

# **CURRICULUM**

## **PROFESSIONAL CONSULTING BASED ON THE STUDY OF COGNITIVE PROCESSES FOR PEOPLE FROM THE NEET GROUP**

**DEVELOPMENT OF HUMAN COGNITIVE  
FUNCTIONS IN THE CONTEXT OF THE  
IMPLEMENTATION OF VOCATIONAL COUNSELING**

"DEVELOPMENT OF HUMAN COGNITIVE FUNCTIONS IN THE CONTEXT OF THE IMPLEMENTATION OF VOCATIONAL COUNSELING"

"Professional consulting based on the study of cognitive processes for people from the NEET group"

## I. MODEL PRESENTATION

### Participants

NEET (not in employment, education or training) is a social group that includes young people who are outside the sphere of employment and education, i.e. those who are not studying, working or preparing for a profession at the same time. Thus, it is a broader concept than the young unemployed, as it also includes professionally inactive graduates (i.e. those who do not have a job and are not looking for one) and people who left their education prematurely but did not enter the labor market for various reasons.

### Objectives

Supporting people from the NEET group, understood as supporting their individual development, is a task that requires accurate recognition of human potential. The use of one's own abilities and development potential, i.e. the physical, mental and social resources at the disposal of an individual, creates an opportunity to change the conditions in which he lives. As part of the program, particular attention was paid to the development of the following functions: organizational skills and planning, emotional management, social skills, dealing with other people. The aim of the workshops is to build a positive image of oneself and a sense of agency in relations with other people, shaping independence and consistency in action, implementation in making independent decisions, improving the ability to play various social roles.

Helping people gain insight into their difficulties and applying development strategies that will allow them to work towards their full potential. Participation in educational activities has the potential to support personal development, the structured framework of the program gives participants the opportunity to get the most benefit from the activities undertaken. Both the learning and counseling process is about individual as well as collective activities. Similarly, the learning process may take an individual or group form, depending on the type of knowledge, the stage of its acquisition, as well as the needs and preferences of the learner.

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## **The development of human cognitive functions**

The paradigm of the contemporary professional career assumes that it is "a dynamic process consisting in a constant search for competences with market value and knowledge useful in the market". The entity, aspiring to become more attractive among employers, is looking for skills that will increase its chance of gaining a significant position on the labor market. He takes over the role of an "entrepreneur" building his own qualifying capital primarily through continuous improvement. The quoted decisions reflect the essence of the new career paradigm, which is human responsibility for one's own professional development. The readiness to accept this commitment forces the individual to know himself very well, to be aware of his own predispositions and talents, to have a flexible vision of the development path and to be ready to implement it.

Each entity develops its own strategies for the implementation of such a task, and therefore should be alert to the emerging opportunities conducive to success. The thinking that was in force a few years ago has changed, as the learned profession determined the choice of the nature of work. For this reason, a potential employee must demonstrate flexibility in the labor market and constantly adapt to its offers. This mechanism forces the individual to constantly update his knowledge and skills or acquire new ones that guarantee his place in it.

In this context, the concept of lifelong learning is implemented. As a result, multiple changes in the place and nature of work throughout one's life are part of the pursuit of a career path, and learning, including a new profession, has taken the form of a lifelong process. Due to the increasing requirements of employers towards potential employees, having education more and more often has to be supplemented with appropriate competences and professional experience. Often the skills, experience and knowledge acquired outside the traditionally understood education turn out to be very useful, and sometimes crucial in finding employment. In addition, the multiplicity of experiences and skills helps in easier adaptation to the requirements of the labor market, creates a wider range of opportunities for retraining and supplementing one's knowledge.

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## **Change of approach in career counseling**

In recent years, there has been a new approach to both education and career guidance. In adult education, there has been a shift from institutional to individual learning. Learning has taken the form of a lifelong process in which the individual becomes an autonomous subject. In the process of acquiring knowledge, an important role is played by the individual's everyday experience, gained in everyday interactions, both in a conscious and unconscious way. Life experiences are made up of critical events that contribute to learning. One of the coping strategies is to open up to new knowledge, look for information, and learn new behaviors.

In difficult situations, counseling may be helpful, thanks to which the consultant can learn about the possibilities of dealing with the situation in which he or she finds himself. A consequence of the unstable situation on the labor market is also the extension of the importance of counseling. For many years, counseling and counseling have been considered in the context of choosing a profession. Currently, the meaning of counseling is beginning to include additional issues. Counseling ceases to rely only on ad hoc assistance in choosing the right profession, providing information on individual professions, and the possibility of retraining in the field chosen by the individual.

The most important change concerns the relationship between the counselor and the counselee. While the previous definitions of career counseling focused on the counselor as the one who gives specific instructions, the counseling in the contemporary sense emphasizes the autonomous attitude of the counselee. In this context, the new attitude of the counselor is reduced to a person who does not impose his opinion, does not provide ready solutions, does not help the consultant in making decisions, but aims to help her make the most appropriate choice for her. Such outlined relationships make the counselee more responsible for his decisions. The counselor should also be a person who makes the counselee aware of changes in thinking about learning in the context of gaining new qualifications and competences.

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## II. ADVANTAGES OF USING THE MODEL

The sessions are designed to raise the self-awareness and develop the social skills of the participants. Finding yourself in the modern labor market requires from a person the acquisition of new competences: reflexivity, adaptability, the ability to construct one's own identity, the ability to balance professional and non-professional life, narrative and employability.

The key determinant of the course of an individual's professional process is their ability to be employed, which they see not only in the conditions of the labor market, but also in the entity's causative abilities relating to building a network of relations with employers and the ability to promote one's own resources.

Attending learning activities can provide experiences that vary in duration and quality, but all have the potential to support personal development. The sessions are based on personal experiences and peer support. The structured framework offered by this program gives the individual the opportunity to benefit as much as possible from the activities undertaken. To achieve this, it is necessary to support, conduct self-control and set goals, monitor progress on an ongoing basis, and then review and reflect on the lessons learned.

Program supporting personal development:

- provides a structure to support development;
- it allows people to find out about their strengths and weaknesses
- gives feedback;
- helps individuals deal with barriers to development;
- supports individual decision making.

It also supports an understanding of the need for reliability and consistency, especially at work. The development of this knowledge and skills may contribute to: increasing self-confidence, gaining knowledge, skills and experiences valued by the employer, increasing self-awareness, required to achieve success in every aspect of life.

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### III. RECOMMENDATIONS FOR IMPLEMENTATION OF THE WORKSHOPS

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## ORGANIZATIONAL ASSUMPTIONS

### Program

- The program is divided into 5 modules:
  - MODULE I - Local labor market
  - MODULE II - Employment and earning in a flexible form
  - MODULE III - Emotions and stress related to job search
  - MODULE IV - Effective team
  - MODULE V - Communication with the client
- Each module includes group and individual lessons.
- During group and individual classes, participants use worksheets with exercises related to the subject of individual thematic modules.
- The program and implementation of group and individual classes is described in the scenarios for group and individual classes.

### Documentation

- The documentation for each module includes:
  - group class scenario
  - worksheet for group activities
  - scenario of individual classes
  - work card for individual classes
- Worksheets for group activities contain exercises and the content of mini - lectures planned during the workshops.
- Worksheets for individual classes include exercises and materials supplementing the topics covered within the module.

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## Training techniques

- Various training techniques are used during the classes:
  - individual exercises
  - exercises in pairs
  - exercises in small groups
  - team tasks
  - for scenes according to prepared scenarios
  - case study simulations
  - group presentations
  - psychological questionnaires
  - mini - lecture
  - group discussions

## Organization of classes

- The program should be led by trainers / counselors / psychologists with experience in working with people from the NEET group.
- Their knowledge of the issues of social and professional activation and preparation for work using workshop methods is important.
- Ideally, classes should be conducted by two coaches, or a trainer and an assistant trainer.
- The group lesson plan includes a program to be implemented over eight hours.
- Breaks should be organized during the classes, depending on the needs of the group participants and the dynamics of the classes.
- Group size should not exceed 15 people, groups of 10-12 people are the most effective.

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<b>MODULE I</b>	<b>LOCAL LABOR MARKET</b>
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<b>UNIT</b>	<b>GROUP CLASSES</b>
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**RESULTS:**

- developing independence in finding employment and navigating the local labor market
- analysis of your strengths and opportunities on the local labor market
- getting to know and analyze your preferences and professional predispositions
- shaping attitudes that enable effective and responsible functioning in the work environment

**PROGRAM:**

- Introduction - Introducing the program, trainer and training participants
- Exercise 1 - RULES OF WORKING IN A GROUP
- Exercise 2 - DRAWING IN PAIRS
- Exercise 3 - THE COMPANY OF THE FUTURE
- Exercise 4 - MY PERFECT WORK
- Mini lecture - SUCCESS ON THE LABOR MARKET
- Exercise 5 - TEST OF PROFESSIONAL PREFERENCES AND PREDISPOSITIONS
- Exercise 6 - YOU'RE LATE AGAIN
- Exercise 7 - LABELS
- Exercise 8 - CASE STUDY "JANEK" / SIMULATION
- Exercise 9 - CASE STUDY "JANEK" / PROBLEM ANALYSIS
- Exercise 10 - GRADUATE PROGRAM

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## **WORK CARD:**

### **"Local labor market - Worksheet for group activities"**

- Introduction - Introducing the program, trainer and training participants
- Exercise 1 - RULES OF WORKING IN A GROUP
- Exercise 2 - DRAWING IN PAIRS
- Exercise 3 - THE COMPANY OF THE FUTURE
- Exercise 4 - MY PERFECT WORK
- Exercise 5 - TEST OF PROFESSIONAL PREFERENCES AND PREDISPOSITIONS
- Exercise 6 - "YOU ARE LATE AGAIN"
- Exercise 7 - LABELS
- Exercise 8 - CASE STUDY "JANEK" / SIMULATION
- Exercise 9 - CASE STUDY "JANEK" / PROBLEM ANALYSIS
- Exercise 10 - GRADUATE PROGRAM
- Mini lecture - SUCCESS ON THE LABOR MARKET

### **Training techniques:**

- exercises in pairs in and in small groups
- team tasks
- scenes according to prepared scenarios
- case study
- individual exercises
- psychological questionnaires
- mini - lecture
- group discussions

### **Duration:**

Eight hours of training

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**MODULE I**

**LOCAL LABOR MARKET**

**UNIT**

**INDIVIDUAL CLASSES**

**RESULTS:**

- developing awareness of your strengths and self-esteem in the labor market
- acquiring knowledge about the principles of career planning in the context of choosing a profession and future specialization
- learning about the local labor market
- analysis of your preferences and professional predispositions
- learning about the individual learning style
- learning about the principles and methods of active job search

**WORK CARD:**

"Local labor market - Worksheet for individual classes"

- Exercise 1 - SWOT ANALYSIS
- Exercise 2 - MY PROFESSIONAL POTENTIAL
- Exercise 3 - PERFECT JOB
- Exercise 4 - SURVEY TO COLLECT INFORMATION ABOUT THE PROFESSION
- Exercise 5 - LEARNING STYLES test
- Materials - ACTIVE JOB SEARCH

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**MODULE II**

**EMPLOYMENT AND EARNINGS IN A FLEXIBLE FORM**

**UNIT**

**GROUP CLASSES**

**RESULTS:**

- learning about the principles of career planning
- getting to know and analyze your preferences and professional predispositions
- shaping attitudes that enable effective and responsible functioning in the work environment
- the acquisition of planning, decision-making and problem-solving skills in building a professional plan

**PROGRAM:**

- Exercise 1 - VOCATIONAL CAREER PLANNING
- Exercise 2 - WORK VALUES
- Exercise 3 - CAREER ANCHORS Questionnaire
- Mini - lecture - PLANNING AND CAREER STRATEGIES
- Exercise 4 - COMPETENCES quiz
- Exercise 5 - JULIA CASE STUDY / SIMULATION
- Exercise 6 - JULY CASE STUDY / SITUATION ANALYSIS
- Exercise 7 - COMPETENCY PROFILE
- Mini - lecture - SHAPING A PROFESSIONAL IMAGE
- Exercise 8 - QUALIFICATION INTERVIEW SCENARIO
- Exercise 9 - SIMULATING A CONVERSATION
- Exercise 10 - CHECKLIST

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**WORK CARD:**

**"Employment and earning in a flexible form - Worksheet for group activities"**

- Exercise 1 - VOCATIONAL CAREER PLANNING
- Exercise 2 - WORK VALUES
- Exercise 3 - CAREER ANCHORS Questionnaire
- Exercise 4 - COMPETENCES quiz
- Exercise 5 - JULIA CASE STUDY / SIMULATION
- Exercise 6 - JULY CASE STUDY / SITUATION ANALYSIS
- Exercise 7 - COMPETENCY PROFILE
- Exercise 8 - QUALIFICATION INTERVIEW SCENARIO
- Exercise 9 - SIMULATING A CONVERSATION
- Exercise 10 - CHECKLIST
- Mini - lecture - PLANNING AND CAREER STRATEGIES
- Mini - lecture - SHAPING A PROFESSIONAL IMAGE

**Training techniques:**

- practice in pairs and small groups
- individual work
- questionnaire
- simulation
- case study
- mini - lecture
- group discussion

**Duration:**

Eight hours of training

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**MODULE II**

**EMPLOYMENT AND EARNINGS IN A FLEXIBLE FORM**

**UNIT**

**INDIVIDUAL CLASSES**

**RESULTS:**

- learning about the principles of effective job search
- developing awareness of your preferences and potential labor market opportunities
- acquisition of decision-making and problem-solving skills in building a professional plan
- shaping attitudes that enable effective and conscious functioning in the work environment
- gaining knowledge on the preparation of application documents

**WORK CARD:**

**"Employment and earning in a flexible form - Work card for individual classes"**

- Exercise 1 - "HOW DO I LOOK FOR A JOB" QUESTIONNAIRE
- Exercise 2 - PLANNING AS THE BASIS OF SUCCESS
- Exercise 3 - DECISION MAKING
- Exercise 4 - THE SIX HAT METHOD
- Exercise 5 - MOTIVATION LETTER
- Materials - APPLICATION DOCUMENTS

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**MODULE III**

**THE EMOTIONS AND STRESS OF SEARCHING FOR A JOB**

**UNIT**

**GROUP CLASSES**

**RESULTS:**

- raising awareness about coping with stress and emotions related to job seeking
- developing your strengths and self-esteem in the labor market
- increasing the efficiency and professionalism of self-presentation in the process of seeking employment and in contacts with employers
- shaping attitudes that enable effective and responsible functioning in the work environment

**PROGRAM:**

- Exercise 1 - WHAT YOU FEEL AND WHAT YOU THINK ABOUT YOUR CURRENT SITUATION
- Exercise 2 - CONSEQUENCES OF UNEMPLOYMENT
- Exercise 3 - CAUSES AND SYMPTOMS OF STRESS
- Mini - lecture - PSYCHOLOGICAL EFFECTS OF UNEMPLOYMENT
- Exercise 4 - READINESS FOR CHANGE QUESTIONNAIRE
- Exercise 5 - PORTRAIT
- Exercise 6 - MY ACHIEVEMENTS
- Exercise 7 - CREATIVITY
- Exercise 8 - MY STORY
- Mini - lecture - PSYCHOLOGICAL FACTORS OF PROFESSIONAL SUCCESS
- Exercise 9 - IF NOT SUCCESSFUL ...
- Exercise 10 - PRINCIPLES OF EFFECTIVE ACTION

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### **WORK CARD:**

#### **"Emotions and stress related to looking for a job - Worksheet for group activities"**

- Exercise 1 - WHAT DO YOU FEEL AND WHAT DO YOU THINK ABOUT YOUR CURRENT SITUATION?
- Exercise 2 - CONSEQUENCES OF UNEMPLOYMENT
- Exercise 3 - CAUSES AND SYMPTOMS OF STRESS
- Exercise 4 - READINESS FOR CHANGE QUESTIONNAIRE
- Exercise 5 - PORTRAIT
- Exercise 6 - MY ACHIEVEMENTS
- Exercise 7 - CREATIVITY
- Exercise 8 - MY STORY
- Exercise 9 - IF NOT SUCCESSFUL ...
- Exercise 10 - PRINCIPLES OF EFFECTIVE ACTION
- Mini - lecture - PSYCHOLOGICAL EFFECTS OF UNEMPLOYMENT
- Mini - lecture - PSYCHOLOGICAL FACTORS OF PROFESSIONAL SUCCESS

#### **Training techniques:**

- practice in pairs and small groups
- teamwork
- individual work, presentation in the forum of the group
- psychological questionnaire
- simulation
- mini - lecture
- group discussion

#### **Duration:**

Eight hours of training

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**MODULE III**

**THE EMOTIONS AND STRESS OF SEARCHING FOR A JOB**

**UNIT**

**INDIVIDUAL CLASSES**

**RESULTS:**

- learning about the mechanism of stress generation
- analysis of own reactions in difficult situations and learning techniques related to negative thinking and own behavior
- raising awareness about coping with stress and emotions related to job seeking
- developing the ability to use relaxation techniques

**WORK CARD:**

**"Emotions and stress related to looking for a job - Worksheet for individual classes"**

- Exercise 1 - STRESS AND EMOTIONS
- Exercise 2 - NEGATIVE THINKING
- Exercise 3 - THE ANGER MECHANISM
- Exercise 4 - A-B-C MODEL
- Exercise 5 - PROGRESSIVE MUSCLE RELAXATION
- Materials - MANAGING STRESS AND DIFFICULT SITUATIONS

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**MODULE IV**

**EFFECTIVE TEAM**

**UNIT**

**GROUP CLASSES**

**RESULTS:**

- development of team cooperation skills
- analysis of problems and barriers in the process of building an effective team
- improving the skills of flexible conflict resolution
- shaping attitudes that enable effective functioning in a team
- increasing social competences and preparing for professional activity in future work

**PROGRAM:**

- Exercise 1 - PUZZLE
- Exercise 2 - BUILDING A TOWER
- Exercise 3 - MY ROLE IN THE GROUP Questionnaire
- Exercise 4 - "DOROTA" CASE STUDY / SIMULATION
- Exercise 5 - "DOROT" CASE STUDY / PROBLEM ANALYSIS
- Mini - lecture - RULES OF TEAM WORK
- Exercise 6 - INTEGRATION TRIP
- Exercise 7 - NEW TENANT
- Exercise 8 - DEFINITION OF A CONFLICT
- Mini - lecture - SOLVING CONFLICTS
- Exercise 9 - HOW DOES A CONFLICT ARISE?
- Exercise 10 - WHAT IS A CONFLICT FOR ME?

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**WORK CARD:**

**"Effective team - Worksheet for group activities"**

- Exercise 1 - PUZZLE
- Exercise 2 - BUILDING A TOWER
- Exercise 3 - MY ROLE IN THE GROUP Questionnaire
- Exercise 4 - "DOROTA" CASE STUDY / SIMULATION
- Exercise 5 - "DOROT" CASE STUDY / PROBLEM ANALYSIS
- Exercise 6 - INTEGRATION TRIP
- Exercise 7 - NEW TENANT
- Exercise 8 - DEFINITION OF A CONFLICT
- Exercise 9 - HOW DOES A CONFLICT ARISE?
- Exercise 10 - WHAT IS A CONFLICT FOR ME?
- Mini - lecture - RULES OF TEAM WORK
- Mini - lecture - SOLVING CONFLICTS

**Training techniques:**

- practice in pairs and small groups
- individual work
- teamwork
- questionnaire
- case study
- mini - lecture
- group discussion

**Duration:**

Eight hours of training

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**MODULE IV**

**EFFECTIVE TEAM**

**UNIT**

**INDIVIDUAL CLASSES**

**RESULTS:**

- analysis of problems and barriers in the process of building an effective team
- development of team cooperation skills
- diagnosis of one's own style of conflict resolution
- understanding the advantages and disadvantages of the five conflict resolution styles
- improving the skills of flexible conflict resolution

**WORK CARD:**

**"Effective team - Worksheet for individual classes"**

- Exercise 1 - RULES OF TEAMWORK
- Exercise 2 - THE DESTRUCTIVE AND CONSTRUCTIVE ROLE OF THE CONFLICT
- Exercise 3 - STYLES OF SOLVING CONFLICTS
- Exercise 4 - MY CONFLICT - ANALYSIS OF NEEDS AND BEHAVIOR
- Exercise 5 - CONFLICT STRUCTURE
- Materials - THE ART OF COMPROMISING

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**MODULE V**

**COMMUNICATION WITH THE CUSTOMER**

**UNIT**

**GROUP CLASSES**

**RESULTS:**

- development of effective communication skills in personal and professional situations
- getting to know your strengths and weaknesses in interpersonal relationships
- analysis of problems and barriers in the process of building relationships with other people
- learning assertive techniques in conflict situations
- stimulating motivation to solve problems in personal and professional life

**PROGRAM:**

- Exercise 1 - HOW DO YOU ASSESS YOUR LISTENING SKILL?
- Exercise 2 - BACKGROUND
- Exercise 3 - STYLES OF COMMUNICATION questionnaire
- Mini - lecture - PRINCIPLES OF EFFECTIVE COMMUNICATION
- Exercise 4 - DIFFICULT CONVERSATION
- Exercise 5 - GIRAFFE MESSAGE
- Exercise 6 - ASSERTIVE BEHAVIOR
- Exercise 7 - Questionnaire ARE YOU ASERTIVE?
- Mini - lecture – ASERTIVITY
- Exercise 8 – SCENES
- Exercise 9 - SPA PASS
- Exercise 10 - PUZZLE

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**WORK CARD:**

**"Communication with the client - Worksheet for group activities"**

- Exercise 1 - HOW DO YOU ASSESS YOUR LISTENING SKILL?
- Exercise 2 - BACKGROUND
- Exercise 3 - STYLES OF COMMUNICATION questionnaire
- Exercise 4 - DIFFICULT CONVERSATION
- Exercise 5 - GIRAFFE MESSAGE
- Exercise 6 - ASSERTIVE BEHAVIOR
- Exercise 7 - Questionnaire ARE YOU ASERTIVE?
- Exercise 8 - SCENES
- Exercise 9 - SPA PASS
- Exercise 10 - PUZZLE
- Mini - lecture - PRINCIPLES OF EFFECTIVE COMMUNICATION
- Mini - lecture - ASERTIVITY

**Training techniques:**

- exercises in pairs in and in small groups
- scenes according to prepared scenarios
- psychological questionnaires
- individual exercises
- mini - lecture
- group discussion

**Duration:**

Eight hours of training

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**MODULE V**

**COMMUNICATION WITH THE CUSTOMER**

**UNIT**

**INDIVIDUAL CLASSES**

**RESULTS:**

- learning the principles of empathic communication
- understanding the differences between "giraffe language" and "jackal language"
- developing the ability to openly express one's emotions, needs and expectations
- learning assertive techniques in conflict situations
- building positive relationships while maintaining your own rights and setting boundaries

**WORK CARD:**

**"Communication with the client - Worksheet for individual classes"**

- Exercise 1 - COMMUNICATION Questionnaire
- Exercise 2 - YOU MESSAGE AND MESSAGE ME
- Exercise 3 - THE LANGUAGE OF THE SCALA VS THE LANGUAGE OF THE GIRAFFE
- Exercise 4 - ASERTIVITY
- Exercise 5 - PASSIVE, AGGRESSIVE, ASSERTIVE BEHAVIOR
- Materials - COMMUNICATION WITHOUT VIOLENCE

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