The development of competences for adult educators.

A training manual for independent and group work

EDEC: Extending and Developing adult Educators' Competences

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INTRODUCTION

Project description

The main objective of the Project `Extending and Developing Adult Educators' Competences (EDEC)` is to broaden both access to and the available educational offer for people with lower qualifications or low-skilled through the development of competences among adult education specialists (such as employment counsellors, adult educators, career advisors, coaches, etc.).

The Project will contribute to the development of state-of-the-art comprehensive methods of working with Clients which will translate directly into the quality of support they receive, and ultimately into upskilling of these Clients through their participation in formal and informal education.

The Project has examined the pre-existing adult educational solutions developed in partner countries, compared them and proposed possible adaptations. This can be examined in our previous report, titled 'Report on The Functioning Of Adult Education Systems In The Selected European Countries: United Kingdom, Italy And Poland'. This has led to the development of a training package which will be discussed in this document.

Goal of the training material (including target group)

The goal of the training materials is the development of a model training package aimed at extending and developing competences of adult educators, in particular those advising adults with lower skills or qualifications on educational and vocational matters. The training package has been discussed with representatives of the educator/advisor circles. The material will also be tested in the pilot training programme and made available to a wide audience. Persons taking part in the pilot will be recruited in an open procedure from among clients of organisations supporting disadvantaged people.

Methodology (questionnaire)

Based on the findings of our published report, a questionnaire was developed to investigate skills gaps within adult educators in Italy, Poland and the United Kingdom (UK).

The questionnaire was designed to gather qualitative and quantitative data. The questionnaire was focused on identifying the most relevant and latent skills needs for adult educators from the following alternatives:

- Ability to motivate clients to change;
- Ability to build a trust relationship with the client;
- Communication skills (i.e. active listening, assertiveness, etc);
- Ability to give effective feedback;
- Ability to diagnose clients' "limiting beliefs" and help them to overcome them;
- Ability to manage stress (work related);
- Knowledge in the field of: diagnosing client's educational needs and creating educational paths for them;
- Knowledge of the market of educational services in the native country and the European Union.

The questionnaire was completed by 143 adult educators across Italy, Poland and the UK (min. 40 adult educators per country). Based upon the results of the survey, the following areas were identified as being most appropriate for the training:
- Communication skills (i.e. active listening, assertiveness, etc.);
- Ability to diagnose clients' "limiting beliefs" and help them to overcome them;
- Knowledge in the field of: diagnosing client's educational needs and creating educational paths for them;
- Knowledge of the market of educational services in the native country and the European Union;
- Ability to build a trust relationship with the client.

Structure of the training package

This training package has been developed to be flexible so as to meet the learning needs of the attendees. This section will provide a suggested delivery structure.

Duration of training

This training programme should be delivered over a 40-hour period. Each workshop has been designed for 8 hours, which can be delivered in one full-day or in two half-days. The training programme can be delivered over five consecutive days or over five consecutive weeks or over any combination of these (three days in one week and two days in the following week).

Forms of learning – blended learning including workshops, guided learning

Training should predominantly be undertaken using workshops, although there are opportunities for a blended approach containing extra work to be completed outside of the training workshop.

Adult learning process

In the process of teaching adults, it is important to use their life experience. The learning process is more effective when the trainer applies the principle of linking the content of the curriculum to the previous knowledge or experience of the participants of the workshop and their reference to their current situation. Participants are more motivated to learn when they consider that the knowledge they have acquired will solve an important problem for them or translate into tangible benefits. Motivation increases even more when the training takes place in an atmosphere of mutual exchange and conversation. The adult educator then acts more as a moderator of the discussion than the lecturer.

Adult learners learn best when:
- In the learning process, they have the opportunity to refer to their own experience in solving problems or achieving goals.
- They understand the meaning and the value of what they learn.
- They have an impact on the course of the workshop in which they participate.
- They act voluntarily.
- They and their experiences are considered valuable and useful during the workshop.
- They can "express themselves" without fear of evaluation.
- They feel safe in a group.
- They can make mistakes without being "judged."
- They are actively involved in the learning process.
- They interpret the training goals as their own.

Practical suggestions for the trainer

Here is a practical list of suggestions for the trainer:

1. While using Module 5, the trainer should take into account the specific conditions of the country in which the training or dissemination of this module is taking place;

2. Before conducting the training based on Module 5, the trainer should verify how much of the content can be used in their country or change the content presented in this part of the manual according the conditions in given country. As a result, 3 versions of module 5 were created, one for each Partner country, i.e. Module 5 developed on the basis of the British, Italian and Polish systems;

3. This manual offers a large portion of knowledge and a wide range of practical exercises, however, often it can only be an inspiration because these materials will not exhaust all aspects within a given thematic area. Trainers/Adult educators are requested to seek additional materials to adjust the material to their specific situation and needs of their clients;

4. The training time proposed in the manual – 8 hours per module, it is a limited time, but authors of this publication hope that the content in the descriptive part will allow adult educators to independently reflect and analyse their work beyond indicated time. Authors of this publication aimed to increase the awareness and resources available for adult educators and encourage them to self-reflect on their work;

5. Authors of the publication encourage adult educators as well to use the handbook as a base for discussion with the client/student. The result of this exchange of opinions and experiences may be another material supporting adult educators and showing how important a role they play in modern society;

6. In each training module, the authors sought to identify literature and links to materials that complement the knowledge in the area.

7. Organisation of workshops:
   The workshop is recommended for 12 to 15 people.
   This group size allows for freedom of interaction between participants, sharing their own experiences between them and working effectively in groups.

   Workshop location:
   Workshops should be carried out in a neutral place, which does not create negative   associations among participants and allows for the creation of a friendly atmosphere. The location should be accessible for people with mobility disabilities.

   Training Room:
   • Marked with a poster with the title of the workshop and the corresponding logo.
   • Bright, clean and ventilated.
   • Chairs aligned, behind tables or u-shaped.
   • Ensuring training is not disturbed by others

   Water and small snacks should be provided during the spring-summer workshops. In the autumn-winter period, it is also recommended to have access to warm drinks, i.e. coffee and tea.

   > Important: The removal of tables eliminates the visual barrier between the trainer and the participants, making them more open and it difficult to use distractors, such as phones.

8. If the training is to be delivered online, the trainer has to make necessary adjustments to make it suitable for the online context taking into account participants' needs and delivery quality.

CSC- CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
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1. TRAINING MODULE ON COMMUNICATION SKILLS FOR ADULT EDUCATORS

1.1 General information on communication

Nowadays, the range of available tools to communicate with other people according to different formats is multiplied, making the communication skills more necessary than in the past. The spreading of the Internet made human beings much more connected and, during all the moments of our life, we continuously share and receive information. In this way, the act of communication becomes one of the main pillars of our globalised world, creating connections among countries and among individuals at global level. In doing so, individuals share information and influence each other on many aspects such as lifestyles and political ideas.

In this context, it was detected a confluence of trends, ideas and cultural models at global level: this led Marshall McLuhan, Canadian media theorist, to coin the term of *global village*. Developing communication skills is the core of our daily life at multiple levels. Not only in our personal life and relationships with people we know, but also in our working context: a crucial asset of any job is to be able to communicate effectively with colleagues, not only your peer but at all levels within any sector.

The power of communication is very strong, especially when we talk about media and advertising, but, in our daily context, communication is often a reciprocal action. The act of communication implies a process, in which at least 2 actors are involved and understand and share information which has a meaning through a specific channel, in a specific context and according to a specific code. Although, if these 2 actors don't share the same context, code and channel, the risk of being misunderstood or to make this process ineffective, with no benefits for both sides, is really high.

In the context of adult education, an eventual misunderstanding can undermine the learning process and make your efforts vain. Then, if misunderstandings are reiterated in time, this can dramatically undermine the relationship in a way that the learning process may be eventually jeopardised. That is the reason why it is important to understand how a communication process is structured and then to identify those competences which are connected to this process, facilitating it and ensuring it can work.

As adult educator, it is essential to build a trustworthy and effective communication channel with adult learners, allowing them to freely express themselves, help them to understand their potential and support them in their educational growth. The creation of a safe and respectful space in which everyone can communicate their feelings (both positive and negative) on professional and private issues is fundamental. To do so, a high level of communication skills is a basic and essential requirement.

In this part of the manual, you'll have the chance to know the main concepts relating to communication and the skills which are necessary as an adult trainer and educator with your trainees and clients. Moreover, it will provide resources and a module to ensure a learning path, providing not only theoretical information but also the "practice" of some communication skills thanks to the benefits of non-formal education and self-reflection tools. At the end of the chapter, a training syllabus and a bibliography will support you in order to expand your knowledge or deepen some topics.

1.2 Definitions

Communication is the process by which information is exchanged between at least 2 individuals. It requires a shared understanding of code systems, through which the message is developed. Within the communication process, it is possible to identify the following main concepts:

- **Transmission:** the transmission is the passing or sending of something to a different person or place (Collins Dictionary).
- **Receiver:** a person who passively receives something, in this case the message (Collins);
- **Source:** the source of something is the person, place, or thing which you get it from (Collins);
- **Message:** a message is a piece of information or a request that you send to someone or leave for them when you cannot speak to them directly (Collins);
- **Channel of communication:** a system or method that is used for communicating with other people (Cambridge Dictionary);
- **Code:** a code is a set of rules about how people should behave or about how something must be done (Collins). In the communication context, it can be referred to the language used.
- **Meaning:** the sense or significance of a word, sentence, symbol, etc; import; semantic or lexical content (Collins).
- **Noise:** it is any type of disruption that interferes with the transmission or interpretation of information from the sender to the receiver (study.com).

The following image easily represents the communication process:

```
[Sender] → [Encoding] → [Message] → [Decoding] → [Receiver]
                            ↑
                         [Noise]
```
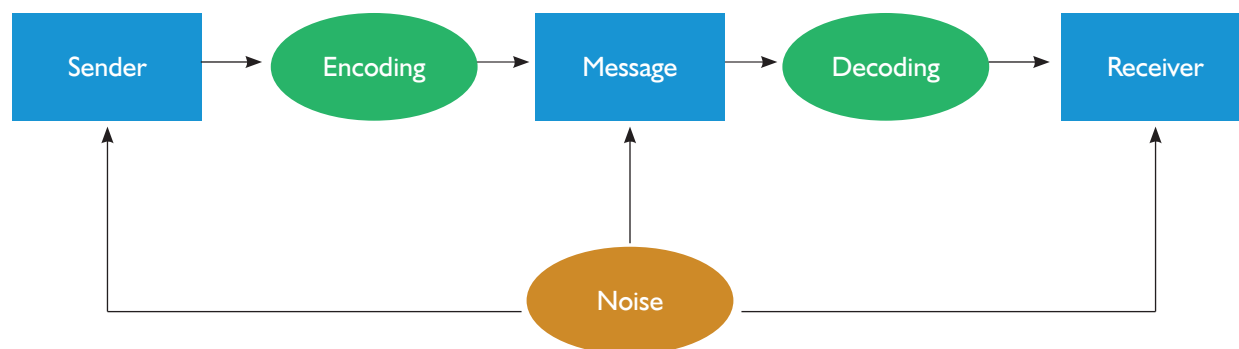
As you can see from the image, in the communication process the sender – which is the source of information – in a given context and sharing a code with another subject, "encodes" a message which is "decoded" by the receiver. This happens within a level of noise, which can make the message be more or less understood.

Since communication happens in different contexts and in different ways, it is possible to identify the following categories of communication:

- **Spoken or Verbal Communication**, which includes face-to-face, telephone, radio or television and other media;
- **Non-Verbal Communication**, which includes body language, gestures, the ways how we dress or act and so on. There are many subtle ways that individuals apply to communicate (perhaps even unintentionally) with others. For example, the tone of voice can tell us if a person is nervous or confident during a public presentation, while the position of the hands and the arms expresses openness or closure in front of another interlocutor;
- **Written Communication:** which includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively narrow number of writers and publishers had the opportunity to publish by written media. Today, thanks to the Internet, everybody can write and publish their own ideas online, which has led to an explosion of information;
- **Visualisations:** graphs and charts, maps, logos and other visualisations can all convey messages and information through symbols and cultural references.

Of course, communication can be seen from different perspectives: in the past – but also nowadays – several authors have provided their own vision on it. For example, according to Danilo Dolci (1924-1997) – Italian nonviolent activist, sociologist, popular educator and poet -, the concept of communication acquires a powerful and revolutionary meaning. Dolci stresses the literal meaning of the word "communication" (cum-munus), meaning "gather gifts." The act

of communication refers to a powerful reciprocal exchange of information based on values such as respect, solidarity and empathy. The final aim of the act of communication is the empowerment of all the people involved in the process, who, at the end, become "more aware of themselves." In contrast with the concept of communication, Dolci considers the concept of "transmission" a completely different concept: specifically, it refers to a unidirectional message aimed to create a relationship of dominance of an active actor (the sender of the message) under the passive actor (the receiver of the message). Thus, transmission is not a synonymous of communication.

1.3 Why communication skills are important

Following the results of the EDEC research, communication skills were identified as fundamental for adult educators. Only a proper level of communication skills, indeed, may ensure to understand the educational needs of the adults and their aspirations and desires as well as may help to structure and plan an effective intervention on the educational path of adult learners.

Working with different types of learners, it is clear that these skills are transversal to all the educational activities and, so, it is really important to strengthen these qualities in the working context. A proper command of communication skills will allow the adult educators to succeed in the following tasks:
   – Build a trustful relationship with the adult learners;
   – Understand deep needs and aspirations of the adult learners;
   – Carry on a productive and effective educational process with the adult learners;
   – Stimulate active participation, self-reflection and curiosity of the adult learners;
   – Enhance soft and communication skills in the adult learners.

In this context, it is again important to recall the work of Danilo Dolci. He elaborated the *reciprocal maieutic approach*. The approach is defined *reciprocal* because there is not a dominating intention among the various interlocutors (for example, in the relationship "educator-learner). The idea that the educator, for example, may learn from the learner is not only included but also favoured. This also implies the use of an open communication among the interlocutors. Then, the approach is defined *maieutic* after the Socrates' ideas for which the philosopher/educator needs to help the others come out with their own ideas and visions, instead of transmitting "top-down" their knowledge.

This is an example of the crucial importance of communication skills in the relation between adult educator/Trainer and his/her trainees/clients: communication skills are those assets which will help them not only to deliver their learning proposal, but also to ensure an environment in which the learner can understand better their own potential as well as the future learning opportunity to apply to. It helps the trainer/educator to better express him/herself, create

relationships with other and – at the same time – allow the client/trainee to move more easily into the several sectors s/he wants to look at.

1.4 Learning outcomes for adult educators

In this section of the manual, the source of information, the training programme and self-employment materials are meant to increase the resources of adult educators in terms of working with the client/trainees, to be aware of their communication skills, recognise, manage and empower them.

The expected learning outcomes of this module will be as follows:

- Knowledge on:
  – Concepts of the process of communication
  – Definition of all the actors of a communication process
  – Definition of communication skills
  – How to use communications skills on adult education context.

- Skills in:
  – Using communication skills with adult educators
  – Supporting trainees/clients communication skills development to ensure higher understanding of their personal profile.

- Attitude:
  – Reflection, self-analysis and self-planning on the skills necessary to be an adult educator.
  – Increase awareness on own communication capabilities and find solutions to empower them.
  – Increase understanding of the complexity of the communication process and how to improve it.

1.5 Learning activities

The following sub-chapter provides a learning path for adult educators and trainers, providing not only theoretical information but also the "practice" of some communication skills, applying non-formal educational methods. The paragraph is divided into two parts: in the first part, some information and exercises for the development of communication skills are explained specifically for the trainers, with more insights on some notions. While, in the second part, the specific learning activities composing training module will be listed and described. Since communication implies always at least two actors, the exercises for the development of

the communication skills are imagined for a group of people, and not as individual work, especially the one related to the training: only be testing and trying with other people is it possible to improve our communication. However, there are some skills which are strictly connected to it that can be easily understood even without the "interaction" with other people, or at least easily explained. Thus, the first part of this section is more dedicated to a look "in-depth" of these skills, whilst the second part proposes non-formal activities aimed at being implemented during the training. Nevertheless, it is important to assess our own level of understanding: the first part will have some more reflection session in order to allow the reader to assess if they are aware of the concept and/or if they need to further develop their communication skills.

The focus of this section is on the following skills:

- **Empathy:** this is the ability to understand the others' emotions and feelings on a particular situation. Understanding the emotions of the participants is a key skill for the trainers and educators. It can enable us to solve conflicts, to build more motivated classes and improve relationships between educators and learners;

- **Negotiation skills:** Negotiation skills are abilities that allow two or more parties to reach an agreement. These abilities include the comprehension of others' reasons, persuasion, planning and strategic attitude. In a communication process, negotiation skills are crucial to guarantee the effectiveness of the sending/receiving of any message;

- **Teamwork: it** is possible to define teamwork as "individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilisation work." Teamwork increases the efficiency of the group work and relieves stress on an individual, which promotes a higher-quality output. It is a skill which is strictly connected to communication since – without a clear communication process – teamwork can be ineffective.

- **Active listening:** this is the ability to listen to the others with attention, understanding their point of views, and then, being able to effectively interact with them.

Let's see in detail these 4 main competences:

Empathy

We've read about empathy somehow everywhere during the last years, but it is a concept which is not so well-explained or deepened. Sometimes, it is just left to the assumption of the listener to better understand its real meaning and actual "functioning".

What does empathy come from? As you may think, empathy is an important skill in both

professional and personal life. From a psychological and scientific point of view, the development of empathy starts in the first years of life: in fact, the transition from total dependence (during the childhood) to autonomy (that is, in adulthood) takes place through a slow and progressive increase of behavioural competences, mainly based on how to build and keep intimate and emotional relationships with others. Such process determines the personality development through continuous educational mediation. Educational information is developed by delicate, sensitive inter-affective and inter-subjective patterns. For example, children have the need to interact with empathic parents, able to really feel what their children feel. Any kid who interacts with a referenced adult stands a chance to get an identity test. Kids face that test as if they had the need to experiment the internal experience of empathy, which is essentially "I FEEL YOU FEEL WHAT I AM FEELING." Through this sensitive inter-affective process, children build up their own competence, their own emotional world and their own identity. Without the empathic function of tuning offered by a parental figure, children will use a high level of energy in gasps and forced searches of an external emotional ruler. The absence of empathy can be a problem for them. The role of educator is similar to the role of parent. This is because the educator has the main "function" to stimulate the learners to "put out" their best qualities, even if they do not realise that they possess those qualities.

In this context, empathy plays a fundamental role because it is the basis to create a trustworthy and open relationship with the learners. Only in this way, can a good result be reached in the act of educating. In this context, the educator's empathy can motivate learners to reach more positive and fruitful results in the act of learning.

As adult educators/trainers, how many times do we deal with emotional issues during our classes? Sometimes, our learners don't feel they're understood or listened to by us. Empathy asks to take a backward step, in order to create that "emotional space" where a communication process – which is clear and in which emotional misunderstanding can be avoided – can be implemented. Of course, both in the case of a client or a trainee, the expression of empathy by the educator or the trainer can surely improve their satisfaction as well as the feeling of being understood and to trust in another person. This happens both in the non-profit sector as well as in the profit one.

> One example is a company called NUNWOOD, which takes care of customer experience and provides business solution. In an article on the company's blog it is well underlined how, through the development of empathy, it is crucial to improve the experience of the "customer", thus making him/her feel more satisfied in their experience. If developing empathy can be hard, for sure it is highly suggested to develop empathetic ability (more information at the following link: https://www.nunwood.com/excellence-centre/blog/2016/developing-empathy-
-in-customer-experience-design-why-this-challenge-is-more-important-than-you-think/)

From an educational – and non-profit – point of view, this is confirmed in the case study "Teacher Empathy and Science Education: A Collective Case Study." In U.S., scientists conducted an instrumental collective case study with five science education graduate students. Data was collected through face-to-face semi-structured interviews. Within-case and across-case analyses were performed to interpret the data from the individual interviews and compare them with one and another. The findings made clearly reference to participants' perspectives of empathy in science teaching. The participants reported that empathy plays a role in students' learning. They noted empathy expressed in a typical classroom is complicated because it may include many dimensions, which can't be under control sometimes. Although, empathy helps in connecting with the students, they believed it was equally important to know the limits and ideal situations to express empathy, using it for the benefits of the learning experience.

If you are interested to read the all case-study, please go to the following link: https://www.ejm-ste.com/download/teacher-empathy-and-scienceeducation-a-collective-case-study-4265.pdf.

Finally, an interesting educational resource which can give us more insight on empathy can be the following video, which introduces in a few minutes the importance of empathy in any context of our life: https://www.youtube.com/watch?v=UzPMMSKfKZQ

Exercise: recognize empathy!

Our media society is continuously providing contents in our everyday life, showing us storytelling of different types. As it has been said, it is hard to develop some competence but it is possible to practice at least the first step which is to recognise a competence not only in you (please see the following section) but also in the others. As self-exercise, you're invited to recognise empathy in movies or in books: try to identify the moments in which characters in a storytelling express that "they feel the other character feels what they're feeling". After that, start to think about moments in your life in which you've shown this competence. If you don't, it is time to be more focused on interaction with others.

Self-Assessment: Empathy

Adult educators and trainers are always suggested to reflect and evaluate the dynamics occurring with the learners. The self-reflection sessions are an opportunity for the adult educator to reflect. the adult educator reflect on his/her level of command on those skills, trying to understand which are his/her weaknesses and strengths. After reading this part relating to empathy, you're invited to think about your level of competence you have. A self-assessment approach is always a good start to understand how to improve and from which level we need more contribution.

As regards **Empathy**, you may ask yourself the following questions:
- Am I enough empathic in my everyday job?
- Which are my weaknesses when I interact with other people?
- Am I focused only on some of the participants?
- Am I focussed to much on the content of my lessons, instead of listening to the personal needs of the training participants?
- Do I put myself in my participants' shoes?
- Do I take ownership of a client/trainee problem or complaint?

Negotiation and leadership skills

Negotiation skills are fundamental in every context. You could apply negotiation skills in different setting: in families, you could apply negotiation skills in order to divide chores with family members, in love relationship, you could apply them in order to understand who will pay the bill in the restaurant, in the professional world, you could use them to ask for an increase in the salary or to close an advantageous bargain. In the context of education, negotiation skills have more to do with the understanding of the learners' needs and issues in order to shape and customise a good training opportunity in accordance to the personal desires and inspiration.

What is basic for a good negotiation is to have a good and open communication among the parties. Once the parties understand each other, it is much easier to build a bridge and reach a compromise. In this context, miscommunication need to be absolutely avoided. Miscommunication means a failure to get a message across or lack of clear communication. If two or more parties do not understand each other, it is impossible to reach a compromise, preventing any satisfying solution for the parties. In the context of education, this can result to a drop-out of the learners from a specific training course.

Negotiation skills are really connected with the leadership skills, that are important for adult educators as well. For instance, charisma and problem solving can be considered as both negotiation and leadership skills.

In spite of many definitions that may imply that leadership is "making others follow you", it is possible to agree that there is a lot more to leadership. Leading other people is only one of the aspects of the concept of leadership. For young people in particular, leadership attitudes are important in terms of their future, that may support the youngsters to take the lead of their own lives. Many people think that leadership is something that you are born with. Although it is true that some leadership attitudes are natural, there are many others that can be nurtured all along the development process of the individual. A leader can't express his/her attitude without a clear communication. Communication and leadership are strongly interlinked and both of them are essential for the trainer to be ensured.

In this context, the role of trainers and educators is fundamental to assist the learners in the development of the leadership attitudes, values and skills. Enhancing leadership in learners requires introducing leadership qualities and putting them into practice as a part of the integral and ongoing learning process, which has to be absolutely defined in terms of clear communication.

The skills are as follows:
- The ability to solve problems in a creative way;
- The ability to apply critical thinking;
- Master of verbal skills;
- Flexibility;
- The ability to tolerate ambiguity;
- The ability to motivate oneself and others;
- The desire to be challenged;
- The ability to create trustworthy new relationships.

Negotiation skills and, especially, leadership skills can be assimilated by the learners, if the adult educators show them during the training class. That is why the educators need to train themselves in these skills. Moreover, these skills can be learned "by doing." In this sense, it is important to favour activities that include team work, as it is suggested in "A Case Study on Developing Students' Leadership Skills via Team Work Activities."

This paper wants to explore how the students' leadership skills would be developed through team work activities in classes. By defining the core skills of leadership commonly recognised by both academic and professional world, this research has shown the importance of implementing team work activities with students – in your case, trainees or clients – that allows interaction and communication. Working with other people – as we'll see in the next paragraph – help you and the people working with you to develop negotiation skills and their leadership if they're communication skills are practiced. If you are interested to read the all case-study, please go to the following link:
https://www.researchgate.net/publication/337595999_A_Case_Study_on_Developing_Students'_Leadership_Skills_via_Team_Work_Activities

Self- Assessment: Negotiation skills and leadership skills

As regards Negotiation skills and leadership skills, you may ask yourself the following questions:
- Do I pay attention to the needs and the aspiration of every single learner during the training course?
- Do I propose alternatives in the didactical content of my activities?
- Do I accept and meditate on the reasonable suggestions coming from the participants regarding the activities to implement?
- Do I appear flexible on the modalities of implementation of the activities?

- Do I try to impose my convictions in every discussion with the training participants?
- Did I reply to the input of participants?
- Did I paraphrase the contributions or repeatedly interpret them literally?
- Am I using stereotypical reinforcement forms?

Finally, if you would like to know more about the art of negotiation, please go to the following link: https://www.youtube.com/watch?v=pjlPgJ1wBdM

Teamwork

Teamwork exponentially increases the efficiency of the group work and help the team create a virtuous circle in which synergies are positively mixed up. Moreover, teamwork may guarantee a higher-quality output. In this context, each team member offers a unique perspective and set of talents to the project, making each an invaluable member of the team. As a consequence, each team member can learn from the others in a way that the shared knowledge and skills are beneficial for all the team members.

The fundamental key to good teamwork is communication. Better: excellent teamwork is a reflection of an excellent communication process. Whenever a group of people is working on a specific task, good communication is crucial to ensure a good final result.

In the context of adult education, the educator needs to ensure a working communication system in order to favour and support the teamwork spirit among the learners: we have already seen that the team work activities help the learners enhance negotiation and leadership skills, and that in order to ensure the development of these skills, the communication process needs to work.

Self-Assessment: Teamwork

As regards Teamwork, you may ask yourself the following questions:
- Do I support the involvement of the participants during the class?
- Do I support the relationships among the participants?
- Does all the members of the team share the same knowledge / terms / understanding of the tasks they need to do together?
- Did I ensure an effective communication process to allow teamwork?
- Do I get involved enough in the activities with the participants, favouring teamwork spirit?

If you would like to have more suggestions about creating a teamwork spirit, please go to the following link: https://www.youtube.com/watch?v=3boKz0Exros

Active listening

Active listening does not only mean to hear what the speaker in the conversation has to say, but it also concerns paying attention, without judgement, reflecting, clarifying, and sharing in a positive and open way. In addition, it implies to focus on both verbal and nonverbal signs.

Active listening is crucial for the educator/learner's relationship. Active listening is an effective way that can be applied by trainers/educators in their activity in order to gain self-understanding, make learners feel understood and make the learning process of learners easier.

Examples of signs of active listening are as follows:
- Positive reinforcement, using positive words and phrases, such as: ''I see,'' ''Yes,'' ''Very good,'' ''I understand'', etc.;
- Remembering the details about speaker and ideas on the speech to encourage the speaker;
- Questioning and clarifications in order to let the speakers know you are paying attention; and more than a simple one-word (yes, no) answer;
- Smile, that implies that the messages are being listened and understood;
- Eye contact: maintaining eye contact can be very effective to encourage the speaker;
- Posture: in open and receptive body posture, it is required that legs are uncrossed, and arms are open with palm gestures;
- Avoid judging, so that you only focus on understanding what the speaker wants to say;
- Do not interrupt and wait for the learner to elaborate his/her ideas.

The above-mentioned suggestions are referring mainly to verbal communication, in a face-to-face context. Verbal activities are very powerful, since they give an immediate positive feedback to the learner. During a training session with our client or trainee, active listening is at the basis of a really effective communication process: it allows you to understand fully the needs of your interlocutor – in this case, the trainee/client – and to give a proper and useful feedback, providing the expected learning offer from our side.

However, written communication – not face-to-face – does not have to be underestimated, since learners and, in general, human beings are very "sensitive" in this type of communication and – nowadays – there are a lot of "written communication" contexts: let's think about a training which is delivered online or dialogues which happen mainly online, without "our bodies" being mediators of meanings in our communication.

In this sense, it is possible to mention "Active listening" in written online communication: especially, it is possible to see this in a case study highlight in a course on "Soft Skills for Computer Scientists." In this study, it is highlighted the importance of active listening also in written communication (the specific case to which attention is given is focused on computer scientists, a bit out of context in our case but it is a good example about how active listening can be used in all the settings in which we work and interact with other human beings). The study investigates whether active listening is effective in written online communication and examine this capacity

to fully exploit these benefits, focusing especially on the technique of paraphrasing, which can be an asset to "active listen" in a "written" setting. The study revealed that active listening techniques do have benefits on online communication context.

If you are interested to read the all case-study, please go to the following link:
https://www.researchgate.net/publication/224360898_Active_listening_in_written_online_communication_-_A_case_study_in_a_course_on_Soft_Skills_for_Computer_Scientists

Exercise: Listen and Draw

As it has been mentioned at the beginning of this chapter, it is difficult to self-practice on communication skills without someone else. In this case, you're asked to practice this exercise with another person close to you. This game demands participants' full attention and active listening. It is divided into the following actions:
1. Take a piece of paper and a pen or pencil;
2. In turn, each participant will provide verbal instructions on drawing an object, one step at a time. Of course, the participant who draws doesn't have to know the object s/he is going to draw.
3. For example, a participant might tell the following instructions:
   • Draw a square, measuring 5 centimetres on each side;
   • Draw a circle in the middle of the square;
   • Intersect 2 lines through the circle, so that the circle will be divided into 4 equal parts.
4. As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. The two participants will need to apply active listening to ensure their drawing comes out accurately. The two participants who drew the most accurate drawing wins.

In this game, participants are required to use mainly a part of active listening, implying the full comprehension of what is told to them. Without a high level of concentration, participants are doomed to lose the game. Of course, active listening is more complex than it is shown on this exercise: once you're in a group, active listening takes into consideration many elements and it can be a challenge if it is not practiced.

Self-Assessment: Active Listening

As regards **Active Listening,** you may ask yourself the following questions, thus understanding and thinking about the development of active listening on your professional and personal life:
   – Do I really get the meaning of the client/trainee's questions?
   – Do I interrupt trainees/clients, while they are speaking?
   – Do I get distracted, while the client/trainee speak?
   – Do I become impatient when the client/trainee elaborate a long and complex question?

Training module on communication skills

As previously mentioned, in this second part a training module in communication skills will be introduced. Why a training module? Because – differently from the other cases – communication skills are more understood and developed in a context where more than a subject is involved. Without observing and monitoring our and others' performance, it is not possible to understand in a good way the level and the meaning of certain concepts, skills and competences. Thus, in this section you'll find the description of the module and also some handout to be used during the session. At the end of the chapter, a bibliography and a training syllabus will help you to have an overall look at the overall learning path.

#1 Introduction of concepts (duration: 45 minutes)

The initial activity defines the framework in which all the other activities of the training module will be inserted. Therefore, it is essential to start in a positive way and create the right environment that may lead to a fruitful relationship "trainer- participants (educators in this case)". In addition, it is important that all the participants start from the same level of knowledge on communication skills. This fruitful and positive relationship is also required because most activities imply non-formal educational methodologies in which participants play a central and active role. This initial activity will have the following main objectives:
- To make participants know each other better;
- To define the "concepts" framework within the working group;
- To allow participants to start the work from the same level, levelling their knowledge on the topics of the module;
- In accordance with the objectives, the expected learning outcomes will be as follows:
- Awareness on the communication process;
- Knowledge on definitions of all the actors of a communication process.

How to implement #1 Introduction of concepts: explanation and material

The trainer needs to be very open and patient in this first stage. He/she must be ready to "break the ice" among participants who are likely not to know each other. The activity will last 45 minutes. The activity will be focused on the following concepts already introduced at the beginning of this chapter:
- Transmission: the transmission of something is the passing or sending of it to a different person or place (Collins).
- Communication: giving or exchanging of information, signals, or messages as by talk, gestures, or writing (Collins).
- Receiver: a person who passively receives something (Collins);
- Source: the source of something is the person, place, or thing which you get it from (Collins);

- Message: a message is a piece of information or a request that you send to someone or leave for them when you cannot speak to them directly (Collins);
- Channel of communication: a system or method that is used for communicating with other people (Cambridge Dictionary);
- Code: a code is a set of rules about how people should behave or about how something must be done (Collins);
- Meaning: the sense or significance of a word, sentence, symbol, etc; import; semantic or lexical content (Collins).

The activity will be structured in the following steps:
1. Trainers will divide the participants into 2 – max 5 groups (depending on the number of participants);
2. Each group will be asked to define the concepts. Flipcharts and pens will be distributed to allow the team to work. Each group will have 20 minutes to work on them;
3. At the end of the time given to the participants, trainers will ask them to introduce the results of their work: the trainer will go concept by concept, collecting the results for each group for each concept, putting together all the definitions and trying to summarise the meaning of the concepts according to all the groups;
4. After gathering the results of each group, the trainers will show the official definition of the concepts (the previously definitions can be copied and pasted on a PPT presentation). In this way, participants would have had the chance to share their knowledge, being updated on the actual definition and start from the same level the work on the topic.

The material for the activity is as follows:
– Flipchart;
– Colours, pens, pencils;
– Laptop;
– Projector.

The trainer will prepare a PPT presentation. The PPT presentation will help the trainer explain the activity to the participants. The PPT presentation will be structured in two sections. In the first section, the PPT presentation will insert the following information:
– Presentation of the trainer and the project;
– General presentation of the module of communication skills;
– List of the concepts without definition (transmission; communication; receiver; etc.). For example:

How would you define these concepts?

► Transmission

► Communication

► Receiver

The second section (to be shown only at the end of the session, when all the groups have finalised their work), instead, will be constituted of the list of the concepts together with the above-mentioned definition. For example:

The definition of the concepts

► Transmission: the transmission of something is the passing or sending of it to a different person or place (Collins). According to Danilo Dolci, transmission refers to a unidirectional message aimed to create a relationship of dominance of an active actor (the sender of the message) under the passive actor (the receiver of the message)

► Communication: giving or exchanging of information, signals, or messages as by talk, gestures, or writing (Collins). According to Danilo Dolci, communication refers to a positive and multi-directional dialogue based on values such as respect and solidarity. In this sense, communication empower the actors and favour personal growth

► Receiver: a person who passively receives something (Collins)

■ *#2 Type of Communication: what kind of skills can you identify?* (duration: 90 minutes)

In this activity, the trainer needs to have clear in mind the definitions of the various types of communication in order to ensure a good result in the implementation of the activity. The definitions – previously introduced at the beginning of the chapter – are as follows:

- *Verbal communication* – *it happens in a "live" context among 2 or more actors and at the same time through different channels: face to face, by phone, radio, computer, television and other media;*
- *Non-verbal communication* – *it happens without using sounds but it is expressed through body language, eye contact, gestures, and implicitly through how someone is dressed or behaves with other people;*
- *Visual communication*: *it is expressed through images, signs, graphs and it is heavily influenced by the cultural background;*
- *Written communication*: *printed and digital media are the place where this type of communication happens, from mails to online website to social media.*

These types of communication represent also the different settings in which communication can happen and where all the different skills can express. It is important to specify these concepts here, since they will be the focus of this activity:

Verbal Communication: it's more an "issue" than a skill, but knowing how to communicate verbally is really important in everyday life. Some tips to ensure an effective verbal communication are:

- **Ensure you know what you're going to say:** think before answering/talking to another person.
- **Speak loud enough!**
- **Synchronise** your tone of voice with the other speaker and the context, as well as with the content you're conveying and your feeling and expression.
- **Choose the right words:** words need to be appropriate to the context and the level of the person you're talking with, especially in the working context. Choosing the right words is an important sign of professionalism (as well as it indicates an attention you're giving to the person you're talking to).

Non- verbal communication:

It is connected with our gestures, body expression, facial expressions and so on. It is important to learn how to control our non-verbal expression in the interaction with the others, taking into consideration also what the other person is communicating to us through his/her body.

Writing skills:

In any media we're going to use, it is crucial to know how to write and express yourself through writing. It is important for communication (for example, writing mails, messages and so on) but

also to advertise some educational offer and to reach the right target you'd like to involve in your working activity.

Listening: the activity of listening is extremely important in the process of communication. Without the listening, the communication process itself doesn't exist. In order to ensure this skill, it is important to take into consideration the following suggestions:

- **Interruption is not an option!** When you speak with someone else, let them talk and don't "break the flow".
- Use **follow-up questions** in case you're unsure of what you've listened to.
- Show you're "**engaged in the discussion**" to keep the interest in the conversation.
- Focus! focus your attention on your peer talking, nobody likes speaking and not to be listened to.

Giving (and receive!) feedback:

Knowing how to provide (and receive) feedback is essential in the communication process which is reciprocal. Especially in a working context dealing with educational issues, it is important to give feedback to learners and to receive them as educators, to improve not only the learning path but also the management of the education which is important to set according to the needs of the learner

Empathy

When you communicate with people, it is important to know how to recognise, live and manage your own emotions and the ones of the other people. Empathy can help a lot in this process. It supports you in building meaningful relations as well as in creating trust among people (please, look at the section dedicated to Empathy to know more about).

Conflict resolution skills:

What if we have an obstacle in our communication? How to solve a potential communication conflict? During our daily life and of course in our profession, the risk to be in a conflict within a communication process is really high. Specific skills are needed in order to deal with this potential issue: some of them are part of people's attitudes, other need to be practiced and developed.
- Active listening
- Avoid creation of "communication barrier"
- Showing understanding
- Being flexible and open-minded
- Always proposing a solution in an assertive way

Please, look at the sections related to negotiation and leadership skills in the previous part of this chapter.

The activity will have the following objective:
- To define necessary communication skills to the daily work;

In accordance with the objective, the expected learning outcome will be as follows:
- Identification of communication skills necessary to ensure effective work with learners.

How to implement #2 *Type of Communication: what kind of skills can you identify:* **explanation and material**

The activity will be structured in the following steps:
1. **Introduction (duration: 15 minutes):** After clarifying the main concepts at the basis of the communication process, participants will be asked to think about themselves. The trainers will start with the following questions in order to stimulate the discussion:
   - "Can you translate this theoretical background in a case close to your daily life? Please, make some example"
   - "Taken into consideration this situation, can you identify potential obstacles? How can you solve them?"

The trainer will take note of their answers, highlighting the type of communication process, the obstacles and the solutions proposed by the participants on a flipchart. In the flipchart there will be the following three columns, which will be used by the trainers to take note of the answers of the participants:

The types of communication (verbal, non-verbal, etc.)	Obstacles	Solutions

These results on the flipchart will be taken into consideration afterwards.

2. Theoretical Part (duration: 15 minutes): the trainer will explain the different types of communication, through a short PPT: for each type of communication, the trainer can ask participants to define it and then he/she will show the official definition of it in order to engage them more into the discussion. The definitions are the ones identified in the previous page; the trainer can use the following PPT:

The types of communication

▶ **Verbal communication** - it happens in a "live" context among 2 or more actors and at the same time through different channels: face to face, by phone, radio, computer, television and other media;

▶ **Non-verbal communication** - it happens without using sounds but it is expressed through body language, eye contact, gestures, and implicitly through how someone is dressed or behaves with other people;

▶ **Visual communication:** it is expressed through images, signs, graphs and it is heavily influenced by the cultural background;

▶ **Written communication:** printed and digital media are the place where this type of communication happens, from mails to online website to social media.

3. **Reflection (duration: 15 minutes):** after the presentation of this type of communication, the trainer will ask participants to categorise the situation they have thought about before and put them in the different introduced settings. Then, he/she will ask participants to form 3 groups (5 participants for each group) and to think about the communication skills that can make all the identified communication settings successful processes;

4. **Let's share and let's define our skills (duration: max. 45 minutes):** after the reflection moment, the trainer will ask each group to list the communication skills they have thought about each identified setting. Then, the discussion will involve all three groups, with each group integrating the answer of the others (in order to save time). The idea of the activity is to start from "general" with the definitions of the different types of communication skills (verbal, non-verbal, visual and written) to "particular" with the list of the specific communication skills (empathy, active listening, negotiation skills, etc.), that can be divided into the four above-mentioned types of communication. In this process, the trainer can support and stimulate the implementation of the activity with some questions to trigger their thinking. At the end of the activity, the trainer will show the following PPT slides to finalise the definition of the communication skills in each identified setting:

Verbal Communication

▶ **Verbal Communication:** it's more an "issue" than a skill, but know how to communicate verbally it is really important in everyday life. Some tips to ensure an effective verbal communication are:

  ▶ **Ensure you know what you are going to say:** think before answering/talking to another person

  ▶ **Speak loud enough!**

  ▶ **Synchronize** your tone of the voice with the other speaker and the context, as well as with the content you are conveying and your feeling and expression

  ▶ **Choose the right words:** words need to be appropriate to the context and the level of the person you are talking with, especially in the working context. Choosing the right words, it is an important sign of professionalism (as well as it indicates an attention, you are giving to the person you're talking to)

Non- verbal communication

▶ It is connected with our gestures, body expression, facial expressions and so on. It is important to learn how to control our non-verbal expression in the interaction with the others, taking into consideration also what the other person in communicating to us through his/her body.

Writing skills

▶ **Writing skills:** in any media we're going to use it is crucial to know how to write and express yourself through writing. It is important for communication (for example, writing mails, messages and so on) but also to advertise some educational offer and to reach the right target you'd like to involve in your working activity.

Listening

▶ **Listening:** *the activity of listening is extremely important in the process of communication. Without the listening, the communication process itself does not exist. In order to ensure this skill, it is important to take into consideration the following suggestions:*

  ➢ **Interruption is not an option!** *When you speak with someone else, let them talk and do not "break the flow"*

  ➢ *Use* **follow-up questions** *in case you are unsure of what you have listened to.*

  ➢ *Show you are* **"engaged in the discussion"** *to keep the interest in the conversation*

  ➢ **Focus!** *focus your attention on your peer talking, nobody likes speaking and not to be listened to*

Giving (and receive!) feedbacks

▶ **Giving (and receive!) feedbacks:** knowing how to provide (and receive) a feedback is essential in the communication process which is reciprocal. Especially in a working context dealing with educational issues, it is important to give feedbacks to learners and to receive them as educators, to improve not only the learning path but also the management of the education which is important to set according to the needs of the learner

Empathy

▶ **Empathy:** *when you communicate with people, it is important to know how to recognize, live and manage your own emotions and the ones of the other people. Empathy can help a lot in this process. It supports you in building meaningful relations as well as in creating trust among people*

Conflict resolution skills

▶ **Conflict resolution skills:** what if we have an obstacle in our communication? How to solve a potential communication conflict? During our daily life and of course in our profession, the risk to be in a conflict within a communication process is really high. Specific skills are needed in order to deal with this potential issue: some of them are part of people attitudes, other need to be practiced and developed:
  ▶ Active listening
  ▶ Avoid creation of "communication barrier"
  ▶ Showing understanding
  ▶ Being flexible and open-minded
  ▶ Always proposing a solution in an assertive way

For each theoretical information, the trainer should provide an example not only of the daily life but also one example relating to the work of the educator. For example, the trainer could provide typical practical situations that may happen in the everyday work of the adult educators (issues with class schedule, conflict between learners during the classes, demotivation, etc.).

#3 *In your shoes* (duration: 120 minutes)

This activity is based on the **Role-play methodology**. What is role-play? Role-play "takes on different meanings for different people, it involves some kind of role and some sort of play, but this only raises additional questions: Are the roles actual, imitational, or fictional? "(Ladousse, G.P. 1987).

Role-plays can be used for different reasons:
- To evoke new ideas within the role-play participants;
- To gather feedback in a testing situation,
- To communicate a concept;
- To represent an intangible artefact;
- To train specific behaviours.

Katja Thoring and Roland M. Mueller in the article *"The role of role-play: intangible systems representations for business innovation"* define five types of role-plays, which are determined by the expected outcome or the main purpose:
- **Role-play as a creativity technique**: this type of role-play is used to evoke ideas based on the experience people have while they perform a role-play. Putting oneself into a specific (although staged) situation will build-up empathy for the problem or the users, which may result in new ideas about possible solutions or optimisations. The actors become part of

the system and can therefore understand it from an "inner" perspective. This is an explorative system analysis where new ideas are built inductively out of the experience.

- **Role-play as a research method:** this type of role-play is used to test specific design solutions.
- **Role-play as a communication tool:** this type of role-play is used to communicate specific design solutions to an audience.
- **Role-play as an artefact:** the role-play itself is the result of the design process – the design solution-, e.g. a service concept or a specific user experience. Interesting about this type of prototype is its intangible character.
- **Role-play as a training method:** for training purposes, it is also helpful to use role-plays as a simulation environment, where participants can safely try-out an appropriate behaviour in a complex system.

Why is role-play suggested?' Only by "living" a situation and putting ourselves in others' shoes is it possible to experience and practice some communication skills, which can be used in the working or daily context. Though, in order to make the activity useful, it is important to do it after the previous two, which introduce the main concept and theory of communication skills.

The main objective of this activity is as follows:
- To put in practice communication skills in the context of adult education.

In accordance with the objective, the expected learning outcomes will be as follows:
- Identification of communication skills necessary to ensure effective work with learners;
- Knowledge on how to use communication skills on adult education context.

How to implement #3 *In your shoes:* explanation and material

This activity is the one which requires the most creativity. Therefore, it is important that the trainer shows engagement and is inspirational in order to have the best possible results. Moreover, the trainer needs to feel confident on the role play methodology. Specifically, the activity will be structured in the following steps:

1. **Theoretical Part (duration: max. 30 minutes):** the trainer will explain the rules of the *role play*. At the beginning of the session, the trainer will show a PPT with the summary of the abovementioned information. However, the trainer could add more information after an independent desk research about the role play methodology. It is recommended to prepare a PPT presentation on this theoretical part. The structure of the PPT presentation is as follows:
- Definition of the role play methodology;
- Functions and objectives;
- Activities in which the role play is applicable;
- Role play methodology in the educational context.

2. **The scenarios:** after introducing the methodology and clarifying any questions coming from the participants, the trainer divides the participants in 3 groups (each one composed by 5 people) and provides each group with a scenario. Each scenario represents a situation which an adult educator can experience during his/her activity with adult learners, in which he/she needs to use the communication skills with their target. The scenarios will be as follows:

Scenario #1 – A stressful situation
An adult learner is pretty stressed due to his/her personal situation: he/she does not have any motivation but he/she struggles with the situation in which he/she is: he/she would like to find an interesting opportunity to move on but he/she is trapped in his/her "personal status". Moreover, he/she is a really nervous person and not easy to communicate with. He/she has taken an appointment with the adult learner to see if he/she finds some solution. Though, the day has not started in the best way…

Scenario #2 – A newcomer among our learners
An adult learner who is from another country would like to visit an adult education centre in order to see the learning opportunities available for her/him. His/her language level is really basic and he/she is very influenced by his/her cultural background which is very different from the one of the hosting society.

Scenario #3 – Training are not boring at all!
During training for adult learners, there is a communication misunderstanding firstly among 2 learners and then between these 2 learners and the adult educator. The situation is getting worse and worse, and the adult educator needs to find out a solution to solve the conflict.

The scenarios can be nationally adapted and trainers can add further scenarios, according to the needs of the group

3. **Story elaboration (duration: 30 minutes):** each group has **30 minutes** to develop the story, preparing the scenario as well as proposing a solution to the issue. The trainer can go to check the preparation of the scenario, providing support if needed. There are no rules in the way of the representation, the participants are free to perform how they want;

4. **Presentation (duration: 30 minutes):** each group has max. 10 minutes to perform. All the other participants need to analyse the story which is represented;

5. **Debrief (duration: max. 30 minutes):** after the role play, the trainer needs to debrief the scenarios which were roleplayed. As reference, the trainer may use the following questions in order to reflect on the participants' performances:
   • What do the other participants think about?
   • Would they solve the issue in the same way?

- Which of the communication skills have been used?
- Which ones would they use instead of the ones already used?
- How did they feel during the role play?

In this last section, the trainer needs to take note of the different proposals in order to discuss them furthermore if it is necessary. The above-mentioned questions can be also used by the trainer as a non-formal evaluation tool in order to rate the activity implementation.

The material for this activity is the following:
- Several objects (it is possible to use any objects; creativity is at the core of this activity);
- PPT;
- Projector;
- Beamer;
- Flipcharts;
- Colours;
- Projector screen.

#4 My personal Plan (duration: 90 minutes)

This is the final activity of the module which can be used as a debriefing and personal planning for each participant. During this activity, the trainer should stimulate the participants to think about their own skills and to think about a personal plan to improve their own competences. In this sense, the trainer must be intuitive and empathetic in the effort to understand and synthesise the ideas, the feelings and the concerns of the participants. The objective of the activity related to the participants is as follows:
- To self-assess their own needs and to plan a personal path to increase their own communication competences.

In accordance with the objective, the expected learning outcome will be as follows:
- Identification of communication skills necessary to ensure an effective work as adult educators.

How to implement *#4 My personal Plan:* explanation and material

This activity represents the key-moment of the module since the participants elaborate the information and the considerations coming from the previous activities. Then, they need to personalise and assimilate the new notions inside the educational methodologies they usually apply. It is essential to create a friendly and cooperative environment in which the participants can feel free to express their own ideas and their own professional experience.

Practically, the activity will be divided in the following actions:

1. **Introduction:** the trainer introduces the activity, specifying that it is a personal reflection for the participants;

2. **Self-reflection (duration: 30 minutes):** participants will have some time to think about the information they have acquired, thinking about their own profile of adult educator. The following reflection questions will be presented in PPT slide as starting point for self-reflection:
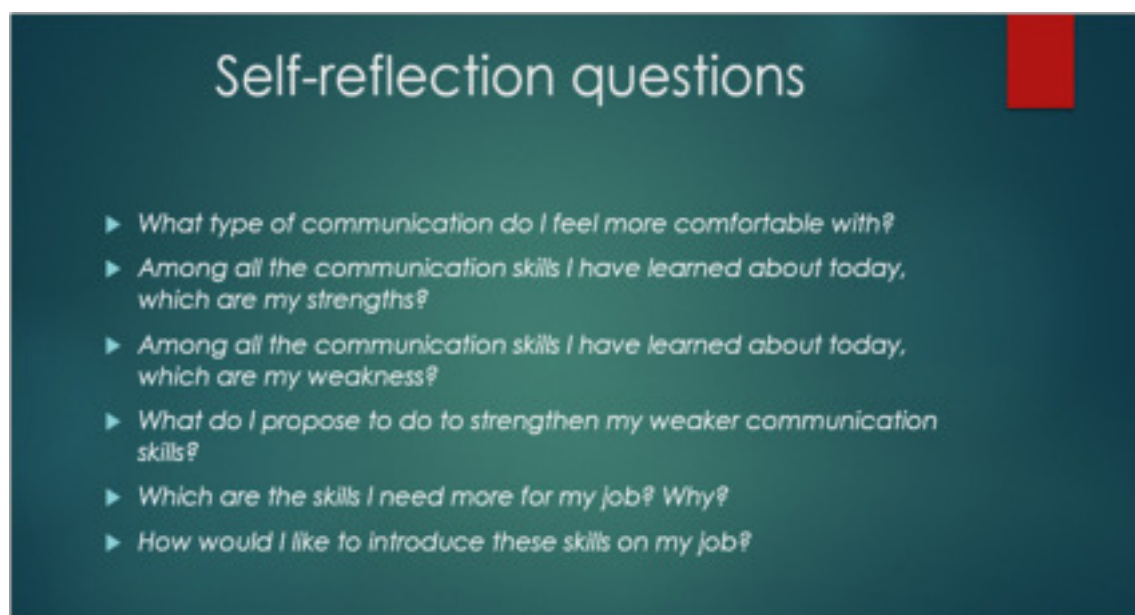
Each participant will take note about his/her answers on a A4 paper, that will be divided into 4 sections in the following way:

Working context	Main needs	Comm. Skills	How

3. **Presentation (duration: 45 minutes):** After self-reflection, participants will be asked to develop a personal plan defining the steps to make effective the inclusion of the communication skills. They will have a few minutes each to introduce in public:
   – Working context
   – Main needs
   – Communication skills to be strengthen
   – How

At the same time, the trainer will take note in a flipchart of the session outcomes in a chart logically linked to the previous one:

Name of participants	Name #1	Name #2	Name #3	Name #4
Working context				
Main needs				
Comm. Skills				
How				

At the end of the session, participants will be free to add comments or not.

As regards the evaluation of the activity, the session is a self-reflection activity and it is a diagnostic tool itself.

The material for the activity will be the following:
 – Flipcharts;
 – A4 paper;
 – Pens, pencils, colours;
 – Laptop;
 – Projector.

1.6 Diagnostic tools

Communication is basilar for our life, since it has a lot to do with speaking and interacting in the society where we live. We keep communicating while we are in the supermarket, in our workplaces, in the bar, in our houses, etc. Besides individuals have often the false perception that they are good communicators, the communication skills are really hard to improve.

In the educational context, the adult educators need to be equipped with a high standard of communication skills such as empathy, active listening and negotiation skills. Besides the above-mentioned activities on the development of the communication skills, the educators may use diagnostic tools in order to improve their communication skills. As it was said, communication skills need to be practiced with at least another actor. However, after the communication is concluded, the educators can reflect about all the phases of the dialogue, trying to self-assess his/her own potential.

In this sense, educators may evaluate if they could have expressed a concept in a better way, -maybe in a more polite way- or if they could stress their point of view in a more convincing way. To do so, the educators may use the following tool consisting of questions that favour auto-reflection. They may print the questions and answer in a written way, so that they have enough time to re-process the thoughts. This tool may be used in all those critical occasions in which the educators may think that misunderstandings and difficulties in the communication occurred with adult learners in their everyday work.

The questions are as follows:

– What was my objective at the beginning of this module?
– Have I reached my objective at the end of this module?
– Were there any obstacles that undermine the communication with the other?
– Should I have applied in a better way my communication skills in order to overcome the obstacles?
– What are my strengths in communication skills?
– Have I enhanced these strengths lately?
– What are my weaknesses in communication skills?

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Vishal Arghode, Bugrahan Yalvac, and Jeffrey Liew, *Teacher Empathy and Science Education: A Collective Case Study.*

Wenjie Chen, *A Case Study on Developing Students' Leadership Skills via Team Work Activities.*

1.8 Training syllabus (8 hours)

Topic	Objectives	Learning Outcomes	Time	Material
Introduction of the trainers	• To get to know each other	N/A	30 minutes	N/A
Introduction to the agenda	• To make participants aware of their educational activity and of their expected learning results.	N/A	20 minutes	• PPT presentation • Agenda
Definition of the concept	• To make participants know each other better • To define the "concepts" framework within the working group • To allow to start the work from the same level, nevertheless the starting knowledge of the participants • Receive	1. Awareness on the communication process. 2. Knowledge on definitions of all the actors of a communication process.	45 minutes	• PPT presentation • Flipchart • Colours, pens, pencils • Laptop • Beamer
	Coffee Break		25 minutes	
Type of Communication: what kind of skills can you identify	• To define necessary communication skills necessary to the daily work.	3. Identification of communication skills necessary to ensure effective work with learners.	1 hour and 30 minutes	• PPT • Laptop • Beamer • Flipchart • Pens, pencils, colours
	Lunch Break			
In your Shoes	• To put in practice communication skills in the context of adult education	3. Identification of communication skills necessary to ensure effective work with learners. 4. Knowledge on how to use communication skills on adult education context.	2 hours	• Several objects (it is possible to use any objects, creativity is at the core of this activity) • PPT • Laptop • Beamer • Flipcharts • Colours • Sheet on which to print the scenarios out

	Coffee Break		30 minutes	
My personal Plan	• To self-assess own needs and to plan a personal path to increase own communication competences	3. Identification of communication skills necessary to ensure effective work with learners. 4. Knowledge on how to use communication skills on adult education context.	1 hour and a half	• Flipcharts • A4 paper • Pens, pencils, colours • Laptop • Beamer
Evaluation and Feedbacks	• To evaluate the sessions both formally and non-formally	N/A	15 minutes	Diagnostic Tool

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2. TRAINING MODULE ON BUILDING CUSTOMER RELATIONSHIPS

2.1 General information on building customer relationships

A dynamic labour market, the unprecedented advance of new technologies, the economic, social and political changes and globalisation and migration of the population are phenomena that have changed human lives. Today's adults face challenges that were alien to earlier generations. It is now easier to lose a job. Employers are pushing for development of employee skills and qualifications, while analysing and recruiting their staff giving particular regard to those aspects. Mainstream public formal education seems to no longer be sufficient for an individual to be able to live a dignified and well-off life, to meet the requirements of the present-day labour market or even successfully participate in social and community life.

Adult education serves to create human and social capital, with adults thus being given the opportunity to invest in their personal development at their own discretion.

The European Union (Europe 2020 Strategy in the field of education) recommends implementing lifelong learning strategies, ensuring that adults with a low level of qualifications are given access to education and reinforcing the relation between education, lifelong learning, vocational training and employment opportunities.

Numerous local, national and international projects address this situation and there are exciting "lifelong learning" programmes aimed at supporting adults in acquiring new skills, developing their educational needs and achieving continuous satisfaction at personal, professional, social and economic levels.

This part of the coursebook discusses the dynamics of the relationship between the educator and the client, i.e. an adult, while taking into account both perspectives. It identifies the objectives and possible outcomes of the educator's cooperation with the client. Furthermore, educators will find in this section the recommended methods and tools for working with the client and the tasks and exercises to facilitate an analysis of the educator's resources and promote self-development.

One of the chief beliefs that makes it possible for the educator – client relationship to be effectively supported is the assumption that adults are free, able to think rationally and act in line with their needs, expectations and interests, as perceived from their subjective perspective.

The constraints of a dynamic economy and changes on the labour market dictate the need for vocational training and development. However, employers searching for candidates pay attention not only to their professional skills and qualifications related to the tasks to be performed in a given position at the workplace. Skills related to the ability to organise oneself successfully – time management (punctuality), independence, decision-making and creativity, willingness to change, resistance to stress and readiness to perform work, as well as interpersonal skills – establishing and maintaining relationships, ability to function within a group and conflict resolution, are the traits seen as most deficient.

The educator therefore builds a relationship with the client not only on the basis of the knowledge and experience held. The role played by the educator is also pedagogical. The educator increases the client's awareness of their social skills, models the behaviour that the client observes and can apply and develop in their life.

The challenge of modern adult education is to reach low-skilled adults, both NEETs (young people outside of the education, employment or training sphere) and those at risk of social and economic exclusion due, for example, to their age, gender, origin, religion, health or life circumstances.

How do you establish and build a relationship with clients? How do you motivate them? What methods and techniques can support clients in their development against the background of an aggressive market economy? How do you maintain engagement without infringing the individual boundaries and rights of human beings? How do you deal with difficult situations when working with clients? These are the challenges frequently faced by adult educators.

The introduction of new technologies and information and communication systems led to emergence of new learning methods and tools, and they will effectively contribute to the availability and have an impact on adult teaching and learning. This will improve the quality of education, make teaching more attractive and positively affect the motivation of learners. The future lies with intelligent e-learning systems applying Artificial Intelligence, thanks to which an adult learner will be able to independently implement the learning process based on a diagnosis of knowledge and skill acquisition, while analysing the learning methods applied and predicting the results.

Nevertheless, the human-to-human relationship remains the most effective form of social activity. In their relationship with clients, educators not only support their development, but

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also develop themselves. It is important that this process is accomplished consciously and with a sense of responsibility for the role played by the educator.

Educators remain responsible for their own development path and the aspiration to renew the knowledge and skill resources crucial to working with clients, as well as the approach to clients, their capabilities and limitations.

2.2 Definitions

The terms used in this section of the coursebook:

I. **Client relationship** – the process that is carried out between the educator and the client. Various forms of action and contact with the client, which serve the educational, professional and social activation of the client
II. **Educator** – the person providing individual or group counselling in the field of education and employment
III. **Client/learner** – adult over 18 years of age, the supported person

I. Client/learner relationship

The client/learner (adult) relationship involves:
1. Supporting a client/learner in their choices, helping set goals and next steps, analysing risks and alternative opportunities.
2. Creating conditions conducive to self-analysis as regards the client/learner needs and goals and building an attitude of active client/learner participation in the change processes.
3. Diagnosis of the level of knowledge and skills of the client/learner and examination of skill gaps.
4. Providing knowledge, recommendations on defined and expected pathways for the educational development of the client/learner with regard to non-formal and informal learning: levels and periods of study, qualification framework, courses, training, workshops, distance education tools together with the schedule and their practical application in the process of choosing a profession, changing jobs and returning to the labour market.
5. Increase client/learner awareness of the resources, skills, qualifications and values and beliefs that form the basis for further client/learner development.
6. Stimulating, motivating and inspiring the client/learner in respect of the possible forms and pathways of development to increase their own impact on their personal, economic and social situation.
7. Adapting the methods of working with the client/learner to their individual resources, communication style and needs and expectations, as well as their cultural and social background. Creating individual education and career paths.

The overarching goal of building the educator – client/learner relationship is the personal (wellbeing, development of humanity) and professional (skills and qualifications) development of the client/learner, identification of educational needs and supporting the client/learner in accomplishing the above, as well as, importantly, strengthening their social and professional position, and – in the long term – raising their level of community and social awareness and activity of the client.

Thus, the principal task of the educator is to recognise in the client/learner an individual operating in their world of values, beliefs, taking into account their biographical life map and distinctiveness.

The relationship between the educator and the clients can be executed through:

- Individual meetings in suitable conditions ensuring both the client/learner and the educator are comfortable and feeling secure.
- Group meetings under conditions conducive to the progress of the group process, exchange of experiences and providing a sense of comfort and security.
- Phone calls that complement the educator's personal contact with the client/learner.
- Calls via instant messaging, taking into account the availability of electronic devices to the client/learner and educator.

Building a relationship with a client/learner (an adult) that comes to the educator looking for new opportunities for development is a job that should be based on trust, mutual understanding and respect. In other words, a special level of cooperation has to be established, where both parties can achieve and satisfy their objectives, needs and expectations.

For the client/learner, this means acceptance and understanding of their circumstances, receiving support, specific information tailored to the diagnosis of the client/learner's needs, motivating and directing actions towards the achievement of the goals set by the client/learner.

For the educator, this means fulfilment of the vocation and mission that form the basis for their work, motivation to seek new solutions in effectively supporting clients/learners, satisfaction and achievement of professional and personal goals.

II. Educator – the person providing individual or group counselling in the field of education and employment

Adult educators, while performing a myriad of various roles in the European Union, starting with trainers, consultants and career counsellors through to animators, are most often the first-contact persons for clients/learners (adults) that directly or indirectly report the need for further educational development. This is why it is so important to develop the skills of those specialising in adult education as to enable them to successfully and efficiently – through their work, professional relationship with the client/learner, knowledge and skills – connect with

people ready to improve their skills and qualifications. The role of educators with regard to working with low-skilled individuals is particularly important here.

The qualities held by an adult educator include:
- ability to work effectively and creatively with adults
- leadership skills
- problem-solving skills
- mindfulness as regards the needs of others and their own
- enthusiasm and creativity
- ability to work under pressure
- integrity, impartiality and tolerance
- efficient organisation of work, planning – ability to manage one's time
- self-control

The knowledge and skills of the educator comprise:
- Pertinent consulting knowledge
- Knowledge of the labour market and available forms of education
- Andragogy and psychology knowledge
- Communication skills
- Ability to provide support
- Emotional intelligence
- Ability to analyse own resources and experiences

The educator's activities are focused on:
- Mindfulness, perception
- Encouragement
- Inspiration
- Appreciation
- Positive reinforcement
- Creating opportunities for success

An educator that motivates:
- Builds relationships, trust,
- Gives the client/learner a sense of security
- Respects differences, forgives, accepts
- Supports the development of each client/learner, is aware of their individual needs
- Respects the rights of other people
- Is consistent
- Is confident, has respect for himself and his role as a leader
- Displays a sense of humour

The skills of an adult educator will necessarily include the ability to show empathy towards the circumstances of the client/learner that, as is frequently the case with low-skilled individuals, will have limited financial and social resources.

III. Client/Learner. Adult learner

In the colloquial meaning of the word, an adult is a person who has reached physical maturity and legal age, i.e. between the ages of 18 and the most conceivable end of that individual's life (Z. Pietrasiński, *Development of an adult,* Wiedza Powszechna, Warsaw 1990).

Andragogy, which is a division of pedagogy dealing with various aspects of adult education processes, considers adulthood to be the social condition of a person in specific professional, economic, personal, and family circumstances, having given aspirations and needs. The social contexts, bonds and roles in which adults operate determine the participation of adults in the education process. They affect the motivation of adults ready to learn and develop, their successes in the learning process and the use of new resources in their professional, social and community life.

In his theory of developmental tasks, Robert J. Havighurst states that each of the developmental stages in human life has its own dynamics and variables. Thus, as far as adulthood is concerned, a person goes through three phases:
1. Early adulthood, 18-35 years old – partner, parent, employee and citizen roles are formed,
2. Middle age, 36-60 years old – risk of conflict of roles, tensions in the given role and development crises affecting the wellbeing and functioning of the person,
3. Later maturity, over 60 years old – accepting and adapting to changing social roles.

In each of these stages, there are different educational and developmental needs, the learning process progresses in a different way, which is an aspect worth considering in the educator – client relationship.

The roles and tasks that evolve throughout an adult's life are important factors influencing attitudes and engagement in the education process and the choice as far as the form of education is considered. An adult can undertake formal education (primary and secondary education, tertiary education), non-formal education (further education – courses, trainings, workshops, postgraduate studies, conferences and seminars) and informal (improvement). Since the early 1990s informal education has been contributing to changes in the concept of adult development, where adults are seen as entities undergoing the educational process, while making the independent decision to learn, how to do it and for what reason, which is done primarily through action, i.e. practical learning and opposed to being taught passively.

Adult education challenges:

- lack of time
- longer break in learning, lack of educational habits
- lack of interest in acquiring knowledge and specific content
- negative attitude to learning, lack of sense of meaning and usefulness
- lack of motivation to learn
- difficult personal and professional circumstances
- long-term use of social benefits
- social roles and commitments (internal tension related to conflict of roles)
- custody of a child or other dependent person
- health and age; external and internal changes in the body of an adult can significantly affect their wellbeing and daily functioning, as well as cognitive abilities
- midlife crises

The above difficulties show how important it is to steer the educator – client/learner relationship towards the individual nature of adult education, taking into account both the limitations of the learning process itself and the personal, health and social circumstances of the client/learner.

2.3 Why building customer relationships is important ?

The educator – client/learner (adult) relationship is based primarily on the joint search for optimal educational forms in the development of qualifications and professional skills, which are intended to help the client to actively and effectively seek a job, thereby increasing its impact on their life.

The outcome of the educator – client/learner relationship is dialogue, mutual respect, cooperation and openness to change. The rules of this relationship are determined during the first meeting, where they take on the form of a contract, the provisions of which are jointly determined by the educator and the client/learner. Even if some of the propositions come from the educator, the client/learner has the right to decide whether they want to make the commitment to comply with them. Together they are the guardians of the contract drawn up.

It is important that the support and educational offer provided are adequate to the diagnosed needs (knowledge, skills) and client/learner developmental goals – forms, methods, time and education costs adapted to the client/learner's capabilities and limitations.

The autonomy of the client/learner is important. If the educator proposes or recommends something without taking into account the client's opinions and perspective, it may not be sufficiently engaging and motivating for the client/learner. This decreases the effectiveness of

the educator's work and can even cause client/learner resistance. The task for the educator is to create emotional and social support with the belief that diversity is a value.

A prescriptive communication style, while imposing goals, directions of development and actions on the client/learner does not facilitate the successful building of client relationships. The client, when under the influence of the educator, seeking help or support, remains in a position of dependency of the educator. This imbalance in the relationship, if left without reflection on the part of the educator, could negatively affect the willingness of the individual over which power is being exercised to reinforce the interaction. The educator has the knowledge, skills, and resources, which can lead to the client/learner feeling a degree of dependency of the educator.

The educator should be always aware of this risk of dominance, where the educator is the one responsible for building and maintaining a relationship with the client/learner in a partner-like manner.

Education based solely on the transmission of knowledge, on being taught in an imitative and passive manner should now be replaced with proactive, creative and independent discovery and reflection of the learner.

"Reflective thinking is an indicator that the learner has reached a stage of readiness to pursue self-improvement and undergo the process of the so-called personal learning. Those able to think reflectively become more adaptive, open to new knowledge. They are conscious creators of their own education process. Operating in the era of OER *(Open Educational Resources)* and MOOCs *(Massive Open Online Courses)* requires reflexivity in learning" (Morańska, D. (2017), *Reflective learning in tertiary distance education, "Education –* Technology – Computer Science", No. 1 (19)/2017, p. 223).

The differences between passive and active education are of key significance for the development process and its outcomes.

Passive education:
- Someone teaches me. I am taught
- I'm waiting / I'm learning to achieve grades
- I'm waiting for instructions
- I don't know why, what is the purpose and meaning

Active education:
- I'm learning
- I know what I'm learning (content)
- I know why I'm learning (benefits)

- I know how to learn (methods)
- I know how to support my own learning
- I analyse my experience and draw conclusions
- I work and create
- I am co-responsible for my learning

Stages of the natural learning process:

Stage I – Motivation – What do I need this for?

Stage II – Beginning of practical learning – *I am testing, searching*

Stage III – Skill practice – *I am practicing*

Stage IV – Repetitive skill application – *I am practicing and achieving success*

Stage V – Improving skills – *I am enjoying myself and deriving pleasure from learning*

Stage VI – Mastery – *I teach and improve*

Motivation in development:
- Helping clients/learners reflect on learning, assessing themselves, their learning style
- Support clients/learners in taking responsibility for their progress, changes

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The following aspects increase the learner's motivation:
- Clear learning goals – I know why I'm learning
- Proper organisation of work
- Benefits of learning
- Methods to activate self-development
- Reflection and self-assessment
- Sense of cooperation in the educator – client/learner relationship
- Requirements tailored to the cognitive and emotional capabilities of the client/learner
- Feeling that "I have support", "I can count on receiving assistance", "I have the right to ask", "I have the right not to understand", "I have the right to make mistakes"

The Experiential Learning Model was developed by David A. Kolb in the 1980s and then improved by Kurt Lewin. The model asserts that learning is achieved through a conscious reflection on the experience with which learning begins. After conscious observation and reflection, conclusions are arrived at and the practical application stage takes place, which then becomes a source of new experience leading to further reflections, conclusions and practical application.

This model can also be applied to the learning process of a client/learner that comes to an educator. Any previous educational or professional circumstances can be analysed as an experience from which the client/learner can draw conclusions and apply them to determine their goals *(What do I want? What is it that I don't want? How do I want it to be different?)*, which will become a new experience for further reflections, conclusions and practical application.
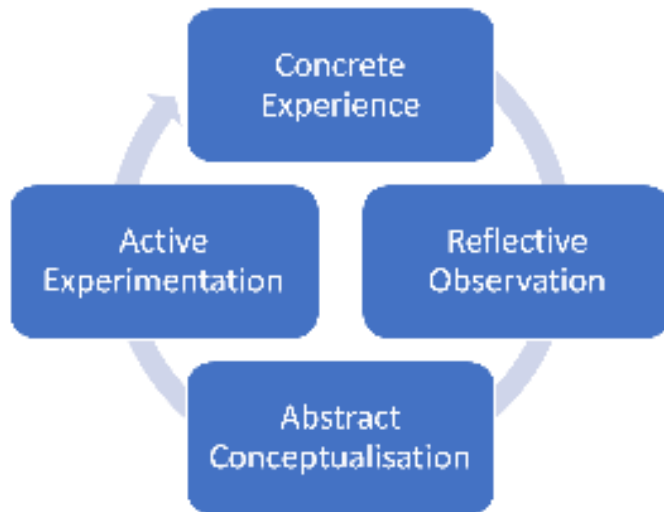
Kolb's cycle can be used for individual work with the client/learner and for group work, training and courses. Any exercise proposed during educational activities can be included in the learning model, serve participants as material for analysis and drawing conclusions supported by the knowledge presented by the trainer/the teacher. The stage of practical application in the form of further experiences, tasks and exercises during classes is also important here. Practical application can also be formulated by answering the following questions: *How can you practically apply the things you are experiencing now in your everyday life, in your professional, private life? How can you apply the conclusions from this experience in a different way/more/less?* In group work, learning through conscious experience is an important part of the group process and mutual learning from other participants. They build and develop interpersonal relationships and skills, while learning in a positive atmosphere of social activity leaves a longer-lasting imprint on one's memory.

Learning through experience:
- It is a process, not a one-off cognitive act
- It is a learning experience in which everything that happens has educational and developmental value
- It can produce surprising results, both successes and failures. Experiences can be adventurous, fun and risky, leading to leaving one's comfort zone
- It gives rise to emotions, it engages, exposes beliefs and values

While learning, the learner is an active, creative, committed (intellectually, physically, emotionally, socially, spiritually) and responsible entity. Learners ask, inquire, experiment, solve problems, draw conclusions, give meaning, make decisions.

The educator, teacher, trainer is responsible for:
- Choosing the right experience, exercises, tasks – determining the goals, parameters and boundaries

- Posing problems
- Supporting, engaging and appreciating learners
- Ensuring physical and emotional security for the learner
- Supplementing the knowledge that reinforces the lessons learnt through experience
- Own energy, attitude, beliefs, judgments and prejudices that arise during all the stages of the learning through experience process

2.4 Learning outcomes for adult educators

The client/learner relationship training proposed in this coursebook asserts that the educator will develop the skills held in terms of client/learner cooperation in three areas:

Knowledge of:
- Elements of the process of building a client/learner relationship
- Methods of working with clients/learners: coaching, mentoring, consulting, moderation, facilitation, appreciative inquiry
- Techniques supporting client/learner motivation
- Conducting individual and group meetings

Skills with regard to:
- Drawing up a contract with the client/learner
- Providing feedback through an "I" message
- Supporting client/learner motivation through dialogue

Attitude:
- Reflection, self-analysis as regards the educator's work
- Increased confidence and impact on the client/learner relationship
- Strengthened trust in oneself and the client/learner

The goals which the educator – client/learner relationship serves to achieve:
- Knowledge – facts, theories, principles on cognitive aspects of education and professional development
- Skills – ability to carry out tasks and solve and use problems in the field of education to facilitate active and efficient professional development
- Attitudes – approach, values, motivation, deliberate actions aimed at increasing social, professional and community skills

2.5 Learning activities

Regardless of what action the educator takes in working with the client/learner, the autonomy of the client/learner and the focus on the client/learner's influence on the whole process are key. This is the only way to increase motivation and reduce resistance to change.

Change in itself triggers natural – from the personal and social perspective – defence mechanisms, the awareness of which accompanies the actions of the educator. It can also give direction to the client/learner work.

A helpful tool for analysing the circumstances of a client/learner undergoing change can be the change model developed by Kurt Lewin. According to this concept, change is a linear process where an individual progresses through the three stages of:
- Unfreezing
- Hesitation/action (change)
- Refreezing
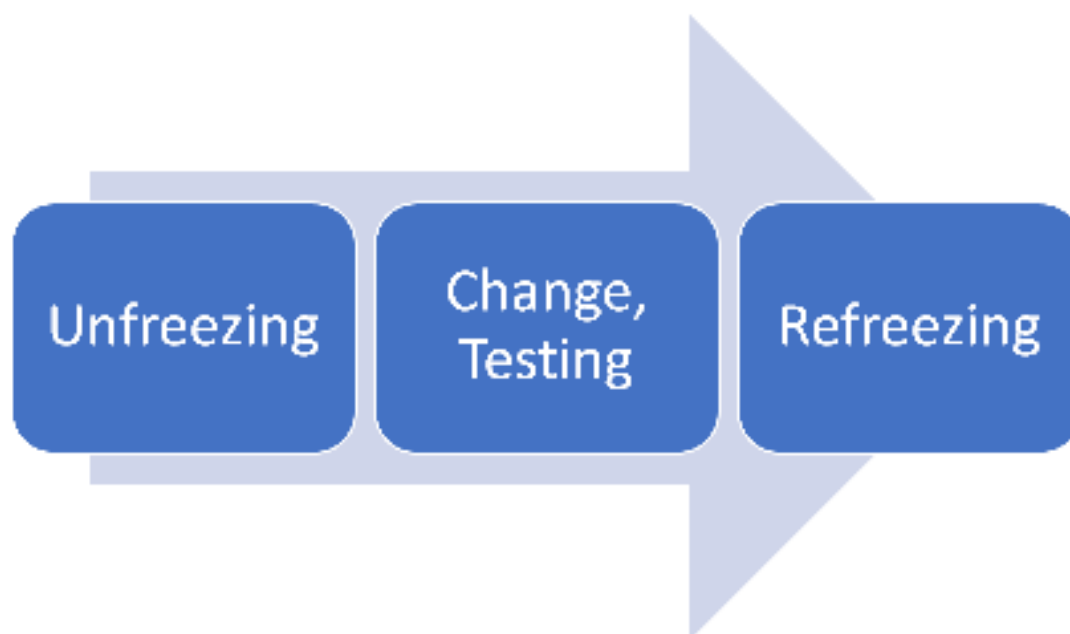
1. Unfreezing stage

The educator is an active listener at this stage, analysing the current circumstances of the client/ learner together with the client/learner.

At this stage, the client has the opportunity to consciously look at their biographical life map, while the actions of the educator (active listening, asking questions, paraphrasing, clarifying and reflecting and reformulating) support the development of the client/learner's reflexivity.

Examples of educator questions:
- *What is it like now? What doesn't work? What interferes?*
- *What do you want it to be like? What do you want to achieve?*
- *Why?*

Examples of paraphrasing:
- *I understand that …*
- *If I understand you correctly, you are saying that …*

Example of clarification:
- *From what I hear I conclude that it is important for you …?*

Example of reflection:
- *I understand this can be difficult for you.*

Example reformulation:
- *I hear that you do not want to live as before, that is, that you want to change your life.*

The client/learner defines their needs, creates a vision for the future, starts to feel motivated to implement the expected change.

2. Change by undertaking attempts, creating alternatives, analysing the prevailing circumstances

The educator at this stage acts as a counsellor, he continues to actively listen, support and motivate. The client/learner may not yet be sure of their choices when testing the new solutions. The client/learner, by making a change, tests new solutions by experimenting in thinking, acting and responding.

Examples of educator questions:
- What works well now and what else do you want to develop?
- What are you happy with?
- What do you need to feel that you have achieved your goal?

3. Refreezing – stabilises the change and reinforces habits

The educator at this stage acts as an active listener, a mentor who supports and empathises the successes of the client/learner. Gives positive, constructive feedback. The client/learner implements the change, becomes independent. New solutions, ways of behaving, skills, attitudes become habits.

Examples of educator questions:
- *What are the benefits of you now having the abilities, knowledge, skills?*
- *Who else benefits from it?*
- *What are the important things that you achieve now having the abilities, knowledge, skills?*

At every stage of the change process, the client/learner experiences emotions (fear, anger, sadness, sorrow, shame, joy, peace) of varying intensity. It is worth remembering that every emotion represents information, so the educator's work with the client/learner has to be carried out in such a way as to enable them to identify and name their feelings, while reinsuring them that all the emotions are accepted by the educator and can be examined and discussed, the only condition being that they control their behaviour, which should be stated when drawing up the contract. The educator shows empathy towards the client/learner's emotions and guides them through them, without judgment or giving advice, simply rather by actively listening, showing understanding and respect. The educator thus teaches the client/learner that they are capable of accommodating and coping with difficult emotions, as well as learning to observe and control them, e.g. by changing their beliefs and assessing the given circumstances.

Educational materials for working with clients/learners

The work of the educator with clients/learners can take place in the form of meetings, individual and group conversations. Each of them has its own specific features, capabilities and limitations.

Individual work	Group work
Work utilising the educator – client/learner relationship.	Work utilising the group – client/learner – educator relationship.
The process of social relationship between a person who has knowledge and a person who wants to have knowledge.	A group process that affects the development of social skills of people in a group.
Face-to-face and personal meetings, telephone and instant messaging contact, as agreed by the educator and the client.	Meetings in a group, in an educational situation in which each person influences the others.
The educator's attention is fully focused on the client/learner.	The educator's attention is focused on the group process, the relationship between participants, energy management, proactivity, passivity and resistance of participants

INDIVIDUAL WORK

Basic principles of building client relationships
- Establish the rules of cooperation based on the terms under which the educator operates (How often will meetings take place?, How long will they last? Until when? What form of support can the educator offer?), expectations and needs of the client (What does the client need? What does the client expect from the educator? What does the client commit to?), as well as relating directly to the cooperation between the educator and the client/learner (How do we address each other? How do we cancel meetings? Confidentiality? Who is responsible for what?)
- Respect boundaries and ensure that both parties are feeling secure
- Separate own perspective, experience, beliefs, judgments from those of the client

At every stage of building a relationship with the client/learner, communication is an important activity to be undertaken by the educator.

Effective communication
- Active and patient listening
- Full focus on the person conveying the message
- Observe and manage your emotions and beliefs that arise in connection with the content you hear
- Avoiding judgment and early interpretation and assessment

Barriers to communication
- Personality differences
- Dependencies
- Stereotypes, prejudices
- Perceptual difficulties
- Inability to accept the interlocutor's perspective
- Judgement, criticism, giving advice, focusing on oneself
- Selective hearing
- Frame of mind
- External aspects, noise

We build a good relationship by:
- Friendly attitude
- Empathetic approach
- Fairness
- Controlling the situation
- Options and alternatives
- Access to information
- Mindfulness
- Memory
- Initiative
- Gestures of kindness
- Caring, providing a sense of importance

Communication between the educator and the client/learner is effected through:
- Questions
- Reassertion
- Opening phrases
- Boosting the other party's self-esteem
- Paraphrasing
- Reflecting feelings
- Clarification
- The "I" message
- Feedback
- Summary

Why listen?
- Listening allows you to cooperate
- Listening helps you make decisions
- Listening builds confidence
- Listening mitigates misunderstandings
- Listening helps build a trust-based relationship

Principles of good listening
1. Focus on the person speaking
2. Maintain eye contact
3. Ask when you don't understand something
4. Don't judge, don't give advice

The art of asking questions

Types of questions:
- **Closed** to verify the information, get a specific answer – *At what time did you start this task?* The questions we ask when we want to make sure of something, close an issue, end something.
- **Opening** to determine the context, determine the behaviours, expectations, motives, meaning, point of view, possibilities – *Tell me about … ? How? What? Where? Why?*
- **Investigating** – *And what exactly happened afterwards?*
- **Reflective, clarifying** – *Are you worried about this situation?*
- **Leading** – *I expect you would like to have more time for it?*
- **Hypothetical** – *What would you do if …?*

Meaning of questions:
- They provide a lot of information
- They activate the client/learner
- They stimulate independent thinking, allow you to verbalise, understand and analyse content
- They give the client/learner the feeling that they are being heard, important
- They build relationships

The ability to independently analyse and draw conclusions can be reinforced by asking questions:
- *What do you think?*
- *How did you come to this solution?*
- *What are you interested in in this problem?*
- *What else can you do about it?*

A question to support the client's reflection as regards their motivation:
- *Would anything positive happen for you if you …, and what would it be?*
- *On a scale of 1 to 10, rate your motivation?*
- *On a scale of 1 to 10, rate your readiness to change/undertake learning, your job?*
- *Is there anything you could gain by acting differently than before?*
- *What do you need?*
- *What would have to happen for you to …?*

Asking questions aimed at encouraging independence:
- How did you come to this solution?
- What are you interested in in this problem?
- What else can you do about it?

Warn the client/learner in advance that the question will be difficult. **Listen!**

After asking the question, it is important to give the person speaking the space to say everything they want to say – an educator that utilises active listening does not interrupt, remains silent and assumes the attitude of an interested listener.

Paraphrasing
Repeating the most important words, the information you have heard, without conjecture, interpretation or suggestions:
- *If I understand you correctly, you are saying that ...*
- *If I heard correctly, ...*
- *Just to make sure, please, that I understood you correctly ...*
- *I understand that ...*
- Enables both parties to make sure that they understand the message the same way
- Gives the speaker an opportunity to reassert what they have said
- Gives the parties a sense of mutual understanding of their thoughts, meaning and intentions

Reflecting
- *You therefore say that ... - I see that you are surprised that …*

Leading
- *Maybe I will try to explain it to you differently … - In conclusion ...*

Clarification
- *Does this mean that ...? Do you want to say that ...?*

All of the above techniques enable the parties to initiate contact, build relationships, trust, help understand the other party's perspective.

"I" message
- It directly informs you what your reaction is, your feelings about the situation
- I see, I think, I feel, I expect, I need
- I take responsibility

Fact – Feelings – Consequences – Expectations

Fact: For the third time this week you have arrived at 8.30, and we start at 8.00.

Feelings: It bothers me …, I don't like that …

Consequences: This is why we can't start our meeting, which also means that other people have to wait after your turn.

Waiting: I expect you to arrive at 8.00.

Feedback
- Start with a positive statement
- Maintain eye contact and assume a position that shows respect for the other party
- Be exact, quote facts, without commenting
- Expose what you can change
- Suggest, guide to various alternatives
- Don't judge – provide descriptive statements
- Don't decide – leave the decision to the other party's choice
- Make sure you portray the areas that need changing as values
- Use paraphrases and clarifications
- **Listen!**

What is to be continued?   ⇨

What is to be changed?   ⇨

How do I change it?   ⇨

Feedback is effective when:
- The time and place of the meeting are convenient for both parties
- It provides a commentary on a specific behaviour or action of a person
- We are concerned with the wellbeing and development of our interlocutor
- It is precise
- It is of constructive nature as far as its impact is concerned – reinforcing the outcome of the desired behaviour; corrects, improves inadequate behaviour
- It aims to develop and unlock potential, acquire new skills

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Feedback – rules

Before the meeting:
- Analyse the situation
- Specify the goals and outcome you want to achieve during the conversation
- Prepare a plan (points, keywords) with regard to what you want to say
- Ensure you are in the right frame of mind, be confident, be mindful of your needs

During the meeting:
- Create a friendly atmosphere, establish contact
- Start with a positive statement
- Maintain eye contact and assume a position that shows respect for the other party
- Talk about the person's behaviour, not about the person
- Be exact, quote facts, describe events, without passing judgment or giving advice
- Be clear and confident when expressing your expectations
- Talk about your feelings and emotions. Use "I" messages
- Share ideas and observations
- Use paraphrases and clarifications
- Stay in touch with yourself, your voice, your body attitude, your rights, your feelings and your observations
- Focus on the positive
- Listen!
- Make notes (agree on it with your interlocutor in advance)

After the meeting, it is worth considering:
- Have I achieved the goal of the conversation?
- What was effective (worked), and what was ineffective in the conversation?
- What helped and what interfered with communication, from the perspective of both parties?
- What am I happy with in my behaviour during the conversation, and what else do I want to work on and how?
- Writing these reflections down will allow you to better prepare for future conversations.

Appreciative feedback
- *This is what I value about you …*
- *Thank you, I am grateful …*
- *This is what like about you …*
- *This is what I learned from you …*
- *This is what I discovered thanks to you …*
- *This is what I admire about you …*
- *This is what inspires me about you …*

(Barbara Borowiak, IInstitute of Urban Culture, http://repozytorium.ikm.gda.pl/files/original/ materialy-metoda-doceniajaca.pdf)

Nonviolent Communication by Marshall Rosenberg:

Talking about your needs and feelings is important. It gives you the opportunity to see what the other party's response is, it prevents conflict and leads to reaching an agreement.

- I openly and sincerely express how I feel, what I need – I take responsibility for myself
- I listen with empathy and respect to you talk about your feelings and needs
- I communicate using the language of cooperation
- I am being fair – you are being fair when we strive to satisfy our needs, take care of our-selves, make requests, talk openly, are aware of our feelings

The main stages of communication leading to reaching an agreement:

1. Facts – focusing on what I observe with my senses, without judging or assessing
– *when I see/hear …*

2. Feelings – noticing the feelings that emerge as a result of observation
– *I feel that …*

3. Needs – recognising the need behind the feeling
– *and I need…*

4. Request/Desire – expressing a specific request that indicates what someone could do to satisfy this need. Real, positive. Leaves room for the other party to refuse or time to think
– *Could you?*
– *I would like, I really want to, It's important to me*
– *What do you think? What does it look like from your perspective?*

In individual work with the client/learner, you can use different methods of work. The table below shows that an educator uses tools specific to coaching, mentoring and counselling.

Coach	Mentor	Counsellor
Supports	Teaches	Counsels
All needs, goals, solutions come from the client (coachee) only.	Has a plan, objectives and goals that the client (mentee) is to achieve.	Relates knowledge and skills held to the client's situation.
Utilises the relationship and process of the client. Does not set or impose any plans. Does not need to know the area of the client's development.	Offers experience held, supports, provides ready-made procedures and action plans in the area of the client's development. Is an authority.	Shows opportunities, helps establish real action plans for specific resources (existing or expected) held by the client.

Actively listens to the client, asks questions, provides feedback.	Teaches how to perform a given action/task based on own experience.	Counsels the client on the basis of available knowledge and resources.
Coaching	Mentoring	Counselling
It focuses on the goals relating to the changes in the areas identified by the client.	It focuses on long-term and widely understood professional and/or personal development in respect of specific skills.	It focuses on ad hoc assistance, fitting the client's current circumstances and resources.
It's about what the client wants to have or has and wants to develop.	It's about what the client doesn't have.	It's about what the client wants to add to, improve or change.
The client is the active party.	The mentor is the active party.	Both the counsellor and the client are active.

GROW MODEL

Questions are the primary tool for working with a client as a coach. The GROW model uses one of the possible question formats to help the client determine the goal, verify their current circumstances, analyse possible options and opportunities, and finally make a choice.

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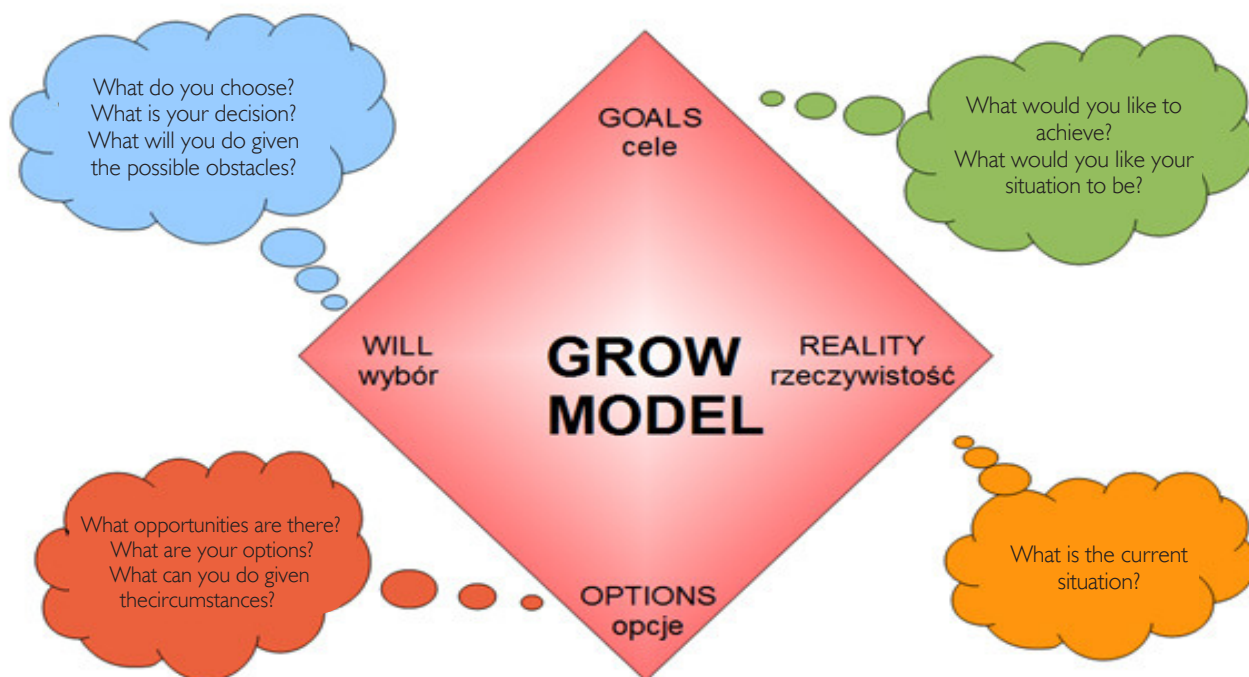
The SMART model is helpful in determining the client/learner's goal, i.e. verifying one's goals using a set of criteria:

SMART MODEL – verify whether your goal is:
- **Positively formulated**
- **Specific** and clearly defined – what I want to achieve
- **Measurable** – the extent to which the goal can be achieved and the outcomes can be measured
- **Attainable** – the goal is realistic and even attractive
- **Relevant**– the goal is important to you, has a measurable value
- **Time-bound** – the timeframe for achieving the goal is clearly defined. How much time do you need to achieve your goal?

The educator continues to work with the client/learner to achieve the goal:
- Fulfilment of the goal lies with you, you take responsibility for its achievement. When formulating your goal, verify what is within your and what is outside of your control
- Having a plan will help you achieve your goal:
  – Plan specific step-by-step actions
  – Analyse your internal resources (skills, knowledge) and external (who/what can support me?). What do I already have, what do I want/need to have more of?
  – Prepare milestones (important stages) to achieve the goal
  – Plan the reward you will give to yourself for achieving the goal and the individual stages of achieving it now
- Consider who else will benefit from the fact that you achieve your goal

The form below helps the educator systematise client/learner knowledge and write down the key points discussed during the meeting, one of the reasons being to be able to go back to them next time you get together and to monitor your work.

CONSULTATION FORM

Full name: ………………………………………………………...........................………………….

MEETING no. ………........…....….. Date …………………….…...............………......……………….

Meeting subject

Key points of the meeting:

Tools:

Client/learner commitments:

SUMMARY

It is a good idea to end each meeting with a client/learner with a summary. Ideally, it should be done by the client following the educator's questions, e.g.:
– *What do you take away from this meeting?*
– *Could you summarise today's meeting?*
– *What thought, word, phrase do you take away from today's meeting?*
– *What is within your control?*
– *What do you want to do more/less of?*
– *What do you want to do differently?*
– *What do you want to stop doing?*
– *What do you want to start doing?*

GROUP WORK

As in individual work, it is so important to start work in a group with drawing up a contract to agree on the rules to be observed by both the participants and the trainer. Therefore, the contract is agreed as a result of general discussion, with the educator allowing ample time for.

The methods of interactive exchange of experiences, reflections and conclusions as per Kolb's learning cycle are well suited to group meetings. The educator then acts more as a moderator and facilitator, and less as a trainer or educator. The role of a trainer and educator takes priority when passing on theory and proposing tasks and exercises that promote the development of knowledge, skills and attitudes of the client/learner.

Interactive group work methods include:
- Moderated discussion.
- Brainstorming – creating a list of all the ideas that the participants have come up with. The trainer writes them down, and the best ones are selected based on the participants' enthusiasm for them.
- Mapping e.g. resources. Post-it notes are used by each participant to write out the extent of the task set by the trainer and then the participants map them together, fix them to e.g. the flipchart according to the principle of "like to like" and analyse conclusions. For instance, the trainer asks: What is there the most/least of? What can be done next?
- The trainer then asks questions to activate all participants, including those less active within the group: *What do you think about ...? And what do you* (choosing a specific person) *think about it?*
- Group work – more than two people. The trainer groups people, counting off (e.g. division into two groups – *Count off by twos)* or electing people (at the beginning of the task it is worth ensuring that participants retain their sense of security and dividing them into groups giving regard to the places they took at the beginning of the session). Group work activates

everyone (the trainer can drive this point even further by stating: *It is important that every person is active, says something, contributes something)*, including those less active. Group work is helpful when it is necessary to quickly analyse e.g. arguments for and against. Working in groups requires adequate space in the room, so that people do not disturb each other – the position of tables and chairs should allow for ample distance to be kept between teams.

- Work in pairs – just like working in groups, it is used to increase the activity of all participants. It gives each person the opportunity to self-present themselves, people get to know each other better and have more trust in each other, longer-lasting relationships are formed, interpersonal communication works more efficiently.
- Working with metaphor – working based on comparing something (e.g. feelings, behaviours, skills) to something (e.g. fear – a tiger, joy – a flower blooming). It can be initiated by the trainer, e.g. *If your fear was an animal, what kind of animal would it be?* Or by handing out photos, illustrations, cards that evoke associations with specific events in the life of a client/learner, e.g. a card with the face of a laughing woman can give rise to an aspiration – *This is want I would like to be in the future.*

When working with a group, it is worth remembering that groups are governed by certain rules, they have their cycles and dynamics. The educator, when conducting classes, consciously observes these phenomena and manages the energy of the group. Just passing on knowledge and teaching skills is not enough – it is necessary to have a

Group
- Interaction between individuals, formal and informal relationships
- It pursues individual and common goals

The educator supports the group's development: encouraging - reconciling - observing - opening communication - reminding the rules - supporting - easing tensions.

Group process - stages
- Forming (observing, accepting). High activity of the trainer, moderator
- Individualisation (storming)
- Setting down rules (role allocation)
- Crisis (resistance, rebellion)
- Norming (high group efficiency)
- Crisis (doubt)
- Maturity. Low activity of trainer, moderator

Group dynamics are influenced by:
- **Group structure** – workplace relations, age, gender, experience
- **Group objectives** – common and individual
- **Group norms** – formal, informal
- **Consistency and tension in the group** – group process, group energy

- **Communication within the group** – open, closed
- **Group roles** – leader in terms of domination, leader in terms of sympathy, clown, scapegoat, outsider, teacher's pet

In the resistance phase: representative of group moods, group emotion stabiliser, group conscience, group child, good mom, oppositionist.

Group phenomena are influenced by:
- **Competition** – competition, especially visible in the first stages of the group process, a lot of space and space for the rival, supported by the trainer – disturbs the sense of security among participants. Moving towards cooperation and collaboration.
- **Consistency** – participants collect benefits as "we", and each person retains their distinctness. It reinforces the group's goal, interpersonal relationships, the high status of the group. Supported by the democratic style of group leadership – motivation results from meeting needs as opposed to a sense of duty.
- **Conformism and socialisation** – adaptation to the group and abandonment of different dimensions of individualisation. Stiffening causes the group to disintegrate. Striving to strike a balance between norms and to work towards cooperation.
- **Interdependence vs. autonomy** – position of a person within the group.

Model attitudes adopted within a group:
- consensus – the group represents the attitudes, opinions, actions and needs of the group's members, coherence and integration with the group
- submission – usually resulting from fear, attitude of adaptation to the group with a sense of giving up on own needs, expressing expectations
- autonomy – an attitude of social and internal independence, a position different from that held by the group, no conflict or manipulation
- resistance – an action emphasising own dissimilarity from the group, even if the person internally agrees with the group, stressing one's independence

Group participant – motivation
- External factors
  – Feeling of trust, acceptance, security
  – Reinforcements
  – Trainer, moderator
  – Place, time, form
- Internal factors
  – Expectation of success
  – Sense of own skills
  – Sense of self-efficacy
  – A sense of knowledge

Motivation in the group is supported by:
- Open authentic communication, based on respect and trust
- Dialogue between participants and between participants and the group leader
- Taking into account the opinions of each person
- Co-responsibility
- Consistency in action
- Successes, achievement of goals, problem solving
- Constructive criticism – aimed at the task, as opposed to being aimed at the person

People in the group become involved in troubleshooting when:
- they know and understand the goal
- they know what is expected of them
- they have a say as regards the preferred solution
- they feel responsible for solving the problem
- their experience, suggestions were taken into consideration and seen as important
- they freely share ideas, doubts
- they feel respected and important

2.6 Diagnostic tools

Materials for self-analysis of the educator's resources in terms of client/learner relationship

Choose seven key values that you most often follow in your professional work when building client/learner relationships. WHAT IS IMPORTANT TO ME?

Authenticity	Security	Patience	Inquisitiveness	Integrity
Sensitivity	Tact	Pride	Discretion	Stability
Flexibility	Efficiency	Enthusiasm	Dignity	Close relationships
Harmony	Honour	Consistency	Creativity	Purity
Loyalty	Wisdom	Love	Hope	Excellence
Independence	Responsibility	Courage	Openness	Skills
Passion	Cheerfulness	Prestige	Friendship	Helping others
Truth	Humility	Straightforwardness	Pleasure	Family
Joy	Development	Prudence	Risk	Fame
Reliability	Spontaneity	Justice	Happiness	Firmness
Sincerity	Generosity	Peace	Respect	Satisfaction
Nobility	Tolerance	Caring	Inventiveness	Commitment
Honesty	Freedom	Fidelity	Understanding	Health
Sensitivity	Faith	Credibility	Trust	Resourcefulness

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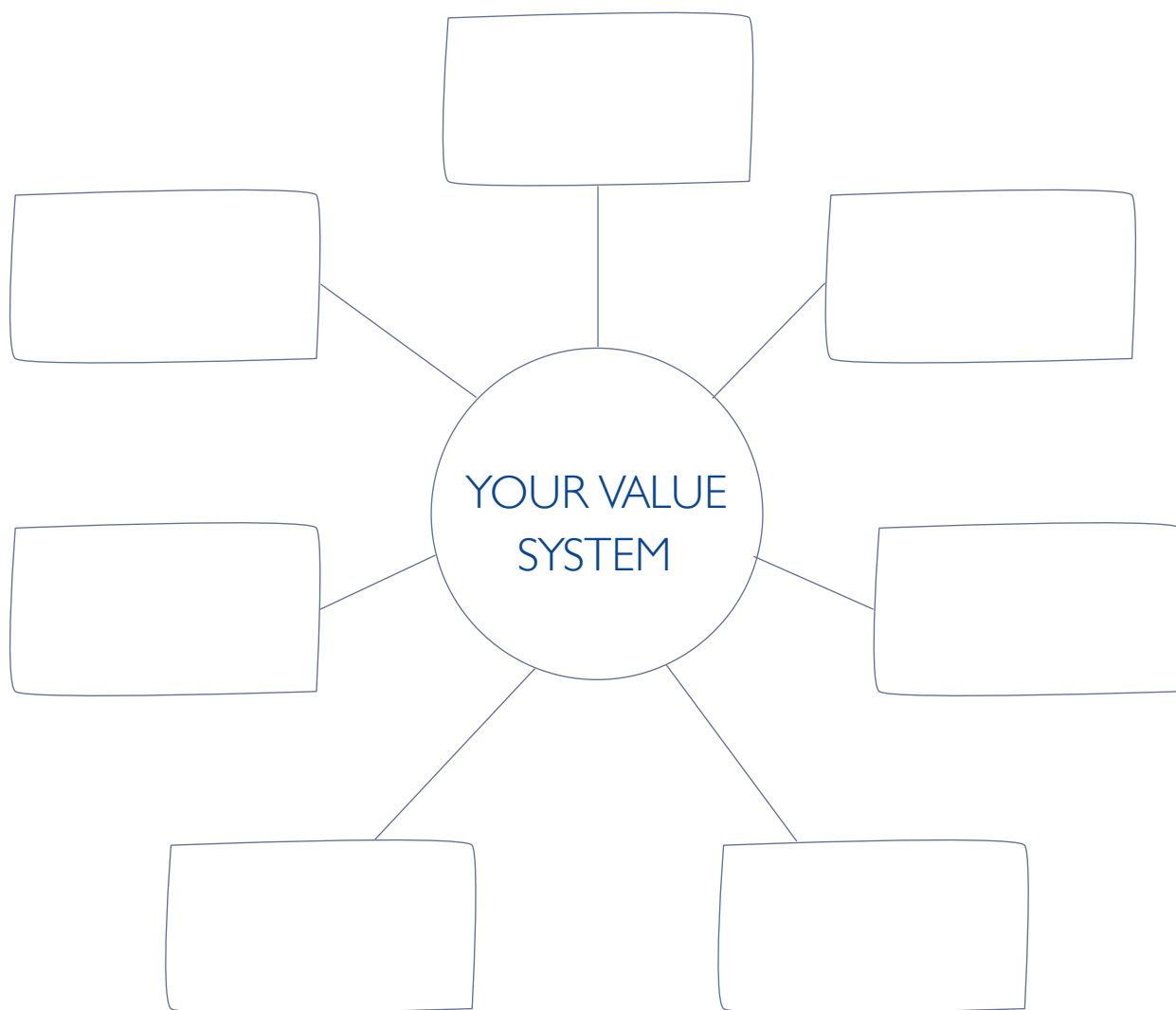
THE TALE OF FOUR PRINCES

Choose your colour: ■ RED   ■ GREEN   ■ YELLOW   ■ BLUE

Once upon a time, four princes lived in a magnificent castle together with their parents. The castle was surrounded by a high wall in which there was only one small gate, and the key to it was kept by the royal parents. The princes spent a lot of time together. As siblings, they were very much alike, but each of them was quite unique at the same time. Their time was occupied by studying, playing and being mischievous together.

As time went by, they became older and more mature and they developed a desire to see the world beyond the wall. The boys asked their parents twice to let them go and explore the world on the outside. However, the king and queen wouldn't agree to it, telling the princes that they were still too young and inexperienced to set off into the big world.

And then one day, when the princes asked for the third time, the parents, after a moment of thought, handed them the keys to the gate and allowed them to leave the walls of the castle. The boys were overjoyed and they immediately began preparations for their travels.

The first of the princes ran to his chambers. With a song on his lips and cheers of joy, he began to pack for the road. He opened all of his closets, trunks and chests with great flourish, threw their contents to the floor and started trying on different outfits. He created a great deal of chaos and mess around himself. Daydreaming, he saw himself conquer the highest mountains, discover unknown lands and tame wild animals. Ready to go, he went to his closet one last time and pulled out **a red cloak**. He wrapped it around himself and went back to his brothers.

At the same time, the **second prince** walked around his chambers animatedly. Slightly anxious and worried, he looked at his clothes with a critical eye. He tried some of them on, but he did it too impatiently, too violently. As a result, after a short while, he ended up wading in a heap of torn, creased, buttonless clothes. He was getting more and more angry and kept muttering something under his nose furiously. He eventually pulled **a yellow cloak** off a hanger, wrapped himself in it, slammed the door behind him so that all the windows in the castle rattled and joined his brothers.

The **third prince** was also preparing for the journey. He slowly and carefully packed his backpack. He meticulously checked his clothing for missing buttons and tears and holes. He picked outfits for every type of weather. He was in no hurry. He knew that the success of the expedition was dependant on thorough preparation. Just before leaving, he tidied up his chambers and covered himself with **a green cloak**. Before joining his brothers, he went into castle pantry and got an ample supply of food.

The **fourth prince** took the longest to get ready. He stood in the middle of his chambers and cried bitterly. He didn't know what to take with him, how to prepare. He helplessly looked around, and he was a little afraid of the journey ahead of him, he would much rather stay at home. Prompted by his brothers, he sighed hard and pulled out **a blue cloak** from his trunk.

The four princes said goodbye to their parents, turned the key in the gate and eagerly set out into the world.

The Red prince is in the lead. He skips and whistles, waving his arms around, and his joyful cheers can be heard every now and then. He is happy just to be on the road, he can feel there are adventures waiting to happen just around the corner. He fails to see the trees growing along the way.

The Yellow prince strides behind him. He plants his feet on the ground firmly and confidently, he looks straight ahead without looking around. Once in a while he turns around and hollers at his brothers to hurry up.

The Green prince comes next. He is unhurried and calm. He takes careful steps, avoiding stones and puddles so as not to destroy or dirty his shoes, while occasionally reaching into his backpack for food (a sweet, a biscuits, an apple – after all, you need to take care of yourself).

The procession is closed by the Blue prince. He walks slowly, looking around. With delight, he opens his eyes wide. The world seems so beautiful and extraordinary to him. He stops to gaze at flowers, and tree leaves. Unfortunately, the Red and Yellow brothers keep rushing him, telling him to move faster. He moves on with regret, leaving behind the things he just started to explore.

The brothers reached the banks of a river. However, there was no bridge. Suddenly, Red spotted a boat swaying on the waves. Red shouted, "Let's go", and without a moment's thought he jumped into the boat, grabbed the oars and began waving them from right to left. Yellow joined him in the boat after a short while. He sat in the bow and said, "We'll go on the condition that you listen to me". He wanted to take command of the river crossing, hurrying the other brothers. Green said, "Wait, wait, let's first check if it's safe", and carefully checked whether the boat was solid and there were no holes. He took his place at the back. The biggest trouble was with Blue. He was simply terrified by the prospect of such a crossing. He stood helplessly on the bank and tears flowed down his cheeks. He said, "Wait, I haven't seen everything yet". The brothers did not listen to him and dragged him into the boat.

They thrashed around so much, splashing the water, that suddenly the oars fell out of Red's hands and drifted away with the current of the river. Yellow went livid with rage. An argument broke out between him and Red. Suddenly, they heard Blue's a shy whisper that nothing big had really happened. The water is calm and not very deep, and cruising with the current is also rather pleasant. They will, eventually, get to the shore somewhere. The brothers listened to Blue's advice. Red said, "There's nothing to worry about, we're going to get there somehow". Yellow said, "It's all because you didn't listen to me". Finally, they fell silent and admired the beauty of the surroundings. Blue made the time pass singing and reciting poems to his brothers. He took delight in looking at the reflection of the sun's rays in the water and the splashing fish. Green treated everyone to some food, Red entertained them with his laughter, and Yellow kept guard.

The four princes never returned to their castle. To this day, they wander the world. They are always together. Sometimes they argue, but they love each other very much. You, too, will definitely meet them someday.

Which cloak colour would fit you best?
Read the descriptions below and think about the type of personality you identify yourself with and how it affects your work and client relationships. How do the following descriptions match how you perceive your clients? How do their personality types affect the relationship? Pay particular attention to those clients whose personality, temperament, character traits and behaviours are different from yours.

A person in a red cloak, master of the situation

- acts on impulse
- is guided by emotions
- is impatient
- expects quick results
- first acts and then thinks
- must feel that they are the master of the situation
- becomes restless when doing nothing
- you can rely on them "in action"
- expects a formal attitude, a focus on product and quick conclusions
- does not pay attention to the details

Person in a yellow cloak, leader

- business-like and rational
- likes to plan and implement
- talks a lot and quickly, gesticulates a lot and quickly establishes close relationships
- does not like to reveal emotions
- is irritated by disorder and lack of organisation
- likes to lead, aspires to be a leader
- introduces order and structure
- negotiates, reminds others of the goals
- is not interested in details
- feels uneasy in chaos and mess, the learning process is hindered

Person in a blue cloak, analyst

- lives in a world of emotions and experiences
- tends to break away from the realities of everyday life
- is less focused on facts
- is intuitive, reflective, philosophical
- has a sense of humour
- constantly looks for information
- has the ability to think abstractly, draw conclusions, accurately summarise any situation
- appreciates the power of facts and arguments
- the emotional sphere is of importance to them

A person in a green cloak, stoic

- works slowly but systematically
- prefers to listen than to speak
- is precautious
- tries to find simple and optimal solutions
- is precise, meticulous, detailed

- their learning process is slow, but effective
- feels the need to know the problem in depth

The questionnaire below is designed to help you look at your communication style.

MY COMMUNICATION STYLE

Separately for each column, circle the "left" or "right" option that describes you best.

Column I		Column II	
quiet	talkative	quiet	talkative
calm	dramatic	shows no initiative	full of ideas
cool	spontaneous	cooperates	competes
thinker	warm	indecisive	likes risk
self-oriented	feeler	likes to give advice	likes to lead
not very tolerant	other-oriented	tactful	sharp-witted
realist	very tolerant	conformist	nonconformist
disciplined	dreamer	likes to get involved	likes to get involved
hard to persuade	spontaneous	peace-making	provocative
detached	easily persuaded	compliant	stubborn
people-oriented	enthusiastic	tolerant	intolerant
cautious	result-oriented	opportunist	leader
prudence	open	looking	confident
	action	supportive	critical

Summarise the things you have circled on the right-hand side of Column I and transfer them to the vertical axis

Summarise the things you have circled on the left-hand side of Column II and transfer them to the horizontal axis

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(high)
 15
 14
 13
 12
 11
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      1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
        (high)                              (low)
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Domination
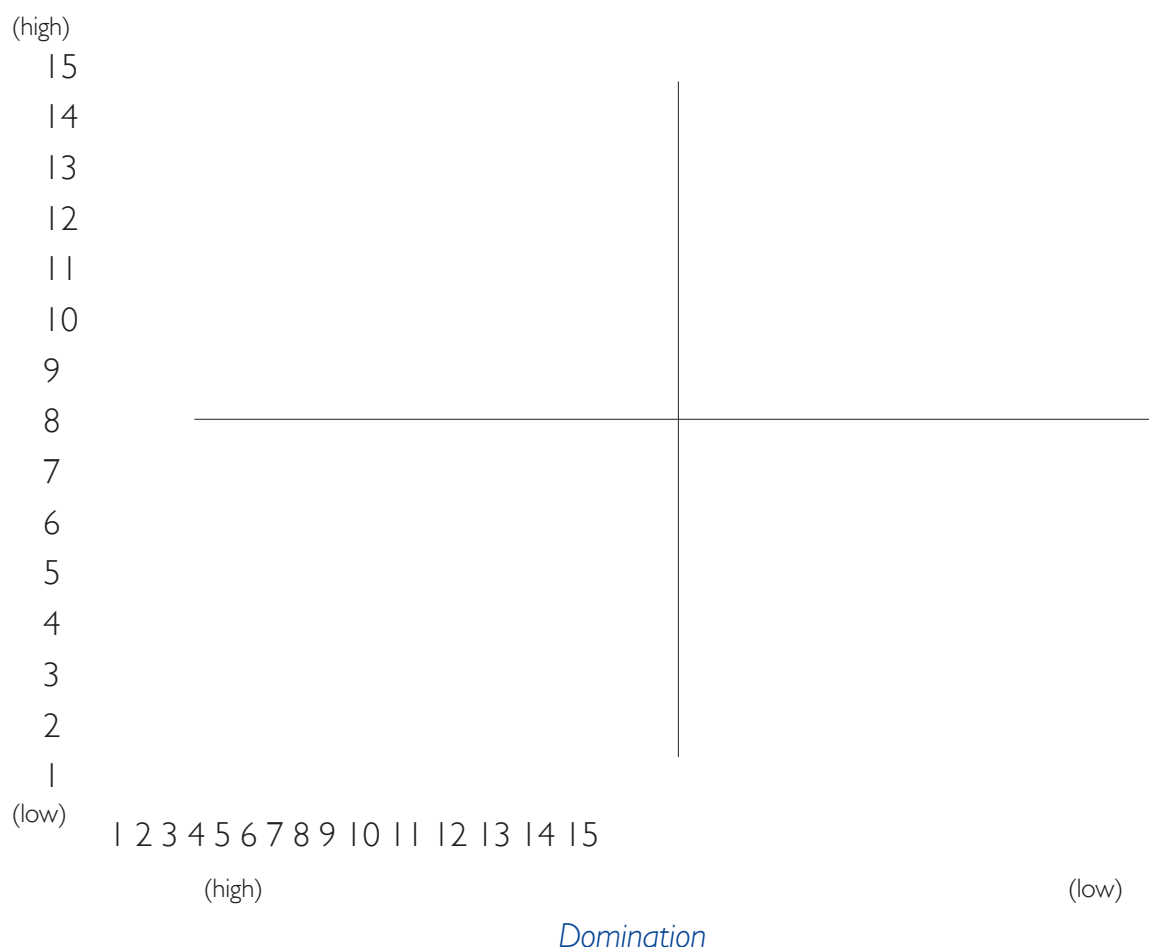
FRIEND

People with this style attach great importance to interpersonal relations, they are interested in interactions between people and their feelings. They want to unite with others during team-work. They are usually focused on cooperation, as opposed to competition. They are frequently described as warm, sensitive to the feelings of others, perceptive, able to assess the situation in terms of human emotions, its impact on people. They are considered to be loyal and helpful, although they can sometimes be seen as too emotional and easily influenced by others. They often make references to past events, their relationships with other people. They are past-oriented. They like to reflect on the characters and types of human personalities, feelings, the motives behind human actions. They know how to listen and encourage others to talk. They are sensitive to the mood around them.

ARCHITECT

People that attach great importance to concepts, ideas, theories. They are often future-oriented. They like to be involved in creating something completely new and unique. They are seen by others as innovative, creative and imaginative. They see the world as full of possibilities. They ask questions, cast doubt on universally accepted truths and do not consider things to be

foregone conclusions. Many call them visionaries and idealists. Sometimes others think them too abstract, impractical, and say that they "build castles in the air". They expect recognition and subordination. Their skills of persuasion tend to be highly developed.

ANALYST

People with this style attach great importance to facts, figures, detailed information, reasons. Their behaviour is analytical, methodical and orderly. They usually approach problems in a structured way, they are well-organised in everything they do. Sometimes they can be seen by others as too careful, too structured and acting according to "book knowledge". They analyse data relating to the past, examine the current situation and plan facts accordingly. They prefer to work alone. They derive security and satisfaction from successful problem solving.

DOER

People that prefer this style focus on action and its results and outcomes. They are seen by others as practical and making quick decisions. They live in the "here and now". They like action, specifics. They transform ideas into concrete actions, they are dynamic and ingenious. Sometimes they look for short-term results without thinking about their long-term implications. This tendency often exposes them to criticism from those who see them as too impulsive and as someone that acts first and thinks later. They communicate in a matter-of-fact and succinct manner.

Communication – the key to understanding others

The chances that information will be heard and understood increase if the sender and recipient "are on the same wavelength". A person who wants their information to be clear should change their own "wavelength" to match it to that of others:

Take into account the views of the recipient, their interests, what their orientation is (future, past or here and now), what tendencies they manifest in their behaviour. Keeping this in mind, "present" your information accordingly, so that it is matched the "wavelength" of the recipient.

HOW TO COMMUNICATE WITH...

an ANALYST?

In your message, use facts, data, charts. Use documentation to support your message if this helps you present your information in a more orderly fashion. Be prepared to give an analyst the opportunity to thoroughly investigate the information presented to them.

a FRIEND?

In your message, make a reference to the human aspects of the situation. They will want to know how others feel in the situation, who else is involved, what the experience from a similar type of situation is.

an ARCHITECT?

Be aware that they will be looking for a novel, innovative and original aspect in your message.

a DOER?

They just want to know "Does it work?" and "How quickly can we do this?".

SWOT Analysis

This tool has its origins in business and it will help you analyse your resources as an educator. You can also apply the SWOT analysis to your work with clients/learners: use the tables below or ask your clients/learners questions. It is important for the resources identified to be written down – visualisation reinforces content, you can come back to it and analyse it further at a later time.

What are my strengths?	What are my weaknesses?
What opportunities are there?	What threats are there?

STRENGTHS	WEAKNESSES
What makes me stand out?	What are my areas to change?
What do others value in me?	What do I need to develop?
What do I do better than others?	What do others see as my weaknesses?
What unique resources do I have?	
OPPORTUNITIES	**THREATS**
What is possible now, realistic?	What are the threats?
What / Who around me can help me?	What could be an external threat?
What else do I need?	What can go wrong? Where might I fail?

GOALS GRID

This is another tool for analysing your resources as an educator and those of your clients/learners resources. The goals grid helps set goals by analysing elements that are already in place and those that still need developing.

	What do you want?	**What do you not want?**
What do you have?	*What do you want to keep?*	*What do you want to eliminate?*
What are you missing?	*What do you want to get?*	*What do you want to avoid?*

Summary

When you work with clients/learners, you work with yourself, your intellect, your emotions and beliefs. When supporting your clients/learners, remember about yourself. Emotional and physical exhaustion, and possibly even professional burnout, have to be prevented on an everyday basis by asking yourself the following questions:
- Why am I doing this?
- What does my work mean to me?
- What do I need?
- What is important to me now? (sometimes it is above all about rebuilding your resources by relaxing, pursuing hobbies, having enough sleep, talking to someone you are close to, playing sports, praying or meditating – everyone has their own methods and they should be made a permanent feature in your calendar).

Taking care of yourself is also about:
- Developing your skills and qualifications,
- Reading specialised literature / magazines and articles focused on your field of work
- Creating comfortable working conditions
- Proper nutrition and hydration, breathing and sleeping
- Maintaining healthy and supportive relationships with your colleagues
- Individual / group supervision to discuss and reflect on client/learner relationships and own resources required in specific situations.

Finally, to conclude the work you have done in this part of the coursebook, consider the following:

When organising and doing your job
I will remember to ...   *I will do more of ...*   *I will do less of ...*
I will do … differently.   *I will start ...*   *I will stop ...*

2.6 Diagnostic tools

A good relationship between the educator and the client/learner can undoubtedly positively affect the development of client/learner resources. Examination of the client/learner relationship can be based on several variables relating to both parties to the relationship:
- Authenticity
- Commitment
- Cooperation
- Partnership
- Agreement
- Trust
- Goals

All of these elements can be analysed at the end of the cooperation, while they should be identified at the moment of drawing up the contract and setting down the terms of the cooperation. Even if the contract is not written, in addition to the terms on which the meetings are to take place, both parties have to agree on the following aspects:
- Scope of trust – discretion, topics that the client/learner does not want to address,
- Scope of commitment and initiative expected from both parties
- Extent to which emotions can be displayed – it is important for the client to feel at ease in showing emotions, provided that we respect our physical and psychological boundaries
- Scope of support and responsibility – the client/learner receives responsible, ethical support from the educator to meet their needs and realistic expectations. The educator provides assistance and support matching their qualifications and skills, using all the methods and tools available to them in working with the client/learner.
- Scope of action in a situation of crisis in the relationship.

Sometimes, clients/learners do not feel responsible for their work with the educator. When a client/learner fails to keep appointments and doesn't answer calls, this can be a sign of diminished motivation, difficulties subjectively experienced by the client/learner, or it may be a signal that the relationship with the educator isn't working successfully for the client/learner. This can be the case particularly when the educator is too focused on giving advice, does not listen to the client/learner, makes them feel invalidated through discriminatory behaviour. Whenever

you feel the relationship with the client/learner is failing, address the situation, instigate a conversation about it, e.g. through the "I" message: *This is the second time this month you did not come to our meeting, which makes it difficult for us to cooperate successfully, I feel bad about it. What do you think? I need to talk to you about it because I care about our relationship and I need you to stay committed.*

It is worth asking the client/learner how they assess the relationship with us, whether they need more/less of something or want to do things differently to be able to feel comfortable in the relationship.

Showing compassion, communicating our understanding, refraining from judgment, providing reinforcing feedback and noticing and appreciating client/learner activities, efforts and successes are important foundations on which to establish client/learner relationships.

Empathetic educators able to support the client/learner in building a sense of having control over their own circumstances express acceptance and understanding of the client/learner's situation and choices, they facilitate their independent search for solutions and involve the client/learner in the process of planning the changes needed. They have thus a better chance of building a positive relationship with the client/learner conducive to development. They can also recognise and diagnose client/learner resistance early on, help them identify any fears and prepare the client/learner for alternative solutions.

Once the work is done, the client/learner can summarise their actions by developing the following statements:
- *I learned that …*
- *I was surprised that …*
- *I'm starting to wonder …*
- *I think that now I will …*

Each meeting may be summarised the educator asking the following questions:
- *What do you take away from today's meeting?*
- *What are your reflections after today's meeting?*
- *How do you feel after today's meeting?*

You can end the meeting with a proposal to write a sentence, a phrase or some words on a post-it note to summarise the meeting and communicate an important message which the client/learner takes away from the meeting and can reflect upon before the next meeting.

At the end of your cooperation, individual or group work, use the following tools to analyse the changes that have been implemented/achieved:
- Knowledge tests – e.g. pre-testing before training and post-testing after training

- Assessment surveys, in which you can include a question on your work as an educator, e.g.
  - *How (provide a scale) do you rate the educator's ability to build a relationship with participants of the training?*
  - *How (provide a scale) do you rate the educator's ability to run the training?*
  - *How (provide a scale) do you rate the educator's commitment?*
  - *Was the educator helpful in achieving your goals?   YES/NO*
  - *Did you feel secure in your relationship with the educator?   YES/NO*
  - *Was the relationship with the educator supportive of you?   YES/NO*

Example of a survey summarising individual meetings

SUMMARY SURVEY

1. Using the scale below, rate how close you have come to achieving your goal:

   0 – did not come close to achieving it all   10 – came as close to achieving it as possible

   0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

2. **What outcomes (knowledge, skills, attitude) are you aware of having completed this stage of your development process? What do you consider to be the most valuable contribution to your professional development?**

3. **What have you learnt about yourself?**

4. **What was of the most value to you?**

5. **What was of the least value to you?**

6. **What and how did you change?**

7. **What do you want to develop next?**

8. **What do you need to do that?**

9. **What was helpful?**

Feedback	YES / NO
Room for self-reflection	YES / NO
Regular meetings	YES / NO
Tasks proposed during meetings/training	YES / NO

   If, so which ones? ………………………………………………………..........................……………

   Tasks proposed for implementation between meetings YES / NO

   If, so which ones? ………………………………………………………..........................……………

   Training/Courses   YES / NO

   If, so which ones? ………………………………………………………..........................……………

   Other – what?

   ………………………………….......................………………..........................…………………

10. **Using the scale below, rate your relationship with the educator**

   0 – least satisfactory   10 – most satisfactory

   0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

11. **What are your general conclusions on the development process you have participated in?**

   ………………………………………………………….......................……..........................……………

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2.8 Training program

BUILDING CLIENT RELATIONSHIPS WORKSHOP						
OBJECTIVES	SESSION	DURA-TION	Exercise	Description with instructions for trainers	Materials needed	Amount of materials for 1 training group
RELATIONSHIP						
Introduction to training. Reflections on the first steps of building client relationships. Group orientation.	8:00-9:30	55'	Start Contract Moderated discussion Introduction participants Summary of expectations	• Welcome. • Agenda with the added emphasis on the message that the training is run as a workshop, so there will be a lot of interaction between participants, individual work, group work and work in pairs. • Trainer: What are we agreeing on to be able to work well together? Contract, rules – write on the flipchart the conclusions and findings reached by participants in their work together (proposed areas: telephones, judgement, respect, order in which participants speak, discretion, independent decision of each participant to participate in specific exercises) • The sheet with the contract on it is placed in a place visible to all participants. • Trainer: What is the client/learner contract for? Why start with a contract? Pros and cons of working with clients/learners. • Round: 1. What's my name? 2. My professional experience working with adults. 3. Say something about yourself through a picture. 4. My expectations for the workshop? • Analysis of the above way of introducing oneself with regard to building client relationships (openness, acceptance, curiosity, security, trust, respect for diversity).	Flipchart Illustrations cut from newspapers and cards e.g. Points of You	At least as many as there are participants

Using the participants' experience to further deepen their reflections on building client/learner relationships			35'	Group work	• Split into four equal groups – count off by fours if the people in the group know each other or split them according to their seating if the people in the group do not know each other. • Hand each group a number of sheets off the flipchart or A4 sheets and felt-tip pens. • Group 1 is working on the topic: What helps build relationships from the client's/learner's perspective? • Group 2: What helps build relationships from the educator's perspective? • Group 3: What interferes with relationship building from the client's/learner's perspective? • Group 4: What interferes with relationship building from the educator's perspective? • Emphasis on the fact that both external aspects, e.g. working conditions, and internal aspects, e.g. thoughts, emotions, are of importance here.	Flipchart sheets or A4 sheets	
			10'	Coffee break			
Kolb's cycle (experience--observation--conceptiali-sation-expe-rimentation) conceptuali-sation-experi-mentation)	9:40-11:10		40'	Presentation of participants' work	• Summary of the exercise by presenting the results of each group's work in the following order: What helps/disturbs the educator? What helps/disturbs clients/learners? In building relationships. • Conclusions – which elements are within your control and which elements are outside of it? Which elements are the most important?	Flipchart, masking tape or adhesive putty	
			50'	Presentation of knowledge Moderated discussion and individual inference of the practice	• Mini presentation by the trainer on the principles of building client relationships (establishing the principles of cooperation, respecting the boundaries and ensuring the safety of both parties, separating perspectives, beliefs, own judgments from perspective, beliefs, judgments of the client/learner. • The trainer asks: What do you take away from this exercise? How can you use this exercise in your work as educators? For example, more of setting of the rules for working with clients, less judgment and criticism – separating your perspective from the perspective of the client/learner, more often "stepping into the shoes" of the client/learner, taking care of yourself more, resting, leaving client-related matters at work (not taking them home).	Theory from the coursebook: 1. Basic principles of building client relationships 2. Learning through experience, Kolb's cycle	

			Presentation of knowledge	• Mini presentation by the trainer – Kolb's learning cycle and process analysis in relation to the above exercise in groups. • The trainer asks: What are the pros and cons of working in groups?	3. Group process	
			Moderated discussion and knowledge presentationy	• Mini presentation by the trainer on group process – stages (including crisis-storming, which is a natural stage of group development), the dynamics, roles and motivation of people in the group. • The trainer asks: What is the difference between group and individual work? • Mini presentation by the trainer on group and individual work. Comparison of coaching, mentoring and counselling as forms of individual work.	4. Group and individual work 5. Coaching, mentoring, counselling	
CLIENT AND EDUCATOR RESOURCES						
Client resources analysis	11:20-12:50	40'	Moderated discussion	• Trainer: Who are your clients/learners? What is your client's/learner's profile? How old are they? Where do they come from? What education do they have? What are they doing now? What can they do? What are they thinking? What are they feeling? How are they behaving? What resources do they have? What is their professional, living, psychophysical situation?	Flipchart	
			Moderated discussion	• The trainer draws a symbolic outline of the client/learner on the flipchart and records the most characteristic features of the client/learner named by participants, e.g. over the age of 18, unemployed, immigrant, has a family, children, doesn't own a flat or a house, suffers from depression, is under the care of a doctor. • Trainer: Given that this is the average profile of the client/learner you meet, what does such a person need? What is important to them? • Mini presentation by the trainer on andragogy and challenges in adult learning	Theory from the coursebook: Adult learning	

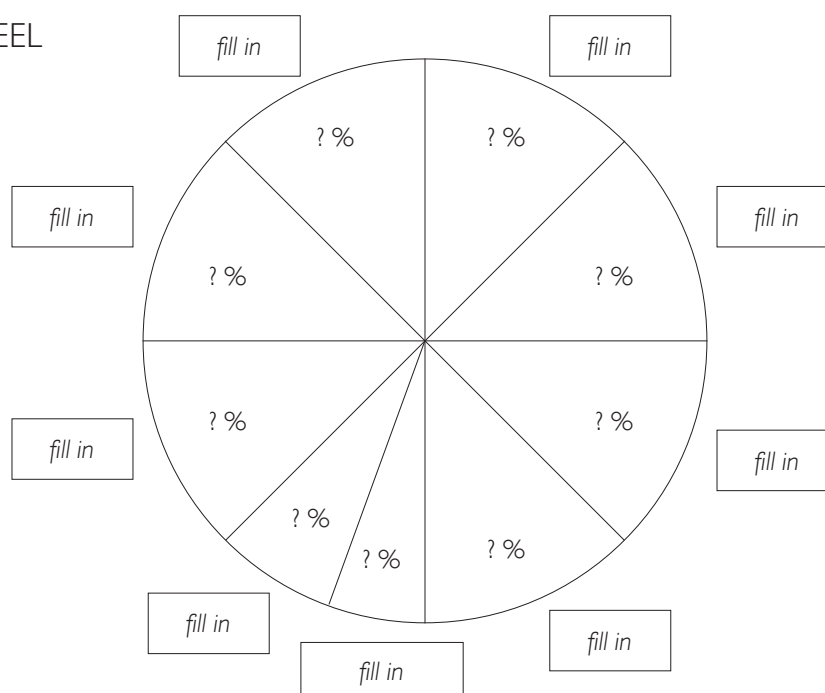|						
The educator's self-analysis as regards his/her resources		10'	Individual work	• Each person analyses their resources in several areas: Who am I? What is important to me? What values do I follow in life? What motivates me? What supports me?	Cards or notebooks, pens	
		10'	Work in pairs	• Work in pairs – split into pairs by counting off by twos or forming pairs by those sitting close to each other. • Trainer: Exchange information about yourselves with regard to this exercise. How did you find it? What was easy, what was difficult, what's new, what was reinforced? Each person speaks for approx. 5 minutes, while the other listens actively. Then find common and important aspects of the educator's work with clients/learners.		
Reinforcement of the educator's recommended skills		20'	Moderated discussion Presentation of knowledge Individual work Individual work Moderated discussion	• The trainer asks the whole group: What resources do you recommend as crucial for the educator to hold? What is the educator responsible for? What actions does the educator undertake? • Mini presentation by the trainer on the educator's competencies and actions. • Trainer: Choose the 9 competencies that you think are most important in working with your client/learner that are within your control. Write them down in the competency wheel and analyse how you'd grade their adequacy (in percentages) as far as building your client/learner relationships. Select the 3 which you have graded as the least adequate (in percentages). How can you develop them even today? Select the competencies to which you have awarded the highest percentage within your wheel. How can they contribute to the development of those competencies that you find unsatisfactory in building your client/learner relationships? • Trainer: Write down what exactly will you do. Less, more, differently for each of the competencies you want to develop. • Trainer: What do you take away from this exercise? What are your reflections? How can you use the competency wheel in your work with clients/learners?	Theory from the coursebook: The educator's competencies and actions Competency wheel	1 copy of the wheel for each person

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BUILDING CLIENT RELATIONSHIPS – COMMUNICATION AND TRUST						
Active listening, verbal and nonverbal communication and trust-building exercises	13:20-14:50	15'	Work in pairs	• Trainer: Pair up, make sure it's with a different partner than before. Sit comfortably opposite each other, check how comfortable you are in this situation, check the distance between each other, make sure there's nothing bothering you. • Partners to choose role A or B at their discretion. Those playing role A leave the room with the trainer. The trainer asks them for patience and goes back to the room, where he gives those playing role B the following instructions: Your task will be to tell your A partner about the start of your day today. The trainer returns to group A and randomly hands out strips of paper with the tasks to be performed by person A while listening to their B partner written on them (e.g. look out of the window, look for something in your purse). It's important for person A to know that their job is to listen while at the same time performing the tasks given to them. They are not allowed to disclose their task. Group A goes back to the room and the exercise begins. Person B talks and person A listens. After 5 minutes, the trainer stops the exercise. Time for a swap: group B leaves the room, while those in group A talk about things that they're proud of in their work as educators. Group B is allocated their tasks to perform while listening to their A partners. After 5 minutes, the trainer stops the exercise and invites everyone to discuss it.	Strips of paper with the listening / disrupting tasks written on them	Minimum one strip per participant
			Moderated discussion	• Trainer: How did you feel talking about yourselves? How did you do listening to your partners? What helped and what disrupted you? The trainer moderates the discussion towards acknowledging the importance of active listening. When the educator's attention is not focused on the client/learner, they may think they are not important, neglected or even discriminated against. Active listening is the basis for building relationships, trust, mutual understanding and respect. • Trainer: What active listening tools do you know? How do they contribute to building client relationships? • Mini presentation by the trainer on paraphrasing, asking questions, clarifying, reflecting, reformulating,	Theory the coursebook: Communication in building client relationships	

15'	Work in pairs	• Trainer: Get up. Working in the same pairs, person A closes their eyes (it would be best if they could cover their eyes with a scarf or a shawl, as far as it is comfortable for the person participating in the exercise) and begins to walk around the room. Person B acts as their "eyes", gently supporting the movements of their A partner, so that they can safely move around the room, avoiding obstacles and other people. The movements are adapted to the needs of person A, i.e. the person being led and supported.	"Be my eyes" exercise	
		• Take note! The task takes place in silence. People don't talk to each other. If person A agrees to it, then person B shows the direction, stops and guides person A by touching their arm or hand.		
		• The exercise takes about 5 minutes, after which time roles are swapped. Person B closes their eyes and is guided by person A.		
		• Trainer: How did you feel about performing this task? What was difficult, what was easy? The trainer moderates the discussion towards the subject of trust and respect for the client/learner. Educators as carers and supporters. If they use their position to their advantage, the client/learner will resist. Emphasize the importance of nonverbal communication in building client/learner relationships.		
40'	Work in gro-ups of threes. Role-playing with the observer	• Trainer: Now form groups of three: Person A, Person B, and Observer. Person A takes on the role of the previously analysed client/learner. Person B uses only active listening tools. The Observer pays attention to the relationship between the two and records what happens in the relationship throughout the exchange. What happens to the educator and the client? Observation is focused on verbal and nonverbal communication (body language, tone of voice, mimics, gestures). Which phrases, words, behaviours of the educator support and what alienates the person playing the client/learner.	Cards, pens	

			• The task takes about 5 minutes. Then Person A gives feedback to person B according to the following pattern: What helped me, what interfered with building the relationship in this conversation? What did I need more/less of, done differently? The Observer then shares the observations made on relationship building using the following phrases: I saw, I heard, I noticed. • People in the group take turns playing the different roles, so that everyone can take on the role of client/learner, educator and observer. • Trainer: What reflections do you have after this task? What conclusions, recommendations for building client relationships?		
	10'	Individual work	• Trainer writes down the conclusions on the flipchart. • The trainer hands out the Action plan: With regard to building client relationships, I will do more/less, do this differently, I will start, I will stop. How do I intend to monitor this.	Form - Action plan	As many forms as there are participants

	10'	Training summary	• Summary round:
			  – I learned that..
			  – I was surprised that...
			  – I'm starting to wonder...
			  – I think that now I will...
			• Evaluation survey		

Materials: flipchart, felt-tip pens, notebooks, pens, projector, laptop, masking tape/adhesive putty for fixing flipchart sheets to walls, name tags, scissors

COMPETENCY WHEEL

LISTENING / DISRUPTING TASK STRIPS

Keep your eyes fixed straight ahead, avoiding your interlocutor's eyes

Look under the chair

Yawn

Smile nervously once in a while

Look at your hands

Keep your eyes fixed above your interlocutor's shoulder

Get up once in a while

Inspect the clothing you are wearing

Shake your head as if to say 'no', irrespective of what your interlocutor is saying

Nod, irrespective of what your interlocutor is saying

Look around the room

Close your eyes once in a while

Turn around

Rub your nose – ostentatiously

Try and overhear what the pair next to you is talking about

Fidget impatiently

Look down

Steel glances to the right and to the left

Rub your ear

Squint

Sigh

Look under your interlocutor's chair

Shrug

Look around you impatiently

Get up and sit down once in a while

Laugh, irrespective of what your interlocutor is saying

Look at the ceiling

Look out of the window

Narrow your eyes

MY ACTION PLAN

What it applies to: ....

Date: ....

What will I start doing?	What will I stop doing?	What will I do more of?	What will I do less of?	What will I do differently?
How will I monitor it?	How will I monitor it?	How will I monitor it?	How will I monitor it?	How will I monitor it?

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FOUNDATION OF INNOVATION AND KNOWLEDGE
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3. TRAINING MODULE ON DIAGNOSING AND WORKING WITH RESTRICTIVE BELIEFS OF CLIENTS

3.1 General information on beliefs

When working with adults as educators and/or counsellors with the aim of activating them to improve their educational and professional competences, we must remember that the knowledge and the skills workshops we offer them may not provide the desired results. Frequently, the key area that we have to look at is the attitude of the client/learner.

The literature on this subject gives different definitions of attitude depending on whether we look at the problem from the perspective of psychology, sociology or another field of science dealing with this topic. In the simplest sense, the client/learner's attitude is defined as their motivation to work, change and take action. Put differently, one of the key elements affecting one's attitude worth of a mention is the "attitude" towards the topic we are working on. The thoughts and emotions accompanying the client/learner during work can affect the expected results, as can their physical condition.

Finding the right training and going through it with the help of a competent team of educators does not warrant that a person will find their feet on the labour market in their learned profession. Even a correct diagnosis of the strengths of the client/learner and matching them to the expectations of the labour market does not mean that the client/learner will be successful to the fullest possible degree.

When trying to understand why our clients – despite training, additional activities and materials – fail to progress in the direction they choose, it's worth taking a moment and examining the beliefs they hold in respect of their own resources, opportunities and the market situation. Listen to them talk about how they perceive their chances of achieving a change.

In this part of the coursebook, we will start our work with beliefs with the definitions most often used in literature to describe automatic thoughts and beliefs. We will determine what they are and identify their possible sources, types and kinds. We will address the issues relating to systems dealing more broadly with thoughts that generate certain emotions and resultant actions or lead to a failure to act.

We will answer the question why such knowledge and skills are important for both adult educators and their clients/learners.

We will provide suggestions as to how to use the coursebook and what outcomes can be expected doing the exercises provided, analysing the case studies described and finally using the knowledge and skills acquired in working with clients/learners.

The part entitled "educational activities" is a section that can be used for own work as an element of self-development and in working with clients/learners. This is also the case with the tools to be found in the section on diagnosis. These elements will be intertwined and will complement each other, thus creating one coherent whole.

The list of literature includes the publications that this part of the coursebook draws on. Other additional publications are named that represent the views and methods of working with beliefs not discussed in this coursebook.

There is a training schedule (8 teaching hours) provided at the end, which contains a trainer's manual. The objective of the training is to acquire (through a workshop) the skills required to successfully apply the tools proposed in the coursebook.

How do our thoughts, views, patterns and opinions affect our actions?

> *"Man takes part in an unequal game in which the mind, a great tool that enables us to understand any given environment, becomes the enemy of its own host."*
> (Steven C. Hayes and Spencer Smith, *Get Out of Your Mind and Into Your Life:*
> *The New Acceptance and Commitment Therapy,* 2014)

We are not even aware of the many mechanisms based on the automatic responses of our brain, therefore it is worth learning about and in turn making our clients/learners aware of how their thoughts affect their actions and physical and mental condition.

Training the skills required to recognise, identify and name our automatic thoughts and beliefs is often the basis for the changes that can occur in us. According to the model developed by Padesky and Greenberger in their work entitled *"Mind Over Mood: Change How You Feel by Changing the Way You Think"* (2017), it is the work related to automatic thoughts and beliefs that can be a good start to changing our and our client/learner's perception.

Working with beliefs frequently involves changing the client's perspective, leading to a situation where their field of perception of reality expands and opens to new opportunities, those as yet not discovered. This is not work that can be completed in a short time. It is very often a long-term learning process for both the educator and the client/learner. However, challenging or

even conquering even one of the dominant thoughts and learning how to work with them can prove to be crucial to the client/learner becoming successful.

Anthony Robbins in his book "*Awaken the giant within*" calls beliefs "confidence on a certain subject".
Furthermore, literature also abounds in positions that prove in a scientific way the direct impact of what we think of ourselves on our actions and choices.

When working with adults, we are dealing with an already shaped entity. At the same time, the present day often puts us in a situation where we work with people from a cultural, political and religious system entirely different to ours. In addition to this, the people we work with come from different regions, they were brought up in different child care and parental contexts, and they function within different communities on an everyday basis. In the process of socialisation, they adopt someone else's statements, opinions and information to turn them into their own beliefs while growing up.

Note!

Elements related to beliefs are not always the only obstacles to changing people's thinking and actions. Sometimes we are dealing with dysfunctions and other medical conditions diagnosed in psychiatry.

Referring to the work ethics of adult educators, verify when a client/learner requires specialist help, i.e. that of a psychologist, psychiatrist, etc. The exercises provided in the coursebook are not suitable for working with people in therapy.

Do not go beyond your competences. Refer the client/learner to a suitable specialist.

Build a database of professional contacts you can recommend to your clients/learners.

Create a database of organisations that support migrants and people from other cultural and ethnic circles in adaptive processes – they often employ professionals with experience working with people where elements of multiculturalism have to be taken into consideration.

Lifelong learning cannot be just a platitude for those working with other people with the aim of supporting them in learning and the change process and being their natural companion in adapting to new social and occupational circumstances. It doesn't matter whether you are a university teacher, a vocational education teacher, a career counsellor or an adult educator. Your continuously expanded knowledge in the fields of psychology, sociology and pedagogy is, and will be, an element that increases your effectiveness.

3.2 Definitions

The terms used in this section of the coursebook:

1. **Automatic thoughts, assumptions, beliefs** – automatic actions, very often occurring without conscious awareness, processed so regularly that they become habits or well-trained reflexes. Thoughts and beliefs that give rise to emotional sensations, which in turn lead to actions or a failure to act in a manner logical and consistent with them.

2. **Belief systems** – (lifestyle theory by Walters, 2006) – sources, types and locus of beliefs.

3. **Cognitive emotional dissonance** – the inevitable part of the process of changing one's restrictive beliefs. A state of mental discomfort experienced by a person in a situation involving two conflicting cognitive elements (e.g. thoughts and judgments) at the same time.

4. **Healthy and unhealthy semantics** – the meaning of spoken and unspoken words affecting one's perception of the world. Phrases and words characteristic of facilitative and restrictive beliefs.

5. **Motivational Interviewing (MI)** – is a method of working with a difficult interlocutor (patient, learner, client). It is based on a humanistic approach, systemic therapy, cognitive behavioural therapy, psychology of inspiration and psychology of motivation. The method was developed by Prof William Miller and Prof Stephen Rollnick.

3.3 Why working with restrictive beliefs of clients is important?

In the introduction to this part of the coursebook, there are several elements highlighting the importance and value of the ability to diagnose, define and redefine one's own restrictive beliefs and those of clients/learners. The following are the main areas that are directly related to working with beliefs:
1. Impact on client/learner motivation to take action.
2. Working with client resistance – more on this in the chapter on building relationships.
3. Increasing the efficiency of the support given to the client/learner by the educator.
4. Expanding the opportunities for client/learner taking control.
5. Defining own constraints relating to beliefs.

3.4 Learning outcomes for adult educators

The materials – to be used during workshops and for self-development, focused on developing the skill of diagnosing and working with clients' "restrictive beliefs" contained in this section of the coursebook are intended to improve the resources of adult educators in respect of collaborating with clients/learners in three areas:

Knowledge of:
- Definitions that describe automatic thoughts and beliefs.
- Sources, types and kinds of restrictive beliefs.
- Opportunities for self-development and raising self-awareness in respect of core beliefs.
- Methods of working with clients: individual and group work with core beliefs of clients/learners.
- Techniques to support working with clients/learners: Rational Behaviour Therapy (RBT) as created by Maxie Clarence Maultsby Jr.; The Work as created by Byron Katie; Acceptance and Engagement Therapy (ACT) (source: part of contextual behavioural science (CBS), a trend arising from Skinner's radical behaviourism); Motivational Interviewing as created by William Miller and Stephen Rollnick.

Skills in respect of:
- Use of tools to diagnose and change restrictive beliefs of clients/learners.
- Supporting client motivation through motivational interviewing.

Attitude:
- Reflection, self-analysis in respect of the work of an adult educator.
- Increase self-confidence and impact on client/learner outcomes.
- Strengthening trust in oneself and the client.
- Increase understanding and acceptance of client/educator diversity.

3.5 Learning activities

As far as beliefs are concerned, we can work with them at least at two levels:
1. The client/learner knows and is prepared to work with beliefs using the appropriate tools and structure of work with RBT, etc.
2. When working with a client – conversation, consultation, lesson – we use questions, tools that are designed to make the client aware of, crumble and conquer the beliefs held by the client.

The subjects discussed, and the exercises, tasks and other materials presented in this chapter can be used both for self-development and in working with individual clients and groups.

The structure of this section allows for the gradual transition and practical application of the specific skills required to work with own beliefs and those of clients/learners.

The first part covers subjects relating to self-knowledge and awareness of the beliefs and automatic thoughts we face; it discusses how to reflect on their sources and work on the motivation to change them.

Since the next section addresses the issue of diagnosis of beliefs, the second and last part of that section deals with the tools for working with those restrictive beliefs that have already been identified. This is where the tips and references are to be found in respect of the different systems for working with beliefs. The philosophy of working with clients found to be a method for accompanying the client/learner conducive to changing their beliefs, i.e. Motivational Interviewing, is also discussed here.

Exercises and other materials are of a general and international nature; they take into account the multiculturalism of the modern world in which adult educators work. It is important to adapt their content to the context in which the adult educator works.

Read: Self-regulation and self-awareness

"It's not what happens to you but how you respond to it that counts."
Hans Selye

What is the self-regulation process about:
The term "self-regulation" can be simply explained as a human effort to change own responses with respect to 4 areas:
- (1) actions,
- (2) thoughts,
- (3) feelings,
- (4) desires.

Self-regulation allows a person to become independent of internal tendencies and automatisms in their reactions. Its essence is the phenomenon where higher-ranking processes overlap lower-ranking processes (Agata Aleksińska, *Disorders of self-regulation mechanisms in alcohol addicts*, http://www.psychologia.net.pl/artykul.php?level=157).

Example: An eating addict has an internal conflict between the temptation to overeat and the resolve to maintain abstinence. If abstinence stands higher in the hierarchy than addiction, and yet that person breaks the abstinence vow, self-regulation will be broken. Therefore, one of the elementary forms of self-regulation is the ability to stop oneself (self-stopping).

When analysing the process of self-regulation, it is worth taking into account the influence of personality (disposition of a person) and situational (environment, circumstances) factors. People with weak will act efficiently under conditions of external pressure, while people with strong will achieve better results under conditions that provide options to choose from.

What aids self-regulation:
– awareness of one's own mental processes,
– ability to self-reflect, i.e. appraise oneself, understand one's own behaviour, the outcomes achieved and the resultant opportunities for changes to be introduced,
– ability to read the signals sent by one's body,
– mindfulness – the psychological process of bringing one's attention to the internal and external experiences occurring in the present moment,
– self-acceptance and a positive self-image, a sense of self-efficacy (self-esteem and trust in one's own strengths and skills, ability to use own resources), having a sense of recognising the meaning of life and the impact on one's own life.

Self-awareness

Self-awareness is an awareness of one's own personality or individuality, being aware of the experiences occurring, own emotions, needs, thoughts, own abilities and limitations, ability to self-focus. Self-awareness also means understanding and having a concept of oneself (www.pl.wikipedia.org).

What helps in developing self-awareness:
– broadening one's self-awareness in respect of the mental aspects – what I think, in what situations, what thoughts I ignore, what I think of with ease, what feelings accompany it, what reflections does it lead to;
– ability to see and perceive reality as it is, being able to observe without too much interpretation (which helps to give meaning and purpose, refers to what we already know), thoughts are not reality, using conscious attention to receive stimuli, what I see and hear, what is happening in my body, what emotions appear, what thoughts appear;
– observing and listening to intuition;
– recognising, naming, identifying emotions as information – what is important and of consequence, sources of reactions and motives, hidden patterns behind one's thinking;
– increasing one's emotional strength – withstanding and allowing oneself to feel difficult emotions, "I have the right to experience each and every emotion";
– recognition of the fact that everyone perceives the world differently and has the right to do so.

Practice

How well do you know yourself? What do you think of yourself? – these are questions that aim to give rise to self-reflection. The answers will show us what motivates us, what impedes us,

what our dispositions are, how we operate. However, there may be certain areas that we will not be able to see, while they will be visible to others around us. The exercises and tools below can be used to explore the unknown. It is important to approach the information with a great deal of openness and interest.

The mechanisms that can be triggered by reading information as to how other people around you perceive you can cause dissonance and make you feel that you have to explain things, justify yourself, they can make you feel angry or sad, give rise to other emotions and actions. "They don't know me", "I'm not like that, it was just this one time", "I don't agree with that" – these are the thoughts that might appear. However, are you sure you want and need to argue with how others perceive you? Can you accept this as information without having to interpret it? Perhaps the perception of you as an orderly person is true – but your beliefs stop you from accepting it? Consider how you can use this information in your professional life.

Two examples of how to use information provided by others.

Ewa

Ewa took part in a workshop where the task was to practice working with a "difficult" client who did not sign up for the consultations voluntarily but had to come and take part in them so that he could receive further help. After completing the exercise, Ewa received feedback from the group that her attitude, patience and the fact that she let the client vent show that she is very calm and reliable, someone that doesn't easily give in to emotions. Meanwhile, Ewa interpreted her behaviour very differently. What others saw as composure was a moment of silence within, during which, having an internal dialogue with herself, she wondered what she was doing there, felt the tension and desire to escape the situation. Right up until the moment when the client sat down and started talking to her in a calm tone of voice, she had no idea what to do next and thought she had carried out the exercise wrong.

In the end, the conclusions taken away by Ewa from the exercise were:
– people can't always see that she is nervous,
– people can't always see that she doesn't know what to do next,
– silent work – ability to listen to clients and give them the opportunity to speak out is a very useful tool.

In her daily work, Ewa rarely communicates that she is unprepared, nervous or lacks the necessary experience. Prior to the exercise described above, her beliefs would "clip her wings" and make her belittle her competences and skills.

Agnieszka

She displays a high level of social sensitivity, every day wanting to fulfil her calling as a family assistant. During the workshop, she received feedback from the group that she was strict, firm and

demanding. Agnieszka couldn't quite agree with that. Having examined what might affect other people's perception of her, she came up with two elements:

Appearance – Agnieszka has long black hair and a strong physique, her gaze is firm,

Communication – Agnieszka is outspoken, she asks questions that may be difficult for the interlocutor in a direct manner, she sets the provided answers against reality and points out inconsistencies, she has a good memory and recalls facts and statements from earlier conversations – it is difficult to deceive her.

The feedback was used by her to work with families that require discipline. It turns out that thanks to her appearance and manner of communicating with people, she creates a natural and healthy distance between herself and those of her clients that need it, which in turn makes the clients respect her. Inside, she is still very sensitive and attentive to the suffering of others.

MESSAGE WITH A REQUEST FOR INFORMATION

Think about who you can send a message asking how you are perceived by others. Depending on what you'll be asking, it may be different people. Make a list of them.

Think about what the message might look like and what channels of communication would you use to send it? What is the relationship you have with the people on your list? Depending on the communication channels and the relationship, the message may vary. You may need to prepare different messages.

You want to find out how your acquaintances, friends and loved ones perceive you in the context of your professional skills and dispositions. You can split the people on your list into groups and prepare several different messages. It can be a group of people you have worked or are working with in a professional capacity. If you don't want your boss to know that you're looking for a new position on the job market, choose people you can trust. Another group can include those you spend your free time, travel and study with. Although there is no professional connection between you, they can still share information that may prove extreme useful. They may point out certain traits of your personality or skills that will significantly affect the choice of a new career path. You can create more groups. Think about how you want to communicate with them. You can use instant messaging, chats, email. It is important that the chosen channel of communication is appropriate and fits in with the nature of the individual relationships.

Examples:

To colleagues from current and previous work and friends from university:
"Dear all, I am seriously considering a job change. Working with a professional consultant, I was given the task of asking those around me about my competences and skills that could help me determine the path for my further professional development. Could I ask you for a few words to describe the way you perceive me? What do you think I'm good at? It doesn't have to be a long description, but it would be nice to add under what circumstances you have observed the things you are referring to.
I would be very grateful for a few words and hope you can understand how important this is for me. Kind regards
....................."

To friends you spend your free time and travel with – a message via a messaging app.
"Hi, I need some information: have you noticed any particular strengths during the time together/ trips we take? Something that I could translate into professional skills. I will be grateful for the info..."

Important: Thank everyone for the feedback they provide.

Competence survey

Another tool you can use to get information from those around you is a survey. The advantages of a survey are that it can be anonymous – we increase the likelihood of receiving reliable feedback; it is seen as a tool more professional than emails; it provides a range of responses with definitions, which standardises the results and makes it easier for our respondents to work (they are asked to tick the chosen answers); it can be edited freely.

Preparation of the list of people to whom you will send the survey will be carried out using the same criteria you apply for sending the message with a request for information.

There are many platforms available on the market for free where you can edit and post a survey. Below is a screenshot from the process of creating a survey.

Designing a questionnaire	NEXT STEP configure your survey

Add your questions and the survey questionnaire pages here. Prior to entering your questions, consider how many pages there should be in your survey and how you are going to distribute the questions on the pages. By clicking on Add question above an existing question, you are creating a preceding question. By clicking on Add question below an existing question, you are creating a next-in-line question. Do the same with your survey questionnaire pages.

When you move the cursor over a given page/question, an additional menu will appear to give you the option to edit or remove your pages and questions. Additionally, the question menu gives you the option to set an advanced logic for answering the survey questions, i.e. the so-called skip-logic.

Add page

Page #1

Add question

Introduction to the questionnaire

There are 6 questions to be answered. They concern Magda's professional competences, however you might have observed them under different circumstances, e.g. during your travels together, social gatherings, at school, etc. Take a minute to have a think and let's go!

Knowledge+Skills+Experience=COMPETENCES

Add question

When defining competences, you can use relevant literature or identify and describe them yourself.

And this is what the survey you design and send to those around you could look like (section with introduction).

Introduction to the questionnaire

There are 6 questions to be answered. They concern Magda's professional competences, however you might have observed them under different circumstances, e.g. during your travels together, social gatherings, at school, etc. Take a minute to have a think and let's go!

Knowledge+Skills+Experience=COMPETENCES

* 1. In your opinion, which of the personal competences below could be used to describe Magda?

It is possible to choose a number of options

Driven by results	Flexible thinking	Readiness to learn
Creativity	Analytical thinking	Organised
Openness to changes	Decision making	Copes well with ambiguity
Copes well with stress	Problem solving	Independence
Conscientiousness	Time management	

Name 3 that, in your opinion, Magda should work on

* 2. In your opinion, which of the social competences below could be used to describe Magda?

Self-presentation	Building relationships with others	Knowledge and experience sharing
Identifies with the company/organisation/community	Written communication	Good communication skills
Sense of propriety and good manners	Negotiating skills	Good customer service skills
Knowledge and understanding of other cultures	Client-oriented	Open to others
Procedures – has knowledge of them and applies them	Knowledge of sales processes	Good presentation skills
Ability to establish relationships with clients	Ability to establish relationships with superiors	Works well in teams
Knows how to influence others		
Name 3 that, in your opinion, Magda should work on		

You can also ask your career counsellor/teacher/educator to send the survey on your behalf. This creates a sense of increased anonymity for your respondents.

This is what the message to be sent by someone else on your behalf could look like:

Dear …...

My name is ………………………………, I am Magda (last name) career counsellor/teacher/educator, and I am currently working with her to build her professional development plan.

One of the issues we need to explore and work on are Magda's strengths and possible areas that she might have to work on.

In order for the diagnosis to be complete, we REQUIRE certain information that ONLY YOU can provide. Magda has chosen you as someone who knows her and will be happy to help her develop. We have prepared a short questionnaire for you to complete, saved in a convenient format, without the need for printing.

ANONYMITY

This particular manner of collecting information will provide you with complete anonymity. Your answers will be sent to me at ……., and we'll be given access only to the data collected to work with.

SAYING THANK YOU

THANK YOU VERY MUCH FROM MAGDA AND MYSELF FOR YOUR ASSISTANCE AND COOPERATION.

Full name

Phone number

You can also use a printed survey during your in-class meetings.
- Everyone signs their survey.
- The signed survey is passed to the person on the right. Participants fill out the surveys of other participants by ticking the competences observed.
- The round ends when all participants get their surveys back.
- Discuss together – What surprised you? Etc.

Read: Facts and interpretations

- A fact is indisputable – it is occurring now or did occur in reality in the past.
- A fact remains unchanged, irrespective of who is talking about it.
- The veracity of a fact can be verified; there is evidence to prove its veracity.
- Facts are strictly defined and can be measured, observed and verified.
- When we use expressions such as "I think that ..." and "I am of the opinion that …", we state that we are expressing our own opinions (as opposed to facts).
- Expressing opinions not preceded by words such as "I think that ..." and "I am of the opinion that …" can represent an attempt at presenting one's opinion as a hard fact.
- The use of adjectives such as "wonderful", "good", "bad", "best", "worst" suggests that a personal and subjective assessment of the quality of the things and products discussed is being provided. These adjectives show that an opinion is being presented as a fact.
- The use of generalising words, e.g. "everyone", "everything", "always", is more often found in the context of expressing opinions and conjectures than facts.
- Facts are indisputable and exist independently of our opinion, however we can interpret them and thus create (formulate) our own opinions.
- People may have different opinions depending on the values they subscribe to and what they consider important in life.
- People, presenting their opinions as facts, manipulate us and are able to make us believe that they are right. If you do not know the fact yourself, you are susceptible to manipulation.

BASIS FOR COMPARISON	FACTS	OPINIONS
Importance	A fact is about something that can be verified and proved to be true	An opinion refers to an assessment of or belief in something
It is based on	Observations and studies	Assumption and personal view
What is it?	Objective reality	Subjective statement
Verification	Possible	Not possible
It refers to	Something that really happened	Perspective on a certain subject
Change	Universal	Varies from person to person
Words	Expressed using words without prejudice	Expressed using words with prejudice
Can be contested	No	Yes
Impact	Facts can influence others	Opinions should not influence others

Fact-based information answers the following questions:
WHO? WHAT? WHERE? WHEN? HOW? WHAT DOES IT MEAN?

Practice

An exercise that teaches you to distinguish opinions from facts.

Example:

Opinion	Fact
I will never learn to drive a car.	Learning to drive a car doesn't come easily to me, I've had more than 50 hours of driving lessons.
Interpreting a fact without depriving yourself of the sense of having control	
Learning to drive doesn't come easily to me – but that doesn't mean I can't learn how to drive. I need to put more effort and time into it than others, but I'm able to achieve it.	

Exercise – facts and interpretations

Kongo was a relatively highly developed kingdom. It was located at the mouth of the Kongo River leading to the Atlantic Ocean. According to legend, it was established back in the 13th century. When the first Europeans, namely the Portuguese, reached the mouth of the Kongo River (1482, Diego Cao), the kingdom was already quite advanced in terms of human and social development. It was headed by a monarch called mani (hence the frequently used name for it: Manikongo). The kingdom was made up of provinces, headed by specially appointed chiefs. Highly organised, as for the African continent, the administration performed a number of functions, including the maintenance of travel routes to ensure they were kept in a good condition. The different routes were necessary as the kingdom boasted advanced craftmanship and dynamic internal barter. In addition to fabrics, salt, copper and ivory, slaves were also traded. They came both from Kongo and other kingdoms in Central and North Africa. They were usually prisoners of war and insolvent debtors. In addition to the barter practices, internal trade also developed (there were specific places used as markets, with trade taking place on designated days).

	Facts	Interpretations
The Kingdom of Kongo enjoyed the highest level of development as compared to other African countries.		
Kongo was located at the Atlantic Ocean.		
The country was made up of a large number of provinces.		
The administration performed all state functions.		
Slaves were "recruited" from African countries.		
The name Kongo is derived from the name of the river at which the kingdom was located.		
In 1482, the Europeans entered into a long-lasting relationship with Kongo.		
The administration played the most important role in the kingdom.		
The Portuguese were the first Europeans to reach the mouth of Kongo.		
Markets played a special role in social relations within the kingdom.		
A specific feature of Kongo was the advanced craftmanship and dynamic internal barter of goods.		
It is estimated that the origins of the kingdom date back to the 13th century.		
The provincial chiefs were the highest administrative authority in the kingdom.		
A monarch called mani stood at the head of the kingdom.		
Kongo was Africa's largest kingdom.		
Fabrics, salt, copper were the most important goods exchanged as part of the internal barter.		
The ranks of slaves included prisoners of war.		
Kongo was often at war with the neighbouring kingdoms.		
The dynamic internal barter had an impact on the development of the kingdom's administration.		
It was the responsibility of the administration to keep transport routes in a good condition.		

Answer sheet

	Facts	Interpretations
The Kingdom of Kongo enjoyed the highest level of development as compared to other African countries.		X
Kongo was located at the Atlantic Ocean.	X	
The country was made up of a large number of provinces.		X
The administration performed all state functions.		X
Slaves were "recruited" from African countries.	X	
The name Kongo is derived from the name of the river at which the kingdom was located.		X
In 1482, the Europeans entered into a long-lasting relationship with Kongo.		X
The administration played the most important role in the kingdom.		X
The Portuguese were the first Europeans to reach the mouth of Kongo.	X	
Markets played a special role in social relations within the kingdom.		X
A specific feature of Kongo was the advanced craftmanship and dynamic internal barter of goods.	X	
It is estimated that the origins of the kingdom date back to the 13th century.	X	
The provincial chiefs were the highest administrative authority in the kingdom.		X
A monarch called mani stood at the head of the kingdom.	X	
Kongo was Africa's largest kingdom.		X
Fabrics, salt, copper were the most important goods exchanged as part of the internal barter.		X
The ranks of slaves included prisoners of war.	X	
Kongo was often at war with the neighbouring kingdoms.		X
The dynamic internal barter had an impact on the development of the kingdom's administration.		X
It was the responsibility of the administration to keep transport routes in a good condition.	X	

You can also use exercise 1 and 2 to be found in the training outline on page ... .

Read: Ability to recognise and name emotions and moods, and to identify conditions and feelings

Differences between emotions and feelings:
- Emotions originate mainly from the limbic system and the most primitive part of the brain.
- Feelings originate from the frontal lobe.
- Feelings come from abstract thinking.
- Emotions are innate and genetically conditioned as a result of evolution.
- **There is maximum number of emotions we can experience.** However, there is no maximum number of feelings.
- Feelings are defined verbally.
- We define emotions in a psychophysiological way.
- Feelings come from our interpretation of events and impressions.
- Emotions are a response of the nervous system (sympathetic and parasympathetic).
- Emotions are quite direct. They are a warning system that enables us to survive.
- When we have an understanding of what has happened to us and why we feel one way or another, we relate to feelings, not emotions.
- To have a feeling, we first have to examine what has happened (assess emotions), think about how we have behaved and thus start analysing it.
- Emotions are very intense.
- Basic and universal emotions are joy, anger/rage, fear, surprise and sadness.
- Emotions provide us with information about ourselves, e.g. about our needs.
- Emotions warn us that something is happening that is not good for us (when we feel, e.g. anger or fear).

In fact, **one of the main differences between emotions and feelings is that feelings develop gradually**. They can evolve and be present for days, weeks, months, years even.

The concepts of emotions and feelings are defined differently in psychology. The ability to differentiate between emotions and feelings and to identify and name them is particularly important in the process of working with client/learner's beliefs.

A list of emotions and reactions can be found in the materials developed by Byron Katie and entitled "The Work" (link to materials in Polish and English https://thework.com/sites/polski/).

A similar table with moods and emotions can also be found in the publication "*Mind Over Mood*" *(Padesky, Greenberger, p. 43).* It contains a number of valuable examples of working with beliefs and exercises to be completed. Some of the exercises proposed in this section of the coursebook were developed on the basis of the abovementioned book.

It additionally proposes many others aimed at practicing identification of one's thoughts, emotions, sensations, etc.

A map of emotions and feelings:
(http://www.ruchspoleczny.org.pl/zdrowiej/jak_radzic_sobie_z_emocjami-75.html)

MAP OF EMOTIONS
Astonished, agitated, surprised, active, focused
Astonished, excited, keen
Enthusiastic, joyful, excited, euphoric, animated, spirited
Amused, proud, affectionate
Happy, delighted, joyful, glad, warm, pleased
Nostalgic, modest, cheerful
Relaxed, pleased, rested, calm, cheerful, peaceful
Shy, serious, sleepy
Quiescent, calm, quiet, still, languid, passive
Dazed, bored, apathetic
Indolent, tired, drowsy, lethargic, bored, dejected
Ashamed, dispirited, disappointed
Unhappy, dispirited, sad, surly, gloomy, miserable
Envious, appalled, embarrassed
Stressed, angry, afraid, upset, distraught, concerned
Obstinate, alarmed, furious
Active and aroused – high energy / Passive and calm – low energy
Negative emotion / Positive emotion
Unpleasant and negative / Pleasant and positive

Practice:
Exercise: Identifying your feelings/emotions

Do the exercise recalling an event that gave rise to emotions and/or feelings in you.
Another version of this exercise is to focus on the "here and now", that is, without recalling past events. Ask yourself: what do I feel right now.

The goal is to learn to observe and name your feelings and emotions.

1. Focus on what is happening in your body; this will help you understand how you feel. Some signals include redness, nausea from irritation, muscle tension, abdominal pain, etc.

2. Think about what caused the feelings. Focus your attention on external events such as an unpleasant conversation, quarrel, surprise, joyful news, etc.
3. Think about what you can call this feeling. It can be anger, fear, joy, happiness, sadness. You can use the list of emotions and feelings presented above.

It happens quite often that feelings get mixed up and they overlap; they are expressed through rather confusing, yet extremely strong emotions. Feeling one's own body is often a new experience for many people. Therefore, it is necessary to spend as much time on this exercise as it takes to learn to be mindful and be able to identify and name your feelings and emotions.

Examples of how emotions can be experienced in the body:

FEAR/ANXIETY

knot in the stomach, cramps, chill, blood draining from the brain, dizziness, faintness and chest tightness, rapid breathing and heartbeat, sweating, shortness of breath, choking, lump in the throat;

ANGER

feeling flushed, tense muscles, tight jaw, irregular breathing, faster heartbeat, throbbing in the ears;

SHAME

feeling flushed, warmer skin, also numbness which gives a sense of cold and emptiness inside, red splotches on the neck and cheeks, abdominal pain, desire to disappear and become smaller;

ANXIETY

distraction, fidgeting (picking at nails and skin, bouncing one's legs or moving other parts of the body), irritability, insomnia, faintness or agitation;

SADNESS

tiredness, lack of energy, pain in the chest, sense of emptiness, propensity to cry, difficulty swallowing, shallow breathing, dizziness.

Exercise: Identifying emotions/feelings

Look at the first unfinished sentence and complete it by stating what you feel in the circumstances described. Do the same with all the descriptions.
1. When I meet friends …………....
2. When I go to school …………....
3. I got a job offer …………....
4. I met a new person …………....

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5. I lost an instruction from a client ………......
6. I'm moving to another city ………......
7. When someone talks well about me ………......
8. When someone tells lies about me ………......
9. When I'm away from my loved ones ………......
10. When I think how old I am ………......

Read: Healthy and unhealthy semantics

The words we use and the way we talk can affect people and their reactions. The same applies to the words we use in our internal dialogue with ourselves. Our perception of ourselves and reality depends on what we use to communicate. Language, specifically the words we choose, can be an indication of hidden and unconscious restrictive beliefs. Practicing to use healthy semantics will help you reformulate and create new facilitative beliefs.

- The brain is a blind tool – when working on controlling our emotions, we have mainly words at our disposal.

- Our words, spoken or not, are received by the brain and used to control our emotional, physiological and behavioural reactions, i.e. actions.

- Words, spoken and those that remain in our thoughts, have the power to drastically change the way we see and perceive the world.

A handful of semantics tips based on *The ABCs of your emotions*.
1. The reasons for our happiness and unhappiness are not external. It's not "she", "he" or "it" that makes me feel and act in the given way. Since our feelings are the product of our own thoughts, there is no room to look for the guilty party on the outside.
2. Excessive generalisations very rarely reflect reality: Always, Never, Everyone, No one, etc. Using them often may lead to their becoming true. When you think: "I never look good in anything" – then you start to act accordingly and as a result your appearance is actually not very attractive.
3. Words such as *horrible, awful, catastrophe, disaster, tragedy* lead us away from the path of healthy thinking. This does not mean that we have to accept everything with a smile on our face. However, it is worth replacing the above words with terms such as *undesirable, out of place, unexpected outcome,* etc.
4. Expressions such as *I haven't had the time, I haven't had the opportunity to do it, I have to, I should, I ought to, I must* negate our ability to make our own decisions. It is us and only us that decide what we do in the time we have. A healthy and true statement will be to describe a decision in the following manner: "I did not do this because at that time I chose to do …."

▨ Practice:

Replace the following sentences using healthy semantics.

1. He always gets on my nerves.
   I was the one to get upset thinking about what he was doing.

2. She will never let me watch the movie to the end.
   Yesterday, she didn't let me watch the movie to the end.

3. My children's behaviour in the restaurant is horrible.
   ....

4. It is necessary to do the cleaning on Saturday, so it is clean for Sunday.
   ....

Read: Working with defined restrictive beliefs

What are automatic thoughts, assumptions, beliefs and how do they work:
- They are unconscious and they evolve.
- They can be identified by looking for repeated motives in our thought records and regularly repeated statements.
- Assumptions and core beliefs are the basis for our automatic thoughts.
- Assumptions take the form of conditioning statements: "if A then B", while core beliefs take the form of absolute statements.
- They help you perceive reality in an acceptable form.
- Core beliefs are the foundation of identity and perception of the world.
- They can be tested by seeking evidence to corroborate them or undermine their validity.
- New beliefs can be strengthened by recording experiences that confirm their validity, assessing this validity, conducting experiments and reviewing past events and experiences.
- Beliefs often evolve gradually. Over time, they become stronger and more stable. They have a huge impact on our emotions and the way we think and behave.
- At all stages of the evolution, there may be a return to previously held beliefs.
- While working with beliefs, it's very easy to fall into the trap of gathering evidence to reinforce the "unhealthy" ones – this relates to our cognitive emotional dissonance.
- Negative beliefs can be weakened by formulating and strengthening new beliefs.
- They are about opinions we hold about ourselves and the world.
- Generalisations give us a sense of order and predictability.
- They provide us with a sense of security.
- We believe that they are true – we do not question them.
- Self-fulfilling prophecy – barrier to change.

Healthy Beliefs (Rational Behaviour Therapy)
- They are based on facts.
- They help protect our health, life and self-esteem.
- They help achieve goals – short- and long-term.
- They help us be assertive – without giving rise conflicts.
- They help us feel the way we want to feel.

The lifestyle theory by Walters (2006) identifies 5 belief systems:
- self-image,
- image of the world,
- image of the present,
- image of the past,
- image of the future.

It is a matrix on the basis of which a person interprets events.
- Stereotypes that have been communicated to us since childhood are also a source of restrictive beliefs, for instance: "girls don't do well in math", "only young people are creative", "older people are no longer curious about the world".
- Restrictive beliefs may apply to both our personal life (e.g. "At my age it's too late for a new relationship") and our professional life (e.g. "I'm too old to change jobs"). We are so deeply convinced of the accuracy of those statements that we usually do not even try to verify them.
- Beliefs do not necessarily originate from one's own experience. If we hear our parents say that "It's too late to change jobs once you're past 50 and all you can do is to stick to what you have", then, when we reach that age, we can automatically assume that it's too late for us too.
- Sources of beliefs can be formed through the religion we follow.
- Restrictive beliefs can be influenced by our immediate community, its size, the values it promotes, accessibility to other communities – cultural context.

I don't want you to think that working with beliefs is a form of positive thinking.
- Positive thinking is not a problem-solving method.
- If someone is in a very poor mental condition, feels anxiety, is depressed due to the beliefs they hold, then they will say that thinking positively is not that easy. As a result, they may feel that you do not understand their problem and do not respect their feelings, which may lead to them building up resistance to possible change.
- Using only positive thought categories, we may overlook extremely important information when experiencing strong emotions. We may miss the information that something is wrong.

- Changing our thinking about ourselves and others is the basis for working with beliefs, however it may not be enough without introducing other changes, e.g. with respect to what/who is around us and physiology.

Below are some examples of reformulating common self-defeating beliefs. The material was prepared on the basis of *The ABCs of your emotions* (Maultsby, Wirga, DeBernardi).

Self-defeating belief	A healthy belief
It's other people and situations that make me feel the kind of emotions I feel, that I have the feelings I have. I have no choice in this regard.	I myself evoke all my feelings and emotions. I can feel the way I want to feel anytime. I have a choice in this regard.
I have to get rid of any unpleasant emotions immediately. Otherwise they will escalate until they become unbearable.	All emotions are safe, even the unpleasant ones. I can tolerate them, and if I want to, I can control them effectively.
No one has the right to require me to perform tasks that I don't enjoy doing.	If I perform well even with those tasks that I don't enjoy doing, I will avoid trouble and help myself achieve my short- and long-term goals.
If I don't change that unhealthy habit right away, it means that this is just the way I am and I'll never be able to change it.	Relapsing is a natural part of change. When I notice that I return to old habitual behaviour, I can stop at "this one slip" and apply the techniques I know to continue to perpetuate healthy behaviour.
My behaviour defines me as a person. If I act stupidly, I'm stupid.	I'm not the same as my behaviour. I am a fallible human being. So it's natural that I make mistakes. Neither the mistakes I make nor my successes define me as a human being.
If I don't do something perfectly or I'm not the best at something, it means I'm a worthless bungler.	I can calmly accept myself irrespective of whether I achieve everything I want at this point in time.
I should make the most of my talents and achieve as much as I can. If I don't, I should feel guilty.	I can choose which of my talents I want to develop and pursue the personal goals that I currently consider important.
I can't accept myself if I'm not loved by really valuable people or I'm not involved in a matter that is more valuable than I am.	I can accept myself irrespective of who I am with, what spouse I have, who I spend time with or who I know.

I cannot accept myself without the love or approval of people that matter to me.	I can accept myself without anyone's approval or love. As far as other people are concerned, I'm with them only periodically, however I'll never not be with myself.
Other people's needs are more important than my own, and I should deal with them first.	My needs are as important as the needs of others. Supporting others is valuable, but I have to remember to fulfil my needs too.
I have to meet all the requirements that come to my mind at this point, even if they are contradictory. Otherwise, I am a worthless person.	I can safely choose what I'm doing at the moment, and it doesn't affect my value as a person.
If I know someone very well, I know what they really mean (even if they are saying something else).	No one can read other people's minds. Even when I've known someone for a long time, it is worth listening carefully to what they have to say. And if I care about the relationship we have, it is better to assume that the other person is driven by positive intentions.
If someone cares about me, they can guess what I need, if I have to ask for it, then it no longer "counts"".	No one can read my mind. By asking for something outright (without attaching importance to the outcome), I help my loved ones take care of my needs and make me happy.
It is better not to ask for anything if there is no certainty that I will receive it.	I have the right to always ask for what I want. Similarly, people have the right to say 'no' to me.

An example of working with beliefs using The Work tools

Instructions as to how to do The Work

Are you sure you want to know the truth? Examine each of your statements using the four questions and the turnarounds provided below. Leave out any statements starting with "but", "because" and "and". Examine each negative statement separately. You will often have several negative statements about one person. Work on each of those statements separately. This is a meditation practice. Its purpose is awareness; it's not about trying to change your mind. Let your mind ask questions, then contemplate them one at a time. Drop into the depths of yourself, listen and wait for deeper answers to emerge.

Four questions
1. Is it true?
2. Can you absolutely know that it's true?
3. How do you react, what happens, when you believe that thought?
4. Who would you be without that thought?

Below is an example of extending the four questions for the statement "Paul should understand me".
1. Is it true? Is it true that he should understand you? Calm your mind. Wait for a response that comes from the bottom of your heart.
2. Can you absolutely know that it's true? Think about whether you really can tell what he should and shouldn't understand? Can you absolutely know what's best for him?
3. How do you react, what happens, when you believe that thought? What happens when you believe that "Paul should understand me", and in fact he doesn't understand you? Do you feel anger, stress, frustration? How do you treat Paul? Do you "roll your eyes"? Are you trying to change him in any way? Are the reactions you're experiencing pleasant? How do you treat yourself? Does that thought bring stress or peace to your life? Calm your mind and listen to yourself.
4. Who would you be without that thought? Close your eyes. Imagine you are in Paul's company. Then imagine that you look at Paul, only for a moment, without thinking "I want him to understand me". What do you see? What would your life look like without that thought?

Turn it around
Now turn the statement around. Turnarounds give us the opportunity to experience the opposite of our beliefs. Sometimes one statement can be turned around in many ways.

For instance: "Paul should understand me" can be turned around as follows:
- I should understand myself.
- I should understand Paul.
- Paul shouldn't understand me.

Let yourself fully experience the turnarounds. For each of them, look for at least three tangible and concrete examples from life for which a given turnaround is true. It's not about blaming yourself or making yourself feel guilty. It's about discovering other possibilities that can bring you peace of mind.

More information about The Work can be found here: thework.com

Practice:

Formulating new beliefs

In addition to The Work, we can use other systems for formulating new beliefs. One of the tools available for us to work with is the RSA (rational self-analysis) form.

RSA template form	
A. ACTIVATING EVENT You saw something happen.	ZA. CAMERA CHECK If you saw something that a camera would not have recorded, correct it to what a camera would have recorded in situation A.
B. YOUR BELIEFS Your sincere thoughts about A and your attitudes about each B statement.	ZB. HEALTHY DISPUTE with B: Answer "yes" or "no" to all rational questions about each B statement or write N/A (not applicable). Then write down a healthy, alternative internal dialogue for each unhealthy B thought and "It's healthy" for each healthy B thought.
B.1. B.2. and so on	ZB.1. ZB.2. and so on
CONSEQUENCES	EXPECTED NEW FEELINGS AND ACTIONS
C. Feelings D. Actions	ZC. New feelings ZD. New actions

Source: *RBT – Rational Behaviour Therapy, Maxie C. Maultsby Jr.*

The tool comes from *The ABCs of your emotions* and *RBT – Rational Behaviour Therapy* by Maxie C. Maultsby Jr., et al. Additionally, the authors included other materials in their books: memory aids, rational bibliotherapy, work with beliefs, healthy semantics, group rational behaviour therapy.

Reformulated beliefs have to be yours. They don't have to be exclusively positive in their nature. The more real and true they are, the more likely it is for them to become your new thinking and acting matrix.

For instance:
Thought: "*I'm disorganised*" can be reformulated into "*I'm not always well organised, but there are times where I can organise myself well*".
(As we go away on holidays with our two children, I am the one to remember about what we might need to have fun together and take good care of them.)

Thought: "*These forms to be filled in for the project drive me crazy*" can be reformulated into "*It's not the forms that get me angry, it's me getting angry when filling them out. I will stop getting angry and will reflect on what they are all about. And if I can't manage, I will ask Kasia for help*".

Thought: "I found a mistake again in the documents I prepared. I'm stupid" can be reformulated into *"I am not defined by my behaviour or the way I do my work. I am a human being, fallible, so it is normal that I make mistakes".*

Instruction no. 1 for completing the table based on *The ABCs of your emotions*:
1. Before doing the exercise, recall a situation in which you felt uncomfortable.
2. To do this exercise, you can use the table provided below or simply split a sheet of paper into two sections by drawing a vertical line on it. You need two clearly marked columns: left-hand column and right-hand column.
3. The left-hand column is dedicated to the ABCDs you've experienced, while the right-hand one is for the changed, revised, healthy ABCDs.
4. The order you fill in the left-hand column in doesn't matter. However, it's important that the left-hand column is fully completed before you move onto the right-hand one.
5. In section A, describe the situation you responded to as you remember it. Record the reality remembered, as opposed to its interpretation. Use your own language. It's important that you know the meaning of the things recorded.
6. Now move onto sections C and D. In section C, using everyday words, describe the feelings you had (or still have) in connection with the situation A. Emotions can be described in one word, e.g. angry, sad, embarrassed, etc. Now will also be a very good time to observe what's happening in your body when you go through those emotions. E.g. headache, shaking hands, rapid breathing, etc.
7. Rate the level of emotional discomfort on a scale of 0 to 10 – where 0 means tranquillity and 10 stands for the most intense, unpleasant feelings you've ever experienced.
8. Section D is for you to record how you behaved in the situation. Remember that "actions" can also include failure to act, withdrawal, procrastination.
9. Note: You may find that the emotions described in sections C and D become new activating events (A). It would be worth recording all Bs, Cs and Ds associated with it on a separate sheet of paper. For instance, the resulting failure to act leads to fear and thoughts of one's inability to respond. Go through all the steps as you did for the first situation A.
10. Now move onto section B. Record all the thoughts and beliefs you remember from situation A. There may be quite a lot of them. If you run out of space, take a second sheet of paper or write on the other side of the first one. When recording your thoughts in section ZB, leave plenty of space between as the thoughts for this section may prove to be quite extensive.
11. Below section D, or on a separate sheet of paper, write out the Five Questions of Healthy Thinking:
    • Is this belief based on facts?
    • Does this belief protect my life and health?
    • Does this belief allow me to achieve my short- and long-term goals?
    • Does this belief allow me to resolve and avoid conflicts?
    • Does this belief allow me to feel the way I want to feel?

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12. In sections ZC and ZD, opposite sections C and D, record new expected feelings, emotional sensations and actions. Don't use conditioning statements, e.g. *If she asks, then I …; I'll be calm when …; etc.* This is where you record new habits that you want to practice.

13. If you use sections ZC and ZD to record things you don't want to commit to, then there is a small probability that you will achieve them. These may initially be minor changes, but they have to be yours, as opposed to other people's telling you how you should change and what to do. This work is a process with no wishful thinking or hocus pocus involved. If your breathing becomes rapid at the sight of your boss or wife, maybe the first step and aspect over which you will gain control will be the calming of your own breathing. Remember, if your new habits represent a very big change, then – as a result of the occurring cognitive behavioural dissonance – practising them may prove too much of a challenge, where a new restrictive belief may be shaped as a consequence, which is not the point here. It is a good practice to introduce changes step by step, e.g. furious – less angry – neutral (calm).

14. Don't use these sections to record statements such as: *I will not slam the door*, instead write down: *I will close the door quietly*. Additionally, avoid statements such as: *I will feel nothing, I will not get angry*.

15. The next step is the camera check. Section ZA is there for you to describe the situation recalled in section A again. A camera captures images and sounds. This eliminates interpretations and focuses on facts. A camera won't show *a head about to explode* or the fact that *she said it to humiliate me* or *being swamped by paperwork*. Instead it will show a pile of papers and capture the words uttered by someone. Recording an event based on facts is a good practice for changing the perception of events in our lives.

16. The next step is section ZB. This is the most important part because this is where we will be writing down our new beliefs. It is important to ask the Five Questions of Healthy Thinking with each new thought. If you can give at least three honest and truthful answers to the specific question asked with regard to a new thought, then you can deem the thought to be a healthy one and move on to the next one.
    Important rules: make sure that the new thought counters the original thought, so that you can't agree with both thoughts from the different sections; remember about the healthy semantics discussed in this coursebook; the new thought has to be acceptable to you and express your willingness to change the way you act in future situations similar to situation A; rhetorical questions are unhealthy – they often are nothing else than masked beliefs. For instance: Why do I have more work again? – a belief that this should not be the case. It would be worth asking yourself then: Why not? – If others managed, it means that I am a failure unable to take care of myself, which is where our belief is exposed – something worth recording in section B.

17. Once you complete section ZB, read situation ZA again and then read the entire right column of the table. Make sure your new thoughts allow you to feel the way you described it in section ZC and act the way you described in section ZD. Reassess the intensity of your suffering using a scale of 0 to 10.

18. When you have done this exercise correctly, you should notice an improvement in your frame of mind. However, it is important that you focus on new thoughts; practice thinking in the new

way and changing your habits. One of the ways to practice is to write down those thoughts on a separate piece of paper and read them every morning or in your free time during the day. When reading and adopting the new way of thinking, you can continue to verify and change them when, for instance, new facts arise or you experience something else in a similar situation.

20. In the case of thoughts that are ours, but we feel constant discomfort when thinking them (cognitive behavioural dissonance), it is worth putting an extra effort in the process, the purpose of which will be to collect facts confirming the thought. We focus on searching, recording and remembering everything that confirms the new and healthy thought. For instance, there are times when I am very well organised. Use a diary, your phone or a piece of paper to record even the smallest of events to confirm this fact, e.g.: the situation during the shopping trip, picking your daughter up from playschool and taking her to extracurricular activities, preparing a smart outfit for your son's assembly to take place in three days' time, etc.

Instruction no. 2 for completing the table based on *The ABCs of your emotions* with own example:

RSA template form	
A. ACTIVATING EVENT (What happened?) Describe what happened. The situation with which you want to work; it is important that you use words that describe what happened as closely as possible. My boss, as usual, gave me extra work. She's blind, or something. She can't see that I have so much work already and will fail at other things. And I, as usual, didn't say anything and took it all on.	**ZA. CAMERA CHECK** Check if everything you recorded in section A is a fact – something that can be captured by a video camera. All the rest, e.g. She's blind, or something, doesn't pass the camera check. This is your interpretation or emotion and should be recorded in section B or C. My boss gave me extra work, and I did not say 'no' to taking it all on or defend myself against it. I didn't tell her that I was working on another task she had given me previously that will take me another three days to complete.
B. YOUR BELIEF *(What did you think?) Section B is for you to record all the thoughts and beliefs about situation A. There may be quite a lot of them. If you run out of space, take a second sheet of paper or write on the other side of the first one.*	**ZB. HEALTHY DISPUTE with B:** *(What thoughts would be healthy for you?) Ask the following 5 questions for each thought from section B:* 1. Is this belief based on facts? 2. Does this belief protect my life and health? 3. Does this belief allow me to achieve my short- and long-term goals? 4. Does this belief allow me to resolve and avoid conflicts? 5. Does this belief allow me to feel the way I want to feel? • Healthy beliefs meet at least three of these five principles. That is, three "yes" answers to each of the questions asked. • One person's healthy beliefs don't have to be healthy for someone else. • Today's healthy beliefs can prove to be unhealthy at a different time.

B.1. She is blind.	ZB.1. My boss is not blind. She noticed and gave me feedback on the last task. She is a human being that behaves in a way I don't like. She has the right to see things differently than I do and not see what I see.
B.2. Had I refused, she would have thought I couldn't do it, that I was incompetent.	
B.3. But if I can do it, she will think well of me well, that I'm a good employee.	
B.4. I'm swamped with work.	ZB.2. I don't know what would have happened had I refused. This is too strong an assumption not supported by facts. The fact that I don't want to do something says nothing about me or my competences.
B.5. Others don't have so much work, she just gives more and more to me.	
B.6. She doesn't listen when I tell her I don't know how to do it.	
B.7. I am always given extra work.	and so on
B.8. She doesn't see how much work I do and doesn't realise how much time it takes.	
B.9. I'm sure I'm going to fail at it, so maybe I should hand in my notice first.	
and so on	
CONSEQUENCES	*EXPECTED NEW FEELINGS AND ACTIONS*
C. Feelings	**ZC. New feelings**
(What did you feel?) How did you feel in response to the situation described? At the end, rate the level of emotional discomfort on a scale of 0 to 10 – where 0 means tranquillity and 10 stands for the most intense, unpleasant feelings you've ever experienced.	(What do you want to feel?) Record the feelings you want to have in the future in situations such as the one described in section ZA.
Despondency, helplessness, anger, being upset.	Tranquillity, interest in something new in my job, appreciation and willingness to develop and learn something new.
Emotional discomfort at level 9.	Emotional comfort at level 5.
D. Actions	**ZD. New actions**
(What did you do in response to the situation described?)	(What do you want to do?)
	Tell my boss about the things that I have to do and the deadlines set.
I'm going for a cigarette. I smoke at least 3 cigarettes.	Sit down to plan what I have to do, change the order in which I'm going to carry out the different tasks, prioritise.
I do not sit down to do any of the work I'm supposed to be doing.	Talking to someone who has experience doing the work I was given to do.
Desire to escape and look for another job, finding new instructions from clients.	
Discussing, and in reality badmouthing, the boss and her unfairness and thoughtlessness.	

Read: Cognitive emotional dissonance

A state of mental discomfort experienced by a person in a situation involving two conflicting cognitive elements (e.g. thoughts and judgments) at the same time. **Dissonance** can also occur when behaviours are in conflict with attitudes (www.wikipedia.org).

- It can be perceived as resistance – the things that we're comfortable with are not always good or safe for us.
- It appears at the stage of the process where we turn our unhealthy beliefs into facilitative and neutral ones.
- Becoming aware of the emergence of dissonance and accepting it is necessary when working towards change.

Cognitive emotional dissonance may appear when working with beliefs. Simply put, once we have habits and rituals, and a new element is added, or we decide to do something differently, there arises discomfort associated with change. This is illustrated perfectly by driving in a country where traffic moves on the opposite side of the road to what you are familiar with. For instance, a Polish person with a driver's license issued in Poland used to driving in Poland travels to England where vehicles drive on the left side of the road. Their car is not adapted for driving in the changed circumstances (we are often not entirely ready ourselves to change our beliefs and habits). Initially, the driver, despite knowing the rules and being able to drive well, feels at a loss and confused and must be very careful, so as not to drive in an automatic and habitual manner. Similarly, new beliefs require work. Just making a table and going through a set of questions won't result in changing our beliefs. This is a process. In Rational Behaviour Therapy, cognitive dissonance gives rise to conscious emotional re-education. Maintaining this state of uncertainty and not underestimating the different conflicting information provides a chance to train a new neural connection (and consequently a new emotional response).

Looking for evidence that does not support hot thoughts (hot thought – thought, belief, image that most strongly affects your mood) and rating confidence in new beliefs are extremely valuable tools proposed by the authors of the publication *Mind Over Mood* (Padesky, Greenberger).

Remember! It's not enough to want to change your beliefs and know what you want to replace them with. You still need to practice change.

Read: Motivational Interviewing (MI)

"Motivational Interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change."
W.R. Miller, S. Rollnick, 2014.

- Philosophy, method of working with clients.
- Dedicated to working with the so-called difficult change – working with addict clients, etc.
- Is mindful of where the client is in the change process.
- Used when working with beliefs creates room for consciously leading the client through the change process.

Motivational interviewing with its tools and partnership-like approach to collaboration is a recommended tool and, in fact, a style of leading clients through the process of changing their beliefs. It is worth reading about the importance of how a meeting is conducted in the chapter on building client relationships.

Working with beliefs invites the client to commit to an extremely big change in their life; one that requires effort and incurring certain costs, while at the same bringing numerous benefits on many different levels.

It is important for the educator and the client/learner to be aware of the stages that the client/learner will go through in the change process, of what may happen at any given stage and what should be done or avoided.

STAGES OF CHANGE BASED ON PROCHASKA, DICLEMENTE AND NORCROSS (1992)

1. Precontemplation – no intention to take action yet.
2. Contemplation – acknowledging the consequences of a particular behaviour and reasons to change it.
3. Preparation – getting ready to change, planning.
4. Action/Proactive Change – taking a decision to change
5. Maintenance – maintaining the behaviour change
6. Relapse – important to move onto the next stage of change

About MI itself

(this material comes from the script for the workshop "How to work with people who do not want change", which took place during a conference dedicated to adult educators).

CHANGE OCCURS WHEN THE PAIN OF STANDING IN PLACE IS STRONGER THAN THE PAIN OF THE CHANGE ITSELF

KEY CONCEPTS

The key concepts used in MI include: the so-called **oars, ambivalence, resistance,** the so-called **sustain talk** and **language of change.**

"OARS" (open questions, affirmation, reflective listening and summary reflections).

Open questions – these are questions that enable the client to talk more than the specialist, especially when compared with closed questions that elicit only one-word and laconic responses (yes/no; number or name). Open questions allow us to collect a lot of important information and data.

<u>The objective</u>: asking open questions gives the client/learner the opportunity to understand their life, hear themselves and their beliefs, feel that they're important and accepted. By giving the client the opportunity to talk, the educator is able to learn more, capture information that can have a significant impact on the method and type of client/learner work, and to understand their problems.

Affirmations – enable the educator to bring out certain positive characteristics, resources and skills of the person in treatment. It is important to emphasise those strengths that are constant in their nature and which our interlocutor displays in different situations.

<u>The objective</u>: to recognise the client's specific skills and emphasise their importance for achieving their goals, while constantly engaging them in the conversation, and to help us guide them towards change.

Reflective listening – accurate empathic reflective listening requires hearing not only what a person says, but also what the meaning of what they say is. Thus, the listener should be sensitive to changes in the tone of voice, the manner in which the speaker talks and the nonverbal signals. Empathetic reflective listening is crucial for the creation of a successful relationship between the specialist and the client and form the basis of motivational interviewing.

<u>The objective</u>: accurate empathic reflective listening enables verification of the specialist's ideas, creates an atmosphere of unconditional acceptance and helps the client see themselves in a positive light. The most important objective of empathic reflective listening is to give the other person the feeling that they are being heard and seen as credible.

Levels of reflective listening:
- **simple**, checking what the person has said, repeating their statements, a certain paraphrasing, however without adding meaning that could deepen understanding;
- **complex,** examining the meaning of the statement, deepening understanding, overstating what has been said, presenting two sides, making a restatement in which the speaker's meaning is inferred, using a metaphor, identifying the other person's feelings.

Summary reflections – determining the essence of what the client has stated and presenting it to them in a concise form. Summary reflections reinforce what has already been said, they are a proof that the specialist has listened carefully and is now preparing the client for the next step. A summary reflection that combines the client's negative and positive feelings about the subject of the change can help us understand the initial ambivalence, it emphasises the discrepancies between reality and imagining. Miller and Rollnick describe the process as picking flowers and handing them back to the client as a bouquet.

<u>The objective</u>: to show the interlocutor that the specialist is an attentive listener, to direct the client by emphasising their own statements about the goal they are aiming for. It's also a good way of broaching another subject by closing the current one.

Ambivalence is a state of mind in which we experience simultaneous but contradictory feelings, thoughts or actions about something. It's a dilemma of discrepancies: *I want to do it, but... (I'm afraid I can't do it, it won't work, etc.).* We can develop discrepancies at both ends.

Resistance (discord)

"This client doesn't want to collaborate", "He's been coming to me for so long and there are no results whatsoever. He's not doing anything to change his situation", "I've told him so many time what to do and how to do it, he nods and says that I am right, and I know that he's only saying it for the sake of it and will change nothing in his behaviour".

The client starts to be seen as an "unmotivated" or a "resisting" client.
Resistance is a common trend in interpersonal relationships. A discord will occur in a relationship the quality of which depends on the mutual impact its participants have on each other. The discord indicates discomfort in the relationship between the client and the specialist, so the responsibility for its emergence is shared together. It can be experienced by both the client and the specialist. The more confrontational the specialist's attitude in the conversation with the client, the greater the resultant discord in the relationship.

What do you do in the face of resistance?

- **Take a step back** – it's not possible to fight with someone who remains neutral and tries to understand the dilemmas of change.
- **Avoid forceful persuasion.**
- **Emphasise the importance of own choice and having control.**

Sustain Talk

As Miller says: *Every time we think about making a change, one part of us wants change, while the other doesn't. Sustain talk is the voice of the part of us that doesn't want change.*

Sustain Talk (ST) uses statements such as:
- *"I'm not interested in looking for a job"*
- *"Others have been living on benefits for years, so why should I be different?"*
- *"It's just not worth it", "It's not for me", "I'm too old", etc.*

Sustain Talk:	Discord:
Refers to change	Refers to relationships:
I don't need a job.	*You can't force me to do this.*
I'm afraid I won't manage.	You don't understand, it's not that simple.

The other side of ambivalence, the one that wants change or saying that change is possible, is expressed by *Language of Change* (LC). It uses self-motivating statements – by saying them, the client automatically becomes more motivated to change.

In conversations between educators and clients, Language of Change (LC) and Sustain Talk (ST) are constantly intertwined.

Examples:
– *"I would like to get a new profession* (LC – desire), *but it's not that simple (ST)."* (JP – Support Language).
– *"Maybe I could manage at that place* (LC – ability), *but they don't pay enough (ST)."*
– *"There is no point wasting my time sending my CV because it doesn't work* (ST). *Although, on the other hand, if I don't send it, then a job won't find itself and I will be dependent on my parents for the rest of my life* (LC – reason)."

Affirmations provoke the smallest number of statements that would prevent the client from making a change, that is, they give rise to the least amount of Sustain Talk.

It is important that the specialist does not strengthen Sustain Talk, and when hearing Language of Change, they emphasise it, maintain it and encourage the client to expand on the subject.

BUILDING MOTIVATION TO CHANGE

Strategies that facilitate extraction and strengthening of "language of change":
1. **Asking open-ended questions** – this is the easiest way to know the desires, skills, reasons and needs of the client.
2. **Checking for extremes** – inquiring with the client what the biggest gain or the most negative consequence of making or not making a change would be in their opinion.
3. **Using scaling**

In understanding clients and their ambivalence to change, it is useful to know how they perceive the importance of change and how they assess their ability to change – as opposed to how it is assessed by the specialist.

During consultations with clients, we examine where they are with regard to two issues: self-esteem and self-confidence. To do this, we use scaling. This allows us to know whether to develop the client's inner motivation to change by increasing their self-confidence or by focusing on the importance of change.

Example:

S: *On a scale of 1 to 10, where 1 means completely unimportant, and 10 – very important,* how important is it for you to find *a job?*

C: 5.

Let's look at the two options for the specialist's response to the response from the client.

Reaction 1

S: *Why do you rate the importance of you finding a job at a 5 as opposed to a 10?*

By formulating the question this way, the counsellor will cause the client to look for arguments against change. The counsellor with then focus the client's attention on them. In response, he'll probably hear:

- Because there are other things in life that are important too. For instance, health. I don't want to get stressed and have to go to job interviews. What do I need it for? Besides, I had worked for the same mechanic all my life, and I don't know if I'd feel comfortable in a new place working with new people.
- I never had any time for my children and wife, at least now I could look after my grandchildren.
- Maybe it's better to let it go at my age? Maybe it's time to finally relax and stay on the benefits? My wife has a pension. We will manage somehow. Plus, the older you get, the less you expect from life.

Or

Reaction 2

S: *What reasons make you rate the importance of you finding a job at a 5 as opposed to a 2?*

By formulating the question this way, the specialist directs the conversation with the client to their needs and reasons for finding a job. The specialist, by asking the question this way, will cause the client to formulate their Language of Change. The specialist can then reflect the client's Language of Change, use affirmations to support the client, ask open questions about other important reasons for the change, consequently resulting in the client using more Language of Change.

Examples of responses:

C: *Well, you know, when I think about it, it's always better to have a job than not to have it. And having cash is important, the roof needs renovating. The bills will not pay themselves. Less to worry about when you have a job, because you don't have to borrow. And you can afford more, pay for the kids' holidays, and it would help my wife run the house.*

The next step will be to see how far reaching is the client's confidence that they can make a change in their life. To achieve this, the specialist can ask the client to scale their self-confidence. Questions to ask with scaling:

S: *"Why did you give yourself a 6 as opposed to a 3?"*, thus provoking the client to uncover their own resources and expanding on the subject:
"What qualities or skills do you have that can be useful in looking for a job?" instead of "What stops you from looking?".

▉ Practice in pairs

Think of a change that you've been putting off for a while now, but you're still thinking about it frequently. You can also recall a recent conversation with your client whose behaviour may have resembled resistance to change or reluctance to change. Step in your client's shoes.

Then, in pairs, take turns to conduct a short part of a counselling conversation using scaling.

The person playing the client briefly talks about what the change would be about. The counsellor starts the conversation and tries to use scaling.

The conversation lasts approximately 5 minutes. When the time is up, switch roles.

Once both participants have performed the exercise, provide each other with feedback.

Questions that may be useful for providing feedback:
– What do you think of the conversation?
– What helped you and what bothered you?

3.6 Diagnostic tools

Diagnosis of beliefs is not about providing the client/learner with a test or a questionnaire. Usually, the need to analyse the client/learner in terms of beliefs, automatisms and attitudes emerges while working with them.

Working with clients/learners, when is it worth applying elements of working with beliefs or suggesting they go through the entire process?

This is most often required when, despite the various steps undertaken, we do not get the expected results. Then it is worth examining whether some characteristic phrases concealing restrictive beliefs appear during our conversations or conversations of the client/learner with

others, or maybe it happens that the restrictive beliefs are expressed quite clearly. Example of restrictive beliefs would include: "It's not for me", "I'm too old", "There's no work for people like me", "I don't think the group likes me", "To get a good job you need to know English at level B2", etc. These are the "truths" regularly repeated by the client/learner. They do not always have to be their own beliefs anymore, sometimes they are a form of teasing or an attempt to adapt to the environment. But what if it is those thoughts and phrases that stand in the client/learner's way of achieving their goals, having a healthy and fulfilled life, feeling empowered and able to change their existing behaviour?

We can collect the detected thoughts and suggest to the client to look at them in the context of the 5 key questions used in working with beliefs applying the Rational Behaviour Therapy. The training outline provides the Belief Scanner exercise, or we can use the Five Questions of Healthy Thinking:
1. Is this thought based on undeniable facts?
2. Does this thought help me protect my life and health as best as possible?
3. Does this thought help me achieve my short- and long-term goals?
4. Does this thought help me avoid and resolve the most undesirable conflicts with other people?
5. Does this thought help me feel the best way I want to feel without abusing any substances?

Another suggestion as to the set of questions to be used comes from the aforementioned method "The Work".
1. Is it true? (Yes or no. If 'no', then move to question no. 3.)
2. Can you absolutely know that it's true? (Yes or no.)
3. How do you react, what happens, when you believe that thought?
4. Who would you be without that thought?

A 'no' answer to at least two of the questions asked means that this belief is restrictive for us.

Identification of beliefs applying the downward arrow technique.

The downward arrow technique is a helpful mean of uncovering one's core beliefs when experiencing a depressed mood or anxiety.

It is one of the techniques aimed at crumbling, conquering and, above all, making the client aware of their beliefs. We do not always have the space to do the exercises proposed in the coursebook, e.g. the RSA. There will be times, talking to a client/learner or during other types of consultations, when the educator will be able to intuitively diagnose a belief concealed by a verbally expressed thought.

Automatic thought: I don't think Kasia likes me.
What's wrong with that?

Whenever I meet someone, they always stop liking me very quickly.
What does it say about you?

I will never again establish a relationship with anyone.
What does it say about you?

I can't be liked.

I CAN'T BE LIKED – it's a belief of a client/learner formulated with the help of an educator. To diagnose, that is, assess whether it is restrictive in its nature, we can use the Five Questions of Healthy Thinking or the Belief Scanner.

Other tools to use include questions, reflective listening, summaries and paraphrases. They have already been discussed in detail in the first training module "Building client relationships". Self-diagnosis

To become aware of one's automatic thoughts that form the basis of beliefs, pay attention to what comes to your mind when you experience a powerful emotion or a strong reaction to something. Keep records of the thoughts resulting from an activating event and use one of the tools to change them and continue working to perpetuate healthy thinking, e.g. RSA.

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3.8 Training program

RESTRICTIVE BELIEFS WORKSHOP						
OBJECTIVES	SESSION	DURA-TION	Exercise	Description with instructions for trainers	Materials needed	Amount of materials for 1 training group
RELACJA Z KLIENTEM						

Acquiring knowledge and raising awareness about the sources of beliefs and their diversity	8:00-9:30	45'	Start	• Welcome.
				• Introduction – trainer.
				• Purpose of training.
				• Agenda.
				• Possibly contract – contract approval.
				• Introductory round – exercise 1 – power of assumptions.
				  Split the group into two teams.
				  Give out tables – one per team.
				Note: Introduce additional identification other than first names when they are repeated within the group.
				• Review – Were you surprised by anything? What helped you recognise false statements? What can you say about the assumptions and norms that emerged during the exercise? When reviewing: pay specific attention to assumptions and ask where they come from.
				• Participants' expectations – collect information about participants' expectations in order to determine if and to what extent this training can meet them.
					Exercise 1 – power of assumptions	Exercise 1 – 2 copies

		30'	Introduction to beliefs	• Individual work in line with the instructions given in Exercise 2. • Review: Volunteers to read the notes they made under the photos. Ask: Whose notes are different? Discuss all the photos. • Gathering conclusions: Pattern: impulse (image) – thought – emotion – action.	Exercise 2 – photos	Exercise 2 – as many copies as there are participants (recommended colour prints)
		15'		Mini presentation by the trainer – Sources and mechanisms. Where do beliefs come from?	Coursebook materials	

Diagnosing beliefs – skills training; applying tools for working with clients – practice	9:40-11:10	30'	Diagnosing beliefs	• Individual work with cards to aid identification of one's automatic thoughts. • Exercise review.	Exercise 3 – thought recognition cards	Exercise 3 – as many copies as there are participants
		10'		• Mini presentation by the trainer – Types of automatic thoughts. Restrictive, facilitative and neutral beliefs.	Coursebook materials	
		35'		• Work in pairs using cards from exercise 3. • Automatic thoughts noted down to be divided into neutral, restrictive and facilitative ones with the help of the other person in the pair. • Discussing the outcomes: Were you surprised by anything? What was easy and what proved to be a challenge? • Conclusions.	Exercise 4	Exercise 4 – as many copies as there are participants
		20		• Mini presentation by the trainer – Be careful what you say. • Gathering conclusions.	Coursebook materials – healthy and unhealthy semantics	
	11:20-12:50	60'		• Belief scanner – tool overview. • Work in groups of threes – taking turns: two people in the pair work, the third one is an observer. • Feedback. • Discussing the outcomes: Were you surprised by anything? What was easy and what proved to be a challenge? • Conclusions.	Exercise 5 – belief scanner	Exercise 5 – as many copies as there are participants + clean sheets of paper for observers
		20'	Cognitive emotional dissonance, reformulation of beliefs	• Mini presentation by the trainer – cognitive emotional dissonance.	Coursebook materials	
		10'		• Work with the group – reformulation of restrictive beliefs. • Group to provide examples of reformulations.	Coursebook materials	
Working with beliefs – skills training	13:20-14:50	50'	Rational Self-Analysis (RSA)	• Individual work (RSA) in line with the instructions given in the coursebook. • Exercise review. • Discussing the outcomes: Were you surprised by anything? What was easy and what proved to be a challenge? • Conclusions.	Coursebook materials – RSA exercise	Clean sheets of paper; as many as there are participants
		20'		• Working with the coursebook – other tools for working with beliefs. • Read and review. • Questions and answers.		
		20'		• Summary of the workshop day. • How can I practically apply working with beliefs? • Knowledge test, survey.		

Exercise 1

Lp.	Imię/ pseudonim	Zdania prawdziwe	Zdanie wymyślone	Punkty dla grupy .... (numer/nazwa)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

(Numer/Nazwa grupy)

Exercise 2

Describe each image

When I see a man riding a motorbike:

I think ....

I feel ....

I would like to .... / What do I do? ....
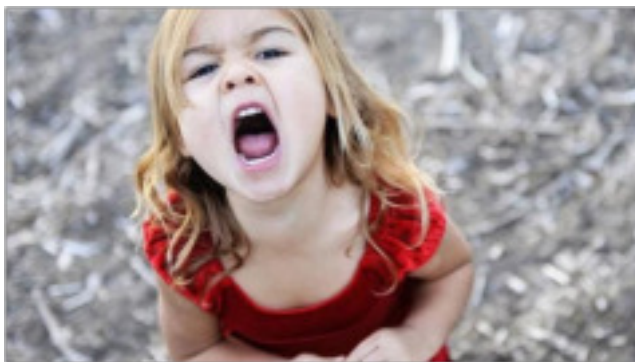
When I see a shouting child:

I think ....

I feel ....

I would like to .... / What do I do? ....

When I see a 55-year-old woman browsing job ads:

I think ....

I feel ....

I would like to .... / What do I do? ....

When I see a tree:
I think ....

I feel ....

I would like to .... / What do I do? ....

When I see something like this on a road:

I think ....

I feel ....

I would like to .... / What do I do? ....

When I see employees of different nationalities in one company:

I think ....

I feel ....

I would like to .... / What do I do? ....

Exercise 3

Write down the things that come to your mind as you imagine yourself in the situations described below.

Situation 1

You have been looking for a job for six months now. You have sent hundreds of CVs in response to a range of different job ads. You got a call two days ago from a lady from one of the companies that you would very much like to work for inviting you for an interview, which is the next stage of the recruitment process. You are preparing for the interview today – you wonder what to wear, what to say, whether to take water with you, etc. And right now you get a call from the same lady who apologises to you and informs you that the interview will not take place as the management have quarrelled and the position you were to interview for will not be created after all.

AUTOMATIC THOUGHTS:

....

....

....

....

....

Situation 2

You are preparing a get-together for your friends. You organise them every year, you meet at someone else's place each year. It is your turn this year. You are a little bit nervous as you decided to bake two cakes using your grandma's complicated recipes for the first time to celebrate the special occasion. A short while into the get-together a few people stroll over to you saying that the cakes are very good.

AUTOMATIC THOUGHTS:

....

....

....

....

....

Exercise 4

In pairs, exchange your cards with the tasks given to you in exercise 3.

Based on what you have read on your partner's card, assign their automatic thoughts to the different categories in the table.

Neutral	Facilitative	Restrictive

Exchange cards.
Take a moment to read them.
Talk about what you were driven by when assigning your partner's thoughts to each category.

Exercise 5

Belief scanner

Recall a situation you found difficult

Thought/Belief	Emotion	Behaviour	Outcome	How can I think about this situation differently?

1. FACTS
- Is this always the case?
- Is the … always true?

2. GOALS
- Does the thought that … help you achieve your short-term and long-term goals?
- Does the fact that you think that … help you achieve your goals?

3. RELATIONSHIPS / CONFLICTS
- Does the thought that … help you establish relationships?
- Does the fact that you think that … help you maintain relationships?
- Does the thought that … help you resolve conflicts?
- Does the fact that you think that … help you be assertive?

4. EMOTIONS
- Does the fact that you think that ... help you feel the way you want to feel?
- Does the thought that ... help you feel the way you want to feel?

5. LIFE / HEALTH / VALUES
- Does the thought that ... protect your life?
- Does the thought that ... protect the lives of your loved ones?
- Does the fact that you think that ... protect your health?
- Does the fact that you think that ... protect the health of your loved ones?
- Does the thought that ... protect your values?

What is within my control?

What do you want to do more of?   *What do you want to do less of?*

What do you want to do differently?   *What do you want to stop doing?*   *What do you want to start doing?*

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4. TRAINING MODULE ON ASSESSING LEARNING NEEDS AND CREATING LEARNING PATHS FOR CLIENTS

4.1 General information on learning needs and creating paths for clients

One of the main tasks of adult educators is to provide support to clients/learners. The support, as demonstrated in the individual chapters of this coursebook, can take place at different levels and concern an array of different aspects of adult development.

The same is true for assessing client/learner's learning needs and creating learning paths. It involves the ability to make an assessment, i.e. to use dedicated tools, while at the same time understanding the dynamically changing labour market.

To start with, it would be worth asking ourselves how to approach this when dealing with the staggering diversity in terms of both our clients and the industry sectors present on the local, domestic and – last but not least – global labour market. And then add the numerous potential paths of acquiring qualifications and competencies required to work in the selected profession to the already remarkable spectrum of possibilities.

When working with clients/learners where one of the objectives of our work is to support their educational and professional activation, it is important to have the knowledge and understanding of both the formal and informal requirements regarding the different professions. Despite the repeated attempts at harmonising Europe's education markets, each of the individual states operates under its distinct regulations that specify the methods of acquiring and certifying the competencies needed to practice a given profession.

As far as the informal aspect is concerned, an educational consultant may prove to be of help, and we will discuss the related responsibilities and competency model in this chapter. This particular profession is not formally recognised in certain countries, while in some others, despite being properly regulated, the consultants' work is not as effective as it could be. This is corroborated by the "Report on the functioning of adult education systems in selected European countries: England, Poland, Italy" issued prior to publication of this coursebook. It is therefore all the more important for educators to understand the environment within

which consultants operate, as well as the different forms of operation, and subsequently improve their competencies, adding those that an educational consultant will need.

We frequently put great emphasis on the rapidly evolving labour market, however, we must not forget about the dynamic changes occurring in education and the way people can prepare to perform different professional roles. When a client/learner shares their plans for development with us, we must remember that when examining their learning needs, they have to be put into a tangible context. This can take the form of mapping the client/learner's learning and career path, taking into account all formal requirements and the individual's psychophysical aptitude, and then setting it against demand on the labour market.

In summary, diversity and ambiguity are challenges commonly faced by us and our clients/learners. The ability to analyse and navigate the multidimensional education market is the key competency required of an educational consultant. It is the one competency that adult educators striving to make a correct assessment and propose a suitable learning path that will be realistic to implement have to work on and attain.

According to the European Commission's Education and Training Monitor 2018, 10.9% of adults across Europe participated in learning in 2017, of which low-qualified adults represented only 4.3%. This figure shows a discrepancy in European adult education systems in terms of targets based on which low-qualified adults would participate in learning more frequently than those with high qualifications and active on the labour market.
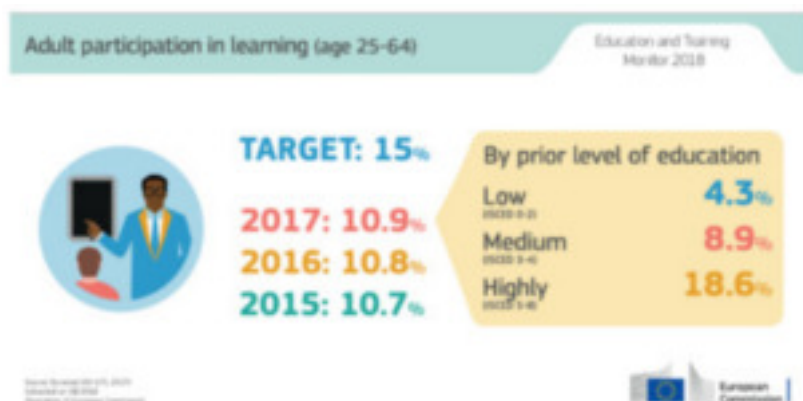
Many studies have highlighted a critical deficiency in key competencies (as defined by Council recommendation 962 of 2006) and basic skills among adults in Europe. The most prominent of these is the OECD's PIAAC Survey of Adult Skills, which tested roughly 250,000 adults aged 16-65 around the world (in OECD countries), providing a detailed picture of skills levels of adults around the world.

The Survey of Adult Skills was an international survey conducted by the Organisation for Economic Cooperation and Development with the support of the European Commission in

more than 40 countries as part of the Programme for the International Assessment of Adult Competencies (PIAAC). The survey is designed to measure "key cognitive and workplace skills needed for individuals to participate in society and for economies to prosper" and it has been carefully crafted in order to ensure the comparability of results across countries, cultures, languages and timeframes, with a view to provide policy makers across the world with an overview of skills levels in their countries and with reliable data for a better understanding of how education and training systems can be reformed in order to improve adults' skills.

The Survey of Adult Skills highlighted worrying results. According to the data gathered in 17 EU member states (corresponding to 83% of the European population, European Commission), approximately 16.4% of Europeans aged 16-65 experience literacy difficulties. In some countries, like Italy and Spain, this percentage reaches 28% of the population. This means that approximately 55 million adults in Europe have literacy difficulties.

Moreover, the survey results indicated a clear correlation between skills levels and employment and, among employed people, proficiency in information processing skills, i.e. literacy, numeracy and problem-solving in technology-rich environments, has a strong influence (in some countries nearly as strong as the amount of years of study) on wages: proficiency in information processing skills can lead to a 12-13% increase in wages, with an average of approx. 6%.

In 2013, the European Commission issued a policy paper titled "The Survey of Adult Skills (PIAAC): Implications for education and training policies in Europe". In this document, the Commission outlined 7 relevant key findings from the survey:
- approximately 20% of adults in the EU have low information-processing skills (literacy and numeracy);
- there is a positive correlation between skills and employability, and low-skilled unemployed people have difficulties entering the job market;
- adults with poor literacy and numeracy skills are also the ones who are less likely to engage in learning activities (this is referred to as "low skills trap");
- individual performances across the EU show significant differences in skills proficiency among people with the same educational qualifications;
- 25% of adults lack sufficient ICT skills;
- a person's skills significantly deteriorate during their lifetime;
- improving the population's literacy and numeracy skills brings about positive economic and social outcomes.

In addition to the abovementioned key findings of the survey, the main challenges faced by our clients/learners in formulating their learning and career paths include the following:
- a wide range of training programmes that fail to set out the criteria for acquiring individual competencies,
- inability to assess whether the investment made with regard to the given training will pay off,

- complex legal provisions that regulate the process of obtaining formal qualifications,
- an extensive network of professions within specific industries – lack of understanding of the individual stages of learning needed to obtain a given qualification,
- inability to plan and organise a learning path, lack of motivation to implement it – required support of an educator,
- inability to juxtapose two aspects – learning opportunities and demand on the labour market,
- inability to find information and verify their reliability, particularly true for low-qualified adults,
- inability to validate previously obtained qualifications – most frequently those returning to the labour market are not able to define their skills and experience,
- lacking ideas and knowledge as to how to improve their professional qualifications or using the existing ones,
- lack of knowledge of the opportunities offered by the local and national labour market; in the case of foreigners, there are challenges related to differences between the individual education systems and labour markets,
- misconception of the very expression "career path" – understanding it as a term aimed at people aspiring to more senior roles.

In their actions, adult educators display, or should display, competencies that will help meet the challenges faced by clients/learners with whom they work.

It is worth emphasising once again that making a conscious and deliberate choice with regard to the correct learning path is of utmost importance for adults. A properly carried out assessment of needs that takes into account the client/learner's psychophysical predispositions contributes to the effective use of the time dedicated to learning, where time is often a key obstacle for adults.

4.2 Definitions

The terms used in this section of the coursebook:

1. **Linear model for building a learning path** – gives the option to plan a learning path and put it into effect by moving in a straight line from point A (the place from which I start) to point B (the job I want to have). This model still applies to low-qualified adults, although it no longer takes the form of a straight line, instead being shaped like a branch with different paths to reach the desired destination.

2. **Azimuth of a learning and career path** – an azimuth is the space located a short distance away from the professional destination; it can be found following the same course as for

the destination and it encompasses the area close to it. This career path will include elements of learning that can be used in different areas of one's professional life.

3. **Types of educational and professional career paths** – observed, researched and structured patterns of conduct that can become a matrix/basis for building individual educational and professional development paths.

4. **Competency** – comprises at least three elements.
   QUALIFICATIONS + SKILLS + ATTITUDE = COMPETENCY
   Predispositions in terms of knowledge, skills and attitudes that enable individuals to carry out professional tasks at the appropriate level.

5. **Analysis of learning needs** – training needs analysis (TNA) – identification of training requirements and the most cost-effective ways to meet those requirements.

6. **Educational consultant** – the definitions vary slightly in different countries. In terms of the Liverpool City Region, Skills Brokers promote training solutions to various stakeholders across the Liverpool City Region. These include businesses, training providers and adult learners. Furthermore, they work across key intermediaries in the Liverpool City Region such as Growth Sector groups, local government counsellors and local authorities. The Skills Broker offers independent and impartial professional skills support to stimulate demand for Apprenticeships and wider adult skills provision.

4.3 Why assessing learning needs and creating learning paths for clients is important

The ability to assess learning needs and create a learning path is crucial as far as the work of an adult educator is concerned:

1. **Planning:** In working with a client/learner, this is an essential element, particularly where the task is a new one and our client/learner does not have experience in this area. Moreover, to achieve the set learning objective, a complex action plan will be required and a number of tasks will have to be carried out, frequently with limited time and resources.

2. **Motivating:** If we leave the client/learner's career to chance, it may turn out that they will find themselves in a place in which they had no desire to be at all. If no assessment is carried out, the client/learner will waste time despite getting the required education and obtaining the necessary qualifications simply because they will not be able to do the job they wanted to do. As a result, it is easy to become demotivated and give in to the idea that it is impossible to change one's professional circumstances.

3. Awareness: When carrying out an assessment of needs, an educator should make the client/learner aware of their psychophysical aptitude, resources and limitations. This information will remain in the client/learner's consciousness even when their collaboration with the educator is concluded, which represents a valuable outcome for the client/learner. Being aware of their predispositions, clients/learners will be able to make the right educational and professional choices in the future. Not recognising own resources and limitations is the most common problem faced by clients/learners that comes to light during their work with educators

4.4 Learning outcomes for participants

The training on how to make an assessment of learning needs as proposed in this coursebook aims to provide educators with improved competencies in three areas:

Knowledge of:
- approaches and techniques to facilitate identification of learning needs;
- how those techniques can be used in individual and group work;
- how to define the competencies that a client/learner is required to have to perform specific work;
- how to assist clients/learners in identifying their current area and level of competency;
- how to improve and change professional qualifications;
- how to prioritise between different learning needs.

Skills in respect of:
- carrying out a training needs analysis;
- assessing individual learning needs;
- creating learning paths.

Attitude:
- reflection, self-analysis in respect of the work of an educator;
- self-confidence and impact on client/learner outcomes;
- strengthening trust in oneself and the client.

4.5 Educational activities

Read: Explaining the definitions and types of competencies

Competencies provide us with the ability to find practical application for our knowledge and skills, which in turn enables us to independently perform the tasks ascribed to given positions. It is a collection of behaviours that facilitate the successful achievement of goals set by an

organisation and performance of tasks in a given role, determined by a variety of psychological factors. Those behaviours are a manifestation of 4 factors that we need to assess as part of the job analysis process:

- Knowledge – body of information obtained in the course of learning;
- Skills – learned, acquired behaviour in a specific field, e.g. verbal communication, using a computer;
- Abilities – innate, not entirely acquired predispositions in certain fields, e.g. learning, analytical abilities;
- Other characteristics – additional expectations and requirements, e.g. honesty, mobility, courses completed, experience (Piotr Prokopowicz, Grzegorz Żmuda, Marianna Król).

Competency is not to be equated with behaviour. A person's behaviour enables us to assess what competencies the person has and at what level.

Identification of the **KSAOs** (knowledge, skills, abilities, others characteristics) that enable a person to perform each task correctly:

- What knowledge is required of the employee?
- What should the employee be able to do?
- What skills are required of the employee?
- Is there anything else that is required of the employee (courses, training, formal qualifications, experience).

CLASSIFICATION OF COMPETENCIES:

1. **Core competencies** – those that form a basis for others, e.g. ability to communicate successfully. Core competencies are further divided into three subgroups:
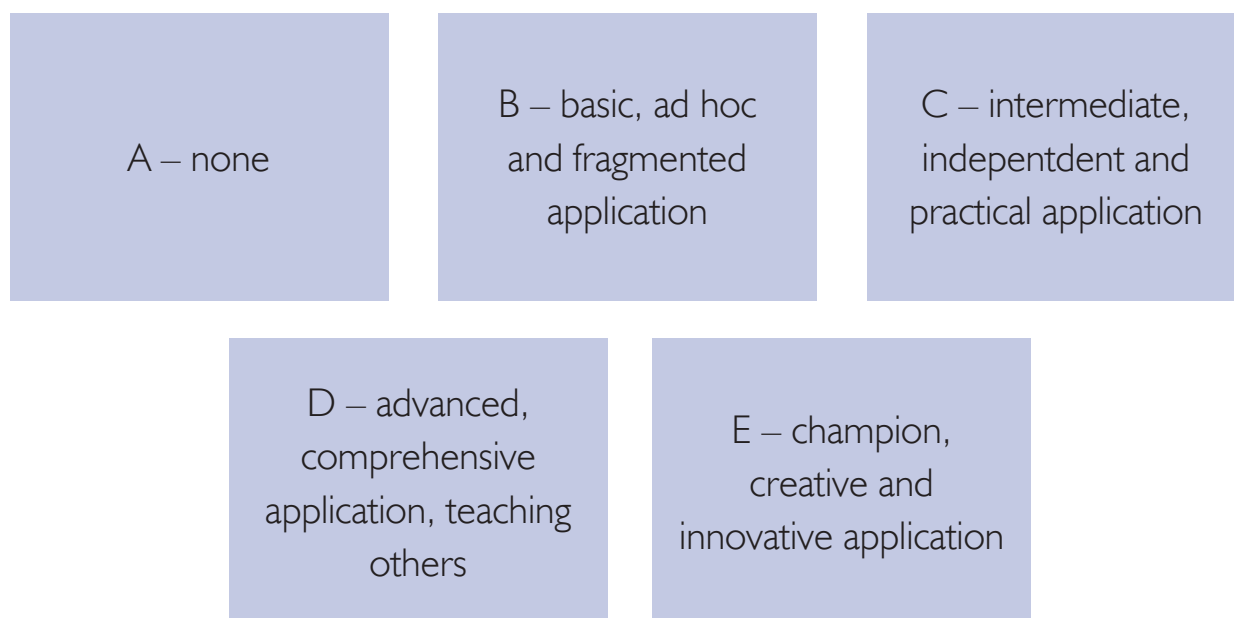   - cognitive – problem solving, flexible thinking, readiness to learn, creativity, broad-mindedness;
   - social – negotiating, relations with superiors and colleagues, written communication, ability to communicate with others, delivering presentations, influencing others, team-based cooperation, manners and ethics;
   - personal – proactivity, decision-making, perseverance, commitment, efficiency, ability to efficiently organise own workload, conscientiousness, ability to prioritise, drive to achieve results, self-confidence;

2. **Workplace competencies** – typical to specific activities carried out in the workplace. There are three sub-groups of workplace competencies:
   - business – knowledge of the business environment, knowledge of the given sector, ability to assess customer needs, sales techniques;
   - company – identification with the company, focus on customers, openness to change, ethics and values, foreign languages, organisational efficiency, professional knowledge;

- management – team building, paying attention to and looking after subordinates, ability to delegate, motivating others, managerial courage, leadership, organising and planning, process management, project management, change management, strategic thinking (Grzegorz Filipowicz).

COMPETENCY LEVELS

A – none	B – basic, ad hoc and fragmented application	C – intermediate, indepentdent and practical application
D – advanced, comprehensive application, teaching others	E – champion, creative and innovative application	

The competency model distinguishes five intensity levels for each of the competencies (which translate into the ability to perform efficiently in increasingly difficult and challenging situations that require application of a given competency or the ability to perform efficiently in situations of increasingly far-reaching impact – both internally and externally).

- Level **A** means that in a situation that requires application of a given competency the employee does not behave in a way that demonstrates the specific competency, i.e. level A means the skill, knowledge or attitude are lacking;
- Level **B** means that the employee attempts to behave as expected and deal with tasks that require application of the given competency, while at the same time making mistakes when carrying out the tasks independently and performing successfully when being monitored/directed;
- Level **C** means the ability to perform independently and successfully in most circumstances (even difficult ones) with regard to the tasks entrusted;
- Levels **D** and **E** surpass the employee's individual responsibilities:
  - Level **D** involves instructing colleagues and sharing tips with them aimed at improving their efficiency at work;
  - Level **E** means designing solutions and good practices, as well as proposing operating procedures with respect to any given issue.
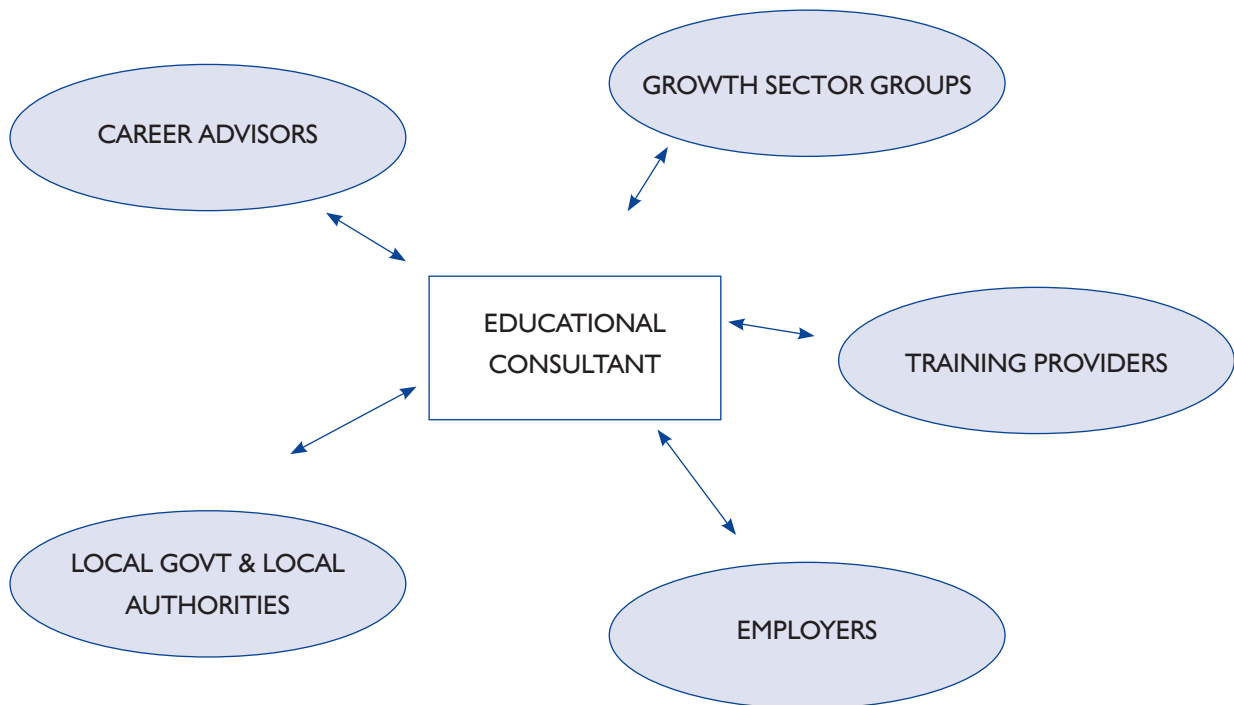
Educational consultant

An educational consultant is a person with knowledge of both the education market and the labour market. The main task of the consultant is to make a correct assessment of the client/learner's potential and then establish a suitable learning path, while adapting all the elements to the demands of the labour market.

Educational consultants:
- act as intermediaries between clients and the training market,
- search and select training programmes, assess needs and advise clients, plan career paths by working with career advisors,
- the outcome of the steps undertaken by them is conclusion of a training contract.

Educational consultants and the labour market

Educational consultants act as intermediaries between clients and the education services market:
- analyse and monitor the market by creating a database,
- review and choose,
- develop specifications and criteria for selecting training programmes,
- analyse: training programmes, instructors/trainers, training certification in terms of client needs and market expectations,

- identify client expectations taking into account their professional and psychophysical abilities and financial resources and the current labour market needs,
- monitor implementation of the given training – verify client and training provider's opinions,
- provide consultations and advice on the choice of a learning path, career planning, improvement of qualifications and requalifying,
- cooperate with individual clients, groups, training providers, labour market institutions, career advisors.

Educational consultants work independently, however their work requires close cooperation with others. It is of an advisory nature. Educational consultants are usually self-employed, implementing projects and instructions they are mandated with. They can also work as education advisors for consultancies, foundations, associations, employment agencies and schools.

Planning learning and career paths

How do you create a career path incorporating formal and informal education?

Remember that this is not just a sequence of successive courses/trainings/studies. In order for a learning and career path to be planned suitably, you have to examine a number of personal elements: personalities, abilities, limitations, health predispositions, etc.

Below are some basic tasks to perform when planning your own learning and career path.

1. Define your professional goal: what do you want to do? Think about the end result of your plan. What do you want to achieve? *A way to gather detailed information about the required skills and experience is to carefully review the description of the job you are interested in.

   ....

   Helpful questions:
   - What do you want to achieve in 12 months?
   - What will not change, and what could change in your life during that time?
   - What possible challenges could you be facing?
   - What obstacles could arise while pursuing your goal? Think about what steps you are going to take to deal with these obstacles.

2. Find the missing elements.
   A good tool to use here will be a SWOT analysis. A SWOT analysis involves identifying 4 elements: **S**trengths, **W**eaknesses, **O**pportunities, **T**hreats, and the name **SWOT** is derived from the first letters of these elements.

Strengths

These are your character traits, skills, abilities and competencies. Maybe you have some professional accomplishments? Analyse them to identify the strengths that contributed to your success. This section is also where you would put down your knowledge, education, experience, i.e. everything that could help you with regard to the goal under consideration.

Sometimes this section may include your professional contacts and savings that you would be able to invest in learning and your further professional development (these aspects can also be entered under opportunities).

Weaknesses

These are internal factors that you think need to be further improved. This is where you put down those of your character traits that could potentially hinder your development, such as negative habits and various types of deficiencies, e.g. in respect of your education, knowledge and competencies. Weaknesses may also include limited experience in the field you are looking at.

Opportunities

Opportunities refer to external factors such as the labour market demand for people in the profession you are considering, a large company near you that employs people with these types of qualifications, evolving technology and new trends in your sector, etc.

Threats

These are situations and external factors that can hinder your development and achievement of your goal. Any changes that may have an adverse effect, e.g. changes in labour law and changes with regard to the requirements for the specific position, changes to other legislation that applies to the profession you want to practice. This is where you would enter any issues relating to your family, e.g. aging parents that you want to take care of, etc.

After completing the analysis, it is useful to compare its individual elements.

The weaknesses section will provide you with tips for your development, e.g. missing competencies, experience, qualifications, which suggests that specific training/courses should be completed.

However, it is worth considering whether you want to work on all your weaknesses. Perhaps, as far as your goal is concerned, it would be worth investing in developing your strengths? This seemingly simple analysis often leads people to make the decision to change the goal set at the beginning of the process.

	Strengths	Weaknesses
Internal factors		
	Opportunities	Threats
External factors		

3. Make a note of all the studies, courses, trainings, workshops that need to be completed to be able to practice a particular profession or work in a specific position.

   ....

4. It is also worth looking for industry compendiums that will provide you with an insight into the given sector and an idea of what can be expected. You could also ask for help from a coach, a career advisor or an educational consultant.

   ....
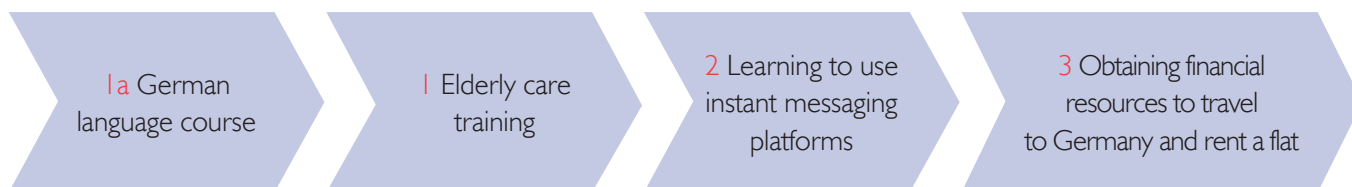
5. If you know what specific company you want to work for, find information as to what other additional requirements, in addition to the formal ones, you will have to meet.

   ....

6. If you want to start **your own business**, you will need to obtain information as to what the process of setting up a business looks like, what will be needed and whether it is possible to obtain funding.

7. Draw up an action plan. The first step in creating a plan is to list all the tasks you need to perform to achieve your goal. Then arrange them in order of priority, perhaps you will be able to complete some of them at the same time. You can do this using a computer or slips of paper to write down the keywords for the tasks together with the numbers allocated to them.

1a German language course	1 Elderly care training	2 Learning to use instant messaging platforms	3 Obtaining financial resources to travel to Germany and rent a flat

8. The next step is to set dates and time limits for completion of the specific tasks.

1a German language course to start in January 2020	1 Elderly care training March-May 2020	2 Learning to use instant messaging platforms to start in February 2020	3 Obtaining financial resources to travel to Germany and rent a flat from April 2020 onwards

9. Determine how you will approach implementation of the various stages of your plan. Remember that in today's world changes occur quite often and rapidly. You may find yourself adapting your plan because the legal provisions that regulate the process of obtaining formal qualifications to practice the profession chosen by you change.

Example of carrying out an analysis, linking skills to a profession and formulating a goal:

I know I like working with people, and my strengths are the ease with which I am able to establish relationships and my communication skills. I also put down "helping others" under my strengths. I have experience in individual and group work. I am thinking of working as a coach, a trainer or a career advisor.

I visited several websites describing these professions. The different forums gave me insight into the problems the people practicing them face, and I learned about the process of entering the specific labour market. I was also able to find out about the differences between the three professions during meetings organised for coaches and career advisors. I know what rates I would be able to charge and whether there is demand for these types of services, as well as what trends are now occurring in the individual sectors.

I decided to develop my future career working as a coach.

I learned that you could pursue this profession at different levels and obtain the required qualifications in different formats. I can complete a postgraduate school (1 year) or a certified course (approximately 2 weeks). I can also complete a course and then follow the relevant certification procedure (slightly longer than one year). Time is of the essence. I have the required financial resources. Thinking about my future, I would also like to be able to practice this profession outside of my country.

Main goal: My career goal is to become a certified coach in 12 months.

Specific goals:
1. Find an institution that organises courses with the relevant certification procedure; ensure that the certificate will be also recognised abroad (2 weeks).
2. Obtain information as to what, in addition to the course and exams, is required to obtain the relevant certificate (2 weeks).
3, Raise funds for the course and exams (savings + 4 months).
4. Complete the course and pass the exams (6 months).

The main goal and the specific goals will vary depending on the circumstances. If the person from the above example were to receive an offer of employment in the position of a coach on the condition that they provided a work plan taking into consideration the objectives of the company and the needs of its employees, this is what the plan might look like:

Main goal: Working as a coach in the same company in which they currently work in the HR department.
- Choose a course that, in addition to following the relevant certification procedure, covers designing effective employee development plans at company level (2 weeks).
- Complete the course and pass the exams (postgraduate studies: 1 year).
- Prepare a coaching work plan (while studying).
- Present the coaching work plan (one month after graduation).

When designing your learning and career path, it is worth setting different goals. They will differ significantly depending on whether you are just starting your adventure on the job market or have been active on it for several years or even decades.
If you do not know what you would like to do professionally (and you are not an exception here), it would be worth organising a session with a career advisor, a coach, an educational consultant, etc.

You can also start with the following exercise:

Fill in the individual fields, writing down elements from both your professional and personal life. Dance, which at this stage falls into the "hobby" category, might appear in the "I like/I can't" field

	I LIKE	I DON'T LIKE
I CAN		
I CAN'T		
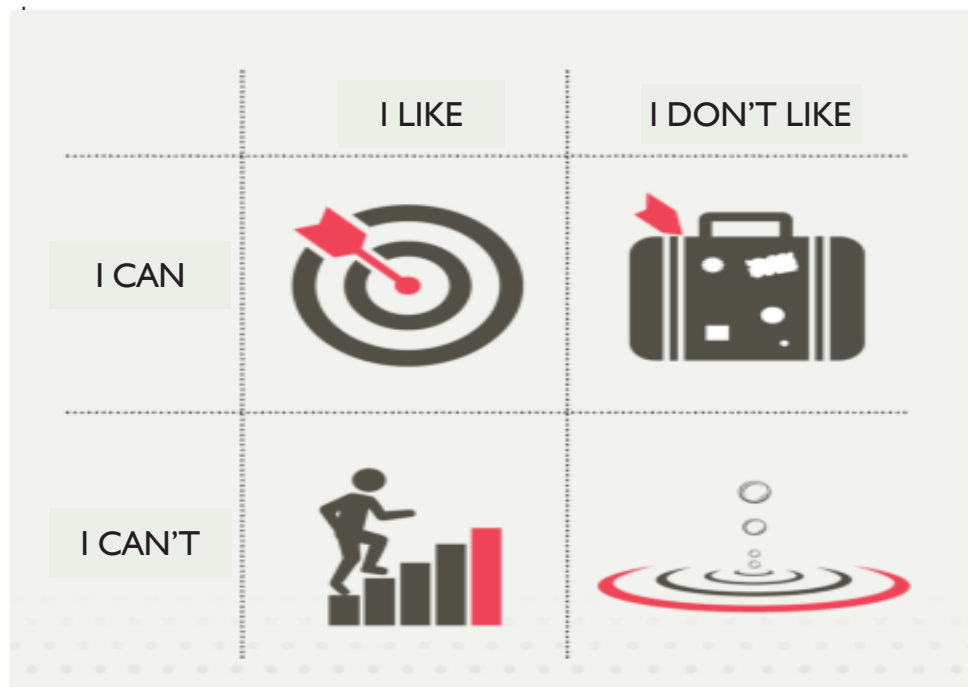
And now let's look at the individual entries in the specific fields

Target – it is a "bull's-eye", i.e. skills that **you know (have) and enjoy**: all those on which you can build on when choosing a profession and in your future career. In this case, it is worth being careful because the work you enjoy doing and know is not always the best choice. It may be helpful to determine whether your current profession fits in with what appeared in your "target" field, and to verify whether there is demand for this type of work on the market and what the actual chances of entering the market are. As far as the last issue is concerned, an educational consultant may prove to be of assistance here. In addition to identifying the requirements imposed on those pursuing the given profession or starting a specific business, an educational consultant will provide you with tips on how to enter and become visible on the market, as well as what experience would be valuable to have in your portfolio.

Maria`s example:

Things I entered in the "target" field: I am good with my hands and enjoy working with beads. I like making bracelets and earrings. I also like everything that is of natural origin and I sometimes weave small baskets from grass. So far I have been doing it mainly for myself, my family and my friends. Now I am thinking of pursuing a profession that would have something to do with arts and crafts or maybe starting my own business. I am investigating the labour market – on

my own and with the help of an educator. It turns out that most things of this type available on the market are not handmade, they are mass-produced or imported to my country as finished products. I don't want to work on an assembly line, so I am now thinking about starting my own business. During a meeting with the educator, I found out just how much there is to do when running your own business. My business plan shows that I would have to do an enormous amount of work to start earning an income to live on after 2 years. And worst of all, most of the tasks I would have to do would have nothing to do with actual arts and crafts. It will be mostly about advertising my products, becoming adept at social media and sales. Another path that the educational consultant pointed out to me was to build a strong brand for my products or cooperate with an existing brand. After collecting all the information, I abandoned this particular idea for earning a living and decided to gain more experience and enter the market with my products. I am a rather shy person, I lack sales skills. Additionally, my savings are not enough to hire someone to sell my products or advertise them.

Suitcase – these are skills **you have, but do not find much joy in them**. However, they can come in handy in life, so it is worth storing them in your luggage. Even though you dislike them, they can become your professional goal when achieving it is required as quickly as possible and time is of the essence.

Maria's example, cont'd.
Things I entered in the "suitcase" field: activities related to record keeping, filling in official documents and the ability to search for information about changing regulations. They are not my favourite tasks, but I perform them very well. This information can be valuable when I want to find a job quickly.

Stairs – these are skills that **you value, but do not have them**: all those that you would like to acquire in the future. It is the "skills section" that is extremely important in planning your career path. It provides you with information as to what courses and trainings you should complete as part of your learning path.

Maria's example, cont'd.
I entered the skills required for running arts and crafts workshops here. This is also where I put down social media skills: taking photographs and videos during arts and crafts workshops. This will be useful to me when creating my career path. I am interested in these things, which is why I should develop my interests and transform them into specific skills.

Water – these are skills that you do not have at the moment and do not see much value in them; we will not deal with them.

Exercise

The next exercise could mark the beginning and be an inspiration for setting a career goal. However, it requires the ability to link what you have written down to a particular profession.

Educational Path Image – Educational Broker

This tool is designed to metaphorically depict part of the work on your professional goals. It is mainly use to show the complexity and multithreading of creating your own educational path.

Creating a visualisation of your learning and career path is divided into stages/colours that are added to your path. An image can be a mind map on which words are written in different colors or another form of image with symbolic drawings/pictograms.

The educator can indicate colors, or leave the choice to the student/client. For example, the first color is red. Questions are placed below this color with which the student/client determines their goals and values. The effect/response is saved/drawn by a pen/marker with a red pen.

Another way to complete this activity is a puzzle/cutout. The image/card/postcard depicting metaphorically the professional path is cut into six parts. The student/client arranges his/her image from the scattered elements by performing individual exercises assigned to stages: 1,2,3... There may be more stages if the educator extracts more elements that will be relevant in creating a career path e.g. related to health, legal formalities, cultural differences, etc.

This tool will appeal to those with a less pragmatic approach to life who display char¬acteristics such as creativity, imagination, etc. Having it in your toolbox seems essential due to the wide variety of our students/customers. Although we are most likely to use the tools that appeal to us, we cannot limit ourselves to them, because our students/clients are often completely different from us.

Time to create a visualisation of a learning and career path ideal for you at the given time.

The first colour in our visualisation covers: *Goals:*
The goals and values you want to achieve at work.
Write down your values, things and goals that matter, from the most to the least important one.

....

The second colour in our visualisation covers: *Resources*:
You want to implement them in a company that requires skills and experience in the field of ...., as well as knowledge on the subject of ....
Write them down in an order of priority (as seen by you):

....
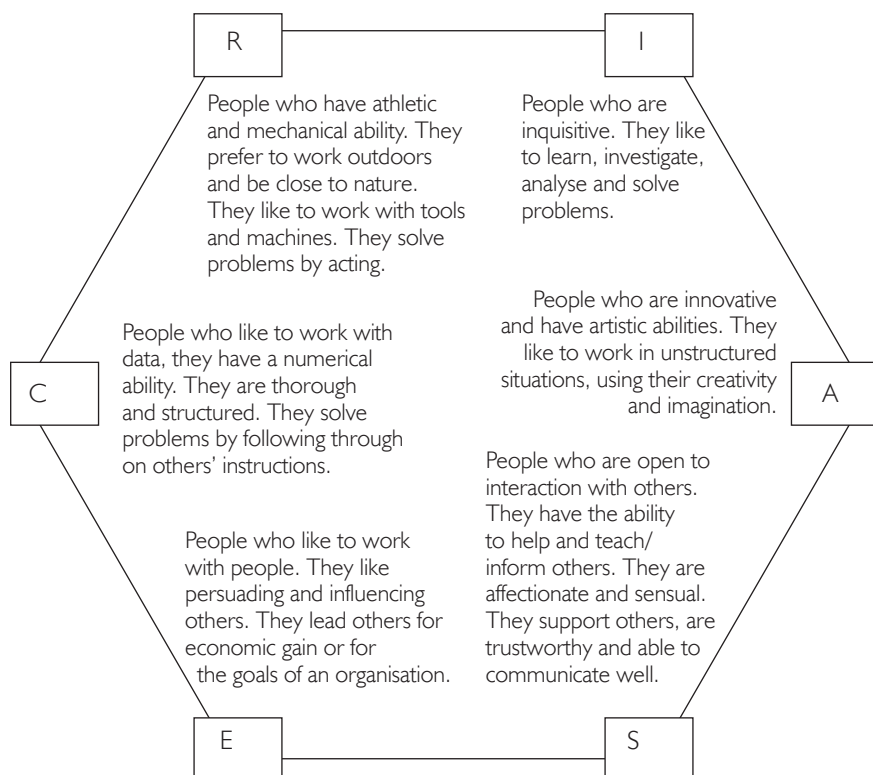
The third colour in our visualisation covers: *Environment/Colleagues:*
A company that employs people displaying the following characteristics/traits/behaviours/attitudes.

....

The "Banquet" exercise will be helpful in completing this task. Follow the instructions below. The letters entered in the boxes will provide you with a code that, once you have read the descriptions, will give you a clue as to the environment and the type of people you will be comfortable with.

Imagine that you are going to a party. The diagram below depicts the room in which the party will be taking place. People are gathered there within six groups. Those within each group display specific personality traits.

R — People who have athletic and mechanical ability. They prefer to work outdoors and be close to nature. They like to work with tools and machines. They solve problems by acting.

I — People who are inquisitive. They like to learn, investigate, analyse and solve problems.

C — People who like to work with data, they have a numerical ability. They are thorough and structured. They solve problems by following through on others' instructions.

A — People who are innovative and have artistic abilities. They like to work in unstructured situations, using their creativity and imagination.

S — People who are open to interaction with others. They have the ability to help and teach/inform others. They are affectionate and sensual. They support others, are trustworthy and able to communicate well.

E — People who like to work with people. They like persuading and influencing others. They lead others for economic gain or for the goals of an organisation.

1. Read the descriptions in the diagram and choose the group that you relate to the most, the one that your instinct tells you to join (don't worry if you are shy, don't worry about having to talk to the people in the group). Enter the group's symbol in the box below:

2. Imagine that 15 minutes into the party the people from your chosen group leave and you have to approach another group that you think you will be happy in. Choose the group and enter its symbol in the box below:

3. Once the people from the second group leave too, choose a third group for you to join. Enter the group's symbol in the box below:

The first letter and the matched personality type will provide an indication of the most suitable working environment. Naturally, there are no clear-cut personality types, thus they do not appear in this text either. The remaining two types will be equally fitting for you as a workplace and the personalities with which you will work well.

Moreover, following the descriptions of the remaining personality types, you can also use the test to see what working environments you should rather avoid.

R — realistic

— this type is represented by people who like to work with things (tools, machines) and enjoy hands-on work. They are mechanically and technically inclined. They value money, status, power. They perceive the world to be simple, tangible, traditional. They are interested in all things mechanical, agricultural and industrial.

A realistic working environment requires hands-on and mechanical skills; it requires the use of tools, machines and objects.

Professions: engineer, farmer, carpenter, mechanic, car body painter, steel fixer, firefighter, baker.
strengths: motor coordination, dexterity, technical and mechanical skills, intelligence, composure, logical thinking;
weaknesses — social skills, learning, sometimes being too obedient, identification with those with power and influence.

B – investigative

– people of this type expect their work to involve dealing with abstract ideas. They like to develop theories, they strive to understand the world around them, they seek truth. They value science and relevant skills. They perceive the world to be complex, abstract, autonomous and original. They have scientific interests.

An investigative working environment requires analytical, technical and scientific skills and the ability to use the written and spoken word.

Professions: cultural anthropologist, pharmacist, epidemiologist, physicist.

strengths: ability to think abstractly and creatively solve problems, intellectual abilities, ability to use information resources, precision, inquisitiveness;

weaknesses – lacking motivation to engage in social interaction, not seeing value in conventionalities, sometimes tendency to overly complicate simple situations, leadership and persuasion skills.

A – artistic

– artistic persons prefer creative behaviours that enable self-expression. They like to exude ideas and develop concepts. Imagination and creativity are their main abilities. They have talent in areas such as writing, painting, acting, dancing, music. They value aesthetics, the beauty of the surrounding world and flexible solutions. They perceive the world to be complex and unconventional.

An artistic working environment requires creative abilities and the ability to express ones emotions.

Professions: painter, television programme producer, actor, interior designer, translator/interpreter.

strengths: creativity, sense of aesthetics, solving problems in a creative and unusual way, rich imagination, expressiveness, ingenuity;

weaknesses – emotional anxiety, inadequate socialisation, being disorganised, excessive emotionality, too much need for independence, clerical skills.

S – social

– people who represent the social type want to help others. They have well-developed interpersonal skills. They see value in being socially engaged and committed, they are geared towards flexible solutions. They like to inform, teach, explain, support, nurture. They want to influence other people and help.

A social working environment requires interpersonal competencies and skills in the area of teaching, treating/healing and helping others.

Professions: career advisor, psychologist, educator, driving instructor.

strengths: verbal aptitude, ability to work with people, helping, teaching, sales talent, empathy;

weaknesses – hands-on work, technical and scientific skills, solving problems driven by feelings.

P – enterprising

– people who represent the enterprising type prefer work that involves contact with other people and is often focused on achieving material benefits. They have leadership and inter-personal skills, and are able to persuade others. They see the world in terms of power, status, responsibility, and they perceive it to be simple and dependable. Their interests include persuading others, leading and sales.

To work in an enterprising working environment, you have to be able to persuade and convince others to do their job.

Professions: sales representative, entrepreneur, real estate agent.

strengths: ability to motivate and stimulate others to act, managing others, leadership skills, eloquence, being sociable, organisational skills;

weaknesses – scientific skills, domination, sometimes taking too much risk, aggressiveness.

K – conventional

– those that represent the conventional type enjoy working with data, moreover they do not like working in an environment with an obscure structure. They have well-developed office, computing and numeracy skills. They value business achievements. They see the world as conventional, constructive, they like simple and practical solutions. They are extremely thorough, and they always act according to the letter of the law.

A conventional working environment requires clerical skills and accuracy.

Professions: editor in a publishing house, valuer, accountant, database administrator, customs agent.

strengths: ability to make oneself and one's objectives visible, clerical skills and numeracy skills, accuracy, logical thinking, responsibility;

weaknesses – conformism, artistic talent, defensiveness, inflexibility.

The fourth colour in our visualisation covers the issue of: *Where do you want to work – in terms of a geographic location (in the order of desirability).*

The fifth colour in our visualisation covers the issue of: *What position do you want to work in? What level of responsibility are you ready to accept for what remuneration?*

....

The sixth colour in our visualisation covers the issue of: *Defining your terms – working system: shift work, remote work, flexible working; working hours; general terms of your employment: type of contract, other benefits, etc.*

....

If you have specified all the colours to perfectly fit your visualisation, you have done a lot of work that will pay off at any other moment in your working life.

When creating your visualisation, combine your chosen colours, mix them. Do not be afraid to change their intensity depending on your circumstances.

If it turns out that it is not possible to achieve the remuneration desired or meet any of the other terms in the profession you have chosen, consider whether there is any scope for adapting your goals given the circumstances.

You will choose a path suitable for you in line with what you have created on your canvas. And the path you take in your preparations will depend on the choice made. There will be different things for you to take with you on a path leading to getting a new job, and something else entirely when you decide to start your own business.

Good luck.

Linear model for building a learning and career path

The linear model for creating a learning and career path is addressed to people who, following the assessment, know what profession they want to practice.

Our client/learner wants to become a shop assistant in a grocery store. To be able to pursue this profession, then, in addition to having soft skills such as customer care, they have to undergo appropriate training, e.g. on how to operate the cash register. The assessment showed that our client/learner has adequate customer care skills, however they are lacking in skills enabling them to effectively organise their own workload. In this case, creation of a suitable learning path will focus on elements of formal education: training on how to use the cash register, as well as informal education: training/workshop/self-education to do with organising own workload.

Task 1

Create a linear learning path for your client/learner.

John. Approximately 45 years old, primary school education. He wants to work in Germany as a welder in a shipyard. He has never been abroad, but he knows that he will be able to get a well-paid job there. He does not interact with others easily, and likes to work alone.

Write down all aspects related to John's future learning. Assume he does not know the language and is not qualified as a welder. Propose a linear learning and career path for him.

The table below may be used as a helpful tool.

Identification of needs and planning of development activities

No.	Person/Persons Position/Positions	Area to develop	Expected level to be achieved following training or other form of a development activity	Current level	Client/ learner objective	How is development going to be achieved	Date/ Time

Azimuth of a learning and career path

Defining our azimuth of a learning and career path is recommended when we have not been able to precisely determine what profession we would like to pursue. For instance, we would like to help people. We would like to work with animals. We would like to create something new. We would like to work in a specific region. We would like for our work to have something to do with sales. We would like to have an office job. And so on and so forth.

This is where awareness and acceptance of the dynamically changing labour market will be of value. We can also use this approach at the very beginning of thinking about our learning and career path, particularly when we have only an outline of the idea of what we would like to do.

How do I get started?
First of all, identify the skills you have. Start by defining your current situation.

Today: I graduated from a vocational college for business studies, I can operate office equipment, edit texts, and I have a basic knowledge of English

I would like to get an office job

The above is an example of actions that lead to getting an office job. Each of the steps can be applied irrespective of the sector in which the company we apply to operates. Creating an azimuth will be helpful in choosing actions that are in line with the direction of our goal, which does not have to be a specific profession. However, a florist course will not be included here as it does not relate to our goal.

■ Task 2

Set an azimuth for a 32-year-old woman who would like to take care of animals. She does not have a clearly specified goal.

Competency ladder

In many cases, an assessment will bring to light deficiencies in competencies that can be remedied with appropriate courses and trainings. At this stage, the knowledge and skills discussed in Chapter 5 of this coursebook will make it easier to choose the right course of action.

However, an adult educator must not forget that clients/learners have their own specific potential and experience that will help them take other steps directly contributing to their success. It is always worth going back to resources accumulated by the client/learner in the past and examining how they have obtained their skills. This method is also a good tool for working with client resistance and beliefs such as: "I will never be able to learn this".

1. Remember a skill that you have mastered. For instance, you can speak English, you can create your own training tools, you can write blog texts, you can use a graphics programme, etc.

2. Now go back to the point in time at which you made the decision to learn the skill. The moment of taking a given decision is not always defined as a specific day in your life. Sometimes it takes a long time for a decision to "mature". Describe it as concisely as possible, e.g. "I teach young people, but I do my presentations using the old PowerPoint. I will not be able to squeeze anything interesting out of it anymore. I have to introduce new tools, but first I have to learn how to use them".

3. Ask yourself some questions and remember what actions you took, then examine the elements that worked well at each stage in the past.

Question	Action	What elements that are of importance to me when acquiring new skills does this process reveal?
Stage I: Unconscious Incompetence (creating presentations in programmes other than PowerPoint)		
How did I realise that this skill was going to be important in developing my career?	1. I reviewed job advertisements and online forums related to my sector/specialisation. 2. I watched what my colleagues were doing and this skill was becoming ever more popular. 3. When participating in various trainings, I noticed that the presentations prepared by the trainers were interesting and looked different.	– Keeping my hand on the pulse – Constant observation – Stimulating the desire in myself to improve and develop – Reluctance to waste time/money/energy to learn something just because it is fashionable
What gave me the motivation to take the decision to invest my time/energy/money in this particular skill?	1. I often work with young people for whom the use of new technologies is just a daily reality. 2. The new forms opened new opportunities to me. 3. I also use presentations in other areas of my business life.	– Professional attractiveness – Providing new opportunities – Ability to apply the new skill in numerous areas – I knew that the person I was working with (important to me) would appreciate it – OTHERS are important
What obstacles did I take into account at this stage?	1. Fear that I wouldn't be able to handle new technologies. 2. No time to practice new skills.	– Conscious identification of obstacles
How did I deal with the obstacles at this stage?	1. My attitude wasn't that I had to, but that I wanted to. 2. I was curious about the skill and the opportunities. 3. I made a list of situations in which I could use the skill.	– Leaving a door open to withdraw – no pressure – Curiosity + knowledge = less anxiety – Acquired "incidentally" – the list showed that I did not have to make an additional effort to practice this skill
Stage II: Conscious Incompetence (creating presentations in Canva)		
How did I prepare to invest in a new skill?	I found training for complete beginners.	– Others, someone who knows something and passes the knowledge to me
What did I do to acquire this new skill?	1. I started preparing all presentations in this programme. 2. I allowed myself to initially use only the most basic functions of the programme and over time I gradually added new ones. 3. I found someone who works on this programme and could give me hints on how to use the different functions.	– Exercises – Gradually increasing the difficulty level – Others/someone. The person I was able to practice with and who frequently helped me find solutions to the challenges I encountered

What motivated me to continue learning?	1. At this stage there were more failures than successes. 2. I consciously rewarded myself for even the smallest progress.	– Seeing progress – Rewarding myself for small steps (as opposed to at the end of the whole process)
Stage III: Conscious Competence (delivering presentations using materials created in Canva)		
What did I do when I was finally able to use the new skill with ease?	1. I created more and more situations in which I could practice the skill. 2. As long as the circumstances were right, I prepared all the materials using this programme.	– Practice, practice, and practice again – whenever the opportunity arises
What motivated me to continue working?	1. I presented my work to a wider audience. 2. I showed the programme to anyone who was interested in it, and explained how it could be used.	– Being praised by others – Being noticed and appreciated by others – Transferring knowledge
Stage IV: Unconscious Competency – this is the stage at which we use a new skill without having to think about how to do it. This stage is often called automation. People who have been driving for a long time do not have to stop and think what to do every time they get in a car: turn the ignition on, press the clutch pedal, put the car in first gear, gradually apply acceleration while releasing the clutch pedal They just get in and start driving. This stage could mark the end of the process of acquiring one new skill and moving onto another one.		
Is the acquired skill level sufficient for me?	Yes. At the moment, I am satisfied and want to focus on investing in other skills.	– Analysis and reflection
Can I keep developing it? If so, how?	I can search for other programmes that have functions other than those offered by Canva.	– Determine the area/direction of development of the skill.

Consider how you can relate acquisition of a new skill to your past experiences. You know best what works for you and what affects your motivation, you know your own weaknesses and how to respond to them.

Ability to assess competencies

The table below can be used as a template for practicing the ability to observe and define specific competencies. You can change the competencies and define them using the table. Find an area in your professional or personal life and analyse it for a given period. It can be a week, one day, one meeting, e.g. choose two people from your social life (family and friends), observe them and mark it in the table when a specific competency is identified.

	Competency	Definition	Employee 1	Employee 2
1	Initiative	Undertaking new activities and accepting the associated responsibilities		
2	Innovation	Generating ideas, creating and implementing new solutions to improve workflow and performance		
3	Written communication skills	Preparing and presenting written information, preparing coherent written reports		
4	Verbal communication skills	Presenting and communicating information verbally, ability to speak fluently		
5	Focus on goals	Actions aimed at achieving the short- and long-term objectives set for the given position		
6	Focus on customers	Meeting customer needs and expectations, taking into account the customer's point of view in offering solutions		
7	Ability to organise own workload	Behaviours aimed at optimising own workload and performing tasks in a timely manner		
8	Care for quality	Acting in accordance with the rules, regulations and procedures in effect at the organisation, accuracy and meticulousness in performance of tasks		
9	Influencing others	Influencing others, convincing them by providing objective arguments and other means of influence, self-confidence when expressing own point of view		
10	Cooperation	Effective group work, focus on group goals		
11	Commitment	Enthusiasm and passion for work, "can do" attitude, caring about the organisation's image		
12	Intercultural "sensitivity"	Using knowledge of cultural differences in practice, adapting own actions to different cultural beliefs		
13	Ability to use MS Office, OpenOffice and Google Docs	Being able to efficiently use basic office software packages		

4.6 Diagnostic tools

The market is overflowing with applications and tests designed to carry out assessments for young people facing the challenge of choosing a school within the formal education system. As far as adults are concerned, there are usually programmes dedicated to working with talent and used in large companies. There are also ready-made tools, tests and questionnaires that can be used to carry out a self-diagnosis and outline the vision of ourselves to be presented in the designed learning and career path.

Suggestions:

1. SWOT analysis – carried out independently and/or with the help of an adult educator/friend/acquaintances/colleagues.

2. StrengthsFinder 2.0 – a tool developed by the Gallup Institute. The diagnosis provides us with information about a person's 5 dominant talents.

3. Facet 5 – measures 5 main aspects and 13 sub-aspects of a person's personality that translate into results achieved at work.

4. Tests to identify a person's dominant type of intelligence (by Howard Gardner).

5. Tests and questionnaires available online and on self-improvement websites. They identify a person's motivation, temperament, strengths, etc.

6. Tools proposed in the Educational activities *(exercises, case studies) section.

7. Depending on the level of education achieved and the regulations in effect in the given country, tests designed to be used by psychologists, sociologists and career advisors may be used to assess a person's learning needs.

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4.8 Training program

DIAGNOSING CLIENT'S EDUCATIONAL NEEDS AND CREATING EDUCATIONAL PATHS WORKSHOP						
OBJECTIVES	SESSION	DURA-TION	Exercise	Description with instructions for trainers	Materials needed	Amount of materials for 1 training group
Acquiring knowledge about types of career paths	8:00-9:30	45'		• Welcome • Training objective • Agenda • Optional contract - contract confirmation • Integration round with the trainer. Exercise number 1. any coaching cards (postcards, photos, illustrations, dvd covers etc.) - choose the card that you associate with the concept of educational path? Tell the group why this card? • Discussion - different views, perspectives, associations about educational paths • Expectations from the training participants as to the form and content of the training	Ex. 1 – any coaching cards(post-card,photos, illustrations)	At least as many as there are participants
		45'	Introduction to types of educational paths	• Work in pairs: Discuss and write your educational path on the time line (past-present-future). Mark the elements important for you from among those listed and discuss with the person in the pair - why you chose those, which was important. • Discussion: The volunteers read their notes under the photographs. Everyone discusses all paths.	Blank pages	At least as many as there are participants
	9:45-11:15	60'	Types of educational paths	• Divide participants into two groups - each group sets its own typology based on the educational paths of the group members (groups them in terms of similarities and defines the name, path type). • Typology presentation - each team discusses their work	Flipchart, markets	At least as many as there are participants
		10`		• Trainer's presentation - career path types: 1. Linear; 2. Azimuth	Based on the content of the handbook	

		20`		• Individual work - creating your own educational plan from today to ... (selected date by the training participant)	Blank pages	At least as many as there are participants
Skills training in diagnosing the client's educational needs	11:30-13:00	20'		• Mini lecture - methods for diagnosing educational needs - basic I like / dislike, competence models	Based on the content of the handbook	
		30'	Diagnosis of educational needs	• Individual work- Exercise with matrix I like / I don't like-I can / I can't • Exercise overview - when to use? What was the challenge? How to help the client during the diagnosis?	Blank pages	At least as many as there are participants
		30' 10`		• Observation of the film characters' competences • Completing the competency assessment table • Discussion on the exercises - argumentation of competence assessment. Challenges at work with the tool. How can you use the tool to work with the client	Film ca. 15 minutes (Any subject. The film must have at least three characters that we can observe in action. Part of the film should focus on the team work aspect)	Competence assessment table - one per participant
Acquiring knowledge and development plan of adult educator skills - Educational broker	13:30-15:00	20'	Educational broker	• Lecture -educational broker		
		30'		• Competency model - Educational Broker • Individual work - diagnosis of own competences - path of educational development towards - educational broker. What do I already have and what should I complete? • Exercise overview	Description of the competences of the educational broker	Description of the competences of the educational broker - for each participant
		40'		• Summary of the training • How can I use the knowledge and skills acquired during the workshop? • Questionnaire		

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TRAINING MODULE ON EDUCATIONAL SERVICES MARKET IN THE UNITED KINGDOM IN THE CONTEXT OF ADULT EDUCATION

5.1 General information on educational services market in UK

A dynamic labor market, unprecedented development of new technologies as well as economic, social and political changes, globalisation and migration of people are phenomena that have changed human life. The modern adult faces challenges that were unknown to previous generations. It is now easier to lose your job, employers are pushing for the development of employees' competences and qualifications, and also in this respect they analyse and recruit employees. Universal formal education is no longer enough for a person to live with dignity, in a sense of well-being, according to the needs of the current labor market, or even social and civic life.

Adult education serves the creation of human and social capital, thanks to the fact that adults can independently invest in their own development.

The European Union (Europe 2020 strategy in the field of education) recommends implementing lifelong learning strategies, providing low-level adults with access to education and strengthening the link between education, lifelong learning and vocational training and employment.

Many local, national and international projects address this situation and create interesting "lifelong learning" programs supporting adults in changing qualifications, developing educational needs and maintaining personal, professional, social and economic satisfaction.

This part of the handbook focuses on the UK educational services. The UK is a unitary parliamentary democracy and constitutional monarchy which consists of four constituent countries: England, Scotland, Wales and Northern Ireland.

The UK political system devolves some activities, including the management and monitoring of education, training and employment, to the Welsh Government, Scottish Government and the Northern Ireland Executive. While England is not a devolved country, it does operate its educational framework separately from Wales, Scotland and Northern Ireland and this is operated by parliament in London.

The educational framework varies to greater or lesser degrees in each of these constituent countries. This module will concentrate on the largest country in the UK, England, with specific reference to the Liverpool City Region Combined Authority.

For further information, use
https://www.liverpoolcityregion-ca.gov.uk/wp-content/uploads/LCRCA_SFGAP_EMP.pdf
https://www.liverpoolcityregion-ca.gov.uk/category/skills/

The English educational system is overseen by the UK's Department for Education and managed by agencies where appropriate.

Early Years Foundation starts at the age of 3 years old until a child is 5 years old. This is non-compulsory education. Following this, children move into compulsory full-time education until they reach 18 years of age through primary education (5 years old – 11 years old), secondary education (11 years old – 16 years old) and further education (16 years old – 18 years old).
In England, at the age of 19 years, students can enter optional further education or university.

People undertaking further education are funded through the Education & Skills Funding Agency.

For further information, use https://www.gov.uk/government/publications/esfa-business-plan and https://www.gov.uk/government/publications/esfa-framework-document

For the latest UK statistics, use https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr and https://data.oecd.org/searchresults/?r=%2Bf%2Ftype%2Findicators&r=%2Bf%2Ftopics_en%2Feducation

Since 2014, the UK government has signed 'Devolution Deals' with 10 regions of England. Devolution means that decision-making powers and funding are transferred from national government to the local regions. This allows decisions to be made that are closer to the local people, communities and businesses they affect.

The belief is that these Devolved Authorities provide greater freedoms and flexibility at a local level, meaning councils and other partners can work better to improve public services and manage the economic growth decisions that affect the local area.

The terms of the Devolution Deals vary on an authority-by-authority basis and some of these include the devolution of adult education.

The Liverpool City Region Combined Authority comprises the local authority areas of Halton, Knowsley, Liverpool, Sefton, St Helens and the Wirral. This covers a population of over 1.5 million residents with additional people working in the area but living elsewhere.

As part of the Devolution Deal, the Liverpool City Region is directly responsible for some elements of adult education from August 2019 rather than this being managed and administered from central government in London.

We will refer to the Liverpool City Region throughout this module as a case study of devolved adult education.

The Liverpool City Region has the highest level of deprivation nationally according to the Index of Multiple Deprivation (2015). Of the 6 local authorities in the Liverpool City Region, 2 of the top 10 most deprived local authorities and 4 of the top 50 most deprived local authorities nationally are based in the Liverpool City Region (out of 152 local authorities).

The Liverpool City Region falls well behind both the regional and national averages for economically active and employed. 74.6% of the Liverpool City Region is economically active in comparison to 77% and 78.5% for the north west of England and Great Britain respectively.

71.7% of Liverpool City Region residents are in employment compared to 73.8% in the north west and 75.1% in Great Britain. Furthermore, the highest qualification level of working age Liverpool City Region residents is also significantly below the regional and national averages. Only 31.5% of Liverpool City Region residents have a qualification of Level 4 or above (degree level) compared to 34.5% in the north west and 38.6% nationally.

The gap reduces as the highest qualification level falls with 83.2% of residents having a qualification at Level 1 or above compared to 85.2% regionally and 85.4% nationally.

The Liverpool City Region has considerably more residents with no qualifications compared to the north west region and nationally. 11.3% of Liverpool City Region residents have no qualifications compared to 9.0% in the north west and 7.7% in Great Britain.

This has contributed to the need in the Liverpool City Region to boost adult skills

5.2 Definitions

The concepts adopted in this section of the manual:
- Apprenticeships - Apprenticeships are available to anyone over the age of 16, living in England and have no upper age limit. An apprenticeship is a paid role within an organisation so that the individual is both learning and working. All apprenticeships include elements of 'on the job' and 'off the job' training, leading to industry recognised standards and qualifications. Some apprenticeships also require an assessment at the end of the programme to assess the apprentice`s ability and competence in their job role.

- English and maths - English and maths is a legal entitlement, meaning that fully-funded training is available to all adults.
- Adult Education Budget - The Adult Education Budget (AEB) aims to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence and/or enhance their wellbeing.
- Advanced Learner Loans - Advanced Learner Loans are available for individuals aged 19 or above to undertake approved qualifications at Level 3 to Level 6, at an approved provider in England. Advanced Learner Loans give individuals access to financial support for tuition costs similar to that available in higher education and are administered by Student Finance England.
- Traineeships - A Traineeship is an education and training programme with work experience that unlocks the potential of young people and prepares them for their future careers by helping them to become 'work ready'.
- Community Learning - Community learning includes a range of community based and outreach learning opportunities, primarily managed and delivered by local authorities and general further education colleges designed to bring together adults (often of different ages and backgrounds).
- Offender Learning - Training opportunities are provided to offenders while in prison so that they have appropriate skills to gain employment upon release.
- ESF/Devolved Funding - Each Devolved Authority has access to monies, either from the European Social Fund or their own budgets, which can be used for education and skills. These programmes are employer-led.

Apprenticeships

The government has a target of delivering 3 million apprenticeship starts by 2020.

Until May 2017, all apprenticeships were funded directly by the government. Since May 2017, apprenticeships have been funded differently. Apprenticeships are now funded by either a Levy (for companies with a payroll of more than £3mln per year) or through a part-funded contribution.

All English-registered companies with an annual payroll of more than £3mln must pay a Levy of 0.5% of their payroll value to the government. They are then able to use this money to fund apprenticeships. If the money is not spent then it is retained by the government.

All English-registered companies with an annual payroll of £3mln or less do not pay into a Levy fund, however they are required to make a contribution (10% from May 2017 to March 2019, 5% from April 2019 onwards).

Since the introduction of the new funding model, there has been a significant fall in the number of apprenticeship starts. At the last quarter before the introduction of the new funding, apprenticeship starts had reached 1mln (a third of the target by 2020). However, since the Apprenticeship Levy was introduced starts have slowed considerably to approximately 1.3mln at the end of quarter 2 2017/18 and it now appears unlikely that the 2020 target will be achieved.

Additionally, apprenticeship starts have been focused at higher levels rather than supporting those with low or no skills to develop. As at quarter 2 2017/18, there had been a 38.2% decrease in Level 2 apprenticeships, a 14.6% decrease in Level 3 apprenticeships but a 25.4% increase in Level 4 and 5 apprenticeships compared to the same period in 2016/17. Overall there has been a 29.3% decrease in apprenticeship starts compared to 2016/17.

The Liverpool City Region has a strong history of apprenticeship delivery and the programme has grown year on year since 2014/15. In 2016/17, 18,580 individuals started an apprenticeship. The Liverpool City Region is keen to maximise apprenticeship opportunities and has set a target of 20,000 apprentices by 2020; to date there is no accurate comparable data.

However, there have been a number of key challenges identified:
- The impact of apprenticeship reform
- Apprenticeship awareness and understanding amongst employers
- Falling 16-18 apprenticeship participation
- A misalignment between employer demand and the availability of provision
- The technical skills gap across the Liverpool City Region compared to national averages
- The complexity of navigating and fragmentation of the national and local skills system.

This has led to five priorities being developed for Liverpool City Region apprenticeships:
1. Developing better data analysis and availability across the City Region to inform programme and curriculum planning
2. Stimulating employer demand for apprenticeships
3. Supporting more individuals to follow apprenticeship skills progression routes
4. Extending the breadth and delivery of high-quality apprenticeships
5. Creating the right environment for apprenticeships to develop.

However, there have been a number of key challenges identified:
- The impact of apprenticeship reform
- Apprenticeship awareness and understanding amongst employers
- Training Needs Analysis (TNA) – the identification of training requirements and the most cost-effective means of meeting those requirements

For further information, use
https://www.gov.uk/topic/further-education-skills/apprenticeships

English and maths

England remains unusual among advanced countries in that maths is not studied universally for all students over 16 years of age73. As such this skills gap progresses into adult education.

The government are investing £40mln to establish Further Education Centres of Excellence across the country. Furthermore they are reforming functional skills qualifications to improve their quality and levels of employer recognition.

Like apprenticeships, there has been a fall in the participation in English and maths by quarter 2 2017/18 compared to the previous year. English participation has fallen by 13.6% while maths participation has dropped by 13.3%. English for Speakers of Other Languages rose slightly by 3.5%.

In the Liverpool City Region, only one of the six local authority has above average levels of English and maths skills.

Adult Education Budget

Greater funding is provided for individuals who are currently unemployed and claiming benefits or on a low wage (£16,009.50 or less annual salary).

As part of the Liverpool City Region's Devolution Agreement in November 2015, it was agreed that AEB would be devolved from August 2016. This will enable a closer link between employers' needs and the curriculum offer. In the Liverpool City Region, greater funding is provided for all individuals that are unemployed or earn below the Living Wage (£17,062.50 or less annual salary).

Advanced Learner Loans

The availability of loans at Level 3 for 19- to 23 year olds does not replace an individual's legal entitlement for full funding for a first full level 3 qualification.

Advanced Learner Loans are paid directly to the college or training organisation on behalf of an individual. They are not means tested or subject to credit checks and any individual who meets the criteria will be able to apply for a loan regardless of their current employment status. Advanced Learner Loans are not repaid until the individual receives a salary of more than £25,725 a year. Repayments are then made at a rate of 9% of your annual salary plus an interest rate of 3% per year.

At the end of 2016/17, there were 119,000 individuals with an Advanced Learner Loan; 93% at Level 3 and 7% at Level 4+.

For further information, use https://www.gov.uk/advanced-learner-loan

Traineeships

Designed to help young people aged 16 to 24 who don't yet have the appropriate skills or experience to gain employment, Traineeships provide the essential work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.

Traineeships can last up to a maximum of 6 months and will include:
- work preparation training provided by the training organisation
- English and maths support, if required, provided by the training organisation
- a high-quality work experience placement with an employer
- flexible additional content to meet the needs of the business and the local labour market, where appropriate.

At the end of the Traineeship, each young person will be guaranteed a job interview if a role becomes available or an exit interview together with meaningful written feedback to help them secure an apprenticeship or employment with another employer.

By quarter 2 of 2017/18, there had been 2400 Traineeship starts by individuals aged 19 to 24 years. Approximately 40% of individuals that completed the programme progressed into work, an apprenticeship, further full time education or other training.

For further information, use
https://www.gov.uk/government/collections/traineeships--2

Community Learning

In 2016/17, 535,800 individuals participated on a community learning course. This was a decrease of 6.1% compared to 2015/16. Community learning is showing a continual fall since 2011 when approximately 700,000 people undertook training.

Offender Learning

In 2016/17, there were 88,900 offenders aged 18 and over in the prison system participating in learning. This is a 6.1% decrease compared to 2015/16. An additional 15,800 offenders sat an English and/or maths assessment but did not participate in any further learning.

Vocational training or career technical education programmes in prison are designed to teach inmates about general employment skills or skills needed for specific jobs and industries. The overall goal of vocational training is to reduce inmates' risk of recidivating by teaching them marketable skills they can use to find and retain employment following release from prison. Vocational and technical training programs can also reduce institutional problem behaviors by replacing inmates' idle time with constructive work (Wilson, Gallagher, and MacKenzie 2000).

In addition, some vocational training programs can assist in the operation of prisons by having inmates assist in institutional maintenance tasks.

National Careers Service Website

The National Careers Service website enables individuals, employers, stakeholders, business intermediaries etc to search by course title or by provider and search by provision type. The results will show courses and course details (including delivery method, price/ co-funding required, expected prior knowledge, delivery etc). Learner and employer satisfaction survey results shown- can compare providers' 'offer' and an initial view on quality.

For more information, please refer to
https://nationalcareers.service.gov.uk/

Be More Website

The Be More website promotes apprenticeship opportunities in the Liverpool City Region and is managed by the Liverpool City Region Combined Authority. The website enables individuals to apply for vacancies within the Liverpool City Region and to search for help.

For more information, please refer to
https://be-more.info/

Ofsted

Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages. Ofsted grade against a Quality Framework and can award the following grades:
Grade 1 – Outstanding
Grade 2 – Good
Grade 3 – Requires Improvement
Grade 4 – Inadequate

What happens during an inspection?

The number of inspectors visiting an establishment varies depending on the size and type of an educational system, but the team will include Her Majesty's Inspectors (HMI) and/or contracted Ofsted inspectors – normally practicing headteachers and deputy heads.

Before the inspection, the inspectors gather information about the school/college by reading the previous Ofsted report, reports of any interim monitoring, any complaints that have been raised about the establishment, academic data, information about funding, and information from the website.

With schools they also send a letter to parents inviting them to share their opinions about the school on Ofsted's Parent View website.

During the inspection, inspectors will observe lessons, check records, and gather a range of evidence to inform their judgements, including speaking to staff, governors, pupils and parents and scrutinising pupils' work.

Inspectors also sit in on lessons, look through pupils' books and folders and talk to them about not just their understanding, but also how engaged they are in their learning, and about other issues like behaviour and bullying.

For more information, please refer to
https://www.gov.uk/government/organisations/ofsted

5.3 Why knowledge on educational services market is important?

In a constantly changing labor market adapting to dynamic economic changes and impending economic crisis, as currently when this training package is being created, educational services adapt to the needs and expectations of working, unemployed and inactive people, as well as employers, non-governmental organisations and social initiatives of various institutions.

It is important to monitor the market for educational services on an ongoing basis both locally and nationally, observing the trends and methods offered by service providers.

5.4 Learning outcomes for participants

The training on client / student relations contained in this handbook assumes that the educator will increase his resources in the field of cooperation with the client / student in three areas:

Knowledge regarding:
- Understand the educational framework of England and the Liverpool City Region;
- Appreciate the statistics relating to educational levels in England and the Liverpool City Region;
- Explain the different types of training programme pathways available within England and the Liverpool City Region;
- Understand the different information tools available to individuals wishing to undertake training courses;
- Appreciate the Ofsted framework and grading.

Skills in:
- Identifying suitable training programmes for a specific individual's situation and circumstance
- Creating educational pathways
- Providing appropriate information, advice and guidance regrading the most suitable training provider to undertake the identified training

Attitude:
- Increased confidence in providing information, advice and guidance regarding training programmes
- Strengthening trust in yourself and the client / student

The goals of the educator-client / student relationship are:
- Knowledge - facts, theories, principles regarding cognitive aspects of education and professional development
- Skills - the ability to carry out tasks and solve problems in the field of education and use these resources for active and effective professional development
- Attitudes - attitudes, values, motivation, purposeful actions to increase social, professional and civic competences

5.5 Educational activities

Activity 1 – Identifying barriers to adult education

As statistics show the Liverpool City Region has considerably more residents with no qualifications compared to the north west region and nationally. 11.3% of Liverpool City Region residents have no qualifications compared to 9.0% in the north west and 7.7% in Great Britain. In pairs or small groups discuss the possible reasons for this including barriers that adults in Liverpool may have in completing adult education.

■ Activity 2 – Understanding how to promote different learning opportunities

The marketing and communication of further education opportunities for both adults and young people must be effective and tailored to the specific audience. Discuss and identify how the promotion of learning opportunities would differ between the following groups;

A – Traineeships to people aged 16-24 in Barbering/Beauty/Sport.

B – AEB (adult education budget) work ready training and support for people unemployed aged 19 years plus to bring them closer to the jobs market.

C – Advanced learner loan for a person aged 20 years who wishes to complete a Management Apprenticeship.

A –

B –

C –

■ Activity 3 – Identifying pathways

Read the personal situations as detailed in the table below and identify which educational pathways you would suggest from those outlined in this manual.

Individual requiring support	Educational pathway opportunities
Sam is 17, he has left school with no GCSE's. He has not worked before, so has no work experience to assist him in gaining employment and he is unsure of what to do as a career.	
Sanjid has just moved to the UK, he would like to learn of local educational services that would enable him to make new friends and increase his knowledge of his local area.	
Peter is in prison and due to be released within 6 months. He wants to become more work ready ahead of his release and complete educational courses.	
Linda, aged 49 years, has recently been made redundant, she wants to complete an english qualifcation to update her skills whilst she searches for a new job.	
Edward is 20, he has a Business Administration Apprenticeship at level 3 but has career aspirations in his current role to become a manager. He wants to complete a level 3 Management Apprenticeship.	

■ Activity 4 – Understanding inspection reports

Inspection reports are an important factor when parents choose a School or College for their children. They are the second most important factor (50%) after proximity to home (61%), according to Ofsted's 2017 survey of parents.

Ofsted inspectors look at four main areas:
1. Quality of education
2. Behaviour and attitudes
3. Personal development of pupils
4. Leadership

Discuss and record the importance of these four main areas within education and why each area is of such importance.

Quality of education
Behaviour and attitudes
Personal development of pupils
Leadership

■ Activity 5 – Case study.

The benefit and impact of careers guidance

C&K Careers works with young people who are in care. Karl is 17 and is in the care of his Local Authority.
- He is a full-time pupil in a very small school with just three other pupils.
- The other pupils were younger than Karl and two of the pupils have learning difficulties.

A C&K Careers adviser met with Karl in school to discuss his future:
- The careers adviser felt Karl would benefit from a construction skills course with more emphasis on practical learning to go alongside his current more academic route in school.
- He also thought Karl would benefit from being in a learning environment with students of a similar age and ability.
- Discussions were held with the school and the care home management before deciding to visit a suitable training provider.
- The visit went well, and the additional learning support manager felt that following a risk assessment, the college could meet Karl's support needs.
- Karl was interviewed for the course and offered a September start.

Results are that Karl is really enjoying the course and is performing well:
- The college think Karl is probably the best student on the course.
- The whole cycle is positive and the Headteacher believes that the catalyst for this transformation has been the CEIAG work undertaken with Karl.

In the future Karl hopes to pursue a career in construction.

Identify 3 benefits of the approach applied by C&K careers during their IAG (information, advice and guidance) process.

1.

2.

3.

In pairs review the five steps taken by the careers adviser and discuss which of the steps was an integreal part of the process.

Activity 6 – English and Maths qualifcations

Many employers, especially in Liverpool, now encourage their employees to complete english and maths qualifcations whilst in their current roles. Although this means that employees require time off their current job roles to undertake the training, there are many benefits to the employee, employer and organisation.

Complete the table below to identify two benefits to all involved when employees complete further learning to enhance their english and maths skills.

Benefits to employee	Benefits to employer	Benefits to the organisation

▮ Activity 7 – Attitudes when guiding others in educational services

To provide effective information, advice and guidance it is essential that you are able to build rapport with the client/student and for them to have confidence within your knowledge and guidance.

In small groups complete a mind map to discuss and present the skills, qualities and attributes required as part of information, advice and guidance.

Then in the space below record 10 core skills required during the IAG process.
1
2
3
4
5
6
7
8
9
10

▮ Activity 8 – Challenges when guiding others in education opportunities

When providing IAG there will be occassions when problems occur and you may have to overcome resistance from people who fear further education due to lack of confidence, mental health issues and other personal circumstances.

In the space below discuss and record how you would overcome the challenges listed below.

1. A person aged 18 years who disliked school and the education system due to authority.

2. A person aged 50 plus years who has been long term unemployed and lacks confidence with ITC and working/learning with others in a group.

3. An offender who wants to undertake training when released from jail but does not see the point as they feel there will be a lack of employment opportunities due to their criminal convictions.

4. A person who has dyslexia and is unsure if they would have the cabability to complete a qualifcation.

■ Activity 9 – Assessing your own attitude and skills when guiding others

Complete the SWOT analysis below to record the 10 core skills you identified in activity 7. Place each of the 10 items into categories of your own strengths and weaknesses. Any items which you have placed into categories of weaknesses can be turned into an opportunity for your own personal development, as these are skills that can be developed. Use the SWOT anaysis tool to also record any threats you foresee when guiding others on further education opportunities.

Strengths	Weaknesses
Opportunities	Threats

Appreciate the Ofsted framework and grading.

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EDEC
Extending and developing
adult educators' competences

Co-funded by the
Erasmus+ Programme
of the European Union

5.7 Training program

Knowledge of the Market of Educational Services in the UK						
Objectives	Session	Time	Exercise	Description with instructions for trainers	Materials needed	Tutor answers
EDUCATIONAL SERVICES MARKET – CURRENT SITUATION						

Introduction to training.	9:00 – 9:30	30'	Start
			
			Contract
			
			Meeting participants and gaging expectations and current knowledge
				• Greeting and introduction to the trainer
				• Agenda of the training and house rules discussed
				• Participants present themselves
				  1. first name
				  2. My professional experience on adult education.
				  3. My expectations for training
					Flipchart & slides	

Knowledge of the market – presentation of basic data and definitions	9:30 – 11:00	90'	Presentation of knowledge Moderated discussion	1.1.1 General information 1.1.2 Definitions	Slides & manual	
Break	11:00 – 11:15	15'		Break		
Consolidating knowledge	11:15 – 11:35	20'	Moderated discussion	1.1.3 Learning outcomes for adult educators	Copy from the chapter. Definitions from the manual module 5	
EDUCATIONAL ACTIVITIES						
Activity 1 – Identifying barriers to adult education	11:35 – 12:00	25'	Can be completed individually, pairs or small groups Moderated discussion with findings recorded	As statistics show the Liverpool City Region has considerably more residents with no qualifications compared to the north west region and nationally. 11.3% of Liverpool City Region residents have no qualifications compared to 9.0% in the north west and 7.7% in Great Britain. In pairs or small groups discuss the possible reasons for this including barriers that adults in Liverpool may have in completing adult education	Manual Flip chart	Answers: • Lack of motivation • Time • Lack of confidence • Unaware of opportunities • Learning disabilities • Poor health
LUNCH 12:00 – 12:30						

Activity 2 – Understanding how to promote different learning opportunities	12:30 – 12:45	15'	Can be completed individually, pairs or small groups Presentation of knowledge via group discussion with findings recorded Tutor to ensure group discussion and addiitonal possible answers are explored	Activity 2 – Understanding how to promote different learning opportunities The marketing and communication of further education opportunities for both adults and young people must be effective and tailored to the specific audience. Discuss and identify how the promotion of learning opportunities would differ between the following groups. A – Traineeships to people aged 16-24 in Barbering/Beauty/Sport. B – AEB (adult education budget) work ready training and support for people unemployed aged 19 years plus to bring them closer to the jobs market. C – Advanced learner loan for a person aged 20 years who wishes to complete a Management Apprenticeship.	Manual Flip chart	Answers A – Younger audience, best reached via social media. Would also need to be marketed whilst in school as a progression. B – Older audience, best reached by letters/ emails. Posters and averts in libraries and community centres. C – Would require a 121 discussion with Q&A. Commitment fully explained and agreement made with college/ training provider.
Activity 3 – Identifying pathways	12:45 – 1:00	15'	Can be completed individually, pairs or small groups Presentation of knowledge via group discussion with findings recorded Tutor to ensure group discussion and addiitonal possible answers are explored	Read the personal situations as detailed in the table below and identify which educational pathways you would suggest from those outlined in this manual. 1. Sam is 17, he has left school with no GCSE's. He has not worked before, so has no work experience to assist him in getting a job and is unsure of what to do as a career. 2. Sanjid has just moved to the UK, he would like to learn of local educational services that would enable him to make new friends and increase his knowledge of his local area. 3. Peter is in prison and due to be released within 6 months. He wants to become more work ready ahead of his release and complete educational courses. 4. Linda, aged 49 years, has recently been made redundant, she wants to complete an English qualification to update her skills whilst she searches for a new job. 5. Edward is 20 he has a Business Administration Apprenticeship at level 3 but has career aspirations in his current role to be a manager. He wants to complete a level 3 Management Apprenticeship.	Manual	Answers Sam – Traineeship Sanjid – Community learning Peter – Offender learning Linda – Adult Education Budget Edward – Advanced learner loan

Activity 4 – Understanding inspection reports	1:00 – 1:15		Tutor to ensure group discussion and additional possible answers are explored.	Inspection reports are an important factor when parents choose a School or College for their children. They are the second most important factor (50%) after proximity to home (61%), according to Ofsted's 2017 survey of parents. Ofsted inspectors look at four main areas: 1. Quality of education 2. Behaviour and attitudes 3. Personal development of pupils 4. Leadership Discuss and record the importance of these four main areas within education and why each area is of importance	Tutor on whiteboard to record class discussion, learners to make notes in manual	Answers 1.Set benchmarks, equality, knowledge of staff. 2.Equality, fairness and repect 3.Progression opportunities available/outcomes 4. Processes in place, lines of resporting, clear structures.
Activity 5 - Case study activity – Careers advice	1:15 – 1:30		Tutor to ask learner to read the case study and put the group into pairs to record findings Tutor to facilitate a discussion to gauge opinions	Identify 3 benefits of this approach applied by C&K careers during their IAG (information, advice and guidance) process. 1. 2. 3. In pairs review the five steps taken by the careers adviser and discuss which of the steps was an integreal part of the process.	Case study Manual	Answers 1.Tailored approach, identification that the college could meet Karl's needs 2. Clear engagement with pupil, school and college 3. Karl was placed with others of similar age and ability to encourage self growth and development
BREAK 1:30 – 1:45						

Activity 6 – English and Maths qualifications	1:45 – 2:00	15'	Can be completed individually, pairs or small groups Presentation of knowledge via group discussion with findings recorded. Tutor to ensure group discussion and additional possible answers are explored	Many employers, especially in Liverpool now encourage their employees to complete english and maths qualifcations whilst in their current roles. Although this means that employees require time off their current job roles to undertake the training, there are many benefits to the employee, employer and organisation. Complete the table to identify two benefits to all involved when employees complete further learning to enhance their english and maths skills.	Manual, flip chart	Answers Employee – job satisfaction, personal development, increased confidence Employer – motivated staff, they can apply the skills in their role Organisation – staff retention, trained and competent staff
Activity 7 – Attitudes when guiding others in educational services	2:00 – 2:20	20'	Mind map to be completed as a small group activity. Learners to then record which of the 10 core skills they consider to be most important Presentation of knowledge via group discussion with findings recorded	To provide effective information, advice and guidance it is essential that you are able to build rapport with the client/student and for them to have confidence within your knowledge and guidance. In small groups complete a mind map to discuss and present the skills, qualities and attributes required as part of information, advice and guidance. Learners to identify and record 10 core skills which they feel are required during the IAG process.	Manual, flip chart paper	Answers Listening skills, empathy, clear communication, patience, understanding, relaibility, accuracy, friendly, attentive, reassuring, caring, knowledgable, problem solving skills, organisation skills, detail orientated

| Activity 8 – Challenges when guiding others in education opportunities | 2:20 – 2:50 | 30' | Can be completed individually, pairs or small groups

Presentation of knowledge via group discussion with findings recorded

Tutor to ensure group discussion and additional possible answers are explored | When providing IAG there will be occasions when problems occur and you may have to overcome resistance from people who fear further education due to lack of confidence, mental health issues and other personal circumstances.

In the space below discuss and record how you would overcome the challenges listed below.

1. A person aged 18 years who disliked school and the education system due to authority.

2. A person aged 50 plus years who has been long term unemployed and lacks confidence with ITC and working/ learning with others in a group.

3. An offender who wants to undertake training when released from jail but does not see the point as they feel there will be a lack of employment opportunities due to their criminal convictions.

4. A person who has dyslexia and is unsure if they would have the cabability to complete a qualifcation. | Manual, flip chart | Answers

1. Reassurnace, identify learning not in a school environment, flexible learning, identify education which is ptacti- cal with minimal writing.

2. Discuss con- fidence training, teaching that requires less ITC training or identify adult ITC training for them to complete first. Identify learning which could take place in a smaller classroom setting.

3. Reassurance, show examples of companies who recruit ex offenders, see what job they would do without limitation and what training matches their aspirations.

4. Reassurance, explain what measures could be put into place to support i.e. different coloured paper for dys- lexic learners etc. Discuss specialist tutors who could assist their needs and share past success stories. |
|---|---|---|---|---|---|---|

Activity 9 – Assessing your own attitude and skills when guiding others	2:50 – 3:50	60'	Individual activity for learners to reflect and identify areas of improvement for their own attitude. Tutor to explain what a SWOT analysis is prior and lead a discussion for learners to share opportunities and threats identified in their own performance.	Complete the SWOT analysis below to record the 10 core skills you identified in activity 7. Place each of the 10 items into categories of your own strengths and weaknesses. Any items which you have placed into categories of weaknesses can be turned into an opportunity for your own personal development, as on these are skills that can be developed. Use the SWOT anaysis tool to also record any threats you foresee when guiding others on further education opportunities.	Manual SWOT analysis	Answers will be different and personalised per learner.
Session summary with trainer and class	3:50 – 4:15	25'		Trainer to go around the group and reflect on the training session. Questions such as; What will you take away from today? What has been the most intersting thing you have learnt from today? What did you enjoy today? How will todays session further enhance your role? Then recap on original aims and objectives, allowing for Q&A.		