FRIEDRICH EBERT STIFTUNG

NORWEGIAN EMBASSY

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YOUTH ALLIANCE

# Contacts for the Common Future 2014

## Youth Empowerment and Employment

contacts for the common future

Training Kit Training Kit Training Kit Training Kit Training Kit
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facilitating
evaluating
tools
concepts
youth
planning
better
activities
empowerment
reflections
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You can find this training kit and other information,
results and outcomes form the C4CF 2014 online at: **www.c4cf.org**.

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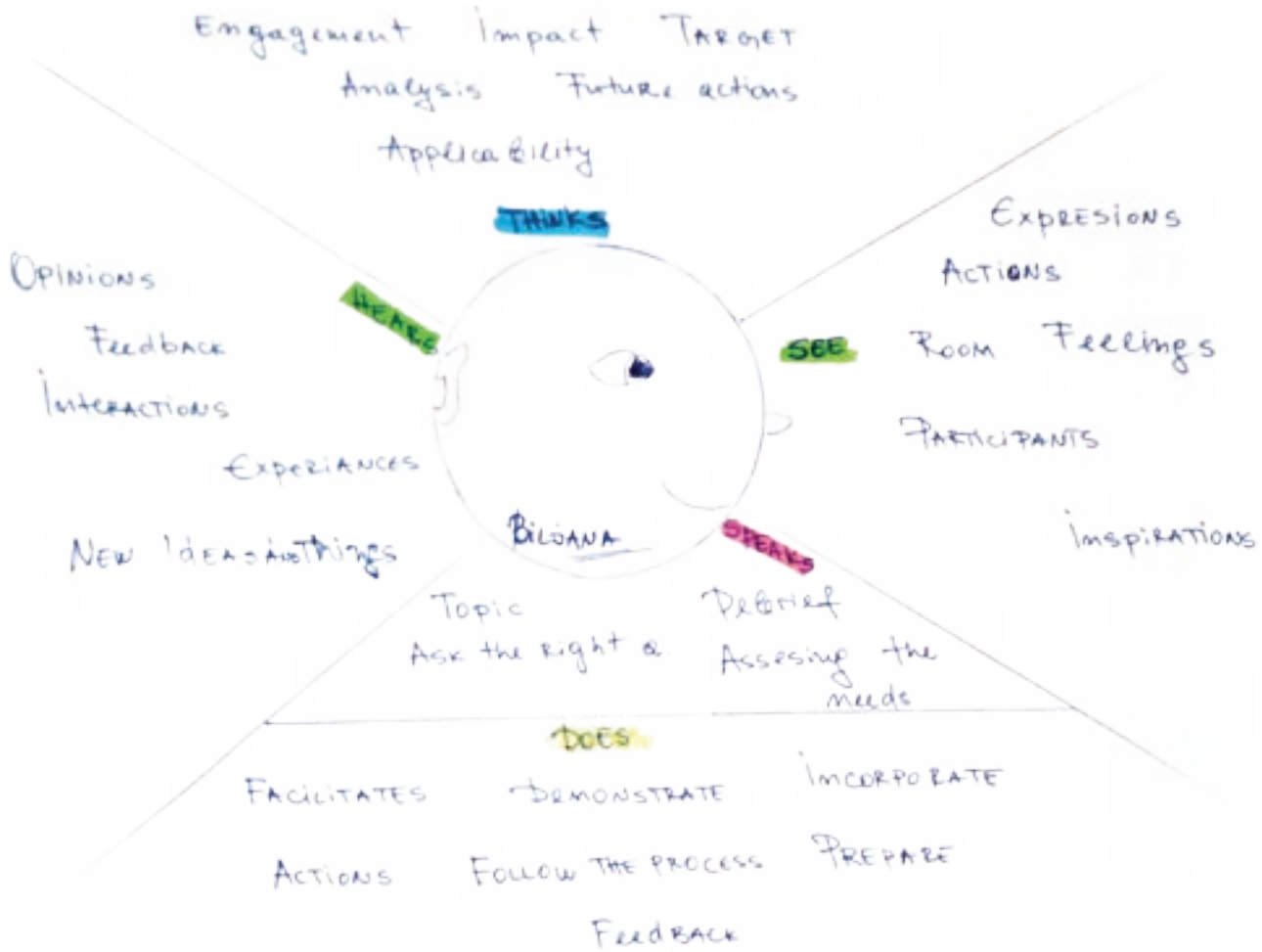
# Introduction

The training kit is a summary of the topics addressed during the training course which was main activity during the second phase "Capacity building for supporting youth employment, self-employment and entrepreneurship by using the opportunities of cross-border cooperation" of the project "Contacts for the Common Future – Youth Empowerment and Employment". It is meant to keep record of the information and knowledge transferred during the training sessions. The main aim is to serve as a supportive tool to the facilitators for the development of the quality of support systems for youth empowerment and employment and to strengthen the capacities of organizations and institutions from both neighboring countries, FYR Macedonia and Greece for cross-border cooperation.

## Taking the facilitator perspective (empathy map)

In an ideal world, you could perfectly understand what the stakeholders in your community want from the cross border cooperation. Unfortunately, this is difficult to fully accomplish, as the expectations of the young people in your community are often not apparent until a change has already been made — for better or for worse. With empathy map you can collaborate with your stakeholders or your own internal team — taking the perspective of your community members — to strategically analyze their desires and needs, and to uncover ways to improve the bilateral cooperation striving towards youth empowerment and employment. We all completed the picture of a facilitator and we stepped in the shoes of a facilitator. We understood what a facilitator hears, says, does, thinks, sees. In order to understand a person best we need to integrate all the perspectives.



## Facilitator Pool

We are proud to announce that C4CF's facilitator pool comprises currently around 20 facilitator. There is a facebook group for all facilitators, they get access to a e-library on the virtual networking platform and it is highly recommended they to be connected as well as their actions through the virtual networking platform. The actual C4CF community – trainers, aspirants, training-interested people – is however much bigger. The whole community is subscribed to an email list, c4cf@youthalliance.org.mk, and part of a facebook group as well as connected through the virtual networking platform.

## Facilitator Events

Both partner organizations, Youth Alliance – Krusevo and UNESCO Youth Club of Thessaloniki are supporting local, regional and national events carried out by the facilitators. Special attention is paid to cooperation with other NGOs because in this way we are encouraging and multiplying the idea for "contacts for the common future" among the bigger picture of young people on the both sides of the border.

## Contact Persons

The contact persons for the facilitators are currently at YAK: Biljana Markoska as Coordinator of the Facilitator Pool, reachable at biljana@youthalliance.org.mk, and Peri Kourakli, coordinator of the facilitators from the Greek side reachable at p.kourakli@thessaloniki2014.gr. In the future is planned we to develop supporting Facilitator Committee responsible for supporting of the actions initiated by the facilitators.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# Communicating

It is important that people do justice to themselves and their ideas when presenting to groups, whether they are NGO members, customers or colleagues. However, formal occasions produce fears in many people. To overcome these fears and become a more effective speaker, certain key skills need to be learned and practiced in a supportive environment. This training is not only dealing with how to present your message, but also how to communicate that message effectively to your audience. And as important as preparation of the training, is also know how to improvise during the presentations, learning how to manage the difficult situations that we weren't prepared and how to cope with it.

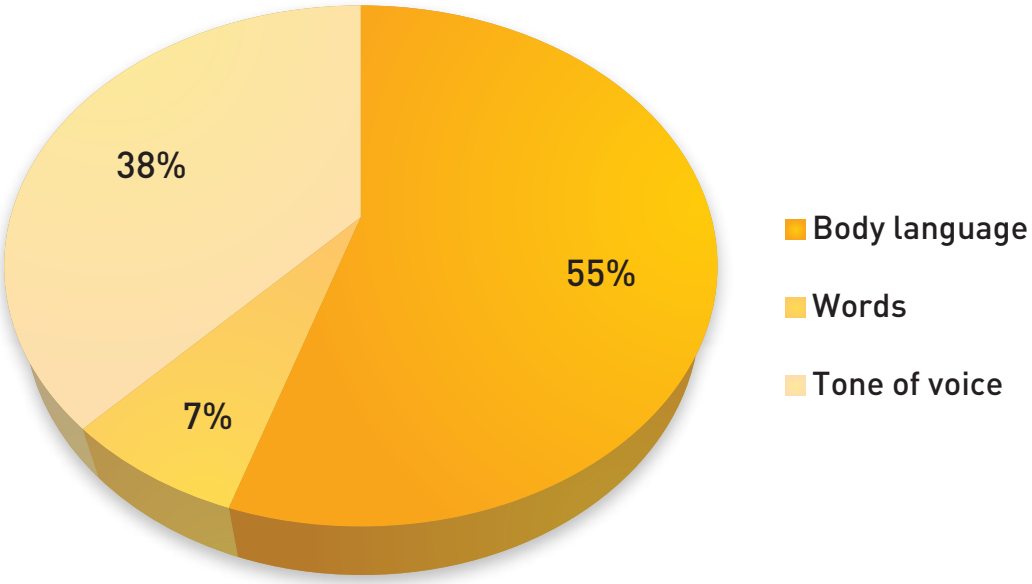
The aim of the following pages is to equip the participants with practical knowledge from the field of presenting and support them in delivering their first presentation, as well as to develop some skills in terms of improvisation.


## Importance

Back in the 1970's, Albert Mehrabian, Professor Emeritus of Psychology at UCLA, conducted an experiment amongst his students. He noticed that what people said and what people heard or understood varied greatly in face-to-face communication. So he set out to figure out what was going on.

His study concluded that when people are having face-to-face communication, the listener processes and draws conclusions in three ways:

- Verbal → 7% of meaning is in the words that are spoken (the words, phrases, and verbal expressions you use)
- Vocal → 38% of meaning is paralinguistic (the way you say the words – volume, pitch, pace, clarity and quality of your voice, your use of silence)
- Visual → 55% of meaning is physiology (facial expression, body language, personal appearance, gestures, what they see you do)




Facilitators need to present information. It would be nice to never have to deliver a lecture, but that just isn't going to happen. When you present, whether it is a lecture, simply describing a concept during a discussion, or responding to a question, the participants will not only hear your content, but they will also "hear" and "see" your presentation style. It is easier for your participants to learn when your presentation is interesting and even better when it is exciting. How interesting, competent, and exciting do you sound? What do participants infer about you based on your presentation techniques and style?

## Structure of the presentation preparation

Every facilitator needs to have a structured approach when preparing a presentation. We divide it into the six segments:

- **Why?**

Every presentation needs to have a clear goal and every part of the presentation needs to support it.

- **Who?**

A.U.D.I.E.N.C.E

**A**nalysis (Who and how many); **U**nderstanding (Knowing the topic); **D**emographics (how many, age, sex); **I**nterest (volunteering or need to be); **E**nvironment (Where to stand); **N**eeds (Yours, theirs); **C**ustomized (Special needs); **E**xpectations (Their)

- **What?**

1. Introduction
2. Body
3. Conclusion

Organize your thoughts, organize what you are going to say, make proper time management, be short and concise.

- **How?**

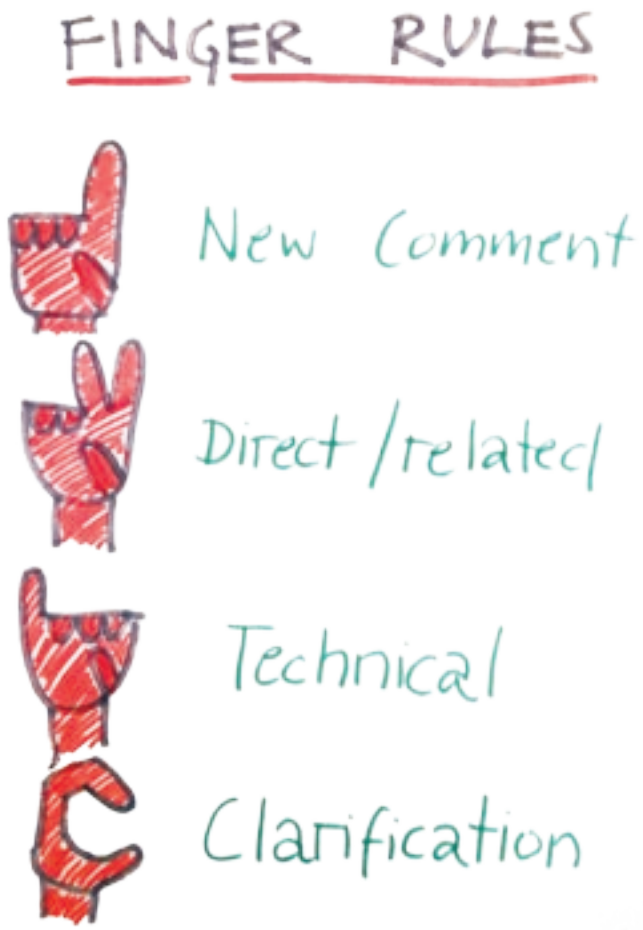
Think of the technologies and methodologies of presenting that you are going to use (ppt, prezi, flipcharts, videos, etc.)

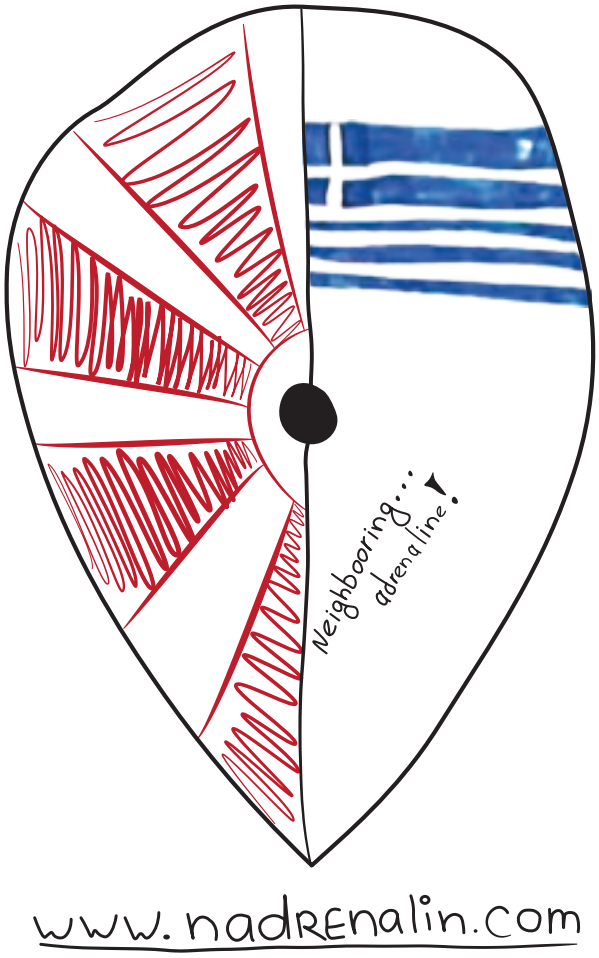
- **When?**

When is the presentation going to happen?

- **Where?**

Think of the size of the room, air in the room, lightning, technical support, Internet connection, Projector...




## Voice

What do they hear? The six Ps! Vocal expression adds vitality and energy to your ideas. Several characteristics make up the audio part of your presentation. Think of these as the six Ps of your presentation: 1. Projection; 2. Pitch; 3. Pace; 4. Pause; 5. Pronunciation; 6. Phillers

**Projection** refers to how loudly the message is heard. Do you project enough volume? Loudness results when air is expelled from the lungs with maximum force and intensity. The appropriateness of a loud or soft voice depends on the room size and the need for vocal variety. Variations in volume can be used to indicate urgency, exasperation, and importance.

**Pitch** in a conversation flows up and down the scale naturally. But when some facilitators stand in front of a group, their voices become dull and flat. Kevin Daley, founder of Communispond, says to picture pitch, think of the states of Kansas and Colorado. Kansas is flat; even when you say the state's name, it comes out quite flat. Now picture Colorado with its rolling hills, mountains, valleys, streams, lots of variety. Even when you say "Colorado," your voice can't help but roll up and down the scale. Pitch variety adds interest to your voice, but it also helps you to emphasize important ideas or to signal transitions. Both are important to keep your learner tuned in to what you're saying.

**Pace** is the rate of delivery and is determined by the duration of sound and the number of pauses between sounds. Words can be spoken fast or drawn out. Like projection and pitch, the pace can also signal importance. Try saying $50,000 quickly, as if it is just a small amount of money. Now, say it again, this time slowing your pace and adding emphasis on every other syllable. It can really make a difference. Select a pace that is comfortable for you. Don't try to speed up or slow down. Your brain is accustomed to working with your mouth in a certain cadence. However, if you're told you speak too rapidly, try punctuating your presentation with more pauses. Right. Just snap your jaw closed. If, on the other hand, you're told you speak too slowly, check on a couple of things. First, make sure you're using no fillers. Second, be certain you're not repeating the same information. And third, know your material cold. Practice your content aloud a couple of extra times.

**Pauses** can actually add more emphasis than anything mentioned so far. A judiciously placed pause before and/or after an idea can focus attention right where you want it. Pauses allow you time to think. Pauses also allow you to observe the participants for feedback. Pauses are the sign of a seasoned presenter, because most inexperienced presenters are uncomfortable with silence. Practice your pauses.

**Pronunciation** is critical to make it easy for your participants to understand and learn easily. Speaking articulately, clearly, and distinctly is a sign of a pro. Learn to enunciate clearly. Take care that you do not run words together or let the ends of your sentences trail off so your learners have difficulty hearing.

**Phillers** are those nasty little non-sounds that sneak in when you aren't listening to yourself: um, ah, and ah, er, okay, ya know, like, etc. All are fillers that can hypnotize your participants into a trance or can grate on their innermost nerves. No matter which occurs, you can be sure that they will not hear your content but may instead be counting fillers. The sad thing is that most people do not hear their own fillers.The only way I know to eliminate fillers is to hire yourself an "Um" Counter, someone who will listen to your presentation and provide you with feedback about how many fillers you use per minute and which ones. The shock seems to awaken something so that you can finally hear yourself.

### What do they see?

The other half of your presentation is what your learners see. What they see should convey the same interesting, competent, and exciting message.

## Body language

While doing a presentation, the message a speaker is trying to convey is not only what he/she **says**, but also the way he/she **does** that – and we are not referring to how he/she puts emphasis on the pronunciation, but rather what the body says about the message that is coming across. Body Language is all about letting your body express the same message that your voice is saying (e.g. nodding when we are saying "no" doesn't seem matching). Furthermore, Body Language is a powerful tool to help us grab the audience's attention, accentuate an expression, mark an idea, or make a standpoint.

### Head

The head movements of a speaker are one of the first glances that the audience grasps within the first seconds of a presentation. Nodding represents acceptance, shaking transmits denial or negation. Cocking the head to the side transfers the message that the speaker is listening to your question, and thinking on the answer. Those small movements can be used also in active listening, when trying to connect with the audience – in this case, the training participants. Pointing to someone with a head movement, while speaking to that person – and looking in the eyes – is a sign of respect and acceptance.

Connected to the head is also the neck and shoulders. Try to maintain a relaxed position on those, otherwise, can be interpreted as tightness, nervousness or insecurity. Relax your shoulders and you'll notice that your movements will be much more fluids.

### Eyes

Well, have you ever experienced talking to someone who didn't look you in the eyes while they were talking to you? It was probably really uncomfortable or it made you feel like the other person didn't care about you. And that's precisely why you have to learn proper eye contact techniques. Eye contact with your audience will help your audience connect to you and you to them. It tells them you are focused on speaking to them. But the other important thing about eye contact is when you're listening to someone who asks you a question during or after your presentation. Eye contact is key when bonding with a group.

Try to include everyone while talking to a group, by making eye contact with everyone. It can either be by starting from one end of the circle and go through the participants, splitting the group in halves, thirds, etc.

When talking to a large audience (e.g. auditorium), try to split the public in 3 parties – and then, alternate by looking at the middle of it. Try to find someone you know, someone smiling or nodding at what you're saying (agreeing with you) and focus on

that – it can be quite awkward to deliver a presentation to a large number of people, so these small tricks will make you feel comfortable and help in setting the mood!

We are going to make distinguishment between two cases:

1. Eye contact when presenting
2. Eye contact when listening to a question from the audience (Q and A)

### Eye contact when presenting

There are three things that you need to do. First, make sure you look at every part of the audience. That means side-to-side, front-to-back, back-to-front, and also in combination with the side-to-side. The key is to be natural and smooth, not jerky. Second, look directly at one person and speak to that person for about 2 seconds. When you look at one person, for that brief moment, he or she will feel as if you are only speaking to him or her and no one else. It's actually very powerful and will help strengthen your connection to the audience. And third, smile with your eyes. What we mean by smile with your eyes is to look at individual audience members like when you looked at your spouse or boyfriend or girlfriend when you first fell in love. It's that gentle, calm, happy feeling... Hopefully. Anyway, the thing to avoid is staring! It's super-uncomfortable and will make you look like a crazy person. But if that's what you intended, then okay, go for it. Otherwise, do not stare! Okay, so that was eye contact when presenting. And the three things were:

1. Look at every part of the audience
2. Look directly at one person and speak to that person for about 2 seconds
3. Smile with your eyes ☺

### Eye contact when listening to a question from the audience (Q and A)

Now, when someone asks you a question during your presentation or Q and A, there's a very specific eye contact technique that we want to teach you. It was used by Bill Clinton during his debate with George Bush, Senior. And we highly recommend checking out that video to see exactly what we mean. Okay, so what's the technique? Well, again, there are three steps:

1. Make eye contact when the person begins asking you a question and move closer to that person without breaking eye contact. If you're on a stage, move to the edge of the stage and stand in front of the person. If you're in a room without a stage, then move to about 1.5 meters in front of the person. The idea is to get as comfortably close as you can because this will create a connection between you and that person.
2. Shut up and listen! Give the person your full attention and listen without interrupting. The worst thing to do during a presentation is interrupting someone who is asking you a question. That person is directly communicating with you so it's a great chance to connect. Don't ruin it by interrupting.
3. Smile with your eyes like we learned earlier and also smile with your mouth. This will show the person that you really care about what he or she is saying because you're paying full attention and inviting the person to relax and speak.

And that's it! You just learned eye contact techniques for when you're presenting and for when someone asks a question. Avoid looking at the ceiling or at the floor, as this is usually interpreted as discomfort and anxiety – participants are far more beautiful that the impressive chandelier at the ceiling ☺

**Facial expressions**

Do you know how many muscles do you use to smile, and how many more are needed to make a frown face? Smile to participants – they will like it. When asking questions, be nice and smile – they could not know the answer and if they don't feel comfortable with it, it will make them feel despair.

Avoid touching with your hand or fingers in your face, since this could demonstrate apprehension or nervousness. Same applies to automatic gestures that you may have (rolling your hair with your fingers, grooming, squeezing your lips or hears, biting your lips, scratching, etc).

**Arms, hands & gestures**

It can be said that your hands are your second mouth, giving the fact that these are one of the most important elements when we are talking about body language in public speaking.

Try to maintain your hands at the level of your elbows for the gestures to exemplify ideas. Of course you can occasionally extend more the space on your behalf (e.g. if you're transmitting the idea of a global initiative/world), but avoid doing this too much, otherwise people may think you got infected by the chicken flu☺

Put your palms up while talking – this transmits a calm, peaceful and sensitive posture that is very appreciated.

Avoid touching your face/arms/hands too much – this could be interpreted as nervousness. If you feel like you'd like to have something in your hand, use props – a pen, a marker, a set of post-its. This could escape you from touching random objects nervously. And after all, having a marker ready is always needed in a presentation (for adding details on the flipcharts, pointing something, etc). Tip: you can also write down your notes of the presentation/meeting in post its/small papers and place it near the pens/markers table, so you can go and check them from time to time if you feel more secure like this.

Play with the imaginary space in front of you – if you're talking about a timeline, imagine that line in front of you and use your hands to construct milestones, the beginning and the end – this will help the Visual participants to get more information and to structure the information in their heads.

Use inclusive gestures while talking to the group (embracing the group), and direct questions to participants through pointing (using your palms, fingers, etc)

Try not to hold notebooks or pieces of papers in your hands while explaining models/theory. It is not unlikely that you won't remember everything in the beginning, but don't stress! As a tip, you can write down with a pencil in the flipchart (so then you can read it, remember, and write with the markers in the flipchart), or you can

also construct the model step by step (having prepared beforehand the visuals to build it). As the participants are quite far from the flipchart, they won't notice the hidden notes written in light pencil.

**Legs**

Crossing your legs while standing is usually interpreted as a "closed" posture towards an audience. Try to keep your legs uncrossed, in line with your body. Leaning for the sides is also used when you're flipping from idea to idea, aligning your body side to the message you're conveying. After all, the main important point here is to find a position that is comfortable for you and you can work with.

**Body positioning and Postures**

Walking around while doing a presentation can either be a catch-eye of attention or a disaster – it only depends on how you use it! Try to mentally define the space that you can use – to make demonstrations, hang flipcharts, etc. Sometimes you'll have enough space, other times it will be just some centimetres that will separate you from the participants – try to cope and adapt with the situation. While presenting multiple ideas/solutions to problems, you can position yourself according to the topic, e.g.: if you are presenting a scenario and then you'll have option A and B, you can slide to one side while presenting the idea A, and then slide to the opposite side while explaining the idea B. This will give participants the understanding that both solutions are feasible, but separate and distinct.

When talking with the group in a debriefing session/check-in/check-out, try to include yourself as much as possible in the group – if they are seated in the floor, join them. Otherwise, this will make the distance between the trainer and the participant higher – when the idea is to share as much as possible and make participants feel as much comfortable as possible. When sitting in a circle, make sure all participants can see each other's eyes (this is a common technique used to make participants sit in a perfect circle and include everybody).

Try to adopt an "open" posture, facing all participants (avoid turn them your back, sign of disrespect). Clear as much as possible all the objects between you and the participants (chairs, tables, etc), as this difficult the vision and the interaction.

## Improvisation

While delivering a presentation/meeting, one could be 100% prepared and have everything under control until... anything could happen! What if you arrive at the presentation room and there are no flipcharts? Or the markers are so old they are out of ink? Or the paper tape can't possibly glue to the wall? Accidents are part of the job, and being flexible will allow you to cope and adapt with the situation.

In these cases, improvisation plays a major role, and knowing how to improvise is a tool that every facilitator constantly develops. It is all about practice and practice, a measure of creativity and a "no stress!" sign in your mind. In order to develop your improvisation skills, you have to train yourself, and be exposed to situations that will

quickly change the environment you are in, for you to adapt to the new condition. For this, there are a few games and warm-up exercises that you can play and incorporate in your trainings – also to change the mindset of the participants, in order to develop new skills.

**Rules of the exercises**

There are a few "rules" (we can't even call them rules! More like guidelines) that we chose to adopt for this part:


**Safe place** – make sure you tell your audience that "we are in a safe bubble". This will make them understand that even if they do something unexpected, no one will take it as offensive or with bad intentions – after all, this safe environment serves for people to challenge themselves and create a space for self and group growth.

**Keep the flow** – don't say no! If you're tangled on a new game or exercise, let it go and get in the mood. Trust in your peers and get them into the game – after all, we are in a magic bubble that is safe, isn't it? ☺

**Make people shine** – Go on board with anything you were asked to do. Let your partners shine and give them the spotlight, shine together! Don't complain – be grateful that you were asked for help and be useful as much as possible. It's a rewarding feeling!

**Practice, practice, practice (x3)** – well, it's all said, isn't it? You can only get better in your improvisation skills if you practice, and it will get easier and easier by the time!

**Play!** – Ready!? Set... GO!! Take this opportunity to learn how do you adapt to new situations and use this in your future life.

### Freeze-tag

A well-known game on the domain of improvisation is called "Freeze-tag". Place your participants/audiance in a circle, and chose 2 participants randomly (or ask for volunteers!). Then, ask for an activity (e.g. walking the dog, washing the dishes, jogging), and give the flinch for those 2 volunteers to start the action. At any given point, anyone on the circle can shout "Freeze" and the action will stop. The person who shouted Freeze has to go in the middle of the circle, tap one of the two frozen performers in the back and adopt its place in the story. Once the scene de-freezes, the scene can change completely. Try to involve as much as possible all participants (e.g. everyone has to participate at least once). You can also add some props to ease the interaction with the participants (e.g. a funny hat, a surgeon's cap, glasses, a tiara, balloons, a scarf, etc). The opportunities are endless and soon you'll realise that everyone will be laughing and feeling comfortable with acting.

### Misleading story

Acting improvisation is important since it shifts your mind perspective, but also you will find it useful to know how to improvise following a story or an idea. For that, another type of games are available to use. For this exercise, the aim is to construct a story with everyone's inputs – but how to do it? Everyone is entitled to say 3 words (you can also change it, usually greater numbers are easy for the beginning), and after that, the person right next has to say other 3 words, this way constructing a story with logic and sense. The game ends when the story no longer makes sense (or after a pre-determined number of rounds e.g. 3).

Other variation of the game that results better with a shorter group (3-7 pax) includes one person that will act as the facilitator. This person will point at one person at once, and this person has to start a story. At any given point, the facilitator can point to a different person, and while the first one shuts, the second one should continue the story of the previous one. The facilitator can change as many times as he wants, how often he wants. The game ends when the story stops to make sense and the facilitator closes the floor.

**Other warm-up games**

There are plenty of games and exercises you could use in order to shift the participants mindset and make them start thinking out of the box. This can be useful with other topics such as creativity and problem solving.

**Two heads/one mind:** Playing at pairs, 2 pairs at the same time can perform this game. One pair can only talk one word each at time (so one word A, one word B, one word A, one word B, etc), and the other pair has to speak at the same time in unison (without knowing beforehand what the other one is thinking). To give a hint, ask for a location (e.g. a Country) and for an activity (e.g. waiting in the departure terminal of an airport) so the pairs can start the game, while including the previous evidences.

**Genres:** Ask for 2 volunteers and a clue of an activity and a music style (e.g. Hip Hop, Rock, Pop, 80's). Give the start to the action, with the participants including those elements on the scene. At any given point, shout "Freeze" (with the scene stopping), and ask for the other participants a genre. After getting the first suggestion from the group, proceed the scenes with the new genre included. Genres can be **style of film** (e.g. Comedy, Terror, Musical), **language** (e.g. Greek, Macedonian), **authors** (e.g. Majski, Aristotle ...), a **body position** (e.g. sitting, lying, jumping), etc etc... The categories are endless and you can include as much as you want.

**Fast-forward:** Ask for volunteers (up to 3), and a suggestion of an activity. As the scene starts, an appointed facilitator can shout "Fast-Forward!" (with the action speeding the pace), "Rewind!" (with the action going backwards), "Slow-mo!" (with the action slowing its pace), and "Pause!" (with the scene pausing). You can also introduce new genres/suggestions from the group while in Pause mood.

# Counseling

An overview over the "counseling" session during the training event in Struga is provided here. The topics of this session were: "Relating and taking responsibility"; "Inspiring" and "Active listening" and were shortly explained. For further information, contact Biljana Markoska (biljana@youthalliance.org.mk) or Peri Kourakli (p.kourakli@thessaloniki2014.gr ) as trainers of this training course.

## Relating and taking responsibility


She needs support,
you will help her?

All participants and future facilitators of the C4CF project pledge to take personal responsibility for improving the situation of young people in our communities by using the advantages of the cross border cooperation. We pledge to create employment opportunities for young people in our communities by developing bilateral relations. We pledge to take personal responsibility for the development of other facilitators of good neighborly relations in the organizations in which we play a part. We pledge to

take personal responsibility for educating children, young people and communities about the damaging effects of hate speech and the need for good neighborly relations because we are planning to live near as neighbors to Greek or Macedonian young people.

All these conclusions came out with exercise "What you going to do if....?" played in pairs. The trainers are inviting all facilitators to exercise this game with the young people in their communities!

Q: What you going to do if your neighbor Blazen need help for more information and data about his next research for how young people are influencing on the neigbouring relations between FYR Macedonia and Greece?

A: I will .....

Q: What you going to do if your neighbor Ioanna need support in your community during recording of her first documentary "Let's be good neighbors"?

A: I will .....

Q: Your collaborator Maria from Drama will develop social media campaign on the topic "United we stand. Divided we fail". What you going to do to help her?

A: I will .....

Q: Your friend from Skopje, Marija, is wishing to study economy in Thessaloniki. But she doesn't have information because all official web pages of the universities in Thessaloniki are on greek language. What you going to do?

A: I will .....

Q: One of the volunteers in your organization, Kristina, wants to be volunteer in youth organization in Greece. How you will support her?

A: I will .....

Q: The college Sunai from Prilep will apply with project on the "IPA – CBC" program about supporting Roma people in both side of the border. But he is not having partner from Greece. How can you help him?

A: I will .....

Q: You are in Thessaloniki on the "Youth Empowerment and Entrepreneurship Fair", your college Stefanos will ask your support for presenting good examples of woman entrepreneurs in your country. You are shocked but ... what you going to do?

A: I will ....

Q: Your friend Meto is in trouble, he came in Thessaloniki this night and he booked hotel for his staying this night on line. The hotel is not clean, in the dangerous quart of the city and full of strange people. What you going to do?

A: I will .....

Q: Your friend will sell her services in Florina, but she doesn't have information about legal framework of selling services in your country. She need information and support. What you going to do?

A: I will .....

Q: The union of high school pupils in your town have idea to develop program for high schools pupil exchange with the pupils from Greece. But they do not have contacts in Greece. What you going to do?

A: I will .....

Advices from the trainers:

Biljana Stojceska: "Young people today have much more power than any generation before. Let's use this power and to be change makers".

Peri Kourakli : "You love your hero because he/she is having knowledge, skills, values, attributes and motivation. Please see how far you are from your hero".


## Inspiring

With a curious mindset, inspiration and new perspectives can be found in many places and without much preparation. Sharpen your skills in observing the world around you. The training team divided the inspiring part of the session in two parts "Tips for inspiration" and "Practical way for inspiration".

Tips for inspiration

**PLAN YOUR OBSERVATION**

Choose a place where you can have an experience that is relevant to your challenge. For example, if you are looking for new ideas on how to improve the procedures for volunteering of young people from the neighbor country in your organization, try to be this kind of volunteer in your organization. Think of certain aspects of your experience you want to capture, such as: what emotions do you experience (surprises, frustrations, motivations, decision making factors), and why?

**SEEK INSPIRATION IN ANALOGOUS SETTINGS**

Looking for inspiration in a different context outside of your world opens the mind and can help you find a fresh perspective. Dare to go out of your comfort zone and explore.

**LEARN FROM EXPERTS**

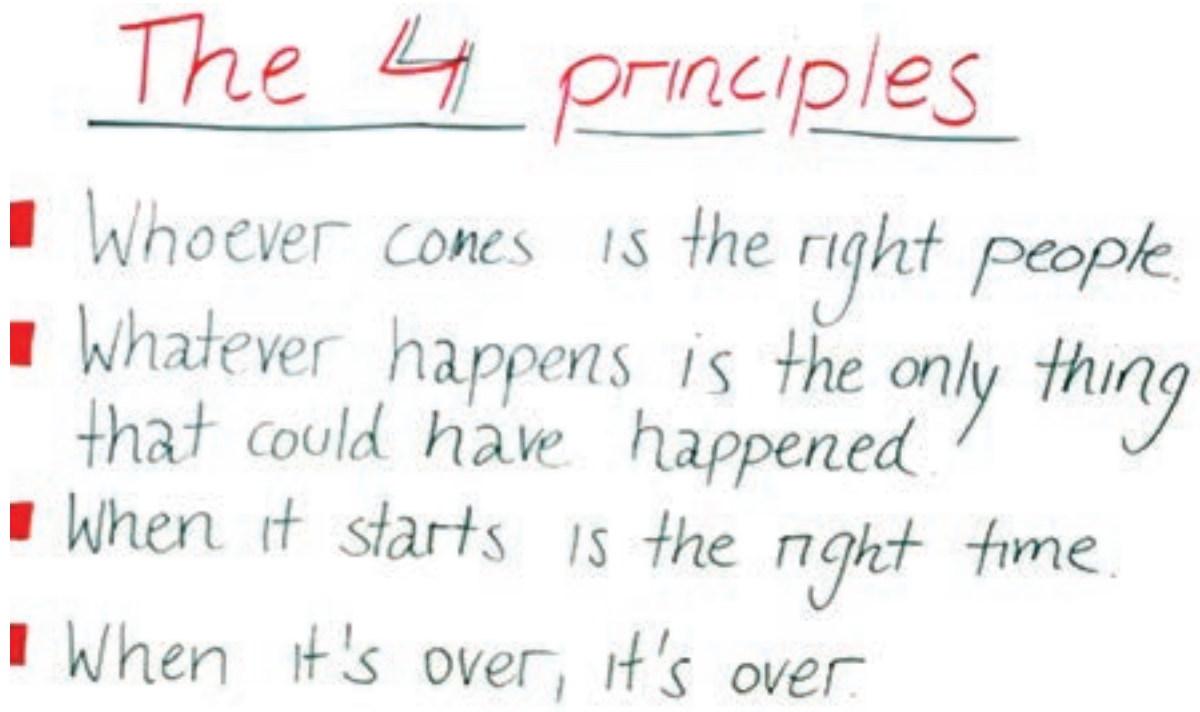
Experts can provide in-depth information about a topic and can be especially helpful when you need to learn a large amount of information in a short amount of time.

**LEARN FROM USERS**

There are many different ways to learn from users, including individual interviews, learning from people's self-documentation, group interviews, and learning from peers observing peers. Each type of user research requires a different set-up to ensure the best discovery session and users' comfort and willingness to share. Choose from the following set of categories and guidelines to support your research.

Practical way for inspiration

During the second part of the "inspiring session" the trainers asked the participants in 4 different teams to prepare collage of the cross-border cooperation between young people from FYR Macedonia and Greece with every kind of material and resources. This part of the session was based on four principles.



Outcomes - the following flipcharts were produced as outcomes of the sessions:


## Active listing

In order the future facilitators to learn about active listening techniques and communication blocks we put them in exercise for experiencing the active listening on the following way.

- The participants were asked to form couples. Than the trainers asked one of the pair to go out of the room and think of any real conflict situation in their life that happened lately. They were talking lately about it to their partner when they came back. To the people who stayed in the room we said to define three phases when they are listening to their partner. In phase one they should look indifferent, in phase two they should ask questions about small, unimportant details very often, in phase three they should give advices, preach, debate or do anything unhelpful. The trainers explained to them that we would like to give an experience how it is like not to be listened, as well as experience on ourselves the communication blocks.
- Next step was reunion of the couples to get along with their stories
- Finally, we asked those participants who were talking - how it felt and how did they experience their partner's behaviour. Then the same questions was also for the listeners.
- Final step was to collect ideas, tips and hints on how to do active listening, and what are the communication blocks. As conclusions the whole group define the following important steps for active listening:
  1. **Prepare mentally**: focus, paying full attention and clear your mind
  2. **Pay attention**: open your posture, make eye contact with the speaker, focus on the message behind the words, consider both what the speaker is thinking and what the speaker is feeling, practice empathy, and avoid formulating a response while you are listening.
  3. **Allow the speaker** to communicate without any interruption, until the speaker concludes
  4. **Provide feedback**
  5. **Repeat the feedback process** until you and the speaker are satisfied that the message was amply conveyed.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# Facilitation

## Principles of facilitation

Facilitators should demonstrate, verbally and non-verbally, their commitment to the following principles:

- Listening: facilitation means listening to what people are saying and tuning in to what they are not saying. This includes being aware of verbal and non-verbal means of communication.
- Confidentiality: to participate fully, people must be confident that everything of relevance can be discussed freely without inappropriate reporting outside the group. Group members will normally decide what level of detail can be reported to those not in the group.
- Respect: a facilitator must acknowledge and respect each individual and prevent other group members from undermining the basic respect that should be accorded to each individual in the group.
- Equality: each person is regarded as having an equal right to contribute, to influence, to determine the direction of the group as another. Equality also relates to respect, valuing of personal experience and participation.
- The value of personal experience: each member's contribution to a discussion/skill sharing activity is equally valid and valuable.
- Agreed goals: members must share an agreed goal if they are to develop a belief in and sense of ownership of the group.
- Group process: facilitation requires giving attention to how the group operates. This includes attempting to resolve conflict or any other difficulty that might arise in the group.
- Trust and safety: to ensure maximum participation, the facilitator must encourage the development of trust and safety.
- Inclusion and encouragement: everyone in the group must be included and encouraged to participate, to share ideas, suggestions, solutions and take initiative.
- The importance of a positive/beneficial experience: facilitators must recognize that everyone is entitled to positive experience in the group. This means that facilitator is meeting realistic individual needs and/or being aware of and challenging unrealistic expectations of the group or the facilitator.
- Participation: facilitation succeeds when there is a genuine belief in the value of responding to stated needs in relation to the work of the group. Consultation with group members on direction, pace, content and method with an openness to change is vital.

## Facilitation Anchor Grid

When it comes to facilitation of groups, three different dimensions can be distinguished. Facilitators need not only to take care of the actual process to facilitate, but also of space and people facilitation are relevant aspects. These three dimensions together make the "Facilitation Anchor Grid".

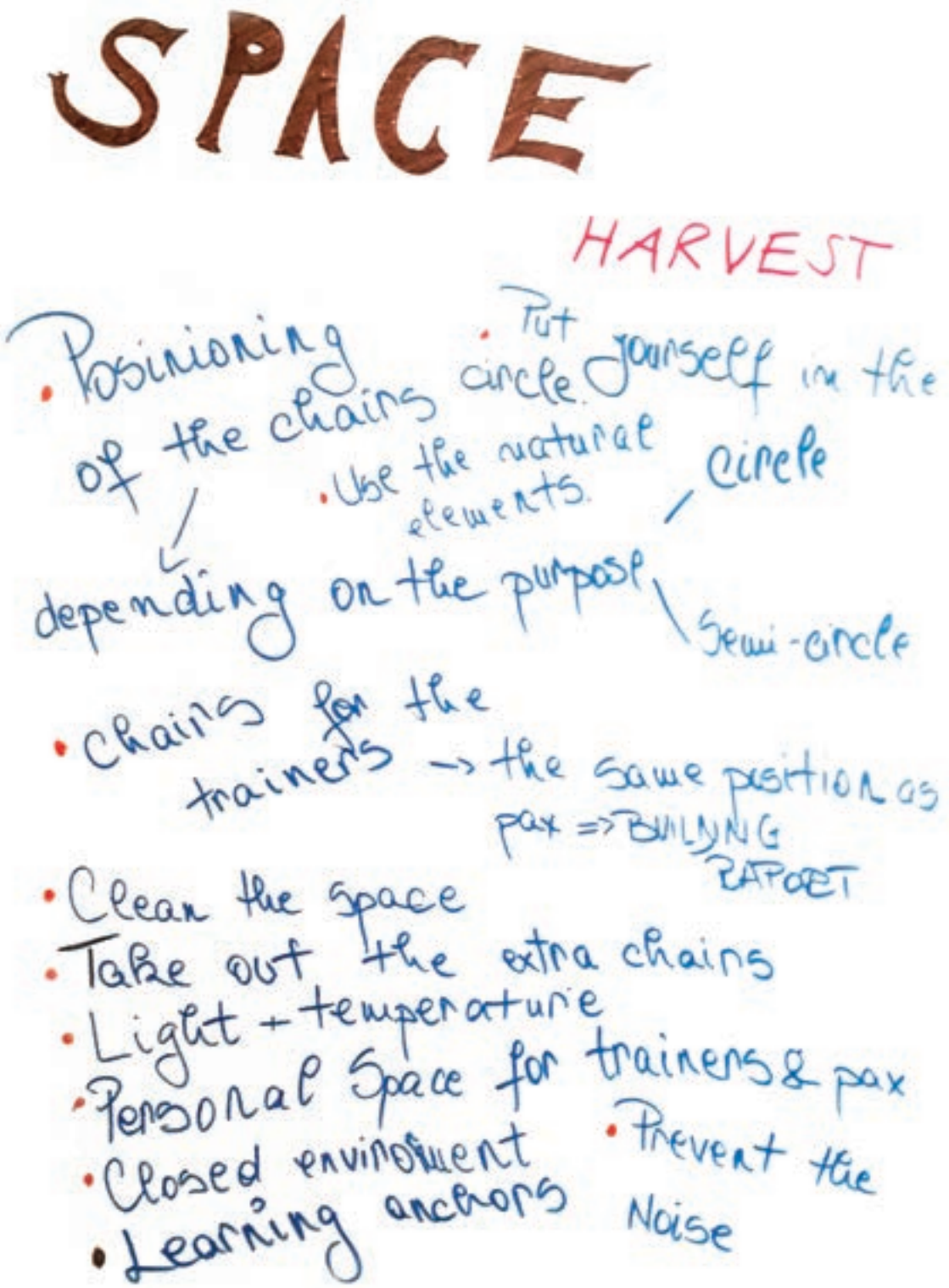
| Space Facilitation | People Facilitation | Process Facilitation |
|---|---|---|
| **Setting:**<br>Facilitating the setting means caring about the format, mapping and division of the room or space. Relevant here is the size of the room, the position of the group members towards each other and the facilitator, and the position of tables and visuals.<br><br>**Environmental Factors:**<br>Factors as light, sounds and smell can influence a meeting. As facilitator you need to take into account that a noisy area (e.g. loud music or a building site next to your meeting room) can be disruptive. Facilitators should make sure in advance that there will be no major disturbances and react when facing such during a process – breaks, moving to another setting or changing the setting accordingly are measures here. | **Emotions:**<br>A facilitator needs to have a sense of emotions of the people to facilitate. To understand and consider the emotions of the individuals and the group can help the facilitator to facilitate the meeting as best as possible. Anticipation and intervention is especially required when an individual or the group endangers the meeting effectiveness.<br><br>**Relations:**<br>The relations (professional and private ones) between the different people in the meeting – but also the relation towards the topic – influence the facilitated process. If possible, those relations should be assessed before the meeting to ensure a good flow and to avoid complications during the process.<br><br>**Involvement:**<br>The facilitator needs to pay attention to the involvement of all group members. The level of activity depends on the energy level, personality and the relevance of the topic for individuals. | **Information:**<br>Managing information and providing the means for people to convert information to real knowledge is another task of facilitators. He/she should pay attention to language, examples and outcomes.<br><br>**Operations:**<br>Managing operations includes the facilitator's decision on logistics to use, activities to undertake and tools to apply in order form the process and produce the results aimed at.<br><br>**Energy:**<br>Managing energy incorporates cognitive as well as affective issues related to group dynamics. Creating safety in a group, attending to pace, managing conflicts, overcoming resistance, encouraging participation and practicing nonattachment are among the principles related to managing energy. |

**Space facilitation**

Space is the stage of every facilitator and participant. Taking this into consideration we, as facilitators, need to pay attention how we can use the space in order to distribute information and help participants acquire more easily everything that is

shared. Think about the space as a tool that you can effectively use for delivering an amazing facilitating session. Below you can find some tips and tricks on how we can facilitate it:

- Room: The room you choose should be fitting to the purpose; make sure that it is big enough (e.g. for work in smaller groups, interactive parts) and that you have all the furniture you need (enough tables, chairs, space at the wall). Important is to have a closed room without any distractions (noise, smell, people walking by).
- Equipment: Make sure you have all the equipment at hand you need – this could be flipcharts, beamer, technical devices, internet, electricity (!), markers, post-its. Allow only necessary technical devices for the group (no distraction through smartphones etc.).



- Atmosphere: The atmosphere is very important; you need to prepare differently if you aim at an informal meeting where people feel very comfortable, or if you aim at a focused work atmosphere. The atmosphere is influenced by light (bright/dimmed), the room itself, the furniture (comfortable armchairs and sofas/working chairs and desks).
- Illumination: Daylight and bright illumination is making people more focused and keeps them in a better mood.
- Acoustics: Make sure that the acoustics of the room are good, i.e. no distracting noises, everyone can understand everyone, microphone for big groups.
- Visuals: Good visualisation makes it easier for the group to follow the discussion: Take notes on flipcharts, provide a schedule and nametags, visualise the outcomes and put them to the walls.
- Breaks: Change the environment for the breaks, provide enough snacks and drinks (always enough drinking water also in the room), make some energisers.
- General: This is often forgotten, but mind the room temperature and open the windows, fresh air is important to concentrate!

## Process Facilitation

The facilitator should check the literacy and numeracy levels of every group. Are there people with particular physical or other disabilities present? Is it possible to experiment with song, dance or drama? Would a more traditional method suit? Tapping into the creative side of people can empower, break barriers and shift energy.

### Resources

The facilitator should discover what materials and resources are available and match these with what the facilitator might have, such as flipchart paper or markers. If there is a lack of resources or materials, participants may be asked to help out. If there is money available from the organisation or from the group, there are some pre-packaged exercises, board games, paints or music which are purpose-built for working with groups.

### Culture

Some activities may be culturally inappropriate for particular groups and the facilitator should be aware of this. For instance, touch exercises in some settings may not be appropriate.

### Experience

Methods and exercises should be tested out by the facilitator with colleagues or friends before s/he uses them with a group. A facilitator must never ask a group to do what s/he would not do or to participate in an activity or exercise that s/he has not previously completed/tried out.

### Challenge

Using a variety of techniques ensures that boredom does not feature in any session and that repetition is avoided. People are stimulated and challenged by variety.

### Factors affecting choice of technique

New techniques should be introduced gradually by the facilitator. If there is resistance to a method, it should be sparingly used to begin with. With the group's permission the facilitator may gradually introduce it more and more into the programme.

### Stages

Some exercises will be more effective at particular stages of the group's development. The facilitator should take advice on this matter from her/his supervisor. For example, role play can cause great resistance to the group process if introduced too early in a session/ programme, or introduction exercises are not necessary when a group has worked together for a long time. With group members possibly new to the facilitator, a better technique would be a simple name exercise for the sake of the facilitator rather than a more complex exercise.

## Process vs. Content

In non formal education always has been this challenge between what should be more in a facilitating process, content or the process is the one that gives the insight. Below you can identify explanations that according to the learning cycle different methods of combining content and process are suitable.

### 1. Content

What the meeting is about, the subject or issue at hand. Content refers to the subject or what discussion the group faces at the present time and includes which specific ideas are being put forth, which arguments are proposed, which decisions are made and which actions have been targeted.

### 2. Process

How the subject or issue is dealt with. Process refers to how the members of a group work together and includes how members interact with each other, how decisions are made in the group and whether group members are present at group meetings.

There are two major items to be distinguished in the role of a facilitator, which are the process and the content. There is a fine line between these two, which a facilitator can easily break. The facilitator facilitates the process in order to reach a wanted content.

For different persons, different facilitator styles can be adopted. Take for instance the Expert, the Teacher, the Trainer and the Chair. All four of them are working in a different environment, but all four of them are facilitating.

**Chair** - The chair 'chairs' (facilitates) a meeting like a General Assembly or big plenary meeting in organizations or companies.

**Trainer** - A trainer is the facilitator during a trainings session.

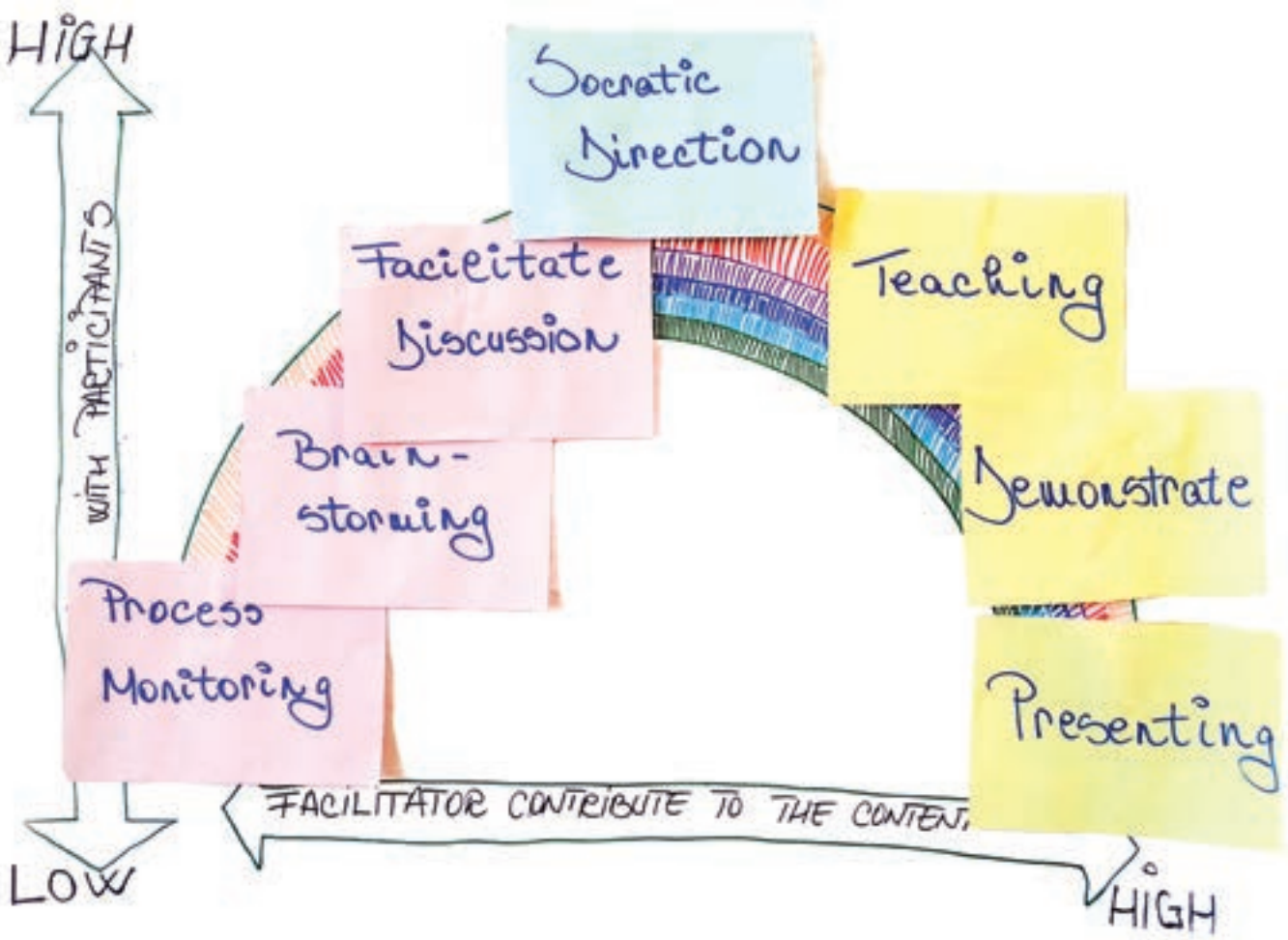
**Teacher** - The teacher facilitated the classes at primary or secondary school.

**Expert** - The expert has a specific knowledge on one topic and has a lot of input.

## Facilitation Styles

All 'facilitating' interventions are a mixture of the two ingredients: 1) How much interaction does the facilitator have with people? 2) How much does the facilitator contribute to the content/outcome of the meeting? It is a way of deciding which method to use and when. Criteria that should be used to assess which facilitation style can be used could be:

- How much time will you have for the meeting? (The less time available, the more likely you are to have to contribute more yourself and interact less with participants)
- What is people's present knowledge of the subject? (The more they know the more you just facilitate the process.)
- How much ownership of the outcome is needed? (Till what extent is ownership of the facilitator needed)
- The level of your skills as a facilitator? (If you're an experienced facilitator, switching the different facilitation styles is easy to do. A novice facilitator can decide to just keep one style in the meeting.)
- What do people expect from the meeting – to be told what to do, to discuss or to decide? (Depending on the organizational/geographical culture you may start by presenting and only move to process monitoring later in the session.)
- Based upon the two key ingredients, the follow curve (a rainbow) will arise. The seven styles are described below.



Process Monitoring (Low interaction/low contribution)

- As the 'guardian of the process', the facilitator makes no personal contribution to the content of the discussion but occasionally regulates the flow of participants' contributions, according to a previously agreed set of process rules.

Brainstorming (Low to medium interaction/low contribution)

- Here the facilitator 'conducts' a classic brainstorming session – interacting with people only to encourage them to give their ideas, but hardly ever evaluating or adding ideas.

Facilitate discussion (Medium to high interaction/low to medium contribution)

- When using this style the facilitator interacts quite often with participants to invite opinions, control the process and give own opinions (if only to provoke more discussion).

Socratic Direction (High interaction/ medium to high contribution)

- This is the method pioneered by Socrates whereby the facilitator asks questions and then reformulates the answers as necessary to lead participants to a desired outcome. The rainbow provides for a wide range of leading strategies – from relatively open to relatively closed. The common element in all Socratic strategies are the high amount of interaction. It is based on the premise that people don't argue with their own data, even when it is massaged and channeled towards a 'hidden' learning outcome – as long as the 'facipulation' is done professionally and sincerely.

Teaching (Medium to high interaction/medium to high contribution)

- When, in the classic teaching mode, the facilitator provides structured learning experiences and guides participants towards pre-determined learning objectives. He or she, nevertheless, allows some latitude for interpretation at an individual level.

Demonstrate (Medium to low interaction/high contribution)

- Not as 'one-way' as lecturing, demonstration involves interaction with participants, in as much as they are asked to try out in some way what has been presented.

Presenting (Low interaction/high contribution)

- The classical and often vital style needed to put across information. However, as competition from the multimedia environment grows, trainers need to perform at an increasingly professional pitch to stop being 'zapped', or tuned out, by participant.

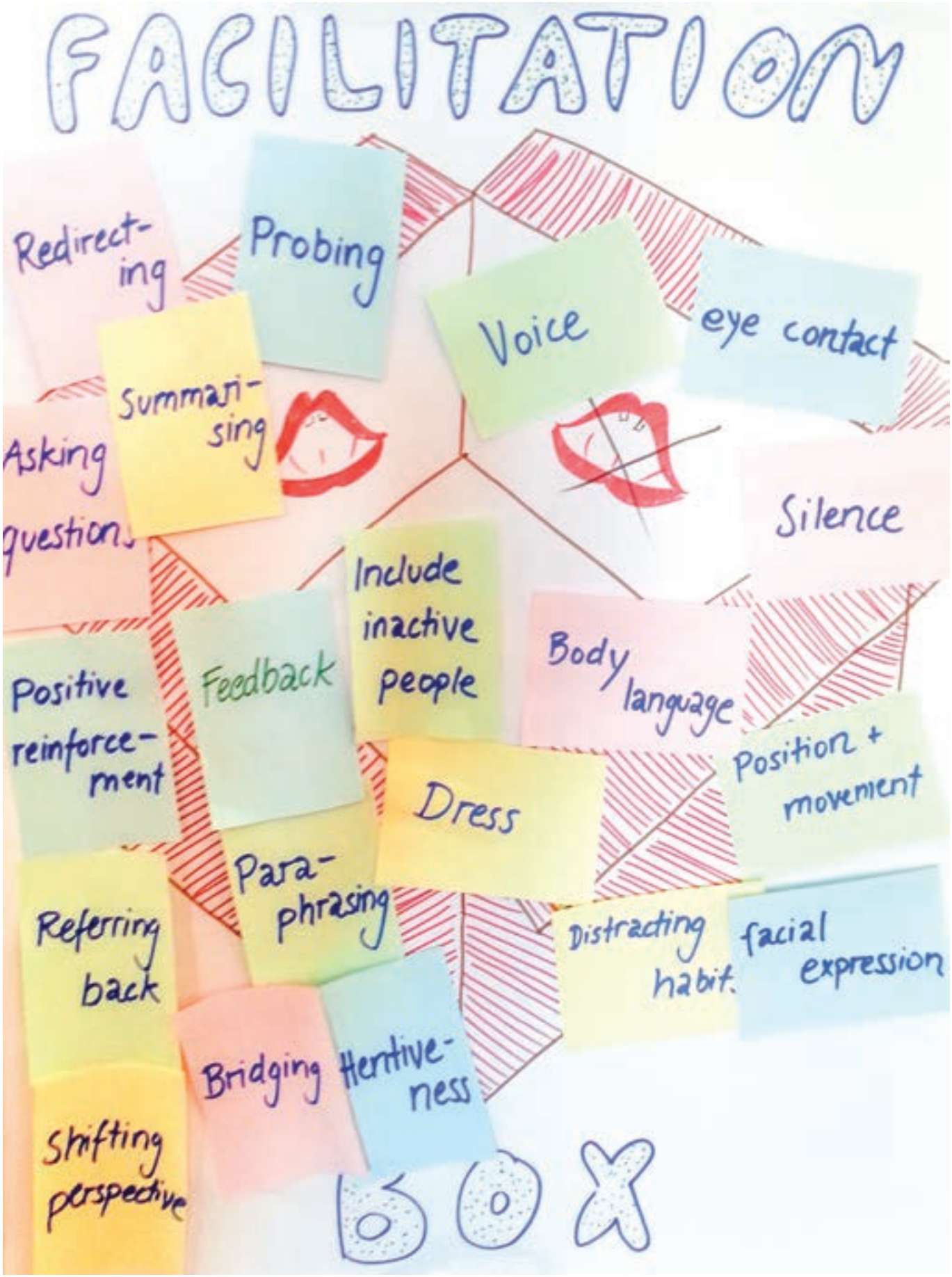
## People Facilitation - Managing difficult personalities

The approaches and methods listed below will provide the facilitator with some options and alternative types of interventions to use.

| Name | Description | Suitable behavior of facilitator |
|---|---|---|
| **The Aggressive** | Plays the opposition in a negative way; likes to criticize destructively | Keep calm and matter-of-factly; avoid arguing; motivate him to contribute constructively |
| **The Dominant** | Thinks he has got the right answer for everything; always interrupts with statements, assumptions and quotations | Never answer directly to his remarks, he always knows better; ask "closed" questions, that can only be answered with "yes" or "no" |
| **The Talkative** | Likes to talk | Interrupt politely; give time limit for contributions; ask closed questions; summarize his contribution and ask the others for answer |
| **The I-am-against one** | Is the opposition; rejects everything; does not want to integrate into the discussion | Don't try to get him into the discussion at all costs; be patient; let him tell about his experiences and acknowledge it; ask him for positive things |
| **The Positive** | Is gentle and self-assured; knows the goal, and heads directly for the goal | Integrate him directly into the discussion; ask him for his opinion of tricky' topics |
| **The Arrogant** | Is arrogant, dominant, is sensitive to critics; | Don't ask open questions; Use "yes, but"-technique; even better, "yes, and"-technique |
| **The Shy/Insecure** | Keeps silent most of the time; does not utter his opinion | Give him self-assurance by giving him a feeling of success; ask easy, direct questions; appraise his answers, repeat his good remarks when possible; don't make the people laugh about him |
| **The Lethargic/ Silent one** | Looks like he is not interested; does not say much; just sits and waits | Ask him directly of his opinion; give him a feeling of success; motivate him to state his experiences |

## Facilitation Tools

Find below a list of tools that could be collected (not complete, please add whatever you feel is needed and fitting).



## Non-verbal facilitation techniques

**Eye contact:** Using direct eye contact with the group members makes the individuals feel 'seen' and important. Also, staring fixedly to someone can oblige this person to say something, or a fast look can make someone be quiet.

**Facial expressions:** Facial expressions can be a very useful tool to show what you are thinking or to make someone shut up or to invite him/her to continue. Be aware of this and use it in the right places.

**Body language and gestures:** Mind your body language! Hand signs, position of your body and movements are a powerful tool to transfer your message to others. Sitting on a chair without body tension can transmit boredom, while nodding is a strong sign of affirmation and attention.

**Position and movement in the room:** Generally you should stay in a place where you can see everyone else and everyone can see and hear you; try not to "hide" in a corner; change your position slightly from time to time. In certain moments it may be an option to move to one side to break a one-to-one conversation and to get back the attention.

**Distracting habits:** Avoid distracting habits such as touching your hair or playing with a pen, this will call participants' attention and detract them from the discussion.

**Dress:** Be careful that your dress does not steal attention from what you are saying and doing. Dress in a way that makes you seem serious enough.

**Voice:** When speaking, be conscious of the different ways you can adapt your vocal tone to manage the process. In any case you have to make sure you are easily understandable.

**Silence:** A silent facilitator will usually attract attention and crosstalk is tapering off. Silence can oblige a certain person to give an answer in order to break the silence. In some situations silence is necessary to give the group time to reflect.

## Verbal facilitation techniques

**Attentiveness:** You should show sincere interest in both topic and the process of the discussion at any time. Make sure that you got the message right, reflect upon it and react to it showing the sender that you are focused on him and his message.

**Asking questions:** Asking a question is a very effective tool for facilitators; this can be for different purposes: showing interest, showing that you listen and think about what you heard, clarifying unclear points, making people reflect, emphasising certain aspects. Use open questions to stimulate participation and control the discussion (avoid yes/no answers), keep questions brief and straightforward, use simple words and use questions directly related to the topic.

**Paraphrasing:** Paraphrasing means to express the same content that was just stated with your own words in order to check understanding. The facilitator should make sure that everyone understood the message completely. Make sure that your paraphrasing states what the sender originally meant.

**Shifting perspective**: If the group gets stuck at some point in the discussion, try to shift the perspective and look at the problem from a different side.

**Including quieter members:** Encourage less talkative members to contribute to the discussion. You could ask them directly for their opinion or if they have any questions. At the same time, keep in mind that people do have different learning and thinking styles and may not feel comfortable if they are 'encouraged' too much. One method is to ask a question to the whole group and keep eye-contact with a passive person; in most cases, this person will start talking then.

**Giving positive reinforcements:** It is important to keep in mind to encourage people (especially less active ones) to state their opinions. Therefore, when someone brings a good point, state it too, so he/she feels later on confident enough to bring another idea into the discussion.

**Probing:** Probing is used to determine the mood or general opinion of the group towards a certain topic or point in the discussion. Just asking for a "thumbs up, thumbs down" survey can be enough to get an impression of the general opinion and mood of the group.

**Redirecting questions and comments:** The facilitator is a process expert, not an expert on the training topic. Therefore when someone asks a question, the facilitator's task is to redirect it to the group; this also helps the reflection of the group.

**Bridging and referring back:** This will help the group to follow the discussion and to connect ideas, and is done by recalling an earlier discussion or idea. It can also be helpful to avoid getting the discussion stuck at the same point again and again.

# Initiating & Self-motivating

This is the handout that summarizes the information delivered during the training session "Initiating & Self-motivating" of the training course "Contacts for the Common Future – Youth Empowerment and Employment" 2014.

## Key elements for self-motivation


Through interactive work we all together concluded that key elements of the process initiating and self-motivation are:

- Self-actualization → creativity, spontaneity and morality;
- Esteem → self-esteem, confident, achievements and respect others;
- Belonging → love, family and friendship;
- Safety → security, health, property, employment and resources;
- Psychological → water, air, sex, sleep, excretion and health.

## How do you motivate yourself?

- Self-reflection → convince yourself to do it!
- Analysis → think creatively + add skills
- Put the process more efficient
- Ask for advices from more experienced people
- Understand what is wrong → turn it into something good
- Define goals → ☺
- Make people to notice it! (work, relations etc.)

# Team building

This handout summarizes the theory of the session "Team building". Future facilitators need to be aware of the differences in groups and teams, they should be able to handle the arising dynamics and to facilitate a team formation process. Furthermore, facilitators have to understand the different roles and their function in groups and teams. The theory provided here serves as a first introduction into group dynamics; for further study, a list of materials is provided in the end of the handout.

## Groups vs. Teams

Analysing team formation processes, trainers assume that there is a form of "being together" before being a "team". This is what is called a "group" here. Before one can facilitate the formation of a team, the differences between both states need to be clarified:

**What is a group?**

A group is first of all a collection of people who come together in a specific context. The main characteristics of a group are:

- Group members pursue their own individual purpose. The group might – but does not necessarily need – to be together to fulfil a common task or project. Still, the goals of its members differ from each other; these individual goals have highest priority.
- Group members tend to exhibit "I"-centred behaviour; there exists competition and power struggle between individuals.
- There are no clear rules and norms all group members agree on. Everyone acts upon his own moral and reasoning.
- Responsibilities in the group are often unclear; members to not feel accountable for the group. Relationships and roles outside the group's meeting are not interconnected.

**How is a team different?**

A well-performing team can be characterised by the following:

- Members of a team who come together to achieve a clear and compelling common goal that they have participated in defining. To the members of a true team, that goal is more important than their own individual pursuits. It is this factor that gives a team its cohesion.
- When team members have differences of opinion they tend to debate the ideas rather than argue their respective points of view.
- A team also creates a set of norms or rules of conduct that define the team's culture. While a group may be run by a single person, a team runs itself by rules created by the members.
- Team members also cooperate on work planning and coordinate roles. Their work lives are linked and they depend on each other.
- While a group can operate with members coming and going, the members of a team need to be more consistent. Members have bought into the idea of working together and have made a commitment to common action.

Figure 1 shows the characteristics of groups and teams gathered during the session.


Table 1 summarizes the most important factors in distinguishing groups and teams.

| Group | Team |
|---|---|
| • Individual purpose<br>• Members of the group respect each other<br>• Group members can be replaced<br>• Individual "I" focus<br>• Operate by external rules of order<br>• Operate alone<br>• Individuals have position authority<br>• Focus on information sharing and coordinating<br>• Have a fixed leader<br>• Fight to be right<br>• Are closed<br>• May like each other | • Common goal<br>• Members of the team trust each other<br>• Team members cannot be easily replaced<br>• Collective "we" focus<br>• Operate by own set of team norms<br>• Have linked roles and responsibilities<br>• Teams seek and gain empowerment<br>• Focus on problem solving and improvement<br>• Share leadership role<br>• Debate to make sound decisions<br>• Open and trusting<br>• Share strong bond |

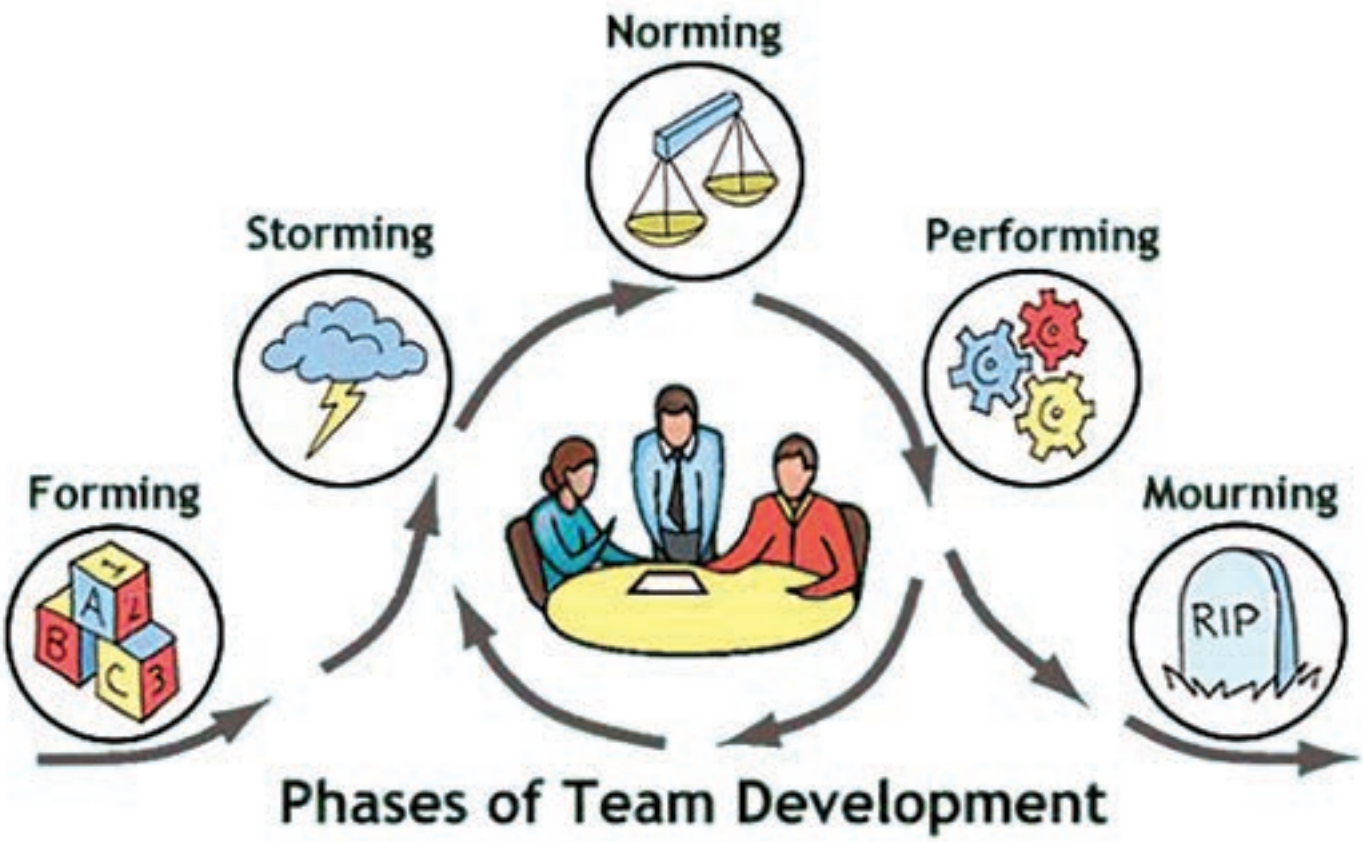
Do all groups need to become teams?

While teams have some distinct advantages over groups, not all groups should be developed into teams. A group should stay a group if:

- The members will only be together for a short time
- The group is only supposed to accomplish simple tasks
- Its purpose is solely to share information
- Different members come to every meeting
- There is no regular or frequent pattern of meetings
- There is no real need for linked roles or a compelling common goal
- All of the work is best planned and managed by isolated individuals
- There is no support for teamwork in the organization
- Leadership styles are controlling and directive
- Conversely, it is clearly advantageous to do teambuilding with any group if:
- There is a need to create a high level of cohesion and commitment to a common goal
- There is an ongoing task for the group to accomplish
- A consistent set of people will be working closely over an extended period

## Tuckman Team Stages

Teams are not just born – each group needs to undergo a process with different stages in order to become a team. Each of these stages has unique characteristics and must be facilitated differently. One team formation model by the Aerican psychologist Bruce Tuckman and is therefore known as "Tuckman's Stages". Gives an overview over the sequence of stages each team is undergoing according to Tuckman.



### Phase I: Forming

Forming is the first stage of team development. It starts when members are first brought together to achieve a specific goal. In the forming stage members tend to be optimistic and expectations are usually high. At the same time there is also some understandable anxiety about fitting in and being able to achieve the task. Despite these early anxieties, forming is generally a "honeymoon" for most teams. Members of forming teams are usually shy. They hold back until they know each other better. People are guarded with their comments. No one is sure exactly how well he or she fits into the new team; no one feels secure enough to be "real," so probably there will not be much open conflict. At this time, the team needs help to develop operating guidelines or ground rules which regulate how they interact. This stage is also characterized by an overdependence on the leader or facilitator. Members want to be given a clear mandate, structure and parameters. Forming can last anywhere from a few weeks to several months, depending on how often the team meets and how quickly the team completes the "team formation" agenda.

### Phase II: Storming

During the second phase, enthusiasm usually gives way to frustration and anger. Team members struggle to find ways to work together and everything seems awkward. It can be contentious, unpleasant and even painful to members of the team, who are averse to conflict. In this stage, members experience a discrepancy between their initial hopes for the team and the realities of working together. Conflict arises and everyone knows that the "honeymoon" is over. Storming can take place for a variety of reasons including:

**Interpersonal conflict:** People discover that they like some members but dislike others. Cliques can form. Two people can start to clash over ideas or personal styles. Some people may not be pulling their weight. Others may talk too much or try to dominate.

**Lack of skills:** There may be little listening and encouragement among team members due to lack of training in interpersonal skills. Members may be unfamiliar with managing differences of opinion, so that potential debates end as fights. People often lack skills in fields such as problem analysis, facilitation, or giving and receiving feedback. As a result, they are basically unable to manage the team dynamics.

**Ineffective leadership:** The team leader may be too controlling while the members are trying to flex their muscles. Conversely, the leader may be too laissez-faire on certain topics. Members may not like how the leader runs the meetings, or offers his or her assistance. Sometimes leaders have low personal credibility or poor interpersonal skills.

**Problems with the task:** This task may be too difficult for the team. Workloads may be unrealistic. Members often resist taking on more power and responsibility. The task itself may be unclear or the members may not have bought into the task.

Because interpersonal squabbles and conflict distract the team from focusing on its main tasks, productivity usually plummets during storming. There is a feeling of ineffectiveness and a corresponding decline in morale. People start to wonder if the team is a good idea, since so much time seems to be wasted.

Use the following checklist to raise your awareness of storming. It can help you determine whether your team is in this sensitive state:

- There is a tendency towards arguing viewpoints instead of debating ideas
- People do not listen actively or support each other's ideas
- The team is divided into factions
- Members fight for power with and against each other
- Members confront the leader in an overly emotional way
- Meetings go in circles; little is achieved
- Members talk about each other outside of meetings
- There is a tendency to complain, and a "Yeah but" on most ideas
- People do not like coming to the meetings. They are often late, absent
- No one wants to take responsibility, follow-through is poor
- Some people start to "clam up"; they no longer participate
- Members go to each other after meetings to air their concerns about the team
- The team is not achieving its work goals
- There is no attention to "process" or how the team functions
- People say the team makes them feel drained of energy
- People no longer think the team is a good idea

Storming is not only a normal and expected stage of team development, but also necessary and essential for the further development of the team. This phase can become destructive for the team and will lower motivation if it gets out of control. At the same time, the team cannot develop if it tries to avoid storming.

### Phase III: **Norming**

While norming is usually described as a team stage, it is actually a transitional step that moves a team from storming into performing. In norming, the team faces its problems and resolves them. The resolutions that everyone agrees on become the new norms for the team. During norming, members face their issues, accept feedback and act on it. People find standard ways to routine things, and they drop the power plays and grandstanding. This results in improvement of the team's performance. The norming moment is regularly also the time point where the role of the team facilitator changes significantly. He has been very important in storming and often also in initiating the norming – in the following stages, the facilitator is mostly in the background. A team is normed if:

- A common goal is set
- Objectives are discussed
- Conflicts get resolved, compromise is found

- Responsibilities are clear
- Tasks are divided
- Discussion points get solved
- Members respect each other
- Feedback culture is established

### Phase IV: **Performing**

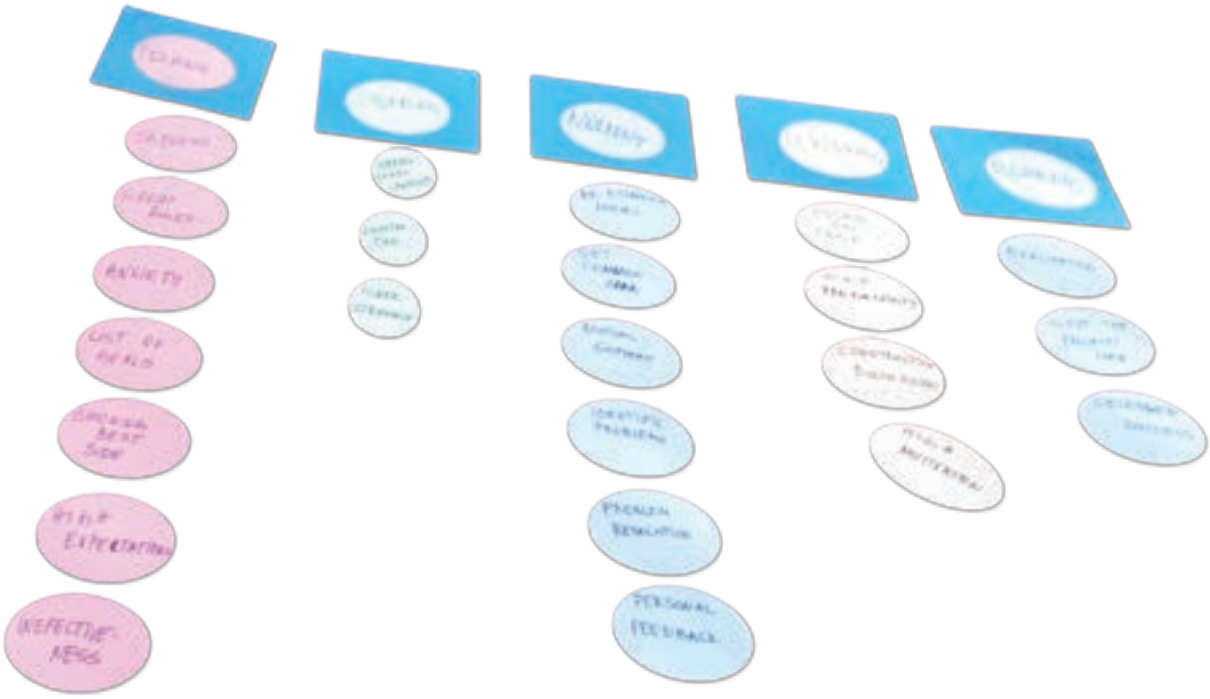
If norming is managed successfully, the team should enter into a period of improved performance. By this stage, conflicts have been resolved and members will be ready to focus on their work without distraction. Everyone wins here. Productivity goes up, so does morale. All performing teams have:

1. A clear team goal that has been created by the team and that dovetails with organizational targets
2. Established ground rules or norms that are adjusted regularly and used to monitor the team
3. Work plans that define tasks, clarify roles and responsibilities and specify the team expectations
4. Clearly defined empowerment so that members know which decisions they can make
5. Clear and open communication between members and with people outside the team
6. Well-defined decision-making procedures that help the team apply right decision-making approaches
7. Beneficial team behaviors that reflect good interpersonal skills and positive intent
8. Balanced participation so that everyone is heard
9. Awareness of group processes along with regular initiatives to improve the team work

The performing stage is a fragile one; small changes in the task, the environment or the team can pull the team back into the storming phase. Again, effort to norm the team will be needed in order to come back to the performing stage. This cycle can be repeated various times; generally, the team will need less and less time to return from storming to performing.

### Phase V: **Mourning**

For project teams, temporary committees, or task forces which end at a certain point of time, there will be a finalizing stage as they celebrate and recognize group achievement. The end of the team process may create relief as well as sadness. During this stage, leadership needs to emphasize organization gratitude and both team and individual recognition. For continuously working teams there may be a higher performance level as they develop and transform as individuals and reform into revised teams. In a training context, this often coincides with the closure of a training event or training session.

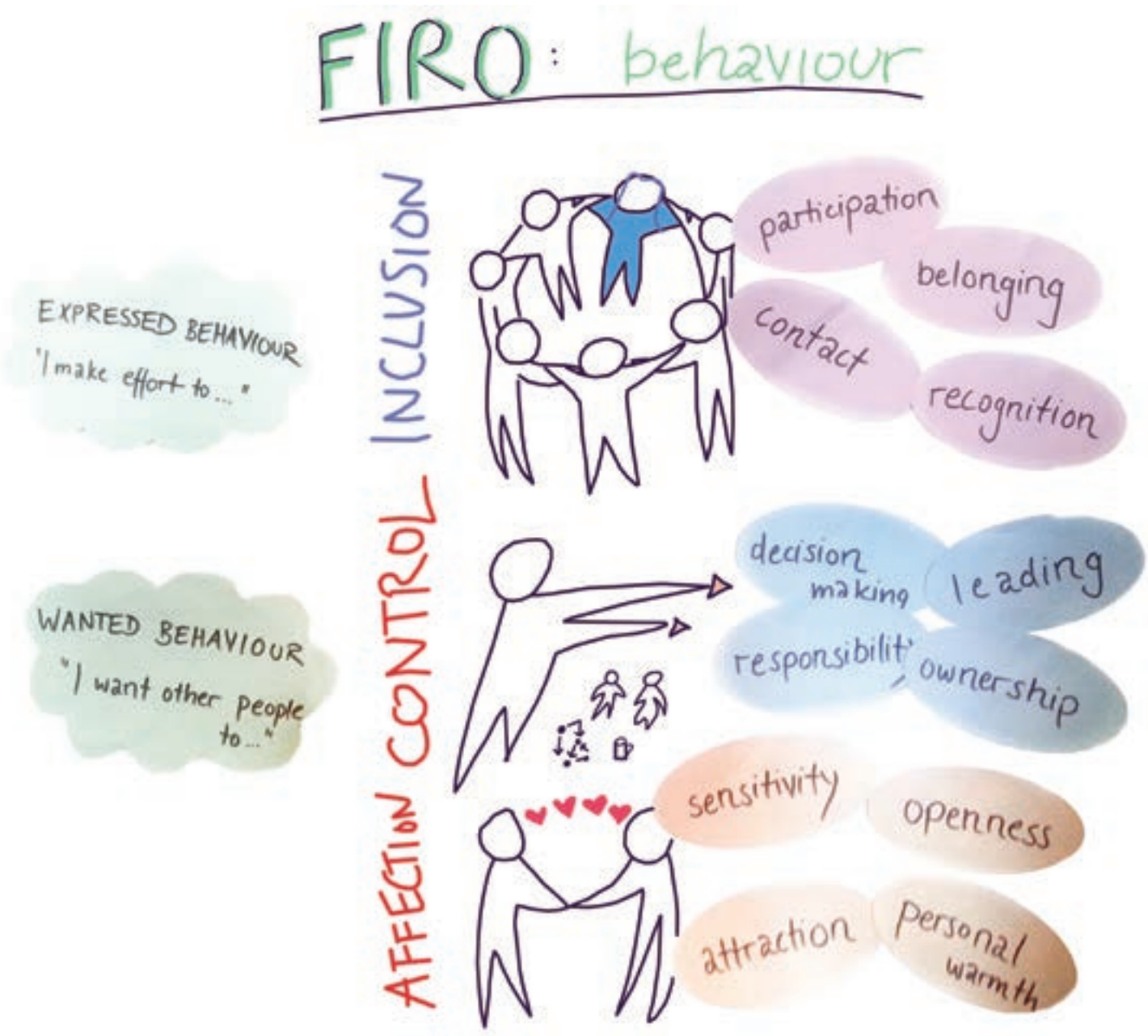


## FIRO Model

FIRO stands for Fundamental Interpersonal Relations Orientation and is a comprehensive and widely-used theory of interpersonal relations created by Will Schutz in 1958. Schutz originally developed the theory to measure and predict the interaction between people for the purpose of assembling highly productive teams. It is in fact applicable for individuals, pairs, teams and whole organizations. It looks at the team development from the points of view of individuals and is therefore a nice addition to the Tuckman model.

The FIRO theory describes three levels of human interaction: behavior, feelings and self-concept. The behavioral element, originally called FIRO-B, was tackled during the session "Team building" at the training. It looks at people's expressed and wanted behavior when seeking the three dimensions of needs that individuals have towards others: Inclusion, control and affection, presented in the following table.

| | Inclusion | Control | Affection |
|---|---|---|---|
| **Expressed Behavior** "I make efforts to..." | I make efforts to include other people in my activities and to get them to include me in theirs. I try to belong, to join social groups, and to be with people as much as possible. | I try to exert control and influence over things. I take charge of things and tell other people what to do. | I make efforts to become close to people. I express friendly and affectionate feelings and try to be personal and intimate. |
| **Wanted Behavior** "I want other people to..." | I want other people to include me in their activities and to invite me to belong, even if I do not make an effort to be included. | I want others to control and influence me. I want other people to tell me what to do. | I want others to express friendly and affectionate feelings towards me an try to become to close to me. |




**Link between FIRO and Tuckman**

Looking at the FIRO model, the connection to the Tuckman team stages might not be obvious at first sight. FIRO is concerned with the individual needs of team members and their resulting wanted and expressed behavior. Tuckman looks at the overall development of the group to a team, without further detailing individual points of view. However, both models can still be linked: Inclusion is a need that is especially strong in the forming stage, while control is excreted in the storming. Affection and openness are seeked in norming and well performing teams. From this perspective, the FIRO model can help identify the stage a team is currently in by looking at own or other people's behavior, feeling and self-concept.


members
team
group
storming
norming
stage
Phase
Tuckman
individual
stages
forming
roles
focus
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together
performing
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even
fight
important
lack
groups
teams
norms
roles
others
leader
people
work
grow
up
role
able
talk
agenda
tell

# (Self -) Employing

## Basic steps of building an idea

I. **Come up with an idea:** pick an idea that fits your passions, goals, strengths, resources and tolerance for risk. But keep in mind that your idea is just a hypothesis. On the comment "I do not have idea" answer is everybody who took a shower has an idea.

II. **Don't fall in love with it just yet**.

III. **First questions**: why this idea? Why this field? Why this target group? Etc.

IV. **Who is with me?** You cannot do anything alone. You need other people and/or institutions. So make a list and share your idea with them.

V. **Needs analysis**
- Face to face conversations with target group and other random people
- Reading researches
- Meeting with experts

VI. **Think through all angels**
- Evaluate the opportunity like an investor would – in an objective, thorough, in analytical way.
- Who are the customers and what do they need?
- How big is the opportunity?
- Is the timing right?
- What will it take to execute?
- Is it payoff worth the risk?
- What is the business model?
- A rough business plan is a great way to make sure you have covered all your bases.

VII. **Get feedback!** Find people who know the market, the business model, the competitors and predecessors – people who have been there, done that, and can help you understand what works and what doesn't in the real world. Also, talk to customers – people in your core market – and find out what they think for your hypothesis. You will learn lots more one you get a product to market, but this initial research will increase your chances of starting out on the right path.

VIII. **Respond to feedback –** make any necessary changes to your business plan, product and go-to market strategy. Run some numbers to get a sense of how much capital you will need to reach key milestones. Develop an implementation plan with your most important goals over the next few months, and determine whom you need on your team to execute that plan.

IX. **And always remember** – talent isn't much without passion.

## Employability skills

WHAT IS EMPLOYABILITY?

The relative chance of finding and maintaining different kinds of employment!

The most demanded SOFT EMPLOYABILITY SKILLS:

- COMMUNICATION
- ORGANIZATIONAL/ PLANNING
- DECISION MAKING
- TEAM WORK
- CONFIDENCE/ AUTONOMY
- NUMERACY
- SENSE OF INITIATIVE

facilitator
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# Closure

So you're ready to start your facilitators' journey? Let's do it! All of your journeys will be supported by the training kits, start up guides and virtual networking platform.

The training kit is composed by documents which are important pieces of information for the moments after the training occurred. As it is impossible to fit all the information/theoretical models of a topic during a training session, these documents are the perfect way to gather the important theory of a topic, also combining with elements from the training, pictures and inputs from the participants.

The startup guide is two sides booklet, depending from which side of the border you are and where you are willing to start with the cross-border business. The guide has the purpose to aspire young entrepreneurs whose business idea is based on cross-border cooperation.

Virtual networking platform which is offering new opportunities for cross-border networking and cooperation between young people from FYR Macedonia and Greece by using the new ICT possibilities. This platform is serving as a CBC resource center which permanently is helping to overcome barriers associated with lack of partners, skills, finance and access to associated start-up support.


facilitating
evaluating
tools
concepts
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cross
cooperation
border
future
running
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