

Title 4 AT ONCE

Educational goals	<ul style="list-style-type: none">• teaching non-verbal communication; non-verbal communication is essential to be more comfortable in the field of work and in social life• enhancing teamwork• become engaged intellectually, emotionally, and socially• Exercising teamwork helps members work effectively in operating environments where they can work together better.• building focus
Duration	<ul style="list-style-type: none">• 15 minutes (it can be longer as well)
Materials	<ul style="list-style-type: none">• Chairs or banks; it can be played almost anywhere, the participants can even sit on the ground as well.
Workflow	<ol style="list-style-type: none">1. The trainer explains the rules of the game. Be careful that the teacher/trainer should not leave much time for preparation. The participants have to start the game right after they know the rules without speaking any words! They game is most effective in that case.2. In a room of sitting people, <i>only 4 can be standing at once</i>. The four can just stand for 10 seconds before they must sit down and be immediately substituted by someone else. However, the difficulty is that speaking is absolutely not allowed during the game. All communication about who will stand or sit must be non-verbal. The goal is to keep the game going as long as possible.3. This game works best in large groups. it is more challenging. The larger the group, the better the non-verbal communication must be.4. Building focus is important for concentrating on the person you're communicating with despite the distraction (there is no speaking) that may be present.5. After finishing the game make an open discussion about the experiences during you were blindfolded. It may also bring up information on the concentration, attention, mirror neurons and their role in the processes that make up the human action.<ol style="list-style-type: none">a. What activates mirror neurons when working with other people?b. How does creating relationships in a team and strengthening communication affect the effectiveness of learning and the friendliness of the learning environment?c. What is the importance of implementing various types of activities (mental, physical, emotional) for effective learning?
Source	Adapted from: https://positivepsychologyprogram.com/communication-activities-adults-students/

Τίτλος	Συμβουλές καριέρας
Educational goals	<ul style="list-style-type: none"> • Για τον καθορισμό παρακινητικών παραγόντων στο περιβάλλον εργασίας • Για τον ορισμό των δικών σας αξιών που σχετίζονται με τις επαγγελματικές επιλογές εργασίας • Για την ενίσχυση των συναισθημάτων της ικανοποίησης από την εργασία • Για την αύξηση της παραγωγικότητας της εργασίας μέσω της αυτογνωσίας
Διάρκεια	<ul style="list-style-type: none"> • 1,5 ώρες
Υλικά	<p>Δοκιμή συμβουλών σταδιοδρομίας</p> <p>Στυλό</p> <p>Έναν πίνακα και μαρκαδόρους</p>
Ροή εργασιών	<ol style="list-style-type: none"> 1. Εξηγήστε τη σημασία της έννοιας "Συμβουλές σταδιοδρομίας" και ποιος ήταν ο Edgar Schein (https://rapidbi.com/careeranchors/) 2. Εξηγήστε τη σχέση ανάμεσα στις δικές σας αξίες, τα κίνητρα, τα ταλέντα, τις στάσεις και τις προτεραιότητες, αφενός, και τις εργασιακές επιλογές, αφετέρου. Τονίστε τη σημασία της μάθησης για τις δικές σας προδιαθέσεις για τον αποτελεσματικό σχεδιασμό ενός εκπαιδευτικού μονοπατιού. 3. Διανείμετε το τεστ συμβουλές καριέρας (https://www.nelacademy.nhs.uk/downloads/602) μεταξύ των εκπαιδευόμενων και να τους δοθούν αρκετό χρόνο για να ανταγωνιστούν τη δοκιμασία (περίπου 20 λεπτά). 4. Εξηγήστε τις οδηγίες βαθμολόγησης στους εκπαιδευόμενους και αφήστε τους να μεταφέρουν τους αριθμούς από το φύλλο βαθμολογίας στο φύλλο βαθμολόγησης και να υπολογίσουν το αποτέλεσμα. 5. Ρωτήστε όλους τους εκπαιδευόμενους εάν οι οδηγίες είναι σαφείς και αν όλοι οι εκπαιδευόμενοι είναι έτοιμοι με τα αποτελέσματά τους. 6. Τώρα εξηγήστε στους μαθητές τι σημαίνει καθεμία από τις οκτώ συμβουλές σταδιοδρομίας και ποιες είναι οι σχετικές κατηγορίες και χαρακτηριστικά: <ul style="list-style-type: none"> a/ Τεχνική / λειτουργική ικανότητα b/ Διαχειριστική ικανότητα c/ Αυτονομία / ανεξαρτησία d/ Ασφάλεια / σταθερότητα e/ Επιχειρηματική δημιουργικότητα f/ Υπηρεσία / αφοσίωση σε έναν σκοπό g/ Καθαρή πρόκληση h/ Τρόπος ζωής 7. Μετά την εξήγηση της έννοιας "Συμβουλές σταδιοδρομίας", οι εκπαιδευόμενοι αναδεικνύουν πόσο καλά ταιριάζουν στην τρέχουσα / προηγούμενη δουλειά τους. Βοηθήστε τους να κατανοήσουν τη σχέση μεταξύ των επιλογών σταδιοδρομίας τους και της προσωπικότητάς τους. 8. Αφήστε όλους τους εκπαιδευόμενους να γράψουν τα προσωπικά τους κίνητρα / οδηγούς σύμφωνα με την επικρατούσα συμβουλή σταδιοδρομίας τους. Μπορείτε επίσης να κάνετε ομάδες με τους εκπαιδευόμενους και να συζητήσουν τα αποτελέσματα με τους συναδέλφους τους. Εάν είναι κατάλληλο, μπορείτε να ζητήσετε από τους εκπαιδευόμενους να μοιραστούν

τις συμβουλές τους σε ολόκληρη την ομάδα.

9. Τελικά υπογραμμίζουμε ότι αυτό το είδος τυπολογίας δεν εξυπηρετεί ανθρώπους που ακολουθούν τυποποιήσεις. Αντίθετα, βοηθάει να είναι ανεκτική σε διαφορετικές προσωπικότητες και να εκτιμά την ποικιλομορφία.

Πηγή

<https://rapidbi.com/careeranchors/>

<https://www.nelacademy.nhs.uk/downloads/602>

Career Anchors

The concept of the Career Anchors was introduced by Edgar Schein. A Career Anchor is something that develops over time and evolves into a self-concept, shaping an individual's personal identity or self-image and includes:

- ›› Talents, skills and abilities - the things that we believe we are good at, and not so good at.
- ›› Motives and needs - what is important to us and take the form of goals, e.g. money, status, challenge, autonomy.
- ›› Attitudes and values - the kind of organisation that we feel comfortable with, one that matches our own values and beliefs.

How to Rate the Items

For each of the next forty items, rate how true that item is for you in general by assigning a number from 1-6. The higher the number, the more that item is true for you. For example, if the item says "I dream of being the MD of a company" you would rate that as follows:

"1" if the statement is never true for you.

"2" or "3" if the statement is occasionally true for you. "4" or "5" if the statement is often true for you.


"6" if the statement is always true for you.

Career Orientations Inventory

Use the following scale to rate how true each of the items is for you. How to rate each item is shown below.

Never true for me	Occasionally true for me		Often true for me		Always true for me
1	2	3	4	5	6

No.	Question/item	Rating
1	I dream of being so good at what I do that my expert advice will be sought continually.	
2	I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.	
3	I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule.	
4	Security and stability are more important to me than freedom and autonomy.	
5	I am always on the lookout for ideas that would permit me to start my own enterprise.	
6	I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society.	
7	I dream of a career in which I can solve problems or win out in situations that are extremely challenging.	
8	I would rather leave my organisation than to be put into a job that would compromise my ability to pursue personal and family concerns.	
9	I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.	
10	I dream of being in charge of a complex organisation and making decisions that affect many people.	
11	I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures.	
12	I would rather leave my organisation altogether than accept an assignment that would jeopardise my security in that organisation.	
13	Building my own business is more important to me than achieving a high-level managerial position in someone else's organisation.	
14	I am most fulfilled in my career when I have been able to use my talents in the service of others.	
15	I will feel successful in my career when I have been able to use my talents in the service of others.	
16	I dream of a career that will permit me to integrate my personal, family and work needs.	
17	Becoming a functional manager in my area of expertise is more attractive to me than becoming a general manager.	
18	I will feel successful in my career only if I become a general manager in some organisation.	
19	I will feel successful in my career only if I achieve complete autonomy and freedom.	
20	I seek jobs in organisations that will give me a sense of security and stability.	
21	I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.	
22	Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.	



No.	Question/item	Rating
23	I have been most fulfilled in my career with I have solved seemingly unsolvable problems or won out over seemingly impossible odds.	
24	I feel successful in life only if I have been able to balance my personal, family and career requirements.	
25	I would rather leave my organisation than accept a rotational assignment that would take me out of my area of expertise.	
26	Becoming a general manager is more attractive to me than becoming a functional manager in my current area of expertise.	
27	The chance to do a job my own way, free of rules and constraints, is more important to me than security.	
28	I am most fulfilled in my work when I feel that I have complete financial and employment security.	
29	I will feel successful in my career only if I have succeeded in creating or building something that is entirely my own product or idea.	
30	I dream of having a career that makes a real contribution to humanity and society.	
31	I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.	
32	Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.	
33	I am most fulfilled in my work when I have been able to use my special skills and talents.	
34	I would rather leave my organisation than accept a job that would take me away from the general managerial track.	
35	I would rather leave my organisation than accept a job that would reduce my autonomy and freedom.	
36	I dream of having a career that will allow me to feel a sense of security and stability.	
37	I dream of starting up and running my own business.	
38	I would rather leave my organisation than accept an assignment that would undermine my ability to be of service to others.	
39	Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.	
40	I have always sought out work opportunities that would minimise interference with home or family concerns.	

At this point, look over your answers and locate all of the items that you rated highest. Pick out THREE items that seem most true for you and give each of those items an additional FOUR (4) points. You can now score your questionnaire.

Career Anchoring Scoring Instructions

In the section below, you will find blank spaces for each of the forty items arranged in order so that you can easily transfer the numbers from your rating sheets onto the scoring sheet. After you have transferred all of the numbers, add up the columns and divide by five (the number of items) to get an average score for each of the eight career anchor descriptions outlined on the following page.

TF	GM	AU	SE	EC	SV	CH	LS
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
Total							
+5	+5	+5	+5	+5	+5	+5	+5
Ave.							

Based on Edgar Schien's Career Anchors

Career Anchor Descriptions

You can now interpret your scores by reading the descriptions in the following section. The highest score indicates your preferred career anchor. The letters at the top of the scoring sheet refer to the Career Anchor headings as follows:

TF	Technical and Functional
GM	General Management
AU	Autonomy and Independence
SE	Security and Stability
EC	Entrepreneurial Creativity
SV	Service and Dedication to a Cause
CH	Pure Challenge
LS	Life Style

Technical and Functional Competence

A high score in this area would suggest that what you would not like to give up is the opportunity to apply your skills in this area and to continue to develop those skills to an even higher level. You derive your sense of identity from the exercise of your skills and are most happy when you work permits you to be challenged in those areas. You may be willing to manage others in your technical or function area, but you are not interested in management for its own sake and would avoid general management because you would have to leave your own area of expertise.

General Managerial Competence

A high score in this area would suggest that what you would not like to give up, is the opportunity to climb to a level high enough in the organisation, to enable you to integrate the efforts of others across functions and to be responsible for the output of a particular unit of the organisation. You want to be responsible and accountable for total results and you are presently in a technical or functional area, you view that as a necessary learning experience; however, your ambition is to get to a generalist job as soon as possible. Being at a high managerial level in a specialist function does not interest you.

Autonomy and Independence

A high score in this area would suggest that what you would not like to give up is the opportunity to define your work in your own way. If you are in an organisation, you want to remain in jobs that allow you flexibility regarding how and when you work. If you tend to dislike organisational rules and restrictions to any degree, you seek occupations in which you will have the freedom you seek, such as teaching or consulting. You turn down opportunities for promotion or advancement in order to retain autonomy. You may even seek to have a business of your own in order to achieve a sense of autonomy; however, this motive is not the same as entrepreneurial creativity described below.

Security and Stability

A high score in this area would suggest that what you would not like to give up is employment security or tenure in a job or organisation. Your main concern is to achieve a sense of having succeeded so that you can relax. This career anchor shows up in a concern for financial security (such as pension and retirement plans) or employment security. Such stability may involve trading your loyalty and willingness to do whatever the employer wants from you for some promise of job tenure. You are less concerned with the content of your work and the rank you achieve in the organisation, although you may achieve a high level if your talents permit. As with autonomy, everyone has certain needs for security and stability, especially at times when financial burdens may be heavy or when you are

facing retirement. People anchored in this way are always concerned with these issues and build their entire self-image around the management of security and stability.

Entrepreneurial Creativity

A high score in this area would suggest that what you would not like to give up is the opportunity to create an organisation or enterprise of your own, built on your own abilities and your willingness to take risks and to overcome obstacles. You want to prove to the world that you can create an enterprise that is the result of your own effort. You may be working for others in an organisation while you are learning and assessing future opportunities, but you will go out on your own as soon as you feel you can manage it. You want your enterprise to be financially successful as proof of your abilities.

Service and Dedication to a Cause

A high score in this area would suggest that what you would not like to give up is to pursue work that achieves something of value, such as making the world a better place to live, solving environmental problems, improving harmony among people, helping others, improving people's safety, curing diseases through new products and so on. You pursue such opportunities even if it means changing organisations, and you do not accept transfers or promotions that would take you out of work that fulfils those values.

Pure Challenge

A high score in this area would suggest that what you would not like to give up is the opportunity to work on solutions to seemingly unsolvable problems, to win out over tough opponents, or to overcome difficult obstacles. For you, the only meaningful reason for pursuing a job or career is that it permits you to win out over the impossible. Some people find such pure challenge in intellectual kinds of work such as the engineer who is only interested in impossibly difficult designs; some find the challenge in complex multi-faceted situations such as the strategy consultant who is only interested in clients who are about to go bankrupt and have exhausted all other resources; some find it interpersonal competition such as the professional athlete or the salesperson who defines every sale as either a win or loss. Novelty, variety and difficulty become ends in themselves, and if something is easy it becomes immediately boring.

Lifestyle

A high score in this area would suggest that what you would not like to give up is a situation that permits you to balance and integrate your personal needs, your family needs and the requirements of your career. You want to make all the major sectors of your life work together towards an integrated whole, and you therefore need a career situation that provides enough flexibility to achieve such integration. You may have to sacrifice some aspects of the career (for example, a geographical move that would be a promotion but would upset your total life situation), and you define success in terms broader than just career successes. You feel that your identity is more tied up with how you live your total life, where you settle, how you deal with your family situation and how you develop yourself than with any particular job or organisation.

Title Evaluating Past Experiences

Educational goals	<ul style="list-style-type: none">• To evaluate past experiences that the adult learner has had in a professional or educational capacity, as a mean to become more open-minded and self-critical.• To understand the importance of the past experiences analysis for the efficiency of learning• To work together as a team and effectively cooperate as one.
Duration	<ul style="list-style-type: none">• 2 hours
Materials	None
Workflow	<p>This activity's success hinges on the honesty of the participant.</p> <ol style="list-style-type: none">1. The trainer explains to the group the role of experience in cognitive processes in the case of adults. Emphasizes the importance of analyzing experiences for the effectiveness of adult's learning.2. As part of the group work, the learners will be split into groups of three or four. Each learner will then be given the chance to relive a past experience through the roleplay of the other members of their group. One learner will describe the incident to the rest of the smaller group and they will have to act it out as a roleplay. Therefore the learner whose past experience it belongs to, will be able to critically self-reflect on the situation.3. It is important to note that the learners should only act out situations that they are comfortable sharing with the rest of the group. When the situation has been acted out, the group should reflect on their perceived positives and negatives of the situation.4. The learner whose situation is was should now self-reflect and realise how the situation could have been improved.
Evaluation	<p>If the adult learner is honest in their description and evaluation of the experience and are willing to challenge and investigate what they have or have not learnt from that moment in their life, then they can distance themselves from the mental rigidity and stubbornness often found in adults. It will also stand them in good stead when they evaluate future experiences.</p> <p>In the summary exercises, the trainer explains that being analytical is a key skill when learning effectively as an adult. As we age we tend to limit what we think about, and the scope of what we research and learn is shortened after being in full time education, however we delve deeper in to what we have learnt or think we have learnt. By staying proactive mentally and ensuring they are taking the accurate and positive lessons from certain experiences, the adult learners will adopt a more positive and analytical mindset. The trainer refers this information to the knowledge in the field of neuroandragogy and the role of experience in constructing neuronal structures.</p>

Title *Give one get one*

Educational goals	<ul style="list-style-type: none">• Describe the main advantages of cooperative learning• Experience active learning• Strengthening and sharing ideas• Practising cooperative skills
Duration	<ul style="list-style-type: none">• 1,5 hours
Materials	<ul style="list-style-type: none">• Papers• Pens• A board and boardmarker
Workflow	<ol style="list-style-type: none">1. Pose a question or a brainstorming task.2. Give enough time to the participants to think about what they know about the topic and find some possible ideas or responses. This could be a simple list of words and phrases or a completed phrases concerning the topic.3. When they finished this tasks, ask them to draw a line after their final idea to clearly delineate their own ideas from those that they are going to collect from other participants.4. Give a about 8–10 minutes time to the participants to go around the room and share ideas with colleagues. After finding a partner, the pairs exchange papers and quietly read each other's ideas. They comment on interesting aspects of their partner's list and ask for clarification incase anything seems to be confusing.5. Each participant then selects one new idea from his or hers partner's list and add it to their own list. It has to be visible, that this idea is the partners' one by putting her or his name under it. During the follow-up session each one might be called upon to share one new idea. After one exchange has been completed, the participants move on to talk with a new partner.6. At the end of the "Give One and Get One" changing ideas period, come together in the plenum in order to debrief the ideas. The first volunteer shares one new idea acquired from a conversation partner, using a special reporting language (e.g., "I found out from Christa; that..."; "Klaus mentioned that ...").7. The participant whose idea has just been reported shares the next idea, that he had received from a different conversation partner. This structured way of debriefing ideas encourages active listening because the participants want to hear when their name and idea will be published in front of the group. The participants are also aware when some ideas had not been acknowledged yet and will puch these ideas.8. Record all ideas and contributions on the board, making sure to write the name of the participant next to his/her idea. This random listing can afterwards be structured in a graphic organizer and used as a springboard or mind map for future work on the topic.
Source	Adapted version from https://goalbookapp.com/toolkit/strategy/give-one-get-one

Title Learn with flashcards

Educational goals

- The use of an effective method of memorizing and training memory
- Learning through the independent work on educational materials
- Activation of both cerebral hemispheres through the use of imagination and creativity in learning

Duration

- 1 hour to make flashcards
- 15 min daily for 7 days to learn

Materials

- Paper
- Scissors
- Colored markers

Workflow

Have you used flashcards before? **A flashcard** is a small card with a slogan, a word, a historical date or a question on the obverse and a definition, translation, explanation or response on the reverse side. Using the flashcards, you can develop and collect the material you want to learn. An example of a flashcard might look like this:

Obverse

Rewerse

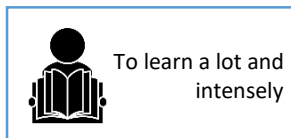
September 1, 1939



Gravitation

The phenomenon that all objects having mass interact with each other, attracting each other.

cram sth between/in/into



This is a brain-friendly method, because:

- working on a flashcard you are actively learning;
- by building a flashcards bank, you structuralize and logically organize the information you want to remember
- thanks to your flashcards you can often and easily repeat important information for you, which makes it easy to remember them

1. Choose the topic for which you will use the flashcards method.
2. For the beginning, prepare 10 flashcards containing the information you want to remember on the front and back sides.
3. Try to be creative: use text, drawing, color, symbol - build different associations, stimulate the right and left hemispheres of the brain. You can also use a computer to make flashcards.
4. Train memorizing the information contained on the cards, repeating them every day for a week. Then assess whether your learning is more effective thanks to this method.
5. Look for applications for creating e-flashcards and ready-made flashcards

available on the Internet. Perhaps you will like this method of learning and gathering information!

Source Own work

Title *Limerick*

Educational goals

- Rhyming is an aid to memory
- Rhymes and rhythms have long been used as mnemonic aid and both are effective memory cues
- Limerics display 2 organising features for the memorizer: rhythmic pattern or meter and rhyming of the end word in successive repetition of the pattern
- Enhances memory
- You can use it to memorize subjects ie mathematical equations, biology terms...

Duration

- 45' minutes

Materials

- Paper cartons

Workflow

A limerick is a poetic form that can be particularly fun to read and to write. Limericks are often humorous, mean-spirited.

Here are a couple of things that all limericks have in common:

- They are five lines long
- They all follow the following rhyme scheme: **AABBA** rhyme scheme – the first line must rhyme with the 2nd and 5th line. And lines 3 and 4 must rhyme.
- They are usually funny or sill.
- The last line is usually the most funniest.

The syllable scheme will look like:

- Line 1: Eight or nine syllables
- Line 2: Eight or nine syllables
- Line 3: Five or six syllables
- Line 4: Five or six syllables
- Line 5: Eight or nine syllables

How to write a limerick in 5 steps

Step 1: Brainstorm ideas

Step 2: Writing your first line

Step 3: Find words that rhyme with your first line

Step 4: Write your 2nd and last line

Step 5: Write lines 3 and 4

You could also provide sets of rhyming words for the adult students to use in their poems, for example...Mark, dark, park, spark, lark, bark....Wales, tales, sales, scales, nails, gales, males, quails, rails...

Examples

Just for neuroandragogy!!!

<p><i>It's a fortunate person whose brain Is trained early, again and again, And who continues to use it To be sure not to lose it, So the brain, in old age, may not wane.</i></p> <p>This last limerick was written by M.R. Rosenzweig and E.L. Bennett, in <i>Beh. Brain Res.</i>, 78:57-65, 1996</p>	<p><i>The brain uses neurons to think, To know, to remember, to drink, Without them you'll find, You'll be in a bind, Your body will fail and sink.</i></p>
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Source <https://faculty.washington.edu/chudler/writing.html>