

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Interview

Script No. 4 for 4 hours



Powiatowe Centrum
Pomocy Rodzinie
w Oświęcimiu



UK - Butterflies LTD



FERI

Get to know yourself.
Sokrates

BE SMART method
Script No. 4 for 4 hours

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I. General information

The duration of the class:

4 hours

Recipients of the classes:

The recipients of the workshops are groups of young people (girls and boys) between 13 and 18 years of age, who are the pupils of care and educational institutions, youth education centres, foster families, educational centres, schools. The script can be used by all other people interested in the subject of an interview, including preparation of a young person entering the labour market to participate in an interview on the basis of skillfully transforming destructive beliefs into those which will be supporting or healthy for young people.

Number of participants :

Workshop group for 12 people of both genders. It is also possible to conduct a workshop in a smaller group of at least 8 people, depending on the conditions of the premises.

Proposed working methods:

- Active ways of conducting classes: group work
- Active ways of teaching: working in pairs
- Individual work
- Brainstorming
- Imagining techniques
- Psychoeducation
- Mini lecture

Sample materials needed for the meeting:

- Work cards
- Markers
- Sticky notes,
- Flipchart,
- Pens,
- Printed work cards and information cards for participants
- Certificates
- Evaluation survey

Coursework

The main objective is to strengthen the competence to transform destructive beliefs into those that will be supportive or healthy for young people. It assumes finding in youth the potential, self-acceptance and wise self-liking. It puts emphasis on getting to know oneself, self-acceptance, liking oneself and one's flaws, getting rid of barriers, gaining awareness of one's own resources, ability to cope with stress, and thus acquiring such skills which will allow us to satisfy our needs so that going through the recruitment process in the situation of applying for jobs is easier and more conscious.

The following results are planned to be achieved by the participants:

- Acquiring knowledge of one's beliefs about one's own competence
- Acquiring knowledge on how to deal with stressful situations during an interview
- Acquiring the ability to think rationally based on 5 RTZ questions.
- Increased self-confidence
- Increased self-esteem
- Improvement of self-esteem
- Acquisition of competences concerning personal development in the field of raising personal and professional competences.

After or even during the process of vocational education, we apply for a temporary job still learning, holiday or permanent, according to our professional qualifications, but not always. Sometimes, in spite of our professional competences and skills acquired, we still hesitate to take up a job in our profession, being convinced that we are not "good enough" or that "others are better". Dysfunctional assumptions may be triggered, e.g. "you will definitely not get this job". so we can feel stressed out during the interview. Talking to a future employer is like starting a competition - we feel nervous, we want to win, and our body is filled with adrenaline. And just like in sporting skirmishes, during the qualification meeting a solid preparation brings us closer to the podium. What is most important during the interview?

The question about your advantages and disadvantages will be asked at each of your interviews.

Candidates hate it!

If you are among them, or if you are wondering:

"Which of your strengths are best presented to your employer?"

"How do you answer the question about your weaknesses?"

"What influence does the answer to the question of strengths and weaknesses at an interview have on the employment decision?" During the workshop, young people will learn how to make a first impression.

The teacher/teachers move. Welcome - (5 min)

- Name
- Education,
- Professional experience
- Interests

3. Group rules - (10 min)

The trainer distributes colourful sticky notes to participants and asks the question: "To feel good and safe together, I need ...". It gives participants about 3 minutes.

Example:

"To feel good and safe together I expect:"

- Respect from others
- Silence when I say
- Not to be criticised
- Favorites
- Deciding whether I want to take part in the exercise or answer a question

The leader collects the cards, reads them out loud, asks if everyone agrees to the rules if he sticks them on the flipchart sheet. After reading all the cards, the presenter asks if there is any rule that should be on the card (if participants still have a proposal we write it on the card and stick it on).

4. Questions about what we expect from the program. Verification of expectations - (10 min)

The trainer distributes one adhesive card to participants and asks them to write down their expectations from the BE SMART programme. He gives participants 3 minutes to do so. Then he collects the sheets of paper, reads questions / statements and discusses them.

5. Garage - (5 min)

The instructor takes out a previously prepared A4 card /flipchart with the inscription "GARAGE" and a marker and informs the participants what a garage is: "garage - during the breaks in the garage each of you can write down your question about the content and course of the workshop. We will answer them after the break.

II Introduction

Mini Lecture

The school environment is a place where children, young people of all ages and teachers and educators spend a significant part of their lives. This is where self-esteem building, confidence building, logical thinking, the art of asking questions, debates, conversations and healthy thinking often begins. Attendance at school is subject to legal regulations and often both parents and students have to accept a school that they will be allocated because of regionalisation. There is no problem when we have friends, colleagues or colleagues from the district and the school becomes a place we go to with a smile every day. It is more difficult when the school and the teachers do not meet the expectations of the students and the new situation itself can cause fear in a new person. This can result in loss of self-esteem or self-confidence if it is not built on a healthy and stable level at home. School is one of the most important stages in a young man's life. It is during this time that our development is the fastest and our attitudes are created. Education, especially early education, has an impact on our whole life, on the decisions we make in the future, on the friendships we make, on the interests, hobbies, likes and dislikes, on what kind of people we will be. In addition to passing on knowledge, learning to write, read and everything associated with it, the school, teachers, educators, youth support staff, orphanages and educational institutions also provide vocational education. Preparation of a young person for the profession lies in the competence of teachers, vocational counsellors, but an extremely important aspect is also the influence of close people, including parents, siblings as well as friends, colleagues and colleagues. All these people not only teach but also motivate the young person to make decisions. Nowadays, more and more young people are giving up their education when they reach the age of majority in order to take up employment and become financially independent. Many people also go abroad to work. Let's look at the problem as follows: We see a 14-16 year old who is expected to make an important decision in life, the effects of which will be felt over the coming years. Meanwhile, his professional predispositions are still in the process of being formed, they can be clearly established, more or less when he reaches adulthood. On the other hand, we have a primary school, whose duties include providing students with the support of a vocational counsellor (this is done differently, most often one person combines the tasks of an educator and a vocational counsellor), but the young person must feel the need to go to a counsellor and talk about his situation to make sense. Sometimes he does not get this chance. Parents would also need to talk to a career counsellor. Not everyone feels competent to get involved in his or her child's career path - many of them therefore prefer to be told to go to high school and gain 3-4 years to think about. Others do not have time to delve into the school's offerings, to look at their child's interests and to adapt them to work in specific professions. Still others - in good faith - suggest ready-made solutions to the child, because it seems to them that professional predispositions are hereditary and since they do well in a particular profession, their child is also created for it. This is not how it works.

So where does it start? From determining a young person's professional predisposition. Often asked what the teenager is interested in, he answers: nothing. When the questions are more and more detailed, he has to spend his free time somehow, how? Do you read? What are you reading? Do you like the ball? Which team? What do you know about it? How do you know that? You play on the computer? Playing what? What equipment? In such a conversation, it often turns out that a young person already has a lot of valuable, sometimes unique skills at the start, which will be useful in a particular profession. It would seem that this ball fan just sits there all day long and staring at the screen. And he has looked up curiosities about his favourite team on foreign sites, which he

has translated himself. It shows the whole range of competencies. I look at the student as a funnel, but from a narrow point of view: he talks about himself, and I determine what he is really good at and how it can be used in the labour market. So what is holding back young people? It is always said that the profession is learnt by those who wouldn't manage in high school and college. So, above all: stereotypes and attitudes of adults. But also a certain scheming. For a long time the names of professions, the names of curricula have remained unchanged and the language of employers is evolving. You won't read in the ad: I'm looking for a salesman after a trade school. Such a rigid framework affects the gaze of young people, who sometimes do not know how to think abstractly, focus on a particular profession: if I go to a "car", I will repair cars all my life - they think. This is also due to the fact that they do not know how to work in a given profession. They have no idea, no point of reference. Without the knowledge of how the work in a given profession looks like in practice, the student will not plan his or her development, he or she will not be willing to acquire new competences also after school. Without a broader view of the labour market, it wouldn't be possible for him to learn in a classroom with a profile: a car mechanic can give him a solid foundation for development, e.g. in an industry such as the luxury car trade or... their design. This is all the more so because the changed education system is designed in such a way that studying in an industry school does not close the way to the Matura exam and higher education. Employers are open to work with students. Almost every branch school cooperates closely with local entrepreneurs who operate in a given branch. Thanks to this, young people learn on new, technically advanced equipment. Employers are not afraid that the young will come and will not be able to handle it - they will finally come to learn. They are afraid that the student will not switch easily to the employee mode. The work of a career counsellor ends in primary school? No, they meet with students in their final years of technical and vocational secondary school, i.e. people who have already made a decision about their professional life. Often when asked: how many of you do not want to work in your profession? About half the class is applying. Why? One hears: because we are not interested in it, we chose this school because it was close, because a friend was also coming here... The most important thing is to indicate the professional predispositions of young people, what skills they have already acquired, which of them will be valuable on the labour market. For example, during political science studies, they will gain broad knowledge and competences which will be useful in many other professions. And it is not true that there is no job for e.g. political scientists or philosophers and everyone has to go abroad to live. One should remember about the risk that awaits in an unknown country if one does not know the language. Competences, qualifications, needs and beliefs in the context of an interview and beliefs will be the subject of this script.

III Meritories

Task 1 Ice breaker - Knowledge Ball (10 minutes)

The presenter invites the participants to the middle of the room and asks them to set up in a circle. He gives his name and says: "Name, I like..., I don't like..." Then he throws a paper ball to one of the participants, who also gives his name and information about what he likes and dislikes. Then we check if the information the previous person gave us is remembered by us. Each person in the circle gives the names of all participants.

After the end of the game, the instructor summarizes by saying that the game brings the participants closer to each other by revealing their preferences and directs attention to the other person.

Task 2 . What a stress (10 min.)

The trainer distributes work cards to participants with symptoms of stress during the exposure that a young person may experience during a job interview. The task of the participants is to place the number of percentages that concern the stress symptom that activates in them. The participants have a sum of 100%. for each symptom.

Work card no.1

Symptoms	0 to 100%
Mouth dryness	
Body trembling	
Hands tremor	
Grunting	
Movement tics	
Hotshocks	
Dancing (unusual movements of the whole body)	
Hair improvement	
Memory loss (forgetting what you wanted to say)	
Clothing improvement	

After completing the task, the trainer invites participants to share their conclusions. He informs the participants that for every person, even if experienced, being assessed during an interview is stressful, while good preparation for an interview can neutralize the symptoms to a large extent.

Task 3 Interview (20 min)

The leader divides the group into 3-person groups. Each group gets a job card no.2 on which are written the most popular questions asked by recruiters during the interview. Each person in the task group has a role: person 1 - recruiter, person 2 - recruiter, person 3 - observer. The task of the observer is to observe and listen to the recruiting person. The recruiter's task is to ask questions according to the instructions. The recruiting person's task is to answer the recruiter's questions briefly and honestly.

Work card no.2

RECRUITMENT INTERVIEW - SET OF QUESTIONS
What would you like to do in 10 years?
What did you not like the most in your previous job?
What did you like the most in your previous job?
What did you like and dislike about your previous job / college?
What are you most interested in, or at least in our offer?
What motivates you at work?
What gives you the most satisfaction from work?
What determines your success?
What does "good employer / good boss" mean to you?
What does "good employee" mean to you?
What is most important to you at work?
What is more important to you - satisfaction or promotion?
If you could choose, would you choose a boring but well-paid job, or poorly paid, but extremely passionate?
What do you think is the most important factor in the atmosphere at work? What does it depend on?
What is your strongest point?
What is your weakest point?
What is your biggest advantage and what is your disadvantage?
What can you tell me about yourself?
What can you bring to the company?
What do you like most?
What does "success" mean to you?
Are you at least interested in this job?
What do you see as your biggest failure?
What would the previous supervisor / promoter say about you if I were to him / them called? (could be a teacher, for example)

What do you do when you disagree with your boss? / Can you express yourself
A sentence when it's different from the boss'?
What do you mean by criticism, good communication, cooperation, work Teamwork?
What do you think of your current / former associates?
What do you think of your current/previous boss?
What do you think of your greatest success?
What was the most interesting thing for you in your work so far? Why?
What is the most difficult for you in your career?
What's the most valuable thing about you as an employee?

After completing the task, the trainer invites participants to share their conclusions and observations. He informs the participants, they can use the model conversations on the youtube channel. It is best to watch a few of them and train in front of the mirror in order to gain self-confidence and to manage the stress of the conversation.

Task 4: My professional plans (20 minutes)

The trainer distributes work cards to participants to analyse their skills and professional deficits. The participants' task is to fill in the card according to their knowledge of themselves. The instructor can be asked questions while working with the card.

Work card no. 3

What are my professional skills?	What are my job deficits?
What professional skills would I like to improve?	My plan - what will I do to make it happen?

What a reflection you have after this task:

After completing the task, the trainer invites participants to share their conclusions. He informs the participants that searching for resources in professional skills is a valuable ability to see the strengths and weaknesses in order to effectively plan a strategy for entering the labour market.

Task 5 Strengths and weaknesses (20 min)

The trainer distributes work cards to participants to analyse strengths and weaknesses.

The participants' task is to fill in the card according to their knowledge about themselves. The instructor can be asked questions while working with the card.

Work card no.4

What are my strengths?	What are my weaknesses
I can do	I will learn

After completing the task, the trainer invites participants to share their conclusions. He informs participants that looking for strengths and weaknesses in ourselves and what we can learn from our strengths and what we can learn from our weaknesses helps to build professional goals. Self-awareness and self-awareness helps to achieve further successes not only on the professional path.

Conclusions after the task completion :

Task 6 Imaginary training (15 min.)

The leader says to the group: "If you think you can do it, you are right. If you think you can't, you're right too." These words by Henry Ford perfectly describe many situations in life. More and more people are talking about the fact that it's not just the legs that run in the context of building strength and endurance of body or arm muscles. We often see motivating words about not giving up, pushing to the point, acting with reason. Such motivating words can be considered as part of mental training. We instill in ourselves the values that guide us when making decisions and acting, and it is easier to achieve subsequent goals. The head can really help us, but also spoil the preparation for a sentence, e.g. an interview.

It asks participants to read the text from the work card 3 times in silence



Work card no 5.

"I'm getting ready for my fight, which is a conversation
I know I'm well prepared
I know myself and my skills well
the period of preparation is the science I've been through
And now the results will come
I'll do my job, just like I do in training
or while doing what I like
I'm gonna go inside
There are noises in the background, and I am focused on myself and my tasks and goals
I feel the willingness and positive thrill
I enter
Free and normal
I can do it!
I'll do my best!
The conversation begins
Free and normal
I'm throwing my rhythm
I'm active, I say what I know about myself
About the company I want
I feel it
Calmly and vigilantly.
I'm thinking during the conversation
I'm holding my position
Loose and long sentences
I believe in myself
I trust myself
In difficult moments - calm!
Last minute
I still believe in my success !
One last question
Smile
I'm coming out satisfied with myself
I'm happy with the conversation
And so I will also fight for myself in the future
Believing in yourself
Thinking during operation
Easy and normal."

After completing the task, the trainer invites participants to share their feelings. He informs participants that imaginative training is a kind of motivational training. It helps to cope with the accompanying stress. The feeling of strength is extremely important in new situations. Exercise of this text or for your own use created in your mind will cause the positive reinforcement to start automatically, even when exposed to a stressor.

IV. Finish (20 min.)

The trainer asks the participants to sit in a circle and everyone answers the question:

- What are you leaving with? What is your plan?
- Would you like to thank someone for something
- Diploma awarding
- Evaluation questionnaires

At the end of the participants' speech, the presenter thanks you for your participation.

EVALUATION SURVEY

Interview “Get to know yourself”

Dear Participant/Dear Participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time and for completing the questionnaire below.

The questionnaire is anonymous.

1. Did the workshop provide you with useful tips and techniques on how to deal with and analyze the situation in relation to decision-making about your working life and its stages?

Definitely yes Rather yes Rather no Definitely no

2. Did the workshop provide you with helpful guidance on the skills needed for your career ?

Definitely yes Rather yes Rather no Definitely no

3. Do you feel that after this workshop you have more influence and chances to achieve your goals?

Definitely yes Rather yes Rather no Definitely no

4. Which part of the workshop did you like the most and why?

.....

5. Was the topic of the workshop interesting for you?

YES NO

6. If YES, please list the topics that would be interesting for you.

.....

7. Additional commentary

.....

Thank you for completing the questionnaires!





DIPLOMA

It is confirmed that

(name)

He took / took part in the workshop entitled:
Interview - "Get to know yourself"

GROW IT UP - COMPETENCES AND FRAMEWORK FOR SOCIAL SYSTEM YOUTH WORKERS"
BE SMART method
Project No 2018-1-PL01-KA205-050049

Facility/School :

Workshop leader :

Date:

Place:

Programme co-financed by Erasmus+



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