JIMINY

Journey to Increase your techniques of eMotional Intelligence, digital awareNess and entrepreneurship lifestYle

TRAINING PLAN FOR ADULT EDUCATORS

1. EMOTIONAL INTELLIGENCE

1.1.　What is Emotional Intelligence, Self-Awareness, Self-Management

CONTENTS

1. INTRODUCTION

1. 1.   Learning Objectives

JIMINY Training Plan for Adult Educators and the related Power Point Presentation complement JIMINY Self-Help Handbook. The Training Plan includes training methods, materials/ resource documents that can be used by adult educators when they prepare and deliver the content of the Handbook to their trainees.

The first Module of JIMINY Self-help Handbook, namely "Emotional Intelligence", aims at setting the grounds for perceiving the importance of emotional intelligence and the ways we can improve and use it in our personal and professional life.
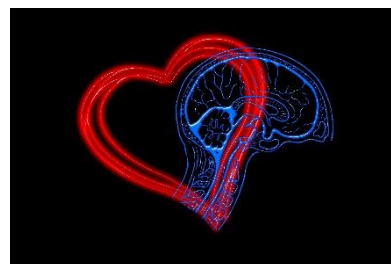
The first part of this Module presents general information on Emotional Intelligence, its components, benefits of having a high EQ, as well as tools for scaling and improving our emotional maturity. This first part tackles also the first two components of the EQ, namely Self-awareness and Self-management, their importance and ways to increase our abilities in these two areas.

The learning objectives that the adult educators should have in mind when providing the training of Module 1.1. are listed below:

A.   Understand that emotional intelligence can be learned, educated and constantly improved
B.   Understand what Emotional Intelligence is and identify the benefits of having higher emotional intelligence
C.   Be able to relate more effectively to colleagues and to others
D.   Master tools to regulate and gain control of one's own emotions
E.   Be aware how emotions affect our behaviour and performance
F.   Define and practice self-awareness and self-management, in order to be able to really improve and function better in a team and to create a better work environment for oneself and co-workers

1. 2.   Competencies

The Competencies that the learners should acquire after receiving the training of the Module 1.1. and that the Adult Educators should have in mind when providing a training on this Module are: emotional awareness, accurate self-assessment, self-confidence, self-control, trustworthiness, conscientiousness, adaptability

2. TRAINING OUTLINE

This training outline and the annexed Power Point Presentation present a recommended approach for providing the training on the Module 1.1. "What is Emotional Intelligence, Self-Awareness, Self-Management". After an in-depth reading of the JIMINY Self-Help Handbook Module, both the training outline and the Power Point Presentation should be adapted to the needs of your audience and to your own training style.

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
45 min.	1. **Welcoming the learners** 2. **Icebreaker** – Presentation of trainer and learners: Name Game (Source: https://positivepsychology.com/emotional-intelligence-exercises/) – see Slide 2 for an example Ask participants to create two columns on a sheet of paper and write out two names in a vertical format: own name, and the name of a friend or family member who has influenced their life. Next, they will note an adjective that describes one of their positive traits for each letter of their name. The same for the other name. 3. **Rules of the training session** – agree the rules everyone should respect during the training (phones on silent, ask questions, no question is silly, be constructive, it is OK to disagree with others, disagreement is not to be taken personally or as an attack, have fun and enjoy yourself etc.), write them on a Flipchart paper and ask everyone to sign. 4. **Learning objectives and competencies**: present the slide with the Learning Objectives and Competencies	1. A welcoming flipchart paper/ slide 2. Flipchart paper and Markers 3. Video-projector 4. Slides 1 to 6	Chapter 1.2. – Learning Objectives
30 min	**Initial assessment**	Initial tests copies for all learners (do not include the Answer Sheet)	Chapter 5.1. - Initial test
2 min	**Chapter 2.1. Emotional Intelligence** Introduce the topics of the chapter	1. Video-projector 2. Slide 8	
30 min	**What is Emotional Intelligence and its importance** Start by asking the participants of the types of "intelligence" they know and list them on Flipchart. Introduce the idea of EQ, if it is not expressed by the participants. Continue with slides.	1. Flipchart paper and Markers 2. Video-projector 3. Slides 9 to 12	Chapter 1.1 + Chapter 2.1.1.
10 min	**Components of EQ** Explain the infographic	1. Video-projector 2. Slide 13	Chapter 2.1.2.
15 min	**Benefits of having a high EQ** Conduct a group discussion on these benefits, asking the participants to give examples for benefits	1. Video-projector 2. Slides 14 to 15	Chapter 2.1.3.
60 min or less depending on how participants	**Friedman Scale of emotional maturity** Introduce the concept and ask participants to take the test either during the class, or as a homework (if it would be a homework, next day	1. Video-projector 2. Slides 16 to 17 3. Hand-outs with Friedman Test	Chapter 2.1.4.

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
are asked to perform the activity	you shouldn't forget to ask the participants about the results). You present the interpretation after the participants take the test.	(without the interpretation)	
20 min	***2.1.5. Methods/ Tools for developing the EQ*** Conduct a group discussion on these methods, asking the participants to give examples of how they can implement them	1. Video-projector 2. Slide 18	Chapter 2.1.5.
	Additional Practical Exercise Introduce the Exercise 2 and ask participants to practice it in the future days, because you'll discuss about it at the end of the course	1. Hand-outs with exercise 2	Chapter 3.2.
2 min	***Chapter 2.2 Self-Awareness*** Introduce the topics of the chapter	1. Video-projector 2. Slide 20	
15 min	***2.2.1. What is Self-awareness and its importance*** Present the slide and conduct a group discussion regarding the importance of self-awareness – ask participants to give examples	1. Video-projector 2. Slide 21	Chapter 2.2.1.
120 min	***2.2.2. Johari Window and how to use it*** Explain Johari Window and give an example of how it can be used. You can find some examples from: • https://fatinsl.info/ • https://dreamscometrue.ro/what-you-see-from-joharis-window/ • https://eloysiuschiang.wordpress.com/2017/08/06/reflection-on-the-johari-window/ • https://kevan.org/johari Brainstorm with the participants a two-column list of adjectives (strengths and weaknesses) that can describe a person (you should prepare ahead with your own list and add as many adjectives as possible on the list on the flipchart). Give each participant a blank form of Johari Window and a blank page. Divide the participants in groups of 3 persons and ask them that, individually, each member of the group: 1. selects the adjectives they feel best describe themselves 2. selects the characteristics that best describe each of the two persons in the group After this stage is done by all participants, ask them to discuss in their groups and fill in personal Johari Window charts, following the next rules: • In Open area - attributes that you selected for yourself, and the other 2 people also selected for you	1. Video-projector 2. Slide 22 3. Johari Window forms 4. Blank pages	Chapter 2.2.2. Links provided in column 2

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	• In Blind area - attributes that the 2 others selected for you, but you didn't select for yourself • In Hidden area - attributes that you selected for yourself, but the 2 others did not select for you • In Unknown area - attributes that neither you nor the 2 others selected for you Sources for better conduct this exercise: • https://www.seerinteractive.com/blog/the-johari-window-a-simple-exercise-to-improve-your-one-on-one-meetings/ • https://productiveclub.com/johari-window/ Conclude the exercise with a whole group discussion.		
20 min	***2.2.3. Categories of self-awareness and methods/ tools to increase it*** Present the slide and conduct a group discussion regarding the categories of self-awareness and methods to increase self-awareness – ask participants to give examples	1. Video-projector 2. Slide 23	Chapter 2.2.3.
60 min or less depending on how participants are asked to perform the activity	***2.2.4. 16 personalities test for self-discover*** Present the topic to the participants, open the link for the test and explain it. Ask participants to take the test either during the class, or as a homework (if it would be a homework, next day you shouldn't forget to ask the participants about the results).	1. Video-projector 2. Slide 24	Chapter 2.2.4.
	Additional Practical Exercise Introduce the Exercise 1 and ask participants to practice it in the future days, because you'll discuss about it at the end of the course	1. Hand-outs with exercise 1	Chapter 3.1.
2 min	***Chapter 2.3. Self-Management*** Introduce the topics of the chapter	1. Video-projector 2. Slide 26	
15 min	***Chapter 2.3.1. What is self-management and its importance*** Present the slide and conduct a group discussion regarding self-management – ask participants to give examples	1. Video-projector 2. Slide 27	Chapter 2.3.1.
15 min	***Chapter 2.3.2. Self-management skills and how to develop them*** Conduct a group discussion regarding the ways a person can improve self-management	1. Video-projector 2. Slide 27	Chapter 2.3.2.
	Additional Practical Exercise Introduce the Exercise 3 and ask participants to practice it in the future days	1. Hand-outs with exercise 3	Chapter 3.3.
60 min	***Final assessment***	1. Final tests copies for all learners	Chapter 5.2. - Final test

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	Ask participants to start filling in the forms and then continue at home. Advise them to take this assessment twice a year.		
30 min	***Conclusions and Feedback*** Conduct a group discussions regarding the conclusions for Module 1.1. training session. If you will not train other modules (normally, you should also provide training for Module 1.2.), ask participants to fill in the feedback form. Thank the trainees for participating.	1. Video-projector 2. Slide 31-33	

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