

GUIDELINES FOR TRAINERS



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INTRODUCTION

These principles are intended for institutions and their trainers and personnel, for training programs for development that involve other people at social risk, and present the minimum standards that need help to achieve the necessary skills.

These guidelines have not been developed, but they outline the common services needed for all training courses with Social-Cognitive Transactional Analysis S.C.T.A. competency development initiatives. Taking into account the specific functions and needs of the training centers, these guidelines offer specific guidance for each stage of the process.

Our goal is to help students to migrate towards a difficult future, increase the richness of each country's cultural differences and successfully overcome the challenges that face the challenges of their education, taking into account the specificity of their classroom.

1. THE CONTEXT

The first step is to analyze the context or situation of the migrant, this analysis is subdivided into three stages: starting point, acme-apogee and final. The first step would begin with the starting point, developing a comprehensive analysis of both the external environment and the internal environment.

This analysis should be based on the analysis of the migrant's external environment, which indirectly influences the migrant's situation. The political -economic situation of the world, sociological and technological affect the situation of this. Conflicts between countries, economic crises, migration policies, or new technological advances influence migrants.

Subsequently, an analysis of the environment closest to the migrant must be made, that is, everything that has a close relationship that directly affects the migrant. The

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political-economic situation of your country, the culture, religion of your country, city or family that can affect the migrant status. A deep knowledge of everything that surrounds the migrant and know the possible causes that may have caused the current situation of the migrant.

The second stage (called acme-apogee) within the context is to explore the possible alternatives that we can offer the migrant: integration centers, jobs, preparation-academic training, language learning in the host country, etc.

The third stage (the end) within the context would be based on the guidance, tutoring, control and monitoring of the possible solution offered to your problem, in order to obtain an improvement in your social, communication or integration skills, observing if this Improvement occurs efficiently.

2. ANALYSIS OF THE PROBLEM

The second step is based on the analysis of the problem. To analyze the concrete situation of the migrant, we must formulate the known five questions; (What?, When?, Where?, Why? And How?)

- What?: Here we would have to know the main problem of the migrant, concerns, fears, relationship problems, communication, etc.
- When?: Place in the time where the migrant problem happens.
- Where? Place in a geographical location, their situation: international, national, regional, provincial or local.
- Why? Know the causes that led him to the current situation in which he finds himself. The analysis of the context of point number one can help.
- How ? : Your personal actions that led to your personal situation, what you did or did not do that may have affected you.

3. THE EXPLANATORY HYPOTHESIS OF THE PROBLEM

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The third step is to understand the problem by proposing hypotheses. We must analyze three sections:

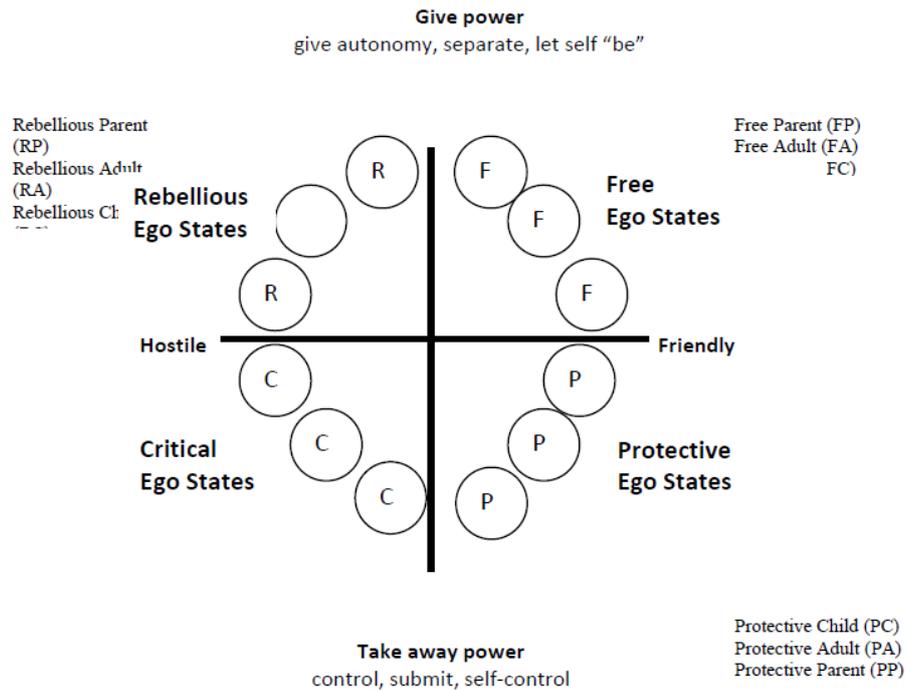
- The focus of the problem, where it is located according to the transactional analysis, distinguishes three different perspectives linked to three different directions of action: two are interpersonal (Other and oneself), and the other is intrapsychic (Introject). Being able to be proponent, respondent and myself.
- Affiliation, which describes the affectivity of the action in a continuum from hostile to friendly, ie the set of thoughts, feelings, and actions connected to the problem that indicate whether it is in a friendly or hostile situation.
- Interdependence, which describes the power of action in a continuum from empowering to removing power in the relationship with the other and with the self. The poles have different names according to the type of focus: give autonomy and control for another focus; be separate and present the focus of the self; allow "being" and self-control, for the introspective approach. Interdependence analyzes the thoughts, feelings and actions connected to the problem that involve giving power (more autonomy) or removing power (more dependent).

4. IN WHICH QUADRANT IS THE PROBLEM?

The fourth step is to combine the two dimensions of affiliation and interdependence, distinguishing four quadrants: Free Ego States, Protectors, Critics and Rebels. In each quadrant we have father, adult and child states, so we have 12 ego states that we represent in a circle with petals, in the shape of a flower or daisy.

Depending on the quadrant in which we believe the migrants are, we will base our actions.

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5. WHICH EGO STATES IS INVOLVED?

The fifth step, as we have explained before, we must classify the migrant behavior in one of those quadrants. In each quadrant we have parent, adult and child states, so we have 12 ego states. (See the figures of the flower).

- a) Child ego states: Prevail emotional processes.
- b) States of the adult ego: Prevail the processes based on reality and maturity.
- c) Parent ego states: Prevail the processes of regulation and control.

6. DESCRIBE YOUR INMIGRANT PROBLEM UNDERSTANDING IN THE HYPOTHESIS.

At this point we must describe the problems of understanding that we have suffered throughout the process with the migrant, based on the hypothesis initially raised on focus, affiliation and interdependence.

7. COMMUNICATION INTERVENTIONS TO PROMOTE THE DESIRED CHANGE: PREDICTABLE PRINCIPLES OF THE COMMUNICATION

We need to use questions or comments to understand the point of view of the migrant, because it is necessary to know the theory in the mind of the migrant, we must convince the migrant that his feelings are not wrong. For example, is what I understood correct? as you explained to me ...; you are asking me questions, then you have interest; How can we resolve the different points of view? You feel good?; There is nothing wrong with your feelings.

Some of the possible techniques would be communication, prediction or empathy with the migrant.

8. INTERVENTION VERIFICATION

The final step of the process is to verify if the changes made after the application of the transactional analysis in the behavior of the migrant are maintained over time.