

TOOLBOX ERASMUS+

The youth worker of the future

Start of Project: 01/02/2022

End of Project: 31/05/2023



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Introduction

We would like to introduce you to a toolbox of activities for working with young people, volunteers and other groups to accomplish the aims of building a strong base of volunteers in each organization.

This toolbox was created by a group of leaders of volunteers and long-term volunteers that were engaged in Erasmus+ project Mobility of youth workers. Through the toolbox, the organizations have at hand the proper tools to attract volunteers, keep them motivated and improve their work. This tool can form all their youth workers and provide them with qualitative information on the motivation aspects. Also, it can help us to improve the work of young volunteers with people in need. It was created by participants after every meeting we have, so the final form of the program can be used again.

This toolbox contains topics about team leading, management styles, personalities, communication and feedback that leaders can use in their work with volunteers. Also a topic of social skills, self-presentation, SWOT analysis, emotions and their part in communication (NVC communication) which also volunteers can use in their work with clients. And team building activities are very important for building a motivated team in the organization.



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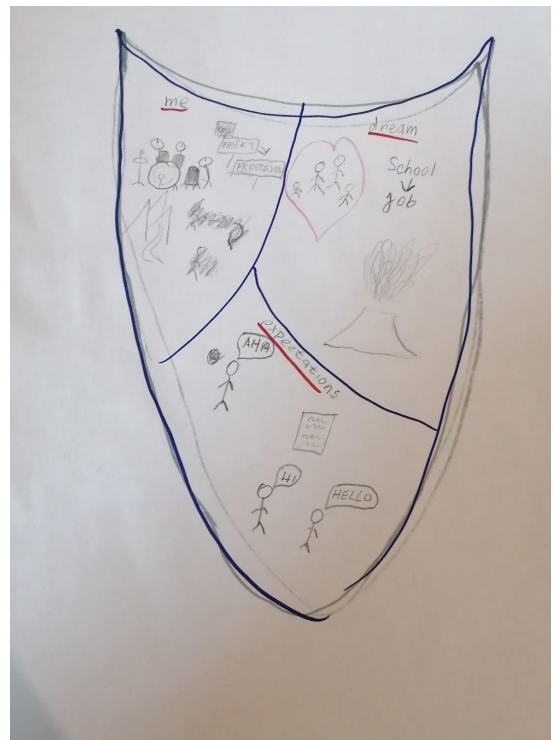
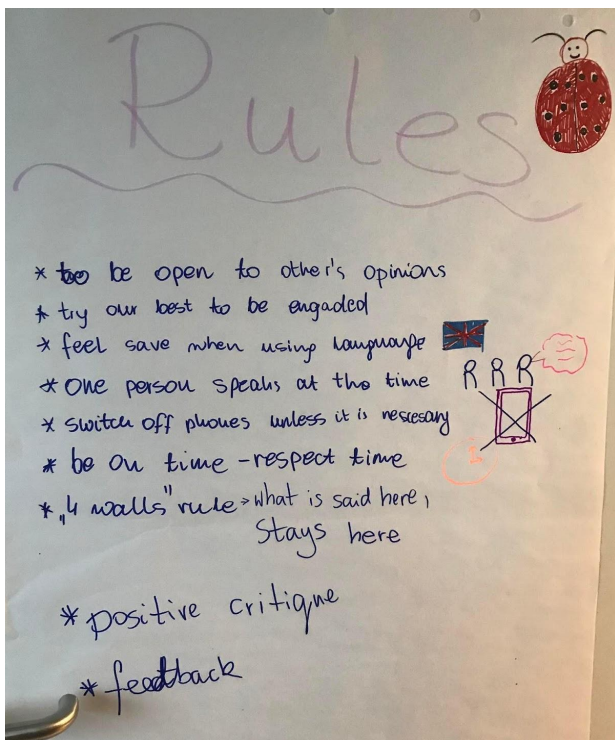
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1. Building strong foundations for the program: integration and motivation

- The coat of arms - through them we described ourselves, our dreams and expectations of this project. Also, we got to know the other participants.
- We set the rules we will follow for this project.
- We played an introduction game. Every participant drew a coat of arms and divided it into three spaces, where they drew 3 things about themselves, 3 things they wish they would achieve and 3 things they will learn at these activities.



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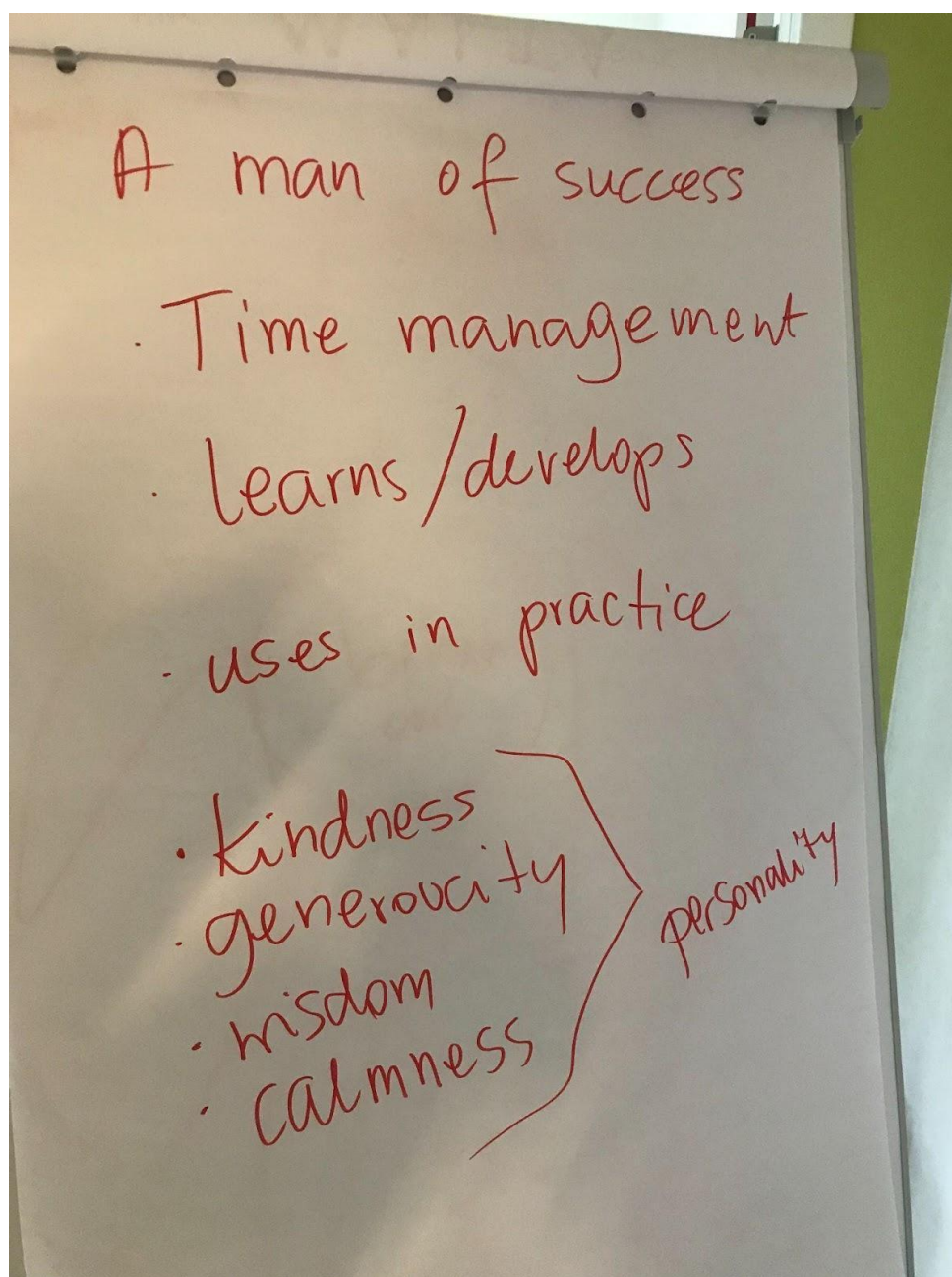
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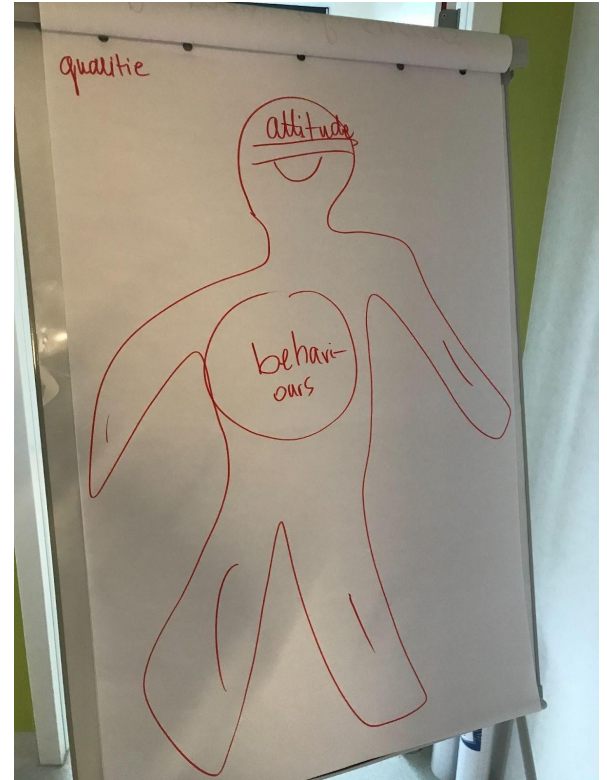
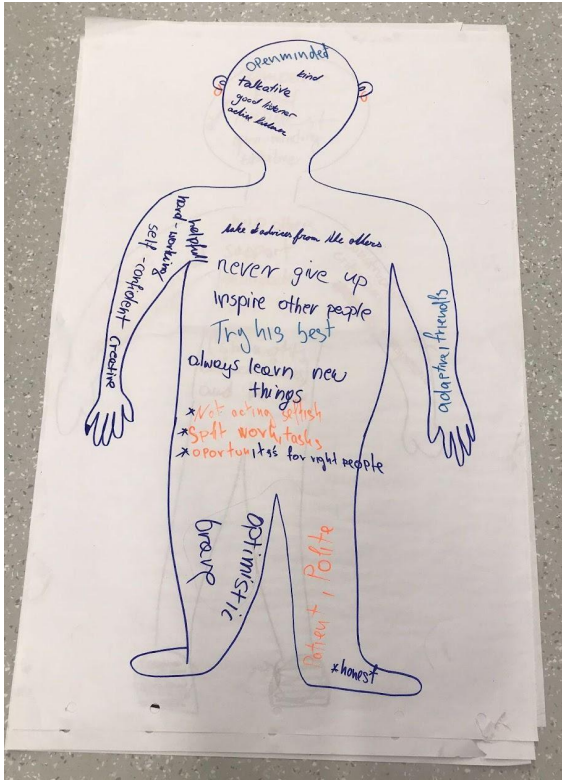
2. A Man of Success

- In the next activity, we tried to describe a successful person. To manage a lot of things and still behave professionally, it is important to work on yourself all the time. Self-reflection is very important. If one knows what to improve, this is the first step to success. Successful people often treat other people badly. But for me and certainly for you, it is important to be successful and at the same time be kind, hardworking and take care of other people.
- Kindness is one of the most important things on the road to success. If you are nice to others they will be happy to help you with everything and appreciate you.
- Another important thing is time management. If you have a problem with this, a diary is the best tool.



3. Being a leader

- This topic was about qualities, behavior and attitude we think a good leader should have.
- We worked in teams and made our “good leader”, then we talked about this work in the group.
- It was possible to reflect on what behavior, attitude and qualities we have and what we lack.



4. 16 personalities

- After taking an online [16 personalities test](#) we talked about our results. If we think this describes us right and what are strong aspects of our personality which we can use in work or personal life. This test helps you to understand yourself and your team.
- We got the development journal (see Appendix 1) to think about the themes we talked about at each meeting and abilities we should work on.

5. Effective Communications with a volunteer

● active listening

- First, we learned some theoretical knowledge about active listening. Then we played a game in pairs. We were sitting back to back and one person had to describe a specific geometric shape to the other person and he had to draw it according to our guidance, which was quite challenging.
- We also played a game together to practice active listening. Our coach read us a short story and we had to solve the crime. If someone wasn't listening carefully, they couldn't solve this problem.

● levels of communicating



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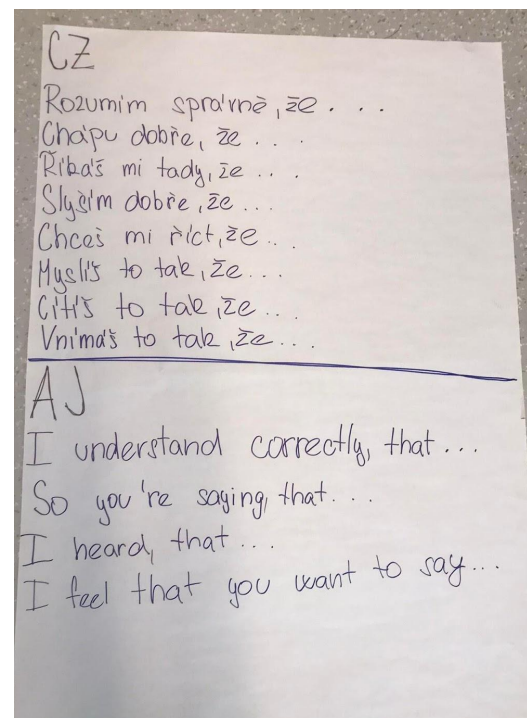
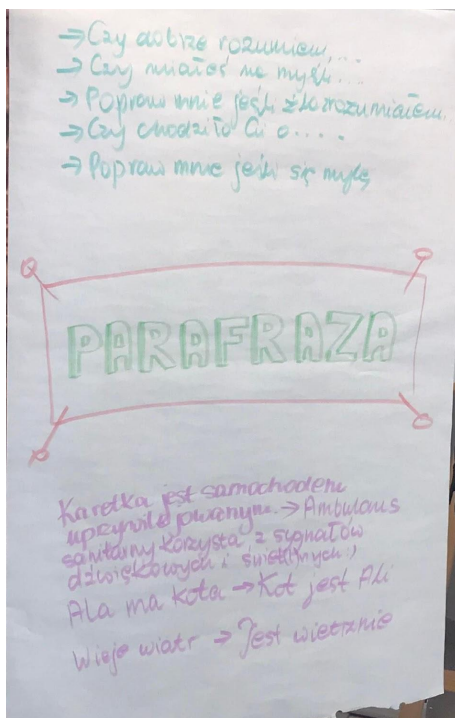


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- Later in the meeting, we discussed the levels of communication. Together, we agreed that we communicate with one another on many different levels. Because we do not have direct access to the thoughts and feelings of other people, we must rely on communication to convey messages to one another. There is more to communication than simply using language to speak to one another. Communication exists on several levels and in a variety of forms.
- **Verbal communication**
 - Refers to the use of symbols in the form of spoken words to transmit messages. Verbal communication is complicated by the fact that language is arbitrary, meaning that words change over time; ambiguous, meaning that many words lack clear-cut meanings; and abstract, meaning that words are not the phenomena to which they refer.
- **Nonverbal communication**
 - Refers to the use of symbols other than words to transmit messages. It includes gestures, body language, how we utter words, aspects of our environment that influence meaning and objects such as jewelry, furniture and clothing that send people messages about ourselves.
- **Intrapersonal communication**
 - Also known as self-talk or thinking, and refers to the ways we communicate with ourselves.
- **Interpersonal communication**
 - The communication we have with other people.
- **paraphrasing**
 - At first, we learned something about paraphrasing. There are two types of paraphrasing - emotional and informational. Paraphrasing is used when we want to understand other people's feelings, problems and actions. It opens communication.
 - Then we created a poster with a few sentences where we used paraphrasing. And we discussed it in the group.



- **banned phrases**
 - Phrases that are inappropriate for polite communication and are offensive.
 - *We are telling the person how he is - You are stupid.*
 - *Telling a person what he should or shouldn't do.*
 - *You never/always do...*
 - **savoir vivre**
 - A French phrase that translates as the art of living. This is a way of knowing courtesy, elegance, good manners and etiquette.
- 6. Social skills training**
- **communication channels**
 - We need to tailor communication to our audience.
 - Communication is not one-sided. We try to get other individuals involved in the communication.
 - **conditions for effective communication**
 - Make positive contact, attitude and intent.
 - To accurately convey content.
 - Listening to what someone says between the lines and what is not articulated.
 - Directing the conversation to a given purpose and summarizing it.
 - Be willing to clarify any ambiguities.
 - Take the time to do so.
 - Ensure a good "talk environment".
 - Allow the interlocutor to think about the answer.
 - Hold your answer until you are sure that the interlocutor has finished speaking and that you have understood him/her correctly.
 - Practice non-verbal displays of understanding and interest.
 - Encourage your interlocutor to talk.
 - Maintain unobstructed eye contact.
 - Avoid asking several questions at once.
 - Avoid doing other things during the conversation.
 - **barriers in communication**
 - Behaviors, attitudes, actions and things that impair or prevent communication between people.
 - In some cases, it is deliberately created by one of the communication partners, in other cases it is unintentional.
 - For example body position, ignoring the other person, material barriers between communicators, unsolicited advice, jumping to conclusions, excessive sympathy, analyzing what was said, correcting, demeaning the other person's feelings, challenging, lecturing, emphasizing one's situation over the other person's, agreeing with everything that was said, excessive encouragement, comparing the situation with the other person
 - **assertiveness in communication is it a "sin"?**
 - It can help us express our own opinion, emotions and attitudes within limits that do not infringe our rights without feeling any discomfort and without offending the recipient of the message.
 - It is not an inborn quality, it has to be learned and practiced.
 - An assertive person knows:
 - what he/she wants
 - can to ask and is not afraid of the risk of being rejected



- can refuse in situations when a request is for some reason difficult to carry out
- can openly express his/her feelings
- can to criticize fairly
- looks for a second solution, turns a problem into a challenge

7. Team communication

- **What conditions should be met by effective communication in the team?**
 1. When talking to people keep your body language open (open shoulders, feet not pointing to one person, don't have anyone behind your back).
 2. Talk confidently, loud enough and sound interested in your topic.
 3. Be open to new ideas and help each other.
 4. As a leader, I have respect but also keep nonformal relationships.
 5. As a leader, explain why people have to do their tasks. (if they have no point in their work they aren't motivated that much)
- **Blanchard management styles**
 - The theory says that no management style is the right one but that you have to use it depending on the situation. There are four types of leadership:
 - S1 Directing** = no feedback for the leader, no talking about the task, step-by-step guide, the leader decides everything. Good with new people.
 - S2 Coaching** = leader starts to get feedback, still makes all decisions and teaches how to do tasks. Good with people motivated to learn skills they don't have.
 - S3 Supporting** = leader is part of all decision-making but lets the team do some work. Good for an already skilled person with a lack of confidence.
 - S4 Delegating** = letting the team make daily decisions, the leader looks more in the future, divided responsibility. Good for already skilled, confident members.

We discussed 4 types of this style. The first is **an enthusiastic novice**, the second is **adept with no illusions**, the third is **an independent expert** and the fourth is **a reserved practitioner**. We also addressed the group to which we and the Maltese Aid members belong. We also discussed the advantages and disadvantages of each management style.

8. Feedback

- **what exactly is it?**
 - The information we receive from the other person helps us see what others think about our completed task
 - Well-formed feedback from us to someone brings us closer to the goal we want to achieve from that person.
 - Something that helps us see our success with a task or it helps us see and understand insufficiency in our work, or how well we did. When given right, it can motivate us for future results.
 - It is an objective evaluation of our work. It should give us some constructive critique which helps us reach conclusions about our work.
- **Feedback: what is not?**
 - A criticism of the other person with the intention of hurting them.
 - It's not saying that person did this and that wrong and should have done this and this. Needs to be constructive.
 - It's useless to be rude to others, but calmly and nicely explain to them how I feel, etc.



- **The role of feedback in communication and team building.**
 - Feedback motivates us to work and allows us to suggest what can be changed to make the work better.
 - Good feedback is motivating and also allows us to gently point out what we don't like about the other person.
 - When working in teams, the leader needs to give effective feedback, so the people can be motivated and get better at what they are doing.
 - **How to receive feedback?**
 - Ask questions and be open to new suggestions.
 - When the feedback is not positive, ask for details and don't be offensive.
 - To ask, to smile, to look in the eyes, to learn to say no.
 - **What elements should the feedback contain?**
 - Based on facts, honest kind.
 - Sandwich rule: good good bad good good :).
 - I think ... I feel ...
 - Focus on what we can change and respect the other person.
 - Keep it positive
 - Be specific, details, specific situations.
 - **Appreciation through feedback**
 - Improving your work, solving your skills.
 - Increased self-confidence, good feeling.
 - We can work on our weaknesses and develop our skills.
 - **The message of the I type - why is it so important?**
 - Allow you to provide feedback nicely and simply.
 - It is a strong tool for showing our emotions and trying to solve the problem.
- 9. Public speaking and self-presentation**
- **What is self-presentation?**
 - Presents us in the way we want others to see us.
 - Self-presentation is a time when we can "sell ourselves" and put our person in the best light.
 - It is the person, with all the behavior and body features that people see when they look at us.
 - Something that shows who we are, what our thoughts are and how we affect people. This way we can get to know ourselves more.
 - It is how we seem to other people. How we act in some situations. It's needed to know how to behave differently, for example when we apply for a job and we talk with close friends.
 - **Why is self-presentation important?**
 - Allows you to make a good first impression and presents us with the best side.
 - Because you can only make a first impression once. There will be no second chance.
 - To make a good first impression. And then they got along well with colleagues/clients.
 - People take a lot from your first impression and If you show yourself in bad colors you maybe won't be able to get rid of this label and some people might treat you as a bad person even if you are not.
 -



- **what should the self-presentation/public speaking look like, what should be paid attention to?**
 - Smart clothes, body language, what words we use and non-verbal speech.
 - In self-presentation, "body language", gestures, tone of voice and smile play a very important role.
 - I think behavior matters a lot and is important because of how we affect others.
 - We have to behave like we are interested in what we are presenting (even if maybe not).
 - We have to pay attention to our looks (appropriate clothes, tidy visage).
- **stress management techniques**
 - Change fear to curiosity, be positive
 - 120% prepared
 - Favorite pen (don't click)
 - Nobody can see your inner stress
 - Fake it till you make it
 - Thinking about pleasant things, taking a deep breath.
 - Stop your negative thoughts.
 - Drink water
 - Take a deep breath and slow down your thoughts.

10. Effective implementation of local/international initiatives

- **SWOT analysis as a diagnostic tool**
 - **Strengths** → characteristics of the business or project that give it an advantage over others
 - **Weaknesses** → characteristics that place the business or project at a disadvantage relative to others
 - **Opportunities** → elements in the environment that the business or project could exploit to its advantage
 - **Threats** → elements in the environment that could cause trouble for the business or project

11. How to set and achieve your objectives?

- **SMART principle**
 - **Specific** → target a specific area for improvement.
 - **Measurable** → quantify or at least suggest an indicator of progress.
 - **Assignable** → specify who will do it.
 - **Realistic** → state which results can realistically be achieved, given available resources.
 - **Time-related** → specify when the result(s) can be achieved.
 - Setting a specific goal, striving to achieve it in small steps and rewarding yourself for small successes.
 - I want to read more. I will read 2 books by Lars Kepler in one month. Every day I will read 50 pages of the book.

12. Self-presentation

- **a presentation about me as a Maltese worker**
- **receiving a giving the feedback**
 - It was important to try to give the other people appropriate feedback following the correct procedures and achieve feedback to our presentation. We were recorded during our presentation. This part was also important to realize



which non-verbal behavior we use and if we looked as stressed as we thought we looked.

- **public speaking/ communication**

- The importance of nonverbal communication - 90% unconscious behavior
- information, persuasion, relationship building, non-verbal behaviors and observation
- a. **Analysis** → What is the audience, topic and presentation situation?
- b. **Theme** → Adaption and narrowing of the subject.
- c. **Purpose and thesis** → General and specific objective formulation of the presentation.
- d. **Materials** → Finding and collection of the sources.
- e. **Structure** → Introduction and development conclusions.
- f. **Feedback** → Error analysis

13. Fear

- **What am I afraid of? What are people afraid of? Why do people give up?**

- **storytelling**

- teaching us in the end (moral conclusion)
- help connect us with the others
- based on emotions and behaving
- the old method (legends, mythology)
- simple, surprising, reliable, specific, full of sequential, emotive

- **role play**

- Introducing our problem to others.
- Try to practice achieved abilities during role-playing.

- **personal brand building**

- How we look and behave on social media and in public is important because we build our personal brand.

14. Development stages by Walt Disney - The Disney Creative Strategy is a tool for brainstorming and developing ideas.

a. **child stage** → **CREATIVE**

- What is my dream?
- no limits, don't have to think about consequences
- surrounding → songs for children, decoration (balloons, pictures, sweets, a castle made of pillows, ...), body posture (sitting on the floor, lying down)

b. **adult stage** → **REALISTIC**

- What needs to be done?
- have to think about consequences, responsibility
- surrounding → tidy place, neutral colors, sitting at the table, practical space layout

c. **elderly stage** → **CRITIC**

- Why won't it work?
- less energy
- surrounding → dark color, thinking about things I haven't



done, hungry, sleepy, standing during work, negative music

d. solution finding

15. Brainstorming - visit of elderly house

- program in the teams, time-space, needed tools
- We were able to use already-known techniques such as Walt Disney's developing stage, SMART principles, working with group dynamics, and leading the group.

16. Visit a home for the elderly

- "A visit to the elderly house gave me a lot to think about. I saw how little it takes to see a smile on these people's faces that despite the difficulties they can enjoy small things."
- "I thought about these people for a long time afterward and I was glad that we made them so happy and that I showed them the basics of first aid. We used many tools from previous lectures, such as work and cooperation in a group or the appropriate division of roles and tasks."
- "Also I have learned what such activities look like as I had very little of such experience."

17. Non-violent communication

● **NVC important rule**

- confidentiality
- possibility to say "no"
- co-creation
- openness
- focus on my own experiences

● **Key assumptions of NVC**

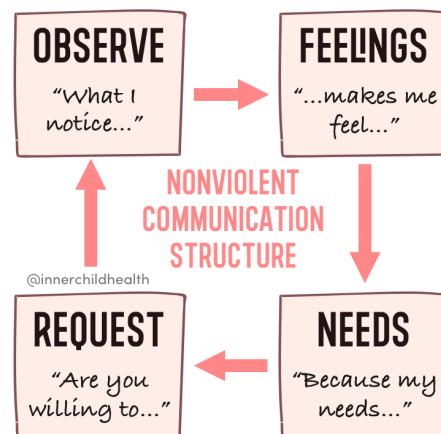
- All human beings share the same needs.
- Each person's needs are equally important.
- All actions are attempts to meet a need.
- Feeling points to needs being met or unmet.
- Needs lead to some strategy.
- Human beings enjoy giving.
- Connect before correct.
- Everybody is responsible for their feelings, needs and actions.

● **observation vs. judgments; feelings, needs, strategy**

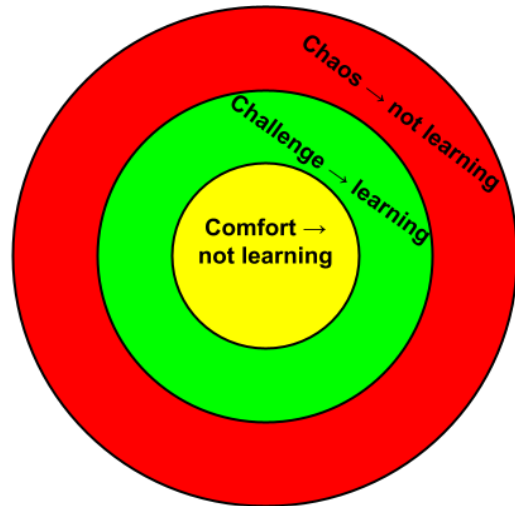
- It is important not to give the first impression and not to judge. We only try to observe the situation to infer our emotions from our needs and then ask for specifics.
- If two people's needs collide and you're fighting about it. Try to solve the problem together by understanding each other's needs.

● **triforce of NVC**

1. Just listening
2. advise
3. support



- Each individual uses a different strategy and also each perceives a different method suitable for him and for the situation.
- Therefore, a person must be honest about what method they need now, so as not to create negative feelings towards the individual because they are using one of the methods.
- **learning zone**
 - We learn the most by staying in the challenge zone.
 - The boundaries of the zones are different for each person. If we want to teach someone something, we have to pay attention to their boundaries.
 - Stepping out of our comfort zone is hard, but we can practice it in small steps. Over time, we will realize that we can step out of our comfort zone in certain situations and learn more. But if the situation is so burdensome for us that we are in a zone of chaos, we need to try to get out of it.
 - We will experience both successes and failures as we move out of our comfort zone. But these are also essential for learning.



18. Role of emotions

- Emotions drive our actions → fight, flight, or freeze response. Tell others we are struggling with something negative and may need help. They tell us that something important is changing in our lives or that we need attention.
- Knowing your emotions is important to know how to work with them in given situations. Alternatively, we can try to work with the emotions of others in this way, but it is important to know that each individual may have a different method or approach.

19. Learning about the culture of the country and the history of the organization.

- Participants learned more about the history of the organization through a tour of sites related to its origins and a debate and meeting with the Grand Prior of Order of Malta.

20. Feedback and sharing our feeling about meetings

- Overall evaluation of the project by participants who had the opportunity to comment publicly among others or anonymously through an online questionnaire.

3-2-1 Bridge

1st Responses
3 Questions/Issues
2 Comments
1 Analogy

1

COMMUNICATION

	3	2	1
WORDS	QUESTION	METAPHOR	
<p>1. nonverbal</p> <p>2. verbal</p> <p>3. listening</p>	<p>1. What do you find the most difficult in communication?</p> <p>2.</p>	<p>1. is like a bridge (could as well be a people)</p>	

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were able to notice other people's thinking and how others might think differently about the same situation.

Team building activities

Team-building activities are games, meetings, or events designed to motivate members of a group to get to know and respect one another. It is a way to build trust and communication among people who regularly work together.

- The human chain
 - Participants move freely in space, when they meet someone they try to find out what thing connects them. If they find it, they hold hands and keep looking. They may let go and grab someone else when they find another person with whom they have something in common.
- 1 lie, 2 truth
 - One person tells the others three pieces of information about themselves. One is a lie, two are true. The others try to identify which information is a lie.
- 3 fingers common things
 - Participants move freely in space, when they meet someone they try to think of three things they have in common. They find out this information by asking questions of the other person. Each time they come up with something they touch each other's finger. Participants try to find three things in common in this way.
- Blanket game
 - The group is divided into two parts. The important part is the blanket, which is used during the game. The groups cannot see each other, so the blanket is between the groups. In each round, one of the participants sits near the blanket. On command, the blanket is moved away and the participants have to say the name of the person opposite as quickly as possible. The faster team scores points.
- The chocolate river
 - There is a group of people, a certain number of wooden boards and places. This place is called "the chocolate river". The task of the group is to overcome the river without stepping into it and they can only use the wooden boards. A person who steps into the river is dead and has to go to the start. One important rule is that there always has to be someone who stands at least with one foot on the wooden board if not this board is lost. The group has to find out the best way to cross the river.
- Getting balls up to speed
 - Participants are in a circle and their task is to collect as many balls as possible in 1 minute and throw them into a basket. However, the ball must pass through the hands of all participants in turn and the ball must not be passed by individuals who are next to each other, but by those who are side by side. The group has 5 attempts. After each round they try to work together to see what they could do better to collect more balls. Before each round, the team can guess how they will do.
- Find someone who
 - Participants are given a paper with written sentences. Find someone who... They have to walk among the others and look for the person to whom the thing fits.



Appendix 1 Developmental journal

The youth worker of the future MY DEVELOPMENT JOURNAL
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DAY NO	Which topics were important for me?	My action plan. What will I implement? When, How and with who?	What benefits will I gain after this implementation?
1.			
2.			
3.			



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DAY NO	Which topics were important for me?	My action plan. What will I implement? When, How, with who?	What benefits will I gain after this implementation?
4			
5.			
6.			



DAY NO	Which topics were important for me?	My action plan. What will I implement? When, How, with who?	What benefits will I gain after this implementation?
7			
8.			
9.			



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Summary of the course. What has changed?



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