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PROGRAM

For

Counselling and vocational guidance for insertion on the labour market for minors and young offenders in Reeducation centres, Prisons and Probation

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Romanian Centre For Education and Human Development



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I. JUSTIFICATION

This program aims to stimulate the motivation of young people in prisons and rehabilitation centers and probation system, to lay the foundations for attitudinal and behavioral changes to maximize their chances of reintegrating into society after release.

It is well known that prisoners after release encounter many difficulties regarding reintegration into family, labor market and in society as a whole. Time spent in detention changing lifestyle and the person loses all social roles. Thus, most of the activities that gave his life meaning devalue, lacking autonomy and sustained and lasting contact with the outside, the person is forced to adapt to "new life" ruled by authorities and laws that are undeniable.

A life spent in prison favor discouraging environment for social relationships; it accentuates the feeling of marginalization, stigmatization; their values lose their content and quality.

Regarding the labor market, the company in a constantly changing, leading to enhanced competitiveness and changing standards and criteria for admission of employees. Qualification and Requalification training, attending courses of training and specialization, professional training and retraining shall constitute advantages for finding and filling a job. Prisoners need to be brought to the standards required by this new social reality imposed by modern society.

The program of counseling and vocational guidance meets the needs of socio-professional reintegration of ex-prisoners, contributing to changing negative views that they have to work, law, responsibility, society and facilitate their efforts in order to retake community networks lost from entering the prison.



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II. GOALS

Following this program juveniles and young adult offenders will revamp the distorted image about them and others in pursuit of realistic choices according to their abilities, skills, and personal opportunities. The program will stimulate their intrinsic motivation in adopting a prosocial behavior.

III. OBJECTIVES

A. Overall objectives. The objectives of counseling and vocational orientation

- • Supporting adolescents in the process of understanding and awareness of what they are and what they can become
- Awareness of personal qualities and defects
- Adequacy of self-image and increase their self-esteem
- Perception own identity in relation to others
- Reevaluate their personal values
- Develop their personal capabilities
- Adopt a positive attitude towards themselves and towards others
- Stimulate interrelation and securing borders "I - other"
- Increase their responsibility in relation to self and group membership (support, peer, etc.).
- Highlighting the intrinsic motivation to change problematic delinquent behavior.
- Stimulate intrinsic motivation to initiate a process of development (vocational training) and involvement in finding a job.

B. Operational objectives of group work and individual

- Receiving and giving feedback.



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- Improving relationships and interpersonal communication.
- Experimenting new interpersonal behaviors.
- Honest and direct expression of their feelings.
- Acquiring understanding their thoughts, feelings, behaviors expressing relational patterns from both inside and outside the group.
- Acquiring understanding thoughts, feelings and behaviors of other people.
- Increased self-confidence, improve self-image and self-esteem.
- Crossing of personal changes within the group, waiting to transfer that learning to life outside the group.
- Proven understanding of the relationship between personal qualities and skills and different fields of work.
- Even if a person has enough knowledge and clever ideas, if they know and unable to manage their emotions and feelings, may have difficulty in trying to build relationships with others or a successful career. People with a high degree of self-awareness realize how their feelings affect them, both on themselves and others. Developing emotional intelligence allows us to exploit the intellectual skills, creativity. We ensure success, both personally and in occupation.

IV. TARGET GROUP

Beneficiaries of the program are:

- Detainees (juvenile) without any discrimination (gender, age, status, ethnicity, religion and sex).
- Juvenile sentenced to non-custodial sentences.



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V. LENGTH OF THE PROGRAM AND FREQUENCY of the MEETINGS

Structure and functioning of the group.

- The number of individuals.

The group may be functional with at least six people and a maximum of 12 people. The number could be increased if there are many timid, introverted people and may decrease if there is many extroverted people. Important is to be constantly kept the number throughout the process developed within the group.

- Age and gender group members. The counselors may choose the setting up of homogeneous groups in terms of these two criteria, especially after age.
- The frequency of meetings is configured for two meetings a week. It is enlightening because it shows how much it means, how important and attractive is the group for each member, which is the cohesion and even the maturity of the group (90% presence indicates effective

it is preferable to be in the same day of the week, the same time and in the same place.

- The length of sessions is variable, ranging between 60 and 120 minutes (from time to time could be required an individual counseling to prevent from leaving premature the group, or to monitor the person who was in a difficult situation in his life).

A meeting less than 60 minutes would not allow the development of emotional interactions, and one of more than 120 minutes would lead to stronger emotional tension. The frequency of meetings is two times per week. The module lasts for two months, during which takes place 12 themes and several sessions. It is preferable that the lengths of a meeting to be constantly maintained and respected.

VI. Human Resources

The multidisciplinary team consists of:

Psychologists Social worker



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VII. DEVELOPMENT of the PROGRAMME

Vocational counseling and orientation phases:

The first phase has not a limited duration; it begins with the first session and progresses until tasks have been completed.

In this period it is necessary to create a common language with the participants. First have to find and articulate the expectations of each participant and adjust to them. Some persons may feel vulnerable in the presence of someone stronger. It is necessary to manage the situation to make possible the emotional development of people who will facilitate the start of internal exploring. It is important to not feel threatened to reveal the truth for fear of being judged or manipulated. This phase ends around the 3rd, 4, 5 meeting when it is made an alliance between participants and meetings animators that could strengthen its aims.

There is a middle phase in which the participant begins to unfold as social inadequate and knows it will be understood as a reflection of it.

In this phase runs most of the work in the group and can take up to the 15th session. During this time the person will change and develop along with the group, and he will become more aware of the nature of his difficulties and transformations that have to do.

Together will have a process of growth and development that will overcome the vicissitudes encountered in interpersonal relationships and the ups and downs of the labor group.

Difficulties in this stage will be to maintain the attitude of neutrality towards relationships established, to the anxieties aroused in the relationship and support the frustrations of coping with painful slowness at all levels of functioning of human being expecting all the time the emergence of progress.

Another fundamental task is the observation and orientation of conflicts which could arise at each moment according with the personal needs of each participant..



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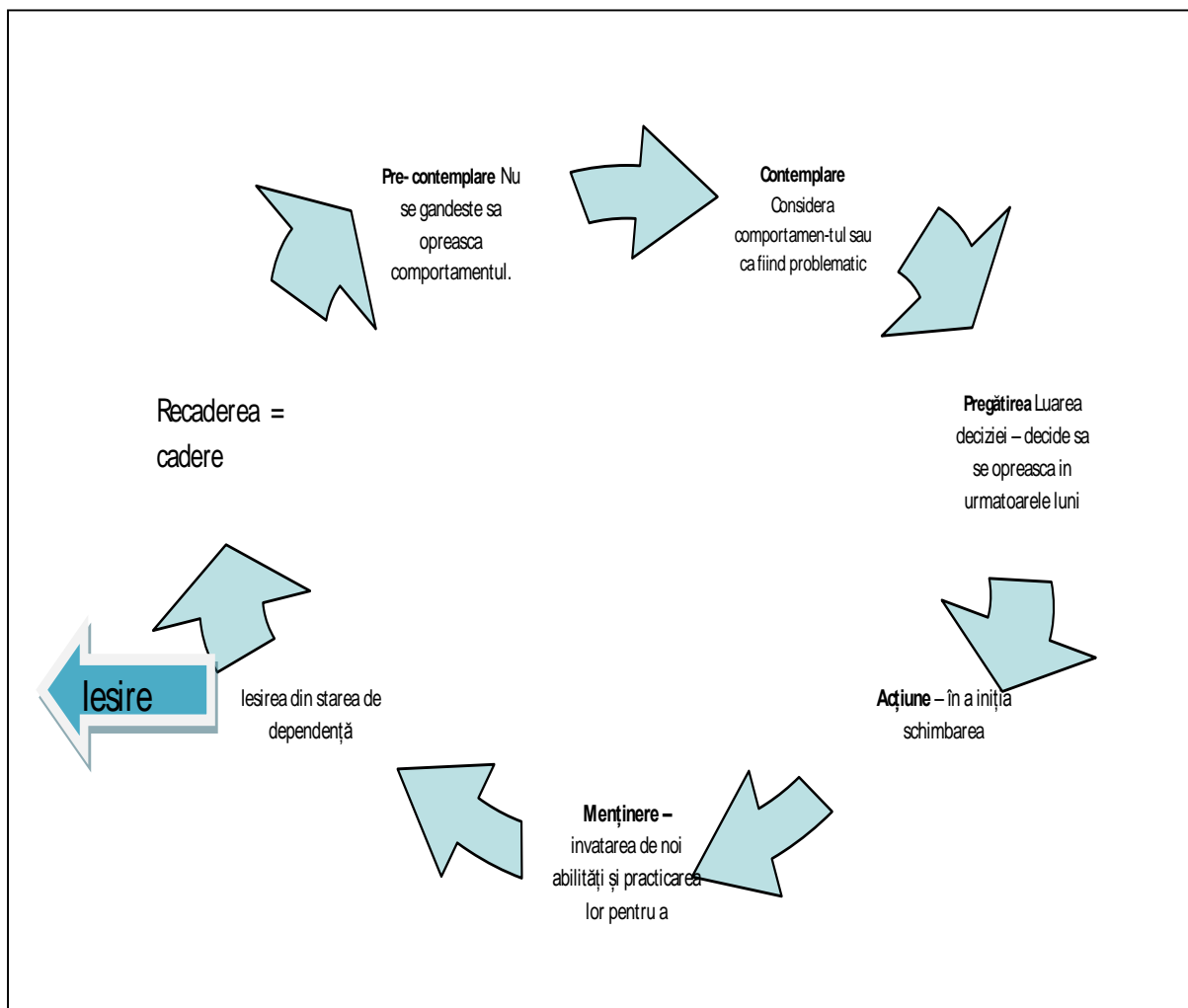


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In the final phase it is important to follow the conclusion of the counseling sessions and do not stop them. It is essential to let a bridge where the person can continue whenever it wants to return to counseling. End of process that is transmitted from the beginning that there will be a closing sessions, but not stop the process of counseling that could continue after release in our Reintegration Centers. Observe the person who internalized a new mode of existence which is powered to explore and psychological growth.

VIII. METHODOLOGY

Given that the program is aimed minors and young people with criminal behavior, it is important to choose a vocation orientation and career in the labor market that will lead to excludes criminal conduct, so that in all phases of intervention in both group work and individual counseling, will be used methodological principles of vocational counseling correlated with motivational interview principles taking into account the phases of behavior modification constantly referred to Proceaska and DiClemente's (1982) model.





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The approach is based on the model of vocational orientation DOTS MODEL (Law, Watts, 1977) frame that provides four general directions on career counseling process. This model allows the customer to turn to action.

IDENTITY

The answer to the question "**Who Am I?**", taking into consideration what he can offer and what he aims for his labor career, and achieve a realistic correlation between these two aspects.

Involves helping the individual to know and understand the specific terms of an possible career: to be able to talk about what he did and what he can do, about what it can offer in terms of performance, to know what aims and expect at a job in terms of motivation.

OPPORTUNITIES - Awareness of the career opportunities

The answer to the question "Where I Am Now?", Taking into account its current state, the possibilities of intervention involves helping the individual to know and understand what job could be suitable for him and indicate directions to meet them: to know information about types of possible activities - in terms of interest and satisfaction, rewards and incentives, to meet job requirements in terms of obligation, responsibilities, commitment and motivation, skills and qualifications

DECISION

The answer to the question "**What will I do?**" Identifying and addressing personal dilemmas. It involves helping the individual to make a decision and take responsibility for it: to know what is going to do and why you do one thing and that will be the consequences of its decisions.



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TRANSITION

The answer to the question "**How will I cope?**", Anticipating consequences and coping involves helping the individual to be prepared to solve constructive problems attached to decisions, to be able to anticipate how needs to implement a decision and to face the decision's consequences of others, to practice transferable skills: asking questions, self-presentation, communication, conflict resolution etc.

A. Motivational interview

The motivational meeting was initiated following an experiment by William Miller psychologist and professor at the University of New Mexico (1983). The main objective of the motivational interview is to make resurface *intrinsic motivation* to change difficult behavior. From this point of view this type of intervention strategies that oppose attempts to impose change through external means and reinforces the extrinsic motivation. A change in behavior can occur when the person attached to their values change something important to her. Philippe Carre et Fabien Fenouillet consider that always people are motivated for something. *The question we as specialists must ask themselves is not - Why this person is not motivated? but By what this person might be motivated?* It is important to explore personal situation and the importance it assigns to various factors involved in the change, because each person has different values and expectations. (Phillippe Fenouillet Fabien et Carre, 2009, pg. 293). Another important aspect in the interview motivation is the ambivalence of the person, so he is divided between the desires for change because of the negative consequences its behavior has on him and willingness to maintain this behavior virtue of the advantages that it could offers. Ambivalence is explored during the interview by the interviewer that allows the customer to express themselves freely without being judged. This can help people to become aware of his condition and thus facilitate the change.)



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Instructions for group work:

Status of an individual within the group is decided by the group and not by himself.

Repeating instructions and workflow rules are necessary for performing good thing together but also to be integrated / embedded in the behavior and thinking of the subject.

Ex: The suggestion is meant inducing negative behaviors that bother unpleasant expression and verbal repetition of unwanted behavior associated with a negative response (produce disapproval) lead to the prohibition of performing its compliance.

Desensitization is triggered by associating a stimulus (an emotion negativa- fear) with an affective state incompatible with that emotion (relaxation). In this way potential initial stimulus that triggers a negative emotion is weakened progressively.

Modeling by competition between beneficiaries, occur when one customer is rewarded for success or sanctioned for error. Beneficiaries must choose to make a disclosure at your own pace. Never pressure members to confess. A heavy emphasis will be placed on examining the relationships between members on the type of relationship "here and now". As we work more in the "here and now" group, as both will be more efficient. Often they are asked to tell their impressions of each other - thoughts, fears and feelings positive. Advice from specialists for the beneficiaries is not useful. Discussing personal problems are not acceptable to the group.

Observations :

If one person cannot assume motivations for involvement in the sessions need to be sustained over several sessions to help keep individual development.

The person must know that is heard and that its difficulties are taken seriously.

It is important to notice their constant presence to the group, and to identify whether or not he is motivated to change (it is not possible to identify from the first session and it may require multiple sessions). The origin and the maintenance of the difficulties may come from the person living history.



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Code of Ethics

Purpose of this **Code of Ethics** is to provide a framework of principles and decision rules to cover most of the situations they encounter psychologists and social workers in their professional activity, to redeem a dynamic set of ethical standards for you alert and sensitize unwanted consequences that may arise in their practice.

They must maintain high standards of competence in the work they perform, to recognize the limits of specific skills and experience they have. Their services should be confined to those techniques are qualified by profession basic training and experience.

- Confidentiality. All information that becomes known to psychologists and social workers as a result of relationships formed are subject to the principle of confidentiality.
- Moral integrity . In descriptions or narrations made by psychologists and social workers regarding the qualifications they have, the work methods used, the length traveled in time must obey the principle of moral integrity, manifested by honesty, fairness, respect for those who enter the relationship, be they beneficiaries or colleagues. The information provided to beneficiaries must be honest, objective and realistic, during or after the close professional relationship. In the event of a conflict related to certain obligations and skills to specialists, they must tackle in a responsible manner.
- Professional and scientific responsibility. They will take into account the fact that their conduct may compromise their professional responsibility and or may decrease their confidence in. Specialists must behave into a responsible way.
- Respect for the dignity and human rights. Psychologists and social workers must respect fundamental human rights, to respect the right of beneficiaries to dignity, confidence, self-determination, privacy Psychologists and social workers will take into account in the activity carried on the individual differences induce by: cultural environment, role, age, gender, language, race, ethnicity, religion, national origin, economic status, sexual orientation, disability, and will not run or tolerate unfair or discriminatory practices.



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IX. DESCRIPTION OF ACTIVITIES

A. Who am I? Self development program

Module Goals

This module aims at self-knowledge and self realistically evaluation of each person.

We can observe and detect to every participant exposure of his qualities and flaws, the attitudes they have towards themselves and others, the realistic or unrealistic approach they have about themselves depending on the level of their psychological development. The aim is to help people to know and take realistic decisions based on the quality, skills and opportunities they have.

It also aims to stimulate the restructuring as cognitive behavioral intervention plan designed for each juvenile and young offender. Even more, through these exercises we are trying to stimulate self-determination of the individual and to stimulate their intrinsic motivation to start reorganization their existence on pro-social principles.

The objectives of the meetings:

Individual approach to group structure model relationship "here and now"; compare the real self to others; self-knowledge and self-understanding representation; direct expression of their feelings. Encourage others to talk in a constructive way. *"This approach peek inside oneself produce a labor of thinking can lead to the onset of motivation and commitment in making the search and discovery of their vocation."*



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The objectives of the session	Evaluation Criteria
<ol style="list-style-type: none"> 1. establishing personal identity 2. Defining your own motivational system, attitudes and skills 3. Expressing their feelings 4. Achievement gaps between ideal - real - possibilities – desires 	<ol style="list-style-type: none"> 1. . analysis of the past, assess the present and imagining the future staff (Compare their own image placed in the past, present and future) 2. Illustration of self-awareness schemes / examples of motivational system, attitudinal and attitudinal own (interests, aspirations, strengths, weaknesses, qualities, faults) 3. Identification and expressing their feelings and experiences in various situations. 4.Preliminary guidance on prosocial behavior (Proven understanding of the relationship between personal qualities and abilities and possibilities and different choices or desires in life)



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1. Who I Am.

Exercise 1: "Who am I, what am I ?, How was I wish I ?, How?".

Allotted Time: 20 min / year

Method: The group

Material: Verbal / Written

Intended purpose:

Identifying and exploring the beneficiary's own feelings toward group members and produce internal transformations, reflection and revelation of a new vision over their lives.

Instruction: Analyze your three guidelines as you were in the past, as you are now and how you want to be in the future and narrate a brief history on these 3 aspects of your life. Write three columns: "I in the past / present I / I in the future." In the right column the past, please think about conduct your life **in the past** and write (what you did well and what you did wrong, how would you do in a certain situation and what, who influenced you and how you followed his advice, as were seen in close relationships (parents, siblings, relatives, friends, neighbors) if you were happy with the life he leads, etc).

Also in the right column today, I ask you to describe **how you are in present** (how you got to prison, you think about the situation you are now, who you can rely on, how do you think should be used during the period of punishment, how you communicate with your family, etc.). And in the next column, please think and imagine to **how you want your life to be in the future** (want to wait to see what the future will bring? Or want to actively strive to accomplish a particular purpose ?, you will have any family and children? or you will be alone ?, you will have a job? or not, will lead an honest life? or all the offenses you live? you have many friends and few financial situation ?, you have a job? or you'll be a rich man? etc.).

Indications: The debate will be led by specialists based on the responses given by participants. The person helped to identify crucial moments and contexts that have marked the life and possibilities to make changes now and in the near future. Depending



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on the context told participants are watching observation points and start debates. Also participants can speak / write and in case the participant speaks, his specialist notes about each person and then at the end of the exercise the group read "Who is" each participant as they were exposed.

ex:

I previously (Yesterday)	I currently (Today)	I in the future (Tomorrow)
<p><i>How have you been?</i></p> <p>Note: to observe - How managing feelings / emotions and how thinking (What he say? Maybe streamline express ?).</p>	<p><i>How are you now?</i></p> <p>Note: to observe - The relationship real with others (Objectively?).</p>	<p><i>How would like to be in the future?</i></p> <p>Note: to observe</p> <p>If he made plans and he can think on decisions.</p>

EXERCISE. TWENTY TWO WAYS TO DESCRIBE WHO AND HOW I AM

Instruction:

Step 1. In the space below write 20 words (adjectives) that you think describe your characteristic features and distinctive features.

Step 2. Discuss in the group what it means for you every word that describes you. How did you get these features? You'd like to keep them or change them? How these characteristics influence your work relationships?

Step 3. Now write 10 words that describe you as you want to be in the future.



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Step 4. Discuss these 10 words with others in the group.

20 words that describe me:

1. 11.

2. 12.

3. 13.

4. 14.

5. 15.

6. 16.

7. 17.

8. 18.

9. 19.

10. 20.

10 new words that describe me:

1. 2. 3.

4. 5. 6.

7. 8. 9.

10.



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EXERCISE NR. 3 ME AT 3TH PERSONS

Instructions: On a sheet of paper write a paragraph or two in which to describe you. Start by giving your name and continue with ".....is a person who ...". Try to talk about you like about one other person and try to be honest. Write what you know about yourself / but at the third person - without the use of the pronoun "I". Feel free to write as you want.

EXERCISE NO.4. TRAVELLING

Instruction:

Imagine that you have just boarded a train to make a journey. Each comes from a world, a world that only he knows and they leave behind to head to another. On the train you all met for the first time. One by one each traveler will tell his story. Describe the world where you come from, what you bring with you from your former world and what you leave behind, why you leave your world, and what you expect to encounter in the new world you will face, what are your expectations.

The theme of "Self-assessment":

At the end of the session counseling is done on an assessment of self-esteem. Each participant is required to analyze and recreate a positive attitude towards oneself, to rebuild their self-esteem. It achieves a rundown of everything that has been learned during the meeting conducted within the group (to identify their problems, place them in a context, techniques of self-control, the connections between past events and current status, combating negative thoughts, training strategies now and for the future, working on a harsh self-image).



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The aim: to rebuild their self esteem; self-awareness; Resources; Integration, strengthening the ego ideal training self-image and highlighting some successes and achievements of the past.

Instruction : Each participant autoanalyse a of his involvement in the group and we do a rundown of everything I learned here to the group; to say what problems have believed; to place the problems in a context (to make a story they express them); what solutions found in resolving their ?; to link the past with the current state; As combat negative thoughts ?; strategies / solutions for present and future on its image processing.

Directions: Exercise self-assessment can be linked to the next activity Exercise 1: ***"Who am I, what am I ?, How was I wish I ?, How?"***, Or can be applied at the end of the first 3, 4 sessions group.

Theme: "The Shipwrecked"

Give the theme / exercise "The Shipwrecked". All the messages write by each participant at the end of the session are preserved in a bottle throughout all the counseling sessions and will be open at the end in order to be read. It can be used to assess group themes.

Instruction: Each participant writes messages about experiences in prison during the early arrest so far and continues to write messages to the future.

Indications: The specialist reads the story of the castaways, others listen and reflect. Then add messages in bottles to be read at the end of the counseling sessions. The theme contains loneliness challenges posed by our expectations of the past and return to life.

Loneliness and the past is, at the same time, a part of our condition and a drama that can take us by surprise.



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2. Quality and defects (flows)

3. Allotted Time: *20 minutes for each exercise*
4. Method: The group
5. Material: Verbal / Written

The proposed goal: working towards positive change regarding themselves. Sometimes a person's self-image is integrated and manifested beliefs and values reported from others.

Viewer's ability to reflect on his internal world.

The discovery of inner needs, desires, lacks awareness, accountability and assuming *IT's* authentic facts. Accepting gaps / flaws / mistakes.

Exercise. 1 : "Assuming own identity."

Instruction: Please list the 10 words / phrases to the topic under discussion, following the questions: How are the women?, How are the men? , To identify ourselves with ... / to be mom / dad to be, Like mother, father?, How ?, How are you ?, What does it mean to be / to exist? What does being a mother means to be a father ?, What ?, What should be the qualities to be a good mother is the father ?, What ?, If we were to miss something that would be something I look for that ?, Who / what lack ?.

Indications Association verbal free on the questions. This theme can be adapted depending on the pattern Imago integrated awareness derived from identifications with parents or other adults. Once made aware and differentiated these sketches, the person get out of the shadow of this mechanism which acts in depth structuring his personality. Management of free discussions, debates proposals on topics depending on the context and develop new concepts of life. Reflection of the group about the topics discussed.



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Exercise no. 2 Achievements

Instruction:

Each member of the group makes a list of five things he accomplished so far and he is proud of and exposes the list in front of the group. After exposure the five things every one selects realization that boasts the most and talk about it.

Note – the participants will be asked what personal qualities that helped them take these achievements and also how they felt when they spoke to others about it.

Exercise no. 3 I like because ...

instruction:

One of the group members will sit in the center and the others will come on line in front of him and say, 'I like that ". Sit everyone in a circle. The first act that will sit in the middle. Look at him ... Each of you will approach him telling him what he likes in behavior, personality, attitude other. Come on line in the center circle and you get positive feedback of others.

Exercise no. 4 am capable and pleasant because ...

instruction:

On a sheet of paper write: "I, (name) am capable and enjoyable because" Each one gives the sheet to the colleague who will find at least two qualities to the person whose name is written on the sheet. After completing the sheet, it is given on the right and so on, until each gets its sheet with its name (after passed on to all group members). Each read qualities that others have found to them and highlight those considered not his own, that does not agree. It can add to the list the qualities each believes that the other has not been noted.



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Exercise no. 5 – The magic shop

Instructions:

Imagine that exists somewhere on a magical land, a shop with human qualities. You can find here any human quality you want and you can ask all you want,

because there are no prices. If you want you can leave those unnecessary for you in return to what you want from what you have in surplus or things you no longer need and you feel uncomfortable.

Finally, each participant says what he feels and what he thinks about a person who possesses those qualities.

5. Map of personal interests.

Exercise. Nr.1 "Positive words"

Time: 30 min

Method: Group working

Material: Verbal / Written

The proposed goal: Optimizing correctly assessing the quality of their performance managed to achieve relative to their limits. How is the perception of their own lives, Trying restructuring/change negative thinking and cognitive awareness. Awareness orientation difference in the world through perceptions felt inside, outside.

Instruction: On a sheet of paper each participant writes / draws, using positive words regarding the scheme presented: Who are you ?, What do you like? and what you learned ?. Each participant will present his turn to group personal map. Then the group made a list of negative thoughts and positive thoughts looking for their correspondent.



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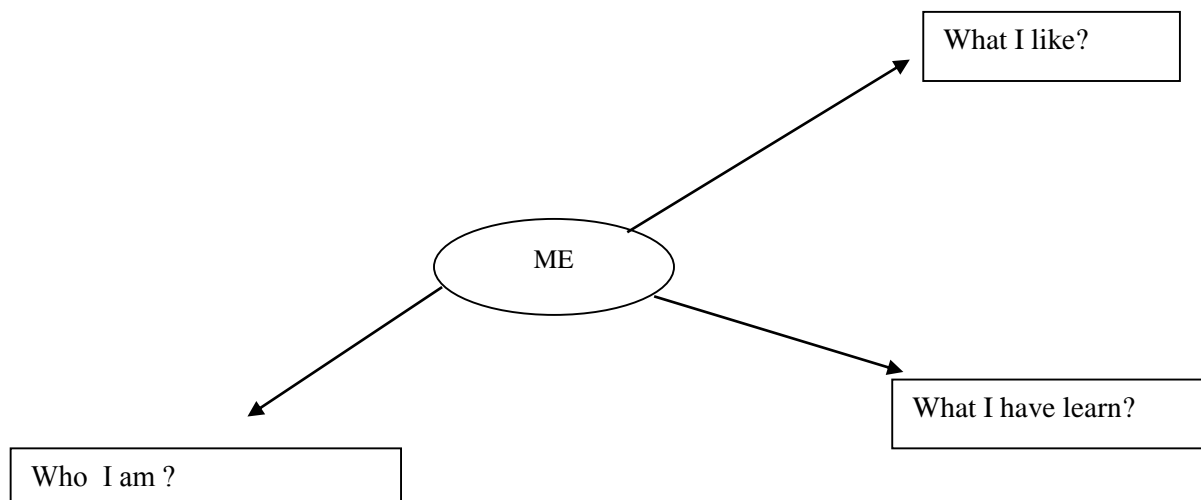


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Directions:
After each

participant to present personal map group presents / performs the group list automatic negative thoughts and give theme for the room to reflect on its edge.

Wanted corresponding negative thoughts and positive thoughts then presents the group.
How can we stop the negative thinking when I identified it?



Note:

- Differentiate between the inner body perceptions and perceptions from the outside.
- Conception realistic / unrealistic self-esteem to do great things.



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Change negative thinking into positive thinking.

The list of negative thoughts:

When someone make me a compliment I imagine he laugh at me;

- I am ugly / complicated or poorly /
- I am always wrong;
- No one loves me;
- I am not able to do anything;
- I have no value;
- I will not be able to change;
- Today I managed to earn some money, but my friend won more;
- Even if the mother loves me, at school, the world mistreats me;
- There are two streams;
- I am a loser;



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B. What will I do? Vocational guidance program

Module aim is to

- Balancing realistically between skills and personal aspirations and awareness minors and young people learn about the fact that complicated performances in any field are based on certain general skills or special requirements of professions combined with positive attitude work .

Objectives

The objectives	Evaluation criteria
<ol style="list-style-type: none"> 1. To identify and explore possible options career related complicated (BC before being freed from rehabilitation center , prison, probation system section) in correlation with his personal skills. 2. Stimulating positive attitudes towards labor , rights and responsibilities you have in each field. 3. Appreciate the need to have a profession 	<ol style="list-style-type: none"> 1. listing their areas of interest future work-related careers 2. To present the limits imposed by the professional training 3. Option registration which would fit the requirements and to realistically select an option of course by giving an argument. <p>2.1 motivational action to achieve a balance in finding and keeping a job</p> <p>2.2 Analysis of rights and responsibilities at work,</p> <p>2.3 distinguish between rights needs, desires.</p>



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<p>3. capitalize their personal skills in choosing and establishing professional path.</p> <p>4. To value their personal abilities in choosing realistically about their professional future.</p>	<p>2.4 To highlight and evaluate the limits it imposes its penalty received on career options</p> <p>1.1. to list and exemplify possible sources of satisfaction of different people from different professions in the family, at work, in leisure</p> <p>1.2. List the advantages and disadvantages that a job entails</p> <p>1.3. to list what "gets" and that "offers" every employee at his workplace</p> <p>4. a listing personal interests and skills matching their professions</p> <p>4.1. analyze the relationship between desires and possibilities (internal and external).</p> <p>4.2. Taking a decision about the professional, after careful analysis of all relevant factors.</p>
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1. Needs and wishes, Maslow's pyramid.

Allotted Time: 25 minutes

Material: verbal / written

Methods: group

Exercise. 1: "What possibilities do you have to satisfy your own needs and desires?"

The aim: to see if the person is able to compromise choice of profession according to the ideology of his own life, if you are looking accordance with the needs desired realistic everyman or prevented the conduct of election of an idealistic image that to prevent investigate and find satisfaction in the outer world object.

Instruction: Please think of a description of unpleasant situations (what makes you unhappy) in connection with the 5 major groups of needs - physiological, security, esteem and respect, belonging and self updating. Try to identify these unpleasant situations and then telling them to group: Where exactly there a problem? (At what level?); who will create a problem? (Referring to a person); When there was that period that occurred predicament; what makes you angry?

Indications specialist shows the hierarchy of needs Maslow's dynamics and identify them. Group members will have to engage in discussions, one at a time

and respond to what I think it would be in relation to each need separately?



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Then,
identify

with

the group that are unpleasant situations, problems encountered and manages discussions trying to find a solution for every problem discovered / presented by each group member taking into account the following points:

- Making the difference between - wishes, needs, rights
- Personal rights assessment.
- Specifying the time frame in which the subject wants to produce change.
- Informing the recipient on the problem and its consequences.
- Clear and precise expression of feelings related to the situation created.
- Expressing the desired change requests related to solving problems and consequences for both parties.

Exercise. 2 .Working what suits me

Some people spend their entire lives working and what they do not like what are they doing or what they think it suits them. They may have had a dream of suitable work for themselves, but they never found a way to make their dream a reality. Other people find a type of work gives them great satisfaction not because they earn money but because it is the type of work you are "fit".

In the space below please briefly describe your dream workplace secret items. Where would you like to find? What would you like to do? What would help to translate the dream into reality? Have you ever thought seriously what you should do for that dream to become reality?

2. Motivation towards change"

The aim: Beneficiary learns to realize the construction of a new stage of life, to initiate future plans and models of associative action.

Exercise 1 – the telescope

Instruction:



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a) Imagine
that future

will

look through a telescope and see the kind of objectives / goals in life. Then keeping in mind the image will try to answer the following questions with existential character that we speak to someone about philosophy and lifestyle:

- What others expect from me?
- Now what life asks of me?
- On its depths of my being, I wonder what I do and what should I do?
-
-
- How my behavior reflects an idea of the life that I lead to physical and psychological comfort?
-

b). Write down on a piece of paper adaptive resources (hobbies, religion, interests in socially), and other ways you have available and are supportive (friends, institutions, groups supportive).

c). Write a story in the form of essay to tell how you imagine that would be the future, identifying those aspects which enlightens the future.

Indications: It is made the means test which ones are viable, beneficial by choosing one or the other.

Professional should emphasize the outstanding issues, grant recipient reinforcements accepted behaviors and ignore the possible negative aspects and problems.

Note: The resources of the beneficiary, acquisitions, ability to adapt

Exercise no. 2 - Develop a map of the world of work

Instruction - Try to answer the following questions and answers to organize the following flowchart.



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QUESTIONS

- What do you know about you habits and potential?
 - What kind of job would you like to have?
 - What would help you to go on this way or why would you stumble to achieve this goal?
 - If you look back on what you can be proud of your past?
 - What can you REALLY do?
-
- From your point of view, what are your strong points as an employee?

3. “Solving problems “ management and career choices .

Allotted Time: 20 minutes

Material: report

Methods: group

Exercise 1: "Identify career problems"

The aim: Identifying problems detecting the intensity of feelings like a perception of displeasure. Election as solving ability, achieve the goal of obtaining pleasure by delaying achieve its immediate and / or its satisfaction on another path.



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Another
way of

solving the problem may be observing creative abilities so fighting against hostile external factors and creating new possibilities for solving social widely accepted.

Instruction: What goals are you future on occupational status?; What are your priorities targeted chronologically in the near future ?; How would you like to show your life when your problem would be solved ? . Each participant of the group has to express themselves verbally, at a time even if it is hard (in very vague terms).

Instructions: Professionals should help the beneficiary to know their goals and add additional questions to clarify their questions that may be referring to problem solving. Participants apply the above questions immediately after presenting the topic to be discussed. It is made in writing an outline that is necessary to identify goals, establish priorities, and identify problems encountered / imagined.

4. The role of work in people's lives

Time spent : 20 minutes

Material: report

Methods: group

Exercise no. 1 Motivational balance in choosing a profession and a job

Instruction - On balance below - put on a cymbal advantages / disadvantages of potential gains and other income / losses induced by the choice of a profession / qualifications and employment respectively. Note that some balance is tilted. Each individual balance his own work, and then in small groups - 3 people try to reach a common list of advantages / disadvantages. It further seeks to obtain a single group lists the advantages that drawbacks - and everyone must be on the same page with it, each selection - benefit / underprivileged - analyzed and discussed in groups. Discussions in small groups did, followed by debates in the large group on account of strengths and weaknesses identified.



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1.



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2.

Observation note: Maintaining a point of view , the group's ability argue the reasoning of decisions and selections made.

Exercise no. 2 : "Bees" (Role Playing Game).

The aim: Personal Development.

Confinement: Imagine that you are a bee and you are part of a bee hive in which each fulfills its role. The bee hive is working, lazy or foraging bees. Think about what you prefer to be?. 2 people then grouped so that each group can be a working bee and lazy bee. Will present a time (say your name, how old are you, what color, what role do you have that at the moment). Now bee neighboring blindfolds us and for 10 minutes we let her wear then switch places.

Directions: After the first phase of the exercise helps participants to express themselves freely Ask the following questions: How do you feel ?, How your work affects others ?; Which is why as you fulfill your obligations ?; let the discussion flow and then end the year with an assessment about what he thought of the idea to hive ?; If he would like to be a working bee? and what did he learned from this exercise?

Observation note: The ability of cooperation

Patience and empathy.



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Analyzing the state of ambivalence about the roles in work

5. Career guidance. Creating a map for your professional life

Time: 35 minutes

Material: verbal / written

Method: group

Exercise 1: "Mapping orientation in life."

Allotted Time: 20 minutes

Material: report

Methods: group

The proposed goal: Establishing the way forward in life; identification and awareness of strengths to know what helps and what's holding you back.

Confinement: I will hand over a sketch in which there is a large circle is divided into four parts and each part has a question. Reply in the circle surrounding the question remains.

Directions: Will discuss the significance of your drawings and designs with specialists from other group or in small groups of 3 people.

Note: positive Conclusions; profound needs of the person;
orientation and professional selection.



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Exercise No. 2 "The map of professional interests"

Time: 20 minutes

Material: report

Methods: group

The aim: availability and limits the person engaging in professional activities.

Instruction: Describe the qualities that you have; activities which are most interested; experience that you have in various activities / work; and what you want to do in the near or distant future. To represent this map, you can use the words / phrases that express emotions, feelings and motives coverage through drawings, colors and symbols.

Instructions: The discussions that we can develop and manage the group may be on the chances of new beginnings on the professional interests.

Exercise. 3. Skills and Trades

The aim : Identifying skills needed for different jobs and establishing a relationship between occupations identified realistic and skills and training required.

Instruction; In groups of three make a list of occupations of interest to each group, which would like to know many things; also identified and as much information about skills (the skills needed) needed for these occupations and the training necessary to be able to be practiced.



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Exercise. 4 Values and occupations

Objective: exploring the relationship between personal values and career choices

Instruction - Below are some values that you can consider when choosing a job. Highlights three values that you believe are most important to you:

Helping others being perceived as "intellectual"

A teamwork working with the latest technology

Working under pressure to be spontaneous and creative

Having money to have more free time

Having a flexible schedule Feeling safe at work

Learning new things working outdoors

Becoming famous having clearly defined workloads

List the three occupations listed below are respected values you selected.

1.....2.....3.....



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OCCUPATION

Social worker	Officer	Watchmaker	Cook
Electrician	Flight Instructor	horticulturist	orderly
Athlete	Professor	Wood chopper	Optician
Driver	Hairdresser / the hairdresser	Jeweler	Veterinarian
Architect	Travel Guide	Postman	accountant
Cashier	Veterinarian	Art critic complicated	Nurse
Secretary	Writer	Boss	Masseur
Manager	Functional official's bank	Ambulance driver	PC Developer
Salesman	pilot flight	model	Psychologist
Dental technician	Hotel manager	Auto mechanic	Worker on construction site
Lawyer		Police officer	druggist
Librarian	Construction engineer		fireman
Reporter	beautician 's complicated	Photographer	Human Resources Director
Musician	Editor	dancer	Bartender
computer operator	taxi driver		cameraman



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Exercise No. 5 : Possible obstacles in career

The proposed goal: Improving the quality of life by raising the frame and psychosocial factors that may inhibit behavior. Activating talent in professional life. Anticipating a public shock by exposure to social situations that can trigger anxiety and retrieving the contact with the public mood.

Instruction: Describe two columns about the benefits and negative consequences for each question.

questions:

- Are you a shy person?
- What are your week spots?
- When you go to an interview do you feel the fear for evaluation?
- Considering your educations and skills, what are those that you are proud of and those that you are not so proud of?
- Do you feel fear, despair upon contact with eyes or someone's attention?
- Can you imagine a family life more withdrawn?
- You feel humiliated / unable / state failure or inferior to a social situation?
- Are you afraid to be judged?
- On a verbal exam you can talk ?
- From your point of view, what are your weaknesses as a potential employee?
- What are the three most significant and unpleasant activities that you do now?
- What do you think you will do in the next two years?
- How about in the next 5?
- Imagine yourself two years from now.
- What will you do? You will have a job? Will you continue your education? Both?
- What will be the labor area?
- What qualities will your friends have?



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Directions: Specialist manages debate using the discussion according to which inhibit thoughts and actions underlying cognitive distortions positioning failure. One can ask for more detail development benefits or adverse consequences to the thought: "I have no right to intrude in front and to speak to the group"; "Fear of judgment" (which is emitted by a woman); or postulate "The man must be perfect in any circumstances".

Note: The vision of self-affirmation views in front of the group;

Performance anxiety; Avoidance behavior;

Reactions to the criticism of others and irrationality

Instruction: We will carry out an activity on state / negative automatic thoughts felt in us, in mind and body and we can present to the group at a time after analyzing the thought and said in the note automatically selected. Thought automatically debates are framed arguments for and against.

Directions: Once isolated thoughts will be possible to analyze them using the talks. There is a monologue that starts inside a person when he was in the group with colleagues, friends or in a tense social situation (exam, interview ...). Tickets can be made with negative automatic thoughts and thought participant brings into question written note.

6. My favorite future and my possibilities.

Almost everyone has an idea of future working life and clearly wants to have it. Many people have different perspectives on their mind and they can have or not.

Imagine a possible future for yourself and write within each circle name to describe it (example: Painter, driver etc.).



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Write the name of occupation in circles. Try to identify at least three, and then think about each of them.

How close do you feel the future?

What does that mean for you?

What skills (strengths) that would help to get there?

If you persevere and get there that would reward?

What will be sacrificed daily work to get where you planned?

Write the name of your future favorite circle. Try to think about the steps that can lead to it.

What are the main obstacles they face? Cited important steps you'll need to do and how long (days, months, years).



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C. How will I act? Identifying and developing strategies on labor market insertion

The proposed theme any organized approach for addressing certain tips and advice on choosing one profession / as well as concrete steps to be taken to succeed.

The objectives	Evaluation criteria
1. prepare a realistic action plan on future job	1. Designing a realistic action plan for short-term job / specialization, arguing choice
2. to understand the purpose and content of records progress	2.1. discussing the progress recorded content 2.2. Explain their importance

Professional goals: reintegration of persons who have served a custodial sentence; informing detainees on the labor market (supply and demand for labor); Knowledge of acts and steps required for employment; The development of appropriate behavior in contact with the labor market and possibly with a potential employer; Support of private initiative and the beneficiaries to structure a career path.

1) Develop a personal project to get where we want

Sometimes we are in a situation that does not suit us: we work, we feel incapable, threatened, marginalized, without resources, etc. Usually we can think of situations where I prefer to be. Our problem stems from the intersection of the point where we are in life, and where we want to go. One way to get where we want is to develop and implement personal projects or activities that are actually stairs or steps we use to get where we want. On the next page draw up a personal project that will help you to move toward a goal. Use the questions below those you feel are significant:

- I have a clear idea about where I'm going?
- I traced, viewed, stressed or described my project?
- I know how to do activities that help me make my project?



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-
- Does my project passes the test: common sense?
- Do i have all the resources needed?
- Did I discussed my project with someone of that ideas and suggestions I respect?
- Am I prepared to review my project?
- Does my project have a sense of ownership and a personal meaning for me?

- Personal contract

What is a contract?

- It is a specific decision in order to produce the changes that you want.
- It is a clear formulation of objectives that contain changes
- This contract contains few features:
 1. It is a mature decision regarding my own conduct and not a childs promise in order to please everyone or a parents approval: "It 's allowed to .. " is a mature decision that you take because its in your power
 2. It is concrete, not vague or general.
 3. Is it realistic and positive and leads to better relationships and results.
 4. Q begins with: " I want .. " , which demonstrate that you are responsible for your own behavior.

The contract contains clear statements, precise things to be made in the professional and personal development. We can make another contract later and we can add points to existing ones, to continue personal development.

Suggestions for a contract :

- We have signed me to listen to my colleagues or others in the workplace complicated and have been signed to try to understand their opinion before I speak.
- I will enrich my abilities by taking training courses.



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- I will stop doing ...
- I will continue to ...
- I will start to ...

Make your own contract and check it from time to time

2) job offer analysis . Creating a portfolio of employment (CV, cover letter)

Time: 45 minutes

Material: verbal / written

Methods: Information

The aim: Increase insertion / professional and social reintegration of inmates.

The objectives of the theme: Presentation of information sources on a job search and job offer available; theoretical presentation and design a set of tools to promote the image, intention, skills and capacities of the person who wishes to engage.

Content:

Hidden Labor market. A lot of jobs on the market are not made public by companies. To find jobs that are not released persons looking for a job must turn to a network of knowledge.

They do not necessarily have to be friends, can be simple knowledge, but that might be useful (friends, acquaintances, neighbors, former colleagues high school or college, relatives, colleagues volunteer, customers, subordinates, colleagues, etc. .) the” visible” labor market (representing approximately 20% of the market)

- Staff placement services provided by the state, through **the National Agency (County) of the Employment-** provides daily information on vacancies existing in counties / cities. Also, the NEA organizes **fairs or scholarships places of**
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- **work** , during which state and private companies present their offer of jobs available to those interested and share information and forms of employment.
- **Print media** : newspapers, magazines (page advertisement, " Ad Calling " , " Ad AZ "
- **Job offers ads** displayed at the entrance of different institutions or companies, or in various public places (public transport stations, lighting poles)
- **Websites** specializing in staff recruitment on the Internet:

www.ejobs.ro

www.bestjobs.ro

www.myjob.ro

www.bursamuncii.ro

www.locuridemunca.ro

www.romjob.ro

www.findjob.ro

www.bizoojobs.ro

- NGOs specialized in professional reintegration of disadvantaged groups: the Romanian Center for Education and Human Development.

Participants will be cautioned to carefully consider ads to avoid certain drawbacks:

- Offers like "I pay expenses for you and you'll give me the money later" in this situation there is a risk to work hard to get free;
- Offers "moonlighting" without an employment contract or an employment contract is prescribed a lower salary than agreed, because it means giving up legal rights - to be paid according to the work they perform , the entitlement to sick leave and rest, to have pension rights etc.



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disadvantages of moonlighting for employees:

- employers pay lower wages, often below the minimum wage and ;
- employees do not have the safety of receiving the salary and do not have the possibility of suing in that matter as they have to prove that they weren't paid
- as the taxes are not all paid some rights are cut from the employee ;
- are not entitled to unemployment benefit or support allowance;
- in sickness, the employee is not entitled to sick leave;
- underground employees are not entitled to a vacation or study leave;
- women are not entitled to maternity allowance or parental vacation;
- not entitled to free medical assistance
- doesn't benefit to disability pension, in case of work related accidents ;
- is not entitled to early retirement
- in case of death, the relatives are not entitled to survivorship pension;
- He is not entitled to free courses, retraining;
- Doesn't have access to bank credit market;

The meeting will continue with the presentation of theoretical and designing a set of tools to promote the image, intention, skills and capacities of the person who wishes to engage.

The Cover letter.

The cover letter that accompanies the resume in a job search is the first thing potential employer sees - the first advertisement of the candidate. A professional cover letter and intelligence will be a good advertisement for it.

The structure of a cover letter:

- Contact name and address at the top of the page, along with contact details, phone numbers, email addresses, etc., followed by the date on which the letter was written. Under date are printed name of the person it is addressed letter. The correct name of the person who reads the letter will serve you well because in the context where people are very sensitive regarding their name and position.
- After the letter has induced a pleasant mood employer must make a real impression. Type letters and impresses not recommend customizing your cover letter for each job. The content of the letter should be simple and professionally, within a half-page (maximum one page). It briefly mentions the position for which you applied in the first paragraph., For and where was this opportunity.
-



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-
- In the second paragraph summary outlined personal qualities. Care should be taken not to repeat what was mentioned in the CV.

It is important to give a personal touch, so recommend writing your own words as it adds a touch of authenticity and highlights the many letters.

Curriculum Vitae (Latin: "course / conduct of life") is a universal document which is already in use Romania routinely. After reading the letter of presentation, the employer will want to know more information about you in CV. A well-written CV can significantly increase your chances of getting that job. It is good to know that an experienced recruiter can not grant more than one minute crossing a CV and therefore he must meet certain requirements.

The information contained in a resume must be in accordance with the requirements and job skills, be relevant and presented with accuracy and clarity .

Rules and recommendations

- CV (Curriculum Vitae) should be:
- easy to read, it is important that the potential employer to easily follow your resumes and doesn't a complicated structure
- To be short: one page (maximum two) potential employers do not like to read complicated Resumes.
- real: do not include information that cannot be confirmed
- precise: strengths and important events in professional work . Do not include information of religious and political nature.
- typed: CV et / or letter of intent must be typed (almost all companies require documents typed correctly framed page clearly structured et 's good) use A4 white paper of good quality:
- Personal data (name, address, phone, fax) should appear in the top left of the page;
- Photo (if required) will be applied in the upper right;
- No grammar mistakes
- Money expectations should not be included in the resume.



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The standard structure of a CV.

- **Personal data:** name and surname name, date of birth, address, phone number, email address, marital status .
- Education
- Dates (beginning and endings)
- The official name of the institution
- The qualification obtained
- Special training programs:
- Professional experience and :
- The correct name of the workplaces and the position occupied
- Responsibilities and job description
- Other known languages and other skills:.
- Computer skills: the software programs better.
- Driving license if you have it and hoobies.



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Types of Curriculum Vitae

a). CV chronologically. It is best used by those with work experience is organized sequentially beginning with the most recent activities and continuing in reverse chronological order with the most remote in time. But he must not appear as a simple array of jobs considered. It is very important customizing it by mentioning competence, responsibilities and achievements contemplated. Therefore this type of CV does not favor people with frequent changes of job, or large gaps and harder to justify professional activity. In those cases, the preferred preparation of a CV-type functional.

b). Functional resume It focuses on achievement in itself, without regard to their chronology, focusing on performance, skills and personal qualities. Described owned stations, as desired with emphasis on the tasks you do and achievements. Will track the content, depending on the situation of the applicant

studies, professional experience (jobs, studies, research, results obtained from their application, etc.) and / or management (positions held, main achievements, ability driving, etc.) - diverse character other information that might be interested employer is recommended to those with many job changes or disruptions in activity and graduates or people with little or no work experience.

c). CV combined / mixed. It is a combination of the first two types of resumes and elaborates on the functional style, but in chronological order.

d). European CV.

With the formation of various institutions and organizations in the European Union appeared need processes and tools that facilitate achieving various objectives within the European Union. Thus it appeared and began to be promoted CV in Europass format, cv which is considered by many the most eloquent model and the European CV format. It is already used extensively in many, if not all EU institutions, one of the major steps that a candidate looking for a job in the EU institutions, should be familiar.



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3) How do I present myself at an interview. Conditions of employment. Role play "employer / employee"

Time: 45 minutes

Material: Verbal

Methods: Information "Practical Aspects and recommendations regarding the interview"

Goal: Transmission of knowledge and skills necessary for a person to be present at a job interview in order to get a job.

Content: If the cover letter and resume liked and managed to arouse the interest of the employer, the candidate will be called for interview. An interview may last from several minutes to several hours and he participates candidate and one or more representatives from the company. In fact, he is just a conversation on professional skills with those people interested to determine the best man for the job.

1. General preparation before the interview.

The most effective method of training is to learn to answer the following key questions using a range of information that you can get from various sources, even before the interview:

a). Why do I want this job? Employers seek employees impersonal not simply to fill vacancies. They need people who bring something new and valuable in the company they lead. then try to find as much information about the company (industries, markets, location of premises and offices, partners business, competing companies, intentions development or expansion, company reputation and leading cadres, etc.). **b). What can I offer?** Those who want to know why undertakes to hire you (and anyone else). To find out, they will put some general questions to help them get to know you better. Try to anticipate possible questions while formulating the answers most convenient, not to be taken aback.



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Sample
questions:

- *Why do you want this job?*
- *What do you know about the company / our company?*
- *Why you want to change your job?*

CV I see that you change jobs after many years. Why?

In the current job that attracts you and what you do not like? Why?

Given your strengths shown in CV, why you pay so little?

- *How did you get former job?*
- *If I ask for references about you, what would tell your boss?*
- *Why were you laid off / fired / let you go?*
- *Why should I hire you? What can you offer?*
- *What think you're good?*
- *You think the company can offer you / our society?*
- *What of wage claims?*

We prefer younger candidates / old! - Do not seem to have too much experience

- *What skills / skills may think you?*
- *What qualities (strengths) personal think you? - What faults (weaknesses) personal think you?*
- *What will you do if you get this job?*
- *What kind of boss motivates you to work with maximum efficiency?*
- *If you would not have to work, what would you do? Why?*
- *Do you prefer working alone or in teams?*
- *How did you get former job?*



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- *On a scale of 1 to 10 how important the work for you? Why not ten?*
- *What are you doing in your free time?*
- *When can you start? And so on*

c). What else you should know?

It should know in advance that it is very important the behavior and attitude they will adopt during the interview. And this can be trained and practiced! It is very useful to look not to "trick questions", but neither polite behavior you must have it permanently, even in such situations. All these dangers can be eliminated from home and the chances of success would be maximum time if you're thinking of how to behave and respond to these types of questions.

Preparation of physically

- Carefully choose the most appropriate attire, usually discrete and suitable situation, clean and neat. The clothes should not attract attention to themselves, but the person who wears them. Avoid excessive jewelry and perfume.
- Regardless of the nature of the job you want, consider presenting the interview, as a business meeting. If the first impression was good, representatives of the company / society will listen carefully. Otherwise you will not find out why you were rejected.
- Interview before eating little and consistently do not consume plenty of fluids, alcohol or coffee and not taking medication or painkillers .

Prepare your documents and reread them, do not forget your resume, letters of recommendation potentially useful and take photocopies of diplomas, certificates, etc.

2. During the interview

a). General recommendations

- Punctuality is essential and much appreciated.



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Present yourself in the best shape of your looking to express a positive attitude and look to avoid self-doubt, lack of motivation, laziness towards work or towards the field.

- Keep calm in the waiting room, as you might have noticed.
- The chamber where the meeting between calm, smiling, determined by step, in a strongly welcome the interlocutor in the eye and raise your hand if its a stretch.
- Do not sit until after you've been invited.
- Leave interlocutor initiative in conversation.
- Not behave and speak not messy. Be clear expression of ideas and not lose track, especially if the person asks you suggest order and discipline.
- Think before you answer complex questions, not answering in monosyllables and you always try to argue your answers.
- Do not hesitate to ask for more information when you think it is necessary in order to give the best answer.
- Pay attention to what you are asked, answers exact, concise and to the point, and when applicable trying to give examples to illustrate professional experience.
- Be prepared to demonstrate your strengths possibility transformation in the company are applying for benefits.
- Do not criticize and do not talk bad previous work, former bosses or colleagues with whom you worked.
- Do not provoke pity party talking about your problems that you consider serious (professional, health, family, etc.)
- Not address the political, trade union, religious, or otherwise controversial.
- Not mind and do not underestimate.



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b). What questions do you ask? · That I will be the skills for the job · duties incumbent upon me in this post · what the situation hierarchical station · Work Programme · possibilities of promoting · why the post became free · salary: (try to negotiate, but: be flexible and understanding, showing that you are interested in it; motivates claims and argue that you have, regardless of any other consideration offered (premiums, commissions, reimbursements, etc.) correctly assesses your worth in the labor market usually does not accept a salary below that you talked about, ask for details on the evolution of short-term salary).

At the end of the interview thank you for your time. Show the last time you were really interested in the job and try tactfully to find out how and when you will get the answer.

3. Exercise 1: Role playing "employer / employee".

Allotted Time: 20 minutes

Material: report

Methods: group

The aim: Learning and manifestation of appropriate behavior in the interview.

Gradual harmonization of some elements of behavior.

Repeating impaired social interactions that reach mastery through repetition situation.

Instruction: I ask you now to prepare for a game simulation as adequate a job interview. For this purpose will provide a person between you and a specialist who will witness together to a job interview. Are you ready to appear on stage?

Directions: We simulate the position of the employer (specialist) and the employee (participant group). Is handed to each participant role-playing a page with possible questions that are made in an interview. Advice taken are an attitude austere and impersonal and disregard the fact that they know the people in the other group and appropriate behavior in the interview situation. People in the second group using the knowledge received during the information session will try to act in a more appropriate for employers to be able to convince people that they are suitable for employment.



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Exercise. 2 Analysis of the income and expenses

What are your sources of income?	Per month (Now) in prison, probation	A month before arrest	Per month (Desirable in the future)	Per month (real in the future)
1. Income derived current (activities in the penitentiary)				
Employment - Probation				
2. Loans from friends and relatives				
3. Unemployment / Guaranteed Income mimim				
4. allowance				
5. Scholarships / grants				
6. Interest of money deposited				
7. Other aid;				
8. Other income				

Notes / Comments /

Costs

What are your monthly expenses?	Per month (now), prison, probation system	A month before arrest	Per month (estimated) Wanted	Per month - absolutely necessary / need satisfied	Per month - what could be dropped
Rent or mortgage					
Rate payment machine					
Transportation / travel pass					



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Electricity, water, sewage and / or gas /					
Maintenance					
Taxes					
phone bills					
garbage collection					
School expenses					
Books / notebooks					
Food costs					
Clothes					
medical expenses					
House maintenance expenses (repair)					
Amusement					
Expenses for cable TV					
Petrol / diesel car					
Insurance (life, health, car)					
<i>Other expenses - specify concrete</i>					

Note - The degree to which adolescents become aware of the real costs, needs concrete and realistic expressed expectations realistic or unrealistic about the budget you have, have had or believes that it is imperative to have it.



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It requires rethinking the need for a job and trying to win money honestly and by analyzing the income and expenses and any costs involved carrying out the sentence, often the costs of returning the family's care.

METHODS AND TECHNIQUES OF PROGRAMME ASSESSMENT

To assess each session separately and the whole process working labor are followed:

- Self-reflection ability of the person (if it has an exploratory approach and makes connections).
- The ability to manage emotional frustration (or not say)
- The ability to manage feelings shaken by it .
- If the person is motivated to change and is willing to take responsibility for the decision to work on group.
- If the person relates to himself and to others its not realistic (eg: We use " magic wand " - tell a story of the person being aware that an instantaneous change is a fantasy. *"If you had a magic wand what a- you do with it? A you change something about yourself? What about the others?").*
- The person must be able to relate a coherent story about the history of life (sharpness / confusion t n about people, events, moments).
- The degree of danger to yourself and others on their in what regard the limits of progress.
- Labor and motivation person is identifiable complicated ?
- At the end of each session it is necessary to not complicated m t n sheet notes of FIEC signed rei sessions BC in part as the session unfolds and all phases parsurse. Note the clear, consistent and its in detail (intended purpose ?, as its beginning ?, how ?, reactions continue ?, which are conclusions drawn at the end of the session).
- Outcome labor after attending the group may be a result of standardized instruments that apply their before and psychological and social counseling end exercised its n the group.
- Sometimes it is necessary to change the overall strategy and reformulate criteria for evaluation but the results t n change depending on the recipient which is



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- different for each beneficiary in part. Some beneficiaries need to feel less anxiety or hostility; for others, progress can be accompanied by greater anxiety or hostility.

These assessments of intervention for the target group depending on the specific difficulties encountered since the first sessions are scheduled and reworked throughout the entire process will be used to issue specific strategies work discovered within grupuli intervention and validation seeing results.

For instance process is performed after completion of the work in group counseling, skills interpersonal higher. Beneficiaries may be inclined to affiliate in times of stress and better able to sustain meaningful relationships, more empathetic, introspective. Some beneficiaries may change the hierarchy of values of life and may give more importance to humanistic and aesthetic objectives. Some may reach meaningful conclusions against their own morality even elevated to the concerns of life. Others may be more sensitive and can communicate feelings. Some may make major decisions of life that can influence their life. Can live feelings of dedication to people.

ANNEXES

Relaxation exercises

Indications: This relaxation exercise can be applied to the end of the session no. 5

or no. 6 when sighting strengthening the alliance group.

The medieval castle

As lying down comfortably on soft mattress, eyes closed, feel good, as well, feel relaxation as beneficial. Imagine a small island off the coast. Now step easily into an English garden that opens to another garden and continue over the sea. Observe a castle that looks like a romantic ruin with a mix of eclectic architecture between an original style, old it lives not far from new and modern. A tall tower emerges, what you can turn up safe and pleased to discover a spectacular sunrise. Walk confidently to the castle to discover the wonders that seem destined to was "born" with a very special destiny. Look around and see the mansions of old standing motionless as a watchman loyal and strong



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defense walls, gates castle majestic hills of the interior and mountains that surround it, with forests of fir and oak, clean water, the air smelling foliage and fir.

See fall colors, winter white, green overflowing mornings of spring and dark green in summer.

Steps will lead to a picturesque place, full of greenery at the foot of which there is a pond bordered by a meadow with flowers and trees and travel to the most alluring glade in the world, and lie down in the sun, enjoy the tranquility and relaxation what is offered. Look around and feel the joy that soothe the soul, see a special performance of millions of butterflies flying happily in the distance. The views are wonderful, fresh air, footpaths which you called steps, stepping barefoot on a soft cotton field. Look up some cards birds urges you see a cascade of you approach and a pleasant touch of fine water droplets wet imperceptibly your face and clothes. Hot Water, bright and clear sky merges with and impresses with its beauty as coaching, in color as well as form. Merge with it, and touch a new stage of awareness. See a golden sun of the tropics brought in unreal colors and landscape of dream that brings health, power of understanding, peace and beneficial things that come into your life. The steps start on the soft carpet of cotton bedding in your life. And a thought will shape your living whispering your desires to attain joy of life keep them in your hand and you can use whenever you want them to turn them into reality.

Now is the time to return home, to walk on soft carpet of cotton to the place where you started toward the mattress comfortable favorite. You re in your body knowing that you can return to this place in another day.

Indications exercised relax "medieval castle" is applied to the e

counseling session depending on the approach and the problem
encountered

the group of gadul cohesion and the nature of the labor load

Working group.



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Underwater world

Sit back in his chair, close your eyes, feel a pleasant relaxing the entire body, inhale / exhale. While unwind, imagine that you are in an art gallery and you are surrounded by oil paintings of various shapes and fishes.

Haphazard or perhaps look more closely and see aquarium fish, exotic fish, seahorses, coral, red fish. You found a dolphin and want to look more painting. Feel dolphin takes you to an underwater world. The water is so clear, you can see that the surface to the bottom. Note that you can imagine these wonderful things with both eyes open and eyes closed. When you are in the water, relax, be calm, there's no one to disturb you. Communicate me this through voluntary or involuntary movement of a finger. Images look around, notice the details become larger when the eyes are closed. The movement of a finger will indicate that I have found a wonderful place where you can watch the beauty of the place, along with your dolphin is bland wants to show his territory. Along with the dolphin swim to the island's undersea wall full of yellow and red coral. It's a perfect peace and beauty around you will awaken love and authenticity. I will pass along careless brightly colored fish and countless other creatures, discover this hidden world and feel better knowledge of self. It feels good, a permanent source of life, I think you have noticed that your breathing becomes slower, calmer, more regular. Look at some octopuses hiding around the stones appear gorgonians largest coral how many exist on earth. You feel like you got immersed in a forest full of life, gigantic gorgonians fans notice some who are of the reef wall, swaying in sea currents. I wonder if swimming in reef gives you the opportunity to meet other dolphins that swim further from shore and other countless species of fish, all kinds of multicolored crustaceans what you are visible. If you feel like you're in a paradise, live in a state of freedom, feel the warm ocean currents that caress your skin. A sensation where time is not important, it may take a minute, an hour, a day, a week or may take longer. Images delightful in the deep silence will help you manage your emotions and to find your balance. Water is so pleasant, so pleasant and easily penetrates the skin, softens the skin you with a soothing scent evokes pure water. Wraps you in a fine and delicate feeling. In this calm discover new solutions, new alternatives to your problems, make new connections and look at things from a new perspective. Enjoy this unique experience and view this barrier reef formation, like some rugs with large sponges, coral and algae color that adds to the beauty of the marine world. See jokes impressive barracuda and plenty of fish in all colors, richness and diversity of marine life, creatures and unexpected beauties.



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It is a pleasant sensation found in this underwater world where you have only your key. The pleasurable sensations of peace, calm, harmony will continue to develop and grow for you.

Back here and now in this room and feel full of energy that your body is relaxed in the chair. I count at 5-1, when you reach one you will recover fully. 5, return here and now, you have a sense of energy and vitality that passes through your entire body; 4 back to normal; 3 returned to normal completely; 2, inhale and exhale deeply; 1 back to normal and resume your daily activities.

Needs and desires, Maslow's pyramid.

Hierarchy of needs UNITS

- **physiological necessities**

Homeostasis. Refers to efforts Auto body to maintain a normal state, constant blood flow (water content, salt, sugar, protein, fat, calcium, oxygen, constant level of hydrogen ions, blood constant temperature. It can add minerals, hormones, vitamins, etc. It is an indicator that determine real needs and deficiencies in the body.

After Young (1941.1948) man will tend to feel an appetite or need to consume partial element that's missing. The focus is on hunger, thirst and sex.

Sexual desire, need of sleep, exercise and activism pure and maternal behavior. The body needs at the same time by *inertia, laziness, minimum effort* but also a need of *activity, stimulation, excitement*. Exceptions them is fatigue drowsiness and reactions maternal . Either general needs physiological and consumer behavior involved with them serve as channels for other TREBUINTE. *Ex: a person feels hungry can seek alienation or dependence than vitamins or protein. It is possible to satisfy your hunger need of drinking water or smoking.*

And relative physiological necessities are not completely separable.

A person who lacks food, safety, love and respect can be more avid food than anyone else. If no need is not met, and the body is dominated by physiological, all other TREBUINTE can become nonexistent or be pushed into the background and when they



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are
satisfied

there

are also others (superior). If hunger is satisfied, it becomes unimportant in the current dynamics of the individual.

• **necessities of security.**

Body in search of security. *Security, stability, addiction, protection, absence of fear, anxiety and feeling of chaos, need of structure, order, law and limits; the power of a protector* etc. Man does not feel in danger in society peaceful, stable, positive development in its natural living.

At the socially and economically deprived, neurotic, non-neurotic etc., in these extreme expression of the need for security is perceived in phenomena such as preference for a job that offers protection and stability, the desire to own a savings account and insurance of various kinds. Security may become pressing necessities and dominant social scene when there are real threats to law, order and authority so, feeling threatened, people tend to prepare for self-defense.

• **necessities of belonging and love.**

If the general needs physiological and security are met at a good level, will occur that involves providing general needs love and receiving affection. If it is not satisfied the person will feel keenly the absence of friends, partner or children. Suffering caused by loneliness, ostracism, rejection, lack of friends are dominant.

Training in personal growth groups, and communities dedicated to supporting each other may be partly motivated by this hunger for contact, intimacy and belonging. Such phenomena can counteract feelings of alienation, estrangement and loneliness flare of increased mobility, the unraveling of traditional groups, spreaders families, the gap between generations and urbanization continues. Any good society must satisfy this need, one way or another for survival and health. According to studies in the field of needs unmet shows that love is a central factor of unsuitable. The "taboo tenderness" is emphasized that love is not synonymous with sex. The latter can be studied as physiological necessities and common human sexual behavior is determined by many factors among which the most important are love and affection. Need of love involves giving and receiving love.



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- **the needs of esteem and respect.**

They base solid, stable, are ratings high of oneself, need self-esteem and self-esteem involves respect and esteem from others. *The desire for power, success, fitness, skill, competence, confidence to the world, independence and freedom; and the desire of reputation / prestige (as respect from others), status, fame, glory, domination, recognition, attention, importance, dignity and appreciation* . Satisfaction of needs of self-esteem and respect, cause feelings of self-confidence, value, power, capacity adequacy, of being useful and necessary world.

But satisfying them produces feelings of inferiority, weakness, vulnerability, discouragement. Dangers arise here when self-esteem is based on hearsay, not on actual capacity, competence, and adequacy own. Healthy self-esteem is based on deserved respect not fame, celebrity or unwarranted adulation. It is necessary to make the difference between success and competence and based on the simple strength of will / determination and responsibility that comes from nature natural, inner individual (Horney, 1959) *"True Self, not idealized pseudo-self"*.

- **necessities for updating the self.**

If the individual does not do what fits his individual will appear discontent and restlessness. People need to be what they can be. The musicians make music, artists painting, poets writing if they want to be reconciled with themselves, have to remain true to their own nature. *Desire pressure to be more than what the person as a whole and its specificity, to become everything that can become.* at an individual can take the form of parenting excellent modes can express to be a good athlete, and third in the paint or invent things Dicer. The generation of needs updating oneself is necessary preceding the general needs of their physiological, safety, love and self-esteem and respect.

- **necessities primary cognitive.**

The desire to know and understand, "search for meaning".

Cognitive capacities (perceptual, intellectual, learning) are a set of tools that adapt inter alia, designed to meet the general needs primary. Any threat to their freedom any loss or blocking their uses must be also indirectly a threat to basic of needs.



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Such a statement represents a partial solution to the problems of curiosity, desire for knowledge, truth, wisdom and eternal urge to unravel the mysteries of the universe. Failure to satisfy these needs can lead to symptoms found in people or intelligent existence dull and boring work: boredom, loss of appetite for life, self-loathing, a general reduction in organic functions, constant deterioration of intellectual life and tastes etc. and by replay studies, a post more demanding in terms of intellectual understanding has removed revealing symptoms. In countries where they were suspended access to news and events some people reacted with cynicism generalized distrust of all values, a profound disruption of interpersonal relationships, hopelessness, low morale, others have reacted passively tenseness, renunciation, self-closing and loss of initiative.

Contentment gratification impulses cause cognitive and subjective experiences produce complete. Intuition is revealing a bright spot, happy, emotional loading in any human life even an essential moment in life.

The existence of the desire to understand, systematize, organize, analyze, look for relationships and meanings, to build a system of values. .

- **Necessities aesthetic.**

A beautiful environment cure. Aesthetic need can be seen at all healthy children. Evidence of an aesthetic impulse is found in every culture and era starting from cavemen. Volitional overlap with general needs (primary) and the cognitive makes it impossible strict demarcation between them. Needs for order, symmetry, concluding, perfecting an act, system, structure can pass equally as TREBUINTE cognitive and volitional aesthetic.

- **unconscious necessities.**

These needs are not conscious (Cs) or unconscious (ICS). What we called primary TREBUINTE they are largely ICS though it may be Cs.

Conditions for the satisfaction of needs primary:

Freedom of opinion and do what she wants as long as it does not negatively affect others. Freedom of expression, to investigate and search for new information, freedom of self-defense, justice, fairness, honesty and order in the group. Without them the satisfaction of needs primary or becomes impossible or is seriously jeopardized. The covert



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ensorship, dishonesty and blocking communication, threatens general needs primary. Some people can meet an inverse hierarchies of needs.

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