

Leonardo Da Vinci Lifelong Learning Programme

Manual to career start

A guide to employers and vocational trainers

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I. Introduction

This manual is the final result of a 2 year-long cooperation of Szinergia Vocational School of Business from Hungary, Tavastia Vocational College from Finland and SGGOŠ from Slovenia within the framework of Leonardo Partnership Program.

Our aim was to identify what competencies VET graduates should bear in order to succeed in labour market.

The preparation phase involved reviews of relevant labour market studies, researches and reports, questionnaires on employers' expectation as well as graduates' needs, expectations and performances in job markets. All materials were analysed by project team members, then discussed and evaluated in workshops.

Studies pointed out most common development needs of students entering job market. Among the various personal competencies the ones we focused on were team-work, effective communication and time-management plus organisational skills.

All three participating institutions have agreed to set a goal to help prepare their students for the expectations of the labour market. The success of our mission lies in numerous factors, but we must not ignore the fact that the expectations of employers have changed in the last decade: professionalism and work experience have become natural and counts no more than 20% of the applicants' performance. What make the other 80% are personal skills and competences. However, in school curricula we can find very little track which improve these areas.

After having identified root causes of this existing problem, we have created a plan which focuses on the attempt to encourage mutual work, cooperation and a supporting approach between employers and vocational schools.

This manual would be a tool to achieve our aim. We summarized all training materials, guidance and practice in this handbook and have a strong hope that with our efforts we will find the right methods and tools to reach our goal i. e. sending prepared and mature young adults to the labour market.

II. Training syllabus

II.1. Objectives of the training

To develop and deepen skills in acting in effective communication, team work and time management for participants of the Leonardo PARTNERSHIP program, and young ones who had won the scholarship and are to start their career.

During the training the skills mentioned above are being developed, by which participants can be more successful and efficient employees. For young adults starting their professional career it is very important to gain experiences in connection to communication of their own and other's work. Task solving built on their personal experience makes their self awareness stronger and they recognise the fields to be developed in themselves. They can determine their self-interests and enforce their rights in consideration of others' interests and rights.

II.2. Knowledge acquired in the course of the training, skills formed, abilities, competences

The participant must be able to:

- Share information, ideas, plans, and resources.
- In a constructive way support the communication between the team-members.
- Learn his mates' opinion by listening actively. Listen to what others want to say.
- Share information and ideas at either individual or team level by using different communication channels.
- Preoccupy the audience with his message and make them understand the core idea of it.

Make sure what he says is understandable.

- Accept his partner(s)'s messages the most accurately without loss of meaning; sense and take in the full no-verbal communication.

II.3. Impacts of the training

In the course of the successfully performed training:

- Self-awareness of the participants is improving, they adapt to the audience. Their ideas are formed on the basis of experience, background, needs and personalities.
- The members of the teams communicate clearly, tailor-made, taking everything into consideration.
- Take characteristics of different cultures' communication into consideration. They meet the differences of non-verbal ways of communication of the countries.
- Despite of the different opinions, they can communicate assertively, they become more open, more tolerant with one another, the atmosphere of trust and the endeavour to get to know each other more are increasing, prejudice and intolerance are decreasing.
- Young adults' intercultural communication, acceptance of otherness and its assessment are developed.

II.4. Target group/participants of the training

Final year VIT students (level 3/4/5)

In case of Leonardo Partnership Program: Applicants and students obtaining the scholarship of the program's local tender, 24 participants in two training groups.

II.5. Applied methods, forms of tasks

- Warm up practices
- Communication tasks
- Role play in pairs
- Trainer's presentation
- Making decision in team and discussion
- Task for the individual, small teams and large teams

- Cool down practices to have a gentle finish

- Feedback

II.6. Basic principles of the training

Leaders of the team should keep the following principles in mind throughout the whole course of the training:

- Participation in fulfilling the tasks is not compulsory

- Participants are not obliged to report on their experience concerning the exercises.

- Team members have the opportunity to put questions any time, but the one asked has the right to say 'No' or 'Pass' in an inconvenient situation.

- The occasions basically start with the question 'How are you' and end with 'How are you leaving'. The leader of the team must make sure that there are no questions or ideas left unspoken, but at the same time, nobody should feel that he is forced to talk about something he does not intend to.

- There are no incorrect answers or wrong ideas, only different opinion. Never give a rating to others' opinion or thoughts.

- Personal issues unfolded during the tasks are not to be discussed out of the group and are not to be passed to anyone.

- The person leading the group is a partner of the participants, does not give advice, prefers to sum up, confirm and support instead.

- At the start of the training team members jointly draw up the issues substantial for the co-operation. The trainer may give ideas but all participants are to agree on the basic principles. The frames of collective work are formed this way and they apply to everyone.

- Participants should always be seated in round so that they can see each other well. The trainer should be changing his position.

- Based on the tasks, rearrangement of the venue (room) should be carried out involving the team members.

- In the course of the tasks we are to listen to one another, summarize at the end, and the trainer should give a chance for the participants to ask one another.

II.7. Requirements concerning the trainer, competences

The general task of the trainer is to ensure the friendly and loose atmosphere. Participants of the PARTNERSHIP Program, in some cases, due to the possibly different cultural traditions should concentrate on this even more. Success of the training largely depends on the person of the team-leader trainer.

The trainer should keep the varied adaptation of the tasks in mind. The message is to be formulated in a straight way:

- It is very important to me to...
- It disturbs me when...
- I am asking you to...
- In case you have a problem, let us speak about it, please...

Master values are respect, honesty which appears in the following:

Behaviour showing acceptance:

The trainer must be clear with his own values and abilities. He is not to judge or rate the participants' behaviour. He should help the process of recognition, summarize and interpret the delivered opinion instead.

Expression of warmth, paying attention, speaking:

When communicating, paying attention means listening and it is important to demonstrate this with the non-verbal communication, as well. The two should be in tune!

Encouragement:

Let us put emphasis on the participants' strengths, their development tendency and good qualities.

A very important fundamental rule:

The key to the training's success is the first ten minutes. The trainer is responsible for both the individual and the entire team.

II.8. Form of assessment

Feedback is a significant part of the training process, as by this we continuously guide the participants aiding their development. But, we also have to make them conscious of that fact that feedback given by the participants to one another is as important, as the assessment on the task formed by the trainer.

In order to achieve this, by the end of each task it should be the individuals and the teams to assess their own work first, then other participants should be given the chance to share their opinion.

Self-assessment is an indispensable part of the way we can strengthen self-assessment. It is also important to highlight that evaluating others should not give a reason to hurt others, so opinions should be not judgements (it was good, it was not good).

Let us make the participants tell their impressions instead (As I see, I think...)

We can successfully develop efficient communication and – in case of different opinions – the ability for assertive communication by correctly forming the assessment and feedback (concerning any type of training).

II.9. Duration: 1 day

(Note to the Leonardo Partnership Program: This 1 day training will be a part of the three days training will be held on the career weeks.

As all emphasized areas of development appear in the frames of the PARTNERSHIP program in the course of the trainings (Effective communication, Time management – organization, Team-work), tasks concerning one area are not to be planned for one day categorically. There is a chance to deal with one area on each day of the three, but all of the three subjects should be processed by the same emphasis proportionally.)

II.10. Timetable of training days:

The three-day training is arranged from 9.00. to 16.00. A lunch break is held from 12.00 to 13.00.

When setting up the tasks it is important to note that no unit should be longer than 90 minutes. A 10-15-minute break is also to be planned between the morning and the afternoon 2 blocks.

II.11. Time, assets and accessories needed for completion of the training

Technical devices, time issues, other accessories and conditions for the training are to be noted at the description of the tasks, or to be summarized in the following script chart.

III. Training material for Effective Communication

III.1. Script of the team-building training

Time	Topic	Objectives	Methods	Equipment	Ref. No. of alternative exercises (tasks)
9.00-10.30	<p>Getting in tune</p> <p>1. Unfinished sentence</p> <p>At the moment I feel like ...</p> <p>2. Collecting expectations and worries.</p> <p>Since the previous day, what questions have the participants revealed? Are there unclear questions?</p> <p>How does this daily programme differ from the previous one?</p> <p>All participants write 1-1 expectation, reservation connecting to the training, and then they stick them on the board.</p> <p>3. Square puzzle</p> <p>In small teams task solving without non-verbal and verbal communication.</p>	<p>Getting in tune for the day.</p> <p>Revealing and answering the participants' questions</p> <p>Development of co-operation</p>	<p>Individual work, collective discussion</p> <p>Doing tasks individually and discussing collectively</p> <p>Task solving in small teams</p>	<p>Small paper, pen</p> <p>Post-it, pen</p>	13.

		inside the team. Have experience of the loss of verbal and non-verbal communication.		Equipment stated in the description of the task	
10.30-10.45	Break				

10.45-12.00	<p>4. Listening to others</p> <p>All participants experience the situation of active listening and attention to others in small teams.</p> <p>5. Civils and soldiers</p> <p>Solving a crisis situation in small teams, according to the roles determined in advance.</p>	<p>Active listening, practising of paying attention to others.</p> <p>Making decision collectively, Having experience of role conflicts</p>	<p>Individual and collective task solving</p> <p>Individual and team work, role-play</p>	<p>Monitoring sheet</p> <p>Description for players, evaluation aspects for observers</p>	14.
12.00-13.00	Lunch break				
13.00-13.15	6. Icebreaking task	Refreshment	Games in teams		
13.15-14.30	7. Assertiveness- situation	Get to know the assertive, aggressive and passive ways of	Task solving individually and in pairs , role-	Paper, pen	

	<p>12. King-baron</p> <p>Locomotion game</p>	<p>consensus, debate</p> <p>Channelling practice – corporate positive experience to finish the corporate programme.</p>	<p>Task solving in teams</p>	<p>Chairs</p>	
<p>15.45- 16.00</p>	<p>Closing</p> <ul style="list-style-type: none"> - trainer’s feedback -participants’ feedback - sharing personal experiences 	<p>Transfer of self- reflection,</p> <p>Raising awareness of the training’s objectives</p>	<p>Individual feedbacks, developing views</p>		

III.2. Tasks in the script

Ref. number:	1
Title:	Unfinished sentence
Learning objectives:	Learning the team members' names
No. of participants involved:	Entire training group
Duration:	15 minutes
Tools, resources:	Small paper, pen

Description:

All participants declare how they feel here and now, meaning they finish the sentence started in the title of the task. Please, complete this sentence below. 'At the moment I feel ...' then they fold the paper and throw it in the middle of a circle. Then everybody chooses one (not his own) paper and read out.

Ref. number:	2
Title:	Collecting expectations and worries
Learning objectives:	Revealing and answering the participants' questions, formulating expectations and worries in connection with the team and co-operation.
No. of participants involved:	Entire training group
Duration:	15 minutes
Tools, resources:	Post- it, marker

Description:

Considering the expectations and worries of the previous day we ask for the participants again to write 1-1 expectation and worry on the post-it. If there are no new ones, we can take off those which do not intrigue them.

Ref. number: **3**

Title: **Square puzzle**

Learning objectives: To develop co-operation inside the team. Make them aware of focusing on oneself and others as a factor of problem solving. Experience the difficulties of the absence of verbal and non-verbal communication.

No. of participants involved: **Entire training group**

Duration: **60 minutes**

Tools, resources: For every team have five envelopes, by teams containing the following –made of cardboard and cut along the lines – five squares

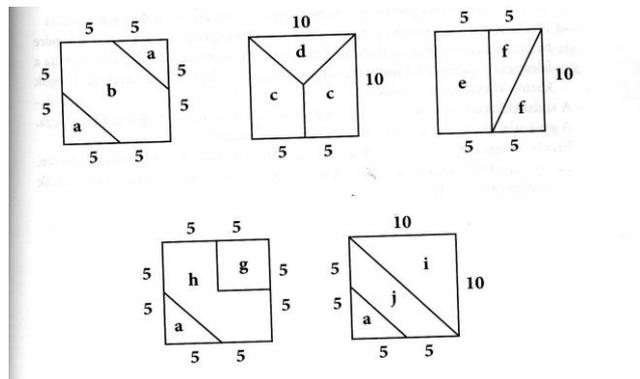
Envelope 1: parts a, a, a, c

Envelope 2: parts a, j

Envelope 3: parts d, f

Envelope 4: parts g, b, f, c

Envelope 5: parts i, h, e



Description:

Form teams of 5 by using letter cards by drawing of lots. Every team needs a separated table to work so that they will not see one another's work. We hand out envelopes numbered 1-5 to each team.

Instruction: every team has to puzzle five squares in the same size from the pieces. The task is completed if there are completely the same squares in front of every team. If somebody raises his hand as a winner, he cannot take part in the team work anymore, he must not touch the square in front of him, but he can receive an individual award. The winner team gets an award!

Additional rules: Verbal and non-verbal communication is forbidden! Nobody can ask for and give a piece of cardboard. Everybody has a right to put one piece in the middle of the table and take away one at a time. This is the only way to get rid of the unnecessary pieces and get the one needed. Direct exchange is forbidden! The team leaders and observers check strictly the compliance of the rules and they exclude those who break the rules. The game is finished if any team of 5 wins.

Ref. number: **4**

Title: **Listen to others**

Learning objectives: Practising active listening, paying attention to others.
Learn to hear what others say, how to provide emotional support to fellow creatures without words, be able to listen to others without interruption.

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Observation points (see below), pen

Description:

Form teams of 3 by using letter cards by drawing of lots randomly, players A, B, C.

A= speaker/narrator role, B= listener role, C= observer, these roles change after every 5 minutes. The speaker tells an interesting story, the listener mainly has reaction with non-verbal communication (nodding, smiling, showing appreciative attention, not continue the talking...). The observer completes the questionnaire paying attention to the listener.

Observation points:

Did the listener listen to the speaker? If not, about how many minutes later did his/her attention ease down?	
What kind of nonverbal means of communication did the listener apply to give feedback? (Keeping eye-contact, nodding, smile, etc.)	
Was there a moment when the listener would have liked to interrupt the speaker- what were the non-verbal signs of this?	

Ref. number: **5**

Title: **Civils and soldiers**

Learning objectives: Making decision collectively, having experience of role conflicts. Communication in crisis situation and strained situation.

No. of participants involved: **Entire training group**

Duration: **30 minutes for the task + 20 minutes discussion**

Tools, resources: All participants are given a case history and a description of his/her own role, crisis sheet, aspects for observers (see below)

Description:

Role team of 9 members, the others are observers. A team sitting in a circle open from one side, where a playground is formed.

Players are given the Description of the Situation and their own role sheets, which are not allowed to be shown to others. According to the trainer's instruction they divide which observers will monitor which players. All of them receive the aspects of the discussion in advance.

The role team is told that they have to make the best decision in connection with the crisis situation in 30 minutes. After 20 minutes it is told, that the president got heart attack and we take him/her out of the team. Then we give the Crisis sheet to the players and ask them to continue the game. When the 30 minutes are up, we stop the game and all players are given the aspects of Discussion. The whole team discusses the role play on the basis of aspects and suggested objectives.

Players: president, vice-president, defence minister, commander of ground forces, chief of staff, naval commander in chief, commander of air force, guest 1, guest 2.

Description of the situation

You are one of the most important military or political leaders of Euria, a big European country. You are being taken urgently to headquarters in a bunker built deep inside a mountain next to the capital. The equipment of the bunker can ensure the provision of people being there for 3 years.

The leaders of X country, a near Asian power have just said that they will launch a nuclear attack against Euria, if You do not hand over all military bases and military equipment which can be found outside X country in Europe or any other continents immediately.

To demonstrate their serious threats they point out five towns as targets - each of them has a population of more than 100 000- and stated, that they would launch nuclear rockets against them, if their claim was not answered immediately.

The threats against Euria were broadcast by the all TV channels thus the whole country knows about it. However, the names of the five target towns are only known by those who are in the bunker.

X country also stated if You launch only a single rocket against them, they will destroy the whole country with their arsenal. Consider that X country has enough military power, strategic base and army to control even Europe. In fact, it is hard to know if X country is bluffing or not.

A rocket with nuclear warheads needs 22 minutes to reach the closest strategic point of Euria from X country. The first threat was issued at 12.39. Now, it is 13.45. X country is waiting for the answer. Make sure that you team is taking all the possible alternatives into consideration and will find the best possible solution of the situation within the available time.

The president's role sheet

You come from a poor fishing family and worked hard to graduate at a university of law. Two years ago, when you were the representative of your county, in the senate your party asked you to run for presidency. You accepted the nomination, but did not believe in winning.

By 47 years of age you became the youngest president of Euria's history and you are determined to do everything for your office. You took over the presidency three months ago, and you know that all the people in the room feel more prepared to handle this crisis than You. It will be especially difficult to handle the vice-president, because he thinks that he should have been nominated for the presidency by the party. All soldiers know that You were given extra time for military service and you are noted as a 'pigeon' and because of this you are not suitable to hold the position of commander in chief. But You are the president, you are in charge of the things that will happen. Your family was moved to a secured district.

The vice - president's role sheet

You should have been the president. You have been the member of the parliament for 20 years and you were a vice-president for 8 years in the previous government. Thus you expected to be nominated for presidency in the latest election by the party.

Instead, a young unknown senator was invited from a county by the coast and You are vice-president again.

The new president is inexperienced and naive. He has never served in the army and he is said to be a 'pigeon'. He has taken over his office only three months before and he is the youngest president in the country's history. Now, when the country has to face the crisis that the president is not able to handle, it is a good occasion for You to predominate and prove that you are the most suitable person for this position.

You know that the chief of staff and the commander of the ground forces stand by You, but the defence minister is on the president's side. You do not know about other people present. On the way to this meeting, the president asked you to sit in quiet and just nod as a sign of approval if he tells You something. Your family is in one of the target towns.

The defence minister's role sheet

You really wonder why you are here. You have been recently appointed by the president but the parliament has not confirmed it yet. You have not taken part in a military briefing yet, and you meet the generals here for the first time. The president, your old friend, is 47 years old and he has been in this position for 3 months. His vice-president is disappointed because he expected to be nominated for the presidency. The soldiers here think that you and the president are naive and they may be right. You feel inconvenient and you would like to get information about your family who are in one of the target towns.

The chief of staff's role sheet

You are the most experienced soldier in Euria. All generals in the room look up to you and know that you are the most important person in the meeting. The defence minister has been recently appointed but the parliament has not confirmed it yet. The vice-president is hungry for power, he is a declassified man who served 8 years by the previous president but he was not better either then. The new president is inexperienced and naive. He has never served in the army, he is said to be a 'pigeon' and he has been in this position for 3 months. He is 47 years old. The only way to survive the crisis is to provoke X country to carry out its threats. You have no family and you think if it is necessary, both countries must launch their rockets to destroy the whole world outside. The people can escape from this bunker 3 years later and start to build a new and much better world.

The commander of ground forces' role sheet

There are a lot of stupid men sitting around the table, especially the naval commander in chief. He has been taking money away from your budget for years and when the strategic weapons which you have asked for would be really needed, there are not any of them. So let the navy save the world, if it is terribly important!

The president is young, naive and he has taken his office only for 3 months. The chief of staff is getting more and more senile. Only the vice-president has enough capacity to take the leadership and solve the crisis. The vice-president is an experienced, erudite man and he has always been against cutting the budget of the army.

The naval commander in chief's role sheet

You have been saying for years that the navy is one of the main reserve forces due to its mobility on seas in the case of such a crisis. Now, as the crisis has happened, the solution is up to You. The president is inexperienced and naive. He has taken his office only 3 months before. The vice-president and the chief of staff are ambitious and revengeful, sometimes even crazy. The commander of ground forces hates you because You cut the budget of the army. He is expecting to prove that you were mistaken and he was right. You are under the pressure to solve this crisis. Your family lives in one of the target towns.

The commander of air force's role sheet

Spending 27 years in the air force though, Your life has changed dramatically lately due to a serious plane crash. Now your firm belief is that everything can be planned and worked out optimally somehow. You would like to share your new belief with the new president, who is naive, furthermore to the vice-president and the chief of staff who are so tough and insensible.

This crisis should have some sense. Anyway, history showed that each event has its function- the Great Plague decreased the overpopulation and made the development of medical science faster. As you think, this situation is about warning mankind that they are heading for disaster.

The guest 1's role sheet

At this table all the other people are maniacs. The president and the defence minister are young and inexperienced. Everybody else is crazy about power. You are the only rational person in this room but nobody knows you.

You are a professor of military-and political sciences and you are known as one of the best experts in the field of nuclear war threats. You were to take part in the meeting initiated by the president but when this crisis started you were asked to join his team in the bunker. You think it is untimely for you to be here because nobody really wants you to be here. You would rather be with your family who are luckily not in any of the target towns.

The guest 2's role sheet

You are the best-know expert of the topic of X country, you were brought here by the president's team. You have never met the people sitting at the table and nobody knows who you are and why you are here. The president has just been elected and he is not ready enough to solve this kind of a crisis. You do not know if the others here are able to cope with it but you are sure that X country is not bluffing. You are nervous because your family lives in one of the target towns and you have three little children.

Crisis sheet

X country has just launched its rockets. We do not know if there are nuclear warheads on them.

The aspects of the discussion

How did the team solve the crisis?

Do you agree with it? If not, did you tell it to them?

Which one did your team meet among the following stress factors?

What contributed to the presence of stress factors?

1. Interpersonal conflict.
2. Competition inside the team.
3. Role conflict.
4. Role – ambiguity.
5. Overload.
6. Contradictory criteria.
7. Responsibility felt for others.

What other stress resources did you meet in the team?

How did the individuals react to the stress they felt?

How did the power coming from the role influence decision making?

Ref. number:

6

Title: **Icebreaking task**

Learning objectives: Refreshment

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Dice, plastic egg or a small ball

Description:

The participants sit down in two rows back-to back, they hold each others' hand, close their eyes, except the first at the beginning of the row. He watches to trainer's putt with a dice. If he throws 6, the clasp starts and goes through the on the row. The last one has to pick up a plastic egg and bring it forward. The participants of the successful team move away a bit. The winner is the team that can bring the egg forward more times and the person who started is in the first seat again.

Ref. number: **7**

Title: **Assertiveness, situation, role play**

Learning objectives: To make them know the assertive, aggressive and passive communication (verbal and non-verbal signs)

No. of participants involved: **Entire training group** 3 pairs (one of them is always the trainer)

Duration: **10 minutes**

Tools, resources: Paper, pen

Description:

Write down exactly what you would answer. Not only if you gave it or not, but word by word what you would say.

Imagine that:

You have a colleague who has been working with you for a few months, you can work well together but you have never met in private life. One day he turns to you with a request: he would like to borrow your car for the weekend. He knows that you do not need the car at the weekend but he is in straits.

When everybody wrote down his/her answers, the trainer sits to 3 people and they play the situation. It is important to have serious grounds and different styles should appear in the trainer's role. For example:

Passive communication (with non-verbal signs):

Look, it's really inconvenient for me...I don't even know how to start...I'm in trouble and I have no clue what I can do....I must comply with an important invitation and my car broke right now. There is no chance to get it repaired until the weekend. I thought You would help me and I would like to borrow your car for the weekend.

Aggressive communication (with non-verbal signs):

Hi! We have to speak! My car broke down and I need a car for the weekend anyway. You won't go anywhere at the weekend, you won't need it, so I would take it!

Don't tease me! Now, why can't you lend it? Ok, I made a note of that...!

Assertive communication (with non-verbal signs):

Hi! I am really uncomfortable. I would like to borrow your car for the weekend. Mine is broken, and it won't be repaired by that time. I know it's a big request, and of course we would document everything. Could you help me?

Ref. number:

8

Title:

**Assertive, aggressive, passive communication-
trainer's presentation**

Learning objectives:

To familiarize the assertive, aggressive, passive
communication (verbal and non-verbal signs)

No. of participants involved:

Entire training group

Duration:

20 minutes

Tools, resources:

Summary chart on the assertive, aggressive and
passive communication (see below)

Description:

With the trainer's leadership the team recaps the verbal and non-verbal signs they experienced (the summary charts were handed out), on the basis of the previous task. The trainer makes a presentation on the effects of the three types of communications, on the explanation of behaviours.

Summary of the verbal aspects of behaviour

Passive	Assertive	Aggressive
Long sentences	Straight, obvious, direct statements	Emphatic 'I' expressions
Expletives: 'perhaps'	Expressions containing 'I' to distinguish facts and opinions	Show off
Constant self justification	Suggestion instead of strict advice	Selling an opinion for a fact
Apology and ask for permission	Questions asked to know the other part's standpoint	Terrifying questions
'I should' 'I ought to'		Presenting requests as an instruction or a threat
Few words containing 'I' (which do not take notice of our own interests)		Strict advice
It's not really important' Dispraising ourselves		Blaming others
'I am hopeless'		Assumptions
		Cynical and other disdain

Non-verbal aspects of our behaviour

	Passive	Assertive	Aggressive
Voice	Squeaky, whining Too soft or warm Often boring and monotonic quiet, dying away at the end	Outright Determined straight Medium tone, rich and warm Outspoken and clear Not too loud, not too quiet	Very determined, very ambitious Cynic sometimes cool Hard and sharp Shouting and rising at the end
Way of speaking	Hesitating, full of breaks Halting Changing fast speech into slow Frequent hawk	Fluent Little strange hesitation Stress of key words Determined, still peaceful	Fluent Little strange hesitation Clashing Resentful Stressing opprobrious words Often fast
Face	'Anguish/force' grin if he/she is angry or being criticised Rising brows beforehand , Quickly changing look	Smiling if he/she is happy Grimace if he/she is angry Otherwise 'outright', straight face Standing calmly	Sneer, grimace if he/she is angry, Rising brows due to astonishment or unbelieving Tighten chin Long face
Eye-contact	Look away Look down	Outright but not 'searching'	Disdainful Dominant
Body language	Shaking hands Stepping back hiding mouth by hand Excited movements Low folding, defensive arms	Open passes (motivate for speaking) Normal (non waving gestures) Calm way of sitting Standing with lift up head	Pointing with fingers Sitting straight or bend over Standing straight Lifting up his head Looking around uneasily High folding arms

Ref. number: **9**

Title: **Assertiveness role play**

Learning objectives: Getting familiar with the assertive, aggressive and passive communication (verbal and non-verbal signs)

No. of participants involved: **Entire training group**

Duration: **35 minutes**

Tools, resources: Small paper, pen

Description:

The participants make pairs. Each pair writes a scene in which a conflict is developing between the players. If they are ready, papers are collected. After this the pairs choose a situation written by others. During task solving one party always has to communicate assertively (we have to tell them their tasks in advance and also clear who will be assertive).

Ref. number: **10**

Title: **Practising test for assertiveness**

Learning objectives: Revision, feedback

No. of participants involved: **Entire training group**

Duration: **10 minutes**

Tools, resources: Test (see below), pen

Description:

Everybody is given the test, completes it, and then they discuss the possible solutions, mistakes collectively.

Practising test for assertiveness

The questionnaire gives examples for assertive, aggressive and passive behaviour. You have to decide in 10 cases which answer matches to which behaviour. Mark your choice according to the following: Assertive: AS, Aggressive: AG, Passive: P.

1. One of your colleagues calls you when you are working on a particularly important task. You would put off this call later.

	'I really would talk to you but I'm quite busy at the moment. Of course, if it's very important to you, I can put my task away- at the most I am staying here for a longer time.'
	'I'm busy. You never be able to finish anything because you are always interrupted!'
	At the moment I'm busy, I'm afraid. Let us get back to this later. If it's convenient for you I will call you back in 10 minutes and we can discuss it then.'

2. Your friend has just been late for lunch for an hour. He did not tell you about it and you are annoyed because of it.

	'Can we sit and start?'
	'I was waiting for you for an hour. You should have phoned me.'
	Where the hell were you? I won't invite you anywhere again!'

3. An item you bought yesterday seems to be faulty. You would like to get it changed.

	"It's a junk! Give me another one but look at it carefully so that it would work properly. I never will shop here anymore!
	'I bought this here yesterday. It's faulty and I would like you to exchange it for me.'
	'If it's not a problem, would you have a look at this? It doesn't seem to be perfect.'

4. One of your colleagues congratulate to your work. .

	'Thank you.'
	'It was really nothing.'
	'What did you expect from me? I only do perfect work.'

5. You are going out with friends. Some of them suggest you films you would not like to see.

	'That movie is rubbish. No one in their right minds wants to see it. '
	' Ok, if everybody want to see this one, I'm going with you.'
	'I wouldn't like to see that film.' how about watching a romance?'

6. Your boss criticised one of your employees and you felt it unfair.

	'I don't agree with your critic, I haven't experienced such things with him/her.'
	'I am the manager, I know him/her better. You should leave my employees for me.'
	'I haven't thought about it but you may be right.'

7. You friends call you to say they would visit you tonight. But you have plans that you wouldn't call off.

	'No, it's impossible, I already have a program. You always take everything for granted. I have my own life, too.'
	'Tonight is impossible. I already have a program. Another time you are welcome.'
	'I think there is something for tonight.'

8. One of your employees needs to be warned because despite of your discussion, he does not work well.

	'Look, the company entrusted me to evaluate your progress and it's not easy at all. What are the problems that have such impacts on you work?
	'I'm experiencing that your work hasn't improved since our last meeting. Let's discuss the dos so that we won't have problems with it.'
	' You never learn. Now, that's enough!' You did it!

9. Your wife/husband changes channel on TV when you are really interested in the programme.

	"You are always doing this. You are so selfish, change it down right now!"
	'It's annoying when you change channel without asking me. I was interested in this programme and I'd like to watch it.'
	'Is it important what you want to watch?'

10. You would like to ask one your colleagues to work according to a different schedule. The rules allow it, but this person always goes home by a certain bus.

	'I ask you to work according to this schedule next week. It's important for the new project. I examine all acceptable suggestions to solve your problems in connection with the new schedule.'
	' Could you help me? It's hard to say but the company wants a new schedule next week. I know it's not suitable for you, but I hope it's not inconvenient.'
	'This is your schedule for next week. I don't want to hear any excuses! You are given your salary to complete the task marked out by the company.'

Solution

1	<i>passive</i>	6	<i>assertive</i>
	<i>aggressive</i>		<i>aggressive</i>
	<i>assertive</i>		<i>passive</i>
2	<i>passive</i>	7	<i>aggressive</i>
	<i>assertive</i>		<i>assertive</i>
	<i>aggressive</i>		<i>passive</i>
3	<i>aggressive</i>	8	<i>passive</i>
	<i>assertive</i>		<i>assertive</i>
	<i>passive</i>		<i>aggressive</i>
4	<i>assertive</i>	9	<i>aggressive</i>
	<i>passive</i>		<i>assertive</i>
	<i>aggressive</i>		<i>passive</i>
5	<i>aggressive</i>	10	<i>assertive</i>
	<i>passive</i>		<i>passive</i>
	<i>assertive</i>		<i>aggressive</i>

Ref. number: **11**

Title: **Shoe shop**

Learning objectives: Individual and collective problem solving. Raising awareness of factors of verbal and non-verbal interpersonal communication. Examination of certain factors which hamper the interaction. Confrontation, consensus, debate.

No. of participants involved: **Entire training group**

Duration: **40 minutes**

Tools, resources: Flipchart board, marker

Description:

The team leader reads out a short story. He draws the players' attention that at the end he will ask a question. Listen carefully because they have to do a sum without a calculator.

The story: In a town somebody goes into a shoe shop after opening and purchases a pair of shoes which cost 6000 HUF. The person pays by a 10 000 bank note but the shop assistant has not got any money in the cash register so he goes to post office next door to change money. He gives the pair of shoes to the buyer who leaves the shop. After half an hour the post office clerk comes into the shop saying that the banknote he changed is counterfeit. He asks the shop assistant to take it back and give him a real bank note because it's obvious that the counterfeit banknote came from him. The shop assistant gives him another bank note and destroys the fake note. Question: If we do not count the price of the shoes, how much is the shop assistant's loss?

We are waiting 1-2 minutes for everybody to calculate it then we write everybody's answer on the board - expectedly different results. Next we call for two volunteers who have different results to go to the board and in about 5 minutes persuade each other, reach a consensus. We repeat the practice with 4-5 other pairs. Then we say the correct result: 4000 HUF. (If it is necessary, we can play the situation).

Ref. number: **12**

Title: **King-baron**

Learning objectives: Cooler practice

No. of participants involved: **Entire training group**

Duration: **20 minutes**

Tools, resources: -

Description:

Players are sitting in a circle. There are two emphasized seats: the king's and the baron's. The baron is sitting on the king's left. The other players' grades are marked by numbers. By the baron one lord is sitting, etc. The players' aim is to get through the ranks - to the throne. The king starts the game. He says his rank and says another rank, too, e.g. 'king's calling number two'. This time the lord comes: 'two is calling number five' etc. Meanwhile we give a beat, clap hands, hit knees then again clap hands...One who makes a mistake (number or beat or he says his own name or calls the same person) sits in the last seat and the others step higher in rank. The aim is the dethronement hence the king and the baron can get back if they make a mistake.

III.3. Alternative tasks

In the script the numbers of the section called 'Alternative Tasks' allude to those tasks which can replace the original ones in target and in timescale, so they can be chosen as an alternative.

Ref. number:	13
Title:	What colour is my mood today?
Learning objectives:	Getting in tune
No. of participants involved:	Entire training group
Duration:	15 minutes
Tools, resources:	-

Description:

At the beginning of the training the participants were asked to express what colour would match to their mood the best that day. They had to justify their choice if they could. Since yesterday has anything happened that causes bad mood this morning or a positive event which makes them active and cheerful?

Ref. number:	14
Title:	House, tree, dog
Learning objectives:	Practising non-verbal communication, observing, identifying common imagination, practising empathy, experiencing the factors of personal influencing
No. of participants involved:	Entire training group
Duration:	25 minutes
Tools, resources:	A/4 paper with backing to each pair, one colour marker by pairs, soft music.

Description:

Make pairs using eye-contact: stand in a circle and tell the participants to do the task in pairs - they need to choose a partner with eye contact. The pairs sit face to face, their knees are touching. They put a backing and the drawing paper on their knees and they hold the marker together. Everybody is closing their eyes while the music is on and follow the team leader's instruction. Talking and opening eyes are forbidden! Everybody imagines a landscape with a house, by the house there is a tree, beside the tree a dog - and they have to draw it. When the picture is ready they signal them, they give names to the pictures by pairs and mark them from 1-5. The pictures are hung on the wall. The pairs tell their experiences.

Ref. number: **15**

Title: **Assertiveness role play in pairs**

Learning objectives: Make awareness of assertive, aggressive and passive communication (verbal and non-verbal signs)

No. of participants involved: **Entire training group**

Duration: **35 minutes**

Tools, resources: Descriptions of situations

Description:

The participants make pairs. Each pair chooses a situation to play. During the game one party always has to communicate and behave assertively (we have to say their task in advance and who will be assertive). The other party can behave as he likes, as his role wishes.

Situation 1 - guest, waiter: The guest orders meat soup in a restaurant which was served by the waiter. However, the soup was not hot enough for the guest. He complains for the waiter.

Situation 2 – customer, cashier: The customer is doing the weekend shopping in a small shop next to her flat. After paying she notices that the cashier returned not the correct change.

Situation 3 - man, woman: They have been going on a language course for months they usually sit side by side. The man would love to meet the woman outside the course so he decided to initiate a date. The woman is married and she doesn't want to meet him at all.

Situation 4 – colleagues: Two associates working in the same place get a task which can be completed if they divide the subtasks equally. One of them notices that the other does far less than him. He decided to remark this.

Situation 5- leader, employee: The employee is a half an hour late when arriving in the morning for weeks. It disturbs his boss, and he calls for him and mentions this problem.

Situation 6- air hostess, passenger: The passenger has to wait for boarding at the airport, so he is sitting in the transit waiting room so he goes into a café. After paying he continues his way to the duty free shop. There he notices that his purse is missing. He asks an air hostess to help him.

Ref. number:	16
Title:	Giving presents
Learning objectives:	Making decision collectively, solving a conflict
No. of participants involved:	Entire training group
Duration:	40 minutes
Tools, resources:	Description of the case, evaluation sheet (see below), observation views, flipchart paper, marker

Description:

Form three debate teams of four. The team leader hands out the Description of the Case and the Evaluation sheet. Everybody is asked to read the instructions and individually make an order of people who will be given a present. Mark it in the proper place. Then the debate teams are formed. They are told to have 20 minutes to make a decision collectively on the basis of consensus about the right order. The team leader draws their attention that this principle means an agreement built on mutual argument; meaning that the decision is accepted by everybody. That is why the debate teams have to refrain from: majority principles (voting); acceptations without debate (general acclamation); force somebody's views to others; changing opinions for peace. The teams go away, make their decision which is written on the evaluation sheet's suitable section besides the flipchart paper. They choose a team member who represents the opinion of the team. The team of representatives discusses the suggestion of presenting in a separated place or in the middle of a circle like an aquarium and as before they make a decision collectively in 20 minutes.

(This process can be recorded by a video and during the discussion it can be played back.) The other team members are observers. Finally the whole team discusses the morale of the practice.

Description of the case

In an industrial firm the head of the development department is informed by his principals that they can divide quite a big amount of bonus among the employees. They do not know the exact amount that is why they ask you as the head of the department to rank your employees according to their own merits and recommend the order. Consider the fact that perhaps there will be ten times difference between the people in the first and in the last place when the amount is laid down. The members of the department are the followings:

REZSŐ BÁNKI marks out with an active and hard-working attitude. His bosses can entrust him with anything, he does it without saying a word. He does different favours without being asked for it. According to his colleagues he is smart and has good qualities.

GÉZA CSÁVOLY there has never been objection to his work. He is sociable, makes friends easily, attractive and has a good appearance. His power of mind is not really praised still everybody likes him.

In the centre of **ERNŐ HANDLER's** life there is work. He completes all tasks disciplined with the greatest punctuation. He does not make friends with his colleagues. He has no developed imagination and he is not really ingenious.

ISTVÁN LIVUSZ is a ruminative person, not too precise, but he always has some new ideas. His direct colleagues like him but people from other departments find him reserved and pompous. He always tells his bosses his opinion even if they don't like it.

GÁSPÁR ROLLA is always eager, he always helps everybody even at his own expense. Due to this and because he is kind to everyone, his colleagues like him very much. He has average competences.

ZOLTÁN SENDE has the best qualities in the department, but he is eccentric and unpunctual. He doesn't tend to be popular that's why only a few people like him. If he finally finishes his work after the umpteen deadlines, it will be far the best.

ANDRÁS THURÓCZY is smart, intelligent and well-qualified. He annoys his colleagues with his quirks but he always conciliates them so nobody is angry with him permanently. Self-reliant, he does not bear strict rules, but he can work, he often breaks the rules though.

Evaluation sheet

The order of the people who will get presents are the following:

	<i>Individual decision</i>	<i>The decision of the debate team</i>	<i>The decision of the team of representatives</i>
1 st place			
2 nd place			
3 rd place			
4th place			
5.th place			
6th place			
7th place			

III.4. Observers' views

1. How much is the observed person active or passive, how does his participation change in the dispute? How do others react on it?
2. How does he try to influence others? Is he drastic, completely reserved or searching compromise?
3. Does he listen to others' opinion? Does he listen to them, try to understand them or he considers his opinion good?
4. During the debate how stiff or flexible is he?
5. Does he fulfil the role of clearer, asker, shepherd, organiser, leader, mediator or any one of these?
6. Does he help team work, problem solving or hamper it?
7. What roles does he fulfil in the forming of the team atmosphere?
8. Does he express his feelings or hide them? Does he express positive or negative feelings or both? What kind of feelings can be seen on him (for example anger, dullness, excitement, happiness)?
9. What roles do the observed have in making decision collectively, or in the final result?

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IV. Training material for Team work

IV.1. Script of the training

Time	Topics	Objectives	Methods	Training aids	Ref. No. of alternative exercises (tasks)
9.00-10.30	<p>Greeting, warm-up</p> <p>-trainer's introduction,</p> <p>- introducing the methods of the training, discussing timescale</p> <p>1. Name + Feature</p> <p>Participants' introduction</p> <p>2. Collecting expectations and worries.</p> <p>What do you know about the one-week course?</p> <p>Are there unclear questions?</p> <p>3. Making an agreement: about the frame of course</p> <p>Who will do a certain task and what that is – to ensure efficient co-operation during the training</p>	<p>Overview of the training's topics and methods, getting in tune for the co-operative work.</p> <p>Clearing roles, getting to know each other.</p> <p>Revealing and answering the participants' questions</p>	<p>Trainer's introductory words</p> <p>Individual work</p> <p>Collective decision</p> <p>Choosing suggested exercises</p> <p>Completing tasks in four groups of six people and presentation</p> <p>Individual task</p>	<p>-Flipchart, paper, markers, Blue Tech sticker</p> <p>Equipments stated in the tasks</p> <p>Flipchart paper, markers, Blue Tech sticker</p> <p>Post-it notes, pen</p>	11.

10.30-10.45	Break				
10.45-12.00	<p>4. Manhunt– Find somebody</p> <p>Collect as many names as you can from the teams regarding the individual definitions.</p> <p>5. Emergency landing</p> <p>Individual decision</p> <p>Collective decision</p> <p>Self-reflection on the evolution of the difference between the individual and collective decision</p>	<p>Development of cooperation skills, making the acquaintance</p> <p>Gaining personal experiences in the topic</p> <ul style="list-style-type: none"> - group operation rules - reaching a consensus - handling conflicts - confrontation of individual and collective interests and values - solving problems 	<p>Doing tasks individually and collectively</p> <p>Making an individual order</p> <p>Collective decision</p> <p>Agreement</p> <p>Discussion</p>	<p>Worksheet, pen</p> <p>Writing the task, worksheet, pen, flipchart</p>	12.
12.00-13.00	Lunch break				
13.00-13.15	6. Icebreaking task	Refreshment	Games in teams		
13.15-	7. Drawing in groups	Reaching team	Doing tasks	A3 blank	

14.30	<p>Make a drawing and present it.</p> <p>8. Start at the same time</p> <p>In pairs, in threes then in fours you have to make participants start at the same time without a signal.</p> <p>9. Mirror game</p>	<p>cohesion, building up a team</p>	<p>individually and collectively</p> <p>Doing tasks in pairs</p>	<p>paper, colour markers, pencils</p> <p>-</p> <p>-</p>	
14.30-14.45	Break				
14.45-15.45	<p>10. Building a tower</p> <p>Teams have to build towers, as high ones as they can.</p>	<p>Problem-solving in groups, introducing the developing team structure and roles in the teams. Co-operation inside and between the teams.</p> <p>Promoting team cohesion.</p> <p>Developing time management and arrangement.</p>	<p>Co-operation in small teams.</p>	<p>Per group:</p> <p>1 packet of A4 paper,</p> <p>1 pair of scissors,</p> <p>1 Sellotape,</p> <p>1 tube of glue</p>	13.

15.45- 16.00	Closing - trainer's feedback - participants' feedback - sharing personal experiences	Transfer of self-reflection, Raising awareness of the training's objectives	Individual feedbacks, developing views		-
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IV.2. Tasks in the script

Ref. number:	1
Title:	Name and Feature
Learning objectives:	Learning the team members' names
No. of participants involved:	Entire training group
Duration:	10 minutes
Tools, resources:	One small ball

Description:

Participants say their names and a personal feature, which word starts with the initial letter of their last name. E.g. Joe, the Joyful.

First the participants are sitting side by side, say their names, then they throw a ball to each other at random and repeat each other's names.

Ref. number:	2
Title:	Collecting expectations and worries
Learning objectives:	Revealing and answering the participants' questions, formulating expectations and worries in connection with the team and co-operation
No. of participants involved:	Entire training group
Duration:	30 minutes
Tools, resources:	Paper, flipchart paper, pen, marker

Description:

First all participants individually write what they expect from the training, the team and what they are afraid of in connection with co-operation. It is important to write everything they think, without filtering. When both lists are ready, in small teams they discuss on the basis of the individual lists the expectations and worries and create a common list. They discuss the revealing questions under the

control of the team leader. The team leader summarises and puts the common expectations and worries of the whole team

Ref. number: **3**

Title: **Making an arrangement**

Learning objectives: Laying down rules regarding co-operation. In the team the followings can be ruled: timetable, title, trust, sincerity, secrecy, how to give an opinion about one another, openness, ensure the members' equality

No. of participants involved: **Entire training group**

Duration: **30 minutes**

Tools, resources: Flipchart paper, marker

Description:

The trainer gives information briefly about the historical importance of making arrangements by using examples. Let us put explicitly why it is important to make clear the principals of the mutual co-operation. The participants should make a proposal what to write in the arrangement. The proposals should be written on the board without pondering. The team leader should make a proposal on the things stated in the objectives if the participants did not make it. Close up the overlapping proposals and delete the unnecessary ones. The rest should be arranged and written on a piece of paper. Find a place in the room where the Rules of the Game can be displayed. This paper will be on the wall as to be easily visible.

Ref. number: **4**

Title: **Manhunt- Find somebody**

Learning objectives: Developing the skill of cooperation, team-building, awareness of individual differences and accepting them as values

No. of participants involved: **Entire training group**

Duration: **20 minutes**

Tools, resources: Worksheets (see below), pen

Description:

Hand out the worksheets! The instructions are the following: You can move freely in the room. Find somebody who can answer any questions of the worksheet and write his/her name in the right box. You can put more names to one definition.

Worksheet (used in Task no. 4):

MANHUNT-FIND SOMEBODY		
Do you have pets/animals at home? (What kind of?)	Do you have a sister or a brother? (How old is she/he?)	What's your hobby?
...whose favourite colour is the same as yours. (Which colour is it?)	...who was born in the same month as you. (Which one?)	...who is as tall as you.
Whose full name starts with the same initial letters as your name.	...who can play any musical instruments. (What kind of?)	...who can speak another language apart from his/her mother tongue and English (What language?)
...who does sports or has done sports (What sport? How long?)	...who was born in the same year as you. (Which year?)	...who likes music. (What kind of music?)

Ref. number:	5
Title:	Emergency landing
Learning objectives	Gaining personal experiences in the topic: - group operation rules, reaching a consensus, handling conflicts, confrontation of individual and collective interests and values, solving problems
No. of participants involved:	Entire training group
Duration:	55 minutes (individual decision 10 minutes, decision is small teams 15 minutes, representatives' decision 20 minutes, discussion 10 minutes)
Tools, resources:	The description of the task to each participant, worksheet to each participant, pens, flipchart paper, markers

Description:

Hand out the description of the situation to the participants. Ask them to imagine it as a real situation and following the description rank the equipments necessary for surviving, then mark them in the first column of the worksheet. Form 3 teams at random. On the basis of the individual ranks, the teams discuss the necessity of the equipments, according to the following: each team member has to agree with the decision, they are not allowed to vote, they have to persuade one another, in the debate they have to express their different opinion on a civilized way. Write their common decisions in the second column of the worksheet. Next, a man is chosen from each team (or he/she can volunteer) who represents the rank made by the team. Write the order of the teams on the board. The three representatives have to aim to make the final order following the previously written principals. They put the result on the board. Tell the teams the solution of the task, and then let us discuss the experiences.

Emergency landing

Description of the situation

On a visit to overseas you have a regrettable accident. The plane which is on the way from a north-east city of the USA to Canada, after being overtaken by an enormous snow-storm, is performing an emergency landing somewhere near the border and then it catches on fire. The pilot could not inform anyone about your situation. The accident happened some day of January at about 12 o'clock.

The two-engine small plane with a pilot and a passenger burnt totally. Only the truss of the plane remained. Those who survived the accident are not injured seriously. The place of landing is a broken, high wooded area, over about 1500 metres above the sea level. The survivors' clothes are medium warm, everybody has a coat on. Before the plane caught on fire, the team had managed to rescue 15 things from it. These can be found on the given sheet. The first task (individual work) is to rank these things from the aspects of necessity for surviving. Write 1 by the most important thing, 2 by the second most important one, 3 by the third most important thing and so on, until the less important which is marked by 15.

You have 10 minutes to complete the task.

Emergency landing participants' worksheet

	I. INDIVIDUAL RANK	II. TEAM RANK	III. EXPERTS
The pilot map of the area			
A torch			
4 wool blankets			
1 gun with ammunition			
1 pair of skis			
1 bottle/ 5dl./liquor			
1 pocket- mirror			
1 knife			
4 pairs of sunglasses			
3 boxes of match			
1 metal coffee pot			
First-aid kit			
12 packets of peanuts			
A 6x9 m tarpaulin			
1 big candle			

- Individual marks: _____
- The lowest (best) mark in the team: _____
- The highest (worst) mark in the team: _____

The number of individual marks which are lower than team ranks: _____

Emergency landing key

	III. EXPERTS
The pilot map of the area	12
A torch	9
4 wool blankets	1
1gun with ammunition	14
1 pair of skis	13
1 bottle/ 5dl./liquor	15
1 pocket-mirror	8
1 knife	6
4 pairs of sunglasses	11
3 boxes of match	3
1 metal coffee pot	5
First-aid kit	7
12 packets of peanut	10
A 6x9 m plastic tarpaulin	2
1 big candle	4

Ref. number: **6**

Title: **Icebreaking task**

Learning objectives Refreshment

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Dice, plastic egg or a small ball

Description:

The participants sit down in two rows back-to back, they hold each others' hand, close their eyes, except the first at the beginning of the row. He watches to trainer's putt with a dice. If he throws 6, the clasp starts and goes through the on the row. The last one has to pick up a plastic egg and bring it forward. The participants of the successful team move away a bit. The winner is the team that can bring the egg forward more times and the person who started is in the first seat again.

Ref. number: **7**

Title: **Drawing in teams**

Learning objectives Reaching team cohesion, team building

No. of participants involved: **Entire training group**

Duration: **10 minutes**

Tools, resources: In teams A3 paper sheets or flipchart paper, markers

Description:

Form teams of 4-6 people. Give them A3 paper sheets. Each of them draw a line on the paper then he/she gives it to his/her neighbour. When everyone drew and the picture is finished, they have a look at the drawing together. They can give a title to the picture.

Ref. number: **8**

Title: **Start together**

Learning objectives: Developing and strengthening cooperation

No. of participants involved: **Entire training group**

Duration: **10-20 minutes**

Tools, resources: -

Description:

It is a simple task but it needs big space. The pairs are standing side by side but they are not allowed to touch and look at each other. After some concentration, without any signals they have to start at the same time, take given number of steps after that they have to stop. If it is going well in pairs, they can try it in threes or in fours. The task is more difficult if we increase the distance between the people standing side by side (until they are outside each other's peripheral field of sight).

Ref. number: **9**

Title: **Mirror game**

Learning objectives: Reaching team cohesion, team building

No. of participants involved: **Entire training group**

Duration: **10-15 minutes**

Tools, resources: -

Description:

The participants stand in pairs, face to face at a distance of touching their fingertips. One of them is the control who can make any movements. His/hers partner's task is to copy his/hers movements as the most precisely as it is possible as he/she would be the mirror. Following the 'step-by-step' principle, first let us mirror with slow gestures, later faster then finally movements extending the whole body.

Ref. number: **10**

Title: **Building a tower**

Learning objectives: Problem-solving in teams, introducing the developing and roles in the teams. Cooperation inside and between the teams. Promoting team cohesion.

Developing time management and arrangement.

No. of participants involved: **Entire training group**

Duration: **50 minutes +10 minutes for evaluation**

Tools, resources: In teams: a packet of A4 paper, scissors, 1 Sellotape,
1 tube of glue

Description:

Create teams of 3-4 people. The team leader tells the participants that they will work in sub branches emulating with each other. The rules are given: Each team has to design and build a paper tower with the aids handed out, in 50 minutes. They have to try to build as high, stable and beautiful ones as they can. The towers are not allowed to be fixed either to the ground, or the ceiling. The winner team is that builds the highest tower. Stability can be tried out. After finishing the task, we can measure which tower is the highest and take a photo of it. Evaluate the corporate work together.

IV.3. Alternative tasks

In the script the numbers of the section called 'Alternative Tasks' allude to those tasks which can replace the original ones in target and in timescale, so they can be chosen as an alternative.

Ref. number:	11
Title:	Introducing one other
Learning objectives:	Getting to know each other
No. of participants involved:	Entire training group
Duration:	10-20 minutes
Tools, resources:	Small pieces of paper, pens

Description:

Everybody writes four notions on a small piece of paper: favourite colour, animal, plant and hobby. Walking in the room, participants have to choose a partner according to their common interests. Then the pairs sit down and talk about themselves for 3-3 minutes. Next, one of them stands up and goes behind the other one's chair, he/she puts his/her hand on the sitting person's shoulder and he/she tells the group everything he /she managed to memorize about his/her partner. At the end of the presentation the sitting partner can complete the other one's speech; after that they change roles.

Ref. number:	12
Title:	Castaways
Learning objectives:	Gaining personal experiences in the topic: - group operation rules, reaching a consensus, handling conflicts, confrontation of individual and collective interests and values, solving problems
No. of participants involved:	Entire training group
Duration:	55 minutes (individual decision 10 minutes, decision in small teams 15 minutes, representatives' decision 20 minutes, discussion 10 minutes)
Tools, resources:	Description of the task to all participants, pen, flipchart board, marker

Description:

To complete the task follow the instruction of **Task5 Emergency landing**. The only difference is that in this case there is no correct solution.

Castaways

Imagine that you are travelling on a private yacht cross the south of the Pacific. Due to a fire of unknown origin the yacht and most of its content perish. The ship is now sinking slowly. Your position in the ocean is not defined partly because the things which are necessary for navigation perished, on the other hand you and the crew were busy with the localization of the fire. The only thing you can estimate is that you are about 1000 miles (1600 km) far away from the nearest land on the south-west.

Instructions

Below there are 15 items listed which are whole and undamaged. Besides these there is an inflatable dinghy with oars available which are enough to carry You, your alive partners and the undamaged items.

The things are in the survivors' pockets are the followings:

a packet of cigarettes, some boxes of match, a one-dollar banknote

Your task is to rank the listed 15 objects from the aspects of escaping, Your surviving. Mark 1 the most important object, the 2 is the second most important and so on. Justify your choices in your mind because later you may need it. Do not forget if you choose badly, You and your mates can be in a hard situation.

You have 10 minutes to complete the task!

Individual rank number	Small team rank number	The team of the representatives rank number	OBJECTS
			Sextant (an instrument used to calculate the position of a ship)
			Shaving mirror
			Mosquito net
			20 litres drinking water in a container
			A box of food
			Maps on the Pacific
			Inflatable seat cushion
			8 litres diesel oil in a can
			A small transistor radio
			A product which keeps sharks off
			10 nm reflective foil
			1 litre 80 degrees Porto Rico rum
			Two packets of chocolate (0,5 kg) csokoládé
			10 m nylon rope
			Fishing tackle with bait

Ref. number:	13
Title:	Building a bridge
Learning objectives:	Problem-solving in groups, introducing the developing team structure and roles in the teams. Cooperation inside and between the teams. Promoting team cohesion. Developing time management and arrangement
No. of participants involved:	Entire training group
Duration:	50 minutes +10 minutes for evaluation
Tools, resources:	In teams 2 pieces of A/0 cardboard, a pair of scissors and a 30-40 cm liner, a tube of glue

Description:

Form teams of 3-6 people (even number of teams). Four or six teams are formed, all of them are given two sheets of cardboard, scissors, liners maybe glue. The team leader points out the co-operate teams. He says their task: they have to build a bridge using the available aids, but both team build only one half of the bridge; then they have to fit the two parts after finishing work. The teams go to a separated room, if it is possible an observer follows them. The co-operating teams have a possibility to communicate each other – outside their own room– by a representative. They can do this three times in 2 minutes. The teams can work for 50 minutes. When the time is up, they have to bring back the fitted bridges to the previous room. The jury of observers decides the rank according to the following criteria: the length of the bridges, the stability of the bridges (they have to hold a liner without shattering); the originality and beauty of the bridges (based on the subjective decision of the jury). The whole team discuss the experiences, the participants' feelings, the general morals.

IV.4. Observers' views

1. How did the team start the work? How did it organise itself?
2. Did any kind of team structure form? What roles did the participants take? How did the others react on it? Was/Were there leader(s)?
3. How did they manage time? How long did it take to prepare, to design to carry out? What was the tempo of the work? Were not they press for time?
4. What was the atmosphere like? Did anybody take part in the work? Was there any tension during the work? How did they feel themselves?
5. How did they solve the question of communication with the other team? Who was the representative and how happy were the others with him/her?
6. What was the team members' level of motivation and did it change in the process?

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Training material Time management

V. Training material for Time management and Organisational skills

V.1. Script of the training

Time	Topic	Objectives	Methods	Training aids	Ref. No. of alternative exercises (tasks)
9.00-10.30	<p>Warm-up</p> <p>1. Mood barometer</p> <p>By a thermometer drawn in advance, each participant writes his/her name or the symbol he /she would like and put it in the suitable place.</p> <p>2. Collecting expectations and worries.</p> <p>Since the previous day, what questions have the participants revealed? Are there unclear questions?</p> <p>How does this daily programme differ from the previous one?</p> <p>All participants write 1-1 expectation, reservation connecting to the training, and then they stick them on the board.</p>	<p>Getting in tune for the day.</p> <p>Revealing and answering the participants' questions</p>	<p>Doing tasks individually and discussing collectively</p> <p>Doing tasks individually and discussing collectively</p>	<p>Flipchart paper markers</p> <p>Flipchart paper, markers, pens, post-it.</p>	

	<p>3. Unequal resources</p> <p>As a result of co-operate work make products in three teams directed by a team-leader</p>				
	<p>4. Doing a test of organising skills</p>	<p>Learning of individual and co-operate work organising and applying time management.</p>	<p>Doing tasks collectively</p>	<p>Equipments</p> <p>stated in the tasks and the description of the task</p>	<p>12.</p>
	<p>5. Make your own personal SWOT analysis</p> <p>Determining individual strengths, weaknesses, opportunities and threats.</p>	<p>Deepen self-knowledge</p>	<p>Individual work, trainer's explanation</p>	<p>For participants markers and pens.</p>	<p>13.</p>
		<p>Deepen self-knowledge</p>	<p>Individual work, trainer's explanation</p>	<p>Paper and pen</p>	
10.30-10.45	Break				
10.45-12.00	<p>6. Mailbox task</p> <p>Arranging individual daily and weekly schedules based on information and determining priorities in work environment.</p>	<p>Measurement of time-management and organising skills</p>	<p>Individual task solving- in writing</p>	<p>Worksheet, background information, pen</p>	

12.00-13.00	Lunch break				
13.00-13.15	7. Icebreaking task	Refreshment	Games in groups		
13.15-14.30	8. Correcting the mailbox task together, feedback The participants correct one other's work in pairs directed by the team-leader	Measurement of time-management and organising skills – Determine individual areas to be developed	Individual task solving- in writing Trainer's explanation	Answer key, pen	
14.30-14.45	Break				
14.45-15.45	9. Trainer's presentation Pyramid of productivity Eisenhower matrix time-consuming, time-management circle 10. I am starting my professional career Determination of individual objectives	Transfer of knowledge to determine individual objectives and plan careers. Determine individual objectives and priorities. Practising that they heard in the	Trainer's explanation lecture Doing tasks individually and discussing collectively	Trainer's presentation laptop, projector. Pen, worksheet	

	<p>11. Urgent, important matrix</p> <p>The participants write the events of the last weekend in the chart.</p>	lecture.	Individual work	Eisenhower matrix, pen.	
15.45-16.00	<p>Closing</p> <ul style="list-style-type: none"> - trainer's feedback -participants' feedback - sharing personal experiences 	<p>Transfer of self-reflection,</p> <p>Raising awareness of the training's objectives</p>	Individual feedbacks, developing views		-

V.2. Tasks in the script

Ref. number: **1**

Title: **Mood barometer**

Learning objectives: The participants are getting in tune for the day

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Flipchart paper, marker

Description:

By a thermometer drawn in advance, each participant writes his/her name or the symbol he /she would like and put it the place that shows how much they are in a good mood. 0 degree means an 'indifferent' mood, the 'warmer' place a name or a symbol can be placed, the better atmosphere is in the team.

First the participants are sitting side by side, say their names, then they throw a ball to each other at random and repeat each other's names.

Ref. number: **2**

Title: **Collecting expectations and worries**

Learning objectives: Revealing and answering the participants' questions, formulating expectations and worries in connection with the team and co-operation.

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Post-it, marker

Description:

All participants write 1-1 expectation, qualms connecting to the training, and then they stick them on the board. Since the previous day, what questions have the participants revealed? Are there unclear questions? How does this daily programme differ from the previous one? They discuss the ideas on the board.

Ref. number: **3**

Title: **Unequal resources**

Learning objectives: Experiencing individual and co-operative work, organising and applying time management.

No. of participants involved: **Entire training group**

Duration: 20 minutes+15 minutes for discussion

Tools, resources: Instruction to all teams

A large envelope for each team with the following materials and tools:

-1st team: Scissors, a ruler, paper-clips, markers and two 8x8 cm red and white cardboard

-2nd team: Scissors, a ruler and two 16x24 cm green, white and yellow cardboard

-3rd team: Markers and two 16x24 green, white, yellow cardboard

-4th team: A 16x24 cm green, yellow, blue, red and brown cardboard.

Instruction: Each team has to complete the following tasks:

1. Make a white 6x6 cm square.
2. Make a yellow 8x4 cm rectangle.
3. Make a 6x10 cm 'T' shaped figure of green and white paper.
4. Make a paper chain consisting of four different colours of links.
5. Make an 8x8 cm flag of any three colours.

Description:

Form 4 teams and ensure a table for each team to work. Team members sit by their table and they get the suitable equipment, materials and the Instruction in an envelope.

The team leader tells that team to win in this practice is the one to first complete all the tasks in the Instruction. The trainer appoints a leader in each team. To reach any agreements the team-leaders can negotiate about the use of equipment and materials in order to complete the tasks.

Then the trainer gives a signal to start work. If a team is ready, the team-leader stops the work. The participants tell about their feelings then the observers share their remarks. The discussion should cover the effect of allocation of researches and deprivation; furthermore it should cover the questions of competition between teams, communication and co-operation.

Ref. number:	4
Title:	Filling the Organization Test
Learning objectives:	Deepen self-awareness
No. of participants involved:	Entire training group
Duration:	10 minutes
Tools, resources:	Test (see below), pen

Description:

Participants are given a test paper, they fill it individually and then evaluate it together. They discuss the lessons.

Organization Test

Do you have it all under control or let yourself drift with events? If you take the test, you will find out how to manage your time.

A good fairy gives you a year leisure time as a gift. What would you do with it?

- A. I would start to write a book. I have always wanted to do this. (2)
- B. I would travel all over the world. (4)
- C. I would join a charity organization. (0)

Has your car ever stopped due to running out of petrol?

- A. No, never. (0)
- B. Yes, it was really inconvenient. (2)
- C. If it happened somehow, I would rise to the occasion. (4)

When do you feel that your patience snapped?

- A. If things do not go the way I planned, I become unbearable. (4)
- B. I never lose my patience. (2)
- C. When I am completing my tax return, I am always close to be in a tantrum.(0)

Which sentence do you hear from your acquaintances the most often?

- A. See, I have told you! (4)
- B. It is not as simple as you may think! (2)
- C. Wait, it is not that bad! (0)

Get up at 5, have breakfast at 6, take kids to school at 7- what about starting your day this way?

- A. Well, I could get used to it. (2)
- B. This timetable is too regular for me. (4)
- C. Having children you cannot do anything else, you need self discipline. (0)

Do you find natural that a lot of people take their children to a child psychologist?

- A. There are families that really need a specialist's help. (0)
- B. The psychologist would like to escape desperately from our children after a week.(4)
- C. A psychologist can have good tips, but I would go to see him/her when it is reasonable. (2)

What did you think when the alarm clock rang this morning?

- A. Get out of the bed quickly, I have hundreds to do.(4)
- B. I slept so well at night! (2)
- C. I would snooze for half an hour if it was possible. (0)

Imagine that a painter is making a picture about you. How does this painting look like?

- A. As if Picasso had painted it: straight lines, cubes and squares.(0).
- B. It would be calm and poetic, as a beautiful landscape. (2)
- C. It doesn't matter for me, just the colours should be as bright as let's say at Van Gogh. (4)

When did you last go to the hairdresser?

- A. I have no idea. I always cut my hair myself.(2)
- B. A long time ago, but now I must go to her. (4)
- C. I go to the hairdresser at least once a month, otherwise I would not feel comfortable. (0)

Evaluation of Organization Test

Add up your scores!

0-11 scores:

THE GENIUS

Congratulations! You are a talented organizer who can control his own life. However, you should find time for spontaneous things, as well. If it is sunny, a walk with your family is much more rational than doing the dishes. Of course, it is also true back and forth. It is not a must to go to the park in the rain, not even if you have already planned this walk at the beginning of the week.

12-23 scores

THE MANAGER

You think it is no good making any bones about things, you see through everything easily. Your only one fault is that you tend to postpone doing inconvenient tasks. Make your life easier by doing your things as fast as possible and then reward yourself for being dutiful. E.g.: give an hour off for yourself to spend with your favourite hobby.

24-36 scores

THE SPONTANEOUS

You are a cheerful soul who tolerates some chaos around him/her with a light heart. Strict rules and careful planning? This is not your world. That is why it often occurs that you fall behind schedules. It is better to follow the priorities attentively. You have to pay default interest if you pay your bills too late and in the case of a bigger amount you will miss the money you threw out.

Ref. number: **5**

Title: **Make your own SWOT analysis**

Learning objectives: Deepen your self-awareness

No. of participants involved: **Entire training group**

Duration: **25 minutes**

Tools, resources: Blank SWOT chart, pen

Description:

The trainer explains the main point of the SWOT analysis then participants are given the SWOT chart which needs to be completed individually by them. When they are ready, discuss the results.

SWOT analysis

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Ref. number: **6**

Title: **Mailbox**

Learning objectives: Measuring competences in time management and organization skills

No. of participants involved: **Entire training group**

Duration: **75 minutes**

Tools, resources: Worksheet, pen, background information documents
(see below)

Description:

The participants are given the worksheet and the background information documents. The only instruction to complete the task is that they have to start with reading the background information documents first. We can help with the following: they are employees of a company. Among the background information documents they can find the description of the company's profile, their job descriptions and tasks to be done for this week. The task is to make a weekly plan using the worksheet, plan and fit the tasks to the most suitable places, mark their priorities and remember to do their daily mandatory tasks.

HomeCinema Inc. LTD.

1. Information on the company

The company was launched in 2005, based on the idea and possibility of the mobile internet and it formulated the basic issues of its service by further developing these.

The company was established by two young men, John Majestic and Gregory Wendell. The co-operation concluded with CINEMOGUL TV channel was growing fast and the company was even introduced on the stock exchange in 2006. The following two years were spent with lightning-fast expansion, first in the territory of the United States of America, then in Europe. At present, the south-east Asian market presence is being organized, the regional centre of which is expected to be in Kuala Lumpur.

Quintessence of their service: **merchandizing software packages for films, in one respect directly to the consumers, on the other hand to other collective users (film clubs of community centres, educational institutions, company holiday homes)**

The company is set up as follows:

The parent company seats in Los Angeles, and there are centres in four other states, cities: Chicago, Las Vegas, New Orleans and Washington.

The company has two regional centres in Europe: Western Europe with the centre London and the Central-European centre with Budapest base. Besides Hungary, Poland, Slovakia, the Czech Republic and Romania also belong to the latter centre.

In every regional centre the Region Manager is the leader. Counties are directed by the Country Manager and he reports to the Region Manager. Region Managers report to the Los Angeles centre. The Hungarian centre's Region Manager is also the Hungarian Country Manager at the same time, and he is responsible for the work of the Hungarian Country Manager, and that of the other belonging countries' (Poland, The Czech republic, Slovakia, etc.)

The regional central customer service office is located in the Budapest regional centre and it also supplies all the other countries which belong to the region. Product development is run here (responsible for the content development of the program packages), and also the technical base, which ensures the technical realization of the service and the quality control.

The region's financial centre is also in Budapest, invoicing, banking transactions are conducted here and also controlling and accounting duties. There is a special staff responsible for quality control in each and every country, meaning the Budapest centre is responsible for the quality of the services provided in Hungary.

There is an IT associate in every office and also a receptionist. The centre employs a HR adviser as external colleague (for recruitment and inner processes), a service provider for employment issues and pay-roll accounting, and also a lawyer.

In each country there are local offices which are responsible for the local customer service. (for example, the Warsaw office co-ordinates the sales points and the technical base of Poland).

The offices and the maintenance staff are in a contractual relation, the contracted external colleagues gain the required technical knowledge and communicational skills at the company's courses

2. Description of the services:

Program packages contain the currently played cinema and TV films (within two months of their premier), and also other films grouped thematically. The availability is supplied by a USB/SCART port which is similar to the mobile-net, and it can be connected to any TV, home movie set or PC. Films included in the package can be viewed any time, one film on divers occasions, as well.

The port is called: Cine-Mate.

Some 5-10 films can be watched this way each month, for different monthly charges. Films can be watched upon that, as well. In this case a film costs the same as a cinema ticket. The price of this is added to the basic rate when the monthly charge is invoiced.

The monthly charge depends on partly the number of the films on view, and the price referring to one film is always lower than a cinema ticket at that given market. For instance, in Hungary 5 premier films can be accessed for 4 000 forints per month, or 10 films for 7 000 forints per month and the films viewed upon that cost 1 200 forints per piece. Users do not have to pay for the port when entering the service. There are two passwords for the service. When entering, for activating the service and for termination of the service Cinepass 1 is used. For accessing each film, Cinepass 2 is used. Films can be accessed via SMS.

Collective users are offered packages containing 20-50 films and the price of these packages is calculated custom-made.

In case of signing a one-year profession of allegiance the monthly fee of the service is more beneficial. Within this one year period the contract can be terminated by the user in the case if a quality problem concerning the films occurs more than 3 times a month, or, within a month the films cannot be viewed at the demanded times.

There are different packages available: for certain age groups, or grouped thematically. For example, the films of the 1930's, films recommended for kindergarten-aged children, nature films, family films, etc. The list of the accessible films is continuously broadening, new films can be watched two months after their cinema premier.

Customers cannot change the package within the month, but they can change the subscription to another package the following month. They have to inform the company via SMS, no later than the 25th day of that given month.

3. The Budapest customer service

The Budapest customer service operates 24 hours and contains 24 employees:

In the top position the customer service leader can be found who is responsible for the whole region. Under this, there are the customer service team-leaders, who are as service leaders, work by turns fulfilling the 24-hour shift.

There must be such a customer service operator available at any moment, who speaks the necessary language to receive and handle the incoming calls. Every language has three operators who work in turns to fulfil the 24-hour service.

Incoming calls are handled by the system through electronic menu items. The system forwards the calls concerning technical issues to the help-desk, for other issues (subscribing to a service or modification, termination of it) the customer service operator answers the call.

Customer service operators can be contacted in person, too, at the Budapest centre there is a particular office set up for this purpose. Sales are managed through the customer services. There are distinct sales persons for the task of contacting and contracting the collective users. These collective users are also to turn to the customer service operators with their problems or questions.

Experience shows that the peak period is the one between 7 p.m. to midnight and the weekends, especially Saturday and Sunday mornings, and the periods just preceding the holidays lasting for two or more days.

4. Your tasks:

You work in the Budapest customer service as customer service operator. You work together with 6 colleagues in your group.

Your main task is to only receive the calls for two hours a day (usually from 2 o'clock to 4 in the afternoon), and the help the work of the customer service leader and the customer relations team leader on duty, to co-operate with the other customer service colleague and to receive the possible complaints and forward them to the unit where they belong to.

Your regular, weekly or daily tasks are comprised in your job description. Besides these, you must also fulfil any task relating to customer service that you are given by your leader.

Job description

Name:	
Name of position:	Customer service operator
Direct superior:	Zsuzsanna Lakos Customer service team leader
Direct subordinates:	-
Divisional director:	Ron Taylor Customer service leader
Related departments:	Finance, controlling, IT, quality assurance, development, (legal department)

The present job description is the inseparable attachment of the employment contract closed on 15th October 2009 between HomeCinema Budapest Ltd., as employer, and NAME OF PARTICIPANT OF THE TRAINING, as employee.

Tasks of the customer service operator:

1. The following activities belong to the employee's daily work:

- handling the invoicing system and customer data base
- receiving customers' calls
- answering quests properly (in written or oral way)
- fulfilling data recording tasks
- examining, answering customer complaints or forwarding them to the competent section if necessary
- keeping a register of customer complaints
- preparing daily reports on the previous day (unexpected events, complaints, action taken to solve complaints, new orders-subscriptions)

2. Periodical tasks performed in the sphere of activity:

- Preparing and forwarding weekly reports to the customer service team leader on the contracts made, customer complaints and their handling which occurred during the activity of the employee during last week
- Making and forwarding a monthly summary to the development department, containing the new claims of the customers received during the month.

3. Eventual tasks related to the sphere of activity:

Every eventual task (summaries, or substituting a missing colleague) which the employee - in relation to customer service work – is commissioned by the Customer Service Team Leader or Customer Service Leader.

Document 2.

1. Order of substitution:

The employee substitutes for Boglárka Kiss.

The employee is substituted by Rita Horváth.

2. Authorized to sign documents:: Yes/No

Authorization includes:

- signing a contract – second line signature for solely the service contracts concluded with customers
- outgoing mail – second line signature for solely customer service related mail

3. Obligation to exercise discretion: Due to general rules

Budapest, 15th October 2009.

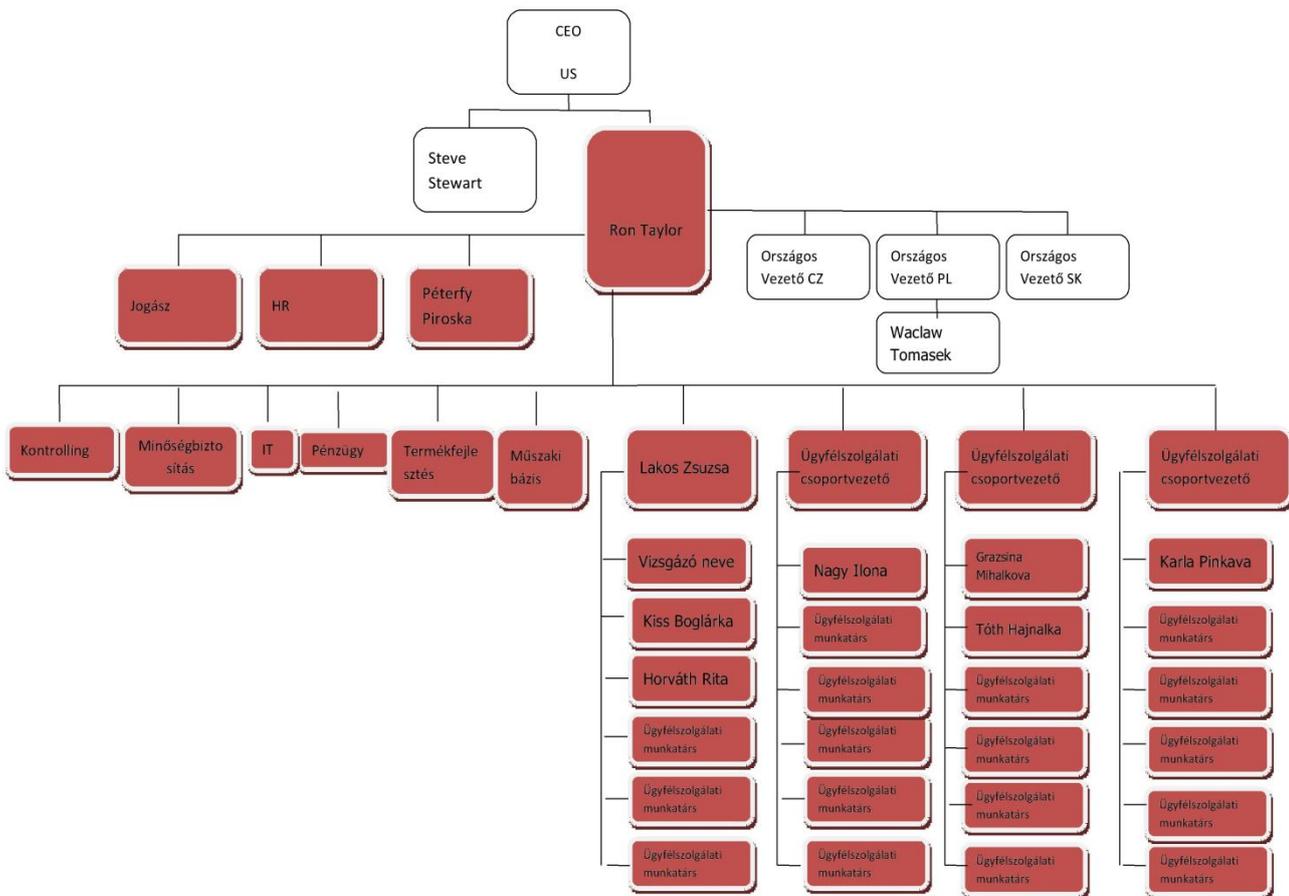
HomeCinema Budapest Ltd

employer

.....

employee

Document 3.



Jogász: Lawyer

HR: HR

Országos vezető: Country Manager

Konrolling: Controlling

Minőségbiztosítás: Quality assurance

IT: IT

Pénzügy: Finance

Termékfejlesztés: Product/service development

Műszaki bázis: Technical base

Vizsgáló neve: Name of examinee

Ügyfélszolgálati munkatárs: Customer service operator

Ügyfélszolgálati csoportvezető: Customer service team leader

Document 4.

E-mail

from: Lakos Zsuzsa

customer service team leader

to: Name of participant of the training

From Ron I got the information that there will be a country manager meeting in London in two weeks.

At the meeting, everybody will give account of the customer service activity and its results of last year.

Please collect the following infos at the entire customer service section, from the other colleagues, too:

- number of new contracts made last year
- number of complaints received last year (within this: complaints related to quality, technical and invoicing issues)
- I would also need to know how we arranged these and how much time it had taken+ what costs their settling had taken.

And, a list would also be important on what new claims, demands the people inquiring had had and what new packages were made for these demands by the developers.

Thank You,

Zsuzsa

E-mail:

Hi, Participant of the training

This arrived today, please check the detailed preceding events, and let us talk about it today!!!

Zsuzsa

National Authority for Consumer Protection

REGISTERED MAIL – Date of acceptance: March 1st 2012.

Home Cinema Budapest Ltd

Budapest, 28th February 2012

For: the Managing Director

Officer in charge: Jolán Kiss

Registration number:12345/2009/Serv.contr

Dear Sir,

Subject: Examining customers complaint 12345/2009/BSZ

We have conducted an examination based on the request of our customer Mrs. Imre Tóth (address: Liliom str. 12, Budapest, 1234), due to her complaint sent to You, and for what pursuit she did not receive the proper legal redress.

Our customer find it deleterious that she was unable to terminate her contract – subscribed to on 20th January, 2012 – because the password needed for termination (Cinepass 1) she had forgotten. Due to this, from the client's side the service was impossible to be terminated via telephone

The complainant claims that she had visited your customer service office, but there she was given the information that the service can only be terminated via telephone, by the above password which she obtained at contracting.

We request to be informed within 8 days upon the receipt of our letter about how your customers can exercise the right of terminating the contract – based on the contracting documents, and of practice – and also about how the complainants can exercise their consumer rights.

We hereby draw your attention to the fact that in case of not receiving an answer within 8 days upon the receipt of our letter, we initiate the process towards imposing a penalty payment the sum of which may go as high as 500.000.- HUF

Yours faithfully,

Krisztián Harmath

Head of department

National Authority for Consumer Protection

Service Control Department

Submitted to:

HomeCinema Ltd, managing director

Mrs. Imre Tóth, complainant

Archives

E-mail

5th March 2012.

9 o'clock a.m.

From: Lakos Zsuzsa

To: participant of the training

Hi,

Bad news is that Piri, the receptionist called in that she has flu. It is the last straw!☹

I am asking you to take part in the management meeting on Wednesday instead of her as recorder of the minutes and prepare the minutes of the meeting afterwards.

You know, the minutes have to be handed over to the participants and the colleagues included in the list within a day.

Thanks beforehand.

Zsuzsa

HomeCinema Budapest Ltd

28th February, 2012

Attn: Customer service

Dear HomeCinema Budapest Ltd,

I subscribed to your service half a year ago and we contracted for the Basic package. Within this I can view 5 films a month, with the basic charge of 4 000 forints.

By your last invoice (invoice number: 123567) you charged me for the following:

Basic charge: 4 000 HUF, and the fee for 3 (!!!) additional films, above the basic charge, with the cost of 3 times 1 200 HUF, altogether 7 6000 HUF was charged!!

During the last month, as before, we always watched only the five allowed films. We did not watch any other film above that. But, it happened, that my family watched the same film several times. When we concluded the contract, I asked what it means to watch the same film several times, and you answered that I can access 5 films, but those five ones as many times as I want!!!

Due to the above mentioned reasons I will not settle your invoice I referred to.

I request your immediate action referring to the correction of the invoice.

With regards,

Péter Kovács

4. Bodza str.

1023 Budapest

Customer code: HC 1042789

Document 8.

E-mail

From: Steve Stewart Region Manager, London

To: Ron Taylor Region Manager, Budapest

Hi Ron, we've a request to you. Steve, our IT manager will visit you next month to check and discuss bad experiences on IT problems you have already advised me about. You know, new system is due this year and will be installed worldwide. The project starts June latest. Steve wants to get details of all problems cropped up so far before going to see you.

When do you think could you send me the list soonest?

Steve (Region Manager, London)

From: Zsuzsa Lakos

Customer service leader

To: participant of the training

Customer service operator

Hi,

Here's a request we got from London, can you start a list? When do you think it will be ready?

Thanx.

Zsuzsa

HomeCinema Budapest

To: Ron Taylor Customer Service Director

From: Waclaw Tomasek (technical manager, Warsaw)

Dear Ron,

Re: claim conc. Cine-Mate

Unfortunately we must inform you that we are facing several problems due to quality of Cine-Mates. As far as we know, the devices are produced in China. For the past two months the percentage of defected items has doubled and the last shipment contained 50% Cine-Mates that cannot be used.

As we are not in a position to contact the producer directly, we ask you to take steps to replace and ensure quality otherwise we'll lose our clients and image, too. I ask you personally to help as you are the only one I know well and trust in Budapest office.

Thanks a lot in advance!

Waclaw Tomasek

HomeCinema

28th February 2012.

Customer Service

I, the undersigned Sándor József Benedek, hereby declare that I terminate the service I ordered 3 months ago. During the last two months, especially during the past 3 weeks the quality of the films was unenjoyable. Once the sound disappeared, then the picture fell apart, and all this while you are busily charging me with the monthly fees.

I invited my friend for a nice home movie-party and in the end the whole company was ridiculing me saying what an easy mark I am to be taken for a ride.

It enrages me that – notwithstanding that I called many times to tell about this problem, the problem not only still occurs, but occurs more and more often. What is more, I pay for the Lux package, the most expensive one.

Thus, I immediately terminate the contract and send your last invoice – period of January 2012, charge 10 000 HUF – back to you, unpaid.

Sándor József Benedek

102 Kőrözsa str.

1345 Budapest

Mailbox Task – Answer Sheet

Introduction

In this task you are the customer service operator at the Budapest subsidiary of HomeCinema Inc. LTD.

You find the attached documents in your mailbox on MONDAY MORNING.

Among the attachments you will also find general information about your employer and about your regular tasks.

Taking the available information into consideration you will have to show how you would arrange the documents and how you would react to the problems and the revealed questions.

To achieve this first you have to get acquainted with the elements of the documentation (meaning the attached background information and the content of the incoming letters), then you have to make a clear action plan for the week beginning with today.

Lay down your tasks in the attached calendar.

You have to indicate the following issues in connection with every issue you have found in the attached documentation:

- the issue/problem in question, reference number of the belonging documents, which are shown at the bottom of the documents (i.e. Document 1.)
- priorities rendered to the tasks, regarding the whole week (for the meaning of priorities you will find a particular explanation in this answer sheet.)
- the method or activity you recommend. Do not narrow down your description to merely the tasks; give details of the persons you want to involve in the action (by name or department) and also the possible questions and partial tasks.

The same document may of course appear at several sections of the daily or weekly schedule. You do not need to indicate the time when the task is to be done on the minute, but do need to indicate the day and the part of the day – morning or afternoon - when the action is due.

You can use the mailbox documentation throughout the entire task, you may regroup it or make your notes on it. You may also use draft sheets for the sketches.

But do not forget that the person assessing your work will only evaluate information which you put down in this answer sheet.

It may occur – as it happens in our daily work – that the available information is not complete. In this case you should act the way you consider it best so as to solve the problems.

You have 75 minutes to overview the documents, analyze the included content and fulfil the following two tasks:

1. Make an action plan for the week beginning with today (see attachment of TASK 1.) Do not forget, it is MONDAY today!
2. Based on the documents, make a suggestion on what topics should be included in the next week's management meeting (see TASK 2.)

Tasks are to be performed in the above indicated order.

The meaning of priorities:

High: primary regarding serving the customers and needs immediate intervention

Medium: needs no immediate intervention but it is important regarding serving the customers

Low: needs no immediate intervention and it is less important regarding serving the customers

In case you are working as a customer service operator at present, it is important that you not perform the task due to the regulations of your present workplace, but decide according to your point of view of the customer service work and your own conviction.

Please turn over now and fulfil TASK 1

TASK 1

5 March 2012 Monday			
Time/Hour	NAME OF THE CASE/NUMBER OF DOCUMENT	PRIORITY (L= LOW, M= MEDIUM, H= HIGH)	TASK/ACTION (WHAT WILL YOU DO?)
MORNING			

AFTERNOON			
Continue on the next page: Tuesday			

6 March 2012 TUESDAY			
Time/Hour	NAME OF THE CASE/NUMBER OF DOCUMENT	PRIORITY (L= LOW, M= MEDIUM, H= HIGH)	TASK/ACTION (WHAT WILL YOU DO?)
MORNING			

AFTERNOON			
Continue on the next page: Wednesday			
7 March 2012 Wednesday			
Time/Hour	NAME OF THE CASE/NUMBER OF DOCUMENT	PRIORITY (L= LOW, M= MEDIUM, H= HIGH)	TASK/ACTION (WHAT WILL YOU DO?)

MORNING			
AFTERNOON			
Continue on the next page Thursday			

8 March 2012 THURSDAY

Time/Hour	NAME OF THE CASE/NUMBER OF DOCUMENT	PRIORITY (L= LOW, M= MEDIUM, H= HIGH)	TASK/ACTION (WHAT WILL YOU DO?)
MORNING			
AFTERNOON			

Continue on the next page FRIDAY			

9 March 2012 FRIDAY			
Time/Hour	NAME OF THE CASE/NUMBER OF DOCUMENT	PRIORITY (L= LOW, M= MEDIUM, H= HIGH)	TASK/ACTION (WHAT WILL YOU DO?)
MORNING			

AFTERNOON			
Please, go to the next task, TASK 2!			

TASK 2:

Among the topics of the documentation (background information and attachments) which one do you find important enough to discuss in the manager meeting next week? Why?

Register number of topic/document:	Justification:

Ref. number: **7**

Title: **Icebreaking**

Learning objectives: Refreshment

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: ----

Description:

The participants make pairs. One of them closes his/her eyes, the other one's task is to help him/her with gentle passes and verbal guidance to get to the other side of the room. It can be played with obstacles or we can leave out the oral help.

Ref. number: **8**

Title: **Collective correction of Mailbox, giving feedback**

Learning objectives: Measurement of time-management and organization competences – determination of individual areas to be developed

No. of participants involved: **Entire training group**

Duration: **75 minutes**

Tools, resources: Checking guide, help

Description:

With the help of the guidance below, under the trainer's direction, the participants make pairs, then they correct each other's work. The trainer assesses the solutions, and as much as possible he/she gives individual feedback to the participants.

Correcting Mailbox task

I. If you take one's mailbox into your hand, first you do the following

I.1. Comparison of the 12 topics, cases (which are in 3 main groups, see below, based on altogether 10 documents) to the completed weekly schedule, that is:

1. Look at the mailbox: how balanced is it completed?
2. Checking the documents in the 3 main groups: **is there each document at least once fit in the weekly schedule?** (internal cases, in document 1 and 2 there are 3 possible sub topics: daily/weekly/monthly report, register them separately, see table I.2).
3. The most simple way of checking: go through the weekly schedule, find the register numbers of the documents and the title of the topics and tick them from the list below **(Table I.2)**
4. If he/ she deals with any documents or topics **more times**, put as many ticks by them, as many times they occur in his/hers weekly schedule.
5. Thus, can it be clearly seen on **what kind of topics did he/she focus on?**

What is missing? What does he/she concentrate on, what tasks are omitted? (it will have a significant role in the evaluation of indicators and in the final report writing. E.g. : he/she deals a lot with the all customer problems, but he/she deals less with the fixed administration, or back and forth, he /she has eye/ no eye for tasks which are different from the normal ones, etc.)

6. **Check the priorities.** (They are in separated columns in the weekly schedule). Mark with an arrow up in the column if it was evaluated lower and arrow down if it was evaluated higher than it should be. If it is all right, tick it inside the column.
7. **Check if the tasks are organised for the right time.**
8. Irrespective of marking priorities, does he /she deal with the task when she/he should? Put an arrow down before the column if she/he should arrange the task later, and put an arrow up, if earlier. If it is all right, tick it inside the column.
9. **We get a picture of him/her:**
 - deals with many/a few tasks (**organization and problem solving**)
 - arranges his/her week evenly (**organization**)

- what does he/she rather notice? (special problems or permanent routines, customer or inner topics, etc. – **focus on customers, organization, problem solving**)
- Looking at the arrows it turns out, that:
 - he/she evaluates rather priorities properly (and besides this he/she does not deal with the tasks at the right time)-(**organization**) or
 - he/she evaluates the priorities less properly (the arrows show that he/she rather over or under evaluated them) however tasks are arranged at the right time.
(organization)
 - or none of them - (**organization**)
 - or both of them- (**organization**)

1.2. The list in which you can tick the topics that are done it can be handed out to the participants for the correction.

Topic/Group	Content	✓
Fixed tasks		
1./background material	Receiving calls from 2-4 p.m.	
2./ job related	Daily report	
2./ job related	Weekly report	
2./ job related	Monthly report (conditional, it may be missing)	
Inner issues:		
3. organigram	Company structure (may be missing)	
4. letter	Managers' meeting	
6. letter	Substituting the sick colleague	
8. letter	IT problems list	
9. letter	Supplier's problem with quality	
Customers:		

5. letter	Consumer protection /customer's complaint	
7. letter	customer's complaint	
10. letter	customer's complaint	

(Note: put ticks as many times as it is mentioned in the mailbox)

10. Look at the suggestions:

The recommendation at the end of the weekly schedule measures how much he/she takes into accounts of special cases in connection to costumers or even to other topics. **(in problem solving and focus on customer** competences his/her suggestions are evaluated)

The following can be in it:

Documents 4, 5, 8, 7,

(9: borderline case, if it is indicated, the participant sees it important, but it can be handled the way that it is forwarded to the quality department in the weekly schedule; otherwise it is not necessary to indicate it. The document 5 is particularly important which is on one hand ASAP (but this is not the reason why it needs to be forwarded and suggested for the management meeting), on the other hand it is about that the company's contracts with customers are unlawful. (The reason of urgency is that the time limit for reply expires within a couple of days, and the consequence can be a penalty of 500 000 HUF- this will be evaluated in the organization in the weekly schedule.)

If there are **important suggestions** they strengthen the **problem solving** competence.

II. On the base of the PRIORITIES/TOPICS/DOS CHECKING LIST: you check your planned dos in details

3 main categories, within 12 possible topics (included as a separated topic, the daily, weekly and monthly reports, too) and all in all 10 documents belong to this (with the letters, the description on the company, job description and organigram).

Each topic, the main categories and the number of the documents can be found in **Table II.6** after the name of the topic. The table contains the ideal timing and dos.

II. 1. Main categories

- **Regular dos:documents 1,2**

permanent tasks and duties to daily operation:

- daily and weekly reports, you can put down the monthly report too, see **document 2**, job description
- and compulsory time spending on receiving customers' calls – document 1-background information)

- **Cases connected to customers documents 5, 7, 10**

- customer's complaints (**documents 7 and 10**)
- National Authority for Customer Protection (**document 5**)

- **Internal cases: documents 4, 6, 8, 9**

- internal cases connected to colleagues (4, 6, 8, 9, and you can indicate the 3rd document as a reference)
- data service, thematic collection of data and problems) 4.8)
- internal co-operations, in which other colleagues can be involved, he/she can turn to other people,
- customer database/ customer satisfaction survey (if there is such a document, at the moment there is not)
- trainings
- ad hoc internal tasks-e.g. substituting the sick receptionist (6)

II. 2. The nature and the plot of the documents

In a given document there can be only one topic in most cases which means that the priority of the topic is not obvious but the document itself can be mentioned in more places, for example if the person checks it, returns to it during the week (if he/she does, it increases his/her result in the **organization and problem solving**)

It is important to know that the **documents consist of not only letters but also background materials** (the description of the company with the job description and organigram).

The **organigram** (document 3) does not contain dos, but we can see it more times if it is indicated as a reference base. (if it is not in the mailbox, it is not evaluated as negative. If it is in the mailbox, the candidate is thorough -but it should turn out from more points of the weekly schedule).

II. 3. Priority/ for what time?

It can be determined by days, part of the day or an appointment and more times during the week (because it needs to be dealt with more times).

The criteria of priority are determined by the affection on relationship with customers and the urgency of reaction. According to this, the priority of the documents is laid down in the table below.

- **High:** special, regarding serving customers or through this the cases/topics in connection with the factors which have an impact on the company documents **5 and 9**
- **Medium: fixed duties documents 1,2** (both belong to the internal topic),
- **Customer's complaints have medium priority** (except the authority customer protection-cases) **documents 7, 10**
- **Low: document 8.**

The documents and topics for the correction can be found all in one in Table II.6.

II. 4. The workload of the week and within each day:

On the whole, it is **good if the dos are organised evenly, about 50 % of the work time is mapped out** in advance for a day. It can be seen immediately.

Based on priorities (urgency and importance together) those topics should be set going at the **beginning of the week which have high priority.**

- Based on priorities (urgency and importance together) those topics should be set going at the **beginning of the week which have high priority.**
- **The medium ones can be set going partly flexibly**, they are determined by **partly the time and deadline of fixed duties** (see chart).
- **the lower ones can take place on any day of the week**, but if they are put at the beginning of the week, the balanced plan will be changed (organization competence).

The correct evaluation of priorities are in the weekly plan in a separated column, it can be checked from the chart.

- It can happen that **the priority is evaluated correctly** (high/medium/low), **but the task is not done in the right time** (in the **organization competence** it definitely means minus)
- It also can occur that the **priority is evaluated incorrectly**, but **the task is in the right time**. (e.g. customer protection - document 5- gets medium priority, but it is planned on Monday morning immediately.)This means less minus in the organization competence. If the weekly schedule is OK, then he/she is competent in organization, but this will be marked in the report of evaluation of competences.
- and it can happen that both, or none of them.

II.5. Ideal dos:

It is no good counting on the participants **writing down exactly what they are going to do**. If they do so, it strengthens the **problem solving competence**. If they present general dos, the problem solving is less strong, but since all competences should be seen on the whole, perhaps it turns out that he/she has an eye on a problem, and he/she understands it, too. In this case he/she can be competent.

The candidates – due to lack of time or stress - do not always indicate the full name of the document under the 'topic' in the weekly schedule. Sometimes they just write the number, or what it is about. It can also occur that they put the name of the person who sent the e-mail or the letter. You can find the missing information in the chart below.

II. 6. SUMMARY SHEET

Number of document	Topic/main category/arrived from	Priority/due/ideal action
1./ Background information	Be by the phone from 2-4 daily/ fixed tasks	MEDIUM – from Monday to Friday to be planned for every day (indicating from '2-4' or 'afternoon')
2./ Job related	Daily report/ fixed tasks	MEDIUM – from Monday to Friday to be planned for every day, may be first in the morning or last of the day task
2./ Job related	Weekly report/ fixed tasks	MEDIUM – last task on Friday afternoon or first on Monday morning
2./ Job related	Monthly report/ fix tasks	MEDIUM – weekly for Monday to Friday, but only if dates of end of the month or beginning of the month are given, otherwise needs no consideration.
3. organigram	Organigram/ Inner Issues	Needs no action but can refer to it if he wishes
4.	Supplying data for the country managers' meeting Inner Issues Zsuzsa Lakos	MEDIUM – Can be put on any day from Tuesday , but should not plan too many tasks for a day - can turn to other colleagues for information and/or ask from the leader, etc. - may only indicate that he started -should include it among his suggestions
5.	Consumer protection case/customers Zsuzsa Lakos /consumer protection: Krisztián Harmat /Mrs. Imre Tóth	HIGH – Monday till noon - immediate forwarding /to his leader, ask law) -should include it among his suggestions
6.	Substituting the receptionist /Zsuzsa Lakos	MEDIUM – Wednesday - Take part in the meeting and - On Wednesday or Thursday: writing and spreading minutes of the meeting
7.	Customer's complaint, incorrect invoicing/ Customers/Péter Kovács	MEDIUM – from Tuesday to Friday , considering ideal workload - answer and contact finance dept.

		- should include it among his suggestions
8.	IT problems/ Inner issues Zsuzsa Lakos/ /Steve Stewart	LOW – from Tuesday to Friday, but rather the second part of the week, (considering ideal loading) - may send to colleagues or turn to his leader, but should ask one person, too (i.e. the receptionist on Friday – if recovers – to collect these) - should include it among his suggestions
9.	Quality complaint due to supplier/ Inner issues/ /Waclaw Tomasek	HIGH- between Monday and Wednesday - should forward as it refers not to him -(may include it among his suggestions)
10.	Customer complaint/Quality/ Customers/ /Sándor József Benedek	MEDIUM –from Tuesday to Thursday -an answering letter - forward to technical staff/or colleagues dealing with quality

III. Evaluation of time-management and organization competences – for the possible individual feedbacks

Competences-Indicators-Evaluation criteria

Indicators of the examined competence evolve partly from the weekly schedule, partly from the recommendations. I collected the possible and expected proves connected to the indicators. (These are in the entire collection of 'behaviour of indicators', but to make the correction of mailbox easier, I also indicated them below).

The name/description of ORGANIZATION competence

The ability of ordering and completing of tasks to achieve the expected results within the available timescale. The person is capable to estimate the necessary resources and uses the available resources and time the most efficiently.

All in all what does he/she do?

He/she /structures the tasks, states priorities and in accordance he /she fills in his/her weekly plan. In the report he/she gauges who to turn to.

As an Indicator:

He/she does not concentrate on the completion of the task, he/she does not use his/her time efficiently.

- he/she does not recognise the task coming from the mailbox
- he/she plans a few tasks
- he/she does not plan evenly

He/she concentrates on the completion of the task, he/she uses his/her time efficiently.

-there are more tasks in the mailbox or in the report (if he/she recognises half of them, then he/she can get a 3!)

- more or less his/her weekly plan is balanced (days/mornings/afternoons)

He/she does not make preparations to increase efficiency.

- he/she does not start a task in time
- he/she does not collect necessary information

He/she makes preparations to increase efficiency of his/her own and others' work.

- E.g. he/she recognises the urgency of a task, he /she does not leave the collection of information for the last minute, he /she hastens it.

He /she does not recognise which tasks are important and urgent, he/she is not efficient in re-organising priorities.

- he/she does not identify which is important and urgent and he/she does not coordinate between them in the weekly plan
- he/she does not arrange the dos for the ideal time (see table II.6.)
- though he/she evaluates the priorities well, he/she does not organise the dos for the right time.
-

He/she recognises the importance and urgency of the tasks, and if it is necessary, he/she is efficient in re-organising priorities.

- he/she makes priorities, he/she organises the urgent and important tasks for the right time.
- he/she may not evaluate well the priorities, but still he/she arranges them at the right time (this is not the best solution, although it is rather plus than minus, but it must be indicated in the report)

He /she does not use the available resources properly

- he/she does not recognise/estimate the necessary time
- he/she does not recognise that he/should turn to others, he/she does not turn to others

He /she uses the available resources (people, processes, equipment and departments) properly.

- he/she considers if he/she has to turn to somebody else, or how long a process lasts, in what cases he/she has to turn to other departments.

He/she does not estimate efficiently the time needed to complete the task

- he/she arranges the tasks that need more time for later time (E.g. he/she waits for answers and postpones to send the task forward, or to make a weekly report he/she starts to ask for information that morning etc.)
- he/she forwards information or tasks too late

He/she estimates efficiently the time needed to complete the task

- he/she organises the dos in time,
- he/she forwards information and tasks in time,
- he/she asks questions so that he/she can complete the task on the basis he/she learnt.

He/she is not able to divide the necessary process into small steps to complete the task and identify the necessary resources

- he/she does not estimate the further dos or he /she does not arrange them logically, he/she cannot see through if he/she has to turn to others.
- he/she does not ask about dos that may require checking

He/she is able to divide the necessary process into small steps to complete the task and identify the necessary resources

- he/she estimates the further dos or he /she arranges them logically he/she can see through if he/she has to turn to others , e.g. he/she recognises if he/she has to collect information, to totalize them, to forward them- each step needs a new deadline.
- he/she checks the same thing to do

He/she does not recognise the situations when the given task is out of his/her ability or authority

- he/she does not recognise if he/she should turn to other people (mailbox: he/she does not forward the letters which are not his/her business)

He/she recognises the situations when the given task is out of his/her ability or authority

- he/she forwards the letters which are not his/her business (prior quality complaint or an IT question)

Ref. number: **9**

Title: **Trainer's presentation**
(Topics: Productivity pyramid, Eisenhower matrix, time-consuming, time-management circle)

Learning objectives: Transfer of knowledge to determine individual goals, to plan a career

No. of participants involved: **Entire training group**

Duration: **20 minutes**

Tools, resources: Trainer's presentation, laptop, projector

Description:

The trainer holds a lecture on the topics above.

Ref. number: **10**

Title: **I am starting my professional career**

Learning objectives: Determination of individual objectives

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Worksheet (see below), paper, pen

Description:

The participants imagine that today is their first day in the 'dream workplace'. The person who introduces the practice should give examples to show them how to feel about the workplace, but not to give a certain direction just introduce some possibilities. Some of them can answer the questions.

Worksheet: Imagine that today is your first day in the 'dream workplace':

- What objectives would you like to achieve in your professional life?
- What do you do to achieve your goals?
- Who are beside you and what do they say about you?
- How do you think the elder colleagues will receive you?
- What would you suggest to young people who start to learn nowadays?
- What do you answer to the question: 'What are your objectives, plans for the 5 years?'

Ref. number: **11**

Title: **Complete urgent-important table**

Learning objectives: Deepen the thing you learnt from the lecture

No. of participants involved: **Entire training group**

Duration: **15 minutes**

Tools, resources: Eisenhower table, pen

Description:

The participants complete the table with the events of the last weekend.

Eisenhower matrix

	URGENT	NOT URGENT
IMPORTANT		
NOT IMPORTANT		

V.3. Alternative tasks

In the script the numbers of the section called 'Alternative Tasks' allude to those tasks which can replace the original ones in target and in timescale, so they can be chosen as an alternative.

Ref. number:	12
Title:	Self-confidence task
Learning objectives:	Deepen self-knowledge
No. of participants involved:	Entire training group
Duration:	10 minutes
Tools, resources:	Test, pen
Description:	

The participants are given the test and they do it individually. They evaluate it with the trainer's leading. They discuss the results.

Self-confidence test

Answer the following questions with yes or no!

1. If you failed three times in your work, or you were disappointed in your colleagues, would start to doubt on your own abilities?
Are you afraid in big crowds or do you feel embarrassed?
2. Do you wear rather tatty clothes?
3. Do you often look in the mirror?
4. Do you hold yourself upright?
5. Do you often have a feeling that people spread false rumours about you?
6. If a policeman steps to you on the street, does your heart start beating faster?
7. Do you have a feeling in restaurants, on buses or on the streets that you are stared or laughed at?
8. If you won a holiday abroad free of charge on a gambling, would you be afraid of leaving alone?
9. Would you have inhibitions if as you wished you could get anyone from the other sex?
10. Do you often have nightmares?
11. Can you solve your problems on your own?
12. Do have savings for more difficult periods or unexpected larger expenses?
13. Did you parents love you when you were a child?
14. Do you believe in learning something new every day?
15. Do you prefer accepting the loss to taking back something to the shop?
16. Do you have a feeling that your businesses fail continuously?
17. Do other people often turn to you for advice?

Scores

Answers for yes/no questions worth one score:

1 - yes	2 - no	3 - no
4 - no	5 - yes	6 - no
7 - no	8 - no	9 - no
10 - no	11 - no	12 - yes
13 - no	14 - yes	15 - yes
16 - no	17 - no	18 - yes

For opposite answers scores cannot be given.

EVALUATION:

Score 15-18: You are determined and self-confident. You must be expected to lead or give direction to people. The drawback is only that you are said to be pompous a bit.

Score 11-14: You have an ideal level of self-confidence; you know your strong and weak points, and your lack of presumption which can lead to mistakes.

Score 7-10: It is an average confidence level, and it is enough to stand your own feet and do not doubt on you continuously. However, there are gaps in your self-confidence, to find where this test can help you, too. Think about you 0 scores answer a bit!

Score 3-6: You are shy and uncertain who often need other's good pieces of advice. Try to make yourself your valuable features.

Score 0-2: Extraordinary low scores, but it can occur. You are one of those who have difficulties in making decision and do not trust in themselves at all. But this lack of self-confidence is mostly causeless. You feel obviously the necessity of leading but it would be better to get rid of your gratuitous fears and stand on your own feet.

Ref. number: **13**

Title: **Self portray differently**

Learning objectives: Deepen self knowledge

No. of participants involved: **Entire training group**

Duration: **25 minutes**

Tools, resources: Evaluation sheet (see below), marker sheet (see below), pen

Description:

All members of the group complete an evaluation paper about themselves. (Answering the question: How do I see myself?) indicating their choice between 1 and 7 regarding the word-pairs. Next they answer the question: How do my team mates see me? in the second column as they did before. For the third step another person from the group writes his/her opinion about his/her team mate on the so called marker sheet.

Everybody takes over the papers completed by others and post them up the evaluation part. They discuss the different result together. What is the reason if others see me differently than I see myself?

If there is enough time more people can give feedback to each other, in this case they should mark their choices on another sheet.

Evaluation sheet

Evaluate yourself accord to the following word-pairs using the rate 1-7.

For example: 1=active, 7=passive

1. rate: How do I see myself?
2. rate: How do my team mates see me?

<i>Word-pair</i>	<i>1. rate</i>	<i>2. rate</i>	<i>3. rate</i>
active-passive			
sincere-insincere			
amiable-hateful			
friendly-unfriendly			
benevolent-malevolent			
experienced-inexperienced			
informed-uninformed			
polite-impolite			
kind-unkind			
confident-uncertain			
braver-coward			
entertaining-boring			
attractive-unattractive			
honest-dishonest			
significant-irrelevant			
sensible-insensible			

Marking sheet

Evaluate the chosen person according to the following word-pairs using the rate 1-7. Circle your choice.

For example: 1=active, 7=passive

3. rate: How do they see you?

Who _____ Who _____

Circle the appropriate number at each word-pair:

active	1 2 3 4 5 6 7	passive
sincere	1 2 3 4 5 6 7	insincere
amiable	1 2 3 4 5 6 7	hateful
friendly	1 2 3 4 5 6 7	unfriendly
benevolent	1 2 3 4 5 6 7	malevolent
experienced	1 2 3 4 5 6 7	inexperienced
informed	1 2 3 4 5 6 7	uninformed
polite	1 2 3 4 5 6 7	impolite
kind	1 2 3 4 5 6 7	unkind
confident	1 2 3 4 5 6 7	uncertain
brave	1 2 3 4 5 6 7	coward
entertaining	1 2 3 4 5 6 7	boring
attractive	1 2 3 4 5 6 7	unattractive
honest	1 2 3 4 5 6 7	dishonest
significant	1 2 3 4 5 6 7	irrelevant
sensible	1 2 3 4 5 6 7	insensible

V.4. Bibliography

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VI. Evaluation questionnaire

Please underline the one that applies to you

Employer

Teacher

Student

	strongly disagree	disagree	neither disagree nor agree	agree	strongly agree
I find this manual useful					
I find the training described in this manual useful					
This kind of training should be included in the curriculum					
Which chapter of the manual do you find the most useful for your purposes? (please underline)	Introduction	training session 1.	training session 2.	training session 3.	
Mark the level of importance of the following skills:	not important	of little importance	moderately important	important	very important
professional skills					
time management					
effective communication					
team work					

1. How can the manual be improved?

.....
.....
.....

2. How would you prefer to use this manual and why? (e.g.: online, printed)

.....
.....
.....

3. Would you recommend this manual to others? Who would you recommend it to?

.....
.....
.....