LEARN TO LEAD

Handbook

How to run Workshops and Trainings
in order to strengthen Adult Educator skills
in difficult classroom situations

Grundtvig

Life Long Learning - Partnership

2012 – 2014

Website

www.learntoleadproject.weebly.com

Local Websites

www.sommercamp.at/l2l

www.speakeurope.pl/strona/czytnikaktualnosci/items/learn-to-lead.html

www.lawtonschool.com/proyectos

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Material for the Benchmark Method

I. Summary of the Project

Teaching learner groups made up of adults or teenagers is different from teaching children and requires different professional skills. A stimulating and effective learning atmosphere in the classroom can only be created with the correct classroom management skills. Adult groups often include people of different ages and from different walks of life. Thus, communication problems and conflicts can sometimes be observed within the group. One of the skills teachers need most when dealing with adult groups is conflict management skills.

In the project "Learn to Lead", teachers who work with adults were brought together, shared knowledge about communication skills in general and conflict management in particular. The project's purpose was to enable teachers working with adults to improve their pedagogical skills by giving them the chance to learn different approaches and share experiences.

The project started out by setting up a target group consisting of 10-15 teachers working with adults. Firstly, a clear diagnosis of the current situation was made and the most common causes of communication problems and conflicts were determined. Then, teachers had short-term courses on basic communication and class management skills. After gaining a general idea about communication, the teachers moved on to conflict management skills through drama activities and workshops. In the second year, learners were involved in the project and the target group applied what they learned during the first year of the project. Each partner prepared different materials about real life situations. These materials were shared via the Internet and during the project meetings. The last part of the project was the preparation of a manual for teachers working with adults including simple tips for the classroom.

III. Definitions

1. Curriculum

In formal education, a curriculum is a set of courses, and their content, offered at a school or university. In our case the curriculum is the overview of what content and topics we want to teach. The curriculum will mainly deal with the chronological aspect and which Modules should be taught.

2. Syllabus

A syllabus is similar to a curriculum and usually contains specific information about the course. We will not use the expression syllabus, but we will use the syllabus idea to make our Curriculum and Modules – the topics that we teach - more concrete.

So a Curriculum should contain the following information

- Learning Goals
- Content
- Skills that you acquire after this Module
- The teaching methods used
- Literature

3. Modules/ Courses

Within our curriculum there will be different Modules that will cover the different subjects to build up skills and competences in the field of "classroom conflicts". The different Modules will deal with

- Communication theory and skills
- Personal and team development, team leading skills
- Conflict management, conflict resolving skills
- Leadership and management skills
- Teaching skills

4. Unit

A Unit is a part of a Module. The different methods used in a Unit are:

- Lecture
- Seminar
- Workshop
- Training

We think that diversity in teaching is very important and so we will try to use all available forms. We think that well-held lectures can be very useful – if it is interesting and not too long! We will also explain different teaching possibilities.

5. Lesson

A Lesson would be the same as a Unit. It is a small part/ unit of the whole programme.

6. Workshop

Wikipedia defines a workshop in education as: an intensive course, a seminar or a series of meetings emphasizing interaction and exchange of information among a (usually small) number of participants.

The workshop means that the participants are involved very actively and that they are doing something.

7. Training

Training focuses on the fact that the participants really practise a skill. It has also the aspect of active "doing". The doing and the repetition are the source of learning and making things better. We are sure that communication skills especially have to be "trained" to change or to improve them.

Our workshop will have many elements of training. Training is important to consolidate communication and conflict solving skills.

8. Camp

A camp is a format where participants stay together for a certain time at the same place. In a camp the participants also sleep over night at the same place.

The advantage is that the participants spend a longer time together and have the whole evening/night for a further exchange of experiences.

IV. Curriculum

1. Considerations about the Learning Process

Before considerations about a curriculum are made, here are some thoughts about learning process models.

1.1. Learning loops

Learning processes are very often described as loops

- Single loop learning
- Double loop learning
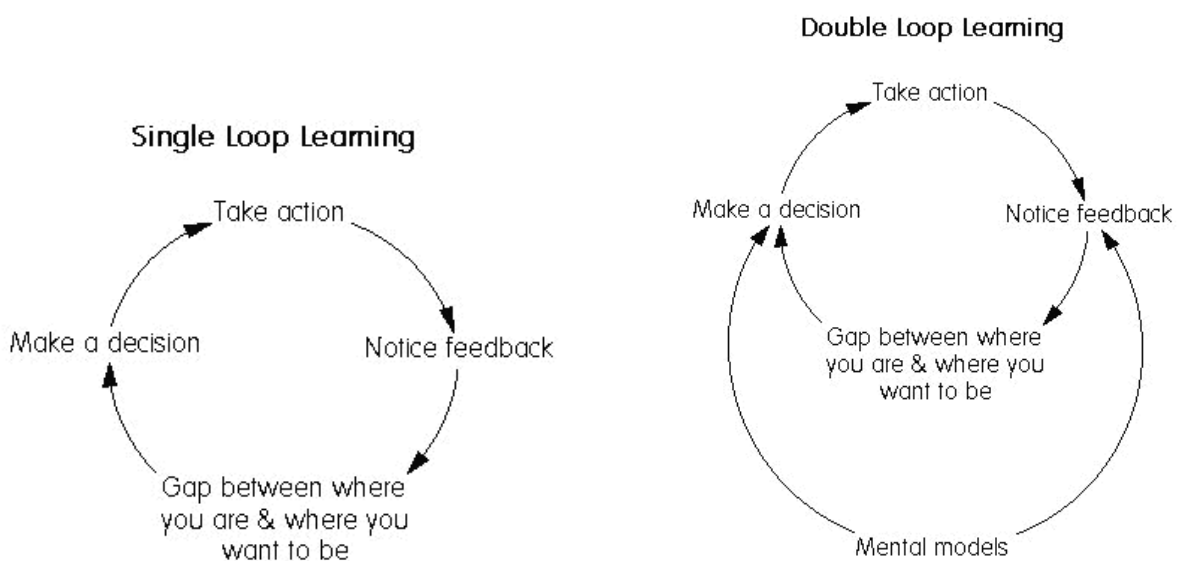
1.2. Kurt LEWIN and Learning

A presentation of learning processes would not be complete without naming Kurt LEWIN.

He created the model unfreeze – change – freeze for changing processes.

That means for teachers:

- Make sure that the learners are ready to learn/ are ready to change
- Execute your programme
- Ensure that the learned content becomes permanent
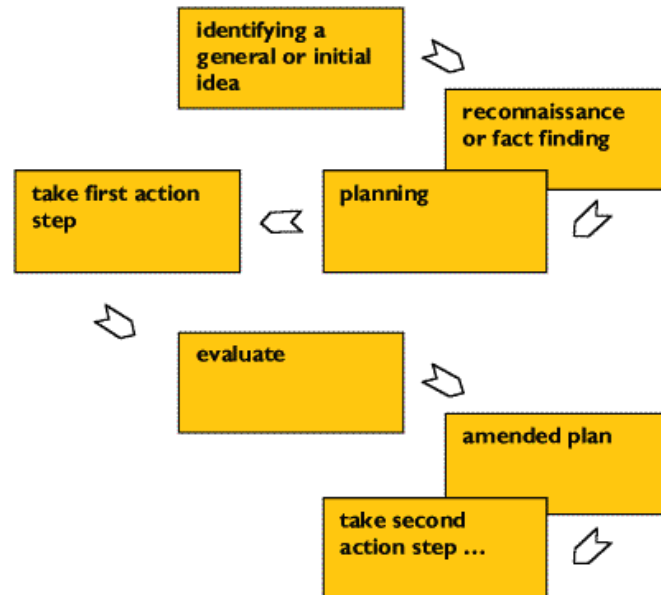
1.3. David A. KOLB: Experimental Learning

This is one of the best known learning models. In the early 1970s, Kolb and Ron Fry developed the Experiential Learning Model (ELM) composed of four elements:

- concrete experience,
- observation of and reflection on that experience,
- formation of abstract concepts based upon the reflection,
- testing the new concepts,
- (repeat).
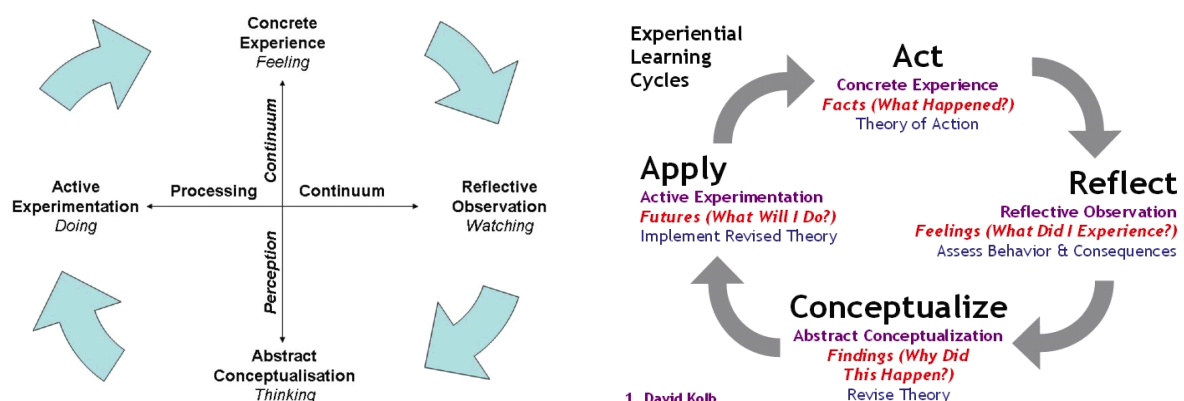
These four elements are the essence of a spiral of learning that can begin with any one of the four elements, but typically begins with a concrete experience. His model was developed predominantly for use with adult education, but has found widespread pedagogical implications in higher education.

1.4. Reflection, Self Analysis

Every student at university who studies a pedagogical subject hates to "reflect" about "everything/every situation". On the other hand it is a powerful learning tool.

The basic questions of a "reflection" are

- What did you think in this situation?
- Why did you do something like this?
- How did you feel in this situation?

The focus of these questions is to make students more aware of every situation.

We see reflection as a more complex procedure, which we wish to describe shortly.

Which procedure has to be emphasised depends on what the intentions are . It is not necessary for every step to be done in every situation. But we see the "reflection process" as the whole developing (learning) process of a person (a team, an organisation)

The same procedure/ process can be used in

- Personal development
- Team development/ team building
- Organisational development/ learning organisation

Here we describe the 3 steps / states of a complete REFLECTION (= developing and learning) process

1.4.1. Analysis of my actual state (Where am I?)

a) Self perception

This can be a big field, but we reduce it to the main ideas:

- Identity:
  - Who am I?
  - What are my values?
  - What is my view of the world?

- Skills and competencies

- What are my strengths? What are my skills and competencies?

- Where are my weaknesses?

- Roles

- What are my Roles?

E.g. for a teacher: What is my actual role with my students, what is my role with the headmaster, my role with other colleagues...

b) Beside the self-perception there is the possibility of an outsider's perception.

1.4.2. Target state (Where do I want to go?

In this 2nd phase you have to define your

- **vision**, dream
- **goal, objective**
- target

Belive in powerlessness   Current Reality   Your Vision
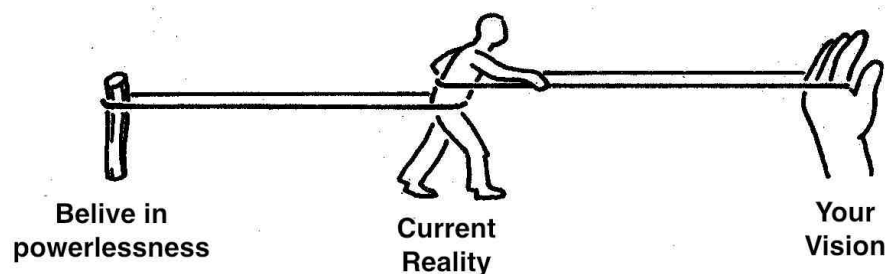
Learning, improving or getting to the next step means really FOCUSING on your goal. The more you are focused on your goal, the more you are able to reach it. For this reason, goals/targets have to be SMART. The smarter, the better - the clearer, the better.

What this means for our curriculum: The more the learners know what they want to achieve the better. They must formulate specific goals that they want to achieve within the course. They will also have to set new goals after the course.

1.4.3. Measures (What do I have to do to reach my goal?)

To make/define measures is the most important step.

- What are the next steps?
- What do I have to do (till when, with whom) to get to the next level?
- How can I reach my goal?

1.5. Reflection in and on action

There is a funny expression that we want to mention. There is a differentiation between

- Reflection on action and
- Reflection in action

The idea comes from Donald A. Schön (The Reflective Practitioner, How Professionals Think in Action, 1983). The former is sometimes described as 'thinking on our feet'. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding.

"The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings, which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation." (Schön 1983, p68)

For us, "reflection-in-action" is the ability to find solutions very quickly in a new or difficult situation, because you have different models and lots of experiences (= praxis) in your head. In the situation you are aware what is going on AND you are able to make an active decision what you have to do.

Here a very clever interpretation of "Leading" can be used: Leading is not that the others do what you want; Leading is that you know what you are doing!

This is exactly what we want to reach with the "Learn to Lead" Curriculum- That teachers are able to make an active decision in a difficult classroom situation. They will be able to choose their reaction/answer/behaviour (= measures) out of a pool from possible reactions, so as to reach their intended goal/target.

2. Possible Topics and Modules of the Curriculum

In this section we want to think about content and possible topics of a classroom conflict workshop. With the content we want to provide key words that an adult educator knows what topics can be taught.

We describe the modules on 2 levels

- Learning Goals
- Content

The Learning Goals describe what learners know after participating in these modules.

The Content gives the key words for the teacher

2.1. Module 1: Communication Skills

2.1.1. Learning Goal

- Learners get to know basic and advanced communication models and tools
- Learners get to know very useful communication concepts to react better in difficult situations

2.1.2. Content

- 3 Communication Tools: Active Listening, I–messages, Questions
- Non-violent Communication
- Neuro - linguistic programming (NLP), Appreciative Communication
- Assertive Communication
- Transactional analysis
- Popular in the German speaking area: Schulz von Thun

Other Models, Theories

- Shannon Weaver model
- Basic Axioms of communication (Paul Watzlawick)

2.2. Module 2: Personal and Team Development

2.2.1. Learning Goal

- Learners get to know the basics of personal development
- Learners get to know the basics of team development
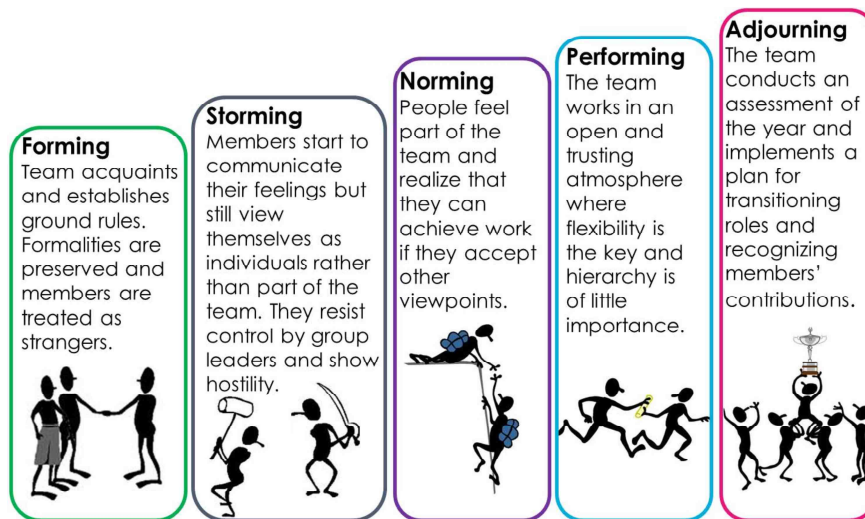
2.2.2. Content

- Personal Development:

  my role, my strength, my weakness, my picture, how others see me

- Types of learners, teachers - Role Models (Riemann, DISG Enneagram, Myers-Briggs, Belbin, Schindler, HDI, others)

- Learning Models: Kolb, NLP

- Group dynamics, Tuckman - Model

2.3. Module 3: Conflict Solving Skills

2. 3.1. Learning Goals

- Learners get to know the basics of conflict theory

- Learners get to know the "Harvard Negotiation concept"

2.3.2. Content

- Conflict Theory: Kinds of conflicts, Kinds of Solutions

- Harvard Negotiation Concept

2.4. Module 4: Management and Leadership Skills

2.4.1. Content

- Classroom Management
- Conflict Management
- Self Leadership
- Leadership Models: Situational leadership Theory

2.5. Module 5: Teaching Skills

2.5.1. Learning Goals

- Learners get to know interesting teaching methods
- Learner experiment with teaching and learning methods
- Learners experiment with presentation methods

2.5.2. Content

- Teaching Methods
- Learning Methods and Models
- Presentation and Multi-Media Skills
- Rhetoric, How to deliver a Speech

3. Possible Arrangements

With the teaching methods we have described (lecture, group puzzle, leading a process, ...) and the different contents we explained it is possible to create different types of curriculum.

The curriculum varies depending

        a) on the TIME how long the course should be

        b) on the amount of learners who want to attend this course

        c) on the the coordinator's knowledge of of the topic

        d) how well the learners know each other

3.1. Curriculum for a "Train – the - Trainer Camp"

This is a curriculum that was used by the Wirtschaftsförderungsinstitut Innsbruck (Short term: WIFI, Meaning: Institute of economic promotion) in May 2013. The WIFI is the apprentice educator and adult educator of the Chamber of Commerce.

Title: The difficult participant

Under title: Difficult situations in the classroom: realizing – intervene - preventing

Comment: The AT Partner talked with the director of this institution about the Learn 2 Lead project. We are sure he picked up our idea for this trainer camp that is happening for the 4th time.

Process

3.1.1. Preparation Meeting

a) Explanation of the Camp (by the coordinator)

- Coordinator makes the framework.
- Trainers/Teachers make the programme for the other Trainers (= learners).
- Goals: the learners should be active!

b) Building of 3 groups who are responsible for 3 topics.

- Make sure that they know what to do!
- (Support them with teaching methods like group puzzle, role play, case study, ...)

3.1.2. Framework of the Camp

Day	Time	Content
		Arrival
Friday	15.00 – 19.00	Workshop 1 (made by Group 1) What makes participants difficult?
		Dinner
Saturday	09.00 – 12.00	Workshop 2: What makes Trainers competent?
		Lunch
	15.00 – 19.00	What brings people together? (group activities, elements of a "team training" are wanted
		Dinner
Sunday	09.00 – 11.00	Reflection and out-look
		Departure

3.2. Curriculum for a one evening workshop

It could be that a headmaster, a coordinator only has one evening or 3 hours to give an impulse to his teachers. In this case we would suggest the following curriculum.

Day	Time	Content
e.g. Wednesday	17.00	Greeting
		Strong Opener: a difficult situation
		Group Work: How would they solve the situation?
	17.30	Collection of personal difficult situations with a structure: Data: when did it happen? who were the participants? how did you react in this situation? is there a better reaction?
		Collection of the situations Rating of the situations: which is relevant for me?
	18.00	The Sarah K. Method
	19.45	Overview where you can get information about this topic = naming the modules
	20.00	Reflection: Making measures! On what will you work?

3.3. Curriculum for a 2-day seminar/workshop

If you have more time, the coordinator can bring in the different modules to bring in more input into the workshop. Open business workshops (often called seminars, open because they are open to all participants) may very often last 2 full days, starting at 9.00 am and ending at 5.00 pm. The lunch break is normally 1 hour.

Day	Time	Content
Friday	9.00	Greeting & Strong Opener
		Overview
	9.20	Input of Teacher/Expert:
		Communication Skills
	9.40	Exercises
	10.00	Group Puzzle on
		Conflict Solving Skills
	12.45	Lunch
	14.00	Group Puzzle
	16.00	The Sarah K. Method
	16.45	Strong Ending/ Reflection
Saturday	9.00	Strong Opener
	9.15	Lecture
		Leadership, Personal and team development – a link
		to a good teacher
	10.00	The Benchmark Method
	11.30	Single work and Group work:
		My best/favourite teaching tools
	12.30	Lunch
	13.45	Presentation of the best teaching tools
		Tips and tricks of teachers
		Discussion and exchange
	15.00	Input/Lecture
		Role Models:
		Types of Teachers and learners
	15.40	Sarah K. Method
	16.45	Strong ending
		Reflection

V. Teaching Methods

Here, we want to present some basic teaching methods to use in our courses/workshop. Some of them are old (but good) and some of them are new, because we invented them.

1. Lecture

In modern learning, a lecture often has negative connotations. It implies that one person (teacher) is talking and all others (the students) are listening. It further implies that only one person is active and the others are more or less passive. Introducing MS PowerPoint (others: Keynotes, Prezi) into the classroom supported this "one-way – communication" and focuses the audience more on the presentation than on the person. This gets even worse when teachers just read out of a script or read the text of the slides.

All those concerns may be true, but we believe that nothing is more motivating for students than a strong (and interesting) input – produced by a human being. A lot of studies show that the enthusiasm of a teacher is one of the main success factors of a good lesson (and a good teacher).

For this reason we want keep this idea and think that a strong input (basic Know-what, Know-why and Know-how) is a good start for a good UNIT.

It is important to start with the problem. The following input is a first and possible solution for this problem. After this input/lecture (max. 30% of the whole unit) the students are going to be active and will transfer the input to their knowledge.

To make the lecture more interesting we suggest 3 variations:

a) Classical way: The teacher gives the lecture

If there is a teacher (expert on conflict) this teacher should give a lecture.

b) The Students prepare the input: **Learning by teaching**

Teaching is the best way to learn a subject.

Because the learners are teachers they should be able to prepare every subject. Especially when they receive literature, but also without literature it should not be a problem (Using the internet, Using a library)

c) **Group Puzzle Method** (see below)

This is a mixture of group work, presentation/teaching and discussion.

2. Teaching as a Leading Process

This is what we call a "setting" or a workflow that is also used in moderation, change management processes or in organisational development processes.

The teacher thinks about
- a question, the framework
- a task that has to be solved

The teacher thinks about the workflow
- how big are the groups, how to mix the groups
- what they have to do
- how they have to present the results
- which method has to be used, e.g.
  - open space
  - world cafe
  - dynamic facilitation
  - different creativity methods like brainstorming, brain writing, morphological box

One curriculum will make that idea clear. The teacher is the coach of the learning process.

3. Lesson Starter

From the rhetoric we know that
- the start and
- the end

of a speech or a presentation are very important. In our curriculum we want to practise in every unit/lesson the start of a lesson. The main idea is: a strong lesson starts with a strong/interesting start!

The idea of the starter is
- to get the attention of the learners
- "to pick up the audience/ the learners"
- to make the „problem" clear we are going to target

Here are some possibilities to open a lesson/ a unit/ a course:
- Puzzle, e.g. a technical term
- Question(s)
- Article of a newspaper

4. Group work

As we discussed before – lectures are important. But also group work is the most important interaction between the learners.

But we think that there have to be 2 parameters that are very important for an efficient group work

a) The target, the task of the group work has to be clear (and motivating)

b) The time – how long the group has time must be clear (and short)

4.1. Group Size

We suggest that groups should not be bigger than 4 learners. So there is

- Pair group
- Group of 3 members
- Groups of 4 members

4.2. Group Puzzle

The experiences of teachers with this method are differently: some like it and they have very good experiences (especially with mixed groups); other teachers do not like it and so they do not use it. How does this method work?

1) The teacher, better the coordinator prepares (for 16 learners)

- 4 questions
- 4 parts of a topic that fit together
- has to explain the method
- forms 4 groups
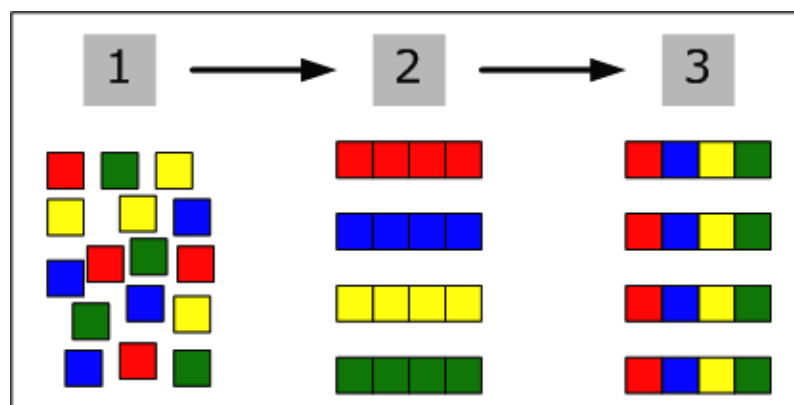
For example: the topic is **Communication Skills**

The 4 topics could be

- 3 Communication Tools: Active Listening, I – messages, Questions

- Non-violent Communication
- Appreciative Communication (NLP)
- Assertive Communication

It depends on the coordinator if teaching and learning material is prepared or not.

2) Preparation of the topic

Within one group one topic or one question is prepared.

The group members of one group become the "experts" of a specific topic. It is very helpful to make a structure what the "experts" have to prepare:

- Starter for the topic
- Input lecture
- Exercises to use the new knowledge
- Questions, Test

3) **New groups** are set up. In each group there is at least one expert on every topic.

Now the experts teach the others. The method combines

- preparing a subject
- teaching it and
- being the learner of another subject

We think in a Train-the-trainer-workshop this could be a perfect setting for a whole afternoon or even a whole day. It strengthens the teaching skills of every teacher and we are sure it is hard enough to teach in front of your own friends/ in front of other teachers.

5. Questionnaire, Self-Test

In the "Learning process" part we tried to make clear that the reflection process in adult education AND in train-the-trainer situations are very important.

For this reason we suggest trying to question the teachers (= learners) with reflection and analysis tools about

- their real life situations
- their personality
- their problems
- their goals

6. Lesson Closer, Transfer of Learning

From the rhetoric we know that the start and the end of a speech or a presentation are very important. The end is even more important then the start. From a speech we know

- a good speech with a bad end becomes an average speech
- an average speech with an excellent end becomes a good speech

To concentrate on the end of the lesson has different intentions

- it enhances the level of the lesson
- it gives time for reflection
- key word: transfer of learning

In our courses we will experiment with different formats of "lesson closers".

7. NEW METHODS: The Benchmark Method

This teaching method is perfect to use in adult education. This method is an excellent example of self-orientated learning.

The method is

- life-centred
- learner-centred
- flexible
- comprehensive with focus on awareness, as well as on knowledge and skills
- social learning
- learning through the experiences of learners
- based on feedback

Description of Process

1) **Starting point** is an overview of

- The skills and competencies you need in another profession
- The mistakes that you can make in another profession
- Tips and tricks who have to know in another profession

See the attachment:

- 10 Mistakes Every **Leader** Should Make (and learn from) before They Die
- Five Essential Skills Every **Manager** Should Have
- 7 key skills of a **project manager**
- Top 10 Tips For **Parents**

Other Professions could be

- Nurse
- Hand worker
- Medical Doctor
- Pilot
- Formula 1 Driver, Sportsman

2) Task for the Learners

  a) Read the information you got!

  b) Mark 1 to 3 points that are inspiring for you!

  c) Write down what is inspiring you!

3) Built groups of 2 people

  a) Exchange your thoughts and ideas!

  b) Select **2 goals** you want to reach for yourself!

  Try to fit the goals into the SMART concept.

  c) Build an **action plan** how to reach the 2 goals!

  d) Prepare a **flipchart** and **present** your action plan to the rest of the group!

8. NEW METHODS: The Sarah-K. Teaching Method

This complex teaching method is perfect to use within adult education. It is an excellent example of experimental learning (and teaching).

The method is

- life-centred and learner-centred
- comprehensive with its focus on awareness, as well as on knowledge and skills
- a learning process from experiences of learners
- based on feedback

Explanation of the Process

Pre-task

The learners (in this case the teachers) should prepare 10 minutes of their own lessons. In this short lesson they should simulate a real situation based on their experience. They can explain any topic and then start with an exercise. The "teachers" should also use the media they use in real situations (whiteboard, flipchart, power point, ...)

1) Collect difficult situations in the classroom

There are different possibilities to find "difficult" situations:

a) Teachers describe a difficult situation (fitting to the input given before)

b) Learners should find difficult situations they experienced in their career

c) Teachers and learners create a pool of "difficult situations" and choose those which were/are the most difficult situations.

2) Create a role game about a difficult classroom situation

Possibilities:

- Describe what is happening: e.g. a student is always late
- Describe the behaviour of a student: e.g. a student shows that he is not interested in your topic
- Find different positions of Students: e.g. The teacher wants to finish his lessons at 10.00 pm. Another person wants to finish earlier (9.45 pm). What are the hidden interests behind the student's demand? (Background: Negotiation Theory)
- Define: who "plays" which role? Who is the troublemaker? Who is the teacher?

3) Play the Role Game (the bottle is standing)

a) The teacher starts with his lesson

b) The difficult situation has to be played/ experienced lively...

When the situation/ the conflict is clear – BREAK!

Hint: It is very helpful to have a symbol that makes clear if all the participants are involved in the role game or if they talk about the role game. We used a water bottle: if the water bottle is standing – we are in the role game; if the water bottle is lying we are NOT in the role game.

4) Group work (the bottle is lying)

a) Build groups who are sitting together: 3-5 students

b) The task for every group: find and work out (good) solutions for this difficult situation. Then write down the solution:

- Which communication model would you use?
- Write down concrete sentences that you would use!
- Write down concrete actions that you would like to do!

One group will brief the "teacher" what he should do!

5) Continue the Role Game (the bottle is standing)

a) The Student who plays the teacher implements the solution

b) Variation: students/ other Learners (who suggest a solution) can try their own solution.

Now it depends on the complexity of the conflict/ difficult situation, if there is a discussion after every solution or if there is a general discussion after some or all solutions.

6) Reflection, Feedback, Discussion (the bottle is lying on the table)

This is a possible analysis about one solution that everyone experienced:

a) What is the good part of this solution?

b) What is still not satisfying?

c) How did the teacher/the students feel in this situation?

d) Efficiency of this method: 1 (weak) - ... - 5 (strong)?

7) Continue the Role Game (the bottle is standing)

Next solution

8) Reflection and Self-Learning-Process of all Learners (at the end of all solutions)

At the end of a "problem"/ "difficult situation" there should be an active and personal learning transfer.

The instruction for a good learning transfer:

    a) Write down the difficult situation in your own words!

    b) How would you react when you get into this situation?

    c) How would you feel?

    d) How would the others feel when you act like this?

9. New Method: FLIPPED METHOD

The method is dedicated especially for trainers dealing with some difficult specific target groups when they are out of ideas how to handle some problematic situations. However it is as well a good teaching method, which can be used to teach different subjects in particular languages (conversations tasks etc.).

Instructions:

- Divide the group into smaller groups.
- Give to each group a problematic situation to solve but ask them not to share their problem with the other mini groups. TIP: remember to give to each group a problem, which is more or less similar, but happens in different situations or with different target groups.
- Once the groups are ready with their list of potential solutions to a problematic situations ask each group to present their solutions first and then ask other groups in what kind of problematic situations they would use such solutions or with what kind of target groups. Put the solutions proposed by the other groups on the white board so that everybody can see the list. Only at the end ask the presenters to unveil their problematic situation for which they were giving their list of solutions.
- Repeat the activity with every group.
- Discuss the results with the whole group together – what kind of new solutions they discovered and if this kind of potential solutions made them think "outside of the box".

Possible Problems:

1. A group of highly qualified engineers/managers need a language course but their motivation is very low and the absence rate is getting higher from one lesson to another. They don't see the teacher as somebody who can teach them something useful and they are unwilling to continue the lessons.

2. A group of young adults need to improve their language skills for personal and professional reasons, as the language course is a part of their professional training abroad. However their motivation is very low, they are late for the courses, they use their mobiles during the classes, they talk in their mother tongue and they don't study.

3. A group of employees attend the course finance by the company. The company pays only for classes for just one group. The placement test showed that the participants have slightly different levels but in practice during the lessons it turned out the levels differ a great deal, so there are people who get bored and those who have different expectations towards the course. There are those who just want to talk a little bit and those who want to business English for specific purposes.

4. A group of young mothers with children attend an English course financed from the European Social Funds. During the lessons the teacher has to deal with both, mothers and children as they learn together. The learning environment causes an area for different conflicts – between the children who are little sometimes argue and between the mothers who argue because of some conflicts between the children or because they have got different learning paces and needs.

10. Andragogy

- **Andragogy** refers to teaching strategies developed for adult learners
- Art and science of teaching adults to learn
- The term andragogy could be used relating to all types of theories, for reflection, analysis, training, in person-oriented programs as well as human resource development.

Principles of Andragogy

- **the need to know:** Adults want to know the content of the lessons.
- **the learners' self-concept:** Adults have self-consciousness and self esteem. They expect respect for their values.
- **the role of the learners' experiences:** Unlike young learners, adults have rich life experiences. Allow them to express their experiences as examples.
- **readiness to learn: Adults are ready to learn. They come to the classroom for a specific purpose.**
- **orientation to learning:** Adults easily see the practical use of the subjects they learn in the classroom.
- **motivation:** Adults may have many real motivations such as promotions, rise in wages, opportunities to find better jobs, etc.

Conclusion:

- Instruction for adults needs to focus more on the process and less on the content being taught.
- Strategies such as case studies, role playing, simulations, and self-evaluation are most useful.
- Instructors need to adopt a role of facilitator or resource rather than lecturer or grader.

VI. Teaching Content

1. Leadership in the Classroom

1.1. Different Styles of Leadership

One type of leadership in the classroom is the **Authoritarian Style**. The teacher may be afraid of losing control, resulting in a relationship with students that is business-like, firm, and based on discipline. Routines are strictly adhered to and all tasks are performed in a quiet and efficient manner. Students are not encouraged to be individuals and active participants, but are expected to conform to the teacher's way of learning. Creative thinking is not encouraged, and there may be an emphasis on memorization and drills. Routine can be a positive classroom feature in certain contexts and with certain types of subject matter, but this kind of leadership can be counterproductive. In other cases it may be boring and promote a resentful environment instead of one filled with excitement. Students are more likely to rebel, complain, and misbehave because they are not motivated.

At the other extreme is the **Freedom & Discovery Style**, where the teacher wants to be friends with the students rather than an authority figure. Students are allowed to create the rules and make most classroom decisions without guidance. Lessons are loosely planned and the teaching objective may be forgotten. Students are given maximum freedom to work and discover things for themselves.

This leadership style would be fabulous in a world where all students had the same set of values -honesty, integrity, responsibility, and determination. However, this is unrealistic. This type of teacher is often unorganized and unprepared; students get confused and distracted easily which results in disruption after disruption. This in turn results in more arguments and conflict and the teacher must stop to deal with unruly behaviour. This teacher is often quick to become frustrated or angry because he/she feels that the students are taking advantage and abusing the freedoms given.

The Balanced Leadership Style - This leadership style blends both of the other styles to achieve the greatest results. A teacher using this balanced approach to classroom management will set limits and communicate expectations clearly, as well as follow routines and procedures to create an orderly classroom environment. Organization is very important to maintain a productive classroom. Discipline is a key component to this

relationship. The teacher expects rules to be followed and consequences are consistent when behaviour is inappropriate.

This leadership style is student-centred, but recognizes that students need guidelines and boundaries to feel at ease. A balanced approach encourages students to be responsible for their own actions and hold them accountable. Order and productivity are vital, but students also need some freedom and personal choice.

Teachers serve an increasingly diverse population. Students come to school with poorly developed social skills and/or motivation. Instead of self-directed, internally motivated students, we are seeing more and more who say, "Tell me what to do and tell me what you'll give me if I do it." or "Tell me what to do and tell me what will happen if I don't do it". Meeting these challenges requires not just management, but leadership. Modern Classroom Training develops the teacher's role as leader and guide, rather than "drill instructor" or "rescuer". It enables educators to create an environment that supports self-control and self-discipline. This integrative model:

1. is flexible rather than prescriptive
2. meets individual differences for both teachers and students
3. is collaborative and cooperative in approach
4. moves beyond control to internal motivation
5. provides a climate for decision making
6. is based on the belief that each of us wants to be the best that we can be

Leadership goes beyond charisma. The first component is the leader's ability to be a positive (and moral) role model for followers. The second quality is the ability to inspire and motivate followers to perform at high levels, and to be committed to the organization or the cause. This requires:

a. Stimulation – challenging students to be creative;
b. Individualization – being responsive to students' individual feelings and developmental needs;
c. Flexible behaviour;
d. The ability to diagnose what behaviours are needed at a particular time in order for the group to function most efficiently;
e. The ability to fulfil these behaviours or to get other members to fulfil them.

1.2. Leadership Skills

Studies by the industrial psychologist Richard Arvey and his colleagues have estimated that leadership is about 2/3 "made" and 1/3 "born." Much of leadership can be seen as a set of learned skills and competencies: ability to communicate, strategize, problem solve, etc. These skills take time to develop, but anyone can acquire them. To perform effectively in a group in a leadership role, one must be able to:

1.2.1. Communicate

Communication is the first step in cooperating with others. Communication means both sending and receiving. Some essential skills are the ability to:

- Clearly and unambiguously communicate ideas and feelings.
- Make messages complete and specific.
- Make verbal and nonverbal messages congruent with each other.
- Ask for feedback concerning the way in which your messages are received.
- Display openness, and maintain eye contact.
- Listen without response until the other person has sent a full message.
- Paraphrase accurately and non-judgmentally the essence of the sender's message.
- Listen beyond words -- that is to be aware of nonverbal messages and behaviour.
- Listen for requests and intentions in others' messages, particularly in complaints.

These skills are ones well known to teachers as important classroom skills. They are skills needed by any leader, in any situation.

1.2.2. Build and Maintain Trust

Acceptance and support are essential in building and maintaining trust, an underlying element of all significant learning. Acceptance is communicating to others that you have high regard for them. Support is communicating to others that you recognize their strengths and believe they are capable of productively managing their situation. Teachers must pay attention to the balance between two important characteristics that make them more trustworthy in students' eyes: **credibility and authenticity**.

1.2.3. Manage Conflict

In a group there will inevitably be some conflicts, so it is essential for teachers and group members to have the skills required for managing controversies constructively, including the ability to:

- Understand the point of view of another person in the group.

- Approach controversy from a problem-solving perspective. First, explore all differences. Then, look for ways to integrate ideas. Recognize the legitimacy of different ideas and viewpoints and search for a solution that accommodates the needs of all group members.
- Be critical of ideas, not persons.

It is important to note that groups function most effectively when leadership tasks are shared among group members. However, most students are accustomed to being in classes where the teacher plays all of the leadership roles; if you want students to play some of these roles, you must give them permission to do so, and perhaps guidance in how best to take on these roles. When teachers neglect leadership and do not provide leadership themselves or invite students to take on leadership roles, students may themselves elect to play informal (and frequently inappropriate) leadership roles in the classroom.

1.3. Tips and Strategies

Tips and strategies for teachers depend of course on the subject being taught, the age level, the class level within an educational structure, group size, etc. The following selection of tips would probably be most relevant in classes with up to 30 adults or young adults.

1. Check that the relevance of what you're doing is clear to the students.
2. Be clear about what's going to happen. Use an agenda.
3. Make sure that the level of teaching matches students' background, ability, and experience.
4. Use as much VARIETY in your methods and materials as possible.
5. Formulate with your students the rules for discussion.
6. Learn your students' names and find out about their interests, experiences, hobbies, career goals... As often as you can, relate the content to students' interests.
7. Establish rapport by showing students that you are interested in their learning experience.
8. Use active learning approaches, small group activities and collaborative learning in your classroom to foster student engagement in their learning process.
9. Use examples, illustrations, anecdotes, stories, and humour.
10. Be a "real" person. Give students some appropriate information about yourself.
11. Admit mistakes or lack of knowledge. Don't try to be THE authority.

12. In some cases (e.g. foreign language classes) you may need to talk less than your students.

13. Give positive feedback, verbally (praise) and non-verbally (make eye-contact, smile, nod).

14. Discuss controversial topics openly with students.

15. Develop and implement ways to solicit and respond to feedback from your students.

1.4. Dealing with Difficult Students

Apart from the general tips and strategies outlined above, you will as a teacher most certainly come across students and situations where a particular type of problem needs to be solved. Here again there is a great range and variety of challenges, depending on ages, subjects, type of course, etc. Below is a brief selection of some of the difficulties a teacher may face in classes with young adults and not-so-young adults, together with possible ways of overcoming these difficulties.

1.4.1. Arguing in Class

Some students seem to enjoy arguing; they criticize your decisions, challenge your answers, and question your directions. If you have an argumentative student, you can find yourself spending considerable time debating, justifying, and explaining.

The problem is not that a student is challenging a teacher but is doing it in an inappropriate manner. Your goal, therefore, is not to stifle the expression of opinions, but to help the student to learn how to convey those opinions in an appropriate and respectful manner.

What you can do

- **Don't take the bait -** Respond simply by perhaps saying something like "Sarah, I'm sorry you feel that way." Then return to what you were doing without giving her an audience.
- **Give a brief lesson in communication skills.**
- **Help the student become more aware when he/she is arguing.** Arguing could be so second nature to the student that he/she doesn't even realize he/she's doing it.
- **Encourage the student to put the argument in writing.**
- **Make time during the day to hear the argument.**

1.4.2. Students Who Bother Classmates

Be careful. Don't automatically assume that the student being complained about is a culprit. The complaining student might be making a mountain out of a molehill, or be motivated by a desire to get another student in trouble. Also be careful about punishing a student if you have not observed the misbehaviour.

What you can do

- **Provide the student with a consequence.** If you have observed a student bothering a classmate without apparent provocation, and if the student has continued the behaviour, let the student know in advance that you will assign a consequence and tell him/her what the consequence will be. Be matter of fact and to the point.
- **Have a one-on-one talk with the student and find out what is motivating the student.**
- **Move the student's desk.**
- **Find ways to give the student positive attention.** If you conclude that a student is bothering other students to gain your attention, look for opportunities to pay attention to him when he is displaying positive behaviour.

1.4.3. Chair Tipping

Focusing on teaching a lesson can be difficult when you observe a student leaning back in his chair, with only two legs of the chair in contact with the floor. Students often do this because the chairs are hard and uncomfortable and they're expected to sit in them for long periods of time. Chair tipping is not, however, something you can ignore; there's a real risk that the student will fall.

What you can do

- **Establish a "no tipping" policy.** Make sure students understand that chair tipping is not allowed. Point out how easily they can fall over and hurt themselves. If possible, cite examples of students who have fallen.
- **Give chronic chair tippers other opportunities to stretch and release energy.** You might allow him to work standing up for a few moments, perhaps leaning against a wall as he writes on a clipboard or reads a book.
- **Address chair tipping immediately.** Do not ignore a student who is rocking back and forth in his chair; chair tipping raises safety concerns and demands an immediate response.

- **Consider taking away the chair.** If the problem persists, you might take away the student's chair and have him stand -- for a few minutes or for the remainder of the lesson. Explain that removing the chair is not punishment, but a safety measure.

1.4.4. Constant Chatter

Some students just love to talk. They might stop talking in response to a teacher's request, but five minutes later they're at it again. Their talking can become contagious and other students might start talking as well. The resulting chatter can significantly disrupt your classroom activities and impede your ability to teach a lesson.

There needs to be a clear rule regarding talking, and a willingness to enforce that rule consistently without antagonizing students, but bear in mind that you do not want to discourage all talking by your students. Students talking among themselves can be a real source of learning, as exemplified by cooperative learning groups.

What you can do

- **Communicate your rules regarding talking.**
- **Cue the student to stop talking with a pre-arranged signal.**
- **Stand next to the chatterer.** If a student is talking while you're teaching, move in his/her direction while continuing to present your lesson. Stand there for a minute or two, perhaps making eye contact. Your presence may be sufficient to quiet him/her down. It is a good practice generally to move around the room in an unpredictable manner and vary where you stand when you present your lessons.
- **Do not repeat things for a student who has been talking.** A student who is talking to his/her neighbour might miss out on directions or part of the lesson. If he/she asks you to repeat them, tell him/her to figure out another way of getting the information. You might avoid the problem by saying to your students before giving directions "I'm only saying this once."

1.4.5. The Class Clown

Almost every class has a clown -- that student who will do or say just about anything to draw attention to him/herself. Although other students might think the class clown is funny the teacher rarely views the situation as a laughing matter.

Teacher reprimands often have little impact on the class clown, who might in fact enjoy the attention even if it is in the form of a negative comment.

What you can do

- **Have a one-on-one talk with the student.** Do this in a calm, emotionally neutral manner - without anger or sarcasm - so he/she feels comfortable talking with you. Let his/her comments guide your response, which might include a simple appeal for cooperation. You might want to agree on a non-verbal signal to alert the student when his/her behaviour crosses the line.
- **Stand near the student.**
- **Provide the student with positive attention.** If the student's behaviour is designed to gain your attention, look for opportunities to pay attention to him/her when he/she displays positive behaviour.
- **Identify when the student is most likely to act up.** Note the circumstances of the students behaviour. Pay attention to when the incidents usually occur, and where the student is when he acts up. Maybe this behaviour is worse at certain times, while taking a test, or while doing pair work, for example.
- **Consider a classroom consequence.** If the problem persists, give the student one or two warnings and then propose some possible disciplinary measures.

1.4.6. Noise Making in Class

Students make noise in a variety of ways. They tap their pencils, click their tongues, hum a song, or crack their knuckles. The noises can drive you and other students to distraction. Although you might be able to ignore some noises, others interfere with your lesson or with your students' ability to concentrate. At those times, an active response is required.

What you can do

- **Make certain the student is aware he/she's making noise.** They might tap their fingers or roll a pencil without knowing they are doing it. If one of your students appears unaware that they're making noise, walk in their direction while continuing to talk to the class. Stand near the student for a minute or two, perhaps making eye contact. Your presence might be enough to get her to stop.
- **Move the student to a separate desk.**
- **Try to determine when the student is most likely to make noise.** You might find that the student makes noise because he/she finds the work tedious, too easy, or too difficult; because he/she is uncertain about what to do; because he/she has difficulty focusing for a long periods, and so on. Identifying the reason for the noise might help you recognize a need to adjust the level of the student's work, the length of the

activity, or the way you present information.

- **Give the student positive attention.**

1.4.7. Whispered Conversations & Note Passing

Whispering to a neighbour or passing notes is very common, especially during lessons or classes the students find boring. A simple request to stop is usually sufficient to deal with the problem, but you might want to respond in a more serious manner.

What you can do

- **Make sure you have clear rules.**
- **Discuss the matter in a low-key manner.**
- **Do not embarrass the students involved.** You are probably unhappy that the students aren't paying attention to the lesson, but resist the impulse to read the note or to insist on what they were talking about. Certainly do not read a note aloud or make the student read it aloud.
- **Separate whispering or note-passing students.**
- **Move one of those involved to the front of the class or near your desk.**
- **If the problem persists, treat it as a disciplinary matter.**

1.4.8. Encouraging the Introverted or Shy Student

Introverted or shy students can be misinterpreted by their peers, who see them as unfriendly, and teachers too may mistake their reluctance to participate for a lack of understanding about the subject. Teachers might conclude that this person is academically slow and, assuming that he/she does not know the answer, avoid calling on him/her in class. In other cases, teachers might conclude that this is a serious, well-behaved student who needs little attention, but even so the student may need the teacher's attention to draw him/her out and gain confidence.

What you can do

- **Place the student near the front of the room.** This will allow you to speak to the student more easily. In addition, the student at the front of the room will be less aware of the rest of the students and, therefore, might be more willing to speak up.
- **Build rapport with the student.** The more successful you are in developing a trusting relationship, the more likely it is that the student will develop confidence to

take an active part in the class.

- **Give the shy or introverted student a little push.** You might need to nudge this type of student to participate in activities that require verbal interaction, as long as you are confident he/she will be successful.

1.4.9. Student Interruptions

Calling out is one of the more common problems teachers encounter in the classroom. Fortunately, it also is one of the easiest problems to manage. Interruptions range from shouting out an answer without raising a hand, to responding when another student has been called on, to making an unsolicited comment in the middle of a lesson or discussion. Whatever form the interruption takes, it can get you and the class off track, as well as prevent other students from participating fully in class activities. Also, if a student is allowed to gain your attention by calling out, classmates likely will be encouraged to do the same.

What you can do

- **Seat a student who is prone to calling out near you,** where you typically stand when presenting a lesson. This allows you to anticipate when the student is about to call out an answer, and to signal him/her quietly to raise his/her hand.
- **Ignore a student who calls out; only ask students who raise their hands.** Giving attention to a student who calls out will make him more likely to call out in the future. Try to ignore the interruption, if possible; continue with your lesson, calling on a student who has raised his hand.
- **Set aside a specific time during the day, week or course to talk with individual students.** Some students call out simply because they feel the need to talk with you.

1.4.10. Managing Cheating

When deciding how to respond to students who cheat, teachers need to think not just about punishing the behaviour, but also about correcting it. The teacher should focus on the underlying reasons for the behaviour. Punishments may simply have the effect of making students more ingenious cheaters, but at the same time you need to respond to a student who has cheated, because this sends an important message to other students about the consequences of cheating.

What you can do

- **Speak privately with the student.** If you are certain a student was cheating, talk with him/her after class; do not embarrass him/her publicly. Accusing a student of cheating may elicit a denial. Assume a calm and serious demeanour, but avoid expressions of anger. Describe what you saw and let him/her know that you are disappointed in his/her behaviour.

- **Provide consequences.** Depending on the context and the type of course you may decide to resort to some form of consequences such as giving a zero on the test, asking the student to retake the test, etc.

- **Figure out why the student is cheating and provide help.** Try to determine what prompted him/her to cheat, paying attention to poor study habits, academic anxiety, and pressure. A student might be motivated to cheat because of pressure to succeed from parents or employers, or because of other personal circumstances.

- **Keep a close watch on a student with a history of cheating.** Seat him/her near your desk and/or away from other students. Wander past their desk occasionally during a test. If necessary, administer their test in a private setting with supervision.

1.4.11. Students With Poor Listening Skills

Good listening ability is an essential learning tool. A student who has problems processing auditory information typically hears normally but has difficulty making sense of what he/she is hearing. Simply telling a student with poor listening skills to "pay attention" is not sufficient to solve the problem. Teachers can, however, promote good listening skills by varying the ways in which they communicate, and by making subtle changes in the classroom setting.

What you can do

- **Investigate possible physical reasons for the listening difficulty.**

- **Seat the student to optimize understanding.** Place the student near where you typically stand, and away from the hallway door or window.

- **Gain the student's attention before speaking with him/her.** That is particularly important when giving assignments or directions or introducing new ideas.

- **Monitor student understanding.** You might do that by having the student repeat back your directions, or by asking questions to assess their grasp of what you have said.

- **Encourage the student to tell you when he/she is confused.** A student might be

reluctant to ask you for clarification for fear of your reaction. At the same time, you want to make sure he/she doesn't take advantage of the opportunity by not paying attention the first time you give instructions.

- **Provide a longer "wait time".** The student with an auditory processing problem might take somewhat longer to understand orally presented information. If so, wait a little longer than normal for a response after asking the student a question.

- **Prepare the student when changing topics.** When moving from one subject to another, make it clear that you are changing topics by saying, for example, "That ends our discussion of (name of topic). Now, let's move on to talk about (new topic)."
  - **In discussing the new topic, begin by summarizing the main points.**

- **When finished with your lesson, review the main ideas and perhaps previously learned material.**

- **Enhance the student's understanding.** Try the following strategies to help the students understand and remember what you have said:
  1. Speak in short sentences and talk relatively slowly.
  2. Repeat what you have said or have a student repeat it to you. If necessary, rephrase what you said rather than repeating it word for word.
  3. Have the student write down the information.
  4. When posing questions in class, give the student three or four possible answers to choose from - or ask questions with a number of correct answers.
  5. Supplement orally presented information with written information.
  6. Reinforce what you are saying with gestures.

1.4.12. Late Again!

If you have a student who consistently arrives late, try to identify the pattern that student is exhibiting. You will want to talk with the student, of course, but you might also check with previous teachers and review past attendance lists to find out if lateness was a problem in the past.

What you can do
- **Make sure your students understand the importance of arriving on time.**
- **Do not allow a tardy student to disrupt your lesson.** Tell students that if they arrive late, they are to enter quietly, take their seat, and try to catch up on what is happening.
- **Require students to fill out a late form.** It may be possible, depending on the type

of course you are teaching (e.g. in a company setting) to introduce a system of 'late forms'. Any student who arrives late is to enter class quietly, pick up a late form, complete it, and return it to your desk. On the form, ask students to indicate the date, their arrival time, and the reason for their lateness.

- **Make the beginning of class especially interesting.** That may entice the dawdlers to get to class on time. Start class without waiting with a brief but fun task such as a puzzle, a joke, a brain teaser, a humorous poem, or an educational game. You might even place on students' desks a fun task for them to begin as soon as they enter the classroom.

1.4.13. Lack of Motivation

A motivational problem is not always easy to define, although teachers usually have no trouble recognizing it.

The unmotivated student is the one who puts more work into avoiding academic challenges than into tackling them. When working with an unmotivated student, you face two challenges. The first is to change the student's thinking so he/she comes to see that, with appropriate effort, he/she can be successful with academic tasks. The second is to figure out what *does* motivate him/her - to identify the settings, situations, and conditions that he/she responds to and that can be used to foster interest.

What you can do

- **Interrupt the cycle of failure.** Unmotivated students are often demoralized students. Try to alter their perceptions by providing positive academic experiences. Assign work that gives a feeling of accomplishment, but that they are capable of completing successfully. Structure the assignment so the beginning is relatively easy, hopefully giving them confidence to move on. If they struggle with a task, focus on what has been done well; correct mistakes gently without criticizing. Help them understand that setbacks and mistakes are a normal part of the learning process.

- **Give a choice of assignments.** Unmotivated students are often more likely to make an effort if they have a say in the assignment. For example, you might allow them to choose from three assignments - each of which meets your objective. For example, they might choose to do a book report, an oral presentation, or an art project. (Of course, you reserve the right to require them to do certain essential assignments.)

- **Incorporate the students' interests into the lesson.** Find out some of the students' interests and try to integrate those interests into your classes.

- **Relate lessons to real life.** Students who are unmotivated often want to know "Why do I have to know this?" Help them see how classroom lessons can be applied to life outside the classroom.
- **Break tasks into manageable steps.** Some students make little effort because they see the task as overwhelming. If that's the case with your students, present the task in small chunks.
- **Expand your teaching style to spark interest.** A student who appears to be in the dark when listening to classroom lectures can light up during hands-on activities
- **Focus on the student's individual progress rather than on his/her performance in relation to his/her peers.** A student who is compared to others may become discouraged and shut down completely. You can avoid that by focusing on the student's improvement rather than on his/her performance relative to other members of the group or to an absolute standard.

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2. Problem Solving Process

Including: Owner of the Conflict, I-Messages, Active Listening, HOW-Question

In the literature you will find many Problem-Solving Processes on how to deal with issues and problems. They have 4, 5 or 6 steps.

Here we present one Problem-Solving Process to show what a teacher can learn from this process to handle difficult classroom situations.

At the same time knowing the process and some ideas from the process are very efficient tools for how to act and react in a conflict or a difficult situation.

2.1. The Problem-Solving-Process

There are many problem-solving methods, and the following six-step method is just one of them.

Step 1: Identify and Name (Select) the Problem

Step 2: Analyse the Problem

Step 3: Generate Potential Solutions

Step 4: Select and Plan the Solution

Step 5: Implement the Solution

Step 6: Evaluate the Solution

2.2. What can we learn from the Problem-Solving-Process?

2.2.1. Identify and Name (Select) the Problem

If you want to change something (Love it, Leave it or Change it) you have to NAME the "problem". Analysing the problem would help to better identify and name the problem, but somewhere you have to start.

Make the problem to an issue, because then the parties can "work" on it.

There is also on important idea with conflicts/problems that has to be mentioned:

a) Do I have the problem? = Owner of the Problem

Then I am the "Owner of the problem" and I have to name the problem with "I-Massages"

Examples for a classroom situation:

- I don't like it when students come late or leave early – The teacher has the problem.
- I don't like it when students play with their mobile phones – The teacher has a problem.
- Students talk with each other while I am explaining something – The teacher has a problem.

If you don't want to discuss the topic with the students you can use the four components of **Non Violent Communication (NVC)**:

1. Observation
2. Feelings
3. Needs
4. Request

The components of the Non Violent Communication are very useful and powerful. This tool is similar to the I-Massages and they are going to be descript as a separate tool.

b) The students have a problem = Others are the Owner of the Problem

In this case "**active listening**" and finding out what the problem is should be the right action.

Examples for a classroom situation**:**

- The students have a conflict between each other.
- The students are not satisfied with the topics that you teach.
- The students don't want work, because the weather is nice outside.

c) Both have a problem

The reality shows that very often both parties (the teacher and the students) have a problem. Especially when the students have a problem with the teacher then it leads to a problem that both parties have.

Examples for a classroom situation:

- The students are not satisfied with the topics that you teach.
- The students have different expectations.
- One student is very dominant.

I am the Owner of the Conflict	THE OTHERS are the Owner
Use I Messages	Active Listening
Take the responsibility to solve the problem/conflict	Help to solve the Conflict
Start the communication	Let the others start to explain the problem
Use your power	Support
Help yourself	Help the others
Both are the owner of the Conflict	
Both try to describe the problem	
Both try to find out what are the interests of the others	
Both are looking for solutions	
Both have to accept the final solution	

2.2.2. Analyse the Problem

To analyse a problem can be a long and exhausting task. There are thousands of ways and possibilities to analyse a problem:

- (root) cause analysis
- goal analysis
- impact analysis
- environment analysis
- SWOT Analysis
- analysis of responsibility
- ABC analysis, important/not important – urgent/not urgent

In the classroom situation there is no time and no need to follow a long analysing process. In our mind the goal analysis reduced to one question really can help:

The magic HOW-Question (= goal analysis):
- HOW can we reach a common goal?
- HOW can we make thinks better?

Examples for a classroom situation:
- How can we deal with the mobile phones?
- How can we deal with the computers and playing games while the lessons?
- What are the topics that are interesting for you?

2.2.3. Looking for Solutions

After the "HOW-Question" it is important to involve the students into the problem solving process and to brainstorm for solutions. It is very important to visualize all solutions that no idea is getting lost.

The idea finding process is an analysing and learning process for everybody: All students and the teacher are looking for solutions and at the same they work together. This is also a very positive aspect of this procedure.

2.2.4. Implementation the Solution, Find an agreement

At the end both parties agree on a solution that both parties support.

If there are better ideas make a package of measurements. It is important to integrate different views.

3. I-Messages and Non Violent Communication

If there is a problem, a conflict, a difficult situation we are convinced that is very important to name to problem, to express it.

Here we demonstrate different possibilities how to express a problem, especially when the teacher or the teacher and the students are the owner of the problem/conflict.

Using I-messages can be very helpful in sharing how you feel, no matter what are your emotions – positive or negative.

Advantages of using "I" messages:

- Helps to ease tension and conflict
- Reduces defensiveness
- Better prepares listener for feedback
- Fosters honest communication
- Assists you in defining the problem you are having and/or the message you want to send.
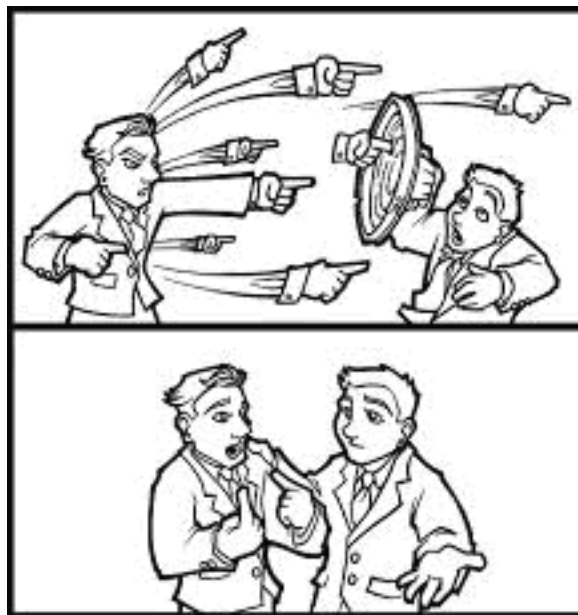
I-Messages are better than YOU-Messages, because they avoid negative effects.

- "You make me...
- You think...
- You should/shouldn't...
- It's your fault
- Don't you think...?
- If only you would...

Examples for I-Messages:

- I feel…

- This is how I feel....

- I want…

- I would appreciate…

- I think…

- This is the way I see it......

- In my opinion.....

- I expect…

- I need ...

- I wish ...

- I would like....

There are many different forms of I-messages/ I-statements. Here are some of them.

3.1. Short Forms of I Messages (2 parts)

Expression of Emotion and reason	
I am …	Describe the emotion
Because …when	Describe the effect of the behaviour

Examples for difficult classroom situations:

- I am really upset, because we agreed that you bring that work till today.

- I am annoyed, when there is always a noise in the classroom.

Expression of Emotion and Wish	
I feel …	Describe your emotion
and I want ... and I wish …	Describe your expectations

Examples for difficult classroom situations:

- I feel ignored and I wish that we work together

- I feel misunderstood and I want to change that.

3.2. I - Messages with 3 parts

Observation – Feeling - Wish
Describe the situation or idea as clearly and specifically as you can.
Express **how you feel** about the situation.   Use "I" or "My" statements to refer to how you are feeling and what you are thinking.
Specify what you want.   Include a specific deadline.

This formula is very similar to the one presented before. It adds the "description of the situation".

Examples for difficult classroom situations:

- It is very loud in the classroom. This is really irritating and I would like us to work better together.
- I see students surfing on Internet. That feels very strange and I really would like everybody's full attention.

3.3. I-message with 4 parts

Observation – Emotional Impact – Explanation – Wish/Expectation	
1. When you ...	Describe the situation/ behaviour
2. It makes me feel like...	Describe how you feel
3. Because ...	Describe the effect of the behaviour
4. And I want ...	Describe your expectations

Examples for difficult classroom situations:

- When students are surfing on Internet in my lesson, it decreases my motivation. It decreases my motivation, because I feel that you are not interested. I want you to shut down your computers and tell me what you think!
- When students are coming and going whenever they want, it makes me incapable, because I don't know what to think about. I want us to solve this problem together.

3.4. Non Violent Communication (NVC) - I Messages with 4 parts

The most powerful and commented structure/ formula is presented under the name: Non Violent Communication by Marshall Rosenberg.
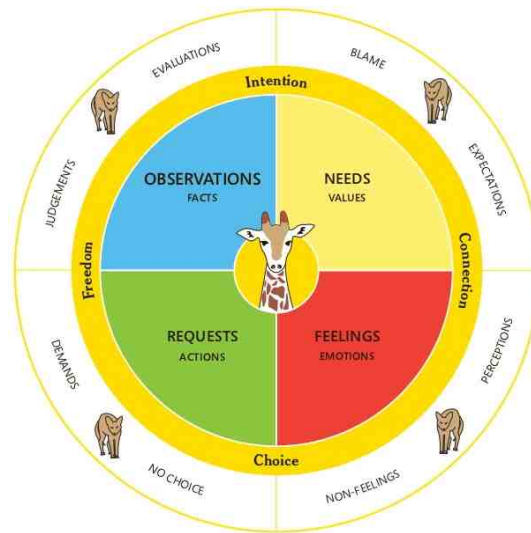
Observation – Feeling – Needs - Wish	
I see… I heard… I realized …	The **concrete actions** we are observing that are affecting our well being. The trick is to be able to articulate this observation without introducing any judgment or evaluation.
I am … I feel …	**How we feel** in relation to what we are observing. Next we state how we feel when we observe this action: are we hurt, scared, joyful, amused, irritated, etc?
I need …	**The needs, values, desires**, etc. that are creating our feelings Thirdly, we say what needs of ours are connected to the feelings we have identified.
I wish … I want … I expect …	The **concrete action** we request in order to enrich our lives.

Examples for difficult classroom situations:

- I see that students in the last rows are playing with the computer. It makes me feel useless and discourages me. I need your motivation and respect and so I wish that you could concentrate on what's is happening here.

- I see that some students/participants are leaving earlier. It disturbs me and maybe also some other students. I think this is unfair and we need clear rules. I need clear rules how we work together. I wish that we could find a good solution now!

3.5. LEARN 2 LEAD – Formula

Out of all these possibilities we created a LEARN 2 LEAD Formula that can be used especially in difficult classroom situations. There are 3 steps to make it more practical. We leave out the need. But it is important that the trainer/leader is sure about his/her needs!

Observation	Describe the concrete situation
Impact, Feelings	Explain how it feels, what it makes with yourself
Wish/ Expectation *OR*	Express a clear wish or a clear expectation
HOW-Question	Use the HOW-question to involve everybody to find good and capable solutions

We also create an option to the "wish". The teacher can use the HOW-questions to invite the students to find good solutions how to make something better.

Example for difficult classroom situation:

- I see that students in the last rows are playing with the computer. It makes me feel useless and discourages me. I wish that you could concentrate on what's is happening here.
- I see that some students/participants are leaving earlier. It disturbs me and maybe also some other students. How can we solve that problem so that everybody is satisfied?

Links/Sources:

- http://drteeyascholten.com/pdf/od_i_messages_p54-58.pdf
- http://nosuchthingasabully.com/wp-content/uploads/2013/03/Lesson-12-I-Statements-Handout.pdf
- http://parentingwisely.com/media/uploads/cms/pdf/I%20messages.pdf
- http://www.ayahuasca-wasi.com/english/articles/NVC.pdf

VII. Case Studies

1. Case Studies Austria

1.1. Situation

The teacher had to teach the staff of a marketing company. The management of the company wanted to improve different skills of the staff, and so the management and the teacher/trainer decided to offer a course to strengthen facilitation skills.

Problem

The staff was not interested in facilitation skills. They had different expectations.

After starting the workshop it became clear very soon, that the staff was not really interested to follow the topics of the trainer. They complained that they didn't need facilitation skills. That would prefer to train their presentation skills.

Solution

The trainer explained very clear that he didn't know about the expectations. At the same time the trainer made clear what his plan was.

Then he did a brainstorming session with the question:

"How can we use the time that you have to benefit this workshop?"

The trainer collected all the ideas from the participants. After this a vote was held on the suggestions with the highest acceptance. After this vote the trainer made a break and tried to include as many wishes from the participants as possible. At the end it was a positive seminar.

What can we learn from this situation?

- It is very important to talk and to ask the participants if they have a problem.
- The more flexible a trainer/teacher is the better. So it is always important that you can teach just with a pen and a flipchart.
- The students really appreciate it when a trainer tries to fulfil their expectations.

1.2. Situation

This happened in an English School in Austria. One class was heterogeneous in nationality and in age. Participants were a mixture of Europeans, Africans and Asians aged between 20 and 50 who all wanted to improve their English writing skills.

Problem

As part of the English creative writing lesson, the instructor encouraged students to write short stories or commentaries, which they would then read to the rest of the class. During one of these classes, one of the students read his story to the class. The story was about an Asian family that had migrated to Austria. When reading his story, he made stereotype comments about Asian food, dress and the changed his accent to sound Asian. This particular student had a reputation of being the classroom "clown". The instructor immediately understood that the story was supposed to be a funny. However, a majority of the participants felt that the story was racially motivated with the intention to insult the Asian participants as well as all foreign participants. The classroom was soon split along racial lines.

Solution

The solution lies in instructors learning to communicate firmly and effectively. To stop the situation from escalating, the instructor asked the student why he used an accent. The student answered that he wanted to give life to his characters in his story and had no intention of being racially biased or hurting anyone.

So as to encourage students to further develop their creative writing skills, the instructor introduced 2 concepts to his class:

a) Supporting self- directed learning: that encouraged students to develop respect for others with regards to cultural differences. This is because many writers and especially beginners usually write stories about people around them. Key message: Treat others with respect.

b) Valuing and drawing upon learner's life experiences: Participants are encouraged to exchange constructive criticism and also express their different points of view. This open criticism is viewed as a difference in opinion and not as a personal attack. This way, participants can freely express themselves, be creative without having to worry about hurting other participants.

2. Case Study Poland

2.1. Situation

The teacher has a group of young adults who need to do an intensive English course (50 hours in 2 weeks). They are of the same nationality but the teacher is of a different one so the only communication language is English. However the students have very low level of English so the communication between them and the teacher is quite difficult. The purpose of the course is to improve their level of English so that they are able to communicate basic information at work during vocational internships they are going to start right after the course.

Problem

Step by step, the more complicated tasks are given to the group, the motivation of some students gets lower and lower, making more difficult managing the whole group as lack of motivation starts to affect the rest. The members of the group speak between them in their mother tongue, when asked a question in English, wait for the better ones to translate it for them and then they answer in their mother tongue or they say they don't know. They use their mobile phones during the lesson and they arrive late for the classes.

Solution

In order to motivate the group, the teacher started to play educational games with them to introduce the spirit of cooperation but as well competitiveness. The games were always played at the end of a certain subject/theme that the teacher previewed to do as a kind of reword for the whole group. A group responsibility was as well introduced which meant that if somebody was late more than 10 minutes or was talking only in their mother tongue during the lesson no games no songs were supposed to be played that day. On the other hand, there were introduced as well day-to-day short tests at the beginning of every day so that the group was feeling that there was somebody who was in charge of the situation who was controlling their progress as well.

Next thing was putting all electronic devices in the middle of the table for the time of the lessons, the teacher was always the first to do so and asked the members to respect the rules and put their mobile in the middle of the table and switch it off.

2.2. Situation

The teacher has an in-company course that is quite a high level – B2 plus. The course is twice a week in the morning before the working hours. The aim of the course is to improve the participants' level of English for specific purposes connected to the company's scope of activities.

Problem

All the members of the group are independent speakers but actually there are differences in their speaking skills and grammar knowledge. They are all put in the same group as they passed the test having more or less the same score. It is not possible to divide the group in two smaller groups as the client (the company) doesn't want this. The members of the group know each other very well as they work together. There are some members who don't like each other or there is a person in charge of another one (the first has got lower level in English then the latter). The participants have got different expectations but they don't tell about them because of the other members. After first 4 classes the attendance goes down quite drastically without any reason clearly obvious for the teacher who doesn't know the group yet.

Solution

First of all the teacher interviews the members of the group during the first lessons to see who works with who, who likes who, who doesn't like who. This knowledge permits the teacher to avoid any potential problems and conflicts. The way to achieve it is through dividing the group in pairs or in small groups in a way that the people who don't like each other don't work together, or the boss and the employee are always separated. In this way, the participants feel more comfortable.

Getting to know the members of the group helps the teacher interest the group in the classes. A way to avoid low attendance is to show the students that the things they learn are useful for their everyday work. The teacher can work on the real documents and materials those used at the company provided by the participants. Making a schedule regularly which student brings their materials and documents to the lesson and presents them involves the members of the group. Handing over the responsibility for a part of the lesson to the students make them try harder and work harder as well. Moreover giving to the members of the group additional materials connected with their work is as well incentivizing as long as they see a connection between the lessons and their work.

When it comes to the attendance itself, the teacher discusses the attendance matter with the group setting clear rules how to catch up with the programme for those who are absent.

3. Case Studies Spain

3.1. Situation

The teacher, Jane Doe, was assigned by the language school for which she worked to teach a 100-hour English course to a group of police officers, 12 males and 3 females. The teacher held a university degree from the UK, had taken a training course for English language teachers, and had been working as a teacher for three years.

The aim of the course (daily one-hour classes) was to improve the participants' fluency in general English but also to enable them to communicate with foreign police forces and foreigners detained for questioning.

The level of the group was given as 'lower intermediate' but after testing on the first day of class there appeared to be considerable differences of level, ranging from 'false beginner' (A2) to upper intermediate (B2).

Problem

After the first week of classes it had become apparent that there were elements of conflict within the group. Some students wanted more grammar and writing. Others wanted only conversation. Some wanted to concentrate on language that would be useful in police work, others wanted general language for their personal use. Added to this there was a certain tension between some of the men and the women students, and there was the typical problem of higher-ranking officers not wanting to be corrected and risk appearing foolish before the lower-ranking members of the group.

Discussion

As the teacher Jane Doe was feeling desperate she decided to confer with John, the head of studies of the language school. During the discussion it became clear that the problems were arising basically because the teacher had not implemented the advice she had been given before starting the course concerning the specific characteristics of the group of learners. She had preferred to adopt a collaborative learning approach, i.e. she did not want to impose her authority on the students but preferred to see herself as a helper, a learning resource, asking them what they would prefer to do and encouraging them to discover and learn together.

John happened to know that Jane could play the piano and asked how she had learned. Had the piano teacher asked her how she would prefer to learn, what pieces of music she wanted to play, and told her that practising scales was not important? John also pointed out that if Jane were to take fitness classes in the gym she would not be asked for her

opinions about the fitness-training programme. At first Jane was inclined to argue about this with John, saying that playing the piano or fitness training had nothing to do with language learning. John pointed out that in all three cases a specific set of skills was being taught and that the teacher or trainer was there to show how to do something and then ensure that it was done. It was a question of training, not experimentation and a voyage of self-discovery.

John also pointed out that they were talking about a group of police officers, who by nature and training were accustomed to law and order, rules and regulations, and discipline.

Solution

In the end it was agreed that Jane, with on-going input from John, would change her approach in class and become an instructor and leader rather than a facilitator. In practical terms this meant that her classes became much more structured.

She used drills for grammar practice.

She corrected pronunciation more systematically.

Pair work and role plays were more clearly defined; for example, instead of "Discuss with your partner the advantages of X" the instruction would be "You are in favour of X for the following reasons (1,2,3) and you partner is against X for the following reasons (a,b,c). Now discuss, using the following vocabulary and expressions."

She was careful to respect different personalities and abilities when correcting and assigning pair work tasks.

She gave homework, both general homework for everybody and individualised tasks according to the level of the student.

In general her attitude in class changed. Without confrontation or becoming a sergeant major she was able to regain control of the class and be accepted as the natural leader of the group.

3.2 Situation

The school had organised a special course for adults over the age of 55. The pupils that enrolled for the course were a combination of retirees, housewives, widows and widowers, with little or no previous knowledge of English.

Problem

In this case the 'conflict' was a conflict of interest, between the motivation of the students and the expectations and procedures of the teacher, who soon discovered that the teaching approach and materials normally used for that level needed to be modified, because most members of the group had not been in a learning situation for many years and some had low literacy and/or study skills in their own language, or low levels of self-confidence.

Consequently the teacher could not take it for granted that simple grammatical terms would be understood without further explanation (for example 'adjective', 'noun', 'conjugation'). Attempts to explain without recourse to translation, especially at the beginning of the course, (for example "This is a book") usually resulted in one or other of the students translating anyway ("¡Esto es un libro!").

Additionally it became clear that the main motivation for the students' attendance was social, rather than learning the language. They were older people who enjoyed being together with others of their same age, with the same problems and preoccupations.

Solution

The teacher in charge of the class learned to lead the group with a combination of patience and respect, extra explanation and cognitive mapping, motivational chats, and a somewhat slower learning pace. The final outcome of the learning process was not as important for the learners as the enjoyment of being together and doing something new as a group.

4. Case Study - Turkey

4.1. Situation

- The case took place at Turgutlu Public Education Centre in the Gym Lessons for Women.
- The instructor is a Gym teacher.
- It happened in 2012.

Problem

- A woman participant did not follow the instructions during the lessons.
- She could not be rhythmic but she insisted on staying in front of the group. So the others could not see the instructor and repeat the physical exercises.
- She was very rude to the participants and the instructor.
- The instructor decided to talk to her **alone** after the lesson.
- The instructor politely explained the situation. Asked her to stay behind the group in class.
- The instructor asked her if she had problems in the class.
- The student was surprised.
- She began to talk about her private life. She said that her husband had died and she thought that it was a punishment of God for her.
- She said she felt depressed and hopeless.
- She said everybody was against her.
- She cried.

The attitude of the teacher

- They talked about life, people, fate etc.
- The instructor **implicitly** advised her to have professional help.
- She also **indirectly** mentioned that other students could not follow the lesson because of her.

Result

- In a few weeks, the student improved most of her behaviours.
- The instructor never mentioned this private meeting to others.

4.2. Situation: What time is it?

- The case takes place in İzmir in an English Course for the lower and medium managers of a company. A group of 15 adults.
- The instructor is an English teacher.
- This happened in 2010.

The event

The lower and medium managers of a local construction company take English classes after work between 6 and 9 pm on weekdays. Attendance is compulsory.

The participants are very reluctant. They look very tired and often look at their watches or ask the time loudly. Nobody wants to do exercises or gives examples.

After a week the teacher realizes that he cannot teach anything and the course is like a torture for both the participants and himself.

First, he talks to the participants about their unwillingness. They say the course is only a part of a protocol with a foreign partner company. They believe that they will not get any promotion after the course.

Then, the teacher decides to talk to the general manager of the company and explains the situation to him but he does not mention everything the participants said BUT he talks about their lack of motivation. He also mentions that if the results of the course are not sufficient it will also affect his company's "reputation" for private English Courses.

The general manager attends the first lesson next week. He makes a speech to the employees. He emphasizes that they will send some of the employees to the foreign partner with a quite higher wage and with much more chance of international work experience.

This "concrete" motivation has a very effective impact on the participants. Most of the participants (not all of them because some still think that they will never be chosen) participate in the lessons.

The attendance of the general manager in the course shows the importance of the course for the company.

The result is a success for the teacher, participants and the company.

Key Principle: Adults may have many real motivations such as promotions, a rise in wages, opportunities to find better jobs, etc.

VIII. Links

1. German/Austrian Links

Allgemein

http://www.schulpsychologie.at/schuelerberatung/lehrgang/M5-soziale_konflikte.pdf

Konfliktträger

- http://www.eo-bamberg.de/eob/dcms/sites/bistum/seelsorge/inspirierend_leiten/methoden/gespraechsformen/ab_konflikt_regeln_konfliktmoderation.pdf

Ich-Botschaften, I-Messages

- http://www.bug-nrw.de/cms/upload/pdf/streit/05_Ich_Botschaften.pdf
- http://www.managerseminare.de/SCD/mt+fKG2aDCFsHoYDd/7fPMlVlt7NMXdeKsTQeLhB8Pchg7mcoDpnV7kRZZjyIYCnBBmNDtpmdyE=/KPtb-6091.pdf
- http://www.psychologie-psychotherapie.ch/klinische_psychologie/mobbing/ich-botschaften.php
- http://f.sbzo.de/onlineanhaenge/files/978-3-14-123149-6-6-l.pdf

Gewaltfreier Kommunikation (Non Violent Communication)

- http://gfk-training.com/wp-content/uploads/2011/04/basistraining-skript.1.5.pdf
- http://www.gewaltfreie-kommunikation-seminare.com/gewaltfreie-kommunikation-ubungen-2
- http://www.zeitzuleben.de/17813-gewaltfreie-kommunikation/

2. Polish Links

JAK ZOSTAĆ LIDEREM

- http://www.dojrzewalnia.pl/dojrzewalnia_roz/10_krokow_do/10_krokow_do_bycia_dobrym_trenerem.html
- http://kariera.forbes.pl/jak-byc-dobrym-liderem-,artykuly,167176,1,1.html
- http://www.martazych.pl/rozwoj-osobisty/lider-doskonaly/
- http://www.martazych.pl/rozwoj-osobisty/byc-liderem/

- http://www.dojrzewalnia.pl/dojrzewalnia_roz/10_krokow_do/10_krokow_do_bycia_do brym_trenerem.html

PRZECIWDZIAŁANIE I ROZWIĄZYWANIE KONFLIKTÓW WEWNĄTRZ GRUPY

- http://www.mediacja.com/index.php/Mediacje-w-edukacji.html
- http://www.ore.edu.pl/strona-ore/phocadownload/Resocjalizacja/mediacje_rowiesnicze.pdf
- http://www.cpp-metanoia.com/ogladaj-artykul-21
- http://www.mediacje.lex.pl/czytaj/-/artykul/mediacja-jako-sposob-rozwiazywania-konfliktow

NON VIOLENT COMMUNICATION

- http://centrum.weebly.com/porozumienie-bez-przemocy.html
- http://fpbp.most.org.pl/index.php?option=com_content&view=article&id=58%3Aopism etody&catid=31%3Apodstawy-pbp&Itemid=46&lang=pl
- http://www.youtube.com/results?gl=PL&hl=pl&search_type=&search_query=Marshall +rosenberg&aq=f

3. Spanish Links

GENERAL - LEADERSHIP

- http://www.psychologytoday.com/blog/cutting-edge-leadership/201210/what-is-charisma-and-charismatic-leadership
- http://www.inspiringteachers.com/classroom_resources/articles/classroom_managem ent_and_discipline/leadership_styles.html
- http://www.educationworld.com/a_curr/archives/shore.shtml

CONFLICT RESOLUTION & MEDIATION

- http://www.abc.es/espana/20130929/abci-mediacion-simposio-201309281645.html
- http://blog.educastur.es/convivencia/mediacion/
- http://blog.educastur.es/convivencia/
- http://www.fundacionmediara.org/index.php/mediacion/mediacion-educativaescolar

4. Turkish Links

- http://kirmizimerdiven.com.tr/blog/2009/08/dasl/
- http://sbe.erciyes.edu.tr/dergi/sayi_22/16-%20(263-288.%20syf.).pdf
- http://www.pegem.net/dosyalar/dokuman/2332013163338Ogretmen%20Liderli%C4%9Fi%203.%20Baski%2018.03.2013.pdf
- http://konukoglu.k12.tr/index.php/rehberlik/ogretmenler-icin-rehberlik/lider-ogretmen-nasil-olmali/
- http://www.egitimhane.com/liderlik-ve-sinifta-lider-olarak-ogretmen-d114213.html

LEARN TO LEAD

10 Mistakes Every Leader Should Make (and learn from) before They Die

1. Take too long to fire a problem performer. This is probably the number one regret I hear the most, from seasoned executives to new team leaders. They waited too long to take action on a poor performer. They had their head in the sand in denial, thought they could perform a miracle and save the employee, or were aware of it and just didn't want to face it.

2. Putting too much emphasis on credentials and experience in a hiring decision and not enough on personality and cultural fit. Been there, done that. It was my very first hiring decision. Candidate A has a Master's degree and 10 years' experience. However, former manager warned me about a "little temper problem". Candidate B had no degree and limited experience – but great relationship building skills and was seen as high potential. I hired A – and it was a disaster. B was later promoted to department manager. Lesson learned.

3. Not having a vision. Without a clear and compelling vision, it's hard for teams or organizations to have a clear sense of purpose, priority, or mission. It's just day-to-day, business as usual, and reactive. Too many new leaders overlook "the vision thing", perhaps because it's too intangible or misunderstood. It's also hard to connect the dots of operational problems back to not having a vision.

4. Not managing upwards. A lot of leaders operate under the assumption that "no news is good news", or "my performance speaks for itself" when it comes to their relationship with their hands-off or busy boss. While the autonomy may be nice, it's important to keep your manager informed of your team's accomplishments, and to build a solid relationship that can be leveraged when needed. It's a bad assumption to assume your boss is aware of your good work and will be an advocate for your function when the going gets tough.

5. Overrelying on a few strengths and not paying attention to development. It's all too easy to continue to fall back to the same handful of strengths that got you to where you are. However, without continuous development, you'll soon stop growing and fall behind. The best leaders are always aware of their deficiencies and are always working to learn and get better.

6. Not listening. This one's often a blind spot for leaders, and sometimes takes a two-by-four across the side of the head to get them to realize it's a problem. Usually it's a major screw-up as a result of not paying attention to what people are trying to tell them, some strong 360 data, turnover of key personal, or some kind of other pain that will turn them into a reformed poor listener.

7. Trying to be liked by everyone. Leaders can't be their employee's friends, and leading change usually means ruffling someone's feathers. Being a leader means requires developing a thick skin and being able to take the heat without taking it personally.

8. Not asking for help. Driving around lost for hours because you've got too much pride to ask for directions might make a funny beer commercial, but as a leader, it can have disastrous consequences. At a minimum, it's incredibly annoying when a leader just can't admit when they don't know how to do something.

9. Ignoring your peers. Some leaders make the mistake of only paying attention to their boss and employees (looking up and down), but fail to look sideways. The inability to build coalitions will prevent a leader from getting the cooperation and support needed in order to solve cross-functional problems or lead change.

10. Not seeking or being open to feedback. Two of my favorite "Good Things Bosses Believe", from Bob Sutton: "I have a flawed and incomplete understanding of what it feels like to work for me" and "Because I wield power over others, I am at great risk of acting like an insensitive jerk — and not realize it".

Source: http://www.greatleadershipbydan.com/2011/04/10-mistakes-every-leader-should-make.html

Exercise:

1) Read the mistakes a lot of leaders make before they know that they are really mistakes

2) Consider what these mistakes could be in your life as a professional adult educator?

3) Try to make a plan/ measurements how to prevent or to be prepared for these mistakes.

Five Essential Skills Every Manager Should Have

Understanding what it takes to be a manager is not always easy. Many people - employers included - think that all it takes is being the person with the most seniority or the best people skills. Fact is that to become an effective manager, you need to be able to efficiently and successfully integrate people and activities in order to meet your team's needs and your organization's goals.

If you are in a position that requires you to manage even a small team, here are the five essential skills you would be wise to develop.

1. Fine-Tune Your Communication Skills

Communication involves more than just being able to speak one-on-one to another individual in a clear and fluid manner so that your message is understood. If you have great communication abilities, you can captivate an audience of hundreds, even thousands, with your presentation skills. You can sit quietly, without interruption, and listen as a subordinate expresses his opinion and then empathize with his viewpoint.

A manager with good communication skills knows how important it is to keep her team (and boss) in the loop by providing them as much information as possible about projects or changes in the work environment. It means having the ability to write a comprehensive report that anyone can understand.

If you want to work on your communication skills - that means being able to speak, write, and listen in an effective manner - watch those you admire and emulate them, take courses at your local college, or join a writing or public speaking group.

2. Work on Your Relationship-Building Abilities

As a manager, you need to interact with a variety of people at all levels, both inside and outside the organization. That means you need the ability to relate to the janitor as well as the president.

Gain confidence by developing your professional presence, social poise, and self assurance. Be respectful and considerate of others and their time, regardless of the position they hold. Be comfortable with others by being comfortable with yourself.

3. Learn How to Develop Your Team

No matter what company you work for or how large your staff is, working as a team is vital to the success of your department and the organization. If you were brought into an already existing team, you will need to learn about each member's talents and abilities. That is the only way to ensure that each person is being properly utilized to their fullest ability. If you are creating a team from scratch or replacing an open position, you will need to understand the process of identifying and hiring the best candidates who fit with your team and company culture.

As a manager, you need to understand team dynamics and be able to bring people together by building and maintaining the right employee talent base. Once you understand

the members of your team and where their talents lie, you will be able to help them work together cohesively.

4. Enhance Your Project Management Know-How

Managing people and managing projects are two completely different things. You might think that if you can do one you can do the other, but that is not necessarily so. Some people are just better at dealing with differing personalities and others are best at implementing projects and processes. As a manager, you need to be able to handle projects and people.

That means establishing and meeting project goals through effective time management techniques and fully utilizing the tools and manpower available to you.

5. Become a Problem Solver

Your boss doesn't want you to bring all your issues to him to resolve. As a manager, it's imperative that you learn how to identify and solve problems, and then keep your boss in the loop as to the status or outcome.

Creative problem solving requires you to assess the problem, ask questions, brainstorm for options, and search for alternative solutions. Once you have solutions for the problems you encounter, then you can seek out your boss and offer not just the problem, but the best way to resolve it.

Being a good manager is fine, and will probably serve you well. But being a great manager means taking time to develop these five essential skills.

Source: http://www.officearrow.com/five-essential-skills-every-manager-should-have.html

7 key skills of a project manager
October 24th, 2003

Before discussing what the key skills for a project manager might be we really need to define what we mean by project management. A definition of project management would be the planning,organizing and then management of the resources required to complete a specific task. The essential point here is that the aims and objectives for the accomplishment of the task will be highly focused requiring you to fully understand these seven key skills.

1. Analysis
More correctly referred to as impact analysis a key skill required toward the final stages of a project is the ability to analyse the impact of changes brought about by the project. Exactly the same as the well known 'ripple effect' you must never underestimate the knock-on changes and effect that a major project can bring about. Being able to analyse and then manage these is yet another skill you need to master. Changes to the specification of a project after it has begun are all too easily overlooked and you will need to constantly revisit your impact analysis to incorporate them. Amongst other things any change to the specification could affect your previous analysis regarding legal, health, safety, and marketing or personnel issues. However, the ultimate reason for doing the analysis is – how the change will affect the end-date for the project? Project management is a complex task and the bigger the project, the more complex it becomes. You must be able to keep track of progress on the project from all the various sections of it that are on-going. This can be done on paper, but in all reality you need to learn and understand how to make the most out of one of the many pieces of project management software that are available. Using an IT based project management system will also help you to adjust timelines and priorities as the project develops.

2. Communication
If you can't communicate, I'm sorry but you'll never become an effective and successful project management. Any manager, but especially the project manager, has to understand that although you're charged with ensuring the successful completion of a project – you'll be dealing with a multiplicity of people and companies that you have to bring together in order to achieve the projects aims and objectives. If you don't communicate effectively, either in speech, writing or presentations you won't provide the information that your workers need to fulfill their jobs; be that in sharing knowledge, discussing ideas, providing solutions or making an executive decision.

3. Budgeting
Even if you have a team of accountants looking after the day-to-day running of the projects finances, understanding how to use a budget yourself is another essential project management skillto posses. The three key stages to a budget are preparing it, writing it and monitoring it. whilst your finance department may well be ostensibly charged with doing these things for you – as project manager you have the ultimate responsibility for the budget and need to be able to understand what you are being told about the budget. Unless your own background is in accounting you will feel obliged to accept what you're told, if you don't take the time to learn some basic budgeting skills. You will need these as at time you will need to know how to rationally and logically challenge budget over-runs that you become aware of as well as be able to sensibly monitor the budget as the project progresses.

4. Teamwork

The essence of any good project manager is to be a good team leader and, if necessary, be a goodteam player. Whilst decisions will remain your responsibility, that's not to say that you shouldn't encourage input from others or be prepared to work with them to help them achieve their goals too. Furthermore, by building a culture of teamwork into all aspects of the project, you will engender high self-esteem within all of the workers, meaning that they feel personally involved in ensuring the success of the project.

5. Intelligence

This doesn't mean to say that you have to have a string of letters after your name as intelligence isn't something you can learn. However, intelligence is something you can improve on and develop, so the more you study the chances are the more you'll increase your intelligence. In the context of project management intelligence can be considered to be your ability to have a clear vision of all aspects of the project whilst at any one time being able to keenly focus onto a specific aspect of it. Put another way, just having the big picture will not help when you have a decision to make on a specific matter. You won't always have the time to spend hours researching and re-reading material in order to make the decision at the time it is needed.

6. Calmness

It is almost inevitable that at times your job will be stressful, if not highly stressful. Being able towork calmly under such conditions is an absolute pre-requisite for a successful project manager. A key point to reducing your stress levels is your ability to move on from a setback. If something goes wrong or not according to plan, don't waste time worrying about who's fault it might have been or get involved in a cycle of what could have been different, that can come later in your project evaluation. Instead, move swiftly on to solving the problem or rectifying the situation.

7. Time

Quite simply – are you a good time manager? Understanding the life-cycle for project managementwill help you to understand how to apply the key skill of time management to it. Your time management and you ability to organize yourself and others are vitally important. Time management is much more than simply allocating portions of time to certain jobs. You need to analyze exactly what it is you're spending your time on and how important are those tasks and portions of time to the successful completion of the project. For example, you could easily spend up to an hour a day just reading emails. This is a task you can delegate to your PA, get them to be the person that sorts the important from the not so important, telling you what needs dealing with immediate and what can be left until later. That hour you've saved – you can use inspecting a part of the project checking on progress or quality etc. You should apply this time managementphilosophy to most things you do; do I need to attend that meeting or can I delegate someone else? Remember, you are the project manager, you are primarily there to do the strategic planning, overall monitoring and be creative and innovative in solving problems – not micro-manage everything.

Source: http://www.enterprise-pm.com/7-key-skills-of-a-project-manager

TOP 10 TIPS FOR PARENTS

1. When your child wants to show you something, stop what you are doing and **pay attention to your child**. It is important to spend frequent, small amounts of time with your child doing things that you both enjoy.

2. Give your child lots of **physical affection** – children often like hugs, cuddles, and holding hands.

3. **Talk to your child** about things he/she is interested in and share aspects of your day with your child.

4. **Give your child lots of descriptive praise** when they do something that you would like to see more of, e.g., "Thank you for doing what I asked straight away".

5. Children are more likely to misbehave when they are bored so **provide lots of engaging indoor and outdoor activities** for your child, e.g., playdough, colouring in, cardboard boxes, dress ups, cubby houses, etc.

6. **Teach your child new skills** by first showing the skill yourself, then giving your child opportunities to learn the new skill. For example, speak politely to each other in the home. Then, prompt your child to speak politely (e.g., say "please" or "thank you"), and praise your child for their efforts.

7. **Set clear limits** on your child's behaviour. Sit down and have a family discussion on the rules in the home. Let your child know what the consequences will be if they break the rules.

8. If your child misbehaves, **stay calm and give them a clear instruction** to stop misbehaving and tell them what you would like them to do instead (e.g., "Stop fighting; play nicely with each other." Praise your child if they stop. If they do not stop, follow through with an appropriate consequence.

9. **Have realistic expectations**. All children misbehave at times and it is inevitable that you will have some discipline hassles. Trying to be the perfect parent can set you up for frustration and disappointment.

10. **Look after yourself**. It is difficult to be a calm, relaxed parent if you are stressed, anxious, or depressed. Try to find time every week to let yourself unwind or do something that you enjoy.

Source: Triple P, http://www1.triplep.net/