



# TRAINING PLAN FOR ADULT EDUCATORS

## 1. EMOTIONAL INTELLIGENCE

### 1.2 Social Awareness, Social Management, Action Planning

*April, 2021*

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# 1. INTRODUCTION

## TRAINING PLAN

### 1. Learning Objectives

The aim of the module is to present the part of Emotional Intelligence competences and skills related to the Social aspects of it. More specifically it wishes to facilitate the adult educators in their day-to-day efforts to educate the targeted population in some key Social Competences it needs to develop in order to improve its position in the labour market.

The basic learning objectives are to:

- Understand the importance of the Social Competences in Emotional Intelligence
- Understand the role of Empathy in working environments
- Learn basic techniques to improve Empathy in our target group of trainees
- Provide examples of empathic workers of our target group
- Understand how Organizational Awareness can relate to our target group
- Provide examples of Action Planning for the improvement of EI competencies

### 2. Competencies

Competences to be acquired after receiving the module:


- Taking others' perspectives
- Demonstrating empathy and compassion
- Developing positive relationships
- Practising collaboration & teamwork.



## 2. TRAINING OUTLINE

This training outline and the annexed Power Point Presentation present a recommended approach for providing the training on the **Module 1.2 Emotional Intelligence, 1.2 Social Awareness, Social Management, Action Planning**.

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
<p><b>45 min.</b> <b>(depending on the number of the participants )</b></p>	<p>1. Welcoming the learners</p> <p>2. Presentation of the trainers and of the working program (Icebreaker):</p> <p>A funny and engaging game that can be used instead of the “classic self-presentation activity” is the “would you rather?” that uses questions where players have to choose between two difficult scenarios/answers (‘both’ or ‘none’ are not accepted). This icebreaker can help your team learn facts about one another, so they can begin creating deeper bonds. The important is that this activity can take place both face-to-face or in an online environment. The idea is to ask an appropriate set and number of “Would you rather?” questions to the team and ask them to choose (in an online environment can be done through an online gaming tool or just by sharing a PowerPoint and having the players using the annotation tools of the platform to pick sides).</p>  <p>Then everyone has to justify their answers. Questions can be funny like ‘would you rather eat every meal with your hands or with chopsticks?’ or serious ones like ‘would you</p>	<p>Flipchart paper/slide, markers</p>	<p>Module 1.2 General Information Chapters 1.1. Aim of the Module 1.2 Learning Outcomes</p>



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	<p>rather commute for 4 hours a day for a fantastic job or 5 minutes for a mediocre job? ‘</p> <p>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 or in a shared document, while sharing you screen and ask everyone to sign/agree all together that this will be your “class contract”.</p> <p>4. Learning objectives and competencies: present the slide with the Learning Objectives and Competencies.</p>		
15 min	<p>Initial test – self assessment quiz</p> <ul style="list-style-type: none"> <li>• Each participant should answer the self-assessment quiz.</li> <li>• The trainer will then share the summarized findings with the participants</li> <li>• Each participant will be asked to write - down the areas she/he evaluates that need significant improvement.</li> </ul>	Initial assessment questionnaire	Module 1.2 Chapter 5.1 Initial assessment
15 min	<p><b>Overview of EI’s Social Competences</b></p> <ul style="list-style-type: none"> <li>- Definition of the EI’s 2 Key Competences</li> <li>- The EI circle of trust</li> </ul>	Computer and projector	Module1.2 Chapter 1.1, Chapter 2 table & illustration Slides 7-9
45 min	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>- Empathy <ul style="list-style-type: none"> <li>• What it is</li> <li>• The 3 stages of Empathy</li> <li>• Example of empathic worker</li> </ul> </li> </ul>	Computer and projector	Module 1.2 Chapter 2.1.1  Slide 10



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
45 min	<p><b>Social Awareness</b></p> <p>Key Techniques to improve Empathy</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Decoding emotions               <ul style="list-style-type: none"> <li>○ Facial expressions</li> <li>○ Bodily expressions</li> <li>○ Speech</li> </ul> </li> <li>• Making questions</li> </ul>	Computer and projector Illustrations from Action Cards	Module 1.2 Chapter 2.1.2  Slide 11
45 min	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>- Organizational Awareness               <ul style="list-style-type: none"> <li>• Definition</li> <li>• The Radar Effect</li> <li>• Effective Leaders</li> </ul> </li> <li>- Service Orientation</li> </ul>	Computer and projector	Module 1.2 Chapters 2.1.3 & 2.1.4  Slide 12
45 min	<p><b>Social/Relationship Management</b></p> <ul style="list-style-type: none"> <li>- Influence and Leadership               <ul style="list-style-type: none"> <li>• Definition</li> <li>• EI skills and influence effectiveness</li> </ul> </li> </ul>	Computer and projector	Module 1.2 Chapter 2.2.1 Slides 13-17
45 min	<p><b>Social/Relationship Management</b></p> <ul style="list-style-type: none"> <li>- Communication               <ul style="list-style-type: none"> <li>• The drawing twins activity</li> </ul> </li> <li>- Conflict Management</li> <li>- Teamwork and Collaboration</li> </ul>	Computer and projector Communication Activity	Module 1.2 Chapters 2.2.2, 2.2.3 & 2.2.4



Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
45 min	<p><b>Action Planning</b></p> <ul style="list-style-type: none"> <li>- Why training in Ei is important</li> <li>- Action Planning for Adult Educators               <ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Training</li> <li>• Application</li> </ul> </li> <li>- Action Planning for Learners               <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning the Interventions</li> <li>• Measuring Results</li> </ul> </li> </ul>	Computer and projector Examples of Exercises and Activities	Module 1.2 Chapters 2.3 Slides 18-19
20 min	<p><b>Exercises &amp; Quizzes</b></p> <ul style="list-style-type: none"> <li>- For assessing our audience</li> <li>- For measuring results/comprehension</li> </ul>	Computer and projector	Module 1.2 Chapters 3
20 min	<p><b>Final evaluation</b></p> <ul style="list-style-type: none"> <li>- Distribution of the final assessment to each participant to answer it individually.</li> <li>- Random analysis of interesting answers</li> <li>- Call for suggestions by participants</li> </ul>	final assessment questionnaire	Module 1.2 Chapter 5.2
20 min	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- A summary of the module and the key messages it tried to convey.</li> <li>- Proposals for further reading and development</li> </ul>		Module 1.2 Chapter 5.2

