

BASIC TRAINING CONFIDANTE



December 2021

Programme Basic Training for Confidantes

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| <p>1. Introductory meeting basic training confidantes Introduction, mutual expectations, motivation, and information</p> |
| <p>2. Listening without judgement About confidantes and listening without judgement</p> |
| <p>3. Connect, connect, connect About gaining and giving trust</p> |
| <p>4. Conversation techniques About conversation techniques and behavioural change</p> |
| <p>5. Setting boundaries About setting boundaries and saying 'no'</p> |
| <p>6. Life stories and self-reliance About support and motivation during the trajectory</p> |
| <p>7. Social map About professional help and facilities</p> |
| <p>8. Assessment</p> |
| <p>Certificate award</p> |

Times: from 1 p.m. to 4 p.m.

- be present at 1 p.m.
- always cancel in case of absence
- bring a folder and writing material

Be present for at least 6 weeks to fulfil the attendance requirement and receive the certificate.

Meeting 1: Introduction

Getting to know each other:

- What is your motivation for wanting to be a confidante to others?
- What are your expectations of the training and of your role as a confidante?
- What do we expect from you as a confidante?
- Explanation about the duties of a confidante
(see Hand-Out Meeting 1: 'Duties of a Confidante')

Meeting 2: A listening ear

Active listening without judgement

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| Learning objectives | <ul style="list-style-type: none"> • Participants understand the pitfalls of active listening • Learning how listening can help the other person • Learning how to prepare yourself to listen actively • Learning to make contact |
| Homework | <ul style="list-style-type: none"> • Write down 'good and new' on a daily basis (small things and about listening verbally/non-verbally) • Pay attention to the pitfalls, how do you react when you notice that you are stuck and how do you get out? |

1. Introduction of the meeting

Questions/remarks following meeting 1.

Ask the participants to share their experience with the first meeting (to observe what role each Mom for Moms (Schilderswijk Moeder) takes in a group).

The first and most important role of the Mom for Moms is to lend a listening ear. Introduce the following exercise as an exercise in listening (through role-playing).

2. Mind map

What is active listening without judgment? Let the participants write down on the flipchart in the form of a mind map what listening without judgement is.

3. Listening exercise (role-playing)

The first and most important role of the Mom for Moms is to lend a listening ear. Introduce the following exercise as an exercise in listening (through role-playing). The aim is to practice:

- Making contact. How do you make contact? **Non-verbal**
- How do you step into the role of a Mom for Moms?
Preparing for active listening by parking your own thoughts and worries.
- Listening without judgement (pitfalls).

The participants are split into two groups.

Group A plays the woman reached.

Group B plays the Mom for Moms.

Instructions for group A:

The women reached have to pay attention to the body language and the tone of voice of the Mom for Moms. They will only start telling their story when they feel connected to the Mom for Moms.

Group A will go outside to prepare. Every woman reached plays **case 'listening ear'**.

Instructions for group B:

The Moms for Moms have to prepare themselves to listen actively, to temporarily put aside their own thought and worries.

- While the women reached prepare their case outside of the classroom, the Moms for Moms receive **Hand-Out Meeting 2: 'Listening without Judgement'**. This hand-out describes the four pitfalls when listening.
- Explain the pitfalls and that it is the intention of the role-plays to apply them as well as possible (maybe contrary to the participant's expectations). In other words: while role-playing as a confidante, to listen **badly** to the other person.
- Ask the participants playing the role of women reached to come back into the classroom.
- Let the participants play out the cases one by one in role-plays.
- Ask the spectating participants to observe closely and take notes in which they write down
 - **the ways in which the Moms for Moms listen well**
 - **and what they can do to improve their listening.**

Discussion listening exercise

At the end of the role-plays you explain to the women you have reached that they have been fooled. The Moms for Moms have done their best not to listen. You can choose not to reveal this until you have discussed the first role-play on the basis of the two questions above (what went well and what could be better). Go through the pairs one by one by putting these two questions to the participants and asking the women reached how they experienced the role-play. **What did they think and feel?** Name the pitfalls one by one. In this way you 'fill in the pitfalls'. Make sure that this discussion makes it very clear what the pitfalls are. In other words: what happens when you judge, immediately come up with solutions, etc. Explain the pitfalls one by one.

Listening without judgement

If we listen to another person's story, we carry ourselves with us. Like the things we have learned in our upbringing, our environment, and events in our own lives. Everyone has their way of looking at the world. What the world should look like and how people should behave. We have to be well aware of this. Normally we listen with 'judgement': views on what is good, what is supposed to be and what is normal. That makes sense, but be aware that if you already have judgement, you cannot listen to someone openly and without prejudice. To gain trust and connect with the other person, you have to learn to listen without judgement. Not always easy! You carry your opinions, cultural values and prejudices with you.

Listening instead of advising

As a confidante, you are very keen to help the other person. A pitfall here is that you (too) quickly start thinking in terms of solutions and give advice on how and where and by whom someone can best solve their problem. By doing so, you deprive the other person of the opportunity to vent (this is also helping, we will come back to this in more detail later in this meeting) and to tell their full story. By listening, you can help someone to gain insight into their story, to order their story and, in the long run, perhaps also to find solutions to the problem themselves.

Listening to the other person's experiences

We tend to fill in the stories we hear from our own life experiences. The pitfall of this is that you form your own image too quickly. Things could be very different for your discussion partner than they were when you experienced something similar yourself. If you make too many interpretations from your own situation, you lose sight of important aspects in the other person's story. Then you project your own feelings, wishes, and experiences from the past onto someone else. The danger is that you think too quickly: 'I know exactly what you mean/how you feel'.

Trivialising

In order to encourage or enthuse someone you can sometimes (too) quickly choose the 'you can do it' approach. This comes from the best of intentions, but it also deprives the other of the opportunity to vent and tell their full story. The other person does not get the chance to tell why something is difficult. Because of this the other person does not feel taken seriously. Listen, show compassion, and take the other person seriously.

Then ask the participants whether they recognise these pitfalls (judging, solving, projecting, trivialising) in themselves or in others?

The alternatives to these four pitfalls are, of course, their opposites. In a nutshell, those are:

- Take your reached woman seriously
- Leave your judgements, opinion, and advice at home

- Don't take immediate action

4. Effective communication

How are you supposed to listen? Have participants read Hand-Out Meeting 2: 'Effective Communication'.

5. Listening exercise

The same people will now listen while leaving their opinions, judgements, and advice to themselves. This way, the participants can experience what is like being listened to without judgement.

What did they think? What did they feel? Write answers on the board.

6. How listening helps: the power of listening

In the discussion of the listening exercise you got an overview of what it does to people when they are NOT (properly) listened to. You have written this down for yourself or on a flipchart Against this overview you and the participants can then compare the positive consequences of listening: how listening helps.

| When you are not listened to | When you are listened to |
|--|--|
| <ul style="list-style-type: none"> - You think the other person doesn't take you seriously - You clam up - You lose your train of thought - Message: pull yourself together - Je don't feel taken seriously; you feel belittled, you feel treated like a child - Trust disappears and distance increases - You become frustrated and defensive - You feel invisible and insignificant - You feel pressured - You don't feel at ease - The solution is not yours. Consequence: you become dependent and lazy | <ul style="list-style-type: none"> - It feels like the other person has time for and interest in me - You feel taken seriously - Message: I am important - You feel seen and valuable - You open up - Self-confidence and trust increase - You get the opportunity to order your story and gain insight into your own situation - You feel relieved and more relaxed, emotionally and physically - Come up with your <i>own</i> solutions and take action |

Summarising: How listening helps

- Listening helps, both physically and emotionally (feelings of fear and insecurity diminish and self-confidence grows).
- By listening actively and without judgement, you offer the woman reached the opportunity to order her story with more insight into the origins and effect on her life. In this way, you get closer to a solution.

Take your woman reached seriously, leave judgements, opinions and advice at home, and don't immediately take action!

As a Mom for Moms, you are not a saviour.

A Mom for Moms HELPS SOMEONE HELP THEMSELVES

7. Homework

Explain the aim of 'good and new'. By focusing on little things that were good or new, participants become aware of their skills and qualities.

Meeting 3. Connect, connect, connect

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| Learning objectives | Participants gain insight into the conditions of trust (mind map) Participants learn how to fit in with the wishes and needs of the woman reached Which things can hinder trust-building (shame, pride, fear, taboos, inferiority complex, cultural-religious context)? Order the needs/story of the woman reached Return to homework, 'good and new' and how to get out of the pitfalls! |
| Homework | Good and New Practice asking open questions |

1. Meeting introduction

Ask what the participants remembered from last time. Also ask about the homework; 'good and new' and pitfalls. What was it like to do and what did they encounter?

What are we going to do this week?

This week you will learn more about how to fit in with the needs and wishes of the woman reached. Last week you learned more about the importance of active listening without judgement. Participants are going to learn not only the words but especially the right eye/body language and how to look for the story behind the story. Making contact and gaining trust is very important.

2. Mind map connect

Let the participants create a mind map on a flipchart.

- **Who was the last person you trusted? What makes you trust someone? Let the participants share their experiences and draw a mind map on the flipchart.**
- What are the conditions needed to gain and keep trust?
For the other person but also for yourself!
- If there is no connection, don't impose and certainly do not force anything.

3. Connect trajectory

- Introduction
- Win trust
- Set goals (what are her needs)
- Look at the support offer

What does the woman reached need help with and where can she get this help?

- Evaluate and adjust goals
- When the goals have been reached, finish

4. Practice getting to know each other

- Introduction: How do you start the conversation?
- How do you start a conversation?
- Open attitude
- Practice how to make contact with an open, curious attitude

Getting to know each other consists of two parts: who am I and who are you, and what can I do for you? Something accessible, inviting them for a coffee

Radiate confidence and expertise. The woman reached feels insecure about what is going to happen now and is getting used to a new situation.

Hand out **Hand-Out Meeting 3: 'First Meeting'** and let the participants read it out. Give participants additional information on how to reach women and on how to start.

Tips:

Pay attention to the house and appearance

Which people or organisations are already aware of the situation?

Making notes for yourself about things you notice

5. Obstacles when seeking help

Read out **Hand-Out Meeting 3: 'A Matter of Trust'**

Obstacles when seeking help:

What stands in the way of telling the (life) story?

Shame, mistrust and taboos

People want to solve problems themselves

Not daring to talk about the problem

Living between two cultures

Fear of gossip

Inferiority complex

The idea of perseverance ('sabr'); that it is your destiny and that you have to carry your cross yourself

Traumatic experience

Psychological problems

Disturbed generational or male-female relationships

Multi-problems, unable to see the wood for the trees

Do the participants recognise this?

6. Exercise on winning trust with case

Rita is a single mum with a daughter. She was born in Ghana and has been living in the Schilderswijk for 15 years. She has been divorced for some time. She received less unemployment benefits last month. She phoned the Social Services. She has been cut back on her benefit because her daughter has turned 18 while living at home. She does not have enough money this month to pay the bills. I ask whether her daughter is studying or working. She tells me that her daughter has problems. She is not doing okay. She has problems communicating with her daughter. She is not very good with computers and she has problems with the Dutch language.

7. Setting goals

Differentiate between primary and secondary issues. Some things go away on their own. Is a goal achievable for the woman you have reached? Always match her level and what she is already capable of.

How do you set goals? Short and long term goals

SMART

- Specific
- Measurable: reward/give compliments
- Acceptable: does the woman reach want to do the work to achieve the goal? Explain the importance/need of the woman reached
- Realistic: level of the woman reached and if she has the necessary tools to reach the goal
- Timed

8. Listen, summarise, question

Distribute **Hand-Out Meeting 3: 'Listening Skills'**.

The importance of listening, summarising and questioning: more information, a better understanding of the wishes and needs of the woman reached

Listen, not only to the words but to what someone means to say, emotions/face expressions/voice

Summarise, describe in your own words what has just been said. Ask if this is correct and drop a silence. This is an invitation.

Ask questions, while listening you got non-verbal information. You ask **open questions** to find out what else is going on. This will help you to get to the bottom of things.

Who? What? Where? Why? When? How?

Effects: you understand each other, a relationship can develop as a result of your understanding and attitude.

9. Exercise

- Write down a 'good and new' every day, focus on little things
- Practice asking open questions. What is the effect?

Meeting 4: Conversation techniques

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| Learning objectives | <p>How to listen well? Listening behaviour</p> <p>How do you find out what the existing problems or worries are?</p> <p>Listening, Summarising and Questioning explanation</p> <p>Summarising well</p> <p>Difference between and effect of open and closed questions</p> |
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1. Introduction

- Welcome and today's agenda
- What do you remember from last time?
- Discuss homework
- Read through hand-outs from meetings 2 and 3
- Practice open and closed questions
- Case set SMART goals

Return to Connect. Your own principles should not stand in the way of supporting the woman you reach. Connecting is also putting yourself aside.

Today we are going to talk about conversation techniques. In order to be able to connect with the woman you reach, you need information. How do you find out what questions, worries and problems there are? And what conversation techniques do you need to create order in the chaos?

2. Exercise in asking questions (open, closed, and suggestive questions)

Participants ask questions to find out which questions give them the most information.

3. Explanation about different types of questions

Asking questions

- **Closed questions:**
 - Questions to which one answer is possible or can only be answered with 'yes' or 'no'
 - Questions with an or-or
 - Why questions (tone of voice)
- **Indirect questions:** questions "with a detour"
- **Suggestive questions:** you probably.... Am I right?

These types of questions are **less** suited to get more information.

Questions to get more information

- **Open questions:** questions that invite you to tell more, that give the other person room (for example: 'Can you tell a bit more about that?').
- **Direct questions:** you're heading straight for your goal. These questions often start with question words such as: who, what, where, how, how much, how long, how often etc.

Sometimes you don't get clear answers to certain questions. The answer remains vague.

- **Vague language**
 - "I can't take **it** anymore" (What can't you take anymore?)
 - "**It's** all becoming too much for me" (What is becoming too much for you?)
 - "I **sometimes** feel unhappy" (When do you feel unhappy/in what situations?)
- **Leaving out words or parts of sentences**
 - "I can't handle arguments" (Arguments with whom and when?)
 - "I have to" (Says who?)
- **Generalisations**
 - "He always insults me" (When does he insult you?)
 - "Everyone abandons me" (Who abandons you?)

4. Asking questions

The participants will be asked questions. They may only answer the open questions.

5. Mind map Fight, Flight, Freeze

Reactions of fear that you can recognise in the woman you reach or in yourself. Make a mind map together with the participants.

Top 3 Flight signals:

- Instead of answering the question, someone avoids it or suddenly changes the subject.
- This person no longer makes eye contact, usually their eyes move quickly back and forth through space in search of an escape route.
- This person leans back in their chair or takes a step back. They increase the distance between you and them and often make themselves smaller in the process.

Top 3 Fight signals:

- In this person's language you hear a lot of aggressive words like "Yes, but" and "I disagree".
- This person looks at you closely and you notice that you look away all the time.
- This person leans forward towards you or takes a step in your direction. They reduce the distance between you or make you take a step backwards.

Top 3 Freeze signals:

- This person falls silent or says "eeeh" for a very long time.
- It seems as if this person is looking through you or looking through the wall: they are staring.
- The facial expressions and body language of this person are frozen, they hardly move anymore.

Yes, but...I don't know. Why? I'm not going to talk about it... Now listen carefully.... I'd like to, but.... You didn't think I...I don't have time right now...You're a...I didn't know... I'm sorry, but it's just that...I didn't understand that.... Supplement with your own favourite strategies!

We often think of resistance when we think about these reactions. That the reached woman does not want to change or improve her situation. But she says these things because she is afraid.

6. Case reached woman in fear

Leila is a 30-year-old Moroccan woman. She has been married for 10 years and has 2 small children. You have been waiting for her for ten minutes. When she walks in, she is completely worked up. Her husband came home just before she left. He was angry because he just found a bill in the letterbox. Then he hit her. She is very upset and afraid to go home.

Listen, summarise, question

Explain the importance/effect of listening, summarising and asking questions.

- By listening carefully, the Mom for Moms gets information about which questions and problems there are.
- By summarising you will find out whether you have understood the story of the woman reached.
- And by asking questions in the right way you will get even more information you need as a Mom for Moms, you will find out if there are any other questions or problems and you will discover where the other person's own strengths and abilities lie.

So listening, summarising and asking questions go together!

The importance of listening, summarising, questioning: more information, a better understanding of the wishes and needs of the woman reached.

Listen, not only to the words but to what someone means to say, emotions/face expressions/voice.

Summarise, describe in your own words what has just been said and what you think the reached woman is feeling. **Always use I-statements**. Ask if this is correct and drop a silence. This is an invitation. Examples:

- "If I understand correctly..., Do I understand that correctly?"
- "So you're saying that... Is that correct?"
- "I hear you say..., Is that correct?"

Ask questions, while listening you got non-verbal information. You ask **open questions** to find out what else is going on. This will help you to get to the bottom of things.

Who? What? Where? Why? When? How?

Effects: you understand each other; a relationship can develop as a result of your understanding and attitude.

7. Exercise 'listen, summarise, question' case

Wendy is a new woman reached. She brings a large pile of letters with her to your appointment. She asks you to help her with the letters. When you read the letters, you notice that she has a lot of unpaid bills. She doesn't talk much.

As a Mom for Moms you have to investigate the question behind the question. How come she can't do her administration herself? And how did she get all this debt?

In this phase, it's all about listening – no judgements, opinions, and advice. We are not yet thinking about solutions and advice. Pay attention to all the pitfalls! What is important to remember:

- Empathise
- Explore and investigate the context and perception of the question, complaint, problem? It is all about facts/events and thoughts/feelings.

8. Exercise 'listen, summarise, question' case

Your woman reached is called Wanda. You have only just met each other so you are getting to know her better. She wants to tell you her whole life story at once. You are overwhelmed by all the stories and facts. She also jumps from one story to another. You find it difficult to understand her and order her story. She has had a bad childhood, has a lot of debts, has difficulty raising her kids, feels alone and lonely, is divorced....

Meeting 5: Boundaries

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| Learning objectives | <ul style="list-style-type: none"> • Feeling boundaries • Insight into the saviour triangle • Practice setting boundaries |
| Homework | <ul style="list-style-type: none"> • Communicate boundaries |

1. Introduction of the meeting

- Welcome
- What do you remember from last time?
- Homework

This week you will learn more about feeling and setting your own boundaries.

2. Exercise to recognise boundaries

Make sure the participants are quiet and slowly walk towards each other.

- Participants stand in rows opposite each other, row A and row B. Participants in row B walk at a quiet pace towards the participants in row A. The participants in row A determine how close the others may get. They indicate their boundary by saying stop.
- Switch. The participants in row B now indicate their boundaries.
- Participants in rows A and B walk towards each other at the same time at a calm pace. Both participants indicate their boundaries. They stop at a distance that works for both.

Ask the participants what it was like to indicate their boundaries and what it was like having the other person to indicate their boundaries. Also ask what it was like to walk towards each other at the same time. Laughter, restlessness, and no eye contact are signs of insecurity and discomfort.

3. Explanation drama triangle

If a relationship takes a lot of energy then the cause can be a destructive pattern that we call the **drama triangle**. Three roles can be distinguished in this triangle: the victim, the saviour, and the accuser.

- The victim place themselves in a dependent position. The victim often makes others feel that they need to be helped.
- The saviour helps, solicited and unsolicited. They think they know what is good for the other. They treat people almost automatically as victims and often pity other people. From this role, the saviour does everything to please the victim. They are nice, helpful, give advice and propose solutions.

- The prosecutor is a role that can be played by both the saviour and the victim. The victim is often afraid of change, of the consequences of decisions and of taking responsibility. The advice and solutions of the rescuer meet with resistance from the victim. The victim does not want to change and becomes critical of the saviour. If the victim does not change, the saviour assumes the role of prosecutor. Because they become angry and disappointed in the victim, they will blame the victim.

When the Mom for Moms takes on the saviour role, she does not actually connect with the woman reached. She is not open about her boundaries and real feelings. Emotional honesty ensures equality in the relationship. As a Mom for Moms you have to let the woman reached take responsibility. How do you get out of the drama triangle?

1. Do not give unsolicited help.
2. Ask for the things you need (don't accuse, communicate your needs)
3. Clearly define your own boundaries.

4. Exercise 'the box'

Role play with shoebox...

There is a box with unopened mail, unpaid bills, a box of unprocessed grief (on a note), problems.

At the bottom of the box there are old memories, music, good food, things that give you strength, creativity and joy.

The box is closed and has a ribbon around it. It symbolises the reached woman's baggage. Often she thinks only of her problems. The box also contains objects that are more of a testimony to her own strength and ability to recover. She is more than her current problems.

The Mom for Moms must set boundaries and not accept or open the box. The box always belongs to the woman reached.

Discuss with the participants:

What happens if you, as a saviour/ Mom for Moms, take over the box (problems and luggage) of the woman you have reached? You also take away someone's possibilities:

- to tackle and solve the problems themselves and to create new experiences of success; and
- to (re)discover their forgotten sources of power.

The Mom for Moms should say 'no' not just for her own benefit, but for that of the woman reached as well. **What are the benefits of saying 'no' for yourself and for the woman reached?**

5. Exercises (role-play)

Case 1

Leila is a 30-year-old Moroccan woman. She has been married for 10 years and has 2 small children. You have been waiting for her for ten minutes. When she walks in, she is completely worked up. Her husband came home just before she left. He was angry because he just found a bill in the letterbox. Then he hit her. She is very upset and afraid to go home.

Case 2

You are helping out an acquaintance. Patricia is an Antillean woman with three children. Her husband has a gambling addiction. The family has a lot of debts. Patricia is depressed. In her community, psychological problems are taboo. Because she is afraid of gossip, she has not confided in anyone. You are the only one she trusts. She is very dependent on you. You gave her your phone number and she lives on your street. She often comes by, to show you a letter or to talk about her problems. The times when she visits you often don't suit you.

6. Homework

Practicing boundaries with family, children, friends and possible clients.

All participants have to draw a lifeline at home with all the events from their birth until now.

Meeting 6: Life stories and self-reliance

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| Learning objectives | <ul style="list-style-type: none"> • Awareness of one's own life story • Practice lifeline • Benefits and pitfalls of using your own experience |
| Homework | <ul style="list-style-type: none"> • Good and New self-reliance • Social map |

1. Introduction of the meeting

- Welcome
- What do you remember from last time?
- Drama triangle: how to get out of it
- Homework (lifeline)
- Assessment

2. Mind map experiential expertise

Exploring the difference between experience and experiential expertise

Experiential expertise:

- Is the experience over and has the Mom for Moms processed it?
- Is the Mom for Moms able to reflect on their own and other people's experiences?
- Can the Mom for Moms put her experience to use for someone else? The experience should be a tool, it is all about the woman reached.

3. Exercise Discuss lifeline

As homework, the participants have drawn a lifeline from birth to the present. Above the line they have mapped out the happy / nice periods and events in their lives, and their successes. What talents and qualities did the participants use? Below the line they have drawn the less happy and difficult events or periods in their lives. What problems did they have to deal with? What did she do? Who supported her? Did she solve it herself or did someone else solve it for her?

4. Benefits and pitfalls of using your own life story

Benefits:

recognition
involvement
empathy
loyalty
motivation

Pitfalls:

project your own story
saviour role, overburden
own boundaries are crossed
losing sight of reality
making yourself indispensable, making the other dependent

Moms for Moms can support, stimulate and motivate a reached woman by telling their own life story. It is important that the Mom for Moms chooses the right moment to tell her own life story. The Mom for Moms of course has to gain the trust and connect with the woman reached. What does she want and how can she be motivated and stimulated? When things change in life, the woman reached can become (more) anxious. For fear of change, she might refuse to cooperate. She can withdraw by not showing up for appointments or not picking up the phone anymore. Or she doesn't honour agreements or gets angry with her environment or with you. This is called resistance. It is important for you to ask her about her fears and to set clear boundaries.

The Mom for Moms can ask the reached woman to draw a lifeline. In this way she gains more insight into the life of the woman reached.

5. Mind map self-reliance

Let the participants create a mind map with all the words that come to mind around the topic of being self-reliant or becoming self-reliant.

6. Exercise 'increase self-reliance' (case)

Sara is a 35 year old Nigerian woman with two children. She does not know how to get by financially. Her husband can't handle money well and they have large debts. Sometimes there is no money to pay the bills and do the shopping. She suffers from stomach complaints and heart palpitations. She is also afraid to go to the doctor. Her husband always goes with her because she doesn't speak Dutch very well. Sara doesn't get out much; only to take the children to school and do the shopping. She is afraid of getting lost when she travels by tram and bus. That's why she is afraid to go alone. Her son is being bullied at school. She wants the bullying to stop. She finds it difficult to discuss this problem with the teacher. Sara has trouble standing up for herself.

She's had a difficult childhood. Her parents were very strict. Obeying your parents and family was important. They gave her little warmth and encouragement. In her hometown there was only a primary school. Her family had no money to send her to secondary school. At a young age she had to start working. She is very creative and can sew beautiful African clothes. She can also cook delicious meals. Sara is uncertain about what she can do and finds it difficult to ask for help.

Draw up a plan to support her

The participants get 10 minutes to read the case and draw up a plan to increase Sara's self-reliance.

Questions:

- Is this woman self-reliant?
- What does she struggle with?
- What can you as a Mom for Moms do to increase her self-reliance?

8. Homework

- Draw up a plan of the case 'self-reliance'
- Exercise 'social map' in pairs of two:
Look for organisations in the neighbourhood and self-organisations where you can get support for women reached from the case. Use the Internet and your own network to find out about what is on offer in the neighbourhood.
Prepare well for what you are going to say.
Contact the various organisations. Make an appointment to visit an organisation for an introductory meeting.
Write down the websites where you found information for the woman reached.

Meeting 7: Social map

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| Learning objectives | <ul style="list-style-type: none"> • Insight into the social map • Exercise in looking up information • Visit an organisation • Setting priorities |
| Homework | <ul style="list-style-type: none"> • Preparation assessment |

1. Introduction

- Welcome/agenda
- What do you remember about experiential expertise/self-reliance?
- Discuss homework case 'self-reliance'

As a Mom for Moms, you connect people. You investigate the needs of the woman reached. Then, you bring her into contact with the organisations where she can get help and support. The woman reached needs correct information! The Mom for Moms will have to investigate what kind of help and support the different organisations in the neighbourhood and the city offer. Get to know the people in the community centres and self-organisations. A Mom for Moms will have to invest time to build and maintain their own network. When looking for information, you have your own network. This way you will quickly get the right information. The Moms for Moms help each other by sharing their own network.

Many of the women reached are afraid of different organisations, for example child protection or debt counselling. They know nothing about the various organisations or have heard stories from acquaintances. It is the task of the Mom for Moms to find the right information. This is the only way to properly inform and advise the woman reached as to which organisation she can get help and support from. The woman reached finds herself in a new situation. This is exciting for everyone.

What's important?

- It is important to tell the woman reached where you found the information. Therefore **write down** the websites for her. She then has access to the information herself. This way, she can get and keep more control.
- Always check which persons and organisations already know about these problems! Does the GP now? This way, you can get more information about the problem. You can also help the GP and other professional aid workers to get a more complete image.
- Always ask for the reached woman's permission before you contact anyone else.

2. Presentation visit organisation

Participants hold a presentation about their visit to different organisations.

3. Exercise 'social map'

As an exercise, participants have looked up information about several organisations. Discuss what they have learned from this and what they didn't know yet.

4. Case

The Yildic family consists of a husband, wife and four children. The man has been living in the Netherlands for 15 years and his wife came 10 years ago. They have 2 boys and 2 girls, aged 9, 7, 4 and 2.

Mrs Yildic came to the office hours a fortnight ago. There is a humidity problem in some of the rooms in her home. She needs help to find a solution. Her 9-year-old daughter has health problems. Her husband cannot help. During the day he works, but at night he is often away. You suggest to go to her house to get a good look at the problem.

When you go on the home visit, you see stuff lying around everywhere and it smells weird. Her 9-year-old daughter is at home and is in a wheelchair. She is mentally handicapped and her asthma is getting worse because of the fungal problem in the house. The house has 2 bedrooms, for 6 people. You make a new appointment for next week and start to look for information to help her out.

On your second home visit, she is very restless. She often stands up and walks around. She doesn't look at you either. You can see that things are lying on the ground. You ask further questions. She tells you that she had an argument with her husband that morning. He wanted to take the money for the groceries. She didn't want to give it to him. He got very angry and beat and kicked her. Her husband gambles and has made a lot of debts. She does not know how to get by financially. Sometimes there is not enough money for the groceries and the bills.

She often suffers from headaches, stings in her stomach and other physical complaints. She often lies in bed worrying and doesn't sleep well. Sometimes she can't take it anymore and everything becomes too much for her. She hasn't been to the doctor. She is afraid. She is afraid of losing her children. She struggles raising her two youngest. They are also very active and do not listen to her. Her 7 year old daughter wets the bed and beats the other children. Sometimes she thinks about divorce, but that is difficult. She still has feelings for her husband and wants to help him. What would he do without her and the children! She is loyal to him. Her family and in-laws will not accept a divorce. She has few friends or acquaintances. She has always taken care of the children and the house alone. She doesn't know Dutch society.

The aim is to teach participants to set priorities and answer questions.

Questions:

- How do you initially react?
- What do you need to know about her before you can do anything?
- What arrangements are you going to make with her?
- Which problem has priority?
- Will you call in expert help? If so, which help?
- How do you do that?
- How can you support her as a Mom for Moms?
- How do you stay involved once the assistance programme has started?

Hand-Out Meeting 1: 'Duties of a Confidante'

As a confidante you have different duties, roles:

- Sounding board
- Ordering the story and connecting with the woman reached
- Giving advice
- Early warning
- Guiding and referring
- Support
- Connect
- Promoting self-reliance
- Expertise social/cultural/religious context

Sounding board

In the first instance, a confidante helps by listening. The fact that someone with a problem can tell their story to a confidante with a listening ear can have a liberating effect. By listening, the confidante offers the opportunity to vent, tell the (life) story and translate the need for help into a request for help.

Ordering the story and connecting with the woman reached

The confidante listens, but also helps to order the (life) story by asking specific questions. Usually, a specific request for help can be distilled from that story. The next steps can then be taken to tackle the problems.

Giving advice

The confidante has knowledge of the social map and builds and maintains a network of specific care workers, social workers and coaches. The confidante advises in these matters.

Early warning

A confidante is able to identify problems and illnesses at an early stage, because of her position in the world of people living in deprived neighbourhoods. Early help often means effective help.

Guiding and referring

The confidante refers the woman reached to adequate forms of health and welfare services. During the intake procedure and assistance process, the confidante can continue to offer guidance. The confidante works solely **as a complement** to the regular care institution and does not assume its role.

Support

The confidante has a supportive function. She helps the woman reached order her story, gain insight into her own situation and needs (formulating a request for help), and refers her to the right people or institutions. The confidante also helps during the referral and during and after the assistance programme.

The woman reached stays in charge of the appointments and their execution. The role of the confidante is therefore purely supportive and she only takes action with the consent of the woman reached.

Connect

The confidant is familiar with the social map and the social circle of the woman reached that has confided in her. If necessary, the confidante connects the woman reached with subsequent forms of professional assistance, but above all with informal networks that are part of the world of the woman reached. The confidant also educates and is involved in preventive activities.

Promote self-reliance

The confidante promotes the self-reliance of the woman reached. Self-reliance can be encouraged in many ways. By investigating together what the woman reached can do herself, but also by investigating which people in her social circle can be asked for support. The confidante can also connect the woman reached with social networks, contact groups of fellow sufferers and all kinds of social activities. After making an inventory and obtaining the consent of the woman reached, the confidant mobilises a 'support network'.

Expertise social/cultural/religious context

Physical and mental health problems and other problems of various kinds faced by residents of deprived neighbourhoods are influenced by social, cultural, religious and societal factors, or have to do with male-female relationships and migration. Confidantes are experts in these areas because they come from the same backgrounds. In general, their expertise in this field exceeds that of professionals in care institutions. These professionals can therefore, if they are open to it, make use of the knowledge provided by confidantes in this area.

Hand-Out Meeting 2: 'Listening without judgement'

Four pitfalls when listening

1. Judgements and prejudices

If we listen to another person's story, we carry ourselves with us. Like the things we have learned in our upbringing, our environment, and events in our own lives.

Example: you condemn someone's anger (outburst). You say "you shouldn't have done that" or "I would never have done that".

Another example: the intention of a reached woman to divorce her partner. You say "I don't think that's a good idea".

2. Advise (immediately come up with solutions)

Instead of taking the time to listen and ask questions, you come up with solutions, tips and advice right away.

Examples: "If I were you, I'd do this and that" or "I think you should..."

3. Filling in with your own story

The story someone tells you reminds you of your own story. Instead of listening to the story and asking questions, you tell your own story.

Example: "I've had that too, I know exactly what you mean". You take over the story of the woman reached.

4. Making the problem smaller than it is or not taking it seriously (trivialising)

Examples of what you might say: "It's not that bad", "well, that'll be fine" or "if I were you, I wouldn't worry too much about that".

Actually, this person doesn't take the other person seriously. These reactions mainly say something about the listener. She is not interested in how the other person experiences a situation, complaint or problem.

Hand-Out Meeting 2: 'Effective Communication!'

Leave your **judgements, opinions** and **advice** at home

JOA means that in a conversation you should keep your Judgements, Opinions and Advice to yourself. I think you understand what I mean by this; some people are very good at judging, giving their opinion and giving advice. This is not what your conversation partner is looking for.

Listen, summarise and question

Listen, summarise and ask more questions. Listen to what the other person is saying, then summarise it and ask more questions. When listening, pay attention not only to the words used but also to body language. By summarising, you check if you have understood what the other person wanted to make clear. By carefully asking further questions, you make sure that everything becomes clear.

What about **ANNA**?

ANNA means Always Ask, Never Assume. This often goes wrong. Usually the opposite happens and people assume what they themselves think is the truth without asking if it is true.

Don't impose your own interpretations

Don't impose your own interpretations. It happens a lot that people think they know what the other person means or thinks. This is a pitfall, because it often happens that you are wrong.

Be **open, honest, and curious**

Be open, honest, and curious in a conversation. Be open to a different opinion. Be honest in what you think of it and be curious about the motivation of the other person.

Remember to **think in qualities**

Think In qualities: Often people only pay attention to things that don't go well or to the negative qualities of others, but try to pay attention to the things that do go well or to the qualities of others.

Hand-Out Meeting 3: 'First Meeting'

Step 1. Introduction:

- Make eye contact
- Introduce yourself, get to know each other
- Explain what a Mom for Moms can do: listen, give information, guide, come along to appointments, support during an assistance programme, increase social network, promote self-reliance.
- Tell her that you will **work with her** to find the solution and approach to the problems, that you will help and support her.
- Important: confidantes have a duty of confidentiality!
(she doesn't have to be afraid people will gossip about her)
- Gaining trust: tell her something about yourself or ask her about something she can be enthusiastic about; her kids or where she is from.

Step 2. What questions or problems are there?

Try to gain insight into her situation

- What questions or problems are there?
- If you have been set up: is the information you have received correct?
- Are there any other questions or problems?
- What's the story behind the question or problem?
- Who else knows about this? GP, school, social work?

Points of attention:

- Listening, without judgement or opinion (JOA)
- Show empathy (understanding)
- Talking from your own point of view, what you think
- Ask follow-up questions, ask open questions (problem clear)

Step 3. Ordering

- Give a summary of the information you have received from her
- Ask if this is all correct and if she wants to add something else
- Put the questions or problems in order of importance (prioritisation)

Step 4: Setting boundaries

- What does the woman reached want you to do? What are her expectations?
- What can she do **herself** or with the help from her surroundings?
- Make clear what you can and cannot do as a confidante.
- Empathise that she is the boss and decides what happens.
- Agree when and how often you will meet up (make sure it is regular).
- If necessary, make an agreement about phone contact.

Hand-Out Meeting 3: A Matter of Trust

Obstacles when seeking help:

What stands in the way of telling the (life) story?

- Shame, mistrust and taboos
- People want to solve problems themselves
- Not daring to talk about the problem
- Living between two cultures
- Fear of gossip
- Inferiority complex
- The idea of perseverance ('sabr'); that it is your destiny and that you have to carry your cross yourself
- Traumatic experience
- Psychological problems
- Disturbed generational or male-female relationships
- Multi-problems, unable to see the wood for the trees

A question of trust and the question behind the question

Trust isn't just there, it has to grow. Often people are cautious initially, but open up more when they feel the other person can be trusted. Trust has to be earned, the other person has to know and feel that their story is safe with you, that you handle information confidentially, and that it always stays between you two. It is important you make this clear from the beginning and that you live up to it at all times!

Trust starts with listening, when you build trust:

- The other person feels at ease
- You give the other person the space to be themselves
- The other person becomes more open and has the courage to share more
- The other person feels more secure and gets more self-confidence
- The other person can continue to develop.

What can stand in the way of the woman reached telling her story or sharing her troubles and problems?

Shame, taboos, and fear of gossip are all reasons the woman reached is afraid to tell her story, or doesn't want to. The problem is linked to thoughts of failure. These thoughts of failure lead to shame when it comes to poverty and domestic violence, for example. Or something is forbidden in a certain culture or shouldn't be talked about (taboos such as homosexuality or talking about sex). The fear of gossip is very strong.

How to open up such a sensitive problem to discussion?

- Most important condition: trust and listening without judgement. You can rename problems or taboos: instead of 'domestic violence' you say 'there is no peace in the relationship'.
- Start with yourself and tell your own stories: if you are open and vulnerable, the other person is more likely to talk about difficult subjects.
- You can ask about her childhood dreams. How did you imagine a relationship as a 15-year-old? How did you see the future then? This way she can look at her problem in a different way and it is not framed as a self-evident part of her life.
- You can ask her: What would you like to change in your life?
- You give information about the effect of suppressing, hiding, 'suffering in silence': the problem doesn't get solved or it gets worse this way and she can become socially isolated.
- You give her information about different kinds of help she can get.

Not seeing the wood for the trees:

Sometimes you see that the woman reached needs help. She is overworked, has problems and many complaints. Because she is so deeply in trouble, she doesn't notice it. She is far too busy surviving. As a Mom for Moms you will reach women who ask you for help in solving a problem, but who actually need something else. For example: the woman reached wants to look for a bigger house. If you keep asking and take your time, you will find out that she needs help with raising her child. The house is too small because of the tension and stress.

There is a **question behind the question**. That is almost always the case with poverty and debt. Poverty can have several causes and other consequences. Debts can have to do with addiction and relationship problems. If someone is in debt, this can play a role in domestic violence, addiction and other problems.

If the Mom for Moms pays close attention to the obstacles (especially if both come from the same culture), she can respond tactfully to what is going on and support the woman she has reached in such a way that, despite everything, she still wants to tell her story.

The house metaphor

You can compare a person to a house. In the shop window (outside), someone likes to show his most beautiful and cheerful side, at the kitchen table other things are shared (ups and downs), in the basement are all the taboos, fears, sadness, anger, loneliness, traumas (tucked away) and in the attic are (under the dust) valuable memories, things you had forgotten, that make you happy again, that can give you hope and strength.

How do you set goals? Short and long term goals

SMART

- Specific
- Measurable rewarding/giving compliments

Hand-Out Meeting 3: 'Listening Skills'

1. Listening behaviour

- Relaxed posture
- Eye contact
- Responding to the story or non-verbal signs

2. Small encouragements

- Verbal encouragements (humming, saying things like 'oh!' and 'and then what?')
- Non-verbal encouragements (nodding, looking questioningly)

3. Summarise

- Ordering the information
- Show the other person that you've understood their story
- Giving the other person the opportunity to add to it

3. Open invitations

- Open questions (leave room for the other person)
- Occasionally leave a silence (gives the other person the space to think or recover and get back to their story).
- You can check whether what you think corresponds with the experience of the other person.

Another important aspect of active listening is **summarising**. It is a way of organising the information, of creating order in the chaos.

Tips to remember:

1. Listen attentively and don't get distracted
2. Use your posture to show that you are listening and look at the other person
3. Pay attention to what the other person is saying as well as to what they are not
4. Pay attention to any changes in non-verbal signal (gestures and facial expression)
5. Listen to understand, not to judge or argue
6. Occasionally test if you have understood the other person correctly and summarise what they've said.

Hand-Out Meeting 5: 'Boundaries'

Setting boundaries:

- **MAKING CLEAR TO THE OTHER WHAT IS AND IS NOT ACCEPTABLE.**
- **TO MAKE CLEAR TO YOURSELF WHAT IS AND IS NOT ACCEPTABLE.**

Why is it so important to set boundaries?:

As a Mom for Moms, it is very important so set boundaries and say 'no' from time to time. Sometimes, she is the only person who knows about the problems of the woman reached. The danger with this is that the Mom for Moms will be the only source of support and will be fully claimed by the woman reached. This can make it extra difficult to set boundaries or say no. A socially isolated reached woman can be very dependent. A Mom for Moms might feel responsible for solving her problems and won't want to disappoint her.

It should be clear from the start that:

- The Mom for Moms is **not** an aid worker. She can't fix any problems. What she can do is listen, advise, support, guide, and refer to professional aid.
- Only the reached woman **herself** can take the steps necessary to change her situation. The Mom for Moms can support her by practising conversations and accompanying her on appointments.
- The Mom for Moms is **not** available around the clock. You will make appointments together.
- The woman reached should **also** ask her own family, friends, or neighbours for help.

How do you say 'no'?

- *Clear and friendly:* "I don't have time today, but we can make an appointment for another time."
- Don't beat around the bush: no long stories before saying no, just be direct. Or ask for more time.
- *Get yourself some time:* If you don't know how to respond, say that you need to think about it.
- *Show understanding but insist:* Don't make up excuses! For example, say "I understand that it is difficult, but I can't make it today."
- *Encourage* her to ask family, friends, neighbours or to do certain things herself. You can help her with preparation and practice.

It is important to keep a distance and maintain the separation between work and private life. As a Mom for Moms you have to decide for yourself when, where and how often you want to meet a woman reached. If the woman reached knows your address, is a neighbour or family, you should decide when she is allowed to visit you. Respect your own boundaries. If you don't do this, it will have a negative effect on you and the woman reached!

How do you keep your distance?

- Don't give out your address. If you're address is already known, make agreements about when you are available!
- Only give out your work phone number;
- Don't invite your clients to your home;
- Seek professional help;
- Don't take over the duties of professional aid;
- Don't give or loan money;
- Don't meet up more often or for longer than initially agreed upon;
- Don't share your personal problems;
- Set boundaries.

If a relationship takes a lot of energy then the cause can be a destructive pattern that we call the **drama triangle**. Three roles can be distinguished in this triangle: the victim, the saviour, and the prosecutor.

- The victims place themselves in a dependent position. The victim often makes others feel that they need to be helped.
- The saviour helps, solicited and unsolicited. They think they know what is good for the other. They treat people almost automatically as victims and often pity other people. From this role, the saviour does everything to please the victim. They are nice, helpful, give advice and propose solutions.
- The prosecutor is a role that can be played by both the saviour and the victim. The victim is often afraid of change, of the consequences of decisions and of taking responsibility. The advice and solutions of the rescuer meet with resistance from the victim. The victim does not want to change and becomes critical of the saviour. If the victim does not change, the saviour assumes the role of prosecutor. Because they become angry and disappointed in the victim, they will blame the victim.

What matters is to recognise, appreciate and support the other person's own strength. To stimulate the other person's own strength, the Mom for Moms has to say 'no'. By setting your limits you build a good relationship of respect and equality. You and the woman you reached both take responsibility for your needs and emotions. Playing the saviour ensures that the woman reached cannot solve her problems herself. She cannot grow in this way and find her own strength.

When the Mom for Moms acts as a saviour, she doesn't only adopt the problems of the woman reached, she also takes away her opportunity to use their own strength and gain positive experiences. When Moms for Moms take on tasks that the woman reached could've done herself, she doesn't grow and doesn't become strong and independent!