

## Project Documentation

### Workshop Part III – Variation of Methods on 18<sup>th</sup> July 2018

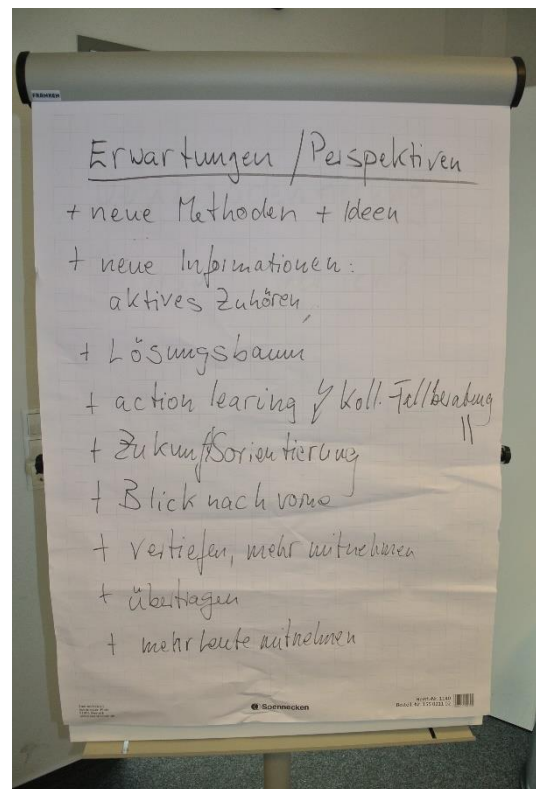
#### Opening of the Workshop

Hartwig Wagemester, Academy of Economics Schleswig-Holstein, Project Leader SEMPRE and Günther Koegst, SOKRATES Scientific Services, Lecturer and Moderator opened the workshop in Kiel.

- Presentation of the program (see [Annex 1](#))
- Experiences / summaries / open issues of the kick-off event on 21<sup>st</sup> June 2018
- Expectations for the current workshop



In the third part of the workshop series, the focus was laid on the variety of methods with hints on communication. In addition to the deepening of the 'Action Learning' method, some of the methods used and tested in the SEMPRE project were also trained and discussed.

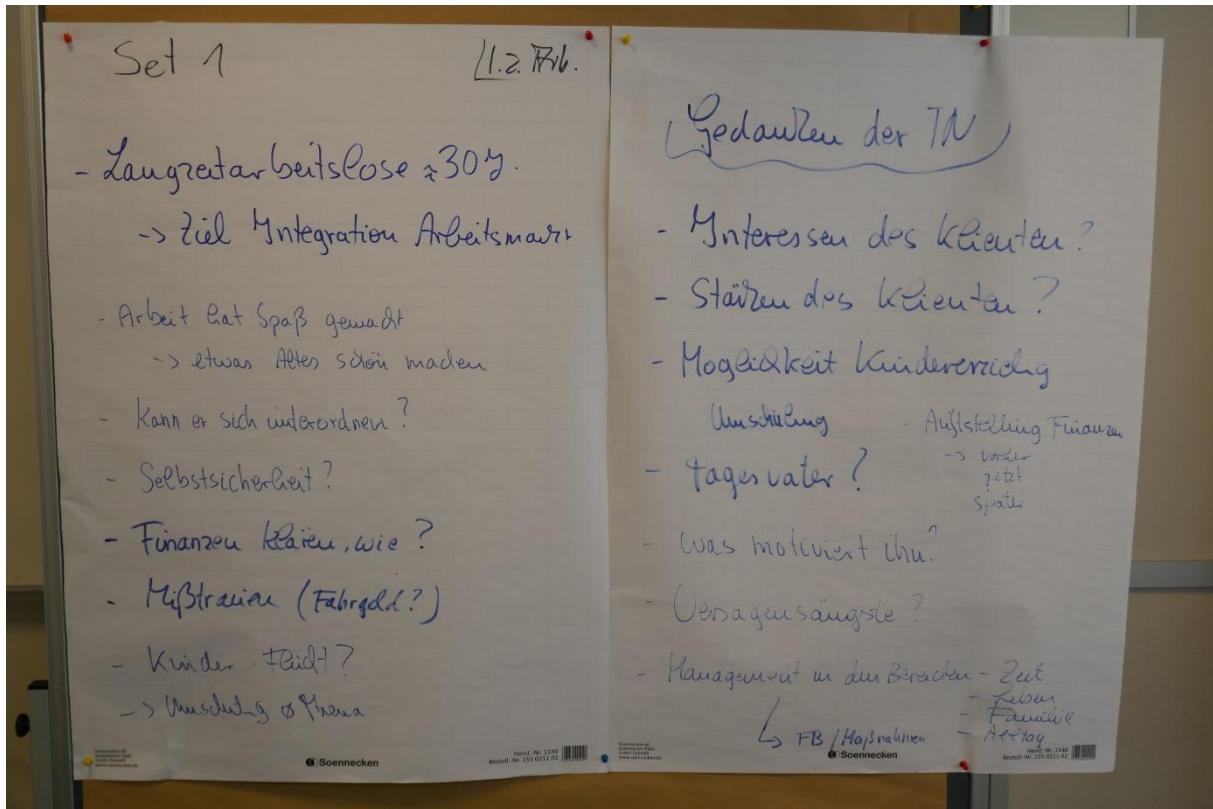




**Focus 1 Sets in the Framework of ‚Action Learning‘**



Implementation of Set 1 with different roles and an additional debriefing session





Subsequent role play with difficult client

Implementation of Set 2



Set 2 Jugend!

DISSKRIMINIERUNG → Empowerment Jugend!

17 J. auch in einem anderen Projekt  
→ Interesse an DISS, aber keine Veranstaltungsteilnahme

Motivation an „Anderen“, da mehr Anreize (z.B. Essen)

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Ist das Ziel für Jugendl. klar?  
↳ „Train the trainers“

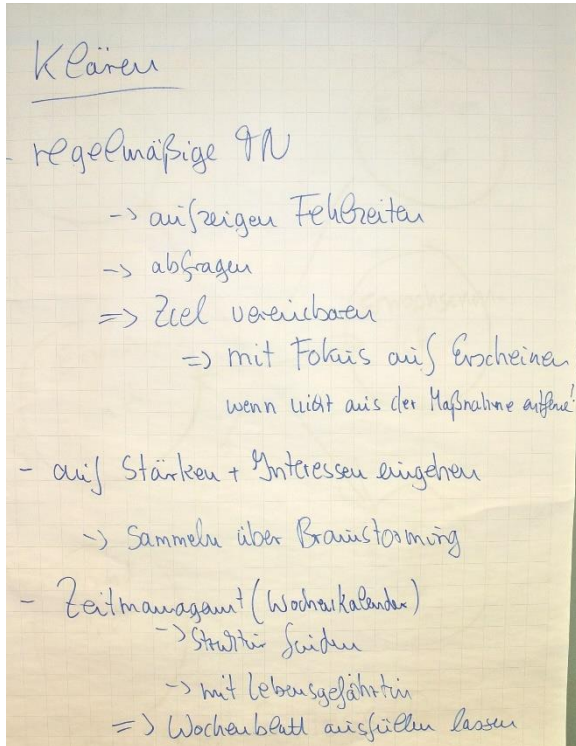
Zeitaufwand für J.? → 1. Multiplikator/in werden  
2. eigenes Projekt

Wie kann Freiwilligkeit „erzwingen“ werden?  
→ zum Pflichtbewusstsein

Soziale Netzwerke?

- Vorgespräche mit TN
- pers. Ansprache
- Theater & Sport als Methoden im Training weiter ausbauen
- zeitl. Rahmen an TN anpassen
- ⇒ Übersichtlichkeit

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- TN Ansprache!
  - AG in Schule
  - Schule & Theater
  - Studium/Uni & Sport
  - Erst das Interesse, dann Fähigkeit, damit Geld zu verdienen



Elaboration of protocols as basis for a clear structuring of documentations related to the method 'Action Learning'.

## Focus 2 Differences between Sets (in Action Learning) and Collegial Case Advice

Input and discussion

(see [Annex 2](#))

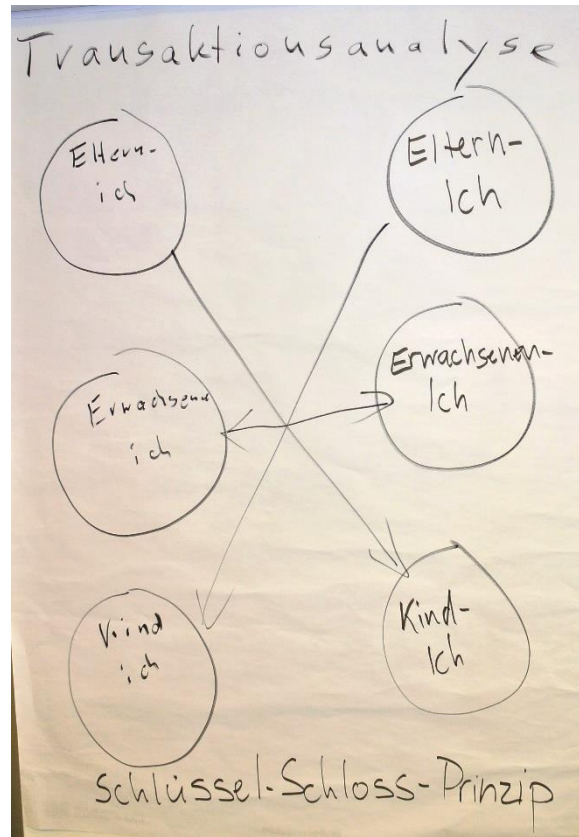
## Focus 3 ,Open Issues about Action Learning‘

A clear structure of a documentation related to ,Action Learning‘, still has to be developed.

## Focus 4 ,Problem tree – solution tree‘, as well as Input ‘Active Listening‘

[Both items had to be postponed to sequence 4 – 19<sup>th</sup> September 2018 – because of shortage of time.]

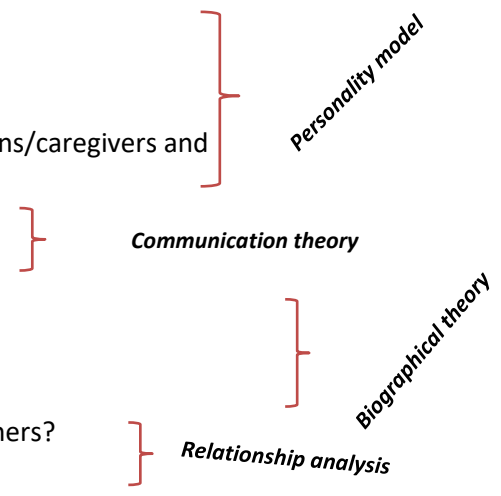
**Input ,Transactional Analysis‘, (see [Annex 3](#))**



In 1964, the American physician and psychologist Eric Berne published his work "Games People Play" and named for the first time his "Transactional Analysis". Since then, this model has grown in popularity for the understanding of communication disorders and conflicts.

The four essential questions regarding transactional analysis are:

1. How can one actually understand the human being?
  - Personality model with different personality parts
    - A part of own experiences,
    - A part that was given to us by important related persons/caregivers and
    - A part that lets us design the 'here and now'.
2. How can one actually useful talk to each other?
  - What ist skilful, what is unskilful?
3. How does it come to our personal psychological biography?
  - What really shaped us?
    - ...we follow the script of life
4. How do we actually get along in the community, cope with others?
  - How can we shape relationships so that they are fruitful?



Final Discussion, Summary, Little Preview



Small selection of literature on the topic of method diversity in the moderated work of employees of social service providers.



## Annex 1 Agenda



### III. Vertiefungsworkshop ‚Empowerment durch Action Learning‘

#### Schwerpunkte: Methodenvielfalt – Hinweise zur Kommunikation

für Soziale Dienstleister in Schleswig-Holstein

am Mittwoch, 18. Juli 2018 in der Wirtschaftsakademie Schleswig-Holstein in Kiel

im Rahmen des EU-Programms SEMPRE Social Empowerment in Rural Areas

Beibehaltene Übungsbasis: *Engpässe / Herausforderungen / Probleme aus den Arbeitsfeldern der TN*

- 09.00 Begrüßung durch Hrn. Hartwig Wagemester  
Seminareröffnung  
Vorstellung des Programms  
Erfahrungen / Zusammenfassungen / offene Punkte der Kick-off-Veranstaltung vom 21. Juni  
Erwartungen an den aktuellen Workshop
- 09.30 Schwerpunkt 1 ‚Sets‘ im Rahmen des Action Learnings  
Durchführung von mindestens 2 Sets mit unterschiedlichen Rollen und Nachbesprechungen
- 10.45 Schwerpunkt 2 ‚Offene Fragen zum Action Learning‘  
1. Gliederung von Dokumentationen  
Input und Diskussion  
2. Der Unterschied zwischen Sets und Kollegialen Fallberatungen  
Input und Diskussion  
3. Offene Fragen aus dem TN-Kreis
- 11.30 **Schwerpunkt 3 ‚Problembaum - Lösungsbaum‘**  
Vertiefung: Vorstellung eines Problemfalls im Bereich ‚Ärztelhaus‘  
Problemanalyse mit 2 Moderatoren/innen  
Bewertung der Methode aus verschiedenen Perspektiven
- 12.15 Mittagspause
- 13.00 Input ‚Transaktionsanalyse‘ mit Übungen
- 13.30 **Training zu weiteren Methoden**
- **Kartenfixierung** und Punktebewertungen als gemeinsamer Arbeitsplan mit Kunden  
Beispiele und Nachdiskussion
  - **Backpack Method** (building trust) – *Ressourcendiagnose* (nach Herringer)  
Beispiele und Nachdiskussion
- 14.45 Input ‚Aktives Zuhören‘
- **Zukunftswerkstatt**  
Beispiele und Nachdiskussion
- 16.00 Abschlussdiskussion mit Vorschlägen für die Abschlussveranstaltung
- 16:25 Zusammenfassung, Ausblick und Verabschiedung
- ca. 16.30 Abschluss der Veranstaltung

Im Nachgang: vor der Abschlussveranstaltung Chat/Telefonat mit allen TN



## Annex 2 Differences between Collegial Case Advise and Action Learning

### Discussion points of the question:

#### Differences between collegial case advice and action learning

##### Collegial case advice:

(Without external consultant)

- Strong client related
- Usually ends with the case discussion

In case with consultant:

- Strong technical and consultant related

##### Case advice:

(Without external consultant)

- The difference to Action Learning is getting smaller.

##### Action Learning:

- In principle: more situational than client-related
- Resource- towards deficit orientation dominant
- Inclusion of a larger framework up to the social / structural framework conditions (even more through empowerment)
- Increased questioning of one's own role (of the responsible person ) and his own institution
- -> steady, multi-dimensional learning  
['Learning instead of burning out', GK]
- Systematic way of improvement through 'co-flowing' documentation



Annex 3 Presentation related to the topic ‚Transactional Analysis‘

