



Inception 2.0 MANUAL

Based on experience in Ptuj, Slovenia - September, October 2017

About the project Inception 2.0

MAIN ACTIVITY OF THE ERASMUS+ PROJECT WAS AN INTERNATIONAL TRAINING COURSE THAT BROUGHT 24 PERSONS WORKING WITH YOUNGSTERS FROM SLOVENIA, LATVIA, CROATIA, ESTONIA, SLOVAKIA, POLAND, TURKEY AND LITHUANIA.

"The real voyage of discovery consists not in seeing new landscapes but in having new eyes' (Proust). This quote represents the belief of the project organizers that sometimes instead of changing the environment it is necessary to change the way it is seen. Symbolically project title Inception 2.0 represents that everyone can begin a new job, training or make a step in life by acknowledging inner strength, resources and putting them into action. Context of the project Inception is a high rate (29.1%) of young people who face poverty or social exclusion that is much higher than general population (23.5%). Among this number there are more than 7 million people in the 15-24 age group neither in employment nor in education or training (NEETs). Social excluded youth, including NEET youngsters, face variety of problems surviving in unorganized or chaotic groups.

Inception 2.0 provides tools for youth workers to help youngsters survive in different chaotic groups by making personal decisions, developing inner strength and self-awareness. In order to reach it there are two powerful methods: coaching and constellation. Both give brief and effective ways to build solutions for problems by using inner resources and strength to build solutions in problematic situations. In coaching the main tool is conversation. Constellation is a systemic approach, when a solution is build by an arrangement of elements.

As a result of the project, a manual with tools, was created which had been approved by youth workers as useful and necessary in working with socially excluded youngsters.

Coaching

COACHING IS A A METHOD OF DIRECTING, INSTRUCTING AND TRAINING A PERSON OR GROUP OF PEOPLE WITH THE AIM TO ACHIEVE A GOAL.

1. Resource gossiping

It is a tool that supports youngsters in getting or developing self-awareness of their inner resources. In this context resources are youngsters' inner capabilities, skills, strength, talents to reach personal goals. We as educators strengthen those inner resources, so they can reach what they want in personal and professional lives. Strengthening inner resource(s) is very important so youngsters become more self-confident, self-aware, develop inner potential for own dreams.

How does it work?

If an educator has an individual conversation then he/she can give personal feedback of the youngster's resources. If educator works with a group of youngsters then youngsters are divided in groups of three. One of them turns the back to the others. His/Her task is very simple and hard at the same time – to be silent and an attentive listener. He/She is not allowed to make comments during and after the conversation among two other youngsters. Their task is to share all the observations of his/her strengths, talents, capabilities, what they have noticed about the person. Those can also be hypotheses such as "I noticed that he likes to take initiatives, so it makes me think he could be a good entrepreneur or a project manager, he might be a good leader".

There is one minute of the resource gossiping. Than the participants change.

After three minutes of gossiping participants share "What did I get know new about myself?"

Coaching

2. Coach - client - observer

This is a basic setting of roles how the coaching conversation is lead. These three roles can give youngsters full experience to talk about the important topic for themselves as a client, to be attentive listeners and ask useful questions by being present and observe the conversation. It is a setting of the roles how the coaching conversation is lead.

It is a shift from advising the youngster about a solution to encouragement and empowerment to find his own inner resources and strength.

How does it work?

If we work individually with a youngster than we give him/her a chance to be automatically in the role of the client. If we work in the group of youngsters than we invite, firstly, voluntary the ones who want to try out the role of the coach.

Coach – is a role in the conversation in which the coach is firstly an attentive listener. He/she gives and creates a space for the client. Secondly, he/she serves for the client by asking questions for moving forward. Coach lets the client to discover his/her own goals and strengths to reach it.

Client – is a role of the conversation in which the client shares his/her topic and puts efforts to find his/her own direction towards a solution and inner strength to reach it.

Observer- is a role of the conversation which the observer is an attentive listener of the client and the coach. He carefully notices the resources within a client and coach.

The coaching conversation lasts for 20 min. After the conversation there is 3 min resource gossiping between coach and observer regarding the client and 3 min resource gossiping between client and observer regarding the coach.

COACHING

Coach- client - observer

Coaching

3. Language coaching

Within conversation youngsters might be too attentive and careful to understand each word of the conversation, especially, if it happens in an international environment. The importance of language is overestimated when two human beings want to interact. Kids are amazing examples of how easy it is to communicate without understanding the language.

How does it work?

If we work individually with a youngster, then we give him/her a chance to be in the role of the client. If we work with a group of youngsters then they work in pairs. There is an important rule that they work in pairs that both have different mother tongue. They also can use languages that they don't understand.

We continue to use the roles of client and coach.

The client has his/her topic and he/she shares it with his/her partner in mother tongue or another language, that other person, the coach, does not understand.

The coach asks the question in a language that they both understand.

The conversation lasts for 10 min. Then they change the roles. The second conversation also lasts for 10 min.

Afterwards they share how it was for them for about 7 minutes.

During the exercise youngsters are surprised how good we can understand each other, how attentive and mindful we can be without having a common language. It boosts their tolerance and respect towards each other, as well as it develops other senses than just hearing.

COACHING

Language coaching

Coaching

4. Dilemma question (A/B, A+B, A and B)

Often youngsters face dilemmas in their lives, which field to choose for studies, should they stay at home country or go abroad, what they would like to do in their lives etc. Those are very important decisions in life that they might not be even ready to answer for themselves. It is essential to support and empower a youngster to find the strength within himself/herself to make a decision rather than to give him/her an advice .

How does it work?

If we work one to one with a youngster, we give him/her a chance to be a client. If we work in groups, than we divide in groups of three and use the basic setting of the coaching coach-client-observer.

Client- shares this dilemma question. It should be very specific, for example, to study chemistry or information technology.

Coach - asks the dilemma as concrete as possible. It is important that the client sees clearly his/her own dilemma. When it is done, client names:

Dilemma A - what is the possible solution and how it will look like as detailed as possible, for example, will study chemistry at a local university, 4 year studies, I will live at my parents' home etc.

Dilemma B - what is the possible solution and how it will look like as detailed as possible, for example, will study information technology at university abroad, 4,5 year, I will move away from my parents' home etc.

Then the coach gives two extra dilemmas:

Dilemma A+B - a solution that the client chooses both of the solutions, for example, studies both of the fields (chemistry and information technologies) at the same time;

COACHING

Dilemma questions
(A/B; A+B; A and B)



Coaching

4. Dilemma question (A/B, A+B, A and B)

Nor A, neither B – a solution that the client choose nor A, neither B.

The coach guides the client through these four possibilities and the client has a chance to foresee, visualise, imagine, draw each of the reality. Afterwards, if client wants, can choose his/her dilemma.

The conversation last for 35 min. Afterwards there is a resource gossiping between the coach and the observer regarding the client. Then there is a resource gossiping between the client and the observer regarding the client.

COACHING

Dilemma questions
(A/B; A+B; A and B)

Coaching

5. Palm activity

After activities when youngsters have defined their solutions it is good to plant them into the mind in a very creative and simple way.

How does it work?

If you work with a youngster individually, then you give a chance for the youngster to be a client. If you work in group, then youngsters work in pairs by using the setting coach – client.

The client raises up his/ her right palm in front of his/her eyes by focusing on it and shares his/her desired dream or solution out loud. Then he/she puts it down. He/She raises up his/her left palm in front of his/her eyes by focusing on it and loudly shares how is the reality when he/she doesn't go for this dream or solution. Then he/she lets the hand down. And raises up the right hand again by sharing in more details about his/her desired dream or solution.

The coach – he/she helps the client to see details of the possible realities and solutions, to notice the components that the client sees in his/her desired dream or solution.

Coaching

6. Solution walk

When youngster has set desired aim it is time to make concrete steps how to reach it. The more details youngster can create, imagine, visualize about it the stronger it stays in his mind.

How does it work?

Scale is very practical tool to look at desired aim as steps. If we work one to one with youngster we let youngster to experience the role of the client. The scale can be imaginary or drawn on the paper. If we work in the group, youngsters work in pairs. It takes 30 min to make the the steps of the scale:

- Imagine a scale from 0 to 10

The 10 represents a desired situation. The 0 represents a situation in which nothing of that desired situation has yet been achieved.

-belonging to the present time

Youngster shares on the scale according to his/her opinion where he/she is on the scale now. He/she answers the questions: He/she explains how he/she managed to get to his/her current position on the scale and what helped him/her to get there.

-imagine one step higher

youngster vividly describes how the situation looks like when he/she is one step higher on the scale by explaining how one step higher on the scale looks like. How will he/she notice that has reached one step higher on the scale?

-small step higher

Youngster again imagines being one step higher on the scale. What has changed? What he/she is doing? What has helped him/her to make this step?

Constellation

CONSTELLATION IS ANOTHER METHOD HOW TO SUPPORT AND STRENGTHEN YOUNGSTER INNER RESOURCES TO REACH HIS/HER OWN AIMS AND DREAMS. IT IS A SYSTEM APPROACH TO ARRANGING ELEMENTS IN PROPER POSITION OR ALIGNMENT. IT IS A GROUP METHOD, THAT CAN BE ADOPTED FOR ONE TO ONE WORK. IN THIS CASE YOUNGSTER'S DREAM OR PROBLEM IS SEEN AS A SYSTEM, WHERE YOUTH WORKER EMPOWERS HIS/HER INNER STRENGTH TO REACH HIS/HER DREAM OR GOAL. THE DEVELOPER OF CONSTELLATIONS IS BERT HELLINGER, WHO MAINLY WORKS WITH FAMILY AS A SYSTEM, BUT IT CAN BE ALSO AN ORGANIZATION OR A GROUP OF PEOPLE.

1. Movements towards being successful

Being successful can put a great pressure on the youngster's shoulders. What parents, teachers, friends, society expects instead of what he/she really wants and desires. Besides that, being successful is very a broad topic that doesn't have one frame fitting for everyone. For somebody it would be having a good job place, for another it means good health. Working with NEET youngsters it is important to support a connection with their own inner image of being successful.

How does it work?

When we work one to one with youngster, then we let him/her experience a role of the client. When we work in a group then youngsters are divided into pairs.

In pair one youngster is a client, another represents his/her success.



Constellation

1. Movements towards being successful

He/She imagines or senses his/her success standing in front of him/her. They stand in 15m distance in front of each other. They are both silent and have full attention on each other. Only client moves towards the element of success. Other one stays still and waits when he/she will come closer. With each step closer to own success the youngster, firstly, gets a sense that he/she can reach his/her success. It is reachable and accessible. Secondly, it is very personal and only youngster innerly knows, what success means for him/her.

According to founder of constellations (Bert Hellinger) movement towards being successful is a movement towards mother. It is strength that youngster takes from his/her family and mother inside of himself/herself. It is a connection with mother no matter if she is known or not. It is strength to take from family.

CONSTELLATION
Movement towards
being successful

Constellation

2. Movements towards desired goal or aim

Reaching own goal or aim is very necessary when it comes about making decision in what school, what profession, work or studies youngster wants to be or have. Any aim or goal can be reached, when it is very clearly set. It can be a challenging task for NEET youngster, when he/she has a dream, but needs also determination and inner strength to reach this goal or aim in the long term.

How does it work?

When we work one to one with youngster we let him/her experience the role of a client. When we work in a group then youngsters are divided into pairs.

In the pair, one youngster is a client, other represents his/her goal or aim. It is not necessary to say the goal or aim concretely. Even though if it is done previously with use of the solution walk or another coaching technique, it can be very beneficial. In this case the tool helps to collect inner strength towards desired goal or aim. They stand at 15m distance in front of each other. Both are silent and have full attention on each other. Only client moves towards the element of the goal or aim, the other stays still and waits. With each step closer to own goal or aim youngster, firstly, gets a sense that he/she can reach it. It is reachable and accessible. It is very personal and only youngster knows, what goal or aim means for him/her. This movement trains and gives strength to reach any goal or aim he/she desires. According to theory of constellations developed by Bert Hellinger a movement towards a desired goal or aim is a movement towards father. It is strength that youngster takes from his family and father inside of himself. It is the connection with father no matter if he is known or not.

CONSTELLATION
Movement towards
desired goal or aim

Constellation

3. Movements towards being independent

The aim of any "helper" profession including youth worker is to make him/her independent from help, so youngster can be independent. In case of NEET youngster that is the main purpose. As a youth worker to support youngsters getting back into the society through studies, work or training course.

How does it work?

This tool is a group exercise, that can be accomplished in trios – a client, element of success and element of the goal. Basically this tool joins together previous two movements into common one.

There are three persons within each group. One is a client, second person represents his/her success and stands at around 10 m of distance and third person represents his/her desired goal or aim and also stands at 10m of distance. So in result they make a triangle. Both element of success and goal or aim stay still, it is only a client who makes a movement.

It is not necessary to name concretely the success or goal, but it can be useful. If using previous coaching techniques youngster can name his/her success or desired goal and aim, it is very good, but it shouldn't be a pressure. The most important is to practice this movement to reach success and goal or aim.

The first movement happens towards success. When youngster reaches this figure, he/she can give a hug or gently give hands to this figure. Even though it is not necessary to have a strict movement. When this movement is done, than he/she turns the back and goes to the element of goal or aim. When youngster reaches this figure, he/she can give a hug or gently give hands to this element.

CONSTELLATION
Movement towards
being independent



Constellation

3. Movements towards being independent

Even though it is not necessary to have a strict movement. After reaching this element he/she can freely move away from both of the figures in the room. He/She can look back to both of them, whenever it is necessary.

According to theory of constellations movement towards success represents movement towards mother. Youngster takes strength from mother. A movement towards a goal or aim represents movement towards father. Youngster takes strength from father.

When he/she goes away from mother and father he/she reaches his/her own independence. Whatever goal or aim he/she decides to reach it will be successful according to his/her own will.

CONSTELLATION
Movement towards
being independent

Project supported by Erasmus+ and
Slovenian National Agency Movit



Inception 2.0 Manual published in November 2017
by Entrepreneurship movement club EMC - Klub podjetniškega gibanja EMC
and written by the project team of Erasmus+ project Inception 2.0
registered in Erasmus+ database under the number 2017-2-SI02-KA105-014317
Manual is made freely available to the public.