

MIGRANTS' TOOLBOX

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007





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INTRODUCTION

The Transversal Project for Migrants (No. 2018-1-FR01-KA202-048007) is funded by the European Commission, under Erasmus+ Programme, Strategic Partnerships for vocational education and training. It has duration of two years, from September 2018 until August 2020, and a consortium of seven organisations:

- ITG Conseil, France
- IASIS, Greece
- Center for Social Innovation, Cyprus
- Mindshift Talent Advisory, Portugal
- Business Foundation for Education, Bulgaria
- Solidaridad Sin Fronteras, Spain
- Bahcesehir Universitesi Foundation, Turkey

Migrants' Toolbox is the third intellectual output (IO3) of the project and includes set of tips, recommendations, practical guides, specific fact sheets. This intellectual output aim to directly help migrants to think, to act, to assert their rights, and to be helped if necessary, to undertake remedial actions in response to situations inequality suffered or hidden (identification of the brakes and concrete and credible solutions), and to identify and develop their transversal skills, capitalizing on their experiences and also on cases and examples of concrete success.





TERMS OF REFERENCE

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





CHAPTER 4.2 STRESS MANAGEMENT AT THE WORK PLACE





Transversal Skills for Migrants		
Unit Title: Resilience		
Subunit Title: Stress Management at the work place		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Know one's own strategies for coping with stress situations	S1. Apply different types of strategies for coping with stress situations, including situations in the workplace	R1. Develop personal strategies to respond to stress at the workplace
EOF LEVEL		
5		

Name of the activity:	"Stress Prescription"
Type of the activity:	Self-reflection exercise
Reference:	
Duration:	30 min
Number of participants:	There are no limits
Description of the activity:	
<p>Step 1. Give participants the "Coping Strategies" handout (see Appendix) and ask each one of them to independently answer each question. Give them direction that they can use the information about the different types of coping strategies.</p> <p>Step 2. Ask them to share in the group what unhealthy coping strategies they have discovered that they are using and what are the consequences from that?</p> <p>Step 3. Continue the discussion by discussing whether they have found opportunities to change the stress situations and what could help them do that? What are the healthy strategies they are using or they can use in order for them to be able to better cope with such situations and what are the resources that they need in order to be able to do so? Can they share about the barriers that stand in their way of using healthy strategies for coping with stress situations?</p>	





Recommendations (for trainers of learners:	<p>The aim of this exercise is to help participants gather information about their personal strategies for coping with stress situations. With the help of the group they will be able to enhance their knowledge about the ways in which people deal with different stress situations and become aware that other people also "struggle" with some unhealthy coping strategies.</p> <p>If the facilitator decides it is suitable, he could add some additional questions for the group discussion.</p>
Appendix	See Sheet 2





Transversal Skills for Migrants		
Unit Title: Resilience		
Subunit Title: Stress Management at the work place		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Gain knowledge about the sources of stress	S1. Recognize the importance of stress regulation	R1. Develop personal strategies to respond to stress at the workplace
EOF LEVEL		
5		

Name of the activity:	Juggling with balloons
Type of the activity:	A warm-up exercise to prepare for the topic of stress management. It demonstrates how easily we can become overwhelmed and how stress can build up.
Reference:	
Duration:	30 min
Number of participants:	Groups of all sizes, especially large groups
Description of the activity: This exercise consists of two parts, each one containing several steps.	
Part I.	
Step 1. The facilitator can start by talking about sources of stress or overwhelm OR he/she can just launch into this exercise to warm people up and get them engaged at the beginning of the	





workshop.

Step 2. The facilitator split the participant into groups of 3-5 people (can be very random, it doesn't matter) and gives balloons and pens out so that every group has a balloon and a suitable pen.

Step 3. The facilitator gives to the groups just a few minutes, asks them to write their sources of stress or overwhelm on the balloons. Optionally, to ensure everyone is heard he/she could suggest that the balloon is passed around the group for each person to write an item on there before it passes to the next person (like a talking stick).

Step 4. When the time is up, the trainer asks one person from each group to read out what is on their group's balloon. Tip: It's good if the trainer , then write these out on a blackboard, flipchart or slide as people read them out. This makes the audience feel validated and helps spot patterns and common issue or themes.

Step 5. Once all the groups have read out their balloons, discuss common themes. What does the audience notice about the overall list of stress or overwhelm items? What are they surprised is on there? What is missing from the list?

Part II.

Step 6. The facilitator asks for 3 volunteers to come up to the front with their group's stress balloon.

Step 7. One volunteer starts by hitting and trying to keep their balloon in the air. The trainer gives the volunteer another balloon and asks them to keep 2 balloons in the air. Finally, gives them a 3rd balloon to keep in the air. Once they stop the facilitator asks the person a following questions: "What did you notice about that exercise?", "How did it feel?". The trainer asks the group: "What did you notice as observers?"

Step 8. The trainer asks the other volunteer to have a go with first one balloon, then two and then three. THIS TIME, the facilitator specifically asks the other volunteers to help keep the balloons in the air. And then asks, "What was it like to have help?", "How did it FEEL to have help?" and finally asks the group "What did you notice as observers?"

Step 9. The trainer reflects with the group on what they learned from this exercise about stress, overwhelm, juggling many things at once, getting and asking for help.





Recommendations (for trainers of learners:	<p>If the facilitator wants to save time he/she can cut out the writing on the balloons part and go straight to Part 2 - the balloon juggling exercise to demonstrate overwhelm.</p> <p>If the facilitator wants to focus on prioritization as a way to cope with stressp when juggling the balloons, he/she could instead gives the volunteer 3 balloons each representing a different priority item on their task list - and ask them to juggle as before, then asks what they learned about prioritising</p> <p>Equipment Needed: Balloons, pens to write on balloons with (ie. not ballpoint or smeary felt-tip - something that will stick and not pop the balloon!).</p>
Appendix	

Transversal Skills for Migrants		
Unit Title: Resilience		
Subunit Title: Stress Management at the work place		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Know the techniques for stress prevention	S1. Apply principles and techniques for stress prevention at the workplace	R1. Implement personal strategies to prevent stress at the workplace
EOF LEVEL		
5		

Name of the activity:	"Stress prevention"
Type of the activity:	Self reflection exercise for recognizing the role that prioritization plays in stress prevention in the workplace
Reference:	https://www.joinforge.com/tree-of-time-management/
Duration:	30 min
Number of participants:	Groups of all sizes
Description of the activity:	
Step 1. The facilitator introduces the concept of stress management to the participants.	





Through the brainstorming method he generates all ideas and strategies that participants have shared about stress prevention and stress management. If the idea of prioritization as a possibility to prevent stress in the workplace is presented during the brainstorming, then the facilitator develops it further with the following steps. But if that idea is missing, the facilitator introduces it as a topic of the next exercise.

Step 2. The facilitator gives to the participants the Tree for Prioritization (see the appendix) to help them prioritize. He/she asks them to use a list of tasks that relate to their job environment (for example, these could include, “stocking shelves,” “answering a customer’s question,” “greeting a customer,” etc). The trainer asks participants to then prioritize each task based on:

- Fire: high urgency/high importance
- Earth: high urgency/low importance
- Water: high importance/low urgency
- Wind: low urgency/low importance

Step 3. The facilitator ask people to share about their Tree of prioritization. He/she compare how each person answered the tasks. This demonstrates the different priorities people have both at work . For example, one person may think answering a customer’s question is more important than stocking shelves, while another may think that cleaning the shelves is more important than greeting a customer.

Step 4. The facilitator asks the participants to share in which section they have the biggest number of tasks. A discussion is carried out about the tasks with high priority and whether, if most of the tasks are urgent that doesn't increase the stress at the workplace. As a result, ways are being sought for the number of these tasks to be reduced.

Recommendations (for trainers of learners:

This exercise helps to realize where the participants are currently focusing their attention versus where they should be better prioritizing.
The facilitator can talk more about the idea of Stephen Covey about the prioritization of tasks and how this can help reduce stress. Additional questions can be added for group discussion.

Appendix

- Fire: high urgency/high importance
- Earth: high urgency/low importance
- Water: high importance/low urgency
- Wind: low urgency/low importance





Transversal Skills for Migrants		
Unit Title: Resilience		
Subunit Title: Stress Management at the work place		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to		
K1. Recognizes the reasons leading to the stress at the workplace. K2. Knowledge about the techniques to regulate stress at the workplace	S1. Recognize the importance of regulation of stress at the workplace S2. Apply some methods and techniques to regulate stress at the workplace	R1. develop and implement personal strategies to respond to stress at the workplace
EOF LEVEL		
5		

Name of the activity:	"Resilienceman" LTD
Type of the activity:	Role play game
Reference:	
Duration:	2 hours
Number of participants:	6 – 10 participants
Description of the activity:	
<p>Step 1. The trainer introduces the participants with the role play by telling them a little bit about the company whose employees they are going to represent during the role play.</p> <p><i>"Resilienceman Ltd is a family business operating in the clothing industry. The company</i></p>	





manufactures menswear from leisurewear to formal suits. Currently, the company has 37 employees. Nine of them are white-collar employees (CEO, senior vice president, marketing manager, quality manager, production manager, and four designers), and other employees work for production. Company's financial administration, property maintenance and repairs have been outsourced. The company was established in 1960. Its founder is about to retire, and therefore the company is facing a change of generation. The owner's son is about to continue as the company's CEO and owner.

During the last few months it has become evident that many of the company's employees suffer from work-related stress. The company's CEO has discussed the problem with an outside specialist, but wishes to try and solve company's stress-related problems at this stage without help from the outside. Therefore, he has decided to form a working group from the company's employees. The working group's goal is to identify the causes for work-related stress, to evaluate their significance, and to draft an action plan to rectify the situation. To achieve these goals, the working group has access to the tools received from the outside specialist."

Step 2. The trainer cast the roles (see the app. 2) and give to the participants the wroking group's task: to identify the causes for work-related stress, and to evaluate the significance of these causes, as well as to decide on actions to be taken, and to draft an action plan to rectify the situation. The participants receive all tools for the purposes of the role play: Scenario, Roles tasks, Stress related hazards, Anticipating stress related hazards, instructions for brainstorming and prioritization and Action plan and they carry them one after the other in the way they have been described.

The game ends after all given tasks are completed.

Step 3. After all tasks have been completed, the facilitator asks the participants to share the results of their mutual work.

The discussion explores the questions related to the personal experiences of the participants, the knowledge and the experience they have acquired. The questions might be such as:

- How did you participate in the role play? Did you manage to provide all your suggestions and comments or not? What was the reason?
- How did you feel in the role you were playing? Did you find something similar between your role and a real situation in the workplace?
- What did you learn about stress management?
- How can you use this experience in real life situations?

-

Recommendations (for trainers of learners:

The facilitator observes the execution of the role play and points out interesting moments and behaviors that can be used in the final discussion.
Additional questions can be used during the discussion.

Appendix

See worksheets below



KEEP IN MIND AND MORE

- 1- Skills that are included in this toolbox are important for migrants' adaptation to the business reality of their current country. Each one of them is crucial however, based on the learners' characteristics trainers may need to focus on one skill more than the others in different groups. Thus, it is important to know learners' capabilities and interests.
- 2- During the trainings for trainers and learners it is important to lead the group interactively and include all the members to the exercises. Specifically, during training for trainers' tips should be given for them about how to lead the group effectively.
- 3- During the trainings for learners it is important to give specific examples how transversal skills can be helpful for them for their future. It is important to stress that transversal skills can be improved via training and application.
- 4- During the trainings for trainers and learners it is important to explain aim of the exercises that will be applied and its relation with the skill.
- 5- For trainers that will be work with migrants it is important to understand diversity concept. Migrants may have different reactions and feedbacks to the exercises in toolbox. Trainers should be prepared for this. For further information trainers can check :
<https://www.youtube.com/watch?v=LqP6iU3g2eE>
- 6- Learners or trainers who want to improve their resilience skills can check
<https://positivepsychology.com/resilience-training-build-resilient-individuals-groups/>



TRANSVERSAL PROJECT FOR MIGRANTS



Erasmus +

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