



# IO2 A1 Version 3

DESIGN OF INNOVATIVE COACHING INTERVENTION  
PRACTICES FOR CAREER GUIDANCE PRACTITIONERS  
DEVELOPED BY INOVA CONSULTANCY



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# WEEK 2: Motivation, Learning to Learn and Managing Tasks

## 1. Objectives

At the end of this week, learners' will have:

- explored what motivates them
- identified their individual learning styles
- explored what motivates or demotivates them
- explored good and bad habits they may have
- explored managing tasks
- explored ways to change habits
- explored intrinsic and extrinsic motivation
- identified steps they want to take for personal career development
- explored further positive psychology

## 2. Introduction

Week 2 aims to explore motivation, individual motivation levels and its link to confidence, self-esteem and positive goal setting. It will explore motivational theories and use a range of resources including text, PowerPoint presentations, videos, group work and creative tasks. It will explore intrinsic and extrinsic motivation for improving career prospects. The lesson will encourage learners to set their own goals using SMART objectives and explore different learning styles using VAK theory (Visual, Auditory and Kinaesthetic). It will also explore resilience and continue to embed emotional intelligence and NLP.

Week 2 will also explore why some people are more demotivated than others and how habits form. It will explore how feeling low, negative or undervalued can become habits. There will be exploration of ways to become more motivated and positive for good work life balance and for improving career prospects. The module will encourage learners to set their own goals using SMART objectives.

## 3. Main Teaching

### 3.0 Lesson Plan

Hours: 3 (180 MINS)

	Theme	Time	Description	Resources
3.1	Introduction and Recap	10 mins	<ul style="list-style-type: none"> <li>– Welcome back, meet and greet</li> <li>– Recap</li> <li>– Today's Objectives</li> </ul>	<ul style="list-style-type: none"> <li>– Attendance List</li> <li>– PPT Slides 1-3</li> </ul>
3.2	Icebreaker	10 mins	<ul style="list-style-type: none"> <li>– Jelly bean exercise</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slide 4</li> <li>– <b>Handout 1:</b> Jelly Bean Exercise</li> </ul>
3.3	Motivation	10 mins	<ul style="list-style-type: none"> <li>– Motivation and Demotivation</li> <li>– <b>Group discussion:</b> What does a motivated/demotivated person look like?</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 5-7</li> <li>– Flipchart/pens</li> </ul>
3.4	Motivation: Intrinsic and Extrinsic	20 mins	<ul style="list-style-type: none"> <li>– Intrinsic and Extrinsic motivation</li> <li>– <b>Exercise:</b> Life Tree Exercise</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 8-10</li> <li>– <b>Handout 2:</b> Life Tree Exercise</li> <li>– <b>Learners' Packs</b></li> </ul>
3.5	The Puzzle of Motivation	20 mins	<ul style="list-style-type: none"> <li>– The Puzzle of Motivation and Candle Exercise Example</li> <li>– <b>Exercise:</b> Mind Map</li> <li>– <b>Group discussion:</b> How important is confidence for motivation?</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 11-20</li> </ul>
3.6	Personal Development – Motivate Yourself	20 mins	<ul style="list-style-type: none"> <li>– Personal Development</li> <li>– <b>Group discussion:</b> In what ways can you: <ul style="list-style-type: none"> <li>– grow on a personal level?</li> <li>– improve your work/life balance?</li> <li>– improve your quality of life?</li> <li>– improve your opportunities?</li> <li>– improve your job prospects?</li> </ul> </li> <li>– <b>Exercise:</b> How Self-Motivated Are you?</li> <li>– Self-Motivation Tactics</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 21-30</li> <li>– <b>Handout 3:</b> How Self-Motivated Are You?</li> <li>– <b>Learners' Packs</b></li> </ul>
3.7	Learning to Learn: Learning Habits	10 mins	<ul style="list-style-type: none"> <li>– 7 Learning Habits – Covey Theory</li> <li>– <b>Group Discussion:</b> Slide 40 - how can you improve your physical, social, emotional, mental, spiritual, financial health? And how are these affecting you now?</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 31-40</li> <li>– <b>Learners' Packs</b></li> </ul>
3.8	Breaking Bad Habits	15 mins	<ul style="list-style-type: none"> <li>– What are Habits?</li> <li>– <b>Group Discussion:</b> New Year's Resolutions – why do we struggle to keep them?</li> <li>– Why are Bad Habits Hard to Break?</li> <li>– Strategies for Breaking Bad Habits</li> <li>– <b>Exercise:</b> Habits Exercise</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 42-49</li> <li>– <b>Handout 4</b> – Habits Exercise</li> <li>– <b>Learners' Packs</b></li> </ul>
<b>BREAK (15 mins)</b>				

3.9	VAK Communication Strategies	20 mins	<ul style="list-style-type: none"> <li>– VAK learning preferences (VAK)</li> <li>– <b>Exercise:</b> Learning Preference Test</li> <li>– Elements of Our Message</li> <li>– Body Language</li> <li>– <b>Exercise:</b> Body Language Exercise</li> <li>– Clean Language</li> <li>– Building Rapport</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 51-65</li> <li>– <b>Handout 5</b> – Learning Preference Test</li> <li>– <b>Handout 6</b> – Body Language</li> <li>– <b>Learners’ Packs</b></li> </ul>
3.10	Managing Tasks	10 mins	<ul style="list-style-type: none"> <li>– <b>Group Discussion:</b> Why is managing and organising tasks important?</li> <li>– Managing and Organising Tasks</li> <li>– <b>Exercise:</b> Managing Tasks</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 66-69</li> <li>– <b>Handout – Managing Tasks Exercise</b></li> </ul>
3.11	Taking Steps in the Right Direction	15 mins	<ul style="list-style-type: none"> <li>– Taking Steps in the Right Direction</li> <li>– <b>Exercise:</b> Footsteps Exercise</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 70-72</li> <li>– <b>Handout 7</b> – Footsteps Exercise</li> </ul>
3.12	Staying Motivated, Staying Positive	5 mins	<ul style="list-style-type: none"> <li>– Turning Negatives into Positives</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 73-74</li> </ul>
3.13	Putting into Practice	5 mins	<ul style="list-style-type: none"> <li>– <b>Group Discussion:</b> How could you use some of the tools discussed with your clients?</li> <li>– Learning Log</li> <li>– <b>Homework:</b> Think about how you could use some of the tips and tricks shared today and share with the group at the next session.</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 75-78</li> <li>– <b>Handout 8</b> – Learning Log</li> <li>– Flipchart/pens</li> </ul>
3.14	Evaluation	10 mins	<ul style="list-style-type: none"> <li>– Session Evaluation Form</li> <li>– Tutor to advise of time and date of next session</li> </ul>	<ul style="list-style-type: none"> <li>– PPT Slides 79-80</li> <li>– <b>Handout 9</b> – Session Evaluation</li> </ul>

### 3.1 Introduction

<b>Duration:</b>	10 mins
<b>Materials Needed:</b>	PPT Slides 1-3 Attendance List

Welcome learners back. Give a recap of last session, share any examples of putting last week's session into practice.

### 3.2 Icebreaker

<b>Duration:</b>	10 mins
<b>Materials Needed:</b>	PPT Slide 4 Handout 1 – Jelly Beans Exercise

Facilitators are encouraged to use their own icebreakers, you can find some examples [here](#), or use the Jelly Bean Exercise.

#### *Jelly Bean Exercise*

Give out **Handout 1 – Jelly Beans Exercise**

Participants are given 15 Jelly Beans (using sweets works well as participants can eat them as a treat but any counters would work as well) and 6 cups.

Ask participants to brainstorm their priorities in life and write these on a flipchart: examples of common priorities are family/friends; Freedom; security; money; reputation; status; love relationship; making a difference; work-life balance; health, etc. Each participant should choose the 6 which are most important to them and write one on each cup (you can use stickers for this).

Ask participants to distribute the Jelly Beans between the cups based on how high in their priorities each cup comes and then place the cups in order from highest priority to lowest.

Then ask all the participants to take away 2 Jelly Beans from any of the pots. Then another 1. Then another 3. Then another 1. Then another 3. They will be left with 5 jelly beans to order in the end.

As they are forced to remove Jelly Beans, the participants will have to reconsider their priorities and the order will gradually change. Eventually, some priorities will be removed completely. Finally, they will be left with the most important priorities in their lives and can reflect on whether their current life actions are reflecting these. Are participants spending too much time at work when family is their priority? Or forgetting to take care of their health in pursuit of more work? Discuss what was most difficult for them to give up and whether getting a job could compromise their most important priorities. These reflections are a useful way to help participants reflect on their lifestyle and how a new job could fit into that.

### 3.3 Motivation

<b>Duration:</b>	10 mins
<b>Materials Needed:</b>	PPT Slides 5-7 Flipchart/Pens

#### *What is Motivation?*

**Motivation:** willingness to do something, or something that causes such willingness

Examples that help motivate people:

- Give recognition
- Give respect
- Make work interesting
- Be a good listener
- Encourage goal setting
- Provide opportunities
- Provide training growth
- Throw a challenge

#### *What is Demotivation?*

**Demotivation:** lack of interest in and enthusiasm about your work

Examples that demotivate:

- Lack of training
- Unfair/negative/public criticism
- Failure or fear of failure
- Low self-esteem
- Lack of priorities
- Negative self-talk
- Hostile environment
- Too much job security/insecurity
- Lack of challenge or a feeling of being underutilised

The signs to look for when working with demotivated people.

People who are unemployed and low-skilled may have become complacent, negative and demotivated – consider their actions and body language.

#### *Group Discussion*

- What does a motivated person look like?
- What does a demotivated person look like?

**Note to Facilitator:** Put the word 'a motivated person' and 'a demotivated person' on a flipchart. Go around the learners and ask them give words that come to mind when thinking of a motivated and demotivated person.

### 3.4 Motivation: Intrinsic and Extrinsic

<b>Duration:</b>	20 mins
<b>Materials Needed:</b>	PPT Slides 8-10 Handout 2 – Life Tree Exercise Learners' Pack

There are two main types of motivation – extrinsic and intrinsic.

- **Extrinsic motivation** is when you use external factors to encourage yourself to do something. There are positive ones such as rewarding yourself with something you like. There are also negative extrinsic motivators such as not having enough money – this motivating you to find employment.
- **Intrinsic motivation** is internal. It's about having a personal desire to overcome a challenge, to produce something of high quality, or to interact with people you like and trust. Intrinsically motivated people get a great deal of satisfaction and enjoyment from what they do.

Everyone is different and will likely have different motivators. It's important to discover what motivates you.

#### *Exercise: Life Tree Exercise*

The Life Tree Exercise is a visual metaphor where the tree represents your life. By labelling different parts of the tree you may discover or rediscover aspects of yourself. You can also begin actively cultivating your tree to reflect the kind of person you want to be moving forward.

#### The Roots

Write down where you come from on the roots – this can include places you come from, the people, ideas, traditions etc. It can also include books, religion, language, ancestry and social movements you identify with. You can also include key people who have shaped your life and are important to you.

#### The Ground

Write down the things you choose to do on a weekly basis on the ground. These should not be things you are forced to do, but rather things you have chosen to do for yourself.

#### The Trunk

Write your skills and values on the trunk, these could include: imagination, creativity, community spirit etc.

#### The Branches

Write down your hopes, dreams, and wishes on the branches. These can be personal, communal, or general to all of mankind. Think both long and short term. Spread them around the various branches.

#### The Leaves

Draw leaves on the Branches and write down the names of those who are significant to you in a positive way. Your friends, family, pets, heroes, etc.



### 3.5 The Puzzle of Motivation

<b>Duration:</b>	20 mins
<b>Materials Needed:</b>	PPT Slides 11-21

Video – Daniel Pink – <https://www.youtube.com/watch?v=rrkrvAUbU9Y>

See for a summary of the video: <https://tedsummaries.com/2014/06/06/dan-pink-the-puzzle-of-motivation/>

In this video Dan Pink introduces ‘The Candle Problem’ – attaching a candle to a wall with a box of drawing pins and matches so that it doesn’t drip.

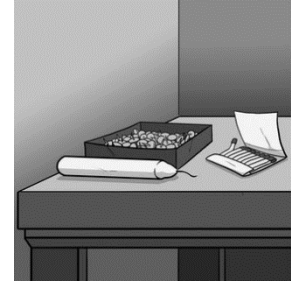
2 groups try to solve the problem – one is told they are timing to discover norms, while the other is given money if they are in the top 25%.



This test consistently shows that the group being given money is 3 minutes slower than the other.

Other research over 40 years backs up the idea that for most tasks you can’t incentivise people to perform better with money.

This is one of the most robust findings from social science, but also the most ignored.



Extrinsic motivators worked well in the past but in the 21<sup>st</sup> Century most people have complicated tasks with no easy answer.

...so how do we motivate them?

...answer: with **intrinsic motivators** – the desire to do more for personal reasons.

This revolves around:

1. **Autonomy** – the desire to direct our own lives
2. **Mastery** – the urge to get better, or develop skills
3. **Purpose** – the need to what we do for reasons bigger than ourselves

#### *Exercise: Mind-Mapping Exercise*

Mind-mapping involves creating a physical representation or collage of what you want to achieve. It acts as a constant reminder and representation of your goals and motivations. It also intensifies the effects of visualisation, which acts on your subconscious mind to motivate and encourage you towards achieving those goals.

**Note to Facilitator:** Ask learners to think about their own motivations, what makes them tick, who are they?

The PPT includes an example of a completed Mind Map and tips to make a good mind map.

#### *Group Discussion*

- How Important is confidence for motivation?

### 3.6 Personal Development: Motivate Yourself

<b>Duration:</b>	20 mins
<b>Materials Needed:</b>	PPT Slides 21-30 Handout 3: How Self-Motivated Are You? Learners' Pack

5 ways to help you grow professionally:

- **Take on new challenges:** this can be scary, confusing and stressful, but when an opportunity approaches you – **SEIZE IT!**
- **Read:** try and read more informative articles from respected sources, or take an online class – anything you can do **to gain more knowledge**
- **Invest in your learning:** there are many free webinars online (<https://www.coursera.org/>) and often free community **courses and opportunities** in your local area
- **Get a mentor:** look around your group of friends/family/network to mentor you, this person will encourage you and keep you on track to reach your goals
- **Surround yourself with like-minded peers:** network, make friends and have fun, opportunities will follow.

*Group Discussion – In what ways can you:*

- grow on a personal level?
- improve your work/life balance?
- improve your quality of life?
- improve your opportunities?
- improve your job prospects?

*Exercise: How Self-Motivated Are You?*

Give out **HANDOUT 3** – How Self-Motivated Are You?

This includes 12 statements for learners to answer. It gives learners the chance to self-evaluate and see areas where they are strong, and areas which are weaker and can be worked on. The end of the Handout gives tips for learners to improve their self-motivation.

*Self-Motivation Tactics*

How can we help motivate ourselves?

1. Make the task **intrinsically** interesting and satisfying
2. Provide your own **extrinsic** rewards.

Using a combination of the two is the most effective way to motivate yourself.

Here are some tactics you can use to help motivate yourself:

1. **Change your attitude and approach to undesirable tasks:** tidying up your files and documents will be boring but being seen as a competent and organised person might provide intrinsic motivation for you.

2. **Think about why you want to do what you want to do:** a great way to increase your motivation for finding a job is to think about why you want to do it, what are your driving motivators for applying?
3. **Set goals and break them into smaller goals:** set goals so you'll know what you need to do to achieve what you want and try and break these down into smaller goals which can give you small 'wins' and increase your motivation
4. **Be accountable:** tell you friends/family about your task, knowing that someone else is expecting you to complete the task can help motivate you.
5. **Get good at time management:** try and create a schedule to help you do things more efficiently
6. **Don't procrastinate:** when low motivation and procrastination occur together it can be doubly hard to get things done.
7. **Reward yourself:** make an agreement with yourself to give yourself a reward when you complete a task
8. **Scare yourself with the negative consequences of not doing it:** what's going to happen if you don't do it? You may get into trouble with you mentor or job coach, scare yourself into doing it
9. **Swap tasks with someone else:** can you trade your task with someone else? You can do something for that person in return. Use each other's needs, interests and talents to work more efficiently
10. **Think Positive!:** Surround yourself with positive thoughts and people – positive thinking is very powerful and when you're around other positive people, they'll support and encourage you to keep trying
11. **Create a log:** use this as a record of all the times you were able to motivate yourself to complete a task or keep moving forward. This log can inspire you the next time you need some extra motivation.

### 3.7 Learning to Learn: Learning Habits

<b>Duration:</b>	<b>10 mins</b>
<b>Materials Needed:</b>	<b>PPT Slides 31-40 Learners' Pack</b>

Dr Stephen R. Covey identifies 7 key habits, to help you be more effective.

#### 1. Be Proactive

Being proactive is about taking responsibility in life, being 'response-able'. It is not your past which defines you, you can decide how to act and behave. Proactive people use proactive language – I can, I will, I prefer... Reactive people use reactive language – I can't, I have to, if only....

#### 2. Begin with the End in Mind

Knowing and Visualising what your goals are. You don't want to be wasting time doing things that won't help you achieve your goals. Keep your goals in mind, even if they are just small steps like reaching out to a friend, going outside to the shops, giving your CV to potential employers. Keeping your goals in mind will help you visualise them, and motivate you to achieve them, the end is in sight!

#### 3. Put First Things First

Knowing that it's ok to say 'no'. You need to focus on your priorities and doing things that to you are of most worth. This will help you organise less important things around your 'first' things around your personal priorities.

#### 4. Think Win-Win

Win-win is about viewing life as a level playing field. It seeks benefit for everyone not just you, you can win without someone else losing. People with a **win-win attitude** possess 3 vital character traits:

- **Integrity:** they stick to their true feelings, values, and commitments
- **Maturity:** they express their ideas and feelings with courage and consideration for the ideas and feelings of others
- **Abundance Mentality:** they believe there is plenty for everyone

#### 5. Seek First to Understand, then to be Understood

When you are only trying to be understood you may ignore the other person completely. You pretend that you are listening, and only hear parts of the conversation and miss the meaning entirely. We expect people to be similar to us and this makes us frame everything against our own point of reference. It is better to understand their point of reference in order to understand the other person. This helps them understand us.

#### 6. Synergise

Synergise: to combine or work together in order to be more effective, or to make things or people do this.

Two heads are better than one. You cannot achieve this with everyone. Be on the lookout for opportunities to create synergy. This will help you gain new insight and improve your employment opportunities. Use your friends and networks to help you!

### 7. Sharpen the Saw (Looking After Yourself)

This means looking after and improving your greatest asset: **you**. So how can you improve these aspects of your life, and how are they affecting you now?

Physical:                      How is Your Physical Health?

Social? Emotional? Mental? Spiritual? Financial?

*Group Discussion: how can you improve your physical, social, emotional, mental, spiritual, financial health? And how are these affecting you at the moment?*

**Note to Career Practitioner:** Career coach to support areas of development which in turn will support job search

### 3.8 Breaking Bad Habits

<b>Duration:</b>	10 mins
<b>Materials Needed:</b>	PPT Slides 42-29 Handout 4 – Habits Exercise Learners' Packs

**habit:** an acquired behaviour or thought pattern that you have repeated so many times that it has become almost unconscious. Habits can be both helpful and harmful

Habits are beneficial because they're automatic. We engage in habits without thinking, which frees our brains up to focus on other things. When we have good habits, like arriving at work on time or being optimistic, we create a positive, ingrained forward motion that we don't have to think about. We can then use our energy to focus on things that need our special attention.

However, the same is true of bad habits. We engage in these behaviours without much thought, and they can damage our personal lives and careers without us being aware of them.

*Group Discussion: New Year's Resolutions – why do we struggle to keep them?*

*Why are Bad Habits Hard to Break?*

The main reason that bad habits are hard to break is down to what researchers call our "cognitive script" – these are the unconscious, automatic thoughts that we have when we encounter a situation.

These unconscious thoughts are based on previous experiences. So, if the situation is one that we've encountered many times before, we engage in ingrained behaviours without thinking about what we're doing. Our actions have become habitual.

Much of the time, bad habits are also hard to break simply because they begin as enjoyable activities, which we want to repeat. (For example, we might enjoy surfing the net instead of working, or sending emails from our smartphones during meetings.)

This is because, when we do pleasurable things, our brains release dopamine, a chemical that activates the brain's reward centre. This encourages us to do those things again, and the activity becomes a habit.

*Strategies for Breaking Bad Habits*

According to research it takes an average of 66 days for something to become a habit. (This can vary from 18 to 254 days, depending on the behaviour and the person.) Here are some strategies for breaking bad habits:

#### 1. Choose the right approach

Some people find it effective to **quit a behaviour all at once**, while others have more success **limiting the behaviour slowly** over time – which will work better for you? **Be kind to yourself.** If you are looking for employment, it is stressful and having a positive outlook and combine well with positive good habits.

## 2. Create a Plan

You cannot just say I am going to stop doing this – you need to make a concrete plan. A good way to do this is to **incorporate** habit-breaking into your **personal goals** and take **small steps**.

## 3. Put up Obstacles

You can break bad habits by putting obstacles in place that stop you from carrying out the behaviour? **What obstacles can you think of?**

## 4. Engage in positive behaviours

You can break bad habits by replacing them with positive behaviours. **What examples can you think of?**

## 5. Reward yourself

Extrinsically motivate yourself by the thought of a reward at the end. **How could you reward yourself?**

This is important because when you stop the bad habit you will still want the dopamine surge your old bad habit used to give you.

## 6. Involve others

Consider asking positive people such as your family members and friends to help you break your bad habits.

Share your goals with them and ask them to tell you if you slip back into your old ways. This will provide further accountability and boost your motivation.

## 7. 7. Don't let slipups get you down

Don't be hard on yourself if you experience setbacks. This is normal and part of altering your bad habits. Keep going and don't give up! The rewards will come.

### *Exercise: Habits Exercise*

Give out **HANDOUT 4** – Habits Exercise

**Note to Facilitator:** Ask learners to think about their own habits, good and bad. Think about which ones they would like to change and why.

### 3.9 VAK Develop Communication Strategies

<b>Duration:</b>	20 mins
<b>Materials Needed:</b>	PPT Slides 51-65 Handout 5 – Learning Preference Test Handout 6 – Body Language Learners’ Packs

According to the VAK model, most of us prefer to learn in one of three ways: visual, auditory or kinaesthetic (although, in practice, we generally "mix and match" these three styles).

#### **V. VISUAL**

People with a primary visual representation system often stand or sit with their heads and/or bodies erect, with their eyes up. They will be breathing from the top of their lungs. They will often sit forward in their chair and tend to be organised, neat, well-groomed and orderly. They memorise by seeing pictures and are less distracted by noise. They often have trouble remembering verbal instructions because their minds tend to wander. A visual person will be interested in how things look. Appearances are important to them.

#### **A: AUDITORY**

Auditory people will often move their eyes sideways. They may breathe from the middle of their chest. They typically talk to themselves and are often easily distracted by noise. They can repeat things back to you easily, they learn by listening, and usually like music and prefer talking on the phone. They memorise by steps, procedures, and sequences. Auditory people prefer to be told how they are doing and respond to a certain tone of voice or set of words. They will be interested in what you have to say about things.

#### **K: KINAESTHETIC**

Kinaesthetic people will typically be breathing from the bottom of their lungs, so you will see their stomach go in and out when they breathe. They often move and talk very slowly. They respond to physical rewards and touching. They also stand closer to people than a visual person. They memorise by doing or walking through something. They will be interested in things if they feel right or if you give them something they can grasp.

A variation on the acronym, developed by New Zealand-based teacher Neil D. Fleming is VARK - visual, auditory, reading/writing, and kinaesthetic:

**READING/WRITING:** a reading- or writing-dominant learner uses repetition of words and writing. Clearly, there is an overlap with visual and auditory styles, as words and writing can be both, but, commonly, a person who prefers to learn this way remembers or organizes things best in his mind by taking down notes.

Another variation includes **AUDITORY DIGITAL**

Auditory digital learners will spend a fair amount of time talking to themselves. They will want to know if things “make sense”. The auditory digital person can exhibit characteristics of the other major representational systems.



### *Exercise: Learning Preference Test*

Give out **HANDOUT 5** – Learning Preference Test

This exercise will help learners find how they learn best. There are 25 questions.

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you. There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

### *Elements of Our Message*

10% of communication is through words including key words and phrases, sharing common experiences, giving examples, telling stories, values and beliefs.

35% of communication is through the pitch, speed, volume and rhythm of our voices. For example, a sentence that goes up at the end usually means a question; one that is moderate or flat usually means a statement; and one that goes down at the end is usually a command.

55% of communication is by the way we move and hold our body, including posture, head tilt, facial expressions, blinking, gestures and breathing.

### *Exercise: Body Language Exercise*

Give out **HANDOUT 6** – Body Language

Note there is not really any right or wrong answers, the point of the exercise is to promote discussion and recognise cues of body language. People will have different perceptions based on their own experience.

### *Clean Language*

Clean Language is a simple set of questions developed by counselling psychologist David Grove. These questions are used with a person's own words to direct their attention to some aspect of their own experience. Asking these questions in the right context often results in an interesting new insight or the recognition of some new possibility. And if that new possibility is then questioned using Clean Language, the result can be quite profound. Clean questions invite people to consider their experience from different perspectives and they are often surprised by their own capacity to generate new, powerful and useful ideas about their own experience. They are used in many different fields, including coaching, therapy, business, health and education.

For more information see: <https://cleanlearning.co.uk/resources/faq/what-is-clean-language>

Clean Language can be used to:

- clear up or avoid misconceptions
- clarify desired outcomes at the outset
- motivate people to take action
- uncover the structure of someone's thinking

### *Building Rapport*

**rapport:** close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

"She was able to establish a good rapport with the children"

**Synonyms:** affinity, close/special relationship, (mutual) understanding, bond, empathy, harmony, sympathy, link,

Derives from the French verb *rapporteur*, which means 'to return or bring back'.

"I'm like you therefore you can like me."

The basis of rapport is that when people are like each other, they like each other. When you like someone, you are more willing to assist them in getting what they want.

### Where is Rapport Needed?

Anywhere you interact with other people, but it is vital in job interviews.

Rapport is about making a genuine and strong connection with another person. You know you have good rapport when you experience a sense of trust and respect and when you engage comfortably with someone else.

### The Outcomes of Rapport

- The other person is at ease
- Leads to a Win/Win situation
- Conversation flows
- Positive body language

### How can you Build Rapport?

Rapport must be a two-way connection between people, so it's not something that you can create by yourself. You can, however, learn how to stimulate it by following these six steps:

1. **Check Your Appearance:** your appearance should help you to connect with people, not create a barrier
2. **Remember the Basics of Good Communication:** smile, relax, remember their name, hold your head up and maintain a good posture, listen carefully and attentively, don't outstay your welcome
3. **Find Common Ground:** use small talk to find something you both share. People often like talking about themselves so the more genuine interest you show in them, the more likely they are to relax and 'open up'. Just sharing your frustration about the traffic that you experienced on your way or complaining about the weather can help you build rapport.
4. **Create Shared Experiences:** this could be as simple as attending the same training event together, or working together to define problems, come up with solutions, sharing the experience can help bring you together.
5. **Be Empathetic:** this is about understanding other people and seeing things from their perspective. So, to understand and share another person's perspective, you need to learn what makes him tick

### 3.10 Managing Tasks

<b>Duration:</b>	<b>10 mins</b>
<b>Materials Needed:</b>	<b>PPT Slides 66-69 (Handout _ - Managing Tasks Exercise)</b>

*Group Discussion: Why is managing and organising tasks important?*

- Think about your organisational skills. What skills do you have and what skills do you use?
- Think about your life experiences and work experiences, for example do you plan, do you make appointments and keep to them, do you delegate them?

*Exercise: Managing Tasks Exercise*

**Insert information and managing tasks exercise – to be created by partner**

### 3.11 Steps in the Right Direction

<b>Duration:</b>	<b>15 mins</b>
<b>Materials Needed:</b>	<b>PPT Slides 70-72 Handout 7 - Footsteps Exercise</b>

- How can we make our goals SMART?
- Look at your current goals, choose one that you can work on in particular, how can you break down the goal into smaller steps.
- How will you know if you are succeeding?

*Exercise: Footsteps Exercise*

Give out **HANDOUT 7** – Footsteps Exercise

From your SMART goals what are the first steps you are going to take? First steps are the hardest. What small steps could you take to get nearer to your goal?

Complete the footsteps exercise and commit to 3 positive changes that you would like to make. Think about your current situation. Do you want to change your life? What can you do? What do you need to work harder at? Is it your confidence? Is it how you present yourself? Do you need to learn a new skill to help you get your dream job?

### 3.12 Staying Motivated, Staying Positive

<b>Duration:</b>	5 mins
<b>Materials Needed:</b>	PPT Slides 73-74

Often people do not notice that they can give negative vibes. It is important to be motivated, to have self-belief and to be resilient. Someone who is positive will succeed in the end.

- What are the benefits of being highly motivated?
- What opportunities are available if you think negatively?
- What opportunities are available if you think positively?
- What can you do to think more positively about yourself?
- How can you believe in yourself more?
- What could you do to improve your promotion prospects at work?
- What steps can you take to work towards your dreams/ambitions?
- Who can help you?
- How will you know if you are on track?

### 3.13 Putting into Practice

<b>Duration:</b>	20 mins
<b>Materials Needed:</b>	PPT Slides 75-78 Handout 8 – Learning Log Handout 9 – Goal Setting Flipchart/Pens

#### *Group Discussion:*

- How could we use some of the tools discussed with your clients?

**Note for Facilitators:** Option to write what learners' say on a flipchart board.

#### *Learning Log*

An independent record of your own learning. The Learning Log can produce positive changes associated with self-reflection. It helps you become more aware of how you learn and achieve changes

Give out **HANDOUT 8 – Learning Log** and ask participants

**Note for Facilitators:** Ask career practitioners to fill in everything in the Handout – Learning Log. Alternatively, they can write a small reflective paragraph on their learning.

**Note for Career Practitioners:** Ask your unemployed clients to fill in a couple of the questions in the Handout – Learning Log each time you meet. They can pick the questions they feel they can answer and feel are relevant to them. Alternatively, they can write a small reflective paragraph on their learning.

#### *Homework:*

Think about how you could use some of the tips and tricks and share with the group at the next section.

### 3.14 Evaluation

<b>Duration:</b>	<b>10 mins</b>
<b>Materials Needed:</b>	<b>PPT Slides 79-80 Handout 9 – Session Evaluation Form</b>

Ascertain what people have learned in the session. What have they learned about themselves and about their problem or issue? Have they learned anything from others? What were the most useful questions? What impact did they have? This helps participants to have time to reflect on the outcomes of the session prior to completing the evaluation forms. This step will take place at the end of each session. Evaluation forms should be completed at the end of each session (see Evaluation Pack).

1. Ask learners to summarise their actions and comment on any learning for the session.
2. Explain any arrangements for encouraging group members to hold one another to account. You may decide to ask people to allocate a 'chasing buddy' to their left around the table. This person chases them up, asks about progress and generally checks informally on their success in between meetings. This can also help to build relationships more strongly within the group.
3. Refer participants to further learning opportunities. Remind them of the homework to complete by the next meeting.
4. Ensure everyone has the date of the next meeting in their diary and has venue information.
5. Confirm any action you as a facilitator will take, e.g. emailing the ground rules agreed.
6. Close the session by asking people to complete the relevant evaluation form – **Handout 9**.