

Workshop Exercises Count Me IN EXERCISE 1

The function of questions in the training interview

AIMS: Exploration.

LEARNING OUTCOME: The function of questions. Familiarisation with interviewing techniques.

The trainer's tools are questions for:

- Getting an idea of the situation in order to develop hypotheses and focus on them
- Analysing the problem from different angles and finding new perspectives and assessments with the trainee
- Confounding the trainee's previous thinking patterns
- Establishing contact and relationship; showing that the trainer is interested in the trainee's concern
- Increasing complexity if the trainee has too narrow an idea of the problem and its context
- Reducing complexity if the trainee keeps bringing in more and more aspects and information and thus fails to focus on the agreed topic
- Interspersing new ideas into the trainee's mental world (planting a virus)
- Checking hypotheses which seem significant to the trainee during the interview

Addressing anxiety-provoking topics (taboos) and, thus, making them malleable

Examples for questions to be asked during the exploration phase:

Questions about the concrete (problem) situation

"Describe the situation, which you consider problematic."

"Name the problem in one sentence."

"Outline what makes the difficult situation so difficult for you."

"When, where, how often does this happen?"

"Describe how the people involved behave."

Questions about the order of events of a situation

"Describe the concrete order of events."

"Who does what?"

"What happens when ... does that?"

Questions about the environment and the people involved/concerned

"Who is concerned by it ...?"

"Who else is involved in ...?"

Questions about valuation and interpretations

"How would you explain that ...?"

"How would others explain that ...?"

"Why is it like that ...?"

"What do others think are the reasons why ...?"

Questions about feelings and perception

"How do you feel in this situation?"

"How do the other people involved feel?"

"What do others think about how you feel?"

"What do you think about the situation ...?"

"What do others think about ...?"

Questions about the sense of the problem (present)

"Who benefits from the problem ...?"

"Who will be advantaged if nothing changes ...?"

Questions about the history of the problem (past)

"Since when has ... been?"

"What are the culmination / turning points of the story ...?"

"How did it start / continue ...?"

Questions about future options (future)

"What do you think the situation will look like in one year / some years ...?"

"What will happen if nothing happens?"

Questions about problem-free areas

"When does the problem not occur ...?"

"When is the situation not so bad ... and what is different then ...?"

Questions about previous attempts to solve the problem

"What have you already tried out / done in order to ...?"

"How did others react to that ...?"

"What experiences have you had with it ...?"

"What have others done in order to ...?"

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Workshop Exercises

EXERCISE 2

Role playing

Decision making: Train Track and Children

AIM: Making decision process.

LEARNING OUTCOME: The trainees will practice their problem setting and making decision skills.

The story given here is quite interesting and really gives us an insight into DECISION MAKING.

A group of children were playing near two railway tracks, one still in use while the other disused. Only one child played on the disused track, the rest on the operational track.

The train came, and you were just beside the track interchange. You could make the train change its course to the disused track and saved most of the kids

However, that would also mean the lone child playing by the disused track would be sacrificed. Or would you rather let the train go its way?

Let's take a pause to think what kind of decision we could make...

Analyse the situation...

Think and reflect...

Decided your personal answer!!!!...

Now share your answer it the group and discuss it

Decide your group answer

Nowgo ahead...

Comments to the role play:

Most people might choose to divert the course of the train, and sacrifice only one child. To save most of the children at the expense of only one child was rational decision most people would make, morally and emotionally.

But, have you ever thought that the child choosing to play on the disused track had in fact made the right decision to play at a safe place?

Nevertheless, he had to be sacrificed because of his ignorant friends who chose to play where the danger was.

This kind of dilemma happens around us everyday. In the office, community, in politics and especially in a democratic society, the minority is often sacrificed for the interest of the majority, no matter how foolish or ignorant the majority are, and how farsighted and knowledgeable the minority are.

The child who chose not to play with the rest on the operational track was sidelined. And in the case he was sacrificed, no one would shed a tear for him.

To make the proper decision is not try to change the course of the train because the kids playing on the operational track should have known very well that track was still in use, and that they should have run away if they heard the train's sirens.

If the train was diverted, that lone child would definitely die because he never thought the train could come over to that track! Moreover, that track was not in use probably because it was not safe.

If the train was diverted to the track, we could put the lives of all passengers on board at stake! And in your attempt to save a few kids by sacrificing one child, you might end up sacrificing hundreds of people to save these few kids

While we are all aware that life is full of tough decisions that need to be made, we may not realize that hasty decisions may not always be the right one. "Remember that what's right isn't always popular... and what's popular isn't always right."

EXERCISE 3

Brainstorming Change

AIM: The trainees will be helped to produce and share ideas about the different representations of 'change'.

LEARNING OUTCOME: The trainees will be able to demonstrate a common understanding and awareness of the meaning of "change" concept within the training processes.

People might have many different feelings and representation of the CHANGE itself. Within this session you can reflect and share about all the different ideas (i.e. risk, transition, travel, awakening, ect.) or images (i.e a snake changing skin, a jump, a growing child, a political or historical figure) linked to the CHANGE concept.

If it is a group exercise you can write down the ideas or images and then share them into a common framework through brainstorming:

The input of the exercise can be:

- 1) *WHAT IDEA (OR IMAGE OR FEELING) COMES TO YOUR MIND IF YOU THINK ABOUT CHANGE?*
- 2) *WHAT COULD CHANGE MEAN?*

ABC - Brainstorming using the alphabet:

A:
B:
C:
D:
E:
F:
G:
H:
I:
J:
K:
L:
M:
N:
O:
P:
Q:
R:
S:
T:
U:
V:
W:
X:
Y:
Z:
Å:
Ä:
Ö:

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Workshop Exercises

EXERCISE 4

A CHANGE PLAN

AIM: Design and planning of a 'change project'.

LEARNING OUTCOME: The trainees will understand the importance of a clear and operational definition of a change project goals. They will also be able to use some techniques in order to support the users in defining clearly and concretely their objectives and plan the steps.

Try to create a plan of your career by setting goals, defining steps and monitoring the execution. Propose this exercise also to your clients.

First make a SWOT Analysis

<p>STRENGTHS What do you do well? What unique resources can you draw on? What do others see as your strengths?</p>	<p>WEAKNESSES What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?</p>
<p>OPPORTUNITIES What good opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?</p>	<p>THREATS What trends could harm you? What is your competition doing? What threats do your weaknesses expose you to?</p>

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a. After the SWOT analysis

I have decided I would like to:

b. Creating my action plan:

- i. The first step is to set goals. They can be occupational, educational or training goals. Goals should be realistic and specific.
- ii. Now take each of these goals and identify the steps needed to achieve them. This is your action plan.

My short-term career goals (e.g., in a day, within a week, or possibly within a few months).

- 1. _____
- 2. _____
- 3. _____

Action Steps to be taken	Target Date	Done
1. <i>Fill-out the online AU application and registration form to start course(s) by June 1</i>	Mon, Mar. 25	✓
2.		
3.		
4.		
5.		

My long-term career goals(e.g., one semester, one year, five years, or twenty years).

1. _____
2. _____
3. _____

Action Steps to be taken	Target Date	Done
1. <i>Complete my Bachelor of Commerce- Accounting Major</i>	<i>June 30, 2010</i>	
2.		
3.		
4.		
5.		

c. Possible Roadblocks to Achieving My Goals.

You have your action plan but things can still go wrong that make it hard for you to reach your goal. Think of it as being roadblocks to reaching your destination. You need find a detour or another route to get there. If you are prepared in advance, you will not get lost. Examples of roadblocks are lack of support from spouse or boss, young children, child care, elderly or sick parents, any type of disability, finances, etc.

List any roadblocks you can think of and develop a strategy of how to deal with each one as they arise.

Possible Roadblocks	Possible Detours to Roadblocks

EXERCISE 5

Setting appropriate aims

AIM: Learning the characteristics of a goal. Setting appropriate aims.

LEARNING OUTCOME: Knowledge of “SMART” concept of goal setting. The trainees will understand the importance of a clear and operational definition of a change project goals. They will also be able to use some techniques in order to support the users in defining clearly and concretely their objectives and plan the steps.

One of the main objectives of training is to help the client to set the goals/aims and to set the path to follow them.

Try to answer to the following question:

“What is your aim?”

Write down your answer.

If your answers are like “to have nice family life”, “to be successful”, “to earn a lot of money” etc. then we can say that these are rather wishes than goals.

The “right” goal should respond to “SMART” concept- should be:

Specific

Measurable

Achievable

Realistic

Timed

The goals should be also written down because when they are just in our heads, they can be easily changed. The deadlines can be easily postponed etc.

EXERCISE 6

Personal collage

AIM: Overcoming of fears

LEARNING OUTCOME: Knowledge of a method for fear fighting that can be used by participants in their training practice.

For overcoming the barriers of fear and for creating an environment of trust and confidence, it is good to start the training sessions with our TG in a very informal way – in the form of games. Sometimes, people can be afraid of answering questions and sometimes they have got problems speaking about themselves. Therefore we can use symbols – with pictures easily.

The following exercise can be used for different purposes – for recognising:

- personal characteristics,
- hobbies,
- competences,
- wishes,
- problems,
- aims
- etc.

It is up to you, as a trainer, how you set it.

Process:

Preparation: find at least 150 different pictures in some magazines and cut them out. They should be different in size and they should cover as many various topics and environments as possible.

On site: Place the pictures on a table.

Ask the trainee to choose 10 of them and make a collage out of them.

At this stage, you can choose the purpose of the exercise by giving the assignment to the client – e.g.:

“Please choose 10 pictures, which characterises you at most.”

“Please choose 10 pictures, which present your wishes or the things you like.”

“Please choose 10 pictures, which you are afraid of.”

Etc.

Give the client 5 minutes to do so.

Then, you can work further on with the prepared collage:

Look at the collage from the point of view of you, as a trainer, and make some suggestions about the pictures. Ask the trainee, if s/he agrees. Ask him/her to explain to you what the reasons for choosing the pictures were and what they stand for.

With this method you can easily disclose the issues, which otherwise might have stayed hidden for a long time.

This method offers other possibilities useful for concretising.

When you explore the pictures in the collage deeply enough, ask the client to reduce their number to two. Thus, you can easily disclose the matters that are of bigger importance in client's life.

EXERCISE 7

Drawing a tree

AIM: To learn the basic features of the drawing analysis

LEARNING OUTCOME: Knowledge of basics of drawing analysis.

Drawing a tree is another method using artificial tools.

Give the client a piece of paper (A3 form in an ideal case, A4 would be sufficient, too) and a set of colourful crayons.

Then ask him/her to draw a tree. The client might ask how big or where it should be situated – just repeat that the task is simple – just to draw a tree.

As soon as the client is ready with his/her drawing, you can analyse it according to a position, size, colours etc. You can discuss with him/her the characteristics of the drawing.

EXERCISE 8

Setting of goals (from abstraction to visualisation)

AIM: Learning creative methods of goal settings

LEARNING OUTCOME: Knowing creative methods for work with the TG.

This method is suitable for setting goals as it easily leads the person from abstraction to visualisation.

1. Client draws a picture of his/her dreamed/target situation.
2. Reflection on the picture – discussion of the trainer and the client
3. Posing questions leading to the goal definition and setting a path to its achievement:
 - Who/what would be good support for you to achieve that aim?
 - What steps could lead to the aim? What would be the first steps?
 - Who or what could actually be a break in your achievement?
 - When you reach your aim, what will be changed? For you? For the others?
4. The client will receive a sheet of paper with ABC. His/her task will be writing words beginning with each letter of the ABC, which relate to the target situation. Then, the words are analysed together (in case you are dealing with an illiterate person, you can do this exercise verbally).
5. Last step: changing future into presence: the only time stage we can change is the presence. We cannot change anything that happened in past and we can only plan the future. Binding oneself to past causes the incapability to move forward. It is necessary to learn to concentrate on the present actions.

EXERCISE 9

“5+ method”

AIM: Learning the process of reaching aims/solving problems.

LEARNING OUTCOME: Knowing method of setting, following and reaching the goals – applicable in training practice.

The method „5+“ shows how and by taking what steps one can generally proceed to reach a desired status/situation – how to reach an aim. This method helps people aspiring to career change. It can be practically applied in different life situations and environments (it was also tested successfully with various TGs: illiterate people, unemployed women, older people and with adult educators).

It can also be used for problem solving.

Process:

1. Express your aim (you can use the drawing from exercise 7), write it down.
 2. Describe your situation now
 3. Identify and describe the difference between aimed situation and situation now
 4. Lay down your steps (preferably small steps) to reach your aim and then start by doing them
 5. Review your actions after a certain time: what has changed?
- + Be proud (even if you didn't reach your aim (in time)).

EXERCISE 10**Building on competences acquired informally – I could go so far, I can go further:**

AIM: Learning method of identification of competences and supporting of self-confidence and self-esteem.

LEARNING OUTCOME: Knowing method of identification of informally gained competences and support of self-confidence.

This method aims at identification of own competences and thus it can be very useful for supporting of self-confidence.

The client will draw several time lines (with marked years) one under each other. Each time line stays for one life sphere – see the working sheet below (health, emotions/partnerships, family, work, learning, finances).

The client is then asked to mark important milestones in his life when something happens. S/he will draw the points under or below each time line (below = bad, above = good). Then the points will be connected to a line.

Afterwards, the trainer works with the trainee on analysis of the ways s/he overcame the “crisis” in his/her life (how s/he gets from the points below the line to the points above). What resources s/he used? What and who helped him/her? What skills and competences did s/he apply?

With this method, the client can easily find that s/he has got the capacity to deal with problems and that s/he has got a lot of competences s/he have not realised.

This method can be useful also as a preparation for a job interview – it helps the person to identify the competences acquired informally.

Moreover, on the basis of competence-assessment, further training opportunities can be recommended.

EXERCISE 11

Positive images – fantasy dream

AIM: Learning of method using fantasy and positive thinking

LEARNING OUTCOME: Getting to know unusual therapeutic method leading to positive thinking.

There are many constrains in our lives, which can lead to creation of psychological blocks. These constrains can be hardly removed. However, there are some techniques which can assist us. They are based on fantasy and imagination.

There is one example of such a method – please follow the instructions described below and try the exercise on your own. Later, you can use it in training practice with our TG.

Fantasy dream exercise:

Think of various limitations and constrains you have. Then think of the values you are longing for. Sit down, close your eyes and relax. Breathe slowly and with every breathing-out imagine you are getting rid of the tension inside of you. Feel how your muscles are being relaxed. Stay like that for several minutes.

Now, try to imagine a forest glade. On one side of this glade, there is a rock with a cave. You have a rucksack on you back and inside of it there are all your limitations. Lay it down in front of the cave and enter. The cave is cosy, it is warm enough and surprisingly there is enough light. You can hear the sound flowing water from the inside. Follow the sound. You will see a golden bowl full and overflowing with bright liquid. The liquid consists of the values you wish to have in your life. They are flowing from the bowl to the ground. Take the bowl and drink. You can feel like the values that flood your body. You are drinking but the bowl is not emptying. It will still be full. Inside of it there is plenitude of things you are longing for and this plenitude will still be there for you. When you feel you have drunk enough, put the bowl back, but remember you can come back whenever. Leave the cave and enter the beautiful, sunny day. Then wake up slowly.

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