



# *employ YOUrself*

November, 2014

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



**Publisher:**

Stowarzyszenie „Porozumienie Pokoleń”

ul. Burki 25

41-260, Sławków

e-mail: porozumienie.pokolen@gmail.com

Tel: 609 094 099

www.porozumieniepokolen.pl

*This booklet has been realized with financial support from the European Commission, the project "employYOUrself", within the program of training activities "Erasmus +" implemented in 2014-2020.*

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



## **“EmployYOURself”**

Hosting organisation: Stowarzyszenie “Porozumienie Pokoleń”

Partner organisations: VCB Bitola, Scambieuropei, Baltic Youth Way

In our project attended a group of 26 people from the Poland (including 2 facilitators/trainers), Italy, Former Yugoslav Republic of Macedonia and Latvia. The project took place in the Wisła, a small mountain town (Poland) in the period from 14.11. - 21.11.2014. The training "employYOURself" emphasized the idea that young people should shape and change the current job market by becoming more enthusiastic and courageous to the creation of jobs for themselves. During the project we visited the business incubators, talked to young entrepreneurs about their experiences, as well as to carried out the activity of building a team and a lot more, including a group work and creative tasks (all based on the principles of non-formal education). The subject of our activities related to the development of entrepreneurial attitudes and initiative among young Europeans and to promote social and cultural entrepreneurship. One of the main objectives of the training was a summary of experiences from different departments, methodologies, organizations and individuals to discover different approaches to learning and teaching the art of entrepreneurship. The project was the cornerstone of establishing the new European knowledge and friendship, exchange of best practices , experiences, the knowledge of the Erasmus + , and the continuation of cooperation between organizations , also in future projects.

The “idea generation” activities nurture the dreams and vision of participants regarding positive social impact. They enable them to develop these further and turn them into great ideas.

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



### **The objectives of training were:**

1. Getting ideas: The “idea generation activities” enables participants to get ideas regarding projects/ processes/ etc. framed around positive social impact
2. Sharing ideas:  
Participants shared their ideas with the others. Got together to work on them
3. Developing and prototyping ideas:  
Participants worked together and came to a prototype version of a project with societal impact
4. Presenting and promoting ideas:  
Participants actively presented their ideas during “*EmployYOURself*”.

Before “*EmployYOURself*” we prepared a task to our participant:

What’s YOUR social change? “Be the change you wish to see in the world”

1. Take some time to observe the world around You- no matter if it’s your community, your university, your work place, or the world at large- what is really going on? What is missing? What could you do to help?
2. Watch and be inspired by these people and the changes they introduced:  
[http://www.ted.com/playlists/120/geoffrey\\_canada\\_7\\_talks\\_on\\_so](http://www.ted.com/playlists/120/geoffrey_canada_7_talks_on_so) and  
[https://www.youtube.com/watch?v=\\_QzjqO12N9c](https://www.youtube.com/watch?v=_QzjqO12N9c)
3. Think and dream about: What would be YOUR social change? an activity to do with people? A tool or a business to develop? Or even just an idea of what needs to be changed? Think about it and bring Your idea with You to “*EmployYOURself*”.



# CREATIVE IDEA GENERATION

## 1. Methods and principles of open space

### Method

Open space Technology is, at very least, a new way to hold better meetings. The normative experience is that groups, large and small (from five to one thousand members), self-organize to effectively deal with hugely complex issues in a very short time.

### Principles

1. Whenever it starts is the right time.
2. Whoever comes is the right people.
3. Whatever happens is the only thing that could have happened.
4. When it's over, it's over.

Law of 2 Feet: if at the time during our time together you find yourself in any situation where you are neither learning nor contributing, use you two feet, go someplace else.

### Types of creatures in the open space:

Flowers-Couples, composes of a topic proposer and a minute taker, working together with bees, minute-taker ensures that the discusses are summed-up.

Bees: (Hard-)working on ideas in groups and active in the discussions

Butterflies: Flying around, taking ideas from one group to the other.

Besides we asked them how do they imagine theirs organization's business model might look one, five, or ten years from now? Will they be among the dominant players? Will they face competitor brandishing formidable new business models?

Table of Contents.

A business model describes the rationale of how an organization creates, delivers, and captures value.



## The 9 Building Blocks

- **Customer Segments**- defines the different groups of people or organizations an enterprise aims to reach and serve
- **Value Propositions**- describes the bundle of products and services that create value for a specific Customer Segment
  - **Channels**- describes how a company communicates with and reaches its Customer Segments to deliver a Value Proposition
- **Customer Relationships**- describes the types of relationships a company establishes with a specific Customer Segments
- **Revenue Streams**-represents the cash a company generates from each Customer Segment (costs must be subtracted from revenues to create earnings)
- **Key Resources**-describes the most important assets required to make a business model work
- **Key Activities**-describes the most important things a company must do to make its business model work
- **Key Partnerships**-describes the network of suppliers and partners that make the business model work
  - 1.Strategic alliances between non-competitors
  - 2.Cooperation: strategic alliances between competitors
  - 3.Joint ventures: to develop new business
  - 4.Buyer-supplier: relationship to assure reliable supplies
- **Cost Structure** –describes all costs incurred to operate a business model



*“Pattern in architecture is the idea of capturing architectural design ideas as archetypal and reusable descriptions” - C. Alexander, Architect.*

## **Un-Bundling Business Models**

### ***Pattern No.1***

The concept of the “unbundled” corporation holds that there are three fundamentally different types of businesses: Customers Relationship businesses, product innovation businesses, and infrastructure businesses. Each type has different economic, competitive, and cultural imperatives. The three types may co-exist within a single corporation, but ideally they are “unbundled” into separate entities in order to avoid conflicts or undesirable trade-offs.

Examples: mobile telecom industries, private banking industries

### ***Pattern No.2***

Long Tail business models are about selling less of more. They focus on offering a large number of niche products, each of which sells relatively infrequently. Aggregate sales of niche items can be as lucrative as the traditional model whereby a small number of bestsellers account for most revenues. Long Tail business models require low inventory costs and strong platforms to make niche content readily available to interested buyers.

Examples: Netflix, eBay, YouTube, Facebook, Lulu.com

### ***Pattern No.3***

Multi-Sided platforms bring together two or more distinct but interdependent groups of customers. Such platforms are of value to one group of customers only if the other groups of customers are also present. The platform creates value by facilitating interactions between the different groups. A multi-sided platform grows in value to the extent that it attracts more users, a phenomenon known as the network effect.

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



Examples: Visa, Google, eBay, Microsoft Windows, Financial Times

#### ***Pattern No.4***

Free. In the free business model at least one substantial Customer Segment is able to continuously benefit from a free-of-charge offer. Different patterns make the free offer possible. Non-paying customers are financed by another part of the business model or by other Customer Segment. Examples: Metro, Skype, Google, Free Mobile Phones.

#### ***Pattern No.5***

Open business models can be used by companies to create and capture value by systematically collaborating with outside partners. This may happen from the “outside-in” by exploiting external ideas within the firm, or from the “inside-out” by providing external parties with ideas or assets lying idle within the firm. Examples: P&G, GlaxoSmithKilne

## **COMMUNICATION**

One of the basic skill set that is mandatory to anyone aspiring to a position of leadership is the one related to communication. Any person who is in a position of coordination or management is constantly faced with situations where he/she needs to communicate with his team or with the outside. Leadership is several steps forward from that because it involves the dimension of motivating and inspiring people in working towards achieving ambitious goals and fulfilling long-term vision. As with any skill set, one has to start with the basics in order to be able to specialize and develop his/her skill set to a higher level. In this hand-out we will discuss the basics of communication not in the sense of what is simple about communication, but in the sense of what lies at the foundation, what are the underlying processes that happen during any communication act and what any person who strives for transmitting their messages successfully should be aware of.

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>





Communication is the process of transferring information from a sender to a receiver with the use of a medium/channel in which the communicated information is understood by both sender and receiver. It is a process that allows organisms to exchange information by several methods. Communication requires that all parties understand a common language that is exchanged. There are auditory means, such as speaking, singing and sometimes tone of voice, and nonverbal, physical means, such as body language, sign language, paralanguage (clothes and looks etc.), touch, eye contact, or the use of writing.

## DEFINITION

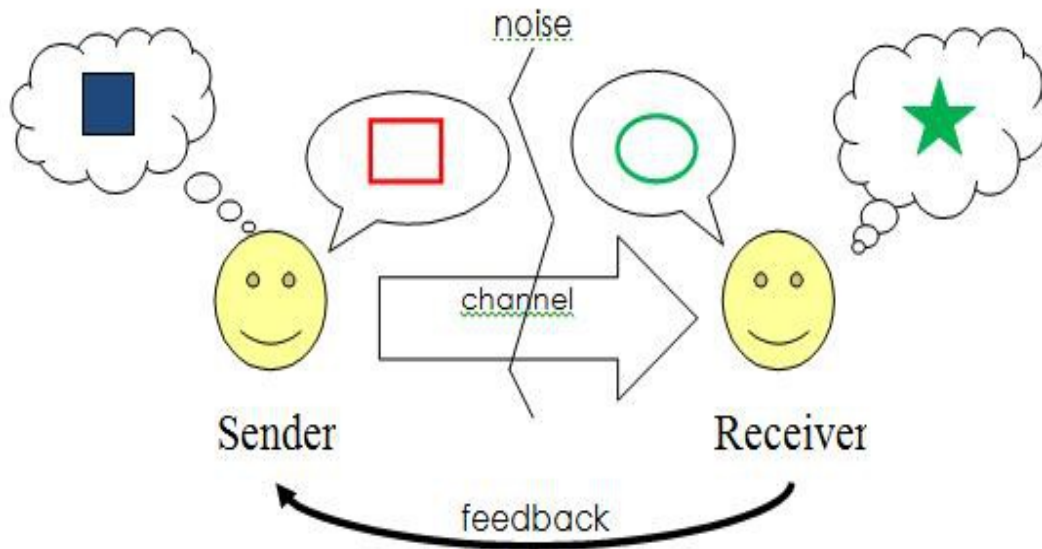
Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analysing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur. Communication is the articulation of sending a message, through different media whether it be verbal or nonverbal, so long as a being transmits a thought provoking idea, gesture, action, etc.

## THE “SIMPLE” COMMUNICATION MODEL

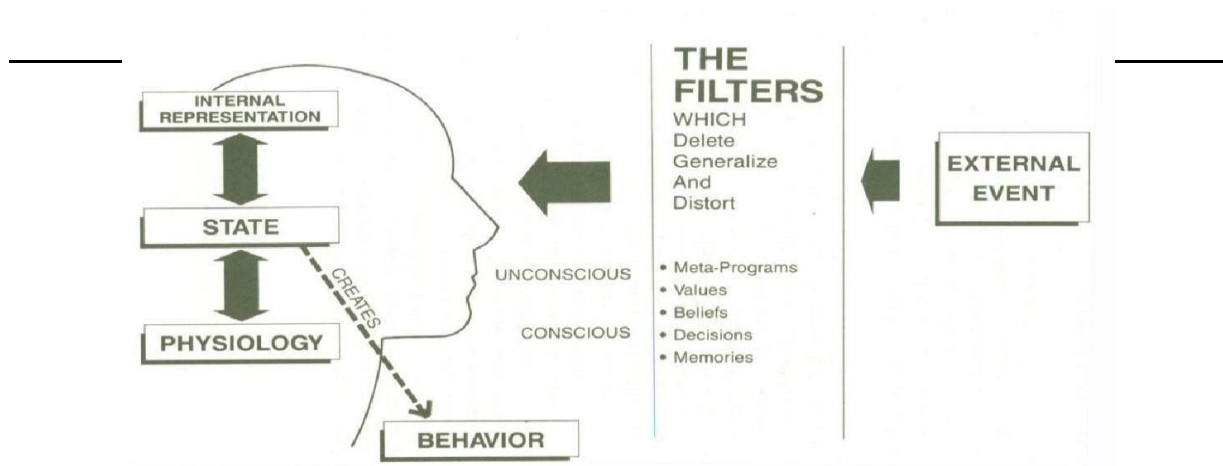
There are many different models of communication. For the purpose of this training we used a simple one, including the sender at the one end and the receiver at the other end of the communication process, the message going from the sender to the receiver and feedback from the receiver to sender. We also included coding of a message on the side of the sender, which means that whatever the sender is aiming to transmit (what is in their mind) is never exactly the same as what they actually send – we could say some parts of the message are “lost in translation” from thought to words. On the other end we have a receiver, who needs to decode the message and figure out what the message actually means.



The problem with coding and decoding is that we might have different “dictionaries” to do this, which in the language of neuro-linguistic programming are called filters.



## COMMUNICATION FILTERS



Richard Bandler and John Grinder (1979) developed this model of communication based on cognitive psychology, explaining how we process information coming to us from the world around us. According to this model, it is our internal response that generates our on-going behaviour. In other words, it helps us understand how we communicate with ourselves and with others.

We experience external events (for example, the message of the sender) and before we make an internal representation of the meaning of that message, we:

**delete** - when we selectively pay attention to some aspects of the message and not others;

**distort** - when we misinterpret the message

**generalise** - when we draw global conclusions based on limited aspects of the message

This happens as the information passes through our internal processing filters: the values that we hold, beliefs, attitudes, memories, decisions that determine our actions. What is retained or deleted (distorted, generalized) will have a major effect on the internal representation of the reality (how we see the world).

Furthermore, it is our internal pictures, sounds, inner dialogue and feelings that cause us to be in a particular state, e.g. sad or happy, motivated, challenged or excited. The state we are in influences physiology and vice versa. Our physiology influences the inner states that result in the behaviour we demonstrate. This will be important later on when we explain the strategy of effective communication and the importance of non-verbal communication in this process.

All of this means that whenever we are communicating, assuming that what we are trying to say (our internal representation) is actually what the receiver understands (his internal representation) can lead to misunderstanding and even conflict. Therefore we need to make sure that we can decode the message correctly.



## FOUR SIDES OF A MESSAGE

We already mentioned that people can say the same thing and mean something completely different, or mean the same and express it in different ways. Schulz von Thun assumes that every message has four sides, or contains four aspects. Thus when someone says something, his message contains four messages simultaneously, with one being the intended message, while all the others resonate with it. These four sides are:

The fact aspect (the information I want to convey). Every message contains some kind of information, that is, a rendition of a fact from the sender's point of view. The pure content that the words in themselves reveal is termed factual information. Data, facts, and circumstances are in the foreground.

The self-disclosure aspect (what I say about myself). In addition to factual information, which is always the most visible, every message also contains information about the sender; the sender, too, always gives away something about himself. He gives hints about what is going on inside him, how he feels at heart, how he sees himself, and how he would like to be seen by others. This may occur in an explicit or an implicit way; usually it is implicit, in the form of an unintended self-disclosure.

The relationship aspect (how I relate to you). Every message also says something about the relationship between sender and receiver, what they feel for each other, how they are connected with each other. This side of the message is often expressed through tone of voice, gestures, and facial expressions, that is, through nonverbal signals, as well as through the way something is said, the choice of words.

The appeal aspect (what I want to effect on the part of the receiver). A message normally is not sent "just because," for no reason or with no intention. Generally it is always linked with a wish to influence the other person in some manner. The sender expects not only that his message will be understood, but also that the recipient will react in some way, that he will take action. This involves wishes, appeals, advice, directions for action, effects, etc.

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



## **STRATEGY OF EFFECTIVE COMMUNICATION**

People process information and make sense out of things in their own personal way. In order to get people to understand what you mean, you first need to understand how they understand, or at least how they try to understand. When you understand how other people process information, you can organise your communication in a way that fits their modes of perception. In other words, you are able to create your own strategy of communication.

### **OBSERVATION (SENSORY ACUITY)**

Pay attention to behavioural patterns of your partner in conversation. Notice their body-language, their phrases, vocabulary, and tone of voice, anything observable. Be aware of any changes.

### **PACING**

Pace your partner. Enter their world and use their way of expressing. Mirror and match their body-language (in a natural way) and vocabulary, use words they are using, follow their breathing pace, in general - do as they do. Stay natural in this - cross a line and you'll be mocking somebody.

If you remember talking about interconnection between the internal states and physiology – when you mirror somebody's body language, it also influences your internal state. Your internal state comes closer to the internal state of your partner and the chances you would code and decode your message in a similar way increases.

### **RAPPORT**

Rapport is the naturally occurring “dance” that happens when people meet. It is a way of harmonising that creates a sense of acknowledgement - usually out of conscious awareness. Rapport means a good connection between two or more people. In everyday life, we refer to it



as “being on the same wavelength” and it means two people share the same world for a while.

Often it is noticeable in body language - good friends drinking coffee together might use the same gestures, drink at the same time, or have a similar posture. We also spontaneously start using similar words and phrases; sometimes we don't even need to say things anymore because we “understand each other without speaking”. The situation described is well known to all of us, it happens spontaneously with certain people. The most beautiful example of this is a good dancing couple, where we cannot tell anymore who is leading and who is following.

Rapport is fundamental to effective communication. You may think that rapport is natural and spontaneous and cannot be forced. However, there are specific skills you can learn that enhance rapport and increase your effectiveness as a communicator.

When you begin to pay attention to how you meet the other person you can refine your rapport skills and thus enhance the relationship with them. This requires sensory acuity and sensitivity on your part. So use your sensory acuity to see, hear, sense and then match the other person's: posture, gestures, breathing, language patterns, tonality, and rhythm.

Once we get full awareness of the above non-, and Para-verbal clues our audience demonstrates, we start matching (or cross-over matching).

After you pace a while, rapport is created. Once you have rapport with your partner, it is not clear anymore, who is leading and who is following, you are both in the same world. Conscious rapport is just as effective as unconscious rapport we have with our friends - the only difference is that we induce it on purpose to achieve a certain goal. Off course, the goal should be one of a good intention, a goal both you and your partner wish to achieve. If this is not so, very often the strategy will not work.

## **NONVERBAL LEADING**

Once you think you have rapport with somebody, you can test it. Make a movement and see if your partner does something similar. Change your posture. Have a sip of a drink. Start walking, breathing or speaking faster or slow your pace down. See if your partner follows



your lead. If they do, this means you have achieved a good rapport with them. If they don't, you need to return to the pacing stage.

## VERBAL LEADING

Once your partner follows your nonverbal clues, your rapport is strong enough to present them some of your ideas. You entered their world and you understand them and therefore trust is established. Now it is much more likely that they will take in whatever you want to tell them. In leadership, this is the stage where you can introduce changes, make suggestions, feedback – all in all, it is the time to make yourself understood.

## THE FOUR PILLARS OF COMMUNICATION

By modelling the three psychotherapists, who they saw as excellent communicators (Milton Ericson, Virginia Satir and Fritz Perls), Bandler and Grinder found the four key things they all had in common: goal orientation, power of senses (careful observation), rapport and flexibility. They called them “The Four Pillars of NLP”

The Four Pillars of NLP have been tested many times after Bandler and Grinder first came up with them and proved to be present in all excellent communicators examined. This can also be a challenge for you - think of some people you find are really good at communication with people, who can achieve their goals and stay in good relationship with other people, and try to notice if you can find the same pattern in their behaviour. Rapport we have already mentioned – the others are briefly explainer below.

## GOAL ORIENTATION

If we do not decide what we want to achieve, we can never achieve it. Or if we can, how do we know we have achieved it? Have a clear goal in mind so you can figure out the ways to get



to where you want to go.

## SENSORY ACUITY

Sensory Acuity means careful observation of our environment. The excellent communicators will notice every little change in human behaviour - even subtle details like skin colour or breathing pace. By paying attention to details you will be able to notice the needs of the people you work with and foresee possible problems before they even occur. Pay attention to body language, to words they are saying, to their reactions to exercises and content. They will appreciate you being aware of them and it will be much easier for you to understand and support them

## FLEXIBILITY

In order to achieve our goals in an ever-changing environment, we need to be flexible. No matter how carefully we plan; there will always be unexpected situations in which we will need to adjust our behavior according to what is happening. If what you are doing is not working, do something else. People are one of rare beings who are able to keep on trying the same strategy over and over again because it might had worked a couple of times in the history.

## ACTIVE LISTENING

Listening is the “receiving” part of communication. Making meaning from sound is an active process that includes: receiving information, understanding, evaluating the message, giving feedback to the sender.

When executed effectively, listening:

- improves relationships between people;
- results in making others good listeners as well;
- improves problem solving skills;

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>





- increases job satisfaction;
- improves communication, trust, respect among team members;
- builds teamwork.

## LEVELS OF LISTENING

There are different types of listening. Typically they are presented as levels of listening.

Various people have constructed listening models. Below is an attempt to encompass and extend good current listening theory in an accessible and concise way. Bear in mind that listening is rarely confined merely to words. Sometimes what you are listening to will include other sounds or intonation or verbal/emotional noises.

Sometimes listening involves noticing a silence or a pause - nothing - 'dead air' as it's known in broadcasting. You might instead be listening to a musical performance, or an engine noise, or a crowded meeting, for the purpose of understanding and assessing what is actually happening or being said. Also, listening in its fullest sense, as you will see below, ultimately includes many non-verbal and non-audible factors, such as body language, facial expressions, reactions of others, cultural elements, and the reactions of the speaker and the listeners to each other.

## NOT LISTENING

Noise in the background - you are not concentrating on the sounds at all and nothing is registering with you. Ignoring would be another way to describe this type of listening. There is nothing wrong with passive listening if it's truly not important, but passive listening, Not Listening, is obviously daft and can be downright dangerous if the communications are important.



## PRETENDING

You are not concentrating and will not remember anything because you are actually daydreaming or being distracted by something else even though you will occasionally nod or agree using 'stock' safe replies.

This is a common type of listening that grown-ups do with children. This level of listening is called Responsive Listening in some other models, although Pretending is arguably a more apt term, since the word 'responsive' suggests a much higher level of care in the listener, and Pretending reflects that there is an element of deceit on the part of the listener towards the speaker.

You will generally know when you are pretending because the speaker will see that glazed look in your eyes and say firmly something like, "Will you please listen to me? I'm talking to you!"; especially if the speaker is a small child.

## SELECTIVE LISTENING

You are listening and taking in a certain amount of information, but because you already have such firm opposing or different views, or a resistance to the speaker, you are not allowing anything that is said or any noises made to influence your attitude and level of knowledge and understanding. You are projecting your position onto the speaker and the words.

You would do this typically because you are under pressure or very defensive. You would normally be aware that you are doing this, which is a big difference between the next level and this one.

## ATTENTIVE LISTENING

You listen only to the content, and fail to receive all the non-verbal sounds and signals, such as tone of voice, facial expression and reaction of speaker to your own listening and reactions.

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



This is fine when the purpose of the communication is merely to gain/convey cold facts and figures, but it is very inadequate for other communications requiring an assessment of feelings and motives, and the circumstances underneath the superficial words or sounds.

Attentive Listening is a higher level of listening than Misunderstood Listening because it can gather reliable facts, but it fails to gather and suitably respond to emotions and feelings, and the situation of the other person, which is especially risky if the other person's position is potentially troublesome. This is a common form of listening among 'push and persuade' salespeople. Attentive, Data-Only,

Listening is typically driven by a strong personal results motive. It can be highly manipulative and forceful. This type of listening wins battles and loses wars - i.e., it can achieve short-term gains, but tends to wreck chances of building anything constructive and sustainable.

## EMPATHIC LISTENING

You are listening with full attention to the sounds, and all other relevant signals, including:

- tone of voice
- other verbal aspects - e.g., pace, volume, breathlessness, flow, style, emphasis
- facial expression
- body language
- cultural or ethnic or other aspects of the person which would affect the way their communications and signals are affecting you
- feeling - not contained in a single sense - this requires you to have an overall collective appreciation through all relevant senses (taste is perhaps the only sense not employed here) of how the other person is feeling
- you are able to see and feel the situation from the other person's position

You are also reacting and giving feedback and checking understanding with the speaker. You will be summarizing, probably taking notes and agreeing on the notes too if it's an important discussion. You will be honest in expressing disagreement but at the same time expressing genuine understanding, which hopefully (if your listening empathy is of a decent



standard) will keep emotions civilized and emotionally under control even for very difficult discussions. You will be instinctively or consciously bringing elements of effective communication and empathy into the exchange. It will also be possible, for one who knows, to interpret the exchange from the perspective of having improved the relationship, mutual awareness and understanding.

## **EFFECTIVE FEEDBACK**

Effective Feedback is one of the best tools you have for motivating people, improving work efficiency, developing others, creating a proper work environment, creating synergy and connection in your team. In the right hands and with the proper perception, this tool can do wonders. But, as any skill, giving and receiving feedback is something that has to be learned, practiced, improved; it is a skill you develop in time.

There are several aspects that a true leader must master: giving and receiving feedback developed extensively below. Experience shows that receiving feedback in a professional way might prove harder than giving it, but this is something up to each to discover.

An additional angle to deal with feedback for leaders is the individuals' development which should be the main goal:

### **Constructive**

Feedback should be set to direct followers towards and/or to help determining where and how to take corrective action in order to improve.

### **Positive**

Feedback should help increase followers' confidence, encourage continued high performance and leverage what they're already doing effectively.



## CONSTRUCTIVE CRITICISM

There are situations though, when we need to focus on negative aspects and criticize someone's actions in order to ensure their and your success in the future. This is a very delicate position and if handled wrong it can cause more damage than good. We propose the following model to ensure that your constructive criticism won't put the receiver on the defensive.

### “I” messages

An I-message or I-statement is an assertion about the feelings, beliefs, values etc. of the person speaking, generally expressed as a sentence beginning with the word "I", and is contrasted with a "you-message", which often begins with the word "you" and focuses on the person spoken to.

I-messages are often used with the intent to be assertive without putting the listener on the defensive. They are also used to take ownership for one's feelings rather than implying that they are caused by another person. An example of this would be to say: "I really am getting backed up on my work since I don't have the financial report yet," rather than: "you didn't finish the financial report on time!" (The latter is an example of a "you-statement").

### How to build I messages

While the underlying rationale and approach to I-messages is similar in various systems, there are both three-part and four-part models for constructing I-messages. A three-part model is proposed by the University of Tennessee Family & Consumer Sciences for improving communication with children:

- I-messages usually contain four elements:
- How I feel about the behaviour and its effects
- A description of the behaviour, what actually happened
- The actual, concrete, tangible effects of that behaviour on you



- The behaviour you would prefer
- I feel... (Insert feeling word)

A behaviour that causes problems is inserted here. It is very important to formulate it as something subjective, something that YOU personally feel. The behaviour must be specific and incontrovertible. If there is disagreement about whether the behaviour actually occurred or if the right parties are not included the effect of the "I" message will be minimized.

- when... (tell what caused the feeling).

An event specifically related to the problematic behaviour is inserted here. The event should be something that is easily identified and would be agreed to by both communicators. It is very important that the behaviour and the event immediately linked and that the event be something that occurred as a direct result of the behaviour.

- I would like... (tell what you want to happen instead).

Here is where the most important part of constructive criticism comes in and you help offering suggestions of how the behaviour can be changed in order to have a positive impact on you.

Gordon advises that to use an I-message successfully, there should be congruence between the words one is using and one's affect, tone of voice, facial expression and body language. Gordon also describes a 3-part I-message, called a "confrontive" I-message, with the following parts:

- non-blameful description of the listener's behavior
- the effect of that behavior on the speaker
- the speaker's feelings about that effect

He describes the I-message as an appeal for help from the other person, and states that the other person is more likely to respond positively when the message is presented in that way.



## CONCLUSION

Communication is a complex process of human interaction and experts have extracted many models of “how it works best” from situations in which people who naturally communicate successfully. Use of these models can help you to realize what aspects of communication you can pay attention to when trying to understand other people and make yourself understood.

Together we went through the NLP principles and how we can have an effective communication with some tips and tricks. The pillars of Strategic Communication sustained this process with the sustainability of a giant. But the conclusion remains the same:

The most powerful messages are the ones we really believe in, and are coming from genuine care and understanding of the person receiving it. And that is how great leaders inspire action.



## **FURTHER READING:**

### **Erasmus plus:**

1. <https://www.salto-youth.net/>
2. <http://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

### **Free knowledge:**

1. [ALISON](#) – over 60 million lessons and records 1.2 million unique visitors per month
2. [COURSERA](#) – Educational website that works with universities to get their courses on the Internet, free for you to use. Learn from over 542 courses.
3. [The University of Reddit](#) – The free university of Reddit.
4. [UDACITY](#) – Advance your education and career through project-based online classes, mainly focused around computer, data science and mathematics.
5. [MIT Open CourseWare](#) – Free access to quite a few MIT courses that are on par with what you'd expect from MIT.
6. [Open Culture](#) – Compendium of free learning resources, including courses, textbooks, and videos/films.
7. [No Excuse List](#) – Huge list of websites to learn from.
8. [Open YALE Courses](#) – Open Yale Courses provides free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale University All lectures were recorded in the Yale College classroom and are available in video, audio, and text transcript formats. Registration is not required
9. [Khan Academy](#) – Watch thousands of micro-lectures on topics ranging from history and medicine to chemistry and computer science.
10. [Zooniverse](#) – Take part in a huge variety of interesting studies of nature, science, and culture.
11. [TUFTS Open CourseWare](#) – Tufts OpenCourseWare is part of a new educational movement initiated by MIT that provides free access to course content for everyone online. Tufts' course offerings demonstrate the University's strength in the life sciences in addition to its multidisciplinary approach, international perspective and underlying ethic of service to its local, national and international communities.
12. [How Stuff Works?](#) – More scientific lessons and explanations than you could sort through in an entire year.





13. Harvard Medical School Open Courseware The mission of the Harvard Medical School Open Courseware Initiative is to exchange knowledge from the Harvard community of scholars to other academic institutions, prospective students, and the general public.
14. [VideoLectures.NET](#) – the title says it all – amazing video lectures on many topics.
15. [TED](#) – Motivational and educational lectures from noteworthy professionals around the world.
16. [Shodor](#) – A non-profit research and education organisation dedicated to the advancement of science and math education, specifically through the use of modeling and simulation technologies. Included in this site are instructional resources, software, interactive lessons, explorations and information about workshops for students, teachers and learners of all ages on mathematics and science. Make sure you check Shodor Interactive – a great collection of interactive math, geometry, fractal, probability, algebra and statistics activities.
17. [Udemy FREE Courses](#) – hundreds of experts teach on Udemy every month including New York Times best-selling authors, CEOs, Ivy League professionals and celebrity instructors. Courses include video, live lectures and tools to help teachers interact with students and track their progress. There are many free courses that can teach you business online, law, programming, design, mathematics, science, photography, yoga and many more.
18. [Maths & Science](#) – Courses, tests and learning materials about mathematics and science for students from 1 to 12 grade.
19. [edX.org](#) – Free courses designed specifically for interactive study via the web, provided by MIT, Harvard, Berkley, Georgetown, Boston University, University of Washington, Karolinska Institute, Kyoto University and many more.
20. [iTunes U](#) – Apple’s free app that gives students mobile access to many courses. It offers many free video courses, books, presentations and audio lectures.
21. [Liberty Classroom](#) – Owned by bestselling author Tom Woods. Offers some free courses in history and economics, but at the price of one movie ticket a month you can gain access to a lot of useful information. Not completely free, but totally worth it...
22. [Drawspace](#) – Hundreds of free drawing lessons.
23. [Codecademy](#) – Easy way to learn how to code. It’s interactive, fun and you can do it with your friends.
24. [Duke U](#) – Duke offers variety of free courses on iTunesU.
25. [Scitable](#) – A free science library and personal learning tool that currently concentrates on



genetic, the study of evolution, variation and the rich complexity of living organisms.

26. [My own business](#) – Offers free online business administration course that would be beneficial to new managers and to anyone who is interested in starting a business.

27. [Kutztown University's free courses](#) – The Kutztown University of Pennsylvania's Small Business Development Center offers more than 80 free business online learning. Kutztown's courses are individualized and self-paced. Many of the courses feature high-end graphics, interactive case studies and audio streams.

28. [Open Learn](#) – Gives you free access to Open University course materials.

29. [Free Computer Books](#) – Free computer, mathematics, technical books and lecture notes.

30. [Academic Earth](#) – Free video lectures from the world's top scholars.31. American Sign Language Browser – Teach yourself sign language online

32. [BBC Languages](#) – Teach yourself a new spoken language online.

33. [unplugthetv](#) – Randomly selects an educational video for you to watch.

34. [Lifehacker](#) – Learn to hack life! Tips and tricks for improving all areas of your life.

35. [JustinGuitar](#) – Hundreds of free guitar lessons as well as some basic music theory.

36. [DuoLingo](#) – Learn a new language for free while helping to translate the web.

37. [Layers Magazine](#) – Photoshop, Illustrator, Dreamweaver, Flash, Premiere Pro, In Design and After Effects tutorials.

38. [Creative Flow](#) – list of OVER 950 Photoshop tutorials to keep your skillset up to date.

39. [Open2study](#) – Open2Study delivers free, high-quality education online. You can study subjects with real value, and in just four weeks you can learn something new, explore the next step in your career, challenge yourself or simply satisfy your curiosity. These subjects are provided by leading Australian institutions, and are taught by academics and leading industry professionals who love to teach. All you need is an internet connection and the desire to study.

40. [OEDb](#) – Choose from over 10,000 free online classes

....besides....

#### **-Languages:**

- [Radiolingua](#)

- [BBC Languages](#)

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>



- [Quizlet](#)
- [Livemocha](#)
- [Duolingo](#)
- [Busuu](#)
- [Learn](#) \_\_\_\_\_ [10](#)
- [Engvid](#)
- [Grammati](#)
- [Pons](#)
- [e-ang](#)

**-IT**

- [Wazniak](#)
- [Przeperski](#)
- [The](#) \_\_\_\_\_ [new](#) \_\_\_\_\_ [boston](#)
- [CG Cookie](#)
- [Udacity](#)
- [Grafika 3D](#)
- [W3schools](#)
- [Virtaul](#) \_\_\_\_\_ [Study](#)
- [Programowanie gier](#)
- [RBW](#) \_\_\_\_\_ [hitaker](#)
- [It-ebooks](#)
- [Code Academy](#)

**-Entrepreneurship:**

- [Mind](#) \_\_\_\_\_ [Valley](#) \_\_\_\_\_ [in](#) \_\_\_\_\_ [sights](#)
- [Book](#) \_\_\_\_\_ [Boon](#)
- [EXINFM](#)
- [My own business](#)

....BESIDES....



1. <http://ideas.ted.com/books-worth-reading-this-holiday-recommended-by-bill-gates-susan-cain-and-more/>
2. [http://www.ted.com/playlists/182/talks\\_from\\_inspiring\\_teachers](http://www.ted.com/playlists/182/talks_from_inspiring_teachers)
3. <https://www.youtube.com/watch?v=BE8b02EdZvw>
4. <http://ed.ted.com/on/gziOcoTs>
5. <http://ed.ted.com/on/xeCJz2yz>

**Stowarzyszenie – Porozumienie Pokoleń**

41-260 Sławków, ul. Burki 25

tel. 609 094 099

KRS: 0000410124 REGON: 242862553 NIP: 6342806844

<http://porozumieniepokolen.pl/>

