

DEAF WORK

SEMINAR PROGRAMMES FOR FILLING MAJOR COMPETENCE GAPS OF THE DEAF



INTRODUCTION

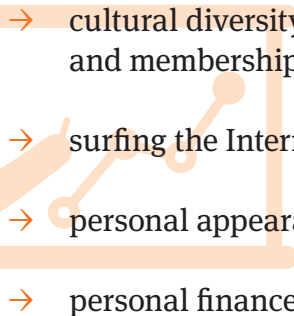
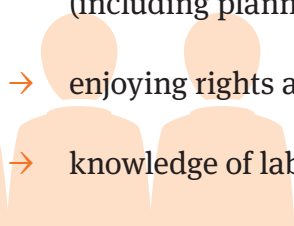
- **Deaf and hearing-impaired persons:**
 - they participate in non-formal education very rarely
 - their education is usually limited to the school education system
- **Causes:**
 - insufficient command of Polish language
 - facing barriers when communicating with hearing people

THE PROPOSED TRAININGS

The proposed trainings aim at filling major competence gaps among the deaf and hearing-impaired, which is crucial to them.

DEAF WORK – Model Dedicated to Improve Employment Accessibility Among the Deaf People


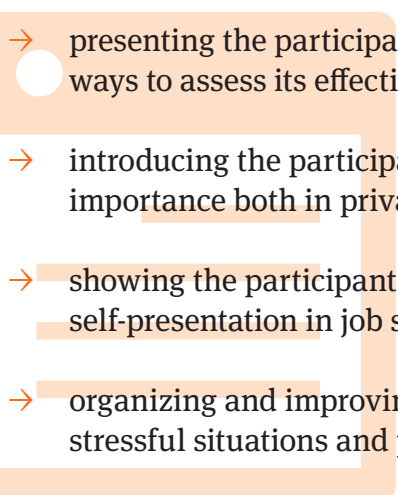
OBLIGATORY SEMINARS

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- enhancing self-esteem and assertiveness
 - cultural diversity issues (deaf and hearing persons) and membership in the culture of the Deaf
 - surfing the Internet safely and using it for professional branding
 - personal appearance and basic workplace etiquette
 - personal finance management (including planning, growing savings, loan applications)
 - enjoying rights and fulfilling civic duties
 - knowledge of labour market and its institutions
 - the concept of life-long learning and the benefits it brings in the context of social and professional life



SUPPLEMENTARY SEMINARS

Supplementary seminars aim at expanding obligatory seminars

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- developing participants in terms of key ICT competences (MS Excel, MS Word, MS Power Point)
 - presenting the participants with types of economic activity, ways to assess its effectiveness and different ways of obtaining financing
 - introducing the participants to a concept of creativity and illustrating its importance both in private and professional life
 - showing the participants, the elements, rules and form of effective self-presentation in job seeking
 - organizing and improving the participants' knowledge of stressors, stressful situations and possible reactions to stress
 - improving the participants' knowledge of cosmetics and personal hygiene, discussing those aspects of physical appearance that are important during job searching, directing the participants' attention to change and self-improvement.

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EXAMPLARY SEMINARS

Cultural Diversity

Each culture consists of

- behaviours
- views
- attitudes
- values

How could the culture of the Deaf be described?

- methods of communication (language) / language minority

The culture of the Deaf and the culture of hearing people – where do the differences come from?

- different perception of reality (senses)
- different behaviour patterns
- different interaction patterns
- different methods of communication
- different life experience
- different education path

The Deaf and the Hearing – different methods of communication

DEAF	EARED
direct style	indirect style
transferring a large amount of information to everyone (information = common good)	information exchange in smaller groups (better access to information; various sources)
presentation of the topic usually from the detail to the public	presentation of the topic usually from general to specific
a lot of details, visuals, numerous examples	usually a transparent structure, few illustrations and graphics

Assertiveness

Assertiveness is characterised by reacting peacefully (without guilt, sense of danger, avoidance) to situations when a person must:

- speak positively about oneself
- speak about one's downsides
- admit to a mistake and apologise
- express emotions towards others
- express fleeting emotional states towards others
- ask for something that he or she wants or that he or she is entitled to
- say no to somebody
- receive a compliment
- accept criticism or negative appraisal
- settle a challenging issue or conversation
- react to difficulties faced by others

The key to assertive behaviour is a sense of self-worth.



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EXAMPLARY SEMINARS

Professional identity management

Professional identity:

- the way we tend to think about one's work
- provides membership to a given social group
- allows to identify oneself as a vocationally active or inactive person
- gives motivation to work
- influences the development of professional skills
- promotes gaining qualifications

To put it differently, professional identity provokes to ask questions such as: Who am I? What do I want to do? What my abilities are? What could I learn yet?

- writing down one's education to date
- writing down one's skills
- deciding about gaining qualifications
- assessing one's actions

Self-presentation

"Things do not pass for what they are, but for what they seem..."

Physical appearance / etiquette rules for dress (dress code)

Dress:

- determines our trustworthiness
- influences the way employees are judged by their supervisors
- could be a means for improving interpersonal relations

Etiquette rules for dress (DRESS CODE):

- matching
- plainness and minimalism
- elegance and neatness
- adjusting dress to one's figure

Image

Image is an art of disguising flaws and exposing advantages

Some components of image are:

- physical appearance
- behaviour, personality and worldview
- biography (family, education, professional experience, hobby, acquaintances, friends)

How start with creating of one's personal image?

- involvement
- naturalness (compliance with own personality)
- motivation and readiness for changes
- silhouette styling - emphasize of personality

What is the aim of projecting of one's personal image?

- finding a job
- striving for professional and social advancement
- self-acceptance, a willingness to improve one's self-esteem and well-being
- a willingness to expand one's circle of acquaintances and friends
- a willingness to adapt to new surroundings

The dress code is usually determined by:

- requirements of an employer (cohesive cultural organization)
- a position one applies for
- individual appearance, figure and finding one's colour type (i.e. colour analysis)