IO1- Social Researcher Curriculum

RESET

Introduction

The intellectual output is a training curriculum composed of 50hours (25 F2F + 25 self-directed learning) divided as follow:

- Module 1: Interaction and Communication: 12h30
- Module 2: Analytical skills: 12h30
- Module 3: Organizational skills: 12h30
- Module 4: Doing social research: 12h30

Module 1: Interaction and Communication

The first module is divided in 3 learning units:

- Effective Communication (4h)
- Personal Development (4h)
- Negotiation and Conflict Management (4h30)

Effective Communication

Face-to-Face session

UNIT A: Effective Communication			
Learning hours: 4h	Face-to-Face: 2h		Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: - Use basic ways of Communication (spoken, non-verbal and written) - Acknowledge the Communication Barriers and find ways to challenge them. - Exercise active listening in order to achieve effective communication - Give Structured Presentations with appropriate Diction (Para-verbal, non-verbal content) - Communicate via new technologies (Skype, Face time, emails, Facebook messenger etc.) making good use of their different opportunities		
Duration	**Material needed**	**Activity proposed and tips for the tutor**	**Resource**
15 minutes	Training room with chairs arranged in pairs, face to face	*Icebreaker, Unique Things:* The trainer can divide the group into pairs and give participants a few minutes to interview each other. Then, each participant should introduce their partners by name and share at least two unique characteristics about them.	https://documents.manchester.ac.uk/display.aspx?DocID=7582

15 minutes	Handout Annex 2. A small text, the biography of a notorious personality (resources) Training room with chairs arranged in pairs	Participants in pairs: The tutor gives each participant a small text, the biography of a notorious personality. He/she is engaged to write down a letter/mail/or brief presentation speech (in a role play mode), without revealing the name of the personality. His/her colleague focuses on the text in order to reveal the identity of the famous person. They are allowed to make only 2 clarifying questions. (Tutor needs to give participants sufficient time to prepare) (Tutor will encourage participants to reflect on their methodology and best practices)	An anthology of brief biographies of artists and scientists: Biographies of artists https://www.biography.com/people/groups/artists Biographies of scientists https://www.biographyonline.net/scientists.html Annex 2
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connection	Participants will watch a video and read newspaper articles. Reflexion on: What is the content to be communicated? What are the similarities and differences between these communication practices? Tutor asks participants to make a presentation and communicate one of these news items (by mail, ppt. or social network tools etc.). (Tutor will encourage participants to justify their choices and practices).	BBC news video: "People insult me over my facial scars" https://www.bbc.com/news/video_and_audio/headlines/44809513/living-with-facial-scars-in-nigeria A news item presented in a BBC article: "Scarlett Johansson quits trans role after LGBT backlash" https://www.bbc.com/news/entertain

			[ment-arts-44829766](#) A Guardian article: "Scarlett Johansson drops out of trans role after backlash" [https://www.theguardian.com/film/2018/jul/13/scarlett-johansson-exits-trans-role-rub-and-tug](#)
10 minutes	Training room with chairs arranged in a semi-circle.	"How was your day yesterday?" Each participant is invited to present it to the audience in 1 minute with a specific purpose: e.g.: make them laugh, or angry; convince them or get them confused; motivate or discourage them. (Tutor prepares a ballot to allocate scenarios for each participant)	
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking	2 teams of learners form 2 concentric circles - the smaller circle is arguing on a topic. Each speaker is given 3 minutes to present his/her point of view. 1 or 2 topics to discuss among the following: - Education should be free for everyone - Internet access must be limited to students - Young people must have a right to choose when it comes to military service - Each student must have a right to pick only those disciplines she/he is interested in - Which secondary languages are worth studying today?	

		• What can be done to assist teenagers in leading a healthy lifestyle? • Third World War should be Prevented by Governments • Is gun control an effective way of crime prevention? • Governments should forbid same-sex marriages • Should people with physical disabilities be employed in the public sector? • To be a politician: skill or talent? • Can anyone be above the law? • The effects of social media interactions for modern education. • Are contemporary people too much reliant on technology? • Are online friends more effective than imaginary ones? • Is Internet censorship necessary? The bigger circle of participants is observing their reactions and arguments. Finally the members of the bigger circle are going to: 1. Make a summary by focusing and commenting on the arguments of each speaker 2. Identify the verbal, para verbal and nonverbal elements applied by the speakers, and evaluate their efficiency. Tutor listens to the group's comments on the verbal, para verbal and nonverbal elements and takes notes on the flipchart, encouraging group's discussion and personal reflection.	
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking	Tutor presents to the participants the speech of Alexander the Great, written down by Arrian, translated in English and cited by Fordham University on the screen and reads it loud. Then tutor asks: "Do you think he was convincing?	The speech of Alexander the Great to his troops, written down by Arrian, translated in English and

	Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion	They are invited to justify their answer after watching all together a Prezi presentation about it.	cited by Fordham University. https://sourcebooks.fordham.edu/ancient/arrian-alexander1.asp A Prezi presentation analysing the above speech. https://prezi.com/fr8mef0bcphr/the-speech-of-alexander-the-great/#
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connection	Tutor divides participants in 3 groups and invites them to read the BBC article presented on the screen and make a plan: "you need to communicate the following information to 3 different people: a school headmaster (group 1), an historian (group 2), a local police officer (group 3)" (Role play)	A BBC article "What it takes to stand up authority? By Martha Henriques http://www.bbc.com/future/story/20180709-our-ability-to-stand-up-to-authority-comes-down-to-the-brain

Self-directed training
Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT A: Effective Communication

Document produced by UOP, Module 1 (Annex 1.1)
https://www.entrepreneur.com/article/300466 [Accessed on 14/9/ 2018]
https://www.eztalks.com/unified-communications/incredible-tips-for-effective-online-communication.html [Accessed on 14/9/ 2018]
https://www.mindtools.com/pages/article/newCS_99.htm [Accessed on 14/9/ 2018]
https://www.youtube.com/watch?v=I6IAhXM-vps   (Effective communication) [Accessed on 14/9/ 2018]
https://www.youtube.com/watch?v=HAnw168huqA (Think Fast Talk Smart - Communication Techniques) [Accessed on 14/9/ 2018]
https://www.youtube.com/watch?v=MeiBMkJjXVM (Six Rules of Effective Communication) [Accessed on 14/9/ 2018]
https://www.youtube.com/watch?v=xr1q-uBtIH4 (5 ways to improve your communication skills) [Accessed on 14/9/ 2018]
https://www.entrepreneur.com/article/300466 Deep Patel, 14 Proven Ways to Improve Your Communication Skills, [Accessed on 22/7/ 2018]
https://www.ncbi.nlm.nih.gov/pubmed/15465961 Leonard, M., Graham, S., & Bonacum, D. (2004). The human factor: the critical importance of effective teamwork and communication in providing safe care. BMJ Quality & Safety, 13(suppl 1), i85-i90.
https://hbr.org/2016/07/what-great-listeners-actually-do Zenger, Jack and Folkman, Joseph. What Great Listeners Actually Do, Harvard Business Review [Accessed on 22/7/ 2018]

Personal Development

Face-to-face session

UNIT B: Personal Development		
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h
Learning outcomes	This unit aims to introduce the concept of personal development and to enable the participants to establish their personal development plan, through strengthening self-awareness, supporting goal setting and thus bolstering self-confidence. The learners will be able to: • Identify and describe personal skills, • Strengthen self-awareness, • Be able to gain and apply their understanding of personal and professional awareness • Support goal setting • Use the skills - values they have acquired in forming a social researcher identity.	

Duration	Material needed	Activity proposed and tips for the tutor	Resource
20 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Handout (Annex 3)	*Icebreaker: Questionnaire…* Firstly, each learner is invited to ask 2 questions from the handout to another learner. Then, learners are invited one by one to answer questions about themselves: They pick a question to answer and they ask the same question to another learner. They can also ask a probing question. At the end of the procedure, the tutor asks them to decide concerning which of the 2 phases they felt more comfortable with answering questions. "Can you explain why? " (Probably during the second one. By making a statement of our own firstly, we introduce the conversation topic without asking a question directly. Best of all, we first share something about ourselves, which makes the other person want to open up more).	Handout (Annex 3)

25 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners.	Reflection: Think about yourselves. Tutor asks: "Which are your main characteristics? Write them down". "Do you think others have acquired the same impression of you?" "Ask a partner to write down his/her opinion about you. Compare the 2 lists and reflect on them: Are there common elements? Are there elements missing? Why is that? Did they add other elements, not existing in your list? Do you think they are real? Underline those you think that are realistic. Which ones among them do you like or dislike? How can you change those you dislike?" Participants take notes.	
25 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners.	Tutor asks: "Try to remember an incident in your work environment. Analyse, step by step, how you coped with it. Do you usually react in the same way to similar cases at work? Are the other learners following the same path or not? Listen to the others. Do you plan to adopt any of their suggestions in the near future?'	
25 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners.	Tutor invites participants to a role play: "You are asked to estimate, as a social worker, the impact of social media - in your country - on adolescents' lives. Work together to make a plan of work: *Make an efficient planning (point out the resources, the barriers, the task, etc.)* *Collect information: the disposable information, the time needed.*	

		Get prepared for the unexpected, the limits, the obstacles etc. *Define tasks, bigger and smaller ones,* *Make priorities depending on the importance of each task and your time limits,* *Organise a time table presenting activities and breaks,* *Organize your work environment,* *Get prepared about how to manage stressful situations*	
10 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners.	Tutor asks: "Talk to a partner. Be sincere. Give feedback: About a bad habit of yours, affecting job performance. For example, delaying. Why do you think you delay things? How do you feel about this habit? Would you like to change it and how? What will be the outcome of such a change? The tutor will suggest that the participants of this activity should feel confidence. They will try to be sincere and provide positive feedback'.	
25 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners	Being positive towards difficult situations… Tutor provides the participants with the following scenarios. They are invited to cooperate and share with their partners, naming only the possible positive outcomes of the following: 1. Your brother has a serious backbone pain 2. Your boss has fiscal problems. 3. Scientists expect a dangerous inbound comet next week.	
20 minutes	Training room with chairs arranged in a semi-circle.	Tutor invites participants to compose a motivation letter for a job opening.	

| | A learner journal for note taking

Pens and note-taking materials for all learners. | Tutor underlines that they have to make sure to properly present their name, address, recipient's name, company firm, a formal greeting, the reason they communicate, 2-3 paragraphs, the statement of availability, their communication details, their name and signature

Then they are invited to ask the group for feedback. | |

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT B: Personal Development
Document produced by UOP, Module 1 (Annex 1.2)
https://au.reachout.com/articles/how-to-become-self-aware [Accessed on 13/9/ 2018]
http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf UHR Development, Writing S.M.A.R.T. Goals. [Accessed on 26/6/ 2018]
https://www.sheffield.ac.uk/polopoly_fs/1.361952!/file/johari.pdf Johari's Window: Developing Self-Awareness, University of Sheffield [Accessed on 23/6/ 2018]
https://www.youtube.com/watch?v=tA8W1Q_HRmI (It is all about change Jim Rohn) [Accessed on 22/7/ 2018]
https://www.youtube.com/watch?v=d82DD-Fg9cQ (How to find yourself when you are lost - Personal Development Tony Robbins [Accessed on 22/7/ 2018]
https://www.youtube.com/watch?v=NwLGHCZTQt4 (Personal Development Plan) [Accessed on 22/7/ 2018]
https://www.oxbridgeacademy.edu.za/blog/4-reasons-personal-development-priority/ [Accessed on 22/7/ 2018]
https://www.bizmove.com/skills/m8r.htm [Accessed on 22/7/ 2018]
https://www.skillsyouneed.com/ps/personal-development.html [Accessed on 22/7/ 2018]

Negotiation and Conflict Management

Face-to-face session

UNIT C: Negotiation and conflict management		
Learning hours: 4h30	Face-to-Face: 2,5h	Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: Identify causes of communication breakdowns Disagree Constructively Develop Conflict management and conflict resolution skills Improve Multicultural sensitivity and diversity awareness skills	

Duration	Material needed	Activity proposed and tips for the tutor	Resource
10 minutes	Training room with chairs arranged in a semi-circle.	*Icebreaker: nick name* Tutor invites each participant to share with the group what his or her nickname was when growing up or even today, and how he or she was given this nickname. Tutor encourages good-natured humour to be enjoyed as participants share their nicknames. If some participants are uncomfortable sharing this information with the group, they are allowed not to participate. As a facilitator, the tutor must be sure to share his/her nickname with the group as well. Tutor asks the participants if any of their nicknames are still used today.	https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf [accessed 19/9/2018]
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking	Tutor invites participants to watch these lovers' quarrel film scenes in Extracts of film scenes, *LA LA LAND* (2016) and *Pride and Prejudice* (2005), Tutor encourages discussion:	Extracts of film scenes, *LA LA LAND* (2016),

	Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion	"Is it a constructive disagreement or not? Try to justify your answer. What went wrong in each case?" (The tutor encourages learners to watch the resources twice and also keeps notes on the verbal content, the para-verbal and non verbal details)	https://youtu.be/XFi8BAzeawA and *Pride and Prejudice* (2005), https://youtu.be/1R-Zg5es7mg
30 minutes	Training room with chairs arranged in two semi-circles. A learner journal for note taking Pens and note-taking materials for all learners.	*Make it a "Reconstructive disagreement": role play* Divided in two teams, participants are invited to rewrite the scenario of the above film extracts, in order to accomplish a constructive disagreement. Two learners are going to play the new act, following the stage directions of their group. (The tutor encourages learners to use all means in order to help their heroes manage their conflict. He/ She/ He also encourages all learners to give feedback after watching the act)	
15 minutes	Training room with chairs arranged in a semi-circle.	*Sharing memories:* Group discussion. Tutor asks: "Try to recall the last time someone gave you feedback about an action of yours. How did that feel? How did you react? What would you prefer to be different in that case? What was the result? Which feedback elements made it efficient or non-efficient at the time?'	
15 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion	Participants are invited to Read a novel or watch its film adaption. Tutor invites them: "Watch a high school short film based on a novel: "Why?" On the way for school, Nikolas meets a street child, a migrant, an «enemy». Full of fear and hate for the «other», he wishes his death. The follow-up at school where, during the literature course,	A short film based on a novel of A. Samarakis "The river", a film of Georgia Bloo Nicolaou,

		he listens to the story tale of Yannis Magklis entitled "Why?" Watch a short film based on a novel of A. Samarakis. Try to identify as many sentiments as possible. Make a list of them. Are there any justified reasons for the readers to sympathize and empathize with the soldiers in both films?" After encouraging group discussion, Tutor notes down on the flipchart the main points of view.	https://vimeo.com/144301704 and short film *Why?* (2017), based on the novel of G. Magklis, *Why* https://www.youtube.com/watch?v=deUb7FgvJQw
30 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking Pens and note-taking materials for all learners.	Case study: "Your neighbour is making noise between 1 and 3 am at least three times a week. Try to manage this situation by communicating with him. Prepare your key points trying to use balanced (positive and negative) comments, observed and objective facts, specific examples and timely feedback. Then read them loud and ask for feedback". (The tutor encourages learners to empathize with their neighbour before writing down their speech and keep always in mind the above criteria. Tutor takes notes on participants' suggestions on the flipchart).	
30 minutes	Training room with chairs arranged in pairs. A learner journal for note taking Pens and note-taking materials for all learners.	Case study: "You have parked your car in a handicap's spot. A furious driver is expressing his anger on you. Try to imagine the dialogue. How are you going to react? Exercise yourself in pairs. Both learners collaborate to find the best tactic. Then, exchange ideas with the rest of the learners' group". Tutor encourages participants to adjust in detail to the nature of the role-play.	

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Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT C: Negotiation and conflict management
Document produced by UOP, Module 1 (Annex 1.3)
https://home.snu.edu/~hculbert/conflict.htm [Accessed on 14/9/ 2018]
http://www.wright.edu/~scott.williams/LeaderLetter/conflict.htm [Accessed on 14/9/ 2018]
http://businesscrowd.co.uk/insight/four-ways-disagree-constructively-rather-destructively/ Ally Yates, Four ways to disagree constructively rather than destructively [Accessed on 20/7/ 2018]
https://www.nicolabartlett.de/disagreeing-constructively/ Nicola Bartlett, Disagreeing politely and constructively, [Accessed on 20/7/ 2018]
https://www.youtube.com/watch?v=94YEorTLjQc (Organizational behaviour - Conflict and negotiation) [Accessed on 13/9/ 2018]
https://www.youtube.com/watch?v=KY5TWVz5ZDU (Conflict resolution) [Accessed on 13/9/ 2018]
https://www.youtube.com/watch?v=A8MYLxCNLHE (Conflict resolution) [Accessed on 13/9/ 2018]
https://www.talent.wisc.edu/onlinetraining/resolution/step7.htm [Accessed on 13/9/ 2018]
https://www.skillsyouneed.com/ips/conflict-resolution.html [Accessed on 13/9/ 2018]
https://www.europarc.org/communication-skills/pdf/Negotiation%20Skills.pdf [Accessed on 13/9/ 2018]

Annex I

Interaction and Communication

UNIT A: Effective Communication

Introduction

Communication is a multifaceted and elusive notion. People usually perceive it as an interesting discussion, as the exchange of thoughts, ideas, or information. To establish effective communication however, it entails sharing the mutual aspects of those involved in an interaction. Effective communication is of major significance for a social researcher. One can achieve her/ his desired goals, promote a research agenda, successfully support a proposal or even sanction a project. This unit aims to provide the essence of communication skills in order for the participants to gain an overview of the way we communicate; to identify potential barriers and how to tackle them; to raise the significance of active listening and focus on tips to facilitate the effectiveness of the whole process.

How we communicate?

There are three basic ways of communication:

- Spoken
- Non - Verbal (body movement/ posture/ eye contact/ facial expressions)
- Written

What you say during an interaction is of importance. Equally significant can be your tone, the volume or the speed of the discussion. Similarly, the gestures and the body language that accompany your words could strengthen your position, or even reveal clues/ aspects of your work that you do not want to disclose. Written communication is an essential element for a proficient social researcher, since - nowadays - social media posts or emails are the norm for effective and successful business interactions.

Factors to Be Considered

The mode of communication is vital because it sets the context of the interaction. It is a whole different story to communicate via Skype, to Face time, to send emails, to throw a presentation, or share your ideas through one - to - one discussions. Different modes of communication provide different opportunities, advantages or disadvantages for those involved. The number of the recipients is also important. If there are many you should always have in mind to allocate enough time for everyone. In that way their understanding and interpretation of your work can be accurate.

Barriers to Effective Communication

As mentioned previously communication is an elusive notion and many factors could potentially hinder it. Such factors usually fall under three categories: Language, culture and locus. To be particular, sometimes the selection of words is just wrong and thus the receiver cannot understand the message. Moreover, the background of those involved in an interaction is also significant, since different backgrounds may lead to missing the point of the message. Finally, the occasion, the lack of sufficient time, your position (locus) could also impede effective communication.

Overcoming the Barriers

As a social researcher you will cooperate and interact with people who speak different languages. Usually, the language being used is not the first language for one or more people involved in the discussion, leading to misconceptions and lack of understanding. All sides need to acknowledge the issue in order to address it. In many cases pictures could be better than words, but the most effective way is to always follow through after key points of your work, in order to make sure that all sides are on the same page - clarify and summarize. Yet speaking the same language is not always enough. One needs to overcome the different backgrounds of those involved in an interaction. An effective way is to check for possible areas of concern in order to avoid challenging situations. The last barrier is the

locus - the time and place. Specifically, interactions among people located in different time zones could be tricky. Emails though work as an anytime - anywhere solution. Always remember to schedule one - to - one meetings or (Skype) calls when convenient for those involved. In that way you will avoid hasty discussions and potential mix-ups.

Become an Active Listener

Listening is not just hearing. It requires concentration, therefore you need to avoid using your cell phone during a conversation and shift your focus to your discussion. Listening is not a passive process, hence one must listen actively to listen efficiently and to accurately perceive what is being said. To become an active listener, always ask questions, be clear and brief, ask for and provide feedback. Moreover, be empathetic and try to regulate the flow of the interaction. When the other parties conclude their thoughts, it is time for you to share your perspective. Express your ideas/ work in a positive, strong, clear way and simultaneously refer to interesting key points highlighted by the other parties.

Evaluation

Watch carefully the following BBC news presentation entitled: "People insult me over my facial scars":
https://www.bbc.com/news/video_and_audio/headlines/44809513/living-with-facial-scars-in-nigeria
Try to reflect on the following:
- What is the news item communicated to us?
- Which means have been used for this communication?
Try to help Mrs. Olatunbosun Damilola to communicate her message to the world by writing a letter/sending an e-mail to her. Make sure to give tips on the following issues:
Which way/ways of communication would you propose and why? What are the possible barriers to spread her message? How can her communication skills be ameliorated?

Interaction and Communication

Unit B: Personal Development

Introduction

This unit is designed to introduce the concept of personal development and to enable the participants to establish their personal development plan. It provides a pathway to the development and reinforcement of personal empowerment through strengthening self-awareness, supporting goal setting and thus bolstering self-confidence. After the completion of this unit the participants will be able to gain and apply their understanding of personal and professional awareness and also use the skills - values they have acquired in forming a social researcher identity.

Self - Awareness - Who am I?

Nowadays we need to make choices, gather relevant information and communicate the outcomes of our work. These are significant challenges that successful social researchers need to overcome. Such challenges shape the path that enables them to make a difference, create change and secure professional progress. However, it is essential to begin by establishing a clear understanding of one's strengths and weaknesses because such an understanding allows us to build upon our strengths and push our limits. The notion of self - awareness is about grasping an understanding about how you feel and why you behave in a certain way. It is not possible to adapt to new conditions, new environments and diverse challenges - empower yourself, without realizing the concept of self - awareness. Furthermore, self - awareness acts as the initial step of goal setting, since it is about being mindful of the skills you still need to master.

A Challenge: Describe yourself

Think about describing yourself to someone else concentrating on your strengths and weaknesses. Was that a meaningful - successful process? Reflecting on your thoughts leads to their interpretation. When you can manage to alter the interpretation of your thoughts you can alter your stances and open new possibilities for your life and your career. Managing your thoughts and empathizing with others, leads also to better personal and professional links.

Setting S.M.A.R.T. Goals

Setting meaningful and consistent goals is a significant step forward for a social researcher. It is also important to focus on setting positive, individualized and achievable goals. First, positive goals reflect optimistic and constructive stances. Furthermore, it is vital to have the ownership of a task - goal, because it keeps you motivated to always achieve more. Last, you should consider that unreachable - utopic goals harm your personal life and professional identity. But most significantly set smart goals:

SMART is a convenient acronym for the set of criteria that a goal must have in order for it to be realized by the goal achiever.

- **SPECIFIC**: In order for you to achieve a goal, you must be precise about your vision. Form a list of the expected benefits to be stimulated and move forward.

- **MEASURABLE**: It is vital to "measure" your progress throughout the whole process, therefore your evaluation process needs to be unbiased.

- **ACHIEVABLE**: As mentioned previously, a goal that is stimulating but realistic leaves room for accomplishment.

- **RELEVANT**: Identifying the expectations and values that buttress your career choices and purpose is what shapes your goals and ultimately brings you joy.

- **TIMED**: Time is money and without specific deadlines for your goals, you lack purpose and motivation.

Evaluation

Think about yourself. Which are your main characteristics? Write them down.

Do you think others have acquired the same impression of you? Ask a friend to write down his/her opinion about you.

Compare the 2 lists and reflect on them: Are there common elements? Are there characteristics missing? Why is that?

Choose one of your characteristics that you dislike and set a S.M.A.R.T. goal to change it.

1.3 – Handout – MODULE 1

Interaction and Communication

UNIT C: Negotiation and Conflict Management

Introduction

Every job in today's workplace entails an extent of cooperation between team members, or people involved in a study/ project. Skills such as negotiation and conflict management enable social researchers to interact productively in order to - among others - discuss/ advise and agree regarding project objectives/ requirements with potential clients; micro manage professional relationships (supervise, encourage mentor) etc. Conflict resolution skills provide the opportunity to uncover and appreciate differences between people and use them to interact positively and productively.

Conflict Resolution

Conflict is usually perceived as a negative repercussion of personal and professional interaction. But what if we choose to focus on the diverse nature of people that makes conflict inevitable? Such a view can promote a positive attitude - a first step in the process of overcoming difficulties. Bellow follow various conflict resolution phases:

- Phase 1: Creating a fruitful atmosphere is vital. You need to tame your emotions and set the time and place, but also the ground rules for the initial steps.

- Phase 2: Focus on the common needs. Always remember to establish a common understanding buttressed upon positive stances.

- Phase 3: Explore the cause of the conflict in order to ultimately address it.

- Phase 4: Generate alternatives that shall provide solutions for all those involved. Avoid judging the other party.

Managing Anger and Disagreeing Constructively

When dealing with conflicts, stress and anger management techniques can make a difference. To be specific, you should always remember to reflect upon your thoughts - handling them makes you relaxed. Moreover when things get tough, take a break - safe distance is always a better advisor than stress. Finally, discuss the whole process with somebody who can offer a useful insight. It should be stressed that disagreeing is part of the process; there is no harm in being firm and sticking to your viewpoint. But in order for a disagreement to be advantageous there needs to be:

- mutual respect and courtesy;
- emphasis on a mutually accepted compromise;
- an equally beneficial deal for all parties;
- realistic concessions that are required in win - win solutions.

Seeking Consensus in Negotiations

Establishing a consensus is the ideal resolution of bargaining. If you can communicate to the other side that you acknowledge their priorities, then a consensus is more likely to happen. This guarantees that there is awareness regarding each party's viewpoints. A mutually beneficial agreement is achievable if there is emphasis on common ground and avoidance of whatever separates you from others. Negotiating includes the following phases:

First Phase: Preparation

The preparation phase is essential for the outcome of the negotiation. You have to be aware of the other party's strengths and weaknesses, as well as your own, so that you will know which approach to use. Focus on the strengths of your position and capitalize on them. Similarly, identify your weaknesses so that you can anticipate possible outbreaks. Furthermore, you should be aware of your boundaries. Having clear boundaries will prevent you from making agreements that you'd regret later. Finally, step into the other side's shoes and pretend to be the other party. Empathy is a key competence for a social researcher, hence you should self reflect and wonder if you were the other side, what would you want in order to shift your position?

Second Phase: Opening

The way that you open a negotiation can set the tone for the whole session. Express your respect for the other side and your openness and optimism for the negotiation procedure. Begin with your strong points and justify even your weak ones. Show from the beginning that you mean business.

Third Phase: Bargaining

The core of negotiating is the actual bargaining, therefore you should listen carefully, do not just focus on your side of the bargain. You should carefully listen to what the others are saying in order to be informed concerning positions they hold high, or to propose a counter-offer. Giving in without giving up is an extraordinary skill, which can be valuable during negotiations. It should be highlighted that anchoring your position on objective data can be very effective.

Fourth Phase: The End

How you finish a negotiation is as important as the beginning of it. A good way to finish is to present a summary of what has been achieved so far, highlighting both the issues that have been addressed, as well as what is expected from the participants. Such a process keeps all those involved fully informed and should be followed even if you do not reach a compromise.

Evaluation

Watch these lovers' quarrel film scenes:
LA LA LAND (2016), https://youtu.be/XFi8BAzeawA
and *Pride and Prejudice* (2005), https://youtu.be/1R-Zg5es7mg
Is it a constructive disagreement or not? Try to justify your answer by making references to the unit's content. What went wrong in each case?

References for further studying

Seelye, H. N. (1984). Teaching Culture. Strategies for Intercultural Communication.
Worthington, Debra (2016). Listening: Processes, Functions and Competency. New York: Routledge.

2 – Handout – A Notorious personality

This is a brief biography of a notorious personality. Write down a letter/mail/or brief presentation speech (in a role play mode), without revealing the name of the personality. Your colleagues may focus on your text in order to reveal the identity of the famous person. They are allowed to make only 2 clarifying questions.

2.1 Leonardo da Vinci (April 15, 1452 to May 2, 1519)

Leonardo da Vinci was a painter, sculptor, architect, inventor, military engineer and draftsman — the epitome of a "Renaissance man." With a curious mind and keen intellect, da Vinci studied the laws of science and nature, which greatly informed his work. His ideas and body of work have influenced countless artists and made da Vinci a leading light of the Italian Renaissance.

Although da Vinci is known for his artistic abilities, fewer than two-dozen paintings attributed to him exist. One reason is that his interests were so varied that he wasn't a prolific painter. Leonardo da Vinci's most famous works include the "Vitruvian Man," "The Last Supper" and the "Mona Lisa."

Art and science intersected perfectly in da Vinci's sketch of "Vitruvian Man," drawn in 1490, which depicted a male figure in two superimposed positions with his arms and legs apart inside both a square and a circle. The sketch represents Leonardo's study of proportion as well as his desire to relate man to nature.

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2.2 Marie Tussaud (1761-1850)

Marie Tussaud is best known for her Madame Tussaud's Museum of Wax, showing famous individuals as wax figurines.

Marie Tussaud was born December 1, 1761 in Strasbourg, France. Tussaud was the art tutor to Louis XIV's sister, but the Reign of Terror during the French Revolution led her to create death masks of the severed heads from the guillotine. In 1802 she moved to Britain to start her first museum of famous wax figures.

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2.3 Marie Curie (1867 – 1934)

Polish physicist and chemist. Discovered radiation and helped to apply it in the field of X-ray. She won Nobel Prize in both Chemistry and Physics.

She made ground-breaking work in the field of Radioactivity, enabling radioactive isotopes to be isolated for the first time. During the First World War, Curie developed the practical use of X-Rays; she also discovered two new elements, polonium and radium. Her pioneering scientific work was made more remarkable because of the discrimination, which existed against women in science at the time. She was the first female professor at the University of Paris and broke down many barriers for women in science.

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2.4 Euclid (c. 325 – 265 BC)

Greek mathematician. Euclid is often referred to as the 'father of modern geometry.' His book '*Elements*' provided the basis of mathematics into the Twentieth Century.

Some of the most influential aspects of Euclid include

- His work on prime numbers

- Euclid's lemma – which states a fundamental property of prime numbers is that – If a prime divides the product of two numbers, it must divide at least one of those numbers.

- The fundamental theorem of arithmetic or the unique-prime-factorization theorem. Using Euclid's lemma, this theorem states that every integer greater than one is either itself a prime or the product of prime numbers and that there is a definite order to primes.

"If two numbers by multiplying one another make some number, and any prime number measure the product, it will also measure one of the original numbers."

— Euclid, *Elements Book VII, Proposition 30*

- Euclidean algorithm – an efficient method for computing the greatest common divisor (GCD) of two numbers, the largest number that divides both of them without leaving a remainder.

- Geometry. Euclid described a system of geometry concerned with shape, and relative positions and properties of space. It was Euclid who put geometry into axiomatic forms (logically derived theorems) His work is known as Euclidean geometry.

It is sometimes said that, next to the Bible, the "*Elements*" may be the most translated, published, and studied of all the books produced in the Western world.

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2.5 Charles Darwin (1809 – 1882)

English scientist. Darwin developed the theory of evolution against a backdrop of disbelief and scepticism. Collected evidence over 20 years, and published conclusions in *On the Origin of Species* (1859).

At the time, religion was a powerful force in society, and most people took the Bible as the infallible, literal word of God. This included the belief that God created the world in seven days, and the world was only a few thousand years old. However, on the voyage, Darwin increasingly began to see evidence of life being much older. In particular Lyell's 'Principles of Geology' suggested that fossils were evidence of animals living hundreds of thousands of years ago.

On the voyage, Darwin made copious notes about specimens he found on his voyages. In particular, at the Galapagos Islands 500 miles west of South America, Darwin was struck by how the Finch was different on each individual island. He noticed that the Finch had somehow adapted to the various aspects of the particular island.

Over the next 20 years, Darwin worked on the dilemma of how species evolve and can end up being quite different on different islands. Influenced by the work of Malthus, Darwin came up with a theory of natural selection and gradual evolution over time.

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2.6 Albert Einstein (1879 – 1955)

German/US physicist. Einstein revolutionized modern physics with his general theory of relativity. Won Nobel Prize in Physics (1921) for his discovery of the Photoelectric effect, which formed the basis of Quantum Theory.

Born in Germany 1879, Albert Einstein is one of the most celebrated scientists of the Twentieth Century. His theories on relativity laid the framework for a new branch of physics, and Einstein's $E = mc^2$ on mass-energy equivalence is one of the most famous formulas in the world. In 1921, he was awarded the Nobel Prize in Physics for his contributions to theoretical physics and the evolution of Quantum Theory.

Einstein is also well known as an original free-thinker, speaking on a range of humanitarian and global issues. After contributing to the theoretical development of nuclear physics and encouraging F.D. Roosevelt to start the Manhattan Project, he later spoke out against the use of nuclear weapons.

- You are invited to ask 2 questions from the handout to another learner. Write down the main parts of the answer.
- Then chose one question and answer about yourselves: You may pick a question to answer and ask the same question to another learner. You can also ask a probing question.
- At the end of the procedure, can you tell which of the 2 phases you felt more comfortable with. Can you explain why?

Questions

- Do you like dancing?

- Where did you study?

- What was your most (or least) favourite subject in school?

- How do you get along with the people you work with?

- What is your dream job?

- What countries have you travelled to?

- What was your biggest experience of "culture shock" in another country?

- Where in the world would you love to live most? Why?

- How does your home country compare to this place?

- What's the worst thing that has happened to you while traveling?

- Do you speak any other languages?

Module 2: Analytical skills

The second module is divided in 3 learning units:
- Critical thinking, problem solving (4h)
- Ability to synthetize (4h)
- Decision making (4h30)

Critical thinking, problem solving

Face-to-Face session

UNIT A: Critical thinking, problem solving		
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: - Develop senior people's understanding and tolerance for the community and the desire to learn from those for whom they want to make a Community-based Learning Community Service Project. - Describes the importance of the community for the success of a Community-based Learning Project. - Define community-based learning. - Makes the distinction between community service learning and community service. - Manifest empathy and respect for different groups in the community. (social intelligence) - Demonstrate openness to community involvement through community-based Learning Projects. (Teamwork).	

Duration	Material needed	Activity proposed and tips for the tutor	Resource
10 minutes	Training room with chairs arranged in circle	*Note: This time helps young people feel comfortable, ready for a meeting and understand what expectations they may have over the next two hours.* Preparation: Arrange the seats in a circle. As young people arrive, invite them to take their seats and share their experiences of the past week. Once they have arrived, present the title of today's meeting in minutes: "In the boots of the community".	https://www.projectmanager.com/blog/20-icebreakers-make-next-meeting-fun
90 minutes	Annex "Betowens", paper cards (40 pieces), glue (4), rulers, scissors (4), pencils (6), access in two separate rooms This game requires two rooms in which the two teams will operate. In one	Betowens *Note: This game draws attention to intercultural communication and adaptability, but also conveys important lessons about community service learning. In the game, engineers go to Betowens with a desire to help, but their success depends solely on their ability to learn from the*	Annex II Handout 1.2 https://www.viacharacter.org

of these, there must be the materials needed to construct the bridge (see list of materials).

In both rooms there must be two chairs or tables at a distance of one meter, symbolizing the valley over which the bridge will be built.

As a facilitator, you must be strictly in time to make sure the game works efficiently and ends promptly.

The recommended time, allocated to each stage of the game, is:

- For explanations and group formation: 5 minutes
- For individual group training: 10 minutes
- The first trip to Betowens of a team of two engineers (first interaction): 5 minutes
- Additional preparation time for groups: 10 minutes
- Trip to Betowens of the entire group of engineers, in which he teaches the Betowens how to build the bridge: 15 minutes

Betowen community and adapt to their cultural peculiarities. Regardless of the team's success in completing the task, this exercise is meant to stimulate discussion about community service: the need to learn from the community you are helping, the personal transformation and adaptation that takes place as a result of the collaboration, and mutual learning; how an open, modest, and respectful approach with a desire to learn from a community and to find out exactly its problems leads to a real change and much longer lasting than a simple community project.

This game is a simulation of the interaction between two different cultures, where a group of engineers go to another locality (from Betowens) to teach the derby how to build bridges. Betowens is a poor country with many problems in the community, and engineers perceive their action as a chance to help and use their expertise in a positive way. However, in order to succeed in their approach, they need to identify and decipher the key elements of Betowen's behaviour.

Depending on the size of the group, 4-8 participants will play the role of engineers, who will teach the derby how to build bridges. Give this group instructions and send it to the room where the materials necessary for the construction of the bridge are prepared.

The other participants will be Betowen. Give them instructions and tell them to stay in the main room to practice their cultural practices.

If the group is too large (more than 16), some of the participants will play the role of observers; they can only watch and take notes during the game, and then participate in the final debriefing. Observers should not know the Betowens' instructions before the engineers, so tell them to leave the main room at once with the engineers group.

/blog/stre ngths-conversati ons-use-tools-deal-obstacles/

After completing the activity, you have a processing / debriefing discussion with the entire group of participants, focus on community

- What was the task of each group?
- What kind of emotions did you try during the game?
- Have you managed to complete your mission? If not, why not?

	service learning. You can use subsequent questions for that.	• Do you think that, in the future, the Betowens will be able to build a bridge themselves? If not, why not? • What was the Betowens response to the initial plan of the engineers? • What adjustments have engineers made to their plan, based on Betowen's response? • What was frustrating about this activity? • What would have been the keys to success for this activity? • What lessons can we learn from this game? • What does this game teach us about community service? • What role do you think community plays in community-based Learning? • How do you think this way of tackling community affects the community?	
10 minutes	*The purpose of this activity is to help participants strengthen their understanding of community-led Learning Projects.* Training and Facilitation: Form a circle with all participants for a brief discussion on community service learning. Recall their definition of community service learning (at the beginning of this meeting).	Ask them the following questions: • Why do you think it is so important to be willing to learn from the community you want to serve? • How do you feel respect through a learning attitude? • Specifically, what kinds of practical elements can be learned through Community-based Learning Projects? Give them time for answers and raise the level of enthusiasm of the participants by telling them that they will soon start their work and learning with their first project!	Bopp, Michael and Bopp, Judie. 2006. *Recreating the World – A Practical Guide to Building Sustainable Communities*. Calgary: Four World Press. https://www.researchgate.net/publication/321757546_From_Classroom_to_Community_An_Inquiry_of_Community-

			Based_Act ion_Resea rch_Throu gh_Indige nous_Stor ywork_Pri nciples
10 minutes	Try to create a positive and enthusiastic atmosphere for the next meeting!	Evaluate today's meeting, ask participants to group together and briefly discuss one or two things they liked at today's meeting.	

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT A: Critical thinking, problem solving
Annex II 1.1 – Handout – MODULE 2: Analytical skills Critical thinking, problem solving
https://www.dol.gov/odep/topics/youth/softskills/Problem.pdf
https://www.utc.edu/walker-center-teaching-learning/teaching-resources/ct-ps.php
Jennifer Wilson (2017) *Critical Thinking: a Beginner's Guide to Critical Thinking, Better Decision Making and Problem Solving* Create Space Independent Publishing Platform
Kallet Michael (2014) *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills* John Wiley & Sons
John Butterworth, Geoff Thwaites (2013) *Thinking Skills: Critical Thinking and Problem Solving* Cambridge University Press
Peter Gärdenfors, Nils-Eric Sahlin (1988) *Decision, Probability and Utility: Selected Readings* Cambridge University Press
Baruch Fischhoff, Sarah Lichtenstein, Paul Slovic, Steven L. Derby, Ralph Keeney (1983) *Acceptable Risk* Cambridge University Press

Ability to synthetize

Face-to-face session

UNIT 2: Ability to synthetize			
Learning hours: 4h	Face-to-Face: 2h		Online studies: 2h
Learning outcomes	This unit aims to form the ability of a group to think together, synthesize a problem and find connections between its components. It is important, however, to practice it. How? Grouping information of the same gender into categories. Organizing them as on the books in the shelves. The learners will be able to: • Identify a problem and its component parts. • Understand how a variable can change the whole. • Understand the system, the connections between the job and the colleagues, the way the community and the company work together. • Has an interest in the community and its needs / problems, as well as to find practical ways to meet these needs through community-based Learning through Service.		
Duration	**Material needed**	**Activity proposed and tips for the tutor**	**Resource**
10 minutes	This time helps young people to feel comfortable and ready for the meeting, but also to understand what expectations they may have over the next two hours. Preparation: Arrange the seats in a circle. As the seniors people arrive, invite them to take their seats and share their experiences of the past week.	Once the students have arrived, present the title of today's meeting in a few minutes: "Ability to synthetize". Make sure that the meeting will be exciting and fun and, at the same time, ask for their cooperation to create a serious and respectful environment.	Gregson, Bob. 1982. *The Incredible Indoor Games Book.* Torrance, California: Fearon Teacher Aids.
10 minutes	Preparation and facilitation: Divide the participants into smaller groups, forming two or three teams.	The objective of the game is for the teams to form as quickly as possible a human representation of what you describe. Name an object. Team members must arrange themselves in a formation that matches that form. For example, if you say a helicopter, players have to decide how they will tie each other, the propeller, the landing gear, or any other part of a helicopter. Other ideas of transformation: ship, cathedral, tree, waterfall, truck, bus, skyscraper,	

		dolphin, etc. The shorter the time limit, the more fun the game will play.	
35 minutes	This activity presents in more detail the Community-based Learning and what it does.	Write the question "What does it mean to synthesize?" On a flipchart sheet and invite the students to share their ideas with the group. Write down their answers on the flipchart. Once all the ideas have been noted, synthesize them so that you come to an organized definition such as: "An activity that summarizes, recapitulates, simplifies a problem in a given time, and proposes to achieve a particular goal". Be sure to emphasize the following: • Makes a change. • There is a starting point and one end point. • Problems may take hours, months or years. • In a project, synthesis does not mean routine, it is a special and unique activity. Once you have obtained the definition of the synthesis, ask the participants if they can give examples / practical situations of problems in their everyday lives. After the members have shared some ideas, divide them into four groups. Give each group a sheet of flipchart and markers. Each group will receive one of the four situations below and will be asked to analyse each of the practical steps that need to be taken to solve the problem: 1. Organize a party 2. Preparing the dinner 3. Organize a trip 4. Building a cabinet Allow the groups to work for 10 minutes, then invite them to present their results to everyone. After each group held their presentation, summarize the main steps to synthesize the issue: 1. Concept (when viewing the issue and the factors that generate it) 2. Synthesis (when determining details that answer 'how', 'when', and 'who' questions.	

		3. Explanation. 4. Evaluation (check the concordance between synthesis and the issue that generates it) 5. Celebration (when you enjoy your accomplishment)	
25 minutes	Training room with chairs arranged in a semi-circle. "Not all of us ...?" This story will help students to understand that service is something that gives meaning to our lives and that we all need to help each other no matter how much we have or how much we have achieved. Read the story out loud. Once you've read it, start a discussion / debriefing using the suggested questions.	"I stood in front of a building and wiped my car. I was just washing it and waited for my wife to get out of work. On the other side of the street, someone was heading for me whom society would consider a beggar. As he looked, he had no car, no house, no clean clothes, and no money. There are moments when you feel generous, but there are times when you simply do not want to be disturbed. This was one of the moments when I did not want to be disturbed. "I hope he does not ask for money," I said. He did not ask me. He sat on the curb in front of the bus station, though he did not seem to have enough money to go by bus. After a few minutes, he spoke to me, "You have a beautiful car!" He said. He was a rag, but he was worthy of air. I said, "Thank you!" And I continued to polish my car. I was expecting to ask for money, but she did not. He continued to sit there quietly while I was working. As the peace between us grew, something in my heart told me: "Ask him if he needs help." I was sure he would say YES, but I listened to my inner voice, "Do you need help?" I asked him. He responded with three simple but profound words, which I will never forget: "Do not we all need ...? Often, we seek wisdom in the learned people or in great achievements. From him I had only expected a long hand. Instead, he spoke these words that shook me: "Do not we all have ...?" I felt superior and powerful, successful and important, far above a	https://www.citehr.com/175001-wisdom-pearls-pdf-download.html

beggar, until those words struck me like a bullet: "Do not all of us ...?"

And I needed help. Maybe not a bus ticket or a place to sleep, but I needed help. I pulled my purse and gave her money not only to get them for a bus ticket but rather to pay a warm meal and a shelter for a day. Those words call me today as true. No matter how much you have, no matter how much you've done, and you need help. And no matter how small you have, no matter how many problems you have, even if you do not have money or a place to sleep, you can help in turn.

You never know when you meet someone who seems to have everything. Others expect from you what they lack: a different perspective to life, a cramp of something beautiful, a moment of respite in the chaos of the day.

Maybe that man was just a beggar who was wandering through the streets. But maybe it was more than that. It may have been sent by a superior, great, and wise force to help a soul who was too comfortable to see its problems. Maybe God looked down, called an angel, dressed him in the beggar, and said, "Go and help the man who cleans his car: that man needs help."

"Not all of us ...?"

Processing / debriefing questions:

- What happened in this story?
- What did you like and what did you dislike about this story?
- What are the lessons we can learn from this story?
- What is the meaning of the answer? "Not all of us have ...?"
- What does it mean to help and what does it mean to serve? Do you think it means the same thing?
- What does it mean to have compassion?
- What is your personal motivation to serve the community?
- What is the problem…?

| 30 minutes | Training room
"The blind square"
This game is meant to illustrate how sometimes people or groups become so absorbed by their task for the community that they tend to forget about the community. It aims to remind them and prevent them from always having to strive to have good relationships within the club and with the community around them, even when they are working on a project. You can remember this game if there will be tensions in the coming months. | Place a rope in the shape of a circle on the floor. Make sure the game unfolds in a wide and open space without any obstacles. Invite participants to stay around the circle, eye-catching. Ask some participants to stay aside as observers.
Give the learners the following instructions: "Your task is to make a perfect square. You have 15 minutes to do it. You are allowed to speak, but always hold both hands on the string. When you think you have done the job, carefully place the rope on the floor so that it does not change the shape you have achieved. Only afterwards can you unravel yourself. Start now! "
Once the eye-group has begun to work, encourage observers to analyze the process and see what they can learn from this situation. After the 15 minutes have passed, stop the group, regardless of the outcome, and discuss the game using the suggested questions:
Processing / debriefing questions for eye-related participants:
• How did you feel during the game?
• What was your task?
• Did you carry out your task? If not, what prevented you?
• What can you improve next time?
Questions for observers:
• How did you feel like observers?
• What did you notice during the game?
• What was the most interesting aspect?
• What challenges did the group have?
• What could have done better?
Processing / debriefing questions for both eye and colleague participants:
• What is the significance of this game?
• What can we learn about our club in this game?
• Are we willing to ask for help? | |

		• Has it happened to you to be so absorbed in trying to accomplish a task that you forget to be nice to others? • What happened then? How did you feel? • How can we remember working together, supporting each other and communicating, in few words? *Most groups doing this exercise do not require the help of observers and often become frustrated and impatient with each other as time passes. These trends tell us something important about our clubs. Often, groups become so absorbed by what they do, they forget to involve the community in the project, even if the task would be much easier to do with the community. Thus, if the relationship does not become a priority during the implementation period, projects can become a source of division and tension within the club. As the journey begins, community-based learning projects, remind them of these two issues at all times!*	
10 minutes	Training room with chairs arranged in a semi-circle. To evaluate today's meeting, ask some volunteers to share all of their perspectives on the most exciting element they have learned today and how they will apply it in their everyday lives.	*Try to create a positive and enthusiastic atmosphere for the next meeting!* Fill out the attendance list, resolve any administrative details and let participants know when and where the next meeting will take place. Thank them for their presence at this meeting and make sure you send them a warm "Goodbye!" To each of them when they leave.	

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT B: Personal Development
Annex II 1.1 – Handout – MODULE 2: Analytical skills Personal Development
https://www.uberdigit.com/how-to-develop-your-ability-to-synthesize-information-a-key-entrepreneurial-skill/
The Student Leadership Guide 4th Edition https://www.amazon.com/Student-Leadership-Guide-Brendon-Burchard/dp/1600374921
http://www.findingdulcinea.com/features/edu/Strategies-for-Synthesis-Writing.html

Decision making

Face-to-face session

UNIT C: Decision making		
Learning hours: 4h30	Face-to-Face: 2,5h	Online studies: 2h
Learning outcomes	*Following this meeting, group members should be able to recognize the strengths and weaknesses of teamwork, being able to make decisions that can improve their work.* At the end of this session, learners will be able to: • Explains the importance of reflection and evaluation for the improvement of subsequent activities. • Demonstrate interest in reflection on the design, planning and implementation of a decision, even a project (discernment). • Recognize and appreciate teamwork and development within the group (gratitude) • Reflect on the quality of the activities implemented based on decision making. Key concepts: ➢ Evaluation: analysing activities and achievements through a set of standards. ➢ Reflection: awareness of changes and experiences. ➢ Discernment: to look at things objectively and correctly, from all angles. ➢ Gratitude: knowing how to feel and being grateful for all the good things in your life.	

Duration	Material needed	Activity proposed and tips for the tutor	Resource
05 minutes	Training room with chairs arranged in a semi-circle.	*Introduction* *This activity makes people feel comfortable, ready to meet and meet them helps to know what to expect from the two hours spent together.* When people arrive, invite them to take their seats and talk about the week that passed. Enjoy your time together. After arriving, all presented in a few minutes today's themes: "Decision making". Explain that, now that you have a large experience, it is time to take a short break to reflect what you have achieved both as a group and individually to increase expectations.	
10 minutes	Training room with chairs arranged in a semi-circle.	*Choose a colour!*	https://www2.cortland.edu/dotAsset/c1a635f6-

		This game aims to help the group warm up and present the subject of Evaluation and Reflection.	
		Spread several pieces of different colour paper all over the surface of the room. Then tell the students to stand up and when you say "Start", each one to go to the piece of paper whose colour he thinks well represents a job (task) concluded. After each has reached a colour, invite them to discuss in small groups why they chose the colour concerned. If there are participants who are alone in a colour, invite them to join a group in approach, but maintain its chosen colour. After a few minutes, ask each group to choose a representative to present to everyone why they chose this colour for the job (task) concluded.	**https://blog. hubspot.com /marketing/c olor-theory-design**
15 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer.	*Look back!* *This activity has the role of helping participants recognize the importance of taking a "break" from ordinary activities to reflect on experience and to evaluate their work.* Choose one of the subsequent quotes and write it down on a sheet of paper or on a blackboard so that everyone can read it: • "If you do not know where you are going, any way is good." (Anonymous) • "Without reflection, we go blindly on our road, creating unintended consequences never succeeding in getting something really important". (Anonymous) • "Great things are not achieved by means of muscles, speed or physical dexterity, but by reflection, strength of character and judgment". (Marcus Tullius Cicero) Invite a participant to read aloud the quotations. Then leave the students to talk to each other for a few minutes to extract the main ideas. End the discussion, asking:	https://www.mitost.org/edit

		- Why do you think it is important to reflect on the achievements of the last job / task (from the last months)? - Why do you think it is important to reflect on the project that you have just implemented individual or in a group? - How does personal reflection help us or / and the group? - Once the students have recognized the importance of evaluating their work in order to improve it in the future, go to the next activity.	ions/lcff/learningcompanionfacilitators2017/1/learningcompanionfacilitators2017.pdf
50 minutes	Training room with chairs arranged in two semi-circles. Pens and note-taking materials for all learners. Preparation: Collect various accessories that can be used in a scene: false microphones, costumes, hats, etc. and make sure that the workspace is large enough to divide it into three planning areas.	*The story of our project (work)* *This activity aims to help the participants to review the stages of their projects or jobs. It can be done in a very fun, creative way:* *- verbal (question and answer contest, television interview or role play);* *- Visually, with the help of posters, paintings or schedules;* *- Through a simple discussion.* *Choose the method that best suits the level of energy and creativity of your class. We are exemplified by a variant.* Invite participants to divide into three small groups. Tell them they will have a short (2-3 minute) short story about a part of the project and that they will tell the story of the whole project from head to tail. Assign a stage of the project (design, planning, or implementation) and let them spend 5-7 minutes to figure out what they did at that stage of the project (or a job, or an activities where they were involved). Encourage them to include the funny moments, mistakes, difficulties or surprises they had during the project! After the time has passed, reunite and invite them to present their scenario in order so that they "watch" the whole project. Later, conduct the discussion using the suggested processing questions. Processing / debriefing questions:	http://www.teachingmethodsonline.com/etm/

		• How did the project begin? Where did your idea come from?	
		• Do you think the project's goal has been achieved?	
		• What difficulties or mistakes have we encountered in the project?	
		• What was the most difficult time? How did we overcome that moment?	
		• What was the funniest, the best or the most rewarding?	
		• What impact do you think we had in our community? How do we realize this?	
		• Could it have caused some damage to our community? When? If so, how can we fix it?	
		• Do you think that our project has produced a lasting and sustainable change? Why or why not? How can we make the impact sustainable?	
		• What were the surprises we did not expect? How did I deal with them?	
		• How did we work together as a team during the project?	
		• What did you admire at another club member during the project? (Invite participants to thank each other and identify positive character traits that each member has during the project. It is important for each of them to receive positive feedback.)	
		• What can we change / improve on the next project?	
60 minutes	Training room with chairs arranged in a semi-circle.	*Our project in aquarium* *We help participants to reflect in a structured way on the design, preparation and implementation of their work.* This is a tailored processing method based on the "Aquarium" method. Share participants in 4-5 groups. Each group will be responsible for thinking about a certain dimension of a project. A group will think about the problem identification phase, planning and writing the project; a group will think about how they	http://www.teachingmethodsonline.com/etm/

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		worked with the project's beneficiaries and the impact of the project on them; a group will think about how they worked with partners or sponsors in the project; a group will think about the part of communication, promotion, visibility of the project; a group will think about how they worked as a team to implement the project. The participants will sit on groups in a circle and will delegate a group member who will synthesize the group's discussions. There will be several rounds of talks. For each round of discussions, they will change the representative who will summarize the group discussions according to the questions asked for each round. Provides each group of sheets and pens to synthesize ideas. We recommend that the questions below for each round be written on a flipchart or sheets to be visible for each round. Round 1: • What were the steps taken in the project according to the subject of each team? • What worked? What were your strengths? How did feelings, emotions, thoughts pass through your mind when everything went well? Round 2 of discussion (change of representative): • What did not work? What were the challenges? What were the solutions found? • What feelings, emotions, and thoughts have you tried in challenging moments? Round 3 of discussion (change of representative): • What conclusions, opinions can you draw from the strengths of what worked? • What conclusions, meanings, and lessons can you draw from your challenges and your reactions to the challenges you have?	

		Round 4 of discussion (change of representative): • What would you do differently next time? What do you expect to improve in the next project? • What would you do better at a personal level next time? After each round of discussions, the representative will summarize the discussions and present them. If someone in another group wants to add something, they can do it. It will take a few minutes after each round / theme for completions from the other groups. After the completion of the four rounds, the facilitator will summarize the discussions, and especially the lessons learned and the improvement plans for the next project. Multiple groups, more specific, depending on the reality of the project and the context, can be introduced. This activity stimulates the very involvement of each member of the group, especially as each becomes, in turn, the representative of the group in the aquarium. Starting from these discussions, processing can only continue for one or two themes that seemed the most challenging in the project or those that generated the most learning for the participants.	
15 minutes	Training room with chairs arranged in a semi-circle.	*End* Before you break up, invite participants to think quickly about some ideas on how to celebrate a project completion, such as inviting partners, donors and / or beneficiaries, or simply organizing a project for a fun event. Fill in the attendance list, discuss administrative details, and let you know when and where the next meeting will take place. Thank the participants for attending this meeting and greet them warmly.	https://www.youtube.com/watch?v=Q-TQQE1y68c

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for SKILL C: Decision making
[1] & [2] Rashid, Tayyab and Canada, Afroze, Anjum. (2014) *Ways to Use VIA Character Strengths Values in Action.* Retrieved April 28, 2016 (http://www.viacharacter.org/resources/ ways-to-use-via-character-strengths/).
https://www.youtube.com/watch?v=w9Cg3_5Bfuw
https://online.csp.edu/blog/business/decision-making-process
https://www.britannica.com/topic/decision-making
Jonah Lehrer (2010) *How We Decide* Houghton Mifflin Harcourt

Annex II

1.1– Handout – MODULE 2

Analytical skills

Critical thinking, problem solving

The need to create an awareness and education program to cope with the requirements of promoting the information society - the knowledge society is another aspect that needs to be carefully considered. In this respect, it is worth nothing that the promotion of the information society - the knowledge society requires an extensive education program, understanding the dimensions of promoting the process of continually navigating towards the achievement of these desires of the information society - the society of knowledge.

To think critically means to be curious, to ask questions, to seek answers, to search for causes and implications, to find alternatives to already established attitudes, to adopt a position on the basis of reasoned justification and to logically argue the arguments of others.

The methods for critical thinking development are integrated into a specific teaching-learning framework, structured in three phases:

- Evoking - students are asked to remember what they know or what they think, they know about the topic to be addressed;
- Making sense - Students get in touch with new content
- Reflection - marks the moment when students truly acquire new knowledge, expressing them in their own words.

Ability to synthetize

Analytical capacity consists of the decomposition, ordering, characterization and hierarchy of elements of a system, as well as the ability to understand why the system has reached where it is and to predict the evolution of that system under the conditions of modifying a component.

It is a key competence in almost any job in the technical field, for middle and top management positions, regardless of industry, and generally for jobs that aim to develop or improve a system. This may be a financial one, a production facility, or a software solution. Successful mastering of this competence can provide a competitive advantage on the labour market, being one of the requirements of the companies.

Behaviours that demonstrate this competence

Being a professional who has an analytical capacity recognized by those around him, means that

others expect you to:
• Decomposes the parts of the problem without losing the overall picture;
• He saw how the modification of a variable component of the system influences the ensemble;
• Modulate the problem in abstract terms;
• Do not make hasty conclusions even if you are in stressful situations;
• To synthesize information and identify important elements;

• Formulate solutions based on your analysis and logically argue the proposed solution, pointing to its strengths and weaknesses.

How to develop analytical capability after hiring

• Understands the system!
Try to understand the connection between your job and your colleagues and the way the company departments interact. This will allow you to sense before others the need for change, to understand the rationale of decisions that affect you and, in turn, to make some decisions that will have a positive impact on those around you.

• Join any initiative!
Any project that wants to bring something new or improve something in the company you work in must have you on your team. Volunteer or initiate these initiatives yourself. A multidisciplinary exposure will give you a deeper understanding of the company you work in, and certainly the quality of the solutions you propose will be superior to the quality of the solutions of someone who has not gone through it. This will mean medium and long term fuel for your career and a solid credibility bag.

1.2 – Handout – Betowens: Instructions

The situation

You live in a village in a country called Betowens. This village is located in a mountainous area with many valleys, so that in order to reach another village it takes at least 2-3 days of walking. A bridge system would reduce this time to 5-6 hours. The local council of Betowens has decided to make a deal with a foreign firm to come to your village and teach you how to build bridges, and then build others across the region without any help. In order to learn construction technology, foreign engineers will only give you verbal instructions, not allowed to grab any material.

The bridge will be built of paper and will use pens, rulers, scissors and glue. You have all the materials and tools at your fingertips, but you do not know how to use them.

Social Behavior

The Betowens are known for touching each other every time they speak. If someone talks to them without touching them, they actually do not hear what they are told. However, there is no need for unilateral direct contact. I mean, if you join a group, it's enough to cling to a member and you're automatically included in discussion with everyone in the group. It is also very important to greet you when you meet, even when it happens only in passing. Failure to observe these rules is manifested by anger.

The traditional salute is made with the shoulder. The person who greets the first raises the right shoulder and the other person raises the left shoulder. Any other kind of greeting is considered an insult. Hand grip is considered one of the biggest offense in Betowens. If a betowen is not greeted properly or is spoken without being touched, he / she will start screaming until the offense is corrected.

The Betowens do not use the word NO. They speak normally in all respects, but when they want to say NO, I always say YES. The only difference between a true DA and one that means NOT is an empathic movement in the head that indicates that YES - in fact - means NO. (Practice this gesture as much as possible before starting the game!)

While working, the Betowens touch each other. The tools are specifically used for the genre: Scissors are used only by men, pencils and rulers by women. Glue is neutral. Men never touch a ruler or a pencil, and women - never - a scissors. These roles are very strict in accordance with religious traditions. Also, a betowen man will never relate to another man unless he was first presented to him by a woman. It is not important whether the woman is betowen or not.

Betowens like to have guests, but they are also very proud of their culture. They know they will never be able to build a bridge alone, this being just an element they do not know now but they want to teach it. They do not regard the culture and education of aliens as superior to them, expecting aliens to adapt to their culture. Betowens behave very naturally, so they cannot explain to others why they behave how they behave.

1.2 – Handout – Betowens: Instructions for engineers

The situation

You are a group of engineers working for a multinational construction company, very interested in serving the community. Your company has just signed an important contract with the Betowenia council to oblige the locals to build a bridge. It is very important that you fit within the terms of the

contract; otherwise, the contract will be canceled, and you will be fired. You are motivated to do a good job and you really want to help others.

It should be known that the village of Betowenia is in a mountainous area with many valleys, but without bridges, so a walk down to another village takes 2-3 days. It has been estimated that with the construction of a bridge system these roads will take only 5-6 hours. Your task is to instruct the Betowenians how to build their own bridges, now giving them only verbal instructions.

It is very important to read the instructions carefully and to decide together how the bridge is to be built. After 10 minutes, two of your team's engineers will be able to get in touch with the Betowenia locality in Betowenia for a 5-minute walk in order to check the natural and material conditions to get acquainted with the Betowenians, with their culture etc. Then you'll have another 10 minutes to review the construction plan again and complete the preparations. After that, the entire team of engineers will go to Betowenia to teach the Betowenians how to build the bridge.

The bridge

The bridge will be symbolized by a paper construction. The bridge shall be connected to two seats or tables at a distance of approximately 100 cm and shall be sufficiently stable and resistant to be able to withstand the weight of the glue and scissors used in the construction at the end of the construction process. As you have already been told, bridge components can only be built and assembled in Betowenia, because the Betowenians will then be able to learn how to build other bridges after you leave.

Materials: 40 paper cards, 4 glue tubes, 4 scissors, ruler, 6 pencils.

Module 3: Organizational skills

The third module is divided in 3 learning units:
- Time management (4h)
- Ability to work under pressure (4h)
- Project Management (4h30)

Time management

Face-to-Face session

UNIT A: Time management			
Learning hours: 4h	Face-to-Face: 2h		Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: - Planning efficiently their tasks in order to respect the deadlines - Organize the working time in an effective way - Prioritizing activities according to their importance - Make a Kanban table to plan the working activities		

Duration	Material needed	Activity proposed and tips for the tutor	Resource
15 minutes	Training room with tables and chairs placed in a rectangular shape so that the participants face each others	*Icebreaker, One name, one adjective:* The tutor asks one of the participants to say an adjective starting with the same letter as his/her name, then he/she also say his/her name, i.e. Smily Simon. The next person repeats the adjective and name of the person before him/her and then adds his/her own. The activity continues until the last person of the circle.	https://icebreakerideas.com/quick-icebreakers/#Talent_Show
10 minutes	Flipchart stand, sheets and markers for trainer. Training room chairs placed in a semi-circle	*Introduction to the class* The tutor introduces the subject by asking the participants to provide key words that according to them are related to time management. The tutor writes these words on a flipchart. The tutor discusses briefly the key words with the participants.	N/R
20 minutes	Handout Annex 1.1, Introduction to Time Management	*Class about time management* The tutor explains that he/she will talk briefly about the time management. Then he/she starts giving the class using the flipchart to note the main concepts that	https://www.mindtools.com/

	Training room with chairs placed in a semi-circle. Flipchart stand, sheets and markers for trainer. Sheets, pens and note-taking materials for all learners.	come out and compares them with the key words that the trainees have proposed. The tutor encourages the participants to take notes. At the end of the explanation, the tutor asks if there are questions. The tutor gives the participants Handout Annex III 1.1	pages/main/newMN_HTE.htm
30 minutes	Training room with chairs placed in a semi-circle. Annex 2, Kanban Model, printed on on paper sheets to support the activity Sheets, pens and note-taking materials for all learners.	*The 5 steps plan* The tutor informs the students about the duration of the activity and hands out the Kanban model. The tutor explains that this method helps them prioritize their tasks. Then the tutor explains how to do the activity and ask the participants to start. The tutor encourages the students to ask questions about the activity and the Kanban model.	https://kanbantool.com/kanban-examples Handout Annex III 1.4
30 minutes	Newspapers Pens Annex 3 – Handout – Paper boat	*The paper boat* The educator divides the group into teams of 4 to 5 members each and asks them to select/elect a Team Leader. Then he/she shows all the team leaders how to build a paper boat. To make sure they understood, he/she asks each person to build their own boat with the small square piece of newspaper that he/she has provided. The educator hands out 4 sheets of newspaper to each team and gives these instructions: • Build 40 boats all of the same Size, all must stand or should not sink flat when the activity is over. • Quality (shape, finishing, appearance) and Quantity (40 boats), both are important. • Time frame is 15 minutes max. from the moment the educator asks the trainees to start building the paper boats.	

		The educator ends the activity with questions to stimulate reflection on the time and tasks organization, available in Handout Annex III 1.5 – Paper boat.	
15 minutes	The material used during the class	*Wrap up the lesson* The educator proposes a wrap up activity. He/she asks the trainees to share whatever it is that they worked on during the lesson: the notions they found the most interesting during the class, the paper boat, the Kanban table, something they have written, etc. The educator asks the trainees to explain why they chose that element and encourage them to discuss with the others.	

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT A: Time management
Annex III 1.1 – Handout- Module 3 Time management
More tips for time management   https://www.skillsyouneed.com/ps/time-management.html
Time management video   https://study.com/academy/lesson/what-is-time-management-definition-examples-studies.html
20 time management tips from Forbes   https://www.forbes.com/sites/johnrampton/2018/05/01/manipulate-time-with-these-powerful-20-time-management-tips/#1e76301557ab
How to prioritize tasks   https://www.liquidplanner.com/blog/how-to-prioritize-work-when-everythings-1/
Prioritizing tasks video   https://www.youtube.com/watch?v=kDAYUN92i70
Effective To do list format   http://www.dansilvestre.com/effective-to-do-list-format/
Setting priorities video   https://www.youtube.com/watch?v=4QL-cZieoIk
What is a Kanban model   https://en.wikipedia.org/wiki/Kanban
Time management activities   https://www.officeoxygen.com/content/time-management.pdf
Online time management games

Ability to work under pressure

Face-to-Face session

UNIT B: Ability to work under pressure			
Learning hours: 4h	Face-to-Face: 2h		Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: - Identify the risks of pressure - Plan their work efficiently - Increase their focus skills - Boost their self esteem - Work on their multitasking skills		
Duration	**Material needed**	**Activity proposed and tips for the tutor**	**Resource**
10mn	Paperboard markers	Ask the participants to define what is pressure in a professional environment. Note the key concepts proposed by the participants on the board.	
10mn	PC Video projector	Then propose to watch the video introducing the book of Weisinger & Pawliw-Fry: https://www.youtube.com/watch?v=PPLyYwzUgl0 Note the 5 tips from this book on the board: - Build confidence - Focus on what you can control - Create a pre-routine - Enjoy the moment - Slow down	
20mn	Paper sheets Pens	*Boost self-esteem* The participants should know themselves before starting the activity (normally they do). Ask them to sit in a circle and give them a shit of paper on which they should write their names. Then ask them to pass their papers to the person at their right and ask everyone to write a positive comment about the person whose paper they have. Continue to pass papers until each participant has their original paper back. Have the participants read their paper aloud.	
20mn		- *Define your TO DO list*	

		The trainer will deliver the tips indicated here below to the group to allow them to create to do list.	
10mn	Tea Coffee Snacks	Coffee break to informally discuss the beginning of the workshops	
20mn	PC and videoprojector	*How to stay focus?* - Show the video and ask the participants to react https://www.youtube.com/watch?v=WhbYBb0huMs - Presentation the App StayFocusd (https://chrome.google.com/webstore/detail/stayfocusd/laankejkbhbdhmipfmgcngdelahlfoji?hl=fr) : This extension prevents you from accessing to designated websites during the hours you have chosen	
20mn	PC Video projector	*Work on your multitasking ability* - Stroope exercise Show the the participants this video: https://www.youtube.com/watch?v=gjesfzWozo4 - Cantor exercise Show the video (starting at 1:49) https://www.youtube.com/watch?v=FfjKi_QP1nQ	
10mn	Paperboard markers	*Wrapping Up* Discuss the session with the participants and collect their feedback.	

Here is a table compiling various resources to go further, lasting at least 2h:

Resources for UNIT B: Ability to work under pressure
Annex III 1.2. – Handout- Module 3 Ability to work under pressure
https://www.youtube.com/watch?v=_aqNjEzHgVg : TedX talk about the ability to work under pressure.
How to Perform Under Pressure: The Science of doing your best when it matters the most, Hendrie Weisinger & J.P. Pawliw-Fry
https://www.youtube.com/watch?v=aDIQ4EE8EG8 : Dr JP Pawliw-Fry's advices to work under pressure
https://www.youtube.com/watch?v=cPxyGeagKwg : The Neuropsychology of Performance Under Pressure
https://www.youtube.com/watch?v=GBF9xXhSFRc : Change the stimuli from pressure and stress to excitement
https://www.scienceabc.com/humans/what-happens-in-your-brain-when-youre-stressed.html : About stress in your brain
https://www.psychologytoday.com/us/blog/you-illuminated/201104/under-pressure-your-brain-conflict : Why drama is bad for the brain
https://www.huffingtonpost.com/2014/11/18/brain-stress_n_6148470.html?guccounter=1 : how stress changes the brain
http://successunderpressure.com/2018/01/24/effects-stress-brain/ : effects of the stress on our brain
https://www.youtube.com/watch?v=iB-YzBKsMM0 : increase your confidence at work
https://www.entrepreneur.com/article/224943 : how your brain works when multitasking

Project management

Face-to-Face session

UNIT C: Project management			
Learning hours: 4h30	Face-to-Face: 2h30		Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: - identify the main phases of a project lifetime - Breakdown a project in main tasks and sub tasks - Create tools to monitor a project - Organize tasks with a timeline constraint - Delegate		
Duration	**Material needed**	**Activity proposed and tips for the tutor**	**Resource**
30mn	Paperboard Markers Blank papers, pens	*How to settle the objectives of a project?* Role play: Grains and Rats	See annex 6
30mn	A video projector A PC per participant	*Organize your tasks according to your timeline* How to create a Gantt Chart Ask the participants to elect the project they liked the most in the previous exercise and then, show them a model of Gantt chart following this link: https://www.gantt.com/creating-gantt-charts.htm As the participants to break the project in 3 main tasks and subtasks (if needed). Then, ask them to elaborate the Gantt chart of this project, using Excel on their laptops. Ask the participants to save their Gantt chart on their PC	
15mn	Coffee Snacks	Coffee Break	
30 mn	Some wooden blocks (at least 7 per team)	*Know you team and learn how to delegate!*	See Annex 7

	Patterns (one sheet of paper with the 6 patterns on it, cut the patterns)	Ask the participants to divide the group into small groups of 4 people. Ask each group to designate a team leader. Give to each team leader the wooden blocks and six patterns. Explain to the team leader that he/she is not allowed to show the rest of the team members the patterns printed on the paper. Each team member should choose a pattern to start with. Ask the team leaders to give the wooden blocks to their teams and then sit with their back facing the team (they should not be able to see what their team is doing). Then, the team leader should explain to the members of his/her team the pattern, how to construct it with the blocks without showing them nor see their progresses. After 2mn let the team leader have a look at the blocks the team created and permit the team leader to show the patterns that was intended. Continue the activity with the 6 patterns. After the game, start a discussion with the following questions: For those building the blocks, what did the team leader do well? What could your leader have done better? For the leader, what was frustrating during the process? How can this be translated in a work process?	
30mn	PCs (one per participant) Paperboard Markers	*Monitoring your work: the KPIs technique* KPIs are the translation of your project's objective in measurable and easy to monitor data. Ask the participants to take the Gantt chart they have elaborated and give them 15mn to think about relevant KPIs in the Markachi district's project. Then ask them to tell the KPIs they have identified and ask the group to comment whereas they are actually KPIs (using the SMART methodology described in annex 5).	
15mn		*Conclusion and wrapping up* Ask the participants if they have any	

		questions and answer it. Ask them what they enjoyed the most/the least.	

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT C: Project management
Annex III 1.3. – Handout- Module 3 Project management
Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-bound Objectives, SAMHSA Native Connection. https://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf
Use S.M.A.R.T. goals to launch management by objectives plan https://www.techrepublic.com/article/use-smart-goals-to-launch-management-by-objectives-plan/
Gantt chart https://www.youtube.com/watch?v=cGkHjby1xKM https://www.gantt.com/creating-gantt-charts.htm
Resources allocation https://teamdeck.io/project-management/resource-allocation-for-project-managers/ https://www.timecamp.com/blog/2018/04/resource-allocation-project-management/ https://www.projectmanager.com/blog/resource-allocation
Tasks list https://zapier.com/learn/project-management/kanban-board/
Team management: https://www.youtube.com/watch?v=PWmhl6rzVpM https://www.youtube.com/watch?v=H0_yKBitO8M https://www.youtube.com/watch?v=B0w-ASaOb94
How to create a high performance culture: https://www.youtube.com/watch?v=BAdeFHlhKi4
How to elaborate KPIs: https://www.youtube.com/watch?v=2tuWjtc2Ifk https://www.youtube.com/watch?v=f_szFzBjfFg https://www.youtube.com/watch?v=91SKwBX419k https://www.optimizesmart.com/understanding-key-performance-indicators-kpis-just-like-that/ https://www.mindtools.com/pages/article/newTMM_87.htm

Annex III

1.1 – Handout – MODULE 3

Organizational skills

Unit A: Time management

Introduction

Prioritizing tasks, respecting deadline and achieving a result in due time are all challenges that one has to face in everyday life. It seems that there is never enough time during the day. The solution to do your best out of your time is effective time management.

According to the Cambridge Dictionary, time management is "the practice of using the time that you have available in a useful and effective way, especially in your work". It is therefore, the process of organizing and planning how to divide your time between specific activities. Good time management allows you to work in more effective way reducing time ad efforts, even when time is tight and pressures are high.

The 5 steps of good time management

According to Management Study Guide, good time management can be achieved through 6 steps:

1. Effective Planning

2. Setting goals and objectives

3. Setting deadlines

4. Prioritizing activities as per their importance

5. Spending the right time on the right activity

- Effective Planning

One of the starting points is to plan activities in advance and one of the best ways to do it is to make a To Do List. First of all, it is important to list the activities in terms of priority: high priority tasks should

come on top followed by those that are less urgent at the moment. Then, Complete pending tasks one by one. Do not begin fresh work unless you have finished your previous task. Tick the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.

There is a number of tools that helps in organizing your tasks, one of them is the Kanban.

- Setting goals and objectives

This skill is extremely important in order to have a clear idea on how to get closes to specific achievements and to for motivating yourself to turn your vision of this future into reality.

The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

First of all, to set a goal, consider what you want to achieve, and then commit to it. Set SMART (specific, measureable, attainable, relevant and time-bound) goals that motivate you and write them down to make them feel tangible. Then plan the steps you must take to realize your goal, and cross off each one as you work through them.

- Setting deadlines

Setting deadlines is an effective way to organize your work and to make sure the goals are achieved in due time. The rules are: build in enough time so that you can get the work done comfortably and be honest to yourself and to others when setting a deadline. For example, if you already know that your work will not be done by the set deadline, give yourself a couple extra days over the weekend, and say you will have it first thing Monday morning.

- Prioritizing activities as per their importance

Time is money, as they say, so to run an effective business it is necessary to spend it in the most productive way. Prioritization is the essential skill that you need to make the very best use of your time and your own efforts

You can prioritize based on the potential profitability, on time constraints, or benefit of the task you're facing, or on the pressure you're under to complete a job. Prioritization based on project value or profitability is probably the most commonly-used and rational basis for prioritization. Moreover, time constraints are important where other people are depending on you to complete a task, and particularly where this task is on the critical path of an important project.

- Spending the right time on the right activity

Have you already asked yourself if you are actually spending too much time to perform a task? Here are two simple tips to make sure that you are not spending more time than necessary on your tasks:

- Break your responsibilities into categories. The categories will vary depending on your job function, but they must be both strategic and tactical–identify not more than six. Consider, for example, the following: growth and improvement, managing people, primary day-to-day responsibilities and administration.

- Ask yourself what percentage of your time you should be spending in each category. To answer, factor in the competing claims on your time: the activities that enable you to generate the most leverage, the strategic priorities, and your short-term needs, direct reports, and customers. Once you've assigned percentages, translate them into hourly figures for each category. Is the total number of hours realistic and sustainable for the time frame you're considering?

1.2 – Handout – MODULE 3

Organizational skills

Unit B: Ability to work under pressure

This part of the training will put you in stress situation in order to teach you how to respond to it. When a recruiter is looking for an employee who is able to work under pressure, he or she wants above all a person who is able to remain calm but reactive in the event of unforeseen situations.

Attempt of definition

The ability to work under pressure reflects a person's ability to cope with and manage the stress produced by the urgency of a situation or the pressures from those around them.

This competency refers to the control that a person is able to exercise in response to pressure from others or tensions in the workplace.

This control mainly takes the form of resistance to stress, a resistance that is based on work organization and time management techniques (see other skills developed within this module of training) that allow it not to be overwhelmed by an overload of work, the urgency of a deadline or the scale of a task to be accomplished.

A person whose ability to work under pressure is proven, makes the right choices to ensure the productivity of his actions. She acts in the most effective way possible in a stressful situation, without going beyond her physical limits or neglecting her emotional state or psychological health.

So how to build the ideal To Do List?

Use an A4 sheet folded in 4, it's the ideal size because it's too small to write hundreds of things to do: you have to get to the point. It's very simple, but keep in mind that in a normal day,

everything you have to do goes into an A4 sheet folded in 4, if not, it's either because you're too loaded or because you write too big. Divide your To Do List into 2 parts: THE PRIORITY OBJECTIVE and SECONDARY OBJECTIVES. This is the key to the success of this checklist.

The priority objective, as its name suggests, it is THE mission you set for yourself that day. To succeed, in the morning, in defining what is your real priority for the day, one technique is to project you into the evening (the same day), and imagine what will be THE thing you will have done during the day that you will be proud to tell partner or friends when you come home. Among the mountain of things you have to do, there is necessarily - and this is logical - an absolutely priority task.

TIPS to create a TO DO LIST

- Be realistic

On your stock of tasks, note an estimate of the time you plan to complete the task. By consulting your agenda and the conditions required to achieve your objective, define when you will be able to achieve it. If the task is too important, divide it into subtasks that will give you an action plan (again) to achieve it.

- Structure your task stock

Here is a methodology that can be used in order to organize your work and therefore increase your efficiency!

- Analyze your tasks before you start.

Take a step back! Do not succumb to all requests: Before you start a task, always ask yourself if it is really important. And if it REALLY requires an action.

- Start and/or limit yourself to the most important tasks.

Determine the order of priority of this action in relation to the others and start with the most important.

How to determine an important task?

By reducing your working time, you will see how, by magic, you will naturally limit yourself to the most important tasks. So, ask yourself if I only had two hours in the day, what would I do? And start your day with this. Before you even open your e-mails. Plan one to two hours in the morning to get on with your important tasks, without distraction, and don't start opening

your emails until around 10/11 a.m. You will see that no one will blame you and you will become more efficient.

- Divide your task into subtasks

Once you have selected and "prioritized" your tasks, they are then carried out. And for that, use the "small steps" technique! This technique will allow you to approach a task in a more serene way and not to lose motivation. By dividing your project/objective into sub-objectives: Rather than looking at the whole thing, go step by step.

- Alternate short and long term tasks

Don't forget the long term in your work! By training yourself, by working on your future opportunities, for example, you are working on the long term. However, knowing how to juggle in your daily work between the short term and the long term is essential.

- Make technology your ally

When a task is very repetitive or time-consuming, always ask yourself if there is not a tool to automate it or do it for you!

- Don't get distracted!

Do not let yourself be influenced by the outside environment! Delete all audio or visual notifications from your phone, social networks...Take a step back from your smartphone by leaving it silent for a few hours while you perform a specific task.

Another trap of the worker: his mailbox! We could spend our day checking that we have not received an email or reading the latest emails received within a minute.

- Define your priorities

The importance / urgency matrix technique

The matrix is also based on 4 boxes combining 2 axes: importance and urgency. It makes it possible to break down each item according to these 2 criteria to arrive at a summary reading of the priorities. Of course, the tasks in the "important/urgent" box require action as soon as possible.

You may also consider other criteria, such as the time required to complete the task, or the ease of processing.

Review your actions for the day and rank them using one of these methods.

Finally, don't forget to delegate what can be delegated. It makes no sense to want to do

everything if you don't have time to process everything within the time limits.

- Settle deadlines

This point has been addressed in the Time management unit. Settling realistic deadline is essential not to be drawn under the amount of work.

- Plan in the evening for the next day and on Friday for the following week

- Allow yourself time for the unexpected

ABOUT MULTITASKING

In an article published on the website entrepreneur.com, the author, Nadia Goodman has identified three techniques to work in a multitask environment:

Work on related tasks together,

Keep your TO DO list visible,

Use downtime to review new information.

ABOUT THE STROOP EXERCISE

It is used in neuropsychological evaluations to measure mental vitality and flexibility, since performing well requires strong attention, inhibition and self-regulation capability.

1.3 – Handout – MODULE 3

Organizational skills

Unit C: Project management

The 6 main steps of a project

Management is a wide, open concept that can relate to many things. It can be defined as "the organization and coordination of the activities of a business in order to achieve defined objectives"1.
1: Definition of management, Business Dictionary, available online at
http://www.businessdictionary.com/definition/management.html
The entrepreneur is usually the one in charge of management. For this reason, we are going to take a look at the 6 main steps that can be especially important when managing a company:

- Step 1 Define the project's objectives
- Step 2 Divide the project in tasks and precise your Task list
- Step 3 Define the logical sequence of tasks
- Step 4 Define task constraints
- Step 5 Define and allocate resources
- Step 6 Plan and monitor the project

Step 1: Define the project's objectives
When we manage a project we know that we will have to deal with a wide range of elements, but what to start with. Project objectives in project management are the outcomes and deliverables that define the success of your project, therefore, first of all, it is essential to clearly define your objectives.

Your project objectives should be stated in a way that is clearly understood by everyone without any chance of ambiguity. They should also be short enough that they can be easily repeated and remembered. The outline should include what you want to achieve, the metric that will be used for measuring success as well as a specific target value. For example, increasing the sales of 50% after 2 years.
There are a wide range of methodology for setting project objectives, the most common ones are the SMART goals and the OKR (objectives and key results).
The SMART methodology focuses on 5 criteria:

- Specific: Tat is describing the objective by answering the questions "what, why, when, who, where".

- Measurable: An objective should have metrics and specific values that can be used to

monitor and assess success.

- Achievable: Your goals should be something that it is possible for the team to achieve

- Relevant: Objectives should fit the focus and long-term plan of your organization or team

- Time limited: The aim should be to achieve your project objectives within a certain time-frame.

The OKR is developed in the following way:

- Objectives: Highlight 3-5 objectives for your team or organization. These should be ambitious yet also achievable and time-bound.

- Key Results: Under each of these, highlight 3 results which will define success. These should be easily quantifiable and difficult, at the limits of what you believe is achievable.

Once you have set these, at the end of the set time span you measure how successful you were at achieving each of the Key Results. This is done on a scale of 0-1, with a success rate of 60%-70% being generally viewed as the par score.

Step 2: Divide the project in tasks and precise your Task list

After defining the objectives, you will wonder what's next, how to organize your next steps. To do that you will need a task list. When elaborating a task list, you will have to define the activities based on the following criteria:

- The tasks should be of a size and complexity that allow them to be reliably estimated. For example, it is difficult to estimate the cost for a specific task. Therefore it is much easier to divide the task in sub-tasks.

- The responsibility for the tasks should be clear-cut.

- The task should be measurable. Effective project control requires that reliable percent complete estimates are given at any time. If this is difficult to achieve, break the task down further.

- The task should have clearly defined start and end dates.

It is possible that some tasks might overlap, while others will run one after the other. To keep

things clear, you should list the activities in a table. This first step is very important, because it will help you to really concentrate on the important tasks at hand.

There are a range of tools to create a task list, you can use a Kamban chart or simply list your tasks in a table.

Step 3: Define the logical sequence of tasks

Once you have clear in mind what the project tasks are, you will need to order them in the right sequence. Defining the logical sequences of the tasks means identifying and documenting relationships among the project activities. In the project management, the key benefit of this type of process is that it defines the logical sequence of work to obtain the greatest efficiency given all project constraints.
All the activities and milestones have a connection before (predecessor) it and with something after (successor) it. Simultaneously, an activity may finish while another one starts; the start of an activity causes another one to start; the start of one activity causes another activity to finish; or an activity that ends may cause another activity to end as well.

There are several tools to sequence activities in project management. One of the most useful ones is the Dependency determination method, that is used to define the sequence of project activities according to dependencies:

- Mandatory dependencies: determination of those that are inherent in the work being done.
- Discretionary dependencies: established according to best practices where a fixed sequence is desired.
- External dependencies: project activities that are related with non-project activities that are outside of the control of the team.
- Internal dependencies: precedence relationship between various project activities and are within the team's control.

Step 4: Define task constraints

As mentioned above, when dividing your project into different tasks, you have to define the time constraints of your tasks. These constraints place restrictions on the ways that start and finish times are calculated in a task. There are flexible and inflexible task constraints. Inflexible constraints are associated with particular dates, whereas flexible task constraints aren't. The eight typical task constraints are:

- As late as possible (flexible): finish the task as late as possible. This constraint is used when you are scheduling the project from the projected finish date.

- As Soon As Possible (flexible): start the task as soon as possible.

- Finish No Earlier Than: this schedules a task to finish on or after a specific date.

- Finish No Later Than: this schedules a task to finish on or before a particular date.

- Must Finish On: this is an inflexible constraint; this constraint is a hard and fast deadline.

- Must Start On: another inflexible constraint, this ensures that the task begins on a particular day.

- Start no Earlier Than: the task will be scheduled to begin on or after the date given here.

- Start No Later Than: the task will be scheduled to begin on or before the date given here.

By default every task has the "Start As Soon As Possible" constraint. Because of this, there is never a time when a project doesn't contain a task constraint.

Step 5: Define and allocate resources

Resource allocation is crucial in delivering a good project because it gives a clear idea of the amount of work that needs to be done in order to achieve the project objectives.

Project resources refer to a wide list of things and we might feel lost when trying to allocate them. Here below are some advices to allocate resources in a simple way:

- know the scope: to know what is your project about, what you will need to achieve it, and to be able to properly allocate resources;

- identify resources: to know which tools, equipment, etc. you will need it completing the project;

- track time: to have a deep analysis of the progress and current situation as well as be able to control it in the real-time;

- don't look only at the big picture: the process of working on a project is not done with task allocation. Once you allocate resources you have to keep track of all of them. If you lose at least one tiny detail, your project may fail;

- don't over-allocate: because your team will experience burnout and their

productivity will significantly drop.

Step 6: Plan and monitor the project

In this planning process, it is also useful to have a visual presentation of the end and start dates of the tasks, the main milestones and the deadlines that provides you with a clear overview of the project planning at a glance. One of the most used planning tool is the Gantt chart. This tool conveys the information about the different project tasks, their order and their time scale and allows you to monitor the project at each moment of its life cycle.

The first step when creating a Gantt chart is to list your tasks and their duration, as seen in the previous sections. After that you can start creating a Gantt chart. It always consists of a horizontal axis that illustrates the time span of your project (divided in days, weeks or months) and a vertical axis that shows a list of all the individual tasks. Colors can be used to show the progress of the task (to-do, in progress, finished). The advantages of using a Gantt chart is that it helps you monitor the progress of your project and to set priorities. This is important to remember: a Gantt chart is not carved in stone. Having a perfect chart does not guarantee a successful project execution on deadline, it is also crucial to compare the projected progress to the real progress and then update the chart accordingly.

The image here below represents an example of Gantt chart:
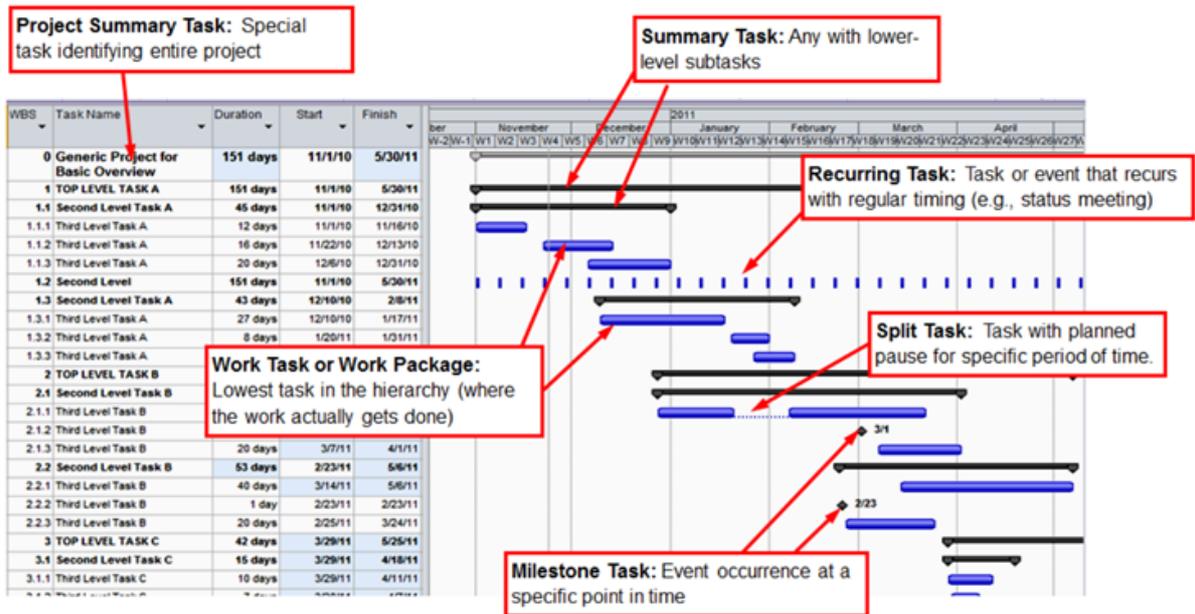
Source: https://www.e-education.psu.edu/geog871/l5_p5.html

During the project lifecycle you will also need to monitor the achievement of the objectives that you have identified. The best known elements for that are the KPIs.

KPI stands for Key Performance Indicators and are widely used in project monitoring to measure the performance of your projects.

What is an indicator? This is information that helps you assess a situation and make an appropriate decision. An indicator must be realistic, measurable and defined over time.

The representation of all the indicators chosen is summarized in a table containing:
- The name of each indicator
- The objective defined at the beginning of the project
- The actual value of the indicator
- If the indicator is green, everything is fine, you will have to continue the actions in progress in order to maintain this good result.
- If the indicator is red, then you must take the necessary corrective action.
- If the indicator is orange, it should be monitored.

To properly select your KPIs, here's what you need to know:
- Each indicator is associated with a specific objective.
- An indicator necessarily implies a decision.
- An indicator is never mute.
- A relevant indicator should be simple.
- You must choose your own indicators.

There are 4 categories in which to classify your KPIs:

- Delays: Ensure that your project will be completed on time.
- Budget: Have you exceeded the budget allocated to the project or are you still in the nails?
- Quality: Is the progress of the project satisfactory?
- Efficiency: Do you manage your project effectively? Is time and money appropriately used?

1.4 – Handout – *The Kanban method*

Follow the indications and use the table here below to create your Kanban table:

- Write down all your commitments and deadlines on a paper sheet.

- Then take on big tasks and turn them into smaller steps. For example, writing 2000 word essay can be challenging, but 500 words today might not be that hard.

- Draw a Kanban table, by using as an example the model provided.

- You will organize your tasks under 3 headings: now, soon, and later, or this week, tomorrow and today.

- Start by filling in the Kanban with something in the "now" or "this week" column and get it done straight after, if possible.

- Conclude the activity by filling in the other columns in the Kanban table.

Source: https://kanbantool.com/kanban-examples

1.5 - Handout – *Paper boat*

The following questions will be asked for the debrief on the Paper boat activity:

1. Did the Team Leader clarify the goal to the team members?

2. Where the roles clarified the team as to who will do what?

3. Did the team members get overwhelmed by the activity or understood what is important?

4. What was the focus on – Important or completion?

5. What style of leadership did the team leader play?

6. Did the team members ask for clarifications role/goal?

7. Was there any planning for the use of Newspaper, people and the time available?

8. How can they relate "boat making" to "organizing work"?

1.6 - Handout – Role play: Grains and Rats

Organisation of the activity (5mn)
Divide your group in several groups of two people. Then, provide each group with a blank paper and pens. Explain the following situation:

The Markachi district is asking for your advice. Its cereal resources are decreasing sharply. This is due to several factors that the experts have been able to identify: global warming, pests affecting crops, winter frosts, etc.
Following the discussion, the community recognized that rats were largely responsible for grain losses. What could be the objective of the project? Ensure that the desired change is clearly defined and measurable.

Brainstorming (10mn)
The trainer must give now 10mn to the participants to elaborate a project to save the Markachi district's resources.

Conclusion (15mn)
Ask each group to present its project to the rest of the group. The objective of this exercise is to allow the participants to find the characteristics of a tangible objective:
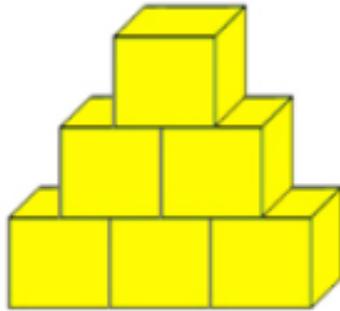- It must be feasible (accessible)
- It must be organized in time
- It must be realistic
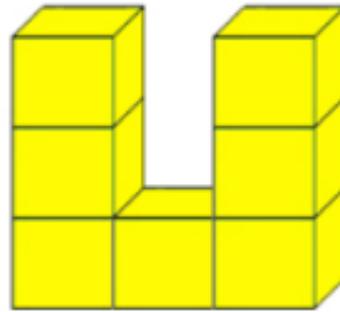- It must be measurable
- It must be explicit (precise)

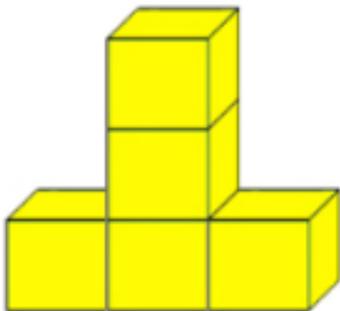# Delegation Activity – Block Patterns

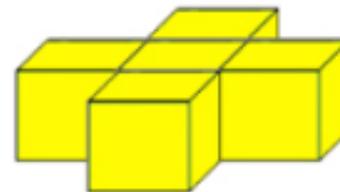*** Copy as needed, cut on dotted lines, and give ONLY to team leaders.***
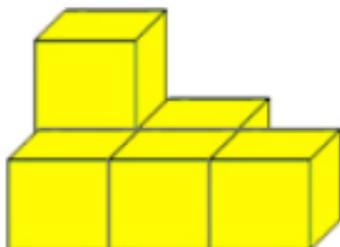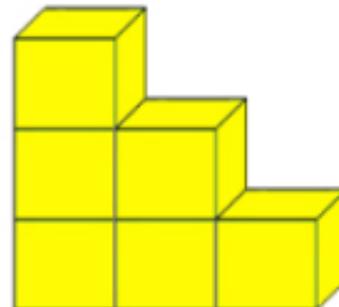
Pattern #1

Pattern #2

Pattern #3

Pattern #4

Pattern #5

Pattern #6

Module 4: Doing Social Research

The fourth module is divided in 3 learning units:
- Understanding the Social Research Methods (4h)
- Define your Research Strategy (4h)
- Handling Data (4h30)

Understanding the Social Research Methods

Face-to-Face session

UNIT 1: Understanding the Social Research Methods			
Learning hours: 4h	Face-to-Face: 2h		Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: - to establish an understanding of methods involved in social research about exploring people's behaviours, societies and cultures - to understand why one uses a certain method - to construct their grasp of social research methods.		

Duration	Material needed	Activity proposed and tips for the tutor	Resource
20 minutes	Training room with chairs arranged in pairs, face to face A learner journal for note taking	*Icebreaker, habits and preferences:* Everyone has to write on a piece of paper their answers to questions: What is your favourite month, animal, food, TV show, hobby and colour? Each person is to sign his/her name, and to make certain no one else sees the answers. The tutor then reads the answers to the whole group, and members try to guess to whom each set of answers belongs.	https://www.dioceseofjoliet.org/siteimages/scouting/documents/Helpful_Files_-_Ice_Breakers_for_Workshops.pdf
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. A learner journal for note taking Pens and note-taking materials for all learners.	*Studying nutrition habits and menus* Tutor asks participants to write down their everyday nutrition habits/menu. Tutor explains it is important to give as many details as possible during the day. Then, their notes are read loudly by the tutor. The tutor asks for a general review on the group's habits and invites the group to discuss about the proper method to gather the information needed.	

		They proceed with their method on the flipchart. Finally, the tutor asks them for conclusions on their findings. (Tutor will encourage participants to justify their choices and practices)	
20 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connection	*Deductive and Inductive reasoning* Participants will watch two videos about deductive and inductive reasoning. Reflexion on: What is the content to be communicated? What are the similarities and differences between these communication practices? Tutor asks participants to make their own examples of inductive and deductive reasoning in several cognitive areas. Each one presents one or two examples to the group. The group is encouraged to make comments and suggestions.	https://www.youtube.com/watch?v=ZTfVIMPV8KY https://www.youtube.com/watch?v=qVDKhiH7ZWI
30 minutes	Training room with chairs arranged in a semi-circle. Flipchart stand, sheets and markers for trainer. Pens and note-taking materials for all learners	*Role play: Positivism and Interpretivism* The group is separated in two parts: the interpretivists and the positivists. They are given a hypothetical topic for research: "Young people socializing habits" Tutor asks each part to approach a fact by the requisite method and make choices on their methodological tools (case studies, interviews, surveys, questionnaires, filed experiments, etc.) per case. After reflexion, each group team will present their strategic choices and methodology. They will be encouraged to justify their choices.	
30 minutes	Training room with chairs arranged in a semi-circle.	*Philosophical thought* Trying to apply the research methods in our reasoning, the group will be invited to answer the following philosophical questions:	

		• What are the characteristics of a good friend?
		• Does the "Law of Attraction" exist and what is it?
		• Is there such a thing as true love?
		• What are the characteristics of a good friend?
		• Does the "Law of Attraction" exist and what is it?
		• Is there such a thing as true love?
		• What are the characteristics of a good friend?
		• Does the "Law of Attraction" exist and what is it?
		• Is there such a thing as true love?
		They will be invited by the tutor to choose one or two questions and expose their methodology of reasoning in order to answer them.

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT 1: Understanding the Social Research Methods
Annex IV, Handout 1.1 Module 4- Understanding the Social Research Methods
(Deductive Approach (Deductive Reasoning)) https://research-methodology.net/research-methodology/research-approach/deductive-approach-2/ [Accessed on 14/9/ 2018]
(Deduction & Induction) https://socialresearchmethods.net/kb/dedind.php [Accessed on 14/9/ 2018]
(Positivism & Post-Positivism) https://socialresearchmethods.net/kb/positvsm.php [Accessed on 14/9/ 2018]
(Difference between Inductive and Deductive Reasoning to Research with figure and Examples) https://www.slideshare.net/RohanByanjankar/inductive-and-deductive-approach-to-research-difference-between-inductive-and-deductive-reasoning-to-research-with-figure-and-examples?next_slideshow=1 [Accessed on 14/9/ 2018]
(Inductive and Deductive Instruction)

https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/inductivedeductive.html

[Accessed on 14/9/ 2018]

(Walter Wallace's "Wheel" diagram of the research process)

https://courses.cs.ut.ee/MTAT.03.243/2015_spring/uploads/Main/wallace-wheel.pdf

[Accessed on 14/9/ 2018]

(RESEARCH METHODS)

https://www.cidob.org/content/download/61472/1928186/version/4/file/27-34_CHAPTER%202.pdf

[Accessed on 14/9/ 2018]

(Hypothetico-deductive method- PHILOSOPHY)

https://www.britannica.com/science/hypothetico-deductive-method

[Accessed on 22/7/ 2018]

(Positivism and Interpretivism in Social Research)

https://revisesociology.com/2015/05/18/positivism-interpretivism-sociology/

[Accessed on 22/7/ 2018]

Define your Research Strategy

Face-to-face session

UNIT 2: Define your Research Strategy		
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h
Learning outcomes	This Unit is about understanding the importance of defining and setting a successful research strategy. The participants will be able to: • to identify the differences between qualitative and quantitative research, • to realize the limitations of their research strategy • to consider the relevant ethical issues.	

Duration	Material needed	Activity proposed and tips for the tutor	Resource
20 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Flipchart paper, colourful pens and coloured stickers or shapes And/or A collection of old magazines, postcards, birthday cards etc., scissors and glue.	*Strategy thinking Icebreaker:* Aims: • To explore the topic of Strategic Thinking. • To give participants the opportunity to consider what the subject means to them and the other participants currently. • The participants are separated in two groups and asked to create in one minute's time, on flipchart paper a design where all rainbow colours appear twice except the red colour. • As a variation, they can also be asked to create a collage, instead of a drawing, in two minutes. Tutor allows 10 minutes of group brainstorming before performing their task, in order to define their strategy.	https://www.thebalancecareers.com/top-ice-breakers-1918426

35 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Flipchart paper, colourful pens and coloured stickers or shapes	Reflection: Trainer shares Handout 1.5 (ANNEX IV) to participants. He asks them to read this Overview of Qualitative Research Methods in small groups and keep notes in order to create a table with the main principles of each research method. Tutor asks each group and notes down on the flipchart the table of main principles, proposed. Participants take notes. Then, in their small groups, they are invited to search for examples for each qualitative research method and complete the table on the Handout 1.5 Tutor notes them on the flipchart. Tutor enhances discussion: "What are the advantages/disadvantages of each method?' "what are the limits in a qualitative research method?" "Which methods are the most familiar to you?" " Which ones would you like to try to use?"	An Overview of Qualitative Research Methods. Handout 1.5
20 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion	Tutor facilitates access to the internet sources. He distributes Handout 1.6 (ANNEX IV) and asks participants to synthetise and create a small guide to quantitative analysis	https://revisesociology.com/2017/11/26/the-steps-of-quantitative-research/, https://www.youtube.com/watch?v=HL1H0d7lZWM, http://libguides.usc.edu/writingg

			uide/quant itative
			Handout 1.6
25 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners.	Reflection: Trainer shares Handout 1.7 to participants. He devides them in small groups and asks them to complete the table "Steps of Quantitative Research Methods" by discussing and keeping notes in group. Tutor asks each group and notes down on the flipchart their proposals. Participants take notes. Tutor enhances discussion: "What issues should a researcher keep in mind in order to accomplish each step of the quantitative method?" 'Which step appears to be most demanding?" "What are the limits in a quantitative research method?"	Handout 1.7–Steps of the Quantitativ e research method
20 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners.	After studying Handout Annex 1.2 – Handout – MODULE 4, UNIT B - Define your Research Strategy, Ethical Considerations, (ANNEX IV) Participants are invited to create in small groups a role play activity about ethical considerations. They are advised to choose one or two ethical issues, create a brief scenario and act in a role play before audience (the other participants). The others are invited to find out the ethical problem in question and make comments on how to solve it.	Handout 1.2

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT 2:
Document produced by UOP, Module 4 (Annex 4.2)
https://www.thoughtco.com/qualitative-research-methods-3026555 An Overview of Qualitative Research Methods [Accessed on 13/10/ 2018]
http://www.cycledoctoralfactec.com/uploads/7/9/0/7/7907144/[amir_marvasti]_qualitative_research_in_sociology__bokos-z1_.pdf Qualitative Research in Sociology [Accessed on 26/6/ 2018]
https://www.youtube.com/watch?v=8sefWil6s50 What is qualitative research in sociology? [Accessed on 23/6/ 2018]
https://study.com/academy/lesson/what-is-quantitative-research-in-sociology-definition-methods-examples.html Quantitative research [Accessed on 22/7/ 2018]
https://revisesociology.com/2017/11/26/the-steps-of-quantitative-research/ Steps of quantitative research [Accessed on 22/7/ 2018]
https://www.researchgate.net/publication/265163539_Quantitative_Analysis_in_Cultural_Sociology_Why_It_Should_Be_Done_How_It_Can_Be_Done Quantitative Analysis in Cultural Sociology: Why It Should Be Done, How It Can Be Done [Accessed on 22/7/ 2018]
https://www.sciencedirect.com/book/9780121039509/quantitative-sociology Quantitative Sociology [Accessed on 22/7/ 2018]
https://www.simplypsychology.org/qualitative-quantitative.html Qualitative vs. Quantitative Research [Accessed on 22/7/ 2018]

Handling Data

Face-to-face session

UNIT 3: Handling Data		
Learning hours: 4h30	Face-to-Face: 2,5h	Online studies: 2h
Learning outcomes	At the end of this session, learners will be able to: • Understand the importance of knowing how to handle data • Be able to form the structure of a project • To familiarise with the most frequent methods of data collection, interviews and questionnaires	

Duration	Material needed	Activity proposed and tips for the tutor	Resource
20 minutes	Training room with chairs arranged in a semi-circle.	Interview icebreaker: Tutor invites participants to choose a brief personality quiz on their phone or computer, such as the free online TEST colour, personality test. Once everyone has completed the personality assessment, each participant mentions two-three things they agree or disagree with in their results. Tutor presents the following concept of the test's structure and asks participants to tell their opinion "THE SYMBOLIC TEST TRANSLATES EMOTIONS. Emotion-based personality tests are the result of scientific research carried out over the course of 20 years by a team of certified clinical psychologists and mathematicians, led by Thierry Leroy, clinical psychologist and psychoanalyst. When we find ourselves in the presence of symbolic objects, these objects generate emotions that make us either feel rejected or supported. Yet we are the fruit of our emotions, since they determine our preferences, what we are attracted to, what we choose and what we decide. They cement our personality.	http://www.testcolor.com/personalitytest/personalitytest.php

		Our emotion-based personality tests retrace the path of the emotion and thus expose their essence. By linking our emotions, they reveal who we really are. THE SYMBOLIC TEST TELLS THE TRUTH ABOUT PEOPLE. Classic personality tests based on a series of questions suffer from the social desirability bias. The person answering the questions will always try to present itself in a favourable light, answering questions in a manner that will be viewed favourably by others. This psychological mechanism may come into play unconsciously or it may be the result of a conscious intention to manipulate one's image in the eyes of others. For example, if someone applies for a position as a nurse or a position as police officer, the same person will give in good faith a different answer to the same question. Symbolic, emotion-based tests, on the other hand, look at feelings and emotions and therefore don't lie but speak profound truth.	
30 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion	Tutor invites participants to read in Handout 1.5(ANNEX IV) about the importance of handling data and the main methods of interviews and questionnaires. Participants will also take personal notes after watching 5 videos on the art of making interviews and questionnaires.	Handout 1.5 https://www.youtube.com/watch?v=U1_wJHJNRCA https://www.youtube.com/watch?v=BFSl7rrI0HE https://www.youtube.com/watch?v=FkX-t0Pgzzs https://www.youtube.com/watch?v=TvTDtFn3hWE
20 minutes		Tutor asks participants to watch a video:	https://www.youtube.com/w

		"Can you spot at least 10 mistakes made by this interviewer? Then watch her do the same interview again, correctly, in the next video and notice she gets different (and much more useful) answers.	atch?v=U4UK wd0KExc https://www.youtube.com/watch?v=eNMTJTnrTQQ
40 minutes	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion Flipchart paper, colourful pens	Tutor gives the general subject of research: "Childhood entertainment" and asks participants to create a research structure. Tutor notes the main steps on the flipchart (Introduction, Literature Review, Research Methodology, Presentation of Results, Discussion and Conclusion). Then, Tutor invites them to proceed with the Introduction and Literature Review. After a brief internet research each member of the group proposes ideas on the *Introduction* and *literature references* on : "Childhood entertainment"	
40 minutes	Training room with chairs arranged in pairs. A learner journal for note taking Pens and note-taking materials for all learners. Projector, screen and laptop. Internet connexion Flipchart paper, colourful pens	Participants will create a questionnaire of 10 questions and an interview of 15 questions in order to collect data on "Childhood entertainment". Tutor will take notes on the flipchart. In pairs, participants will interview their pair and complete the relevant questionnaire. Data will be collected and presented on flipchart by the Tutor. Tutor will enhance a brief discussion on the data analysis and the research conclusions. There will be noted on flipchart the main of Conclusions-Research Discussion.	

Self-directed training

Learners will have access to several resources to go further during at least 2h.

To go further:

Resources for UNIT 3: Handling Data
Handout 1.3, Module 4 –Handling Data (Annex IV)
https://www.thoughtco.com/constructing-a-questionnaire-3026540 Constructing a questionnaire [Accessed on 14/9/ 2018]
https://www.wikihow.com/Make-a-Questionnaire How to make a questionnaire [Accessed on 14/9/ 2018]
https://revisesociology.wordpress.com/2011/05/04/6-questionnaires/ Questionnaires [Accessed on 20/7/ 2018]
https://www.capterra.com/video-interviewing-software/ Interview software [Accessed on 13/9/ 2018]
https://socialresearchmethods.net/kb/analysis.php Analysis [Accessed on 13/9/ 2018]
https://warwick.ac.uk/fac/cross_fac/esrcdtc/coretrainingmodules/quals/analysing_interview_data_1_-_w6.pdf Analysing interview data [Accessed on 13/9/ 2018]
https://www.tutor2u.net/psychology/reference/research-methods-content-analysis Research methods Content analysis [Accessed on 13/9/ 2018]
https://edubirdie.com/blog/research_paper_in_sociology How to write a sociology paper? [Accessed on 13/9/ 2018]
https://socialresearchmethods.net/kb/strucres.php Structure of research [Accessed on 13/9/ 2018]

1.1 – Handout – MODULE 4

Doing Social Research

**UNIT A: Understanding the Social Research Methods**

Introduction

This Unit is about attempting to establish an understanding of methods and the ways those involved in social research go about exploring people's behaviours, societies and cultures. Why one uses a certain method? Which different scenario requires what method of research? These are basic questions that this unit aims to address in order to construct the participants' grasp of social research methods.

Deduction or Induction

In the case of deduction, the researcher deduces a hypothesis that must be empirically challenged. The hypothesis is made up of theoretical concepts, which shall drive the data collection process. The concluding phase of this process, involves an opposite concept, induction. In that phase, the researcher infers the consequences of her/ his findings for the theory that generated the argument/ hypothesis (Bryman, 2012). Hence, while the part of inductiveness certainly exists in the above process, it is regarded as principally deductive in orientation. On the other hand, there are researchers who prefer an opposite approach - induction. The inductive approach views theory as the conclusion of research. It should be stressed that just as deduction involves the concept of induction, the inductive orientation is likely to involve a certain degree of deduction. Once the theoretical self-reflection is concluded, the researcher could collect more data in order to draw connections between existing theories (Ibid).

| Theoretical approach |

↓

| Findings |

(Deduction)

| Findings |

↓

| Theoretical approach |
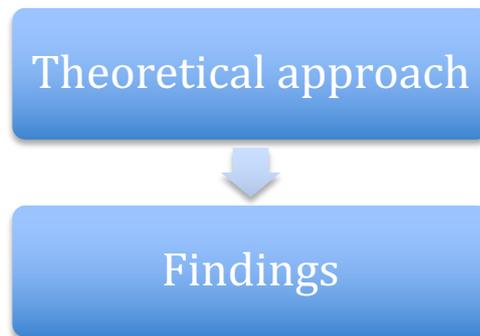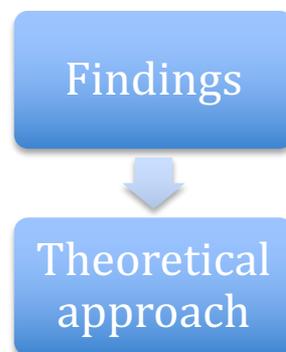
(Induction)

Positivism vs. Interpretivism

A positivist approach perceives reality as separate from the observer - the subject and object as two different things. On the contrary, interpretivism identifies the inseparable relationship between the reality and the researcher. It should be stressed that the world involves both objective and subjective characteristics. Positivists suggest that human experience of the world mirrors an objective reality, while the interpretivists recognize that knowledge is socially constructed and they are active parts of that process. Interpretivism means interpretation - affected by and affecting their research fields. The research methods used by positivists and intepretivists are quite different. To be specific, positivists usually utilize surveys, questionnaires, filed experiments as their research methods of choice. They collect

their data and produce generalizable outcomes. Interpretivists' "weapons of choice" usually include case studies, interviews etc.

To conclude, the differences between the two approaches lie in the research method selection. However, rather than feeding the dichotomous approach between positivism and interpretivism, a social researcher should focus on understanding why different researchers select different research methods (Weber, 2004). The particular modes of research quality evaluation need to be adapted according to the utilized research methods. In positivist research methods, the criteria are external validity, internal validity, construct validity, statistical conclusion validity, and reliability. The criteria for evaluating a number of newer research methods like case studies and ethnographic studies are still in the process of formation (ibid). As far as the selection of research method is concerned, the key factor is to be able to defend your research outcomes and suggestions.

References and Suggested Readings

Becker, S., Bryman, A. and Ferguson, H. (2012). *Understanding research for social policy and practice*. Bristol: Policy.

Bhattacherjee, Anol, "Social Science Research: Principles, Methods, and Practices" (2012). Textbooks Collection. 3.
http://scholarcommons.usf.edu/oa_textbooks/3

Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.

Blaikie, N. (2007). *Approaches to social enquiry*. Cambridge: Polity.

Crotty, M. (1998). The foundations of social research. London: Sage Publications.

Weber, R. (2004). The Rhetoric of Positivism Versus Interpretivism: A Personal View. Editorial - MIS Quarterly Vol. 28 No. 1/March 2004

Introduction

This Unit is about understanding the importance of defining and setting a successful research strategy. The participants are expected to identify the differences between qualitative and quantitative research, the limitations of their research strategy and the relevant ethical considerations.

Why strategy?

Setting out your research strategy enables you to address the research questions or the problematic that shapes the assembly of your research project. The key emphasis for the researcher should be her/ his research questions, the relevant literature, the timeframe and theories - positivism/ interpretivism - behind her/ his approach. But first one needs to find the topic. In order to do so, one needs to be aware of the research objectives. Often one's experiences and professional interests assist the narrowing process. The relevant journals are also very helpful in orienting a researcher towards certain research ideas - agendas.

After finding the topic of the research, it is of major importance to produce your research question (s). A good research question needs to be clearly and specifically defined - linked with notions taken from the literature review. Furthermore, it needs to be original - several (if not all) aspects of the study should have never been explored before. Last, it needs to address significant issues that raise the theoretical - research debate. Of course, one should

never forget that it in order for the research strategy to be successful, the research question should be addressable - manageable in depth and extent.

Qualitative vs. Quantitative Research

One of the initial steps of research strategy development is the choice between qualitative or quantitative data. Unlike quantitative analysis, which is independent statistics, qualitative analysis is directly linked to the researcher's analytic and synthetic skills and awareness of the social context where the data is collected. The focus of qualitative analysis is identifying and grasping the experience, rather than predicting or explaining it (Bhattacherjee, 2012). On the other hand, numeric data can be analyzed in two different ways:

- Via *descriptive analysis* that statistically describes, aggregates and presents the constructs of interest or links - correlations between those constructs.
- Via *inferential analysis* that statistically tests the hypothesis (Ibid).

Ethical Considerations

Social researchers are expected to be aware of and more importantly abide by general agreements on what constitutes acceptable and non-acceptable behaviors when doing research. A significant concern before the data collection process is to assure all those involved about the researcher's intention to abide by the principle of confidentiality. The ideal of confidentiality is deeply related with the individuals' right to privacy (Gregory, 2003). It is crucial to liberate those involved in the research from any anxiety or fear of undesirable issues that could occur during the process. Furthermore, what Cohen *et al* (2011) recognize as the principle of 'informed consent', is of major significance.

Following Silverman's (2010) suggestions, a researcher should provide the participants with careful explanations and consultation concerning the study's purpose, their role in the exploration and the research methods, and ask them if they are willing to participate in this study on a voluntary basis. Being explicit about the 'agreements you have entered into with your research subjects' (Blaxter *et al*, 2001: 158 quoted in Bell, 2010: 46) and more

importantly 'keeping to such agreements when they have been reached' (Bell, 2010: 46), is what research ethics is all about. Additionally, a version of the study needs to be offered to the participants not only to support their stances, but also to feel comfortable and more trusting in the whole research process.

References and Suggested Readings

Becker, S., Bryman, A. and Ferguson, H. (2012). *Understanding research for social policy and practice*. Bristol: Policy.

Bell, J. (2010) *Doing your Research project: A Guide for First-Time Researchers in Education, Health and Social Science.* (4th Ed.) Buckingham: Open University Press.

Bhattacherjee, Anol, "Social Science Research: Principles, Methods, and Practices" (2012). Textbooks Collection. 3. http://scholarcommons.usf.edu/oa_textbooks/3

Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.

Cohen, L. Manion, L. and Morrison, K. (2011) *Research Methods in Education*. London and New York: Routledge Falmer.

Gregory, I. (2003) *Ethics and Research.* Continuum: New York.

Silverman, D. (2001) *Interpreting qualitative data: Methods for analyzing talk, text and interaction.* Sage. London.

Silverman, D. (2010). *Doing qualitative research: A practical handbook. (3d Ed)* Thousand Oaks, CA: Sage.

Successful Research Strategies http://www.uniteforsight.org/global-health-university/research-strategies

Annex 1.3– Handout – MODULE 4

UNIT C - Handling Data

Introduction

This Unit grapples with data collection and analysis. Handling data is an essential aspect of doing social research, since data could potentially provide you with insights that can shed light and further construct your problematic.

The Structure of your project

There is a certain structure that most research projects/ studies tend to follow:

- Introduction. It involves the outline of the study - field of expertise, importance and research questions.
- Literature review. The exploration of the relevant studies - the base of your problematic.
- Research methodology and methods. It includes sampling, the methods of data collection, coding and methods of data analysis.
- Presentation of the results.
- Discussion and conclusion.

Data collection

The most frequent methods of data collection are interviews and questionnaires. Some methods involve a more structured approach to data gathering.

To be specific, the Questionnaire is a paradigm of such a tool. The researcher identifies what is important in order to answer the research questions and designs the questionnaire in ways that produce data that address the research questions. It should be stressed that there could also be a structured approach when gathering qualitative data. For example a structured interview filled with questions used in surveys. Usually however, qualitative data are linked with semi structured, or even unstructured interviews.

Qualitative interviewing is grounded in discussion stressing explorers' asking and participants' responding. The researcher perceives the respondents as 'meaning makers' and not 'passive conduits for retrieving information from an existing vessel of answers' (Gubrium and Holstein, 2002: 83). As Denscombe (2010) suggests, if the focus is on grasping insights regarding viewpoints, feelings or experiences, then interviewing is the appropriate technique. Furthermore, there can always be uncertainties or even doubts, which can always be resolved through probing for explanations (Drever, 2003). Consequently, the researcher can anticipate a fuller coverage of every area of her study and at the same time notice the interviewees' body language, a factor that could prove valuable in conducting the interviews or interpreting the participants' perspectives (Drever, 2003).

 Such remarkable benefits cannot be reached by other methods of data collection because of their inflexibility (Ibid). Cohen and Manion, (2011) recognize semi structured and unstructured interviewing as allowing greater depth, when compared with other techniques of data collection. This type of conversation allows more latitude regarding the order in which the subjects are raised or discussed. Moreover, it provides the respondent with enough space to refer to his stances and elaborate upon the topics of the exploration (Denscombe, 2010). The term "semi-structured" indicates that the researcher organizes a basic structure by determining the field of discussion and certain key questions to be asked (Drever, 2003). Consequently, this leaves room for interview details to be addressed during the in depth discussion with the participant (Ibid).

Analysing data

Data analysis is a stage that incorporates several phases. Obviously it can entail the application of statistical technique to quantitative data, however not all data are amenable to quantitative analysis (Bryman, 2012). Even when some data might fit to such an analysis, alternative approaches could be utilized. To begin with, the researcher needs to cope with raw data. This means that the researcher has to check the data to identify possible mistakes, such as mishearing or faults during the transcription process. After that the researcher conducts a thematic analysis aiming to identify key themes between and within transcripts (ibid).

Coding is a really helpful process for thematic analysis. The analyst looks for patterns of coded text in order to make sense of the data and link the findings with the research question (s) and the relevant literature. This phase is about reducing the 'large corpus of information that the researcher has gathered so that he or she can make sense of it. Unless the researcher reduces the amount of data collected—for example, in the case of quantitative data by producing tables or averages and in the case of qualitative data by grouping textual material into categories like themes—it is more or less impossible to interpret the material' (Bryman, 2012: 13). Finally, standard software programs, such as NVivo, can be used for coding and analyses in qualitative research methods. Similarly, much of today's quantitative data analysis is conducted via software programs such as SPSS or SAS.

References and Suggested Readings

Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.

Cohen, L. Manion, L. and Morrison, K. (2011) *Research Methods in Education*. London and New York: Routledge Falmer.

Creswell, J.W. (2013) Research Design (International Student Edition) Qualitative, Quantitative and Mixed Methods Approaches. Sage Publications

Denscombe, M. (2010) *The Good Research Guide: For Small-Scale Social Research Projects (4th ed.).* Buckingham: Open University Press.

Drever, E. (2003) *Using semi-structured interviews in small-scale research: A teacher's guide.* Scottish Council for Research in Education.

Gubrium, J. and Holstein, J. (Eds.) (2002) *Handbook of interview research*, London: Sage.

1.4 – Handout – *Methodological Reasoning*

Trying to apply the research methods in our reasoning, you are invited to answer the following philosophical questions:

- What are the characteristics of a good friend?
- Does the "Law of Attraction" exist and what is it?
- Is there such a thing as true love?
- What are the characteristics of a good friend?
- Does the "Law of Attraction" exist and what is it?
- Is there such a thing as true love?
- What are the characteristics of a good friend?
- Does the "Law of Attraction" exist and what is it?
- Is there such a thing as true love?

You may choose one or two questions. Write down your methodology of reasoning in order to answer them and convince your audience.

1.5 – Handout – An Overview of Qualitative Research Methods

Direct observation: With direct observation, a researcher studies people as they go about their daily lives without participating or interfering. This type of research is often unknown to those under study, and as such, must be conducted in public settings where people do not have a reasonable expectation of privacy. For example, a researcher might observe the ways in which strangers interact in public as they gather to watch a street performer.

Open-ended surveys: While many surveys are designed to generate quantitative data, many are also designed with open-ended questions that allow for the generation and analysis of qualitative data. For example, a survey might be used to investigate not just which political candidates voters chose, but why they chose them, in their own words.

Focus group: In a focus group, a researcher engages a small group of participants in a conversation designed to generate data relevant to the research question. Focus groups can contain anywhere from 5 to 15 participants. Social scientists often use them in studies that examine an event or trend that occurs within a specific community. They are common in market research too.

In-depth interviews: Researchers conduct in-depth interviews by speaking with participants in a one-on-one setting. Sometimes a researcher approaches the interview with a predetermined list of questions or topics for discussion but allows the conversation to evolve based on how the participant responds. Other times, the researcher has identified certain topics of interest but does not have a formal guide for the conversation, but allows the participant to guide it.

Oral history: The oral history method is used to create a historical account of an event, group, or community, and typically involves a series of in-depth interviews conducted with one or multiple participants over an extended period of time.

Participant observation: This method is similar to observation, however with this one, the researcher also participates in the action or events in order to not only observe others but to gain the first-hand experience in the setting.

Ethnographic observation: Ethnographic observation is the most intensive and in-depth observational method. Originating in anthropology, with this method, a researcher fully immerses herself into the research setting and lives among the participants as one of them for anywhere from months to years. By doing this, the researcher attempts to see events and have experiences from the viewpoints of those studied in order to develop an in-depth and long-term account of the community, events, or trends under observation.

Content analysis: This method is used by sociologists to analyze social life by interpreting words and images from documents, film, art, music, and other cultural products and media. The researchers look at how the words and images are used, and the context in which they are used to draw inferences about the underlying culture. In the last decade, content analysis of digital material, especially that generated by social media users, has become a popular technique within the social sciences.

Table to complete:

Qualitative method	Main principles/traits	Examples of use
Direct observation:		
Open-ended surveys:		
Focus group:		
In-depth interviews:		
Oral history:		
Participant observation:		
Ethnographic observation:		
Content analysis:		

1.6 – Handout – *A Guide of Quantitative Research*
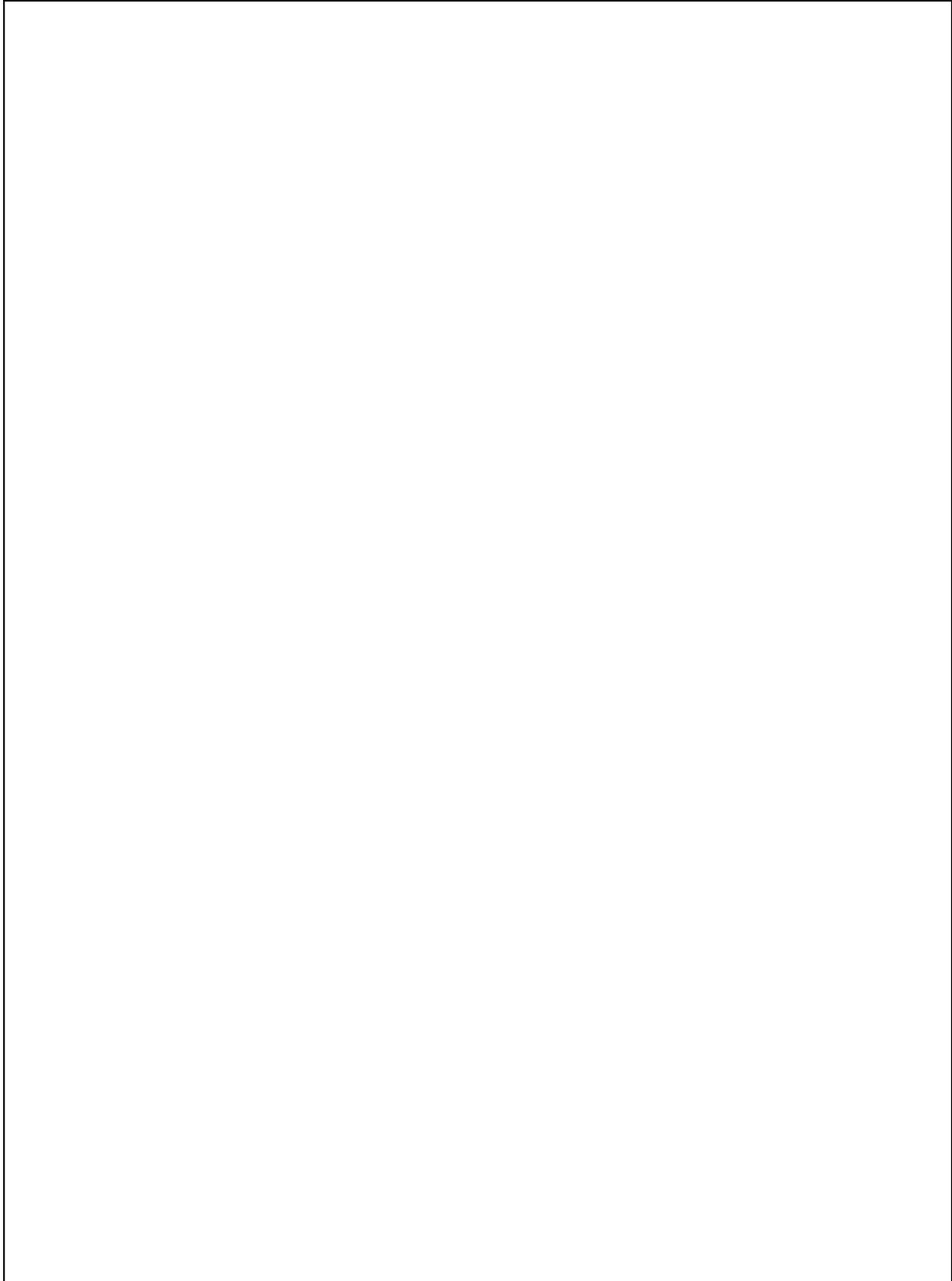
Annex 1.7 – Handout – *Steps of Quantitative Research Methods*

Table to complete

Steps of Quantitative method	Main principles/traits	Examples of use
Theory		
Hypothesis		
Research Design		
Operationalising concepts		
Selecting a Research site		
Selecting Respondents		
Data collection		
Data processing		

Data Analysis		
Findings/Conclusions		
Publishing results		