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# Project EmPoWering

## Educational Path for Emotional well-being



# IO 2

## TRAINING MANUAL

2017

ERASMUS + PROGRAMME 2014-2020

Key Action 2 – Cooperation for Innovation and the exchange of good practices – Strategic Partnership

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## Partners of the project

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- Magyar Lelki Elsosegely Telefonszolgalatok Szovetsege – LESZ, Hungary
- Telefono Amico Italia, Italy
- Telefonseelsorge München, Germany
- Sensor Zuid-Holland zuid midden, Rotterdam, The Netherlands
- Ruprecht-Karls-Universitat Heidelberg - Medical Faculty - Department for Internal General Medicine, Germany
- NIVEL - Netherlands Institute for health services research, The Netherlands
- Végeken Egészséglélektani Alapítvány, Hungary
- Studio Rucli Training and counselling, Italy
- Scuola Nazionale Servizi, Italy

## Further information

Project web-site <http://listening-skills.eu>

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## **Welcome to EmPoWERing - Educational path for emotional well being**

### **Welcome to „Listening-Skills“**

We value everyone's right to be heard and to receive emotional support at their time of need and we believe that listening is a key competence to provide emotional well being in private and business situations.

The project “Empowering - Educational path for emotional well being” was held and developed by organizations related to the field of emotional support and crisis intervention (TES - Telephone Emergency Services) in collaboration with research institutes from four different countries: Germany, Hungary, Italy and The Netherlands.

The aim of this project was to lift the treasure of listening skills in the field of listening centres in Europe, to put together best practice experiences under scientific criteria and to set up a 120 hours training to educate the basic competences in listening for everyone. The effectiveness of the training has been measured using scientific based assessments.

### **Listening**

Have you ever talked to a friend about a problem only to realize that they are unable to grasp why the issue is so important to you? Have you ever presented an idea to a group and left everyone confused? Or maybe someone suddenly accuses you of not listening to their needs at all? What is going on in these situations? The answer is: miscommunication and we have all experienced this in one form or another. It can lead to confusion, misunderstanding, animosity and even a breakdown in relationships.

Being a good listener is one of the most important and amazing life skills that anyone can achieve. Yet not many of us know how to do it because nobody has taught us and even fewer have had the experience of really being listened to. Like most things it's about education.

Although there are hundreds of great books about communication and debate, it's difficult to find one called “The Listener”. There are many skills and abilities that are crucial to being a good listener and important for having all kinds of conversations.

Luckily there are some basic practices than can help everyone navigate in our daily interactions to ensure better communication. It's all about mastering emotions, juggling values, mirroring needs, respecting maps of reality, arranging information and asking good questions.

These skills and abilities were explored in the project Empowering.

### **The Project EmPoWERing**

The project included the mapping of organisations that provide emotional support in Europe, particularly in the 4 project partner's countries. Two surveys were made: one on existing training opportunities in the field of emotional health and one on the most important skills for a listener.

The results of the surveys were used to define listener's profile and to start building a training programme aimed at developing relevant skills. The outcome consists in a course of 30 hours self-learning, 40 hours class training and up to 50 hours of advanced training in the field.



The training deals with the most important principles of the listening process, together with the interactive factors involved. Six features for good listening were identified as profile characteristics.

At the end a curriculum for acquiring listening skills was developed, which describes the learning outcomes in knowledge, skills and competences.

## The Training “Listening Skills”

The course includes a 30 hours theoretical blended-learning module in parallel with a 40 hours face-to-face group education. A follow-up phase further the theoretical understanding and the transfer of skills in the fields of work of the trainees.

<b>120 hours training “Listening Skills”</b>	30 hours	40 hours	50 hours
	blended learning	practical training	deepening and transfer

The course was developed by the partners rather like a toolbox containing training activities and exercises, related multimedia, theoretical material and guidelines to monitor and improve learning in the respective fields.

On regard of the methodology, active learning with dialogue, practical exercises, interactive processing of the experiences and the analysis of concrete cases are privileged. The trainers play the role of recomposing what emerges, facilitating integration processes, learning and transformation.

For the theoretical parts, reference has been made to different approaches and psychological theories in use (Psychodynamic, Cognitive-behavioral, Systemic, Humanist/client-centered, Crisis Intervention), always paying attention to their effectiveness for acquiring skills that can be transferred to practice.

The training deals with the most important principles of the listening process, together with the interactive factors involved.

### Interactive factors:

- Internal orientation (being with yourself)
- External orientation (being with your counterpart)
- active behaviour (while talking)
- passive behaviour (while listening)

Listening will not be fully successful if one of these four interactive factors is out of balance. For good listening all four fields need to be activated and in balance.

### **Target groups of the training**

This training is conceived to be accessible to all people interested in developing their listening skills, regardless gender and professional background.

The training is particularly suitable for those who work in social sector, in the field of mental and emotional health, helplines and listening services and those who provide emotional support. In any case no previous experience is required in the social sector or in volunteering.

Basic educational requirements should be fulfilled and participants should join by personal choice and willing to get actively involved and work in group.

### Skills acquired in the training

Listening aims to help people cope better with situations they are facing. This involves helping individuals to cope with their emotions and feelings and eventually help them make positive choices and decisions. At the same time a good listener should be able to handle his/her own emotions and to keep connected to the other person with a positive and proactive attitude.

To achieve this ability the following basic skills must be learned and improved:

- 1) Active Listening
- 2) Emotional Stability
- 3) Empathy
- 4) Leading a conversation
- 5) Resource activation
- 6) Respect

<b>Active Listening</b>	Define the listening activity in its various way and knowing the proper characteristics of active listening. Manage the listening activity in a conversation and be able to use the characteristics tools of the active listening.
<b>Emotional Stability</b>	Recognize and identify core emotions and try to manage them. Identify your own emotions, and develop a more understanding and less judgmental point of view of the issues of the others.
<b>Empathy</b>	Develop an emphatic attitude and recognize differences between empathy and sympathy (associated vs. dissociated). Be able to settle personal boundaries to be more objective and helpful with mutual respect. Take different perspectives.
<b>Leading a conversation</b>	Conduct a conversation in a quiet and efficient manner. Identify the basic structure of the conversation and the critical issues that can arise. Use in a proper way the different tools and through exercises be more aware of the critical issues in a conversation (responsibility of the process of the conversation).
<b>Resource activation</b>	Know and define the different kind of resources (mental, physical, social and so on). Activate useful resources in the right context (family, work, society); listen to the needs of the person you are interacting with.
<b>Respect</b>	Develop awareness about the role of respect in your personal life and within the conversation, define how they relate to the values. Define different kind of respect trough exercises and be able to apply these skills in a conversation (be able to accept that somebody else may have different values).

The training is conceived to develop listening skills in all fields, and in particular the field of emotional well-being and crisis intervention, with a focus on listeners within Telephone Emergency Services and professionals in the field of health-care.





## The training manual

For accreditation in the field of emotional health and listening, the whole training has been reported in this training manual which describes the skills and competences to be trained and the sequence of training sessions with possible tools.

The manual is conceived for experienced trainers in soft skills who have had previous experience in adult learning and training, and/or coach volunteers and professionals in the field of emotional well-being and support in crisis<sup>1</sup>.

The manual contains tools and exercises to train and develop the aforementioned 6 main skills which research stated as necessary to be a competent listener.

The proposed exercises are designed for a training group composed of about 15-20 people in order to enable all trainees to acquire and profitably practice their listening skills and achieve the expected results. In the case of larger groups the proposed exercises must be adapted.

This manual is divided in three parts:

1. Questionnaire for e-learning and theoretical materials for self-learning (30 hours)
2. Exercises and tools for training in group (40 hours, divided in 10 sessions)
3. Proposals for additional tools, self-learning, theoretical materials, films, to further improve and practise listening skills in different settings and fields (50 hours)

It is recommended to run the 10 sessions which makes the 40 hours training according to the sequence indicated in the manual. The proposed exercises have been identified among the best practices of project partner organizations and have been tested during the project with a positive outcome. They are aimed at the acquisition of the skills indicated for each session and can be anyway integrated and replaced by similar exercises that meet the same purposes.

Also the proposed theoretical materials are indicative, they can be integrated and implemented with additional contributions and texts available in the different countries and languages. The project website <http://listening-skills.eu> contains materials and bibliographical references in the following languages: English, German, Italian, Hungarian, Dutch.

The questionnaire for self-learning and assessment of knowledge acquired was developed on the e-platform *KnowledgeFox*. Those interested to access and use this tool please contact [europe@ifotes.org](mailto:europe@ifotes.org).

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<sup>1</sup> Further details in the Training Curriculum available in the project homepage



# **PART 1**

## **SELF LEARNING**

**30 HOURS**

## Questionnaire for self-learning

### (e-version on KnowledgeFox platform)

Participants of the training course “Listening-Skills” are invited to start their training with a self-learning tool which is uploaded on the e-platform “Knowledgefox”. This Learning-App supports trainees in checking their knowledge on listening, deepening their expertise and broadening their understanding in listening-skills.

To this purpose a self-learning questionnaire, made of about 100 questions, has been developed. Questions are related to the most important skills of a listener: emotional stability, respect, empathy, active listening, handling a conversation, resource activation.

The Knowledgefox-app “Listening Skills” can be directly download and installed on smart-phones or PC. Trainees are provided with a username and password and can access the questionnaire in one of the following languages: English, German, Italian, Dutch and Hungarian.

Each question is followed by 4-5 answers. The trainee has to choose the most appropriate answers (can be even more than one), then he/she immediately gets the feedback and some theoretical information to better understand the reasons behind. Sometimes questions require to watch a brief clip linked to the question.

When learning, each trainee can check his/her progresses, see how much he/she has improved or how much has still to learn.

Through the app trainees can also interact with the trainers and give feedback or ask further information if a question is not clear.

The index and search function can be used to get an overview of the course contents or search for specific information.

The course can be interrupted at any time; at the following access the app will always start exactly where the trainee last stopped. Better is to learn every day 2-5 minutes rather than 30 minutes at a time.

Questions are repeated randomly, so the learning memory is supported. Answers that were not correct will be further repeated. What has been answered correctly will be repeated only once.

The PDF version of the questionnaire is available in the project web-site.

Organisations that wish to access the Knowledgefox system, please contact [europa@ifotes.org](mailto:europa@ifotes.org).



## Theoretical materials

While filling the self-learning questionnaire, trainees are invited to read some brief theoretical contributions selected by the project partners. The reading will expand their knowledge and help them successfully complete the self-learning phase.

This part can be integrated with complementary readings made available in the languages of the different countries and selected by trainers according to their target group in training.

The following texts are available in <http://listening-skills.eu/download>:

- The Listening thermometer
- The Circle of Emotions
- Emotional Stability
- Empathy and Empathic Response
- Communication Skills
- Phases in a conversation
- Resource orientation



## **PART 2**

### **GROUP TRAINING**

**40 HOURS**



## **SESSION 1 - WARM UP AND LISTENING**

### **Aim of the session**

- Creating good working group conditions and facilitating group dynamics
- Putting the first seeds of knowledge and awareness about listening

### **Skills to be acquired**

- Introducing yourself to another person
- Establishing an open and respectful relationship
- Observing and listening
- Focusing and synthesizing
- Connecting to yourself

### **Tools for training**

1. Exercise "Gossiping"
2. Exercise "Name game"
3. Exercise "Rose bush journey"
4. Exercise "Getting to know each other"
5. Exercise "The listening sun"

**Time scheduled:** 4 hours, including breaks



## TOOLS for TRAINING

<b>SESSION N° 1</b>	<b>EXERCISE N° 1</b>
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<b>PROFILE ITEM</b>	<b>Empathy</b>
<b>SKILLS</b>	Connect to others with respect, observe and identify some features

<b>TITLE</b>	<b>“Gossiping” about the other part of the Group</b>
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<b>GOAL</b>	Warm up, learn to know each other, self - opening
<b>TIME</b>	5 Introduction 10 min in groups 15 min – presentation of the results
<b>MATERIALS</b>	--
<b>SETTING</b>	<ol style="list-style-type: none"> <li>1. The group is split in groups of 4-5 people</li> <li>2. In circle</li> </ol>
<b>IMPLEMENTATION</b>	<p>The Group is split in groups of 4-5 people and gets the instruction to fantasize about two people in the other groups.</p> <p>Topics to fantasize on: hobbies, likes, dislikes, toys, lifestyle</p>
<p><b>Step 1</b> Setting: groups of 4-5 people 10 minutes</p>	the Group is split in groups of 4-5 people and gets the instruction to fantasize about the people in the other groups.
<p><b>Step 2</b> Setting: big group sitting in circle 15 minutes</p>	<p>Presentations of the imagined profiles outlined.</p> <p>At the end of each presentation the concerned person only says which features have been correctly identified.</p>
<b>NOTE</b>	Possible correction/integration of the profiles of the people involved will be made in the following exercise “interview each other”



## TOOLS for TRAINING

SESSION N°1	EXERCISE N° 2
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PROFILE ITEM	Active listening
SKILLS	Present yourself, learn to know each other

TITLE	Name Game
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GOAL	Getting to know each other names; warming-up
TIME	15 minutes
MATERIALS	--
SETTING	Standing in a circle
IMPLEMENTATION	<p>Standing in circle:</p> <ul style="list-style-type: none"> <li>- Say your name and give us a mnemonic (an adjective in front of your name with the same beginning letter) to memorize your name! e.g. Naughty Noor</li> <li>- Stand in a circle and take turns in saying your name, the others repeat the name.</li> <li>- You can also add a gesture, to better memorize a name (also as a warm-up).</li> </ul> <p>Who thinks he knows all the names at the end? <i>Help if necessary with regard to the time</i></p>
NOTE	<p><i>Additional Idea:</i> Next assignment: stand in line in alphabetical order of...</p> <ul style="list-style-type: none"> <li>- first name</li> <li>- city where do you come from</li> <li>- age</li> <li>- shoe-size</li> <li>- other ...</li> </ul>



## TOOLS for TRAINING

SESSION N° 1	EXERCISE N° 3
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PROFILE ITEM	Emotional stability
SKILLS	Self exploration and connection to the self

TITLE:	The rose bush journey of the imagination
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GOAL	Self exploration, connecting to yourself
TIME	30-35 min total (10-15 min circle, 20 min individual)
MATERIALS	Paper, wax crayons
SETTING	<ol style="list-style-type: none"> <li>1. Circle</li> <li>2. Individual</li> </ol>
IMPLEMENTATION	<b>Invitation to a journey of the imagination. The journey is called: "The rose bush journey of the imagination"</b>
<p><b>Step 1</b></p> <p>Sitting in circle 10-15 minutes</p>	<p><i>The trainer reads the following text with calm and relaxed voice:</i></p> <p>If possible make sure that you sitting comfortably, leaning back against the backrest. Close your eyes and perceive your body... Withdraw your attention from the outside world, and focus on what is happening inside of you... Pay attention to any discomfort and take on a more comfortable posture ... Note which parts of your body you are most conscious of ... and which parts are imprecise and vague. ... If you notice any tension anywhere, try to relax that part of your body. If that isn't possible, try consciously to flex this area and pay attention to which muscles are involved. ... Now relax completely... Concentrate on your breathing in all its individual aspects. ... Feel how the air comes in through your mouth and your nose, ... the way it flows downwards... feel how your breast and abdomen move. ... Now imagine that the breaths you take are gentle waves on the shore ... and every wave washes a little more tension out of your body ... making you freer and freer. Pay attention to the thoughts and images which arise. ... What kind of images are they, what subjects do they suggest? ... Imagine that you can put all these thoughts and images into a glass jar ... observe them... explore what they are like and how they react to your observation ... If even more thoughts and images arise, put them into the glass jar, too, and see what you can find out about them ... Now take the glass, pour away the thoughts and images it contains, and watch how they disappear and the glass becomes empty. ... Now I want you to imagine that you are a rose bush. Become a rose bush and discover what it is like to be one. ... Simply allow your imagination to develop freely ... What sort of a rose bush you? ... Where are you growing? ... What are your roots like? ... What kind of ground are they growing in? ... Try to perceive how your roots stretch down into the earth... What is your main stem like, and the individual branches? ... Discover all the individual aspects of being a rose bush ... What</p>



	<p>does it feel like? ... What are your surroundings like? ... What is your life like as a rose bush? ... What do you experience, and what happens when the seasons change? ... Try to discover more and more about your existence as a rosebush, how you experience your life and what happens to</p> <p>you. ... Give your imagination free rein... ..“</p> <p>Now you return slowly from your journey of the imagination. You notice the chair and the way you are sitting on it, you begin to stretch and become more and more aware of your body, your arms, buttocks, head and legs ... and then you open your eyes and you are fully back here in the room. ...</p> <p>Source: <a href="http://www.wp-bilderwelten.de/prosa/phantasiereise%20rosenbusch.htm">http://www.wp-bilderwelten.de/prosa/phantasiereise%20rosenbusch.htm</a> Vgl.: John O. Stevens, a.a.O., S. 48ff John O. Stevens / Die Kunst der Wahrnehmung (The art of perception); München: Chr. Kaiser Verlag, 1990</p>
<p><b>Step 2</b> Individual work 20 minutes</p>	<p>Now I'd like to invite you to take one of the flipchart sheets and some wax crayons, and create a picture entitled</p> <p><b>"Me – a rosebush".</b></p> <p>You've got 20 minutes time.</p> <p>After that your pictures will be put up on the pin board in the room here and they will accompany us in the course of the this training period.</p>
<p>NOTE</p>	<p>Regularly during the training period each participant will be invited to take 3 cards, and write on 2 cards the insights/learning he/she gained (+) and on 1 card the challenges detected (-). Then the cards will be stucked on the rose-bush.</p>



## TOOLS for TRAINING

SESSION N° 1	EXERCISE N° 4
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PROFILE ITEM	Active listening
SKILLS	Active listening, summarizing

TITLE:	Getting to know each other
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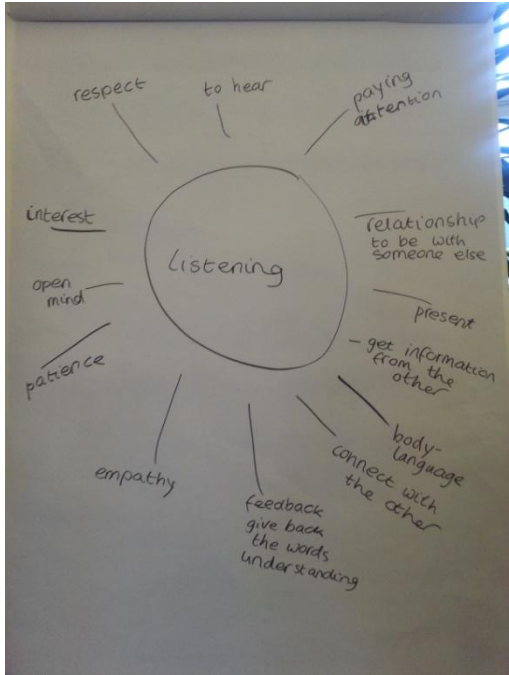
GOAL	Getting to know each other and first exercise in listening and summarizing
TIME	60 minutes
MATERIALS	- Paper, pens - Flip-over or paper with questions
SETTING	pairs, big group
IMPLEMENTATION	
<p><b>Step 1</b> Setting: in pairs 15/20 minutes</p>	<p>Introduction: What brings you to the listening training?</p> <p>In pairs try to find out who the other is in 3 aspects:</p> <ol style="list-style-type: none"> <li>1) something about yourself</li> <li>2) expectations (training) and motivation (what brings you here today)</li> <li>3) what's important for the group to know about you (as far as it's important/necessary)</li> </ol> <p><i>In advance questions on flip over (not visible yet)</i></p> <p>7,5 Minutes each. Determine what you want to have shared in the complete group.</p>
<p><b>Step 2</b> Setting: sitting in a circle big group 30 minutes</p>	<p>Everybody tells something about the other in the group in a couple of short sentences (max. 1 minute per feedback), check if it's right. Make sure you both get your turn.</p> <p><i>Possibility to make a transition to listening and summarizing in a dialogue (give instructions in advance about listening and summarizing – in general)</i></p> <p>(in case of an uneven amount of people a trainer will participate)</p>

## TOOLS for TRAINING

SESSION N° 1	EXERCISE N° 5
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PROFILE ITEM	Active listening
SKILLS	Associating, summarising

TITLE:	The Listening Sun
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GOAL	Brainstorming about Listening
TIME	15 minutes
MATERIALS	Flip-chart
SETTING	Sitting in a big group
IMPLEMENTATION	<p><u>Introduction: What is listening for you?</u></p> <p>Say your name and explain: what does listening mean to you?</p> <p>We complete each other in the Association Sun (<i>Trainer writes down</i>).</p> <p><i>You draw a sun in the middle, and around it you write all the associations that are mentioned about listening.</i></p>
NOTE	<p>Example of the "Listening sun"</p> 



## SESSION 2 - THE LISTENING THERMOMETER

### Aim of the session

- Acquiring knowledge and awareness of active listening and related dynamics
- Testing and improving your active listening skills

### Skills to be acquired

- Basic principles of Active Listening
- Knowledge of the model “Listening Thermometer”
- Self-awareness of your listening skills and gaps
- Focusing on the facts/contents
- Summarising and synthesizing
- Giving feedback to the content expressed

### Tools for training

1. Exercise “Listening statements on the line”
2. Lesson “The Listening Thermometer”
3. Exercise “Give space in a conversation”
4. Exercise “The bad listener”
5. Exercise “Feedback rules”
6. Exercise “Give back the content” (level 1)

**Time scheduled:** 4 hours, including breaks

## TOOLS for TRAINING

SESSION N° 2	EXERCISE N° 1
--------------	---------------

PROFILE ITEM	Active Listening, Emotional Stability
SKILLS	Self awareness, focusing on your own listening skills

TITLE:	Listening statements on the line
--------	----------------------------------

GOAL	Listen to yourself and the other
TIME	30 minutes
MATERIALS	<ul style="list-style-type: none"> <li>- A line 0-10</li> <li>- Exercise cards</li> </ul>
SETTING	<ul style="list-style-type: none"> <li>- Walking on a line</li> <li>- Big group sitting</li> </ul>
IMPLEMENTATION	
<p><b>Step 1</b></p> <p>Setting: walking on a line 15/20 minutes</p>	<p><u>Draw a line:</u> a line with numbers from 0-10, standing on the line on the basis of statements, questions (no right or wrong):</p> <ul style="list-style-type: none"> <li>- How well do you think you can listen to someone (at work or outside)? Not much 0 - 10 Very well</li> <li>- How well do you think you can listen to yourself? Not much 0 - 10 very well</li> <li>- Men are better listeners than women - 10 true, 0 not true</li> <li>- The older you get, the better listener you are - 10 true, 0 not true</li> </ul> <p>Participants (not necessarily everyone) are asked to observe/clarify/comment why they decided to stand on that point of the line.</p>
<p><b>Step 2</b></p> <p>in circle 10 minutes</p>	Sharing outcomes and discovers in the group

## TOOLS for TRAINING

SESSION N° 2	LESSON N° 2
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PROFILE ITEM	Active Listening
SKILLS	Listening, summarizing

TITLE:	The Listening Thermometer
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GOAL	Develop awareness on listening processes and dynamics
TIME	30 minutes
MATERIALS	- 2 Flip charts
SETTING	- Big group sitting
IMPLEMENTATION	
<p><b>Step 1</b> Setting: In circle 15/25 minutes</p>	<p><b><u>Explanation Listening Thermometer</u></b> Back to basics, the essence of listening. We explain this by means of the listening thermometer (<i>see theory Listening Thermometer 3.2 to explain</i>) (to participants: you'll get this written down later)</p> <p>To be able to listen to others, you must first be able to listen to yourself. In this way you make room in yourself to then be able to listen to someone else. You've created room.</p> <p>LISTENING FROM YOUR HEART, HEART OF HEARING Drawing on the board and explain, cold and warm listening, explain the level of recognition. Trainer explains.</p> <p>Two ears, other and self ... together one heart. You explain short both hearts, the listening to yourself comes back later session 7.</p> <p>Listening is a giving movement, giving back what you hear.</p> <ol style="list-style-type: none"> <li>1. Giving back what you hear, invites the other to appear</li> <li>2. It invites to check inside what it's really like</li> </ol> <p><b><i>Explanation: (see also theory underneath)</i></b></p> <p><b>0 Give space to speak</b> How: be inviting (agreeing sounds, asking questions): the other will continue</p> <p><b>1 Use the space to really hear what the other is talking about</b></p>

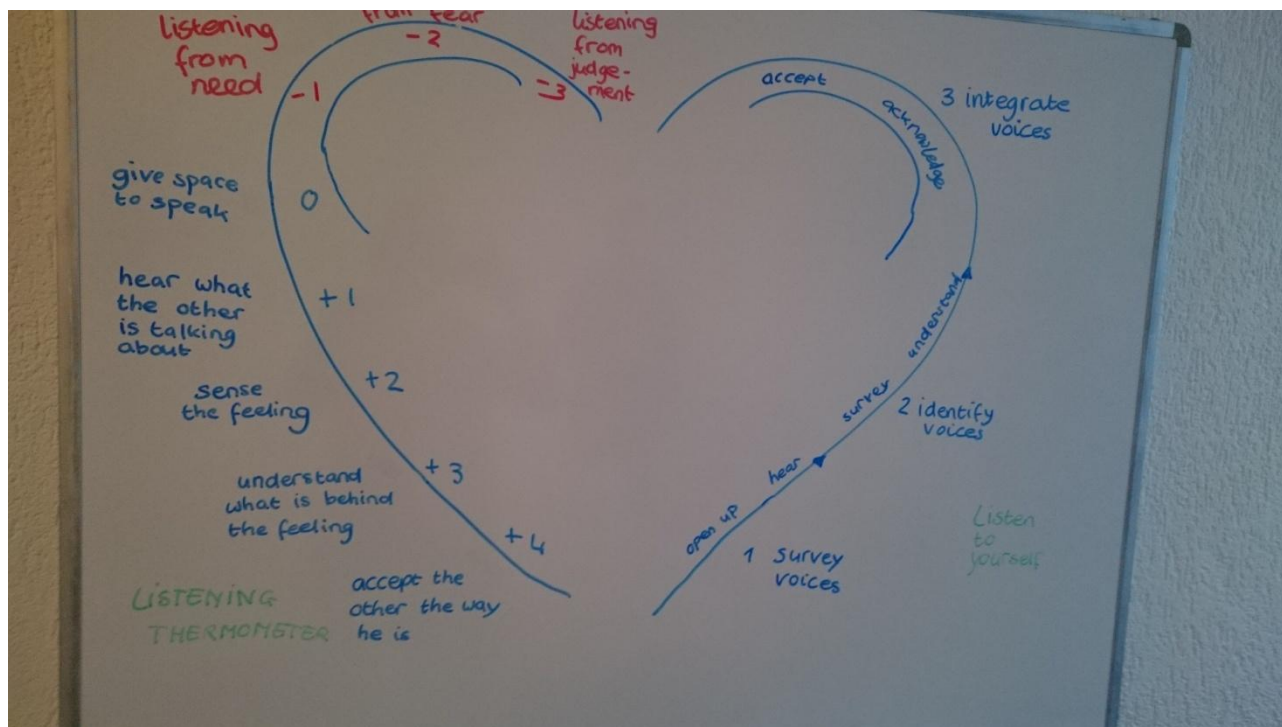


	<p>How: repeat in your own words what the other says, ask questions</p> <p><b>2 Sense the feeling with which the other speaks</b> How: point out and reflect on feelings</p> <p><b>3 Understand what is behind the feeling</b> How: ask questions, be interested, express sympathy, point out feelings</p> <p><b>4 Accept the other the way he is</b> How: Listen beyond all judgement, allow him to be different, fully meet and acknowledge the other</p> <p>The 'warmer' you listen, the more you feel an actual connection. In reality 'warm' listening is not quite that simple. There are pitfalls, and there is 'cold' listening:</p> <p><b>-3 Listening with judgement</b> We hardly ever listen without judgement, the first impression provides an image. Then there's autobiographic listening, we search for confirmation from our own judgements and opinions</p> <p><b>-2 Listening from fear</b> Listening means giving up control, you don't know how to respond, you don't know if you can help, you're afraid of emotions (your own or from the other) you're afraid of criticism</p> <p><b>-1 Listening from need</b> The need to do something, solve or show positive signs, the need not to listen (e.g. to whining or complaining), the need for acknowledgement, gratitude, being heard yourself, the need for control</p> <p>More explanation: Learn to be open for what you don't want to hear, if you can, you'll know what you need.</p> <p>What precedes listening (listening from receiving instead of giving):</p> <p><b>-3 judgement</b>, listening to receive confirmation of your judgement, curiosity, searching for confirmation of your own image, the ability to set aside your own judgement, asking questions from your own reference framework. We usually search for confirmation of what we already think we know, rather than being curious to what the other has to say and who he is</p> <p><b>-2 fear</b>, you seek reassurance, what you're afraid of? (afraid of what you might bear, afraid of not knowing how to respond (tension), afraid of not knowing how to meet the other's needs (but you don't have to fulfill the other's needs, what you can do to help the other is to explore the (im)possibilities he has to fulfill his own needs), afraid to be criticized, afraid for the others emotions or your own. This fear matters, don't avoid contact, but establish it (except for instance in calls we don't want, say what you do want...)</p> <p><b>-1 need</b>, try to receive what you need, be aware of your own needs (the need to be heard first, need for control, harmony, doing something, appreciation, to have your expectations confirmed. During the conversation with the other, also in discussion with yourself, you can point out needs in the conversation</p>
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	(for instance, what is in the way of listening, sometimes put aside consciously). First see the need, then choose: contribute or set aside.
<b>NOTE</b>	Distribute handouts with theoretical explanation: "The essence of listening", "The listening thermometer", "listening to yourself", "Cold listening" (see theoretical materials in the first part - 30 hours)





## TOOLS for TRAINING

SESSION N° 2	EXERCISE N° 3
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PROFILE ITEM	Active Listening
SKILLS	Listening, summarizing

TITLE:	Give space in a conversation
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GOAL	Building awareness on own way of listening
TIME	45 minutes total: 30 minutes in pairs 15 minutes sharing in group
MATERIALS	<ul style="list-style-type: none"> <li>- REFLECTION CARD: see underneath: 4 cards per pair (<b>WATCH!</b> narrator <b>and</b> listener)</li> <li>- pens</li> </ul>
SETTING	Pairs Group
IMPLEMENTATION	
<b>Step 1</b>	Talk about what was on your mind this week, the other listens and asks questions if necessary. <i>5 min talking</i>
<b>Step 2</b>	Afterwards you reflect on that by means of the card <i>3 min writing</i>
<b>Step 3</b>	You conclude with discussing both assignments <i>5 min review</i>
<b>Step 4-5-6</b> <b>(see 1-2-3)</b>	Reverse roles <i>5 min talking, 3 min writing, 5 min review</i>
NOTE	<i>Looks simple, but asks a lot</i>



### **Reflection-card 'Giving space'**

#### **Narrator**

- Did you receive space from the other?
- How did you notice that?
- How did the other give you space?
- When did you feel less space?
- What caused that?
- What did the other's listening give you?

### **Reflection-card 'Giving space'**

#### **Listener**

- How did you feel?
- What was going through your mind?
- What were your first impulses?
- Which responses did you suppress?
- What did you think about the other and his/her story?
- In your opinion, what does the other need?

*(Exercise from the listening training: "Heart of Hearing", Harry van de Pol and Michelle van Dusseldorf)*



## TOOLS for TRAINING

SESSION N° 2	EXERCISE N° 4
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PROFILE ITEM	Active Listening
SKILLS	Awareness of Listening

TITLE:	The bad listener
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GOAL	<u>Exchange</u> moments that we are <u>bad listeners</u>
TIME	30 minutes: 15 minutes in pairs 15 minutes sharing
MATERIALS	none
SETTING	Pairs Group
IMPLEMENTATION	When you look at the listening thermometer now ( <i>hand out on paper</i> ), how about bad listening? Do you have any idea where you are on the thermometer and what influenced this?  Exchange in pairs.



## TOOLS for TRAINING

<b>SESSION N° 2</b>	<b>EXERCISE N° 5</b>
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<b>PROFILE ITEM</b>	<b>Active listening, leading a conversation</b>
<b>SKILLS</b>	Giving feedback

<b>TITLE:</b>	<b>Feedback rules</b>
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<b>GOAL</b>	Learn how to give constructive feedback
<b>TIME</b>	15 minutes
<b>MATERIALS</b>	Flip-chart
<b>SETTING</b>	Sitting in a big group
<b>IMPLEMENTATION</b>	<p>Feedback rules</p> <p>FEEDBACK is to render with a clear separation of:</p> <ul style="list-style-type: none"> <li>• Facts</li> <li>• opinions</li> <li>• feelings</li> <li>• wishes</li> </ul> <p>Feedback technique</p> <ul style="list-style-type: none"> <li>• I see..., I hear..., I notice...</li> <li>• I think..., I understand...</li> <li>• I feel...</li> <li>• I want...</li> </ul>



## TOOLS for TRAINING

SESSION N° 2	EXERCISE N° 6
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PROFILE ITEM	Active listening, Leading a conversation
SKILLS	Listening, summarizing

TITLE:	Listening thermometer - first level: Give back the content
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GOAL	Listen to the other
TIME	30 min
MATERIALS	- Pen and paper
SETTING	- Pairs
IMPLEMENTATION	<p><b>1. Give back the content</b> In pairs. Someone tells a story (about something you know a lot about, hobby etc), the other gives back the content. You only have to give back the content of the story, level 1. Use the space to really hear what the other is talking about How: repeat in your own words what the other says, ask questions</p> <p>You can summarize the story and give back the content. Review the exercise with each other with the feedback rules.</p> <p>5 min talking, 5 minutes feedback, change roles.</p> <p><i>Before this exercise, explain the feedback rules (see exercise 5)</i></p>



## SESSION 3 - HANDLING EMOTIONS

### Aim of the session

- Acquiring knowledge and awareness of core emotions and their functioning
- Testing and improving your listening skills in handling emotions

### Skills to be acquired

- Knowledge and recognition of core emotions
- Knowledge of the model “Circle of Emotions”
- Focusing on emotions
- Mastering emotions
- Giving feedback to the feeling
- Handling tools to sense the difference of intensity in emotions
- Helping the other reconnect to him/herself

### Tools for training

1. Exercise “Find and sort emotions”
2. Exercise “Core emotions: case management”
3. Exercise “Sense the feeling/Give back the feeling” (level 2)
4. Exercise “Positive State setup”
5. Exercise “Association - Dissociation”
6. Exercise “Growing the rosebush”

**Time scheduled:** 4 hours, including breaks

## TOOLS for TRAINING

SESSION N° 3	EXERCISE N° 1
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PROFILE ITEM	Emotional stability
SKILLS	Knowledge and recognition of core emotions

TITLE:	Find and sort emotions (Core emotions)
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GOAL	Share knowledge about the core emotions and how to classify emotional states. The exercise also enables to distinguish between emotions and mental states, and helps to be more precise in using language and words to describe emotional and value oriented states.
TIME	45 minutes – 1 hour
MATERIALS	<ul style="list-style-type: none"> <li>- Pin board and pins</li> <li>- Cards (in four different colors)</li> <li>- Felt tip pens to write down words on cards</li> <li>- Flip Chart to explain words</li> </ul>
SETTING	Sharing in the big group
IMPLEMENTATION	The exercise has three steps
<b>Step 1</b> 10 minutes	<p>The trainer collects examples for emotions and emotional states and writes them on the flip-chart.</p> <p>He/she puts attention to the fact that group members usually give examples to emotions (like fear, sorrow or shame) but also designate other categories like “good luck” or “love” or “confidence”.</p> <p><i>The trainer has to point out that sometimes emotions are included in words but they do not really describe emotions.</i></p>
<b>Step 2</b> 15 minutes	<p>The trainer distinguishes different kinds of “feelings”, and organize in groups the words written on the flip-chart.</p> <p>The first meaning is feeling as a sensation of the skin and body. That is not an emotion.</p> <p>The second one is a combination of an emotion and a mental state (like happiness or relaxation).</p> <p>The third one is a raw feeling without any mental influence that is defined as a core emotion.</p>
<b>Step 3</b> 20 minutes	The trainer distinguishes four core emotions (pleasure, pain, anger, fear) and collects examples from group members for other feelings by sorting them around the relevant core emotion.



	<p>At the end the trainer writes the emotions expressed by the participants on cards of different colours (one color for each group attaining to the same core emotion) and posts them on the pin board, by organizing them in a scheme (see foto)</p>
<p>NOTE 1</p>	<p>Use the example “love” and “violence” as examples that can be connected with all four core emotions.          It is important to distinguish feelings in the meaning of kinaesthetic perception (temperature, grope, tension, tone...) and emotional experience.          Distinguish also emotions and emotional states or physical states. States have a mixture of emotions and mental influences.          Example: “I feel myself hopefulness” is more than an emotion. It covers also a believe!</p>
<p>NOTE 2</p>	<p>See enclosed scheme and picture “Core Emotions”</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 2px solid green; padding: 10px; margin: 5px;"> <p>Pleasure      Satisfactio      Prid              Jo                      Contentme              Euphoria      <b>Pleasur</b>      Delight              Excitement              Enthusiasm      Cheerfulness      Blessed</p> </div> <div style="border: 2px solid orange; padding: 10px; margin: 5px;"> <p>Shyness      Insecuri      Axiet              Reluctanc      Fear      Stres              Sham      <b>Fear</b>      Jumpine              Tension      Panic      Conce</p> </div> <div style="border: 2px solid red; padding: 10px; margin: 5px;"> <p>Frenzy      Annoyance      Disgus              Hat                      <b>Anger</b>      Irritation              Grudge              Agression      Rage      Revenge</p> </div> <div style="border: 2px solid blue; padding: 10px; margin: 5px;"> <p>Boredom      Guilt      Sadnes              Dejecte                      Disillusionment              Languor      <b>Pai</b>      Emptynes              Grie      Depressed              Loneliness                      Dysphoria</p> </div> </div>
<p>NOTE 3</p>	<p>If there is time and the group dynamic allows, the trainer can mention something about the circle of emotions (see below)           15 minutes</p>



## The Circle of Emotion

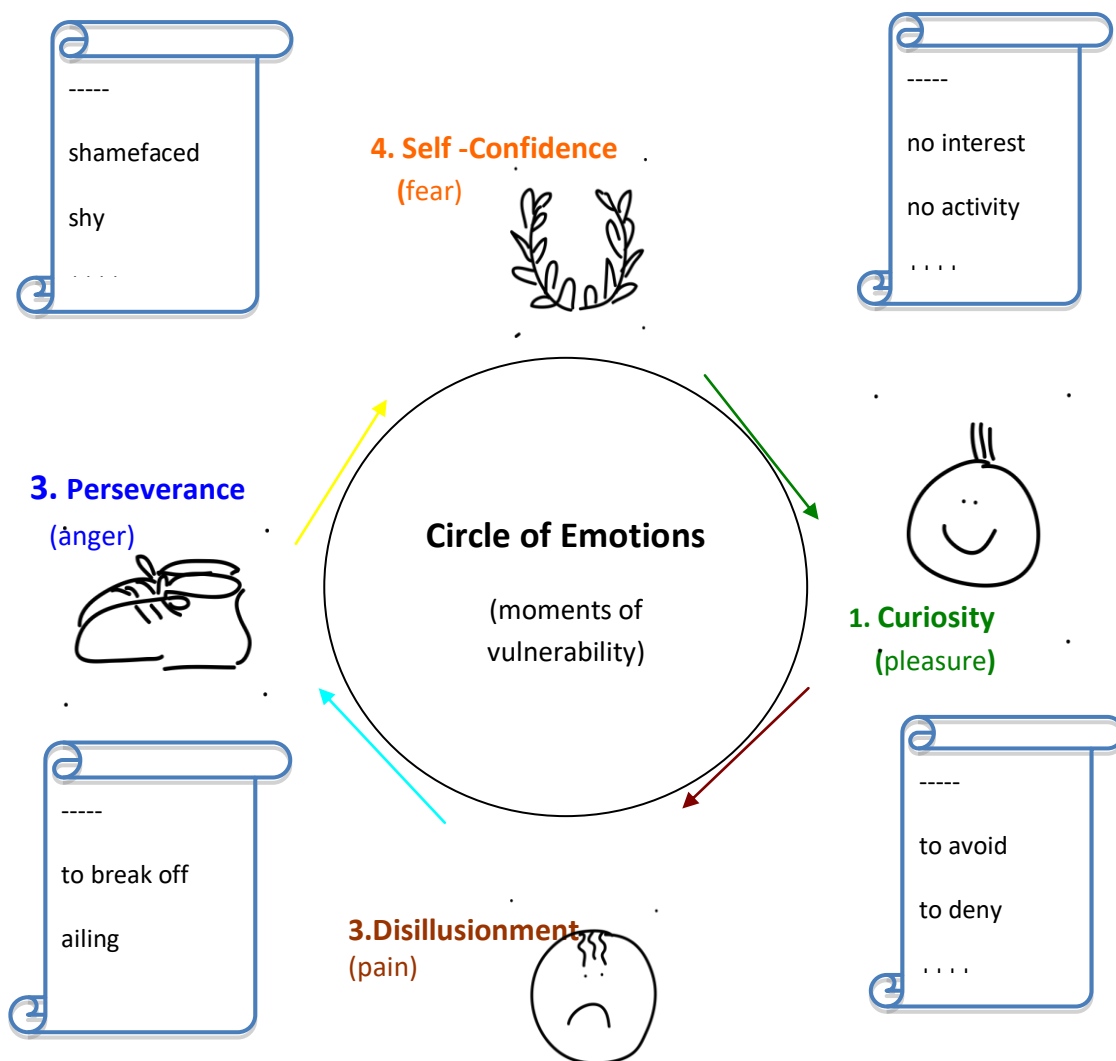
Everything we do and what gives us motivation on a permanent basis runs in four cyclic phases. In all phases the danger of vulnerability exists. We can be injured in our base feelings. This can happen by external influence or by internal inadequacy. To protect us against it, we have the tendency at these points to either overstate or to understate.

What can happen thereby is that we block at such moments and get stuck in the vulnerability.

- Some people get stuck with *curiosity*: either they have too many good ideas without ever picking up pace, or they are absolutely indifferent and can be inspired by nothing at all anymore.
- People who get stuck with *disillusion* do not endure waking up from the frenzy of the enthusiasm. As soon as disillusionment enters, they have the trend towards resignation. They lose assurance and courage. Others take a bath in disappointment and stuck in the state of complaining and lamenting.

- People who get stuck in the phase of *perseverance* are either perfectionists who have so much of it that they do not come out of this phase at all, or they are the weak for whom everything must be finished as quickly as possible and therefore only little success remains.
- People who get stuck in the phase of *self-confidence* either rest on their laurels and have the feeling to have done enough for the rest of the time. Or they forbid themselves success downright because they think this spoils the character, or they don't allow themselves rest and relaxation.

The emotion circle has the aim to reflect all phases and to connect them with each other so that a circulation originates which reduces the automatism to get stuck in one of the vulnerable zones.



## TOOLS for TRAINING

SESSION N° 3	EXERCISE N° 2
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PROFILE ITEM	Emotional stability, Leading conversation
SKILLS	Master emotions

TITLE:	Core Emotions: case management
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GOAL	The trainees learn to focus on the core emotions using different cases.
TIME	1,5 hours: 30 minutes plenary, 45 minutes small group work, 15 minutes reflection plenary.
MATERIALS	The cases and questions should be on small printed sheets without the headlines.
SETTING	<ul style="list-style-type: none"> <li>- Plenary</li> <li>- Small groups</li> </ul>
IMPLEMENTATION	
<p><b>Step 1</b> 30 minutes Plenary</p>	<p>With this exercise you find cases from callers related to the four core-emotions. Each emotion is presented by the cases:</p> <ul style="list-style-type: none"> <li>- Two cases are “classical” calls</li> <li>- The following examples are cases from difficult callers</li> </ul> <p>Work some cases in the whole group to make sure that people understand how to run the reflection.</p> <p>Answering the questions trainees reflect on the effect of the presented emotion and the impact on oneself during listening. Possible reactions that help to master the emotions will be developed during the exchange.</p>
<p><b>Step 2</b> 45 minutes Small groups</p>	<p>Then split up in groups of 6 and let them work for the left cases.</p> <p><i>The headlines of the difficult cases tell already the emotional state so don't make it obvious during the exercises.</i></p>
<p><b>Step 3</b> 30 minutes Plenary</p>	<p>After the small group work there is a closing reflection with all together.</p> <p><b>Reflection</b> It's important that the trainees understand that core emotions can be communicated in different ways:</p> <ul style="list-style-type: none"> <li>- Is the emotion appropriate related to the case (primary emotion) or is it much stronger and includes the energy of other things?</li> </ul>

	<ul style="list-style-type: none"> <li>- Stays the emotion under the control of the caller or does it overwhelm the call?</li> <li>- Is the emotion fitting to the case or is it replaced by another emotion?</li> <li>- Do I feel a strong emotion coming up during the call that relates to the case?</li> </ul>
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## Case studies for training on emotions

### Example - a man's voice:

*(controlled, ranging from cynical to sometimes sarcastic and without hope.)*

There was a time when nothing and nobody could slow me down. 25 laps of the sports field was no problem, it was fun. I would also play football indoors in the gym for three hours non-stop, four against four. I built my own house and personally excavated the cellar. At the age of 47 I even started to play tennis – earlier I hadn't had the money for this. And then, when I was 48, I had my heart attack. I was completely down, although I had a lot of people around me who tried to encourage me, telling me that I would pull through, telling me that I had to accept my illness, to accept the fact that I was ill and that I would feel better as soon as I had come to terms with this fact. ... So I did accept my illness, and said to myself: "Forget about playing tennis, and mountain climbing is out, too. You're not allowed to go for long cycle rides either". However, I told myself that I would manage somehow – after all, you can always take a seat in the corner and read a book, or listen to the sound of the waves. However, there was simply something missing in my life, and now when I'm in the garden, who is going to get the lawnmower out of the cellar for me? Of course I can always ask one of my neighbours – I suppose I could. Or, for example you want to dig out a small bush but after a couple of minutes you then notice that your heart can't take it. It's no longer up to the job, it's finished.

### Example - a woman's voice:

*(despairing, upset, with a lot of sadness in the voice)*

Good evening, I have to talk to somebody because I no longer know how we can carry on. For one year now we've had my mother-in-law living with us and since then our lives have changed completely. At the time I had not thought it would be as bad as this, but it's getting worse all the time. I won't be able to tolerate this for much longer. At home everything goes like this: my mother-in-law spends the whole day in bed, she can hardly get up and is totally confused. The whole day long she does nothing but call "Hildegard, Hildegard"! Let me tell you, sometimes when I go into her room I could grab her and bang her against the wall. I no longer have any peace. I can no longer even go shopping, and when I was in her room the other day she fell out of bed. Since our children grew up and left home my husband and I used to go dancing once a week – until one year ago. That's all finished now, and my husband and I can forget about doing anything in the evening. That's all finished. I'm confined to the house all the time. What on earth can I do? After all, I can't put her in a home, not to mention the financial side of things. I simply don't see any way out.



### Questions:

- which emotions are in front of the caller, which one are missing
- which emotion you would work out or focus on?
- What could help to relief the caller. How can you react on the relevant emotion to balance it?

### Examples of difficult Calls/Conversations

#### Sex desire

A man calls and tells his story having a walk through a nice wood during a warm summer evening and entering a moor. He wants to take off his cloths and asks how it would feel in there. His language is very hypnotic and romantic.

*How would you feel if you would more and more listen to him?*

*What is his core emotion that runs the story?*

*How can we stop this emotional state to make him hang up?*

#### Complaining

A woman calls and complains about her loneliness, that you can not trust anybody and that all people are false and disappointingly. She has many more examples and gets from one detail to the other.

*Which core emotion is the base of her call?*

*How do you react useful that you can probably get in contact with her?*

*How can you make her more complaining?*

#### Fury

A person calls and is very angry. He is talking very aggressive and is shouting out loud. As more you tray to get him quiet he is getting more fury. After 15 Minutes he hangs up.

*What was the core emotion of the caller's voice?*

*How do you feel after a call like this?*

*What can you do to make you feel better again if you are exhausted?*

#### Fear

Someone calls and tells that she is so afraid about the examination coming next month. Many times at night she is awake and gets not out of her anxiety. She sees all the sceneries with catastrophic outcome.

*What is the core emotion of the person?*

*Why is it useful to listen actively to the person?*

*What could worsen her emotional state because of your kind to listen to her?*

## TOOLS for TRAINING

<b>SESSION N° 3</b>	<b>EXERCISE N° 3</b>
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<b>PROFILE ITEM</b>	<b>Active Listening</b>
<b>SKILLS</b>	Listening, summarizing

<b>TITLE:</b>	<b>Listening thermometer - level 2: Sense the feeling/Give back the feeling</b>
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<b>GOAL</b>	Listen to the other, sense the feeling
<b>TIME</b>	30 min
<b>MATERIALS</b>	- Pen and paper
<b>SETTING</b>	- Pairs
<b>IMPLEMENTATION</b>	
<p><b>Step 1</b> 20 min Pairs</p>	<p><b>Exercise: <u>Returning feelings</u></b> Talk about a favorite book, movie or music that touched you, the other tries to return the feeling about it. 5 minutes talking, 5 minutes feedback to each other, change roles. Inputs for review together in pairs</p> <ul style="list-style-type: none"> <li>- Did you feel listened?</li> <li>- And what the other did to achieve this?</li> </ul>
<p><b>Step 2</b> 10 min Sharing in circle</p>	<p>Sharing in the big group:</p> <ul style="list-style-type: none"> <li>- How does it affect you if someone is really listening to your feelings? (ex. Sounding board/resonate).</li> <li>- Returning feelings, how does it make you feel?</li> <li>- How can you return feelings in a way that helps the other make contact with that emotion again?</li> </ul>

## TOOLS for TRAINING

SESSION N° 3	EXERCISE N° 4
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PROFILE ITEM	Emotional stability – Resource Activation
SKILLS	Manage emotions

TITLE:	Positive State setup (person centered trance induction)
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GOAL	Reconnect to a positive and balanced state
TIME	30 minutes
MATERIALS	
SETTING	The trainer and a volunteer participant in the big group
IMPLEMENTATION	<p>One of the most natural and effective ways to induce a trance can be achieved by applying a style of communication which activates internal search processes. The person you are dealing with then has access to a wide range of different memories (often only subconsciously and visible only by eye movements, the colour of the skin or the breathing), before these memories are assigned to a specific event or incident.</p> <p><b>Example:</b> How do you feel when you are fully relaxed? Can you recall such a time? or: How do you feel when you have the experience of being secure and protected? Can you recall moments when you felt that you were secure and protected in this way?</p>
<p><b>Step 1</b> Experience with a volunteer 15 minutes</p>	<div style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <ol style="list-style-type: none"> <li><b>1. Find out how the other person is feeling by asking the basic question.</b></li> <li><b>2. Repeat in the present tense, ask about a second characteristic.</b></li> <li><b>3. Repeat in the present tense, ask about a third characteristic.</b></li> <li><b>4. Repeat in the present tense, ask about a fourth characteristic.</b></li> <li><b>5. Summarise.</b></li> </ol> </div>





	<div style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <ul style="list-style-type: none"> <li>• "Have you ever been in a state which you would describe as total relaxation or trance? Can you describe what things were significant when this state of trance or total relaxation was induced?"</li> <li>• "What still reminds you that..."</li> <li>• "What still reminds you that..."</li> <li>• "What still reminds you that..."</li> <li>• "O.K.... and can you be taken by surprise once more by what happens when you notice that you are beginning to be in that moment (1) now, and in the process you experience that (2) you can perceive more and more now and how this perception is happening (3), and how you are beginning (4) to experience it. In the process you relax more and more and enter a condition of trance ... now in this moment... and you can now enjoy this moment. And then, when you have done that, you can move away from this state once more and – at your own pace – come back here refreshed and with new energy – now!"</li> </ul> </div>
<p style="text-align: center;"><b>Step 2</b></p> <p>Group in circle 15 minutes</p>	<p>Comments and sharing in the group</p>

## TOOLS for TRAINING



SESSION N° 3	EXERCISE N° 5
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PROFILE ITEM	Emotional stability
SKILLS	Feel the change of the intensity of emotions

TITLE:	Association - Dissociation
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GOAL	The trainees learn the difference between being associated and dissociated and how the brain does store or activate those two different memories. They also learn the meaning of both mental states and reflect this experience in regard of their own personality.
TIME	20 minutes
MATERIALS	-
SETTING	Big group in circle
IMPLEMENTATION	
<p><b>Step 1</b> 10 minutes Sitting in circle</p>	<p><b>Instruction of the trainer to an imagination:</b> Think about an emotional experience of the last days. It should be an intensive moment but no negative memory or extreme difficulty. More something nice, interesting or amazing.</p> <p>Now remember this situation and see a short movie about this scene. How does it look like?</p> <p>After watching the memory make a snapshot and observe in which position you did remember the memory (associated in your origin position or dissociated that you can see yourself in the picture).</p> <p>Then construct the other possibility to remember the same situation and find out, in which position you can feel more comfortable.</p>
<p><b>Step 2</b> 10 minutes Share in group</p>	<p><b>Reflection in group</b> The trainees should understand that both possibilities to memorize should be available and that people usually are used to represent one more automatically.</p> <p>Dissociated people often have difficulties to describe their emotions and their voices sound less involved and engaged.</p> <p>Dissociated people often have resistance because they don't want to change.</p> <p>Associated people often show resistance that they don't feel able to change.</p>



	<p><b>Associated</b> You are in your body and watch the original perspective</p> <p><b>Dissociated</b> You are your external observer and watch yourself</p>	 
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## TOOLS for TRAINING

<b>SESSION N° 3</b>	<b>EXERCISE N° 6</b>
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<b>PROFILE ITEM</b>	<b>Emotional Stability</b>
<b>SKILLS</b>	Reconnecting to the self; recognizing effects of the learning

<b>TITLE:</b>	<b>Growing the rosebush</b>
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<b>GOAL</b>	Listen to yourself and appreciate the learning
<b>TIME</b>	5-10 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>- Individual rose-bush painting</li> <li>- Crayons and pens</li> </ul>
<b>SETTING</b>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>
<b>IMPLEMENTATION</b>	<p>At the end of the session each participant is invited to add 2 insights and 1 challenge to his/her "Rosebush" painting</p> <p>Add to your own "Rosebush" painting:</p> <ul style="list-style-type: none"> <li>• 2 insights</li> <li>• 1 challenge</li> </ul>



## **SESSION 4 - RESPECT AND VALUES**

### **Aim of the session**

- Being aware of the role of values in giving meaning and sense to individual and groups' choices and experiences
- Self-awareness of own values and respect of the values of the others

### **Skills to be acquired**

- Knowledge of roots of discrimination and stigma
- Recognition and acceptance of differences
- Cultivating empathy for the others
- Being assertive in a conversation

### **Tools for training**

1. Exercise "Intercultural Psychodrama"
2. Exercise "The value scale"
3. Exercise "Give words to your boundaries"

**Time scheduled:** 4 hours, including breaks

## TOOLS for TRAINEES

<b>SESSION N° 4</b>	<b>EXERCISE N° 1</b>
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<b>PROFILE ITEM</b>	<b>Respect, Empathy</b>
<b>SKILLS</b>	Recognition and acceptance of differences

<b>TITLE:</b>	<b>Intercultural Psychodrama</b>
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<b>GOAL</b>	Participants take part in a role-play and experience how diversity influences situations in daily life and how it can cause isolation or discrimination. They will learn to put themselves into other people's shoes and cultivate empathy.
<b>TIME</b>	1 hour
<b>MATERIALS</b>	Individual identity cards
<b>SETTING</b>	Active and interactive Role playing
<b>IMPLEMENTATION</b>	Role-plays allow participants to have real experiences at a 'safe distance'. Playing a role offers the chance to experience extremes in safety of play.
<p><b>Step 1</b> 10 minutes Individual in circle</p>	<p>Participants choose an identity-card and read the information on the card. They write down five things they associate with this character and the given information. Participants discover their character, using guided imagery and embodiment.</p> <p><u>Guided imagination:</u> Where do they live? How do you get there? What does the place look like? What does it look like inside? What do they look like? What are they wearing? What mood are they in? What are their plans for today? Is there anything that worries them? Are there others around?</p>
<p><b>Step 2</b> 5 minutes Individual walking around</p>	<p><u>Embodiment:</u> Participants try to step inside their character and walk around! How is your posture, your walk? How do you hold your head? Do you have any aches or disabilities? Where have you just been? Where are you going now? What are you plans for later? How do you feel right now? What worries you? What makes you happy?</p>
<p><b>Step 3</b> 5 minutes Walking with others</p>	<p><u>Identify your character:</u> Ask the participants to walk around and meet the others. How do they feel now, in contact with the others? How do they communicate?</p>



<p><b>Step 4</b> 10 minutes Standing in a circle</p>	<p><b>Circle of society</b> Participants form a circle while still in character.</p> <p><u>Instruction:</u> Now I'll ask you 15 questions. If you can answer with 'YES', make a small step forward, if you answer is 'NO' backwards and if you're not sure, keep your position.</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. Do you have difficulties understanding me and/or my questions?</li> <li>2. Do you feel safe?</li> <li>3. Do you get strange looks from people or do you feel embarrassed when you come in contact with strangers?</li> <li>4. Do people respect you and your abilities?</li> <li>5. Can you make yourself and your opinions understood?</li> <li>6. Can you show openly who you are without keeping a secret or hiding some aspect of your personality?</li> <li>7. Do you have enough money for a comfortable life?</li> <li>8. Can you afford pleasures or treats?</li> <li>9. Do you have access to culture?</li> <li>10. Can express your religious beliefs freely?</li> <li>11. Do you have a family or people who support you?</li> <li>12. Do people like and respect you for who you are?</li> <li>13. Can you choose a partner freely and show your love openly?</li> <li>14. Can you choose a job that suits your abilities?</li> <li>15. Do you receive adequate medical care and/or support?</li> </ol> <p>Where do the participants find themselves after these questions? If the circle is a symbol for society, are they in the middle or on the edge? Who stands close to them? Ask them to imagine who the other characters are, what assumption do they have about the ones close to them? What about the ones further away?</p>
<p><b>Step 5</b> 15-20 minutes Standing in a circle</p>	<p>Do a <b>mini-interview</b> with each participant still in role and in position.</p> <ul style="list-style-type: none"> <li>• Who are you?</li> <li>• Do you want to share anything with the others?</li> </ul> <p>It's very important to conduct the interview with empathy and unconditional acceptance, as it can provide catharsis for the player in character. The interview is where they should experience how it feels to be accepted and appreciated as there are. The other players witness the interview.</p> <p>After the interviews ask the participants to consciously step out of their roles.</p>
<p><b>Step 6</b> 15-20 minutes Sitting in circle</p>	<p><b>Reflection:</b> Meet in plenum. Each participant reflects on their experiences they had while playing their character.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>- What surprised me?</li> <li>- What will I take home from this experience?</li> <li>- Which of my 5 initial assumptions were confirmed?</li> </ul>



## Identity Cards

Each card should not contain too many personal traits. How the identities are created is dependant on the workshop and the context. We used following identities to accentuate the interreligious and intercultural aspects of the workshop.

Middle-aged man, small town, catholic, owns small family business, 6 children

Older man, homeless, alcoholic, former engineer

Younger man, deaf from birth, makes loud noises he is unaware of, computer programmer

Middle-aged man, teacher, homosexual, married to his long-time partner

Younger man, refugee, Sudanese, children's doctor, speaks with strong foreign accent

Middle-aged man, Palestinian, political activist, non-practicing Muslim, severe heart disease

Middle-aged woman, Kurdish Turk, politically persecuted, social phobia and post-traumatic stress syndrome

Young man, husband and new father, construction worker, illiterate

Young woman, secretary, single, extremely overweight

Older woman, Russian Jew, immigrant, artist (pianist)

Older woman, widow, wealthy, unable to walk, lives alone

Younger man, born in Germany, Turkish parents (secular), practicing Muslim, university student

Younger woman, German, converted to Islam (wears hijab), hotel-industry worker

Middle-aged woman, dark-skinned, married and mother of three and housewife, alternative and vegan lifestyle, moved to a small village

Younger woman, mentally retarded (Downs-syndrome), newly in love, wants to get married

Middle-aged woman, former academic, mentally ill (schizophrenia), assisted living

Middle-aged woman, unemployed, speaks with strong regional dialect, very religious (evangelical Christian)

Younger woman, mother of two boys, lesbian, musician

Younger woman, Romany, large family clan, visually impaired



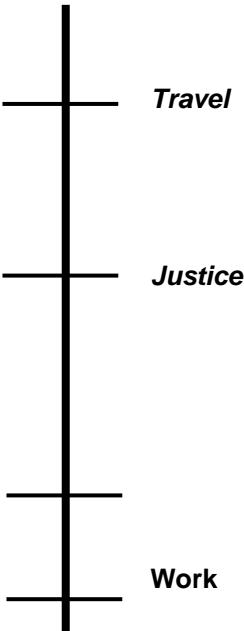
## TOOLS for TRAINING

SESSION N° 4	EXERCISE N° 2
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PROFILE ITEM	Respect
SKILLS	Recognition and acceptance of values

TITLE:	The value scale
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GOAL	Getting to know your own value scale. Getting to know and accepting the value scale of others.
TIME	1 – 1.5 hours
MATERIALS	<ul style="list-style-type: none"> <li>- Moderation cards</li> <li>- Felt pens</li> </ul>
SETTING	Individual work, work in small groups, discussion in the overall group
IMPLEMENTATION	
<p><b>Step 1</b> 15 minutes Individual work</p>	<p>Every participant brainstorms his or her own most important values. After that the work continues by thinking individually what are the <b>10 most important values</b>. Everyone writes his/her values on his/her 10 moderation cards.</p>
<p><b>Step 2</b> 5-10 minutes Individual work</p>	<p><b>Arrangement on the conscious level</b> The values are placed on a scale, with the participants receiving the task of placing them on a value line with the most important at the top. In addition the participants can try and remember a situation in which this value was fulfilled positively. <i>(if possible each makes a photo of his/her scale)</i></p>
<p><b>Step 3</b> 5-10 minutes Individual work</p>	<p><b>Arrangement on the unconscious level</b> Once the line has been created, the participants receive the task of comparing the sequence once more with their memory of a situation in which this value was not fulfilled. If necessary the values are then rearranged. <i>(if possible each makes a photo of his/her scale)</i></p>
<p><b>Step 4</b> 20 minutes Group work (3-4 participants in a</p>	<p><b>Comparison of the value scales:</b> What is noticeable? What is the same? What are the differences?</p>

group)	What do the results mean for the participants?
<b>Step 5</b> 10 minutes In circle	<b>Discussion:</b> What does the difference in the value scales mean for communication and for supportive dialogue?
NOTE	<b>Example Value scale</b> 

Field of Values	Values
Pleasure	Convenience, entertainment, delight, free time
Diversity	Challenge, dynamics, creativity, fulfilment
Independence	Freedom, autonomy, independence, uniqueness
Receptiveness	Spirituality, inner harmony, equivalence, peace
Collectiveness	Servitude, attention for one another, helpfulness, responsibility
Obedience	Reliability, loyalty, authority, tradition
Order and structure	Security, safety, control, manageability
Power	Influence, status, opposition, competition
Result	Ambition, accomplishment, efficiency, success



## TOOLS for TRAINING

SESSION N° 4	EXERCISE N° 3
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PROFILE ITEM	Leading a conversation
SKILLS	Set boundaries

TITLE:	Give words to your boundaries
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GOAL	Set boundaries
TIME	60 minutes - if there is not enough time reduce step 2 to 15 minutes, with just a couple of examples or cards ( <i>you can take again the exercise in the session Leading a conversation or Resource Activation</i> )
MATERIALS	Cards with (personal) questions
SETTING	Circle with table in the middle
IMPLEMENTATION	
<p><b>Step 1</b></p> <p>15 minutes</p> <p>Setting: circle</p>	<p>Theory: How to set boundaries?</p> <ul style="list-style-type: none"> <li>- Talk with an I-message</li> <li>- Do not go on the defensive</li> <li>- Clearly communicate, not weaken your border</li> <li>- Equivalent, not blaming or authoritative</li> <li>- Give the other person space to respond</li> <li>- Make an agreement on how to proceed</li> </ul>
<p><b>Step 2</b></p> <p>45 minutes</p> <p>Setting: circle, table in the middle</p>	<p>A stack of cards with questions</p> <p>The first takes a card, reads it loud and answers the question. The others can react. How could you tell this to your conversational partner? So: How do you give words to set your boundaries?</p> <p>Then the second takes a card..., and so on.</p> <p>Cards:</p> <ul style="list-style-type: none"> <li>- Where do you live?</li> <li>- Do you have kids?</li> <li>- Do you have a relationship?</li> <li>- May I have your phone number?</li> <li>- What is your political preference?</li> <li>- What is your salary?</li> <li>- Are you gay or straight?</li> <li>- Are you religious?</li> <li>- How old are you?</li> <li>- Do you have a psychologist?</li> </ul>



	<ul style="list-style-type: none"><li>- Do you have sexual experience?</li><li>- When is your birthday?</li><li>- Can we meet again in private?</li><li>- Where do you buy your clothes?</li><li>- What do you think about euthanasia?</li><li>- Do you believe in God?</li><li>- ...</li><li>- ...</li></ul>
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## SESSION 5 - EMPATHIC LISTENING

### Aim of the session

- Being able to recognize others' emotions and feelings
- Listen, respond and act with empathy

### Skills to be acquired

- Knowledge of empathy and empathic behaviour
- Recognizing and naming emotions and feelings properly
- Understanding the difference between empathy and sympathy
- Recognising the attitude behind some typical responses
- Giving empathic feedback (level 3)

### Tools for training

1. Lesson "Empathy and typical attitude in responding"
2. Exercise "Empathising with the emotions and feelings of the others"
3. Exercise "Empathic response"

**Time scheduled:** 4 hours, including breaks

## TOOLS for TRAINING

SESSION N° 5	LESSON N° 1
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PROFILE ITEM	Empathy
SKILLS	Knowledge of empathy and empathic behaviour

TITLE:	Empathy, typical attitudes and Empathic response
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GOAL	To learn to properly verbalize other people's emotions and feelings
TIME	15 minutes
MATERIALS	Projector for Power Point presentation
SETTING	Sitting in a big group
IMPLEMENTATION	The trainer introduce and define empathy. Then they explain the typical attitudes in responding, focusing on the benefits of empathic response.
NOTE	<p>A Power Point Presentation can be created using the text below</p> <p><b>Empathy</b></p> <p>The ability to sense other people's emotions coupled with the ability to imagine what someone else might be thinking or feeling</p> <p><b>Typical attitude in responding</b></p> <ul style="list-style-type: none"> <li>➤ Evaluative responses implying a personal point of view and involve a judgment (of criticism or approval) for others. Somehow, in a more or less shy way, more or less determined, how the conversational partner should or could act is pointed</li> <li>➤ Interpretative responses give interpretations of what has been said. Only what you want to understand is understood, keeping only what you believe is essential to arrive to an explanation. Conversational partner's message and thoughts are distorted. You want to enlight the conversational partner on him/herself by becoming aware of something. Directly or indirectly you are trying to indicate to the partner how he/she could or should re-examine the situation</li> <li>➤ Supportive/reassuring responses are intended to give encouragement, comfort or compensation. You sympathize and your aim is to avoid that the partner fall down. The problem does not exist or it is not as important as it seems</li> <li>➤ Inquisitive responses. You want to know more and lead the conversation towards what you consider important. You push the partner to issues which are</li> </ul>



relevant for you. The partner could or should look more closely at the various aspects of the problem because it is more complex than it seems to the partner

- Resolving responses give an immediate solution to the problem. Your reaction is to act and you push the partner to do the same. You can immediately see the solution you'd choose without any need for learning more. It allows you to get rid of the partner and of his/her discomfort
- Empathic responses reflect the sincere effort to break into the problem as well as the other is living it. Firstly you want to check if you have well understood. This attitude encourages the partner to express him/herself further and makes him/her felt welcomed and listened to without prejudice

### **Empathic response**

Perspective taking, staying out of judgement, recognising emotions in other people and connecting to them

- Warm welcoming
- Listening to the feelings
- Listening to the person
- Searching for better contact
- Respecting for other person



## TOOLS for TRAINING

SESSION N° 5	EXERCISE N° 2
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PROFILE ITEM	Empathy
SKILLS	Recognizing other's emotions and feelings

TITLE:	Empathising with the emotions and feelings of the others
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GOAL	To recognize and properly verbalize other people's emotions and feelings
TIME	90 minutes
MATERIALS	<ul style="list-style-type: none"> <li>- Paper, pens</li> <li>- Video</li> <li>- Beamer</li> </ul>
SETTING	Sitting in a big group
IMPLEMENTATION	
<b>Step 1</b>	Trainers show to the audience videos asking them to take notes of the emotions they recognize.
<b>Step 2</b>	<p>Participants are requested to tell what they noted. It's a shared exercise so they can learn by each other, but trainers must be attentive to correct in case of misinterpretation and help them to distinguish elements they caught from what they saw and their personal reaction and feelings. It is a work focused on recognizing someone else's feelings and perspectives.</p> <p>Moving from a video to the next, trainers can add more requests:</p> <ol style="list-style-type: none"> <li>1) list the emotions that you can recognise</li> <li>2) describe what is causing the emotions that you observe</li> <li>3) distinguish your emotions from those shown in the video</li> <li>4) identify the relationship and the connections between characters.</li> </ol>
NOTE	<p>Links for videos (choose among the following):</p> <p><a href="https://www.youtube.com/watch?v=Q-TQQE1y68c">https://www.youtube.com/watch?v=Q-TQQE1y68c</a> The elevator</p> <p><a href="https://www.youtube.com/watch?v=WjqIU5FgsYc">https://www.youtube.com/watch?v=WjqIU5FgsYc</a> The present</p> <p><a href="https://www.youtube.com/watch?v=vLOMdSt5qCk">https://www.youtube.com/watch?v=vLOMdSt5qCk</a> Magic</p> <p><a href="https://www.youtube.com/watch?v=ExXelxuVIVM">https://www.youtube.com/watch?v=ExXelxuVIVM</a> The old man</p> <p><a href="https://www.youtube.com/watch?v=IP8psM4LWXk">https://www.youtube.com/watch?v=IP8psM4LWXk</a> The most beautiful thing</p>





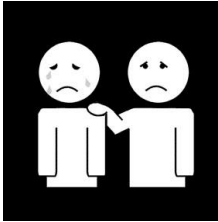



## TOOLS for TRAINING

<b>SESSION N° 5</b>	<b>EXERCISE N° 3</b>
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<b>PROFILE ITEM</b>	<b>Empathy</b>
<b>SKILLS</b>	Give empathic feedbacks

<b>TITLE:</b>	<b>Empathic response</b>
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<b>GOAL</b>	To learn to properly verbalize other people's emotions and feelings
<b>TIME</b>	60 minutes
<b>MATERIALS</b>	- Card stocks, pens - Flipchart
<b>SETTING</b>	Sitting in a big group
<b>IMPLEMENTATION</b>	
<b>Step 1</b>	One of the trainee is requested to tell a real story about him/herself. It must be something real and actual but not dramatic. The other trainees listen to the story.
<b>Step 2</b>	All listeners think to an empathic response. Then they write it on a card stock and put it on the flipchart in the position that they prefer.  Trainers perform them and then the one who told his/her story choose the one he/she prefers and explains the reason.  The trainee who gave the right response becomes than the teller and the exercise can be repeated.
<b>Step 3</b>	Trainers recall typical attitudes behind the responses that can be given and their specific characteristics (evaluative, interpretative, comforting, inquisitive, resolving, empathic) focusing at the end on the empathic response's characteristics.

NOTE	Typical attitudes behind responses
	<p><b>Evaluation</b></p> <p>Evaluative responses implying a personal point of view and involve a judgment (of criticism or approval) for others. Somehow, in a more or less shy way, more or less determined, how the conversational partner should or could act is pointed.</p>
	<p><b>Interpretation</b></p> <p>These responses interpret what has been said. Only what you want to understand is understood, keeping only what you believe is essential to arrive to an explanation. Conversational partner's message and thoughts are distorted. You want to enlighten the conversational partner on him/herself by becoming aware of something. Directly or indirectly you are trying to indicate to the partner how he/she could or should re-examine the situation.</p>
	<p><b>Consolation</b></p> <p>Supportive/reassuring responses are intended to give encouragement, comfort or compensation. You sympathize and your aim is to avoid that the partner fall down. The problem does not exist or it is not as important as it seems.</p>
	<p><b>Investigation</b></p> <p>Inquisitive responses. You want to know more and lead the conversation towards what you consider important. You push the partner to issues which are relevant for you. The partner could or should look more closely at the various aspects of the problem because it is more complex than it seems to the partner.</p>
	<p><b>Solution</b></p> <p>Resolving responses give an immediate solution to the problem. Your reaction is to act and you push the partner to do the same. You can immediately see the solution you'd choose without any need for learning more. It allows you to get rid of the partner and of his/her discomfort.</p>
	<p><b>Empathy</b></p> <p>Empathic responses reflect the sincere effort to break into the problem as well as the other is living it. Firstly you want to check if you have well understood. This attitude encourages the partner to express him/herself further and makes him/her felt welcomed and listened to without prejudice.</p>



## SESSION 6 - ACTIVE LISTENING

### Aim of the session

- Deeper knowledge and experience of active listening
- Recognising and handling the complexity of dynamics in a conversation

### Skills to be acquired

- Knowledge of the “Four ears” model
- Consciously choosing the priority to be picked up in a message
- Mirroring
- Avoiding misunderstanding
- Being able to put in practice active listening in a conversation

### Tools for training

1. Lesson – Exercise “The four ears model”
2. Exercise “Mirroring”
3. Exercise “Give back the feeling and value”
4. Exercise “Growing the rosebush”

**Time scheduled:** 4 hours, including breaks

## TOOLS for TRAINING

<b>SESSION N° 6</b>	<b>EXERCISE N° 1</b>
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<b>PROFILE ITEM</b>	<b>Active Listening / Leading a conversation</b>
<b>SKILLS</b>	Distinguish the elements that make a conversation. Choose consciously which ones stress during a conversation.

<b>TITLE:</b>	<b>The four sides of communication / “The four ears model”</b>
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<b>GOAL</b>	<p>Experience Active Listening.</p> <p>To be able to distinguish the four layers, four sides of communication, to avoid misunderstandings.</p> <p>Trainees learn to be conscious about the 4 layers of the message and to consciously choose to which layer of a message they want to react.</p>
<b>TIME</b>	<p>Total 80 minutes:</p> <p>15 min – theory impulse</p> <p>40 min – tasks in four corners</p> <p>10 min – positioning in the corners</p> <p>15 min – presentation of the results, closing lap</p>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>– Flipchart</li> <li>– 4 Pinboards with Pins and cards</li> <li>– 4 introductions each to 1 ear</li> <li>– Handouts</li> </ul>
<b>SETTING</b>	<ol style="list-style-type: none"> <li>3. Sitting in a circle: theory impulse</li> <li>4. 4 groups: walking from corner to corner</li> <li>5. Individual: positioning to the boards</li> <li>6. Circle: presentation and closing</li> </ol>
<b>IMPLEMENTATION</b>	
<p><b>Step 1</b></p> <p>15 minutes</p> <p>In circle</p>	<p>Theory impulse</p> <p>Source: <a href="https://de.wikipedia.org/wiki/Vier-Seiten-Modell">https://de.wikipedia.org/wiki/Vier-Seiten-Modell</a></p>
<p><b>Step 2</b></p> <p>40 minutes</p>	<p>4 Groups: tasks in the four corners</p> <p>Groups walk from corner to corner. In each corner the group discusses the “ear” that is introduced on the Pinboard standing in the corner (4) and write down 3 aspects</p>

<p>4 groups</p>	<p>(minimum) that are important in a conversation on regard of that layer. Each Group starts in a other corner, 10 min in each corner than walk on</p>
<p><b>Step 3</b> 10 minutes Individual</p>	<p>Individual: tasks in 4 corners The trainer calls and all trainees walk to the board of their a.) preferred ear b.) the ear they await the most problems c.) they like the least of all The trainer time by time can ask brief questions to the participants positioned in the different corners.</p>
<p><b>Step 4</b> 10 minutes In circle</p>	<p>Presentation of the results, closing lap</p>
<p>NOTE</p>	<p><b>Practice with 4 pinboards:</b> <b>The matter layer – factual information</b> On the <b>matter layer</b> the sender of the news gives data, fact and statements. It is the task of the sender to send this information clearly and understandably. The receiver proves with the <b>Matter ear</b>, whether the matter message fulfills the criteria of truth (true/untrue) or relevance (relevant/irrelevant) and the completeness (satisfying/ something has to be added). In a long-term team the matter layer is clear and needs only a few words. <b>I inform you:</b> statements which are matter of fact like data and facts, which are part of the news <b>Questions: What is typical? Chances? Challenges?</b></p> <p><b>The self-revealing – self revelation</b> What I reveal about myself: In every news there is information about the sender. On the layer of the <b>self-revealing</b> or <b>self-disclosure</b> the sender reveals himself. This message consists of conscious intended self-expression as well as unintended self-revealing, which is not conscious to the sender(see also <a href="#">Johari window</a>). Thus every news becomes information about the personality of the sender. The <b>self-revealing ear</b> of the receiver perceives, which information about the sender are hidden in the message. <b>Questions: What is typical? Chances? Challenges?</b></p> <p><b>The relationship layer</b> What I think about you (you-statement) and how we get along (we-statement): The <b>relationship layer</b> expresses how the sender gets along with the receiver and what he thinks about him. Depending on how he talks to him (way of formulation, body language, intonation ...) he expresses esteem, respect, friendliness, disinterest, contempt or something else. Depending on which message the receiver hears with <b>relationship ear</b>, he feels either depressed, accepted or patronized. A good communication is distinguished by</p>

	<p>communication from mutual appreciation.  <b>Questions: What is typical? Chances? Challenges?</b></p> <p><b>The appeal</b>          What I want to make you do:          Who states something, will also affect something. This <b>appeal-message</b> should make the receiver do something or leave something undone. The attempt to influence someone can be less or more open (advice) or hidden (manipulation).          On the <b>Appeal ear</b> the receiver asks himself: "What should I do, think or feel now?"          citation: " Mothers are very appeal-influenced by children." Mum! The shoes .... Yes! I'll be right there to put them on for you.  <b>Questions: What is typical? Chances? Challenges?</b></p>
<p>THEORY</p>	<p>The <b>four-sides model</b> (also known as <b>communication square</b> or <b>four-ears model</b>) is a <a href="#">communication model</a> by <a href="#">Friedemann Schulz von Thun</a>. According to this model every message has four facets<sup>[1]</sup> though not the same emphasis might be put on each. The four sides of the message are fact, self-revealing, relationship, and appeal.</p> <div data-bbox="427 965 1302 1350" data-label="Diagram"> </div> <p><b>Relationship</b>          The communication square describes the multi-layered structure of human utterance. It combines the postulate (second axiom) of <a href="#">Paul Watzlawick</a>, that every communication has a content and a relationship aspect, with the three sides of the <a href="#">Organon model</a> by <a href="#">Karl Bühler</a>, that every information contains something about the matter, the sender and the receiver. Such models are familiar in the linguistic as models of the <a href="#">speech act</a>.</p> <p><b>The four sides of communication</b></p> <ul style="list-style-type: none"> <li>• The <i>matter layer</i> contains statements which are matter of fact like data and facts, which are part of the news.</li> <li>• In the <a href="#">self-revealing</a> or <a href="#">self-disclosure</a> the speaker - conscious or not intended - tells something about himself, his motives, values, emotions etc.</li> <li>• In the <a href="#">Relationship-layer</a> is expressed resp. received, how the sender gets along with the receiver and what he thinks of him.</li> <li>• The <a href="#">Appeal</a> contains the desire, advice, instruction and effects that the speaker is seeking for.</li> </ul>

Every layer can be misunderstood individually. The classic example of Schulz von Thun is the front-seat passenger which tells the driver: "Hey, the traffic lights are green". The driver will understand something different regarding to the ear with which he will hear and will react differently. (on the matter layer he will understand the "**fact**" "*the traffic lights are green*", he could also understand it as "*Come on, drive!*" - "**command**", or on the "**relationship**" could hear a help like "*I want to help you* or if you hear behind it: *I am in a hurry* it reveals part of yourself "**self-revelatory**".) The emphasis on the four layers can be meant differently and also be understood differently. So the sender can stress the appeal of the statement and the receiver can mainly receive the relationship part of the message. This is one of the main reasons for misunderstandings.

#### **The matter layer**

What I inform about:

On the **matter layer** the sender of the news gives data, fact and statements. It is the task of the sender to send this information clearly and understandably.

The receiver proves with the **Matter ear**, whether the matter message fulfills the criteria of truth (true/untrue) or relevance (relevant/irrelevant) and the completeness (satisfying/ something has to be added).

In a long-term team the matter layer is clear and needs only a few words.

#### **The self-revealing**

What I reveal about myself:

In every news there is information about the sender. On the layer of the **self-revealing** or [self-disclosure](#) the sender reveals himself. This message consists of conscious intended self-expression as well as unintended self-revealing, which is not conscious to the sender(see also [Johari window](#)). Thus every news becomes information about the personality of the sender.

The **self-revealing ear** of the receiver perceives, which information about the sender are hidden in the message.

#### **The relationship layer**

What I think about you (you-statement) and how we get along (we-statement):

The **relationship layer** expresses how the sender gets along with the receiver and what he thinks about him. Depending on how he talks to him (way of formulation, body language, intonation ...) he expresses esteem, respect, friendliness, disinterest, contempt or something else.

Depending on which message the receiver hears with **relationship ear**, he feels either depressed, accepted or patronized. A good communication is distinguished by communication from mutual appreciation.

#### **The appeal**

What I want to make you do:

Who states something, will also affect something. This **appeal-message** should make the receiver do something or leave something undone. The attempt to influence someone can be less or more open (advice) or hidden (manipulation).

On the **Appeal ear** the receiver asks himself: "What should I do, think or feel now?" citation: " Mothers are very appeal-influenced by children." Mum! The shoes .... Yes! I'll be right there to put them on for you.



**Examples**

1. The policeman says: "The traffic light is green!"
2. The wife says when the husband arrives home: "It's late already..."
3. Two people are eating a home-cooked meal together.

The one who didn't cook says: "There is something green in the soup."

Sender

Matterlayer:	<i>There is something green.</i>
Self-revealinglayer:	<i>I don't know what it is.</i>
Relationshipplayer:	<i>You should know what it is.</i>
Appeallayer:	<i>Tell me what it is!</i>

Receiver

Matterlayer:	<i>There is something green.</i>
Self-revealinglayer:	<i>You do not know what the green item is, and that makes you feel uncomfortable.</i>
Relationshipplayer:	<i>You think my cooking is questionable.</i>
Appeallayer:	<i>I should only cook what you know in the future!</i>

The other answers: "If you don't like the taste, you can cook it yourself."





## TOOLS for TRAINING

SESSION N° 6	EXERCISE N° 2
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PROFILE ITEM	Active Listening / Leading a conversation
SKILLS	Mirroring

TITLE:	Mirroring
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GOAL	Practice how to give empathy through active listening
TIME	90 minutes total: <ul style="list-style-type: none"> <li>10 min 1. Theory impulse</li> <li>15 min 1. Practicing</li> <li>5 min 2. Theory impulse</li> <li>45 min 2. Practicing</li> <li>5 min sharing in the circle</li> </ul>
MATERIALS	Flipchart, handout theory impulse
SETTING	<ul style="list-style-type: none"> <li>I. Theory impulses: circle</li> <li>II. 1. Practicing: pairs</li> <li>III. Groups of three (one person as observer)</li> <li>IV. add 2 insights and 1 challenge to your “Rosebush” painting single</li> </ul>
IMPLEMENTATION	
<p style="text-align: center;"><b>Step 1</b></p> <p>Theory impulse 10 minutes In circle</p>	<p><b>I. A. Theory impulse: Introduction of the technique of “mirroring”</b></p> <p>Explanation of basic forms of perceptive mirroring</p> <ol style="list-style-type: none"> <li>1. Mirroring by means of synonyms (words with the same meaning)</li> <li>2. Mirroring by means of antonyms (words with a contrary meaning)</li> <li>3. Mirroring of the clients desire</li> <li>4. Mirroring of the criteria for evaluation</li> <li>5. Mirroring the conflicting feelings</li> <li>6. Brief mirroring</li> <li>7. Concrete mirroring</li> <li>8. Semi-verbal mirroring</li> <li>9. Non-verbal mirroring</li> <li>10. mirroring feelings and values</li> </ol> <p><b>Questioning mirroring</b></p>



	<ul style="list-style-type: none"> <li>- Are you ready to listen to your feelings?</li> <li>- I wonder how you experience this?</li> <li>- What kind of feelings arise in you?</li> </ul> <p><b>Empathetic mirroring</b></p> <ul style="list-style-type: none"> <li>- When I put myself in your situation I experience sorrow and tears – what do you experience?</li> </ul> <p><b>Confrontative mirroring</b> (mirroring the contradiction between the content and form of the statement)</p> <ul style="list-style-type: none"> <li>- I have noted that you have expressed this calmly, entirely without emotions.</li> </ul> <p><i>From Wilfried Weber: "Ways to supportive dialogue in counseling"</i></p>
<p><b>Step 2</b></p> <p>Practicing 15 minutes In pairs</p>	<p>Work in pairs: 1 listener 1 storyteller</p> <p>Try out the first 3 forms of mirroring. Pick a situation you went through. The listener mirrors back. 7 min, than change position and reflect 15 min.</p>
<p><b>Step 4</b></p> <p>Theory impulse 5 minutes In circle</p>	<p>Circle: exchange + theory of recall of form 4 to 9.</p>
<p><b>Step 5</b></p> <p>Practicing 45 minutes Groups of three</p>	<p>Work in groups of 3: 1 listener 1 storyteller + 1 observer.</p> <p>Everyone takes every roll. Every round 10 min than change and 5 min: how did I feel in my roll. The observer gives his feed back at last and adds what he observed. The observer also controls the time.</p>
<p><b>Step 6</b></p> <p>Circle exchange 5 minutes</p>	<p>Circle exchange</p>



## TOOLS for TRAINING

SESSION N° 6	EXERCISE N° 3
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PROFILE ITEM	Active Listening, Empathy, Leading a conversation
SKILLS	Listening, summarizing, associate/dissociate

TITLE:	Give back the feeling and value
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GOAL	Listen to yourself and the other
TIME	60 minutes
MATERIALS	<ul style="list-style-type: none"> <li>- Flip-chart</li> <li>- Pen and pencil</li> </ul>
SETTING	<ul style="list-style-type: none"> <li>- Whole group sitting</li> </ul>
IMPLEMENTATION	
<p><b>Step 1</b></p> <p>40 minutes</p> <p>Whole group sitting in a circle</p>	<p>short explanation, acknowledging feeling and value, we'll practice with this.</p> <p><i>Demonstrate first. Example of the trainer, story where you tell about your own feelings and values.</i></p> <p><b>Assignment a: Acknowledging need/value and feeling</b></p> <ol style="list-style-type: none"> <li>1. Do you feel ... and do you need ...</li> <li>2. It's not like I said ... but like you said ... (instrument to come back to the other).</li> </ol> <p>(Write these sentences down on a flip chart)</p> <p>Hand out writing paper.</p> <p>Listening is what you do as a student, the other is teacher</p> <p><u>Someone tells about a situation in which he/she is/was a little shaken.</u></p> <p>First write it down for yourself ... do you feel ... and do you need ...</p> <p>Take turns in saying phrase 1 ... do you feel ... and do you need ...</p> <p>The other says if it's right, and if not, you also say phrase 2.</p> <p>First a situation from everyday life, then a caller/chatter</p>
<p><b>Step 2</b></p> <p>20 minutes</p> <p>Whole group sitting in a circle</p>	<p><b>Optional:</b></p> <p><b>Assignment b: Acknowledging need/value phase 2</b></p> <p>The person in the previous exercise now takes the role of the one that gave him trouble in that situation, reverse roles.</p> <p>Acknowledging need/value and feelings</p>



## TOOLS for TRAINING

<b>SESSION N° 6</b>	<b>EXERCISE N° 4</b>
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<b>PROFILE ITEM</b>	<b>Emotional Stability</b>
<b>SKILLS</b>	Reconnecting to the self; recognizing effects of the learning

<b>TITLE:</b>	<b>Growing the rosebush</b>
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<b>GOAL</b>	Listen to yourself and appreciate the learning
<b>TIME</b>	5-10 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>- Individual rose-bush painting</li> <li>- Crayons and pens</li> </ul>
<b>SETTING</b>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>
<b>IMPLEMENTATION</b>	<p>At the end of the session each participant is invited to add 2 insights and 1 challenge to his/her "Rosebush" painting</p> <p>Add to your own "Rosebush" painting:</p> <ul style="list-style-type: none"> <li>• 2 insights</li> <li>• 1 challenge</li> </ul>



## **SESSION 7 - SELF AWARENESS**

### **Aim of the session**

- Acquiring self-awareness of inner parts
- Enhancing the self-coaching process

### **Skills to be acquired**

- Self-exploration and self-perception
- Building self-awareness
- Knowledge of inner voices acting in everyone
- Recognising feelings, motivations, resources
- Reframing and prioritizing

### **Tools for training**

1. Lesson – Exercise “The inner team”
2. Exercise “Listen to yourself”
3. Exercise “Bear cards”
4. Exercise “Growing the rosebush”

**Time scheduled:** 4 hours, including breaks

### TOOLS for TRAINING

SESSION N° 7	LESSON - EXERCISE N° 1
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PROFILE ITEM	Empathy, Emotional stability, Resource activation
SKILLS	Self exploration, authenticity, reframing, building self-awareness

TITLE:	The Inner Team
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GOAL	Getting know the “inner voices”: recognizing feelings, motivations and resources, practicing how to reframe. Enhance the self-coaching process and positive and effective attitudes
TIME	85 to 120 minutes
MATERIALS	- papers and pens - flipchart and markers
SETTING	Sitting in circle, working in pairs and playing in the whole group
IMPLEMENTATION	
<p><b>Step 1</b> 5 to 10 minutes Setting in a circle</p>	<p>Starting lap: introduction of the theory, drawing the model on a flipchart:</p> <p>Voices of the Inner Team of a Leader / Project Manager in the Business Environment</p> <p>“The Inner Team” is a powerful tool that enhances the coaching process. Its purpose is to disentangle the babble of inner voices that affects and constraints clear, effective and positive communication in our daily and professional life. It also helps to develop awareness of our emotional and mental structures that influence our behavior and attitude.</p>

	<i>More about this tool: see in note 1-2</i>
<p><b>Step 2</b> 20 to 30 minutes Setting in pairs</p>	<p>Work in pairs: „Remember one of your conflicts or hard decisions from the last weeks, where you heard multiple voices in yourself! Share your stories with your pairs and try to identify together as much different voices as you can! Write the messages of each voices in short sentences (for example: „Leave me alone!” or „I can do it!”)!”</p>
<p><b>Step 3</b> 20 to 30 minutes Setting in the circle again</p>	<p>Sharing in the whole group (the discussed life-events in short), and choosing one example (based e. g. on the number of identified voices, or the diversity of them), asking the chosen caseholder to tell more about His or Her case and it’s details. Drawing the voices onto the stage in position (on the flipchart) – together. Writing the core messages of each voices.</p>
<p><b>Step 4</b> 15 to 20 minutes Setting in the whole group</p>	<p>Role-play: setting-up the stage with the directing help of the caseholder. The caseholder (director) should ask the members of the group to play the roles of voices, telling them the short core messages they need to repeat. He or She should set-up the stage with them based on the relevance of the roles (e. g., the voices in the basement should sit on the floor). The role-players – with the conduct of the director – should start to say their messages, while the director can go round and set the volume and position of each „voices” until He or She is satisfied with the whole picture.</p>
<p><b>Step 5</b> 10 to 15 minutes Setting in the circle</p>	<p>Reflexing lap: how did it feel to hear, „relive” the case (director / caseholder), or take part in it, saying the messages (role-players)? How would the role-players (the „voices”) change their messages to be more acceptable? Would they modify the content or style of them? Or even the place of their voice on the stage? Do the director accept these changes? Talk about it!</p>
<p><b>Step 6</b> 5 minutes Setting in the whole group</p>	<p>Role-play with the modified voices: replay the picture with the changes agreed by the director!</p>
<p><b>Step 7</b> 5 to 10 minutes Setting in the circle</p>	<p>Closing lap: how was the picture after the modifications? How did the director like it, what does it tell to Him or Her? How did the role-players feel themselves playing in the game, how are they now, could they change on their messages?</p>
<p><b>NOTE 1</b></p>	<p><b>“The Inner Team” A Coaching Tool to Achieve Authenticity</b></p> <p>1. Introduction</p> <p>“The Inner Team” is a powerful tool that enhances the coaching process. Its purpose is to disentangle the babble of inner voices that affects and constraints clear, effective and positive communication in our daily and professional life. It also helps to develop awareness of our emotional and mental structures that influence our behavior and attitude.</p> <p>2. What is “The Inner Team”?</p> <p>The model of “The Inner Team” refers to the babble of voices that we hear in our</p>

	<p>mind, some more frequently and persistently than others. Our mind does not necessarily speak to us in just one clear and congruent voice. Usually, there is a whole chorus of voices, in all kinds of pitches, melodies and sounds. Some voices are female, others are male, some are children, some adults' voices, some are shy and soft, other voices are self confident and harsh.</p> <p>These inner voices come from deep inside us, from our subconscious, our mind or our soul. They speak inside of us, like messengers delivering information from our profound inside to our consciousness. Regardless of our will power, they have their own energy and strive. They speak up when our mind is preoccupied with solving problems, making decisions or considering choices. Usually, these voices create an inner dialogue, discussing, debating, analyzing, or fighting the issue of consideration.</p> <p>A renowned German communication scientist and coach Friedemann Schulz von Thun created the method of "The Inner Team". Since he introduced the tool to public in his book "Miteinander Reden: 3" in 1998 and in his lectures, it has claimed a lot of success and praise. Schulz von Thun developed the method of untangling the babble of inner voices and creating the dialog with "<b>The Inner Team</b>" in order</p> <p><i>to solve internal and external conflicts and to clarify difficult decisions.1</i></p> <p>According to <b>Schulz von Thun</b>, this</p> <p><i>inner plurality 2</i></p> <p>can lead on one side from torturous see-sawing to being totally paralyzed, on the other side manifests the broad spectrum and complexity of our personality,</p> <p><i>a fascinating inner group dynamic.3</i></p> <p>Furthermore, <b>Schulz von Thun</b> points to the resemblance of this inner dialog with a group and team dialog; hence,</p> <p><i>the metaphor of 'The Inner Team'.4</i></p> <p>A team of people consists of a plurality of personalities, of gender, styles, emotions, challenges etc. just like the team of our inner voices.</p> <p>3. The Team Conference</p> <p>In order to understand the dynamic of "The Inner Team" and to apply it in coaching, Schulz von Thun developed the idea of the team conference. The purpose of the team conference is to provide an inner forum where every voice can speak up and where a dialog can take place. The team conference is</p> <p><i>the conscious meeting and debate of all inner members, who speak up to the raised question....in order to find an answer that is based on an inner agreement...</i></p> <p>This inner agreement of all members is more adequate and authentic than the decision of a single member or a group of members.5</p> <p>The right moment for launching a team conference is when we realize that we are stuck in a certain situation, we are blocked to make a decision or we find ourselves irritated, helpless and confused in regard to a situation or problem. The team conference is being set up at the moment, when we start listening to our inner voices and become aware of the process within ourselves.</p> <p><i>The model of "The Inner Team" requires deep listening to the inner voices. At first, we</i></p>
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	<p><i>might not recognize an individual voice; we just perceive “thoughts, emotions and impressions”6.</i></p> <p>The information we receive is diffuse and blurry. As we listen more accurately, we differentiate various voices, a plurality of voices.</p> <p>Now begins the process of identifying these voices. Since every voice articulates a particular message, they are recognizable. Once they are identified, every single one of them receives a name. Each voice gets a unique and specific name. The naming helps to realize where a message is coming from and to comprehend its origin and source.</p> <p><i>Taken from:</i> <a href="http://coachcampus.com/coach-portfolios/research-papers/annette-lohnes-the-inner-team-a-coaching-tool-to-achieve-authenticity/">http://coachcampus.com/coach-portfolios/research-papers/annette-lohnes-the-inner-team-a-coaching-tool-to-achieve-authenticity/</a></p>
<p><b>NOTE 2</b></p>	<p><b>The "Inner Team"</b></p> <p>The idea of an "Inner Team" (borrowed from the well-known Hamburg psychologist Friedemann Schulz von Thun) has become well used as a simple, understandable metaphor for our work as coaches.</p> <p>A team frequently has individuals who speak often and quickly. They are dominant and set the tone of the teamwork. Other members are pushed into the background or simply not accepted. Their strengths are scarcely used, or even not used at all. Teams' performance can be considerably slowed by unresolved conflicts over goals or ranking.</p> <p>These are all phenomena which we also find in a person's "inner team". Inner team coaching gives the inner "backbenchers" a chance to put their strengths forward and to demonstrate that they are a valuable resource. And finally we identify inner conflicts – the first step towards solving them. Examples of inner conflicts:</p> <ul style="list-style-type: none"> <li>• the balance between work and private life</li> <li>• striving towards maximum control versus trust</li> <li>• doing it yourself versus delegation</li> <li>• whining and complaining versus self-responsibility</li> <li>• longing for acknowledgement from others versus self-respect</li> </ul> <p>A picture says more than a thousand words. This is why, in this coaching method, we develop a typical visual portrayal of the client's individual team members. This shows the members of the inner team as coloured figures which may differ in size depending on their subjectively-perceived dominance. Dominant structures are placed in the foreground, whilst others tend towards the background. They may even be obscured by team "spokespersons". This gives us a picture which by itself already allows us to say something about typical conflicts of the overall personality.</p> <p>The subsequent intensive analysis of this "inner team" involves members taking up different chairs. We work with symbols such as empty chairs, a method which comes from gestalt psychology. Each member of the inner team is allotted a chair. The coach temporarily takes on the leadership of the team and holds an "inner team meeting".</p>



	<p>The client sits on each of the chairs in turn, and attempts to represent only the facet of the personality structure in question. Here, for instance, the following questions are intensively discussed with each team member:</p> <ol style="list-style-type: none"><li>1. What are your strengths; what is your main task in the team?</li><li>2. What risks does your action entail?</li><li>3. How do you get on with the others in the inner team?</li><li>4. What do you need to fully develop your strengths?</li></ol> <p>The results of such "inner team meetings" are often surprising. Inner conflicts are recognised and named by becoming conscious of them. It becomes transparent if the "team leader" is taking on a role that is too strong, too weak or too one-sided. Unused personal resources are literally reanimated.</p> <p><i>Taken from:</i> <a href="http://www.simcoach.de/en/up-to-date/blog/148-the-inner-team">http://www.simcoach.de/en/up-to-date/blog/148-the-inner-team</a></p>
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## TOOLS for TRAINING

SESSION N° 7	EXERCISE N° 2
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PROFILE ITEM	Active Listening, Emotional Stability
SKILLS	Self reflection, giving feedback

TITLE:	Listen to Yourself (Listening thermometer, the ear to interiority)
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GOAL	To listen to yourself
TIME	70 minutes
MATERIALS	<ul style="list-style-type: none"> <li>- Paper, pens</li> <li>- Flipchart</li> <li>- cards with exercises, <i>Listen to yourself and Listening from inside</i></li> <li>- See also theory Listen thermometer</li> </ul>
SETTING	Sitting in a circle with the whole group/single/couples
<p><b>Step 1</b> 40 minutes Setting: first yourself</p>	<p><b>Identifying voices/colors/integration</b> When you experience cold listening, you usually have voices/thoughts in your head, as judgement, needs, fear. We will investigate these voices.</p> <p><b>Listening to yourself/identifying voices</b> By getting to know your inner voices, really listening to them, you're listening to yourself, and by that you can also hear them with the other (because if you can't hear them with yourself, you can't hear them with the other) Trainer first gives an example on the board/flip-over</p> <p><b>Exercise "finding your inner voices"</b> Distribute the assignment card '<i>listening to yourself</i>' and explain with an example. Discuss this later in pairs, not in the complete group. Complete card yourself first.</p> <p>Reflect for yourself on a meeting/conversation that didn't go well, or you had a hard time making up your mind about it, an uncomfortable feeling. Which inner voices did you have at that moment or shortly after.</p> <p>First write down the <b>inner voices</b>, then the <b>emotions</b>, and then the <b>value</b> (hardest). It's possible to start with the emotions, in order to be able to write down the inner voices. The voice that is heard the least, is usually the one that needs the most attention.</p> <p>When busy, suggest feelings (basic emotions) and value areas from the hand-out.</p>



	<p>And say: think about if there are more voices to be heard (that perhaps are not so nice or familiar)</p> <p>Everybody ready?</p>
<p><b>Step 2</b> 20 minutes Setting: in pairs</p>	<p>Explain on the basis of your own example, express to the other trainer or participant, then integrate the voices.</p> <p>You can then repeat the situation, and see if you now listen to the other from inside yourself and if you're curious about the other, if you are able to give a kind of feedback (see the assignment card <i>Listening from inside</i>).</p> <p>Make pairs for exchanging, and maybe for further development. If someone discusses it with you, try to give recognition as a listener. Realize that it's about your innermost heart. See if you can really listen to the other.</p>
<p><b>Step 3</b> 10 minutes Setting: whole group</p>	<p>Afterwards a plenary discussion: how did it go?</p> <p>Explanation of shadow sides. What's in your shadow side? (A voice you didn't want to hear)</p>
<b>NOTE</b>	Exercises card see underneath



## *Listening to yourself*

Listening situation:

My response:

Voices	Emotions	Values
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

My response after listening to myself:

(Exercise from the listening training: "Heart of Hearing", Harry van de Pol and Michelle van Dusseldorp)

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## *Listening the other from inside*

When I see you do this

Then I think

Then I feel

Then I tend to

And at the same time I notice (insert what's in the shadow side)

What I'm curious about

(Exercise from the listening training: "Heart of Hearing", Harry van de Pol and Michelle van Dusseldorp)



## TOOLS for TRAINING

<b>SESSION N° 7</b>	<b>EXERCISE N° 3</b>
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<b>PROFILE ITEM</b>	<b>Empathy - Respect - Emotional stability - Active listening - Resource activation</b>
<b>SKILLS</b>	Listening – Self perception - Authenticity

<b>TITLE:</b>	<b>Bear cards</b>
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<b>GOAL</b>	Realise and share my feelings now and here
<b>TIME</b>	20 minutes
<b>MATERIALS</b>	Bear-cards
<b>SETTING</b>	Group
<b>IMPLEMENTATION</b>	
<b>Step 1</b> 20 minutes Group	Choosing one card of the pack with reflecting on the pictured feelings, emotions on it. Introducing that bear as the trainee itself with answering the following questions: “How am I here? How did I arrive? What did I bring to the group in me?”



## TOOLS for TRAINING

<b>SESSION N° 7</b>	<b>EXERCISE N° 4</b>
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<b>PROFILE ITEM</b>	<b>Emotional Stability</b>
<b>SKILLS</b>	Reconnecting to the self; recognizing effects of the learning

<b>TITLE:</b>	<b>Growing the rosebush</b>
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<b>GOAL</b>	Listen to yourself and appreciate the learning
<b>TIME</b>	5-10 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>- Individual rose-bush painting</li> <li>- Crayons and pens</li> </ul>
<b>SETTING</b>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>
<b>IMPLEMENTATION</b>	<p>At the end of the session each participant is invited to add 2 insights and 1 challenge to his/her "Rosebush" painting</p> <p>Add to your own "Rosebush" painting:</p> <ul style="list-style-type: none"> <li>• 2 insights</li> <li>• 1 challenge</li> </ul>



## SESSION 8 - LEADING A CONVERSATION

### Aim of the session

- Recognising the different phases in a conversation
- Experience how to lead a conversation

### Skills to be acquired

- Knowledge of the 5 phases model
- Recognizing the structure of a conversation
- Knowing how to make questions and which questions
- Summarising and round up
- Helping another person by active listening

### Tools for training

1. Exercise “Working with the 5-phases model” (part 1)
2. Exercise “Working with the 5-phases model” (part 2)
3. Exercise “Questions in conversation”
4. Exercise “Growing the rosebush”

**Time scheduled:** 4 hours, including breaks



## TOOLS for TRAINING

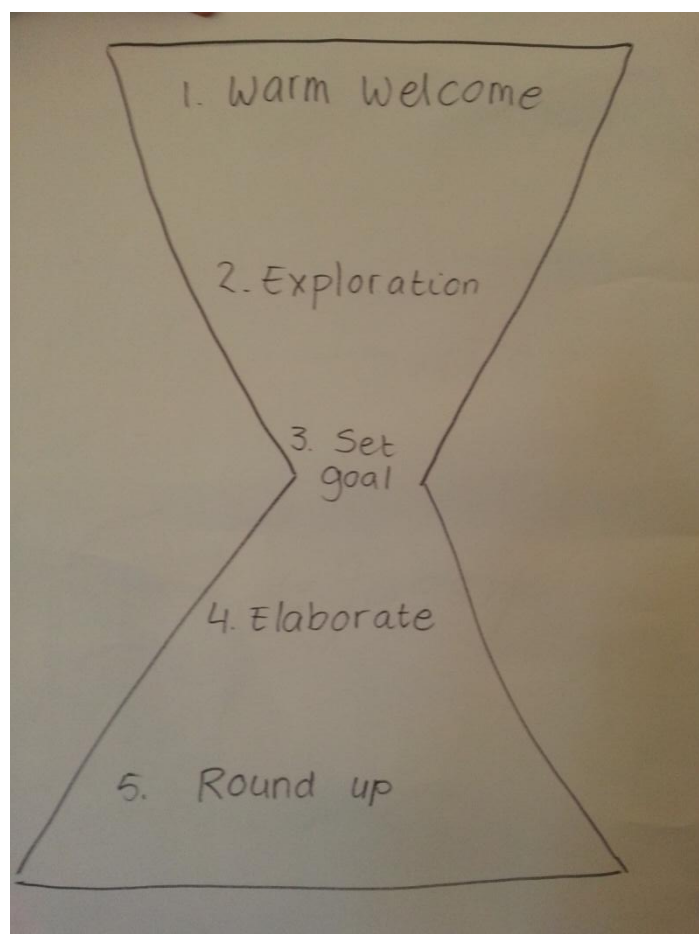
<b>SESSION N° 8</b>	<b>EXERCISE N° 1</b>
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<b>PROFILE ITEM</b>	<b>Leading a conversation</b>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>- Make contact</li> <li>- Structuring a conversation</li> <li>- Summarize</li> </ul>

<b>TITLE:</b>	<b>Working with the 5-phases model part 1</b>
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<b>GOAL</b>	<p>Manage a conversation in a helping-contact</p> <p>Structuring a conversation in five phases</p>
<b>TIME</b>	90 minutes
<b>MATERIALS</b>	<p>Flip-chart with the model</p> <p>Handout Working with the 5-phases model</p>
<b>SETTING</b>	Circle, Single, Pair, Trio
<b>IMPLEMENTATION</b>	
<p><b>Step 1</b></p> <p>15 minutes</p> <p>Setting: space in a circle</p>	<p><b>Making contact</b></p> <p>Divide the group in two parts. Half of the group are the numbers 1 and the other half are the numbers 2. Let everybody walk around in the space without making contact. After a while (say: FREEZE) the numbers 1 are allowed to make contact, eye-contact, say hello, shaking hands. The numbers 2 are still out of contact. After a while (FREEZE) the roles changes, so the numbers 2 are in contact and the numbers 1 are out. After a while (FREEZE) everybody is in contact with each other. After the last FREEZE ask how it was: not being in contact while others were in contact etc.</p>
<p><b>Step 2</b></p> <p>30 minutes</p> <p>Setting Circle.</p>	<p><b>The 5-phases model</b> (model on flap: hourglass)</p> <p>Reading or telling the highlights of the handout.</p> <p>Phase 1          Warm welcome</p> <p>Phase 2          What is the story/problem about?</p> <p>Phase 3          What does the person want? And what does he/she expect from you? (if the other expects something that you can't do, this is the right moment to tell him/her)</p> <p>Phase 4          Working out the problem/the story</p> <p>Phase 5          Finishing the conversation</p> <p>The purpose of this model is tuning the expectations of the conversation and giving it structure. In general you can say: the conversation partner decides what the talk is</p>

	about and you decide how the talk goes.
<p><b>Step 3</b> 15 minutes (interview) + 15 minutes (plenary) Setting: Couples Circle</p>	<p>Introducing phase 1 and 2 in pairs. Warm welcome and what about you by interviewing in a warm way the person next to you.</p> <p>Two topics: What brought this course you until now? And which skill is helpful for you in conversations?</p> <p>5 minutes per person for interviewing and 1 minute per person for a summary (about the other person in the large group).</p>
<p><b>Step 4</b> 15 minutes Setting: circle</p>	<p><b>Summarize at different levels</b></p> <p>You can summarize at the different levels (content – what – and how, feeling and meaning). A summary is a good way to step to the next phase. For example: “You told me about the arguing with your partner, you didn’t sleep last night because of the fight. It’s a hard time for you... What do you want with it, and what do you expect from me in this talk?”</p> <p>From phase 2 to phase 3, you see?</p>





## TOOLS for TRAINING

SESSION N° 8	EXERCISE N° 2
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PROFILE ITEM	Leading a conversation
SKILLS	<ul style="list-style-type: none"> <li>- Recognizing the 5 phases of a conversation</li> <li>- Practicing conversation in 5 phases</li> </ul>

TITLE:	Working with the 5-phases model part 2
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GOAL	<p>Manage a conversation in a helping-contact</p> <p>Structuring a conversation in five phases</p>
TIME	60 minutes
MATERIALS	<p>Flip with the model</p> <p>Chat log</p> <p>Handout Working with the 5-phases model</p>
SETTING	Circle, Single, Pair, Trio
IMPLEMENTATION	
<p><b>Step 1</b></p> <p>30 minutes</p> <p>Setting Couples and after Circle</p>	<p><b>Analyze a chat log</b></p> <p>A chat log. Make couples and look at this chat log. Analyze this chat conversation and write down the 5 phases.</p>
<p><b>Step 2</b></p> <p>30 minutes</p> <p>Setting circle</p>	<p><b>Exchange in the group</b></p> <p>Looking at all 5 phases: warm welcome, listening, asking questions, summarizing and last but not least: setting goals!</p>
NOTE	The enclosed text of the chat is taken from a listening service that provides on-line counseling



## CHAT CONVERSATION

Name or nickname: John  
Subject: I feel so lonely right now

time	name	line
15:34:51	TES	Hi John
15:35:13	John	hello
15:35:21	TES	you feel very lonely?
15:36:33	John	yes, very much so. I am in the middle of a divorce, had to leave my house, am living somewhere in a little apartment... ps I do not type that quickly.
15:36:44	TES	that is all right
15:36:52	TES	since when are you living there?
15:37:06	John	since this summer
15:37:06	TES	oh dear...
15:37:43	TES	that is quite something
15:37:56	TES	what happened?
15:39:37	John	had a relationship of more than 4 years and a son of 1; I did not see it coming; she did not see a future anymore all of a sudden; she did not give any signal...
15:40:08	TES	that must have frightened you
15:40:29	TES	and now you are sitting alone in your room?
15:42:26	John	yes, the first few months, you live in a fit of enthusiasm, automatic pilot on, just going on, working 50 hours per week, and last Friday the bomb burst, I collapsed and notified my work that I am ill.
15:43:06	TES	the bomb burst? what happened?
15:43:55	John	could not concentrate on my work, could only cry
15:44:19	TES	and now you are alone at home?
15:45:22	John	yes, the 'friends' around me are in hindsight just vague acquaintances, little contact with family, so yes at home alone often
15:45:49	TES	if I got you right you live on your own after a sudden divorce. you concentrated totally on your work until you got sick. You feel lonely and sad. Is that true?
15:46:55	John	yes, quite. contacted my practitioner who referred me to a psychologist
15:47:30	TES	how do you find that?
15:48:31	John	I think it can be of good use, I can at least 'eat my heart out' which I can't with anybody else, that's the reason for this talk too
15:48:54	TES	good that you get help that suits you



15:49:26	TES	what is it that you would like now?
15:50:53	John	more contact with people and contact with someone that is lonely too to be able to talk about it.... a 'companion' so ... by the way do I chat with a man or a woman???
15:52:24	TES	I am a woman
15:52:39	TES	how can I help you with that?
15:54:01	John	OK, seems stupid but I am always more open with a woman with a man I feel more ashamed.
15:55:02	TES	OK
15:55:13	John	I watch internet a lot, different dating sites but most of them are very commercial, you have to pay quite a lot.... do you know of any sites where you can make contact in a normal way?
15:56:43	TES	do you want me to help you to date women?
15:57:10	John	well yes, but also companions in distress
15:57:53	TES	I was looking for you already, just a moment
15:58:07	John	ok, I am not looking for a relationship-sex etc. no, I am really looking for a friend that I can talk to.....
16:04:34	TES	that is quite difficult I must say
16:06:16	TES	I do not have a standard link for you
16:06:48	John	yep, I have been looking too, on those dating sites you find those frustrated housewives that only want one thing, and that is not what I want
16:07:08	TES	I found something in a psychology magazine
16:07:19	TES	<a href="http://www.psychologymagazine.nl/web/question-advice/question-advice-a-until-z">http://www.psychologymagazine.nl/web/question-advice/question-advice-a-until-z</a>
16:07:29	TES	maybe you can find something there
16:08:29	John	ok, thank you...!!
16:09:29	TES	you think you can proceed with that?
16:10:26	John	yes, thanks for everything, if I need it I know where to find you/your site...thanks!!!!
16:10:34	TES	you are always welcome! It's been a pleasure.
16:11:24	John	byeeeeeeee !!!!



## TOOLS for TRAINING

SESSION N° 8	EXERCISE N° 3
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PROFILE ITEM	Leading a conversation
SKILLS	<ul style="list-style-type: none"> <li>- Different kind of questions (open and close)</li> <li>- Recognizing the 5 phases of a conversation</li> <li>- Practicing conversation in 5 phases</li> </ul>

TITLE:	Questions in a conversation
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GOAL	Manage a conversation in a helping-contact Structuring a conversation in five phases
TIME	75 minutes
MATERIALS	Flip chart with the model Chat log Handout Working with the 5-phases model
SETTING	Circle, Trio
IMPLEMENTATION	
<b>Step 1</b> 15 minutes Circle	<b>Making the closed question open</b> The first person asks a closed question: Did you like your coffee break? The person next doesn't answer that question, but he/she makes it open: What did you find of the coffee break? And so on.  <i>(What are the benefits/advantages of an open question and what the disadvantages? When do you use open and when closed questions and how can you recognize them? Closed: answering with yes or no, starting with a verb (are you working, is it, do you? Open: gives space to tell more (starts with: what, how, who, where, be careful with why, it gives the feeling to defend).</i>
<b>Step 3</b> 45 minutes Trio's	<b>Practice in groups of three persons</b> One person tells something about a small problem. Give your conversational partner the opportunity to ask questions and give some structure in the talk.  When there's a closed question, only say yes or no. Try to think about all 5 phases, make a summary after phase 2 and after phase 4. The third person makes observation and take notes.



	<p>10 minutes conversation, 5 minutes talk it through, with observer giving feedback. What did you see and hear (be concrete and specific, do not judge, describe behavior, it's not about the person himself).</p> <p>Change roles twice.</p>
<p><b>Step 4</b> 15 minutes Setting circle</p>	<p><b>Exchange in the group</b> Looking at all 5 phases: warm welcome, listening, asking questions, summarizing and last but not least: setting goals!</p>



## **SESSION 9 - RESOURCE ACTIVATION**

### **Aim of the session**

- Discovery of resources in yourself and the other
- Empowering by facilitating the access to own resources

### **Skills to be acquired**

- Being able to identify inner strengths and resources
- Help another person to access to his/her resources
- Improving self confidence
- Being able to use different types of questions to help connect to resources

### **Tools for training**

1. Exercise "The tree of my life"
2. Exercise "Recalling resources"
3. Exercise "Bear cards"

**Time scheduled:** 4 hours, including breaks





## TOOLS for TRAINING

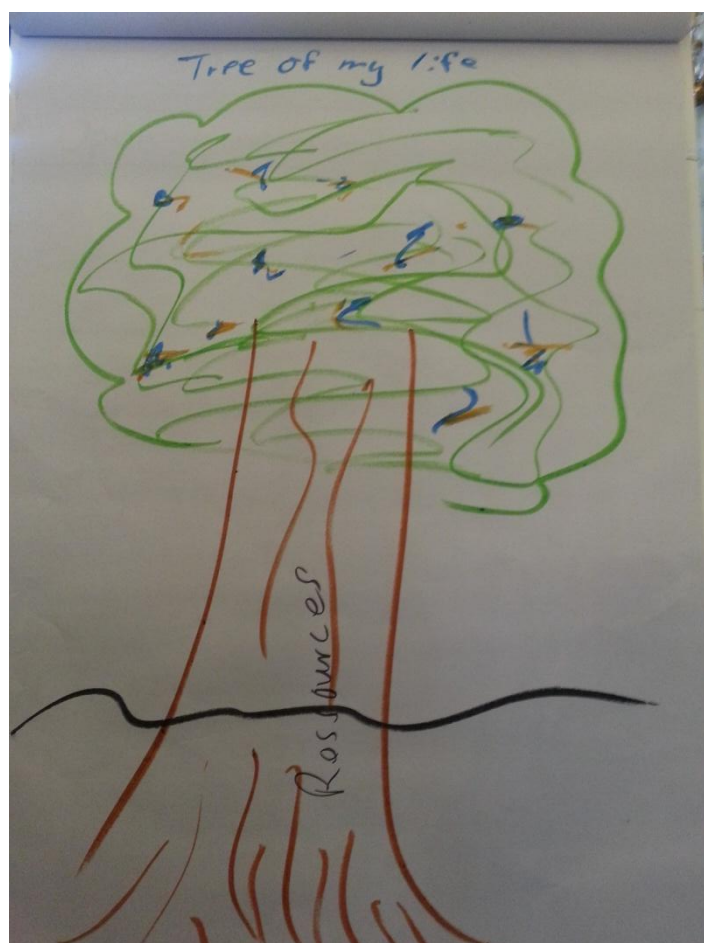
SESSION N° 9	EXERCISE N° 1
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PROFILE ITEM	Resource activation, Emotional Stability
SKILLS	The discovery of your own resources gives you a better feeling for discovering the possible resources of others.

TITLE:	The tree of my life
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GOAL	Discovering resources in your own life story, and in so doing get a feel for what you can provide as resources.
TIME	1.5 hour
MATERIALS	<ul style="list-style-type: none"> <li>- 1 flip chart sheet per participant</li> <li>- Wax crayons</li> <li>- Felt pens</li> </ul>
SETTING	Individual work, work in small groups, discussion in the overall group
IMPLEMENTATION	
<p><b>Step 1</b> 30-40 minutes Individual work</p>	<p>The participants receive flipchart papers, wax crayons and felt pens. They are given the task of drawing their 'tree of life' and adding text as appropriate. The drawing of the tree has to be large. The resources are entered as answers to the questions.</p> <p>The tree should consist of the following:</p> <p><b>Roots:</b> Where are my sources of strength? What gives me my self-confidence? What experiences help me? Where do I come from? What grounds me?</p> <p><b>Trunk:</b> Where are my standing? What does me good? What distinguishes my situation, and strengthens me in this situation? What supports me?</p> <p><b>Crown</b> What are my targets? What helps me? What do I still need to work on?</p>

	<p>What are my ideas? What are my dreams?</p> <p><b>Fruits</b> What do I want to harvest later? What do I want to pass on?</p>
<p><b>Step 2</b> 15-30 minutes Groups of 3</p>	<p>In groups of three the participants present their trees to each other and then discuss them</p>
<p><b>Step 3</b> 15-30 minutes Circle</p>	<p>Discussion of the experience in the large group</p>
<p>NOTE</p>	<p><i>"In your own story you will find the resources that you need."</i> <b>Milton Erickson</b></p>





## TOOLS for TRAINING

<b>SESSION N° 9</b>	<b>EXERCISE N° 2</b>
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<b>PROFILE ITEM</b>	<b>Resource activation</b>
<b>SKILLS</b>	Techniques of asking questions

<b>TITLE:</b>	<b>Recalling resources</b>
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<b>GOAL</b>	Learning to differentiate different types of question. Getting to know and practice using maieutic questions.
<b>TIME</b>	1.5 - 2 hours
<b>MATERIALS</b>	
<b>SETTING</b>	Work in small groups, then discussion of the results by the overall group
<b>IMPLEMENTATION</b>	
<p style="text-align: center;"><b>Step 1</b></p> <p style="text-align: center;">15 minutes</p> <p style="text-align: center;">Circle</p>	<p><b>Introduction to the four different questioning techniques</b></p> <p><b>Question types:</b></p> <ol style="list-style-type: none"> <li>1. Closed questions Effect: answer: yes – no – maybe</li> <li>2. Questions for information Effect: extending the problem</li> <li>3. Research questions: Why? Effect: defense and justification</li> <li>4. Maieutic questions Effect: looking under the surface of a communication, potentially revealing new findings, activation of resources</li> </ol>
<p style="text-align: center;"><b>Step 2</b></p> <p style="text-align: center;">45-60 minutes</p> <p style="text-align: center;">Groups of 4 people</p>	<p>Working groups are created. In each group one member presents a personal issue. The others gradually ask questions of types 1-3. The member of the group who has presented his or her problem leaves the room. The remaining group members analyze together what maieutic question(s) might be suitable. The resulting question is then put to the person who presented the problem. He or she thinks about the results and then gives a feedback to the others.</p>



	<p>They all talk it over briefly.</p> <p>The other members of the group then in turn present a personal issue.</p>
<p><b>Step 3</b> 15-30 minutes Sharing in plenary</p>	<p>Sharing the experience and results of the group and discussion in plenary</p>



## TOOLS for TRAINING

<b>SESSION N° 9</b>	<b>EXERCISE N° 3</b>
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<b>PROFILE ITEM</b>	<b>Empathy - Respect - Emotional stability - Active listening - Resource activation</b>
<b>SKILLS</b>	Listening – Self perception - Authenticity

<b>TITLE:</b>	<b>Bear cards</b>
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<b>GOAL</b>	Realise and share my feelings now and here
<b>TIME</b>	15 minutes
<b>MATERIALS</b>	Bear-cards
<b>SETTING</b>	Group
<b>IMPLEMENTATION</b>	
<b>Step 1</b> 15 minutes Group	Choosing one card of the pack with reflecting on the pictured feelings, emotions on it. Introducing that bear as the trainee itself by answering the following question: “How do I feel now? What would I like to share with the others?”



## SESSION 10 - LEARNING AND CLOSING

### Aim of the session

- Self-awareness of the personal journey through the course
- Learning assessment
- Evaluation of the training

### Skills to be acquired

- Identifying main achievements and personal growths
- Identifying gaps and skills to be further improved
- Being able to assess and evaluate the steps of the course
- Explaining points of view clearly and arguing in a proactive way
- Sharing the value of the training experience with the group and the trainers

### Tools for training

1. Exercise “Learning and skills acquired”
2. Evaluation of the training experience (deepen step 1 exercise 1)
3. Topics to be further deepened and practiced in the following phase of training (deepen step 3 exercise 1)
4. Exercise “Positive gossip”
5. Closing the group phase and information on the following phases of 50 hours practice (depends on the target group and specific needs)

**Time scheduled:** 4 hours, including breaks

## TOOLS for TRAINING

<b>SESSION N°10</b>	<b>EXERCISE N°1</b>
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<b>PROFILE ITEM</b>	<b>Resource Activation</b>
<b>SKILLS</b>	Summarize and evaluate. Awareness on knowledge and skills acquired

<b>TITLE</b>	<b>Learning and skills acquired</b>
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<b>GOAL</b>	Give value and appreciation to the personal and group journey through this training
<b>TIME</b>	1.5 hour
<b>MATERIALS</b>	Flipchart and felt pens Personal drawings “Rose-bush”
<b>SETTING</b>	Plenary in circle and small groups
<b>IMPLEMENTATION</b>	
Step 1: 30 minutes in circle	<p>Summary of the course:</p> <p>the trainer invites the participants to go back with the memory to the sessions of the training, the contents that were developed, the learning experience made together in the group.</p> <p>The trainer can turn over the pages of the flipchart to help remember the steps.</p> <p>On the occasion is possible to verify if the learning sequence was clear and if some parts are still difficult to handle</p>
Step 2: 30 minutes in groups	<p>Divide the participants in groups of 4 people. Everyone brings in the group the paper with their final rose bush.</p> <p>They will exchange on the following questions:</p> <ul style="list-style-type: none"> <li>• What brought this course to me? What have I learned?</li> <li>• Which skills are helpful for me in conversations?</li> <li>• How and where can I use what I learned?</li> <li>• What have I experience on the personal level?</li> <li>• Which aspects would I need to deepen further?</li> </ul>
Step 3: 30 minutes in circle	<p>Sharing in plenary the results of the group exchange.</p> <p>Identify and take note of the topics that need to be deepen further in the 50 hours (individually and for the whole group)</p>

## TOOLS for TRAINING

<b>SESSION N°10</b>	<b>EXERCISE N°2</b>
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<b>PROFILE ITEM</b>	<b>Resource Activation, Empathy</b>
<b>SKILLS</b>	Summarize, Focus on Positive side

<b>TITLE</b>	<b>Positive Gossip</b>
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<b>GOAL</b>	To give and receive compliments (positive gossip)
<b>TIME</b>	45 minutes
<b>MATERIALS</b>	Small presents
<b>SETTING</b>	Sitting in a group, presents in the middle on a table
<b>IMPLEMENTATION</b>	<p>Now we are going to gossip about each other (in a positive way)</p> <p>We'll do this with little presents. We put them on the table (great presents;))</p> <p>One person turns around and may only listen to what is being told about him/her.</p> <p>We'll choose together one present that fits this person.</p> <p>When we agree, one person will give it to his colleague, tells why we chose this present and then it's his or her turn.</p>







## **PART 3**

### **PRACTICE AND DEEPENING**

**50 HOURS**



## Practice in professional/life contexts and learning deepening

### Targeted refinement of listening skills

At the end of the 40 hours training, trainers will tailor the following 50 hours of practice and deepening, according to the knowledge acquired and specific needs of the particular group of trainees, and taking into consideration the context (formal, not formal or informal) where the skills will be used.

It is highly recommended to use part of the 50 hours for additional sessions of group training, in particular to further clarify and train some of the 6 main skills that make the profile of the *Listener*. Trainers should consider the outcome of the assessment in session 10 and plan the additional sessions accordingly.

Additional tools to further improve and practise listening skills are suggested below. Trainers will choose those most useful and appropriated to the learning context and will adapt them to the different targets of trainees and their needs.

The 50 hours deepening and practice consequently requires a well defined planning with personalised objectives and contents.

On regard of the methodology it could be a combination of training methods and tools listed below.

## Methods and tools for the practice

### Exercises for additional group sessions

Some exercises that were already used in the 40 hours sessions are key tools to empower and refine listening skills and can be reproposed in the 50 hours, in group sessions. The following exercises are recommended in particular:

- Give space in a conversation (session 2)
- Give back the content (session 2)
- Core emotions - case management (session 3)
- Give back the feeling (session 3)
- Positive state setup (session 3)
- Give empathic feedbacks (session 5)
- Mirroring (session 6)
- Give back the feeling and value (session 6)
- The inner team (session 7)
- Listen to yourself (session 7)
- Questions in a conversation (session 8)
- Recalling resources (session 9)

Information on additional exercises – which have a greater degree of complexity – is available in the “Listening Skills” tool box in the website.

### Case management

Case management exercises are highly recommended in the 50 hours practice. The trainer will prepare written cases (see examples in session 3 of this manual) or will ask participants to present an experience.

## Role play

Simulated conversations to train listening skills are a very powerful tool. As a sample see the tool “A conversation with Laura” in the following pages.

## Special situations

Role plays and work on cases should refer to the specific contexts and situations where listening is provided, and should consider the specific characteristics and needs of users.

For example, in the field of mental health and emotional support: crisis intervention, suicide prevention, mental illness, violence and aggression (in the family, bullying, mobbing), vulnerable people, repetitive callers. Training tools for crisis situations are accessible in IFOTES web-site – project QualiS ([click here](#)).

## Supervision

Face to face, online, or in small groups, supervision with the trainer provides a helpful feedback to the trainees to improve their listening skills and deal with their difficulties in the practical application of these skills. The use of the inner team model (Session 7) is recommended, in order to focus on feelings about specific or recurring cases or situations.

## Work in groups of peer

Face to face in couple or in small groups, working in peers is a useful way to improve, thanks to listening, observations and support of colleagues, in a climate of confidence and mutual understanding. The use of the inner team model is recommended here too, for listeners to share their emotional state.

## Self-observation and Self-evaluation

Trainees will be encouraged to do self-observation on the job, in their volunteering activities, or in personal life. Tools for self assessment can be provided to help them in this process. Ideally this activity should be connected with supervision or work in group of peers.

## Literature and Films (Self-learning)

Trainees will also integrate their knowledge by reading books and articles recommended by the trainers and watching films where they can recognise different situations in which listening skills are used in an appropriate way, or not, and the consequences in the relationships.

A list of films and bibliography in different languages are available in the “Listening Skills” web-site.

## Possible division of the 50 hours

Additional sessions group training	8 hours
Case management	8 hours
Special situations (re. context)	8 hours
Supervision	8 hours
Groups of pairs	8 hours
Self-learning (reading and films)	6 hours
Self observation and evaluation	4 hours
TOT	50 hours

### ADDITIONAL TOOLS for TRAINING

<b>50 HOURS</b>	<b>ROLE - PLAY</b>
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<b>PROFILE ITEM</b>	<b>Empathy - Respect - Emotional stability - Active listening - Leading a conversation - Resource activation</b>
<b>SKILLS</b>	To be able to handle a conversation with a person in need, with empathy, respect and giving support. Keep yourself balanced and have the capacity to lead the conversation.

<b>TITLE</b>	<b>A conversation with Laura</b>
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<b>GOAL</b>	Experience all listening skills in a conversation and individual assessment
<b>TIME</b>	30-40 minutes for each participant/trainee to be assessed
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Instructions for the trainer and the actress</li> <li>• Further information on the case for the actress</li> <li>• Recorder</li> <li>• Telephone (if you have the conversation through a phone call)</li> <li>• Recording sheet</li> <li>• Computer</li> </ul>
<b>SETTING</b>	<p><u>For a face to face conversation:</u> a quiet room where you will not be interrupted, with comfortable seats. The listener and the actress who plays the role of Laura will seat close, in the way they feel more comfortable. During the conversation the trainer will be out of sight, recording in silence and will never intervene.</p> <p><u>For a phone conversation:</u> the trainer and the actress will be in a quiet room. The participant/trainee will be called on the phone by appointment. He/she can be at home or in another quiet place, where he/she will not be disturbed or interrupted.</p>
<b>IMPLEMENTATION</b>	
STEP 1	The trainer makes an appointment with each trainee/participant who will take part in the assessment , either for a face to face meeting or for a phone call
STEP 2	At the meeting or starting of the call, first the trainer makes sure that the participant is informed on the process (included the recording) and provides information to handle the conversation. When everything is clear to the listener, the trainer steps back and switches to the actress.
STEP 3	The conversation between Laura and the listener starts (see instructions for the actress in the following pages). It lasts for about 15 - max 20 minutes.
STEP 4	The trainer takes the lead again and has a short de-briefing with the listener.
STEP 5	The trainer completes the recording sheet and transfer the audio file to a computer



## Instructions for Conversations/Phone Calls to assess the listening skills acquired by the trainees

### **To the trainer (T) and to the actress (A):**

In the following you will find the instructions for your conversations/phone calls. Before starting the conversation/call with the participants, please make sure that

- The trainer has these instructions ready
- The actor has his role script ready
- You are in a quiet room where you won't be interrupted during the conversation/phone call
- Your technical equipment is working properly.

If these prerequisites are met, the trainer can start preparing the participant.

T: For about 15 minutes you will have a dialogue (face to face or on the phone) with an actress. She will act as a typical person who needs to share about a personal problem she has. Your task will be to listen to her as you would do in reality. Importantly, we need to **record** this conversation so that we can afterwards assess the characteristics of the conversation. Please note that all data will be analyzed **in a reserved way**. Do you have any further questions on this topic?

T: If you agree on the conditions we just discussed, I give you now further information on the conversation you are going to hold.

*[Wait until participant agrees]*

T: You are now about to have a conversation with a young woman. For you, the objective of the conversation is to understand her situation and support her. We ask you to be a good listener for this girl. This can include being empathetic, respecting the interlocutor, listening actively, you yourself being emotionally stable, activating the resources of the other person, and structuring the conversation. Please speak to the girl for 10 to 15 minutes and end the conversation afterwards.

Do you have any further questions?

T: Please state so now, sit conformable and we will start to record our conversation.

***[Start recording]***

*[Make sure that everything is fine and the recorder is working, then switch to the actress]*

### **Conversation with Laura**

A: Hi, my name is Laura. I am very confused and need to talk to someone. I'm home alone right now because my boyfriend is on a training course once again and you don't know where to turn with the chaos that's inside your mind.

*[Leave a break for questions of the participant]*

A: My work situation is pretty stressful at the moment and on top of that my relationship has not been going too well for quite some time. Me and my boyfriend frequently have conflicts and spend little time together because he is working so much. It's not as it used to be and sometimes I'm questioning whether we can have a common future. *[pause]* At the same time I wish for that and plan to found a family together. Right now I am just completely confused.

*[leave a break for the participant to explore the subject, otherwise start to talk about your work situation, see below]*

A: On top of that there is a lot of stress at work lately. My office management is absent due to illness for an extended period, which means that I and another colleague are on our own now and have more work to do. This is not a problem in itself, because I like working there and want to take more responsibility, but my boss has now offered my colleague to be the deputy manager of the office and that is simply unfair.

*[leave a break for further questions]*

A: All this stress and disturbances lead to the point that I can only sleep very little at night. At daytime I am tired, barely have energy, and feel exhausted. This surprises me, because normally I am a cheerful and energetic person. This quality of me is unfamiliar.

*[leave a break for further questions on mental well-being]*

If the listener doesn't end the conversation after 15 minutes, please do end it yourself after a maximum of 20 minutes (Be friendly, let them know that the conversation has helped you, and thank the listener for it). Afterwards, switch again to the trainer.

***[Stop recording]***

T: It's me .... now again. Thank you very much for being available to make the assessment. Do you have any further questions now after the conversation with the actress?

### **Instructions for the trainer right after the conversation/phone call – Recording sheet**

- Make sure that the Date, Time of conversation/Phone Call, and Participant Code are written down on a document for the records, as follows:
  - Date of conversation/phone call:
  - Time of conversation/phone call:
  - Participant Code:
- Transfer the audio file of the conversation to a computer and make sure that the Participant Code is in the file name



## Paper for the actress to prepare the conversation

### Instructions to fit in the role

Introduce yourself with your first name and start the conversation by stating that you are very confused and need to talk to someone. You are home alone because your boyfriend is on a training course once again and you don't know where to turn with the chaos that's inside your mind.

*[Leave a break for questions of the participant]*

Your work situation is pretty stressful at the moment and on top of that your relationship has not been going too well for quite some time. You and your boyfriend frequently have conflicts and spend little time together because he is working so much. It's not as it used to be and sometimes you're questioning whether you can have a common future. *[pause]* At the same time you wish for that and plan to found a family together. Right now you are just completely confused.

*[leave a break for the participant to explore the subject, otherwise start to talk about your work situation, see below]*

On top of that there is a lot of stress at work lately. Your office management is absent due to illness for an extended period, which means that you and another colleague are on your own now and have more work to do. This is not a problem in itself, because you like working there and want to take more responsibility, but your boss has now offered your colleague to be the deputy manager of the office and that is simply unfair.

*[leave a break for further questions]*

All this stress and disturbances leads to the point that you can only sleep very little at night. At daytime you are tired, barely have energy, and feel exhausted. This surprises you, because normally you are a cheerful and energetic person. This quality of you is unfamiliar.

*[leave a break for further questions on mental well-being]*

### Further instructions for the actress

- Please start the conversation talking about your request (see above)
- Take care not to mention emotions on your own, to give the listener the chance to ask for them and work with you towards recognizing your emotions. You can, however, talk about bodily sensations, confusion, and feeling unwell (you can do that repeatedly).
- Be aware that the leading affect of Laura is *disappointment*, a combination of anger and sadness. But make sure that she cannot grasp and name this at the beginning of the conversation.
- If the listener doesn't end the conversation after 15 minutes, please do end it yourself after a maximum of 20 minutes (Be friendly, let them know that the conversation has helped you, and thank the listener for it).

## Further information on Laura

### Who is Laura

Laura is a 27-year-old girl, who is an office clerk. Laura is a cheerful and open person who enjoys taking care of others and always has a sympathetic ear for the concerns and needs of her friends. She has a strong and good relationship to her parents and her brother and maintains her contacts and friendships. Laura loves her cat, likes to cook and bake in her spare time, and she used to regularly play badminton.

### Current life situation of Laura

Laura has been in a relationship with an electrician who is two years older for three years. The couple wants to found a family and moved in with each other a year ago. Laura's cat is also living with them. Laura's partner Andreas is right now in the middle of a 6-months qualification period, which means that he frequently has to attend training courses in another city during weekdays. On the weekends he is also working a lot, e.g. on private construction sites, to raise his income. Laura can understand that and is glad that her partner wants to save money for their future. At the same time she dislikes being alone and feels neglected because of her partner's frequent absence. She secretly wishes that her partner would spend more time with her, but she would never say that because she knows he is doing the right thing. Conflicts about minor topics become increasingly common in their relationship. These conflicts often arise on weekends, when Andreas is tired and only lying on the couch, while Laura would like to go out with him and some friends. They also used to play badminton together, which rarely occurs now because Andreas has so little spare time.

Professionally, Laura is working at a large car dealership where she works in the office in the purchasing area. Laura has undergone training as an office clerk at this company and was then hired afterwards. She enjoys working there and gets along well with her boss and her colleagues. However, one of her two colleagues, who has been the office manager, is now absent due to illness for an extended period of time, leading to an increased workload for Laura. On the one hand, she enjoys working more autonomously and being needed and doesn't complain about hard work. She secretly would like to have greater responsibilities, e.g. working in the HR department, and hoped for a promotion because of her good work. Currently, however, she feels that her boss is dissatisfied with her work and tends to be unfair whenever things don't work out perfectly. Furthermore, he offered the position of the deputy manager to the third colleague while the actual office manager is sick. This seems to be unfair to Laura, because although the third colleague has been working for the company for a longer time than Laura, she is much less dedicated and reliable, frequently spends work time on the internet and is on sick leave without actually being ill.

### Biographic information

Laura is the older one of two siblings and grew up in a well-protected family raised by both of her parents. She gets along well with her parents and has a close relationship with her mother, who she daily calls. When Laura was 12 years old, her mother got breast cancer and Laura adopted a number of tasks in the household and also took care for her brother, who is three years younger. This led to a lot of recognition by her family and she was also proud of herself. By now her mother has survived cancer and her parents travel a lot since the children have moved out. Laura also has a good relationship with her brother, though they are not meeting frequently, they regularly exchange messages and talk about their parents.





Laura was fairly comfortable during school time, she was well integrated into her class and had three good friends with whom she is still in touch today. One time she was elected to be the class representative, which made her very happy. She had her troubles with some classes (especially English, partly Math), but got through secondary school and professional training.

### ADDITIONAL TOOLS for TRAINING

<b>50 HOURS</b>	<b>LISTENING SKILLS' ASSESSMENT</b>
<b>PROFILE ITEM</b>	<b>Empathy - Respect - Emotional stability - Active listening - Leading a conversation - Resource activation</b>
<b>SKILLS</b>	Observation, accurate listening, evaluation
<b>TITLE</b>	<b>Observer-Rating of Listening Skills</b>
<b>GOAL</b>	Assessment of skills observed in a recorded conversation/phone call
<b>TIME</b>	1 – 2 hours for each conversation recorded
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Form for observing-rating of listening skills (in the following pages)</li> <li>• Computer with audio</li> <li>• Recorded file of the conversation</li> </ul>
<b>CASE 1 – assessment of trainees</b>	If you use this tool to assess the listening skills of the trainees (e.g. they play the role of listener in a recorded conversation – see previous “Conversation with Laura”), the raters should be professionals who have not been trainers in the course and who do not know the trainees.
<b>IMPLEMENTATION</b>	<p><b>Instructions for observer rating:</b></p> <ul style="list-style-type: none"> <li>• Please make sure to use the instructions from the “Observer-Rating” sheet when doing your rating</li> <li>• Add the Date, Time, and Participant Code to the “Observer-Rating” sheet to make assignment clear</li> <li>• Please also add your Rater-Code to the rating sheet</li> </ul>
<b>CASE 2 – exercise for trainees</b>	If you use this tool as an exercise for trainees to observe and rate listening skills, make sure that the conversation recorded was done by two actors (one in the role of listener, one in the role of a person with a specific need that requires listening).
<b>SETTING</b>	In Case 2: group sitting in circle
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. The trainer distributes to each participant an observer-rating sheet and gives time to everyone to read the instructions and the items. He answers questions to clarify.</li> <li>2. The trainees listen to the conversation recorded and take note of the skills observed or those not shown.</li> <li>3. At the end everyone fills their rating sheet</li> <li>4. Comparison and discussion follow, moderated by the trainer.</li> </ol>



Date of conversation/phone call:

Time of conversation/phone call:

Participant Code:

Code of the rating person:

### **Observer-Rating of Listening Skills**

Dear observer,

in the following you will find a list of statements that describe someone's skills in listening to another person. Please listen carefully to the recording of the listening episode you were provided with. Make notes while listening if this helps you to follow along. When you feel like you have a clear image of the listening process on the record, rate the listener's skills and characteristics. If you do not feel confident with a rating, please listen to the recording once again to make your judgment reliable.

On rare occasions, it is possible that particular items cannot be rated from the listening episode you were given. In these instances, please indicate "not assessable". Please take care that you only make infrequent use of this category, as it is very important for us to have complete data.

Raters sometimes have a tendency to be overly positive in their ratings. Please try to make full use of the scale, so that differences in the quality of the listening processes become apparent in the ratings.


**BASIC ATTITUDE**

	Totally disagree				Totally agree	Not assessable
	1	2	3	4	5	
1. The listener has an open and attentive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The listener starts every conversation with an open mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The listener takes somebody's feelings seriously by not just talking about the facts but by inviting him or her to speak out his or her feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The listener doesn't come up with solutions immediately, but tries to be a good listener in the first place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**STABILITY**

	Totally disagree				Totally agree	Not assessable
5. The listener can stay calm in stressful conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The listener doesn't let his or her own problems interfere when he or she is listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### PERSPECTIVE TAKING

	Totally disagree				Totally agree	Not assessable
7. The listener sometimes finds it difficult to see things from the "other guy's" point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The listener tries to look at everybody's side of a disagreement before he makes a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. If the listener is sure he/she is right about something, he or she doesn't waste much time listening to other people's arguments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The listener tries to look at both sides of every question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### BEING ABLE TO COPE WITH SOMEBODY ELSE'S VALUES AND STANDARDS (RESPECT)

	Totally disagree				Totally agree	Not assessable
11. The listener and the client respect each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The listener appreciates his or her client as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The listener respects his or her client even when he/she does things that the listener does not approve of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ACTIVE LISTENING

	Totally disagree				Totally agree	Not assessable
14. The listener is aware of what his/her clients imply but do not say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The listener understands how his/her client feels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The listener listens for more than just the spoken words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The listener assures his/her clients that he/she is listening by using verbal acknowledgments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The listener assures his/her clients that he/she is receptive to their ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The listener asks questions that show his/her understanding of his/her clients' positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### STRUCTURALIZE

	Totally disagree				Totally agree	Not assessable
20. The listener structuralizes the conversation by summarizing and framing/limiting the subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Together with someone the listener establishes a goal in the conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The listener talks about the solutions someone is thinking of and if necessary adds more possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The listener takes care of a proper rounding up of the conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### TAKING THE LEAD

	Totally disagree				Totally agree	Not assessable
24. The listener asks closed-ended questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The listener makes interpretations of the clients' experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The listener is confrontational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The listener provides information to teach the client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The listener introduces the topic or initiates a change of topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SETTING BOUNDARIES

	Totally disagree				Totally agree	Not assessable
29. The listener sets the boundaries and mentions them clearly and calmly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The listener addresses his/her feelings/thoughts about someone when his/her thresholds are crossed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The listener makes agreements with his/her partner if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



RESOURCE ACTIVATION

	Totally disagree				Totally agree	Not assessable
32. The listener directs the clients awareness to where his/her strengths lie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. The listener focuses on enhancing the client in his/her self-concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. The listener intentionally uses the client's abilities for the listening process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. The listener confront someone with the consequences of his or her own behavior if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. The listener mentions his/her concern, opinion or advise when he/she thinks someone needs professional help, without pushing him or her over the edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Table with the inventory of the exercises according to the 6 profiles

<b>Active listening</b>	<b>Emotional Stability</b>	<b>Empathy</b>	<b>Leading a conversation</b>	<b>Resource activation</b>	<b>Respect</b>
<ul style="list-style-type: none"> <li>▫ Name Game</li> <li>▫ Getting to know each other</li> <li>▫ The Listening Sun</li> <li>▫ Listening statements on the line</li> <li>▫ The Listening Thermometer</li> <li>▫ Give space in a conversation</li> <li>▫ The bad listener</li> <li>▫ Feedback rules</li> <li>▫ Give back the content</li> <li>▫ Sense the feeling/Give back the feeling</li> <li>▫ The four ears model</li> <li>▫ Mirroring</li> <li>▫ Give back the feeling and value</li> <li>▫ Listen to Yourself</li> <li>▫ Bear cards</li> <li>▫ Role play: a conversations with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ The rose bush journey of the imagination</li> <li>▫ Listening statements on the line</li> <li>▫ Find and sort emotions</li> <li>▫ Core Emotions: case management</li> <li>▫ Positive State setup</li> <li>▫ Association – Dissociation</li> <li>▫ The Inner Team</li> <li>▫ Listen to Yourself</li> <li>▫ Growing the rosebush</li> <li>▫ The tree of my life</li> <li>▫ Bear cards</li> <li>▫ Role play: a conversations with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ “Gossiping” about the other part of the group</li> <li>▫ Intercultural Psychodrama</li> <li>▫ Empathy, typical attitudes and empathic response</li> <li>▫ Empathizing with the emotions and feelings of the others</li> <li>▫ Empathic response</li> <li>▫ Give back the feeling and value</li> <li>▫ The Inner Team</li> <li>▫ Bear cards</li> <li>▫ Positive Gossip</li> <li>▫ Role play: a conversations with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Feedback rules</li> <li>▫ Give back the content</li> <li>▫ Core Emotions: case management</li> <li>▫ Give words to your boundaries</li> <li>▫ The four ears model</li> <li>▫ Mirroring</li> <li>▫ Give back the feeling and value</li> <li>▫ Working with the 5-phases model part 1</li> <li>▫ Working with the 5-phases model part 2</li> <li>▫ Questions in a conversation</li> <li>▫ Role play: a conversations with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Positive State setup</li> <li>▫ The Inner Team</li> <li>▫ Bear cards</li> <li>▫ The tree of my life</li> <li>▫ Recalling resources</li> <li>▫ Learning and skills acquired</li> <li>▫ Positive Gossip</li> <li>▫ Role play: a conversations with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Intercultural Psychodrama</li> <li>▫ The value scale</li> <li>▫ Bear cards</li> <li>▫ Role play: a conversations with Laura</li> <li>▫ Listening skills' assessment</li> </ul>

Table with the inventory of exercises according to the 6 profiles in the training

	<b><i>Active listening</i></b>	<b><i>Emotional Stability</i></b>	<b><i>Empathy</i></b>
<b><i>Session 1 Warm up and listening</i></b>	<ul style="list-style-type: none"> <li>▫ Name Game</li> <li>▫ Getting to know each other</li> <li>▫ The Listening Sun</li> </ul>	<ul style="list-style-type: none"> <li>▫ The rose bush journey of the imagination</li> </ul>	<ul style="list-style-type: none"> <li>▫ “Gossiping” about the other part of the Group</li> </ul>
<b><i>Session 2 The listening thermometer</i></b>	<ul style="list-style-type: none"> <li>▫ Listening statements on the line</li> <li>▫ The Listening Thermometer</li> <li>▫ Give space in a conversation</li> <li>▫ The bad listener</li> <li>▫ Feedback rules</li> <li>▫ Give back the content</li> </ul>	<ul style="list-style-type: none"> <li>▫ Listening statements on the line</li> </ul>	
<b><i>Session 3 Handling emotions</i></b>	<ul style="list-style-type: none"> <li>▫ Sense the feeling/Give back the feeling</li> </ul>	<ul style="list-style-type: none"> <li>▫ Find and sort emotions</li> <li>▫ Core Emotions: case management</li> <li>▫ Positive State setup</li> <li>▫ Association – Dissociation</li> <li>▫ Growing the rosebush</li> </ul>	
<b><i>Session 4 Respect and values</i></b>			<ul style="list-style-type: none"> <li>▫ Intercultural Psychodrama</li> </ul>
<b><i>Session 5 Empathic Listening</i></b>			<ul style="list-style-type: none"> <li>▫ Empathy, typical attitudes and Empathic response</li> <li>▫ Empathizing with the emotions and feelings of the others</li> <li>▫ Empathic response</li> </ul>
<b><i>Session 6 Active listening</i></b>	<ul style="list-style-type: none"> <li>▫ The four ears model</li> <li>▫ Mirroring</li> <li>▫ Give back the feeling and value</li> </ul>	<ul style="list-style-type: none"> <li>▫ Growing the rosebush</li> </ul>	<ul style="list-style-type: none"> <li>▫ Give back the feeling and value</li> </ul>
<b><i>Session 7 Self awareness</i></b>	<ul style="list-style-type: none"> <li>▫ Listen to Yourself</li> <li>▫ Bear cards</li> </ul>	<ul style="list-style-type: none"> <li>▫ The Inner Team</li> <li>▫ Listen to Yourself</li> <li>▫ Bear cards</li> <li>▫ Growing the rosebush</li> </ul>	<ul style="list-style-type: none"> <li>▫ The Inner Team</li> <li>▫ Bear cards</li> </ul>
<b><i>Session 8 Leading a conversation</i></b>			
<b><i>Session 9 Resource activation</i></b>	<ul style="list-style-type: none"> <li>▫ Bear cards</li> </ul>	<ul style="list-style-type: none"> <li>▫ The tree of my life</li> <li>▫ Bear cards</li> </ul>	<ul style="list-style-type: none"> <li>▫ Bear cards</li> </ul>
<b><i>Session 10 Summary and closing</i></b>			<ul style="list-style-type: none"> <li>▫ Positive Gossip</li> </ul>
<b><i>Additional sessions Practice</i></b>	<ul style="list-style-type: none"> <li>▫ Role play: a conversation with Laura</li> <li>▫ Listening skills’ assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Role play: a conversation with Laura</li> <li>▫ Listening skills’ assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Role play: a conversation with Laura</li> <li>▫ Listening skills’ assessment</li> </ul>

Table with the inventory of exercises according to the 6 profiles in the training

	<i>Leading a conversation</i>	<i>Resource activation</i>	<i>Respect</i>
<b>Session 1</b> <i>Warm up and listening</i>			
<b>Session 2</b> <i>The listening thermometer</i>	<ul style="list-style-type: none"> <li>▫ Feedback rules</li> <li>▫ Give back the content</li> </ul>		
<b>Session 3</b> <i>Handling emotions</i>	<ul style="list-style-type: none"> <li>▫ Core Emotions: case management</li> </ul>	<ul style="list-style-type: none"> <li>▫ Positive State setup</li> </ul>	
<b>Session 4</b> <i>Respect and values</i>	<ul style="list-style-type: none"> <li>▫ Give words to your boundaries</li> </ul>		<ul style="list-style-type: none"> <li>▫ Intercultural Psychodrama</li> <li>▫ The value scale</li> </ul>
<b>Session 5</b> <i>Empathic Listening</i>			
<b>Session 6</b> <i>Active listening</i>	<ul style="list-style-type: none"> <li>▫ The four ears model</li> <li>▫ Mirroring</li> <li>▫ Give back the feeling and value</li> </ul>		
<b>Session 7</b> <i>Self awareness</i>		<ul style="list-style-type: none"> <li>▫ The Inner Team</li> <li>▫ Bear cards</li> </ul>	
<b>Session 8</b> <i>Leading a conversation</i>	<ul style="list-style-type: none"> <li>▫ Working with the 5-phases model – part 1</li> <li>▫ Working with the 5-phases model - part 2</li> <li>▫ Questions in a conversation</li> </ul>		
<b>Session 9</b> <i>Resource activation</i>		<ul style="list-style-type: none"> <li>▫ The tree of my life</li> <li>▫ Recalling resources</li> <li>▫ Bear cards</li> </ul>	<ul style="list-style-type: none"> <li>▫ Bear cards</li> </ul>
<b>Session 10</b> <i>Summary and closing</i>		<ul style="list-style-type: none"> <li>▫ Learning and skills acquired</li> <li>▫ Positive Gossip</li> </ul>	
<b>Additional sessions</b> <i>Practice</i>	<ul style="list-style-type: none"> <li>▫ Role play: a conversation with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Role play: a conversation with Laura</li> <li>▫ Listening skills' assessment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Role play: a conversation with Laura</li> <li>▫ Listening skills' assessment</li> </ul>