

The CLIP Workbook

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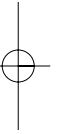
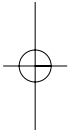
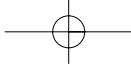
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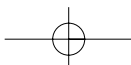
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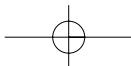
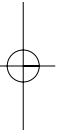
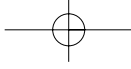


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Contents

Hello to You!	5
PART ONE • An Independent Life	7
1 • What do I need to become independent?	10
2 • Checklist of my development	17
PART TWO • I, Me and Myself	27
1 • My biography	30
2 • The story of my life	34
3 • My identity	38
4 • My personality character	42
5 • My resources and skills	51
6 • Individual skills of everyday life	60
PART THREE • Social Integration: Living with Others	67
1 • Social and communication skills	70
2 • Life and cooperation with others	84
3 • People who support you	90
4 • Being socially integrated	94
5 • Planning your life	97
PART FOUR • Practical Life Skills	105
1 • What practical life skills do I need?	108
2 • The way you live	112
3 • My skills for independent life	124
4 • My rights and obligations as a citizen	126
PART FIVE • The Life Out There	133
1 • Finding your profession	136
2 • Your personal qualification	141
3 • How to find a job?	145
4 • Where to get information about job vacancies?	153
5 • Cheating and exploitation	157



Hello to You!

You are holding this Workbook in your hands because you approach a point in your life where you are to make decisions that will have a lasting effect on your future.

You are about to become independent!

Now or in the near future you will have the freedom to choose the way you live within your society. You will enter the world of work and find a profession, you will have to find accommodation, deal with authorities, control your finances, you will clean, cook and manage your time for yourself.

It may very well be that this transition intimidates you. No one will blame you. Becoming independent is a major step in your life, and to stay independent is a difficult and tedious daily task.

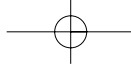
But:

You are not alone. You have friends, colleagues and other persons you know and trust. Let them participate in your activities. When working through this Workbook, reflect with them the tasks and themes, share and discuss with them things you feel insecure about, and exchange your results of the activities.

Whenever possible, take part in group work and training sessions. For sure, you will profit the most when learning and making experiences together with your peers. Do make this experience, then dialogue and exchange with others is important.

Remember: you can only proceed in life when you share your experiences, thoughts and feelings with others!

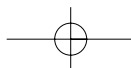
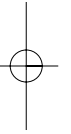
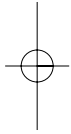
What's more, you already know a lot. You are prepared to do most of the things that your independence will ask from you. The experiences in your life so far – at school, in your home, with your friends – have given you plenty of tools to deal with what you are up to.



And this is exactly what this Workbook is all about. It is designed to help you get clear about who you are, what you know, and how you can make your resources work for you. It assists you in drafting plans and setting goals – and in accomplishing them. It gives you information on finding a job, on getting help from the Government and Non-Governmental Organisations, on your rights and obligations.

The more you know about yourself and how the world around you works, the better you can achieve what we all hope for: a fulfilled and independent life.

We wish you the best of luck!



An Independent Life

What do I need to become independent?

What are my development tasks?

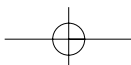
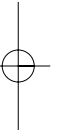
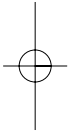
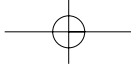
Where can I find support?

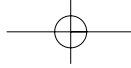
Which steps do I have to undertake?



**Assess your steps and tasks!
Find the support you need!
Become independent!**

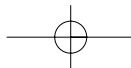
PART ONE





This first part of the CLIP Workbook concentrates on what you need in order to become independent. You will see that it mostly consists of checklists, and there is a good reason for this. It's like going shopping. When you go out to buy groceries for the weekend, you probably will bring a shopping list with you. And that's pretty much what the check lists in this part are made for. They will help you to determine what you need, what your tasks are, where you can find support on your way to become independent. They will help you to structure what may loom like a huge mountain ahead of you into something you can handle.

Let's jump right in!

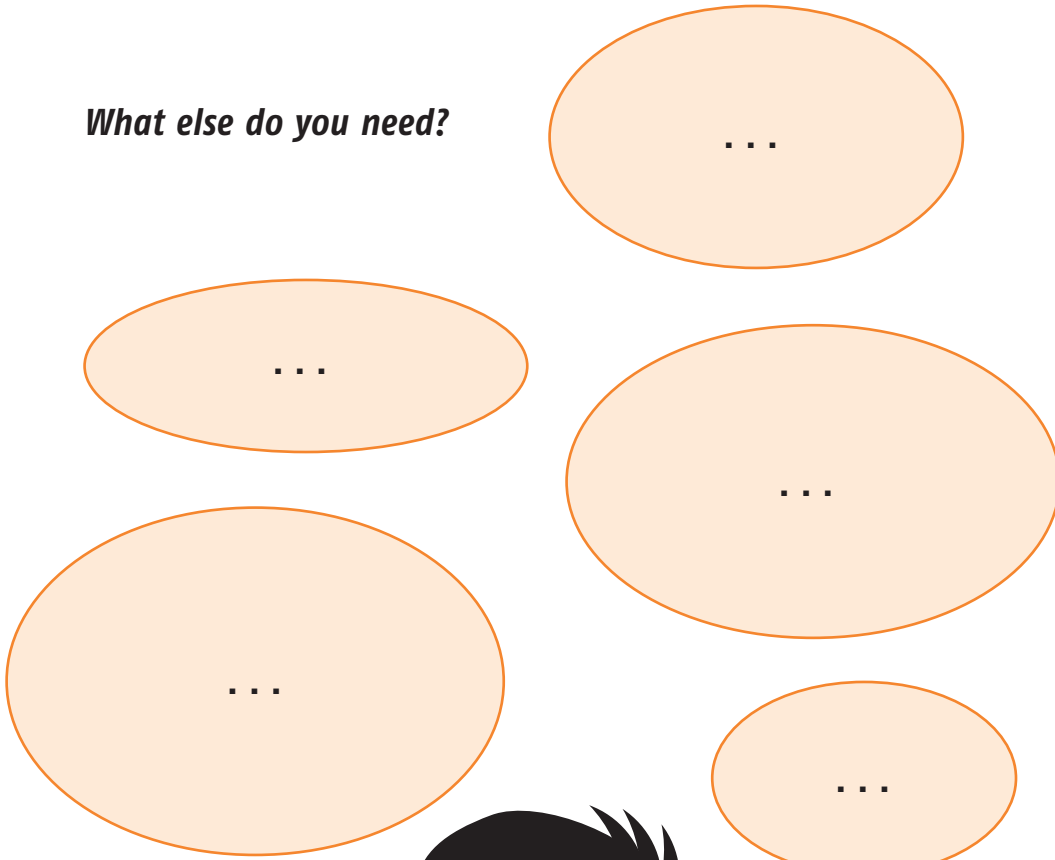


1 • What do I Need to Become Independent?

In order to become an independent person, what would you say do you need or don't need?

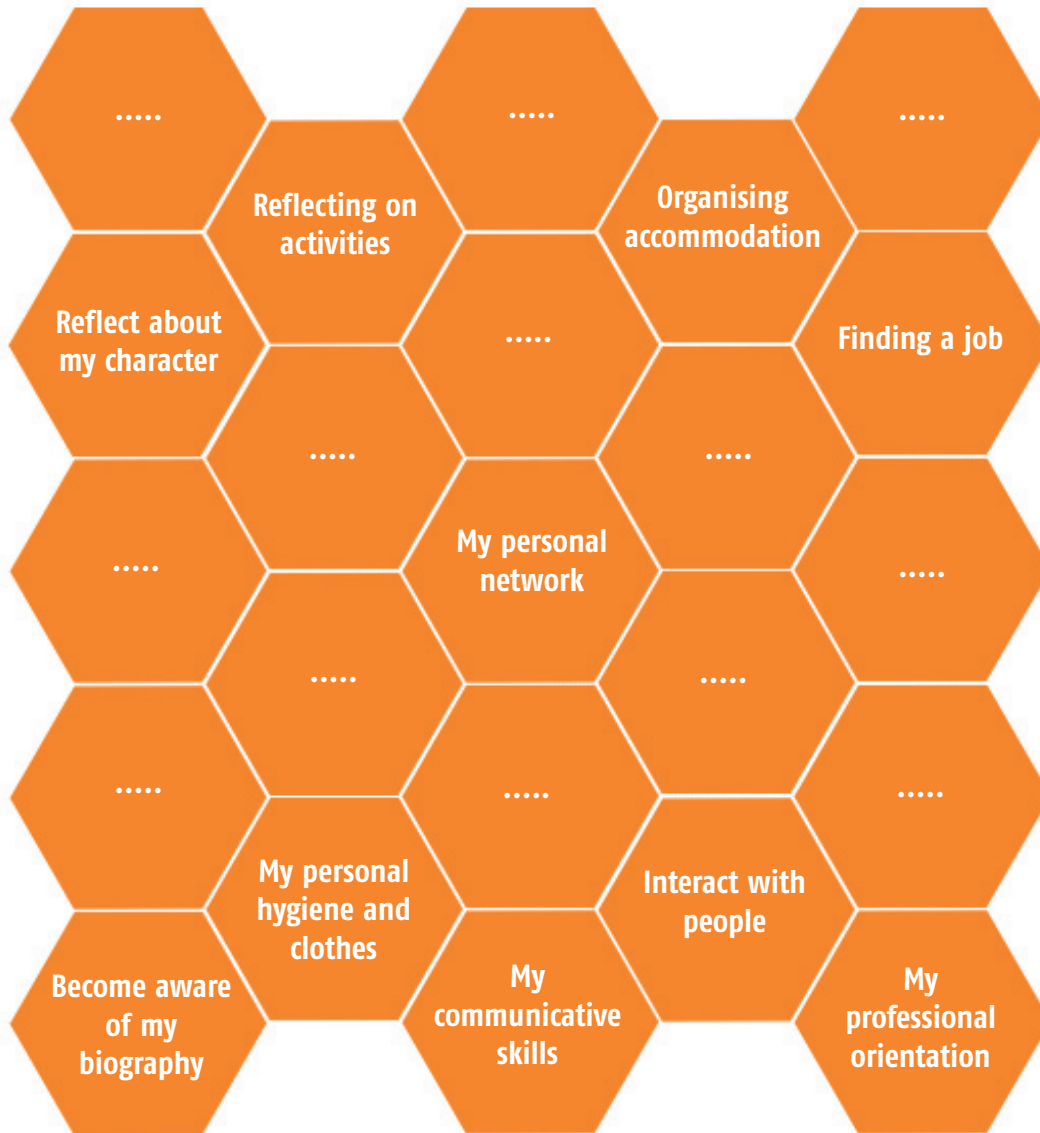
	needed	not needed		needed	not needed
to know your capabilities	<input type="checkbox"/>	<input type="checkbox"/>	to conduct safe sex	<input type="checkbox"/>	<input type="checkbox"/>
an apartment	<input type="checkbox"/>	<input type="checkbox"/>	a car	<input type="checkbox"/>	<input type="checkbox"/>
friends and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	a financial basis	<input type="checkbox"/>	<input type="checkbox"/>
to resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	self-confident appearance	<input type="checkbox"/>	<input type="checkbox"/>
a job	<input type="checkbox"/>	<input type="checkbox"/>	to find out a profession	<input type="checkbox"/>	<input type="checkbox"/>
to know your character	<input type="checkbox"/>	<input type="checkbox"/>	to plan and reflect your actions	<input type="checkbox"/>	<input type="checkbox"/>
to know your rights	<input type="checkbox"/>	<input type="checkbox"/>	a girl-friend / a boy-friend	<input type="checkbox"/>	<input type="checkbox"/>
to prepare meals	<input type="checkbox"/>	<input type="checkbox"/>	to know where to get support	<input type="checkbox"/>	<input type="checkbox"/>

What else do you need?



Complete the empty fields with your own development tasks considering the three areas of

- personal development
- social development
- educational and professional development



personal development tasks	social development tasks	educational and professional development tasks
----------------------------	--------------------------	--

Where can I find support ...

regarding my personal development tasks	regarding my social development tasks	regarding my educational and professional development tasks
---	---------------------------------------	---

... in this Workbook?

About personality, biography, identity and resources: Part 2, Chapter 1-5	About social and communication skills: Part 3, Chapter 1	About profession and job: Part 5
About practical life skills: Part 4, Chapter 1-3	About social network: Part 3, Chapter 2	
About planning and reflecting activities and actions: Part 2, Chapter 6 Part 3, Chapter 5	About local support system: Part 3, Chapter 3	
	About social integration: Part 3, Chapter 4	
	About citizenship, rights and obligations: Part 4, Chapter 4	

... from the professional support system?

local Consulting Centre	local Consulting Centre	local Consulting Centre
local Youth Centre	local Youth Centre	Labour Office
my General Practitioner	local Social Service	local Youth Red Cross
...

... from my own social net?

Think of your family, friends, colleagues and person(s) of reference:

brothers and sisters	my best friend	a former teacher
...
...

Which steps do I have to undertake?

Check if this development task is important to you. It might be more fun, if you can do this little exercise together with 1 or 2 friends. Ask them what they think might be important tasks for you!

Personality, biography, identity and resources

- Work on my biography and life story
- Discover my identity and origin
- Discover my temperament and character
- Become aware of my needs, desires, interests and values
- Become aware of my strengths and weaknesses
- Discover and develop my talents, abilities, resources and skills

Social and communication skills

- Improve my communicative skills
- Work on my self-confidence and self-esteem
- Learn how to negotiate
- Become aware of the non-verbal part of communication

Social network

- Establish social contacts and interact with people
- Establish and maintain friendships
- Establish my personal network
- Know how to spend my free time

Local support system

- Look out for support if I need it
- Know the services and organisations which can support me
- Get to know the professionals of the support system
- Know how to use local support services

Practical life skills

- Perform a healthy lifestyle (behaviour, nutrition, sexual life, and hygiene)
- Prevent myself from illness, sexually transmitted disease, and addiction
- Know about illegal drugs and avoid abusing drugs
- Plan my financial expenses on the basis of my income
- Know how to proceed when organising accommodation
- Being capable of housekeeping

Profession and job

- Develop my professional career
- Find out my talents and abilities
- Find out my interests and motivation
- Develop my professional qualification
- Find a job

Planning and reflecting activities and actions

- Plan and reflect my actions and activities
- Set achievable goals and direct my efforts to achieve them
- Look for support and people who can accompany me
- Improve my time management and organisational skills
- Work on my teamwork and leadership skills
- Learn to adapt to new situations

Citizenship, rights and obligations

- Knowledge about Bulgarian citizenship
- Know about EU citizenship
- Know my rights and obligations as a citizen
- Know about human rights and human dignity

Where to start?



2 • Checklist of My Development

Self-assessment of your needs for achieving success in independent living after school

The suggested checklist is developed in order to guide you in realising your strong points and resources for coping with everyday life after leaving school. The main objective of the checklist is to serve as an auxiliary tool for analysing the steps, which will bring about success in your search for a job, providing a home and maintaining friendships and business relations.

Instructions:

There are 108 statements enumerated below, ordered in a list consisting of 12 groups. Read each statement and if it is true for you, put an **X** in the box. Put the **X** mark even if you agree only with part of the statement. If there are statements you are not interested in, and in your opinion they do not refer to your coping with everyday life after leaving school, leave the box blank.

A • Everyday skills

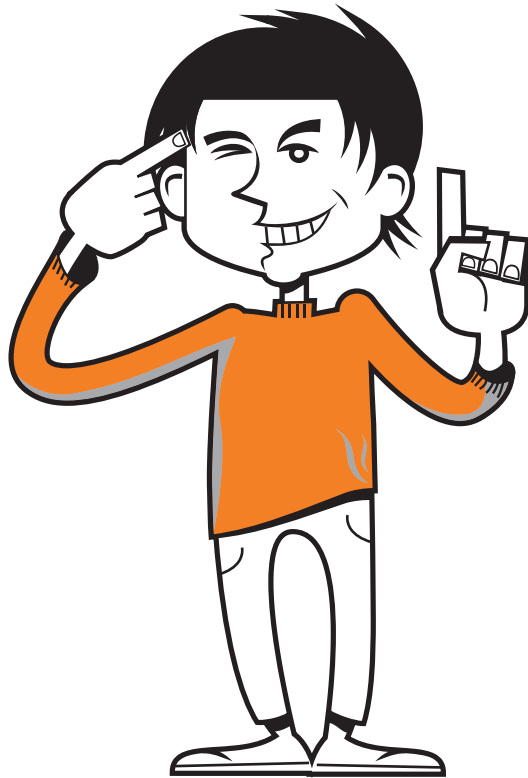
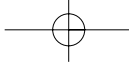
- I choose and buy my clothes on my own.
- I can distribute my money for a week and a month.
- I buy foodstuffs on my own.
- I can prepare meals for me and for other people.
- I can use kitchen appliances on my own – a cooker, a washing machine, a mixer, an iron, a vacuum cleaner, heaters.
- I tidy up my things and my room on my own initiative.
- I buy clothes and things only after distributing the money needed for food, electricity, water and telephone.
- I make my bed every morning.
- I always put on washed and ironed clothes.

B • Relations with parents and relatives

- My parents always try to understand my needs.
- Communication with my family brings me security and satisfaction.
- I share my successes and problems with my mother.
- I share my successes and problems with my father.
- I share my successes and problems with both my parents.
- I share my successes and problems only with my best friends.
- I know that my parents are convinced that I will succeed in life.
- I trust my parents.
- I can seek and get help from my other relatives (grandmother, grandfather, brothers, sisters, aunts, uncles, cousins) in hard times.

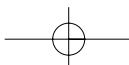
C • Communication with the others

- I prefer having fun with friends, than being alone.
- I like communicating with my peers.
- I can have fun in a company of people who are younger than me.
- I feel good when I meet people who are older than me.
- I like both, meeting people I know and people I do not know.
- When with strangers, I start a conversation.
- When I tell something, I know that the others understand what I am telling them.
- I always have something interesting to tell other people.
- When I am with other people, I am talkative and witty.



D • Attitude to learning

- I am eager to prepare my school lessons.
- I made the choice of my school and specialty on my own.
- I am absent from class only for justified reasons.
- When I fail in my studies, I prepare my lessons diligently and strive to get higher marks quickly.
- I spare two hours to prepare my lessons for the next school day.
- I do not have any serious conflicts with my teachers.
- I am convinced that I will need later in life and for my profession what I am learning now.
- I keep studying until I am sure I have understood the lessons.
- I intend to continue my education at a higher education institution.



E • Proactive behaviour

- I like taking part in social activities / I am interested in clubs, creative activities, discussions, etc.
- I am not afraid to take responsibility for myself and for other people.
- When somebody seeks help from me, I offer it if I can.
- I tend to take other people`s desires and needs into account, if the latter do not conflict my needs and interests.
- I can influence other people – I can make them pay attention to me, and if necessary, provide help to me.
- I know that if my friends have problems, they will seek help from me.
- My friends often choose me as a leader in fulfilling our plans.
- I share every idea or intention of mine with my friends and relatives.
- I am open to making new acquaintances and friendships.

F • Emotional health

- I feel as happy and cheerful as other people do.
- I am not cross when I have to do something I do not like doing.
- I treat other people well, because I like being kind to them, not because I want to avoid problems.
- I can never have fun when I see somebody crying.
- I always try to find out how the people around me feel.
- I do not hide my feelings, rather I express them in an open and frank way.
- I know that everybody has some fears and apprehensions.
- When I am in a bad mood, I try to find the reasons for it and thus I overcome it faster.
- I feel relaxed about independent life, because I know what I want.

G • Accepting yourself

- I like myself and I accept myself the way I am.
- I do not believe that my life depends on «a lucky star» or «the fortune».
- I am convinced that my achievements in life depend on myself.
- I never put off things I have to do.
- The most valuable thing in life is to know what you want and how to achieve it.
- The meaning of life is to have people around you and a good profession.
- I accept criticism from other people and I try to correct my mistakes.
- I give promises I can fulfill and I do it promptly.
- When I am angry with other people, I share with them what makes me feel like that.

H • Job and profession

- I know that when I leave school I will have to start work.
- After I leave school, I will register with the Labour Office and other private employment agencies.
- The job I will look for will be one, which is related to the professional qualification I have acquired.
- If I come across a job advertisement in my specialty, I will prepare the documents needed and I will apply for it.
- If I cannot find a job, I will try to find an opportunity to undergo professional re-training.
- I am ready to work to acquire financial independence.
- When I start work, I will observe the labour discipline.
- Establishing good relationships with my colleagues and my superior is important for me.
- If I have difficulties in performing my duties, I will seek help from my colleagues.



I • Knowledge of local institutions and use of social services

- I can make my address registration on my own.
- I know where the police department is.
- I know the police inspector of my area.
- I know where the Labour Office is.
- I have been to the town council.
- When I have an opportunity, I go to the cinema, theatre or concerts.
- I know the Emergency, Police and Fire Brigade telephone numbers.
- I can use the services provided by the Social Assistance Directorate and the Child Protection Department.
- I am a member of a non-governmental organisation.

J • Physical health

- I know when my health is in jeopardy.
- I know who my General Practitioner is and I take his advice seriously. I see a dentist regularly.
- I know when to call the Emergency Centre.
- I avoid taking large amounts of alcohol.
- I do not smoke cigarettes and I do not take drugs.
- I can give up smoking.
- I have a balanced diet and I watch my weight.
- I follow the basic rules of personal hygiene – washing, bathing.
- I walk and do sports.

K • Sexual contacts

- I know that it is important for both partners in an intimate relationship to have a desire for sexual contact.
- I will never use force to satisfy my sexual needs.
- I take measures to prevent myself from sexually transmitted diseases.
- I know how to protect myself from promiscuous sexual contacts.
- I always have a condom with me.
- I go to see a gynaecologist or urologist every two months.
- I can seek help from a sexologist if necessary.
- Not only sexual life is important for me, but love relationships, too.
- Giving birth to a child and taking parental responsibility requires financial stability and a clear relationship with the partner.

L • Housing accommodation

- I am responsible for housing.
- I will live with my parents after I leave school.
- I will live with my relatives after I leave school.
- I will live in my own place after I leave school.
- I will live in a lodging after I leave school. I will pay the rent for the first months with my savings.
- I will have to use a Half-Way Apartment after I leave school, because I cannot afford to pay a rent until I find a job.
- I will live with my friend after I leave school.
- I have some of the belongings for my future home – dishes, cutleries and others.
- I am prepared to work in order to have financial means for independent arrangement of the home.

Assessment of the checklist

1. Count the number of marks in each group of statements. Then fill with a colour of your choice the respective number of the cell in the table. Also fill out all cells below this number, making a column down to 1. If there are no marks in a certain group of statements, leave all cells blank.

9												
8												
7												
6												
5												
4												
3												
2												
1												
Group	A	B	C	D	E	F	G	H	I	J	K	L

2. Make a list of the groups in which you have the highest result. In these spheres of life you are sufficiently prepared to succeed in coping with everyday activities and tasks.

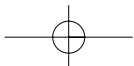
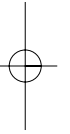
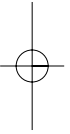
3. Make a list of the groups of statements where you have the lowest result. Pay special attention to all statements you have not marked. These are actually the spheres of life in which you lack preparation, knowledge and skills for coping with these spheres of independent life after you leave school.

4. Take out all statements you have not marked and start working on them. Think along the lines of:

- ... What information do I need?
- ... Where can I get it?
- ... Who can I meet?
- ... What skills do I need?
- ... What will I do?

5. Compare and share the results of this exercise with a friend, colleague or your person of reference.





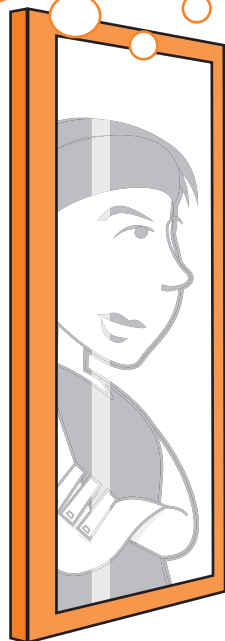
I, Me and Myself

What is my character?

*What are my skills?
Are they sufficient for
me to become
independent?*

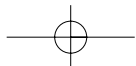
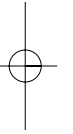
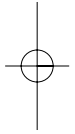
Who am I?

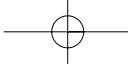
What is my identity?



**Understand who you are –
and what you can do!**

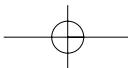
PART TWO





This part of the workbook will help you to better comprehend your idea of your self. You will have the opportunity to get to know yourself by making an analysis and distinguishing your interests, abilities, skills, values and aspirations. You will understand how the different parts of your personality interact and discover the wealth of qualities you have.

Enjoy the adventure of getting to know yourself and of developing your resources!



1 • My Biography

The main purpose of our life is to fulfil our potentials, to grow up to be what we potentially are. The most important product of our efforts along these lines is having a biography, having succeeded in:

- developing self-respect;
- gaining confidence in our personal strengths;
- demonstrating our abilities/skills;
- living in harmony with ourselves and the people around us;
- overcoming even the most unexpected and sad vicissitudes of life;

**Become aware
of your
biography**

The biography of each person is a sum (combination) of biological, social, psychic and spiritual life powers. These powers influence our growth or maturation. The change we undergo throughout the years of our life is an index (indicator) of our growth. This change goes along with benefits, as well as losses.

Your work under this chapter of the Workbook will help you to estimate which moments of your life can be defined as losses and which the benefits for the quality of your life are.

How is it going to happen?

1. You will «see» the meaning of the experiences you have gone through.
2. You will identify yourself as «the main character».
3. You will finish the scenario-writing of your life.

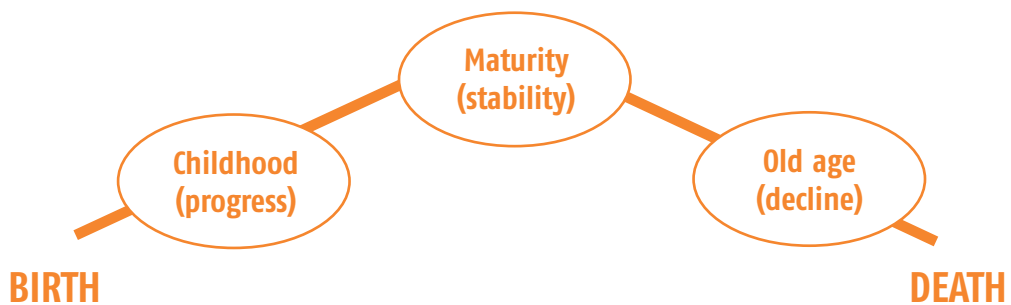
«My Life» – an autobiography

Our (human) existence is generally viewed as biological evolution. Yes, at first sight human life can be viewed as a life cycle. The cyclic recurrence of life is manifested in the successive appearance of three stages of biological maturation of the human organism. This theory is in support of the view that every human existence is limited by two moments:

BIRTH —————→ **DEATH**

The period between these two moments (one's lifetime) is based mainly upon the biologically set parameters of heredity and race. All the other factors of one's existence are not important, because a life cycle is predetermined and always has an end.

You know that every human being goes through three basic stages of their existence during which their life powers increase, stabilise and decrease from their birth to their death.



On the other hand, you know that some historical data proves that abandoned babies do not evolve as normal human beings, i.e. the mere act of giving birth and the biological growth of a human organism do not guarantee the development from a human being into a person.

In order a new-born baby to become a member of society it should be guided in social life.

How does it happen?

It receives physical and psychic assistance on the part of adults. In other words the individual life history (biography) of every person starts at the moment of their birth. We (people) begin to identify ourselves in the «conquest» of the world of others.

Therefore:

- 1. Human life cannot be considered only as a result of the evolution of biological resources of organisms. A lone, isolated human being is like an animal creature.**
- 2. Human life depends on the social environment, which will determine the hereditary and ethnic premises and incorporate them in the overall character of the person.**
- 3. Human life is an individual version of the life cycle in which everyone puts in their stamp and contribution.**
- 4. Human life is a life course or an autobiography and you are it's author.**

Over the different stages of their lives people face various problems. Finding a solution or tackling these problems becomes a major task of one's development and requires the application of skills (individual and everyday life).

For example, the primary tasks of the development of young people at your age (14-21 years old) are as follows:

- To establish new relations within the family: reduce dependency on parents and define one's own position/role within the framework of the changing relationships with the family and the relatives.
- Participation in the educational process or work: acquisition of knowledge and skills for the purpose of getting a profession, making choices regarding jobs.
- Put leisure time to a useful purpose: participation in entertaining activities in one's leisure time, spending it in an effective way.
- To find and maintain a private shelter and independent life: looking for or establishing a private shelter and relationships with flat/room mates.
- Interaction with the authorities and agencies: to accept the fact that there are agencies and authority figures who are at a higher level in the hierarchy than us, to defend one's own interests in the framework of the existing rules and regulations.
- Care for one's health and outer appearance: to maintain a good state of health and a neat outer appearance, a balanced diet, to avoid unhealthy risks (smoking, alcohol, drugs, etc.)

- Establishing and maintaining social contacts and friendly relationships: to build up contacts and keep them up, to give and gain trust, mutual tolerance.
- Getting to know intimacy and sexuality: explore the possibilities and desires in the intimate and sexual relationships.
- To enhance competence – it means that young boys and girls are taught those skills that will be useful for them at present or later, the ultimate aim being their adequate introduction in society.

In order to understand better what has been stated up to now, do the following tasks:

Task 1:

Look for some data about the early days of your life. If possible, do this with somebody of your family (mother/father, brother/sister, grandmother/grandfather)

1. Gather information about your childhood and especially the time when you were between 1 and 14 years old.
2. Find photos that depict important moments of your growth during that period.
3. Arrange the photos in an album and put a caption, one or two words, below each of them to present your first achievements. For example: my first steps; I start speaking; ascending and descending stairs; I'm playing with a doll, ball, lorry; my first friend; I'm receiving an award; I won the sports competition, etc.

Task 2:

Tell about holidays, customs and traditions, the valuable things in your life.

1. Write a story or an essay about your memories from your childhood.
2. What holidays and customs do you remember from your childhood?
3. What are the rules you have accepted and decided to follow in your life?

Task 3:

Draw an emblem of your «childhood».

1. Consider the things your childhood has provided for you, as a result of which you are the person you are now.
2. Choose the shape or the figure that will illustrate the experiences in your childhood to the full.
3. Choose the colors that will render the power of childhood as part of your growth and existence.

2 • The Story of My Life

There is a centre in the consciousness of every person that stores the thoughts, feelings and memories of the events experienced. Owing to that centre, at every moment of their life people feel themselves alive.

The identity of a person, as well as his/her biography enter in their personal life history. As it became clear, since our birth (the moment you «see the light of day») we get into a social environment, which is concrete and highly specific for everyone, distinguished according to the following characteristics:

Historical times – what generation do we belong to?

Cultural development – what are the values of the society we belong to?

Family – who do we live with (parents, brothers, sisters, grandparents, etc.)

Family and social relationships – stable and positive relationships with our parents and friendships suitable for our age.

Security – satisfaction of major physical needs and protection against threats in or outside our home.

Encouragement – provide an opportunity for maturation by interaction with others, communication, conversations and overcoming the challenges of life.

It shows that if we want to tell the history of our lives, we have to include and describe:

- The social environment we descend from;
- The events that have happened to us during these years;
- Our participation in these events;
- The consequences of these events;
- The direction of our development following these events.

The comprehension of your own life course by telling the history of your life will help you realise the way you combine/integrate the various aspects of your identity (the important things in life, your own estimate of the past, the plans for the present and future, overcoming the difficulties).

When telling your life history you can find out that the events from your past do not determine your development. One can draw a conclusion from every experience, i.e. one constantly acquires new skills, sets new goals, and realises their full potentials regarding the fixed «life goal».

Your life story will «sound» truthful, if it contains the following elements:

Narrative style: Emotional tone of the story. It can vary from unpromising pessimism, expressed by tragedy and irony, to great optimism, expressed by comic or romantic descriptions.

Imagery: It consists of the typical sights, sounds, emotionally charged pictures, symbols and metaphors you will use in your story.

Theme: Recurring motivation (personal purposefulness) reflected in the repeated attempts to achieve your goals over the years.

Major events: They present those scenes that reveal/reflect a change in outlook or behaviour in life. You can prove to yourself and to other people that you have either changed or remained the same by pointing out concrete, indicative events.

Character: The major images of your «I», for example «a diligent student», «a trusted friend» or «a reliable person». The integration of the various aspects of «I» is a major challenge for people of all ages.

End: Every life history needs an end which can mark a new beginning for the «I», i.e. to go ahead.

And now, after you have got acquainted with the elements of a life history, I suggest you write down the experiences in your life course up to now in:

Establish your
life story

«The Story of My Life»

To facilitate matters, on the following page there is a table in which you should:

- Put down the most important events in your life;
- Arrange them in chronological order, the order in which they happened;
- Find the motives for your participation in these events;
- Describe your behaviour;
- Consider the importance of every event for your present life.

Get help from members of your family who have known you since your childhood.

Year/Age	Memorised event	Personages	Motives	Behaviour/ Reaction	Importance/ Impact
1996 7 years	First school day	Mother, little sister, teacher	A lot of new and unknown faces	Being afraid, sticking to my mother	Did not like going to school
• • •					
1999 10 years	Summer holiday in mountains	My classmates, teacher	Outside games and excursions	Happiness, «freedom»	Liked to spend time in nature
• • •					

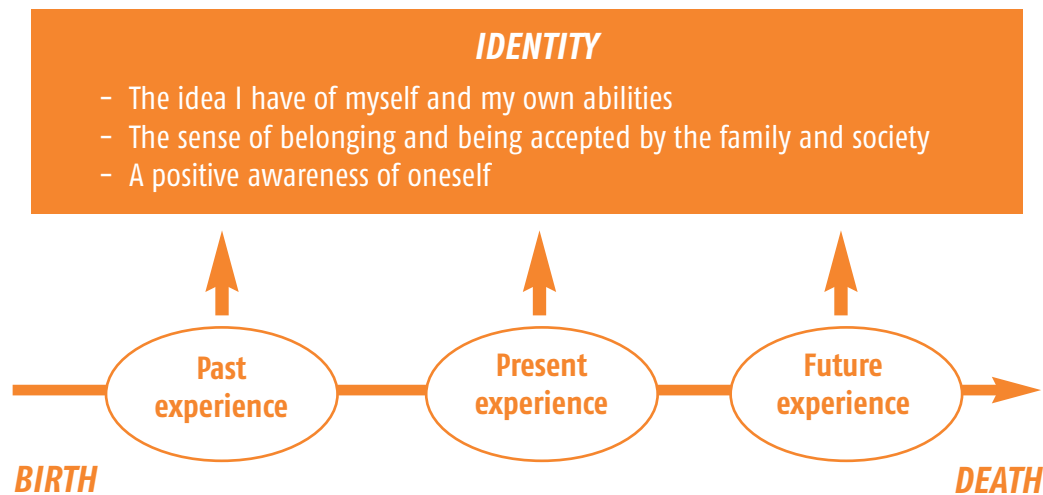
After filling in the table you will be able to write down a narrative (a tale) of your life story. Like:

«This is the story of my life. I recall ... (an event), I was ... years old (age), when ... (event). The others (personages) and I found ourselves in the following situation ... I think that the reason (motives) for what happened to me is ... I felt ... and reacted (behavior) ... because ... Those events made me realize, learn and perceive ... (impact).»

.... and so on!

3 • My Identity

If I ask you now «Who are you?», you will probably give me an answer which will position (identify) «you» with respect to the social space. In order to feel stable (strong, intensely alive, satisfied) we draw a map of one`s own identity. We combine all the experiences from one`s past, present and future in it.



The elements of your identity can be found in the characteristics of your idea of the self. It represents the «image of me, myself». The events you have experienced assisted the process of framing your idea of the self. Before getting to know the basic characteristics of the idea of the self, discover your idea of your own identity.

Tasks 1 and 2 are best accomplished together with somebody who knows you well (brother, sister, best friend)!

Task 1

Think about yourself and then write five or more sentences beginning with «I am...» and revealing your identity/write down everything that distinguishes you from the others, i.e. all the things that define you as a self-dependent person:

I am _____

I am _____

I am _____

I am _____

I am _____

And now get acquainted with the six characteristics of the idea of the self that reveal the positive attitude of a person towards himself/herself, towards what he/she is or towards his/her identity.

- 1. Self-acceptance:** To have a positive idea of yourself, to acknowledge and accept the variety of components of your identity, to have a positive attitude towards your past.
- 2. Positive relationships with others:** To have friendly, satisfying relationships with other people; to be interested in their well-being; to be empathetic, gentle and close with them; to see the real meaning of the relationships
- 3. Autonomy:** To be self-dependent and be able to determine your own life; to be able to resist the social pressure on you which makes you think and behave in a certain way; to estimate your life by inner standards.
- 4. Gaining control of the environment:** To be able to manipulate, control and effectively use the resources and the favourable opportunities.
- 5. Goal in life:** To have a goal, as well as an awareness of direction in life; to feel that your present and past life are meaningful; to have a purpose for living.
- 6. Personal growth:** To feel the necessity of constant personal improvement; to view yourself as a person, who is improving and open to new experiences; to increase constantly your knowledge of the self and personal effectiveness

Task 2

In order to increase your awareness of the frame of your identity write down your history and experience under each of the characteristics:

<p><i>Self-acceptance</i></p>	<p>What I like in myself is...</p> <p>These qualities make me more...</p> <p>All my experiences help me...</p>
<p><i>Positive relationships</i></p>	<p>I have good relationships with...</p> <p>I am interested in the problems of...</p> <p>Because it is important for me to...</p>
<p><i>Autonomy</i></p>	<p>I feel self-dependent because I can manage alone to...</p> <p>I am not afraid to oppose...</p> <p>The most valuable thing for me is...</p>



<p><i>Gaining control of the environment</i></p>	<p>Up to now I have achieved...</p> <p>I can tackle a problem with the help of...</p>
<p><i>Goal in life</i></p>	<p>What I have done up to now aims to achieve...</p> <p>I am ready to...</p> <p>...in order to get my wish to...</p>
<p><i>Personal growth</i></p>	<p>I am satisfied by the fact that...</p> <p>I am thinking of going on...</p> <p>It will be useful for me to succeed in...</p>



4 • My Personality Character

Maybe you sometimes wonder:

- **Why other people treat you in a certain way.**
- **Why you always or almost always do not finish what you have started doing.**
- **Why you are regarded as the «soul» of the party or as the «scapegoat».**
- **Why you do sports or why you do not.**
- **Why you obey or not teachers or friends, etc.**

Reflect on
your character

We inherit some of the things that compose our personality, our character. They build up a great deal of our physical appearance. We acquire the rest when interacting with other people. This is what outlines our spiritual or psychological profile – in short: our personality character.

Build, eye, hair, skin colour etc. are inherent (genetically transmitted) characteristics. The same holds true for the so called «temperament characteristics» of our personality. These temperaments sum up the way we deal with our internal and external life. They somehow define how we react and live through joy, sorrow, crisis, personal conflict, excitement, stress and all situations we encounter as we go through our daily life.

The characteristics of the different forms of temperament are much less defined than, let's say, ethnic characteristics. There is no such thing as a «pure» temperament, and, more importantly, a certain temperament is neither good nor bad. Defining your major temperament just gives you a general idea about your personality.

So... true or false?

Do the following exercise with somebody who knows you well and whom you trust!

There are four groups of statements below. Read them and put a cross in the «true» box if you feel a statement describes your partner – if not, put a cross in the «not true» box. Go through all statements and then ask your partner to do same, valuating your character and behaviour. At the end, consider your own and your partner's behaviour, i.e. the way you behave in ordinary situations.

First group

	true	false		true	false
You are restless, tend to fuss about things	<input type="checkbox"/>	<input type="checkbox"/>	Unstable and disposed to become excited	<input type="checkbox"/>	<input type="checkbox"/>
You are intemperate, quick-tempered	<input type="checkbox"/>	<input type="checkbox"/>	Aggressive and quarrelsome person	<input type="checkbox"/>	<input type="checkbox"/>
You are impatient	<input type="checkbox"/>	<input type="checkbox"/>	You do not tolerate shortcomings	<input type="checkbox"/>	<input type="checkbox"/>
You are harsh in relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	You have an expressive facial gesture	<input type="checkbox"/>	<input type="checkbox"/>
You are determined and enterprising	<input type="checkbox"/>	<input type="checkbox"/>	You act quickly and make decisions quickly	<input type="checkbox"/>	<input type="checkbox"/>
You are persevering	<input type="checkbox"/>	<input type="checkbox"/>	You are constantly striving for new things	<input type="checkbox"/>	<input type="checkbox"/>
You are quick-witted in an argument	<input type="checkbox"/>	<input type="checkbox"/>	Your movements are sudden and impetuous	<input type="checkbox"/>	<input type="checkbox"/>
You are impulsive in your work	<input type="checkbox"/>	<input type="checkbox"/>	You are persevering when achieving an objective	<input type="checkbox"/>	<input type="checkbox"/>
You tend to take risks	<input type="checkbox"/>	<input type="checkbox"/>	You have mood swings	<input type="checkbox"/>	<input type="checkbox"/>
You are not rancorous or touchy	<input type="checkbox"/>	<input type="checkbox"/>			
You have a quick passionate speech and inconsistent intonation	<input type="checkbox"/>	<input type="checkbox"/>			

Second group

	true	false		true	false
You are cheerful and jovial	<input type="checkbox"/>	<input type="checkbox"/>	You are always in a jolly mood	<input type="checkbox"/>	<input type="checkbox"/>
You are energetic and businesslike	<input type="checkbox"/>	<input type="checkbox"/>	You are quick to fall asleep and to wake up	<input type="checkbox"/>	<input type="checkbox"/>
You often do not finish what you have started doing	<input type="checkbox"/>	<input type="checkbox"/>	You are often hasty in making decisions	<input type="checkbox"/>	<input type="checkbox"/>
You tend to overestimate yourself	<input type="checkbox"/>	<input type="checkbox"/>	You tend to be superficial	<input type="checkbox"/>	<input type="checkbox"/>
You are quick to grasp new things	<input type="checkbox"/>	<input type="checkbox"/>	You are easily distracted from what you have started doing	<input type="checkbox"/>	<input type="checkbox"/>
You easily overcome failures and troubles	<input type="checkbox"/>	<input type="checkbox"/>			
You easily adjust to new circumstances	<input type="checkbox"/>	<input type="checkbox"/>	Third group		
You enthusiastically take up a new activity	<input type="checkbox"/>	<input type="checkbox"/>	You are even-tempered and composed	<input type="checkbox"/>	<input type="checkbox"/>
You quickly lose interest if the activity does not appeal to you	<input type="checkbox"/>	<input type="checkbox"/>	You are consistent and in-depth in what you do	<input type="checkbox"/>	<input type="checkbox"/>
You quickly switch from one activity to another	<input type="checkbox"/>	<input type="checkbox"/>	You are cautious and judicious	<input type="checkbox"/>	<input type="checkbox"/>
Monotony bores you	<input type="checkbox"/>	<input type="checkbox"/>	You can wait to see	<input type="checkbox"/>	<input type="checkbox"/>
Sociable and helpful to new acquaintances	<input type="checkbox"/>	<input type="checkbox"/>	You are silent and you like sparing your words	<input type="checkbox"/>	<input type="checkbox"/>
Enduring and hard-working	<input type="checkbox"/>	<input type="checkbox"/>	You have a calm, even speech with pauses, without clearly distinct emotions and face gestures	<input type="checkbox"/>	<input type="checkbox"/>
You have a strong, quick and clear speech accompanied by gestures and facial expressions	<input type="checkbox"/>	<input type="checkbox"/>	Restrained and patient	<input type="checkbox"/>	<input type="checkbox"/>
You keep cool in an unexpected and complex situation	<input type="checkbox"/>	<input type="checkbox"/>	You bring what you have started doing to an end	<input type="checkbox"/>	<input type="checkbox"/>
			You do not waste your energy	<input type="checkbox"/>	<input type="checkbox"/>
			You stick strictly to rules and the system of working	<input type="checkbox"/>	<input type="checkbox"/>

	true	false		true	false
You easily keep your temper	<input type="checkbox"/>	<input type="checkbox"/>	You can easily stand loneliness	<input type="checkbox"/>	<input type="checkbox"/>
You do not pay attention to approval or reproach	<input type="checkbox"/>	<input type="checkbox"/>	Feel depressed and confused when you fail	<input type="checkbox"/>	<input type="checkbox"/>
You do not harbour spite to people who offend you	<input type="checkbox"/>	<input type="checkbox"/>	You end to retire into yourself	<input type="checkbox"/>	<input type="checkbox"/>
You are consistent in your relationships and interests	<input type="checkbox"/>	<input type="checkbox"/>	You quickly get tired	<input type="checkbox"/>	<input type="checkbox"/>
You are slow to engage in a new activity and to get into the mood for another one	<input type="checkbox"/>	<input type="checkbox"/>	You have a weak and quiet speech	<input type="checkbox"/>	<input type="checkbox"/>
Your attitude to other people is uniform	<input type="checkbox"/>	<input type="checkbox"/>	You imitate other people`s behaviour involuntarily	<input type="checkbox"/>	<input type="checkbox"/>
You like order in everything	<input type="checkbox"/>	<input type="checkbox"/>	You tend to cry	<input type="checkbox"/>	<input type="checkbox"/>
You are hard to adapt to a new situation	<input type="checkbox"/>	<input type="checkbox"/>	You are sensitive to reproach and approval	<input type="checkbox"/>	<input type="checkbox"/>
You are enduring	<input type="checkbox"/>	<input type="checkbox"/>	You have high demands to yourself and the people around you	<input type="checkbox"/>	<input type="checkbox"/>
You work with perseverance to achieve your aims	<input type="checkbox"/>	<input type="checkbox"/>	You treat other people with suspicion and distrust	<input type="checkbox"/>	<input type="checkbox"/>
			You are easily hurt	<input type="checkbox"/>	<input type="checkbox"/>
			You are too touchy	<input type="checkbox"/>	<input type="checkbox"/>
Fourth group			You are close and uncommunicative	<input type="checkbox"/>	<input type="checkbox"/>
You are shy and bashful	<input type="checkbox"/>	<input type="checkbox"/>	You lack initiative	<input type="checkbox"/>	<input type="checkbox"/>
You get confused in a new situation	<input type="checkbox"/>	<input type="checkbox"/>	You obey without a murmur	<input type="checkbox"/>	<input type="checkbox"/>
It is difficult for you to establish contact with other people	<input type="checkbox"/>	<input type="checkbox"/>	You aim at attracting sympathy and help	<input type="checkbox"/>	<input type="checkbox"/>
You do not believe in your own abilities	<input type="checkbox"/>	<input type="checkbox"/>			

How can you calculate your «score» of this experiment?

Since there is no individual who has a pure temperament type you will have to determine which type is predominant for you and in what way some qualities from the other types may complement your personality.

Do the following:

Count the positive and negative answers for each group of statements.

If the number of positive answers for a certain group falls between 16 and 20, this means that you possess clearly distinct traits from this temperament type.

If the number of positive answers for a certain group falls between 11 and 15, this means that the qualities of this temperament type are substantially inherent to you.

If the number of positive answers falls between 6 and 10, then the qualities of the given temperament type are not clearly distinct in you, i.e. they are not inherent to you.

Four general types of temperament can be distinguished:

- 1) A person who is generally optimistic, cheerful, even-tempered, confident, rational, popular, and fun-loving. They can be day-dreamy to the point of not accomplishing anything and impulsive, acting on whims in an unpredictable fashion.
- 2) A person who is a doer and a leader. They are easily angered or bad tempered.
- 3) Often very kind and considerate, can be highly creative – as in poets and artists – but also can become overly obsessed on the tragedy and cruelty in the world, thus becoming depressed.
- 4) Are generally self-content and kind, their shy personality can often inhibit enthusiasm in others and make themselves lazy and resistant to change. They are very consistent, relaxed, and observant, making them good administrators and diplomats.

You already know that the formation of an individual's character results from the inherent temperament qualities. Its complete construction is also affected by the specifics of the social factors of life and activity. The character is a synthesis (unity) of individual and typical characteristics of the personality.

Below you find statements that may help you to strengthen the idea of character as a separate structure in your personality.

1. Character has different qualities:

- strength – weakness
- depth – surface
- unilateral – multilateral
- positive – negative

2. Character has three groups of traits:

- intellectual (curiosity, inventive thinking, etc.)
- moral (patriotism, good intentions, etc.)
- of the will (determination, persistency, perseverance, etc.)

3. The composite of the temperament and the character forms the individual behaviour style.

4. According to their attitude to other people, individuals are divided into:

- extroverts (jovial, active, quick to establish contacts, interested in the world outside)
- introverts (close, wrapped in their thoughts, striving for seclusion, not interested in other people)

5. According to their attitude to success and failure in life, individuals have:

- external locus of control (they accept that there is destiny and nothing in their life depends on their participation, they ascribe their failures to other people)
- internal locus of control (they accept that their life entirely depends on their own activity, that they are the masters of their lives, they do not blame others for their own failures)

Now, when you already have this information about character as a structure of the personality, try to make your own personality character profile.

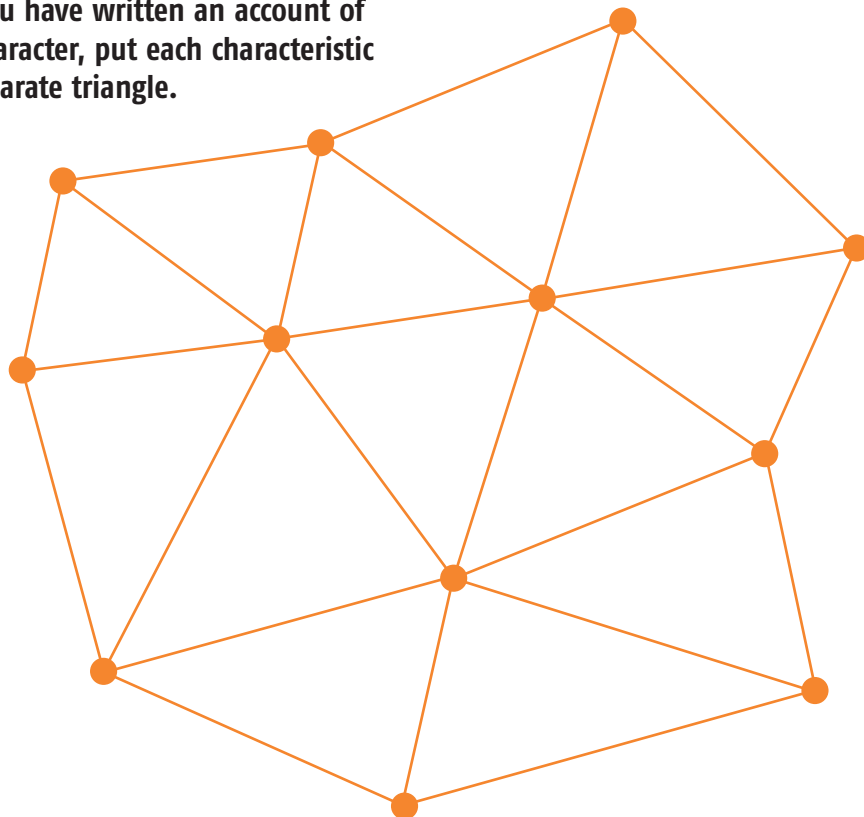
Tasks 1, 2 and 3 are best accomplished together with somebody who knows you well!

Task 1

Reflect and mark according to your opinion how you view your own personality character.

For example: My character is: strong or weak, superficial or deep, unilateral or multilateral, positive or negative. I am always open to the world and other people. I take an interest in new things, in my friends` problems. I like meeting people I do not know. I am rather close and I tend to isolate myself. I do not let other people know how I feel and what I think. I prefer being on my own. When I succeed or fail in doing something I believe and I know that I have caused it with my activities. I do not rely on destiny, because what happens to me depends only on me. When I succeed or fail in doing something I believe and I am convinced that this is the way it should have happened and that is why I tend to let myself drift down the stream without thinking or doing anything, because my efforts are in vain, i.e. nothing depends on me.

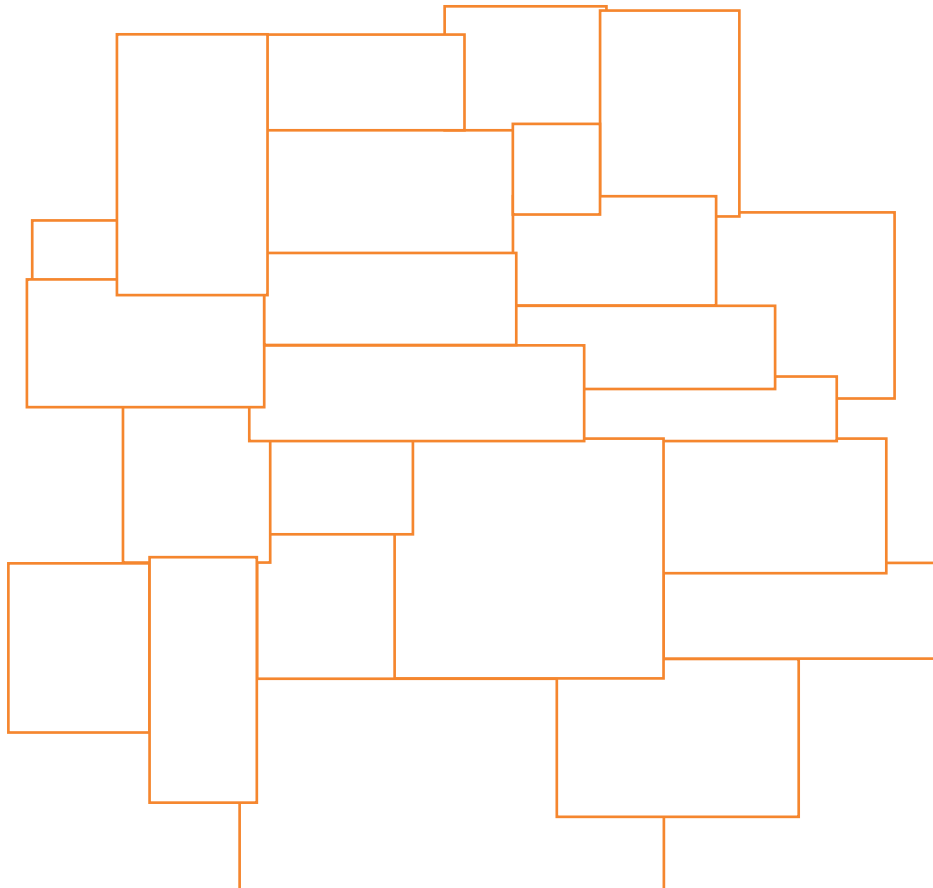
After you have written an account of your character, put each characteristic in a separate triangle.



Task 2

Go through the list of character traits below, think about which traits describe your character. Depending on the extent of manifestation of a certain trait in your everyday behaviour, choose the size of a square and mark the number of the respective trait from the list. Then fill with warm colours the squares with traits you approve of, and those which you do not like in your character.

- | | | | |
|----------------|-------------------|-----------------|------------------|
| 1. strong | 8. judicious | 15. unyielding | 22. enterprising |
| 2. attentive | 9. purposeful | 16. egoistic | 23. passive |
| 3. persevering | 10. organised | 17. profound | 24. critical |
| 4. brave | 11. inconstant | 18. superficial | 25. sensitive |
| 5. determined | 12. dishonest | 19. helpless | 26. impolite |
| 6. frank | 13. irresponsible | 20. credulous | |
| 7. helpful | 14. generous | 21. distrustful | |



Task 3

By solving several cases you will know which strong points and qualities you use when coping with difficulties.

1. Get familiar with each of the situations below.
2. Write down which qualities of your character you would use to cope with each situation.

Case 1: You are late for a meeting with your best friend.

Case 2: You witness a robbery.

Case 3: Some bad people have threatened our friend with beating.

Case 4: You want to continue your education at a university.

Case 5: You have to replace your friend at his/her workplace for a while. He/she works at a petrol station.

Case 6: Some friends reproach you that you do not fulfil your promises.

Case 7: You find out that your friend`s cousin has been cheating him/her.

Case 8: You find a watch in the classroom. You know to whom it belongs.

Case 9: You want to get a driving licence.

Case 10: Your landlords inform you that you have to leave your lodging in a month.

5 • My Resources and Skills

These are my needs, wishes, interests and values

Tasks 1 to 9 are best accomplished together with somebody who knows you well!

Task 1

Have a look at the boxes. Run a red line between the smiling face and these boxes which reveal part of your needs, wishes, interests and values. Then link with a blue line the sulky face and those boxes which are not your needs, wishes, interests and values.

The image contains 30 orange circles with the following terms inside them:

- Smiling face icon
- Sport
- Self-Knowledge
- Truth
- Love
- Health
- Benevolence
- Care
- Work
- Computers
- Attention
- Honesty
- Responsibility
- Freedom
- Profit
- Recreation
- Folk
- Cinema
- Career
- Family
- Rap
- Experience
- Beauty
- Will
- Strength
- Work
- Food
- Loyalty
- Smile
- Sulky face icon

What is a value?

A value is a relative superiority or utility which we add to a particular aspect of everyday life. Values serve to provide «a better life». They expand the horizon of human development and abilities. The future of everyone depends on what we choose to do today, or on their individual value orientation.

Task 3

Arrange the list of values from above in order of significance. Imagine that you had to give up these values one by one in order to survive. Which value would you give up first and which one wouldn't you give up?

The hierarchy of values helps you answer the following questions:

- 1) What do I want to achieve in life and regarding my relationship with others?
- 2) What would I like to avoid in life and regarding my relationship with others?
- 3) Look at the hierarchy of values again and think what changes should happen to make sure you succeed?

Values
1
2
3
4
5
6
7
8
9

Where I am strong – where I am not so strong?

Everyone is good at coping with some things and not so good at coping with others. That means that in certain situations one is strong enough to succeed and in others one needs extra strength.

Task 4

To understand which are your strengths (and weaknesses), fill in the following table. Think of how you could improve things you could do better. The possible subjects to fill in are:

... reading ...writing ...mathematics ...computers ...using a library ...searching for information ...studying (educational skills)

- ... planning ...setting realistic goals ...solving problems ...controlling emotions ... postponing needs ...making decisions ...working with other people (self-management skills)
- ... power of observation ...flexibility ...discipline ...responsibility ...good manners ...adaptability ...loyalty ...self-control ...showing initiative ...consideration ... concentration of attention ...memory ...power of endurance when working under pressure and stress (skills of self-confidence)
- ... showing attention to others ...understanding others ...compassion for other people's feelings and experiences ...asking questions ...providing information ...talking in public (communication skills)
- ... keeping a tidy house ...hygiene ...shopping ...preparing food ...using home equipment ...distribution of money ...utilisation of spare time and busy time (everyday skills)
- ... of course you can also fill in any other subject you perceive as your strength or weakness

What am I good at?	What am I not so good at?	How can I improve it?

The previous exercise should help you to answer the following questions:

- 1) Which skills, abilities or competence are you most complimented on? (underline in red)
- 2) Which skills, abilities or competence are you usually criticised about? (underline in blue)
- 3) What do you think when you are criticised?
 - a) «I am good for nothing»
 - b) «Next time I will try to do it better»
- 4) What do you think when you are praised?
 - a) «I accept with suspicion»
 - b) «I trust the opinion of others»

Task 5

Set yourself a goal for next week to change one or some of the things that you are criticised about.

Task 6

At the end of next week, provide an answer to the following questions for each of the skills you have tried to improve:

- 1) What am I doing better?
- 2) What have I done to improve the skill?
- 3) How do I know that I was doing the right thing?
- 4) What do I need to keep that change?
- 5) What more can I do to entirely improve the ability/skill?

Task 7

Why do you think is it important to know your own strengths and weaknesses?

I have many talents, abilities, resources and skills!

Task 8

If you consider the statement is right, tick the respective box:

Talents ...	are individually different	<input type="checkbox"/>	can be learned	<input type="checkbox"/>
	are innate	<input type="checkbox"/>	can be lost	<input type="checkbox"/>
Abilities ...	are individually different	<input type="checkbox"/>	do need special training	<input type="checkbox"/>
	can be developed	<input type="checkbox"/>	everybody has them	<input type="checkbox"/>
Resources ...	are individually different	<input type="checkbox"/>	need to be discovered	<input type="checkbox"/>
	can be developed	<input type="checkbox"/>	everybody has them	<input type="checkbox"/>
Skills ...	are individually different	<input type="checkbox"/>	can be acquired and improved	<input type="checkbox"/>
	do need special training	<input type="checkbox"/>	are practical tools	<input type="checkbox"/>
Competence ...	is a combination of abilities, resources and skills	<input type="checkbox"/>	is needed to practice a particular profession	<input type="checkbox"/>

What are talents?

Every individual has specific aptitudes in one area or another. These are their innate endowments and talents. Singled out in representing a particular type of human activity, talented people are rare to find. People who have a specific endowment are more common but this is not exactly a talent. Talent refers more to uniqueness or brilliance. A talent can neither be learned nor lost.

What are abilities?

Everyone has some abilities. They can be further developed. Ability is a potential for high achievements of a particular type and can be noticed in a certain type of behaviour:

- it appears early in the individual development;
- it is expressed as a spontaneous inclination without special training or following a living model;

- progress in specific activities is very fast compared with other people;
- the individual performs easily without any visible efforts;
- there is high productivity, both qualitative and quantitative;
- one normally derives an enormous pleasure doing things for which they are particularly good

What are resources?

Whatever human activity we look at, we will find out that people differ in their capabilities to cope with the situation. Capabilities are everyone's internal resource. A resource is anything we have as a skill or competence we are used to do, and it is part of our habits and behaviour. Every skill can be described as an important resource of the personality. Once discovered and identified as such, resources may be furthered and developed.

What are skills?

Skills are the practical part of individual human experience – how one copes with things he/she needs to deal with. Acquiring a skill is a series of exercises which help the individual achieve success, that is, through hours of training it is possible to improve the efficiency and quality of a particular activity. In order to form a certain skill, perception, thinking, memory, implicit study, formation of motor habits, personal meanings and actions of will are needed.



Discover your resources and skills

Discovering one's own resources and skills is a process of self-observation and self-analysis. Whatever one does, one always evaluates the way in which to cope with a certain activity. The things that are done successfully are in fact an indicator of the types of abilities available to us.

Sometimes one can find it difficult to assess one's own skills and resources, that is, they can underestimate or overestimate their resources or abilities. That is why it is better to seek information about themselves from the nearer and farther environment (the social mirror in which we look at ourselves every day). The way how others perceive us, evaluate us, like us, enables us to obtain a real idea of ourselves. An expert on a person's strengths can be the family, teachers, experts in certain professional fields.

What is competence?

The availability of abilities, resources and skills makes possible the fulfilment of practical tasks. However, if one needs to be sure of the quality of the fulfilment, they need to expand their abilities, resources and skills to reach competence. Competence is a complex of practical skills and theoretical awareness. The assessment of competence gives the right to practice a particular profession. The competent person has authority because their words give them powers to make decisions and be independent in the area of an activity they are responsible for.

Task 9

Reconsider the statements you ticked in task 8.



Develop your resources and skills

The development of skills and resources is an act of your desire to improve the fulfilment of everyday tasks. It has been known for centuries that «One learns till one dies». A similar understanding of life provides an opportunity to constantly improve the quality of life, that is, achieve greater successes and expand your own field of competence.

Skills and resources can be developed in independent classes when it is a question only of training – of consolidation of experience and awareness already acquired. Everyone can though search for further support for themselves from institutions and organisations which are set up to boost the capacity of the individual personality in the social and professional way of development.

Again, however, as agents of the change – the development of the skills and resources can be pointed: the family, the school, professionals in the various social fields, friends, custodians, or colleagues.

Do you feel unsure about how to discover and develop your resources and skills?

Ask your person of reference for support!

These are the development tasks regarding your personality:



6 • Individual Skills of Everyday Life

Your work so far has helped you to expand and deepen the knowledge about yourself. This knowledge will serve a purpose to implement your intentions for independent life. The road to the implementation of these intentions is a change in fact. Everyone has had times of re-considering their lives, i.e. searching for opportunities to continue what has been started or taking a new direction.

Coping with everyday duties develops in each of us skills related to our survival and growing. Without noticing it, we learn to plan activities, to organise our time, to solve our problems and to assert our independence. All this is the reason why we acquire qualities that make us strong, stable and determined.

You and I may have the same professional qualification. However, your performance is much better at your workplace: you may have more clients or you do a quota and a half for the time I do only 40% of the quota. The difference between us lies in our individual skills. These skills are not related to specific knowledge. They rather reveal the uniqueness and flexibility of the personality when using one's specific skills.



Time management

Time planning and organisation is one of the important qualities of the personality. It is manifested in the ability to:

- Make a plan/schedule of the everyday activities in writing;
- Distribute precisely the time for carrying out a certain task;
- Maintain a balance between your work/occupation and leisure time/rest.

A situation which requires skills of everyday life: You go to work from Monday to Saturday. You have to move to a new lodging, but you can do this only from Monday to Saturday. Think and describe what you will do to carry out the task?

Result-oriented skills

Every day we act bearing in mind what we want to happen to us tomorrow. Our purposeful behaviour aimed at achieving objectives is related to the qualities: perseverance, criticism and responsibility. The result-oriented skills are manifested in:

- Coping with difficulties with a view to achieving the long-term aim;
- Search for new approaches to solve problems, in case the initial attempt has failed;
- Confidence that you know what you want and which is the best solution for you.

A situation which requires result-oriented skills: You have a professional qualification of a waiter. You have been working in a restaurant for 6 months. Your ultimate aim is to undergo re-training to become a bar tender. Think and describe what you will do to bring your decision on your professional fulfilment to an end.

Organisational skills

These skills reveal our ability to cope with a number of situations every day – planned and unexpected. Organisational skills are manifested in the ability:

- To determine the most important activities for the month, week, day;
- To plan the activities in terms of time limits and objectives;
- To ensure conditions for achieving the objectives within the time limits fixed;
- To change the plan following the achievement of the objectives.

A situation which requires organisational skills: You have made a decision to start taking driving lessons this month. You have already contacted an instructor and you have scheduled the driving lessons – every day from 3 p.m. to 4.30 p.m. Then your superior makes an unexpected change in your working hours – you will have to work only day shift for two weeks from 8 a.m. to 5.30 p.m. Think and describe what you are going to do to keep your job while starting to take the driving lessons.

Teamwork skills

Nowadays, we encounter situations, in which we have to act together with other people. Teamwork skills are manifested in:

- Making our own objective compatible with the objective of the team/group;
- Taking responsibility and involving ourselves in performing the activities needed to achieve the common objective;
- Keeping your own style of working and respect for the individual styles of other people;
- Distributing the tasks according to the individual competence of each person.

A situation which requires teamwork skills: You and the peers from your neighbourhood decide to turn the green area between the blocks of flats into a volleyball ground. Think and describe what you are going to do to achieve the objective.

Leadership skills

When we find ourselves in different groups we feel like the performing ones or like the initiative and leading ones. Leaders are individuals who inspire the people around them to act. They facilitate, ensure the feeling of trust, security and control around them for the fulfilment of the tasks. Each of us can be a leader when he/she:

- Sets aims and tasks;
- Coordinates different human and material resources;
- Treats other people`s motives with understanding;
- Distributes the tasks according to the experience, motivation and competence of the people;
- Updates their interests in participation in the activity;
- Provides support by listening to people and consulting them;
- Manages interpersonal conflicts with the objectives in mind;
- Prognosticates the need for change and undertakes actions for its implementation.

A situation which requires leadership skills: The owner of the company you work for assigns you the task to organise the New Year celebration party. He tells you that you can ask everyone from the team to cooperate. You will have to report to him in a week on where the party will take place (transport, hotel, restaurant, menu) and on how the programme will look like. There are 30 employees in the company. Think and describe how you would use your leadership skills to accomplish the task assigned.



Adaptation skills

Adaptation skills refer to the ability of adapting to new conditions and situations. Notwithstanding the efforts we make when drawing up a plan for achieving a certain objective, sometimes the situation changes. This requires us to act promptly to meet the new conditions, so that we can fulfil our task. Adaptation skills are manifested in the ability to:

- Work out a realistic alternative plan to the established one before the change in conditions occurs, an action plan;
- Analyse the situation;
- Upon finding out a change in conditions and an impossibility to implement the alternative action plan, to plan new objectives and tasks;
- Make an evaluation of the achievements of the new plan;
- Respond in a positive way, not negative, i.e. the change in conditions develops our creative thinking and improves our responses in difficult and extreme situations;
- Approaches creatively the solution of problems that have occurred.

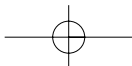
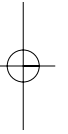
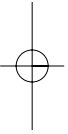
A situation which requires adaptation skills: You have planned changing your profession. You know that there is a re-training centre at the local university. You go there with the intention to enrol in the «Business Administration» course. Unfortunately, the course does not exist any more. You are offered the following courses to choose from: «Fashion Design», «Tourism», «Office Assistant», «Public Administration». Think and describe what you are going to do.

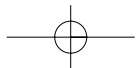
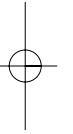
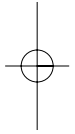
These are your individual skills for everyday life:





Notes:



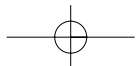
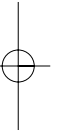
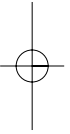
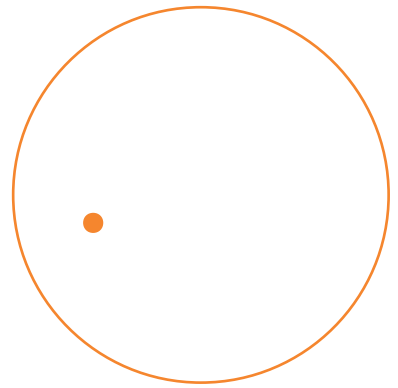


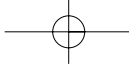
Social Integration: Living with Others



PART THREE

Talk and listen!
Find your Support System!
Plan your future!





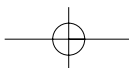
We all know that there are moments in life that are difficult no matter what we are doing. In order to continue going ahead, one should develop skills for coping with these difficulties. Frequently, the difficulties are result of ineffective communication with others.

In this part of the CLIP Workbook you will try to find your choices about HOW to understand others and to have valuable contacts with them.

The social environment is not only a place where we live. It is a SPACE BETWEEN US AND THE OTHERS in which we make bridges or claim stairs with the aim of solving everyday problems and to be with others in a satisfying, harmonious way.

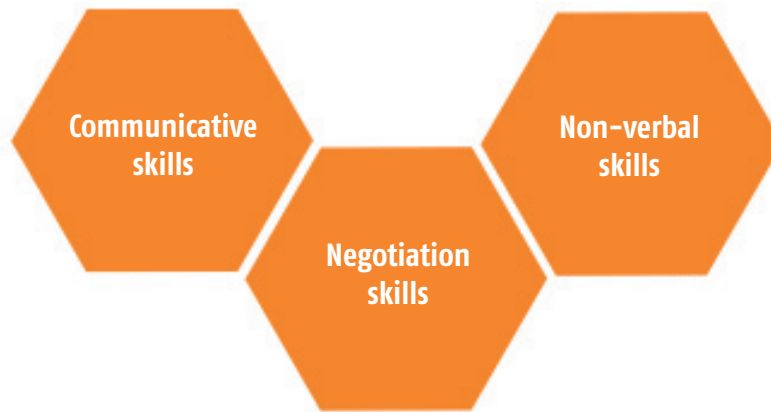
And when you do all this together with people who support you and whom you support in return when your resources and our knowledge is asked for, then you have a personal social network. The most important thing when it comes to independence.

With your own resources and your support system, you can begin do plan your future. Quite a thing!



1 • Social and Communication Skills

These are your tasks to develop:



Communication

In our life communication is omnipresent. You might have found out that people differ in the ways they establish contacts with others. Establishing our personality when interacting with others is a crucial factor in the formation of our identity or the feeling of our own self. We find out WHO and WHAT WE ARE when we «see» ourselves in the eyes of others. These others are our «social mirror» in which we see our identity.

True or false?

Find out whether the following statements are true or false for you!

- | | true | false |
|--|--------------------------|--------------------------|
| 1. Communication is a historically conditioned process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Communication is a complex process of exchanging thoughts and experience. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Communication is implemented by direct and indirect contact among people. | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|--|--------------------------|--------------------------|
| 4. Individual differences among people are reflected in communication. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Communication is a constantly renewing cognitive, assessing and purposeful process of comprehension of reality through interactions among people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. An individual does not communicate only when he/she sleeps. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If an individual is deprived of communication, he/she will lose the human part in himself/herself - he/she will degrade. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Communication is a gift from God. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. One knows how to communicate with the others since the time he/she was born. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The resolution of conflicts with other people depends on the manner of communication. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Communication serves you to achieve harmony with the others. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Communication serves you to exercise power over other people. | <input type="checkbox"/> | <input type="checkbox"/> |

Communicative skills

Communicative skills may be oral and written. Good communicative skills are manifested in:

- Using written and oral literary Bulgarian;
- Maintaining communication through the principles of tolerance (accepting and understanding another person's opinion);
- Presenting information according to the audience characteristics (spectators or listeners);
- Body language showing interest and involvement in what the other person is saying.

A situation which requires communicative skills: You are about to start work at a grocer's shop. You are going to work at the dairy products stand. You have to meet your colleagues. Think and describe the conversations at the first meeting with:

- the colleagues
- the clients

In our life we use two forms of communication with others:

- 1) Friendship or informal communication**
- 2) Official or formal communication**

Friendship or informal communication

People tend to reveal themselves and emotional intimacy among them prevails. Each person forms a style of communication with others while growing up. It includes the individual attitudes of the personality, which determine its readiness to:

- **Get closer** (to people): Communication style in which you are always ready to have a close contact with others and to expect friendships;
- **Escape** (from people): Communication style in which you do not search for contacts and closeness but tend to remain distant;
- **Fight** (against people): Communication style in which you are always aiming to be against others' opinions and even to hurt and humiliate them;
- **Dominate** (over people): Communication style in which you communicate with the others only if they obey you;
- **Obey** (people): Communication style in which you establish contacts with people who command you and you are under their power.

Tasks 1, 2 and 3 are best accomplished together with some close friends or colleagues!

Task 1

Look at the styles of communication above and see which one is best reflecting your communication style. By doing this you will be able to answer the following:

- Why do you have a lot of friends?
- Why do you have a small number of friends?
- Why do you have no friends?
- Why do you not feel well when you are among your friends?
- Why maintaining a friendship is hard?
- What should you change in your behaviour and the way in which you communicate with your friends?

Official or formal communication

Here, contacts are made by observing rules, fulfilling obligations and duties. This form of communication is also used in business life.



Negotiation skills

Every day we have to negotiate our relationships with others. Reaching agreements, which satisfy us is an expression of our ability to exert influence. The skills of negotiating are manifested in using the following qualities:

- Confidence, showing initiative and determination when aiming at the presentation of a certain objective;
- Listening to other people and understanding their interest in reaching an agreement;
- Asserting our own rights and respecting the rights of our partner;
- Being sensible and inclined to make compromises.

A situation which requires negotiation skills in a business partnership: A friend of yours needs access to the internet. You have a PC and an internet connection, but you pay 25 levs monthly for this service. Your friend wants to use your PC and internet connection for three months. His monthly income is 180 levs. Think and describe what you will do to help your friend, so that you do not feel as «being cheated»?

Task 2

Fill in the table below to understand:

- When and where do you use formal communication?
- What rules do you observe when maintaining formal contacts with other people?

You will learn more about formal communication by completing the tasks below. Use the sample situation and try to «see» how you react in the other proposed situations.

Situations	Rules	Obligations and duties
Meeting a teacher	<ul style="list-style-type: none"> - Choice of clothes - Arriving at the meeting place on time - Greeting and encouraging to start the meeting - Listening and achieving understanding - Agreeing the next meeting and taking leave 	<ul style="list-style-type: none"> - To be familiar with the topic of the conversation - To be prepared to listen to the other side without interrupting or attacking - To put forward my questions - To express my opinion clearly - To make a decision
Medical examination		
Job interview		

In the shop		
Bus ticket counter		
At the workplace		
Looking for an apartment		
...		



...		
...		
...		
...		

***Do you feel unsure about task 2?
Ask your person of reference for support!***



Maybe you have noticed that there are moments in the communication process with other people which facilitate the conversation and moments which make it difficult. Depending on the way in which we express our opinion, we create a barrier or a channel to continue the dialogue.

Statements, which function as communicative barriers to the communication flow, are cited below. While you are getting familiar with them, try to remember situations in which you or your partner in the conversation has said something similar and how you felt at that time.

Order, command, direction «Repeat once again!»
 «Speak slowly!»
 «Do not talk to me in such a tone!»

I remember the following situation:

Warning, threat, promise «If this happens again, you are over!»
 «Calm down and I'll be glad to listen to you!»
 «You will be sorry if you do this!»

I remember the following situation:

**Lecturing, instructing
what is right** «You should go first!»
 «This is right!»
 «You should not behave in this way!»

I remember the following situation:



**Advice, recommendation
or decision**

«Why don't you say so?»
«I would suggest you to appeal this decision!»
«Try acting in this way!»

I remember the following situation:

**Moral admonition, logical
arguments**

«Look at this from a different viewpoint!»
«This is your task, so the problem is yours!»

I remember the following situation:

**Discussion, criticism,
disagreement, accusation**

«The thing that you did was stupid!»
«You are now in the right direction!»
«I cannot argue with you anymore.»

I remember the following situation:

**Offence, unfounded
conclusions, humiliation**

«Well, all right, Mr Know-all!»
«All women are the same!»
«All men are the same!»

I remember the following situation:





**Interpretation, analysis,
diagnostics**

«You don't really trust this person, do you?»
«You say this only to upset me!»
«It's clear to me why you have done this!»

I remember the following situation:

Praise, agreement

«This would be spectacular!»
«We are proud of you!»

I remember the following situation:

Clarification, interrogation

«Who has put this into your head?»
«Who influences you, is it Ivan?»

I remember the following situation:

**Calming, sympathy,
comforting**

«Next time you will feel better!»
«I have felt the same!»
«Everyone makes mistakes!»

I remember the following situation:



Drifting far away from the problem, distracting the attention

«Why don't you take this out your head?»
«Let's talk about something else!»

I remember the following situation:

Non-verbal communication**Non-verbal skills**

Nowadays, in order to be able to maintain good contacts with others, one should have skills upon the so called non-verbal communication. It is based on body language, rather than words. The way one moves, stands, uses one's hands, shakes one's head, smiles or «frowns» provides us with abundant information about one's participation in and attitude to communication.

What is good in non-verbal communication is that it is «honest». The individual is spontaneous by nature, and not able to control his/her gestures, facial expressions and posture, unlike the way he/she controls the selection of words, i.e. body language still shows the actual thoughts and the standpoint of an individual in communication.

Task 3

Get familiar with the interpretation of «body language». Using your «body language», try to imitate the following models of non-verbal communication according to the given descriptions. Then try for each model to put a name of one of your friends or acquaintances who is using the corresponding postures and gestures. You may also find yourself in this classification.

Models of non-verbal communication:

Power, domination, supremacy

Body angle: Straddling the chair, excessively bending forward and backward, standing, while others are sitting

Face: A piercing look

Hands: Hands on the thighs

Palms: Hands on the neck, on the back, rapping and touching with fingertips

Legs: Legs on the chair, on the desk

This reminds me of the following person:

Anxiety, submission, fear

Body angle: Fussing, constant fidgeting

Face: Head bowed down, minimal eye contact, constant blinking

Hands: Hands move to the face or hair. Touching or massaging the neck

Palms: Fingers crossed, wringing hands, hands stuck to the body

This reminds me of the following person:

Disagreement, anger, scepticism

Body angle: Bending the body sideways

Face: Shaking the head, pressing lips together, puckering the brows, pursing lips

Hands: Folded arms, finger under the shirt collar

Palms: Fist, pointing finger, hands holding the edge of the desk or table

Legs: Legs crossed

This reminds me of the following person:

Boredom, lack of interest

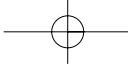
Body angle: Head propped on the palms of the hands

Face: Lack of eye contact, looking at the door, watch or through the window

Hands: Playing with an object, shuffling papers and folders, rapping on the table

Legs: Stamping feet

This reminds me of the following person:



Suspicion, secrecy, dishonesty

Body angle: Looking out of the corner of the eye, folded arms/crossed legs, the body bending forward

Face: Avoiding eye contact, screwed eyes, complacent smile

Hands: Touching the nose, pulling the ear while talking

Palms: Folded arms

Legs: Legs pointing to the exits of the room – windows, doors, etc.

This reminds me of the following person:

Uncertainty, indecisiveness

Body angle: Pacing back and forth

Face: Head bowed down or tilted on one side, biting the lips, moving the look aside

Hands: Picking the nose, pulling the trousers, scratching the head

Palms: Craning the neck

Legs: Pretends to be involved in the conversation, but stamps feet

This reminds me of the following person:

Assessment

Body angle: Head lightly tilted, ear in the direction of the speaker

Face: Slightly blinking with eyelids, screwed eyes, raising brows, nodding

Hands: The hand holds the chin, putting the glasses rim in the mouth

Palms: Touching the mouth with the forefinger

Legs: Lightly kicking with feet

This reminds me of the following person:

Cooperation, confidence, honesty

Body angle: Leaning forward on the chair, leaning back, moving body back and forth

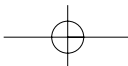
Face: Good eye contact, slight blinking, smile

Hands: Putting the hands on the chest, loose movements of the hands and palms

Palms: Open hands, palms pointing at the other person

Legs: Legs not crossed, resting on the floor

This reminds me of the following person:





2 • Life and Cooperation with Others

Fill in the missing words:

«To open a locked up , one does not have to know the , it is enough to find the»

(De Shazer)

After graduating school you always need help on your path to independence. There will probably be situations in which you feel insecure about your relations with others and lack self-confidence. This may make you isolate yourself and avoid contacts with people from your close encirclement.

In order to overcome these situations it is necessary to have:

- Satisfactory social contacts
- Possibility for participation in activities and new experiences
- Good material base and housing
- Quality support of people who know your strengths and weaknesses



Interact with people

Interacting with people and establishing social contacts is important for a healthy social life. Meeting and interacting with people is a basic human need. Besides, it is interesting to meet and get to know new people and it helps establishing a social network. It is social life which determines the quality of life.

Social contacts

Tasks 1 to 6 are best accomplished together with one or two good friends or colleagues!

Task 1

- Make a list of people with whom to interact is easy for you.
- Make a list of people with whom to interact is difficult for you.
- Why is it that it is difficult to interact with some people and easy with others?



**Establish and
maintain
relationships**

Here are some hints that should support you in establishing and maintaining relationships – chose those which suit you:

- Get acquainted with peers through common activities; for example at school or university, or with colleagues after work.
- Keep in touch with your family of origin and your relatives.
- Create as many opportunities as possible for making contacts with other persons, hoping that the one or another acquaintance will turn into a closer friendship.
 - Invite other young people to take part in various kinds of activities; for example excursions, parties, swimming, or barbeque.
 - If you are invited, participate in the activities, also if you feel awkward or do not know some or most of the other participating people.
 - Develop your communication and social skills; for example participate in workshops or talk to your person of reference.
- Exchange favours with other persons.
- Exchange information with other persons.
- Share your resources, strengths, skills and interests with other persons.
 - Do not forget that trust among family members, friends, colleagues and acquaintances is the basic for maintaining a relationship.
 - Be alert to «non-verbal frustration signals» and to discuss them with your friends and acquaintances.
 - Check from time to time what the expectations of the others about you are and compare them with your expectations about them.
- Participate in informal meetings with potential employers, where possible.
- Visit municipal services and other institutions and organisations if there is an opportunity to do so; for example open door events, jubilees, invitations, or group visits.
- Use the support of your person of reference.

What is a social network?

Task 2

How many people do you know and how many people do know you? Estimate! – These are two difficult questions to answer, aren't they?

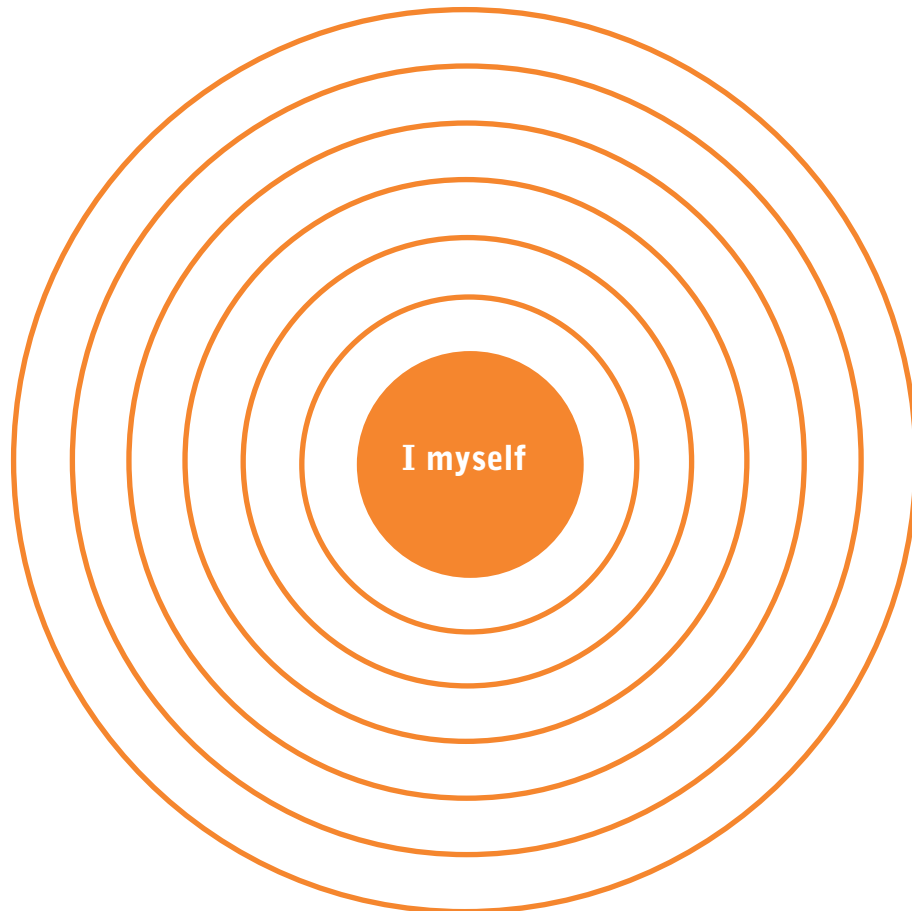
Task 3

Now try this: Think only of people you know fairly well and who know you fairly well, thus people you have some sort of relationship with. Write their names or initials into one of the six fields below:

Representatives of organisations, governmental or municipal services, or social institutions:	
Acquaintances:	
Family members or relatives:	
Friends or colleagues:	
People you know from school, university or work but who you do not consider your friends or colleagues:	
Other people you know fairly well e.g. neighbours, shop-assistants, waiters:	

Task 4

Write the names or initials or the name of the group of people from above, e.g. «acquaintances» or «friends or colleagues» in one of the circles. Put the persons or group of people you have a close relationship with next to you in one of the inner circles, and those you have a less close relationship in one of the outer circles.



Personal network

After you have filled in the circles with names, have a look at it: **This is your personal social network!** Your social network helps you in your social integration, or more concretely in finding a job, finding accommodation, knowing people to go out with, or knowing people to contact when you are in need. Think also of other opportunities when your social network might be useful.

Task 5

Have a look again at the circles in task 4. Could you single out one or two persons you would define as your person of reference, a person whom you trust, who might be a bit older than you, who is «there» if you need it?

Note down your expectations you have of your person of reference. At the next opportunity, discuss your expectations with him/her:



How do you spend your free time?

Know how to spend free time

Leisure time is most crucial for developing social contacts, as it offers various possibilities for meeting other people and establishing relationships. In your leisure time, you meet friends and relatives, get to know their interests and contacts and exchange information. You usually go to places where you meet people you would like to know better or become friends with. You do things you enjoy and by which you express your personality. Some of us go to dance clubs others learn foreign languages or go to the theatre and concerts. You should take control over your free time and consciously spending it in order to achieve the goals you have.

Task 6

Fill in the following table about how you spend your free time.

	On weekdays Monday to Friday	On Saturdays	On Sundays
Usually, when do you get up?			
... when starts school or work?			
... do you have other commit- ments like home- work, shopping, cooking, or hou- sehold?			
... when starts your free time?			
... what do you do in your free time, with whom, and until when?			
... when do you go to sleep?			

«To open a locked up door, one does not have to know the lock, it is enough to find the key.»

(De Shazer)

3 • People Who Support You

It is good that you are actively working upon your independence. First your efforts are directed toward finding a job and an independent home. During these searches you learn and understand that in your town there are people who are ready to support you.

It is important to come into dialog with them, i.e. to get to know them in a way that they feel that they are of importance to you and to learn from their knowledge and experience.

Collaboration and coordination with a support system is an important part for your integration in the social environment.

The Local Support System is what is best suited for providing answers to the following questions:

- What to do when you are in «a dead end street»?
- Which are the institutions and organisations which could assist you in the search for the exit?
- How to orient yourself in difficult situations, in a way not to lose the taken direction?
- If the direction is wrong, how to take the right one?

Now. What is a Support System?

The city or village you live in has several different groups of people in it:

People who are creating products: Food products – bread, salami, eggs, meat, and so on; and non-food products – clothes, furniture, houses, and so on.

People who provide order and security: Police officers, fire fighters, judges, people in the army, etc.

People who give information: Working in newspapers, radio, TV.

People who give support to body and soul: Doctors, psychologists, social workers.

Another important group is people who work in **local governmental** or **non-governmental organisations**. These people (and the institutions and organisations

themselves) are connected in order to cooperate with each other. The aim of this cooperation is to take care of and accompany young people who are in the beginning of their independent life. Yes, exactly like you!

Due to this, it is important for you to establish contacts and get to know the professionals of the Support System in your town.

Together with them you will enter a process, directed toward self-realisation, including INFORMING, CLARIFICATION AND MAKING A DECISION.

Tasks 1, 2 and 3 are best accomplished in a small group together with other young people!

Task 1



Know local support system

Make a list of all local governmental and non-governmental institutions in your town that are important for you. Find and mark on a city map the workplaces of professionals who can assist you in:

- Finding a job
- Finding a lodging
- Registration with personal doctor
- Issuing documents
- Change of address registration and other important assignments for independent life

Task 2

Think about if you have a close person who can give you:

- Time and care
- Attention and information
- Protection and support

If there is no such person, search in your town for a non-governmental organisation in which professionals are working who can always be available for discussion of questions related to your vocational realisation and social integration after leaving school.



Task 3



When you find out where the centres for support are located, make a visitation plan. Your visitation plan will be directed toward finding:

- A mentor, who can accompany you on your way to independence
- A professional, to whom you can trust during discussion of important decisions
- Information and perspectives for professional realisation and career development

For doing this, think how you will present yourself:

What specific information will you look for?

Formulate the questions which you will ask:



Discuss the ways for continuing interactions with professionals with the corresponding non-governmental organisation:

Now that you have established your support system, you will use your communication skills and start interact with it.

- You will contact a person who understands your needs;
- You will find a person of reference who will discuss with you the options of handling a certain problem;
- You will have a person beside you, who will enhance your skills of successful integration with other people;
- You will have access to up-to-date information on job vacancies; on improving your professional qualification; on professional re-training, which will improve your professional fulfilment;
- You will maintain contact with a person, with whom you can plan activities for achieving objectives and evaluate regularly to what extent they have been achieved.



4 • Being Socially Integrated

What does «social integration» with others mean?

To be socially integrated means to have contacts with people both from your close and distant encirclement. These contacts to be valuable not only for you but for the others as well. You will find out more about this if you complete the following assignments.

Tasks 1 to 5 are best accomplished in a small group together with other young people!

Task 1

You enter a new lodging. Before you put down your luggage you see that the apartment needs cleaning. And there is no water running in the bathroom. Describe what you would do.

Task 2

You and your neighbour from the third floor work in the same firm. Your boss used to return products from your production because their quality was not up to standard. One day your neighbour came down to you and showed you how to improve the quality of the products. You learned it and since then your boss has given you as an example to the other young workers. Today, when you come back from work, you see that there is a flood in your neighbour's apartment. Describe how you would react.

Social integration: possible only through cooperation with others

The word cooperation means to interact with others in a way to be mutually useful. When people cooperate they give EVERYTHING to achieve the common aim. Everyone participates according to his/her own capabilities and by doing this contributes towards achieving the aim.

Task 3

You live on the eighth floor and you use the elevator. Today, when you enter the building, you hear screams from the elevator. You then find out that someone is stuck in the elevator between the second and third floor. In the elevator are your neighbours from the fifth floor with their two children. They ask you to help them. They inform you that only the house manager has the telephone number of the technician. Describe what you will do.

Task 4

You have a hobby. You like to play chess and backgammon. Your new lodging, however, is too far from the chess club, where you usually went twice a week. Now, you want to find out if any of your new neighbours also like to play chess and backgammon. Describe what you will do.

Task 5

For two days now your friend is without a shelter. His landlord evicted him because Pavel did not obey the house rules: he refused to pay his share of the common electricity, building maintenance, bills for elevator and water. You know that your neighbours from the fifth floor have a vacant attic.

Describe what you will do in order to help your needing friend, but in the same way not to lose your neighbours' trust.

These are your development tasks to achieve social integration:



5 • Planning Your Life

The period from leaving school to gaining security and confidence about independent coping with the responsibilities of everyday life is a transition to personal independence. The time is near when you will actually experience the feeling of freedom. Completing secondary education and obtaining a diploma places you in a new situation – you are the one who makes your own choices for fulfilment and organisation of your life.

Planning your life means to be active.

Planning fills the gap between the present and the future.

With planning you become aware of your current position and are able to find ways for achieving the desired future.

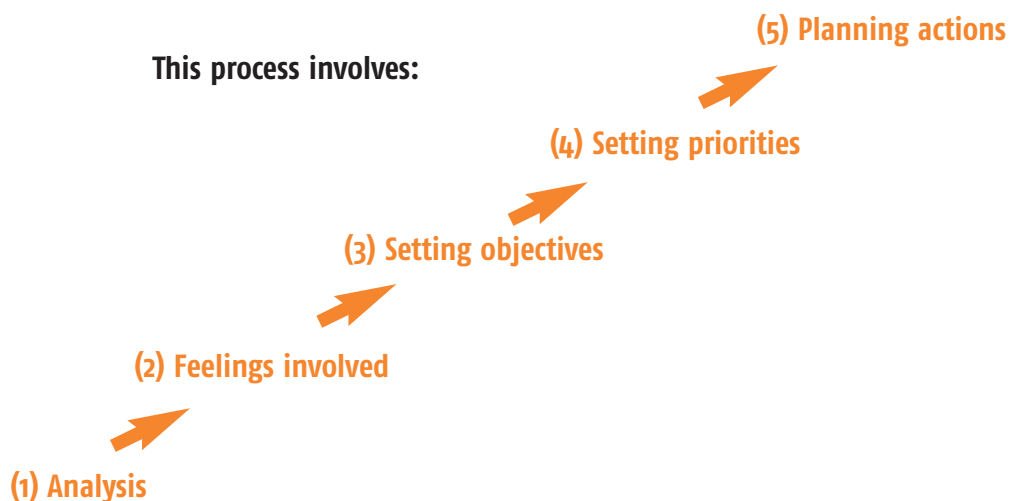
Steps of planning process

Working out a plan provides an answer to two major questions:

1. What is the situation now?
2. What should it be?

Analysing your current status is a process of consecutive «looking at» your own interests, desires and ambitions.

This process involves:



In the process of ordering priorities (drawing out the leading needs) it is important to think about the answers to the following questions:

- Which are the important things which you are ready to put efforts in?
- What are your available resources (knowledge and skills) for achieving effective results from the implementation of your ideas for the future?
- Which are the possible difficulties (risks) for achieving the desired state?
- What are the aims in order to achieve SUCCESS?

Intention	(1) Analysis (analysing resources)	(2) Feelings involved (fears and questions)	(3) Setting objectives	(4) Setting priorities	(5) Planning actions
To start work	Desire for professional fulfilment. Professional qualification. Liking the profession. Job search and job application skills.	Only people with connections get work. There are no vacancies in my specialty. The wages in my specialty are very low and do not encourage me to start work.	Register with the Labour Office. Find people who can provide guarantees about me before the future employer. Choose a form of professional re-training. Continue my education, so that I have chances for a more well-paid job.	1) 2) 3) 4) 5)	... ... ... ...
To ...					
To ...					
To ...					

Task 1

(1) Analysis

Look back at your score form the checklist of personal development on page 24. Remember in which areas of life after leaving school you are prepared enough to achieve success in coping with everyday activities and tasks. Pay special attention to all statements next to which you have not put a positive mark. These are areas of life in which you lack preparation, knowledge and skills of coping with activities and tasks (unsatisfied needs) after leaving school. Note down in the column «Assessment of needs» in the table on the next page your unsatisfied needs.

(2) Feelings involved

Become aware of your feelings involved.

(3) Setting objectives

Define your objectives for developing fully your skills of successful independent life.

(4) Setting priorities

Put the defined objectives in order of your personal importance.

(5) Planning actions

Think of a person close to you who you can trust (a peer or adult, specialist in a certain field, social worker or psychologist) and who can support you in the fulfilment of the objective set. Mark it in the «Help form...» column. Envision a deadline for fulfilling the specific objective.

	(1) Analysis	(2) Feelings involved	(3) Setting objectives	(4) Setting priorities	(5) Planning actions	
Area	Assessment of needs				Help from...	Deadline
Everyday skills	1. I can (not) prepare meals for myself or for other people. 2. I can (not)...		- To learn how to cook. - To distribute the products into two or four dishes. - ...	1) 2) 3) 4) 5)	- Mrs. Mara from the first floor. - My brother's girlfriend. - ...	End of March
Relations with parents and relatives						
Communication with others						
Attitude towards learning						
Proactive behaviour						
Emotional health						
Accepting the self						
Job and profession						
Knowledge of local support net						
Physical health						
Sexual contacts						
Housing accommodation						

The Action Plan

Now you have coped with the more difficult tasks, and namely, you have defined:

- What you know and what you can do, and what you can count on in your transition to personal independence
- What remains to be learned and developed as practical skills
- Who you think it is reasonable to seek support from
- How much time you need to achieve the aim of self-development set

You only have to break down the achievement of the aims to objectives – small, feasible, measurable activities – which can be worked out and fulfilled separately, step after step.



Establish an action plan

The Action Plan guides you through this step-by-step process. It serves to concentrate on the sequence of initiatives, through which the development of the needed knowledge and skills (resources) is practiced, for achieving success in independent life. The Action Plan identifies the activities for achieving the desired result.

To get a clearer idea of what an Action Plan is, we suggest you a model plan with a specific form and structure.

OBJECTIVES (short-term aims)	ACTIVITIES (initiatives / steps)	EVALUATION (result)
<p>To learn how to cook soups (chicken soup, tomato soup, potato cream-soup, beef soup etc.)</p> <p>To learn how to cook main courses (types of dishes: stew, meat-and-vegetable hash, kebab, stuffed peppers, pork with cabbage, French beans etc.)</p> <p>To learn to prepare deserts (creams, sweets, cakes, fruit salad etc.).</p>	<ol style="list-style-type: none"> 1. Conversation with the person who can help me 2. Money distribution 3. Choice of soup (like chicken soup) and buying the products needed 4. Preparing the soup 5. Tasting 	<p>Evaluation of the result by criteria set beforehand (quality indicators):</p> <ul style="list-style-type: none"> - Did the activities on the fulfilment of this objective start on time? - Was the cost incurred in buying the necessary foodstuffs appropriate? - Have there been hygienic conditions created for culinary activity? - Has the recipe been followed in the preparation of the chicken soup? - To what extent was the taste quality of the cooked soup satisfying? - etc.



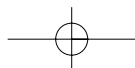
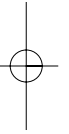
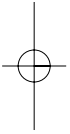
Continue working on the elaboration of an Action Plan of each of the objectives you have set for the separate areas of life, after assessing your current needs. Work together with a person whom you can rely on and share with trust the successes and fears concerning the implementation of each of the activities in the Action Plan.

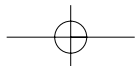
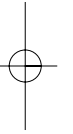
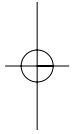
Make an evaluation of the achievements and if necessary redefine your aims and the respective objectives.

Celebrate when you are sure that you have developed a certain skill – the contribution is entirely yours and you deserve a reward!



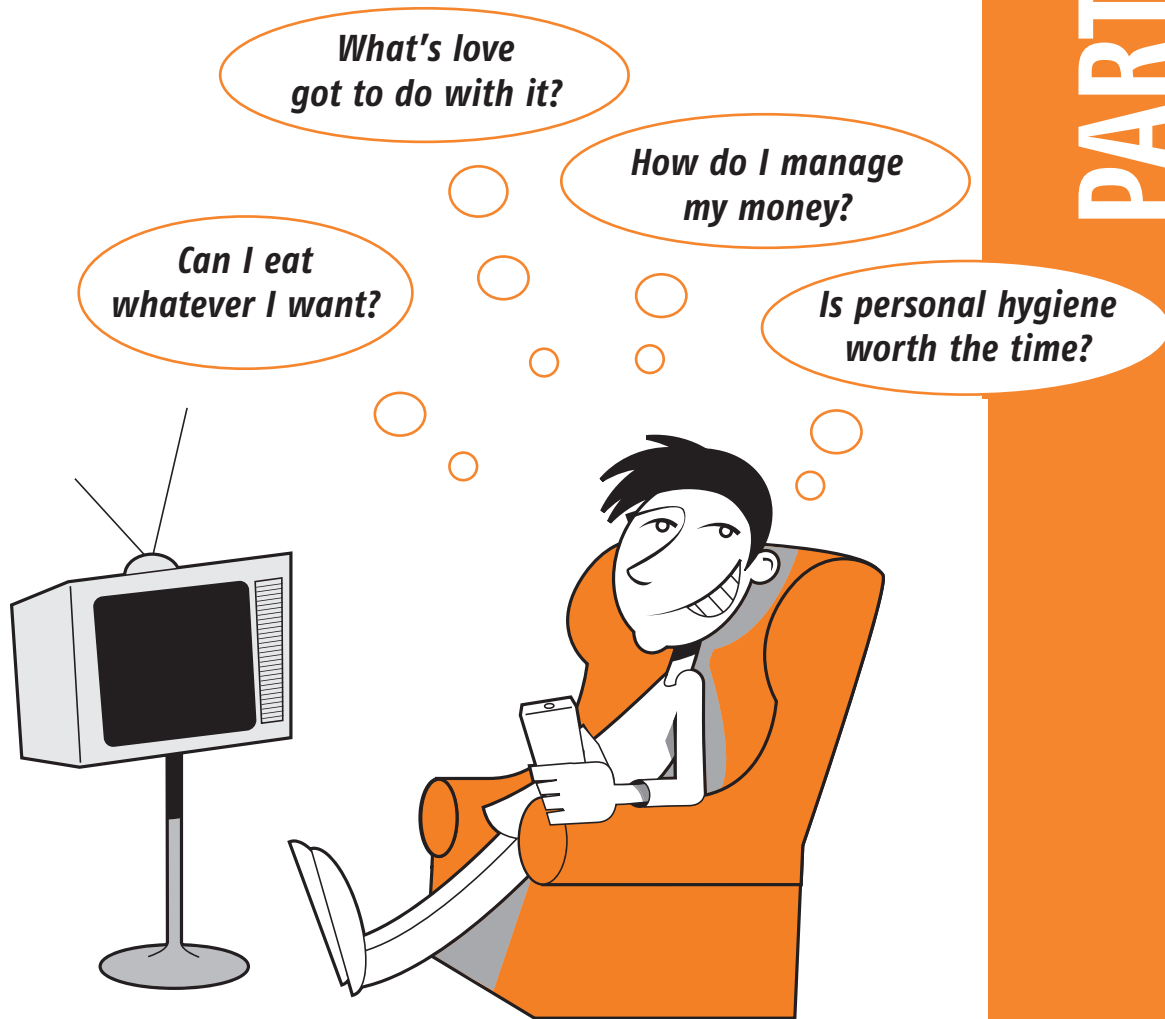
These are your tasks for planning activities and actions:



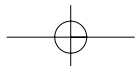
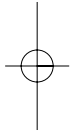


Practical Life Skills

PART FOUR



**It's the small things
that affect your big plans !**





You are probably full of plans for your life, and you have already established a few tools that help you to realise them.

The thing is, life is often smaller than the plans we make for it. In other words: we have to take care of the little details in our daily life as attentively as of our high schemes. This prepares us to deal with all the quick changes in life, to grab the chances and opportunities when they come around the corner and to fulfil our development tasks and our plans for life.

This following part touches only on a few areas of everyday life. At best, it can help you to become aware of how the way you live directly affects the way your life looks like.

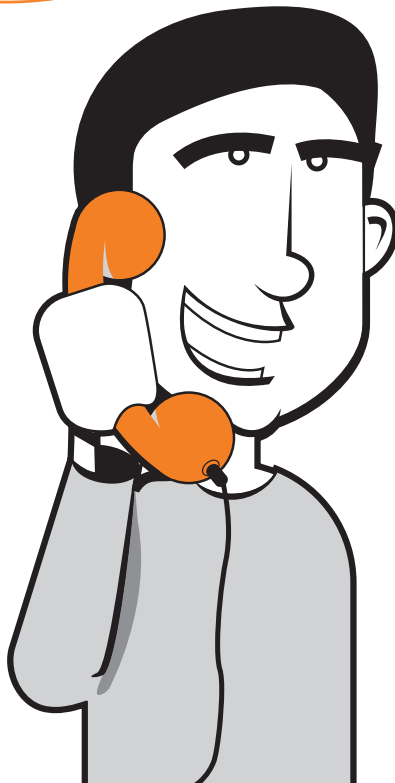
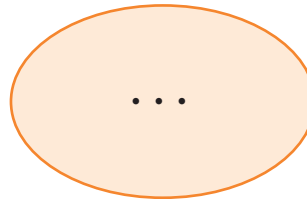
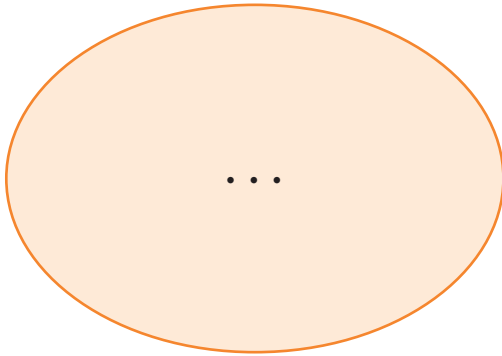
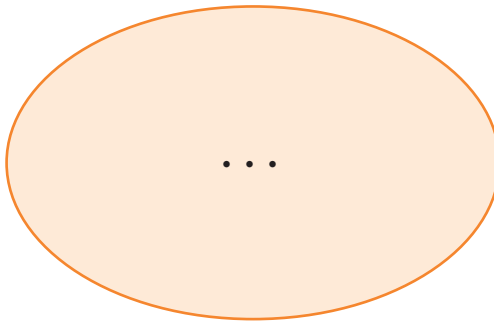
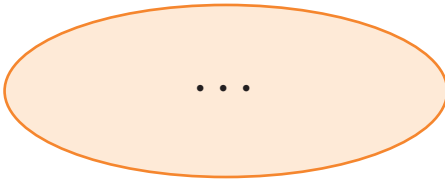
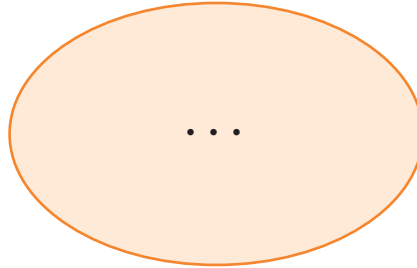


1 • What Practical Life Skills Do I Need?

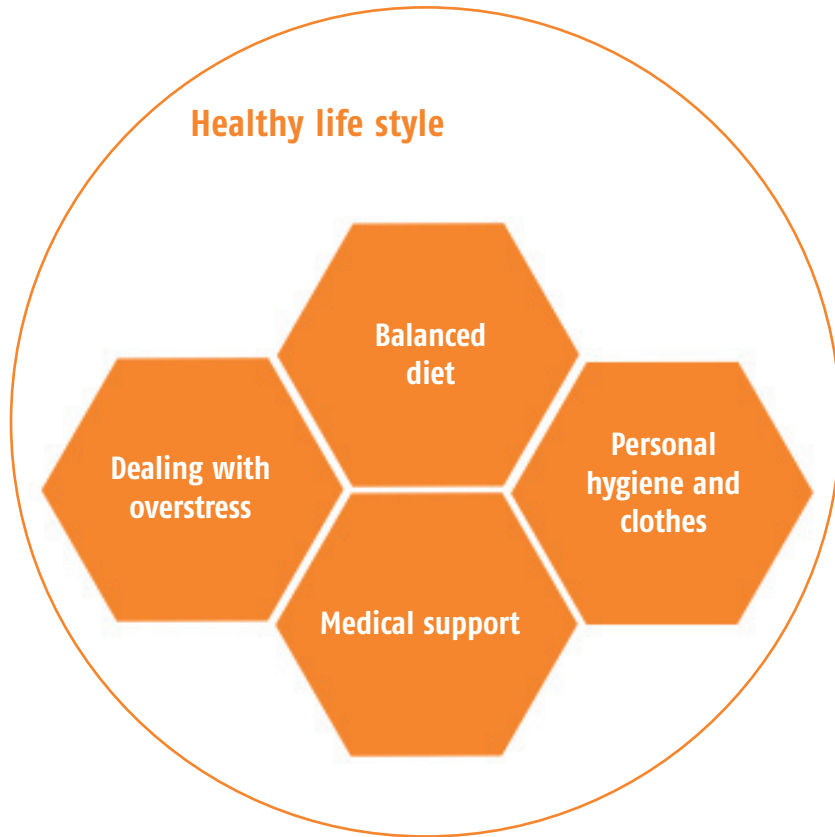
In order to live your life as independent person, what would you say do you need or don't need?

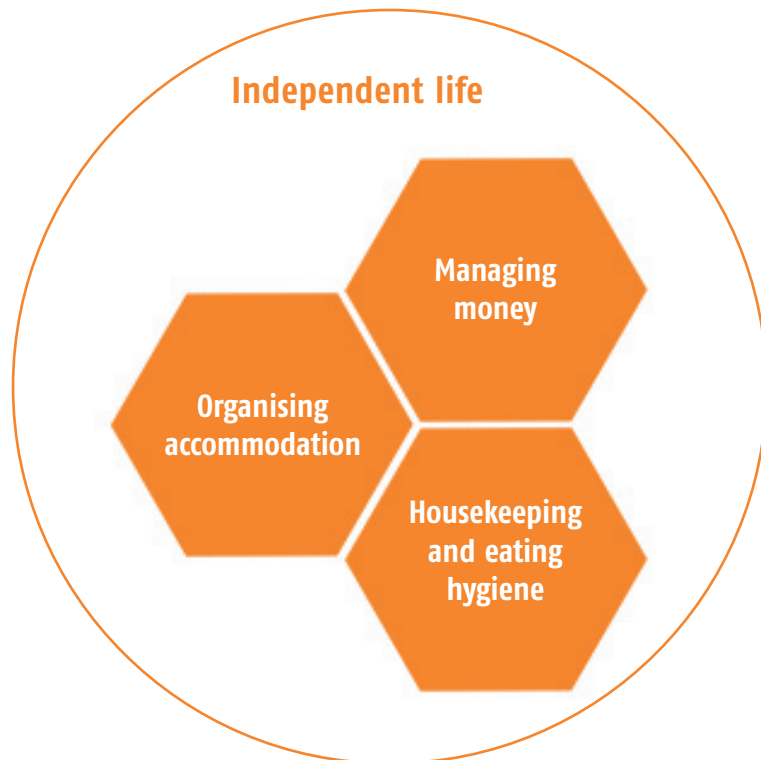
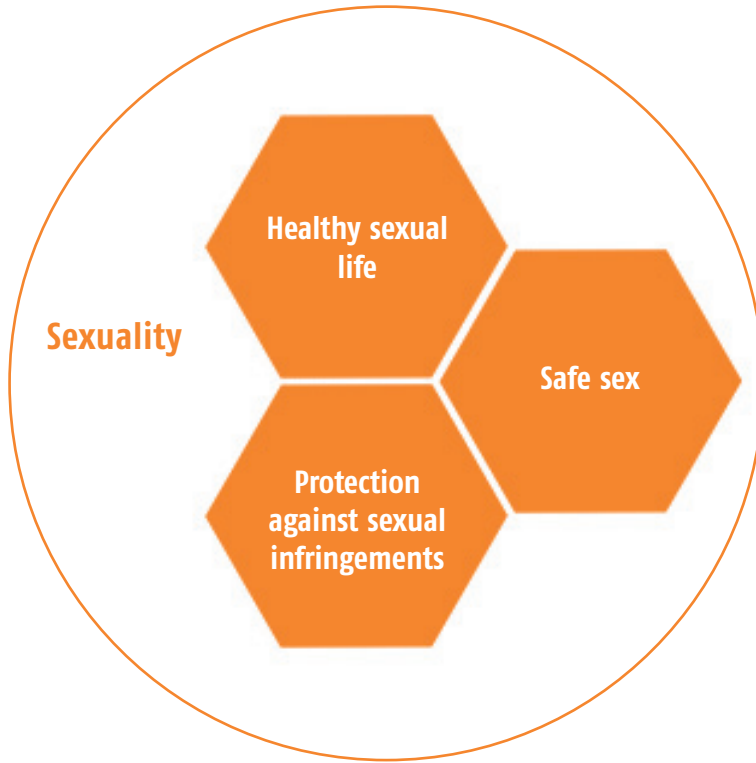
	needed	not needed
I need to know what kind of food is good for me.	<input type="checkbox"/>	<input type="checkbox"/>
I need to be able to handle my finances.	<input type="checkbox"/>	<input type="checkbox"/>
I need knowledge and understanding about sexuality.	<input type="checkbox"/>	<input type="checkbox"/>
I need to know about the affects of drugs.	<input type="checkbox"/>	<input type="checkbox"/>
I need to be responsible about my own health.	<input type="checkbox"/>	<input type="checkbox"/>
I need to know how to do my own household.	<input type="checkbox"/>	<input type="checkbox"/>
I need to know how to deal with stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>
I need to be aware of addictive behaviour.	<input type="checkbox"/>	<input type="checkbox"/>
I need to know about the basics of my personal hygiene.	<input type="checkbox"/>	<input type="checkbox"/>
I need to know how to protect myself from sexual infringements.	<input type="checkbox"/>	<input type="checkbox"/>

What else do you need?



These are my development tasks...





2 • The Way You Live

Usually we know very well what is good for us and what is not. Nevertheless, it helps to gain additional skills and information in order to find a way of living that fits our personal constitution and preferences, is healthy and helps us to achieve our goals.



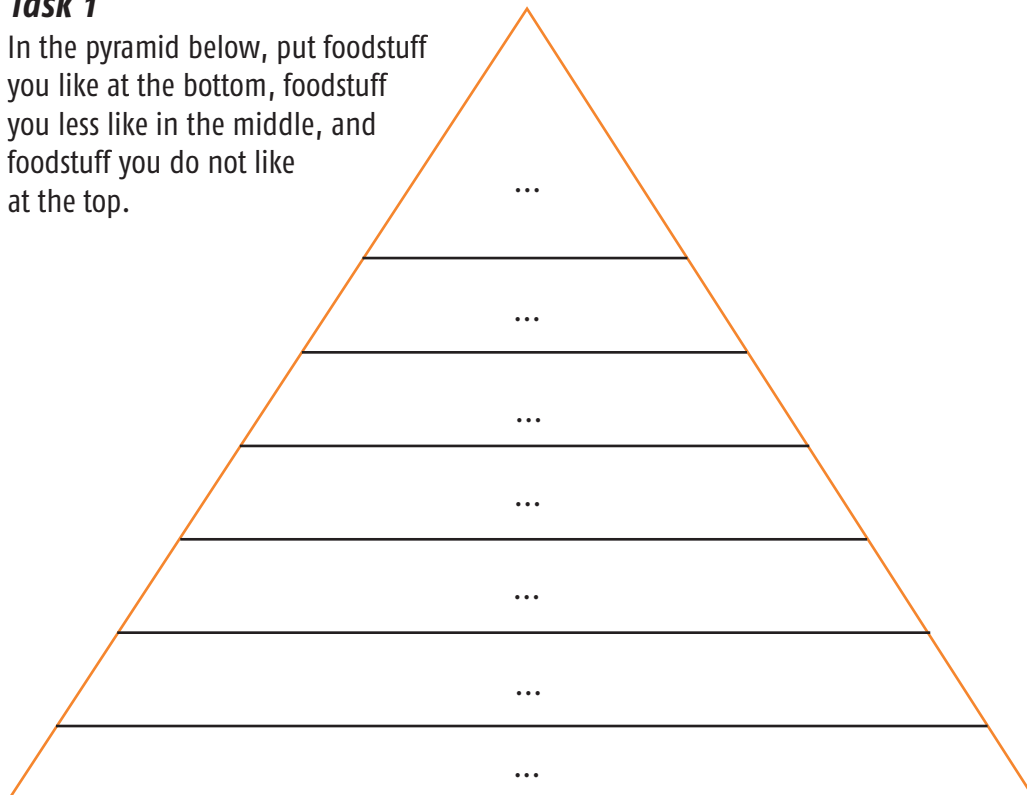
A foodstuff is not «healthy» or «unhealthy», it always depends on the quantity you take. So, certain foodstuff could/should be consumed more, other foodstuff could/should be consumed less.

For people at your age, the balanced nutrition is based on one main rule concerning the daily diet: diversity. The varied nutrition provides health for the whole body and actually is a guarantee for prevention from many illnesses.

Tasks 1 to 7 are best accomplished together with one or two friends or colleagues!

Task 1

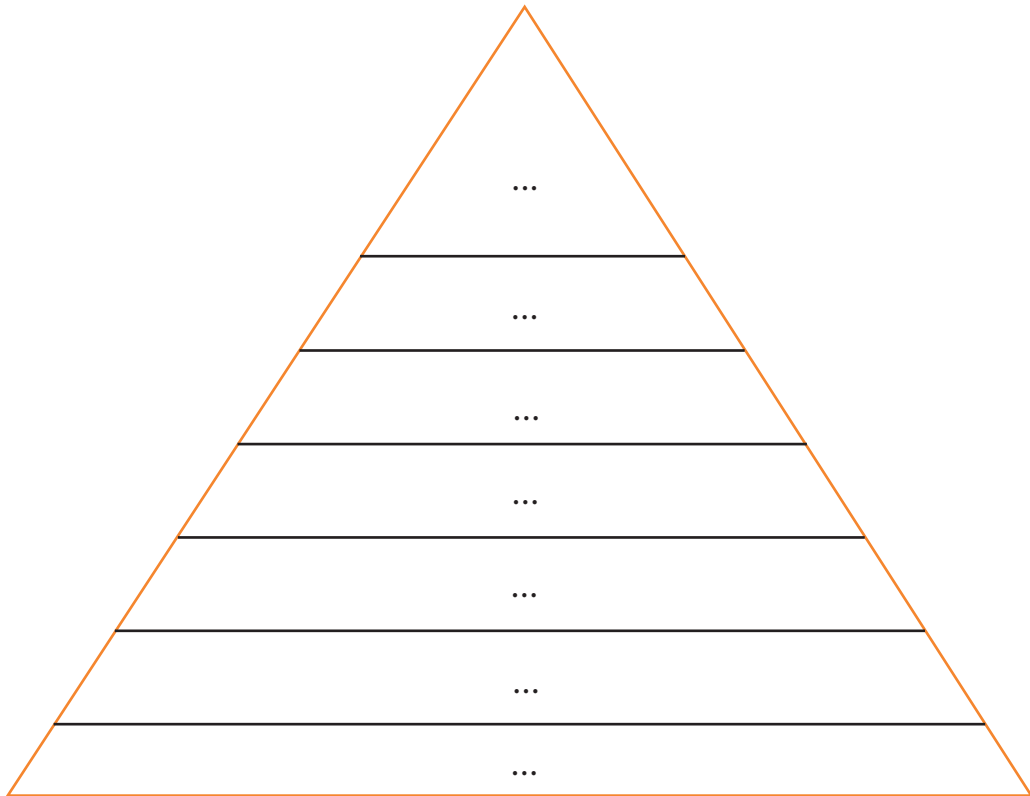
In the pyramid below, put foodstuff you like at the bottom, foodstuff you less like in the middle, and foodstuff you do not like at the top.



Pyramid of nutrition (your personal preferences)

Task 2

In the pyramid below, put foodstuff you think could/should be consumed more and more regularly towards the bottom and foodstuff you think could/should be consumed less and more rarely towards the top.



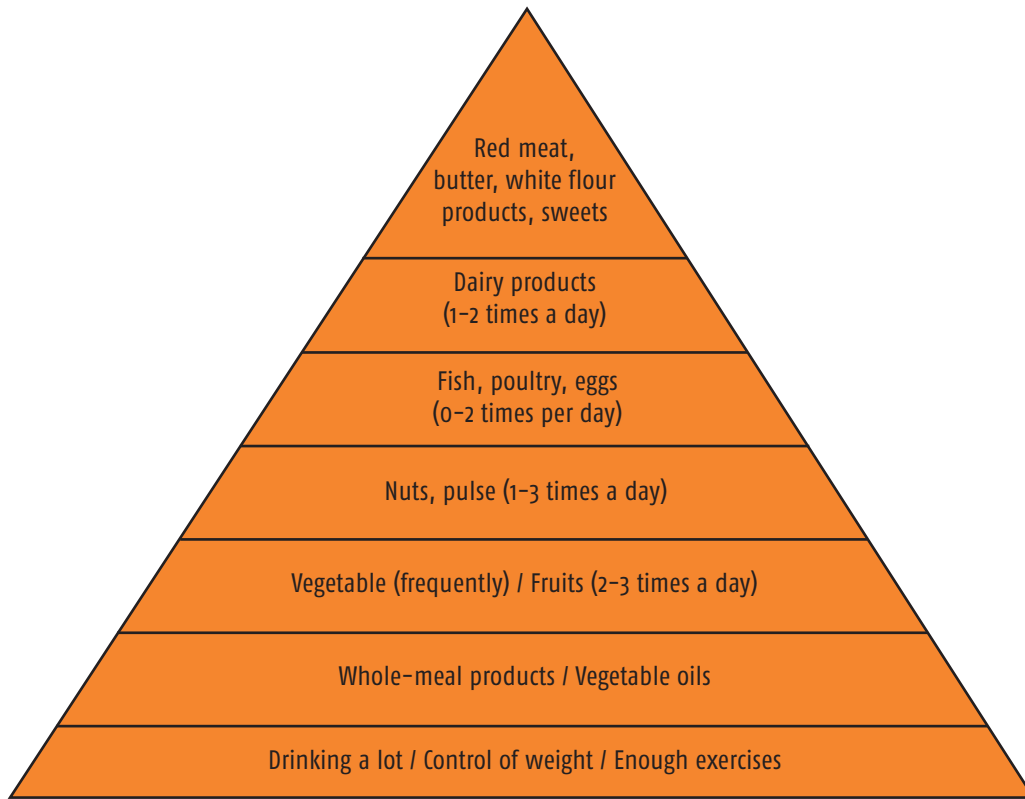
Pyramid of nutrition (your idea of a healthy and balanced diet)

Many of your peers suffer from becoming overweight. The most common reason for this is the hyper nutrition, that means consuming more food (calories) than is necessary to maintain the daily energy household of your body. What about your food consumption?

As a guideline: avoid fats and sugar, decrease the use of salt, and take little quantities of coffee, alcohol and soft drinks.

Consuming big quantities of food or of food of «minor quality» (for example biscuits, pizzas, sandwiches, pork, candies) is said to be «unhealthy» and may lead to different body illnesses (for example teeth damages, diabetes, becoming fat, stomach problems, heart problems, or high blood pressure).

What the nutrition specialist suggests:



Pyramid of nutrition (adapted by Walter C. Willet, Harvard University)

Task 3

Compare the contents of the pyramid of the nutrition specialist with the contents of the pyramid from tasks 1 and 2.



Personal hygiene and clothes

Good hygiene is an act of protection from various illnesses. The way you treat your body, the clothes you wear and your surroundings not only reflect on the outer apparition of yourself, but also affect your inner (psychological) well-being.

Which statements apply to you?

- I wash my hands before I eat.
- A shower per week is perfectly sufficient.
- I usually wear dark clothes – stains and spots don't show too much this way.
- I brush my teeth at least once a day.
- When I go out, I wear clean clothes.
- Having freshly washed hair gives me a good feeling.
- I change my underwear every day.

Task 4

What sorts of clothes do you like wearing?	What sort of appearance other people have and what sort of clothes other people wear you do not like!

My hygiene routine

To find out more about your personal hygiene, you may do the following: Make a list of all undertakings related to your hygiene during a week. Put the approximate time you need to do the chores. If you have a chance, have a friend do the same and compare the «Total» with him/her.

Personal hygiene	shower	bath	brushing teeth	washing hair	etc.	Total
time used

Looking after my health

A holistic health model has six interdependent and interlinked aspects: physical, mental, emotional, psychological, social and spiritual health.

Task 5

Connect the aspect of health with the corresponding definition:

Physical health...	...	...means to understand and accept one's feelings, to be sensitive towards other people's feelings, not to be envious, to be able to resist pressure.
Mental health...	...	...means to be aware and accept the fact of having a mission in this world, to have a meaningful life in spite of difficult circumstances, to feel an integral part of the world and part of something global, to be able to understand those who have hurt you and forgive them.
Emotional health...	...	...means to have a wholesome diet, to do exercises, to relax after fatiguing work, not to smoke, not to use alcohol and drugs.
Psychological health...	...	...means to be able to build good teams with others, to be able to give and receive support, to perform one's social roles well (as a pupil, student, worker, mother, father etc.).
Social health...	...	...means to respect oneself as a unique personality despite failures and misfortunes, to be able to understand and feel being appreciated, to accept both one's weaknesses and strengths.
Spiritual health...	...	...means to be optimistic, to think over carefully decisions made, not to give up and blockade when difficult decisions are to be made, to learn from mistakes.

Dealing with overstress

You should pay great attention to the acquisition of skills for coping with overstress. The lack of control of overstress could be the cause of a number of illnesses. There are three types of stress prevention:

- 1) Eliminating the sources of the stress.
- 2) Acquisition of skills for stress-resistance and relaxation.
- 3) Seeking psychological consultation, psychotherapy or another type of treatment.

Stress cannot be avoided but it can be controlled, leading to learning, getting to know oneself better and self-development.

Medical support

As a self-responsible young person, you should be aware of the need to consult a specialist in case of an illness and not start self-treatment or look for ineffective alternative methods of medical treatment.

It is important that you know how and where to contact a medical specialist, if you need one. In order to do that you should answer the following questions with yes:

- Do I personally know a GP?
- Do I have confidence in my GP?
- Do I know how to contact my GP?

You do not know or feel unsure about where and how to get medical consultation? – Ask your person of reference for support!

Drugs and addiction

There has never been a society free of drugs. Ever. Drugs are fun. They make you social, witty, talkative. They give you a high feeling about life. They intensify experiences and may even give you insights about yourself.

So, why is everybody telling you drugs are destructive and dangerous? Well, because they are. A glass of beer may give you the courage to talk to that girl you see every evening in your street. Too many beers may have you crash your car on your first date with that girl. A few cigarettes a day give you a relaxed feeling. A pack of cigarettes a day may very well kill you ahead of time. A bit of marihuana every now and then may make you feel free and connected with the world. With too much marihuana you may become a passive, unmotivated loser.

Addiction and addictive behaviour

The danger of these drugs (and even more of hard drugs like cocaine, heroin, amphetamines, LSD etc.) lies in the way they quickly make you dependent. Since you (and you only) are responsible for how you treat this potentially dangerous area of living, it is important that you find out more about your attitude towards drugs in general.

Which statements apply to you?

- I like to have a beer when I get home.
- I don't feel comfortable when being with people who are «high».
- When I am nervous, smoking a cigarette usually helps me to relax.
- Water is boring. A glass or two of wine with dinner is much better.
- I don't care if my friends think less of me because I don't take drugs.
- When I am sad, alcohol makes me feel better.
- I can't go to sleep without a drink or a joint.
- I'm afraid of hard drugs. I've seen people taking them become very ill.
- Smoking cigarettes gives me the feeling of being grown-up.
- I can stop smoking/drinking if and whenever I want.

What do I know about drugs?

Illegal drugs and drug abuse

You should know three things about drugs:

- 1) Know which drugs are illegal
- 2) Be aware of your consumption behaviour
- 3) Know the effects of drugs on your body, brain, psyche and behaviour

Categories of drugs

Name of drug	Examples	Legal or illegal?
Tea, Coffee		
Tobacco	Cigarettes	
Alcohol	Alcoholic pops, beer, wine, spirits	Usually not sold to people under 18 years of age
Medications	<ul style="list-style-type: none"> • Barbiturates (sleep-inducing) • Tranquillizers (sedative, valium) • Analgesics (pain-killer) 	Partly these drugs are obtainable without prescription
Amphetamines	Stimulants, speed	Illegal if not medically prescribed
Cannabis	Marijuana, hashish	Illegal drugs
Opiates	Opium, morphine, heroin, codeine	Illegal drugs
Cocaine		Illegal drugs
Hallucinogens	LSD (lysergic acid diethylamide), mescaline	Illegal drugs
Sniffing solvents	Diluting substances, petrol, glues, lacquers and paints, cleaning substance	

What is my consumption of drugs?

Task 6

Write down the drugs you take within a week. Then state how many or how much you take and whether you consider using the respective drug in an abusive way.

Drugs	Consumption per week?	Do you use this drug in an abusive way?	
		yes	no
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Is your consumption of drugs too high or has it gone out of control? – Ask your person of reference or another person of trust for support!

Task 7

Go to a library or a bookstore, to the internet or to your Health Centre and find information about drugs, especially the ones you take. Learn what their effects on your body, brain, psyche and behaviour are.

Love and sexuality

Which statements apply to you?

- I want to be with a boyfriend/girlfriend.
- I have never had sex with another person and I don't know what's wrong with me.
- When I have sex with someone, I usually lose interest in him/her.
- I like being touched without having sex.
- I don't really know how to make sex.
- What I want from my boyfriend/girlfriend is being close.
- I only have sex because of the physical pleasure.
- Sexual communication is based on the feeling of love.
- In our relationship, sex is not the goal but the result of the relationship.
- Having sex with love feelings is a way to reach the other as much as possible.

Based on the above statements, formulate your own task regarding love and sexuality:



Safe sex

Which statements apply to you?

- I conduct my sexual behaviour in a responsible way.
- I always use a condom / I always have my boyfriend use a condom.
- I will not have sexual intercourse before marriage.
- I have acquired the skills for preventing pregnancy and sexually-transmitted diseases.
- The prevention of pregnancy is the responsibility of the woman.
- For me, sexuality and sexual intercourse is not the same.
- I decide with my partner how to prevent pregnancy or when to have a child.
- I believe that besides renouncing sexual intercourse, the condom offers the best protection against unwanted pregnancy.
- I believe that besides renouncing sexual intercourse, the condom offers the best protection against sexually transmitted diseases such as AIDS.
- With my friends and colleagues, I can talk freely about AIDS.

Based on the above statements, formulate your own task regarding safe sex:



Protection against sexual infringements

Which statements apply to you?

- Sometimes I don't say «no» when my boyfriend/girlfriend wants to have sex with me.
- In our relationship, it is important that both partners share the desire to have sex.
- I am very conscious about my body and my sexuality.
- I am a self-confident and self-assertive person.
- I can talk with somebody about pleasant and unpleasant feelings when somebody touches me.
- I know where to get professional help and support in case of me being the victim of sexual infringements.
- I am exposed to sexual harassment.
- I have exercised sexual harassment to others.
- I have once or several times been sexually abused.
- I know what sexual exploitation means and I can protect myself against it.

Based on the above statements, formulate your own task regarding the protection against sexual infringements:



3 • My Skills for Independent Life

Task 1

Reflect on the following questions and discuss them with your friends or your person of reference:

Managing money

- Do I feel confident in managing my own money?
- Do I make a weekly or monthly budget?
- Do I lend regularly money to other people?
- Do I borrow regularly money from other people?
- Am I aware of my consumption demands and can I afford them without taking credits?

Organising accommodation

- Do I know where and how to look for accommodation?
- Do I have an idea of the prices for rooms and apartments?
- Do I have family members, friends or colleagues with whom I can live, at least temporarily?
- Do I have friends or colleagues with whom I can imagine to organise accommodation and live together?
- Do I have the skills to negotiate with a landlord/lady about renting a room/apartment?

Housekeeping and eating hygiene

- Do I feel good if my room/apartment is clean?
- Do I launder my bed sheets every other week if possible?
- Do I like to spend my spare time cleaning the bathroom?
- Do I have my meals regularly and in a pleasant atmosphere?
- Do I know how to prepare, cook, serve and store food?

Task 2

Can you think of other skills for independent life?

...

...

...



Fill in your own personal «practical life skills tasks» considering the areas of

- healthy life style
- drugs and addiction
- sexuality
- independent life

A large graphic consisting of 25 orange hexagons arranged in a honeycomb pattern. Each hexagon contains three dots (three horizontal dots) in the center, intended for the user to write their own practical life skills tasks. The hexagons are arranged in five rows: the first and last rows have three hexagons each, while the three middle rows have four hexagons each.





4 • My Rights and Obligations as a Citizen

What do you know about ... ?

Tasks 1 to 8 are best accomplished together with one or two good friends or colleagues!

Task 1

What comes in your mind when you hear the term

«United Nations Convention on the Rights of the Child»

Write down some words which express your thoughts and feelings:

Task 2

What comes in your mind when you hear the term

«Bulgarian Citizenship»

Write down some words which express your thoughts and feelings:





Task 3

What comes in your mind when you hear the term

«EU Citizenship»

Write down some words which express your thoughts and feelings:

Task 4

What comes in your mind when you hear the term

«Human Rights»

Write down some words which express your thoughts and feelings:





Task 5

What comes in your mind when you hear the term

«Citizen's Rights»

Write down some words which express your thoughts and feelings:

Task 6

What comes in your mind when you hear the term

«Citizen's Obligations»

Write down some words which express your thoughts and feelings:



Task 7

If you want to know more about one of the terms mentioned above or one of the following terms ...

- Active and Passive Suffrage / Right to Vote / Right to Stand for Election
- Civil Society
- Constitution of the Republic of Bulgaria
- Constitutional Rights
- Democratic Rights
- Discrimination
- Equality before the Law
- European Court of Human Rights
- Freedom of Opinion, Conscience, Religion and Speech
- Human Dignity
- International Court in The Hague
- Joint Declaration on Human Rights
- Lawyer or Legal Representative
- Liberty of Movement
- Maastricht Treaty (Treaty on the European Union)
- Right to Free Assembly and Association
- Violation of Human Rights

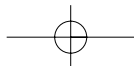
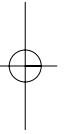
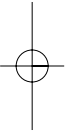
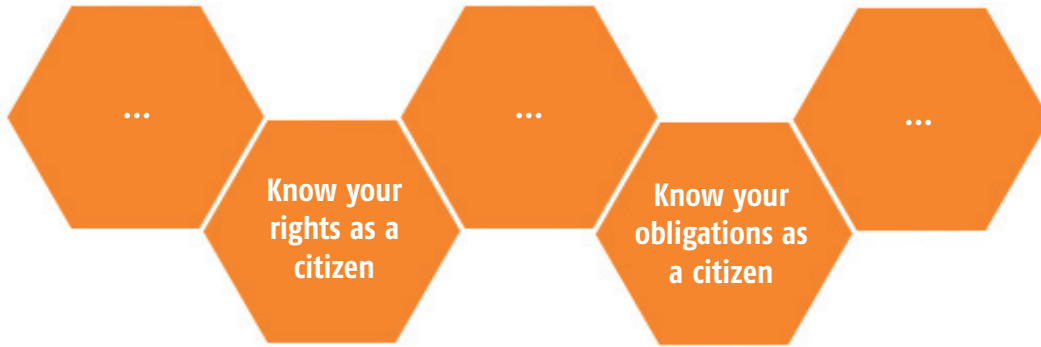
... you can ...

- a) ... go to the local library and ask for books referring to the respective topic**
- b) ... use the internet and search the term in «google» or another search engine**
- c) ... talk to friends or colleagues**
- d) ... ask your person of reference for guidance**



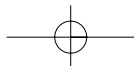
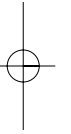
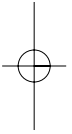
Task 8

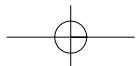
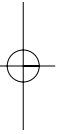
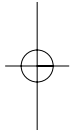
Fill in any other topic in your development tasks below which is important for you personally in regard to your rights and obligations as a citizen:





Notes

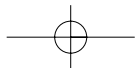
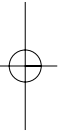
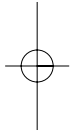




The Life Out There



Find out your profession !
Develop your professional qualification !
Find a job !





You are just about to start your independent life. You are on your way to find a way to your future.

The question of what profession to choose and how to develop professionally is the task that now is more important than ever. The choice will chart the course of your entire life, and it will predetermine the way you will be feeling throughout your life.

This is nothing to be afraid of!

On the following pages you will find some hints and ideas and hopefully some motivation which may help you to find your way through «the jungle» of the labour market, find a desired profession and job and of achieving financial and personal independence.

Which is, in the end, the final goal of this Workbook. If you find out that the obstacles in your way are not necessarily stones to stumble over but rather potential stepping stones, you have already mastered half the way.

So: Be courageous!



1 • Finding Your Profession

True or false?

Tasks 1 to 5 are best accomplished together with one or two good friends or colleagues!

Task 1

Find out whether the following statements are true or false for you!

	true	false
«To become aware of your own motivation for choosing a profession, you need to do some self-analysis, which means you should understand your own needs, interests and values.»	<input type="checkbox"/>	<input type="checkbox"/>
«Every human being is born into this world with certain talents and abilities which entitle him/her to develop labour skills in a specific area.»	<input type="checkbox"/>	<input type="checkbox"/>
«Labour motivation comes as a result of the impact of both external factors (social environment), and internal factors (personal being) which stimulate our professional activity.»	<input type="checkbox"/>	<input type="checkbox"/>
«The choice of a profession and finding of a job requires knowledge about yourself (your own interests and needs), as well as knowledge about the labour market (professions and areas of professional fulfilment).»	<input type="checkbox"/>	<input type="checkbox"/>

What would be your dream job?

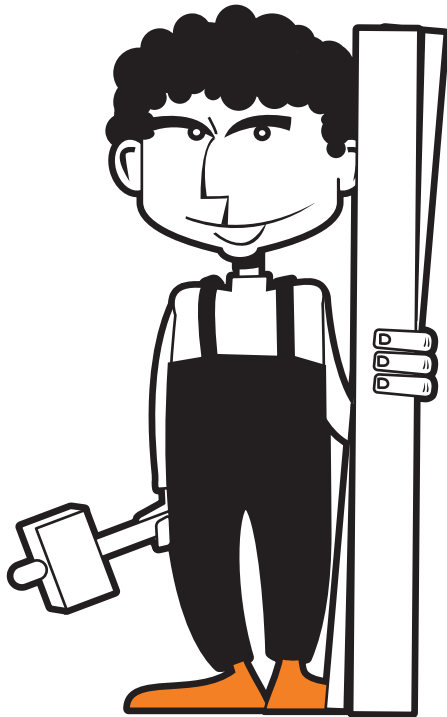
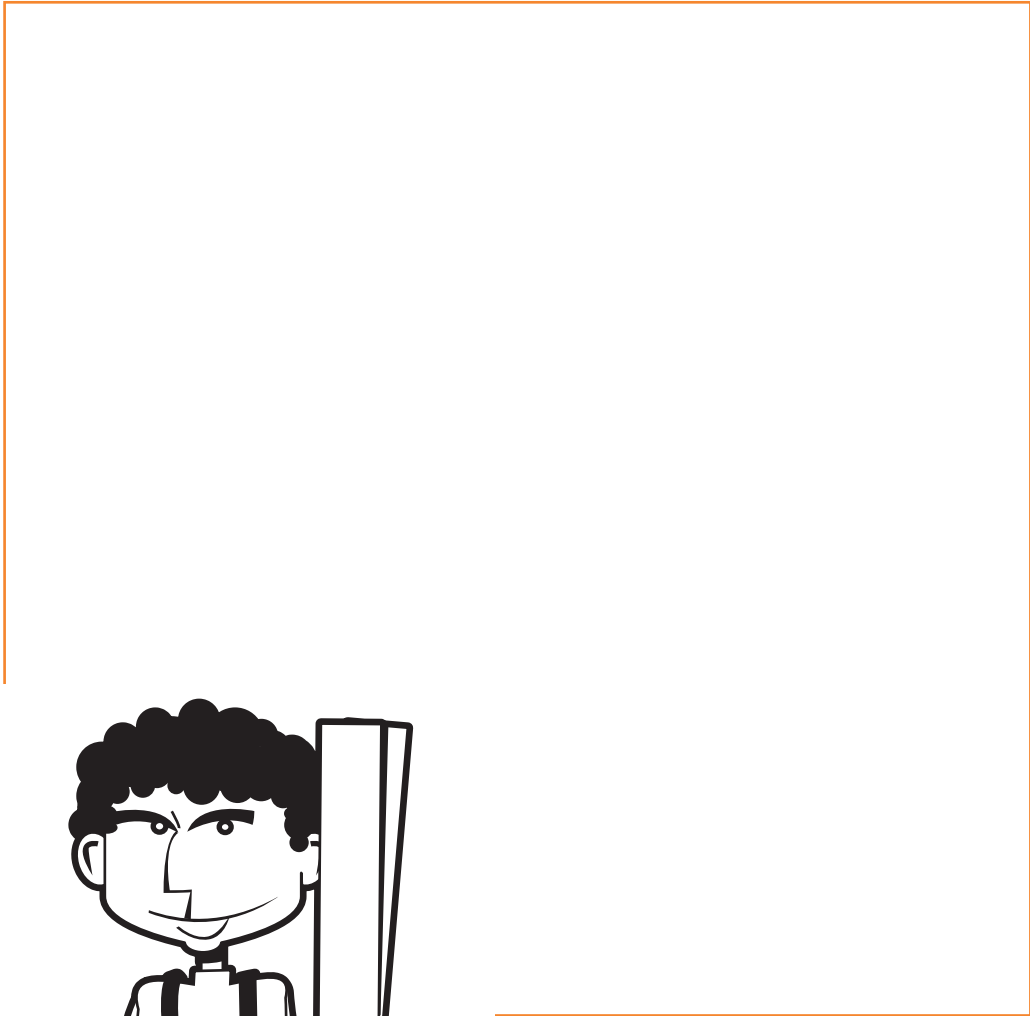
Task 2

Think about your dream job. If you have a dream job, or dream jobs, write them in the box.

Your talents and abilities

Task 3

Try to find out your talents and abilities by describing them.
Think of things you like doing, or things you are skilful in doing.



Your interests

Task 4

Have a look at the following classification of interests and state your level of interest.

How much are you interested in...	highly interested	little interested	not interested
<p>...Nature? Interests related to life in the open, desire to work with plants or animals, concern about the protection of natural resources, desire to avoid the restrictions imposed by buildings and densely populated areas.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>...Engineering and Technology? An interest in operating machinery and tools, preferences for taking objects apart and then putting them back together, and interest in technical knowledge related to the function of mechanical devices, construction, repair and design of machines and tools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>...Science? An interest in a particular area of science, preferences for research and experimenting, or detailed and comprehensive study, a drive to find answers to natural phenomena.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>...Creativity? An interest in creating new ideas, theories or objects; an aptitude for converting conventional ideas and techniques into unique ones, or into original inventions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>...Literature? A flair for the written and spoken language, an interest in reading and writing, a preference for work with verbal materials, as well as their evaluation, usage and improvement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



How much are you interested in...

highly interested little interested not interested

...Art?

Ability to appreciate the beauty of art, music, dances, or drama, an interest and desire to derive pleasure, appreciation of works of art which have an emotional and aesthetic charge, and participation in their creation.

...Social Work?

An interest in providing assistance to people in a personal manner, humanitarian interests, a preference for work for the benefit of the others.

...Entrepreneurship?

An interest in buying and selling, a satisfaction with deals done, orientation to profit-making, a tendency towards risk taking in a drive to get financial benefits.

...Leadership?

An interest in managing and guiding people, a desire to organise groups and take responsibility for their actions, a preference for administrative activity and/or taking responsibility.

...Office?

An interest in working in an office, preferences for activities connected with precision, thoroughness and order, an interest in working with office equipment and fulfilling routine tasks.



Your motivation

Task 5

Think of your motivation of finding a job. Describe why finding a job is important, or for that matter not important to you.



You could have written:

«My motivation is to cope with my everyday life on my own!» or
«My motivation is to have means of livelihood!» or
«My motivation is to have a space for life!» or
«My motivation is to make the choices in my life without constraints or under somebody's control!»

There is no right or wrong answer. However, it is important that you are aware of your motivation of finding a job. Your motivation helps you considerably in finding a job, as it gives you strength and a reason to do it.



Professional orientation

So far, in finding out your profession you have done four things:

- 1) You have thought about your dream job.
- 2) You have examined your talents and abilities.
- 3) You have discovered your interests.
- 4) You have reflected on your motivation.

2 • Your Personal Qualification

True or false?

Tasks 1 to 3 are best accomplished together with one or two good friends or colleagues!

Task 1

Find out whether the following statements are true or false for you!

	true	false
«To practice a particular kind of work, one needs certain knowledge, skills and habits, acquired in the course of training.»	<input type="checkbox"/>	<input type="checkbox"/>
«Skills represent the ability to perform a certain type of labour activity, and to realise the knowledge in that activity.»	<input type="checkbox"/>	<input type="checkbox"/>
«Besides mastering the profession through knowledge, skills and habits, the choice of a certain type of work requires certain psychological and physical qualities.»	<input type="checkbox"/>	<input type="checkbox"/>
«The fact that you have education and qualification to practice a certain activity does not mean that you have work.»	<input type="checkbox"/>	<input type="checkbox"/>
«All types of profession require a professional qualification.»	<input type="checkbox"/>	<input type="checkbox"/>
«Professional qualification consists of areas like theoretical knowledge, professional training, or practical work experience.»	<input type="checkbox"/>	<input type="checkbox"/>
«The more components of the various areas one achieves, the better is his/her professional qualification.»	<input type="checkbox"/>	<input type="checkbox"/>
«Establishing a personal social net is a very important part of acquiring professional qualification.»	<input type="checkbox"/>	<input type="checkbox"/>

Professional qualification



Professional qualification consists of various areas and components. The first area is theoretical knowledge consisting of components like

- school education
- foreign language
- computer skills

Task 2

Can you think of other components of theoretical knowledge? Fill them in!



The acquisition of qualifications is not a one-time act. On the contrary, the qualification is a process which has three relatively well outlined forms:

- 1) Initial training
- 2) Improvement of qualification
- 3) Retraining or further training

1) Initial training

This involves the acquisition of certain initial knowledge and habits, needed for the fulfilment of a certain type of work. Usually upon finishing high-school, almost every young person acquires a certain level of professional qualification which often plays an important role in the final choice for professional fulfilment, or which causes transformation of the initial idea for a professional choice.

2) Improvement of qualification

This involves refreshing, expanding and updating the knowledge, skills and habits needed for a certain type of work. It is about improving the level of expertise involved in the profession practiced, and the transition to higher qualifications.

3) Retraining or further training

This involves the replacement of one type of current knowledge, skills and habits, needed for a certain type of work for others, which leads to a change in the type of the profession practiced, as well as the level of qualification.



**Practical work
experience**

Eventually, there is practical experience such as

- practical courses
- temporary work
- domestic work

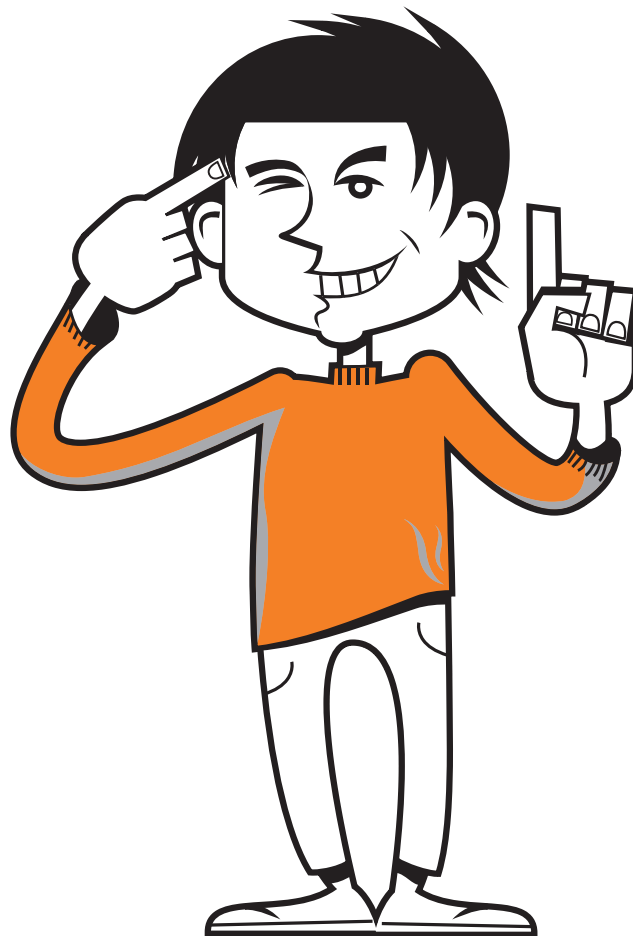
Task 3

Can you think of other possibilities of getting practical work experience? Do you have any practical work experience? Fill them in!

Do my individual characteristics meet the requirements for the profession I want to practice?

Do I really stand the chance of finding a vacancy for the profession which I want, and for which I have the required qualification, or is it impossible at the moment, and do I need to change the direction of my search, even go through retraining?

Does the educational and professional qualification which I have correspond with the demand of the labour market?



3 • How to Find a Job?

True or false?

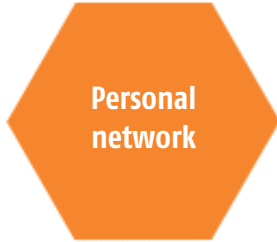
Tasks 1 to 5 are best accomplished together with one or two good friends or colleagues!

Task 1

Find out whether the following statements are true or false for you!

	true	false
«Work is the best remedy against boredom and fatuity of life.»	<input type="checkbox"/>	<input type="checkbox"/>
«When people work, they ensure their physical survival because with the salary they can pay for food, shelter and clothes.»	<input type="checkbox"/>	<input type="checkbox"/>
«When people work, they ensure their social survival because while working, they communicate with other people thus making acquaintances and friendships.»	<input type="checkbox"/>	<input type="checkbox"/>
«When people work, they ensure their spiritual survival because they constantly improve their qualities, develop further skills, prove to themselves and to others that they can be independent and self-reliant.»	<input type="checkbox"/>	<input type="checkbox"/>
«Finding a job and the success related to their professional activity depend on the economic and political stability in our country.»	<input type="checkbox"/>	<input type="checkbox"/>
«People work without tension and with pleasure only when the work done matches their individual interests, pursuits and motives for professional self-fulfilment.»	<input type="checkbox"/>	<input type="checkbox"/>
«The search for, and finding a job in a society, based on the principles of a market economy requires not only a certificate/diploma of qualification but also proactive attitude to finding, application and appointment to a particular job.»	<input type="checkbox"/>	<input type="checkbox"/>

Social network



An important area in your professional realisation is your personal network. Social contacts and relationships you have established and maintained may support you when looking for a job.

Task 2

Fill in the names of the persons you consider belonging to your personal network and who you think can support you in finding a job (family and relatives, friends and colleagues, person of reference, etc.):



Finding a job basically consists of four elements:

- Job expectations
- Job search
- Job application
- Job interview

Task 3

Have a look at the following table that describes steps that should help you finding a job. Make your own remarks to each step in the right hand column.

Job expectations

Very first step	Getting to know your interests, skills and abilities and motivation	
1st step	Defining your job expectations	
2nd step	Building up your confidence	
3rd step	Getting informed about the possibilities of professional fulfilment	
4th step	Establishing action plan for professional fulfilment	

Job search

5th step	Getting informed about job vacancies through adverts, local Labour Office, and your personal network	
6th step	Selecting job offers	
7th step	Working out a strategy	

Job application

8th step	Preparing your documents: <ul style="list-style-type: none"> - write a letter of motivation - write a CV - other documents needed (certificates, diploma etc.) 	
9th step	Bringing or sending your job application to the personnel office of the respective company	

Job interview

10th step	Preparing for an upcoming job interview: <ul style="list-style-type: none"> - successful self-performance - successful self-offering 	
last step	if invited, go for the job interview if not invited, don't let you down and go for another job application	



In order to achieve individual tasks, an action plan might help you in doing so. Here is an example of such an action plan. Have a look at it.

Example of an action plan

Describe the task you want to achieve	Find a person in your surroundings who could support you in achieving the task	Describe the action to undertake in order to achieve the task	Fix the time span you need to undertake the action	Check whether you have achieved the task
To know my interests, skills and abilities	My person of reference	Establish a first list with all my interests Establish a second list with all my skills and abilities	One week	

When you have achieved the previous task describe the next task.

Define my job expectations	
----------------------------	-----	-----	-----	--

And so on...

If you feel comfortable with this action plan you can make a copy of the sample form on the following page. However, feel free to develop your own action plan or your own way of proceeding!

Describe the task you want to achieve	Find a person in your surroundings who could support you in achieving the task	Describe the action to undertake in order to achieve the task	Fix the time span you need to undertake the action	Check whether you have achieved the task
				○
				○
				○
				○



You have now collected and reviewed the main components of your career development.

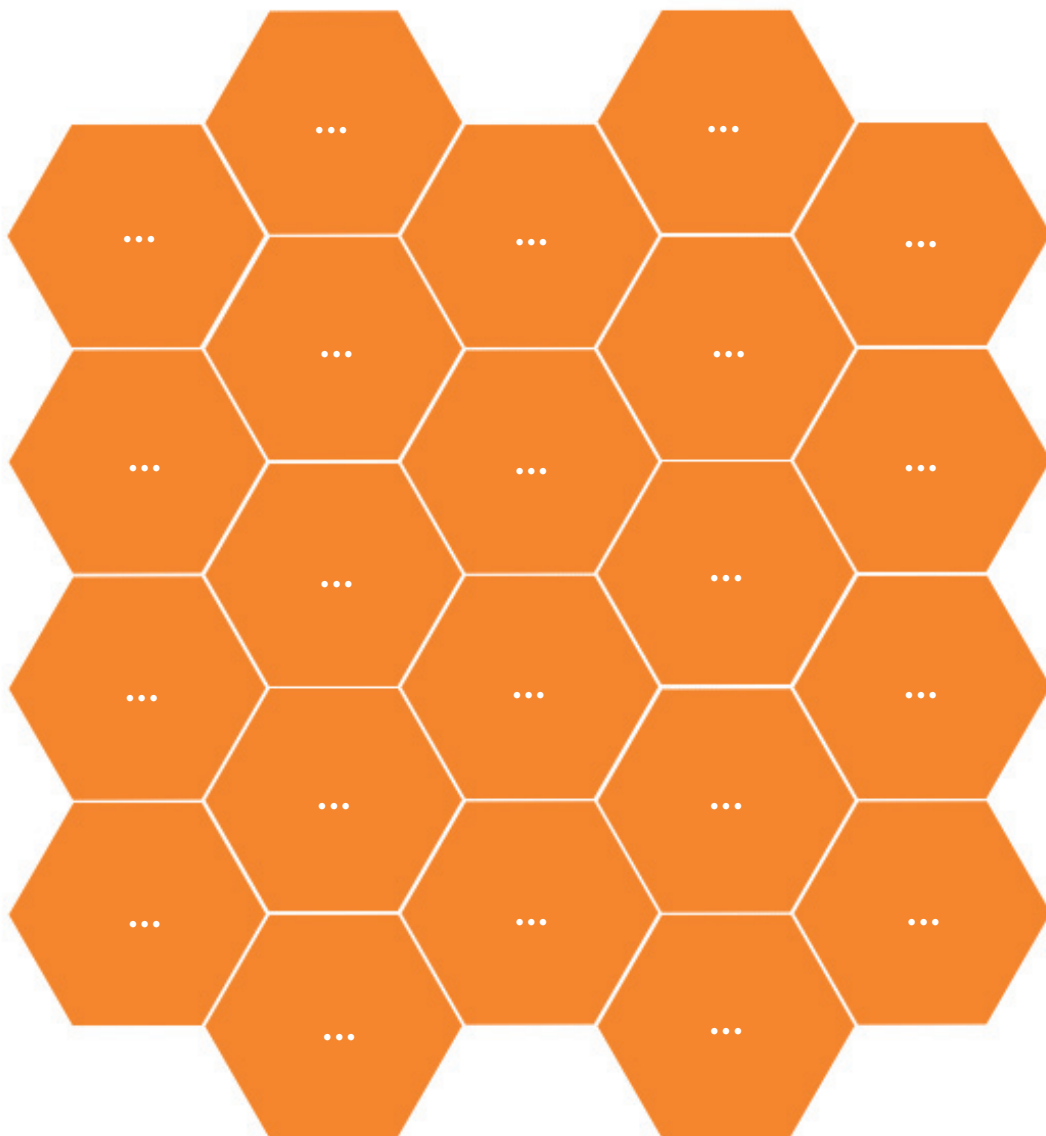
Task 4

In the net of development tasks below ...

... first, fill in all tasks of your career development you have already achieved, for example school education.

... second, fill in all tasks of your career development you want to achieve, for example computer skills.

... third, check whether all tasks you filled in lead to the desired professional realisation, for example becoming a truck driver.



Conclusion

1. No one has the right to decide for you what your professional qualification is going to be! The choice of profession is a complex and time-consuming process. It requires lots of efforts and time to find out which profession is the most appealing to you.
2. No one has the right to impose on you, against your will, what profession to practice! The choice of a profession and the qualification related to it should be totally based on your decision, choice and will. Freedom to choose a profession is one of the basic human rights.
3. No one has the right to deprive you of the benefits to which you are entitled by the profession chosen and practiced by you! The choice of profession should correspond to the needs of the individual but the needs of society are just as important.

Task 5

Look again at the «true/false statements» at the beginning of every chapter and reconsider whether the statements are «true» or «false» to you.

4 • Where to Get Information about Job Vacancies?

Classifieds in the papers

Advantage:

- easily accessible
- provide you with information about which sectors of the economy are characterised by a boom, and what professions are in demand, respectively
- give information about the post, the profession, as well as the specific personal and qualification requirements for the applicants
- usually written in a way which attracts the suitable applicants, and to drive away the unsuitable ones

Disadvantage:

- in this way you become part of many who are searching for a job, be ready for, and expect fierce competition
- often these classifieds say that only a limited number of applicants will be invited to an interview

Important to know:

- if within 10 days, after the deadline for submission of your documents expires, you do not receive an invitation from the firm, that is almost certain that you have not been included in the list for an interview and the final selection

Official Employment Agency

Advantage:

- it collects and provides information about vacancies, as well as advises the unemployed free of charge
- it has a large volume of information available about the whole country along with that it recruits workers to work abroad under international agreements

Disadvantage:

- many of the private employers do not trust state institutions and do not post the vacancies there

Important to know:

- the employment agency is a government mediation organisation
- take advantage of its services by registering where you live
- visit periodically your employment broker who actually works for your benefit because he/she will keep you up to date about those vacancies which you have pointed as your choice and qualification, and about possibilities of joining courses for qualification improvement or retraining

Private Employment Agency**Disadvantage:**

- many of them act as a cover-up for agencies which recruit prostitutes to be «exported» abroad, or have been set up by swindlers in order to take the money of gullible people who want to work abroad
- usually the private agencies charge you for registration and part of the first salary providing they find you a job
- by giving an initial registration fee, the firm employees lose motivation to actively search for a job

Important to know:

- if you intend to work abroad, you must be very cautious
- some of the agencies do not charge for initial registration, which guarantees that the people working there are honourable and loyal professionals
- for online registration see for example www.jobtiger.bg

Information about working abroad**Important to know:**

- the firms which announce the recruitment of workers to work abroad must have a license for that kind of activity issued by the Ministry of Labour and Social Policy
- bear in mind the fact that there is no guarantee because of the existing corruption of government officials
- to insure yourself against frauds, check by writing a letter by internet, or call the number of the embassy of the country where the vacancies have been posted and ask for information whether this Bulgarian mediating firm has sent workers legally
- the problem is that they do not always reply, yet do make an effort to collect the maximum information to make sure you are not deceived while applying for a job abroad

Employment Organisations and firms

Advantage:

- this method is used often in villages and small towns
- it enables the applicant to get a direct impression about the workplace, the workers, the superiors, as well as whether you are attracted to or repelled by them

Disadvantage:

- it is not preferable in big cities because the employer might be annoyed that their time is taken up unless there is an announcement about the job in the building
- they might take your visit and request as a signal for a complete deadlock you are in, and that you would agree to a minimum payment, just to get some kind of job

Important to know:

- even if you desperately need a job, you better show a professional approach – ask about the working hours, a labour contract, payment, possibility of professional growth at that firm, etc.; otherwise, they may offer you a job without a labour contract, without social security, or guarantee that you will receive any remuneration for the work you do

Phone calls and sending letters to firms

Advantage:

- immediate knowledge about vacancies
- it does not take much time
- some firms maintain data bases of applicants, and they invite them to submit documents without posting the vacancies in the mass media

If in doubt about the employer's seriousness get the following information:

- Have there been cases when the workers and employees have not get paid?
- How long has the company existed (if recently, the owners are likely to lack experience and go bankrupt, and you are left without a salary).
- Are the owners or managers loyal to their business partners and customers.

Building on the information collected, an analysis can be made, and the right decision taken. If there are doubts about the loyalty of the owners, for example, they offer you a contract by word of mouth, and there are no other possibilities, try to arrange a payment at the end of every day or at the end of every week.

In spite of the strategy adopted for collecting information about the vacancy, it is important to make sure that:

- The job offered is legal.
- The working conditions and the labour remuneration are realistic.
- The employing firm is legitimate.
- It has a clear location and coordinates.
- The information about the nature of the work is adequate.

If lack of clarity surrounds only one of the conditions enumerated, that means that the plausibility of the information about the job offered is questionable.



5 • Cheating and Exploitation



The main goal of a job search is not just to find it but also to be 100 per cent sure that you will not be cheated or exploited.

That is why it is important to know that:

You can always become a target of a fraud – as very often behind the classifieds in the papers, on the internet or with employment brokers are criminals and criminal organisations whose intentions are to cheat you, or implicate you in people trafficking, or enslavement.

You can always trust the loyalty of the employment brokers – if they have a license for a brokering activity, if they have requirements for job application documents, if the working conditions have been pointed – industry, position, duration of the working week, labour remuneration, payment, type of contract, an offer of free training.

To use the services of the state-run Employment Agency or Private Employment Agencies, you should register in advance – you need the following documents for it: a service record, a diploma/certificate of education and qualifications, and a record by the former employer about your income for the last nine months. Only state-run employment agencies offer acquaintance with various professions, assistance in drawing up documents, payment of monthly compensation depending on the salary received over the past nine months and service, as well as information all licensed employment brokers inside the country and abroad.

The use of the services of staff selection agencies requires preliminary registration, too – the set of documents includes: a diploma of an education degree and qualification, track record, a recent photograph, references by a former employer, a letter of motivation. There you can also receive mediation in the search of a job, individual consultation for a successful performance at an interview with an employer, psychological diagnostics to determine the individual personal and professional skills.

