

## **Project: Individual Permeability in Geriatric and Health Care** **Project No: DE/11/LLP-LdV/TOI/147 436**

### **Guideline for the individual stories of bachelor graduates** **(with vocational certificates before)**

The transfer of the individual learning and working biographies of bachelor graduates into individual development stories is a creative process. We call the stories „Learning and working biographies“ Stories“.

If we want to develop some good material to attract people to go the long way

1. from vocational training and occupation to
2. working and getting occupational experience to
3. Assure acces to a study to
4. Make the study successful to
5. Get a suitable position/job to
6. be successful in the job

we have to find the right form to meet the interests of people. One interesting form is to develop stories of the life. That's why we do not only want a report about cases, we want these stories too. But it is not so easy to write interesting and exciting stories.

To get into the narrative writing I recommend a structure and topic-related questions, which lead through the story. Take in mind: The central actor is the graduate – he or she is the hero of the story.

Please fill the 11 points/ scenes with content, may be by answering the questions. The questions are oriented on the interview guideline. And then you'll have a narrative document.

The story is going along a circle.



## 0. Homeground

The hero made a vocational training and education and is working and experiencing in practice.

**Question: In which position was the hero working before studying and what experience did he/she get in his/her job?**

## 1. The call

The hero senses the need for change and development.

**Questions: Why wanted the hero to begin a study? What did he/she wanted to reach? What were the reasons to study?**



## 2. Refusal

Inner or outer resistance occurs and prevents him/her from going ahead towards the study.

**Questions: Which preconditions the hero had to comply with? Which conditions were difficult or complicate?**



## 3. Mentor

A mentor offers support through advice or a helpful gift.

**Questions: Which support the hero got from the employer, maybe colleagues or from the university? Which occupational experience helped to begin the study? Which other preconditions the hero had helped him/her to get access to the study?**



## 4. First Crossing off he Threshold

The hero needs to overcome the threshold guardian.

**Question: Which steps had to be done by the hero to begin the study?**



## 5. Road of trials

In the land of studying the hero has to pass tests of increasingly difficulty.

**Questions: What tests, difficulties, success, challenges the bachelor graduate had to overcome? Which competences, knowledge, skills he/she used and which he/she discovered as new?**



## 6. Ordeal

The hero fights with all his power through his ultimate struggle.

**Questions: What was the biggest challenge during the study to reach the certificate? How does he/she cope this situation?**



## 7. Boon

He is rewarded with an elixier.

**Questions: what are the main important additional skills, knowledge, competences, the graduate reached by the study in comparison with the competence development before the study?**



## 8. Difficult way back

The hero sets off on the arduous way back.

**Questions: When did the graduate a new job and which? Was it suitable to the new qualification?**



## 9. Second Crossing of the Threshold

The hero needs to realign himself with that which he formerly knew.

**Questions: Please describe the occupational steps after the study. What was easy, what difficult?**



## 10. Renewal

The hero serves his/her community using the skills he has learned from his adventure.

**Questions: in which occupational position could he/she use the competences, which were acquired during the study? Which requirements of the occupation could you meet by the results of the study in a high degree? Which competences did the graduate miss?**



## 11. Master of two worlds

The journey has changed the hero and his world. He is now proficient in the world of learning new and in the world of acting in the job.

**Questions: In which position is he/she occupied today? Which experience of the story would he/she give other people, who wanted to go a similar way? Which next steps do the hero, the graduate, plan?**



Source of pictures and the guideline: project „Innovation Dramaturgy According to the Hero Principle“. [www.innovation-heldenprinzip.de](http://www.innovation-heldenprinzip.de)