



Education and Culture DG

Lifelong Learning Programme

TITLE	Value orientation in the profession – worksheet “The way we ought to be”
Time	25 minutes
Equipment	Worksheet “The way we ought to be”, pens
Description	Small groups (3-4) (This work step can also be run in the large group, but small groups are more ideal so that everyone has a greater chance of joining in). See separate worksheet for content.
Objectives	<ul style="list-style-type: none"> • Become aware of your own consolidated identity • and what constitutes an identity. • Develop pride in “what we are”.
Reflection	The trainer could pick up on how the teams work together, for instance if they all come from the same profession it would be quicker to get into stories that are typical of the profession, jokes about typical behaviour, parodies, etc. The trainer could pick up on these and describe them from the outside as an observer in order to clarify the shared identity. He/she could also highlight the fact that there are differences, i.e. that individual participants are unable to identify with certain ways of behaving — what should be done about these? Can they be allowed to stand, and where possible acknowledged as a strength, so as not to become too one-dimensional as a profession? Do people resort to stereotypes in order to be closer to the “others”? etc.
Benefits	Making participants aware of their identity can strengthen each of them and enable them to meet other professions with openness. It can also be amusing to look at the idiosyncrasies of your own profession, which in turn can lighten the atmosphere.
Barriers	It might be difficult to get into the exercise at the beginning because everything is somewhat “taken for granted”. The trainer needs to make sure that everyone understands the categories and questions on the worksheet. The trainer should also stress the fact that differences and varied opinions are important and that no one has to state their agreement with something they do not identify with, which in turn could open up a new category for understanding their own profession, e.g. dealing with diversity.
Reference literature	Dombeck, M. Professional Personhood: Training, territoriality and tolerance <i>Journal of Interprofessional Care</i> (1997) 11, 9-21; Dombeck, M. Learning through symbol, myth, model and ritual <i>Journal of Religion and Health</i> (1989) 28, 152-162.