

Dr.med. Ursula Davatz, Prof.Dr. Ursula Renold, Dr. Ladina Rageth, Katie Caves

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What you don't use, you will lose. What fires together, wires together.

[Audio](#)

[00:00:08.350] - Prof. Dr. Ursula Renold

Welcome, dear summit's participants, to another very interesting session we offer you within our summit's Virtual Institute. And I'm very happy to introduce you to a very famous doctor, psychiatrist and therapist in Switzerland.

[00:00:29.150] - Prof. Dr. Ursula Renold

She is Dr.med. Ursula Davatz and she has over, I would say, three, four decades of experience dealing with teenagers. And as you know that we basically work out programs, better alternatives for teenagers in all the education system. We thought that it's worthwhile to listen to Dr.med. Ursula Davatz and she will explain what happens in the age of 15 to 20 years when you become an adult and what does this mean for education.

[00:01:06.230] - Prof. Dr. Ursula Renold

We are very happy that she accepted to give a talk and also to answer to questions. Here we have Katie Caves, which you know very well, as well as Dr. Ladina Rageth. She is a postdoc in our chair. And also she is a mother. And therefore she may be also interested in knowing more about what's going on in the adolescence age. Therefore, I would like to hand over the floor to Dr.med. Ursula Davatz and we look very forward to learn from you. Thank you very much for joining us.

[00:01:43.670] - Dr.med. Ursula Davatz

Thank you very much for inviting me for my introduction. I'm a psychiatrist and a family therapist. I have been trained in the United States for three years in family therapy by one of the most famous originator of family therapy. Murray Bowen.

[00:02:02.050] - Dr.med. Ursula Davatz

Yes, I have been working with adolescence for over 40 years, so I think I know a little bit about them. The theme is teenage phase or adolescence. Adolescence is a very important developmental phase during which a lot of changes take place in life of these young individuals and also in their brain. I first relate to the brain. The brain goes through a synaptic pruning, one calls it, which means a cleansing of unnecessary synaptic junctions, according to the principle, what you don't use, you will lose.

[00:02:49.850] - Dr.med. Ursula Davatz

A baby brain has many more connections, which is a disturbing situation. When you become an adult, you have to organize your brain or your brain gets organized.

[00:03:04.310] - Dr.med. Ursula Davatz

And it gets organized to the principle. What fires together, wires together.

[00:03:11.650] - Dr.med. Ursula Davatz

That means the brain matures. It solidifies in its function in order to be more efficient. So unimportant things get blocked or thrown out and important wiring, high roads, I could say get solidified.

[00:03:32.950] - Dr.med. Ursula Davatz

Socially speaking, this phase of adolescence is the development of the personality of the individual personality formation. In psychological terms, one calls this individuation.

[00:03:56.030] - Dr.med. Ursula Davatz

It is a very important psychic development. You develop your personality and the personality is made of your genes and what you experience. Now, the inherited part of your personality is quite a lot determined by genetic factors.

[00:04:21.440] - Dr.med. Ursula Davatz

This is always a discussion. Nature versus nurture. Nature would be the genes and nurture would be the environment. Both of them have equal importance. And it's not one or the other.

[00:04:36.640] - Dr.med. Ursula Davatz

In psychiatry, this has been discussed a lot. What is more important? My conclusion is both are equally important. What is determined by our genes is, for example the temperament sensitivity intellectual capacities and emotional reactivity, of course to the color of your hair, et cetera, et cetera. But I only talk about the psychological determinant.

[00:05:10.390] - Dr.med. Ursula Davatz

In the teenage phase, this genetic determination, your temperament, your genetically determined personality gets into intense interaction with the social environment and this intense interaction with the social environment can turn into a fight, into a competition of which teachers and of course, parents are an important part. Because teachers at that moment are important.

[00:05:49.080] - Dr.med. Ursula Davatz

I say now primary significant figures in the relationship with these teenagers. And sometimes when the parents are not functioning anymore the teenagers rely on their teachers.

[00:06:04.470] - Dr.med. Ursula Davatz

That's why all the teachers are very important for these teenagers during their teenage phase.

[00:06:15.690] - Dr.med. Ursula Davatz

If the teachers, or equally the parents don't respect the basic genetic makeup of their youngsters they have in front of them they cannot teach anymore.

[00:06:28.890] - Dr.med. Ursula Davatz

Because it's a relationship that plays an important role. We always say you don't learn for the teacher but the teacher is a very important factor in the learning process.

[00:06:41.490] - Dr.med. Ursula Davatz

If the teachers and the parents, of course don't understand the basic personality makeup of these teenagers they are absolutely incapable to teach these youngsters anything anymore.

[00:06:57.760] - Dr.med. Ursula Davatz

They get into a vicious fight with them a power struggle which the adults usually lose. And that's not worth it.

[00:07:10.270] - Dr.med. Ursula Davatz

If the adults win a fight they risk to damage the personality of these youngsters.

[00:07:17.550] - Dr.med. Ursula Davatz

The youngsters might adapt for certain time but they go back to their own personality and one so called breaks their personality.

[00:07:32.690] - Dr.med. Ursula Davatz

What happens at that moment if we adults break the personality of the youngsters? They develop psychiatric illnesses they get sick and they develop all kinds of psychiatric illnesses.

[00:07:49.690] - Dr.med. Ursula Davatz

In fact most psychiatric illnesses take their start during adolescence. Maybe not the full blown psychiatric illness but the start.

[00:08:06.910] - Dr.med. Ursula Davatz

Now I relate to a special personality type because with that special personality type one can demonstrate this fight even better. And that's the personality type of ADHD or ADD.

[00:08:22.050] - Dr.med. Ursula Davatz

At this point, ADHD and ADD still figures in the DSM-5 as an illness, as a psychiatric diagnosis.

[00:08:35.350] - Dr.med. Ursula Davatz

I say it's not a psychiatric diagnosis. It's only a personality type but particularly vulnerable personality type.

[00:08:45.370] - Dr.med. Ursula Davatz

That personality type can be sort of described by its high sensitivity and its impulsivity.

[00:08:57.790] - Dr.med. Ursula Davatz

The high sensitivity makes that they are much more sensitive to mishandling or wrong handling of them in that phase.

[00:09:08.930] - Dr.med. Ursula Davatz

If their social environment is not competent enough to handle these vulnerable teenagers according to their needs, then as I said before, they may develop all kinds of illnesses.

[00:09:24.560] - Dr.med. Ursula Davatz

They may develop psychiatric illnesses but also physical illnesses.

[00:09:31.610] - Dr.med. Ursula Davatz

At that moment when they develop illnesses they're being passed on to the medical model.

[00:09:39.310] - Dr.med. Ursula Davatz

What the medical model does, the medical system according to the medical model tries to treat them with psychopharmacology and tries to make them into normotypes.

[00:09:58.040] - Dr.med. Ursula Davatz

They are not normotypes. If one tries to make normotypes out of them they lose their personality, their creativity and their special talents.

[00:10:13.670] - Dr.med. Ursula Davatz

They go against their own original personality, which of course is a pity and is very bad.

[00:10:27.290] - Dr.med. Ursula Davatz

They might become better performance for some time and might be more efficient in our intellectual, efficiency driven world but they are sort of trained into a normotype and lose many of their talents.

[00:10:53.010] - Dr.med. Ursula Davatz

Here is a but/if.

[00:10:55.590] - Dr.med. Ursula Davatz

Now I come in with a biological knowledge. It is a biological knowledge among scientists that heterogeneous or in homogeneous populations survived much better than homogeneous ones.

[00:11:19.230] - Dr.med. Ursula Davatz

This relates to the genetics.

[00:11:23.420] - Dr.med. Ursula Davatz

I say now by trying to make these teenagers into normotypes, if one tries to make normotypes out of these special teenagers, such as the teenagers with ADHD and ADD but you can also take other teenagers, society loses a lot of creative potentials.

[00:11:48.150] - Dr.med. Ursula Davatz

With these creative potentials they might be useful in solving problems in the future.

[00:11:57.770] - Dr.med. Ursula Davatz

Since these kind of people can think out of the box.

[00:12:04.570] - Dr.med. Ursula Davatz

Albert Einstein is one of these examples. He went to the same gymnasium, to the same school I went to in Aarau. He was not so good in languages, so he had bad grades and one almost threw him out of the school, the gymnasium, because he had bad grades in languages.

[00:12:28.060] - Dr.med. Ursula Davatz

Finally one decided to keep him and now one is very proud of him, of course. And the school is called Einstein House. That's only one example.

[00:12:40.780] - Dr.med. Ursula Davatz

One could bring many more examples.

[00:12:43.750] - Dr.med. Ursula Davatz

What I want to stress is, and that's my conclusion to all the teachers and all the parents. In case you as a teacher get stuck with one of these difficult, stubborn teenagers, don't try to win the power fight.

[00:13:06.190] - Dr.med. Ursula Davatz

Rather stay with them in contact, learn from them and try to get them to do anything but something of their own.

[00:13:21.810] - Dr.med. Ursula Davatz

If they can do something of their own, if they can identify with what they're doing, then they can develop their personality.

[00:13:32.150] - Dr.med. Ursula Davatz

If Push comes to shove, I say the personality development is much more important than the acquisition of knowledge out of books or computers.

[00:13:44.110] - Dr.med. Ursula Davatz

All the knowledge you can still get later on, while if the personality is damaged, you are lost and you will have a problem throughout your life.

[00:13:56.910] - Dr.med. Ursula Davatz

So think of the personality. And there we can even go to Sokrates. A good teacher is always learning from his students and not just the students learning from the teacher.

[00:14:10.950] - Dr.med. Ursula Davatz

In order to have this creative process between these youngsters and the teachers or the parents, you have to relate to them, you have to feel them, you have to understand them, you have to stay in contact with them.

[00:14:27.000] - Dr.med. Ursula Davatz

The relationship is the most important thing if things go wrong and then they can go through difficult phases and all the rest they can pick up later.

[00:14:38.590] - Dr.med. Ursula Davatz

That's my basic message to you. And you can ask me questions.

[00:14:45.710] - Prof. Dr. Ursula Renold

Thank you very much, Ursula, for that wonderful introduction. And I have to say, I think I did my coming out within one of our summits units before.

[00:14:59.410] - Prof. Dr. Ursula Renold

I always say, when I was 15 years old, this type of I would say stubborn young girl.

[00:15:12.070] - Prof. Dr. Ursula Renold

I had enough of school at that time and I wanted experience what's going on out there in the world.

[00:15:23.420] - Prof. Dr. Ursula Renold

I told to my parents, look, I don't want to go anymore to school. I want to know how money works. I want to go to a bank. That's my dream.

[00:15:31.880] - Prof. Dr. Ursula Renold

I have supportive parents because they were very supportive with regard to let's do a vocational education training in a bank. That's okay for you. We love vocational education training, because one of my parents did also start their career with vocational education training.

[00:15:52.130] - Prof. Dr. Ursula Renold

I always said that for me it was not the teacher. For me, basically it was these people in the bank, these adults who were giving me very good advice. You will make your life because of this and that. So we'll ask a question with in relation to the environment for the teenager.

[00:16:19.550] - Prof. Dr. Ursula Renold

Would you agree that exposing people at the very early stage to this adult world I mean, to the companies where you have this workbased learning environment, could that be for, I would say, half of the cohort an advantage because they have different role models and may get some advice from other adults.

[00:16:43.750] - Dr.med. Ursula Davatz

Yes, I think the interchange with adults who are serious and well meaning and present their conviction and ideology, this is very important.

[00:16:56.070] - Dr.med. Ursula Davatz

Not just one adult, but several adults.

[00:16:59.350] - Dr.med. Ursula Davatz

The adults shouldn't shove the knowledge down the throat of the teenager but just present it.

[00:17:06.160] - Dr.med. Ursula Davatz

If the teenagers can exchange with such adults who give positive support, give their ideas, their attitude, et cetera, that's very important.

[00:17:17.470] - Dr.med. Ursula Davatz

With such a sovereign teenager, it's most important that we don't try to convince them of anything. We should just present it and then they can take it when they're ready for it.

[00:17:29.810] - Dr.med. Ursula Davatz

Yeah, I think they are very important, these adult figures around these teenagers.

[00:17:36.630] - Dr.med. Ursula Davatz

But they have to have the right attitude.

[00:17:39.830] - Dr. Ladina Rageth

Yeah and can I add here that I think especially with regard to vocational education and training, this brings me also to the conclusion how important the trainers are there.

[00:17:50.460] - Dr.med. Ursula Davatz

Yes.

[00:17:51.070] - Dr. Ladina Rageth

And that they probably also need to have some psychological basic knowledge to know how to cope with these young people.

[00:18:00.270] - Dr.med. Ursula Davatz

Yes, I think it's helpful. Some teachers are natural talents and they can't just relate to these youngsters. And they do it right because they have a good gut feeling. They can relate. They react to the teenagers.

[00:18:14.210] - Dr.med. Ursula Davatz

Others get sort of rigid and they don't want to lose in the power fight.

[00:18:20.130] - Dr.med. Ursula Davatz

I think one shouldn't get into a power fight. One should only relate and then be creative, find new ways.

[00:18:29.020] - Dr.med. Ursula Davatz

I have supported several teachers of teenagers, coached them, I have given them coaching and we have found out different ways of handling these teenagers.

[00:18:41.810] - Dr.med. Ursula Davatz

Creativity is very important at that moment.

[00:18:44.810] - Dr.med. Ursula Davatz

If one gets stuck in a power fight, then one sort of loses loses one's own image. One doesn't want to lose that. One feels ashamed.

[00:18:55.080] - Dr.med. Ursula Davatz

There sometimes they need help and they should go for coaching so they get that help. They shouldn't feel ashamed to get help.

[00:19:05.570] - Dr.med. Ursula Davatz

When I was giving lectures to teachers, my introductory phrase was always never teach a teacher.

[00:19:14.450] - Dr.med. Ursula Davatz

And with the helpers, we helpers doctors and nurses. I say never help a helper because we are the ones who want to help and the teachers are the ones who want to know.

[00:19:25.660] - Dr.med. Ursula Davatz

It's important for the teachers that they get some enlargement of their view.

[00:19:37.610] - Dr. Ladina Rageth

Yes, I understand that. And I think I see a lot of similarities with the upbringing of small children.

[00:19:45.310] - Dr.med. Ursula Davatz

Yeah, there is a saying...

[00:19:48.750] - Dr. Ladina Rageth

As you said, you try to not win the power fight and understand them and guide them, but it's just difficult sometimes, even if you try to. I think you need or it's good to have some basic knowledge about how their brain works.

[00:20:07.800] - Dr.med. Ursula Davatz

That's right, that's right.

[00:20:09.480] - Dr. Ladina Rageth

That's probably the same for the adolescents.

[00:20:11.930] - Dr.med. Ursula Davatz

Yeah, one can say that. One even says at the age of 3,4, it's a stubborn phase and one compares it to teenage phase.

[00:20:22.330] - Dr.med. Ursula Davatz

Yes, you're right, one should get a little bit into the brain of the little child. I just have an example. I have my grandchild with me and he likes to cook and bake. So we were opening nuts and I wanted to put the nuts into a little bucket, as one does it. But he got the cooking form out of the cupboard and wanted to put these nuts into there. And I thought, wow, that's far too big, et cetera. But I let him do it and at the end he put that form into the oven and he said, I make a cake now. And then I only understood why he took that cooking form. It was very interesting.

[00:21:08.720] - Dr.med. Ursula Davatz

So, yeah, we should learn from the kids how they think and not just intervene right away, because then we destroy their motivation. They have their own motivation according to their own brain.

[00:21:26.850] - Dr.med. Ursula Davatz

And if we come in too far, we just mitigate them, we limit them and we don't let them develop their own personality.

[00:21:38.210] - Dr.med. Ursula Davatz

But that's right. It's difficult sometimes, especially if one is in a hurry and one wants to achieve something, then one shortens all the processes.

[00:21:52.970] - Dr.med. Ursula Davatz

The kids, they play more and the teenagers also want to experience more, to learn. It's not always easy. We have to reflect.

[00:22:07.130] - Dr. Ladina Rageth

And I can imagine that's especially difficult in working life.

[00:22:11.490] - Dr.med. Ursula Davatz

Absolutely.

[00:22:12.380] - Dr. Ladina Rageth

Where you want them to be productive.

[00:22:16.260] - Dr.med. Ursula Davatz

Absolutely.

[00:22:18.190] - Dr.med. Ursula Davatz

Everything goes towards productivity, but sometimes it's worthwhile to take a little longer and then have more creativity and afterwards more productivity.

[00:22:32.850] - Dr.med. Ursula Davatz

And all these famous people like Steve Jobs, Bill Gates, et cetera, they were all stubborn and developed their own thing and these were new things, and society can benefit from that.

[00:22:54.090] - Katie Caves

You've been talking a lot about creativity and you just mentioned stubbornness and relationships. One thing that we talk about a lot is soft skills. That whole category teamwork and all of that. We know from research that young people learn soft skills better at work than they do at school. For example, you learn a lot more about teamwork when you're working with someone who's older than you, someone with a different education than you do with five people your same age who you've known since you were six. Is there a psychological backing to that? Is there something about the workplace that helps young people develop those skills?

[00:23:38.010] - Dr.med. Ursula Davatz

Yes. Well, I think if they are in school, they have only one adult person and all the rest are peers, and the peers are more of the same.

[00:23:48.080] - Dr.med. Ursula Davatz

The peers are important, but of course, if they are in the working world, they have many different adults with adult personality development, and that's much more interesting.

[00:23:59.650] - Dr.med. Ursula Davatz

So many students who go to gymnasium or upper grade, they don't find the stuff they have to learn at school, they don't find it interesting.

[00:24:15.030] - Dr.med. Ursula Davatz

While if they can relate to other adults creating something which is being used and not just theoretical, that motivates them much more to learn. I think that's an important point.

[00:24:29.770] - Katie Caves

The motivation is actually that was already my next question. Obviously I'm American and we don't have any kind of apprenticeship options. One of the things that everyone says in high school all the time is, when am I ever going to use this? Why am I learning this? You're sitting there in calculus like, well, I have to do this for college, but I don't know, or any class.

[00:24:56.450] - Katie Caves

For me it was chemistry. And that really affects a lot of students, especially the ones who are not planning to go to college, to go to university. For them, it's hugely demotivating because they're sitting there knowing that they don't need to learn what they're learning. It seems to me like having apprenticeship creates an opportunity for students to really apply what they're learning and be motivated by that. You have experience in both the USA and in Switzerland. Do you see that really helping young people stay motivated?

[00:25:29.450] - Dr.med. Ursula Davatz

Yes, I do think so, because these young people, they want to do something, they want to learn something, which they can use and not all these theoretical things, all this intellectual stuff.

[00:25:42.900] - Dr.med. Ursula Davatz

I think it's very helpful. I had to give a course once in ABB and they said they formed teams out of elderly people, middle age and the youngsters, and they integrated the apprentice much more in the production process. If the teenager can see what's coming out of it, he is much more motivated.

[00:26:07.510] - Dr.med. Ursula Davatz

Jean Piaget, who was a biologist but had many theories, he also said one should always have a team with a senior person, with a middle age and a youngster. They working together, they come out with the best results. The youngster can still jump borders. The middle aged person is very experienced in reality and the older person is wise. So this kind of combination is very helpful and the teenager feels integrated.

[00:26:48.310] - Prof. Dr. Ursula Renold

So if you would give advice to parents but also maybe to education reform leaders. If I listen to you, then I would say especially in the teenager age 15 to 20, the first priority should be that you help the young person to develop their personality and that they get their self esteem, that they can live and create their own life and not to some extent I always think it's adult attitude, that my child has to go to the high school first and then the parents have some plans for the kids.

[00:27:28.580] - Prof. Dr. Ursula Renold

If you underestimate how difficult it is that the person can develop personality and if I listen to you, if they don't see any necessity to learn a certain subject, that is for me not really helpful to develop the personality.

[00:27:45.950] - Prof. Dr. Ursula Renold

Could you explain what can happen if you really force young people to an adult dream? My child needs to go to a college or university and then you push the kid into a high school or a gymnasium, but obviously he suffers in the sense that they don't like it. What is then the effect on the personality if they do that?

[00:28:13.330] - Dr.med. Ursula Davatz

I think if you push them and they do it out of obedience, then you dwarf their personality.

[00:28:21.010] - Dr.med. Ursula Davatz

If I get these people later on in middle age, they haven't really developed their personality. I think one really dwarfs them.

[00:28:31.830] - Dr.med. Ursula Davatz

Of course they have to learn skills, but these skills have to be applied and they have to fit with their personality.

[00:28:38.400] - Dr.med. Ursula Davatz

Whenever I have a person in therapy, I always look for their interests, for their very special interest, and not just for what one should do, not for the normotype, but it just doesn't work because one dwarfs them.

[00:28:53.820] - Dr.med. Ursula Davatz

As I said before, they might get sick. I have many of them, many of them in therapy, and once they are 50 or even older, it's difficult to go back. You can never keep up with that personality development.

[00:29:17.010] - Dr.med. Ursula Davatz

Yes I think one can dwarf them and one can even make them sick.

[00:29:22.340] - Dr.med. Ursula Davatz

Maybe I add here, Google has had a study and they were trying to find out how does a good well functioning team work? And of course one wants many intellectuals, many clever people with a high IQ and they run many algorithms through these groups.

[00:29:47.410] - Dr.med. Ursula Davatz

But they finally found out a very simple thing if there are members in a team, if they can have equal speaking time, so each personality has the equal speaking time and if they can read with the soft skills where the other person is, can feel the other person, then they function well.

[00:30:15.240] - Dr.med. Ursula Davatz

And this is again heterogeneous groups work much better than homogeneous ones.

[00:30:23.530] - Dr.med. Ursula Davatz

They survive better because we need of everything. We don't just need these intellectual hyper flyers.

[00:30:32.810] - Prof. Dr. Ursula Renold

Yeah, we need all of them.

[00:30:37.070] - Dr.med. Ursula Davatz

Each of them has different skills and they have to learn together. Did I answer your question?

[00:30:46.190] - Prof. Dr. Ursula Renold

Absolutely.

[00:30:50.210] - Dr. Ladina Rageth

Yes. So one of the drawbacks that's often mentioned in connection to the Swiss education system is that the adolescents have to take decision very early in life. I mean, our system is quite permeable. There's still a lot of possibilities for mobility later on but still with 15 they have to take a very important decision. So what do you think? Are the adolescents ready at that time to take that decision or how is it related to the development of their personality?

[00:31:21.550] - Dr.med. Ursula Davatz

Yeah, that's a good question. Some are ready, some are very focused on their own thing and one should let them do. Others are more dreamy and they don't know yet. And yes, that's right. They go to high school because they don't know yet. What to do. And those I let them do that because then it's not helpful if one pushes them into a trade, into a special profession.

[00:31:50.110] - Dr.med. Ursula Davatz

And even if they get out of school and they don't want to go to high school but they still don't know what, then I say you could go for a year to England.

[00:32:02.970] - Dr.med. Ursula Davatz

In Switzerland that was in fashion. The girls always went to the French speaking part of Switzerland. Boys usually don't do that, but they could have a practical year with a farmer or with anything, so they have time for their personality to form and then maybe they find out what they want.

[00:32:27.890] - Dr.med. Ursula Davatz

They could also try several things. One shouldn't push them too fast.

[00:32:34.930] - Dr.med. Ursula Davatz

Parents are usually impatient, you have to know what you want. But if the child doesn't know, and if the child had no space to make his or her own decision, that child, adolescent, that youngster needs some space for oneself, probably away from home to find out what he or she wants.

[00:32:58.910] - Dr.med. Ursula Davatz

There it is worth to wait.

[00:33:05.730] - Dr. Ladina Rageth

Do you have some experience with career counseling? How that helps them? Or if I understand you correctly, you would even say that they need more time instead of counseling.

[00:33:19.250] - Dr.med. Ursula Davatz

Career counseling is a good thing and I sent many for career counseling, but it depends on the counselor. If the counselor is very efficient, oriented. Earlier on, maybe 50 years ago, they said there we need people. Why don't you go into that job? That's not the right counseling.

[00:33:41.870] - Dr.med. Ursula Davatz

One really should counsel according to the personality. And if the personality is not formed yet, one has to wait.

[00:33:51.710] - Dr.med. Ursula Davatz

In the career counseling, they always make tests, aptitude tests, intelligence tests, et cetera. One can say you're good in that and that and that and in this you're not so good. And then the person can think about it again. One shouldn't push them. One should help them to find out.

[00:34:10.210] - Dr.med. Ursula Davatz

And I often do career counseling with 30 year old or even older, trying to help them to find really their job, their motivation, their intent, how would I say, inclination where they want to go.

[00:34:37.930] - Dr.med. Ursula Davatz

I also tell them, don't take a job just to make money. Choose the job which suits your personality because usually it doesn't work. Some people can just work all life in a job, but they don't like it, but they just can do it.

[00:34:56.260] - Dr.med. Ursula Davatz

But those who I see, they can't, they just get sick, they get a new job, new job, and they always drop out of it again. So it's worth it to take a little bit more time to find your own thing.

[00:35:12.950] - Katie Caves

Sort of in line with the career guidance topic. Young people need time and they need options where they can delay a year if they need to and they need guidance.

[00:35:26.470] - Katie Caves

If you were setting up a new system, most of our countries they we're working with, they either don't really have a system or it's very small or it needs to change a lot.

[00:35:36.080] - Katie Caves

So if you were designing a program for young people where they would be going to the workplace, what protections or rules or training would you put in place for them? For example, training for the trainers to make sure that they know how to deal with young people in the adolescents sort of phase or any requirements that they get. Not just the rules and regulations, but also they learn something about creativity. Or what would you do to help make sure that young people are successful when they go to the workplace?

[00:36:08.250] - Dr.med. Ursula Davatz

I think if young people start right away in a job, in a workplace, I think these youngsters should always have a tutor. One person should be designed or defined to take care of that youngster as a tutor.

[00:36:27.670] - Dr.med. Ursula Davatz

Otherwise I think one just throws them into a pond and they have to swim. And some can swim, but others, those who are quite sensitive, they get lost.

[00:36:41.570] - Dr.med. Ursula Davatz

Not the entire team can take care of them. I guess one design person should be the coach, the tutor, and take care of them. I think that's very important.

[00:36:55.110] - Prof. Dr. Ursula Renold

Related to that question, which I fully support, what you have said if there is no instructor, it's very difficult to organize the onboarding process so that the young person is successful, starts to understand. I'm really a member now of that company.

[00:37:15.390] - Prof. Dr. Ursula Renold

I hear two things. If I'm in Switzerland, all this instructor or the HR person who is dealing with the apprentices, they told me, well, look, after three months we see that this young person, he changes the attitude from a child up to an adult. It's very quick. This change is very quick. And if I listen to other reform leaders from around the world they say no, I mean these are kids, they are 15 year old. How can they go to a company and be successful? That will never work. And the company depends on really prepared people.

[00:37:54.910] - Prof. Dr. Ursula Renold

So it is kind of a trade off. I would say it's a chicken and egg problem. If you don't get the chance and if you don't trust in young people that they, as you said, that they're on the way to develop their personality, maybe they are a little bit more shy to explain what they want to be.

[00:38:16.290] - Prof. Dr. Ursula Renold

In my view, and I experienced that myself, with 15 years, you may have some problems in the very first week because all are adults.

[00:38:29.520] - Prof. Dr. Ursula Renold

As soon as you get the feeling that you are accepted and that people are proud to have you in the team, you change your attitude. Do this have to do with what the young person is looking for?

[00:38:43.770] - Prof. Dr. Ursula Renold

Maybe in other countries it's just the stigma of all the people that kids can never do anything?

[00:38:49.420] - Prof. Dr. Ursula Renold

How can we help other countries to understand that they do something good if they are more prepared to take risks, just to expose young people to those workplaces?

[00:39:00.750] - Dr.med. Ursula Davatz

I think you have to differentiate into extroverted personalities and the extroverted personality makes it fast and can probably adjust fast.

[00:39:11.680] - Dr.med. Ursula Davatz

The introverted shy personality gets lost.

[00:39:17.110] - Dr.med. Ursula Davatz

They might still have a lot of talent. So I think if you have a youngster who leans more towards the introverted person and the shy person, one has to take care of them and they have to have somebody who relates to them and guides them a little bit and protects them when they get stuck or lost or pressured.

[00:39:42.750] - Dr.med. Ursula Davatz

The extroverted personality type, I guess those youngsters can adapt quite fast.

[00:39:50.030] - Dr.med. Ursula Davatz

If they misbehave and if they can't control their impulses, then they get into trouble again and then one should have somebody who supports them.

[00:40:02.800] - Dr.med. Ursula Davatz

I had a young lady and she was in an apprenticeship for KV. Somehow her boss treated her in a way that she got hurt. She was extroverted, but she got hurt. And she said, I give up my my apprenticeship, finished. I never go back to work. And the mother sent her to me and I discussed the entire situation with her. I gave her advice how she should go back to her boss, and say, when you said such and such, that hurt me very much, and that doesn't motivate me. And I almost gave up my apprentice.

[00:40:48.530] - Dr.med. Ursula Davatz

She did, and her boss reacted well, and he said, thank you very much. I didn't realize that I hurt you so much. Then she continued her apprenticeship, and she is still a good working woman.

[00:41:08.250] - Dr.med. Ursula Davatz

So at that moment she needed the support. Now, her mother knew me, so she sent her to me. But in other situations, they don't have this kind of supervision or coaching at hand.

[00:41:22.900] - Dr.med. Ursula Davatz

That's why it would be good if there's something in the institution, in the company who takes care of these teenagers and looks out for these mishaps, is aware of these things because it's not routine.

[00:41:57.770] - Katie Caves

I have one that's kind of the opposite of what we've been discussing. It's sort of the flip side. Sometimes when we're talking about designing apprenticeships and workplace learning opportunities, there's a very big focus on mentors and mentorship and what we've just been talking about.

[00:42:17.710] - Katie Caves

In a situation where there's no structure. So in Switzerland, it's a formal education thing. Lots of people do it. You're going to school, there's a curriculum, you're getting a certificate at the end, and if something goes wrong, you can talk to the canton. There's a lot of processes and structures around it.

[00:42:43.270] - Katie Caves

Sometimes on one extreme end you see trying to set up a program where it's essentially an internship with a mentor. A lot of times it's like for high school students over the summer, focus on students at risk who've never been in a workplace before.

[00:43:03.630] - Katie Caves

Sometimes I have trouble articulating, obviously, we can talk about the systems and all of that and how it's important to have incentives and a curriculum and be part of the formal education system. But it's hard for me to articulate why that might be dangerous for the student because it seems like maybe there's not enough around them, even with a really good mentor.

[00:43:25.290] - Katie Caves

What do you think about that? Is a really good mentor enough? What are the risks? What are the benefits? What happens if we just have the mentor?

[00:43:34.710] - Dr.med. Ursula Davatz

I'm not sure if I understood you well, correctly.

[00:43:39.650] - Dr.med. Ursula Davatz

I think if one goes too much into the direction of everybody wants to help that person and you have a mentor, you have a therapist. You have a social worker and I don't know what all around and they all talk onto that one individual, then that's no good at all. It has to be one person, of course, a person who can relate to the youngster and the rest has to be structured.

[00:44:08.770] - Dr.med. Ursula Davatz

You're right. There has to be structure. Because if there is structure the youngster can relate to and understand, he or she can learn to go according to that structure.

[00:44:21.390] - Dr.med. Ursula Davatz

If there's no structure around, that's very bad. That's very confusing. And if there are only helpers is around, that's terrible.

[00:44:27.890] - Dr.med. Ursula Davatz

This is what we get in psychiatry. So we have a youngster who drops out of something, difficulties with parents, and then many other people are involved.

[00:44:38.510] - Dr.med. Ursula Davatz

I again just had a case recently and that young boy said: it's only me who can make my career. I don't want any help.

[00:44:52.830] - Dr.med. Ursula Davatz

But they all were trying hard to help him and everybody according to his own or her own model, her way of thinking.

[00:45:01.540] - Dr.med. Ursula Davatz

Then you can only disturb the youngster. This is as soon as you get into the psychiatric field, then, yeah, it's only disturbing just one who accompanies and the rest should be an ordinary structure.

[00:45:22.250] - Katie Caves

That's helpful. That does address a big part of the question. And then I have one last question.

[00:45:34.010] - Katie Caves

Internships. Another really common approach to introducing workplace learning is to send regular high school students to like a six week summer internship. There's no particular task, no curriculum, just sort of experience. From a psychological and developmental perspective, how is that different than having an apprenticeship? How are those different? We know from a structural point of view, but for the student, how is that different?

[00:46:06.790] - Dr.med. Ursula Davatz

I went for an internship to the United States as a doctor when I was still a medical student and we were integrated in the structure. We still had to make calls, etc. So it's not a real internship.

[00:46:24.750] - Dr.med. Ursula Davatz

I think in an apprenticeship, if you are an apprentice, you are integrated into the structure. This is good because you understand what the structure is and you are useful.

[00:46:40.140] - Dr.med. Ursula Davatz

Only making an internship, as you said before, you're just drifting around. If you are a curious and an extroverted student, that is okay. If you are shy, then you get lost.

[00:46:59.700] - Dr.med. Ursula Davatz

So again, you have to differentiate between these two personalities. And if it's a shy person who goes for an internship, I think that person should have a tutor assigned.

[00:47:12.910] - Dr.med. Ursula Davatz

If the person is extroverted, you can let him run.

[00:47:21.250] - Prof. Dr. Ursula Renold

These kind of internships, they just offer so called shadow education.

[00:47:26.850] - Prof. Dr. Ursula Renold

I criticize that because the kids then just have to follow another person to see what they are doing. But in my view, and with my experience, there should be at least once a day an activity where that young person is doing something so that they really see I could contribute to that company's work.

[00:47:56.090] - Prof. Dr. Ursula Renold

Otherwise I think there is a similar effect that they just don't see why they should go there, because they are not useful in the sense that they see at the end of the day what they have done for the company. Do you agree with that?

[00:49:05.770] - Dr.med. Ursula Davatz

I think it's not good if you have a shadow education for more than a month or two weeks. For two weeks you can be a shadow person.

[00:49:18.290] - Dr.med. Ursula Davatz

I absolutely agree that the youngster should experience some usefulness at least once per day or once a week.

[00:49:32.050] - Dr.med. Ursula Davatz

There are people who like to observe, observe, observe, and they make their own conclusions in their mind, like research people. They probably could do that for a longer period of time. They would research the entire system and plug it into their mind.

[00:49:52.100] - Dr.med. Ursula Davatz

Those people, those youngsters who want to be active, they should be able to be included into the working process and not just follow the professionals.

[00:50:08.910] - Prof. Dr. Ursula Renold

I'd like to come back to with my last question, to one of the very important lessons learned I had from today's meeting with you.

[00:50:18.470] - Prof. Dr. Ursula Renold

A teacher or parents or adults who are fighting with a teenager should never try to win that fight because they could damage the personality of the teenager.

[00:50:33.830] - Prof. Dr. Ursula Renold

Obviously this is easily said and we can understand it. However, if you as a parent or a teacher or an instructor in a company are involved in such a conflict, there you have to be trained in order to quickly react professionally.

[00:50:56.990] - Prof. Dr. Ursula Renold

I know that you give a lot of help, you teach teachers, you are dealing with parents, you are a mentor of teachers.

[00:51:06.510] - Prof. Dr. Ursula Renold

Could you describe some steps how these adults can start to understand what is the best behavior in such a situation?

[00:51:17.250] - Dr.med. Ursula Davatz

Maybe I might say that: if a youngster is impolite, aggressive or withdraws, I always say to the parents, and I can say that to the teachers too, whatever that youngster does is not a qualification. Although he uses qualification.

[00:51:37.770] - Dr.med. Ursula Davatz

It's not a quality talk like you have at work. So you have to step back two steps or one step back. He doesn't qualify you. He just expresses his frustration, his dissatisfaction, whatever his emotions.

[00:51:56.590] - Dr.med. Ursula Davatz

It's the emotions of the youngster. Step back. Don't take it as a quality talk.

[00:52:09.410] - Dr.med. Ursula Davatz

Then try to get together into a discussion again, try to get into a process again.

[00:52:20.400] - Dr.med. Ursula Davatz

Whenever I have parents and the youngsters and we are stuck in the solution and you can gain time and you can say we have a problem here together and I don't know how to solve it, just admit that you have a problem.

[00:52:35.850] - Dr.med. Ursula Davatz

Then I always ask the youngsters first, what is your suggestion? How could we solve that problem?

[00:52:42.940] - Dr.med. Ursula Davatz

So you go on eye to eye, we have a problem. Not you have a problem or I have a problem, we have a problem.

[00:52:50.630] - Dr.med. Ursula Davatz

And the WE says we should find a way out of it and then ask a youngster what his suggestion is. Then, yeah, in my respect, I think one should address this too, etc. get into a process of interaction and problem solving.

[00:53:09.110] - Dr.med. Ursula Davatz

Not power fight, but problem solving together. And I think as soon as the youngster realizes you have a problem too, he gets more adaptive and empathetic and wants to help you.

[00:53:26.990] - Dr.med. Ursula Davatz

So you learn together. You go together and both of them come out of it without losing their face.

[00:53:34.830] - Dr.med. Ursula Davatz

Does that make sense?

[00:53:36.240] - Prof. Dr. Ursula Renold

Absolutely. So you accept that young person as an equal partner, with the impression that we can learn together and we find together a solution. It's even better for both because both because both of us feel satisfied.

[00:53:54.050] - Prof. Dr. Ursula Renold

Cool. So thank you so much Dr.med. Ursula Davatz, for that wonderful session. It helps a lot.

[00:54:01.610] - Prof. Dr. Ursula Renold

I think we will have a lot of participants who do agree with us that this age is a difficult age and we always have to be open and to learn more how to deal with that and to try to accept that if a young person is not really going your way, it doesn't really mean that it's the wrong way.

[00:54:24.110] - Prof. Dr. Ursula Renold

It just means that the person is developing their own personality and goes another way.

[00:54:30.690] - Prof. Dr. Ursula Renold

This is what I think we sometimes underestimate, especially in this very busy time where we think we don't have time to talk and to solve problems, but even then it takes you a much longer way if you don't respect that.

[00:54:45.510] - Dr.med. Ursula Davatz

Absolutely.

[00:54:47.110] - Prof. Dr. Ursula Renold

With that said, thank you very much. We close her the session, but for our participants we will open a discussion forum. Please enter the questions if you have any questions and we try to get back to Dr.med. Ursula Davatz too., to look for any answers. So that said, thank you very much and I wish you a wonderful day.

[00:55:13.410] - Dr.med. Ursula Davatz

Thank you too. Same to you. Okay, bye-bye.