



GAMCON

GAGAUZIAN MODERNIZATION CONVENTION

ANALYSIS OF WORKSHOP SESSION ON CIVIC ENGAGEMENT GAMCON YOUTH LEADERSHIP PROGRAM

Training was second from three parts of Civic Engagement Training cycle. First training took part in November 2017.

Vast majority of training participants attended first part and is foreseen that they will participate also at last training just two weeks after this second part.

Agenda is based on additional information, complementary to first training, to broaden practical knowledge and skills of participation. Prior to training lead trainer communicated with local partners on Comrat to obtain detailed information on training participants and their civic engagement activities since first training to fine-tune final agenda and content of training.

Training was conducted in cooperation with local trainer Sergiu Procopov in Russian language.

Training session followed 3 steps model – **1. theory** explained with **2. specific example** and followed with **3. how to do it back home exercise** – group work to brainstorm and plan how to implement just learned approach in own local community.

Both trainers presented examples and cases from own experiences mostly from Moldova, but also from Slovakia and Ukraine.

Training was focused on group dynamic and setting professional goals in long-term perspective.

1. Group dynamics and importance of crisis and conflict in this process

Goal of this workshop and exercise was to allow participants to experience group dynamic.

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While participating on workshop, participants observed and realized different behavior and interaction of the participants in the course of the exercise. Observations related to:

- taking initiative
- leadership behavior
- participant's behavior during the conflict
- and other important moments in the game that affect the development of the group

At the end they evaluated exercise with focus on:

- Difficult emotions accompanying participants;
- Stages of group process and characteristic behavior of its members in their course;
- Roles that emerged during the game;
- The process of discerning leadership;
- Relations between the participants in the game,
- Situations of conflict and deadlock, and ways to cope with them;
- Other mechanisms that have emerged in the game

2. The procedure of setting professional goals in a long-term perspective

Exercise was done individually and it can be used to plan a long-term professional development of each participant. Trainer asked questions one by one and gave time to people to answer one after another. Participants wrote down answers to the following questions:

- What is important for you in your work? What is the main point of reference in the decisions you take? Describe these issues in the form of a few words or short passwords.
- Thinking about what is important to you now imagine yourself in five years. What do you do? What is for you a source of professional satisfaction? Describe it in a few sentences.

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- Looking at the vision of what you see in front of you what objectives you see to be achieved? Describe them all.
- Now chose the most important one of them. Let it be such a objective, that you see as an ambitious and at the same time available for you. Write it down (bigger than others).
- What are your success criteria - when you know that it achieved?
- Now go back to the present time and from this perspective, take a look at your goal. What stages do you see on the way? Describe them.
- Now to each of these stages write down at least two tasks that will have to be done.
- Looking at what you have described previously, think about your personal resources (knowledge, skills, experience, etc.) that can be helpful in achieving your objectives? Describe them.
- What else do you need to achieve your goal? Describe it and then think about how you can do this.
- What is the first step on the way to this goal, which you can make right after you return to work? It may be a small step. Describe it now and when you return do it.

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