

Modul 2

Training of Social Competences, Compact-Version

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This compactversion aims to meet the project partners wish to have a short and manageable training-version, to promote social competences within the Gambe-Project for mentally handicapped participants. For the implementation of a successful training, it is essential that trainers orientate themselves according to the following directions:

1. Acquisition of a survey of the concept and its fundamental basis

For an uncomplicated and successful implementation of the Compactversion it is essential to have a clear vision of the formation of the underlying standard-concept, meaning to know about each session and its aims. An adequate introduction into handling the systematic of the training is to look into the short version, as well as the introduction to basics for the training and the information about the introduction-meeting, before the actual start of training. They are vital resources for trainers to obtain the knowledge about the group-training.

In order to avoid difficulties and blockades, it is mainly about understanding the principals and systematic of the training. In particular during the introduction meetings the key issues of problem areas have to be clear, reading and understanding the fundamental aspects of the introduction are vital.

2. Roleplay and Choice of Materials

For the implementation of roleplays, four situations were chosen, which according to varying preconditions and key-issues derivate from the areas:

- enforcing rights
- care for relations
- acquire sympathy
- dealing with handicaps and health-problems

The selection of problem-areas tries to deal with different degrees of social relation. According to different needs of target groups Trainers will allocate one or more problem-areas. The following roleplay-situations are examples derivating from everyday life. In addition to the three main problem-areas of the standard-system, the short- concept contains examples for the subject of "dealing with handicaps/health-dispositions".

3. Implementation of the Compactversion

3.1 Fundamental Assumptions and Conditions

The keyidea of theories in the terminology "Social Competence" is not based on a model of deficits, it is based on an understanding of competence, - the assumption that people are able to find and realize acceptable compromises between individual needs and social adaptation.

Examples of socially competent behaviour

- Say No
- Refuse temptations
- React to criticism
- Request change of disturbing behaviour
- Verbalise opposition
- Refuse disturbances in talks
- Excuse yourself
- Admit to weaknesses
- Terminate unwanted contacts
- Accept compliments
- React to contactoffers
- Start talks
- Maintain talks
- Terminate talks
- Arrange wanted contacts
- Ask for favours
- Make compliments
- Show feelings

(after Eileen Gambrill, 1995a)

Relation to aims of Gambe-Project

It is the primary target enabling persons to exercise their right in finding employment. The modules primarily do serve the aspect of preparing the target-group for the requests of the common labour market, as well as finding low and highkey employment. Besides they should be qualified to deal with situations in hospitals, agencies and in their housing area.

Application for employment:

The client has to – besides his intellectual and manual capacities – be able to voice his interest and inclination, verbalize demands and enforce them. Research has pointed out, that chances on the labour market rise with the level of social competence (Wilhelm-Reiss 1979).

Self-regulation

The task of becoming independent from parental background will probably be very central for each young person. This is going to be all the more successful the more close relations there are with persons outside the circle of family. At the same time it is necessary for the young person to formulate needs in discussions with parents in a constructive way (this will respectively involve the training-fields “enforcing of needs” and “caring for relations”)

Implementing GSK with young persons aims to train capacities as a basis to solve these problems. Social competence as a training-aim is vastly synonymous with the ability of self- regulation (compare, GSK, 2002, page 119)

3.2 Set-up of GSK (short version)

- 0. Introductionmeeting
- 0.1 GSK offers help for which problems? (Types of Situations)
- 0.2 Basic Assumptions of GSK (Social Behaviour, Pyramid of self-confidence)
- 0.3 Contence of training (Roleplays, Relaxationtraining; seperating selfconfident from aggressive behaviour)
- 0.4 Efficiency of Training (Reference to scientific control of success)
- 0.5 Organisational (Decision pro/contra Participant, Dates, Duration of meetings)
- 0.6Realization of Pretests

1. First Meeting

- 1.1. Agenda
- 1.2. Warming-up
- 1.3. Introduction of Descriptionmodel (Explain Descriptionmodel, revise Worksheet 1 in small Groups)
- 1.4. Relaxationtraining (40 Mins.)
- 1.5. Homework (Worksheet 2: Roleplay Type R, Enforcing of Rights, Relaxation by Cassettes)
- 1.6. Hour-sheets

2. Second Meeting

- 2.1. Agenda
- 2.2. Discussion of Homework (Relaxation, Situation)
- 2.3. Worksheet 3: Discriminationtraining;Work in small groups
- 2.4 .Worksheet 4: Instuctions for selfconfident behaviour (R- Enforce your Right)
- 2.5. Model-Roleplay
- 2.6. Roleplay with Videofeedback
- 2.7. Relaxationtraining (18 mins.)
- 2.8. Homework (Relaxation, Worksheet 5 : Homework Enforcing of Rights)
- 2.9. Hoursheets

3. Third Meeting

- 3.1 Agenda
- 3.2. Discussion of Homework (Relaxation, Worksheet 5)
- 3.3. Awareness of self-verbalisation:
 - “projective” Videofilm
 - “Self-praisal excercise”
- 3.4. Roleplay with Videofeedback
- 3.5. Relaxationexcercise (9 mins. with still picture)
- 3.6. Homework (Relaxation-excercise by Cassett, Worksheet 5: Homework Enforcing of Rights)

4. Fourth Meeting

- 4.1. Agenda

- 4.2. Discussion of Homework (Relaxation, Worksheet 5)
- 4.3. Introductionof Situation Type B (Part 1)
 - Worksheet 6: Roleplay situations Type B Relations
 - Worksheet 7: Detect Feelings and name them
- 4.4. Relaxationtraining (7 mins. with still picture and Relaxation word)
- 4.5. Homework (Relaxation, Worksheet 8:Homework: Name Feelings)
- 4.6. Hoursheets

5. Fifth Meeting

- 5.1. Agenda
- 5.2. Discussion of Homework (Relaxation, Worksheet 8)
- 5.3. Introduction of Situationtype B (Part II)
 - Worksheet 9: Instructions for selfconfident behaviour (B-Relations)
 - Model-Roleplay
- 5.4. Roleplays with Videofeedback
- 5.5. Homework (none, if necessary catch up with unsolved Homework)
- 5.6. Hoursheets

6. Sixth Meeting

- 6.1. Agenda
- 6.2. Discussion of Homework (Experiences of previous week)
- 6.3. Introduction of Situationtype S
 - Worksheet 10: Roleplaysituation S – advertise for sympathy
 - collect possibilities of Reinforcement
 - Worksheet 11: Instructions for selfconfident behaviour (S - advertise for Sympathy)
 - Modelroleplay
- 6.4. Roleplay with Videofeedback
- 6.5. Worksheet 12: Homework advertise for Sympathy
- 6.6. Hoursheets

7. Seventh Meeting

- 7.1. Agenda
- 7.2. Discussion of Homework (Worksheet 12)
- 7.3. Discrimination of Situationtypes
- 7.4. Roleplay with Videofeedback (Situations of Participants)
- 7.5. Hoursheets
- 7.6. In cases implement posttests

More Information about Training:
www.gsk-training.de



3.3 Organisational and Materialistic Conditions

Size of Group:

Two trainers for 8 to 10 participants

One trainer: not more than 4 to 5 participants

Rooms

Rooms should have a size of 15 square yards min. The room should have board or switchboard for plenary sessions.

Organisational

- Meetings should be done on a weekly rota. Shorter periods are usually difficult to realize.
- Additionally it is important to have a certain period of time between meetings for homework.
- There should be no longer breaks between meetings (e.g. holidays)
- Meetings should not be done as compact-training.

3.4 Introduction-Meeting

Before commencing the actual training an introduction meeting should be held, in which pretests can be done and further information about aims, concept and run of training can be given. It is the aim to create a realistic expectation and that participants will only then decide, whether or not to start the training, according to the assumption that a conscious and voluntary decision will improve training results.

Run of Introduction-Meeting

Trainers introduce themselves and explain concept and run as well as further important aspects of training. The following information should be discussed:

(1) Types of Situations

Which problems does the training solve? Four problem-fields of socially incompetent behaviour will be mentioned and noted on the board:

- Difficulties to enforce legitimate demands and interests
- Difficulties to negotiate needs and wishes appropriately in interaction with partner, friends and acquaintance.
- Difficulties to win the sympathy of other people (e.g. making contacts)
- Dealing with handicaps / health-dispositions

It should be stressed that within the training solutions for all four problem-zones will be elaborated and tried.

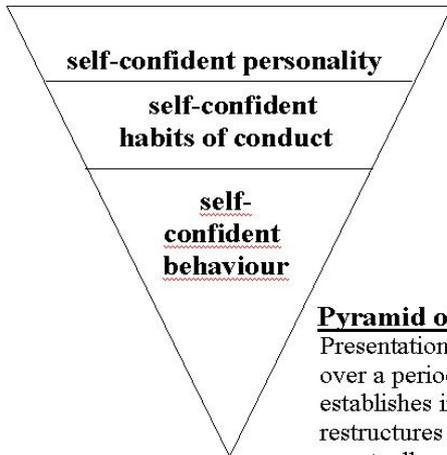
(2) Basic Assumptions

It is to be assumed that self-confident and socially competent behaviour can be learned, just as well as other behaviour, e.g. cycling or skiing. Therefore the training of self-confident behaviour will be the focal point. Training will be done at first in roleplay and later in reality as a homework. The emphasis is on the training character of exercises. It can be useful to show a videofilm about a roleplay. In this case it is beneficial when the model does not appear too confident/too perfect.

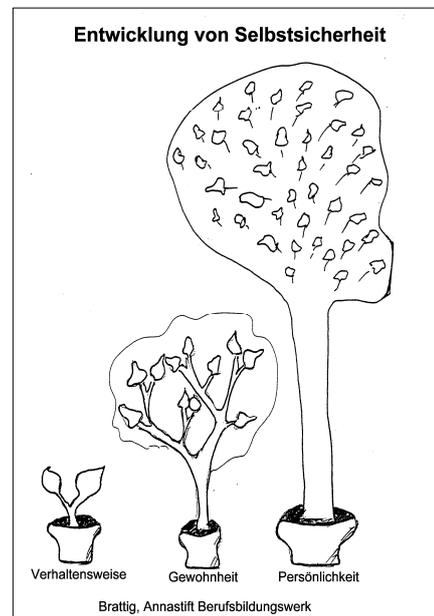
When showing a roleplay like this, its origin has to be declared to an absolute degree in order to avoid suspicion that roleplays of future participants will be shown later on. The question of "what happens to videorecordings" must be explained sufficiently. It is probably best to erase each recording afterwards.

Now the (bottoms-up) 'Pyramide of Selfconfidence' should be drawn onto the board or the switchboard. It proves that self-confident behaviour over a longer period of time turns into selfconfident habits, these lead into a restructuring of a personality.

(3) Pyramid of self-confidence



Pyramid of self-confidence
 Presentation of self-confidence over a period of time, establishes into a habit and restructures a Personality eventually.



Development of Selfconfidence

(4) Contents of Trainings

Further contents of training, besides roleplay and videofeedback are:

- o Learning of active relaxation as a strategy to solve emotional problems
- o Differentiation of uncertain, aggressive and selfconfident behaviour
- o The importance of self-verbalisation for unsure and uncertain behaviour. For further explanations follow interests of participants.

It should be stressed that it's important to be present in every meeting as the various elements of training are based on each other.

(5) Organisational

When all important aspects of training have been discussed, then participants opting to do the training should be asked to sign a list. For this group the main organisational aspects should be summarized again: Dates - Duration of meetings - Whereabouts etc.

3.5 First meeting: Introduction of Explanationmodel

The focal point of the first meeting will be on explaining about certain and uncertain behaviour, which takes up a lot of time, even facing the danger of participants will find the first meeting stale and drawn. Trainers have to act convincing and have to mean explanations!

Run of first meeting

(1) Agenda

It is of significant importance at the start of every meeting to introduce topics of the agenda and explain. This provides orientation and lowers fear of sudden surprises. Afterwards the main topics (run and concept of training) will be briefly explained.

(2) Warming-up

Participants will be asked to choose a partner who they are not or only very briefly familiar with. These pairs do introduce each other (5-7mins.) what he does professionally (only the most important) and which difficulties have determined him to parttake in this training. Only report and describe, no solutions shall be discussed at this stage.

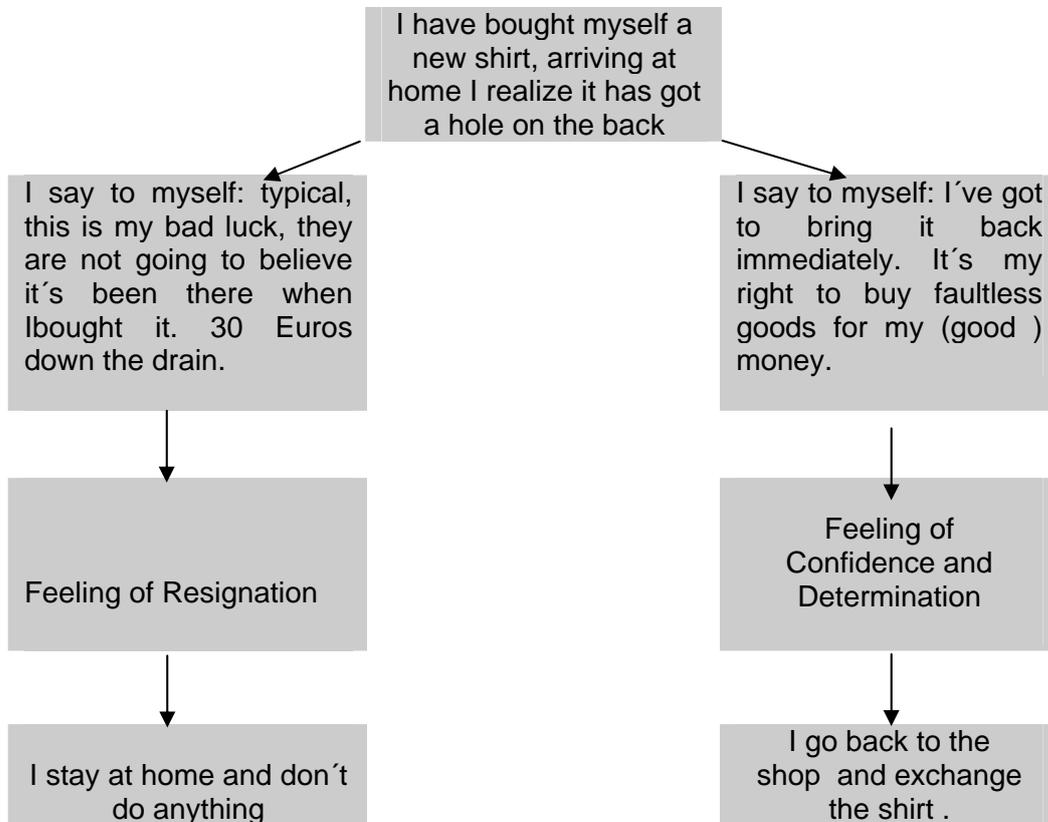
Afterwards two pairs of two join to a group of four and taking it in terms, each of them tells about his respective partner. Help can be offered to the previous listener as it is important at this stage to reduce fears and have a warm climate. The duration should be arranged by the trainers (as in other phases of training) rather too short than too long. Additionally trainers should not understand themselves as gurus, perfect in everything - no rather as human beings with difficulties, but with necessary abilities on hand.

Other games of get to know each other can be found with Wallenstein, 1955. Selection shall be done without exposure and overchallenge of participants.

(3) Introduction of Explanationmodel

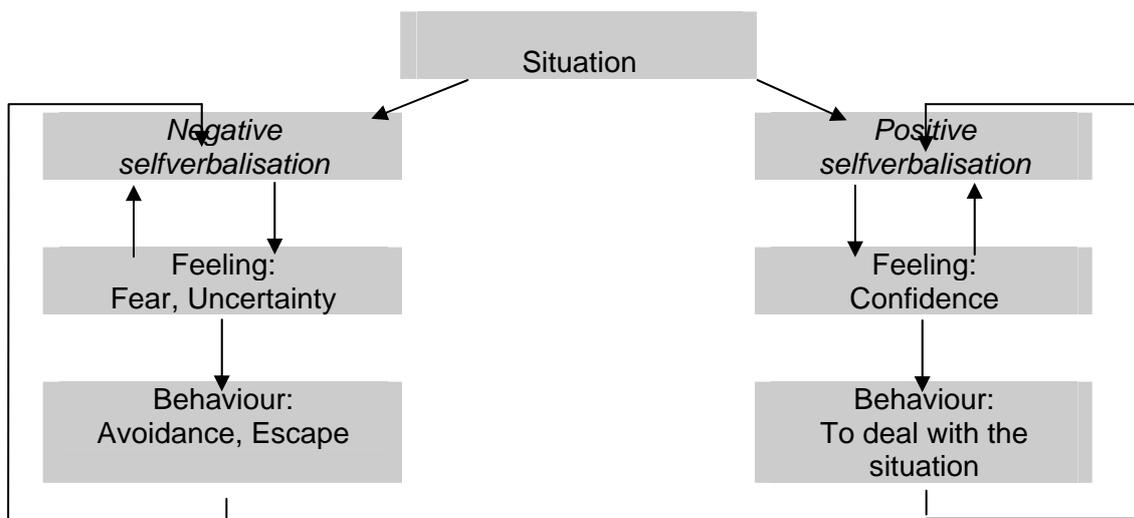
Introduction in two steps:

Example of a sequence of sure or unsure behaviour (on the board)



At first the column on the left should be explained, then the right one. Only after everyone has understood and accepted examples, the context is elaborated again.

Model of Explaining: Positive or negative selfverbalisation is followed by a corresponding feeling. Each behaviour leads into a new selfverbalisation.



The Term „**Self-verbalisation**“ is introduced and explained. Afterwards both feedback loops are explained (each behaviour leads into a new self-verbalisation) and the possible (vicious) circle in the left column.

Certain negative self-verbalisations can lead into a feeling of fear, the symptoms of fear (heartbeat, sweat etc.) are noticed and evaluated, leading to new self-verbalisations etc. This can start a vicious circle, finally leading into panicreactions. When this model is understood, it is followed by the next step:

The trainers sit together with the participants and **Worksheet 1** is disseminated. Each participant writes down a particular situation from the problemarea verbalized during the warming- up. At first the participants are supposed to fill the “uncertain” part with their example. When needed the trainers can help, afterwards written sequences can be discussed. Often there are problems separating feelings from selfverbalisation. It makes sense to point out that both columns of situations aren't found to that clear distinction in real life. Behaviour usually contains streaks of both.

(3) Homework

Worksheet 2 is disseminated and explained that situations are used for roleplay, it is then explained that:

- the start should be a simple roleplay.
- difficulty is then increased step by step
- each participant is expected to to evaluate difficulty and note on a worksheet in a scale.
- only a limited amount of situations can be played
- each participant should preselect at home
- during training further situations will be added to both problemareas
- all worksheets have to be brought to every meeting

(5) Hoursheets

Each meeting should have an hoursheet issued. It is not difficult to be filled out, but leaves trainers with a good feed-back how participants experienced meetings

(6) Important Notes about the training-element Roleplays

Even experienced clinical psychologists make mistakes in rolepays that can have negative influence on the success of training. Therefore it is strongly advised, to test and train this element long before. It is important for the trainer to experience the role of the trainee too! Epecially this change of role offers the trainer to become aware of mistakes and can be corrected efficiently.

(6.1) Run of Roleplays

In the first trainings the trainer should play the role of trainee, because the efficiency of trainig is increased.

The trainer is more in charge of the degree of difficulty of the roleplay. There is the danger of breakdown of roleplay due to participants choosing too difficult Themes when only played by participants.

The exercise character of the game is more noticeable when the trainer plays the role of participant. The trainer as gamepartner can give a better feedback when he talks about his feelings during play. This feedback is much more accepted by participants than the feedback of a spectator.

(6.2) Preparation

In many groups it is difficult to find a volunteer for the first roleplay. It is recommended to wait after the question "Who would like to start?". Experience shows that waiting always leads to success.

When a participant has agreed to play a roleplay, the trainer asks him to read the selected situation out loud. Then situations of "conditions" have to be defined such as:

- Where does the situation take place? (in a café, a train, a bus etc.)
- Are we standing, sitting at a table, do we meet in the street, in a shop? What are we doing?

The trainer can use the talk to estimate the degree of difficulty that can be expected of a participant. One has to be prepared to participants overestimating their abilities. It is important to advise to start with a simple situation. When all points are defined, the roleplay can start.

(6.3) First Roleplay

The first roleplay should be a challenge to the participant, but should never be a failure. Having failed can be an experience risking the success of the training on the whole, at least raising fears for further roleplays. When a participant is in difficulties, one can help by building a bridge and include hints into his wording for a successful solving of the situation.

Another possibility are „prompts“ offered during play, e.g. "Think of the instruction -you should threaten to call the Police!" or "Don't hesitate, simply repeat your argument!". Directions of this nature should indicate through voice and gesture that they are not part of the game. Prompts – used carefully - are excellent too pointing out important aspects to participants during their roleplay.

3.6 Discriminationtraining Worksheet 3

Two groups are formed and each participant fills in his questionnaire. Situations and different answers of participants are then discussed with the trainer.

Criteria for selfconfident, unsure and aggressive behaviour are defined and noted down by the trainer (what is aggressive in this behaviour, what is unsure in it?). The following table with important criteria can be of help.

Characteristics	Sure	Uncertain	Aggressive
Voice	<ul style="list-style-type: none"> ➤ loud ➤ clear ➤ distinct 	<ul style="list-style-type: none"> ➤ low ➤ timid 	<ul style="list-style-type: none"> ➤ roaring ➤ screaming
Formulation	<ul style="list-style-type: none"> ➤ definite 	<ul style="list-style-type: none"> ➤ unclear ➤ vague 	<ul style="list-style-type: none"> ➤ threatening ➤ insulting
Contence	<ul style="list-style-type: none"> ➤ give precise reasons, expressing needs ➤ say „I“ ➤ express feelings direct 	<ul style="list-style-type: none"> ➤ superfluous explanations ➤ denial of own needs ➤ say „one“ ➤ indirect expression of feelings 	<ul style="list-style-type: none"> ➤ no explanation and reason ➤ threats ➤ insults ➤ no compromise of rights of others
Gestures, Mimik	<ul style="list-style-type: none"> ➤ underlining ➤ vivid ➤ relaxed posture ➤ visual contact 	<ul style="list-style-type: none"> ➤ almost non existing or tensed ➤ no visual contact 	<ul style="list-style-type: none"> ➤ uncontrolled threatening ➤ furious gesticulation ➤ no visual contact or staring

In case of difference of opinion, the trainer should try to work out consequences of behaviour (how will the other one feel now? How is he going to behave in future?). This will enable participants for a clear distinction. This can be employed to the 12 shortened forms of training (time, participants) too.

3.7 Discussion Homework-Results

It is necessary to let each participant report his experiences. If this doesn't happen, the amount of participants having done their homework is going to decrease drastically. There will be success only provided, if:

- homework of each participant will be revised systematically
- the fixation of a situation is demanded
- participants will be given a worksheet to be filled in at home.

3.8 Excercise of “Self- Praise”

The second step into self-verbalisation is in the exercise of self-praise. This is almost similar to the “Warming-up” of the first meeting. Participants choose a partner who they don't know too well. The twin-groups then join to groups of four. Each participant then listens to each partner's information. The difference to “Warming-up” is that each person has to tell his partner at least two positive things about himself.

It is interesting to realize, that in groups of four, some tend to interfere into reports and try to diminish (I did not mean it that way).

This experience shows how difficult it often is to deal with compliments. Most people tend to adverse reactions (“It hasn’t been that good”). Why shouldn’t we say: “Thank you, I’m pleased that you say this”. Almost everyone enjoys a compliment, but tends to forget to return the appreciation. Almost as paradox is the reaction towards thanks and appreciation. We tend to expect thanks (and would otherwise be offended) but tend to be almost adverse in our reaction (that goes without saying...)

3.9 Relation of Power in Various Situation-Types

		
Enforcing Rights	Relations	Sympathy

4. Elected Examples of Roleplay-Situations

4.1 Enforcing Rights (Type R)

The **first type** of situation tries to develop competences to enforce own rights in a competent manner or how to reject demands from other persons.

1.	In a selfservice restaurant you ask a member of staff to bring some cutlery, as there are no knives and serviettes left in the dispenser.	Ask politely but be positive. Don't justify your wish with other guests needs, but with your own expectations.
2.	You return a purchased item the day after you detected a fault and ask for a replacement. Choose an item (Camera, CD-Player, Jumper) and think of a fault.	Don't apologize, simply describe the situation. Use the word "I" and express your irritation. If necessary ask to speak to the manager.
3.	A salesman rings your door and offers his goods, but does not want to leave, blocks your door and enters your flat. He does not stop, asks questions constantly and wants to start to unpack his goods. You are really not interested and direct him out of your flat in a determined way.	Express your anger about his uncivilized behaviour. Don't answer to any questions and arguments. Threaten to call the police.

4.2. Relations (Type B)

The **second type** of situations involves close relations, such as partnership and the question how you talk about needs and feelings and how to match those with other person's similar feelings.

1.	You ask your partner to understand that you are in a bad mood, overworked and would preferably not talk tonight.	Describe and explain your mood and ask for understanding.
2.	You are asking a good friend to help you with moving flats. It will take a whole Saturday-afternoon. You have helped him before.	Express your wish without apologizing and keep visual contact. Explain how much time it will take and point out that you need his help.
3.	Explain your partner (or parents, flatmates) that you are moving out and want to live on your own.	Try to use only your situation and your feelings as a reason and try to avoid accusations.

4.3 Win Sympathy (Type S)

The **third type** is about situations implementing social contacts or asking for favours.

1.	You are driving bicycle on the pavement when a traffic warden tells you to stop and informs you that it's forbidden to do this and that she will give you a ticket. Try to convince the traffic warden not to give you a ticket or to reduce the fine.	Remain friendly, admit to your fault. You aren't in the right, but it is your right to try to reduce the penalty.
2.	You're out shopping. In a shop you notice a neighbour who has just recently moved in and leaves an sympatic impression. As you queue at the till, start a conversation.	Ask your neighbour about his recent move, ask him how he likes it here and where he came from. Tell him something about yourself and speak about what he tells you.
3.	You make an appointment on the phone with someone you have not seen for a long time and	Start the conversation with general questions about him, how he is, what he does and express the wish to

convince him to meet in a pub (or café).	meet him again. Suggest a date and location and don't let yourself be put off.
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4.4 Dealing with Handicaps and Health-Dispositions (Type K)

The **fourth section** it is about talking to people about one's mental health problem without always using excuses.

Many people find it difficult at first, as they assume that this approach is unnatural, because usually they would prefer to let a situation develop. But the **active and deliberate approach** is essential.

1.	You aren't feeling well and want to have rest. Your partner reacts with anger and reminds you of a task which is long overdue (clear the cellar, do the tax-rebate...).	Don't be aggressive, show understanding for his reaction. Explain how you feel and try to find a solution together.
2.	After a longer period in a psychiatric hospital you come back home. Late in the evening a colleague calls you, whom you haven't told anything of your diagnose. She asks why you've been in hospital.	Be honest and explain why. Thank her for asking but tell her it's late already and that your're not in the mood anymore to talk.
3.	At work you are in charge of ordering materials. Against the usual procedure, your boss asks you in a friendly way to finish the order sheet and send it off today. You are aware of not being in time for your therapy appointment, when you work overtime. Explain your boss why you can't finish the order sheet.	Point out to your boss how important this treatment is, for you and that you can't postpone the appointment.

➤ **Infosheet: Differentiation of self-confident, unsure and aggressive behaviour**

Self-confident Behaviour

You'll find upright bodypostures, keeping of visual contact, clear and distinctive speech. The problem will be verbalized directly and unmistakable and reasons will be given ("I would like...") This behavior leads to respect and understanding from other persons.

Unsure Behaviour

is defined by bowed bodypostures and maybe nervousness, avoidance of visual contact and low speech. There will be many words, personal needs will be neglected and the problem will not be expressed ("One could..."). The subject will be very vague. **This behaviour will lead into ignorance and irritation.**

Aggressive Behaviour

is defined by wild gesticulation, avoidance of visual contact or staring as well as shouting. Remarks are of threatening and insulting contents, rights of others are ignored. The person does not speak about him/herself, instead talk is about the other person ("You are..."). **This behaviour leads into counter-aggression or retreat.**

Surveytables

Characteristic	Sure	Unsure	Aggressive
Voice	<ul style="list-style-type: none"> ➤ loud ➤ clear, distinctive ➤ distinct 	<ul style="list-style-type: none"> ➤ low ➤ timid 	<ul style="list-style-type: none"> ➤ roaring ➤ screaming/shouting
Formulation	<ul style="list-style-type: none"> ➤ definite 	<ul style="list-style-type: none"> ➤ unclear ➤ vague 	<ul style="list-style-type: none"> ➤ threatening ➤ insulting/offending
Contence	<ul style="list-style-type: none"> ➤ give precise reasons, expressing needs ➤ using „I“ ➤ feelings are expressed directly ➤ precise reasoning, expression of personal needs 	<ul style="list-style-type: none"> ➤ superfluous explanations ➤ neglection /denial of own needs ➤ using „one“ ➤ feelings are expressed indirectly 	<ul style="list-style-type: none"> ➤ no explanation and reason ➤ threats ➤ insults ➤ no compromises ➤ rights of others are ignored
	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤
Gesticulation, Mimics (bodyposture and facial expression)	<ul style="list-style-type: none"> ➤ underlining ➤ vivid ➤ relaxed bodyposture ➤ visual contact 	<ul style="list-style-type: none"> ➤ Kein Blickkontakt ➤ Almost not existing or tensed ➤ no visual contact 	<ul style="list-style-type: none"> ➤ uncontrolled ➤ threatening ➤ furious gesticulations ➤ no visual contact or staring
GSK Standard Table is extended by the following line:			
Effect	<ul style="list-style-type: none"> ➤ respect ➤ understanding 	<ul style="list-style-type: none"> ➤ disregard ➤ irritation 	<ul style="list-style-type: none"> ➤ retreat ➤ counteraggression

➤ **Worksheet: Training of Distinction (Short Version)**

Following you find descriptions of situations. The respective answers on the right side are either self-confident, aggressive or unsure.

It is your task to make a distinction whether the answers are self-confident, aggressive or unsure. Note each answer with “s” selfconfident, “u” for unsure and “a” for aggressive.

Situation

Reaction

1.	At a petrolstation you are using frequently, one of the staff has forgotten to put your fillercap back on. You realize, drive back and threaten:	„Which of you fools has forgotten to put my fillercap back on, if you don't find it I will have word with your Boss!”	<input type="checkbox"/>
2.	A wife turns to her husband and tells him that she would like to finish her vocational training, He is dead against her taking up her studies again and says:	“When do you want to do all this, you know that you are unable to manage those extra tasks. “	<input type="checkbox"/>
3.	You are the only female in a meeting with seven other men. At the beginning of the meeting you are asked to keep the minutes. You reply:	“Never, this is out of the question, If it is expected of me to play the secretary only, I am not going to go to these meetings.”	<input type="checkbox"/>
4.	An acquaintance asks for a date. You've been out with him before and aren't interested to meet up with him again. You say:	“Oh I'm really busy this week. I believe I don't have any time to meet you on Saturday.”	<input type="checkbox"/>
5.	Your husband would like to watch a game of soccer on TV. At the same time there is an episode you'd like to watch. You say:	“Yes dear, you watch your football, maybe I can do some ironing in the meantime.”	<input type="checkbox"/>
6.	You are the only female in a group of men and are asked to keep the minutes of a meeting. You say:	“I do agree to keep the minutes. It should be somebody else's turn at the next meetings.”	<input type="checkbox"/>
7.	Your partner has criticized your appearance in the presence of friends. You say:	“It hurts me when you criticize my appearance in the presence of other people. If you want to tell me something in that direction, then please do it before we leave from home.”	<input type="checkbox"/>
8.	A friend very frequently lends smaller amounts of money from you and does not return them when you ask for it. Today she asks again for a small amount of money, which you don't want to give her. You say:	“I have got only enough money on me to buy my own lunch.”	<input type="checkbox"/>
9.	During a job-interview the staff manager is looking at you condescendingly and says: “You really don't look as if you are qualified for the job. You answer:	“I am convinced I have the necessary qualifications. As you can see from my CV I do have a vast experience in this area which I am ready to prove in a probation-period.”	<input type="checkbox"/>
10.	Your friend/husband wants to go out late in the evening to have something to eat. You're too tired and say:	“I am very tired today, as I had a busy day. I would prefer if we could postpone it onto another day.”	<input type="checkbox"/>

➤ **Infosheet „Group-Rules“**

What do you need to be able to relax in a group and learn?

- let the other one finish her/his sentence
- be careful with critical remarks (subject not person)
- professional discretion to external people
- have permission to ask for breaks/interruptions
- punctuality, regularity, give notice of absence
- Tasks are to be done as in the workshops, to be tried, etc.

➤ **Infosheet „Variation of Feelings“**

Fear	panic reactions, sorrow, excitement, have horror
Rage	anger, hate, irritation, ill-will, defiance
Sorrow	harm, sadness, humiliation, disappointment, frustration, depression, worry, grief
Joy	happiness, to be in the mood, love, satisfaction, confidence, cheerfulness, pride
Shame	guilt, contrition, embarrassment
Disgust	detestation, horror, aversion

➤ Worksheet „ Instruction for Self-confident Behaviour (Type R → Enforcing Rights)

Before you **step into a situation** where you want to show self-confident behaviour, give yourself positive instructions e.g. I'll manage or I'm entitled to this.

When you're in the situation:

1. speak up **loud** and **clear**
2. look your partner in the eyes (visual contact)
3. take a relaxed position
4. express your demands, wishes and feelings in the "I"-form.
5. at first say what you want and why.
6. don't apologize when you request something you are entitled to.

It is not the aim to challenge the other, only use the rights you are entitled to. Therefore:

7. Don't be aggressive, stay calm and firm in your attitude. This brings you further.
8. Don't devalue your partner by sarcastic or global remarks. ("You are always...", "You have again...").
9. Express understanding for the position of the other.

After the Situation:

Reinforce yourself for your progress. Acknowledge your own efforts and take notice of every little progress you achieve. Each learning process takes time and practise.

One can only learn fast and thoroughly, when one focuses one's attention onto positive advance, meaning be proud and contented with every little success.

Don't compare yourself with the ideal you have in mind - notice the relative advance/success!

Avoid self-criticism, self-hate and impatience with yourself!. With feelings of guilt and self-punishment not a lot has been achieved, instead very often positive dispositions for self-development oppressed, because unrealistic expectations were not met.

➤ **Worksheet „ Instruction for Self-confident Behaviour(Type B → Relations)**

Before the Situation:

- Make yourself aware, what is your feeling (anger, amusement etc).
- Think about, which realistic event triggered it.
- Give yourself positive self-instructions such as “I do have a right to have my own feelings.”

In the Situation

- Stay with your feelings and if necessary return to them, your feelings are yours and nobody can deny them.
- Express your feelings direct. Say: “I am now... or I ... now.”
- Once you have expressed your feeling, explain the occasion. Avoid generalisations (instead of saying: “You have again... or “You are always... You have today...”. Describe the concrete event and keep in mind that you can describe only your way of seeing it.
- Try to understand the feelings of the other. Listen. Ask when you don't understand something. You don't expose yourself, when you try to understand (You have a right to have your feelings, the other has a right to have his).
- When a partner turns in, express you're pleased. It is no sign of self-confidence, to take this as a weakness and to use it to tackle him/her.
- Express your wishes and needs about your expectance to a Partner about his/her future behaviour. Tell him/her: I would really wish (be pleased about) when..." (Attention: You are entitled to express a wish, you're not entitled to have it fulfilled).
- Tell also about positive feelings like gladness, satisfaction and so on, if you feel like this.

After the Situation:

- Boost yourself for each expression of feelings, you made. The success is not in your partner fulfilling your demands, instead it is that you have expressed your feelings and wishes.
- Keep in mind that partners very often have different feelings. It cannot be the aim to agree to one feeling, but you can agree about how to deal with differing feelings.

➤ Worksheet „ Instruction for Self-confident Behaviour (Type S → Find Sympathy)

In many different situations ones own goals can only be achieved, by being attractive for the other. In these situations the other is entitled to behave not according to my needs. I can only reach my goal when the other one gives up this right voluntarily, which he/she is only going to, once he /she has a degree of sympathy.

Belonging to these situations are all situations I want the other one to do something I am really not entitled to. My only right is trying.

Before the Situation:

Give yourself positive instructions: “I have the right to speak to somebody” or: “It is my right to try to...”

In the Situation:

The most important technique to win sympathy is generally boosting the other (listening interested, asking, make compliments, friendly visual contact, perhaps admit to personal mistakes or weaknesses).

Have you got a particular aim in mind, you can start to use particular boosters, such as: underlining every remark of the other which contains a step into the direction of your own position.

Furthermore there are tactics which have proved to be helpful for contact situations:

- Keep visual-contact. smile!
- Concentrate entirely onto the concrete situation. Pay attention to things and people who can see and hear you. The concrete situation very often offers subjects to start a conversation.
- Look for personal remarks of you partner. Boost these remarks and ask further questions. In this way you can personalize this contact. The beginning will in most any case be more superficial.
- Tell something about you. Only when you give the other information about yourself, you give him the opportunity to judge you and the situation appropriately.
- Should the other person show no interest in a conversation what so ever, keep in mind that this is in his own right and must not have anything to do with the value or attractiveness of your person.

After the Situation:

Boost yourself for each attempt and any success, even when it is small!! Keep in mind:

Trying to win sympathy is no guarantee to win it!!!!

➤ **Worksheet: Instructions for Self-confident Behaviour (Type K → Illness)**

Before the Situation:

- Make yourself aware what kind of Relation there is between you and this Person
- Think of what are your Intentions
- Make a decision what and how much of you, you want to make public

In the Situation:

1. Keep visual contact
2. Formulate your intentions clear and precise
3. Don't let yourself be influenced by questions, answer clear and precise.
4. Don't try to deviate
5. Give brief explanations, arduous descriptions of health problems or treatment rather lead into boredom than understanding.

After the Situation:

Boost yourself for every attempt to explain your situation to important people. Every attempt will help you to deal with your illness.

Basics:

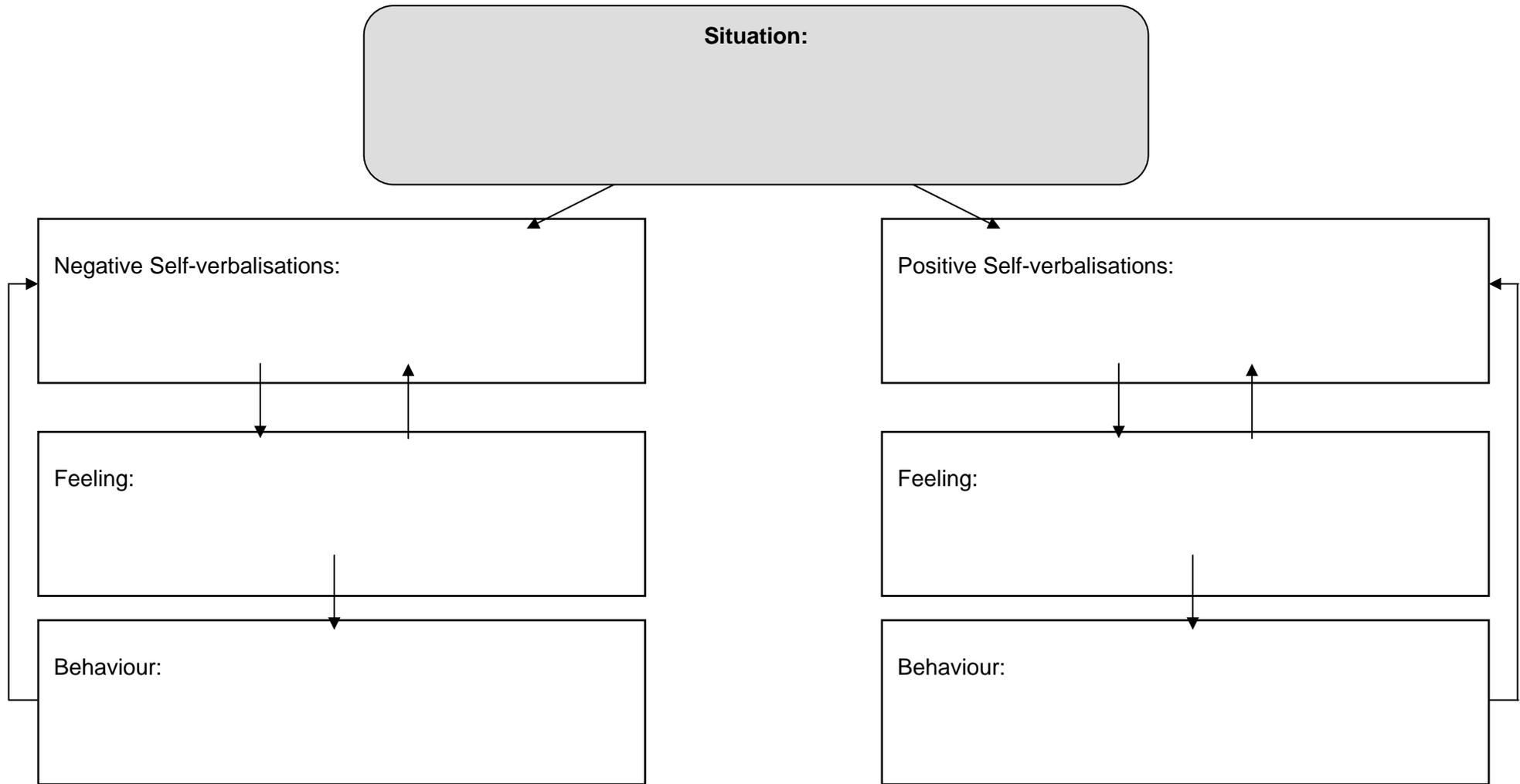
Assume that the other person is interested in you and wants to help you.

It is not the aim to seek compassion. The other person should be informed and there should be understanding.

It is not the aim to avoid all efforts. It is the aim to learn about ones own capacities and to accept limitations.

Your illness is nothing you need to be ashamed of and what you are responsible for.

Worksheet 1: Explanationmodel



➤ **Worksheet 2: Roleplay-Situations Type R “Enforcing Rights”**

Estimate the following situations on a scale of 0-100, how difficult you would find the described behaviour.

not difficult							very difficult					
0	10	20	30	40	50	60	70	80	90	100		

Situation	Instruction	Difficulty
1. With a ten hour trainjourney ahead you bought a seat-ticket. The train is very full. Your compartment is full and a young man sitting on your seat: You ask him to leave the seat, which he does not agree to. You tell him that you would ask the conductor for assistance.	Don't be aggressive, - kindly ask,- but determined. Let yourself not be lead into discussions. Repeat your request and insist on your position. If necessary call the conductor.	<input type="checkbox"/>
2. In a Restaurant you ask the waiter about a foreign speciality, its taste and ingredients. After being told, you thank him and order another dish.	Show interest for the dish and listen with interest. Look at the waiter when you order something else.	<input type="checkbox"/>
3. You return a purchased item the day after you detected a fault and ask for a replacement. Choose an item (Camera, CD-Player, Jumper) and think of a fault.	Don't apologize, simply describe the situation. Use the word "I" and express your irritation. If necessary ask to speak to the manager.	<input type="checkbox"/>
4. In a Restaurant the dishes are served lukewarm, therefore they don't taste right. You call the waiter and ask for a warm dish.	Don't discuss, repeat your point that you don't want the food lukewarm, disregarding whatever the waiter answers. You can express your anger without being loud. When the waiter follows your wishes, express your thanks. If you want to, you can express your understanding for the waiters situation	<input type="checkbox"/>
5. You have been placed in the wrong tax-group, your application has been denied for invalid reasons. You want to convince the tax-officer. There is a queue building up behind you, people are getting impatient	Point out your intentions, clear and precise, repeat your request if necessary.	<input type="checkbox"/>
6. In a selfservice restaurant you ask a member of staff to bring some cutlery, as there are no knives and serviettes left in the dispenser.	Ask politely but be positive. Don't justify your wish with other guests needs, but with your own expectations.	<input type="checkbox"/>
7. You need a new passport. You were given the explanations what to do, but you did not understand. You ask again for a slow and detailed explanation.	Don't give long excuses, ask for new explanation in a polite but determined way and repeat the explanations, to make sure you have understood.	<input type="checkbox"/>
8. A salesman rings your door and offers his goods. Answer: "I am not interested" and close the door.	Be polite but determined. Look at him directly.	<input type="checkbox"/>
9. A salesman rings your door and offers his goods, but does not want to leave, blocks your door and enters your flat. He does not stop, asks questions constantly and wants to start to unpack his goods. You are really not interested and direct him out of your flat in a determined way.	Express your anger about his uncivilized behaviour. Don't answer to any questions and arguments. Threaten to call the police.	<input type="checkbox"/>
10. You report to a group for three minutes about a recent event. The group listens interested.	Speak up, loud and clear. Make the odd brake and look at people present.	<input type="checkbox"/>

11.	You are sitting in a crowded Restaurant and want to pay. You are calling loud: Waiter, the bill please! The waiter comes to the table, adds up, and tells you what you have to pay. You ask him kindly to see the bill, and ask him to explain the different positions.	Be polite, don't apologize. This is simply a business matter. The waiter is in no position to be offended. It has nothing to do with generosity when you exercise your right to control.	<input type="checkbox"/>
12.	You go to a „good“ shoeshop. You haven't anything in mind in particular and take advise. The shop assistant presents you with various models and tries to corner you into buying. You don't let yourself be influenced and leave the shop after a while as you didn't appreciate the choice.	Look at the shop assistant when you talk. Utilize the word "I" when you explain why you don't like this or the other shoe.	<input type="checkbox"/>
13.	You browse in a bookshop and the shop assistant directly asks for your wish. You answer that you only want to browse.	Don't ask for permission, announce your wish. Be brief and determined.	<input type="checkbox"/>
14.	It is shortly before midnight. You want to go to sleep as you desperately need the sleep. You have a difficult day ahead, a lot of work and you need to concentrate. You can't sleep as the tennant above has a roaring party and the music up loud. You ring the bell and ask him for turning it down. He doesn't want to agree. You point out that you could call for the police, now he discontinues.	You must enforce your right. Stay cool, calm and collected, but determined. Aggression don't lead you anywhere. Present your arguments in a factual way and be brief. Don't allow to be pulled into a discussion and look at the other.	<input type="checkbox"/>
15.	You are giving a three minutes report to a group about a recent event, the group chats on and takes no notice of you.	Speak up loud and clear, even when you are practically on your own. Make several brakes and look at the persons present.	<input type="checkbox"/>
16.	In a shop you ask for having a packed item weighed again, in order to check the print out with the actual weigh.	Be friendly and matter of fact, even when the shop assistant is "not amused". You only exercise your consumer rights.	<input type="checkbox"/>

➤ **Worksheet 3: Discrimination Training**

Training to differentiate selfcertain and aggressive Behaviour. Following you find 20 descriptions of Situations. The adherent answers on the right side are either **selfconfident**, **aggressive** or **uncertain**.

It is your task to find out during reading whether it is an agressive, selfconfident or unsure answer.

Please note after every answer what kind of reaction it is: **s** for selfconfident, **u** for unsure, **a** for aggressive.

Situation	Reaction	
1.	At a petrol station you frequently use, one of the station-attendants has forgotten to put the fillercap back on. You realize, go back and investigate by saying:	<input type="checkbox"/>
2.	A wife turns to her husband and tells him that she would like to finish her vocational training, He is dead against her taking up her studies again and says:	<input type="checkbox"/>
3.	You find it difficult to write a report and don't know exactly which further information you need and where to find them. You say to yourself:	<input type="checkbox"/>
4.	Your Roommate is just about to go to work, as she tells you that she has promised a friend that you would pick up a friend tonight by car. You then say:	<input type="checkbox"/>
5.	You are attending a meeting, seven men and you are the only female. At the beginning the chairman asks you to keep the minutes, to which you say:	<input type="checkbox"/>
6.	An acquaintance asks for a date. You've been out with him before and aren't interested to meet up with him again. You say:	<input type="checkbox"/>
7.	The parents call their married daughter and ask her to visit them. As the daughter politely declines, the parents say:	<input type="checkbox"/>
8.	An employer sends a circular notice to his employees, informing them that from now on they will have to ask for permission for long-distance businesscalls. One employee answers:	<input type="checkbox"/>
9.	Communal holidayplans are changed abruptly by your friend and he informs you on the phone. You reply:	<input type="checkbox"/>
10.	Your husband would like to watch a game of soccer on TV. At the same time there is an episode you'd like to watch. You say:	<input type="checkbox"/>
11.	Your tenyearold has interrupted your phonecall for the third time with something unimportant. Each time you have asked him not to interrupt in a very friendly manner. Now he is back again, this time you say:	<input type="checkbox"/>
12.	You are the only female in a group of men and are asked to keep the minutes of a meeting. You say:	<input type="checkbox"/>

13.	You are teaching in a team of teachers. There is a colleague who always finds excuses not to do his lessons. Today he's asking you again whether you could do his lesson. You say:	Well, yes, I think I'll do it although I really have a headache.	<input type="checkbox"/>
14.	You have decided to take four or five hours this afternoon to do something for yourself. Somebody calls you and asks you to see you during this time. You say:	Well, ok, is it possible for you to be here at four? Are you sure that this time is convenient for you?	<input type="checkbox"/>
15.	Your partner has criticized your appearance in the presence of friends. You say:	It hurts me when you criticize my appearance in the presence of other people. If you want to tell me something in that direction, then please do it before we leave from home.	<input type="checkbox"/>
16.	A friend very frequently lends smaller amounts of money from you and does not return them when you ask for it. Today she asks again for a small amount of money, which you don't want to give her. You say:	I have got only enough money on me to buy my own lunch.	<input type="checkbox"/>
17.	A lady is invited for an interview. During which the staff-manager looks down on her and says condescendingly: Well you really look as if you have all qualifications for this job. She replies:	I am positive that I have the necessary professional qualifications, which are needed in this job	<input type="checkbox"/>
18.	You are on the way to the photocopier, as you are met by a colleague who always places extra copywork on you, asks you where you're going. You reply:	I'm off to the Cup-Final, or where do you think I'm going.	<input type="checkbox"/>
19.	Each night your room-mate bangs the bathroom and bedroom door, keeping you awake or even waking you up again, which annoys you. You say:	Can you please stop banging the doors, it is utterly disturbing in the middle of the night. It wakes me up and I can't go back to sleep.	<input type="checkbox"/>
20.	Your room-mate wants to go out late in the evening to have something to eat. You're too tired and say:	I really don't feel like going out, I'm too tired but I'll come with you and watch you to eat.	<input type="checkbox"/>

➤ **Worksheet 5: Homework - Enforcing Rights**

In succession you will find examples of situations. At first we want you to estimate them in their difficulty. Then select a situation which you want to tackle the following week. Make sure you don't pick a situation too difficult, you should be able to manage this situation in reality.

For many this step is quite difficult. They find this approach "artificial" or "unnatural" because they would usually prefer to let situations develop. But the deliberate and active approach is exceptionally important.

	Situation	Difficulty
1.	Select a shop of your choice (Radio-, Foto-, Furnitureshop or something similar. Have one ore more items presented and explained, thank them and leave the shop without buying something.	<input type="checkbox"/>
2.	Go to a Supermarket, have a look but don't buy anything, put the trolley back and leave the supermarket.	<input type="checkbox"/>
3.	Go to a departmentstore and look interested at the displays. Pick up some items, when a sales-assistant speaks to you reply: "I only want to have a look", keep on watching and don't buy <u>anything</u> .	<input type="checkbox"/>
4.	You buy prepacked fruits in a supermarket (or cheese, meat....). You doubt the printed weight and ask to have it reweighted.	<input type="checkbox"/>
5.	You go to a good shoeshop, try on at least three pairs of shoes but can't make up your mind and leave the shop without buying anything.	<input type="checkbox"/>
6.	You walk through the city and need a toilet desperately. You go to a café or restaurant, use the toilet and leave the restaurant without buying anything.	<input type="checkbox"/>

In the following week I will experience situation n° ____.

Once you have been in this situation, answer the following questions

1	Where and when have you been in this situation?
2	How contented have you been with your behaviour?
3	How did you feel before you were in the situation?
4	How did you feel after you have been in the situation?
5	How did the other persons react?

➤ **Worksheet 19: Lesson-Feedbacksheet**

AB 19	Questionnaire 3: Lesson-Feedbacksheet	(Page 1/1)
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1. Today in total I was with the behaviour of the trainers...	very satisfied	1 2 3 4 5	very dissatisfied
2. Explanations of the trainers today were	very well understandable	1 2 3 4 5	difficult to understand
3. After today's meeting I feel that the training	true is helpful	1 2 3 4 5	not helpful at all
4. Today I had difficulties to take part in the meeting in the right way	did not have any difficulties	1 2 3 4 5	great difficulties
5. I had a good feeling in today's meeting	exactly true	1 2 3 4 5	not true at all

6. I did not like in today's meeting (notes):

7. I liked in today's meeting (notes):

Confirmation of Participation Training of Social Competence

Mr./ Mrs. _____

has from.... to.....attended the Group Training of Social Competence actively and regularly.

In this group self-confidence and self-confident behaviour in the personal and vocational areas have been trained.

Roleplay and video-feedback were used

Further contents were situation-analysis, behaviour-analysis, elaboration of positive behaviour strategies and realization in situations of daily life.

Trainer for Social-Education