



VOLCAR FACE TO FACE TRAINING

OVERVIEW OF THE PROGRAM

| Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------|--|---|-------------------------------------|--|--|
| 09:00-10:30 | Arrival of participants | Icebreaker Photo exercise | Icebreaker To be proud of | Testimony of competences acquired through volunteering | Presentation of the Action plans/Feedback |
| 10:50-12:30 | Introduction / Icebreaker | Feedback: How to do the feedback | Offman core quadrant | Setting goals / Explain action plan | Presentation of the Action plans/Feedback |
| 13:30-15:00 | Tree of Expectations Game: Secret friend | Lifeline | Offman core quadrant | Creation of Action plans | Finishing with the Secret friend game Presentation of the Action plans/Feedback |
| 15:00-15:20 | Golden group rules Theory: 3 levels VPL | Delta Start | Working on portfolio / presentation | Creation of Action plans | |
| 15:20-16:45 | Bottle is half full – exercise Intercultural evening dinner | Start of portfolio / explanation end presentation | Visit | Creation of Action plans | |
| 16:45 – 17:00 | Evaluation of the day | | | | |

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| Overview of the program | 2 |
| Excercise: Bottle is half full | 3 |
| Photo excercise..... | 4 |
| Excercise: Feedback | 9 |
| Lifeline | 11 |
| DELTA-start® | 15 |
| Portfolio format | 16 |
| to be proud of..... | 19 |
| Core Quadrants | 25 |
| action plan (presentation / personal commercial) | 26 |

EXCERCISE: BOTTLE IS HALF FULL

Draw your own bottle on a A3 paper.

- Write in the full part of the bottle your talents / what you are good at
- Write in the empty part of the bottle what you want to develop in the future
- Draw / paint / make your logo on the neck of the bottle

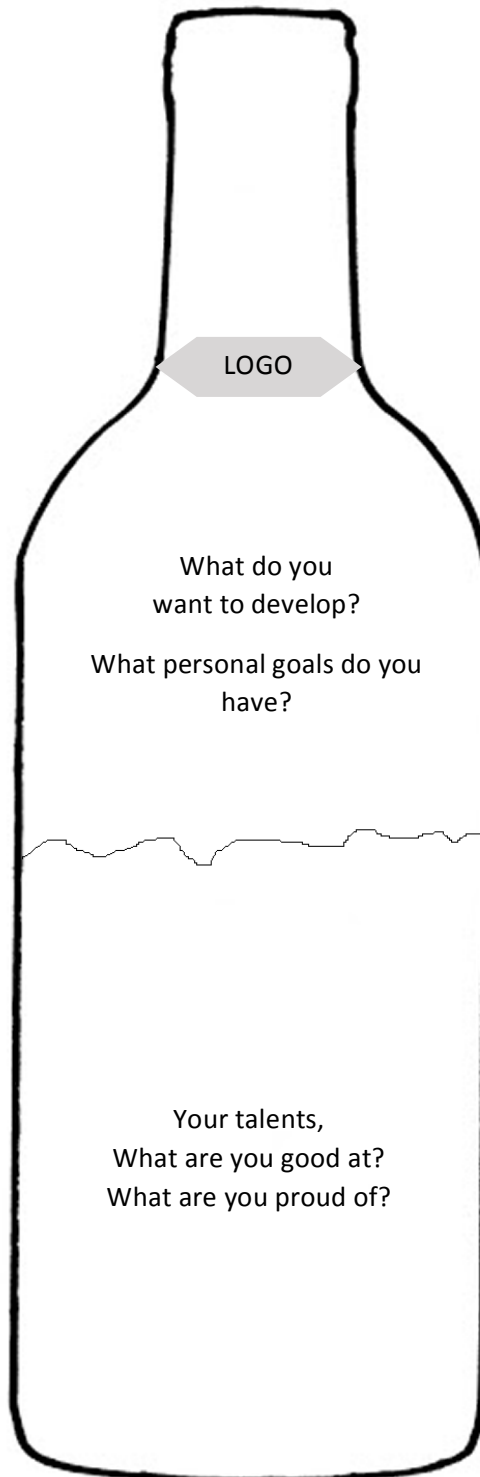


PHOTO EXERCISE

| | |
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| Goal | The purpose of this exercise is to look back on your life. What roles have you performed in your life? Which factors (events, people, work etc.) have affected you? |
| Necessary time | 80 minutes |

In the online training before the face to face training, you were asked to gather two photos which give information about important situations, persons, periods or experiences in your life (in a positive way). The exercise starts with an individual part and ends with an interview in pairs.

Individual part (15 minutes)

1. Different factors (for example events, persons, work) can have been of influence when these photos were taken. Please answer the questions below that can help you map these factors. You can use the tables at the next pages to write down the answers.

1.a Describe the situation on the photo.

- Where is it?
- Who are on it?
- What is happening?
- How old were you?
- Etc.

1.b Describe the important developments or changes in your life at the time the photo was taken.

- Who was important to me at the time the photo was taken? Mother, father, trainer, teacher, boyfriend, girlfriend.
- What was so good about the time when the photo was taken? How did it feel?
- What was I doing at the time? School, training, jobs?
- What did I do in my spare time?
- Can you say that you learned something from the people who were important to you or as a result of things you experienced? If so, what?

1.c How did I feel at the time the photo was taken? How do I feel now when I look at the picture?

Photo 1

1.a Describe the situation in the photo.

1.b Describe the important developments or changes in your life at the time the photo was taken.

1.c How did I feel at the time the photo was taken? How do I feel now when I look at the picture?

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Photo 2

1.a Describe the situation in the photo.

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1.b Describe the important developments or changes in your life at the time the photo was taken.

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1.c How did I feel at the time the photo was taken? How do I feel now when I look at the picture?

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2. Make pairs. Take turns in interviewing each other about the photos. You can use the questions below for your interview (30 minutes each – bilateral).

- Why did you choose this photo?
- What does this photo tell about yourself?
- Who were important to you at the time the photo was taken?
- What did you do when the photo was taken?
- What memories come to you if you look at the photo?
- What feelings do you have when you look at the photo?
- Were there important developments in your life when the photo was taken?
- Were there important changes in your life when the photo was taken?
- What does this photo tell about where you are now in your life?
- What personal qualities do the memories that belong to this photo show you?

3. Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What personal qualities did this exercise show me?) (5 minutes – individual)

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| Insights, qualities, other things I want to remember with regards to this exercise |
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EXERCISE: FEEDBACK

What is feedback?

Feedback means: reporting back in the form of constructive comments.

In this case we mean: reporting someone's behaviour back to that person.

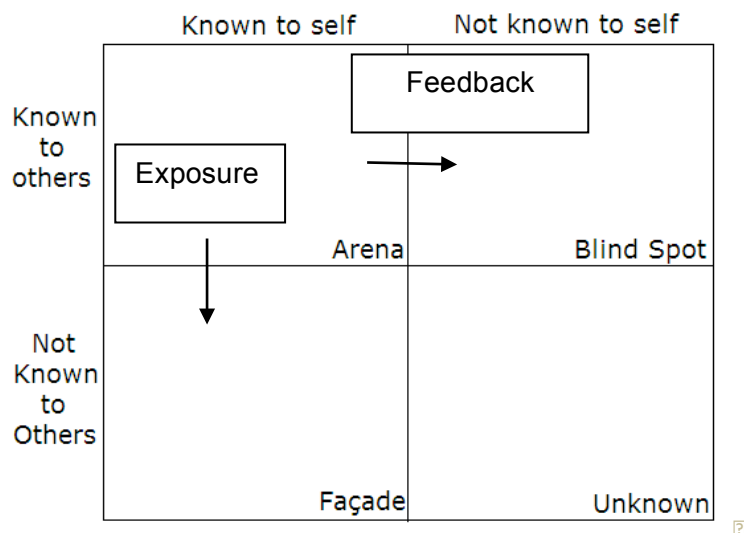
This means simply that you tell someone how you see their conduct and how this appears to you.

The purpose of feedback is to find out if the impression that you have of yourself is the same as the impression that others have of you.

Feedback provides you with information about how your conduct appears to the other person.

Feedback is thus a way of increasing your self-insight.

Johari Window



The application of the Johari Window comes in opening up the public area, so making the other three areas as small as possible. This is done by regular and honest exchange of feedback, and a willingness to disclose personal feelings. People around you will understand what "makes you tick", and what you find easy or difficult to do, and can provide appropriate support. And of course you can then do the same for them.

Providing feedback in 3 steps:

- You describe how you see someone's conduct. (I see.....)
- You say how this conduct appears to you
(that appears to me as....., that gives me the impression that.....)
- Check whether the other person understands you: Do you get what I mean?

When providing feedback, pay attention to the following points:

- Say what you see: give an example of what you have just seen.
Do not mention here anything that you cannot have seen or heard.
NOT: 'You always do that' or 'I've seen you do that before.'
- Make comments about the **conduct**: how someone says something, what the body language is like, how they look at people when talking to them.
- or about **what they say**: do they use clear, understandable language, etc.?

Do **not** make comments about someone's appearance, as this is irrelevant.

LIFELINE

To get a vision of who you are, what you're able to do, what you want and what you can offer, it's important to collect as much information as possible about yourself and arrange all available data. Making a life line can help you with it. It's a retrospection on your life so far.

Indicate if this is private (P), work (W), school (S) or spare time (ST).

What did you learn of the good moments in life and what did you learn of the difficult moments in life?

Which qualities have used you or further developed in these moments?

Reflect completely in a short retrospection and draw a conclusion.

Note your wish for the future (it may be near or far).

Example:

| LESS POSITIVE | YEAR | POSITIVE |
|----------------------------|---------|------------------------|
| | 0 | Year of birth |
| Removal to the Netherlands | 5 | Birth youngest brother |
| Teased at school | 9 | |
| | 10 | Scout camp |
| | 12 | Changing school |
| Grandmother died | 18 | |
| | Present | The best teacher |

Questions for your lifeline:

Concerning the events which you have indicated on the line:

Which event had the **most influence** in your life?

Make a distinction between the nice and less nice events.

Can you remember events that you have been doing, activities that you experienced as pleasant? What was so pleasant about it?

Concerning the less pleasant events: Did they made you any stronger? In which way?

In other words how did you handle these situations? How was your attitude and behaviour?

What did you learn of this experience? What have you changed or start to see differently since this experience?

What you would do differently if you would attain in such a situation now?

Which quality(s) do you think you put in the less pleasant event?

Concerning your current situation:

What do you find important in life?

How do you solve your problems?

To practice it or first think about it, or talk about it with others before you operate?

What do you consider to do things, do you make a move, or do you wait

Which qualities do you rather use?

In which situations do you use them, in your daily (working) life?

DELTA-START®

Reconstruction of a past event / make a movie

3 persons:

1. **Supervisant:** gives the answers / describes a past event
2. **Supervisor:** Tries to get a clear picture of the event (reconstruct the movie)
3. **Observant:** observes and writes down the 10 most important questions and answers

What happened with you?

What happened around you?

What could you do?

What were your insights?

What were the wishes?

What were the options?

What did you consider?

PORTFOLIO FORMAT

School and vocational training / refresher training

(School levels, basic vocational education, refresher training)

Write down schooling steps in chronological order (NOT: last column).

In the table below, fill in the schooling you have had from primary school onwards. Write down all your schooling, even studies you did not finish or do not regard as important. You can also mention here training courses, refresher training and other courses.

| Per year hour/week | Refresher training/schooling: type, level, institution | Description of the learning activities Job / role | Diplomas, certificates, etc. received | Summary of the most important skills/competences I know..., I can..., I am capable of..., I have... |
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Work experience:

permanent appointments, part-time appointments, temporary work, work placements, holiday jobs and jobs on the side, transitional year, freelance work

Write down career steps in chronological order (NOT: last column).

Fill in your work experience in the following table. Also describe the individual steps. Examples of these steps are permanent appointments, part-time appointments, temporary work, work placements, holiday jobs and jobs on the side and freelance work.

| Year hour/week | Description of the employer Company / institution / organisation | Description of the concrete activities Job / role | Certificates, promotion, etc. | Summary of the most important skills/competences I know..., I can..., I am capable of..., I have... |
|-------------------|--|--|-------------------------------------|--|
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Other experiences:

Activities in spare time, hobbies, voluntary work, club life, in private life, in tasks/activities in the family (unpaid activities)

Write down things done in tasks/ activities and the private area in chronological order.

Briefly describe the successive individual activities.

| Year from... to | Description of the activity type, level, institution/organisation | Description of the tasks Concrete activities | Certificates, etc. | Summary of the most important skills/competences I know..., I can..., I am capable of..., I have... |
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TO BE PROUD OF

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| Goal | <ul style="list-style-type: none"> discover and point out personal qualities and competences reflect on how to 'proof' or present your own qualities |
| Necessary time | 60 minutes |

Think of two achievements in your life (small or big, professional or personal) of which you are proud. In this exercise, you are going to explore these performances. The exercise starts with an individual part and ends with an interview in pairs.

Individual part of this exercise: answer the questions below (in writing) (30 minutes)

- Describe the performance. This can be something you have done, something you have developed, a decision you have made etc. Questions that can help you describe the performance:
 - What exactly did you do
 - Why did you do it
 - What steps did you take? What actions?
 - What was your role in this event? (What was your task? Was it your initiative? Who else was involved? What was your role towards them?)
 - What was the result of what you did/ the way you acted?
- Ask yourself the following question: Why I am I so proud of this performance? You for example can describe the context.
- What knowledge did you need to be able achieve the things you have described above? What qualities did you use to achieve what you have achieved?
- In what way can you show or proof your performance?

For example:

- I decided to start studying.*
- I am proud of this because I took this decision independent, and I had to leave other things to be able to start studying.*
- This shows I am independent, able to take action and I can take initiatives.*

Performance 1:

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Why are you proud of this performance?

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Knowledge / qualities

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How can you show / prove contribution to the result

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Performance 2

Description

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Why are you proud of this performance?

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Knowledge / qualities

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How can you show / prove contribution to the result

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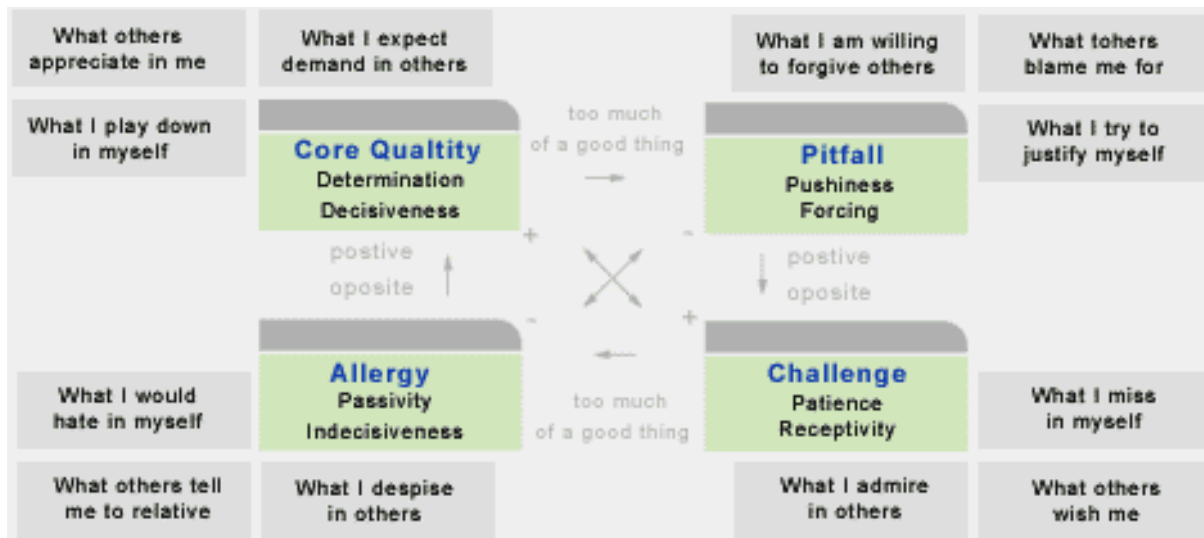
Interviews in pairs: (30 minutes, answering the questions in writing included)

1. Tell each other (take turns) what you have written down above and, if necessary, ask each other questions to clarify the situations.
2. The interviewer should then help the interviewee to name qualities that were used to achieve the performance

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What personal qualities did this exercise show me?) (5 minutes – individual)

Insights, qualities, other things I want to remember with regards to this exercise

CORE QUADRANTS



ACTION PLAN (PRESENTATION / PERSONAL COMMERCIAL)

In this action plan (presentation) you will 'prove' that you can show a good understanding of your own competences and actions to take on basis of this insight. You can use every result of the exercises or what you learned otherwise during the training in your commercial / presentation. The commercial has to contain a presentation of your 'action plan' in which you explain what you will do **with what you learned** (lifeline, bottle, received feedback, impressions of yourself and others). The commercial should last about five minutes. The 'peer' assessors are present to assess your commercial and can give you feedback or ask you questions.

This is an excellent opportunity to show your creative side! You can use any material that is present in the training location. Please try to make it a commercial that touches the heart of your group members and trainers. Please note that there are no 'wrong' action plans / commercials. So it is very likely that the assessor will let you pass. Normally presenting yourself is just a lot of fun!

To help you with your 'action plan', answer the questions on the following pages.

Goals: What goals do you want to reach?

Long term: 5 years:

Mid-long term: 1 year:

Short term: 3 months:

Measures and methods: Which measures are you going to take and methods are you going to use to reach your goals / support yourself in reaching your goals?

Who can help you? How are you going to involve them?

How do you reward yourself when accomplishing your goals?

