

INTERACTIVE APPROACH IN THE DEVELOPMENT OF SOCIAL COMPETENCE THROUGH EMOTIONAL SECURITY



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- GOAL OF THE COURSE: Increase of social competence, especially getting experienced in the effect of own behaviour getting experienced in watching and describing the behaviour of others and getting the opportunity to test and improve own behaviour



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- METHODS:
 - role-playing games
 - GPS-Tour
 - Theoretical inputs
 - Taking film-sequences and analyzing them
 - Team work measures; for example building an iglu

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Includes 40 lessons:

- Introduction, organizational questions, presentation, particular value
- Definition and general explanations to social competences

- Communication, active listening:

- The five axioms of communication:

It isn't possible not to communicate; every message has a content level and a relation level; every person thinks that there is only one reality – his own; human communication is both analog and digital; communication is either symmetrical or complementary

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- Information about typical conflicts in the penitentiary system:
 - Which conflicts did you encounter in a prison? Which persons have been involved?
 - Signals of conflicts
 - Forms of conflicts
 - Solutions
- Role-playing games to the subject „conflicts“ (during the role-playing game the participants are filmed; they also have to give a short presentation which is also filmed and analyzed)
- Self-confidence: theory and exercises

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- Exercices with group dynamics
- Empathy, feelings, mood, change of point of view:
 - Definition of emotions, feelings, mood, empathy; classification of emotions
- Exercices with group dynamics → dilemma discussions
- Values and norms
- Power and powerlessness with practices in self-awareness

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- GPS-Tour: adventure based learning; reflection:
 - Modern paperchase;
 - Collect words which form sentences; the whole group sets off;
 - A time setting is used as a means of exerting pressure
 - Certification
 - To cross a way in a forest with crates of beer
 - To build an igloo
- Treatment with resistance, provocation in theory and practice; feedback

Advice in a considerate and friendly way

What`s the meaning of „Advice in a considerate and friendly way“?

- A structured consideration in a group with distributed roles (participants of a different or similar field of work)
- Fixed process in phases with time limit
- The roles are changing depending to the advice of case, no fixed roles in the group
- No external advisors or experts

Advice in a considerate and friendly way

- Role allocation and tasks
 - Ideally the group consists of 6 to 9 persons (minimum 5, maximum 10)
 - Roles (Tasks, Responsibility → no role playing game)

Advisorteam

Someone who distributes the cases

Moderator

Optional:

Secretary

Observer

Advice in a considerate and friendly way

- Tasks and attitudes (1)

Moderator:

- begins/finishes
- Reminds about rules and roles (for example no directly contact between the person who distributes the cases and the advisorteam)
- Looks after time and process
- Escorts the person who distributes the cases with clarified and focussed questions
- Looks after „asceticism“ of the advisorteam (no discussions with the person who distributes the cases, no evaluation)

Advice in a considerate and friendly way

- Tasks and attitudes (2)

The person who distributes the cases

- Gives information about his/her case
- Tries hard to give a structured, comprehensible representation
- Listens concentrated to the advisor team (no discussions)
- Selects for himself/herself useful options

Advice in a considerate and friendly way

- Tasks and attitudes (3)

Advisor team

- Listens concentrated and interested
- Tries to understand the point of view of the person who distributes the cases
- Develops ideas, propositions, solutions
- Practises „asceticism“ (no advices, explanations, evaluation,...)

Advice in a considerate and friendly way

Phases of the advice in a considerate and friendly way (1)

1. Distribution of roles (Casting) → 5 Min. → First of all a moderator has to be made by the group
2. Presentation of the case with a final formulation of the principal question/wish of settling
 - 2-3 questions of understanding (advisor team) → 15 Min. → person who distributes the cases
3. observations, perception, hypothesis → 5 Min. → advisor team
4. Statement → 5 Min. → person who distributes the cases

Advice in a considerate and friendly way

- Phases of the advice in a considerate and friendly way (2)
 5. ideas, propositions, solutions → 15 Min. → Advisorteam
 6. Statement → 10 Min. → Person who distributes the cases
 7. Exchange about the process → 5 Min. → all participants („Sharing“)
- Duration: about 1 hour

Advice in a considerate and friendly way

- Preconditions for a successful outcome
 - confidence, openness in the group
 - Confidentiality: external discretion about content and process
 - Support and esteem: focus to the person who distributes the cases, only offers for a solution
 - Willingness to learn together and from each other
 - Wish of reflection
 - Voluntary nature
 - No (hierarchical) dependence, the same level

Advice in a considerate and friendly way

- For who and for which situations is it suitable?
 - Persons from fields of work in which communication/interaction with colleagues, clients, business partners plays an important role
 - Situations for which a solution is searched, ideas or opinions should be collected, which should be used, from which should be learned something for the future.
 - Dealing with:
Definitions of roles, dilemma of decisions, questions of interaction and relationship

Advice in a considerate and friendly way

- Limits of advice in a considerate and friendly way

Not suitable, if

- those present are directly involved in the „case“
- There are conflicts in the group
- Private subjects should be dealt
- General questions of the company should be solved

No replacement for supervision, coaching or mediation!

Advice in a considerate and friendly way

- Effect and advantage
 - Different points of view
 - New additional perspectives
 - Raising of blockades, stereotypes, selective perception, ...
 - Solutions for concrete real situations
 - Room for reflection and further development
 - Support from the group
 - Qualification
 - Promotion of the culture of learning
 - Networking and professional exchange
 - Self-organized working
 - Economical and demand actuated