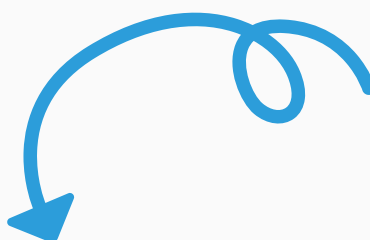


# NARRATE Exercise

Units In-House	Units In-Company	Skill cards
OWNERSHIP KNOWLEDGE	OWNERSHIP KNOWLEDGE	Self-awareness

## Social skills self-reflection

Minimum number of participants	Average time length	Individual setting	Group setting	Special Equipment	Online
1 person	15-30 min	Yes	No	handout, pen.	No



Co-funded by  
the European Union



## 1. Overview

This exercise is a self-assessment for PoAS where they review their communication, social interaction, emotional skills, and stress management abilities. The exercise is intended to be done several times during the intervention with the professional to work on specific skills during the road towards work.

## 2. Aim / Benefits

This exercise aims to help PoAS who are on their journey towards employment or in the workplace, better understand their communication and social interaction skills. By assessing PoAS' social abilities, this exercise aims to increase insights into their strengths, challenges and areas where improvement and adaptation are necessary. This self-assessment is most effective when it is done multiple times during the intervention with the professional. This way, the professional and customer can aim to improve specific skills and set goals. This provides a foundation for a personalised action plan to enhance specific skills, thereby aiming to contribute to better job performance and job satisfaction.

## 3. Training tier and UNIT(s) related

### Why

This exercise can be related to Inhouse Training:

- Unit OWNERSHIP, as it relates to the process of **preparing for job interviews**. In fact, it helps PoAS identify those areas where additional social skill development is required to succeed in the job interviews
- Unit KNOWLEDGE, as It relates to the **roadmap to empowerment**. It helps PoAS understand their strengths in social communication and empowers them to use these skills in their journey towards employment. It also relates to the process of **developing alternative stories about competencies** because it can help PoAS understand that social skills are not only seen as isolated skills, but as dynamic components interwoven with personal experience. This helps the client form a coherent story of how their strengths might overlap into multiple competencies and be used to improve other social skills where they need additional development and practice.



This exercise can be related to In-Company Training:

- Unit OWNERSHIP, as it relates to the **reality check** because it compares the evaluation PoAS give to their social skills to the assessment of these skills in relation to the employment goals.
- Unit KNOWLEDGE. It relates to **job maintenance** because it helps PoAS identify which skills they should develop in order to make maintaining their job easier.
- This exercise can give tips on how to adapt to the workplace and job to make it more suitable for the PoAS (e.g. less stressful interaction, video guidance from supervisor, etc.)

Finally, it relates to the skill card self-awareness because, with this exercise, PoAS are invited to evaluate themselves on their social skills and be more aware of how those skills can influence their job and others around them.

## 4. How to do the exercise

### Step 1 / Preparation:

**(MANDATORY to explain how to prepare and introduce the exercise to the participant)**

Before you get started, explain to the participant the purpose of the exercise. You can say that it increases self-awareness and can lead to improvement and growth. It can identify the areas where there are strengths and weaknesses and help guide PoAS to the areas where improvement and extra development are beneficial. Being aware of social skills and how they relate to employment and work is important to understand. There will always be colleagues, managers, and potentially customers where social interactions are required.

### Step 2

Give the participant the handout and invite them to answer the questions and circle the number they feel is appropriate. Tell the participant that they can take their time and that they should carefully consider each question. If it is difficult to understand the sentences in the handout, give a concrete practical example of the sentence (e.g. what does it mean that I know how to start a conversation: when I go to the coffee room at work, I know what I can say (how to start a conversation) to a colleague who is on a break at the same time). If the exercise is difficult to understand for the PoAS also include what each of the elements in SMART means, the PoAS clearly knows what to think about for each part. In case they need extra help you can also help with breaking down the goal in smaller parts to make the exercise easier.



## Final step / Conclusion

Once the participant has circled the numbers for all questions, go over all the questions and answers. Together with the participant, look at the numbers that are scored high and ask why they feel that this score is appropriate. Ask them to talk about past experiences and stories where they have applied these skills and they have resulted in positive outcomes.

Afterwards, look at the questions where the participant has given themselves lower scores and ask them to describe situations and past experiences where these social skills have given them difficulties. Ask them to describe the practical implications of these challenges.

Finally, if you, as a professional, have remarks or thoughts about any of these social skills and question if the self-evaluation of the participant is accurate, invite them to talk about these skills and give examples of why you think they might not be accurately assessed.

## 5. Debrief

During the debrief it is good to ask the participant about the insights gained during the exercise. Where there any surprises or insights after the completion of this exercise?

You can ask reflective questions for example:

- Where you aware of the importance of some of these social's skills for work and employment?
- Have some of the stories about these social skills make you think or reevaluate certain things?
- What additional support could help you overcome some of the challenges
- What social skill strengths can I apply to better my employment chances or work capability?

## 6. Specific materials

Handout, pen.



## 7. Tips and Tricks for use Inhouse

Make sure that the client does not feel judged and that they are aware that this assessment is intended to promote self-improvement.

It is good to pay extra attention to those skills that make it easier for the PoAS to gain employment especially those necessary in interview skills.

The professional can help find things that motivate the PoAS to achieve their goals.

## 8. Tips and Tricks for use In-Company

Make sure that the client does not feel judged and that they are aware that this assessment is intended to promote self-improvement.

It might be good to involve feedback from managers and colleagues in this exercise when it comes to social skills. Some things might not be very obvious for the participant. Some social skills might be better or underdeveloped but with additional input from the surrounding people an action plan to develop skills might be more effective.

## 9. On-line version

No.

## 10. Bibliography – Sitography



## Self-assessment of social skills

Name: \_\_\_\_\_ date: \_\_\_\_\_

Please circle the option that you think is closest to your skills at the moment.

### Response options:

**My skills are excellent = 4**

**My skills are good = 3**

**My skills are sufficient = 2**

**I still need practice on this one = 1**

### Starting and maintaining a conversation

I can start a conversation if necessary.

1 2 3 4

I can keep the conversation going.

1 2 3 4

I share my ideas with others without being asked.

1 2 3 4

I will try to continue the discussion, even if the topic of discussion does not interest me.

1 2 3 4

I ask for the other person's opinion and ask counter-questions to find out another way of thinking about it.

1 2 3 4



## **Ending the conversation**

I recognize the signs of conversation closure in others.

1 2 3 4

I can use gestures and facial expressions to help to end the conversation.

1 2 3 4

I can end a conversation politely.

1 2 3 4

## **Dissenting opinions**

I listen to the other side even when it is not to my liking.

1 2 3 4

I try to continue the discussion, even if the opinion is different from mine.

1 2 3 4

I accept that the other person has a different opinion from mine.

1 2 3 4

I express my own opinion, even if I disagree.

1 2 3 4

## **Giving and receiving feedback**

I can give feedback.

1 2 3 4

I can encourage others.

1 2 3 4

I can take feedback.

1 2 3 4

I can receive encouragement and support from others.

1 2 3 4



## Use of sound

I adjust my speech to the situation.

1 2 3 4

If necessary, I will speak in a loud voice.

1 2 3 4

I change the volume and tone of the sound appropriately.

1 2 3 4

I can infer the emotional state of a speaker from their tone of voice.

1 2 3 4

## Non-verbal communication

I can tell from the expressions and gestures of the speaker their emotional state.

1 2 3 4

I can use facial expressions and gestures to tell you about myself.

1 2 3 4

I will make sure that my interpretation of the situation is correct.

1 2 3 4

I recognize if the speaker's facial expressions and gestures are inconsistent with the content of the speech.

1 2 3 4

I recognize if the speaker's body position is in conflict with the content of the speech.

1 2 3 4



## Emotional skills and stress management

I recognize the emotional states of others.

1 2 3 4

I recognize my own emotions.

1 2 3 4

I can share my feelings with others.

1 2 3 4

I think it's important to talk about my feelings.

1 2 3 4

I can feel the excitement in myself.

1 2 3 4

I have some tension-relieving tools at my disposal.

1 2 3 4

I recognize the signs of stress in myself.

1 2 3 4

I have stress-relieving tools at my disposal.

1 2 3 4