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CURRICULUM CULTURE PILOTS IN

ITALY

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Education and Culture DG
Lifelong Learning Programme

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Culture Pilots

Country Curriculum ITALY

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Contact:

EUROCULTURA

Via del Mercato Nuovo 44g, 36100 Vicenza, Italia

Tel. +30 0444 964770, info@eurocultura.it

Editorial:

Gianluigi Rago and Luciana Levi Bettin, EUROCULTURA, Italy

The curriculum is based on a curriculum developed by BFI OOE, Austria for the European Capital of Culture Linz09.

For more information see: **www.culturepilots.eu**

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Introduction to Culture Pilots

Culture pilots is a European Transfer of Innovation project promoted by BFI OÖ in Austria based on a successful project developed by the vocational training institution for the European Capital of Culture Linz09. In this initial project 12 female immigrants from Linz led tours through the inner city and offered an insider's view of their everyday life to locals and tourists encouraging intercultural contact and understanding. Previously the migrant women attended a resource- and process-orientated empowerment training program. The city tours were a great success and the project was honoured with the Austrian State Prize for Adult Education in the category "Innovation" in 2009.

Culture Pilots tackles the difficult task facing many well-qualified immigrants in the EU – especially female – to find appropriate jobs according to their qualification on the labour market. At the same time the Culture Pilots project addresses the need for intercultural dialogue to improve social understanding and promote an awareness of the importance of linguistic and cultural diversity in Europe.

The aim of the European Lifelong Learning Project is to transfer and implement the Culture Pilots curriculum and city tours in other European countries (FR, PT, IT, ES) and developing new skills and jobs by encouraging the cooperation between Vocational Education and Training, Culture and the working world.

The target groups of the project are trainers and coaches for empowerment work in intercultural contexts, qualified and socially competent immigrants and / or inhabitants with different cultural backgrounds in the participating countries and locals and tourists participating in the city tours which are to be developed.

The projects' activities are:

- Adaptation of the initial Culture Pilots curriculum to the country specific situations and translation

- Development and implementation of a train the trainer program for resource and process orientated empowerment work in intercultural settings

- Implementation of Culture Pilots training program in the participating countries

- Culture Pilots city tours in Marseille, Lisbon, Vicenza and Barcelona

- Dissemination and PR activities: website, stakeholder information events and a final conference in the frame of MarseilleProvence 2013 European Capital of Culture

Culture Pilots is based on an initiative of Berufsförderungsinstitut OÖ (Austria) in cooperation with ISQ (Portugal), Transit Projectes (Spain), Eurocultura (Italy), Union des Centres sociaux des Bouches-du-Rhône (France) and MarseilleProvence 2013 (France).

The project

The original CULTURE PILOTS curriculum developed by BFI OÖ in occasion of Linz 2009 – European Capital of Culture - has been adapted to Italy according to the findings of a preliminary investigation carried on at local level involving stakeholders who work with immigrants and immigrants themselves.

The analysis of the situation of immigrants in Italy both in the composition of the foreign population (gender, age, country of origin etc.) and with regard to their insertion in the labor market (occupational sectors, difficulties of access, etc.) allowed us to define the framework within which contextualize the training activities.

While maintaining the original layout of the project, which aims mainly the empowerment of participants to promote their integration in the labor market in professional positions appropriate to the skills acquired in their countries of origin, the adapted curriculum incorporates suggestions and information collected during the interviews conducted with stakeholders and foreigners in order to define a curriculum as possible appropriate to the needs of the local immigrant population.

The most significant changes made to the original curriculum concern the identification of the target group and the inclusion of a training module on entrepreneurship education.

The identification of a different target group is based on the fact that in Italy there is a large number of people who have Italian citizenship but were born and raised abroad. They are children and grandchildren of Italians who have emigrated in the past century to find work abroad and who, according to our law, have the right to obtain the citizenship of their ancestors.

These people are Italian from a legal point of view but have the same problems as other foreigners, from poor knowledge of the language and academic qualifications not recognized by the Italian system.

This phenomenon of returning migrants is particularly extensive in the Veneto region, that between 1800 and 1900 registered the highest number of emigrants. A great number of Venetian emigrate to Latin America countries, especially Argentina and Brazil.

The economic situation of these countries, especially Argentina, has meant that many children and grandchildren of Italian emigrants decided to take the way back to the home of the parents in search of better living and working conditions.

This particular group of foreigners has been indicated by the stakeholders interviewed as a target group to be highly kept in consideration while adapting the CULTURE PILOTS curriculum.

Moreover, considering that groups of men and women with different backgrounds give greater opportunities for comparison of communicative and behavioral patterns we decided to allow the participation to the training course to both genders.

As for the inclusion in the curriculum of a training module on entrepreneurship education, we considered two findings from the quantitative and qualitative data analysis of migrants presence in the Italian labor market:

1) in Italy in 2010 there were 229,436 ethnic entrepreneurs, with an increase of 20,454 over the previous year,

2) the presence of migrants in cultural sector is almost non-existent, despite their skills, from intercultural ones, can be valuable, for instance, in the relation with foreign tourists.

These data led us to hypothesize that at the end of the CULTURE PILOTS training course participants can decide to start their own business, offering services to local companies, cultural institutions or NGOs such as reception of tourists or foreign customers, organization of city tours, translations etc..

Target group

12 women and man with a migration background**,** of different age groups, who live in Vicenza, have at least a vocational training diploma, good Italian language skills, good English, German or Spanish skills, and who wish to identify, strengthen and broaden their key competences.

The training and the collaboration in the project aim to improve the participating migrants' opportunities on the labour market (while building up on existing qualifications) or provide them the basic skills needed to start their own business

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Selection of participants

The project is advertised making available flyers with the project description to stakeholders in Vicenza area (e.g. trade unions migrant departments, youth information offices, labour offices, migrants associations) as well as providing direct information to people with migration background at our offices.

All potential participants are invited to a meeting where the project and its framework conditions are explained. 20 of those who are still interested are invited to an individual interview.

Selection criteria are the motivation for the project, the possible benefit from the training for the applicant, an existing vocational diploma, good Italian language, very good knowledge of English, German or Spanish, the possibility to attend the course for about two months, taking into account that the project does not provide any financial compensation.

Selections are performed on the basis of a interview guideline *(annex 1)*

Training objectives

The main objective of the training is to make the participants aware of their own competences and skills as well as to improve their presentation in interviews with potential employers.

By focusing on the participants' migration background as well as their own abilities and skills, project management as well as guided tours through the city, valuable competences could be built up.

The goal of the project is to improve the possibility of participants to enter the labour market, finding a job in cultural institutions, in institutions providing services for migrants where culture pilots, thanks to their specific skills in intercultural communication, can act as cultural mediators, or starting their own business as cultural services providers.

Training approach

The culture pilots training foresee 152 training units (45 minutes per training unit) on 38 days, plus one-to-one coaching for each participant and the independent development of the projects and guided tours.

The training is designed to have a trainer who accompanies the group very intensely, assisted by a facilitator. This leads to a strong relationship build-up between the trainer, the facilitator and the group, which allows for personal topics to be addressed.

The continuous guidance by a qualified trainer and coach who have the functions of main trainer, project manager and process supervisor are designed as such so that personal development and insights should be integrated into the daily routine at a later stage. On specific topics, further trainers can be called in.

By coming to terms with their individual migration stories in connection with the training of key competences (biography work, communication, conflict management, teamwork), an extensive analysis of personal and societal topics is facilitated which in the long run leads to a strengthening of the participants.

In the course of the training and under the guidance of the trainer, the participants moreover draw up a competence record of their individual abilities and qualifications, which will be useful for further job applications and their self-presentation on the labour market in general.

The goal is for the participants to get an increased awareness of their own abilities and skills and on the other hand to gain specific knowledge for the further application process.

Another focal point of the training is the **development of the guided tours**. At least 2 guided tours of the city (one in Spanish and one in German) will be developed and implemented.

Training period

September 2012 – December 2012

Scope

- 152 training units, 38 modules, 38 training days

- 8 units analysis of existing competences per participant

- 5 units individual coaching for empowerment and career orientation

- Internships in cultural or social organisations in Vicenza.

- Development of at least 2 guided tours of Vicenza, one in German and one in Spanish.

Contents of the training

- Biography work – Individual orientation – Self-reflection – Strengthening the individual (28 training units)

- Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action (8 training units)

- Intercultural competence – Intercultural communication (8 training units)

- Presentation techniques – Rhetoric – Speaking in public (24 training units)

- Conflict management (8 training units)

- Techniques for guided city tours – Working with groups (8 training units)

- Basic entrepreneurial education (20 training units)

- Project management – theoretical basis & practical project (24 training units)

- Analysis of the social environment – becoming acquainted with the historical centre of Vicenza (4 training units)

- Development of a guided tour (8 training units)

- Job application training (12 training units)

- Internship

Description of training modules and module contents

Seminars

- **Biography work – Individual orientation – Self-reflection – Strengthening the individual (28 training units)**

  The participants engage in their biographies, their migrant backgrounds and their individual migration stories by writing, talking and reflecting. Working with their own biographies is designed to help them come to terms with their individual stories by bridging the gap between life before and after migration. Key competences and qualifications of migrants they acquired before, during or after migration (migration itself is seen as a qualification) are made visible and broadened and can therefore be integrated into their present lives.

  Working on visions serves to determine initial positions and can be used to find new ways out of a specific problem situation. It is a creative process in the course of which future is envisioned and designed. Working with visions is the starting point of important decisions which determine the individual work with oneself. It is all about seeing where the first step may lead in order to be able to take a second step.

  The process of vision development can be compared to a continuous oscillation between the envisioned future on the one hand and the past with its resources on the other hand.

  Individual resources and options already present in the environment are sought, (re)discovered and strategically targeted for future use, while the programme is accompanied by a targeted training for strengthening the participants' self-confidence.

- **Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action (8 training units)**

  The participants are confronted with different approaches to culture and question their own understanding of culture (in a workshop-like atmosphere). With a view to their future occupation as culture pilots, the participants should achieve a shared understanding of culture which allows them to perceive their own living environment and their migrant way of life as cultural phenomena and communicate them as such to culturally aware individuals.

- **Intercultural competence – Intercultural communication (8 training units)**

Intercultural learning describes the development process from ethnocentricity to acceptance and appreciation of other cultures. Those who engage in this process should be able to acquire intercultural competences in the course of this exploration.

One precondition for this process is the ability to take a critical distance to one's own understanding of culture and values as well as confront oneself with one's own sets of values.

A pluralistic society is in need of people who have developed intercultural competence, but also of socio-political framework conditions (legal and social equality, possibilities for participation, etc.)

- **Presentation techniques – Rhetoric – Speaking in public (24 training units)**

The participants are familiarised with presentation techniques, they learn how to present themselves and how to make a good impression in public.

In addition, their appearance in the event of interviews is trained as well as how to work in groups. Once more, strengthening the participants' self-confidence plays a vital role with regard to how they should present themselves.

During a test run, the focus is on presentation technique as well as on possibly arising difficulties / barriers / conflict potential among the individuals taking part in a guided tour, culture pilots and the population with the aim of preventing them.

Another essential point is the development of a list of questions aimed at the culture pilots. Still another topic is how to deal with different questions and to outline a possible scope of actions.

- **Conflict management (8 training units)**

This module is concerned with self-perception, perception by others, enemy images, religion, communication and the behaviour in intercultural areas of activity as well as the causes of conflict. Intercultural conflicts are mostly value and distribution conflicts, which cannot be resolved by adopting a stubborn or dominant position, but require a critical and attentive attitude.

Intercultural conflicts and their multifaceted aspects shall be discussed and constructive models for conflict management presented and put into practice with the

aim to reflect upon individual attitudes, expand the individual range of behaviours and reduce the fear of conflict.

- **Techniques for guided city tours – Working with groups (8 training units)**

  Groups have their own rules and functioning, even though they come together only for a short period. The participants are familiarised with the processes of group work and reflect upon their own group processes as well.

  Useful techniques for guided city tours are imparted which should help organise the individual guided tours in a professional way. The objective is not to copy existing approaches to guided city tours, but develop individual methods and approaches.

- **Basic entrepreneurial education (20 training units)**

  The participants will be introduced to the concept of self employment and to the most common legal forms of business (cultural association, cooperative, limited partnership etc).

  They will be guided through the process of business creation: from the idea to the project planning, from the business plan to the project implementation, keeping into consideration also the bureaucratic aspects, in general and specifically targeted towards the culture pilot project, so they can locate themselves in the project.

- **Project management – theoretical basis & practical project (24 training units)**

  The life cycle of a project, project phases and their special characteristics as well as concrete milestones shall be discussed, a timetable shall be drawn up. Further focal points are team-building and allocation of competences.

  Small teams of participants who shares the same knowledge of Spanish, German or English shall be formed and develop a guided tour together.

- **Analysis of the social environment – becoming acquainted with the historical centre of Vicenza (4 training units)**

  With the help of an official guide, participants will visit the city learning both about history and architecture but also the techniques used by professionals.

- **Developing the guided tours (8 training units)**

Based on their personal interests and preferences, the teams develop guided tours of the old city, defining "places of interest" that can be referred to social, architectural or historical aspects.

- **Job application training (12 UE)**

The participants develop professional job application papers and concern themselves with possible occupational profiles and jobs for the future.

- **Internship**

   All participants do an internship at a cultural or social institution in Vicenza. The internships are organised individually and, when possible, start at the end of the training, keeping into consideration the constraints of the participants (e.g. child care responsibilities).

   The objective is that all participants gain practical experience in the cultural or social area and that contacts can be made in view of a later employment. In addition, the skills acquired in the course of the training (e.g. project management, communication skills and intercultural competences, etc.) can be put into practice in the internship and further skills can be gained by "training on the job".

- **One-to-one coaching for establishing the competence record (8 training units for each participant)**

   In addition to the general training units, there are eight one-to-one units available for each participant. These units are used for drawing up a competence record and, if needed, for coming to terms with individual concerns.

- **One-to-one coaching for empowerment and career orientation (5 training units for each participant)**

   Each participant is entitled to other 5 training units of individual coaching. This time should be use for career advice, counselling and orientation.

Purpose of the training

The training shall enable the participants to work as culture pilots in Vicenza and has the objective of making already existing key competences visible, broadening them and making them consciously usable.

Moreover, the training should impart general entrepreneurial, project management skills and culture mediation techniques which can be applied/used by the participants in other areas as well.

Based on the understanding of culture as a "dynamic, ever changing system of social action" (Fedorowicz, Hania M., 2006) the participants are meant to reflect upon their own living environment and their intercultural way of life, know and understand these as new phenomena and learn to appreciate them as an asset.

The purpose of the training is empowerment through biography work, self-reflection, increased visibility of key competences (strengths and potentials), confidence building, working on intercultural competence, acquiring general knowledge on project management as well as presentation techniques and self-presentation.

Key competences, also called "soft skills", is actually a generic term coming from the area of economy and expresses the changing requirements on employees in the context of problem solving strategies, communication skills, capacity for teamwork, etc. What is meant here are "basic abilities and capacities".

"Soft skills" are opposed to "hard skills" which mean specialised knowledge and professional competence, which job applicants are simply assumed to have. Besides professional competence, key competences are increasingly considered an important selection and employment criterion for the private sector as well as public administrations.

In the working environment, the following soft skills or key competences are particularly sought-after:

- communications skills

- capacity for teamwork

- time management

- intercultural competence

- conflict handling skills

- facilitation and presentation skills

- self-confidence, ability to self-motivate

- individual orientation, decision-making ability

These skills are behavioural skills, they become visible when people act and interact and can be trained to certain level!

Due to gender-based socialisation, the so-called key competences are more easily accessible for women. Parents, teachers and other role models particularly impart abilities and qualifications like communication, flexibility or conflict management to girls and young women with regard to their assumed later family role. Starting a family trains these competences even further, as activities like child rearing and household organisation require a high level of organising abilities and communication skills.

The mixed composition of the group (men and women) will help the positive contamination of men and will facilitate their acquisition of the key competences.

As the focus of the training is placed on project management, the key competences learned can be translated into action immediately. The basics of project management, in combination with their practical implementation in the context of guided tours, enable the participants to handle projects in their working environment on their own responsibility.

A major concern of the training is to lay a solid foundation for the participants' future professional activities. Beyond the scope of the project, the participants should also have the opportunity to work as cultural mediators, cultural workers or migration mediators, and they should be able to successfully use, in other fields as well, the practical and theoretical skills they learned in the context of project management.

Learning outcomes

Knowledge

- Project management in theory and practice

- Ideal project progress

- Time management for projects

- Knowledge about Vicenza social, historical and architectural environment and its characteristics

- Knowledge about the cultural activities on offer in the city

- Awareness of communication styles and communication behaviour

- Knowledge on conflict solving strategies

- Awareness of cultural differences

- Basic knowledge on culture theories

- Basic knowledge on rhetoric and speaking in public

- Knowledge about different techniques for guided city tours

- Knowledge about group formation and group dynamics

- Basic entrepreneurship education

Skills

- Ability to understand different cultural traditions

- Use of cultural awareness in a professional environment

- Application of cultural theory models in practical projects

- Intercultural competence

- Awareness of different job profiles in the context of intercultural competence

- Ability to take into account varying individual needs when developing a project

- Ability to systematically collect and process information in order to make use of it in a project

- Ability to use materials as a basis for a summary presentation

- Taking part in a study or work group / capacity for group work

- Improved spoken and written language skills

- Strengthened self-confidence and awareness of individual abilities

- Improved conflict solving skills

- Conflict solving skills in intercultural contexts

- Improved individual time management

- Ability to come to terms with individual biographies

- Ability to link personal experience with migration experience in general

- Ability to turn difficult life experience, that may be an emotional strain, into a resource

- Ability to develop visions of one's own as well as positive visions concerning individual future developments in private and professional life

- Presentation skills – presenting oneself positively

- Development of individual competences – practical use in job application and the search for a new job

- Putting into practice the contents learned by developing and guiding a public tour of the district

Competence

- Competence record

- Practical implementation of the guided tours

Benefits to the participants

- Empowerment: strengthening the individual and his/her self-confidence through resource-based, holistic work with his/her own biography

- Identifying and further developing specialised and key competences by building upon existing qualifications

- Training a large scale of competences like: biography work, working with resources, project management, different approaches to culture and cultural awareness, intercultural competence and communication, analysis of the social environment, development of the guided tour, rhetoric and presentation skills, conflict management, and many more.

- Drawing up a competence record

- New career options to be opened up by further training once this training is complete (e.g. trainer, kindergarten assistant, etc.)

- Improved opportunities on the labour market by taking part in the training and in the project

- Possibility to start his/her own business

By attending the training and working as tour guides, the participants are qualified for accessing new fields of activity such as, for example, culture mediation in cultural institutions, museums, public institutions, schools, etc. Due to their strengthened key qualifications and their further education in project management they are also qualified to work in different areas of the private sector as employed or self-employed.

Trainers

The main parts of the training, process facilitation, project management and coaching, are conducted by one main trainer supported by a facilitator. The continuous guidance by one main trainer is a key factor for a positive group process. It facilitate the development of the basis of mutual trust which in turn favours the person-centred, but also the content-based processes.

In addition, specialised lecturers are invited to present specific areas and topics (rhetoric and self-presentation, guided city tours, ethnic entrepreneurial experiences ...)

The main trainer is required to have the following qualifications:

- Experience in project management

- Experience in training and coaching in adult education

- Intercultural and social competence

- Intense involvement in intercultural topics

- Experience in the fields of education and culture

- Experience in dealing with migrants and intercultural conflicts

- Open-mindedness, readiness for getting involved in processes

- Creativity

- Systemic-constructivist approach to the training

The decision to admit male and female participants to the culture pilots group entails the recruitment of a male main trainer supported by a female facilitator.

Due to the continuous presence in the group, the main trainer also plays the role of a group process facilitator. He is the first contact person for personal concerns, while the facilitator is the contact for the support in the development of the guided tours.

In case of individual problems with the main trainer, the facilitator can be the contact point for personal concerns or for any other matter.

Process-oriented structure / systemic approach to the training

The training and the imparting of the modules within the culture pilots training are planned and held in a process-oriented way. This means that it is up to the main trainer to prepare the contents according to the participants' needs. By doing so, there is less importance attached to imparting of all the contents in the same way as they are contained in the curriculum, but the emphasis is placed on the current requirements of the participants.

For the implementation of a process-oriented training, rolling wave planning is required. The training contents are defined at the beginning, just as the single modules, but the exact implementation is modified again and again in the course of the training. By doing so, the focal points within the planned contents as well as the timetable can be changed.

The overarching goal is the participants' empowerment. Starting out from their previous knowledge and learning experience, they should benefit to the largest possible extent from the training and therefore also have the best possible chances on the labour market.

The theoretical framework for this structure is a systemic approach to the training. The trainer should be familiar with this approach.

For transfer of the training and the underlying approach – which has contributed decisively to the great success of the original project – a train-the-trainer course is held, where the model and the training approaches are explained into detail, in order to familiarise the trainers with the systemic approach.

The basic principles of the systemic-constructivist approach are the following:

- Systemic thinking is observer-centred: Whenever reality is described, what counts is who is doing it. Systemic thinking breaks with the assumption that the question what is "true" and "real" can be answered objectively.

- According to the systemic thinking, based on theories and models developed by Peter Senge, Jay Forrester and others from the MIT Sloan School of Management, every decision, every action produces effects on a system.

- Systemic thinking is context-oriented. Only the reference to a specific context makes "sense", i.e. gives meaning to observations. Systemic thinking therefore distinguishes itself from banal and linear descriptions of complex systems.

All this implies for learning processes that:

- learning is a form of perception, a process of constructing or reconstructing reality;

- the outcomes of learning processes are new or modified maps. These maps cannot be perceived from outside. They become visible when they reveal themselves as a behaviour and therefore enter the sphere of communication;

- learning processes are individual and autonomous and cannot be steered directly from outside: each single system decides on the basis of its structural conditions and experience whether something is learned or not, or what is learned (cf. Ruth Seliger: Theoriegrundlagen Systemisches Training, in: In Aktion – Systemische Organisationsentwicklung und Supervision, ibs Verlag 2000).

As ex-cathedra teaching appears impossible in the framework of this way of thinking, this implies other forms of teaching as well.

In this context, teaching is a targeted form of communication working on particular contents and having the intention that these contents be integrated into the other person's own map and activated for new actions. Learning processes cannot be "generated", they can only be stimulated.

Therefore, teaching means:

- encouraging by irritating habitual patterns of thinking and behaviour,

- giving room for observation and reflection,

- creating adequate framework conditions for knowledge building and transfer.

As far as the trainer's attitude is concerned, Ruth Seliger suggests the following:

Modesty: Bid farewell to the desire for direct control of your participants' learning processes. Accept that your participants learn what they want and at the same time may learn what you teach.

Respect: Bid farewell to the old-fashioned fundamental differentiation made by outdated learning and teaching models saying that expertise is incumbent on the teacher, ignorance on the learner. Acknowledge that the participants are experts for their own learning.

Curiosity: Be curious to find out what effects your efforts have on learning processes and allow yourself to be surprised by what you yourself may have learned.

Neutrality: The teacher is always on the side of "new knowledge". Learning also means that things that have already been learned must be unlearned and that each learning process may imply hurt. Neutrality as an attitude implies for the trainers to be unbiased towards old and new knowledge and to recognise the hurt brought about by learning.

For the training itself, it is therefore less important which methods are used; a systemic approach to the training rather attaches importance to the way a method is used and further developed.

This approach, applied in the training as well as the coaching, is essential for the participants finding their own way and (re)discover and broaden their competences. The great success of the original project (from the visitors' and general public's viewpoint) as well as its sustainability (with regard to the participants' development, the later resumption of guided tours and the training as well as the independent establishment of an association) proves the validity of this approach.

2) Training curriculum

The training comprises a total of 38 modules. In addition, there is the competence record, the individual coaching and the internship. Within the modules there is scope for possible modifications concerning the timing and the selection of focal issues.

Module 1

Biography work – individual orientation – self-reflection – Strengthening the individual *(4 training units)*

- **Opening words / introduction of the trainer and of the facilitator**

- **Clarification of the framework conditions:**

  Timetable, breaks, way of collaborating: first name terms, trust, open-mindedness, input, bringing in individual topics ...

  Objectives: creating a feeling of safety, providing initial information

  Duration: approx. 30 min

- **Systemic introductory game: Inventing people** *(exercise 1)*

  4 people form a small group and invent one of the participants.

  Objectives: getting to know the other members of the group, creating an atmosphere of trust, comparison self-perception/perception by others – how do others perceive me?

  Duration: 5 – 10 min for the invention of each participant + exchange within the small group, total: approx. 1 h.

- **Individual introduction of participants**

  Who am I? How did the others invent me?

  Objectives: getting to know one another other, group building

  Duration: approx 1,30 h

Module 2

Expectations and contents of the training *(4 training units)*

- **Brief presentation of training contents – rough overview**
  Duration: 30 min
  Objective: providing an initial orientation

- **Expectations of the participants**
  Write down questions on flip chart: Once I have completed the training successfully, what will I have learned? What would I like to learn here? How will I know that this was exactly the right training at the right time for me?

  Find answers in groups of four, write them down on cards.

  Duration: approx. 30 min

  Objective: getting an overview of the participants' expectations.

- **Talking about expectations**
  The expectations are presented and reconciled with the training contents. As there are provided periods for self-directed learning within the training and contents can always be modified, the contents requested by the participants can still be taken into account where possible.

  The exact timetable for the training is presented and discussed.

  Duration: approx. 1.5 h
  Objective: reconciling expectations and contents

- **Desires and framework conditions for the group**
  Here, the participants get once again the possibility to tell about their ideas concerning framework conditions and the way of working together in the group. Common rules for the group are established (e.g. be on time, have coffee breaks together, celebrate birthdays, give appreciative feedback, ask questions when they come up, turn off the mobile ...)

Duration: 1 h

Objective: creating group cohesion

- **Formal framework conditions to be observed in the training**

  Compulsory attendance, signatures, certificates, procedure in the case of illness, non-attendance etc.

  Duration: 30 min

  Objective: clarifying formal conditions, creating safety

Modules 3 - 4

Biography work – Individual orientation – Self-reflection – Strengthening the individual *(8 training units)*

- **Biographical method: My story as a „stranger" / migrant / immigrant**

    When did I realise I was different? What was it like when I was a child, a teenager, an adult? Who was I before I migrated? Who am I now?

    In groups of four, each person speaks for about 15 minutes, the three remaining ones listen and ask questions, stick to the time limit, each participant should have the same time to talk!

    Exchange in the small group, subsequently exchange in the overall group, outcomes: identify correlations, details people have in common, differences and write them down on the flip chart.

    Duration: 2.5 h

    Objective: Coming to terms with one's own individual story – what does it mean to be "a stranger"?

- **Who am I now?**

    What experience have I made?

    What are the strengths I have developed in the course of my life story?

    Where may weaknesses or learning potentials remain?

    Individual task of participants

    Participants write down ideas and then exchange them while going for walk in pairs.

    Duration: taking notes 30 min, walk 30 minutes, taking notes again 15 min

    Objective: getting to know oneself, reflecting and getting new ideas while exchanging thoughts, knowing one's own strengths

- **My values** *(exercise 2)*

    Work alone, fill in questionnaire

Duration: 15 minutes

Objective: self-reflection

- **My role models**

  Collect role models in the overall group:

  Who do we admire for what?

  What are the characteristics, qualities of these role models?

  Which of them can I acquire, too?

  Are there role models from different cultures?

  Duration: 30 min

  Objective: recognising learning goals and opportunities for oneself

- **I am proud of ...** *(exercise 3)*

  Work alone, fill in questionnaire

  Duration: 30 min

  Objectives: self-reflection, strengthening self-confidence

- **A letter to myself** *(exercise 4)*

  The participants write a letter to themselves which they will be sent at the end of the training.

  Questions: Where am I standing today? What would I like to tell the person I will be at the end of the training? What is particularly important? How would I like to see myself in three months? Who am I going to be? What are my desires?

  Duration: 1 h

  Objectives: self-reflection, goals for the training

Modules 5 - 6

Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action *(8 training units)*

- **What is culture?**

  Brainstorming: What does culture mean to me? What do I associate with it? What words come to my mind spontaneously?

  Brainstorming and discussion in small groups, collect words on facilitation cards. Finalise in the overall group, pinpoint facilitation cards to pinboard.

  Duration: 1.5 h

  Objective: finding out where the views of the group members on what culture is converge

- **Theoretical input: Presentation of different approaches to culture over time - introduction of the dynamic approach to culture**

  Duration: 1 h

  Objective: understanding that culture is nothing given or inalterable, but a construct subject to constant change, a process all the participants themselves take part in.

- **Culture and identity**

  What are the cultural characteristics that define me? Where have I been conditioned, what has marked me?

  Brainstorming in small groups about these questions, exchange.

  Evaluation in the overall group.

  Duration: 1.5 h

  Objectives: making aware of cultural conditioning and where it occurred, making aware of cultural identity

- **Exclusion/marginalisation – my own experience**

How did I deal with it? In which cases did I myself marginalise others?

Work in small groups

Finalise in the overall group, theoretical details in addition

Duration: 1 h

Objective: getting to know discrimination as a social phenomenon

- **Ways of changing society – what are my hopes?**

  Group work with overall group, theoretical approach in addition

  Duration: 1 h

  Objective: finding ways to bring about changes in society

- **Individual approach**

  What type of behaviour I usually display has the potential to foster integration?

  What type of behaviour I usually display has the potential to prevent integration?

  Go for a walk in pairs, evaluation in the overall group

  Duration: 2 h

Modules 7 - 8

Intercultural competence - Intercultural communication *(8 training units)*

- **Theoretical input on communication**

  alternately with corresponding exercises

  Duration: 2 h

  Objective: a better understanding of communication

- **Prejudices and stereotypes**

  How much do we look at others through the lenses of prejudices and stereotypes?
  The trainer invites each participant to talk about the prejudices he or she have against
  other people and the stereotyped way to look at others is common in his/her country.

  Duration: 2 h

  Objective: becoming aware that prejudices and stereotypes really risk to affect
  communication

- **Rumours / prejudices**

  The story of the hammer *(exercise 5)*

  Story for playing "Telephone Game" *(exercise 6)*

  What is left from the original story when different people retell it several times? – a few participants leave the room; one by one, they come in again, they are told the story and in turn tell it to the next participant coming in ...

  Duration: 2 h

  Objective: improving communication

- **Intercultural communication**

  What particular forms of communication are there in my culture?

  Is my culture of origin different from the culture here in terms of communication?

  How can I cope with it?

  Work in small groups, discussion and presentation in the overall group

  Duration: 2 h

  Objective: a better understanding of intercultural differences in communication
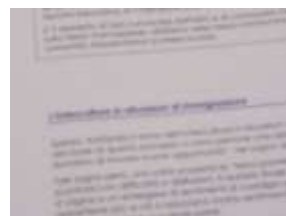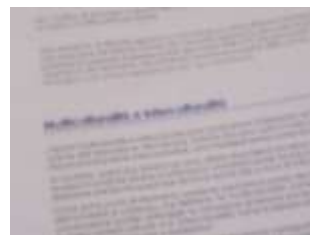
the teaching materials for these modules has been developed by Eurocultura within the project RECYCLE: Retraining for adults without basic qualification about new professions (LLP - Grundtvig Partnership 2010-ES1-GRU06_20728-3)

- **Rumours / prejudices**

Modules 9 - 10

Conflict management *(8 training units)*

- **Theoretical input: Conflict management**

  Duration: 2 h

  Objectives: a better understanding of conflicts, finding possible solutions

- **Reflecting on conflictual behaviour**

  What is my usual conflict behaviour?

  Form small groups depending on your conflict behaviour, discuss: What are the advantages of my conflict behaviour, what are the disadvantages, what can I learn for the future? Evaluation and discussion in the overall group

  Duration: 2 h

  Objective: a better understanding of one's behaviour in conflict situations

- **Drawing game "Still life"**

  Create a still life in the centre of the circle of participants. The participants get the task to make a drawing of what they see, they change their perspective 3 times and at each time have to draw what they see on the original drawing.

  Evaluation in the overall group - What feelings are coming up when I have to destroy my drawing?

  Duration: 1 h

  Objective: achieving flexibility in view of different perceptions of reality

- **Exercise: "It makes me angry when ..."** *(exercise 7)*

  Do task individually, debriefing in small groups

  Duration: 1 h

  Objective: getting to know one's own behaviour in conflict situations

- **Exercise: "Value judgements"** *(exercise 8)*

  Do task individually, debriefing in overall group

  Duration: 1 h

  Objective: broadening one's range of behaviour

- **Dealing with conflicts**

  Gather examples, in overall group, find way how to deal with them

  Duration: 1 h

  Objective: improving the way how participants deal with conflicts

Modules 11 – 12 - 13

Project management – theoretical basis and individual practical project
(12 training units)

- **Teamwork – theoretical input**
  alternately with exercises

  Duration: 2 h
  Objective: learning more about the theoretical basis of teamwork

- **Self-assessment: closeness - distance / questionnaire** *(exercise 9)*
  Do task individually, assessment in small groups, discussion of outcomes in overall group

  Duration: 2 h
  Objective: getting aware of one's own behaviour when working in a team

- **Role analysis: Self-assessment / Third-party assessment** *(exercises 10 and 11)*
  Do task individually, mutual assessment in small groups, discussion of outcomes in overall group

  Duration: 2 h
  Objective: getting aware of one's own behaviour when working in a team

- **Project management – theoretical input**
  Duration: 2 h

  Objectives: learning to understand project management, becoming familiar with terms used

- **Defining the project objective**
  Example project: guided tours of the historical centre of Vicenza
  Work in small groups to define objectives

  Evaluation in the overall group

Duration: 2 h

Objective: learning how to define objectives

- **Basic definition of a project**

  In small groups, development of guided tours of the historical centre of Vicenza based on the example project,

  evaluation in the overall group

  Duration: 2 h

  Objective: putting project management into practice

Module 14

Biography work – Individual orientation – Self-reflection – Strengthening the individual *(4 training units)*

- **When I did particularly well ...**

  In small groups: each participant tells an event where she or he did particularly well, the others listen and take notes, they write each positive characteristic and strength they hear about in the story on a card and complement them with the participant's qualities they already know about. The participant is then presented with the cards which constitute an individual "record of strengths"

  Duration: 1,5 h

  Objective: strengthening self-confidence

- **Train your quick wit**

  How can I react when ...
  In the overall group, gather examples for attacks, prejudices, possible unpleasant situations; in small groups, devise possible reactions

  Evaluation in the overall group

  Duration: 1,5 h
  Objective: strengthening of quick-wittedness

- **Assertiveness strategies**

  What helps me in difficult situations? How can I strengthen myself?

  Joint development in the overall group
  Duration: 1 h
  Objective: strengthening self-confidence

Module 15

Analysis of the social environment – becoming acquainted with the historical centre of Vicenza *(4 training units)*

- **Tour of historical centre**

  tour of the historical centre guided by an official guide.

  Duration: 2 h

  Objectives: get to know the city from an historic and architectural point of view

- **Looking at the city from a personal perspective**

  In the same small groups that have been formed for the guided tours, gather information for the individual tours

  Duration: 2 h

  Objectives: gather topics for the tours

Modules 16 – 17 – 18 - 19

Project management – theoretical basis and individual practical project
(16 training units)

- **Reassessment of team building**

  Are the topics and teams still up to date? What other teams could be formed for the guided tours? Group work in overall group

  Preparation of a summary of topics by the trainer – bring forward suggestions

  Duration: 2 h

  Objectives: reaching agreement on team composition; if required, changes within the teams

- **Project management applied to the tours**

  Application of the tools of project management to the planning of the tours

  Work in small groups, discussion in the overall group

  Duration: 2 h

  Objective: training the application of the project management tools

- **Agreement on the guided tours and topics**

  Developing titles and specific contents, allocation of teams

  Team work in the corresponding small groups, exchange in the overall group

  Duration: 4 h

  Objectives: allocation of teams, developing contents as a basic structure for the tours

- **Self-directed learning and development of the guided tour**

  In small groups, jointly develop the tours.

  The trainer is available for advice.

  For each group, concluding round and discussion in the overall group

  Duration: 2 times 4 h

  Objective: developing the guided tours

Modules 20 - 21

Techniques for guided city tours – Working with groups *(8 training units)*

- **Keynote speech and presentation by a trained tour guide**

  Joint discussion and opportunity to ask questions

  Duration: 4 h

  Objective: getting information on techniques for guided city tours

- **Working with groups**

  Theoretical input on group dynamics

  Duration: 1 h

  Objective: becoming acquainted with group dynamics

- **Guessing the group's mood**

  The group agrees on specific non-verbal mood signals after a few participants have left the room, then those come back in again and try to guess what mood the group is in.

  Jointly define strategies for dealing with these moods.

  Duration: 1 h
  Objective: improved dealing with group situations

- **Team leadership – making leadership visible**

  Work in small groups: How can I present myself as a leader?
  Evaluation in the overall group
  Duration: 2 h
  Objectives: developing ideas and gaining safety in group leadership situations and for individual guided tours

Modules 22 - 23

Presentation techniques – Rhetoric – Speaking in public *(8 training units)*

- **Theoretical input: rhetoric**

  Duration: 2 h

  Objective: becoming acquainted with the basics of rhetoric

- **Preparing a speech on an individually chosen topic**

  Individual preparation time, trainer is available for advice and specific questions.

  Duration: 2 h

  Objectives: getting to know individual preparation processes, preparing the closing ceremony of the training

- **Theoretical input on feedback**

  How to give feedback, how to accept feedback

  Duration: 30 min

  Objectives: knowing about feedback, getting prepared for speech situations

- **Making individual speeches**

  5 – 10 minutes per participant, subsequent verbal feedback

  Duration: 3.5 h

  Objective: individual speech training

Modules 24 - 25

Development of the guided tour *(8 training units)*

- **Self-directed learning and development of the guided tour**

  In the already formed small groups, jointly develop the tours.

  The trainer is available for advice.

  For each group, concluding round and discussion in the overall group (1 h)

  Duration: 8 h

  Objective: developing the guided tours

Modules 26 – 27 – 28 - 29

Presentation techniques – Rhetoric – Speaking in public *(16 training units)*

- **Dealing with stage fright**

  Joint development of the topic, becoming acquainted with helpful strategies

  Duration: 2 h

  Objectives: reducing fears, creating a feeling of safety

- **Relaxation techniques**

  Duration: 2 h (after the presentations and before the training units)

  Objective: becoming acquainted with relaxation techniques

- **Voice training**

  Duration: 2 h (after the presentations and before the training units)

  Objective: becoming acquainted with voice training techniques

- **Dealing with incidents**

  What is the worst thing that may happen during a presentation?

  Dealing with fears and actual incidents

  Joint development of the topic, becoming acquainted with strategies

  Duration: 2 h

  Objective: reducing fears, creating a feeling of safety

- **Training and presentation of the guided tours**

  in the seminar room; under real life conditions in the city centre

  Feedback coming from the group and the trainer

  Duration: 8 TU

  Objective: finalising the presentations

Modules 30 - 31- 32

Job application training *(12 training units)*

- **Theoretical input: Job application training**

  Duration: 1 h

  Objective: basics of job application

- **Preparing a CV and a letter of application**

  Do task individually, the trainer provides support

  Duration: 3 h

  Objective: finalising the application portfolio

- **Job vacancies**

  The participants search for job vacancies

  Discussing possible strategies – What can I apply for? When do I think I have sufficient knowledge and abilities?

  Development of the topic in the overall group

  Duration: 2 h

  Objectives: creating a feeling of safety, testing different options

- **Rehearsing job interviews**

  Duration: 6 h

  Objective: creating a feeling of safety in job application situations

Modules 33 - 34 - 35 - 36 - 37

Basic entrepreneurship education *(20 training units)*

- **Employee or entrepreneur?**

  Self employment as a possible way to use skills and competences acquired during the training period.

  Duration: 1 h

  Objectives: show the participants possible alternative ways to enter the labour market

- **The different legal forms of entrepreneurship**

  Self employment, cooperatives and other types of companies and associations.

  Duration: 2 h.

  Objectives: provide an overview of the various existing legal forms of entrepreneurship

- **"Our company"**

  The participants, divided into small groups, discuss what they believe would be the legal form most suited to them if they decide to start a business. Report in plenary of the outcomes in small groups. The trainer offers further information.

  On a flip chart are listed the different types of companies that emerged from the working groups. Each of the participants decide which group he wants to join. These groups will be working together during the all training concerning entrepreneurship education.

  Duration: 3 h

  Objectives: deepen participants' knowledge about the different possible legal forms of business

- **From concept to implementation of a business project**

  Set goals, plan steps and stages, identify resources, understand responsibilities

Duration: 2 h

Objectives: provide participants with the basics of starting own business

- **The business plan**

  The importance of the business plan. How to write a business plan

  Duration: 2 h.

  Objectives: provide participants with the basics of writing a business plan

- **"Our business plan"**

  Group work: participants prepare their business plan.

  Business plan are presented in plenary and discussed in the whole group.

  Duration: 4 h.

  Objectives: strengthen the theoretical knowledge, improve the capacity for teamwork

- **Project Management tools: Gantt chart**

  Duration: 2 h

  Objectives: teach participants to monitor the development of a project, verifying the status of implementation

- **The market**

  What is market, supply, demand, marketing.

  The cultural market in Vicenza.

  Duration: 2 h

  Objectives: give participants an overview of job opportunities offered by the cultural market in the territory

- **The experience of an ethnic entrepreneur in Vicenza**

  Meeting with a foreign entrepreneur who tells his entrepreneurial adventure in Vicenza: creation, development, problems, successes.

Duration: 2 h

Objectives: give to participants the opportunity to get to know directly from the source what means to be a foreign entrepreneur

the teaching materials for these modules has been developed by Eurocultura within the project ECE European Commitment to Entrepreneurship (n. 2008-1-BE3-LEO-00289)

Module 38

Biography work – Individual orientation – Self-reflection – Strengthening the individual *(8 training units)*

- **Completion of the training**

    Evaluation, verification of outcomes, celebrating the completion of the training

    Duration: 4 h

    Objective: Completing the training within the group of participants

One-to-one coaching: Competence records(8 TU per participant) and career orientation (5 TU per participant)

Each participant has the opportunity to start establishing a competence record. A competence record is a coaching procedure designed to help people determine their current situation by making them aware of their strengths and abilities and encouraging them to set specific goals and steps for the future.

A competence record consists of 4 appointments per 2 hours: one introductory workshop and three one-to-one interviews. In the course of these sessions, the participants get aware of important experiences and abilities and recognise the importance of different life situations.

Jointly with the coach, these skills and competences are analysed and subsequently the competences identified are handed over to the participants as a kind of certificate, the "competence record". Its contents are confidential and exclusively intended for the particular culture pilot. It is recommended to use this competence record in future application procedures, but if they do so or not is entirely up to the participant concerned.

In addition, with the intention to act in a demand-oriented way, further career orientation coaching is conducted in order to give the participant a best-possible start into the job application process.

Internship

At the end of the training each participant makes an internship at a cultural or social institution in Vicenza.

The goal of the internship is to allow the participant to make a work experience in order to put in practice the theoretical knowledge acquired during the training.

In all organizations that have given their availability to take one or more trainees is carried out a survey aimed at identifying the skills required to perform the task they intend to assign to the trainee.

The matching trainee / institution is then done crossing the skills required by the company with the skills possessed by the participant to ensure the best possible outcome from the work experience and to lay favorable foundations for a future working relationship.

Although the experience of the internship wouldn't lead to a proposal for recruitment, remain undoubted benefits of this experience through which the students have the opportunity to consolidate their skills, acquire new knowledge and abilities and expand their social network, a basic tool in job search in our area.

3) The guided tours

One of the aims of the project, as adapted to Italy, is to train participants so that at the end of the project they can be hired as cultural guides by Eurocultura or by other local institutions / organizations that normally host foreign delegations.

Eurocultura and these other institutions / organizations want to offer to their guests tours of the city that go beyond the classical sightseeing. They want to show Vicenza also as a social place where different cultures mix and where people from very different places find their own dimension of civic coexistence.

Having in mind that, at the moment, the foreign visitors are mainly coming from Germany and Spain, two tours of the city will be developed by the participants: one in English and one in Spain.

Oltre che offrire ai turisti una panoramica sulla storia, sull'architettura e sulla cultura vicentina, le visite guidate si soffermeranno sugli aspetti sociali della città: i luoghi di ritrovo, i diversi quartieri a ridosso del centro storico, la presenza diffusa degli stranieri.

In addition to offering an overview on the history, architecture and culture of Vicenza, the tours will focus on the social aspects of the city: the venues, the different neighborhoods near the old city center, the widespread presence of immigrants in different parts of the city.

After an accurate analysis of the social environment of the historic center of Vicenza participants, equipped with cameras, will explore the area to learn about the way of living and the social model of coexistence in this part of town.

In an autonomous way, based on their own research and taking into account the possible expectations of tourists, participants will define the points of interest and the overall development of their tour.

During the all project a tutor will accompany the culture pilots during the tours in order to give them any advice on improving their product and to help them in the management of the group of tourists if conflicts should arise.

At the end of the project the culture pilots should have acquired sufficient experience to be able to continue to do the activity autonomously.

In order to advertise the tours specific leaflets will be produced and distributed to local agencies and institutions that routinely host foreign delegations visiting Vicenza.

Annexes and Exercises

Guidelines for the interview with the candidates   **annex 1**

Name of the candidate: _____

Contact (phone, email) _____

Date/time: _____

Interviewer: _____

Personal information

☐ Age: _____

☐ Nationality:_____

☐ Migratory pathway:

Country of origin _____

Arrival in Italy_____

Arrival in Vicenza//Veneto_____

Did you leave in other countries before your arrival in Italy? (where, for how long?)

_____

_____

☐ Language skills:

o Italian

☐ Level of knowledge: oral, comprehension, written (self assessment)

_____

_____

o Spanish

☐ Level of knowledge: oral, comprehension, written (self assessment)

_____

_____

o German

☐ Level of knowledge: oral, comprehension, written (self assessment)

_____

_____

☐ Language in which the candidate could to make the tour of the city

_____

☐ Education and training _____

_____

_____

☐ Previous working experiences _____

_____

☐ Working experiences in Italy _____

_____

☐ Experiences in art, cultural or social field _____

_____

_____

☐ Experiences in guided tours to cities, museums or similar places

_____

_____

DETAILED PRESENTATION OF THE TRAINING COURSE AND OF THE EXPECTED RESULTS OF THE PROJECT

☐ Why are you interested to participate to this training? Which are your expectations?

_____

_____

_____

☐ What will make you positively value this training activity? _____

_____

☐ What do you think could be for you a defeating factor? What you may find particularly difficult? _____

_____

☐ As the project is based on the idea of intercultural exchange you should be ready to talk about yourself, your personal sphere. Do you think you want / can do it?

_____

_____

☐ I gave you an overview of the project and I have described the possible placements. Do you think these options may be suitable for you?

_____

_____

Any question?

_____

_____

_____

Internal evaluation

Name _____

Motivation/Interest ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Congruence with the target group ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Level of Italian knowledge ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Relation with the city: ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Previous experiences ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Possible benefit from the training ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Group dynamics ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Child care responsibilities ☐ ☐ ☐ ☐ ☐
1 2 3 4 5

Notes

_____

_____

_____

Evaluation for the admission: ☐ yes   ☐ no   ☐ possible

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Exercise: Inventing people

Task:
Form a group of three together with two other participants who you know as little as possible.
The task is to "invent" the third person in the course of a conversation, i.e. the two others talk about
the impression they have gained from the third person who they do not even know yet.

Procedure:
Person A and person B "invent" person C.
Person C listens (and may take notes) without correcting or confirming (following completion of the
task, there will be given the opportunity to tell what was correct and what was not!).
Person C measures the time and after ten minutes tells the others to change roles.

Person A and C now invent person B following the same pattern … subsequently, B and C invent
person A.

Questions that may help when inventing people:
What role does this person supposedly play over and over again?
How does this person behave in a group?
How does this person supposedly respond to impatience / cheerfulness / criticism / anger / other
people's ignorance / other people's unwillingness …?
What special contribution could this person make to the group?

We subsequently meet with the whole group again and have the opportunity to exchange experiences.

Purpose:
The purpose of this task is to reflect upon the first impression we have when we see and meet
someone for the first time. It also allows you to learn what sort of first impression you make on others.

No one is interested in whether or not you are
successful, Michael. The main thing is that you look like
it.

Exercise 2

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Identifying values

All of our perceptions are subject to constant value judgements. Often we can't tell why an object or a term means something to us and why not.

By exploring our values, we can find out what drives us and learn more about ourselves. In order to facilitate this exploration, you can easily use the following overview:

Tick the values listed in the right column if you consider them important,
mark them with an X if you disapprove of them and
mark them 0 if you assume a neutral position towards them.

specialised knowledge	
autonomy	
safety	
fun	
social contact	
income	
self-realisation	
ingenuity	
general education	
social action	
orderliness	
full family life	
friendship	
health	
leadership position	
athleticism	
teamwork	
hobby	
competition	
artistic creativity	
social acceptance	

What other values are there?

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"I am proud of ..."

my school performance?

_____
_____

the way I deal with others?

_____
_____
_____

my sleight of hand?

_____
_____

my sporting skills?

_____
_____

my memory?

_____
_____
_____

my way to relax?

_____
_____
_____

my knowledge?

_____
_____
_____

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A letter to myself

What are my goals for life?
What are my goals for this training course?
How do I expect to feel once this training is complete? What will I have achieved? What will be my emotions?

"We all have dreams… We all want to believe deep down in our souls that we have a special gift, that we can make a difference, that we can touch others in a special way, and that we can make the world a better place.

What's one of your aspirations? Maybe it's a dream you've forgotten or have begun to relinquish. If that vision were alive today, what would your life be like?

Take a moment now just to dream and think about what you really want for your life."

(excerpt from: Anthony Robbins, Giant Steps)

We all have goals. No matter which, they have an strong influence on our lives, even though we are not aware of them (parents' expectations, society's expectations …) Make a conscious choice of goals now, because it's consciously that they can be changed. Imagine something that is worth pursuing. Write down your goals on a sheet of paper, write a letter to yourself.

Divide your plans into short and longer term goals. Set yourself goals you wish to achieve in the upcoming week, month, or year. Think about how much time it will take to achieve each goal. Set yourself goals you want to make come true in the six months to come.

Think about how you can achieve your goals and desires. For any one goal, set the first step. Give free rein to your imagination, ask yourself: "What would I love to have if I knew I could get it exactly the way I wanted?"
For example, think of skills you would like to learn; activities you would like to perform; adventures you wish to pursue; things you like …

When you have written down your goals and desires in a letter to yourself, put the letter in an envelope, seal it and write your address on it. We will send this letter to you before the end of the training course. Then you will have the opportunity to see for yourself whether you have already managed to take first steps or whether you have already achieved a specific goal. Another important point is whether your goals and desires have changed in the meantime, new aspects may have turned up …

Exercise 5

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The story of the hammer

A man wants to hang a painting. He has the nail, but not the hammer. Therefore it occurs to him to go over to the neighbor and ask him to lend him his hammer. But at this point, doubt sets in. What if he doesn't want to lend me the hammer? Yesterday he barely spoke to me. Maybe he was in a hurry. Or, perhaps, he holds something against me. But why? I didn't do anything to him. If he would ask me to lend him something, I would, at once. How can he refuse to lend me his hammer? People like him make other people's life miserable. Worst, he thinks that I need him because he has a hammer. This has got to stop ! And suddenly the guy runs to the neighbor's door, rings, and before letting him say anything, he screams: "You can keep your hammer, you bastard!"

Paul Watzlawick, "The Situation Is Hopeless But Not Serious (The Pursuit of Unhappiness)"

Story for playing Telephone game

On a London underground train, the following incident happened: In King's Cross station, a pregnant woman, a woman with two infants, an elderly man and an elderly woman as well as five youngsters get on the train.

The air on the train is stifling, the atmosphere tense. The youngsters are loud and on several occasions jostle other passengers. A conflict arises when the elderly man clamours for a seat for the woman with the infants. A young man starts complaining that he has worked the whole day and does not see why he should leave his seat to anyone. At the next stop, three youngsters get off the train. Suddenly a brawl starts: The elderly man has engaged in a scuffle with the youngsters.

Some passengers interfere in the conflict and take sides.

One of the bystanders tries to make the young man get up from his seat gently, but firmly. In doing so he causes a melee, in the course of which the older man falls and gets injured.

Newspapers which commented on the case were particularly scandalised due to the fact that this kind of situation is very common on underground trains and in this case, the conflict escalated slowly. The situation was portrayed as a conflict growing worse and worse which was witnessed by the other passengers, who did not step in, though.

Moreover, no one helped to administer first aid to the elderly man. The headline in the newspapers said: "Violence Towards the Elderly on Underground Trains – No One Helps!"

Exercise 7

CP - CULTURE PILOTS
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Express how you feel – I-statements

An I-statement is a **self-disclosure**, a statement which conveys an individual's personal opinion and feelings. Comments using "we" or "one" involve others without asking them, which creates barriers without wanting it: people often try to protect themselves using general statements as an armour.

An I-statement has two parts, one that expresses the individual **feelings** of the speaker (using the word "I") and one that conveys information on the facts that have caused the feelings.

Examples:
"I'm a little sad you don't want to come."
"I am angry because I feel left out."
"When I heard you were late again I felt so disappointed!"

Feelings conveyed by an I-statement do not harshly criticize others like it is the case with "you-statements" (e.g. "You are always lying!"). I-statements can also be a powerful de-escalation technique as they make it easier for the recipient to give in and come around.

Please note: Not any sentence that begins with the word "I" is an I-statement!
Some sentences that begin with the word "I" are not really I-statements. They may also conceal the same allegations, accusations, or judgement as "you-statements" do. Example: "I feel that you do sloppy work" contains the same judgement as "You do sloppy work".

Any need to rephrase?

I feel like you are using me.

I feel stressed out by the load of work ahead of me.

I do feel there's something wrong with you!

Now I'm feeling a huge disappointment.

I feel like being left alone.

I am so relieved you are helping me.

I feel you are entirely mistaken to assume that.

The exam tomorrow scares me.

I have the feeling you are concealing something from me.

I can feel you don't feel well.

Here in the office I feel totally useless.

I'm so fed up.

I am really worried about my future.

I feel like you don't accept me.

The separation has been very painful for me.

I feel like our colleague is trying hard to draw attention to him.

I feel totally left out.

Exercise 8

CP - CULTURE PILOTS
LLP-LDV-TOI-11-AT-22

Questionnaire on conflict management

Choose one statement from each of the thirty pairs below which is most like the way you handle conflicts. Please do not skip any of the questions!

1
1. I am usually firm in pursuing my goals.
2. I attempt to get all concerns and issues immediately out in the open

2
1. I put all my cards on the table and invite the other person to do likewise
2. When conflicts arise, I try to impose my ideas.

3
1. Once I adopt a position a defend it strongly
2. I prefer not to argue but to look for the best possible solution

4
1. I sometimes sacrifice my own wishes for the wishes of other people.
2. I feel that differences are not always worth worrying about.

5
1. I accept the views of others rather than rock the boat.
2. I avoid people with strong views.

6
1. I like to cooperate with others and follow their ideas.
2. I feel that most things are not worth arguing about. I stick to my own views.

7
1. I try to find some compromise solutions.
2. I am usually firm in pursuing my goals.

8
1. When conflicts arise I try to impose my ideas.
2. I propose a middle ground.

9
1. I like to meet the other person half way.
2. Once I adopt a position I defend it strongly.

10
1. I feel that differences are not always worth worrying about.
2. I try to find a comprise solution.

11

Exercise 9

Closeness - distance - constancy - change

yes = 2   rather / in between = 1   no = 0

1. When I promise something, I usually keep my promise.   ___

2. When I experience private problems, I turn to others to talk them
    over as soon as possible.   ___

3. I'm not so good at planning and managing things,
    I prefer to improvise spontaneously.   ___

4. Keeping a certain distance to others is important to me,
    even though I may give others the impression of being offish and unapproachable.   ___

5. It is important for my life that I organise things well and keep a good overview.   ___

6. It is easy for me to open up to others.   ___

7. I like being in the centre of attention and I specially like it when people
    talk enthusiastically about me.   ___

8. I always stand up for my interests.   ___

9. I abhor all unexpected events and abrupt changes
    of plans already approved.   ___

10. I attach special importance to showing emotions
    when I deal with other people.   ___

11. I like it very much when there is life in the joint.
    It's unplanned events that make life exciting and full.   ___

12. I always get to the bottom of things, evaluate them objectively
    and rationally before I form an opinion.   ___

13. I always have clear and manageable living conditions
    and it is very important for me to have everything under control.   ___

14. I like being there for others, am genial and open with them
    and like helping them.   ___

15. I get bored very easily when I know something well or
    am familiar with something.
    I then look for new challenges, new people and environments.   ___

16. Rather than asking others for help I prefer doing everything on my own.
    I rather dislike being indebted to others.   ___

17. When dealing with others I feel that reliability, punctuality,
    respect of rules are indispensable virtues.   ___

18. I prefer to avoid conflict. And if I can't,
    I usually give in, "just to keep the peace".   ___

19. I prefer when things approach me and surprise me.
    It's quite easy for me to respond to them with flexibility.   ___

20. I prefer a professional atmosphere in conversations, which is very easy for me to create. _____

21. When I work I first set myself a target, then make a plan and work through everything systematically, following a given structure. _____

22. I prefer not to tell others when there are things about them that annoy me because I think that people have their reasons for behaving like they do. _____

23. People can't be angry with me for long because I generally manage to win them over and twist them around my finger. _____

24. I generally have problems coming out of my shell or showing emotions. _____

25. When taking a decision I take into account all identifiable contingencies, motives and consequences of the actions I plan. _____

26. In order to prevent or avoid a fight, I tend to disregard my goals or desires. _____

27. My life starts anew every day. I don't really bother about what the future may bring. _____

28. I don't think much of relying on others. When it comes right down to it, we are all alone with our problems. _____

29. Only when I have sorted out my and my family's life I can be satisfied. _____

30. I am convinced that feelings and emotions make the world go round. _____

31. I consider my life a stage where I can play various roles against different backgrounds. _____

32. What is most important to me is the autonomy I have achieved from others. _____

Please copy your score into the table below.
The numbers 1 to 32 correspond to the questions contained in the questionnaire you have just filled in.

1.		2.		3.		4.	
5.		6.		7.		8.	
9.		10.		11.		12.	
13.		14.		15.		16.	
17.		18.		19		20.	
21.		22.		23.		24.	
25.		26.		27.		28.	
29.		30.		31.		32.	

	Constancy		Closeness		Change		Distance
Total							

The four basic needs: closeness-distance, constancy-change
This model describes four basic needs which are present in most individuals to a different extent, i.e. they can be activated in them and in the relationships they have.

Closeness
At the core of this basic tendency there is the desire for close and intimate contacts; the desire to be able to love and to be loved. In most cases a close relationship is sought, there is the need for interpersonal relationship, social interests, the desire for security, tenderness, recognition, harmony, compassion and sympathy, self-abandonment.

Distance
At the core of this basic tendency there is the desire for establishing a border to other people in order to be an independent and distinctive individual. The emphasis is on singularity, freedom and independence, disconnectedness and autonomy. A striving for clarity of the intellect becomes obvious. This tendency consequently describes those needs of the individual which are connected with distance from others.

Constancy
The striving for constancy and the desire for reliability and order activate basic tendencies in individuals which can be defined by the following terms: planning, caution, foresight, goal, law, theory, system, power, willpower, and control.
This illustrates what kind of basic need is meant here: There is a thriving for things that last beyond the moment, in order to gain security through long-term solutions. What is true for the time dimension also applies to interpersonal relationships: What prevails here is responsibility, duty, punctuality and parsimony, respect and loyalty.

Change
This tendency describes the attraction to anything new, the appeal of the unknown, the desire for hazards and adventures. Challenging one's limits, living for the moment, the need for spontaneity and passion, climaxes and euphoria, charm and illusion, temperament, enjoyment, imagination, playfulness, the experience of desire and being desired. All these words stand for the basic need for alternation and change.

Individuals who have a tendency toward closeness rather tend to avoid tension and conflict. They don't take themselves seriously and adopt a passive, even suffering position. Their good side is that these people like to make others happy, they are very empathetic, peaceable and easily identify with others.

Individuals who have a tendency toward distance are afraid of closeness, they are cool and reserved and tend to be loners. They may be garage inventors or bookworms. They are great theoreticians, independent and sensitive.

Individuals who have a tendency toward constancy want to be on the safe side, are afraid of everything new and are power-addicted. Their good side is that they are reliable, determined, orderly and trustworthy. They take longer term perspectives and follow their principles.

Individuals who have a tendency toward change are afraid of being restricted, they are capricious and easily annoyed. They are very spontaneous, enthusiastic, encouraging, inspiring, willing to take risks, tolerant and flexible.

When a project starts, the participation of individuals who have a tendency toward change and toward closeness is helpful. The team has to find together. As soon as the project has stabilised, individuals who have a tendency toward constancy and distance are important. It is certainly ideal if all basic types are represented in the team. People who know about their own character will find it easier to adjust, to connect with other people, to be dynamic or withdraw, where necessary.

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Role analysis
from: Klaus W. Vopel: Kreative Konfliktlösung. Isokopress.

What roles do you most often take when working in a group?

Please assess yourself according to the given scheme.

very often: 1   never: 5

1. I make suggestions, get the ball rolling and take the initiative.

1	2	3	4	5

2. I am passive and wait for others to take the initiative.

1	2	3	4	5

3. I express my feelings freely and openly.

1	2	3	4	5

4. I show I am empathetic with other people's feelings.

1	2	3	4	5

5. I conceal my feelings and adopt a reserved attitude.

1	2	3	4	5

6. I mainly focus on my own well-being and take little interest in others.

1	2	3	4	5

7. I often interrupt others.

1	2	3	4	5

8. I am lost in my thoughts and daydreams and I am often absent-minded.

1	2	3	4	5

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Role analysis

9. I encourage others. Others feel I support them and like to be near me.

1	2	3	4	5

10. I understand others even though they don't say anything.

1	2	3	4	5

11. I criticise others. Others are wary of me.

1	2	3	4	5

12. I am very good at expressing the feelings within the group by symbols, drawings or fantasies.

1	2	3	4	5

13. I feel superior and look down on the other members of the group.

1	2	3	4	5

14. I feel inferior to the other members of the group.

1	2	3	4	5

15. I am someone who often disagrees, also openly, who argues and makes objections.

1	2	3	4	5

16. I easily agree and subscribe to any view.

1	2	3	4	5

17. I do not only understand what members of the group say, but also why they say it. I can hear what is behind the words.

1	2	3	4	5

18. I keep my mind on the group process.

1	2	3	4	5

2

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Lifelong Learning Programme

Role analysis

19. I accept others the way they are.

1	2	3	4	5

20. I try to change and correct others.

1	2	3	4	5

21. I fear conflict and try to sweep problems or other issues under the rug.

1	2	3	4	5

22. I accept conflict and aim to find out what the underlying differences are.

1	2	3	4	5

23. I fuel conflicts, staying in the background myself.

1	2	3	4	5

24. I help the group reach a true consensus.

1	2	3	4	5

3

Esercizio 11

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Lifelong Learning Programme

Role analysis – Third party assessment

What roles does your counterpart most often take when working in a group?

Please assess him/her according to the given scheme.

very often: 1   never: 5

1. He/she makes suggestions, gets the ball rolling and takes the initiative.

1	2	3	4	5

2. He/she is passive and waits for others to take the initiative.

1	2	3	4	5

3. He/she expresses his/her feelings freely and openly.

1	2	3	4	5

4. He/she shows that he/she is empathetic with other people's feelings.

1	2	3	4	5

5. He/she conceals his/her feelings and adopts a reserved attitude.

1	2	3	4	5

6. He/she mainly focuses on his/her own well-being and takes little interest in others.

1	2	3	4	5

7. He/she often interrupts others.

1	2	3	4	5

8. He/she is lost in his/her thoughts and daydreams and is often absent-minded.

1	2	3	4	5

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Role analysis

9. He/she encourages others. You feel he/she supports you and enjoy being near him/her.

1	2	3	4	5

10. He/she understands others even though they don't say anything.

1	2	3	4	5

11. He/she criticises others. Others are wary of him/her.

1	2	3	4	5

12. He/she is very good at expressing the feelings within the group by symbols, drawings or fantasies.

1	2	3	4	5

13. He/she feels superior and looks down on the other members of the group.

1	2	3	4	5

14. He/she feels inferior to the other members of the group.

1	2	3	4	5

15. He/she is someone who often disagrees, also openly, argues and makes objections.

1	2	3	4	5

16. He/she easily agrees and subscribes to any view.

1	2	3	4	5

17. He/she does not only understand what members of the group say, but also why they say it. He/she can hear what is behind the words.

1	2	3	4	5

18. He/she keeps his/her mind on the group process.

1	2	3	4	5

Role analysis

19. He/she accepts others the way they are.

1	2	3	4	5

20. He/she tries to change and correct others.

1	2	3	4	5

21. He/she fears conflict and tries to sweep problems or other issues under the rug.

1	2	3	4	5

22. He/she accepts conflict and aims to find out what the underlying differences are.

1	2	3	4	5

23. He/she fuels conflicts, staying in the background himself/herself.

1	2	3	4	5

24. He/she helps the group reach a true consensus.

1	2	3	4	5