



## Personalisation of the service

Duration	Topic	Activity	Social Setting	Used media
15 min	Intuition	<p>Task assignment - individually write 5 features, characteristics of person:</p> <ul style="list-style-type: none"> <li>senior – at the age over 50 years</li> <li>young – school - leaver</li> </ul> <p>Presentation of the characteristics after the exercise for each target group, joint summarisation and discussion.</p> <p>It follows on activity the "Intuition"</p> <p>Task assignment - individually introduce the situation (or interest) that is:</p>	Plenary activity, individual work	<p>Paper, pen, flip-chart</p> <p>See Appendix 1</p>
15 min	<p>What do we have in common and what makes us different?</p> <p>(sensitization on subject and target group)</p>	<ul style="list-style-type: none"> <li>common for seniors and also young people</li> <li>specific for each of the target groups</li> </ul> <p>Discussion on the similarities and differences of the two target groups, finding a suitable approach to mentoring work, based on similarities (universal approach) and differences (specific approach).</p>		
10 in	<p>Specific target groups for labour market</p> <ul style="list-style-type: none"> <li>young unemployed</li> <li>unemployed over 50 years</li> </ul>	<p>Introduction to the problem:</p> <ul style="list-style-type: none"> <li>The characteristics of the target groups from the perspective of the labour market</li> <li>Presentation of selected exercises: knowing about yourself and others</li> </ul>	Plenary activity (presentation)	<p>Data projector and projecting screen</p> <p>PPT slides "PPT_Personalisation"</p> <p>Document "Worksheet_Personalisation_Target Groups"</p>



				See Appendix 2
30 min	Curriculum Vitae - Occupation  (knowing others and yourself)	<p>Task assignment – to assign professions to CVs and photos – to introduce: occupations, photos of people, incomplete Curriculum Vitae (10 min.)</p> <p>Presentation of group results by speakers - justification for choices - decision-making process</p> <p>Presentation of real result by lecturer - added value: new information, moment of surprise</p> <p>Discussion (about knowing people and yourself, stereotypes, informative decision-making, motivation)</p> <p>Task assignment - my dream occupation and the characteristics I must have, I must not have and obstacles I have to overcome</p>	<p>Group activity – 2 small groups (optimal division according to the age – younger, older)</p> <p>Plenary activity</p> <p>Plenary activity</p> <p>Self-study</p>	<p>Working material for each group: photos and Curriculum Vitae</p> <p>Work sheet for each participant: professions</p> <p>Document “Worksheet_ Personalisation_ CV”</p> <p>Document “Worksheet_ Personalisation_ Pictures”</p> <p>Document “Worksheet_ Personalisation_ Professions”</p> <p>See Appendix 3</p>
15 min	Picture Story  (knowing others and yourself and orientation to result)	<p>Task assignment – to create story from submitted pictures – two stories, two sheets</p> <p>Presentation of story N°1 and story N°2 by volunteers</p> <p>Discussion to feelings perception, formation the situations on the basis of perception differences or similarities.</p>	Plenary activity, individual work	<p>Documents “Worksheet_ Personalisation_ Picture Story 1-2”</p> <p>See Appendix 4 &amp; 5</p>



## Appendix

### 1. Intuition

**SOURCE:** Lemešová, M. a kol. Psychológia zážitkom. Bratislava: Univerzita Komenského, 2014.

**AIMS:** sensitization on the topic and target group

**FORM:** plenary activity and individual work

**DURATION:** 15 min

**MATERIALS:** paper, pen, flip-chart

**STAGES:**

The lecturer calls on participants to try to attune to a person who is over 50, whereby his/her age is a certain limiting factor for self-realisation in some areas of life. The lecturer requires participants to write each individually the five features or characteristics that describe such a person. After a predetermined time limit period, the lecturer will ask each participant to notice one of the written features which he writes on the flip chart. In this way, the lecturer completes the features, respectively characteristics that are not yet listed on the flip chart. After the characteristic has been resound by each participant, any of the participants may have added the feature, which he listed in his list, but has not yet sounded.

It follows the discussion to features and characteristics: why are these just mentioned characteristics, how they can demonstrate in everyday life, in the world of work? How do we perceive this group of people? How do they perceive the world around?

In the second round, the lecturer calls on participants to try to attune to a young person standing at the threshold of his/her job choices, after finishing his/her studies, before entering an independent life. Again, the lecturer asks participants to notice for the five features or characteristics, which can identify such a person. The process is repeated, including discussion.

**SUMMARY:** Who and what are my clients like?

### 2. Specific target groups for the labour market

**SOURCE:** Ústredie práce, sociálnych vecí a rodiny: Metodická príručka odborných poradenských služieb (2016)

**AIMS:** client identification - common characteristics of the target group

**FORM:** plenary activity

**DURATION:** 15 min

**MATERIALS:** Document "Worksheet\_Personalisation\_Target Groups", presentation "PPT\_Personalisation"



**STAGES:** Characteristics of specific target groups of mentoring work, starting points for a specific approach and testing differences within group activities.

**SUMMARY:** Who are the activities aimed for?

### 3. Curriculum Vitae - occupation

**SOURCE:** Lemešová, M. a kol. Psychológia zážitkom. Bratislava: Univerzita Komenského, 2014.

**AIMS:** knowing others and himself/herself, motivation

**FORM:** group work, plenary discussion, self-study

**DURATION:** 30 min

**MATERIALS:** Documents "Worksheet\_Personalisation\_CV", pen, data-projector a projecting screen (optional)

#### **STAGES:**

The lecturer divides the participants into two relatively homogeneous generational groups (according to age), whereby each participant is receiving two worksheets - photographs and incomplete curriculum vitae. The lecturer will mention four professions (teacher, acrobat, climber, taxi driver) to which people's photos and curriculum vitae need to be associated. The work is done in a group for the duration of 10 minutes. After the time period, the groups' speakers will present their results, whereby the group members are able to add the speaker. Within the presentation of the result, it is necessary to talk about on what basis used the group for association of the photographs and curriculum vitae to the professions, which helped them, and vice versa, which bordered or missed the correct estimation.

The frequent difference in the way to achieve the result between the young and the generation over 50 is:

- 1) Young
  - a) emphasis on the first impression and assignment of the profession to the person according to the photograph
  - b) unfamiliarity with curriculum vitae
  - c) breaking stereotypes from the belief that it is a tricky question
- 2) 50+
  - a) emphasis on conventional stereotypes, e.g. gender differences - the teacher is a woman, a taxi driver is a stronger character with regard to sedentary employment
  - b) examining of curriculum vitae, mostly with an identified barrier, that curriculum vitae contain little helpful data

Lecturer writes the results of the groups on the flip chart and presents the real status, the correct result. At the same time, within the discussion, he/she corrects the way of working on a task specifically to the target group, e.g. avoiding excessive reliance to the first impression and attempting to obtain additional supporting information from curriculum vitae needed for informative decision-making, or the need to turn away from stereotypes and the effort of a new perspective, a change of mind.



Within the discussion, the lecturer draws attention to curriculum vitae and their content, drawing on their incompleteness. Participants can jointly discuss the essentials of a correct curriculum vitae, what data the curriculum vitae should contain, and why, to be able to correspond to the profession (to be assigned to it within the task, but also which they are asking for in real life).

At the end of the discussion, the lecturer will screen three short videos of real exercisers practicing their profession (if the screening is not possible, the lecturer will introduce these people orally). The introduction will show that the three real protagonists of the introduced professions are disabled: the taxi driver is deaf, the acrobat is paralyzed, and the climber is blind. The new unexpected reality will disrupt the normal stereotype of the perception of the profession and point to the possibility of overcoming so called - "unbeatable" barriers to pursuing a profession if I have a real interest of this work. This information opens the discussion of motivation, an inner strength to overcome obstacles to achieving his/her objective. A short discussion should be aimed at strengthening motivation and finding solutions to everyday problems in application on the labour market (e.g., frustration from the frequent rejection of older people by employer, unwillingness to travel to work or work on shifts, unwillingness to undertake stereotyped or weaker paid work by young people).

To work performance, to strengthen self-confidence and to overcome obstacles contributes significantly the usage of strengths - the key competencies of the individual. The lecturer returns within the curriculum of vitae to features of individual protagonists of the professions and calls on participants to discuss the positive features mentioned in the curriculum vitae that could help to individual protagonists to overcome their disabilities and apply to the chosen profession. Each participant receives a third work sheet - a profession in which he assigns within the individual work three features to each of the four professions - the competencies that one who performs the profession must have, and vice versa, three features that he must not have. The volunteer can present his / her opinion and discuss it with other participants.

At the end of the activity, the lecturer will call on participants to consider within the self-study the profession they want to apply, on which they wish to apply on labour market and to add all the same three characteristics. After identifying these features, let consider on their competencies whether they possess the desired or inhibiting characteristics and at the same time on the power of motivation, what they are knowing to do with their competencies to do in order to achieve the desired job: to strengthen the necessary features, to eliminate the braking characteristics and in what way.

**ALTERNATIVE:** In the case of a homogeneous target group (all participants are young or 50+), group work can be done in several small groups depending on the number of participants.

**SUMMARY:** How do I assess people and how do I perceive myself, which key competencies I need for my work performance?

#### **4. What connects us and what makes us different?**

**SOURCE:** Lemešová, M. a kol. Psychológia zážitkom. Bratislava: Univerzita Komenského, 2014.

**AIMS:** sensitization on topic and target groups

**FORM:** plenary activity and individual work



**DURATION:** 15 min

**MATERIALS:** paper, pen, flip-chart, documents “Worksheet\_Personalisation\_Picture Story 1 – 2”, “Worksheet\_Personalisation\_Professions” & “Worksheet\_Personalisation\_Pictures”

**STAGES:**

The lecturer will continue in joining to the previous outcomes of the discussion on the features and characteristics of the two target groups - seniors and young people. He divides the participants into two groups so that each group will devote in his/her future work to one of the target groups - one to seniors, the other to the young people. The lecturer requires two groups of participants on the basis of intuitively identified features to write a list of situations (things) that varies attached target group from the other. After the list is created, the speakers present theses. Within the discussion, the groups compare and explain their thought processes while discussing the specifics of mentoring work with the attached target group. The lecturer writes on the flip-chart observations on differences and the specifics of the work.

Subsequently, the lecturer will call on all participants to jointly identify the situations (things) that connect the target groups, what they have common. Proposals are written on the flip-chart. From the jointly accepted proposals, the group, with help of lecturer’s moderation, will deduce common objective of work with both target groups.

**SUMMARY:** Why and when should I change my approach to client?

## 5. Picture story

**SOURCE:** Lemešová, M. a kol. Psychológia zážitkom. Bratislava: Univerzita Komenského, 2014.

**AIMS:** knowing others and orientation on the result

**FORM:** plenary activity and individual work

**DURATION:** 15 min

**MATERIALS:** Pens, documents “Worksheet\_Personalisation\_Picture Story 1 – 2” & “Worksheet\_Personalisation\_Pictures”

**STAGES:**

The lecturer distributes to each participant a work sheet with pictures 1, which represents the first selected target group (seniors or young people). He/she calls on participants to view the pictures, think about them from the aspect of the target group which they knew during the day, and try to create a short, several-sentences story of these pictures, linking to the target group. At the end, let give the story a name that describes it (what they wanted to tell through the story). The idea of the story can be a guide to the work with the client, in what measure and form the mentor can engage in the action line of the story, respectively to the client’s life course of events. The lecturer asks the volunteer to present the story and his/her ideas.

The lecturer repeats the exercise with the work sheet with the picture 2 focused to the second target group.

**REMARK:**



The lecturer can insert pictures on a sheet according to his or her own discretion in accordance with the set objectives from the portfolio of pictures, or he/she can search for pictures from the Internet, take pictures, and thus add a portfolio of pictures according to the activity's focus.

**SUMMARY:** How do I perceive the life situations of other people, what role can I play in them?