TUTORING ACTIVITY AND ITS ROLE IN ACHIEVING TRAINING OBJECTIVES AND LONG-TERM SOCIO-PROFESSIONAL INSERTION OF THE BENEFICIARIES IN POSDU PROJECTS

D. Bălaș Timar

Dana Bălaș Timar
Aurel Vlaicu University Arad
FDP Arad Branch

Abstract: The project Integrated services for promoting sustainable employment in 5 regions of Romania implemented by People Development Foundation (FDP) aimed to attract and retain on the labor market inactive people, the unemployed and people looking for a job through the promotion of active measures in the field of employment in the 5 regions of Romania. The project was implemented during August 2010 and September 2013. Now, at the end of our work, we are more than proud to have realized that besides accomplishing the proposed objectives: informing for 3.600 beneficiaries, integrated professional services for 1.080 of which 396 long-term professional integrated, developing a solid practice in tutoring beneficiaries' career paths mattered the most. We have learned that besides an indicator, a beneficiary, there lies a person to person interaction able to motivate and change a negative and passive mentality into a dynamic perspective about work and life in

general. This paper presents a success story of a teambuilding aiming to develop competencies needed for a sustainable employment in our contemporary society.

Key words: POPSDRU Projects, integrated services, tutoring in training and mediation services.

1. Integrated services for promoting sustainable employment in 5 regions of Romania

The project aimed: to attract a total of 3,600 people (urban and rural) on the labor market through the provision of labor market information; improving employment for 1,080 beneficiary by boosting motivation and personal skills for seeking and maintaining a job or increasing the level of qualifications in occupations in demand on the labor market; hiring and maintaining on labor market a number of 396 beneficiary by providing mediation services and tutoring; develop and disseminate a package of employment services in innovative public-private partnership model. Based on a transnational exchange of best practices with a Italian organization situated in Milano, ASLAM, these objectives helped achieve three operational objectives of key area of intervention 5.1 "*Developing and implementing active employment measures*" namely: 1. Attracting and keeping as many people on the labor market in order to obtain as high occupancy rate, with particular emphasis on disadvantaged groups in the labor market, 2. Reduced long-term unemployment through preventive and corrective actions; 3. Improving employability of people in search of a job, the unemployed, especially the long-term and inactive people, bringing their contribution to the overall objective of priority Axis 5 "*Promoting active employment measures*" by facilitating labor market integration of the young and long-

term unemployed and attracting and retaining more people in the labor market, including those beneficiary who live in rural areas.

Through its training in occupations in demand on the labor market and the personal development of 1080 beneficiary, the project has contributed to the development of human capital and lifelong learning correlation with the labor market. The provision of information, guidance and counseling project have provided opportunities for increased labor market participation of 3,600 people. Thus the project made a real contribution to the general objective of POSDU " increasing competitiveness, by linking education and lifelong learning, labor market and ensuring increased opportunities to participate in a modern labor market, flexible and inclusive of 1,650,000 people."

With the objective of increasing the capacity of employment for 1,000 people the project has contributed to reducing disparities between regions, joined in line EU Cohesion Policy. The overall objective of the project is in line with the European Lisbon strategy. The strategy implemented by the project has increased the overall employment rate in 5 regions of Romania. Through the implementation of measures to promote labor mobility, the project is part of the Lisbon goals. Among the priority actions in the communication strategy for lifelong learning in 2001, there are mentioned: to promote practical training in the workplace for employees and the development of integrated employment. The objective of the project is consistent with two priorities of the PNR 2007-2010: increasing employment / labor market participation rate, boosting employment and improving the quality of human resources. Its contribution to the achievement of full employment and sustainable development project is in line with the PND 2007-2013 and the objective of development and more efficient use of human capital in Romania

provided by the National Strategic Reference Framework 2007-2013. Active and inactive employment measures for unemployed, that action to promote the labor market integration of disadvantaged people enroll in the National Strategy for Employment 2004-2010. The target group consisted of 3,600 people in rural and urban areas in the counties of Arad, Cluj, Dâmbovița, Olt, Gorj and Bucharest -Ilfov region (including 300 long-term unemployed).

Target group of the project were represented by: inactive, people looking for a job, unemployed, unemployed youth and older than 45 years long-term unemployed, people who have left school early. The needs of the target group were identified following a consultation process with partners. This analysis identified the following common needs of the target group: lack of access to information on all employment opportunities and access to quality integrated employment, lack of motivation to work, lack of required skills in regional or local market, low capacity employment in non-agricultural fields in rural areas, low employment opportunities in rural areas, low living standards. Also, limited access to employment services lead to the phenomenon of unregistered unemployment. The unemployment rate in July 2009 (source: National Agency for Employment -AJOFM) in the areas of implementation were: Arad (5.7%), Bucharest (1.8%), Ilfov (1.7%), Cluj (5.2%), Dâmbovița (6.5%), Olt (7%), Gorj (8.9%) compared to a national average of 6.3 % increase compared to previous months. Number of registered unemployed at AJOFM Dâmbovița (March 2009) was 12.585 people, up to 444 people from the previous month. Women represented 44.8% of the total number of registered unemployed, 55.7% of the number of professional integration and 45.5 % of the persons who receive emoluments.

According to AJOFM Arad during February to May 2009 there were 1,955 dismissed people. Of the 10,110 beneficiary registered unemployed in April 2009, 4,728 are women and 5,382 men and automotive, furniture manufacturing and computer manufacturing were among redundancies in the coming months, accounting for over 70% of the planned redundancies. According to AJOFM Olt in April 2009 11,889 unemployed were registered of which 4,540 women and 1,151 under 25 years old, while in Gorj county were registered 12.532 of which 5,942 unemployed women, 1890 were young. Even if the Cluj and Ilfov there were reported lower unemployment rate, the project aimed to stimulate employment and long-term unemployed young people that face other social problems as marginalization. Inactive persons involved in the project are welfare recipients or mothers with many children (mostly Roma) living in the poverty, experiencing low levels of education, lack of formal qualifications tend to be involved in the "black" labor market, record lower levels of employment than the general population average assets).

Promotion campaigns provided each year (media campaigns and caravan campaigns) on each of the 6 areas of implementation, have reached 4,000 people to be active and informed on the employment services available proposed by this project. Establishment of employment service centers and services in rural areas have helped to increasing access to 3,600 beneficiaries in quality employment services. By providing information, guidance, counseling and tutoring, this project helped informing beneficiaries about the occupations in demand on the labor market by providing them assistance for individualizing learning paths and training, counseling for self-awareness, personal resources

development and building realistic and active career plans, techniques for searching a job.

Personalized support during the counseling process was enrolled to increase the motivation of individuals, their occupational and geographical mobility. With the objective of increasing the employment rate for 396 people in 5 regions of Romania the project has contributed to increasing the living standards of the target group. Through its training in occupations in demand on the labor market the project increased the competitiveness of 924 persons in the labor market, giving them the possibility of continuing the development of their careers.

Supporting access to and participation in vocational training has contributed substantially to approach learning and work as a process that takes place throughout life, in order to support employability and labor market integration. An essential element in the development of this attitude was to inform beneficiaries about possible training routes facilitated by the completion of training programs. Training and mediation activities were accompanied by mentoring/tutoring activities that have supported 1,080 people in the implementation of the individual plan, increasing their motivation for work and self-esteem. These training programs have tracked and provided other personal development necessary skills and labor market integration: use of ICT. Vocational guidance and counseling programs and training programs included, also modules on health and safety at work.

The project has transferred and adapted a model of innovative occupancy (Italy) – at transnational level, to contribute to increased employability and attract and maintain employment for the unemployed, inactive people and those who are looking for a job. The added value of the project was that it promoted employment model based on developing

partnerships in the community and in particular those between private and public providers of employment services in compliance with the roles and responsibilities in line with the principle of subsidiary. Following the analysis and practical application of the transferred model there had been elaborated a best practice guide for Employment. Employment services approach was based on market needs in order to ensure sustainable employment.

2. What is a tutor?

The tutor is a reliable and experienced professional figure, concerned with the development through training and learning of others.

Daloz (1990) pointed out that effective tutoring is similar to the guidance activity of the beneficiary. Tutoring relationship requires the allocation of a special working time, work for the benefit of learners, trainers and organization.

Standards of the professional figure of the tutor:

1. Tutors are individuals with outstanding teaching skills. Tutors demonstrate interest in their beneficiary's learning process and ensure their success in learning;

2. Tutors have outstanding communication skills to support the full development of the beneficiaries. These capabilities include the ability to listen carefully, to ask questions that lead to new insights, employing effective cooperative problem solving and providing critical purpose mobilize guidance on the efficient use of time;

3. Tutors demonstrate respect for the unique role of tutor. Tutors help to support the development and evaluation of guided skills. They demonstrate ethical attitude and interpersonal skills to develop a relationship of trust and to keep the role of resource person.

4. Tutors demonstrate advanced organizational skills necessary to establish and maintain productive relationships with the beneficiary. Tutors help in their work program to develop a complex repertoire of skills and abilities, constantly evaluates recipients formations needs to establish new benchmarks for development helps to acquire a reflective attitude to what has been gained and the creation of self-standing habit.

5. Tutors demonstrate involvement in the problems of the organization as a professional learning community. Tutors help improve organizational environment to support learning and development of new prospects format.

6. Tutors are interested in their practice and stay up to date with news in the field. Tutors seek continuous improvement of their practices in response to constructive criticism appreciated their efforts, are engaged in systematic analysis processes based on the needs of their beneficiaries, organizational needs and standards of their profession.

Basic Skills of a tutor:

1. ability to communicate
2. ability to process information
3. the ability to think and solve problems
4. demonstrate positive attitudes and behaviors
5. to be responsible
6. permanent learning
7. teamwork skills
8. working with others
9. to participate in projects and tasks skills
10. basic skills in using treatment of text, e-mail, internet
11. knowledge of ICT in education for effective use

Capacities of a tutor:

1. ability to receive and present (self, others, the institution) program, goals, requirements, training paths,
2. ability to collect and analyze personal motivations and expectations of the beneficiaries (involving the needs and expectations related to organizational, relative to their own career path and study, relative to the module taught),
3. ability to develop and exhibit knowledge (business projects),
4. ability to organize and manage groups (division into subgroups, the distribution of roles and tasks, observation grids of learner's behavior, solving difficulties occurred),
5. ability to encourage and motivate the beneficiaries (simple formative assessment tools, forms of personalized advice on study methodology for small groups, skills in organizing leisure moments),
6. ability for methodical preparation courses (study documentation, catalogs of tools and teaching resources, ways of developing training objectives and scenarios for self-evaluation of their own practice),
7. ability to continuously improve their professional skills and practices (permanent search of elements of competency required for self personal portfolio, reading specialist, in-depth research).

Qualities of a tutor:

able to listen and analyze,

able to guide the course of identifying the needs and demand for solution,

able to play the role of advisor and consultant in the search for information,

willing to work with the beneficiary to provide appropriate guidance and review of personal learning style,

open minded,

flexible, comprehensive,

able to coordinate,

good communication skills,

stimulates thinking and reflection capacity of the recipient,

sense of responsibility and autonomy.

A tutor's capabilities:

relational and organizational capabilities,

the ability to listen to facilitate communication,

ability to lead and manage a team,

ability to create and develop constructive relationships with the team and partners (the ability to listen, to dialogue),

ability to identify and understand the key elements of a problem situation and bring the right answers,

ability to make decisions,

ability to organize and plan work effectively,

ability to analyze and synthesize,

ability to inform and advise,

ability to negotiate,

ability to lead, guide, direct,

ability to encourage collaboration,

ability to draft documents and reports.

Skills of a tutor:

a. to communicate, relates to: ability to work with new technologies, ability to formulate clear guidelines and

requirements, ability to present information extracted from a number of sources of information,

b. to plan, organize and present a session,

c. to guide, refers to: understand how people learn, understand the barriers in learning and their overcoming technology,

d. to identify and use opportunities to instruct the individual,

e. to understand: refers to the fact possess listening skills needed to "understand, analyze and interpret, analysis of documents containing policies, programs and strategies, reading skills to examine, interpret, compile the information contained in the bibliography

f. communication with superiors: refers to activities outside the job description of a tutor, ability to draw and edit specific documents, the ability to extract information from a number of sources of information, ability to draw and edit own texts, ability to communicate in various forms.

Tutoring activities:

7.1. Adapting tutor disciplinary knowledge to objective reality: translated into appropriate level terms, making information accessible to beneficiaries,

7.2. Monitoring group: to take account of the needs of beneficiaries, finding ways suited to their needs, level of interest, level of progress in study, calculating the period of the sequence the application of a suitable learning content,

7.3. Analysis of group activity: analyze patterns, highlighting reference to the diversify of intervention practices adapted to the needs of beneficiaries,

7.4. Teamwork: itineraries to discover the necessary information,

7.5. Identifying and understanding the individual characteristics,

7.6. To provide for updating their practices and knowledge: being up to date with news from the tutoring,

7.7. Diversification of tutoring methods: individually and collectively alternated guided exchanges between new beneficiaries and beneficiaries older),

7.8. Deepening the analysis of needs, in terms of their specificity,

7.9. Developing an academic tutoring,

7.10. Design and implementation of a safety monitoring of the beneficiaries progress,

7.11. Quality assessment and tutoring effects.

3. Tutoring standard procedure

Training and mediation activities were accompanied by mentoring/tutoring activities that have supported 1,080 people in implementing individual intervention plan for the development of independent living skills for employment, in order to facilitate the maintenance status of employed persons.

Objectives aimed:

1. Favor the training objectives of the participants, stimulating learning ability,

2. Supporting the acquisition of independent living skills and a proactive attitude,

3. Favor the employment status person.

Competent tutor is related to the dynamics of group management and acts as an incentive to motivate learning ability of trainees. Tutor accompanies the participants throughout the training process and a period of six months after the recipient has held a job, keeps and implements individual intervention plans, developing independent living skills for employment.

Group management of beneficiaries and monitoring the learning process:

- Takes care of beneficiary accommodation;
- Creates the most favorable conditions for every individual;
- Mediates relations beneficiary / trainer, beneficiary / employer;
- Constitutes a constant and mobilizing group for participants;
- Influences specific work climate and organizes group activities, (structuring the work of the training group, focusing on clarifying expectations, rules, rights and obligations: how many breaks we take, under what conditions;
- Prevents negative influences;
- Motivate participants to training through incentive.

Tutor begins the implementation of Individual Intervention Plan (IIP) from the employment skills assessment, resulting in independent living skills necessary for optimal adaptation to the workplace.

Desired Skills:

12. use of time, task planning, organizational skills, punctuality;
13. gaining and rational spending of money;
14. proactive attitude: initiative, flexibility, adaptability to work, rules and procedures required;

15. communication skills;

16. teamwork skills;

17. attitudes towards authority;

18. networking at work.

In monitoring the learning process, tutor motivates and stimulates learning ability, keeps in mind the differences in educational: skills and learning styles, prior experiences of learning, different social origin contexts, different emotional behavior, in other words, harmonizes learning styles and rhythms.

Tutor is focused on developing personal skills and learning strategies (learning to learn):

- the ability to assign time for individual study;

- autonomy, discipline, perseverance in learning;

- ability to focus on short and long term objectives;

- ability to reflect critically on the object and purpose of learning;

- ability to communicate as part of the learning process, using appropriate means (intonation, gestures, facial expressions).

Monitoring the learning process takes place during the development of professional training by accompanying (escorting) beneficiaries, both in theory classes and in the practice. Tutor's intervention will be individual and will be predominantly focused on valuing learning potential of each person. During the project implementation there were organized for each training session, group sessions up to 50 minutes to determine the learning style and work sessions, individual or groups, to stimulate learning and capacity building, according to individual needs.

Tutoring activity for people that are involved in a learning and education process aimed at developing a positive attitude and specific knowledge particularly adapted to each and every beneficiary.

After the beneficiary has progresses through informing, professional orientation and counseling and he has received a recommendation to follow a training course, he/she will be included in the category of people who will benefit from tutoring.

Tutor's role is to manage throughout education, viewed from the perspective of learners and not the trainer. First, the educational objectives will relate to adapt to the training program and stimulate student – trainer – content relationship. As the courses are conducted and adaptation stage is completed, the tutor will develop beneficiary's motivation towards learning more in a precise and detailed manner. The last stage in the mentoring activity will focus on providing accurate information about concrete work tasks they will face in a future job. This role play will take place and the beneficiaries will be directed to applying for different jobs.

One of the successful techniques used by counsellors in the counselling process is the use of beneficiary vocational skills balance. This instrument determines the current beneficiary's specific expertise and identifies its training needs. Tutoring activity for people who are professional mediated, are mostly oriented to employment education, aiming at developing a positive attitude about people with whom they work with and superiors. People's mindset that has no recent experience in the labour market is anchored in a non-constructive pattern that they should be protected at all times by the professional problems they are faced with.

Once beneficiaries have completed the steps recipients of information, guidance and counselling or mediation, they are prepared for the interview with the employer. Tutor's role begins when the beneficiary has participated in the selection interview. If the beneficiary has not been selected, it is directed to the analysis phase of the interview. He must be aware of the positive and negative aspects with which he was confronted, and this context will have to extract positive experience for him to cultivate in future interviews. Usually expectations of employers and beneficiary's inexperienced workers are very large; tutor's role here is to alleviate expectations about future employee payroll and received help from colleagues and superiors. When the designated person from the company describes the minimum employment criteria, the role of the tutor is to analyze together with the beneficiary if he or she is able to handle the responsibility or not. Tutor's work is nearing completion when the beneficiary has adapted to working schedule and conditions of work as well as teamwork and there is satisfaction with income.

4. Teambuilding to increase work motivation of trainees – A tutoring study case

Between 9 to 11 December 2011, I have delivered as a trainer, a teambuilding program designed to increase beneficiaries motivation for work financed by the project "Integrated services for promoting sustainable employment in 5 regions of Romania" organized by FDP. Teambuilding was delivered in one beautiful location, the resort May 1 in Bihor county, at Hotel Perla.

Participants:

The 27 participants in teambuilding activity are unemployed or people looking for a job aged between 21 and 57, fresh graduates of

training courses: Data Introduction Validation and Processing and Security Agent.

Beneficiaries have not previously participated in any other program of non-formal education.

Teambuilding's purpose:

increasing motivation and developing employment strategies and skills in the professional integration.

Objectives set:

1. Improving personal and interpersonal knowledge
2. Develop communication and networking skills
3. Developing Ego marketing skills

Activities

To acquire an initial level of interpersonal knowing and networking, our program began with the presentation of the trainer and participants. Next immediate step was to develop rules of the group - presenting the agenda and structure of the course and settled share some general work rules (compliance program, closed cell phones, openness and involvement in activities, and so on).

Teambuilding's goals were presented to the participants as well as objectives and skills whose development is traced throughout the program.

4.1. Self-knowledge and interpersonal knowledge

Through this session participants receive:

- A better understanding of inter-and intrapersonal
- Define personal and professional expectations

To achieve the first objective there were used interactive practical methods, namely expectations tree and star and fears of self-knowledge.

A. Title Method: EXPECTATIONS TREE

The aim / purpose of the method: determining expectations and concerns of the target group, is the first assessment of the participants in terms of results they expect from the course, providing a relaxed working atmosphere.

Skills covered by using the method: the ability to self-assessment, self-analysis capability, expectations and fears.

Reference fields / thematic areas: starting sequence from an internship / training day

Method description:

The trainer distributes to each participant two post-it notes, each of a different color.

On one color beneficiaries will have to write down expectations from the training program and on the other color they will write fears about the program. Meanwhile on the flip -chart trainer draws a tree with a crown made out of rich branches. After a few minutes, beneficiaries are asked to stick the post- its, on the top of the tree to put expectations and on the root of the tree to put fears. One of the trainees is asked to read out loud the expectations and fears. The trainer assesses the expectations and fears in relation to the objectives of the training program and training needs identified by this method.

Length: 15' - 30 'minutes

Optimal number of participants: individual

Logistics required: flip chart, post-its of 2 different colors

Expected results using the method: self-awareness expectations and fears, identifying training needs, evaluate the training program (if the expectations are met at the end of the program).

Conclusions: Participants were opened minded in addition to their expectations and fears, some of them have stated that they have no fear regarding the proposed activities.

Majority expectations related to: find something new, fun, relaxation, self-awareness, better communication, resume writing, how to present the interview. Participants did not have fears because they have trust in FDP organization, but there were still people who wrote down fears as: not raining, someone forgot at home his swimming trunks and he was afraid of being a failure.

The conclusions regarding the expectations and fears of all aspects were clarified. The following activity aimed strengths and weaknesses of self-knowledge.

B. Method Name: SELF KNOWLEDGE / SELF-DISCOVERY STAR

The aim / purpose of the method: the participant self-reflection, self-knowledge

Targeted skills: the ability to self-analysis, the ability to select relevant aspects of self

Reference fields / thematic areas: self-awareness, communication, team building (training and team development)

Method Description: Each participant receives a star-shaped drawing. To each edge of the star are there are noted two to three requirements for completing the star. Trainees receive a completion time of the star. Then each trainee presents the aspects that characterize the

group. Another variant of the method is that the group presents the information from the star only to those trainees who agree with it. As an exercise in self-awareness and building self-esteem, an important fact for each student is to internalize the information and to present it in a relevant manner to others. Our exercise consisted of listing on a sheet of flip -chart of all aspects by each participant.

Duration: 30-40 minutes (10-15 minutes filling, 30 minutes presentation)

The optimum number of participants: complete individual regardless of the number of course participants.

Logistics: Star Worksheet

Expected results: self-awareness, personal development

Requirements:

1. Three positive things that characterize you

2. Two things your friends appreciate you for

3. 2 things you bring in a friendship

4. 2 goals for the future - short and long term

5. 2 achievements that you are proud of

6. 2 things you want to change about yourself.

Among the positive things they are characterized by, our beneficiaries remembered: reliable, intelligent, sociable, honest, persevering, ambitious, loyal, resourceful, punctual, friendly, optimistic, talkative, good, creative, and modest. Achievements: are proud participants, are willing to know, having been born, family, household, raising children, cooking, house, carpentry workshop, graduation, travelling to South America, buying the machine, professionalism and successful completion of the courses. Among the objectives of the participants there were include: to be independent, own business, built

the house for the boy, own financial support for girls for three months (husband left the country), to put money aside, painter course, to move to Italy, to gain lottery, to contribute to society, stable job, be committed, family, holidays, health, financial stability, working in education, to learn English, musical career.

Among the things that they would like to change about themselves, the beneficiaries mentioned: none, naivety, malice, too honest, to be calmer, too emotional, not to be affected / annoyed by events, to fit in more easily, to be diplomatic, be punctual, not to be so open, not to be so stubborn, not to be so hard, to be more relaxed. In the relationship with friends, our beneficiaries see themselves as: skip character, helpful, communicative, hearted, social workers, strong attachment, optimistic, honest, fair, full of life, trustful, calm, loving, hardworking, loyal supportive.

Conclusions: The final discussion focused on issues that recipients would like to change, exactly those things that should be generally accepted and applied: honesty, openness, kindness and fairness. This discussion has set up the following sequence, communication and assertiveness.

4.2. Communication and interpersonal skills

Throughout the session aiming the structure and components of effective communication, participants receive tutoring on:

19. Clarify the components of effective communication,
20. Develop skills of information transmission,
21. Develop skills of active listening and asking questions,
22. Awareness of the role of the transmitter and the listener.

Assuming that at least 50-60 % of the time spent on a job, we are involved in communicating with colleagues, superiors or subordinates is desirable to be aware of the skills that we have as communicators, to harness or develop them, as appropriate. Participants were presented and explained the structure of communication.

Exercise: Participants divided into working groups were asked to consider what distinguishes a good communicator of a poor communicator (based on their personal and professional experience). Opinions were centralized on a flipchart list encouraging them to provide more detail for each intervention.

The exercise described above aimed at introducing the presentation components of effective communication. Each component was discussed in plenary, and participants were engage in a series of specific questions. During the presentation there were integrated and assembled components of the list generated by participants during the exercise.

Exercise used to practice effective communication was a legend story told using the cordless phone method. After reading the story for the first participant, the trainee volunteer was asked to tell the story to another trainee and so on, until reaching the last participant, everybody becoming first time listener, then storyteller and then observer. Participants thus put into practice the skills of active listening, questioning and information transmission. Finally, the story was recited to plenary and the message and difficulties in communication were discussed.

The trainer encourages participants to think about the structure and components of effective communication (mass flow) and how you will use in practice.

Throughout Assertive behavior session, beneficiaries have received information about:

23. Identify preferred style of interaction in human professional and personal relations,

24. Awareness of the effects of types of behavior on others.

Participants have learned that how we choose to behave with others depends on what we think about ourselves and what we think of others (our own beliefs about ourselves and others). To realize what everyone's behavior is preferred when working with others, beneficiaries were asked to complete the questionnaire, "Are you assertive?"

After filling in the questionnaire, participants were shown the kind of behavior that we prefer to use when working with others from the range OK. Plenary discussion was facilitated by questions: What do you think is the best behavior to get what we want? What are the effects of each type of behavior presented? The trainer records responses on flipchart grouping participants by types of behaviors.

The conclusions were highlighted by participants:

- We cannot say that there is only one way to respond to various situations encountered, however we mostly manifest in a certain way according to our fundamental beliefs about ourselves and others.

- Since all of us have interests and expectations that we made up, it is preferable to adopt assertive behavior to increase our chances of getting what we want.

Exercise: recognition of examples of behavioral type, participants were evaluated in groups of 3-4 participants, giving for each item a classification: passive, aggressive and assertive. Finally,

participant's answers were centralized on flipchart with arguments from each group, for each situation, and discussed in plenary.

The next step was to interpret the results from the questionnaire "Are you assertive?" and writing down results on the flipchart. Discussions were facilitated on the basis of the questionnaire: We recognize the results of the questionnaire? If yes, what are the situations where you prefer to adopt this type of behavior? How does this affect your behavior? If not, what do you recognize? What is the behavior that you recognize? Others can confirm / deny?

The conclusion of the session, of great importance for participants: each of us has a unique behavior based on our beliefs about ourselves and about others. To increase our chances of getting what we want in a given situation we will have to consciously choose to behave assertively. This will increase our chances of getting what you want without causing negative effects and potential problems in relationships with others.

Throughout the skills session: giving and receiving feedback participants have learned:

25. Knowledge of the role of feedback in communication,

26. Understand the rules for receiving and providing feedback,

27. Knowledge of techniques for giving and receiving feedback.

The theme of the session was opened by presenting and explaining what is feedback, what kind of feedback types there are.

Participants were encouraged to give some examples of feedback from personal and professional experience. Then there were presented rules to give and receive feedback and participants were

analyzed together with examples of feedback that they have mentioned above.

Exercise: divided into groups of 3-4 people, participants received a page containing a list of eight statements and then they were asked to analyze situations: if the statement has a correct feedback given, select it, if not try to rephrase it in order to give a fair feedback. The activity aimed to the proper understanding of providing feedback. Finally, each case was discussed in plenary.

4.3. Developing ego marketing skills

Throughout this session participants received tutoring on:

- Information on developing and writing a successful CV,
- Knowledge of techniques to find a job,
- Presentation skills job interview.

The trainer presented the main aspects of writing detailed curriculum vitae, depending on the job intended to apply to. As practical exercise, all trainees have written resumes for a specific job (security agent, computer operator, game tester, salesman and waiter). There was a role play: each participant has bent resume's header, so that the names could not be seen, CVs were collected and randomly redistributed. For each CV received, each participant received the task: to make a brief description of the applicant, to guess to whom it belong to and make the decision whether or not to invite that person to an interview. As conclusions, we had people employed right away, invited to interview and rejected. After this exercise, there followed conclusions on mistakes and strengths in resume writing. Thus, most participants completed correctly and legibly data on education and previous work experience. Two of the participants did not address the task seriously, writing down

untrue things. Next, the trainer presented the main techniques in finding a job: newspapers , internet, AJOFM and recruitment agencies. There followed a group activity - 2 equal groups of trainees were given the task of identifying positive and negative experiences, in looking for a job.

Final talks aimed discussing about efficiency techniques identified by the beneficiaries as positive. Most beneficiaries have complained that engagement is not possible unless someone recommends you, being very difficult to get an interview without a contact in the company. The aim of the discussions was to determine the beneficiaries to think objectively and positively when they decide to apply for a particular job, and from every experience to learn what went right and what went wrong.

Last activity targeted behavior during the interview. Trainer presented suggestions on steps to getting a job interview, mistakes to avoid, prepare before the interview, seen as a way of expression of interest for employment. Role play - groups of 3 participants: recruiter, candidate and observer. Recruiter's role was providing ratings for candidates, observer monitoring and intervention in the process, and the candidate to submit with resumes previously developed. If during the previous task, there were beneficiaries that were not fully involved in, current task involving working in groups has been addressed effectively. Participants that were playing recruiters have used their experience in interviews, candidates have tried to obtain desired employment and observers provided feedback at the end of the role play. There were people who were hired and people who refused the job proposal.

Returning to the first activity, the expectation tree, trainer discussed every expectation written down by the trainee on the post-it,

and together with beneficiaries concluded that all expectations have been met.

4.4. Conclusions and recommendations for future teambuilding

It is very important to clarify the objectives of the teambuilding and training stage to participants, so that there is a clear structure for both the trainer and the implementation team of what activities should be carried out and for what purpose.

None of the less, it is important also to ensure that participants have all the information needed for attaining the teambuilding program: the link with the training program, what happens, how long, what bags to bring.

For a successful program, keeping the possibility of extra fixtures, offering diversity, leads to an environment conducive to adult learning. Location was suitable and appropriate for the proposed activities. In addition to a beautiful conference room filled with all technology needed for interactive presentations, there were leisure facilities such as thermal pool, Jacuzzi, sauna, tennis table, TV. Travel time to the location was right, being quite close to Arad. Keeping the program as flexible as you can, as a trainer, is a must. This time it was quite busy, and participants felt that expressing dissatisfaction about a crowded schedule of 8 hours per day, at the feedback. Each participant completed a questionnaire to assess the trainer and activities. Objectives were largely achieved and the feedback from participants was mostly favorable.

5. Results and conclusions

The project *Integrated services for promoting sustainable employment in 5 regions of Romania* implemented by People Development Foundation (FDP) aimed to attract and retain on the labor market inactive people, the unemployed and people looking for a job through the promotion of active measures in the field of employment in the 5 regions of Romania. The project was implemented during August 2010 and September 2013. Now, at the end of our work, we are more than proud to have realized that besides accomplishing the proposed objectives: informing 3.600 beneficiaries, integrated services for 1.080 beneficiaries of which 396 long-term professional integrated, developing a solid practice in tutoring beneficiaries' career paths mattered the most. We have learned that besides an indicator, a beneficiary, there lies a person to person interaction able to motivate and change a negative and passive mentality into a dynamic perspective about work and life in general.

Bibliography:

Brundage, D., MacKeracher, D. (1980) *Adult Learning Principles and their Application to Program Planning* Toronto: Ontario Institute for Studies in Education

Burge, E. (2001) Using Learning Technologies: A Synthesis of Challenges and Guidelines, in Burge, E. And Haughey,M. (eds) *Using Learning Technologies* London: Routledge

Jarvis, P., Holford, J. and Griffin, C. (1998) *The Theory and Practice of Learning,* London: Kogan Page

Johnson, D.W. and Johnson, R. T. (1992) Encouraging thinking through constructive controversy, in Davidson, N. and Worsham, T. (eds)

Enhancing thinking through cooperative learning New York: Teachers' College Press

Knowles,M. (1990) *The Adult Learner: A Neglected Species* Houston: Gulf Publishing

Mason, R. (1998) *Globalising Education: Trends and Applications* London: Routledge

Merriam, S. B. (2001) Something Old, Something New: Adult Learning Theory for the Twenty-First Century, in Merriam, S. B. (ed.) *The New Update on Adult Learning Theory, New Directions in Adult and Continuing Education* No. 89, San Francisco: Jossey Bass

Morgan, A. (1995) Adult Change and Development: learning and people's lives, in *One World, Many Voices* Proceedings of 1995 ICDE conference, Birmingham

Morgan, A. and Beaty, L. (1984) The World of The Learner, in Marton, F., Entwistle, N. and Housell, D. (eds) *The Experience of Learning* Edinburgh: Scottish Academic Press

Poonwassie, A. (2001) Facilitating adult education: A practitioner's approach, in Poonwassie, D. and Poonwassie, A. (eds) *Fundamentals of Adult Education: Issues and Practices for Lifelong Learning* Toronto: Thompson Educational Publishing

Rogers, C.R., (1965). *Client-Centered Therapy: Its Current Practice, Implications and Theory.* Boston: Houghton Mifflin.

Wheeler, S., Birtle, J., (1993). *A Handbook for Personal Tutors.* Buckingham/Bristol, PA: Society for Research into Higher Education and Open University Press.