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## **Development of personal and professional abilities**

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## **1. Introduction**

Helping other people is a noble profession, which is why many people choose a career. However, to facilitate the cultivation of these professions it takes a long way to go for our students. The first task of the school is to prepare the students for adulthood, the professional development of professional identity and the self-awareness process. One of the objectives of this training is to provide sense of responsibility and internal motivation by strengthening professional identity of the students and to help them to manage helping connections effectively.

Another goal is to synthesize knowledge and experience of practical relevance to raise awareness of the client (both child and family) to understand the significance and importance of the helping profession. To activate those knowledge, skills, attitudes, which help social pedagogues/social workers to complete their competencies.

## **2. The difficulties of growing up**

The process where social pedagogy and social worker students become professionals can be realized during a long and complex process. It is a complex process, because it includes the development and consolidation of multiple identities simultaneously. Among other things we can think of the thought of becoming an adult, the appearance of the college student role, and with it the development of a professional identity helper thanks to the studies. The process of becoming a professional can be successful if these three factors of identity mutually reinforce each other, and are based on harmony with each other in the personality. First, we talk about the difficulties of growing up.

Almost immediately after graduation from secondary school or with a delay of 1-2 years will the studies begin their studies in colleges or universities. Most of them can be said that growing up was not yet a completed process by then. When can we consider the process of growing up as successful? György Vikár (1999) believes that the key factors of growing up is the detachment from the parents, self-reliance, a stable and reliable connection system, strengthening the sense of duty and responsibility, as well as planning for the future and sense of purpose. Let's see what these factors mean.

For the family and especially for the parents it is not an easy thing to “release” the children. Obviously, the fact that our children grow up so soon, almost overnight also plays a role. One day they play with dolls or Lego, the other day they are partying and drive cars. What they consider today as a role-playing game, it will be tomorrow a real social situations in burgeoning adult role. The desire is strong in all young people, not

only because of the strengthening of social needs typical at this age, but also because they can finally make their childhood games and desires true. Curiosity and desire are heated before the trials, where the parents often create obstacles. Namely, for their parents the children do not grow up so fast. For the children's parents they are still sons or daughters, even if they need to stretch for a petting, and fight for a kiss. Despite the sharp rise and development in the mind of the parents the image of their children changes slowly. Additionally there are deep psychological processes that may slow down the adaption of the parents. It is a common family dynamic event that the parents hinder the child's fledging, as they are afraid of being alone in an unconscious way, or even of the marriage, which turned cold during the passing years (Kelemen, 2002).

Of course, other factors may also hinder the process where the child becomes an adult, for example an over-anxious parenting style, excessive materialism, the perfectionist parenting attitude, or even over-restrictive parental behaviours. The reasons of all these well-defined psychological behaviours can be found in the past of the parents, their spiritual events, but about these factors the children (and perhaps even the parents themselves) know nothing. Obviously, the children may be puzzled before the bans, and they can even consider their parents as tyrants. The emotional misunderstandings lead to conflicts, which further reduces the chances of growing up in a healthy way.

In the self-knowledge classes we will discuss with our students how they experience to become adults. The feedbacks clearly indicate that for first-born children it is more difficult to survive this process, since their parents have learned the new parenting skills through them. They are cautious, uncertain, anxious and overly controlled. The evening entertainment and staying out for night is strictly controlled by the parents and they also seek to enforce their children, which of course is not always possible. The students are very talkative in relation to this subject and interesting stories share with each other. The students, who grow up in well-functioning families usually report that their parents were almost friends, and they share a lot of things with them. Parents expressed their concerns, but not prohibited, they were looking for compromises to realize the child's vision, desire, for example they bring them to the nightclub and pick them up, ask for periodically status reports when staying at unattended places, etc..

In the less well-functioning families the parents set strict rules which the child needs to follow, otherwise they can apply serious sanctions. The other extreme parental attitude is disinterest. Either way, the child is confused and distrustful of the situation. And unfortunately in this case they tend to deviances i.e. inadequate levels of alcohol consumption, irresponsible sexual relations, or even drug use. The discussion at the self-awareness sessions can help the students in a difficult situation to understand their parents, why they are so strict, or even liberal, and also how to retain control over some important situations. Beside all this the students also share with each other coping mechanisms, for example how they used to drink alcohol to have fun, but not to be sick, or not to be in a dwindled state.

The other difficulties of growing up can be found in the child's own personality. The adolescent child's taste, interests and newly developed custom systems are all part of the process of the development of the identity. It would be lucky, if the growing up children could develop their own lifestyles so as not to disturb the environment. It's not easy when, for example the child loves to listen to his favourite music very loudly; if the body piercing and tattoos are used as a very strong way of self-expression; if your child does not fit into the rhythm of daily family rhythm, e.g. he sleeps until noon on weekends, etc.. It is not difficult to imagine that the environment, the family can tolerate this poorly.

During the training students will share their views on life, the characteristics of their way of life. Give one another the answer on the "why" questions. They will recognize how some of the custom may prevent them from helping profession. Thereby their critical sense and adaptive functions will develop.

Training exercises:

- After the description of the purpose of training, and the game rules a mood-creating game is recommended, for example an inaugural game: the fruit basket is overturned: Everyone chooses a fruit name for himself. A man has no chair. They acquire a chair by saying "Change the location of the pear and apple," and in this case the "apple" or "pear" location must acquire. Another way to reserve a seat is when the student standing in the middle says: "upset the fruit basket". In this case, all of them have to find a new seat. In that case we play until the after the latter sentence the whole group moves in the same direction, everyone sits one seat right.

- Discussion about the sibling role in relation to the fact that "how our parents lived experienced their own growing up." The students are really initiative when talking from the position of a small, large or middle child about the raising habits and attitudes of the parents. During the discussion with the students it is necessary in each case to talk about the parental responsibility and feelings of jealousy motives. And also ask them how they will help their own children to peel and grow up.

### **3. The importance of professional self-recognition in the helping professions**

At the beginning of the training the discussion about the students' career choices regarding attitudes and motivation will take place in, and a group discussion of experiences, opinions, expectations regarding the helping profession. Since the students are mainly arrived to the college from the high school therefore they have less knowledge about helping professions. In most of the cases the narratives of the parents' or the difficult fate of a classmate means the source of concrete information. However it is certain that sensitivity is one of the characteristics of our candidates at the faculty. Accordingly, the most common reasons for their choice are the love of people and children, and the general motives of willingness to help. Some student refer to specific cases, possibly to the difficulties of their own lives during the talks about their career choice. These stories always elicit profound sympathy to the group and this confirms the good decisions of the students and also inspires the development of the community.

After the emphasizing of the importance of professional self-awareness and clarification the career motives can only come into play. Since we can only arouse the demand for self-recognition in the students when they realize that an important condition of becoming a good professional is the in-depth expertise of human self-knowledge. We may mention prejudices as an example. If we do not recognize our own prejudices, then we cannot help people who have hidden prejudices or conscious subjects.

Training exercises:

- Work sheet 1: Motivációs kérdőív kitöltése és megbeszélése

- Situational game: "We meet a long lost acquaintance who is interested in our fate. We need to talk about our chosen helping profession in an enjoyably and intuitive way."

### *3.1. The process of developing professional self-recognition*

We have to make the students realize that the development of the professional self is a life-long process. As the socio-economic environment is changing, the labour market is developing, the public education, the health care system and the government's social policy is changing, the helping professionals always have to face new problems and challenges. Although the proper self-knowledge and professionalism will always work as a compass to assist in providing in these professions, environmental changes are rewriting our professional self-awareness. At least the know-how of service provision. However, the foundation has to be certain and that can be and must be evolved during the college years.

- Work sheet 2: The students analyse a worksheet by using individual problem solving to process the development of self-awareness and the instructor summarizes the students' opinions

### *3.2. The sources of the professional self-recognition*

To map the resources of professional self-recognition we can invoke the experiences from the past 20 years of professional trainings. During the training we almost always manage to find time to answer the questions of our students in connection with the competencies that a well prepared helping professional should possess. The personality traits, knowledge, skills and attitudes discussed below have always been highlighted. With this experience we claim that the professional self-knowledge resources are as follows:

- Self-recognition, the important areas of which are:
  - Body image; self-image; self-esteem
  - Communication skills
  - Attitudes, prejudices, social sensitivity
  - Problem solving skills, conflict management
  - Stress-tolerant mechanisms, psychological load
- Professional knowledge, practical experiences

- Professional team, supervision

Students will primarily acquire sufficient knowledge in those areas of self-knowledge during the training.

- Body image; self-image; self-esteem: in our view about ourselves, and self-assessment, self-assessment may evolution engine. If someone has a realistic self-image, his self-confidence is healthy, the whole of being is able to turn to the other people and tasks. If the self-image is damaged, then the individual relations, job performance are all subordinate to the battle fought for self-acceptance. Man's search for balance will be a self-serving interest-driven relationships. As Alfred Adler (1994) says inferiority results ambition for superiority, and that ambition can lead to power over others as well. Helping professionals must be aware of his minority feelings in order to help you, but in addition be able to overcome them healthy. In connection with carrying out the following tasks players with students:
  - Based on childhood photographs we all build up a life story. Feel free to talk about at which age what disturbed us in relation to our body. If the trainer managed to create the atmosphere of trust, then the students are able to talk about their old self in a humorous (ironical) way. The game is designed to recognize that almost all of have/had minority feelings. The participants feel like fellows and similar, which make them feels the problems are less serious.
  - Analytical conversation about that if they have already met with a person, who had interest-driven relationships. Why could that person have inferiority complex, what kind of complex was that? The discussion aims to develop people skills, as well as the interpretation and understanding of the ways in which self-esteem disturbance can destroy the human relations.
- Communication skills: The main tool of the helping professionals is communication. Since the helping relationship is mostly based on a conversation, the development of communication is among the main task of the professional training. Communication has characteristics in form and content, which need to be separated. The design elements, a rich professional and easy to understand vocabulary, style of speech, speech technology shall all fall into the elaborated language code. We can rely on the work Imre Montágh (2012) during the cultivation of speech.



- Style exercise I: Let us tell a a brief text in different styles, for example in student language, religious guise, with a political motive, argot, poetic, etc.
- Style Exercise II: Try to say a request/instruction in eight different ways so that, the we move from the towards the toughest request, for example. Sorry, this is my place. Would you mind sitting in a different place? Or: Get out of here, this is my space!
- Elocution exercises: Try to pronounce a sentence with mouth closed, in nasal voice, in Palóc dialect, etc..
- Text creation – text coherence: We present five key words around which the students have to invent a coherent text. They should pay attention that the key words form a coherent system with each other.

To the she substance of the communication mainly belong the meta communication of the speaker; his intention; credibility; the attitude to the listener; educational attainment and informed manner. For all of these interpretations and analysis film scenes can be applied well. The scenes selected from the episodes of the successful TV show called “Beugró” can develop the students' skills to analyse communication situations.

- Attitudes, prejudices, social sensitivity: The helping professionals’ attitude, people’s image and ideology largely determine the relationship with the client. It is therefore important to wake up the consciousness of future professionals, in contrast with what and whom he has negative attitudes, and perhaps prejudices, and how this affects his social skills. Therefore for example, he can be sentient against sick people, but against a possible alcoholic, he can be a fully negative. I wonder why?
  - Provocative discussion on smoking, drugs, alcohol, sexual relationships, homosexuals, disabled people, homeless people, addicts, attitudes and prejudices towards Roma people. The aim is that the students themselves should be aware of their prejudices, to find the roots of their past and we can raise their social sensitivity through making them realize these facts.

- Problem-solving ability: The student must learn some helping professional stratagems, without which it is difficult to get along. One of these "golden rules" is that we cannot take anything away from the client without give him something, that provides some balance. For example, if we take away the teats from a four year old child, and we do not replace it by something, then we destroyed the balance, but we did not give him a new one. Similarly, we could say that we cannot just take away the subject of their passion from the addicts (drug addicts, alcoholics, gamblers, or even net-addicts and workaholics), if we do not give them something that should be safe that they can hold onto. Problem-solving thinking becomes really important in that case. We need to know how to find the right resources, and be able to organize the use of resources in ways to enable the client to be able to change.
  - Case analysis: Students will work in groups of 3-4 people. They will receive cases, where the clients are in a difficult situation, and there is a need to facilitate problem-solving expertise and compliance. They receive a list of possible resources attached to the case.
- Stress-tolerant mechanisms, psychological load: In the helping professions, there are unfortunately a lot of cases that may be psychological burden purely through narrative. Child abuse cases belong to this group. If you have interpersonal contact and close experiences with the victims and perpetrators, the burden is even greater. The students have to learn the extent of their psychological strength, and must also raise awareness of how coping mechanisms are able to protect them against the traumatic cases.
  - Reading and analysis of news stories on child abuse. The task is designed to make the students recognize their own emotions and to express them verbally. They have to be able able to talk about what can help them to cope with heavy loads.

Another psychological burden might be when a client crosses professional boundaries and step into the personal life of the helper. Then the helper might lose the professional control of the helping relationship, which may also be at risk, including that eats up spare resources, and relationships with other clients can be also damaged.

- Say no! Situational exercises in which students are in a difficult situation, and need to say no. Will they succeed? If not, why not?

#### **4. The options to become acquainted with the client (child and environment)**

The skill of the knowledge of children and people is the foundation for helping work. A high priority will be given to the helping professionals' training to self-recognition, and based on that the knowledge of people and the laws of the child's spiritual characteristics. The theoretical basis of the training is provided by the psychological theories, which bring them closer to the mechanisms of children's and the people's spiritual understanding, e.g. Freud's theory of psychoanalysis, Jung's personality model, the individual psychology of Adler, Erikson's psychosocial concept or the theory of Carl Rogers on self-consistence.

The practical aspects of the training are the test methods. We focus in particular on the personality testing methods that can be used and analysed the data received professional supervision of a psychologist. Below (Annex 3) the students get familiar with the analysis methodology of drawing the family. After that - including the family plan created to support the analysis of hypotheses - the students assemble a set of methods that provide a more complete understanding of the clients served examined (Annex 4.).

- On Worksheet 3 analysis of family drawing can be found, which shows that the method is not sufficient to get know the child and the. For the family "mapping" a combination of methods is necessary.
- Worksheet 4: Students in groups of four people collect that methods that allow to get know the children and their environment and record the results.

#### **5. Observation as the most common method of recognition**

The most commonly used test method, which allows us to collect a wealth of information about a person, is the observation. This test method has the advantage that we can gain essential knowledge in a short time without much effort. The downside is the subjective character of observation. As much as the possibilities of observation arise spontaneously, we just as often fall prey to one-sided collection of data, which is biased by our morals and scale of values. To illustrate all this we carry out the following task with the participants of the training.

- Students work in groups of five people and one of them is drawing, while the rest of them make records about the drawing. The authors compare their stipulations in writing (factuality, identity, difference, etc.).

The comparison shows that the observation and the report that was prepared is boundless without fixed guide and mislead the process of cognition.

The next task aims to develop the competence of observation as the test method. A simple basic situation will be outlined in front of the students that the five-year and eight-month old Pistike tinkers in kindergarten group. The participants of the training task need to find out the observation aspects of this situation. If the criteria is in a structured form, we, the teachers can rightly be proud of our students, because the various aspects reflect the psychological development, group dynamics, technical, safety and most of all the raising of their preparedness. For example, in Annex 5 we present a list of aspects prepared by a group of students.

- Worksheet 5: Students need to gather observation criteria for a situation (5 years 8 months old Pisti tinkers in the play house) and compare the ideas with the worksheet.

## **6. Temperament as a determinant of the quality of human relationships**

During the helping process the helping professional works with his personality. Temperament or temper is among the personality features of the inherited aptitude. This is where our emotional response characteristics implies. The responses to frustrations show the most about our temperament that triggers emotions that are fast or slow, strong or weak, long-lasting or short-time. These three parameters outline in theory eight temperament types, but the temperament typing researchers (Hippocrates, Pavlov, Eysenck) mostly speak only about four types.

The choleric type is strong, fast and reacts with long-lasting emotions to situations. He soon develops affection, or even rejection, and persistent is the emotion. These types of helping professionals must contend with a strong personal like or dislike emotions in relation to helping process with the client. Excessive emotional involvement can hinder the realization of the objective professionalism, and can blur the line between helper and the client.

The sanguine type reacts fast and with strong emotions, but they are not durable. His difficulties may arise in connection with the helping with a sudden burst of enthusiasm he makes a lot or over-promises but due to the decrease of enthusiasm and under-motivation in the future they might not be met. They become irresponsible and if they are not sufficiently self-aware, and they can poorly control their statements.

The phlegmatic type is the quiet type, who is more difficult to elicit emotions, and these emotions are neither strong nor durable. Because of the emotional manifestations restrained from the individual, so in a helping relationship, where there is a need for empathy, unfortunately, he may not give adequate emotional feedback. Of course, the expression of emotions can be learned, and is to be inserted into this training, such as the development of emotional intelligence. (Goleman, 2008.)

The emotions of the melancholic type elicit slowly, they are weak but long-lasting. This utility can be dedicated to a task, to a client calmly, but also against them. If so, they will need to find a solution to modify the motivational basis. One possible way of it is self-awareness, and the supervision, which helps to support the connection.

The following tasks will help to the participants of training to become better acquainted with their own temperament, and meet students with a childish temperament scale, which can be used in a helping relationship(Annex 6).

- Annex 6: Students will fill in the scale about themselves and then talk about the individual differences and the importance of understanding and promoting the profession.

## **7. Learning style as a driver of development and adaptation**

In connection with his work the social pedagogue often encounters situations in which the improvement of the academic achievement of children may resolve the case, or even improve this situation. This means that helping professionals should be familiar with the world of learning methodology, and also with the learning style. The learning style shows you how the student can be the most inclusive toward learning. Thus, the learning style can be visual, when the image helps memorization. It can be auditory, when the child learns loudly, and in the background there should be some voice, for example music. Or it can be even related to movement, when the student is memorizing while drawing, scribbling or even walking. Of course the most fortunate way is to use multimodal approach, that is, each modality plays a role in learning. In the case of each pupil it can be well defined, how can they learn the most effectively and by using which modality? The responsibility of the helping professional is to help the pupils to find their own learning style of girls, as well as to help to create the conditions in this field. (Tánczos, 2006.)

This issue is particularly important at a time when the Public Education Act calls for to make the students stay at school until 4 pm, and the preparation of homework done there is a day care center or schoolroom. The organizational framework of learning makes it possible for students to learn a variety of equally good ways because the visual learning style of the application is possible. Therefore there is an important task for the helping professionals in this field. But are they themselves aware of that themselves, which one is the typical learning style? To address these issues the students participating in the training will fill in the learning style scale (Annex 7).

- Worksheet 7: The participants fill it on their own. Group discussion of certain stylistic differences and their treatment.

## **8. The importance of individual differences in professional activities**

The helping professionals during their work unwittingly learn to use stereotypes, while building the relationship with the client. (Forgach, 2007.) These stereotypes make the opinions formed of people homogeneous, in addition to distort them as well. The following group exercise, in which members of the group compared their knowledge of/about a person proves to be an excellent method to detect stereotypes and to expand of our horizons. In this task, you can learn how to think differently about people and will master an extensive line of aspects on how you can get know other individuals.

- Worksheet 8: The participants will gather all the characteristics that make a personality unique, and compare them with the one on the worksheet.

## **9. Development of conflict management**

Human relationships are the most common dysfunctions behind the loss of mental balance of clients. Behind the dysfunctional relationships there are obviously conflicts. If people could be more effective conflict managers, helping professional would obviously meet less people, who need help. So one of the priority areas of helping people is conflict management. We can meet five conflict management methods in professional literature. (Schmidt, 2008.) The types differ according to the degree of the parties' confrontational self-advocacy efforts and attitudes for the common search for solutions. Accordingly, there is an individual who is anxious about the conflict, and therefore choose bypass solution to avoid conflict situations. In this case, the conflict remains unresolved and of course, carries the tension remains in the person, who chose the bypass solution.

The person with low self-assertiveness seeks end to the conflict. For him it is more important to avoid conflict because of the associated high level of anxiety, so willing to take sacrifices for the sake of peace. He therefore rather resigns his own interests, that is why we call this type of adaptable, self-submitter.

In contrast to the adaptable type there is type with strong assertiveness, the so-called intruder, competing type, who do not have much empathy and is not be able to understand the other party's position. In general there is a strong personality behind this type, and he can be hard and sometimes a rough in a fight.

Conflict management have ways, where the interests of both parties can be enforced. One of them is the compromise search model, in which an agreement is reached between the parties. The essence of the agreement is that both parties give up something

in order to position the point that some of the interests clearly heard.

The best type of the conflict resolution is problem-solving. People with such an attitude are creative and looking for the way in which the conflict is to use the smallest sacrifice-taking. In many cases, these may be preceded by brainstorming at conflict management, which is also very good because of the confronting parties fighting for a cause, not rivalry with each other.

In the annex below you can see the conflict management types (Annex 9), as well as the students at the training can diagnosed their own conflict management characteristics (Annex 10-11).

**10. Dilemmas and ethical rules of the profession, the ethical rules of professional cooperation, competence limits, correct interpretation of the obligation of confidentiality through case processing and case discussions.**

The practical exercises that strengthen the professional identity are displayed as part of the training, which is based on the interpretation and the analysis of the professional Code of Ethics for helping profession which. The method of the analysis is to discuss the most common dilemmas and the clarification of good professional attitude in connection to this the processing of cases will take place (Annex 12-13-14).



### **Required reading**

1. Alfred Adler: Emberismeret. Göncöl Kiadó, Budapest, 1994.
2. Daniel Goleman: Ézelmi intelligencia, Háttér Kiadó, Budapest, 2008.
3. Hatvani Andrea: A mentálhigiéné alapjai. Az önismeret, személyiségfejllesztés II. fejezete. In: Estefánné Varga Magdolna-Ludányi Ágnes (szerk.): Esélyteremtés a pedagógiába. BVB Nyomda és Kiadó Kft., Eger, 2002. 99. o.
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6. Montágh Imre: Tiszta beszéd. Holnap Kiadó, Budapest, 2012.
7. Pöcze Gábor. A pedagógus szakmához tartozó képességek. Okker Kiadó, Budapest, 2000.
8. Rudas János: Önismereti csoportok-elmélet, módszer, gyakorlatok. Új Mandátum Kiadó, Budapest, 2004.
9. Szociális munka etikai kódexe.
10. Tánczos Judit: Baj van a tanulással. Pedellus Kiadó, Debrecen, 2006.
11. Thomas Schmidt: Konfliktuskezelési tréninggyakorlatok. Z-Press Kiadó, Budapest, 2008.
12. Vikár György: Az ifjúkor válsága. Animula Kiadó, Budapest, 1999.



# **Annexes**

## Worksheet 1

### Motivációs kérdőív

(Maslow-féle piramismodell alapján)

*Olvassa el az egyes szakaszokon belül található állításokat, majd osszon el nyolc pontot minden szakaszban tetszőleges módon úgy, hogy az tükrözze saját véleményét!*

1. szakasz		
a)	Szeretem, ha a munkámmal kapcsolatos dolgok nem változnak.	
b)	Mindig örülök, ha külön feladatot kapok.	
c)	Szeretem, ha csapatban dolgozhatok.	
d)	Mindig a lehető legtöbbet kell nyújtanom.	
e)	Nem szeretek piszkos környezetben dolgozni.	

2. szakasz		
a)	A magánéletem fontosabb, mint a munkám.	
b)	Nyugtalan vagyok amiatt, hogy milyennek látnak a kollégáim.	
c)	Magas elvárásokat támasztok magammal szemben.	
d)	Frusztrált leszek, ha nem ismerik el a tehetségemet.	
e)	Fontos, hogy az embernek biztos munkája legyen.	

3. szakasz		
a)	Érdekelnek az előléptetési kilátások és a szakmai fejlődés.	
b)	Nem tudnék olyan környezetben dolgozni, ahol nem jövök ki a többiekkel.	
c)	Új és kihívást jelentő célok kitűzésével jutok mindig előre.	
d)	Főként a pénzért dolgozok.	
e)	Szeretem a munkám rutin részét.	

4. szakasz		
a)	Nem szeretem, ha a munkám igénybe veszi a szabadidőmet.	
b)	Nem vállalnék olyan munkát, ahol egyedül kellene dolgoznom.	
c)	Nagyon szeretnék gyorsan előre lépni.	
d)	Szeretek biztos lenni abban, amit csinálok.	
e)	Mindig keresem a lehetőséget, hogy fejlesszem a készségeimet.	

5. szakasz		
a)	Szeretem, ha új típusú tanulási helyzetekbe vonnak be.	
b)	Aggódom a pozícióm miatt.	
c)	Szeretek egy csapat része lenni.	
d)	Szeretem, ha olyan céljaim vannak, melyekről tudom, hogy megvalósíthatóak.	
e)	Szeretem a munkám rutin részét.	

6. szakasz		
a)	A kényelmes környezet alapvető a munkámban.	
b)	Élvezem a munkám igazi kihívást jelentő részeit.	
c)	Szükségem van arra, hogy bízzanak bennem és elismerjék a munkámat.	
d)	Nyugtalanít a kollégáim elégedetlensége.	
e)	Fontos, hogy a munkámon belül biztonság legyen.	

### Értékelés

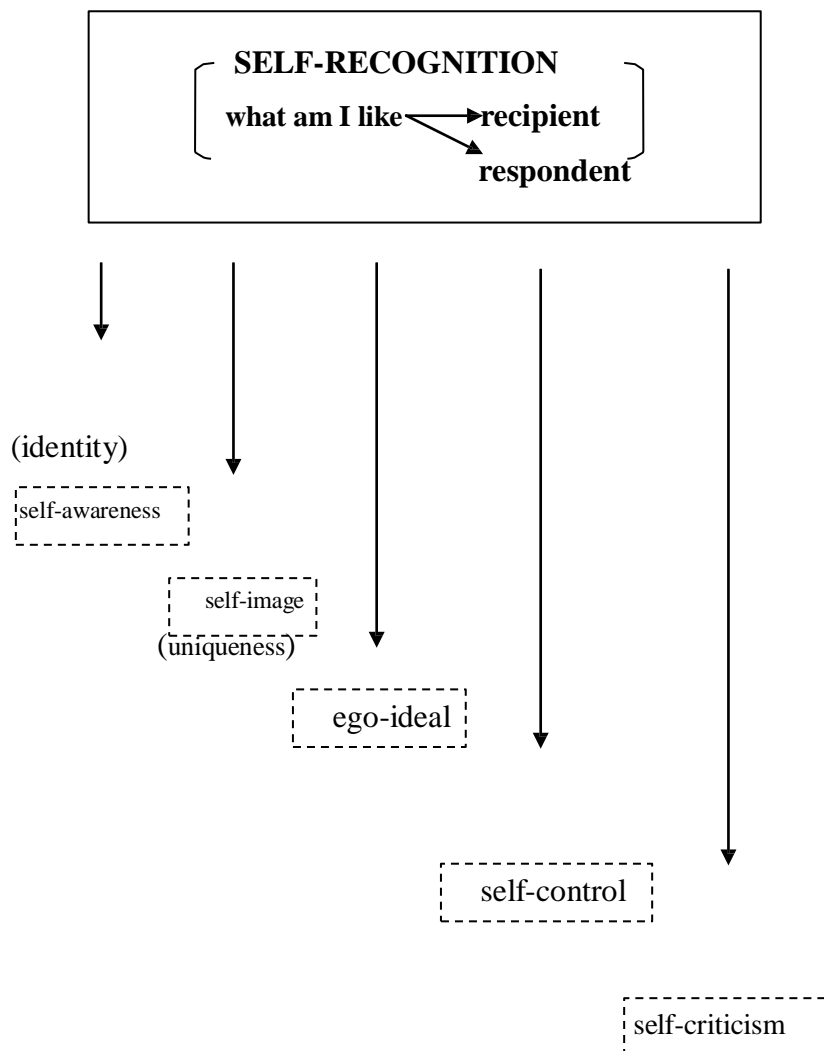
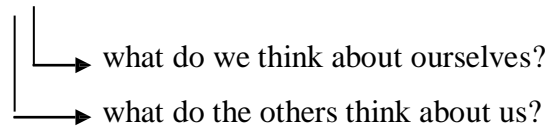
*Másolja át a számokat a megfelelő cellákba, majd adja össze az egyes oszlopok számait. A legmagasabb pontszámok mutatják a legnagyobb igényeket.*

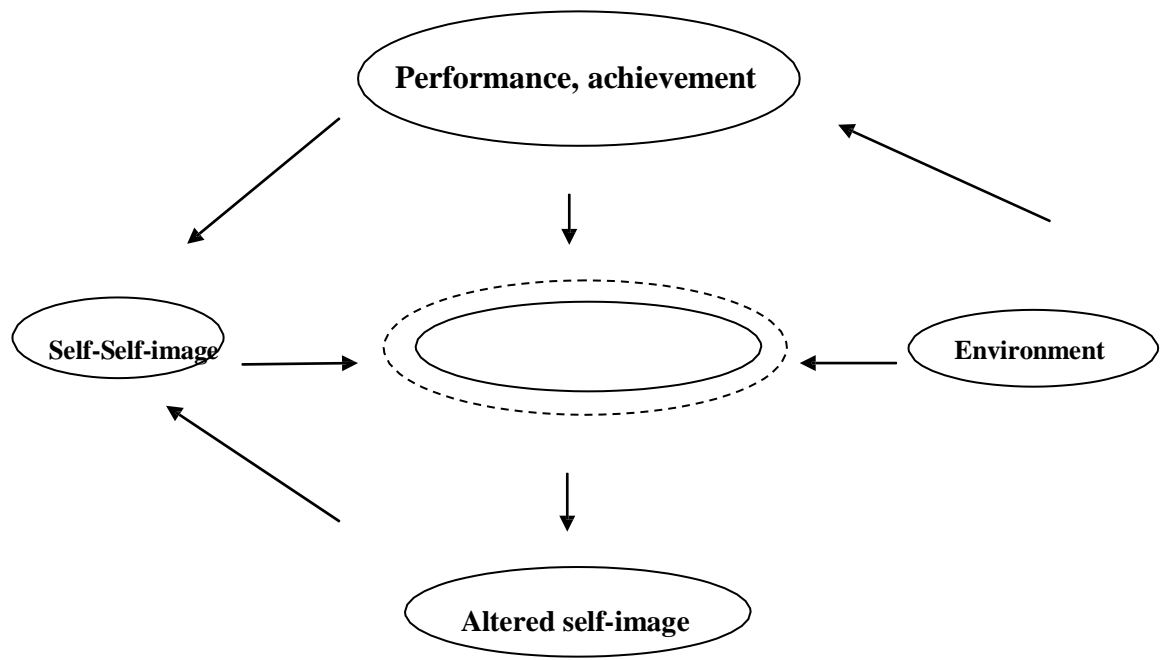
1.	e	a	c	b	d
2.	a	e	b	d	c
3.	d	e	b	a	c
4.	a	d	b	c	e
5.	e	d	c	b	a
6.	a	e	d	c	b
Össz:					
	Fiziológiai szükséglet	Biztonsági szükséglet	Társas szükséglet	Teljesítmény (megbecsülés) szükséglete	Önmegvaló- sítás szükséglete

## Worksheet 2

### SELF-RECOGNITION

- Self-recognition = the self-image
- The sources of the self-recognition







Worksheet 3





#### Worksheet 4.

The methods of understanding the child and the family		
<i>Name of the method</i>	<i>The activity, where we use it</i>	<i>The function of the method</i>

## Worksheet 5.

### *Aspects of observation*

1. What is the room's atmosphere? Noisy? Quiet? Tense? What is happening in the room at the same time?
2. What are the expectations at the moment against the group? The children are aware of these expectations and understanding of them? I think based on what the observer to understand or to not understand?
3. How do the children approach to the substance or activities? Quickly or slowly, taking the plunge in the middle? Do they enjoy the free, unsupervised discovery or seems to be anxious, downturn? Are they using the materials, as predicted by the observer or the individual's own ideas, creative ideas validated during the exploration?
4. How much does the action seem to tie children? How effectively concentrate? For how long? How often pauses to look around what others are doing? What's the expression?
5. How do the children allocate the energy? Do they lethargically move through the task, working quickly and carelessly steadily progressing or more short "attacks"? What do you use the most energy? The observation? The material handling? The communication with others? The movement?
6. How loud are a manifestation of the child during labour? Muttering, singing, whistling, murmuring, talking? Talking about himself while? Talking to other people? If so, the others react to it? How properly do they use the language? How they use other ways of communication?
7. What does their mood look like during the work? Can the facial expressions, gestures to infer the emotional state? What mood changes occur in the same action from beginning to end?
8. Do they work alone or with others? Leading or following the pattern of behaviour? Are they cohesive group members or do they walk their own path? How do they affect the collective experience? How do they respond (or not respond) to the rest of his behaviour?

9. What is their relationship like to the adults in the room? Do they turn to them for help, guidance, companionship or care? Do they ignore them, as long as it does not occur immediately? Do they invoke the adults to communicate?

### Adult temper scale

1 2 3 4 5

I move I cannot  
keep remain  
still

1 2 3 4 5

I am loud

1 2 3 4 5

I am stubborn

1 2 3 4 5

Even the smallest thing can draw  
my attention

1 2 3 4 5

New situations bring out  
my temper

1 2 3 4 5

I do not like  
change

1 2 3 4 5

I eat and sleep  
irregularly

1 2 3 4 5

I do not mind the bright light and the noise

The noise and bright light  
make me nervous

9. Mood

1 2 3 4 5

I'm usually balanced

I have big mood  
changes

Source: SOROS Alapítvány által szervezett továbbképzési tréning a felsőoktatásban dolgozó oktatók számára, Keszthely, 1997.

### Child temper scale

A children's temperament affects how they accept her parents in two ways. First, each parent has a specific idea of what he or she wants to see his/her child and it is easier to adopt a child who adapts this picture as that one, who does not. On the other hand, certain personality traits make it difficult to manage the child - difficult to accept an irregular, slowly adapting, reacting vigorously, kid.

How do you rate your child?

1. ACTIVITY: How much does the child squirm stir when you read to, or involves playing at table?

active                      calm

1 3 5

2. BIOLOGICAL RHYTHMS, REGULARITY: Whether the child can be considered systematic in terms of eating, sleeping and voiding habits?

regular                      irregular

1 3 5

3. SENSE OF ADVENTURE, OPENNESS: How does the child respond to the new faces, new foods, new toys??

approaching                      estrangement

1 3 5

4. ADAPTIVE ABILITY: How quickly does the child adapt to changes in daily routine? How soon does he adapt to new places, new foods?

quickly                      slowly  
1 3 5

5. INTENSITY (EMOTIONAL): How strong are the child's reactions? Does he cry and laugh loudly, or rather just smile and grizzle?

1 3 5

6. MOOD: How more often is your child in a good mood than in a bad, hysterical mood,?  
good mood                      bad mood

1 3 5

7. PERSISTENCE: How long does your child continue one activity? Does he give up when he experiences difficulty?

persistent                      gives up soon

1 3 5

8. FOCUSING: Is it easy to distract the child's attention from what he does? Does he continues working in the presence of other children or in a noisy environment?

easy to distract                      hard to distract

1 3 5

9. PHYSICAL SENSITIVITY: How does your child detect noise, temperature variations, differences in taste and clothing?

not sensitive                      very sensitive

1 3 5

Source: SOROS Alapítvány által szervezett továbbképzési tréning a felsőoktatásban dolgozó oktatók számára, Keszthely, 1997.

## Worksheet 7.

### LEARNING STYLES - sensory preference questionnaire

The following survey can be used to infer the learning style preference. Give each statement a value from 0 to 5 based on how true to you! 0 = not at all true, 5 = perfectly true

1. I remember the speech better, when I see the speaker. V
2. Attracted to bright colours. V
3. I like listening to a reading. A
4. I find it difficult to stay in one place for more than a few minutes. K
5. Seems dreaming when I want to create something myself picture. V
6. Easier to remember if you say you hear the note of interest. A
7. I can remember something if I tell myself over and over again. A
8. I help a lot of diagrams, pictures, graphs. V
9. I read with pleasure the action-packed books. K
10. Any part of the body is always in motion. K
11. The utter aloud to a problem, it helps to solve your problem. A
12. I like to play with small objects when I'm listening, I'm learning. K
13. Charts, diagrams difficult for me to understand. A
14. Much better understanding of just about anything, if plotted, written down on me. V
15. If you are talking about, gesticulating vigorously. K

5. Add the A, K and V point separately.

(Auditive A; Kinesthetic K; Visual V)

The features aggregated: the ratio of the three numbers show your sensory preference.

Source: Gyarmathy Éva (2006): Tanulói preferenciák és stílusok című publikációja alapján

## Worksheet 8.

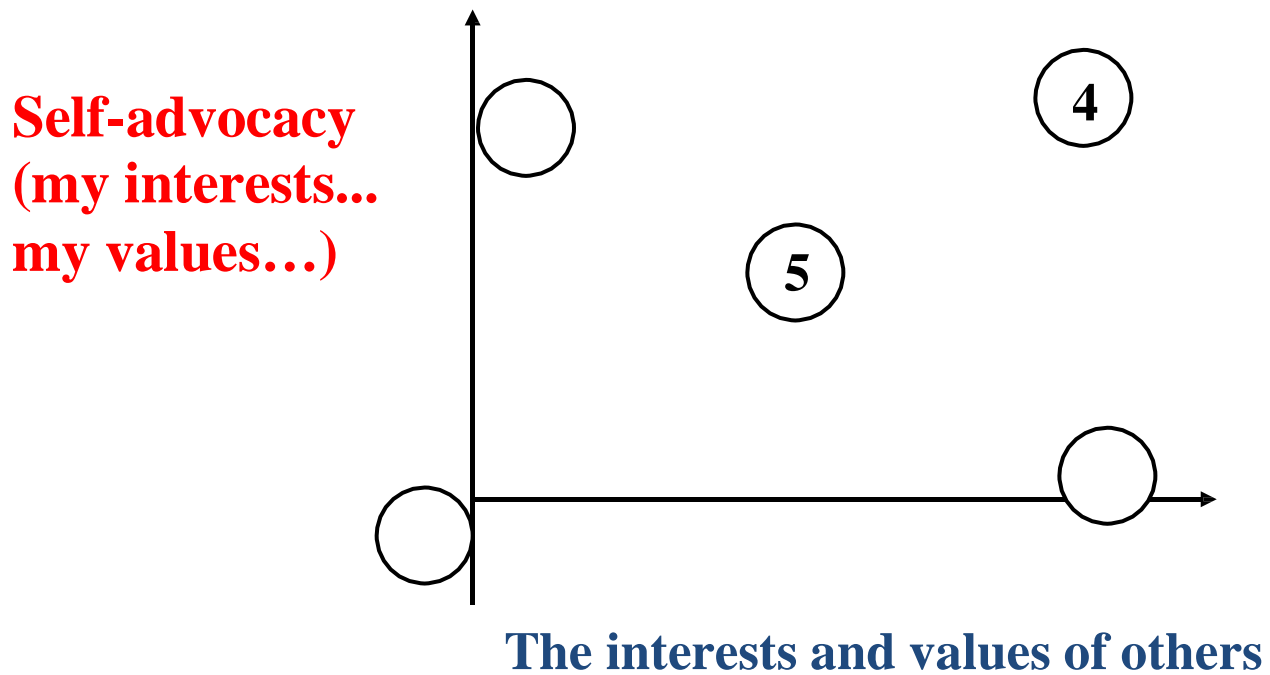
**What is the difference between the two personalities?**

- Gender:                      Age:
- The difference and agreement based on the age:
- The dominance of the needs (*See: Maslow's pyramid*):
- Physical abilities (*skill, speed, stamina, coordination skills*):
- Communication skills (*mood to speak, content*):
- Intellectual skills (*sensation, perception, memory, imagination, thinking operations: analysis, synthesis, comparison, abstraction, generalization, concretization, addition, settlement and exploration of relationships*):
- Social skills (*attitude to peers, activities, tasks*):
- Interest (*the content of our questions, activities*):
- Content of the self-image (*what are you good at, what are you praised for*):
- Temper (very active and sometimes excessive - reclusive, sometimes inhibited - adaptive and active):
- Other: *e.g. learning style*



## Worksheet 9.

### Conflict management Strategies



1. Avoidance
2. Intrude
3. Accommodating
4. Problem solving - Co-operative
5. Compromise

Source: Based on the publication of Szekszárdi Ferencné

## Worksheet 10.

### Thomas-Kilman conflict questionnaire

How do we react in those situations where there is a discrepancy between our intention and the intention of others? The following statements can be found arranged in pairs, which describe possible response modes. Please circle or delivered, check whether all the "A" or the statement "B", it is more representative of their own behavior. It is possible that neither "A" nor "B" are said to be typical of your behaviour, but you can also select and circle the one with the likely occurrence.

- |   |   |   |
|---|---|---|
| 1 | A | There are situations, when I let others have the responsibility for problem solving.                                      |
|   | B | Instead of discussing about something, which we do not agree, but rather the things I try to focus on what we both agree. |
| 2 | A | I try to find a compromise solution.  |
|   | B | I always try to deal with the things that have an importance for me.  |
| 3 | A | I am usually firm in pursuing my goals  |
|   | B | I'm trying to spare the feelings of others, and protect the connection.   |
| 4 | A | I try to find a compromise solution   |
|   | B | Sometimes I give up my own wishes and release the wishes of the others  |
| 5 | A | Always looking for other help in the development of the solution.   |
|   | B | I'm trying to do whatever necessary in order to avoid useless tensions  |
| 6 | A | I try to avoid what is inconvenient for myself.   |
|   | B | I try to get into a winning position.   |
| 7 | A | I try to postpone the matter in order to have some time to think about it.  |
|   | B | At certain points I yield on the basis of   |
| 8 | A | I am usually firm in pursuing my goals.   |
|   | B | I'm trying to get things all aspects and all contentious issues   |

be openly expressed.

- 9           A           I think I should not always feel very heavy because of disagreement
- B                   I do not regret the effort to walk in my way.
- 10          A           I am firm in pursuing my goals.
- B                   I try to find a compromise solution.
- 11          A           I'm trying to get all aspects of things and all disputed question be  
openly expressed.
- B                   I'm trying to spare the feelings of others, and to protect connection.
- 12          A           Sometimes I avoid the resolution in cases where it would lead dispute.
- B                   I do not mind if the other keeps something from his statements when  
he let me keep something from mine.
- 13          A           I propose a common basis
- B                   I'm trying to accommodate the feelings.
- 14          A           I'll tell him my thoughts, and listen to his with interest.
- B                   I try to shed light on the logic and benefits of my position for him.
- 15          A           I'm trying to spare the feelings of others, and to protect connection.
- B                   I try to do what is necessary to avoid tensions.
- 16          A           I try not to hurt the feelings of others.
- B                   I try to convince the other that my view is correct.
- 17          A           I am usually firm in pursuing my goals.
- B                   I try to do what is necessary to avoid tensions.
- 18          A           If that makes the other one happy, I do not mind indulging him with  
his ideas.
- B                   I do not mind if the other keeps something from his statements when  
he let me keep something from mine.
- 19          A           I'm trying to get all aspects of things and all disputed question be  
openly expressed.
- B                   I try to postpone the matter in order to have some  
time to think about it.

20 A I try to discuss disagreements at once.

B I'm trying to find a fair combination of gains and losses for both of us

21 A I am negotiating to try to take into account the wishes of others

B I am always ready to discuss the problem directly

22 A I'm trying to find a temporary position between his and mine.

B I enforce my demands

23 A I often try to make sure that the solution is satisfactory for all of us.

B There are situations, when I let the others to have the responsibility to fix the problem.

24 A If it seems for the other one, that his position is very important to him, I try to adjust myself to his intentions.

B I'm trying to get him to settle for a compromise.

25 A I try to shed light on the logic and benefits of my position

B I am negotiating so that I try to take into account the wishes of the others.

26 A I propose a common basis.

B Almost always care that the solution is satisfactory for both of us.

27 A Sometimes I avoid the resolution in cases where it would lead dispute.

B If that makes the other one happy, I do not mind indulging him with his ideas.

28 A I am usually firm in pursuing my goals.

B I am usually looking for the help of the other to find a solution.

29 A I propose a common basis.

B I think I should not always feel very heavy because of disagreement.

30 A I try to understand the other's feelings

B I always share the problem with other in order to find a solution.

## Worksheet 11.

### The evaluation of the Thomas-Kilman conflict questionnaire

#### THOMAS- KILMAN konfliktus kérdőív értékelése

Karikázza be minden sorban azt a betűt, amit az egyes kérdéseknél bekarikázott, majd adja össze a bekarikázott betűk számát oszloponként!

	Versengő	Probléma- megoldó	Kompromisszum- kereső	Elkerülő	Alkalmazkodó
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
Össz.					



## **Worksheet 12.**

### **CASE DISCUSSION**

(aspects)

1. Case description
  - under what circumstances did the case owner met the problem
  - the person, who need help and his environment
2. The offered problem/basic problem?
3. Preliminaries
4. Goals
  - The aimed systems
5. Intervention strategies

### Worksheet 13.

#### INDIVIDUAL CASE MANAGEMENT INSIDE AN INSTITUTION

##### Team work

Participants	Schedule of the tasks		
	Occasion 1 -definition of tasks	Occasion 2- exploration of possible contexts, contradictions	Occasion 3
1. Leader (professional, , workplace)	Exploring the previous life-cycle events at institutional level.	Is there a discrepancy between the information obtained in the history of institutions and the anamnesis	Case discussion
2. Responsible for child protection at the institution.	<b>Anamnesis with the parent</b> Study of living conditions		
3. Pedagogue	The observation of the child in different activities in the presence of different adults	Is the problem connected to a person or activity?	
4. Pedagogue			
5. Pedagogue/assistant/nurse / babysitter			
6. Pedagogue (knows the family or had a similar case)	Getting information from the past: →about the family →own experience	Sharing of own experience	

#### *CASE MANAGEMENT PROCESS /outside the institution*

- **Information transmission / signalling / consultation**
- **Participation in teamwork: case report**
- **The transfer of family care problem**
- **Participation in case conferences**



- **Tracking**
- **Continuous integration of information obtained from the educational activities**

Source: Kissné dr. Korbuly Katalin: Pedagógus és mentálhigiéné. In: Válogatott tanulmányok, Hajdúböszörmény, 2003.

## **Worksheet 14.**

### ***Case history***

#### **Case 1**

The parent told the following to the teacher.

Her child, who is now 4 wet the bed at night repeatedly. Previously, he was housebroken both by day and night. His family (neither narrower nor broader) had no such problems - according to the parent - which could cause the symptoms. The mother assumed that in the institution must have happened an event that caused that the child has fallen back to a previous level of development.

#### **Case 2**

The parent told the following to the teacher.

Her child, who is now 11, has been complaining about strong stomach pain in the and sometimes feels sick and vomited several times already. On these days, he does not want to go to school, despite being a good student and he enjoys spending time with his classmates and friends. On many occasions, the child has told me sooner that he did not want to go to school, just as the physical symptoms occurred. The mother took the child to the paediatrician, who was not diagnosed him with any disease. The child's class teacher was clueless about the development of the contact problem.