

"PERSONAL BRANDING FOR YOUNG LEADERS"

GUIDE FORTEACHERS

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PART I.

TRAINING FOR YOUNG ETHICAL LEADERS





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How do we understand a young ethical leader?

First of all, it is not easy to become one. Hard task always requires hard work and the position of a young ethical leader is something *permanently earned*, not a door prize handed out to somebody who had attended a few leadership trainings.

As far as nobody invites to leadership circles one has to realize a high degree of competition in this area and show the best possible level. A strong and *applied* desire to become a real young ethical leader or a valid stakeholder in young years means life-long study both formal and informal, intensive and extensive reading of scholarly literature in two or more languages, progressive critical and innovative thinking. It needs impressive theoretical knowledge combined with serious practical experience, specific mindset of a responsible non-conformist and important ability to persuade unpleasant people or take risk to confront them.

A sine qua non for a young ethical leader is the sober sense of a clear-sighted reality, its many limitations and encouraging possibilities along with a habit to note seemingly irrelevant details while observing a bigger picture. All these qualities are possible within a framework of social asceticism when one has not to *spend* invaluable time on mindless sharing selfies online but to cleverly *invest* time, acquiring new level of cognitive perception, getting more expertise and successfully revising old ways of solving problems.

As a final note, a future young ethical leader should always keep in mind that being professional is not an everlasting rigid *status* but a dynamic *process* of an every-day and every-night self-improvement which includes reinforcing of intellectual capacity, rising analytical skills and keeping fearless civic devotion.

Given this, we can assume how difficult it is to prepare bright young minds and souls to undertake the first and probably most important steps on the way to young ethical leadership in this world full of challenges and complexities.

After we found out what, in our understanding, young ethical leaders are, we can proceed to how to organize the training, how it should look like, how it should not look, what





techniques work, what techniques do not work, what is non-formal education, what mistakes are made during the training and how to make this experience effective both for our project on young ethical leaders and for other educational events.

Ideally, the training for young ethical leaders is an alloy of practice oriented education, professional research and strong personal growth. It is also a meeting with another modus of though and action. There is a "I" and everything that it knows, represents, knows how. For young ethical leaders when a collision occurs with something unlike what is known from experience (such as COVID-19), there is no choice to ignore it, we should acknowledge and comprehend the problem. If such a step is taken, then real training begins.

Knowledge from the philosophical concept becomes existential field of practice, and clear understanding becomes inseparable from timely application. In training, we elaborate more like an updated leader's "cookbook" rather than a qualification certified by past achievements. It is better to be a half step ahead of the well-founded tradition of usual education, familiar market or further, although at the same time the training becomes more complicated. So are the current parameters of knowledge and skills.

We want to prepare not just individual ethical leaders, but some kind of "human cyclone centers", professionally organizing and structuring active environment around them.

Training is not a TED conference¹

Here it is necessary to say that some trainers and facilitators are very fond of events called TED - everyone knows the format when a person speaks on stage, even a book is written about how to conduct a TED lecture well - it's fun to tell using slides, videos, music effects, add a little humor and irony at the end get a stormy ongoing applause. Why we don't like TED? We have nothing against TED as a form of presentation of materials, but there is one problem with TED – this is a *monologue*.

¹ https://en.wikipedia.org/wiki/TED (conference)





Therefore, TED as a seed and the beginning is possible, but to turn the training into an endless TED, in our opinion, is wrong. Again, this is a monologue no matter which celebrity speaks, no matter what problems the lecturer speaks of - this is an ex cathedra lecture, this is not what we need. We stand for an equal dialogue, we stand for more active interaction with participants and as soon as we talk about leadership, participants must take responsibility and act as *active* ethical young leaders right from the very first training, not like young leaders in the waiting. It's not just to have fun and then get a certificate, take a group photo and that's it.

Training is a profitable *investment* of time

Everything else is beyond our grasp, only time is ours. [B]ut no one thinks he owes anything when he has received a gift of time. And yet this is the only thing that even a grateful person cannot return.

-Seneca²

No, this is not done for this, we are making our training on the project for young ethical leaders a very serious investment of our knowledge time and also asking for the investment of time for our participants to achieve serious results, in other words, to extract dividends of a non-financial nature, this is not money but dividends in the form of new knowledge, new practical skills, new connections and new views on the problem as well as on a new way to resolve old problems.

Here again, it is very important to emphasize that time cannot be *spent*, time can only be *invested*, it is necessary to explain to our participants from the first minutes of our appeal to them, time is the most invaluable capital that we have. Because only time is the only

² Moral letters to Lucilius, Letter 1. "On saving time".





property, is the only property that we have and which we can freely dispose of. Even a political prisoner while incarcerated was used at the time to keep in touch with allies held in other cells, to learn languages, to learn how to escape, to maintain her or his health in a more or less positive form, and also to in order to write notes, memoirs, refer to descendants in order to warn about what happened in order to tell the truth.

You can take away physical freedom from a person, but time can be taken away only by taking a person's life, therefore it is very important to explain to our participants that time is invaluable capital and we are very grateful that they came to our training and invested the time of their young life, which is probably the most productive interesting part in order to become participants in our project. Therefore, we, in turn, must very carefully and professionally and responsibly prepare for our training to become not only interesting for them, not only unforgettable, but also useful from a practical point of view. They should come to us by some people and leave by other people in the good sense of the word. We must prepare them for a responsible ethical life and in leadership and in everything else that they will do after our trainings.

Only with this attitude can you start this training only by understanding that what we have been entrusted with is the most important thing that people have - this time and in life is very important because it helps to get rid of formalism from a simplified understanding of what training is and also to understand how to best way to invest time is allotted for our project.

And if there is a possibility to go out and test new skills or challenge participants with real work, please try to implement this.





Practical session of garbage collecting, sorting out and analyzing. Training on environmental leadership. (CC BY-NC-ND 4.0)³ Namoi LLC⁴, Cyprus, October 2019.

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³ Attribution-NonCommercial-NoDerivatives 4.0 International. For details, please see: https://creativecommons.org/licenses/by-nc-nd/4.0/

⁴ All persons displayed in this and other pictures from our Erasmus Plus events have expressed consent for being photographed in order to illustrate and disseminate the outcomes of their youth exchange or training course (and for the good memories, of course).





Participants

To begin with, the choice of participants is extremely important - these should be motivated young people of a girl and a guy who is really interested in leadership issues and, of course, ethical leadership and the selection of participants should begin long before you open the door

It's necessary to choose carefully. If it's students, you can talk in advance with their professors, if you can read their resume, let's say to get 20 people while 50 have expressed interest, that is, you will have a choice and here it is necessary to say that the number of participants with whom it is desirable to work should not exceed 25, maximum 30. The number also should not be less than 20, because it is very important for group work, for example, for tactical games or simulation games, which is very important for the process of non-formal education.

It must be remembered that training is not a lecture; it is a process of non-formal education that does not make our task easier; on the contrary, it makes it more difficult because the practical knowledge and useful information that we want to convey to our participants need to be made sometimes exceeding the university course in scope but for much more short deadlines and in a much more interesting way. This is not a coercion; all participants come to us exclusively voluntarily and it is advisable that they come again to subsequent sessions or to subsequent parts of the training if you want to spend on how many weeks, months, or even six months or a year dependence on your tactics and strategies chosen to achieve this goal project.

Therefore, it is necessary to prepare in advance to arm yourself with an arsenal of methodological tools so that it is not only useful but also interesting for you to keep the attention of your participants in order to be remembered and to attract even more participants who are interested in our project.





Location

The choice of location is very important, this place should be suitable for training, this place should be comfortable, this place should contain a certain minimum of equipment, in particular a projector, a place to be divided into groups, there should be enough space to work with an artistic and dramatic exercises, a place to arrange coffee breaks and horseshoe chairs, to remove tables if they are to the walls, so that there is no time to run jumping to stretch out because 10 - 15 minutes is the limit when people don't only young people can withstand and perceive the knowledge that you pass after that you need to either go into practical work or take a break or listen to their questions or engage in dialogue.

It is necessary that there be enough light there, it is desirable that there be windows, it is desirable that there be a carpet, or a soft cover for artistic and dramatic exercises, enough space to move, in order to break into groups and work autonomously from each other.

It is desirable that there were windows so that you can ventilate and not use artificial air conditioning, it is also desirable because the windows create a fairly comfortable atmosphere, since we conducted trainings in rooms without windows, sometimes there were complaints from participants that they feel in some unpleasant isolation and looking at an interesting topic and despite the active methodology of training or sucking. Therefore, the room should also be well lit, especially for work in groups, the room should have normal and comfortable chairs, it is desirable that they can be moved because they can be moved to place a horseshoe or to completely remove it.

A few words about what should be minimally in the training room. This is a flipchart, this is a tripod for a flipchart, these are markers of different colors, this is chalk for a board or special markers for a white board, that is, markers that can be erased. This glue, push pins, scotch tape, scissors, A4 paper, these are all kinds of cards, cards that will be used when dividing into groups or when playing games.

It should be a projector, which should definitely work, and it should be speakers, and which will definitely produce sound and various kinds of handouts, if you consider it





necessary for the participants, but this, of course, depends on what kind of subject you will be engage in this training or this session.

Preliminary preparation and verification

Before you start training, you need to come to this place in a day or two and watch it carefully. To know exactly where the room is located, to know exactly where the toilets are, to know exactly where you will have a coffee break in order to exclude all kinds of difficulties with the fact that participants cannot find the right door so that someone closed the entrance to the room so that you don't know where you have delivered drinks and snacks for coffee break.







Coffee-break with enough drinks, snacks and place for everybody. Leadership training for young law students. (CC BY-NC-ND 4.0) Namoi LLC, Russia, May 2019.

Everything should be debugged, you must know f or sure whether the projector is working, you must understand for sure that your laptop or your tablet is really suitable for the adapter, you should check the sound if there are speakers (preferably to do presentations with sound) it is necessary and in order to show a certain kind of educational video in order to work in groups and so that participants can prepare their own sessions.

Everything should be debugged long before the first participant crosses the threshold of the room in which the training will take place.

Work out the [possible] trouble

You must be prepared for possible troubles, you must develop a plan B, that is, for example, if a power outage occurs, and in our experience this was the case, you should know exactly how to replace the session that you wanted to show on the projector with something to others. If you suddenly forgot the materials or mixed them up, you should know exactly what to replace it with. If you forgot to allow flipcharts and markers, you should definitely know what to do instead of telling the participants, "you know, we forgot the materials, now we'll come up with something."

This should not be like this. Any improvisation is fine only when it is well and carefully prepared in advance. Sometimes Wi-Fi disappears and you cannot show any video because you relied upon stable connection and did not download everything in advance. And if there is a blackout (yes, it happens) are you ready to substitute a planned presentation or a slide-show with something else and needed – in the same breath, without hastily moves?

The participants look at you as professionals who talk about leadership and pass on practical skills. For them, you are leaders in the educational process, although we are equal in rights, so you have more responsibility than the participant. this means that your





preparation for the training must be impeccable, you must not forget anything, you must not be confused if something goes wrong you should always have plan B or plan C that will help you get out of an unforeseen situation.

You must also be in a group and you must have at least 2 people to work out a possible situation related to what you cannot foresee.

This may be a misunderstanding among the participants. The material that you prepared may be too complicated. During the games between the participants, conflicts may arise. Some participants may ask too many questions without letting other participants ask questions. You should foresee in advance if this happens, you should not be afraid of it; on the contrary, you should turn it into a part of the training as if it had been planned.

It is difficult enough to prepare for this, it requires a significant investment of time, but nevertheless, this is your investment in training, which will certainly bring you excellent dividends in the form of a well prepared and conducted training with remarkable results.

Training period

How much time you need to conduct the training depends on you and on the organization with which you agree, as well as on the participants themselves. But in any case, the training cannot last half an hour or 2 hours, because during this time only acquaintance takes place. During this time, there is only an introduction to the course of our project and an introduction to what is ethical leadership - on interesting and varied examples. Therefore, please, expect training for at least 8 hours, of course, with interruptions, possibly with lunch, with 1 or 2 coffee breaks.

At the same time, you must take into account the fact that participants should not be tired of excess information, they should not be bombarded with information, they should have time and place in order to always digest it and critically comprehend it and ask you questions. But in general, training should take time from morning to evening. Starting in the afternoon is not recommended because by the evening people are usually tired, something is planned for the evening and it happens that the training that is planned for several hours





is so interesting for the participants that they want to extend it, but the room is either closed or waiting for them at home or they still have some sort of responsibilities or business. Therefore, it is advisable to plan the training in the morning, but not too early in the morning so that people can get enough sleep.

If you conduct training at a university or college, be sure to arrange in advance that this does not coincide with other lectures or other official training events and that the premises in which you are located are not occupied by other students or students. That is, you must prepare and rent this room in advance for the whole day of the training.

Check list

You can now draw up a small checklist of what the facilitator or trainers should do before entering an educational event, and so on.

- [1] Select participants,
- [2] Prepare a program of educational activities,
- [3] Prepare a methodology and all necessary materials for the training
- [4] Rent or book, as well as check the availability of the room and the place in which the training will take place (it is possible that part of the training will take place in the fresh air)
- [5] Prepare drinks and snacks for coffee break
- [6] Prepare transport in order to deliver participants or in order to get there yourself if you use a private car or public transport and this is not at a pedestrian distance, please take a few times with your car or public transport in order to check the traffic jam for this room in order to exclude any difficulties.
- [7] It is also necessary to agree with the owners of the premises or with teachers if it is a college at school or university about the exact place and time of the





- number of participants and the like in order to eliminate the problem of passing control of the occupation of the premises and so on
- [8] It is possible to invite an expert who will speak on a topic related to ethical leadership, it is also possible to attract someone from the organization where you conduct your training, if this is, of course, necessary.
- [9] Calculate in advance, if it matters certain things, regarding the budget, that is, with regard to coffee, breaks, transport, buying materials, renting, premises and so on, but, of course, it is advisable to do with minimal costs if possible.

As a rule, this is connected with us only because we buy drinks and snacks for a coffee break and also the paid print of color certificates for our participants with everything else we agree for free.

Preliminary acquaintance

A very important thing that we believe is absolutely necessary for trainings in our project and, probably, for any serious training, on almost any topic, is to get to know the participants before the start of your first session, that is, send a letter where you will introduce yourself briefly, tell about the project and about the training of which you will conduct. This should be an informative, friendly and concise letter of no more than 1 page so as not to tire your future participants there you will briefly talk about what the participants are waiting for and what you would like from the participants of your training, that is, what it is worth preparing for.

Preparation of the Welcome Reader

Nothing is more powerful than reading; no one is a greater liar than he who holds that reading a book is a passive gesture. To read, hear, study,





understand – these are the only ways to construct life beyond life, life alongside of life. [T]o know is the first step toward change.

—Roberto Saviano⁵

Before you begin the training, you should familiarize them in more detail with the problem of youth ethical leadership with specific examples. What does it mean? This means that you must very carefully select for them a small selection of materials that will relate to the topics of the training. What does this kind of selection include? This is a small library in electronic format, which will consist of texts, video and audio files. And it will serve you and the participant as a very good help before you begin direct training.

This is a certain element of the so-called FLIP learning. That is, in advance familiarization of participants with introductory materials that you could provide them during the training, but during the training you will deal with them more advanced materials and more advanced tasks, having prepared the participants in advance. And so what does the selection consist of? You pick up interesting texts. These can be documents, extracts from documents, from reports, from literature, from articles that relate to the topics of youth ethical leadership. It can also be fiction, it can be poetry all that will attract attention all that will serve as a definite trigger of their interest before the training.

What should be the video files? It can be small videos regarding the topic of the training, it can be excerpts from famous films and series, it can be videos or excerpts from videos from round tables, and from any conflicts related to youth, ethical leadership. It may be something that you shoot specifically for this collection.

⁵ Saviano, R. *ZeroZeroZero*. Penguin Publishing Group (2015).





What audio files need to be placed in this particular library? Interviews, round tables in audio recordings, fragments of lectures. And all this should be interesting and relate to the topics of your training.

Thus, in about a few days or a week, your participants should receive a letter from you as well as a link to the library, which they can download in electronic format, it is advisable to prepare 2 links, for example, one to Google Drive, and second to MEGA. Because one link may not work, but it may work slowly, so your participants should have an alternative.

The number of files for such a library. In general, the total number of such files should not exceed 20 - 25. On the one hand, there should not be too many of them, on the other hand, only 3 should not be permissible because, again, participants can choose what is more interesting, scientific material or artistic, topical - what is happening now, or what has been happening for a long time.

Depending on the interests and needs of the participants who will be present at your trainings, you should also send a detailed letter, a sample of which we will give in this chapter. A letter that will describe what you send why and how they can navigate the collections that they download before your training. This is very important, if you just send the link without explanation, then many participants might misunderstand it.

Example from the previous training

Dear participants,

My name is Kirill – I am your enthusiastic facilitator and with this letter I kindly ask you to invest a few hours into the very basics of current issues of ethical leadership (certainly with a clear emphasis on a variety of opinions and regions, content and forms of delivery).

Following this link in our Google Classroom:





you will get access to the youth exchange Digital Reader. It is not obligatory to go through all materials I have prepared for your attention [actually just 30 files] but it would be useful if you would touch upon at least five or six files from each of the main folders <>>>

For the purpose of thematic navigation, I have applied a simple scheme of coding:

In case you are extremely busy, you can focus only on *sine qua non* – the subfolders marked with (#).

The subfolders granted with [§] are about knowledge and qualified opinions.

Those with a Greek letter $/\Psi/$ deal with personal narratives and empathy thus appealing to your emotional intelligence.

You can start today or use it on the way to Spain, reading/watching from the screens of your laptops and listen from your smartphones.

For all of us, non-native speakers, it will create a needed linguistic immersing into English – the language of the YE and highlight the most important matters related to the subject of our forthcoming meeting.

I hope that you will find this selection relevant and in the first morning session, we will already be on the same green page.

See you in action!

P.S. In case, the download process from the Google Classroom will seem a bit slow I have backed-up the same Reader to the alternative cloud storage:

Start of the training

How to start training? The training, of course, begins with an acquaintance, but it is advisable not to make this acquaintance a tedious enumeration of the names and the





countries where the participants came from, or if it happens in one country of cities and if it is in one city from which universities, colleges, schools and so on.

Acquaintance itself should be interesting, active, dynamic and memorable, and it is desirable that at this stage the participants prove themselves as leaders. What do we sometimes do in order to make an interesting acquaintance. We ask participants to take A4 sheets, hand out colored markers and ask them to draw something connected with them, something related to their identity, their aspirations, how they see themselves, how they would not want to depict themselves and give them 5 sometimes 10 minutes to do this.

It can be a drawing of any kind, it can be a star, it can be a self-portrait, it can be anything, a plant, it can be some kind of structure, it can be a favorite animal. All you need is to sign your drawing so that they can then pick it up for an important event. This is very important and we will talk about it at the end of our chapter for what it is needed.







A beautiful and enigmatic anime-type avatar [name erased] that provoked a lot of questions from other participants and sparked out an important discussion after owner's kind explanation. Has been granted to the trainer in the end. © Unforgettable owner, January, 2020.

After they finish they can pair up and get to know each other through these avatars that they painted. This again takes from 3 to 7 minutes, depending on the age of the participants, depending on their activity, depending on the presence of a language barrier. Among these participants there may also be coaches, that is, you sit down or stand next to them, you do not talk to them as lecturers from any elevation, that is, you are equal. Ethical leadership training should be the same in form and content from the very beginning.

After all the participants get to know each other (you can do several rounds), you can ask the participants to show their avatar reflecting their identity and tell something about him if they wish. Maybe it will be a few words, maybe it will be one minute, and if someone wants more please give her/him time. This is very important because the participants thus not only get to know each other but also trust each other's description of themselves. You collect these avatars and hang them on the walls with tape, so that participants see their avatars as a gallery. It also animates the venue a lot.

This is a gallery of different identities, an extension gallery of the inner world, that is, what they want and can become, and what they will become if they make a certain systematic effort, and in our case, the effort to become young ethical leaders.

If there is enough space on the other walls of this room, you can post there an image of famous young ethical leaders or not only about young leaders not only from Europe but from different countries because all the leaders, even elderly, were once young and usually they have their own path to leadership started from the earliest years. This should serve as a certain rollback of eras and inspiration for them, shows that they can not only draw themselves for this gallery, they can also. become part of another gallery of recognized world leaders or national leaders, and it all starts with one training, you can also explain all this depending on the situation.





In the end all participants take their avatars, stick them on the backs and others write farewell messages for everybody, as you can see in the picture below. Romantic and multicultural soundtrack is welcomed during this important, touching and empathetic final⁶.

Some participants value this avatar with many kind words from their new friends as their second or alternative YouthPass.



Avatars farewell session. (CC BY-NC-ND 4.0) Namoi LLC, Morocco, March 2020.

Rules of the training

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⁶ You can download my selection from the training course in Morocco https://mega.nz/folder/9slTABqK#7m9RSl-NpLGM_wTN2xRcZA





After completing the gallery, it is necessary to familiarize participants with certain rules for the training. This is sine qua non, that is, this is what the participants must observe as well as the trainers, but after you provide them with these rules and ask for compliance, you can also ask the participants to write their own rules that they themselves will come up with I will comply, that is, they will do it voluntarily. You need to give them 10 to 20 minutes to draw up these rules in order to discuss them and in order to fix these rules it is permissible on a flipchart and also placed on the wall.

The rule should not be very much. As a rule, these are 8 - 10 certain principles that everyone who participates in the training should follow.

For example,

- [1] During the training, all mobile phones, smartphones switches to silent mode.
- [2] Everyone must be attentive.
- [3] Everyone should collaborate with each other and with trainers.
- [4] Everyone should be on time.
- [5] Everyone has the right to speak out.
- [6] We don't talk among ourselves when others perform.
- [7] We do not interrupt others.
- [8] We let everyone speak out.
- [9] We also take care of other participants.

Privacy and security

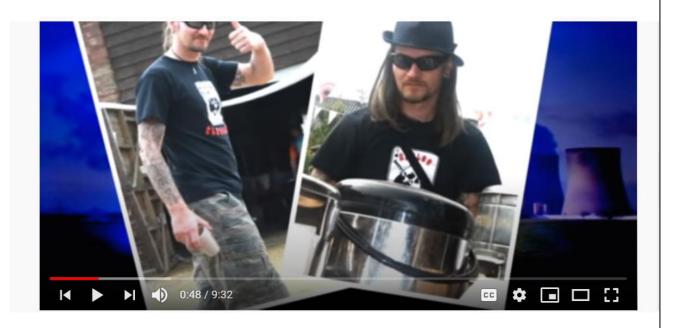
It is very important to add everything that is discussed at our trainings is confidential, this is the so-called Chatham House rule – what is said here remains here. This is especially important in countries where expressing one's own opinion may entail political or criminal





prosecution (e.g. the Russian Federation⁷). It is possible that there is democracy in your country, but you may have participants in countries where there are problems, where there are wars or conflicts, or this participant is a minority or this participant is persecuted due to political reasons and therefore her or his opinion should remain on the training itself. It should not be recorded and posted on Facebook; it should not appear there either somewhere on social networks or somewhere else in media in text form or with an indication of this participant, or filed in such a way that this participant can be recognized.

By the way, if the participants do not take such precautions seriously (it happens often), you can show them the following video⁸, or, as an option send it in advance as a part of Welcome Reader. Unfortunately, this practice of intrusion is going on and on. And we need to know about it.



 $^{^7 \} Please \ see \ an \ ongoing \ example \ of \ brutal \ oppression \ for \ harmless \ opinions: \ \underline{https://rupression.com/en/}$

 $\underline{https://www.youtube.com/watch?v=1Dpt5FqlFg0\&list=PLIxV2BgNRJAkyiE6wskCJdjhRPPzxG3WC\&index=5\\ \underline{\&t=0s}$





BBC Newsnight report about Mark Kennedy (aka Mark Stone), undercover policeman © BBC News.

Why do we need questions?

It is also important and advisable that the participants ask a lot of questions because you can tell a lot of interesting things, but if the participants don't enter into a dialogue with you, don't agree, ask for clarification and so on, then this will turn into a lecture, but about training is the opposite of a lecture, or in other words, this lecture is presented as an active interaction, in the form of a game, in the form of dialogue, joint work of equal participants. Therefore, try to stimulate the participants in this dialogue in one way or another not by direct coercion of course.

The meaning of energizers

It is also highly advisable to use energizers during your training. What is an energizer? It is a short, from 1 to 5 minutes, physical activity of a game nature aimed at making the participants better get to know each other, stretch themselves, and change their place. You can also prepare an energizer which in one way or another will be related to the topic of your training, but here it is very important to note that energizers should be carefully prepared. You should have several dozens of energizers to choose from although you can use 2 3 or 4 per day, but you should have a very wide choice because depending on the participants, their mood and cultural background and a number of other factors.

Energizers should not be heavy energizers should not be very intelligent loaded energizers should not force participants to do what they do not like energizers should not be dangerous i.e. suppose participants should not jump over a fence or through pieces of furniture in particular through chairs and tables. Energizers should not be traumatic, energizers should be safe in every sense of the word and from a cultural and religious point





of view, too. If among your participants there are definitely or presumably representatives of cultural or religious minorities, please be sure that they will participate in your energizers.



Energizer everybody agreed upon. (CC BY-NC-ND 4.0) Namoi LLC, Morocco, March 2020.

In any case, it is better to remove such energizers in advance where you need to touch each other, stand too close to each other or close, or hug, because many or some participants may not like this, not only for cultural religious reasons, but also for personal reasons when people may not want to stand too close or hug strangers. Please take this into account so that during the energizer all participants are involved and it doesn't work so that 20 participants are involved, and 5 or 10 stand near the wall and watches them, this leads to a break in trust





and dynamics in the group. This is highly undesirable because all of your members must work as a team.

Freedom of choice and sense of initiative

It would be ideal if you offered your participant something to choose from, that is, not "now there will be such an energizer or game or topic for discussion", but which energizer game or discussion topics would you like to choose from those that I offer you or we offer you. It is advisable to familiarize participants with the fact that they should always have a choice and your attitude towards the participants, your choice of subjects for energizer games, topics for discussion should not be exclusive. Perhaps the participants want to offer something if you think that the participants at this stage may already offer you something to work together. You can notify about this or you can ask to consult with you in advance so that you are sure that it will be suitable for the topic and format of your trainings.

For example, in one of my trainings the participants proposed to have a short yoga session in the morning before the first session and it has had a very positive effect on general attendance and focus, rising level of friendliness and group cohesion.







Morning yoga for young leaders as a creative start of the working day. (CC BY-NC-ND 4.0) Namoi LLC, Spain, August 2019.

Creative approaches

Try to be original, even in small details. If you need to divide the participants into 5 groups, please do not say "let's calculate and repeat 1-2-3-4-5-1-2-3-4-5". There are a fairly large number of methods for dividing participants into groups; in particular, we use all kinds of special training cards related to art or history or philosophy, and participants should look at the card to find people who have a similar card or a similar theme and, therefore, get together in groups.



A set of cards used to group participants and make energizers. Initial stage of the training course. © Capt'n Sarky. COPPENRATH VERLAG, Münster.



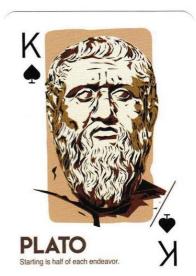




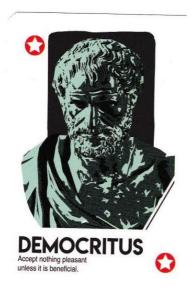




A set of art cards used to group participants, for icebreaking, getting to know each other. Initial stage of the training course. © Memo Muva. Governatorato SCV, Direzione dei Musei.

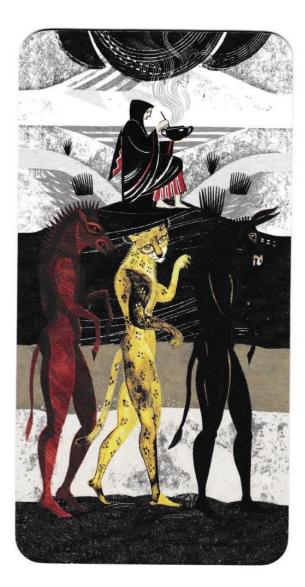






A set of philosophical cards used to group participants, provoke discussions and illustrate ethical positions/arguments. Medium stage of the training course. © Toumpis, Publications and Graphic Arts.







Advanced set of mythic cards used for complicated workshops, role plays, simulation games and fostering group cohesion. Final stage of the training course. © Sarah Young. A Mythic Storytelling Game

This greatly stimulates the interaction between the participants; it stimulates their activity, discussions, reasonable choice making and creative abilities and helps them to show their leadership qualities as well.



Also, to divide the participants into groups, you can introduce them to new names, new books, new tasks, for example, on a flipchart, write down the names of 5 famous philosophers, related to political methodology and divide people into groups and group by the name of these philosophers. Of course, you should know these philosophers well and stimulate questions about these thinkers.

There is another important approach. It seems simple and obvious but many trainers never use it. The name is: give time to digest. For example, you present something really impressive, deep in meaning and truly though-provoking, such as this dramatic video.



Tričko (The T-Shirt). A highly-loaded, multi-levelled and extremely useful black and white masterpiece of an existential story⁹. © Future Shorts, Dir: Hossein Martin Fazeli.

After your participants finished watching it, please do not jump in immediately, do not turn on the lights and do not say: "OK guys, hope you enjoyed, now let's discuss!" Please do not embarrass their perplexed state of mind with such a rush. Let them sit and watch until

⁹ https://www.youtube.com/watch?v=002yAAmU3Ww





the end, including end credits – the soundtrack and lyrics here are very important as well. Let them calm down and reflect in half-dark. And only after 2 – 3 minutes you ask their permission to turn on the lights – one by one, and slowly start collecting opinions and then proceed to a meaningful discussion.

I have seen this video numerous times and thought I knew each and every second there, but once, during a discussion, a brilliant mind from Moldova – Veronica Butucel, asked me to rewind the video back and found a phrase that I never noticed – a phrase that was a true counterpoint of the story. She had found it from the very first time. Great videos need great participants indeed.

I have said already more than once, that time is so valuable and every second should be calculated and precisely planned, but it does not mean that training is a conveyer-type mechanistic process. Training, inter alia, is a place of art and empathy, sincere emotions and unusual insights – future *ethical* leaders ideally have to be polymathic, not only young professional managers and cold-blooded trouble-shooters.

And as training goes forward you can carefully combine different approaches into one holistic workshop, of course keeping in mind the general level of participants, their readiness for difficult challenges and your honest assessment of an educational situation.

So, in the middle stage of the training course I tend to challenge participants with solving a difficult task simultaneously introducing to them new concepts using images of relevant scholars, episodes from course-related movies and series, twisted quotes and think-provoking art cards. This is done in separate groups. In the end, after creative presentations and discussions, all groups have to unite efforts in building a joint platform for collective and practical action.







Four elements of such a workshop to link in a system – mytho-card (you can see it in larger size above), image of a scholar (can you guess, who?), shot from a popular TV series (looks familiar?) and a mind-teasing quotation. Gallery of participants' avatars is in the background. (CC BY-NC-ND 4.0) Namoi LLC, Poland, January 2020.

You can also give your participants short but important **home-task**, especially if your venue is in a remote place and the topic is burning. For example, when we were discussing how bullying prevent early development of a young ethical leaders our participants were not going to stop debating even after the end of the day. Then I have decided to multiply this wave into an ocean of thoughts and ideas. After the supper the participants received a message from me in our What's App Training Group.





Example from the previous training

Dear friends, as we have talked today, bullying is one of the key reasons that brings a possible young leader on a wrong way. It happens that parents decide to undertake impressive and memorable measures themselves in order to bring their kids on the right path. Sometimes such a methodology provokes polarization of views among other parents, teachers and expert community. Please, watch two short videos related to the abovementioned measures.



This father of two made his son run to school under the rain after he was caught bullying other children in the school bus. He wanted to teach his son a lesson and show him that there are consequences to his actions¹⁰. © Bryan Thornhill; Daily Mail.

¹⁰ https://www.youtube.com/watch?v=AF73pJMP08o





Now, I kindly ask you to reflect upon the following issues.

- 1. Do you find this method appropriate?
- 2. What would you feel if you were treated like this in childhood?
- 3. Do you think that gender matters here?
- 4. Was it right to make such a "correction measure" public? Do the kids have a right to privacy?
- 5. Would not such a treatment enhance the possibility of early school leaving instead of its prevention?
- 6. Do you agree that 'parent is not a friend'? Would you be a friend to your kid?
- 7. What do you think about the phenomenon of punishment exercised by parents? What is normal and what is above reasonable limits?
- 8. Would you treat your child like this in case of systematic bullying from her/his side?

Thank you for your efforts!

Arts and drama exercises

What is also very important for an interesting dynamic and practical training is the use of artistic and dramatic exercises so that the participants not only stretch themselves and not only play, but also learn how to trust each other and so that they can express themselves not only verbally but also and gestures as well with action and could not only the familiar words of the sentence phrase and normative act for it, but also so that they could express themselves in a certain theatrical action and be understandable to others. This again contributes to the manifestation and development of the ethical principle in the leadership qualities of youth.





'Falling' exercise from the arts and drama methodology aimed at trust building and causing a lot of laughter in the process¹¹. (CC BY-NC-ND 4.0) Namoi LLC. Poland, January, 2020.

When we discuss arts and drama exercises for young ethical leaders, I want to share my experience from the training course "Body and Minds in Action" in Struga, Macedonia (November, 2017). After conducting a few workshops based on Teatro do Oprimido methodology, I have asked my participants to take responsibility and lead a session involving similar exercises. Among others, there was a young talented artist and a professional dancer – Jelena Cistjaka from Latvia.

 $^{11}\,\text{Looks}$ easy from the picture? Nevertheless, requires serious instruction and constant observation.





She has led a powerful, useful and memorable session. Here you can find her notes she has graciously sent to me after the end of the TC.

The first time I get across KINESTHETIC LEARNING, I was astonished how powerful it is. This summer I participated in the Training Course "Laboratory of Kinesthetic Learning" which took place in Aluksne, Latvia. I decided to focus my session on exploring the GRAVITY CENTER of us. I used SIX EXERCISES step by step leading participants towards deeper understanding of their physical center of gravity.

FIRST exercise "morning hug" was an introduction. It was first session of the day, morning time. So, the aim of 1st exe was to bring the audience into focused mood; to raise awareness of themselves, of others, and the space where are they. The task was following: freely walk around the room, create eye contact with others, keep eye contact as long as they wish, **continue** walking. After I have realized that the group is ready, I added additional twist: when I clapped once, one should hug the nearby person and hold the hug until I would clap twice; after which participants continued walking and creating eye contacts, next my clap and so on.

SECOND exercise "Finding gravity" done in pairs. There were two scenarios to do. Scenario 1. Person A is standing with slightly opened and bended legs constructing muscles as much as he can. The task of the partner, person B, is to move A from his/her spot. Scenario 2. All the same but A instead of being tensed directs his/her center of gravity to the ground. Changing the roles. The aim of the exercise was to let to know that the center of gravity is slightly below navel, experience how to stay the most stable.

THIRD exercise "Gravity hand" done in pars, too. Leader puts his hand on the lower part of the partner's back where is follower's gravity center. Follower closes his eyes. Leader provides guidelines through his hand to the follower where to move, straight, turn, fasten, slow down, change the level (ground, toes etc.). The contact should be clear, i.e. tight.





Important 1) to slow down/stop if leader observes that follower is moving himself without actual urge from the leader; 2) start with creating a contact, ensure that the signal is received, then only start to play (changing speed, altitude etc.). Aim: developing sensation of gravity center, trust building.

For the FORTH exercise "Human Balloons" the group is split into two halves. First half are players, second are balloons. Players create a circle. Players' task is to pass/send the balloon to the player to his left. Player places his both hands on the gravity center of the balloon, from the front and from the back. It is important 1) to ensure an eye contact between the player who is sending and the one who is receiving the balloon; 2) be precise in directing the balloon to keep him safe. Balloons keep eyes closed. changing roles. Aim: developing sensation of gravity center, trust building, team building, cooperation. Possible variation of this activity is then to place players chaotically in the space and continue sending humans as balloons without predefined order.

FIFTH exercise "Dance from head" done is pairs. Leader puts his hands one on forehead another on nape of the follower. Follower is with closed eyes. Leader guides the follower through the space, creating contact, common dance. Changing roles. Aim: at this stage the higher level of trust already reached, so now the space for true contact between persons, creativity, and discovery is opened.

The final culmination of the exercises discovering the gravity was actually losing the gravity. Exercise SIX "Flying" done by the whole group together. One person decides to be a flyer. He runs towards the group and jumps over with hands straight ahead, keeping body in tonus. The group catches him, lifts on straight hands above the head, carries for a few seconds while stepping a few steps, and accurately lends him with legs down. Important, 1) to check before the running that the group is ready to catch a flyer (verbal asking), 2) to support the gravity center of the flyer while holding, i.e. put hands on coxofemoral bones, next to shoulders, 3) catch the energy of the jump of the flyer, to amplify his emotions, not to cut. It is possible to jump for a flyer both frontally and backwards. Aim: trust, fun, cooperation, synchronization.





Simulation games for practicing ethical leadership

Within the YEL Guide we appreciate and stress the importance of simulation games related to the ethical leadership as innovative educational tool linking *active* citizenship education and human rights with youth initiatives, history and education¹². Simulating human rights dilemmas provides a playful way of learning and understanding the complex political and social dynamics behind them. Participants assume the roles of different interest groups (e.g. asylum seekers and refugees, labour migrants and multinational corporations, media professionals and NGO volunteers, law-enforcement officials and right-wing activists, members of parliament and oppressed minorities), explore driving forces and historical

1 2

¹² See e.g. Rosenthal, Uriel, and Bert Pijnenburg, Eds. (1991) Crisis Management and Decision Making: Simulation-Oriented Scenarios. Dordrecht, Norway: Kluwer; Beriker, Nimet, and Daniel Druckman. (1996) "Simulating the Lausanne Peace Negotiations, 1922-1923: Power Asymmetries in Bargaining." Simulation & Gaming 27 (2), p. 162-183; Fischer, Ilan, and Ramzi Suleiman. (1997) "Election Frequency and the Emergence of Cooperation in a Simulated Intergroup Conflict." The Journal of Conflict Resolution 41 (4), p. 483-502; Lantis, Jeffrey S. (1998) "Simulations and Experiential Learning in the International Relations Classroom." International Negotiation: A Journal of Theory and Practice 3 (1): 39-57; Lynn, Laurence E. Jr. (1999) Teaching and Learning with Cases: A Guidebook. New York: Chatham House Publishers/Seven Bridges Press, LLC. Boyer; Mark A. (2000) "Coalitions, Motives, and Payoffs: A Simulation of Mixed-Motive Negotiations." In The New International Studies Classroom: Active Teaching, Active Learning, edited by Jeffrey S. Lantis, Lynn Kuzma, and John Boehrer. Boulder: Lynne Reinner, 95-110; Duch, Barbara J., Susan E. Groh, and Deborah E. Allen, Eds. (2001) The Power of Problem-Based Learning: A Practical "How To" for Teaching Undergraduate Courses in Any Discipline. Sterling, VA: Stylus; Asal, Victor, and Elizabeth L. Blake. (2006) "Creating Simulations for Political Science Education." Journal of Political Science Education 2 (1): 1-18; Druckman, D. and N. Ebner. (2010). Enhancing concept learning: The simulation design experience. In Venturing beyond the classroom: Volume 2 in The rethinking negotiation teaching series, edited by C. Honeyman, J. Coben, and G. De Palo. St. Paul, MN: DRI Press; Lande, J. (2012) Teaching students to negotiate like a lawyer, Washington University Journal of Law & Policy 39(102), p. 109-144; Glasgow, Derek. (2015) "Political Theory Simulations in the Classroom: Simulating John Locke's Second Treatise of Government." PS: Political Science & Politics 48 (2), p. 368-72; Shaw, C., Switky, B. (2018) Designing and Using Simulations in the International Relations Classroom, *Journal of Political Science Education*, Volume 14, 4, p. 523–534.





backgrounds of a conflict, and strive for an acceptable compromise in negotiations. A simulation is an abstraction which inevitably involves simplification. The focus lies on exposing mechanisms of conflict resolution, political decision making and the culture of effective decision making in general.



Participants outside the venue, playing desperate asylum seekers in a simulation game on decision-making related to the 2015 Refugee crisis in the EU. (CC BY-NC-ND 4.0) Namoi LLC, Macedonia, November 2017.

A simulation game is an elaborate tool for training, mocking a real life situation and projecting the potential outcomes of an action. It involves games, role-plays, case studies and socio-drama circumstances to simulate representations of reality situations. In most cases, Simulation Games are used to develop the capabilities of the players/participants to take decisions by providing a model of reality allowing the players to create a particular dynamic that captures their interest through competition, incentives for success and a scoring component. Here are some academic definitions of Simulation Games:





A simulation game is "a relatively open political or economical [or social] problem situation which is educational-didactical, simplified, and demands a solution";

or

"a didactical method/activity in which many participants separate into different groups and interact in given roles and different scenes."

Simulation Games offer possibilities to test communication and organizational competencies in a risk-free environment. They also foster the development of decision-making skills while participants work to attain specific objectives. In a broader sense, Simulation Games allow creators to design, implement and optimize policies and approaches. The simulation tools allow participants to collaborate, without making costly mistakes, in order to obtain fruitful results. Simulation Games follow the "learning by doing" principle. There are three main elements of a Simulation Game:

- 1. **Simulation** Model of reality constructed and simplified; cannot be totally objective.
- 2. **Role play** participant is active in influencing the development of the game dynamic.
- 3. **Rules** interaction between participants is organized in a concrete way, for example:
 - i. Participants can meet only in interest groups or at a round table
 - ii. Participants must use official action forms to address each other
 - iii. Participants must prepare press releases to interact with other actors via a press team.





A crucial part of developing Simulation Games is setting learning goals, which can be formulated in the following ways:

Learning goals:

- (a) Establish contact with unknown people/groups through role-playing
- (b) Reflect personal opinions through a change in perspective
- (c) Increase empathy
- (d) Develop increased motivation/understanding of topic/simulated reality (institutions/conflict)
 - (e) Increase understanding of actors
 - (f) Develop and test new strategies in a safe environment
 - (g) Improve negotiating skills
 - (h) Work effectively in a team
- (i) Increase self-awareness/self-reflection (how you act under pressure/how you handle conflicts/how you handle your role and personal opinions)

While working on the Simulation Game, it is important to use checklists in order not to miss any important details. Checklists are helpful for answering the following questions:

- 1. **Overall topic/content of the game or seminar**: What is the main topic?
- 2. **Definition of learning goals**: What is the purpose of the game? What should the participants learn?
 - 3. Problem situation
- 4. **Setting**: In which framework are the participants attempting to solve/handle the problem situation? What is the focus?





After a day of hard work the stakeholders deliver their final arguments during a complicated simulation game¹³ about ethical, human rights and labor issues in the global coffee industry ["Cappuccino with tears, please"]. The result matched the reality. (CC BY-NC-ND 4.0) Namoi LLC, Spain, December 2019.

For the purpose of elaborating the YEL Guide we have analysed and selected most controversial and existential case studies, related to the ethical leadership and involving target groups important for our project. One of such cases is about dilemma connecting issues of migration, media, politics, religion, ethnicity, abuse of democratic institutions and

¹³ It has taken me three months to elaborate it.





international relations. This has happened in Switzerland in 2009¹⁴ and has served as an inspiration for me to set up a simulation game with a work title **'When Two Worlds Collide'**.

This simulation game of this complicated challenge (with a set of others¹⁵) with many learning and practical outcomes has been successfully tested during our Erasmus+ youth exchanges and training courses in Italy, Norway, Spain, Morocco, Russia, France, Malta, Sweden, Poland, Cyprus, Turkey, Czech Republic, Macedonia, United Kingdom and Netherlands (2015–2020) and each time after studying reviews from the participants it has been undergoing process of serious elaboration.

Please see the introduction to this game where I have turned the main conflicting parties vice versa in order to make participants walk in other's shoes and test themselves in different existential conditions. The real name of the country and minority have been hidden and invented in order to prevent inevitable googling and surprise participants in the end of the simulation game.

SITUATION

In a state of **Contraria** [officially a Union of Contrarian Provinces or UCP] a peaceful coexistence is so much valued. This country has a few dominant ethnic groups sharing the same **dominant religion** though their languages differ. Nevertheless they live as a strong and unified nation for centuries. Recently a small group of a foreign minority has started or it seems like this to demand too much (or a bit more than usual). Being very distinct from Contrarians in language, appearance, clothes and cuisine they live mostly encapsulated

¹⁴ Please see in detail: Jean-François Mayer (2011) A country without minarets: analysis of the background and meaning of the Swiss vote of 29 November 2009, *Religion*, 41:1, p. 11–28.

¹⁵ All of them based on real and recent events.





within their districts. They also have another religion and religious temples of a very specific snake-egg shape.



(Image taken from a public domain)

Thus **local people** call them **Templars** though this minority is composed from different ethnic groups.

A few little snake-egg temples were constructed in Contraria around thirty of forty years ago but now Templars want more. Not only more – they demand that the height of these religious buildings should be dramatically increased and also they want to perform there spiritual dances three times per day with a loud music using an exotic instrument they call *saxophone*. The style of the snake-egg temples has nothing to do with traditional Contrarian architecture, it is not usual to dance with *saxophone* music and the whole urban landscape is under danger of aesthetical damage. Unfortunately some Templars in other countries have committed a number of wrongdoings in the name of their Templarian religion.

So the issue is can the local people adopt to this striking 'novelties'? Being afraid of manipulation from the side of the Government and morally pressed by the **right-wing groups** they have organised to set up a **national referendum** to decide is it possible to change the constitution of UCP bringing in a new norm, prohibiting constructing of snake-





egg temples. But before a final national discussion with all stakeholders, including **local youth** and **experts**, will take place.

Feedback and evaluation

This is absolutely required during and after your training course. When in the end of a day participants work in small groups to discuss their opinions, doubts, suggestions and deliver through their representative to the trainer. In the middle of the training, as a rule, if it is held for a few days, we have general evaluation as well when the intermediate results of the training are summed up. You can collect feedback from your participants either right after the end, and as a rule, if training is carried out with one day, this is a written feedback, when participants share their opinions and suggestions immediately after the end of the training or sometime after the end of the training in electronic form.

Different trainers prefer different forms of feedback. Some think that the immediate form is most preferable when the participants write on their own, immediately in hot pursuit, right after the training. Others prefer the point when the participants write a structured feedback in the form of a sociological survey and you can use both forms of feedback. So participants will definitely write you a first feedback immediately and then after the end of the training. Unfortunately, not all participants are always going to fill out the electronic form even if it only takes a few minutes and you only need to tick the box. Nevertheless, feedback is absolutely necessary for participants and you as a trainer and organizers in order to find out what went well, what did not go very well and what would you need to change or improve for your future trainings.

Thank you letter

Please take the time to write to your participants and your partners who helped you organize the training, a letter expressing your gratitude. It should not be formal, it should be





written from the heart but not very long, not more than 1 page, and in this letter you should sincerely thank your participants and your partners for cooperation for excellent work, for investing the time of their life, the most precious time – the time of their youth, in the training that you proposed.

This is again a sign of respect for your participants, a sign that, figuratively speaking, you did not leave them after training that you did not treat him as a material to achieve any results on a particular project, as well as a promise that you will maintain friendships and partnerships long after this training. It is crucial not to forget to check all email addresses, if you want to thank individually please indicate the correct name or first name and surname so as not to offend anyone.

Post-event Reader

After you finish your training, you should send your participants a new large library with materials related to the topic of your training or youth ethical leadership in general, unlike the library which was sent to them initially and your new library should be of bigger volume and, as a rule, it should contain less audio and video, but much more texts. These may be scientific publications, dissertations, monographs, scientific reports, court decisions, legislative acts. And similar materials related by a common theme. You can also split them into different folders under folders or into clusters.

Usually I send my participant the library, consisting from more than 1000 units of materials. With such a library you will support the interest of the participants in the topics of your training and will stimulate their further advancement along the path of young ethical leadership. You will also provide them with material that has already been grouped in advance because many young participants do not want to waste time searching for it on the Internet, print out, look for the best. Moreover, you also stimulate their future scientific activity, development of scientific thinking, elaboration of critical thinking and connection with the academic world.





Example from the previous training

My dear graduates,

Following this link:

you can obtain the promised digital library: nearly all basic and in-depth sources used, mentioned or asked for during our training course.

It includes (1075 in total) monographs, scientific articles, Ph.D. dissertations, philosophical essays, one strange manuscript, ECHR and ICJ decisions, a sadly motivating song and some inspiring fiction books and novels. I have tried to group them into 124 thematic folders. You can carefully select what exactly to download or bravely get the full secret archive (4, 33 GB).

If I have forgotten to add something – please do not hesitate to remind me.

Fulfilling your personal requests, I have sent in previous days a few separate letters with the links to the specific data.

On collective actions and decision-making

Probably you will be surprised with a number of books related to politics, leadership and decision-making but it has a number of reasons. The growing individualization within youth movement is a signal of our declining ability to start a positive social change. We need a strong and joint platform to influence both governments and multinational companies, educational establishment and ivory tower of academicians, or means of collectively improving the allocation of various resources in society – in other terms to think not only critically but also institutionally.





I ho	pe thi	s selectio	n of materia	ıls would l	be useful	on the	righteous	way.
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See you in action!

-Kirill.

Conclusion of the chapter: beginning of the journey

Taking training course seriously, wisely placing your energy and creativity in its preparation, implementation and evaluation will help all of us not only to fulfill the aims of YEL project but to spread out best practices, combat-proven skills and valuable knowledge across all corners of Erasmus Plus world.

Dear reader, I truly hope that reading this short chapter has been a good investment of your precious time and it will bring you and your trainees considerable dividends. If not, it was only my mistake and I sincerely apologize for that. All I may ask is your constructive critical notes¹⁶ in order to improve my work for the betterment of our common deal.

¹⁶ kbabichenko@gmail.com





Practical session with planting trees. Final stage of the training on environmental leadership. (CC BY-NC-ND 4.0) Namoi LLC, Cyprus, October 2019.







Carrying out a training intervention in the organization means carrying out four steps:

- 1. analysis of learning needs;
- 2. design;
- 3. implementation;
- 4. evaluation of results.

The analysis of needs and the evaluation of results have to do with the collection of information necessary to guide the training action and control the results, while the planning and delivery have to do with the actual implementation of the training interventions. In any case, these steps should not be considered as a rigidly ordered sequence, but rather understood in their interdependence: not only, as is to be expected, the evaluation of the results can offer information relating to training needs, but also, for example, the provision will offer indications for the planning, or the planning could direct the modalities of evaluation of the results.

Needs analysis

The analysis of training needs is a research activity aimed at identifying the learning needs of the organizational actors that is managed by the head of the training office. These learning needs can be referred both to the present (linked to current activities) and to the future (linked to the activities that will lead to the change undertaken or to be undertaken): only an analysis capable of intercepting both categories of needs will allow us to develop training programs capable of supporting both short-term results and medium and long-term results. The needs analysis is carried out by interrogating different sources of information, each of which is capable of offering specific indications about the learning needs (present and future) of the organizational actors. These sources can be internal to the organization or external to it. Internal sources include documents (for example the financial statements, the organization's development plan, performance evaluation sheets), organizational actors





(top management, managers, middle managers, up to individual employees) and participants in training initiatives carried out in the past.

As for external sources, the exploration of the literature of the sector and of the market offer allows to keep under control the contents, the recipients and the training methods that are of greatest interest in the current historical moment and evolution of the discipline.

Benchmarking against other organizations can be helpful in identifying training choices that qualify industry leaders and help generate their competitive advantage. It is important, at this point, to observe how the philosophy underlying an analysis of training needs that interrogates this multiplicity of sources cannot simply be traced back to the logic of discarding, according to which the objective of the research it is identifying gaps in skills that do not allow individuals to perform fully satisfactory in terms of effectiveness and efficiency. Rather, the reference goes to the logic of development, according to which the training aims to support and promote the change of individuals and the organization in order to allow the realization of their professional and competitive potential.

As is clear from the list of information sources, the needs analysis can be conducted with different research tools (questionnaires and checklists, first of all), or others of a qualitative type (individual interviews, focus groups, meetings, diaries, etc.).

The choice of the tools to be used must be made considering what type of source you intend to query; for example, when it comes to dialogue with the top management of the organization, it will be useful to make use of an individual interview or meeting, while if you wish to listen to all the organizational actors it will be advisable to prepare a questionnaire.

In any case, a general needs analysis will require the use of a significant amount of resources (temporal, financial, professional, etc.): it is a real campaign, which relieves all the actors of the organization and that can be carried out with an average frequency (at most once a year, at least once every three years).

However, between one campaign and another, it will be possible to carry out targeted indepth analyzes, aimed at collecting more precise data about the learning needs that the





organization has perceived in a general sense and that it wants to highlight: for example the needs of a specific segment of personnel (newly appointed heads) or referring to a specific area of expertise (for example the use of the Microsoft Office IT package). The information from the needs analysis guides the subsequent phase of the training process, represented by the planning of interventions. At first, it is a question of defining the training plan, or a document that summarizes the training priorities for the future (usually the following year or two years) and proposes their scheduling. In a second moment, with reference to each of the interventions, a form is prepared which precisely identifies the most important information of the course, for example:

- the goal (where do we want to go?), the result we intend to achieve;
- the content (what do we deal with?), the topic that will be treated;
- the recipients (who is the training for?), the group to which the training is addressed;
- the method (how will we work?), the activities that will be carried out to promote learning;
- management (who carries out the training?), the figures who will contribute to the implementation of the initiative; the materials (what will we work with?), the supports that will be used during the training;
- the duration (for how long?), the temporal extension of the initiative (one day, three days, etc.) and its articulation (a single solution or several modules?), together with the calendar (when?), the dates and timetables;
- the location (where?), the place chosen for the intervention;
- the budget (at what cost?), the economic investment for the organization;
- how to register (how do you register?), to whom and how the adhesions to the initiative should be presented.

It is in this planning phase that the trainer-manager determines whether an intervention will be carried out within the organization or at an external training institution where an initiative that responds to the need for learning is planned (for example a public business





school or private). The choice between internal and external depends on several factors, such as the type of skills to be developed, the number of recipients, the resources available, etc.

The implementation

For the trainer-teacher, carrying out the training implies carrying out the planned activities by mastering the foreseen working methods. Referring to the specialized literature on the method for indications concerning the strategies and tactics that can contribute to making the training work effective, we want to focus here on the contribution to the realization of the training that comes instead from the trainer-manager, who works in three main directions.

The first concerns the relationship with the learners. The trainer-manager is responsible for disseminating the training plan and the description sheets of the interventions using, for example, ad hoc presentations, interviews with potential participants and / or their leaders, etc.

In this phase he must take into account the requests and constraints that gradually emerge in order to arrive at the development of a definitive program that meets the needs of the learners. He will then register the actual registrations, prepare the certificates of participation, define the procedures for verifying attendance and summon the participants about a week before the start.

The second concerns the relationship with the trainer-teacher. In the micro-design phase, the trainer-manager will identify the teacher and together they will start a co-design work aimed at seeking the maximum harmony between the program and the learning needs identified by the needs analysis. Furthermore, during the intervention, he will offer the teacher full support in terms of reception and travel, consultations of materials, etc. Finally, the third dimension concerns the care of logistics and the provision of resources. Logistics has to do with the identification of a suitable location and the supervision of services relating to coffee breaks, meals, travel, cloakroom etc. The resources, on the other hand, can be distinguished in paper materials to be delivered to the participants at the start





of the training intervention (program, readings, handouts, instructions for exercises, etc.) and in tools (computer, video projector, Internet connection etc.).

Evaluation of the results

The evaluation of the results is not intended so much as an ex post verification activity dedicated to the detection of the effects of training, but rather as an ongoing monitoring, which on the one hand offers the opportunity to redesign the process while it is still in progress and on the other hand, it contains significant opportunities for further learning for those taking part in the training: as Lien and collaborators (2007, p.44) affirm, "evaluation can add value to the training itself. Through the assessment process, learning can be activated and transferred to the workplace". Assessment urges learning for two reasons. On the one hand, it increases the co

What are the training methods?

The method is the most immediately recognizable aspect, the visible part of the training, as it defines the set of activities, tools and working rules that relate the trainer, the participants and the skills to be learned: it is in fact through the application of the method that produces that learning that training in the organization intends to support and promote.

The choice of the method, which is carried out during the micro-design to which the trainer-manager and the trainer-teacher contribute jointly, takes into account different aspects. First of all, on the one hand, the type of objectives to be achieved and the characteristics of the recipients to whom it is addressed: in this sense each method favors a specific learning method that can be more or less adequate with respect to the objectives and subjects involved.

On the other hand, of the resources and constraints configured by the method itself, for example of a:

- spatial type (relative to the places of training)
- temporal (relative to time)
- minimum-maximum size of the group





- technical tools

All aspects that must be evaluated to understand if they are consistent with the characteristics of the context in which the training will take place. Looking at the literature, there are many proposals of method and criteria for classifying them.

We will limit ourselves here to a brief description of some methods chosen from the most frequently cited ones, starting with the most classic, the lesson.

Useful for transferring knowledge even to a very large group, the lesson requires that the teacher and the participants meet in a classroom equipped so that the first can expose contents (for example: the legislation on safety in the company) to the second, possibly using media such as slides, photographs, movies, etc.

The lesson is carried out in a limited time, establishing a high dependence of the learner on the teacher, but can be made more active by providing spaces for discussion and comparison.

Greater involvement of the participants can be obtained through the use of a case, that is the report of the events that led to a situation-problem that requires the participants to analyze the facts and data available and to formulate a solution proposal starting from questions such as how did it happen? and what to do?.

When the case used is made up of the real experience of one of the participants which is reconstructed to make it the object of analysis and discussion with the trainer and the group, we can speak of the self-case method.

The exercises refer instead to the learning process from the experience proposed by Kolb. Different modes of action fall under this label, including games, real games that present activities without any professional and organizational reference (for example riddles, puzzles, etc.), simulations, which instead refer to work contexts, also if not necessarily that of the learners, and role playing, exercises of representation or dramatization in the course of which one tries to "put oneself in the shoes of" starting from predefined role profiles. We can find a learning model similar to the one just mentioned in the outdoor methods, which ask subjects to engage in concrete actions that take place outside the classroom and have a metaphorical value with respect to the professional behaviors to be learned.





Depending on the characteristics of these actions, we can speak of small techniques (which do not require special equipment: for example, you do an exercise by throwing yourself tennis balls), of preset fields (which instead require them: for example, you have to go up along a pole to get to a suspended platform) or experiences in a natural environment (for example crossing a pond using a raft).

The concreteness of action is also present in the action learning method, which however assumes as its content a real task entrusted to the group: in this sense, people learn by working, learning from each other as well as from the trainer, who acts above all as a facilitator of the analysis of the situation and the search for solutions that people activate during their meetings.

We close this brief review of training methods by pointing out the strong growth of interest in the use of films: in this case it is not a real method, but a specific material that can be adopted within different methods previously described in the form of example, case, exercise etc.

The awareness of the degree of transformation of their skills and the possibility of their application in work practices.

On the other hand, it is an opportunity to analyze the learning processes themselves, or meta-learning, which favors an effective use of additional training and self-training opportunities. But what are the results of a training intervention that can be evaluated? The references in the literature converge, with only terminological differences, on the classic hierarchical model of Kirkpatrick and on the equally classic reformulations made by Hamblin and subsequently by Rae, proposing a classification of the evaluation activities articulated on four levels:

- the reaction, or the degree of appreciation by the learners (are the recipients satisfied with the training intervention?);
- learning, or the degree of transformation and development of the skills possessed by the participants (what knowledge or skills have been learned? What ways of being and acting have changed?);





- behaviors, i.e. the transfer and use of the skills learned in work practices (what changes in work conduct have occurred?);
- organizational change, in terms of achieving economic-managerial results (has productivity increased?) or organizational (has internal communication improved?).

This last level includes both the evaluation of the return on investment (ROI), that is the relationship between:

- monetized benefits and total training costs
- The evaluation of the symbolic impact
- The effects on the motivation
- The effects on the relational climate
- The effects on the image of the company.

Like the needs analysis, the evaluation of results must also be considered a research activity in which it is necessary to trace and collect as much data as possible, or to draw on different sources of information, such as the trainer / s, participants and those who see them at work (colleagues, bosses, clients, etc.), the top management, the personnel managers, as well as all the documentation relating to the professional performances of the participants and the progress of the organization. The list of methodological options available for evaluating the results is particularly broad and complex.

The quantitative approach refers to tools such as:

- Questionnaires
- evaluation forms
- level tests
- technical tests

The qualitative approach includes the following tools:

- interviews
- focus groups
- meetings
- diaries,





- group discussions.

In order for the evaluation to pursue purposes not only of an ex-post verification, but also of redesigning the intervention in itinere as well as supporting the learning of the participants, it cannot be placed outside the training action, but must start right from the start of the intervention.

The training competences

Although competences represent the "field of action" of any learning process, it is only with the contribution of McClelland -Testing for competence rather than for intelligence- that this concept is affirmed as a descriptor of the factors basis of effective work performance.

Spencer and Spencer and McClelland defined competences as "an intrinsic individual characteristic that is causally linked to effective / or superior performance in a job or situation, and which is measured on the basis of a pre-established criterion" (Spencer, Spencer, 1993, p.30), identifying a possible articulation in five components:

- 1. motivations (inner drives that induce action to achieve certain objectives);
- 2. traits (dispositions to behave or react in a certain way);
- 3. self-image (personal attitudes and values);
- 4. knowledge of specific disciplines or topics (professional content essential for carrying out an activity)
- 5. skills (ability to perform an intellectual or physical task).

Piccardo and Ferreri believe that ecological-concrete classifications are preferable, as they are more useful for organizations planning training activities. Among these we mention that of Quaglino (1999, 2005), which incorporates the KSA (Knowledge, Skill and Ability / Aptitude) model of Anglo-Saxon matrix, distinguishing between:





- knowledge
 - o General
 - o technical-specialist
 - o organizational knowledge
- skills
 - o logical-strategic skills
 - o interpersonal and managerial
 - o connected to the performance of the work activity
 - o the use of knowledge
- quality
 - o personal skills of an operational
 - o social and subjective basic
 - o technical-specialist skills
- transversal skills
 - o diagnosing
 - paying attention
 - perceiving
 - representing oneself
 - interpreting
 - o relating
 - recognizing oneself and the other
 - listening
 - communicating
 - cooperating
 - o dealing with
 - taking responsibility
 - planning
 - take the initiative
 - decide





How to learn to speak in public

Public speaking is one of the biggest fears of all. This often results in poor performance and decreases the attention level of the participants. In this paragraph I would like to tell you about techniques for learning public speaking and strengthening your skills.

Some people trivialize the fear of public speaking. After all, fear is a mechanism that serves to safeguard us from physical pain. Fear is an emotion that arises to avoid hurting us. So what's the possible pain of public speaking?

Nothing physical usually, it's about our social reputation and our credibility. It is something more intimate however.

As with many things, constant training is what can help you speak better in public. Let's see below how you can train yourself in public speaking.

Get into a comfortable position

Your body language communicates a lot about your intentions and level of confidence. A speaker who appears uncertain can convey this feeling to the audience and reduce their communicative effectiveness.

When you are on stage and you experience anxiety, your body communicates it through small gestures that may have a negative effect on perception:

- small steps, unstable or unbalanced posture
- closing signals, such as arms crossed
- touch their faces

I teach you a little trick to keep your stance firm and stable on stage. You can use your imagination. Repeat to yourself and try it now. Prepare your own short presentation, before starting repeat this formula to yourself

"I imagine that my feet are like the roots of a tree, which go deeper and deeper".





You will notice that if you use your imagination well enough, your stance will be firmer and more stable.

Remove all physical barriers

Many people feel safer talking behind a desk or on a podium. These physical structures give us security to some extent and authority. But they are all structures that put us more on the defensive. If possible, remove all physical barriers between you and the audience. They will help you speak better and more directly with your participants.

Talk often about the topic you are going to present

Only beginners improvise. If you want to be ready to speak in public, you should not only prepare a main lineup of topics, but also prepare yourself for all the possible questions and unexpected events that may occur.

One way to do this is to take second place.

Ask yourself:

- "If I were a participant in this presentation, what questions would I ask the speaker?"
- "What are the main goals of the presentation and why should people listen to me?"
- "At the end of the presentation, what doubts could still be open?"

In doing this, your imagination should be very articulate.

Be prepared for questions

Many people fear the questions, yet most of the questions are largely predictable. There are several strategies you can use to understand the questions.





Of course, if you repeat the same presentation many times, you will notice that there are recurring questions.

Of course, it also depends on how structured your speech is.

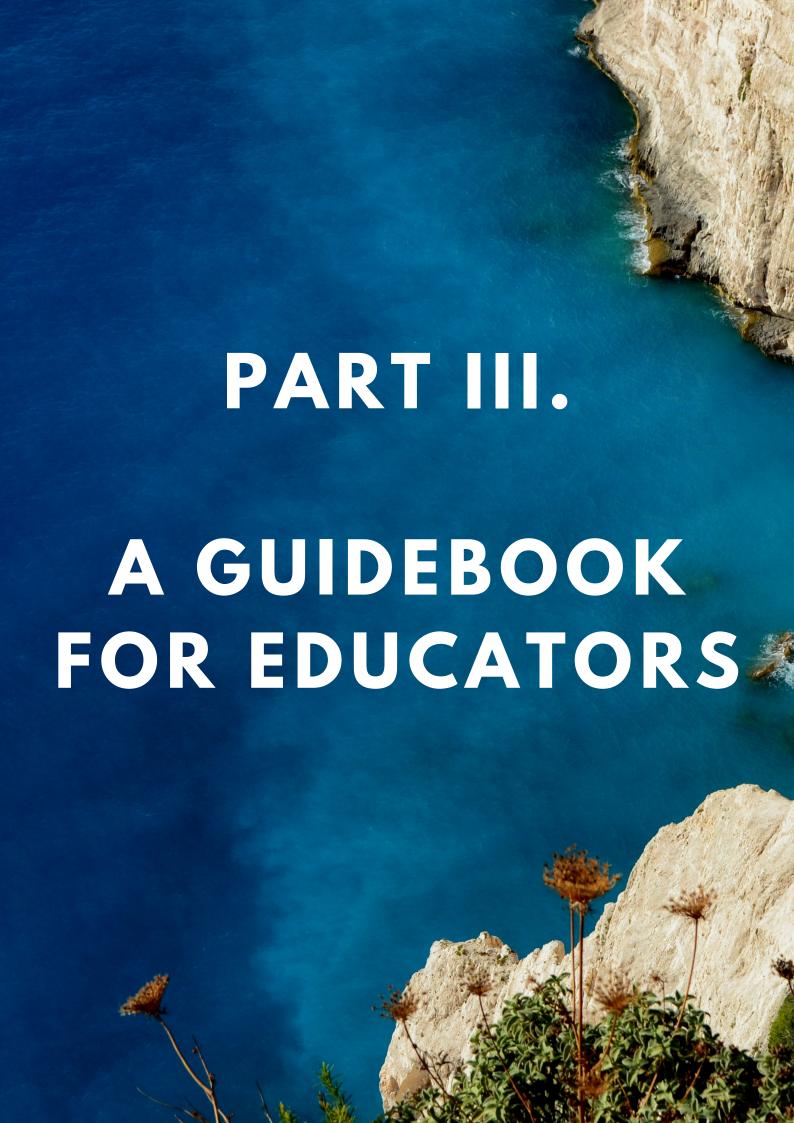
The more you repeat a course, the more the level of structuring increases. You tend to improvise much less, you have tested many times what to say and how to say it. So, you have already wondered many times how to optimize the course.

The level of structuring is very high, it follows that the variability of the questions will be similar.

This way you can be very ready for questions: essentially because very often you already know them.

The point is that very often you are called to speak in public, present a speech in the next few days, you only have one title and little else. How can you imagine the questions they will ask you?

One way is to talk about the topic of your presentation with other people. Stimulate them continuously on the topic you intend to propose, and observe what their most frequent questions are. It is likely that even in the audience they will ask you similar questions.





1 Being an Entrepreneur

One of the most frequently asked question is: "Which properties do you need to run a successful

business or to be a successful entrepreneur?"

Obviously the opinions differ from each other, but the basic or most common principles are the same. You need:

- Eagerness for independence
- Innovative spirit
- Healthy risk appetite
- One's own initiative
- Impulsiveness
- Achievement- orientation
- Social authority
- Emotional stability

Some of the clearly stated Pros and Cons of being an entrepreneur are named exemplary in the following chart:

Pro +	Contra -
To be a free agent	Often a lot of work
You meet new people	You have to be confident also in hard times
To socialize	Sometimes it's hard to calm down or keep
	calm
It's diversified	

2 Business plan

2.1 Introduction





Every business starts with an idea. But when you have this idea you must structure and organize it to improve your chances of success. You have to think about its advantages and problems, about your finances, about your customers and much more. Because of that you should write a business plan which explains everybody your future company. This work will maybe also show you the dangers and difficulties in your idea and help to eliminate them.

2.2 Chief contents

Part 1 - Business Idea

- (1) Describe your business idea.
- (2) Describe the different types of product/ service you are going to be selling (e.g. colour, sizes).
- (3) Find a business name and explain your decision.

Part 2 - Customer Group/ Target Market

- (4) Describe your typical customer (how old, how much they earn, were is he living...).
- (5) How many customers are you waiting to buy from you?

Part 3 - Customer Relations

- (6) Explain your communication policy (How do you want to present your product to the customers newspaper, internet...).
- (7) Find a strapline, a catchy phrase that goes with your business name (e.g.





"Cadbury's Crème Egg – how do you eat yours?").

(8) How will your product be delivered to your customer?

Part 4 - Competitor Analysis

(9) Describe

your

competitors.

(10)SWOT

analysis

Strengths (positive things about your	Weaknesses (things that could			
business)	mean you struggle to make your			
	business work)			
Opportunities (external factors you can	Threats (external factors that could			
take advantage of – e.g. changes in law	affect how well your business do)			
or market trends)				

(11) Describe your unique selling point (What makes your product different from others? How will you show your customer that your product is the best?)

Part 5 - Key Activities

(12) Activities: Describe your first steps to realise your innovative idea.

(13) Resources: What do you need to realise your idea?

(14) Human Resources: Who do you need to realise your idea (employee)?





(15) Suppliers: Explain who you have chosen and what they will supply.

Part 6 - Back-up plan

(16) Thing about changes that might be necessary in light of the SWOT analysis.

2.3 Explanations

Beschreibung der einzelnen Teile eines B.planes, orientiert euch an den Fragen, die in den einzelnen Parts als Hilfestellung stehen und erklärt, warum die Auseinandersetzung mit eben diesen Fragen wichtig ist. Gebt evtl. etwas Fachwissen dazu (z.B. aus den Businessplan- Anleitungen, die ihr vorliegen habt oder versucht's mal bei der Anleitung der Industrie- und Handelskammer; auch das Wirtschafts-Buch hilft ggf. weiter). Achtet bitte auf eigene Formulierungen, also Hände weg von copy&paste!

Part 1 - Business Idea

In Part 1- Business Idea – it's important to give an overlook of your product for your customers. In a short form they have to get all the important information about the product. For an entrepreneur it's necessary to know all the information by heart for always being ready to present your product/idea in a short and easy understandable way. It's needful to know why the customer should have your product and what is the difference between your product and the product of the competitors.



Part 2 - Customer Group/ Target Market

Your product has to be customized to your customer so you need to have a very detailed description of your typical customer. You can have different selling strategies: either you want to get a very big number of person, because it's a thing everyone needs / uses (e.g. bed, phone, ...) or your product is intended only for a certain group of people (e.g. smartphone user, bus driving people,...). The fact that the sales figures sway with this decision is logical.

Part 3 - Customer Relations

The last chapter was for knowing your customer and his preferences. This chapter is about how to deliver your product to the customers, how you to draw attention to your idea. A funny and interesting slogan is always a very good opportunity to keep the product in mind for the customers.

Part 4 - Competitor Analysis

A competitor analysis is an assessment off the struggle and weaknesses of current and potential competitors. This analysis is an essential component of corporate strategy. Contingent on markets and industrial sectors such an analysis has a big influence of internal and external decisions. The aim of the competitor analysis is the prediction of the behavior of those competitors with





which you could have an intense competition.

A famous method to create a competitor analysis is the so called "SWOT-Analysis". Here you focus on the strengths, weaknesses, opportunities and threats from your rivals:

- <u>Strengths:</u> Positive things about your business.
- <u>Weaknesses:</u> Things that could mean you struggle to make your business work.
- <u>Opportunities:</u> External factors you can take advantage of e.g. changes in law or market trends.
- Threats: External factors that could affect how well your business does.

Part 5 - Key Activities

The Key- activities are those important functions a company has to operate, to stay successful on the market. Contingent on the industry or market the Key-activities are different. With these activities customers can be achieved, you maintain the relationship to customers and you are generating income.

Besides the Key- activities you also have Key- resources. Every business concept needs Key- resources, which are the reason why entrepreneurs can offer their products and services.

Key- activities and Key- resources are directly linked to each other, because these activities are made possible by the resources only.

Part 6 - Back-up plan





The Back- up plan is another essential part of a business plan. It is always necessary to anticipate with the worst and this is the reason why such a Plan B is so important. With a Back- up plan you can provide your business idea and often yourself in the worst case.

When you are writing such a Back- up plan it's recommended to incorporate every single topic from your business plan.

2. 4 Example (Students work)

Part 1 - Business Idea

(1) Describe your business idea

A device that is installed in the walls and on the floor that blows out air on one side and sucks it in on the other. With the air all the dirt gets sucked in. When the device is installed on the ceiling, spider webs can be prevented. The device can be controlled with a free app and is connected with the ventilation system. The device will make cleaning easier and faster than before.

(2) Different types of product

1. The BASIC system:

The BASIC system adopts to every kind of home and is controllable by an app that comes with the device. The customer gets an account and a password for the app so that only he can control his system. The BASIC system can be installed in new houses, with the system integrated into the wall and the structure of the building, just as well as in older houses, where the device is located outside of the wall. A grating can be installed as a protection for pets.

2. The SPIDER system:





The SPIDER system is installed on the ceiling where it can suck in spider webs. It can also be controlled by app and only sucks in air and does not blow it out. The SPIDER system can be combined with the BASIC system. The SPIDER system is connected with the ventilation system which blows the spiders out of the house without harming them.

The system can only be installed in new build houses unless there is already a ventilation system installed.

3. The PRO system

The PRO system is used in factories, big rooms and schools. A grating is installed in the middle of the room that sucks in the air and the dirt. The second part of the system is installed in the walls where air gets blown out towards the grating in the middle of the room. The grating is protecting loose equipment from getting sucked in. A grating to protect animals in optional

(3) Business name

Click Click Clean

- **1. Click** to open the app
- **2. Click** to press the button 'Clean'
- 3. The room is Clean

This is not just the business name but also the name of the product

Part 2 - Customer Group/ Target Market

(4) Typical Customer





Our typical customers will most likely be around the age of 18+. Gender won't matter.

Our customers will be a part of the upper middle class and live in a house or apartment.

Especially pet owners who's pets loose hair will be interested in product. Also people with allergies, such as a dust or pet hair allergies, will be part of our typical clientèle.

(5) How many customers will we have

Especially factories, pet owners and families with many kids are just waiting for us to design this system. The number of our customers will increase year by year.

Part 3 - Customer Relations

(6) Communication policy

Advertisements will be launched in TV commercials, newspapers and flyers will be printed. Youtube videos will demonstrated what the device is able to do and pop up adds on social media will make even the young generation interested in the system. Billboards and free consultation will inform people who want to build a new house about the device and personal advisers will consult with customers who already own a house or apartment. Experts will be send to factories to inform them about the new system and cold calls will make sure that everyone knows about the new device. We would also like to cooperate with architects who can consult with new customers and help with the planning of the installation in new houses.

(7) Strap line

'Click Click Clean'

- And the dirt is gone!
- (8) Delivery





The device will be delivered by our company to the home of the customer where it will be installed by experts. Later on we will expand and let our own employees install the device.

Part 4 - Competitor Analysis

(9) Competitors

Our device is completely new on the market. The competitors that we have are the providers of cleaning robots and drivable cleaning machines

(10) SWOT analysis

• Strengths:

Our product does not just save time, but it is also very cost effective considering that you save the costs on cleaning products. The only costs coming up in the future are filters for the dirt, which are easy to change and to replace. Our product is easy to use because of its automatic function that can be controlled by app from anywhere. It is safe for pets and children and is ordable online.

Weakness:

The product uses a lot of electricity and is expensive to install. You can't be in the room





when the device is working.

Opportunities:

We could expand our products so bigger factories and schools could use it. We could also cooperate with companies who work on 'smart houses'.

Threats:

Some people might like the old traditional cleaning. It would also cost some jobs because it takes away the cleaning, especially at schools and companies.

(11) Unique

We are unique because the installation and the app comes for free. The app is available for for Apple, Android and Windows Phone. Because of the app the system can be controlled from anywhere at anytime. Because of a device outside of the wall, people who have an old house without a ventilation system can use the product as well. Our idea is unique because it makes cleaning so much easier and is save for pets and children

Part 5 - Key Activities

(12) Activities

Consult with experts who we need to help us build the device and figure out technical details. Also we need to talk to sponsors and architects.

(13) Resources

We would need customers who are willing to try something new. We need the technique and the experts to build and to install it. We also need some money to launch our project. We need suppliers to build the device.

Part 6 - Back-up plan





(15) Changes

Maybe we have to install a grating in houses and smaller rooms as well if the power of the duster is not strong enough. (This is why we need technical experts to figure out details about the system)

(16) Saving money

We could offer updates that the customers have to pay for. Such as a faster installation or the newest technology update.

(17) Changes in the future

We could expand world wide and cooperate with companies who work on smart houses.

Summary: What did we learn

We learned that it is important to always be focused on your plan and that there are many things that you have to consider. An idea is not just an idea. There are many factors that you have to keep in mind, such as, is the technology to make your idea come true available or would you have to invent a completely new system.

We learned that you have take a closer look at the market more than anything else and that the best idea is useless if the market isn't asking for a product like it. Money is always an issue and if sponsor do not like your idea you have almost no chance to start a successful business.

Furthermore we found out that there are many things to consider that we didn't even think about in the beginning. When you have a great idea you don't think of all the problems that might be in your way.

There is a long way with many obstacles between having the idea and actually producing the product.

3 Lesson plan



Lesson 1: Being an entrepreneur

Time	What you do	What
		you
		need
5'	Access:	Picture
	Show the picture; Students may guess what the topic is	(Material 1)
	2 Topic: Entrepreneurship	
10'	Phase 1	
	Collect important characteristics of an entrepreneur in a mindmap.	
	Passion, Perseverance, Resourcefulness, Open-Mindedness,	
	Spongelike Nature, Aspire Independence, Eagerness for	
	innovation, Risk disposition, achievement orientation, self-	
	initiative, sozial competence, emotional stability	
10'	Phase 2	Text
	Read the Text 2 Why do we need enterprises?	(Material 2)
	②jobs, competition and structural change, innovation, freedom and stability	
65'	Phase 3	Game
03	Now you should find your own business idea.	Instructio ns
	 Divide the class in groups of four students 	(Material
	 Each group gets one dice, one game instruction and the cards. 	3)
	② A.) Play the game.	Cards
	② B.) Use the outcome of the game to create your business idea.② C.) Present your ideas in the class.	(Material 4)
	_ 2.5	Dice with



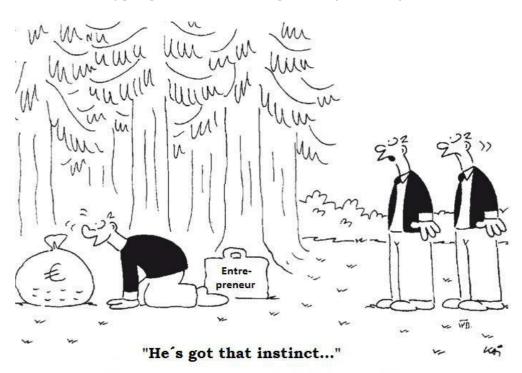


	24 sides



Material 1

http://www.bpb.de/izpb/8531/organisation-vonunternehmen?type=galerie&show=image&k=2 (modified)



Material 2

http://www.brainyquote.com/quotes/quotes/w/winstonchu165926.html#rVseRAcIx4450KKv. 99

"Some people regard private enterprise as a predatory tiger to be shot. Others look on it as a cow they can milk. Not enough people see it as a healthy horse, pulling a sturdy wagon."

Winston Churchill





Material 3

Game instructions - Being

What I'd do for an idea...

Creativity is the foundation for groundbreaking innovations. But how can you come up with a good idea? The will the do so is crucial. With this game you can train your inexhaustible and determined thinking.

Goal of the game.

Get out of tricky situations and solve problems. This game has no loser, only winners who wonder about the world around them. No idea is too unrealistic, no idea is too erroneous and weird. The goal of the game isn't the perfect solution, but rather A solution. You can always optimize that solution in the end if you wish to do so.

Starting situation

Your grandma gives you a decent amount of money for your graduation. You and your friends decide to use that money to go on a 3 month long trip around the world but unfortunately there is no time to expand your budget and to buy things that you could need on your trip.

The process of the game





Roll the dice with the numbers on it first. For every number on the dice is a problem in your pamphlet that needs to be solved.

Mix the cards an pick 5 cards by random.

Those five symbols are the items you can use to solve the problem.

Alternative 1: Look through the list of problems and chose a problem that you want to solve Alternative 2: Start with problem 1 and solve each problem after the other

Alternative 3: Make up a problem and solve it with your 5 items.

Problems:

- 1. You are on a trip around the world. Your journey starts on a beautiful Caribbean island, the water is crystal clear and the sun is making the ocean sparkle. It would be perfect if there wouldn't be all those mosquitos which are just waiting to bite you but you won't let them ruin your adventure. Construct a device out of your five things to get rid of the nasty blood suckers.
- 2. You are on an island and you are running out of food, unfortunately there is no grocery store on the island. What will you do to get food?





- 3. Unfortunately you are missing the last ferry which could get you off the uninhabited island. Now that you are stuck in paradise you are slowly running out of food and you haven't found a fresh water spring yet either. What could you do to get the attention of a potential saviour?
- 4. The screen of your travel companion's smart phone cracked after it fell in the ground. Your phone is the only one left. What could you do to protect it from the same doom?
- 5. At night the cockroaches are bothering you. How could the five things help you keeping them away?
- 6. Not everyone was as smart as you guys when the mosquito attacked them.

 Another group of backpackers is infected with a contagious virus. How can you protect yourself and your companions from that infection?
- 7. You are stranded in the Atacama desert and you ran out of sunscreen. How can you protect yourself and your companions from the burning sun?
- 8. You guys are bored out. Think of a game that could be played with those 5 items.
- 9. On a hike you are tripping and falling in a 5 meter deep hole. On the bottom you find 5 things. Can you use them to get back out of the hole?
- 10. One of your companions has broken his arm. Can you use your 5 items to patch him up?
- 11. Your adventure is leading you to the rainforest. Unfortunately you got lost in the jungle and you have to spend the night in the wild. How can you protect yourself and your companions from being the midnight snack of a wild animal? Try to build an alarm system.
- 12. You are still trying to find your way out of the rainforest. When you are already thinking that you have to die of thirst you find a coconut. How can you crack it and drink the juice without losing any of it?
- 13. A wild, fast flowing river is between you and a comfortable bed in a luxury hotel.

 All of you can swim but you don't want to risk anything any more. How can you make it to the other side of the dangerous river?
- 14. The luxury hotel was too expensive but you still want to get some





relaxation with the 5 simple things you got.

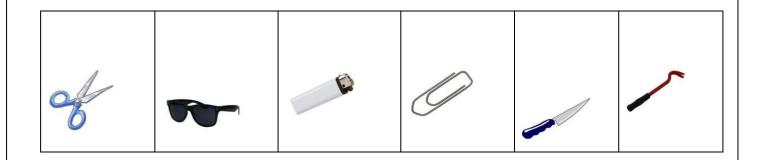
- 15. While lying on the beach in Tonga you realize that you are out of money. How can you make money out of the 5 things to get to your next destination?
- 16. The money is barely enough for a ride on a freighter. When you try to get on the ship, the gateway is shaking and you lose your luggage, including your phone, your money and your passport. The Capitan refuses to take you with him without money and passport. How will you get to the 150km far away German embassy?
- 17. You have enough of adventures and you want to go home but you promised your grandma to bring her something from your trip. What can you make out of your 5 items?
- 18. Finding clean water to drink was a struggle on your whole trip. But the people who live in the countries that you visited have to deal with that problem day by day. How could you change that?
- 19. The pollution of the oceans is a problem for animals, humans and plants. How could you change something about that with your five items?
- 20. We are all wasting energy day by day. Germany spends about 14 billion Euros a year on wasted energy. How can the five items help us to save some energy at home?
- 21. It's your little cousin's birthday and you forgot to get him a present. What can you tinker out of your 5 items that could work as a toy for someone who is in kindergarten?
- 22. Construct a unique thing for your home that everyone else will be jealous about.
- 23. Create a present for the pope.
- 24. Think of a problem that you could solve with your 5 items.

Material 4























Lesson 2 and 3: Writing a business plan

Time	What you do	What you need
5'	Access:	
	Imagine you are at a founder workshop and have to convince investors to give money to your company.	Material 1
	Short input about how to come from an idea to a marketable product or service.To be successful you need a business plan.	
175'	Phase 2	Poster (Material 2 in
	Come together in the groups from the last lesson.	DinA1)
	Step One: Take your idea from the previous lesson and develop further. The poster might help you to find good ideas. Note your ideas at the poster. Step Two: Write your ideas down in whole sentences. Split up the chapters so that everybody writes a part of the business plan. Step Three: Prepare placards to present your business idea.	Business plan (Material 3 in digital version) Each group should get computers to write down the final version of the business plan. For the final presentation it will be useful to print the whole business plan. Each group should
		get placards.





Material 1

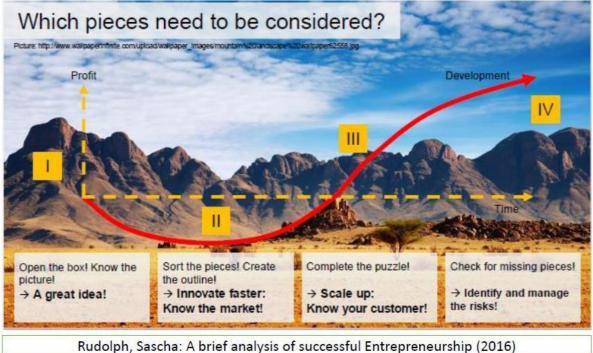
Page 1

"Building a business is not rocket science, it's all about having a great idea and seeing it through with integrity." Richard Branson



http://www.wojonutrition.com/wp-content/uploads/start.jpg

Page 2





Page 3

A great idea!



XqhwiGALTfnXKQ wVI3bwncT.jpg

- Step 1: Find an idea!
 - → Solve a problem (e.g. How can I recharge my mobile phone without a socket-outlet? → use solar energy)
 - → Find a market gap (e.g. a special app → an app, which brings together different food delivery services)
 - → Discover a trend (e.g. smart watches)
- Step 2: Find the way you are going to make money out of the idea!



- → selling the produkt
- →in-app advertising
- → commission for your service

http://www.mahatma-netzwerk.de/wpcontent/uploads/2014/05/geld.jpg

Page 4

Know the market!

- Outline the market (e.g. size, country, price...)
- Find the competitors.

Porter's Five Forces Model of Competition

Determinants of Supplier Power
Supplier concentration

Supplier concentration
Availability of substitute inputs
Importance of suppliers' input to buyer
Suppliers' product differentiation
Importance of industry to suppliers
Buyers' switching cost to other input
Suppliers' therat of forward integration
Buyers' threat of backward integration

Threat of New Entrants
arriers to entry
Economies of scale
Product differentiation
Capital requirements
Switching cost to buyers

Rivalny Among Existing Firms

Number of competitors (concentration)
Relative size of competitors (balance)
Industry growth rate
Fixed costs we variable costs

Product differentiation
Canacty auamented in larne incernents

Threat of Substitute Products

Determinants of Buyer Power

Number of buyers relative to sellers Product differentiation Switching costs to use other product Buyers' profit margins Buyers' they formultiple sources Buyers' they for buyer integration Sellers' threat of backward integration Importance of product to the buyer Buyers' wollow.

http://www.sanasecurities.com/sites/default/files/Porter%20Five%20Force%20Model.png



Page 5

Know your customer!

Describe your customer:

→age, income, family status, personal moral concepts ...

Think about the way to contact your customer:

- →advertisment in newspapers or on TV
- → presentation of your product at special events
- →using social networks

...



http://www.roundtable.com/lib/image/audio/Find -Customers.jpg

Page 6

Identify and manage the risks!

Potential risks:

- No demand for your product or service
- No functional technology
 - Change of legal restrictions
 - No money

.

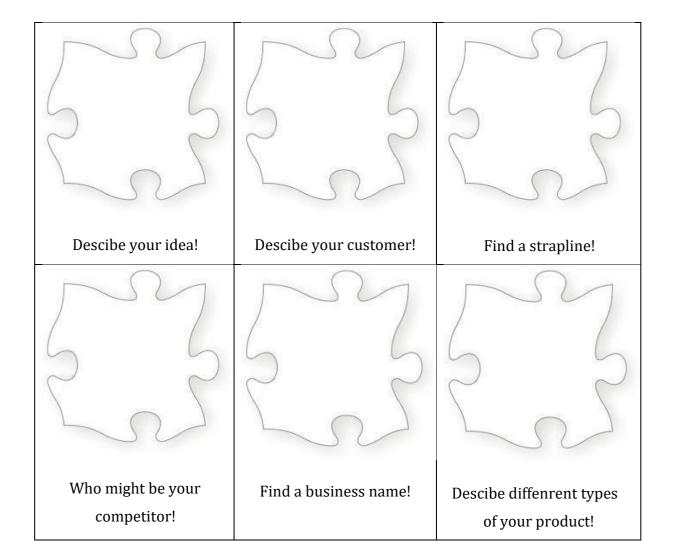


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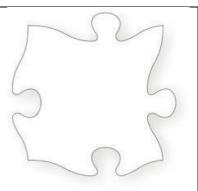
Material 2

Further development of your idea!

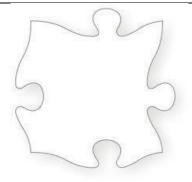








Descibe in a few words
what makes your
product useful for
cumstomers!



What do you need to realise your idea?



Think about people who might be helpful for you!





Material 3

Business plan

Part 1 - Business Idea

- (1) Describe your business idea.
- (2) Describe the different types of product/ service you are going to be selling (e.g. colour, sizes).
- (3) Find a business name and explain your decision.

Part 2 - Customer Group/ Target Market

- (4) Describe your typical customer (how old, how much they earn, were is he living...).
- (5) How many customers are you waiting to buy from you?

Part 3 - Customer Relations

- (6) Explain your communication policy (How do you want to present your product to the customers newspaper, internet...).
- (7) Find a strapline, a catchy phrase that goes with your business name (e.g. "Cadbury's Crème Egg how do you eat yours?").
- (8) How will your product be delivered to your customer?





Part 4 - Competitor Analysis

(9) Describe your competitors.

(10) SWOT analysis

Strengths (positive things about your	Weaknesses (things that could
business)	mean you struggle to make your
	business work)
Opportunities (external factors you can	Threats (external factors that could
take advantage of – e.g. changes in law	affect how well your business do)
or market trends)	





(11) Describe your unique selling point (What makes your product different from others? How will you show your customer that your product is the best?)

Part 5 - Key Activities

- (12) Activities: Describe your first steps to realise your innovative idea.
- (13) Resources: What do you need to realise your idea?
- (14) Human Resources: Who do you need to realise your idea (employee)?
- (15) Suppliers: Explain who you have chosen and what they will supply.

Part 6 - Back-up plan

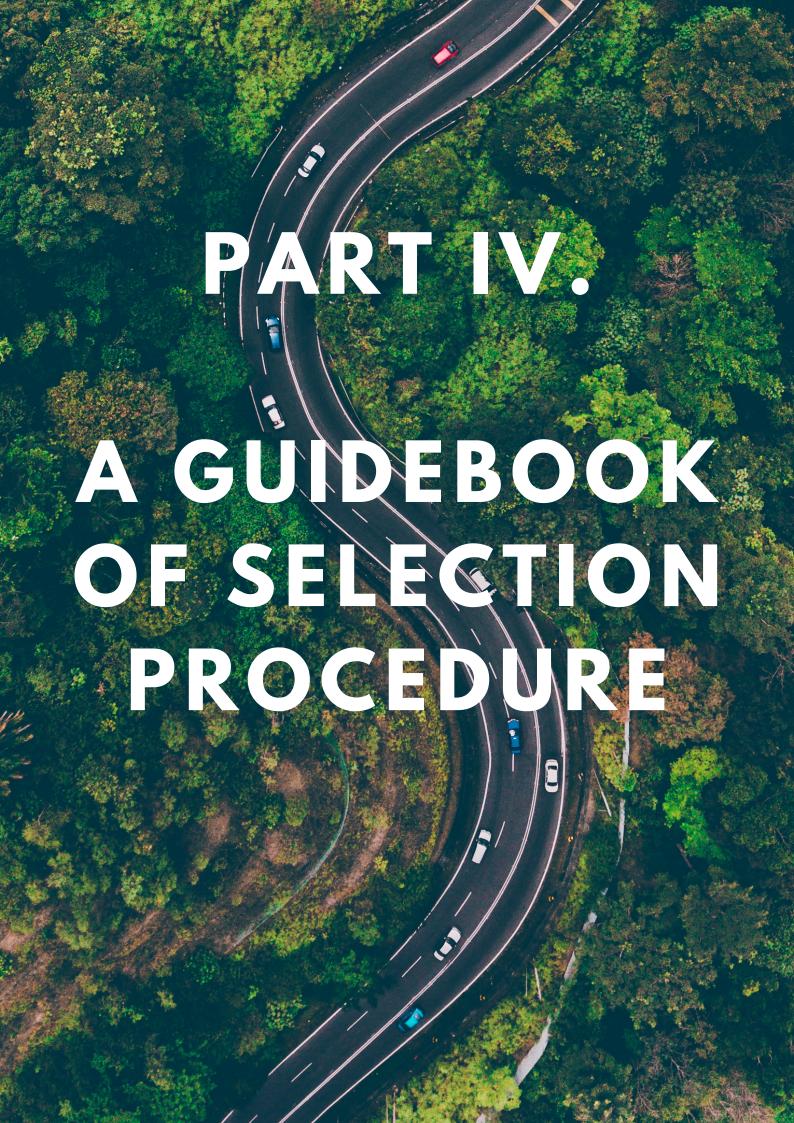
(16) Thing about changes that might be necessary in light of the SWOT analysis.





Lesson 4: Presentation of business plans

Time	What you do	What you need
10'	Phase 1	
	Each group prepares themselves to present their ideas.	Movable walls
50'	Phase 2	If you know external
	Each group leaves one expert with the presentation while all the others walk around and look at all the ideas. The chosen expert answers questions and the gets a feedback on the idea.	experts ask them to visit the exhibition and give
		feedback to the students.
30'	Phase 3	Little present
	Come together in the group.	for the wining team
	The external experts (or the class) might chose the	
	winner of the founder workshop.	
	Feedback	
	Possible Questions:	
	 What did you like best within the last lessons? What did you learn?	
	What do you want to be changed?	
	② What did surprise you?	
	2	







Introduction

Only a few of us manage to find a dream job at the first attempt. Have you managed to write accompanying documents in a suitable style or pass entrance exams and job interview successfully? Did you get the job position you had dreamt of? If so, you are fine-tuning the details of your employment contract, leading a discussion about your salary or looking forward to your beginnings in a new job.

But what to do if you receive a negative response?

If you want to answer this question you must realise these two points:

- You will know the results of your performance and employees' selection after your job interview. Even though your results are not positive take the opportunity to find out your weaknesses and strengths in the eyes of interviewer.
- If you want to learn lesson from your mistakes you must have courage to go through the evaluation in open and critical way together with your good friends.

"We learn more from our mistakes than from our success. "

(Henry Ford)

In accordance with this quote, it is important not to give up after the very first failure. You must answer the question: Why wasn't I successful? You will find the answer when you think about the factors which precede getting a successful job position.

You can achieve success at the job interview only when you successfully manage to pass the following activities:

- 1. to correctly complete Europass (Annex 1: Europass sample),
- 2. to write letter of application (Annex 2: Letter of application sample),
- 3. to prepare cover letter which will attract the employer (Annex 3: Cover letter sample),
- 4. to show knowledge and skills in writing tests (Annex 4: Tests of logical thinking samples),
- 5. to impress at the job interview (Chapter 1.5; Annex 5: Are you ready for a job interview?



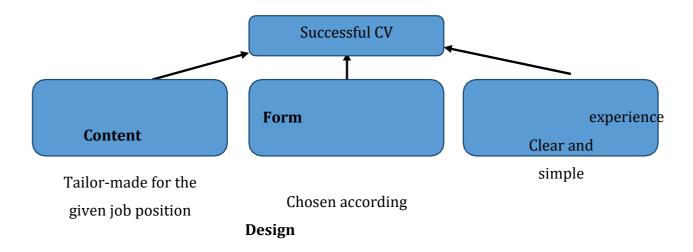


Annex 6: Body language at the job interview).

1.1 Europass

Have you read a lot of advice and tips how to write the best CV and you still do not know how to do it? Employers dedicate only a few minutes to study CV of each job applicant. If you don't manage to succeed at first sight, you can spoil the chance. Therefore, it's suitable to follow these rules:

- **Content** concentrate on the things which are the most important. CV should be short, clear and tailor-made to the required job position. It should emphasize experience and skills crucial for the given job position.
- **Form** be careful about the form and clear presentation of your skills so that you can hide your weaknesses and emphasize your strengths. State your education and work experience in a chronological order.
- **Design** systematic and simple graphical design helps the employer to understand CV more easily and quickly. Keep standard type of writing, layout, pay attention to orthography and punctuation. Always check completed CV and delete all the mistakes.



to work





The aim of this part is to explain the procedure of writing CV simply and easily.

The procedure:

- write down the list of your strengths,
- choose suitable workplace,
- find out about given company and job position as much as possible,
- realise which specific knowledge, experience and skills are relevant for the job position,
- create CV in which you emphasize your key skills for the given job.

If you follow this procedure, you will make the first step towards your future success.

1.2 A letter of application, cover letter

A letter of application is a formal document in which the applicant applies clearly, simply and politely to work in a chosen company. Its annexes are often cover letter, CV, documents about education, work references and approval of processing the personal details (See Appendix 2: A letter of application).

Cover letter serves as a fast applicant's introduction. It should raise reader's interest in getting to know more about you. Its content is wider than the content of application letter. Its function is to indicate the job position you are interested in, to highlight the knowledge, skills and experience which correspond to the employer's needs (See Appendix 3: Cover letter – sample).





Design of the application letter:

1. Head

We state the applicant's address in the head of document
 Contact details of job applicant are framed to the centre of the line, usually underlined in the form:

title, name and surname, address (street, street number, post code, town, code of delivery post), phone number, mail address:

Ing. George Papadopoulos, Iolkou 25, 38221 Volos

2. Company address

The address of company which the application letter is addressed to is written on the left side, framed to the left, under the applicant's address after leaving 4 empty lines (the third empty line should contain the phrase: "Registred letter") in the form:

Business name of the company Legal form of organisation

Title, name and surname of the person responsible for applicants' selection Job position of this person

Street and street number

Post code and town, code of delivery post

For example:

Ing. George Papadopoulos, Iolkou 25, 38221 Volos

Registered letter





IT Com

Public Limited

Company Mgr. Petros

Georgiou

head of human

resources Kartali 14

38221 Volos

- 3. Place and date of completing the application letter
 - written after three empty lines, without commas, framed to the right:

Volos 17th November 2020

- 4. Name of the document
 - written in bold, framed from the left side

Application letter

5. Text

Application letter should contain basic information in which you clearly and politely explain what are you applying for. It is common to start with the initial salutation.

1st paragraph:

Answer the question: "Where did you find the job offer? Why are you reacting to this job offer? "

It is appropriate to state the name of the job position you are applying for in this part. 2nd paragraph:

- highlight your present-day work experience with the description of duties you carried out and the success you achieved,
- highlight your education and skills related to offered job position.
 3rd paragraph:





- highlight your personal qualities which differ you from the other job applicants.
 4th paragraph:
- formal final salutation at the end of the letter and willingness to meet personally at the job interview
- 6. Your own signature
- 7. Appendices (highlighted):

Appendices

Name of appendix

1.3 Selective tests

Tests are often an important part of selection procedure, mainly in the case of fresh graduates, self-motivated employees or employees transferred from another companies. Its role is to verify applicant's information, discover his potential, skills, character features and personal profile. Obtained data provide the image of the job position which suits applicant the best. The most often used tests are the tests of logical thinking which evaluate abstract, verbal and numerical skills of job applicant (see Appendix 4: Tests of logical thinking – samples).

1.4 Phone interview

Before you are invited to a job interview, an HR manager can call you. It can be a phone interview for preliminary selection in which he finds out if you really meet the requirements. He verifies your information or your interest in applying for this job position. Its aim is also to examine **how you react and process unexpected situations**. Therefore, try to answer the questions clearly and promptly. Be friendly and helpful because your way of reacting is also one of the factors in the selection procedure.

1.5 Job interview

Have you reacted to a job offer? Have you ever been invited to a job interview? It





means that your CV and cover letter were impressive. Now, it is important to prepare for the job interview, make an impression and increase your chance of getting the job. Most people find the job interview stressful no matter if it is their first job interview or they have participated in several previous ones. There is a wide range of strategies which can help you feel more relaxed. The most effective way how to cope with stress is to be ready.

1.5.1 Preparation for the job interview

Prepare for the job interview at home and pay attention to these areas:

- **Personal data** you should remember what you wrote in your CV. A human resource manager usually verifies this information. It's a chance for you to tell more about yourself.
- Information about the company you should know the company's name as well as the information about its activities; history and representatives, sometimes even about competitors. The best source of information is company's web page or the articles in media. You can get a different view of the company if you imagine how your skills could possibly meet company's needs, aims and so contribute to its future development.
- Information about the offered job position think about content of the offered job
 position, study the requirements carefully, prepare questions for the job interview in
 order to highlight your interest.
- **Psychic comfort** regard job interview as a meeting where you want to show the best of you. Don't get angry, be honest and truthful, the company will verify the information you gave them.
- **Frequently asked questions** questions are usually repetitive at every job interview. Therefore, it is appropriate to prepare answers in advance (See Table 1: How to answer, or not to answer the most frequent questions).

The most common job interview questions:

- Can you tell me something about yourself?
- Why do you want to work for our company?





- What do you know about our company?
- Why are you interested in this position?
- Why are you leaving your current job?
- What were the last projects that you worked on?
- Where do you see yourself in few years?
- In what way do you differ from others?
- What are your greatest accomplishments and setbacks?
- Tell us your strengths and weaknesses
- Do you prefer working in a group or on your own? Explain why.
- How do you handle stress?
- How do you solve conflicts? Describe a concrete situation and how you managed it.
- What are your interests?
- What are your salary requirements?
- How would you react if you were asked to take a course needed for your job?

Looking for the most suitable answer for the most frequently used questions, you can find useful Chart 1, which shows the most frequent mistakes when answering.

Chart 1: How to answer and not to answer the most frequently asked questions

Question	How not to answer	How to answer
Why do you want to work	I was contacted by personal	I have been watching your
for our company?	agency, that is why I am	company, it is stable,
	here. You are an	perspective, and offers an
	international company. You	opportunity of career
	have high salaries. A friend	growth. When I found out
	of mine told me to try it.	about your offer, I
		immediately knew it is the
		best choice.





Why should we choose you I perfectly fit for this job. While reading your





in the first place?	(the answer seems to be	advertisement, I had a
	arrogant and conceited)	feeling that I fit the
		description of a man you
		are looking for.
What do you consider to be	I am a born leader.	Describe situations where
your biggest strengths?		you have proven as a
		leader,
		e.g. you managed to
		organize a charity evening,
		my project got award
	I am a team player.	Describe situations, where
		you showed that you are a
		team player, e.g. while
		working on a project "XY" I
		was in charge I helped
		my colleague to solve a
		problem, he could not cope
		with it on his own
	I am a workaholic.	Most employers are
	(You not always score with	looking for stable
	this statement.)	employees, workaholics do
	· ····································	not last at their jobs.





What are your weaknesses?	I do not have	Focus on what you need to
	any weaknesses.	improve and highlight
		where you see the
		opportunity to improve e.g.
		I am not very skilled but I
		want to gain the experience
		and your company is the
		right place for it.
		In the case of strengths,
		always think of an example
		where you can prove your
		strength appeared.
Do you prefer working in	I am a team player.	Good
a group or on your own?		interperson
Explain why.		al relationships and a
		pleasant atmosphere are
		very important to me. I like
		to communicate and solve
		problems in a team. It's a
		chance for me to learn from
		others and gain their
		experience.





Why did you leave your	I had a terrible boss and	I have been watching your
previous job?	stupid colleagues. (Your	company for some time and
	prospective employers	I always wanted to work in
	might suppose you will one	a large, stable company,
	day tell this about them and	with a good name, so when
	spoil their good name.)	I found your advertisement
		I did not hesitate for a
		moment.
What are your interests?	I like adrenaline sports.	Family, travelling, reading
What are your free time		books.
activities?		
Questions	HR should not ask questions like these. But if he does, it is	
concernin	appropriate to answer like: If possible, I would like to	
g privacy, religion, family	omit this question. Can my answer influence the result of	
state or sexual orientation.	interview?	

1.5.2 Day of the interview

Come in time!

In order not to spoil the first impression, come with spare time. Employers like employees who are on time, therefore it is appropriate to come at least 15 minutes earlier. If you are not familiar with the location, look it up on the map in advance, or go and see the place beforehand. Always have some spare time included in case of unexpected situations, such as traffic jam or late bus. Have a phone number of contact person with you, so you can announce him or her that you cannot come or that you will be late.

What to wear?

The day of the interview is the first time you meet with potential employers in person.





You must, therefore, have a good visual impression, consisting of clothes and manners. Research of the organization that you have done beforehand can provide information about how the company employees dress. It's good to know that you should not choose a heavy perfume or too showy jewellery. Although the appropriateness of clothing depends on the job, it never hurts for ladies to wear suits, elegant dresses or pants with blouses. And for men elegant trousers combined with shirts, ties, possibly a suit.

Do not smoke before the interview, cigarette smoke will be smelt even a few minutes after. Do not chew a gum. Turn off your cell phone.

What to take with you?

Do not forget to take your ID card, CV, verified photocopies of diplomas, and all the certificates, possibly the job offer and notebook with the pen to write down notes on the day of the interview.

1.5.3 During the interview

The interview starts with greeting, at handshake gently press hand and look into the face of greeting person. Keep an eye contact during the interview. Relax, cooperate, try to develop the dialogue, and try to set comfortable mood. Do not interrupt the other speaker when speaking, take your time when answering the questions. Respond to every question, even if you had the answer in your resume. Refer to the concrete experience and situations. Job interview is a place where you have a space to talk about your abilities and characteristics, so feel free to use it fully.

There is usually time for your questions at the end of the interview. **Do not stay quiet, prepare your questions beforehand.** HR usually keep track of their number and quality. The questions are indicators of your motivation, as well as your preparation for the interview. If the interview is covered by agency, ask for specific working time, rewards, benefits, work environment, organizational structure, team, superiors, company culture and opportunities of growth and development.

If the interview takes place at the company with HR department or with the manager,





ask for a closer description of a working day, which shall serve you as filling the picture of work position and job requirements, company culture, team, relationships, competence or responsibilities. In this case, it is more appropriate to ask about rewards, salary, benefits and working time in the next round.

You should be able to answer the following questions at the end of the interview:

- What is the job description of mentioned job position?
- How does the company treat people?
- When is the commencement of work planned?
- How long will the selection process last? How many rounds?
- When can you expect notification?
- What is the next step?
- Is it necessary to deliver additional materials?
- Is it necessary to take some tests? (professional, linguistic, psychological?)

Do not forget about **feedback** at the end of the interview. You will show that you are willing to reveal your weak spots, you can be self-critical and you know how to accept feedback and you are interested in removing your weaknesses.

1.5.4 Meaning of non-verbal communication when filling a job position

Keep in mind that your attitude can be as important as the things you say about yourself – body language is very important. Good HR can tell when the applicant is telling the truth or not only with the help of the right signals. Take a deep breath and greet interviewer with a firm handshake. Wait until you are asked to sit down, sit straight, keep an eye contact – believe in yourself. (appendix 6 – Body language at job interview, series of pictures with explanations.)

Generally known negative signals:





- Forehead shrinkage outrage,
- Lifting eyebrows distrust, arrogance,
- Not keeping an eye contact –submissiveness, dishonesty,
- Significant departure from partner disinterest, disapproval,
- handling of objects, playing with hair, repeatedly checking a watch nervousness, anxiety, fear,
- clicking of fingers nervousness, impatience,
- clenched fists aggression,
- building a roof out of fingers together with chin-up objections, arrogance,
- lifting the index finger aggression,
- crossing arms and legs disinterest, insecurity, closeness, opposition,
- stretching arrogance, dominance,
- face touching uncertainty, nervousness,
- rubbing the nose or swiping underneath the nose, neck scratching lie,
- turning back from people disagreement, disinterest.

Generally known positive signals:

- Relaxed, friendly position,
- Hearty handshake, palms open,
- Adequate strength of voice, switching slower and faster pace of speech,
- Keeping an eye contact,
- Appropriate usage of smile,
- Sitting straight, legs slightly bent under the chair,
- Approachable gestures.

Practice Plan

Exercise 1: Europass





Time	What will we do?	What do we need?
15 min.	Student is given instructions on how to fill in Europass	Appendix 1: Europass –
		instruction
		manual
60 min.	Student fills Europass online:	Europass – blank
	https://europass.cedefop.europa.eu/editors/sk/cv/co	form
	<u>mpose</u>	
10 min.	Student clicks on preview and checks grammar	
	mistakes and the form itself	
10 min.	Students exchange and check each other's CVs	

Exercise 2: Job application form and cover letter

Time	What will we do?	What do we need?
15 min.	Student is given instructions how to write formal	Document scheme,
	documents like job application and cover letter	samples
60 min.	Student writes the job application letter and the cover	Appendix 2: Job
	letter	application –
		sample
		Appendix 3:
		Cover letter –
		sample
10 min.	Printing and signing the job application and cover	
	letter,	





completing documents (qualifications, certificates,	
etc.)	

Exercise 3: Job interview

Time	What will we	What do we need?
	do?	
20	An expert gives a lecture on how to prepare for a job	Experienced
min.	interview, how to answer the frequently-asked	human
	questions correctly	resources expert
		Appendix 4: Tests
		of logical
		thinking
20	Students will watch a video showing what kind	Video
min.	of applicant's behaviour is appropriate or	
	inappropriate	
40	Students will select a job position which they want	Appendix 5: Are
min.	to apply for. Then, they write their answers to the	you ready for the
	answer sheet with examples of situations which	job interview?
	reflect their positive character features.	(answer sheet)
60	Students are divided into groups and discuss the	Appendix 6:
min.	situations displayed on the pictures. Students try to	Body language at
	reveal what can body language indicate about an	a job interview
	applicant	(pictures with
		description)





Conclusion

Applicant, who wants to be successful on the recent European labour market, must be prepared for all the stages of job interview – from correspondence between the job applicant and potential employer, to verification of realized circumstances by tests and job interview. This publication shall help us to create own CV, job application and cover letter. It shall point out the mistakes which are better to be left out at the job interview and emphasize the need of a thorough preparation.





Appendix 1: Europass

PERSONAL DATA

Give your name and surname



Give street name, number, code, city, country.

Give your phone number. Give your mobile phone number.

Give your e-mail address.

Sex: Give your sex. | Birth date: dd/mm/yyyy | Nationality: Give your nationality..

NAME OF JOB YOU ARE

APPLYING FOR

WORK POSITION

PREFERRED JOB NAME

OF THE STUDY

PROGRAMME

Give the name of your potential employer / work position / preferred job /

study programme.

WORK EXPERIENCES

Give date (from – to): Give a kind of job or work position.

Give name and address of the employer (or full address and

webpage).

Give main activities and responsibility.

Give an economic sector.





EDUCATION and PREPARATION

Give date (from – to). Give name of acquired qualification.

Give name, address and country of the organization providing the education and

preparation.

• Give a list of main subjects/Professionalskills.

PERSONAL SKILLS

Native language Give your native language(s).

Other languages UNDERSTANDING SPEAKING WRITING

Listening Reading Oral Individual oral performance





Levels:

A1/2 – Language

basics B1/2 -

Individual user C1/2 -

Experienced user

Organizational Replace this text with a description of your organizational and managing

and managing skills. Indicate where you acquired these skills.

skills Example: management position (responsible for 10-member team).

Replace this text with a description of your communication skills. Indicate

Communication skills where you acquired these skills.

Example: good communication skills acquired at the position of export as

sales manager.

Working skills Give your other work skills which are not given in the previous parts.

Indicate where you acquired these skills.

Example: capability of quality control on excellent level (responsibility for quality

auditory).

Computer skills Replace this text with a description of your communication skills. Indicate

where you acquired these skills.

Example: good knowledge of Microsoft Office™.

Other skills Give your other skills and competences which are not given in the previous

parts. Indicate where you acquired these skills.

Example: Carpentry.





Driver's Licence Give a vehicle group.

Example: Eligibility to drive B-class vehicles.

ADDITIONAL

INFORMATION

Publications Give publications, presentations, projects, conferences, seminars, prizes and

Presentations awards, memberships and references which you consider relevant.

Projects

Conferences

Seminars

Prizes and Awards

Memberships

References

APPENDICES __

Give a list of attached documents.

Examples: certificates' and qualifications' copies, job/work confirmation, job position, publications, research and development

.





Appendix 2: Application letter

Ing. George Papadopoulos, Iolkou 25, 38221 Volos

tel.: +306978987262, e-mail: <u>gpapad@gmail.com</u>

Registered letter

IT Com

Public Limited

Company Mgr. Petros

Georgiou

head of human

resources Kartali 14

38221 Volos

Volos 17th November 2020

Request for a job - job application

Dear Sirs,

Based on your advert published on the website: www.profesion.gr on November 11, 2020 I am applying for the work position of *export sales referee*.





Your job offer is very interesting for me. I am experienced in working with people from my previous job. I speak English fluently. I am an expert in typewriting as well as working with PC

- on the user level of MS Office and Internet.

My advantages include reliability, flexibility and communicativeness.

Thank you for reviewing my request in advance.

Yours faithfully

Ing. George Papadopoulos

Appendices

CV

(Europass)

Cover letter

Qualifications

References





Appendix 3: Cover letter

Ing. George Papadopoulos, Iolkou 25, 38221 Volos

tel.: +306978987262, e-mail: gpapad@gmail.com

Registered letter

IT Com

Public Limited

Company Mgr. Petros

Georgiou

head of human

resources Kartali 14

38221 Volos

Volos 17th November 2020

Cover letter

Dear Mr. Krátky,

Based on your advert published on the website: www.profesion.gr on November 11, 2020, I am applying for the work position of *export sales referee*.

The vacancy in your company addressed me a lot thanks to advertising campaign to your latest software. I perceive IT Comp, a.s. as a modern company with original and innovative approach to new technologies. As a customer, I know high quality of your products therefore I consider the opportunity to work in your company as exceptionally attractive. I assume





that company with such a focus has a long-term perspective and it will enable me to improve and develop my business and communication skills.

I have a 3-year experience on a position of export and sales manager in TeleCom, a.s. where I worked as a first-contact person. The former employer apprized my ability to see an opportunity where others don't. To make a dialogue with a client is not any problem for me thanks to excellent communication skills, use of English language and flexibility when finding an optimal solution.

I like challenges and cope with stress well. I consider myself as an empathic, dynamic and reliable person with a positive work approach. I get along with other people perfectly, that is why they approach me quite repeatedly. In spite of being an independent person, team work is not a problem for me.

I believe that my experiences make me a good candidate for the offered work position. If my cover letter impressed you, further detailed information about me can be found in the attachments (CV) or I can add it personally at the interview.

I am looking forward to your reply.

Yours sincerely

Ing. George Papadopoulos





Appendix 4: Tests of logical thinking

Samples of the test to find out verbal capabilities of a job applicant

Right answer is marked in bold.			
1. There is a word missing in the sentence and your task is to select a term to			
finish it: An opposite of despair is			
a) joy b) hope c) welfare d) hatred e) love			
An opposite of desire for power is			
2. Choose a word which is not suitable to the other terms logically:			
a) smart b) fast c) abrupt d) to run			
Answer: The word <i>to run</i> does not belong to the others logically – just because of being a verb.			
3. <u>Impulsive means:</u>			
a) furious b) aggressive c) angry d) quarrelsome			
Answer: The right answer is the word quarrelsome, all the 4 words are connected by bad			
mood but quarrelsome means to be prone to disagreement and opposite point of view.			
4. Which of the following cities is not located in Europe?			
a) ADRIMD b) OSWCOM c) LIBNER d) GNEBIJI			
Answer: d) BEIJING, other cities are: Madrid, Moscow, Berlin			
5. Which word does not refer to a car brand?			
a) ELPO b) ROFD c) LIEME d) TRICONE e) DONHA			
Answer: c) MIELE, other car brands are: Opel, Ford, Citroen, Honda			





Samples of the test to find out mathematical skills of a job applicant

The tasks testing mathematical thinking of a job applicant can be very diverse – from multiplying tasks of different levels to problem tasks.

Example:

1. Estimate the probable right

<u>solution.</u> 40784 x 73278 = ?

a) 7 754 224 872

b) 4 343 762 762

c) 2 988 569 952 d) 1 238 475 432

If 3x + 3 = 15, how many is "x"?

Answer: 4

If 59 = 25%, how much is 100%?

Answer: 236

2. Problem tasks

19 members of a staff team want to contribute to a gift for their colleague who becomes retired. They decided that everyone pays the same contribution but this will be derived from their working time. 10 of them work full-time, 4 work 3 days per week, 5 work 2,5 day during week. They collected 149 euros. What was the sum the member of a staff team paid individually?

Answer: 6 €





Samples of the test to find out abstract capabilities of a job applicant

Example: Look at these diagrams and decide what the continuation of sequences is.



Answer: The right answer is (b) because the 2 triangles located diagonally-opposite always follow after the first triangle.





Appendix 5: Are you ready for a job interview?

Question	Answer	Example
Tell me something about you.		
What do you know about our company?		
What do you expect from the offered job?	,	
Why do you think you are the		
proper candidate for the work		
position?		
What are your major successes and fails?		
Where do you expect yourself in 5 years?		
What are your strengths?		
What are your		
weaknesses?		
How do you cope with stress?		
How do you solve conflicts?		
How would your colleagues describe you	?	
What are your hobbies?		





Appendix 6: Body language at an interview



Fig. 1 Fig. 2 Fig. 3



Fig. 4 Fig. 5

Fig. 1: Strained body-control gives negative impression, it can discourage a customer and invokes overburdening.

Fig. 2: Opened and relaxed body-control, accompanied by direct sight, reveals sovereign and





communicative personality standing by her opinions and listens gladly to other people's opinions and accepts them as well.

- Fig. 3: Shuffling refers to restlessness, uncertainty or indifference.
- Fig. 4: Subordinate attitude you don't believe in yourself, you look like you need a protection.
- Fig. 5: Superior attitude you perform arrogantly, looking dominantly, you are not opened to the others' opinions.

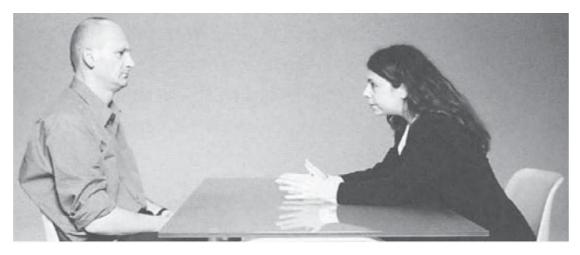


Fig. 6

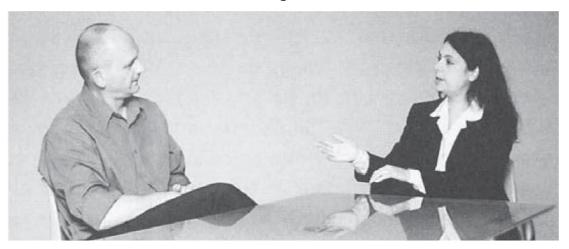


Fig. 7

- Fig. 6: No interest, no self-confidence.
- Fig. 7: Open, communicative and relaxed attitude, job applicant listens and talks actively.

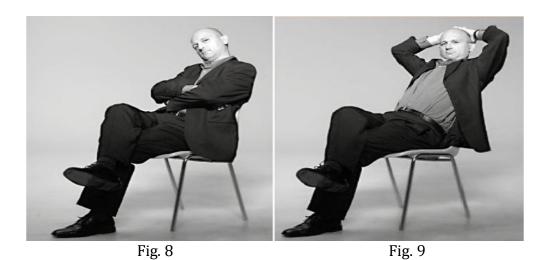


Fig. 8: Critical attitude, no will to talk, incommunicativeness, waiting game. Fig. 9: Manifestation of negligence and dominance.





Fig. 11

Fig. 10

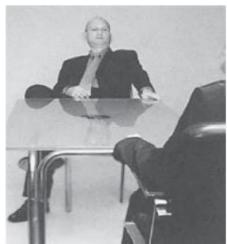




Fig. 12 Fig.13

- Fig. 10: Crossed legs reflect protective, critical attitude, upper part of the body looks relaxed but crossed legs might invoke distrust or scepticism.
- Fig. 11: Performs openly, relaxed and concentrated, ready to listenand talk actively. Fig. 12: From dominant to arrogant attitude, looking too relaxed.
- Fig. 13: Hesitating and subordinate pose indicating that you don't have the courage to take- over the offered job position





Fig. 14 Fig. 15



Fig. 16 Fig. 17

- Fig. 14: The job applicant doubts about what he hears, he lies. His gesture expresses uncertainty and embarrassment.
- Fig. 15: Applicant is nervous having a feeling that he is going to be cheated.
- Fig. 16: Applicant thinks, tries to find proper solution, he needs a bit more time for





thinking. Fig. 17: The job applicant expresses no interest.





Fig. 18 Fig. 19

Fig. 18 and 19: In general, crossed arms are interpreted negatively and always perform in connection with body-control and mimicry. The applicant on the left performs in a refusing and unsympathetic way. Crossed arms accompanied by a furtive smile, like in the Figure 19., create an impression of having sympathetic and cheerful man in front of us.

PART V.

THE CONCEPT OF TEACHING. THE TEACHING-LEARNING-EVALUATION RELATIONSHIP





The educational process becomes the field of manifestation of three intertwining sequences: teaching, learning, evaluation. *The concept of "teaching"* has undergone a series of changes, acquiring an increasingly comprehensive content. The term "teaching" is synonymous with "training", "information", "communication", "transmission":

- teaching is an action of systematic endowment of students with knowledge, of enriching their representations and notions, of their independent activity, of control and evaluation;
- teaching is not limited to the transmission of a volume of information, but it involves systematic actions and operations undertaken in order to organize, carry out and optimally guide the learning activity carried out by students;



- teaching has become a factor that triggers, stimulates and guides all school activities of students, including individual study, fixing and consolidating the new and it involves the control and evaluation of the evaluated content;
- teaching is seen predominantly as a problem of inducing the learning activity in students and of organizing, directing and guiding it. Through the learning activity it induces, teaching facilitates the progressive formation and development of students' personality.

By teaching is meant the transmission of knowledge and the formation of work techniques: knowledge is condensed information in the form of representations, notions, principles, etc. regarding the objects of the external world and the relations between them,





and *the work techniques* are segments of the activity that include informational and motor moments, reunited in unitary structures subordinated to distinct work tasks.

Teaching is the complex action of the teacher, which involves:

- presentation of a concrete and / or verbal material: data, information, examples, events, material models, ideal models, etc.;-organizing and leading activities in which to capitalize on the concrete and verbal material offered;-providing support to students to be able to observe, analyze, compare, apply, synthesize, abstract and reflect;-extracting the essential (together with the students) and fixing it in notions, concepts, judgments and reasoning;-operationalize of students' knowledge, by designing and solving exercises and problems, theoretical and practical tasks, by organizing independent work activities.

The concept of learning

- \cdot P. Fraisse shows that *learning is a generic word*, which defines all the changes in the adaptation of individual behaviour that occur during a repeated test;
- · According to ER Hilgard and G. Bower, *learning is a process of acquisition based on experience*, ie a process thanks to which certain activities or behaviours arise or change in relation to the variable or repetitive conditions of the environment;
- · A definition of learning, operational in the field of educational sciences is as follows: learning is understood as intellectual and physical work carried out systematically by students and other people, in order to acquire the ideational content and train the skills necessary for continuous personality development.

Perspectives from which learning can be viewed:

- learning can also be seen as an act of elaboration of operations / mental / cognitive strategies. The phrase "elaboration of operations" refers to the activity of construction or mental reconstruction of something new from a qualitative point of view, and "own elaboration" is the specific difference, the higher level of learning. The term "mental / cognitive strategies" refers to the psychic processes and operations with which the student controls his own behavior in listening, receiving, learning and thinking;
- learning is not reduced to work at the office, in the classroom, at home or at the library, but also involves practical actions in offices, laboratories, where the acquired ones





can be fixed and consolidated through practical applications;

- learning requires time for reflection and for new elaborations.

Evaluation concept:

The evaluation has the role of measuring and ascertaining the efficiency of the instructive-educational process, related to the economic and cultural requirements of the contemporary society. It's assessment highlights:

- · The school success-failure relationship seen as accomplishment or non-accomplishment of a task, as a moment of balance of the effort made, as a degree of variable manifestation depending on the difficulty of the tasks, as an agreement between the requests and their accomplishment;
- · The performance obtained as an expression of the level of theoretical and practical training in a relationship of progress and school success by reference to the initial and intermediate phases, to objectives, to the evolution curves, to the criteria of socio-professional and subsequent school integration;
 - · Discrepancy between requirements, expectations and results.

Analyzing the above, we can say that teaching, learning, evaluation are in a close and permanent connection, not being viable alone.







2. TEACHING-ACT OF EFFICIENT PEDAGOGICAL COMMUNICATION

The teaching-learning process is based on didactic communication, an integral part of human communication. The success of the pedagogical act largely depends on the quality of communication between the two poles of education, teacher and student.

Didactic communication

The didactic communication has some peculiarities and is directed towards the achievement of the proposed objectives; its contents are instructive; has a learning effect, aiming at influencing, modifying and stabilizing individual or group behaviors; produces learning, education and development, through the active involvement of the student in the act of communication.

Types of didactic communication:

- · Verbal communication, logically coded, aiming to provide content, semantics, revealing meanings and meanings, all made with the help of oral and written language;
- · Non-verbal (nonverbal) communication, not logically coded, made up of affective, emotional states, personal experiences, attitudes, expressed through other languages, non-verbal (facial expressions, gestures, expressions).

Structuring the didactic communication, based on its oral dimension, through the prism of the communication theory: A) the sender (teacher); B) the receiver (student, class of students); C) the issuer's repertoire (the totality of notions, knowledge, skills, abilities, experience that the teacher has and with which he engages in the act of teaching); D) the repertoire of the receiver (student) which includes all the knowledge, skills, abilities, experiences of the student; E) the level of physical and mental development with which they are involved in learning; F) the common repertoire of the teacher and the student.

Communication became possible if complicated repertoires have common elements intersect: the transmitter may become receiver and vice versa. If the communication channel is blocked by different factors (noise, weak voice, overlapping sounds, etc.), information loss occurs and the possibility of forming that common repertoire necessary for mutual understanding decreases and effective learning is conditional on understanding what is





transmitted.

The teacher has an important role especially in the processing of information, which he exposes according to a certain pedagogical logic, making them accessible to students (their level of development); active role you their specific classroom.

Factors on which communication effectiveness depends:

- both poles of education;
- the quality of the information transmission: the logical structuring of the contents, the clarity, the precision and the plasticity of the expression;
- the level of development of the psychic structures and language of the students: the language used in the didactic communication is essential, because it does not have the same meanings for the students, being sometimes less known to them; in order to avoid the risks of empty, meaningless words, the teacher must be careful how he will present the contents of the learning; it is necessary for the teacher to know the real level at which the students are in terms of vocabulary and knowledge held at that time;
- the degree of involvement of students in the teaching-learning process;

The encoding and decoding system conditions the quality of communication:

- the transmission of any message involves the use of specific signs: symbols, words, specific terminology, a language. The code refers to the totality of the signs with their verbal or nonverbal meanings;
- through feedback, students have to decode what is communicated to them in order to find the meaning assigned by the teacher to words and expressions. The best time is when students notice the meaning of a communication;
- the decoding of the message is done only if the teacher has adapted his communication to the level they are at (this does not mean that the teacher, as a trainer, will not introduce new elements in the communication with the students he will explain, making a another step in their continuous evolution);
- too dense contents can create problems in the transition from encoding to decoding. To avoid this situation, the teacher can segment the content or return with additional explanations, providing examples, concretizations, synonyms and comparisons necessary in





such conditions.

Hazards arise during the process educated you can come from anywhere, but everything starts from the conditions in which the communication teacher-student relationship that is built throughout the learning process.



3. TEACHING STRATEGIES AND STYLES

The efficiency of any action, regardless of its nature (social, economic, educational, etc.) depends, naturally, on its integration into a broader and more complex organizational structure, respect in a system, to which it is subordinated in terms of of the aims / finalities pursued.

Teaching-learning strategies

Defining teaching-learning strategies:

- · In a broad sense, we can define "strategy" as a way of carrying out and improving the actions taken in order to achieve a certain goal;
- · In the pedagogical sense, the concept of "strategy" refers to the set of decisions, work techniques, procedures and operations aimed at modernizing and improving the components of the educational process, in accordance with the general objectives of education;





• Taking into account the new acquisitions in general didactics, teaching strategies can be defined as systems of methods, procedures, means and forms of organizing the training activity, integrated in operational structures, which are based on a systemic vision and which are meant to ensure active and creative learning of knowledge and skills and streamline the training process.

Characteristics of teaching-learning strategies:

- have, to a certain extent, a normative character, but do not have the rigidity of a rule or an algorithm of development. On the contrary, they constitute the dynamic and open component of the training situations, characterized by a great flexibility and internal elasticity;
- the general didactic approach outlined through the educational strategies is not rigorously determined; it can be "adjusted" and adapted to existing training events and teaching conditions; imagining, designing and applying training strategies are actions that are recommended to be characterized more by attempts than by certainties, by the spirit of didactic creation and not of mechanical execution:
- far from being a simple work technique, the didactic strategies bear, to a large extent, the imprint of the didactic style, of the didactic creativity and of the personality of the teacher.
- the function of teaching-learning strategies is to structure and shape the chain of learning situations in which students are placed and to trigger in them the psychological mechanisms of learning;
- the component elements of the teaching-learning strategies make up a system; connections, interrelationships and even interdependencies are established between them. A didactic strategy can be decomposed into a series of operations, stages, development rules, decision rules, corresponding to the different teaching-learning sequences, but it is necessary to specify that each decision ensures the transition to the next sequence by capitalizing on the information acquired in the previous stage;
- the didactic strategies are not identified with the methodological system chosen, nor with the basic didactic method. The didactic methods are constitutive elements of the didactic strategy, they have an operational character, but the exclusive use of the method is not





enough, in order to reach the objectives, a whole strategy is needed. While the use of the method is an action aimed at learning in terms of immediate performance, at the level of a teaching-learning-assessment activity, the teaching strategy aims at the training process as a whole, not a single training sequence;

- the didactic strategies are not assimilated with the lesson because they can and must be capitalized not only within the lessons and didactic activities carried out in the classroom, but within all the types of activities carried out by the teacher-student binomial;
- didactic strategies have a probabilistic character, which means that a certain didactic strategy, even if it is scientifically based and adequate to the psychological resources of the class, cannot guarantee the success of the training process because there are a large number of variables and sub-variables involved in this process.

Criteria for establishing teaching strategies:

- The general pedagogical and didactic conception of the respective period, the main orientations from the general didactics and from the didactics of the speciality, as well as the personal conception of the teacher, result of the own didactic experience;
- The system of general didactic principles and the system of didactic principles specific to the study discipline, which, referring to the issue of learning, orients and directs the training, being the basis of their analysis, design, development and scientific evaluation;
- The general objectives of the study discipline, the instructive-educational objectives of the topic / chapter, the fundamental objective and the operational objectives of the didactic activity, which must be correlated and harmonized with the didactic strategies used. In order to achieve different types of objectives (cognitive, psychomotor and affective-motivational) different strategies are designed (they focus on operational objectives, adapt to their type, but differ greatly even within the same type of objectives, depending on the concrete purpose Following);
- The nature and specificity of the scientific content that is the object of the instructive-educational activity: one and the same content can be taught and assimilated in different ways depending on the role played by the two components of the educational binomial. If the student is the one who has the main role in learning, then the new one will be mastered





through direct observation, experiments, discoveries, intellectual and practical exercises, independent activities, etc., and if the teacher has the main role in learning, he will transmit the new knowledge to students, exposition, deduction, explanations, demonstrations, modelling, etc.;

- The class of students participating in the instructive-educational activity, with its particularities:-the size of the group of students;-the degree of homogeneity or inhomogeneity of the team;-the average level of preparation of the class, in general, but also for the respective discipline;-the psychological age and individual peculiarities of the students;-the level of intellectual development, the learning capacity of the students and the mechanisms adopted by them;-the motivational level of the students for the learning activity in the respective discipline;-the system of interests and aspirations of the students;-the aptitudes that the students have for the respective object of study;
- The learning experience that students have, the type of learning appropriate to the training situations and the particularities of the students, the legalities, theories and psychological and pedagogical conditions of learning;
- The nature (exercises, work tasks, practical activities, etc.) and the forms of the evaluation tests (summative type or alternating formats);
- The didactic-material endowment of the school, the characteristics of the school space and of the training environment, the didactic resources of the school (computers, audio-video equipment, utensils and laboratory equipment, films, slides, plates, monsters, etc.) and the resources that can be made and / or made available to students by the teacher;
- The school time available for carrying out the respective teaching activity-represents a variable that greatly influences the choice of teaching strategies;
- The personality and the scientific, psycho-pedagogical and methodical competence of the teacher, his style of didactic activity, his ingenuity and creativity.

Psychopedagogical and methodological requirements of effective teaching-learning strategies:

· Selection of teaching and learning strategies should be done scientifically, respect you have based their arguments on the adequacy of the training situation to their





effectiveness in those conditions and not mere improvisation or intuition of the teacher;

- The function of the teaching strategies being to structure and model the learning situations in which the students are involved as actively as possible, the higher the number of learning tasks communicated to the students and the lower the interventions and / or support points of the teacher. number and content, the more effective the teaching strategies are;
- · Whereas the instructive-educated you to pursue intellectual progress of students is necessary to harmonize the training strategies with the intellectual development of students, but also boost their evolution towards higher stage of intellectual development;
- · It is necessary a harmonization of the didactic strategies with the motivation that the students have for the study of the respective discipline and of the respective subject, but also a stimulation of this motivation. Ideally, students' motivation should precede the use of a teaching strategy and at the same time derive from its application.

Taxonomy of teaching-learning strategies

1. Classification criteria for teaching strategies:

By degree of generality: general (common to several disciplines of study) and particular (specific to one discipline of study).

According to their character: routine (based on rigid automations); based on skill systems, on general ways of approaching teaching for categories of problems; innovative, creative (developed even by those who teach).

According to the nature of the objectives on which they are centred:-cognitive;-action;-affect;-attitudinal.

According to the evolution of students' thinking:-inductive; deductive; analogue; transduction;-mixed.

According to the degree of learning direction, there are several possibilities for classification: algorithmic (rigorously directed learning); semi-algorithmic (semi-independent learning); non-algorithmic (predominantly independent learning); prescribed (rigorous learning guidance): imitative; explanatory-reproductive (expository); explanatory-intuitive (demonstrative); algorithmic; scheduled; non-prescribed /





participatory (activating students): heuristic (explanatory-investigative, investigative-explanatory, observational exploration, experimental exploration, discovery, based on heuristic conversation, problematic, based on team research); creative (based on students' originality); mixed: algorithmic-heuristic; euristico-algorithmic.

Components of teaching strategies

The concept of didactic strategy involves two very important aspects:

- · First of all, we refer to the way of combining and correlating the methods, procedures, means and forms of organizing the didactic activity in such a way that the teaching, learning and evaluation activities become as efficient as possible;
- · Secondly, it is desirable that learning involves the full involvement of students-intellectual, motor and affective-volitional, to be based (if possible) an experimental activity, to be achieved through interdisciplinary connections, on a heuristic background and problematic.

The main constitutive elements of a didactic strategy are:

- · The system of forms of organization and development of the teaching-learning activity;
- · Methodological system, respect you system teaching methods and procedures;
- · The system of educational means;
- · Approach to teaching and learning, respect you type mechanisms of learning and assimilation of knowledge and skills by students.

The component elements of a didactic strategy act as a system: mutual connections and even inter-conditioning are established between them, which makes the relationship between them dynamic and flexible. In turn, each component of the teaching strategy is a system composed of is that unite and support each other.

Teaching styles

Teaching functions are realized and expressed through: behaviours specific teaching and teaching styles.

Pedagogical behaviours:

- meet a wide variety: organization, taxation, development, customization, the interpretation of positive feedback you and negatively embodiment, positive and negative affectivity etc.;
- are constituted in behavioural structures or modes of behaviour. Most teachers seem to





have their own, specific ways of teaching. When a certain way of teaching is preferably applied, it tends to return regularly, to acquire a certain stability and durability; it can be a teaching style or teaching activity.

Teaching activity style:

- designates the way in which the teacher organizes and leads the educational process, assuming certain abilities, skills or skills on his part;
- has a personal character, being somewhat unique for each teacher. It reflects his conception and pedagogical attitudes, his competence and professional capacity;
- the different styles can be constituted according to some dominant or constant aspects that can characterize the conduct of the teachers, such as: a. openness to innovation-inclination towards routine; b. focusing on student engagement-substituting learning with teaching; c. focus on content-concern for student development; d. close-distant; e. permits-authoritarian; f. high level of requirements-low requirements; g. prescription-independence, etc.;
- from the perspective of creativity, the following are identified:
- a. *creative style v* (there are some teachers who show more flexibility than others in their teaching behaviour: they are receptive to new ideas and experiences; they are attached to exploratory behaviour; show boldness, more independence in thinking and teaching action; have the ability to take risks, they are willing to try new practices, new procedures, ideas, etc.);

b. routine style (there are also teachers who show a reduced suppleness, they are rigid, dogmatic, somewhat refractory to change, to innovation; they are inclined to conventional, to conservatism; they are only willing to accept things that converge with their initial perspective: usually treats with refusal requests that require renewal).

In terms of focusing on content-on personality development, there are teachers attached to the subject or subjects taught, or there are teachers attached to the development of students' personality.

A good teacher is one who is capable of a wide variety of teaching styles, thus having the opportunity to adapt his work to different circumstances, to give teaching flexibility and more





efficiency.

Teaching strategies are developed using teaching and learning methods (informative and active-participatory, individual study, verification and evaluation). The strategy is not to be confused with the didactic method or methodology. The method aims at a teaching-learning-assessment activity. The strategy aims at the training process as a whole and not a training sequence.



II. TEACHING METHODS

They are the ways in which students reach, in the educational process, under the coordination of educators, the acquisition of knowledge, skills, the development of intellectual capacities and the capitalization of specific skills. Etymologically, the term method is a word composed of two others, derived from the Greek $\mu\epsilon\theta$ 0 δ 0 ϵ 0 (methodos0) where: meta ($\mu\epsilon\tau\dot{\alpha}$ 0) means "to, to" and hodos means "road, path". The didactic method is, according to the experts, "an efficient way of organizing and leading learning, a common way of proceeding that brings together in a familiar whole the efforts of the teacher and his students" (I. Cerghit,) It is "the way to follow in the joint activity of the educator and the educated, for the fulfillment of the aims of education, that is, for the information and training





of the educated" (C. Moise).

The teaching method can also be seen as "a way of action, a tool with which students, under the guidance of the teacher or independently, acquire and deepen knowledge, inform and develop intellectual and practical skills and abilities, skills, attitudes, etc." (M. Ionescu, M. Bocoş).

In modern didactics "the teaching method is understood as a certain way of proceeding that tends to place the pupil (and / or the student) in a learning situation, more or less directed to approach until identification with one of scientific research, of pursuing and discovering the truth and of linking it to the practical aspects of life" (M. Ionescu, V. Chiş,).

The method represents:

- an action plan, a succession of operations performed in order to achieve a goal;
- a working tool in the activity of knowledge and skills training;
- is a technique that the teacher and students use to perform the teaching-learning action; it ensures the realization in practice of a mentally designed activity, according to a didactic strategy.

Functions of teaching methods:

- · Cognitive-directing knowledge in order to acquire knowledge;
- · Regulations-methodological aspects, respectively, how to teach the teacher and how to teach the student:
- · Motivational-to stimulate cognitive interest, to support the learning process;
- Formative-educational-compensatory- for practising, training and developing the psychic processes.

Characteristics of teaching methods:

- 1. There are theoretical-action executive approaches for teaching-learning that ensure the development and efficient completion of the instructive-educational process;
- 2. There are at the same time investigative (scientific knowledge), documentary and experimental-applied approaches contributing to the development of pedagogical theory and practice;





- 3. They include and dynamize theoretical pedagogical elements;
- 4. It is elaborated and implemented correlated with: a. The degree and profile of education;
- b. the specifics of the educational discipline; c. the nature and specificity of the didactic activities; d. the level of preparation of the students;
- 5. It is elaborated and applied in close connection with the other components of the educational process;
- 6. It is elaborated and applied according to the age and individual particularities of the agents of the pedagogical act;
- 7. Contributes to the achievement of teaching objectives;
- 8. They have a dynamic character (they eliminate moral wear and tear and adopt the new, they are open to improvement)
- 9. Contributes to the efficient realization of teaching-learning (some serve to a greater extent the work of the teacher, in teaching; others serve especially the student, learning);
- 10. They are effective if the teacher combines them and uses them appropriately and creatively.

Classification of teaching methods

- 1. From a historical point of view:
- a) classical or traditional methods: exposition, conversation, exercise, demonstration;
- b) more recent or modern methods: problematization, exposition accompanied by technical means, modelling, algorithmization, scheduled training
 - 2. Depending on the main way of presenting knowledge:
- a) verbal methods: based on the written or spoken word;
- b) intuitive methods: based on direct, concrete-sensory observation of objects and phenomena of reality or their substitutes;
 - a ') methods of oral communication:
 - expository methods: storytelling, exposition, lecture, explanation, description;
 - interrogative methods: heuristic conversation;
 - methods that involve discussions and debates: problematization, brainstorming;





- b') methods based on contact with reality: demonstration, modelling, experiment.
- 3. According to the degree of employment of the students in the lesson:
- a) expository or passive methods: emphasize reproductive memory and passive listening;
- b) active-participatory methods: favours the activity of personal exploration and interaction with other colleagues
 - 4. According to the form of work organization:
- a) Individual methods-they put each v separately;
- b) teaching-learning methods in groups of students (homogeneous or heterogeneous);
- c) methods front-in daily work with full effect of V class;
- d) combined methods-alternations / joints between the above variants
 - 5. According to the main didactic function:
- a) teaching and communication methods;
- b) methods of fixation and consolidation;
- c) methods of verification and appreciation of the results of the school activity
 - 6. Depending on the learning axis:
- o by reception (mechanical learning)
- o through learning through discovery (conscious learning)
- a) methods based on learning through reception-exposure, demonstration with exposure character v;
- b) methods belonging to guided discovery: heuristic conversation, guided observation, scheduled training, case study, etc.;
- c) actual discovery methods: independent observation, heuristic exercise, problem solving, brainstorming and tc.

The main traditional teaching methods:

- 1. Didactic presentation
- 2. Didactic conversation: 1. Heuristic conversation; 2. Examining conversation (catechesis);
- 3. The conversation is topical
- 3. Demonstration method: 1. Demonstration with objects; 2. Demonstration with actions; 3.





Demonstration with substitutes; 4. Combined demonstration; 5. Demonstration with technical means

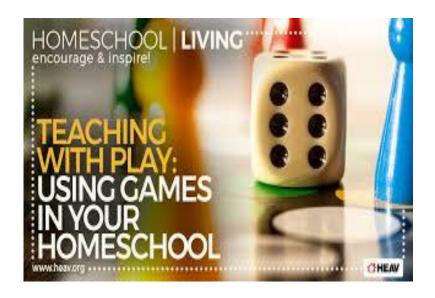
- 4. Method of observation
- 5. Working with the manual
- 6. Exercise method
- 7. Algorithmization
- 8. Didactic modelling
- 9. Problematization
- 10. Scheduled training
- 11. Case study
- 12. Discovery learning

13. Simulation methods (role play)

The game method is presented in two categories:

- 1. the category of didactic or educational games have, to a certain extent and in a period, an empirically imitated character (they are typical of age and preschool education);
- 2. the category of simulative games have another register and another meaning, they being real training opportunities, for fulfilling real roles in life (at older school ages and are presented especially in the form of role-playing games).





Role play

- It is an active teaching-learning method, based on the simulation of functions, relationships, activities, phenomena, systems, etc.;
- Follows the formation of human behaviour starting from the simulation of a real situation.

The advantages of using this method:

- activates students from a cognitive, affective, action point of view, putting them in the situation to interact;
- by dramatization, ensures the problematization, increasing the degree of understanding and active participation of the students;
- the interaction of the participants ensures an efficient self-control of the conducts and acquisitions;
 - highlights the correct or incorrect behaviour in certain situations;
- is one of the effective methods of fast and correct formation of beliefs, attitudes and behaviours.

Disadvantages or difficulties related to the use of the method:

- it is a difficult method to apply (it involves not only pedagogical skills, but also directing and acting skills in the game leader)





- although based on role-playing activity expected to be rather you than an hour-designing and preparing to take time and effort from the teacher
- there is a risk of devaluation of the role play, as a result of its consideration as something childish, easy by students;
- it is possible the appearance of emotional blockages in the taking over and interpretation of the roles by some students.

The stages of preparing and using the role play

- a. Identifying the interpersonal situation that lends itself to simulation through role play-it is very important that the situation to be simulated is relevant to the objective, the behaviours to be learned by students following the interpretation of roles.
- b. Modelling situation and scenario design-the situation to be simulated is subject to analysis in terms of statuses and categories of interactions involved. From the real situation, only the essential aspects are retained for the script: the most important statuses and roles that serve to establish an interactional model. Next is to develop the script itself, respect you new structure of statuses and roles, which of course is greatly simplified compared to the real situation.
- c. Choice of partners and their relative training you to the specific requirements of the role play-it is to familiarize the participants with the distribution of roles and tasks to be performed. The statuses and roles are described in detail for each participant on a sheet; the distribution can be at choice or preset by the activity manager.
- d. The individual learning of the role by each participant by studying the file-it is necessary that the participants be allowed 15-20 minutes to internalize their role and to conceive their own way of interpretation.
 - e. Interpretation of roles
- f. Debating with all participants the way of interpretation and resuming the sequences in which the expected behaviours were not obtained. Observers also participate in the debate. It is necessary that the interpreters be given priority to communicate what they have felt.



Types of role-playing games:

a. Role-playing games with a more general character:

- the game of representation of structures-for example: the organization of an enterprise or institution can be reproduced in a gym by appropriate spatial distribution of furniture, statuses and roles to be performed)
- the decision game-students are given statuses and roles meant to simulate the structure of a decision-making body, the confrontation with an important decision-making situation-the students themselves are put in the situation to make decisions
- the arbitration game-facilitates the understanding and development of the capacities for solving the conflicting problems that appear between two people, two groups, two economic units, etc.
- the competition game. This type of game aims to simulate the performance of defeating an opponent, real or imaginary.

b. More specific role-playing games:

- -the game of the guide and the visitors
- -the negotiation game.

<u>Interactive teaching-learning-assessment methods</u>

Are classified according to the dominant activity in the training process as follows:

- Teaching:

- presentation, follow-up of some norms, prescriptions, algorithmic rules, by exposition;
- explanation, demonstration, programming, exercise;
- activating students in teaching, by interspersing active-participatory methods and procedures, independent work or in small groups;
- to combine the two teaching methods, in various proportions of assembly;





- to combine teaching expository v with heuristic learning (discovery) tasks, through expository-heuristic methods;
- Learning: algorithmic; by imitation of given models; by repetition, practice, memorization; through concrete-intuitive knowledge; by algorithmization, step by step; heuristic; by direct observation; by solving open problems; through experimentation; through debates, heuristic dialogues; through group research; by simulation, didactic modelling, applications; through creativity techniques (presented by us); mixed (by combining the other modes).

- Evaluation



The main trends of the current improvement and modernization of teaching-learning strategies

The pedagogues were permanently preoccupied with the improvement of the didactic methodology, for reasons dictated first of all by the evolution of the society. The term "improvement" designates several aspects:-reconsideration of traditional methods and their adaptation in relation to the "attributes of the specificity of the educated population" (I. Pânișoară),

Obviously, this effort is-at least practically-effective only from the perspective of systemic approaches to the elements of the instructive-educational process. The improvement of the didactic methodology must be achieved, especially, respecting the didactic principles. Individualization and differentiation, activation and conscious





participation/involvement in learning (which must become self-learning) are criteria that cannot be circumvented.

Activation, for example, is a dominant trend in the process of methodological improvement, it represents "a series of actions of training / self-training, development and modelling of their personality (learners) by stimulating and methodically directing the activity they carries it out" (M. Ionescu, V. Chiş). These actions aim to:

- stimulating and cultivating the interest for knowledge;
- capitalizing on the intelligence of learners (and other psychic functions involved in learning), through their own efforts;
- training and exercising the skills of acquiring knowledge;
- training and practising autonomous orientation skills in practical problems;
- cultivating the spirit of investigation.

<u>Effective activation</u> involves: psychological training (specific) for learning, control and prevention of sources of distortion of activating didactic communication, organization and rational development (on psycho-pedagogical principles) of learning.

The efforts of researchers and practitioners aimed at improving teaching-learning strategies, capitalizing on acquisitions of psycho-pedagogical research, but also from other fields of knowledge. The purpose of these concerns is to achieve an effective training and learning activity.



1. A course of action in this respect is the revaluation methods "traditional" character criticized for the steps you pupils in teaching and learning

We first consider the expository methods. Here are some ways to try to modernize the exposition: using the genetic process, the explanation, anchoring in the reality of time, supporting the personal research of the teacher, announcing the plan and objectives, problematization, use of elements of dramatic art, questions rhetoric, taking positions, conducting opinion polls, formulating value judgments, illustrating with the help of teaching aids, using foils in presentation, computer presentation, exposition with opponent, exposition-debate, etc.

Also, in modernizing the conversation we consider the use of various questions (convergent, divergent, assessment, problem, rhetoric, etc.), capitalizing on students' personal experience, permanent use of feedback, use of reverse conversation (when students ask questions), questions and answers given by groups of students, etc.

2. Using active-participatory strategies

These strategies must not be broken by the traditional ones, they mark a higher level in the spiral of modernization of teaching strategies.

By *active-participatory methods we* mean all situations and not only the actual active methods in which students are placed and which remove students from the position





of object of training and turn them into active subjects, co-participants in their own training. "To activate means, therefore, to mobilize / intensely engage all the psychic forces of knowledge of the student, in order to obtain in the didactic process maximum performances, constantly accompanied by instructive-educational effects, optimal in all components of the personality." This important direction of modernization of teaching strategies capitalizes on the acquisitions of psycho-pedagogical research. They point out that internalization mental operations plan to be based on actions in external objects (Piaget, Galperin) highlight the role of the group in which one learns on socio-cognitive conflict v participants (Dois, Mugny). Cognitive psychology has emphasized the importance of mechanisms for the intellectual processing of received information (which involves an active involvement of the structures of the intellect).

Put in various training situations, teachers, together with students must use those teaching strategies of active-participatory type, taking into account the formative-educational valences of these methods, procedures, teaching aids, ways of organizing learning. Effects on the formative educated you refer to their implications for the child's intellectual development structures (which will lead to new accommodation, which will allow-in the spirit of the theory of assimilation Piaget- higher). There are attempts in contemporary psycho-pedagogy to establish a true didactics of the intellect, which would capitalize on the intellectual potential of the individual. Man is not only an intellect, he has in his original substance the capacity to vibrate in front of the world (through the moral, aesthetic, religious, professional values of the "new educations"). We must pay due attention to these areas because here we are facing the biggest problems, which will have negative consequences on the design of the future.

Modern teaching methods and techniques

Teaching methods ("odos" = path, road; "metha" = to, to) are the ways used in school by the teacher to support students to discover life, nature, the world, things, science. They are also means by which students are formed and developed skills, abilities and capacities to act on nature, to use the fruits of knowledge by transforming the exterior into interior facilities, forming their character and developing their personality.





Wishes the modernization and improvement of methodology teaching fall directions increase character of active-participatory methods of education in the application of methods with a strong formative in harnessing new technologies instructional (e-learning), the contamination and overlapping problematize on each learning methods and techniques, thus managing to make a significant contribution to the development of the full potential of the student

The overriding requirement of progressive education, as Jean Piaget says, is to ensure a diversified methodology based on combining learning and independent work activities with cooperative, group learning and interdependent work activities.

Although learning is eminently an activity of its own, related to the individual effort made in understanding and awareness of the meanings of science, it is no less true that interpersonal and group relationships are an indispensable factor in the emergence and construction of personal and collective learning. "Group learning exercises the capacity for decision and initiative, gives a more personal note to the work, but also a greater complementarity to skills and talents, which ensures a more lively, more active participation, supported by many elements of emulation, stimulation mutual cooperation, fruitful cooperation." (Ioan Cerghit)

Specific to group interactive methods is the fact that they promote the interaction between the minds of the participants, between their personalities, leading to a more active learning and with obvious results. This type of interactivity determines the identification of the subject with the learning situation in which he is involved, which leads to the transformation of the student into the master of his own transformation and formation. "Interactive methods aim to optimize communication, observing the inhibitory tendencies that may occur within the group." (I. Pânișoară)

Interactivity involves both cooperation-defined as "the motivational form of self-affirmation, including the activity of self-advancement, in which the individual competes with others for the acquisition of a social situation or superiority"-and competition which is a socially oriented activity within in which the individual collaborates with others to achieve a common goal" (Ausubel). They are not antithetical; both involve some degree of





interaction, as opposed to individual behaviour.

In the conditions of fulfilling some simple tasks, the group activity is stimulating, generating a contagious behaviour and a competitive effort; In solving complex tasks, solving problems, obtaining the correct solution is facilitated by issuing multiple and varied hypotheses. Interaction stimulates the effort and productivity of the individual and is important for self-discovery of one's own abilities and limits, for self-evaluation. There is an intergroup dynamic with favorable influences in terms of personality, and the subjects who work in a team are able to apply and synthesize knowledge in various and complex ways, learning at the same time more thoroughly than in the case of individual work. In this way, the students' abilities to work together are developed, which is an important component for their life and future professional activity.

Advantages of the interaction:

- in the conditions of fulfilling some simple tasks, the group activity is stimulating, generating a contagious behaviour and a competitive effort; in solving complex tasks, solving problems, obtaining the correct solution is facilitated by issuing multiple and varied hypotheses; (D. Ausubel)
- stimulates the effort and productivity of the individual;
- it is important for self-discovery of one's own abilities and limits, for self-evaluation;
- there is an intergroup dynamic with favourable influences in terms of personality; subjects working in a team are able to apply and synthesize knowledge in various and complex ways, while learning more thoroughly than in the case of individual work;
- develops students' abilities to work together-an important component for life and for their future professional activity. (Johnson and Johnson);
- develops multiple intelligences, specific abilities:
- stimulates and develops complex cognitive abilities: divergent thinking, critical thinking, lateral thinking-the ability to look at and research things in a different way, to relax the control of thinking;
- group work allows the division of tasks and responsibilities into parts much easier to accomplish;





- problem solving time is often shorter in the case of group work than when trying to find solutions on their own; with appropriate guidance, cooperative learning develops and diversifies students' social skills, abilities and skills;
- interrelationships between group members, emulation, increases interest in a given topic or task, motivating students to learn;
- teamwork offers students the opportunity to share their opinions, experience, ideas, personal work strategies, information;
- the phenomenon of emotional blockage of creativity is reduced to a minimum;
- the group gives a sense of trust, security, mutual training of members that leads to the disappearance of the fear of failure and the courage to take the risk;
- the collective interaction also has the effect of "educating self-control and a tolerant behaviour towards the opinions of others, defeating subjectivism and accepting collective thinking" (Crenguţa L. Oprea).

Modern education envisages a methodology focused on action, operation, so on the promotion of interactive methods that require the mechanisms of thinking, intelligence, imagination and creativity. "Active" is the student who makes an effort of personal, inner and abstract reflection, who undertakes a mental action of searching, researching and rediscovering the truths, of elaborating new knowledge.

"External activism" therefore comes to serve as material support for "inner activism", psychic, mental, to become a carrier of it. (Ioan Cerghit)

Authoritarian structures in a group or obstacles to communication may well limit the active participation of certain members in a coordinated action.

Classification of interactive group methods and techniques

According to the main didactic function we can classify the interactive methods and techniques:

- Methods of interactive group teaching-learning:
 - Reciprocal teaching method (Palinscar);
 - Jigsaw Method (Mosaic);





- Comprehensive reading;
- Cascade (Cascade);
- STAD (Student Teams Achievement Division)-Small group learning method;
- TGT (Teams / Games / Tournaments)-Team tournament method;
- Share-Pair Circles;
- Pyramid method;
- Dramatized learning;
- Methods of fixing and systematizing knowledge and verification: Cognitive map or conceptual map (Cognitive map, Conceptual map); matrices; Cognitive chains; Fishbone maps; Diagram of causes and effect; Spider map (Webs); Water lily flower technique (Lotus Blossom Technique); RAI method; Illuminated cards;
- Problem solving methods by stimulating creativity: Brainstorming; Starbursting; Thinking Hats (Edward de Bono); carousel; Multi-voting; The round table; Group interview; Case study; The critical incident; Phillips 6/6; Technique 6/3/5; Creative controversy; Fishbowl (aquarium technique); Focus technique; Four corners; Frisco Method; Synectics; Buzzgroups; Delphi method;
- <u>Group research methods:</u> Group research theme or project; The team experiment; Group portfolio.

The formative-educational valences of the interactive methods of group learning

The formative-educational valences that recommend these interactive methods as successful practices for both learning and assessment are the following:

- > stimulates the active involvement of students in the task, as they are more aware of the responsibility they assume;
- exercises the ability to analyse and make timely decisions at the right time, stimulating the initiative of all students involved in the task;
- ensures better implementation of knowledge, exercise of skills and abilities in various contexts and situations;





- ensures a better conceptual clarification and an easy integration of the assimilated knowledge in the notional system, thus becoming operational;
- some of them, such as the portfolio, provide an overview of the student's work over a longer period of time, overcoming the shortcomings of other traditional methods of assessment in the form of surveys and subjects and between students;
- provides an interactive approach v the act of teaching, learning and assessment tailored to the needs of individualization workload for each student, harnessing and stimulating creative potential and its originality;
- discourages speculation or learning practices for grade only.

1. The mosaic

The "mosaic" method is a collaborative learning method and is based on the division of the large group of students into several working groups, coordinated by the trainer. The Mosaic method requires students to help each other learn. It can be used when students read a text, listen to a presentation or do a group study, in any area of the curriculum and with any age group. Like other cooperative learning activities, the Mosaic method uses home groups (initial, native) and expert groups, the Mosaic method helps all students to study and learn the whole material. They become "experts" as they "teach" each other parts of the material to be learned. In this way, each other it has an active role in teaching and learning and experiencing understanding and high-level thinking.

The Mosaic method can be used in classes of any size. It is good for groups to consist of four to five members. These groups must be made up of as many different students as possible. It is worthwhile to teach students to work effectively in groups, especially in the core group. The Mosaic method can be used during a single lesson, of fifty minutes, or during several lessons. To save time, students can read the material at home, listen to the lesson or perform the experiences at school on another day, in order to have more time for the mosaic activities.

It would be good to prepare in advance the questions that will lead the discussions in





the expert groups. These questions can be written on the board or printed and divided into groups. Students may be given reading material, but may also be introduced to a topic or may be involved in other types of stimulating activities.

Steps of the method:

- a) Stage I: the class is divided into heterogeneous groups of four students. After that, count to four, so that each member of the group has a number from 1 to 4. Each member of the group is given a learning sheet that includes a unit of knowledge (part of an article). The teacher briefly discusses the title of the article and the topic it will cover. He then explains that for that class, the students' task is to understand the article. At the end of the class, each person will have to understand the whole article. However, it will be taught by group colleagues, in fragments. The teacher points out that the article is divided into four parts. All those who have the number 1 will receive the first part, those who have the number two will receive the second part and so on.
- **b) Stage II:** all those who have number 1 gather in one group, all those who have number 2 in another group, etc. If the class is very large, it may be necessary to make, for example, two groups with the number.

The teacher explains that the groups formed by those with numbers 1, 2, 3 and 4 will now be called "expert" groups. Their task is to learn well the material presented in the section of the article that belongs to them. They need to read it and discuss it with each other to understand it well. Then they have to decide how they can teach it, because they are going to return to their original group to teach this part to the others. It is important for each member of the expert group to understand that he is responsible for teaching that part of the text to the other members of the initial group. The teaching strategies and materials used remain at the discretion of the expert groups. They will need quite some time to go through their part of the article, to discuss and develop teaching strategies. c)

Stage III: after the groups of experts have finished their work, each individual returns to his initial group and hands over to the others the prepared content. It is pointed out, again, that it is very important for each individual in the group to master the content of all sections of the article. It is good to write down any questions or concerns related to any of the excerpts of the article





and to ask the expert for clarification on that section. If I am still confused, I can ask the whole group of experts in that section the question. If doubts persist, then the issue will need further investigation. At the end, the teacher reminds the topic and the learning units, then asks the students to present orally, in the initial order, each part of the article, as they assimilated it within the group of "experts". Thus the topic will be reviewed in its logical unity. For the feedback of the activity, the teacher can apply a test, can ask questions to check the degree of understanding of the new content, the ability to analyse, synthesize, argue the statements made.

What does the teacher do during collaborative learning?

It is very important that the teacher monitors the teaching, to be sure that the information is transmitted correctly and that it can serve as a starting point for various questions; stimulates cooperation, ensures the involvement, participation of all members.

Advantages of using the method: It has a formative character; Stimulates participants' self-confidence; Develops argumentative communication and relationship skills within the group; Develops logical, critical and independent thinking.

Example: Literary circles with roles are small groups of students gathered to study in depth a literary work. Circles provide students of all ages with a way to engage in critical thinking and reflection as they read, discuss, and respond to the challenges of the text. Through structured discussions and extensive written analysis, this method leads students to a deeper understanding of what they are reading. The key aspect of this strategy is the use of role sheets through which students learn to discuss and contribute to group work. Students should be reminded of ways to participate in class discussions.

Here are some of the rules: Stand in a circle so that all participants can see each other; Only one person has the floor at a time; Listen to what others are saying; Stay tuned. As an example, let's have 5 roles: The one who finds quotes, The one who interprets the characters, The one who asks questions, The one who identifies connections and The one who finds words. Choose a literary work or excerpt for students to read and make sure each one has a copy of the text. Prepare role sheets, designating specific tasks for each. Explain the roles. Assign roles to each other you (or let them choose what role they want to play). Give them





sheets role and make sure that every he understood what to do.

Group students into groups of five (core group) so that each group includes students with different roles. If the text is short and can be read in class, ask them to read the text on the spot. After reading, ask them to leave the house group and gather in expert groups (role groups). In the expert group, ask the students to prepare together to play their role as best they can, once they return home in the group. When they have finished, ask them to return to the house group and participate in the Literary Circle. Roles such as Verifier, Recorder and Rapporteur can also be assigned, in addition to the roles specific to literary circles. These roles can be played in any cooperative learning strategy.



2. Think-Work in pairs-Communicate-Think-Pair-Share

The Think-Pair-Share technique (Lyman, 1992) involves an individual moment in which one seeks answers to a problem, a moment of confronting one's own ideas with the ideas of a partner, which involves communication and a time when working with the whole group. Partners in a pair may have different tasks or even each row in the class may have a different task.

Steps:

Communication of the work task: For a few minutes write on the sheet all the ideas you have about a certain topic. Formulate as many answers as possibleIndividual activity





Pair activity: For a few minutes, read to your bank colleague what you wrote, compare the answers and formulate a common answer with which you both agree.

Trontal activity: Take from each pair an idea, an answer or ask each pair to summarize in 30 seconds the conclusions they have reached. Write down the answers on the board, flip chart, or overhead projector. If you do not have time to take the answers from all the pairs, either take the idea from only two or three pairs, or take from each pair an idea that has not been presented before.

The first moment is important because it forces all students to think about the proposed topic, to update their previous knowledge and ask them for a written form. The second moment is important because students are aware that the partner has different knowledge or opinions and that it is a good source to supplement their knowledge or to clarify some confusing issues. Each them it realizes that in some cases becomes a source of learning and support for his colleague. This moment is signified you in evaluating knowledge compared with the knowledge partner. Students learn one of the simplest ways to find answers: asking someone else a question or talking to someone else. At this point, students learn to communicate in accessible language in order to be understood and learn to ask questions if they have not understood what they have been told. It is easier to communicate with the partner than to communicate with the teacher in front of the whole class. The fact that the couple confirms the ideas increases the self-confidence and the student is not afraid to publicly express the opinion or the answer on which the two reflected. This technique does not take much time and can be used several times during a lesson, in evoking previous knowledge or in making sense. A variant of this method is: Think-Pair-Square (Baloche, 1998) and involves individual moments in which answers to a problem are sought, moments of confrontation of one's own ideas with the ideas of a partner and moments of presenting ideas in front of a group. The technique can be used in the stage of evoking prior knowledge, in the stage of realizing meaning and in the stage of reflection.





3. Computer-assisted learning

This is a variety of teaching experiences that use the computer as technical support and software as information support. The optimal integration of the computer in the lessons is conditioned by: the provision of hardware resources (technical equipment), the provision of software resources (electromagnetic supports carrying information).

IAC is an extremely useful way to present new knowledge in an interactive way. Various questions and answers are received immediately, at the same time being able to capitalize on the feedback. Essentially, IAC creates a conversion you work, managing to maintain an intensive dialogue computer-student, student-computer, so consumers purchasing new concepts to emerge as an interactive product you well over.

ICT: The computer, considered a third actor in the teaching process, assumes a series of roles and functions. For example, he takes over from the teacher, reducing his position as a knowledge distributor. Moreover, the computer becomes a means of direct intervention in the organization of learning situations, taking over a series of tasks related to the organization of repetition, practice, evaluation activities, etc. At the same time, however, the computer offers the teacher time and availability to use this time dealing with the organization of learning, the structuring of content, what we call learning learning, stimulating students' creativity.





4. Ice-Breaking Exercises

This method is the method of educational games. The method of educational games manages to establish a balance in the students' activity, fortifying their intellectual and physical energies. The game becomes an indispensable presence in the rhythm of school work, and the teacher manages to find out the story of each student.

1. Introductory games:

"Introduce ourselves through movements"-Students sit in a circle, they are asked to think of a movement or a succession of movements characteristic of them. Further, each other enter the center of the circle and shows the movement that characterizes it. Colleagues imitate that movement and verbalize what they felt while performing the colleague's movement.

<u>"Who we are?"-</u>Students must introduce themselves with the help of five words. For example: I am calm, patient, playful, nice, honest.

2. Games for the development of non-verbal communication:

"An impression"-on a piece of paper are described feelings, after which a cap is placed in each of which they v extract one. Each of them it must submit feeling, that emotion with facial expressions, gestures and posture, and colleagues have to guess the feeling was presented. At the end we can discuss real life situations in which feelings appear, differences in expression that may occur.

3. Games for the development of self-knowledge, self-assessment, self-image, verbal expression and self-affirmation:

"My business card"-Use coloured pencils, cardboard or coloured paper. Students are asked to draw a symbol about them that characterizes them. Hanging the "business card" on their chests, the students sit in a circle and present these symbols, each one explaining why they chose this symbol and what it represents.

"My Sources of Joy"-Students will draw their sources of joy, that is, those things in their lives that make them happy. The drawings are presented.

"I like it, because..."-Students are taken one at a time and classmates say a positive





thing about them. Sentences can start like this: "I like you because...", "I like the fact that...", "I like when...", etc.

"Yes No!"-Students form pairs and look at each other. One of them must repeat YES while the other will answer NO each time. After a while, the roles change. At the end they are asked how they felt!

4. Games for developing the capacity of cooperation-collaboration:

<u>"Mirror"-</u>Students sit in pairs, facing each other. One is the "mirror" and imitates the gestures of the partner who moves slowly, without speaking. After a minute, the roles change. After the game we discuss: when was it more pleasant, being the mirror or sitting in front of the mirror?

"Good Leprechaun"-Students will write their name on a note and put it in a box. Each of them will pull a note out of the box and keep the drawn name a secret. The game will be as follows: Each of them for a week will be the good leprechaun of the student whose name he pulled out of the box. For a week she will take care of him, help him, protect him, pay more attention to him. After a week, they discuss: Who realized who his leprechaun was? How did he realize that? To what extent did they manage to be elves? How did they behave with the other?

5. I shock development creativity and imagination fantasy:

"A New Day"-What if the week did not contain seven days, but eight? What would the eighth day be called, what characteristics would it have? Would it be a working day or not, who would celebrate their name day, what important events took place over time on that day, etc.?

<u>"Handa-Banda"-</u>Pay attention to the following poem:

" Unga dala tiga dombu lingiop dor, / Egolo pundor favolor tujgar lip / Dolom tarul zuliop tindor gazor tor, / Tumuli fogohla emur dizolta pama sor. "

You have read a poem written in halandja. Please translate into Romanian and make an illustration. The translation can be correlated with the topic discussed in class.

6. Closing games:





<u>"Present"-</u>each other you will receive a piece of paper, you will need to draw a gift to a member of the group chosen by him. After finishing the drawings, the "mail" is distributed, placing the drawings on the recipient's chairs. The gifts received are presented.

Other examples of games:

- Name and quality: Each participant should say his name and a word / animal / color / characteristic etc. which describes him and which has the same initial as his name.
- **I know them all!:** Do the same exercise as above, but participant Each of them comprised a circle and repeat the name and / or descriptive word you of all participants.
- **Name history:** Sit in a circle, place a large piece of paper and several pens on the floor. Ask each participant to write their first name and say something about it (eg name history, what they think about the name, how they prefer to be called).
- **Presentation in dyads:** divide the participants into pairs and ask them to ask each other: name, class, favourite activities, something about family and / or where they live. Each participant has three minutes to ask their partner, then change. Then the participants gather in the large group and each introduces their partner.
- The road of life: participants receive a sheet of paper and coloured markers. On the same flipchart or paper sheet, two or three participants each draw, in the form of a continuous line, the path of life, signalling the important events. At the end, all two (three) lines will meet at the same point (the present where they are together). Participants will be encouraged to discuss with each other what they have drawn. At the end of the activity, an exhibition is organized, each team designating a representative (spokesperson) who will characterize the production of his group with two adjectives.
- **Self-advertising:** each participant receives a worksheet and is asked to make a small advertising campaign-to promote a quality, to identify a slogan that might suit him, to compose a laudatory poem, etc.. Then each participant will present his advertising production to the whole group.





• **Coat of arms:** with the worksheet in hand, each participant will make a coat of arms to represent him, and will present this coat of arms to the whole group. In case of extensive trainings, both the self-advertising activity and the coat of arms can be suggested as homework, their presentation will be made in the next session.



Educational games facilitate the development of the following abilities: self-confidence, ability to trust others, self-control, self-assessment, self-knowledge, ability to introspect, ability to adapt to new situations, tolerance, ability to observe, ability to verbal and non-verbal communication, ability to adequate conflict resolution, creativity, etc. Of course, the use of games as a method of learning is not without difficulties encountered by students: cognitive difficulties (knowledge, understanding, logic of action, perception of actions, operations), attitude difficulties, psychosocial (relationship, stress, emotional blockages, failures, etc.), difficulties of adjustment / self-regulation, tactical difficulties, difficulties of adapting to it (Cerghit).

Active-participatory methods develop students' critical thinking. Learning becomes effective and new knowledge can be applied in other situations or in solving problems (work tasks). In this way the student participates active to learning that improves considerably when scholars use a repertoire of thinking and their previous experience.

The didactic activity, regardless of the type of educational institution, is carried out in accordance with certain finalities known as pedagogical or didactic objectives. In order to achieve the objectives at a high level of performance, both at the level of the educational





institution and at the level of the class, the material resources (educational spaces, furniture, didactic material, technical means, etc.) and the human ones (teachers, students, auxiliary staff, etc.) there are processes of planning, organization and direction, control and evaluation, all aimed at achieving the established pedagogical objectives. The skill of using resources and the ability to lead the educational process (teaching strategy) depend school performance achieved by students.

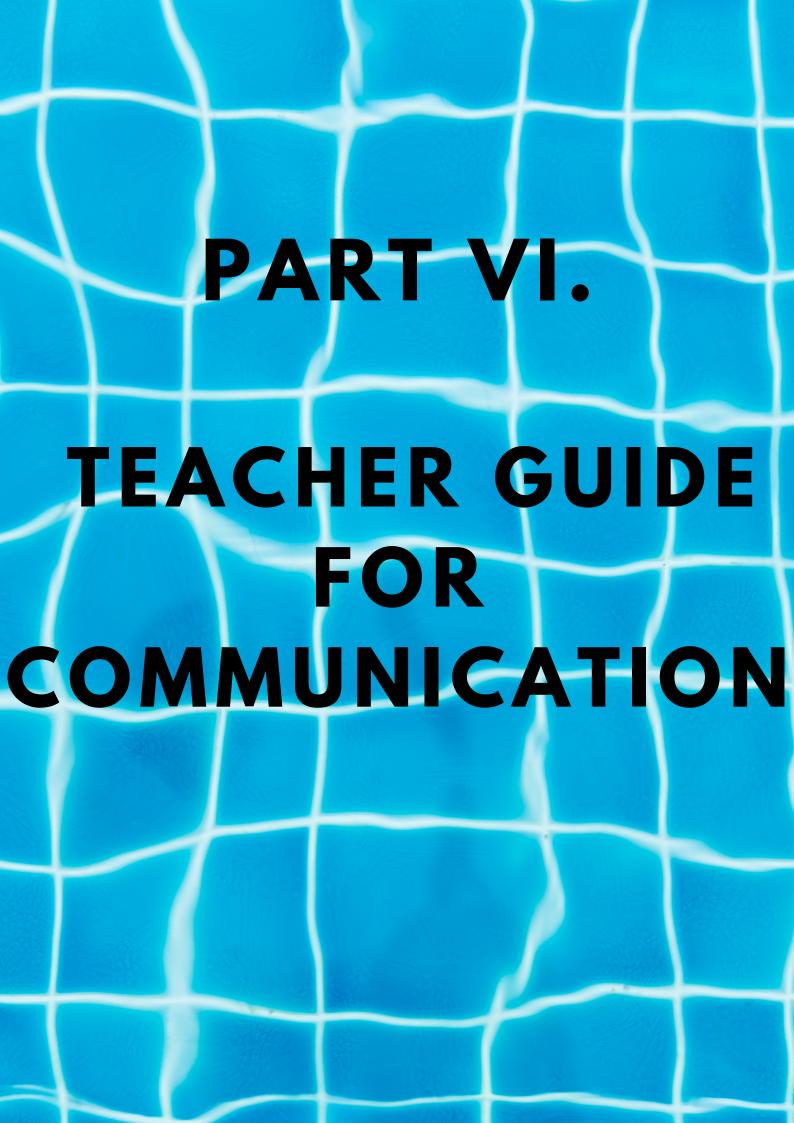
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Excellent communication skills are required in any sector to succeed. If you are a mentor, boss, career advisor, instructor or otherwise, teaching these skills to others gives you a sound base for potential career objectives. Although it takes time to develop these skills, best practice will help students learn and use them quickly. With better communication skills, students would have the faith and experience not only to succeed at work but also to find jobs and hold interviews successfully. In this article we will include validated methods to teach these skills effectively.

What are the skills of communication?

Communication skills are the capacity to offer various kinds of knowledge and to obtain them. When collaborating with others, interacting with people and monitoring programs, these skills are crucial. For example, length, clarification, empathy, compliance and comprehension of nonverbal indications. You use these abilities to express thoughts, emotions, tasks and events.



Verbal

- Use a strong, confident speaking voice.
- Use active listening.
- Avoid filler words.
- Avoid industry jargon when appropriate.



Nonverbal

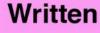
- Notice how your emotions feel physically.
- Be intentional about your nonverbal communications.
- Mimic nonverbal communications you find effective.







- Ask others before including visuals.
- Consider your audience.
- Only use visuals if they add value.
- Make them clear and easy-to-understand.





- Strive for simplicity.
- Don't rely on tone.
- Take time to review your written communications.
- Keep a file of writing you find effective or enjoyable.

How to teach skills in communication

You should learn communication skills and practice them. Students benefit from practices, consistent guidance and opportunities for reflection. Here are some instances of some of the very best methods of teaching these skills.

- 1. Group games
- 2. Role-play
- 3. Introspection
- 4. Video Clips
- 5. Record and reflect
- 6. Questions and answering
- 7. Turn-talking

1. Group games

Group games are an immersive and tempting way to teach communication, reasoning, cooperation and trust building skills both verbally and nonverbally. By group games,





students learn to transfer knowledge to others effectively. During the games, you can be carefully watching, taking notes and willing to make suggestions about students so that they can learn over time.

Examples:

Complete a project group. Working as a collective to accomplish a particular purpose involves coordination. Ask the team to develop, build or build something for a given amount of time. Provide the group with all appropriate resources and track their work experiences. Then remind the group what went well and what should they have done otherwise. Share the observations and constructive feedback on what they have done well for each person.

Play the rollercoaster emotional game. Divide them into two teams. Every team receives a series of cards with an emotion written on them, such as "angry," "delighted" or little." The first team of students mentally stir as their peers devise what it is. The other side attempts to do so. Set a time limit for guessing and the team who deviates less is the winner. This game can allow students to learn the gestures and signs in the body language they use to communicate emotions. Conversations are often about non-verbal cues. Be sure to leave time for conversation after the game.

Handle a team member in an obstacle course. Divide them into two teams and blindfold each team member. Then have them standing at the beginning of the course. The second participant leads her partner only in verbal directions through the course. Let the blind and the blind share their experiences and then invite them to switch positions and try again..

2. Role-play





Role-playing is a common form of teaching communication skills. To use this method, after debate, students use skills. For instance, a suitable posture or body language.

Role play should still concentrate on full community engagement and shared respect. Speak to students about being a responsible member of the public and provide plenty of time to play roles on a regular basis to enable the students to feel relaxed. Students need to be polite, open-minded, and have a good relationship. If you first promote these skills, role playing can be an excellent way to learn communication skills quickly.

Tips:

When you teach a new ability, use role play to verify that the knowledge is completely understand by learners.

Make students a talent. Then guess what skill you modeled on.

Use specific situations to experience students in the workplace on a regular basis.

Let the students address what went right after each role play and what went wrong. Tell them what they would have done to change the situation differently.

For example: Examples:

Two students use a role-playing scenario to demonstrate successful and poor communication during a mock project dispute. The group then takes two minutes to document the results of each communication style and to share them with the group.

Write different communication skills on paper strips. Make students pick randomly and then practice their abilities. The rest of the band can imagine. Choose plain examples such as eye contact, stance, physical language, active listening and trust.





3. Self-reflection

Learning about communication and leadership skills also requires time for thought and self-reflection. When students learn about communication particularly social and emotional wellbeing, they have adequate time for formal self-analysis. Provide stimuli for students to direct them as they prepare. For example, encourage them to think about coping strategies that in tough times have performed well for them in the past.

Additional self-reflection exercises:

Reporting	
Draw	
Photographing	
Poetry, Poem	
Lists, Collections	
Stream of perception	
Collaging	

4. Video Clips

A carefully curated film and TV clips set is an outstanding educational aid. You can stop, chat and play back clips. Video clips are also useful for bringing home jobs. Students will watch, write responses and discuss during the next class as many times as they want.





You can see examples of:

Characters who learn to cope with emergencies with direct, succinct contact Skills in non-verbal interactions

How characters transform and express dynamic emotions

When to use different coping skills to address conflicts

Examples of situations that have gone bad because of inadequate contact

5. Record and reflect

Learning yourself is an important way to develop lessons in communication. When you have time and money, encourage the students to document that they're talking to someone else or in front of a mirror. Then the record should be interpreted and their verbal and nonverbal contact observed. Finally, they need to learn about what they have done and what they should plan on improving.

Below are some such examples of capturing and reflection methods:

Document a conversation between two people. Have the participants watch the entry before writing down their suggestions and expressing their readings out loud.

Make students record their own short speech. Document your speech before a whole crowd in the classroom. Compare these two videos.

Record a video at the beginning and at the end. The improvement between two videos can be beneficial.

Assign video viewing and contemplation as a take-home activity. This is a beneficial option for students to watch videos with their peers and to provide an incentive for a more comprehensive response.

6. Questions and answering





Productive discussions are created with insightful questions posed and answered. It will help to put projects forward, inspire fresh ideas, address difficult challenges and assign tasks to the Open Questions. But learning how to ask these questions is a skill. Take time to teach students open-ended questions and offer more examples. You may use RPM exercises to direct the conversation to commit a whole class unit to a lesson on queries.

You should begin by talking to one student before the classroom. Keep note of how many words the students use to answer your questions. Locked and open questions alternate. Maybe your first question is Did you like the film? "Take a question like What do you like best about the film? "For a few minutes, ask alternative questions. And visit the class to learn about their conclusions. Let them know which questions lead to longer, more insightful responses and which stimulated conversation. Then students train in pairs or classes to ask open-ended questions.

7. Turn-talking

Turn-talking is one of the most basic and useful interactive skills that students can learn. During a class, students discover the distinction between interference and interjection. This is a vital ability that people need to learn to communicate, settle disputes and exchange ideas. Students can also understand how to co-operatively overlap instead of competitively in conversation.

Methods include:

In your school, use a talk stick or other talk tool. This sets turns on the first day of class as a norm.

Join break-fillers. Create a poster featuring supportive breakfasts such as "Let me see," "Let me think," and What I mean is to help the dialogue go.





Suggest phrases of opinion. This will help students to allow others to speak. A poster with phrases may include "What do you think? "And "Did you like it?"

Why do People Struggle with Communication?

There are several causes. For eg, look around at a group of teenagers and you'll typically see them on their phones. Often they are, astoundingly, messaging their mates who are in the same space! They feel more relaxed texting and using apps than speaking face to face. According to the New York Times¹⁷ children between the ages of 8 and 10 years average 8 hours a day on computers.

This number goes up to 11 hours for older students, so it's really no wonder our students' contact skills are missing

Often kids have little adult role models to teach them how to be good listeners and have positive healthy interactions. Many students have speech or other communication difficulties that can hinder their ability to talk and listen well. As teachers, we have an outstanding opportunity to demonstrate these skills to our pupils!

How to promote abilities in communication

How do you do teaching, communicating and listening when you still have time to practice anything else? Read about some excellent tips to encourage the students to communicate fabulously!

Teach students empathy

When you train students to connect, empathy and a sense of what the other person believes and feels are important to them. For certain students, we must specifically teach

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¹⁷ Brody, Jane E. "Screen Addiction is Taking a Toll on Children." The New York Times, 6 July 2015, www.well.blogs.ntyimes/2015/07/06/screen-addiction-is-taking-a-toll-on-children/.





this. As students start to see that their point of view is not the only one, they become stronger listeners and appear to communicate to others more politely.

Teach competence in conversation

Learn how to hold good discussions directly. All events worldwide will not help students improve their own skills. It is important to model how a constructive discussion can be had. Puppets can be a wonderful weapon, as can positions. But VideoModeling is the preferred form, with trained actors modeling samples and non-examples of communication skills. Many of our programs that use this VideoModeling testing approach have proven to be successful!

Develop guidelines for listening and communicating

Create and post them all over the school. Dr. Allen Mendler of Edutopia recommends that "procedures for conversation be established and involve acceptable nonverbal behaviour. For starters, you might be teaching a technique such as S.L.A.N. T. (Sit straight. Listen. Answer and ask questions.¹⁸

Ses conducts are critical later, when students have to make strong initial experiences with employers!

Provide polite language

Teach respectful approaches to tense discussions. Note that being COLD (passive) or HOT (blow up) also makes it worse. The best approach is to be cool. Telling someone for example, 'You are dumb' may have a more offensive impact than 'I disagree with you.' While this is apparent to adults, for children, it may be less clear.

Mendler, Dr. Allen. "Teaching Your Students How to Have a Conversation." Edutopia, 5 Nov. 2013, www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler.



Do not forget about the non-verbal

As Peter Drucker said, "Hearing what is not said is the most important thing in communication."

Discover the ability to stop

Teach students to consider and ask questions about their experience. This would allow all of them to try to consider another point of view and slow them down a little to hear more effectively. Learn questions like 'So do you mean? Or 'Why? Why?'

Practice speech and listening in natural settings

Speaking and listening are important in the classroom but are valuable in other aspects of the lives of students. Begin by making students speak about their concerns and then take their part in circumstances such as an argument with a peer or how to argue with someone in a position of authority politely.

Promote introspection

Students should start learning where their ideas and emotions come from. It may take some work to do, but it is just as necessary to understand oneself in conversation as to understand others around them.

Workplace Communication Skills

Communication is important. When it comes to being written or spoken, hearing, or listening, these talents are important for the workplace and can make you a stronger, more efficient, and more effective person.

1. Be transparent. Be clear. Make sure your argument first and foremost is transmitted and your message is readily interpreted. Using a particular phrase, avoid spewing too many





acronyms out. Imagine if in question you talk to someone who does not know your business.

- 2. The more you hear, the better you connect. Make sure you've understood and digested what everyone is saying before you answer. Don't wait before your mouth finishes going to make your case.
- 3. This is the second step of successful hearing. First let the speaker know that you heard them, and secondly, that you care what they meant. Do this by repeating what you said and adding your words in your reaction. To show that you heard them loud and simple, paraphrase back to them.
- 4. Try to get there in question, or whether anything is especially tough to discuss. Faced with each other, you have the added advantage of body language and non-verbal signs such as gestures and facial expressions that make it easier to prevent misunderstanding.
- 5. Don't several tasks as you communicate. Don't be on your computer at the conference, or doodle it. Be sure that what you said is polite and professional. Let eye contact and use the names of individuals. In nature, be a person.
- 6. If you're in a better spot by email, don't want to check your boss's office until you get your coffee. If this is a cumbersome scenario that needs a complex solution, don't just submit a flat-toned email if you can finish with a well-managed personal discussion. Find out what you must do, then pick the medium that best fits the message.
- 7. Don't talk like your manager will to your customer. Or your HR representative as your best workman. Match the sound and time to the person with whom you communicate.





- 8. More and more information is exchanged through text and email in the workplace. This is another case in which you can better know the audience and choose the medium most suitable. Bottom line: never too complex a text. This helps you eliminate misunderstandings and misinformation. But don't send a huge long email to schedule a fast conference either.
- 9. Too many sessions leave us with the impression that we should have spent this time differently. Better demand! Set your schedule, stick to your schedule, invite no unwanted guests. Making the meeting efficient enough to warrant removing the time and money from each participant's workload.
- 10. Regardless of how anxious or how fraught the talk is, strive to be constructive. First put your squad. And never do it personally concentrate your energy on the specialist. Recognize and respect.

What seems like a good communication?

Listen to a great speaker, that can be a recognized politician, perhaps, or a poet, or a musician. Maybe you think of someone in a high-stakes situation talking to a crowd.

Most of the talk in your classroom doesn't look like that. In small group conversations or classroom discussions, students are more interested in studying than the public: their discourse is exploratory rather than presentational.

This is one of the complexities of teaching skills in communication: how "good looks depends on the context. The skills required to talk to a crowd and have a space vary from those required to solve a problem or to participate in a group conversation. If what you try to teach is slippery and impossible to describe, how can you do it?





Model for good communication skills

Physical: How a speaker uses body language, face and expression.

Linguistic: use of vocabulary by the speaker, including their interpretation of formality and rhetorical tools.

Cognitive: The substance and the capacity of a speaker to draw on, challenge, query and sum up the thoughts of others.

Social and emotional: how much a speaker hears, knows others and addresses his audience.

This model offers a starting point for developing what comprises great contact in various contexts exactly. But how can teachers build a culture for students which values and actively improve communication skills of students?

Start by specifically sharing with your students what effective communication with a given situation looks like. While there are countless examples of great public speakers to endorse and examine, seeking examples of great exploratory debates can be tougher. Films a group of teachers with a bad conversation (fidgeting, running off, dominating, making trivial arguments while others aren't listening) and then look at a genuinely good example (listening, expanding on or questioning one another's thoughts, working together for consensus) are a fun way to examine what makes a large discussion. You and your students will begin to develop a common sense of what "good" feels like by comparing the two debates.

You will use this understanding to write a variety of discussion guides for your students, including:

- We construct, challenge, sum up, explain and test each other's ideas
- We are ready to change our minds.
- We add everyone by calling them to the debate.

Sample Guideline for Debate





- We have evidence of listening
- We appreciate the thoughts of others
- We create, criticize, analyze, explain and evaluate each other's ideas
- We are ready to change our minds
- We welcome others to our debate
- We are seeking to find a common consensus

The development of guidance for your students offers an incentive to create a constructive atmosphere for debate. It also lets students ignore some derogatory, if not unexplained, misconceptions such as: "She always does well in testing, so I'm going to say what she's saying" or he's my friend, so I ought not to disagree."

Of course, it is impossible that designing dialogue directives alone will change the classroom discourse — your students will need any ability to be at least initially specifically learned, modeled and celebrated. What do you think? What do you think? "You may also need to teach many interactive skills specifically and intentionally.

Taking the expertise used in summarizing a conversation, for example. Your students must be aware of the summary. You will also require some word stalks to resume a conversation ("The major points you raised were...," "We spoke of it in a nutshell..."). You will still need to judge whether it is helpful to summarize a debate. With time, each guideline will be focused on in turn and the students can understand it better.

Continuously returning to the conversation guidelines gives students an ability to think and speak – to participate in the learning process in a metacognitive way.

Supporting silent participants

Increased speakability in the classroom can be overwhelming for silent students. Making sure you have a guideline that allows all students to engage in debates provides more





reassurance to students that they are understood by others. Again, you would have to teach specifically what welcoming people to speak about: build knowledge of who and who hasn't yet talked and turn your body to someone who has been silent and who is calling them, or posing a question.

You may also help silent students by scaffolding or providing them a particular position such as a description that offers a simple path to conversation, such as the sentence stems. Growing the amount of low stakes to talk will provide some quieter students with the confidence they need to find their voices in a welcoming atmosphere.

Roles of debate

Debate roles help students control speaking and facilitate the growth of some expression and active listening.

1. Stimulator

Start the conversations or open a new subject for discussion

Would say:

I'd like to start by saying...

I assume we need to remember...

We haven't spoken yet...

Let's think about it too...

2. Prober

Digs through the argument further,

Requests proof or

Rationale of thoughts

What do you think is the

Impact from ...?

Why do you believe...?

Can you give an example?

Help what you say? Support what you say?

3. Challenger





provides space for dispute or an opposing claim

Would say:

I'm not in agreement with you since...

You told X, so what about it?

In order to challenge you X, I assume...

I appreciate your opinions, but

You've been dreaming for ...?

4. Clarifier

Simplifies and clarifies stuff with questions

would say :

When you say... what do you mean?

Could you explain a little more...?

Does it mean...?

Please explain what you are doing.

Meant by...? meant by...?

5. Summariser

Identifies the main ideas of the discourse. This may be during the

Discussion to further progress the discussion or at the conclusion of the argument.

Would say:

Overall, the main problems were...

Today's key thoughts were...

The subject of our conversation was...

The three key topics we discussed about

About have been...

6. Builder

Develops, incorporates or performs an idea

Would say: will say:

I believe, and I want to say...





Building on this theory, I believe...

I imagine, connecting to what X said.

You wouldn't think that if a student doesn't speak as much as their classmates, they don't benefit from the rise in their classroom speaking. You probably listen carefully and take what you hear, so it is important to compliment and appreciate your listening skills and speak ability.

Lastly, learning is a mechanism to share, interact and respond to diverse and new ideas. As Professor Frank Hardman said, speech is the most powerful communication tool in the classroom and fundamental for teaching and learning activities."