by providing feedback, improved consciousness of elements of efficient communication  
Expected outcome: developed trainer skills, trainer personality and communication styles

# Training Day 1

## Summary table

**Duration: 10 Hours**

**Session Delivery:**

Phases	Content	Activity	Method	Time
Start of programme	Opening	Welcome Speech by the Leader of the Training Institute, a Brief Presentation on the Programme	-	15 minutes
	Introduction	Trainers briefly introduce themselves	Presenting information briefly	5 minutes
Team building	Trainers and participants get acquainted	Let's Get in Touch!	Guided activity	15 minutes
		Short introductory round	Sociometry Individual utterances	30 minutes
		What I share about myself (selecting and presenting symbolic objects)	'Presentations'	60 minutes
		3-5 Questions	Interview	5-10 minutes
Establishing operational framework	Setting goals	Presenting the complete programme	Short presentation	15 minutes
	Mapping expectations, anxieties	Completing sentences	Completing tests, individual work	25 minutes
	Laying down group rules	Having the rules accepted	Large group discussion	15 minutes
Introducing & processing new topic	Change, personal involvement	Change in My Life	Individual work Large group discussion	50 minutes

		I have become an assistant	Conversation in pairs Large group discussion	40 minutes
	Genuine change	Introducing Model of Change of Prochaska et al.	Short presentation	30 minutes
	Initiating change	Necessity of change from a labour market perspective in the life of NEET young people	Small group work Metaplan technique	50 minutes
	Responsibility of group leaders in initiating changes	What am I capable of? - My strengths!	Individual work	30 minutes
Introducing new topic	Assessment for Learning	A Way to Promote Development	Trainer presentation Guided conversation	90 minutes
Introducing, processing new topic	Preparation for delivering the training: getting to know the training material	Surveying the Training Material Prepared Jointly During the Project	Trainer presentation Large group work	90 minutes
		Q & A	Free interaction	
		Preparing a Schedule for Micro-Leadership Activities	Free interaction	20 minutes
End of the day	Feedback	Emotions, thoughts at the end of the day	Taking turns	10 minutes

## Description of Activities of Training Day 1

### **Welcome Speech by the Leader of the Training Institute, a Brief Presentation on the Programme**

At the beginning, the leader and the staff of the training institute welcome the participants of the training.

Besides formally initiating the programme, it is also essential to emphasise and make participants aware of the importance and social significance of their activities. This might well contribute to affirming their commitment.

Initially, the institute leader briefly describes the aims and activities of the project, and introduces the trainers delivering the training.

### **Brief Introduction from the Trainer(s)**

**Activity Objectives:** To network and establish rapport

After the group has started working, the trainer(s - dual guidance) briefly introduce themselves providing a brief overview of their professional activities and competences which enable them to deliver the Train the Trainer programme.

### **Let's Get in Touch!**

**Activity Objectives:** Group members to network

The trainer asks the members to create space to facilitate movement by placing the seats near the walls. After that, they are asked to start walking up and down in the room at a pace and direction of their choice. The activity has several phases and the instructions are given according to the rhythm of the activity – leaving enough time for each phase:

- while walking, they should look around and familiarise with the furniture and ambiance of the training room
- they should direct their attention from the outside to the inside, be aware of the momentary emotions and thoughts related to the training
- they should pay attention to their peers, make eye contact with everybody, and shake hands to greet each other. They also have to stop shortly then, and move on towards others. The trainer might join in to this part of the activity. After meeting everybody, they should stand still at a point of the room they feel comfortable.

### **Short Introductory Round**

**Activity Objectives:** At professional training like this one, some participants are expected to have met before. It is essential to map already existing personal networks which affect the training as a whole.

Members are required to scatter around the room so that distances to each other express the intensity of their previous relations. (They should stand close to ones they already know and furthest from ones they have just met.) Finding their position is a non-verbal activity, speaking is not allowed. When everybody has found a comfortable position in the room, members start describing their reasons for their choices and the details of their relationships to

others. The trainer obtains information about the quality of the relationships based on the atmosphere and the non-verbal message given.

After completing the activity, participants take a seat in a circle.

### **What I Share about Myself 1 (Selecting and Presenting Personal Objects)**

**Activity Objectives:** To get to know each other and network

The trainer asks the participants to consider their clothes and objects they have, 'scan' their bags and pockets and choose an object they regard as important or like, which they will use to introduce themselves in speaking. If they cannot find a suitable one, they might choose from the objects present in the room. Experience suggests that members are surprised first but in the end, everybody finds a suitable object.

The instruction has no constraints regarding the subject matter; everybody is free to choose what to talk about. An advantage of this is that participants speak spontaneously about their relationships, values and priorities in life.

Variation of the activity: group members are asked to find an object which expresses their attitude as a trainer symbolically.

### **What I Share about Myself 2 (Selecting an Object)**

An alternative to the above activity might be the trainer putting some objects to the middle of the circle and the participants choose one according to the instructions described earlier.

After that, participants introduce themselves taking turns.

### **3-5 Questions**

**Activity Objectives:** To get to know group leaders, networking, providing examples

If the participants would like to learn more about the trainer as well, he/she should create an opportunity for it. The group have the possibility to ask altogether 3 or 5 questions to the trainer. The number of questions is set by the trainer in the specific community. No constraint on the subject matter should be placed, but obviously too intimate or indiscreet questions should be avoided. They might be wittily parried with humour. The activity promotes cooperation between group members. Besides, it provides participants with examples of how to deal with more dynamic (dominant), perhaps indiscreet group members in their own groups.

### **Presenting the Complete Training Programme**

**Activity Objectives:** To transfer knowledge and raise awareness.

The trainer describes the professional content, schedule and goals of the group sessions of the training.

Participants of the Train the Trainer programme receive a copy of the training material prepared for training NEETs (in paper or electronic format) upon admission to the group for preliminary studies. /Since the Train the Trainer programme is the cornerstone of delivering the training for NEETs, preparation for micro-leadership activities of participants in the programme must be commenced. An essential prerequisite is to present the training material./ The group leader answers the participants' questions.

## **My Expectations & Worries**

**Activity Objectives:** To establish a cohesive group

The trainer hands out the 'My Expectations & Worries' worksheet to the participants (Annex 1) The participants complete it individually. The sheet is then cut in 4 and the pieces are put on a flip chart by the members, grouped by topics. The group leader reads them and reacts to them according to their content: if necessary, he reassures, provides information, explains, etc.

## **Acceptance of Rules 1**

**Activity Objectives:** To establish a cohesive group

Since participants of the training are experienced leaders, the activity is mostly about awaking consciousness of the current situation, which could be carried out in a simplified version.

The trainer hands out a list of the possible operating rules of the group (Annex 2). Participants are asked to put a cross in the boxes to indicate rules which they deem indispensable for the group to operate. After that, the statements are read by the trainer and members vote for them by show of hands. The group leader tries to comply with every request, the aim of which is to make everybody feel comfortable when working together. (Group members will hopefully be tolerant of each other and will comply with even more specific needs.)

Completing the activity, the trainer reads out the operating rules of the group loud. Later it might serve as a basis of reference.

## **Acceptance of Rules 2**

**Activity Objectives:** To establish a cohesive group

An alternative to the previous activity might be the trainer projecting the list of rules on an interactive board where the members take turns putting a dot next to every statement they deem important for the group to operate. The method facilitates clear visualisation of rules the majority prefers, and ones which are not considered important to be laid down.

During the activity, the leader follows the same procedure as that of the previous one.

## **Change in My Life**

**Activity Objectives:** To recall personal experiences necessary for introducing the topic

The trainer asks group members to recall one of their remarkable life changing events. Those willing to share it are allowed to do so, but it is not obligatory. Then the 'Change in My Life' worksheet (Annex 3) is handed out and group members are asked to analyse the life event according to the given criteria.

After filling in the sheet individually, the group tries to draw general conclusions on what circumstances bring about changes, what conditions are favourable and what factors pose an obstacle to them.

## **I have become an assistant**

**Activity Objectives:** To raise awareness of creating the identity of an assistant and to raise awareness of labour-market related effects of individual life events

The trainer asks participants to choose a partner via eye-contact; they have a conversation in private about whether they have had any changes in their lives which contributed to their decision of choosing a job as an assistant. Those willing may share information about themselves in the large group; the trainer only requests everybody to briefly share what emotions they felt during the conversations.

## **Introducing Model of Change of Prochaska et al.**

**Activity Objectives:** To transfer knowledge and motivate

The trainer provides a short summary of the Model of Change by Prochaska, emphasising the fact that changes occur as a result of a process. Raising awareness to the necessity for changes, preparations for them and strengthening commitment present a real challenge for trainers. It is also worth mentioning that relapses experienced in the process of achieving aims are natural, and managing them competently is key in recognising the road to overall change. The trainer hands out the worksheet introducing the model to the participants (Annex 4).

## **Necessity of Change from a Labour Market Perspective in the Life of NEET Young People 1**

**Activity Objectives:** To organise information and collect resources

Relying on their previous experience, participants gather on a piece of paper the areas young people require changes in to facilitate their labour market re-integration. (e.g. establishing labour-market objectives, considering time management, etc.) Participants write each statement on a separate piece of paper, and following the small group work, they group and discuss the contents and brainstorm ideas how they could facilitate changes when working with a group of young people.

## **Necessity of Change from a Labour Market Perspective in the Life of NEET Young People 2**

**Activity Objectives:** To organise information and collect resources

An alternative to the above activity could be the trainer handing out the 'Circumstances and Attitudes Influencing the Life of NEET Young People' worksheet (Annex 5) for individual or small group work. Participants study and group the list considering the following aspects:

- What are the factors that could be influenced during the training; the ones the sessions can affect?
- Which ones are out of the competence of the training?

The opinions are then discussed in the group under the guidance of the trainer.

## **What am I Capable of? - My Strengths**

**Activity Objectives:** To raise self-awareness

Since participants of the training are all experienced trainers, they are aware of their own group-leadership strengths. During the preparation phase, time is devoted to the activity so that these strengths are fully activated when delivering the training.

Group members are asked to write down on a piece of paper what they consider their most important virtue and positive feature in terms of delivering a labour-market training. A volunteer reads out their words and places the sheet inside the circle on the ground. Moving around, everybody reads out their strengths and places the sheets on the ground: next to ones they feel close to theirs (a sociometric type of grouping is carried out). Afterwards, people sharing similar contents make small groups where they discuss:

- how their strengths manifest on a behavioural level in group work.
- what beneficial effects they can bring about in group members.
- whether it might have any harmful effects during work. If so, how it could be avoided.

## **A Way to Promote Development**

**Activity Objectives:** To transfer knowledge and raise awareness.

Using a ppt file, the trainer delivers a presentation about the methodology of 'Assessment for Learning'.

Then, the leading trainer hands out a brief summary of the AfL technique (Annex 6), which participants study individually.

After that, the leading trainer has a guided conversation with group members, where he/she leads the discussion in a way he/she feels appropriate. Some contents recommended for the conversation:

- What elements of 'AfL' have you applied in your work so far?
- What new ideas have you heard?
- exchanging experience with others about the method – asking questions about how to apply new ideas, consultation
- Which of the contents you have just learnt did you like? Which of them are you planning to use in the future?

## **Surveying the Training Material Prepared Jointly During the Project**

**Activity Objectives:** To transfer knowledge

The trainer gives a short presentation on the aim, conception and structure of the training material facilitating labour-market re-integration of NEET young people.

## **Q & A**

**Activity Objectives:** To clarify contents and answer questions

Group members are free to ask questions regarding the training programme to the trainer (since there has been an opportunity to study the material beforehand, members with group-leadership experience are expected to ask specific and practical questions.)

Having familiarised with the training material for the unemployed, members of the group collect activities they do not understand after reading their description; ones they would not

be able to deliver in a group of unemployed people. These are then discussed with the trainer, and on request, he/she demonstrates the activity.

Should a member propose any modification of an activity of the training booklet, it will also be discussed.

### **Preparing a Schedule for Micro-Leadership Activities**

**Activity Objectives:** To establish operating framework

Every group member chooses an activity (for individual or dual leadership) which they will lead with the contribution of others on one of the forthcoming two training days (other members will play the role of unemployed people). The trainer tries to encourage participants to take on the leadership of an activity in the training material which presents a challenge for them.

Members compare their choices with the trainer and each other.

Following the discussion, a schedule is arranged including information about activities led by individual members and the order of micro-leaderships.

Participants are asked to get prepared for micro-leadership activities beforehand; they might ask for help from trainers, of course.

Materials are provided by the trainer.

### **Feedback Round - Feelings, Thoughts at the End of the Day**

Participants of the training briefly summarise their experiences of the first training day.

It is worth having everyone put into words the contents they deem necessary to deliver the trainings.

(Annex 1)

## My Expectations & Worries

Regarding the training, I expect...	Regarding the training, I'm worried...
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<p>For a successful training, I expect the trainer and others...</p>	<p>For a successful training, I can offer...</p>
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(Annex 2)

### Group rules

Put a X into the boxes to indicate rules you would like to introduce during the training. Mark every rule you consider important.

	Arrive on time for joint work (at the start of a day and after breaks).
	Turn off or mute mobile phones during sessions.
	Do your best and actively cooperate during sessions.
	Express yourself succinctly to use time efficiently.
	Respect each other's opinion (group secrecy).

	Assist each other in preparation for micro-trainings.
	No information shall be provided to third parties about participants of the training.
	Other proposal:
	Other proposal:

(Annex 3)

## Change in My Life

Answer the following questions briefly. You are free to share anything of the content you have written with other group members.

What events and facts raised my awareness to the need for change?

What difficulties and emotions did I experience when I started to feel the need for change?

What energy-investment did I make to facilitate change?

How did change affect my schedule?

How did change affect my lifestyle?

How did change affect my relationships?

What emotions did I experience after the change?

(Annex 4)

## The Model of Change of Prochaska et al.

**Pre-contemplation:** The individual has not identified the problem. They resist change even in spite of external pressure. To do so, they exclude subject related information from their lives, deny existence of the problem, and refuse to accept responsibility.

**Contemplation:** The individual recognises the problem and starts looking for possible solutions. They might have action plans, but are not committed to implementing them. They focus on the problem instead of the solution.

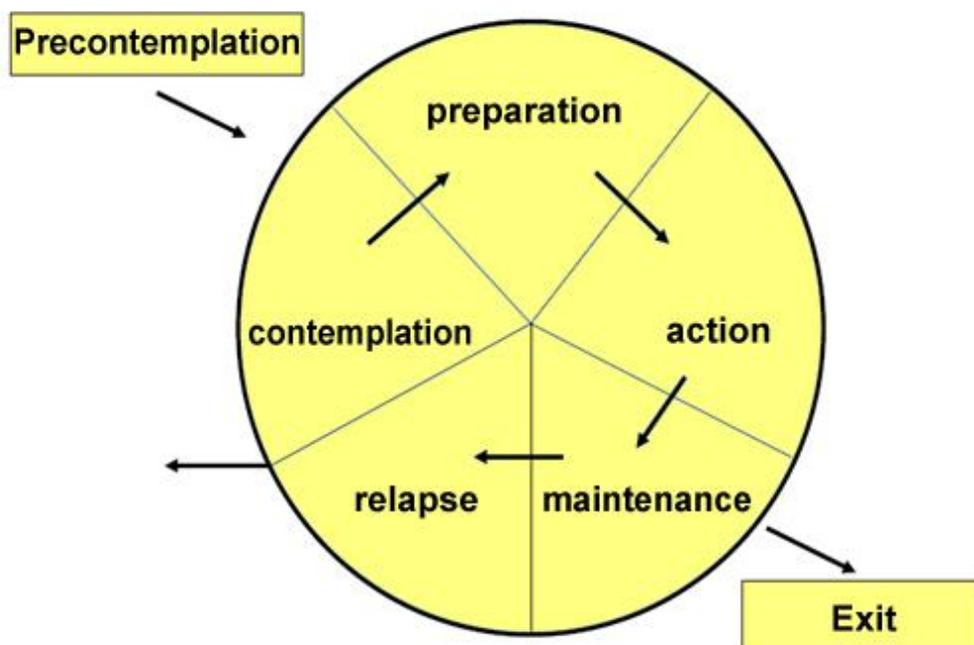
**Preparation:** The individual becomes committed to taking actions and becomes ready for it. However, it is also necessary for them to resolve ambivalences which hinder taking genuine actions. It is worth outlining a detailed action-plan.

**Action:** there are definite changes in behaviour. There is a need for absolute commitment and boundless energies in this phase.

**Maintenance:** it is a time to reinforce achievements and successes of previous phases, and to prevent wavering; falling back into previous behaviours. It is a long process.

**Termination:** there are problems which can be actually closed, however there are ones which have to be addressed through a lifetime.

**Relapse:** natural part of the process. Discovering reasons of relapse might help prevent it in the future.



Source: Prochaska, J.O., Norcross, J.C., DiClemente, C.C., (2009) Valódi újrakezdés [Changing for Good], Ursus Libris, Budapest.

(Annex 5)

## Circumstances and Attitudes Influencing the Life of NEET Young People

Put a X into the boxes to indicate factors which could be shaped, influenced during labour-market trainings. If possible, write an idea to the factor indicated about how the desired change could be achieved.

- self-estimation problems (inferiority complex, lack of self-confidence)
- disadvantaged social status, lack of motivating environment, retaining environment
- lack of work experience
- lack of family support, and its retaining force
- relationships to peers, unfavourable effects of reference group
- lack of social competences
- low level of conformity and resilience skills
- unrealistic thinking
- learnt helplessness
- communication difficulties (self-expression, understanding other people's thoughts)
- dominance of external factors in actions (low level of internal control)
- lack of persistence / effort, miracle-expecting attitude
- difficulties in time-management
- problems with way of living
- unrealistic values
- dominance of 'I feel good' attitude
- disorganised lifestyle
- motivation difficulties, lack of definite goals
- lack of a realistic goal
- weak study skills and motivation
- lack of an example to follow
- other factor: .....
- other factor: .....

(Annex 6)

## **A Way to Promote Development Assessment for Learning**

*'Assessment for Learning [...] refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately'.* This definition of AfL by OECD implies application of the method in school context.

Objectives of AfL: during a series of consultations, the student and the teacher outline realistic and achievable objectives for the student which promote optimal development and all the activities necessary to reach these objectives. The student will presumably become more motivated to implement these actions and his/her teacher can provide him/her with more efficient (tailored) assistance.

Features and criteria of applying the method:

- it is recommended to frequently include it into the training
- considering facts and data is necessary during the consultations
- both parties actively express their opinions (not a diagnosis by an external person)
- focuses on objectives and resources, not on providing feedback on deficiencies

Based on research into efficiency of the method, educators have to focus on the following areas to develop individual performance:

- asking questions
- providing feedback
- developing the ability of self-reflection
- assessing peers
- developing a sense of responsibility for his/her improvement, strengthening the ability to take responsibility
- objectives set together with students
- assessing what has been learnt (skills and competences acquired)
- assessing the learning process
- learning assessment (everyday routine of AfL)

As a result of all this, students continuously achieve success as a result of their activities and receive positive feedback from their environment. While doing so, besides highlighting patterns of behaviour to be corrected, the individual also becomes clear about new alternatives of behaviour he/she must apply and formulate.

Components of the method make it suitable to declare objectives in trainings for adults or labour-market trainings.

Source: <http://www.oecd.org/site/educeri21st/40600533.pdf>

## Training Day 2

### Summary table

**Duration: 6 Hours**

**Session Delivery:**

Phases	Content	Activity	Method	Time
Start of the day	Opening round	-	All-round inquiry	15 minutes
Introducing new topic	Preparation of trainer skills development	Feedback	Individual work, Tests, Large group discussion	45 minutes
Processing the topic		Processes and Rules of Providing Feedback		35 minutes
Practice session	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	self-reflection, feedback on role, feedback from peers and trainer free interaction	
	Preparation for the next activity	Relaxation activity, break		10 minutes
	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	see before	
Introducing, processing new topic	Raising self-awareness	I work as an assistant because	structured activity, free interaction	40 minutes
Practice session	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	see before	

	Preparation for the next activity	Relaxation activity, break		10 minutes
	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	see before	
Processing new topic	Enhancing self-confidence	What I like about you is...	structured activity	15 minutes
End of the day	Feedback	Emotions, thoughts at the end of the day	Taking turns	10 minutes

## Description of Activities of Training Day 2

### Opening round

Starting the day, preparing participants for the day of work ahead, excluding factors affecting group activities and facilitating release of any inner tension.

A method which facilitates symbolic visualisation of emotions, moods and thoughts (e.g. choosing an image or an object, drawing, marking on a picture) is preferred.

It is essential to make each participant speak at this activity.

### Feedback

**Activity Objectives:** To recall personal experiences necessary for introducing the topic

The group leader asks the participants to recall situations from their former experiences when feedback on their behaviour or work was provided for them (either unexpectedly or in a planned way - e.g. within a training group). In each situation, consider the ways the feedback was provided for them and the emotions experienced (which ways helped them to develop their skills and personality and which ones had a negative impact); then they summarise their experience on a sheet of paper (Annex 7) individually.

While discussing the activity, focus of attention must be on how feedback was provided, the emotions experienced and how feedback affected behaviour. It is worth paying attention to effects of labelling people.

### Processes and Rules of Providing Feedback

**Activity Objectives:** To clarify how to provide appropriate feedback to each other, and to raise awareness

The trainer hands out the '*The Process of Feedback*' worksheet (Annex 8). Going through it, members discuss and share their thoughts with others. There is an opportunity to discuss some of the situations described in the previous activity based on this model, paying special attention to means of successfully changing behaviour.

Afterwards, participants in small groups brainstorm aspects which they have to pay attention to when providing feedback on other people's behaviour. The groups then compare their findings together. The aspects are written on the board, and the trainer complements the list if necessary. (e.g. make remarks in first person singular, highlight positive points, avoid labelling people, aim to be specific, etc.)

After that, the group collects reasons for and against applying each method of feedback (feedback from trainer, feedback from group members to peers, written feedback from employer about internship, watching and analysing video recordings, asking for self-reflection, etc.) in the group.

Finally, leaders hand out the '*Rules of Feedback*' worksheet (Annex 9) which members read individually.

Following this, they define the aspects which the group is also going to apply in the forthcoming training days, during the analysis and discussion of micro-leadership activities.

## **Micro-Leadership Activity**

**Activity Objectives:** To develop group leadership skills and to raise self-awareness

Based on the schedule designed the day before, micro-leadership activities are performed individually or in pairs. Participants of the trainer group lead one activity from the training material prepared for the unemployed per capita. Roles of the unemployed are taken by other group members.

With larger groups, there is an opportunity for 1 or 2 members to take the role of an external observer (not an unemployed person). The trainer is always recommended to observe the leaderships from this position.

Each person or pair is given 40-70 minutes to perform the group leadership activity.

## **Providing feedback on group leadership**

**Activity Objectives:** To develop group leadership skills and to raise self-awareness

Group leadership activities are followed-up by a 30-minute discussion, where the leader(s) receive(s) feedback on their work.

Feedback is actively provided by trainers and peers alike. The process of feedback can be implemented by various methods; trainers have to select the one most suitable for the group and group members. Some possible solutions are described below.

## **Providing Feedback on Group Leadership 1**

Course of feedback:

First, the one performing the micro-leadership is provided the opportunity to comment on their work (how they felt, what was their objective, how much they think they were able to achieve it, what methods they used and why? etc.)

Afterwards, group members first provide feedback considering their roles (emotions, experiences, effects on them). Then, leaving their roles, they formulate their remarks as fellow trainers – the leading trainer assists the process by asking questions if necessary. After that, the leading trainer passes their comments. Finally, the word is passed back to the one performing the micro-leadership: they might ask questions, clear up misunderstandings and assisted by the leader draw conclusions (awake consciousness) for themselves.

The responsibility of the trainer is to make the process of feedback develop participants and to prevent occurrence of harmful or offensive events. It is also important to ensure that feedback is objective and aims at highlighting positive points. However, it is imperative to highlight difficulties and areas of development. This responsibility must be managed by a trainer since they might find themselves in a situation in a group where a member (maybe even gratuitously) gives negative feedback for them. Leading trainers however, have to be aware that these experiences might overwhelm even experienced group leaders since they have to face their deficiencies. It is recommended to close the day with an activity that recreates their inner balance: see '*What I like about you is...*' activity later.

## **Providing Feedback on Group Leadership 2**

An effective tool for providing feedback is the group leader giving members aspects of observation beforehand. Thus, the trainer might hand out the '*Feedback Sheet for Micro-Leaderships*' worksheet (Annex 10) where members taking roles of the unemployed mark

their observations after the leaderships; external observers and leading trainers do so during the leaderships. It might be worth complementing the aspects of observation in the chart or replace the ones written to meet group requirements. Participants write their further comments under the chart.

According to the process described in the previous activity, markings on the worksheet provide a basis for peers to formulate feedback on leaderships of their fellow trainers.

Completed worksheets might be given to the one performing the micro-leadership, then, the completer's name must be written on the sheet so that questions can be asked in case of misunderstanding or disagreement.

Process of discussion corresponds to the one described in 'Providing Feedback on Group Leadership 1'.

### **Providing Feedback on Group Leadership 3**

Feedback on micro-leadership activities might be facilitated by making video recordings of each group leader's work. This provides an opportunity of directly connecting feedback with specific situations.

When applying this method, it is also worth providing a possibility for the current leader to reflect on their own performance first. Only after that shall we offer to play back the recordings and discuss experience.

Process of discussion corresponds to the one described in 'Providing Feedback on Group Leadership 1'.

There might be more consecutive micro-leaderships but the leading trainer must pay special attention to the endurance of the group. To avoid being overworked, it is recommended to take breaks, do relaxing activities also contributing to training aims responding to the current situation of the group. The following activity gives an example for the latter.

### **I work as an assistant because**

**Activity Objectives:** To raise self-awareness, reinforce the identity of an assistant, and to awake consciousness

The group leader hands out the worksheet related to the activity (Annex 11). It is completed by everybody individually, then members briefly summarise the lessons they learnt during the activity voluntarily.

If there is still time left, it is recommended to consider who and what events motivated each person to choose a job of an assistant.

## **Other Micro-Leadership Activities and Providing Feedback on Group Leadership**

As described above.

### **What I like about You Is...**

**Activity Objectives:** To provide positive reinforcement

The group leader gives a ball to a group member. They are free to choose anybody to pass the ball to and in the meantime complete the open sentence: 'What I like about you is...' about the person catching the ball (the recipient). The one throwing the ball puts their positive emotions and thoughts into words.

The trainer must assure that the activity is played long enough, so that everybody has the opportunity to receive feedback.

If there is time at the end of the game, group members might be asked about thoughts they had and emotions they experienced when hearing other people's statements about them.

### **Feedback Round - Feelings, Thoughts at the End of the Day**

Participants of the training briefly summarise their experiences of this training day.

It is worth having everyone put into words the contents they deem necessary to deliver the trainings.

Similarly to the beginning of the day, it is also recommended to use tools.

(Annex 7)

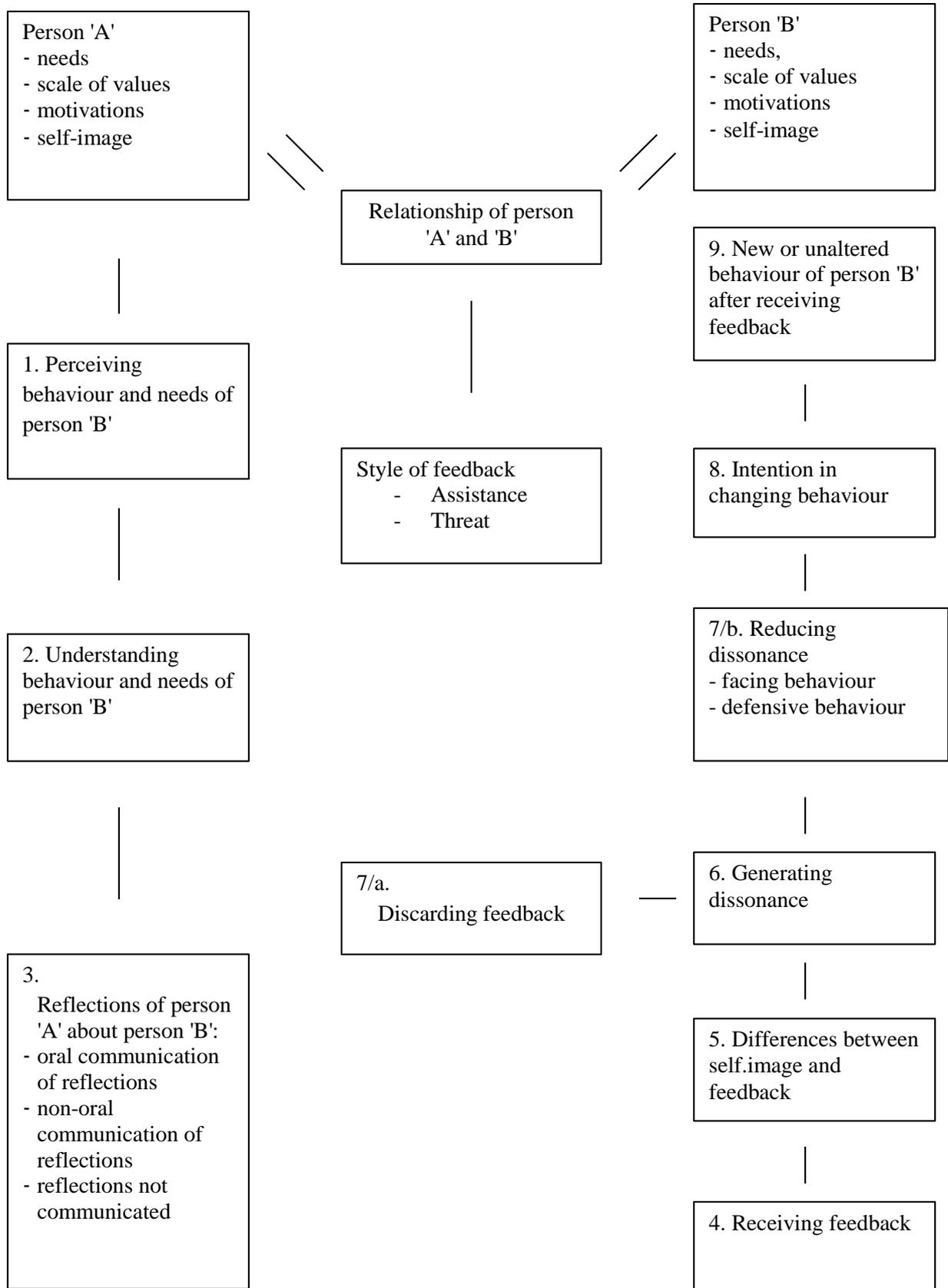
## My Experience about Receiving Feedback

situation faced	method of feedback	emotions felt	
		+	-

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(Annex 8)

**Process and Rules of Providing Feedback** /based on BARLAI, Róbert and TORMA, Kálmán/



## Rules of Providing Feedback

1. Feedback is most effective when it **immediately** follows the event it refers to. If necessary, it is easier to reconstruct events in such cases.
2. The feedback must be formulated **in favour of the recipient**. It must be supporting and no one can be forced to accept any opinion or to change: the feedback shall be used by recipient as they wish; it can either be accepted or rejected.
3. It is worth bearing in mind that feedback **expresses momentary perception or emotions of the giver** at the time of formulating it; it is neither true nor false.
4. Feedback can only be effective if the recipient is **open about it**, no feedback must be forced upon others. It up to the recipient's attitude how much they capitalise on the feedback; depending on what content and depth they are able to or willing to face.
5. Since feedback is based on the giver's perception, both parties might be eager **to ask for the opinion and observation of other people present**: i.e. how they evaluate the situation.
6. Efficiency of feedback is increased by being **specific** not generic. It is recommended to provide feedback on behaviour in a specific situation: 'I felt it unselfish / selfish when you ...' instead of saying: 'you are unselfish / selfish'.
7. Feedback encounters less resistance if the giver **interprets** the other person's behaviour **descriptively**, and formulates its **effects exerted on them**: e.g. 'I'm feeling neglected because you interrupted me.'  
Labelling / assessing a person should be avoided: e.g. 'You are always interrupting others.'.
8. Feedback should be formulated about a relevant topic, it must be useful and rich in content.  
The topic must be important enough for the recipient to be able to influence them.  
Besides, it must aim at a behaviour which can be changed. If it fails to do so, it will only increase tension.

(Annex 10)

## Feedback Sheet for Micro-Leaderships

Name (feedback is provided about): .....

Completer' name: .....

<b>Unsuccessful</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>	<b>Successful</b>
Flow of speech								Flow of speech
Content of speech								Content of speech
Stress, intonation, tone								Stress, intonation, tone
Emotional identification with the content								Emotional identification with the content
Charisma								Charisma
Use of space								Use of space
Eye contact								Eye contact
Facial expressions								Facial expressions
Gestures								Gestures
Posture								Posture
Motivating effect								Motivating effect
Authenticity								Authenticity

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(Annex 11)

## I Work as an Assistant Because

In the list below mark the statements you deem true for you.

- I can work with people.
- I can manage other's activities.
- I can help others.
- with this job I can assure stable financial background for my family.
- I can be a member of a well-functioning team.
- I can experience spectacular success in my job.
- this job is predictable and reliable even in the long run.
- I can always solve new challenges where I must use my creativity.
- every now and again I can experience successes almost 'invisible' to others.
- I can meet a lot of people.
- I am pleased to listen to others.
- I feel I am needed here.
- I can do my work very independently.

Other reasons:

- .....
- .....
- .....

## Training Day 3 Summary table

**Duration: 6 Hours**

**Session Delivery:**

Phases	Content	Activity	Method	Time
Start of the day	Opening round	-	All-round inquiry	15 minutes
Introducing new topic	Awareness-raising, preparing ground for formulating development aims	Characteristics of a good trainer	collecting, free interaction psychodramatic display	90 minutes
Practice session	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	self-reflection, feedback on role, feedback from peers and trainer free interaction	
	Relaxation, preparation for the next activity	Relaxation activity, break		10 minutes
	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	see before	
Introducing, processing new topic	Raising self-awareness	I work as an assistant because	structured activity, free interaction	40 minutes
Practice session	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	see before	
	Relaxation, preparation for the next activity	Relaxation activity, break		10 minutes

	Trainer skills development	Micro-Leadership Activity	depending on the activity	70-100 minutes
		Providing feedback on group leadership	see before	
Continuing previous topic	Raising self-awareness	My strengths, areas to develop, aims	test sheet	40 minutes
End of the day	Awaking consciousness, leave-taking	My Journey through the Training, What Have I Learned?	individual utterances	30 minutes
End of the training		Emotions, thoughts at the end of the day	taking turns	10 minutes
		Telegraph or Text Message	individual work, structured activity	15 minutes
	feedback	Completing feedback sheets, oral amplification	completing sheets	

## Description of Activities of Training Day 3

### Opening round

Starting the day, preparing participants for the day of work ahead, excluding factors affecting group activities and facilitating release of any inner tension.

A method which facilitates symbolic visualisation of emotions, moods and thoughts (e.g. choosing an image or an object, drawing, marking on a picture) is preferred. It might facilitate group members with inadequate sense of phrasing to show their inner world.

It is essential to make each participant speak at this activity.

### Characteristics of a Good Trainer 1

**Activity Objectives:** To raise awareness and to shape professional identity

The participants make small groups of 4-5 people. Each group is given a sheet of paper where they collect adjectives and describe: what the characteristics of a good trainer might be. The groups then compare their collections to complement each other's work, the group leader writes the adjectives on the board (one adjective per row). The trainer him/herself might also complement the list.

After that, every participant has the opportunity to weight the list formed based on their point of view: they mark every characteristic they deem the most important with a small dot. Each person can mark 3-5 characteristics depending on the amount collected. (it is the trainer who shall decide on the maximum number of characteristics depending on the length of the list collected). After completing the weighing, in a short follow-up discussion the leading trainer draws attention to contents not covered by the activity yet.

### Characteristics of a Good Trainer 2

**Activity Objectives:** To raise awareness and to shape professional identity

This activity might be an alternative to the previous one. A prerequisite of this activity is the trainer having expertise in psychodramatic methodology.

The group leader asks all the participants to imagine how the notion of a good trainer can be visualised as a sculpture. With volunteers, some of the ideas for sculptures can actually be implemented (visualised by using the participants).

According to methods of psychodrama e.g. a sculpture might make a move and actors visualising the sculpture might provide feedback on bodily sensations, experiences.

Presumably, every sculpture will provide something else to learn about the work of an assistant and activities of a trainer. The group leader is recommended to write down these lessons after visualising and discussing each sculpture. Finally, the group summarises the lessons they learnt about activities of a trainer during the activity. This might provide further ground for a short group discussion.

### **Characteristics of a Good Trainer 3**

**Activity Objectives:** To raise awareness and to shape professional identity

The group leader has previously asked the members to collect quotes from books or the Internet which formulate thoughts a trainer must keep in mind during their work. Participants must bring them either written down nicely or printed on a piece of paper (minimum one each), and similarly to an exhibition, the sheets are put on the wall of the training room. Walking around, everybody reads the quotes, which is followed-up by a guided discussion. It is the leading trainer's responsibility to draw attention to important aspects.

(e.g.

*'When talking to somebody, never start with where your opinions differ. Start with highlighting and emphasising things you share. - Socrates'*

*'It is one thing to show a man that he is in error, and another to put him in possession of the truth' – Locke)*

### **Providing Feedback on Group Leadership 4 (continuing previous day's work)**

**Activity Objectives:** To develop group leadership skills and to raise self-awareness

The leadership can be implemented as a laboratory practice. Then, only some of the participants take the role of unemployed young people during the micro-leadership activity; others observe the process from outside. The roles undertaken are voluntary but the trainer might also assign them to participants; however, the trainer must decide beforehand on how to give instructions.

Before starting the micro-leadership, the trainer hands out the *'Effect on others'* worksheet to the participants in observing roles (Annex 12). Based on its aspects, group members mark their observations. They certainly might complement it with other observations as well.

Process of discussion corresponds to the one described in 'Providing Feedback on Group Leadership 1'.

### **Providing Feedback on Group Leadership 5 - skills development**

**Activity Objectives:** To awake consciousness of the existence of multiple right solutions of a specific group situation. An important prerequisite is that group members experience the authenticity of the group leader.

This one might be an alternative to the group leading activity described on Training Day 2.

The group member performing the micro leadership has the opportunity to interrupt group work during each exercise. They are recommended to do so when they feel uncertain about the efficiency of their leadership, puzzled or curious to learn about alternative group leadership solutions.

The current group process, leadership of the ongoing activity is then taken over by a volunteer for a while (about 3-10 minutes). They perform an alternative solution for the current group situation for the one performing the micro-leadership and return to their seat when finished. Multiple volunteers might demonstrate their reaction in the situation given. The one performing the micro-leadership then becomes an observer (outside the circle), in case of dual leaderships together with one of the leading trainers.

There a discussion after demonstrating the alternatives:

- both leaders talk about their understanding of the situation when they took over leadership of the group and then they tell the purpose and means to achieve it.
- group members provide feedback on how they felt during a particular group-leadership solution
- external observers (if any) also share their observations
- the trainers are the last to provide feedback

### **My Strengths, Areas to Develop 1**

**Activity Objectives:** To raise self-awareness, have objectives formulated

The participants write the most important six factors from the criteria identified in the morning activity '*Characteristics of a good trainer*' into the innermost parts of the sections of the circle on the '*My strengths, areas to develop*' sheet (Annex 13). Then, individually, every member puts a 'X' into the segments of the score-card to illustrate how much specific factors are true for them. In case of factors which are true for them in their work, they put a 'X' towards the centre of the score-card, and in case of factors not so true for them, they put a 'X' towards the outer rims (sections of the score-card equal to values 1-5).

Besides the existing self-image, it could be beneficial to receive feedback from others, as well. Therefore, every group member is free to choose 2-3 people who will also complete the score-card about the people concerned, based on their impressions gained during the training. The cards are then handed over to the person they provided feedback about. Group members individually reflect on differences and similarities of the information received. There is a group discussion to close the exercise where everybody can inquire about the reasons why others completed the cards in a way they did.

As a closing task, group members are asked to identify the areas they would like to develop most. Other group members might provide ideas how to bring about this particular change.

The leading trainer is responsible for ensuring that feedback provided be constructive.

### **My Strengths, Areas to Develop 2**

**Activity Objectives:** To raise self-awareness, have objectives formulated

This activity might be an alternative to the previous one.

The participants individually consider and put in writing what strengths and weaknesses they have as a group leader. (They may include abilities, personal features, expertise, etc. from their field; anything the individuals considers important for their future work as a trainer.) This is followed-up by a discussion in pairs, where they choose a partner and discuss the content written down. When assigning the activity, group leaders draw everybody's attention to the aim of the discussion, which is to identify one or two areas they would like to develop - and if possible, consider ways to bring about the change.

During the large group discussion everybody shares their thoughts about their own course of development.

## **My Journey through the Training, What Have I Learned?**

**Activity Objectives:** To summarise and awake consciousness

The trainers evoke the events of the training. After that, every group member must consider what the most significant and remarkable events were for them during the three days. These events should receive a book-like title.

The leaders designate an imaginary axis in the training room which represents the time (start and end of training and the space between these two). Group members stand up on the time-axis to show the part of the training they deemed the most important. Taking turns they share their book-titles besides their personal feelings and thoughts they consider important.

This activity closes group processes on the one hand; on the other hand it helps to awaken members' consciousness of their own development.

## **Feedback Round - Feelings, Thoughts at the End of the Day**

Participants of the training briefly summarise their experiences of this training day.

It is worth having everyone put into words the contents they deem necessary to deliver the training.

Similarly to the beginning of the day, it is also recommended to use tools.

## **Closing the Training**

**Activity Objectives:** To summarise and assess individual learning and overall effectiveness of the training

The trainers divide a large sheet of paper in four. They draw a suitcase into one area, a rubbish bin into another, a gift box into the third one and an envelope into the fourth part. Group members also receive four small sheets, and they draw small pictograms onto them. According to the symbols, they write down their thoughts and feelings.

Meaning of pictograms:

- Suitcase: what they consider worthwhile to keep from the training.
- Rubbish bin: what they think unnecessary or unimportant.
- Gift box: what they would like to give their peers as a present.
- Envelope: their message to the trainer.

Then, everybody sticks their small sheets onto the corresponding areas of the large sheet. After that, the group reads the contents on the sheets together: either the trainer reads them out loud or everybody walks up to the sheet and reads quietly. There is no discussion following this activity.

## **Telegraph or Text Message**

**Activity Objectives:** To prepare leave-taking of group members

At the end of the training, group members may be provided the opportunity to write short messages (telegraphs or texts) to each other on a small piece of paper. When completed, they deliver them to each other. When everybody has finished reading the texts, there may be ground for clarifications but no long discussion shall take place here.

When taking leave, it provides an opportunity to formulate personal and important messages.

## Completing Feedback Sheets

Completing feedback sheets is necessary to measure efficiency of the training.

At the end of the training material some formats are provided which the trainer may select from or which may serve as a basis of creating a format of their own.

## Leave-Taking ?

(Annex 12)

## Effect on Others

Self-confident	3 2 1 1 2 3	Insecure
Impulsive	3 2 1 1 2 3	Level-headed, disciplined
Open-minded, sociable	3 2 1 1 2 3	Reserved, distant
Assertive	3 2 1 1 2 3	Too adaptable or aggressive
Prudent	3 2 1 1 2 3	Decisive
Conscientious	3 2 1 1 2 3	Generous
Reliable	3 2 1 1 2 3	Insecure
Sympathetic	3 2 1 1 2 3	Confronting
Other aspects:	3 2 1 1 2 3	Other aspects:

Numbers indicate the intensity of the effect:

For instance with the spontaneous feature:

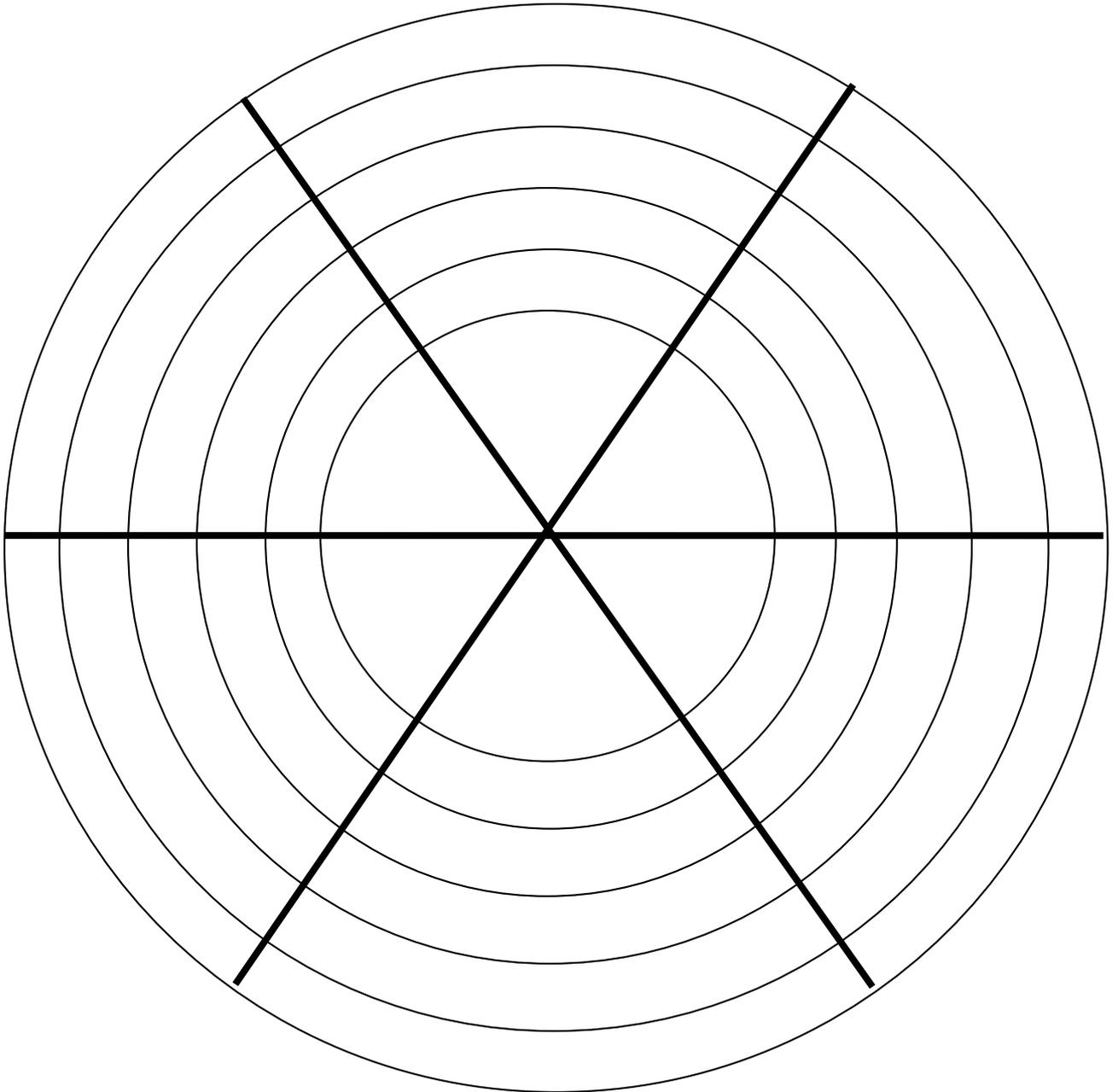
3 = very impulsive

2 = quite impulsive

1 = more impulsive than level-headed, disciplined

(Annex 13)

## My Strengths, Areas to Develop



## Feedback Sheet

Please write down your observations about the training.

During the training It was good for me that...

During the training it was difficult for me because...

I missed...

In the group, the easiest for me was...

In the group, the most difficult for me was...

About the group leaders' work, I would like to share that...

Besides, I consider important to share that...

## Feedback Sheet

Indicate your opinion on a scale from 1 to 7 about the following statements.  
Put a 'X' under the number which best represents your opinion about the subject.

	1	2	3	4	5	6	7
Content of the training							
Atmosphere of group sessions							
Real life use of what I learned and experienced here							
Group leaders' work							
Location of the training							
Conditions							
Quality of materials received during the training							

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Downloaded: 21st February 2016

The handbook includes some activities or ideas for activities which have been given to me by colleagues over the years; therefore their sources cannot be indicated.