ERF:
PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE
2. Learning about Others for Personal and Professional Growth

MMC Management Centre

Duration: 6 hours

Project Details

Title: **"Joint Development, Piloting, and Validation of Entrepreneurial Mindset and Key Skills Curricula and Training Materials for Third Countries"**
Acronym: **EMSA** (Entrepreneurial Mindset and Skills for All)
Agreement Number: 101092477 – EMSA – ERASMUS-EDU-2022-CB-VET
Programme: Erasmus+ Capacity Building in the Field of Vocational Education and Training (VET)
Call for Proposals: ERASMUS-EDU-2022-CB-VET
Start Date: 01.01.2023
End Date: 31.12.2025

PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

Training Aim

The aim of the workshop is to promote learning about one's self to make the best out of personal capabilities, learning about others to effectively collaborate in the work environment and within social contexts, and learning to learn to develop both personally and professionally. The trainees will learn to: a) reflect upon themselves to maintain physical and mental health, identify and set goals based on their capacities and potentials to stay motivated, and effectively manage their time and available information to remain resilient; b) work with others in a constructive and non-conflictual way by embracing cultural diversity and employing empathy that establish positive relationships; and c) manage their own learning and career through critical thinking, the application of prior learning, and the identification of opportunities to learn and develop, including with the use of resources and tools for career advice and entrepreneurship and by applying strategies for professional growth.

Personal, Social and Learning to Learn Competence

Learning Outcomes

EMSA

In terms of **knowledge**:

✓ Explain what a positive self-image and a growth mindset are.
✓ Define cultural diversity and empathy.
✓ List resources and tools for career advice and development (professional growth) as well as for entrepreneurship.

In terms of **skills**:

✓ Identify personal capacities and potentials to establish a positive self-image and develop a growth mindset.
✓ Employ collaborative work based on constructive communication and by using empathy techniques.
✓ Apply strategies for personal well-being and professional growth.

In terms of **competences**:

✓ Address market needs and challenges, as well as social needs and challenges, by managing one's own learning pathway.
✓ Build and maintain positive relationships.
✓ Utilise metacognitive strategies for learning.

ERF: The European Reference Framework (Key Competences for Lifelong Learning)

EMSA

Literacy

Mathematical, science, technology and engineering

Digital

Personal, social and learning to learn

Citizenship

X+Y=

Entrepreneurship

Multilingual

Cultural awareness and expression

A

B

The ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It also includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context'.

What ERF competence is our training about?
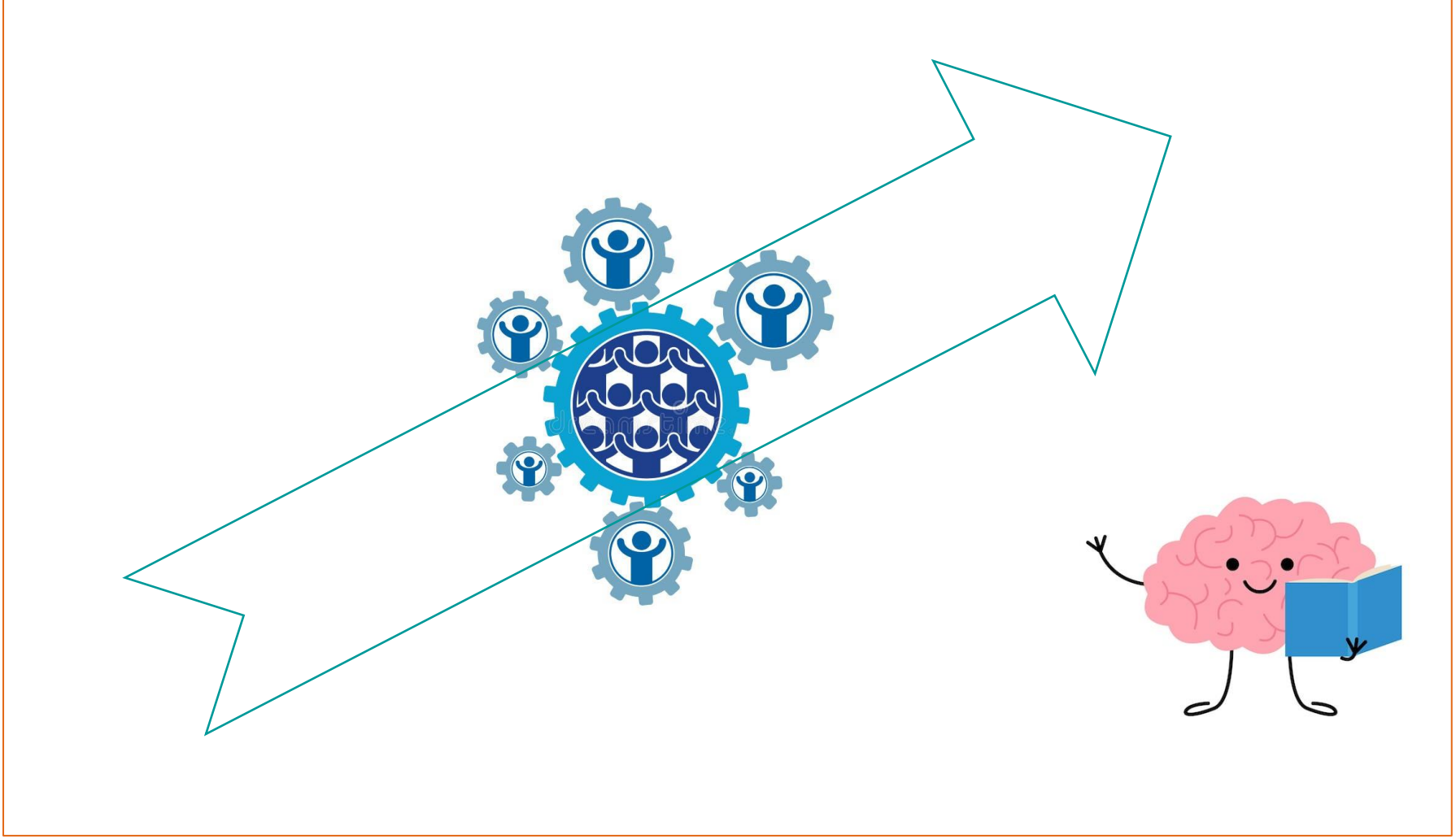
Training Route Map *(Competence Level)*

Learning about One's Self to Reach Full Potential → **Learning about Others for Social and Professional Growth** → **Learning to Learn for a Meaningful Life**
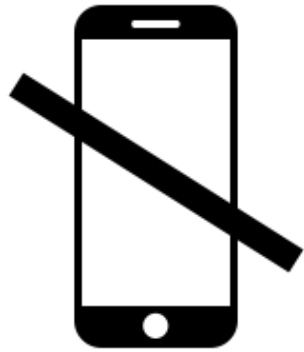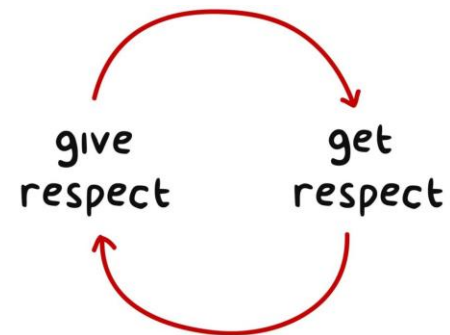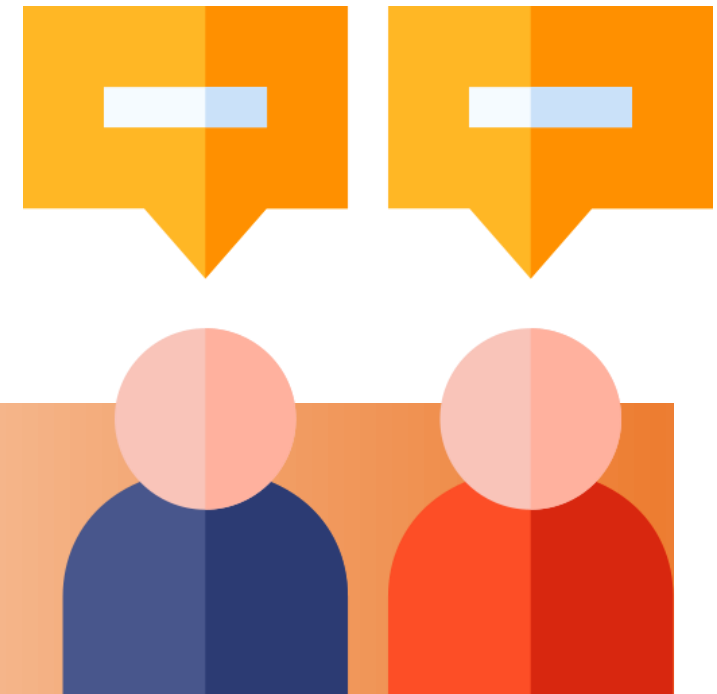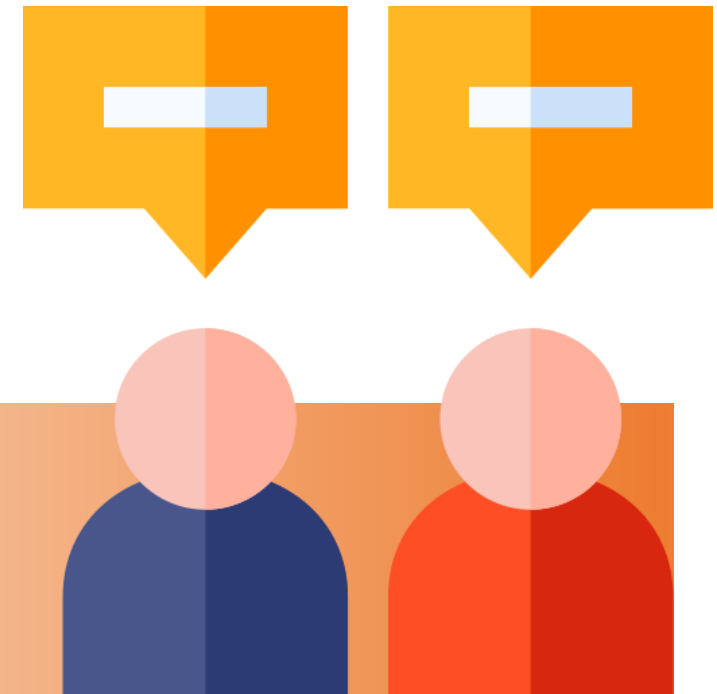
Introductions

Let's get to know each other!

My ideal interviewee
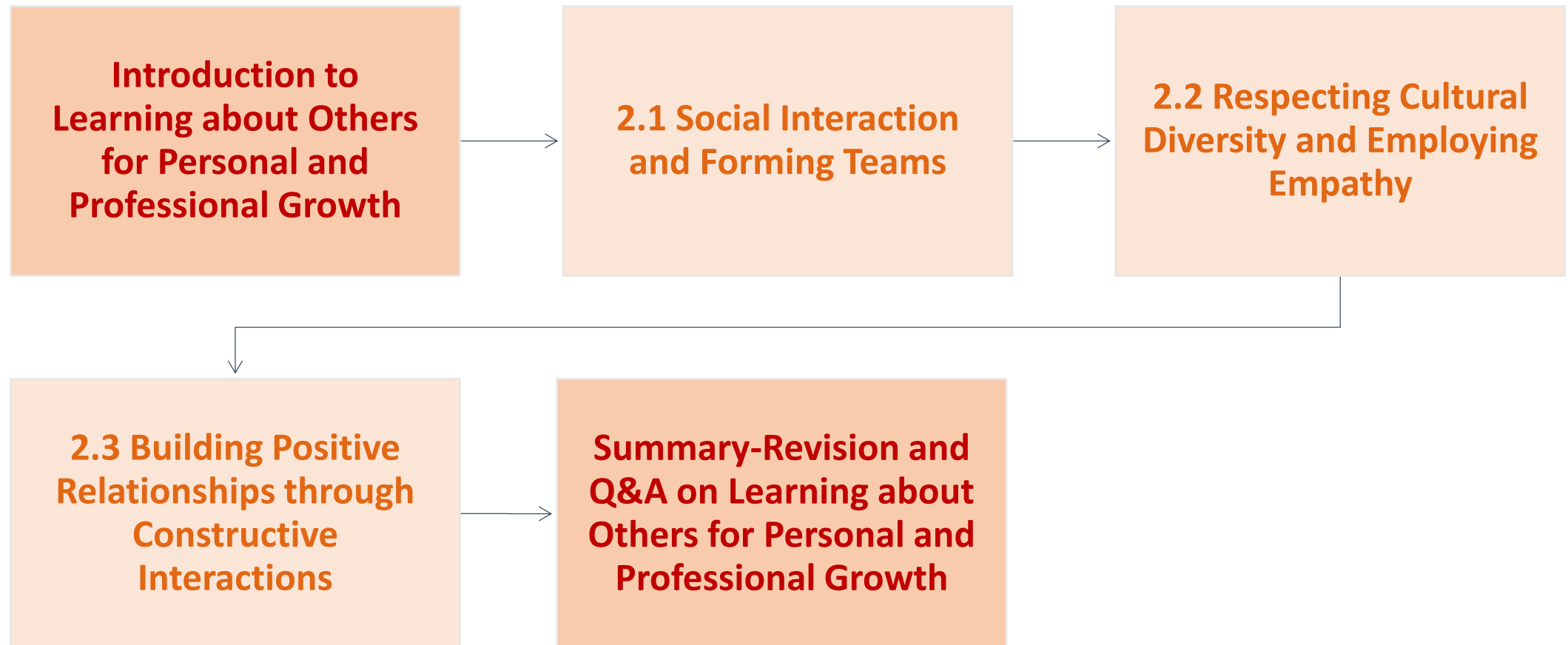
Introductions

Let's get to know each other!

*'If you want to go fast, go alone. If you want to **go far**, go together'.*

African Proverb

*'The whole is **other than** the sum of the parts'.*

Kurt Koffka

Training Route Map *(Topic Level)*

Introduction to Learning about Others for Personal and Professional Growth

2.1 Social Interaction and Forming Teams

2.2 Respecting Cultural Diversity and Employing Empathy

2.3 Building Positive Relationships through Constructive Interactions

Summary-Revision and Q&A on Learning about Others for Personal and Professional Growth

Introduction to Learning about Others for Personal and Professional Growth

The Social Nature of Humans

Humans as a species evolved to be **social**. We have an innate, biologically-driven ability to **develop and form interpersonal connections**.

Understanding the **role that relationships play in our personal well-being** is necessary for informing broader social and educational policies aimed at improving the well-being of future generations and **the society as a whole**.

Discussion

- *Can you think of situations in which people co-exist and/or act together?*
- *How would you name such situations?*
- *How do you feed when thinking of these situations?*

Being Together

- **What is a group?**

A group is not necessarily a team. A group can have individuals with **varied** interests, attitude, and thought processes.

- **What is a team?**

A team is a group of individuals, all working together **for a common purpose.** The individuals comprising a team ideally should have common goals and objectives and, more or less, think on the same lines.
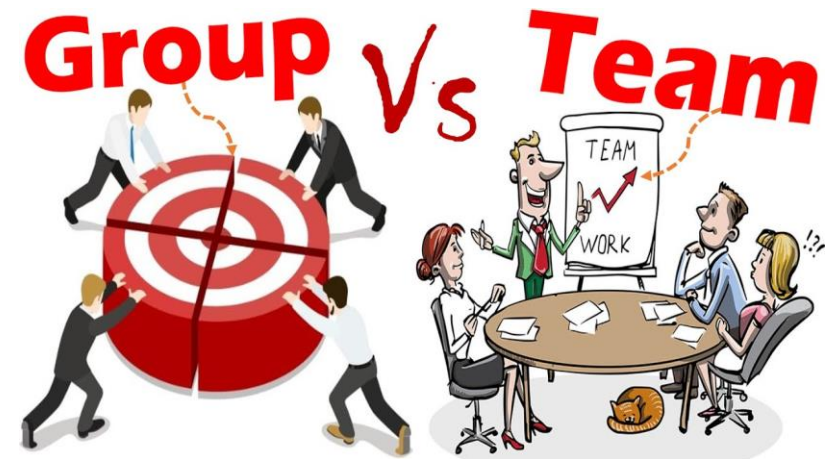
Acting Together

- Teamwork – Working as a *Team*

'The Other'

'The Other' is a term used to capture the ways other people are different from us.

Othering occurs when we turn fellow humans into abstract entities we can distance ourselves from or even treat as less-than-human.

'Otherness'

Simone de Beauvoir thought:

*'Otherness is **a basic category of human thought***'.

As soon as we think about what something *is*, we think about the opposite – the Other.

The solution to Otherness would be, as David Hume suggests, to **focus on what we have in common** rather than what sets us apart.

'Otherness' as a Co

- However, focusing only on what is similar between us and other people, we lose an important tool in discovering our **personal identity**. Often, it is our **differences** that make us unique.

The official motto of the European Union (EU), adopted in 2000.

Share your thoughts with us….

1. Social Interaction and Forming Teams

1.1 Social Rules and Social Well-being
1.2 Working as a Team

Societal Development

Two greatest revolutions in human history – the agricultural revolution and the industrial revolution – have contributed to the development of societies.

The information and communications revolution of the 1980s represent another great revolution that has transformed both the ways and the states of living of people everywhere.

Societal Development

A **society** is a group of individuals involved in persistent **social interaction** or a large group sharing the same spatial or social territory, typically subject to the same political authority and **dominant cultural expectations**. Societies are characterised by patterns of **relationships (social relations)** between individuals.

Social Interaction

- One of the **building blocks** of society is **social interaction**: an event between two or more individuals, which can take the following forms:
  - ✓Exchange
  - ✓Cooperation
 - ✓Conflict
  - ✓Coercion
  - ✓Competition

  They each use **culturally approved methods** to communicate certain things or perform certain actions.

Social Interaction

- By interacting with one another, people design rules, institutions and systems within which they seek to live.

- Symbols (verbal and non-verbal) are used to **communicate the expectations** of a given society.

Do you know any unwritten social rules?
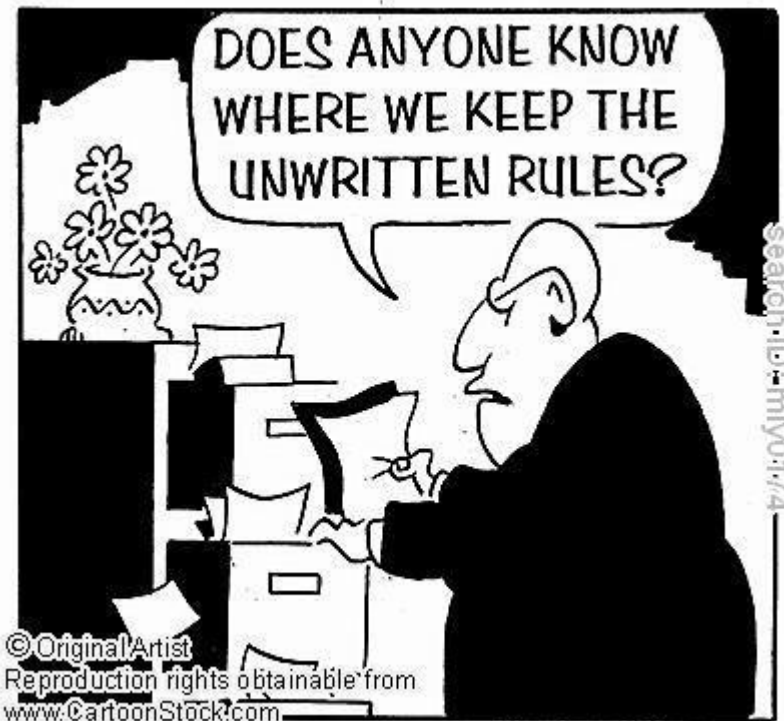
Social Rules or Norms

- Norms are unwritten social rules which define **what is expected of individuals in certain situations**.

- They operate **at several levels**, from regulations concerning etiquette at the table to moral norms relating to the prior discharging of duties.

- Some of them are **explicit**, such as laws or religious teachings, while others are more **implicit**, such as etiquette.

- They **vary from culture to culture**, and can be **specific** to a particular group or situation.

What do you see on the pictures?

Social Well-being

- **Building and maintaining healthy relationships with others and with local and global communities, and having meaningful, authentic interactions with others.**

Social Well-being

Social well-being (Keyes, 1998) comprises **five indicators** of the presence of which an individual **navigates their social reality**:

1. *Social integration*: the sense of being a part of a society based on the appraisal of the quality of that relationship.
2. *Social acceptance*: the acknowledgment of a social interpretation based on certain positive qualities of a given group.
3. *Social contribution:* the assessment of one's personal value and contribution to society.
4. *Social actualisation*: one's evaluation of the potential and evolution of society
5. *Social coherence:* an interest about the world and an appraisal about the organisation, operation, and quality of society.

Group Exercise: I Am a Scriptwriter

- Be divided into pairs and pick a card randomly.

- Write a short scenario (script) based on the situation depicted on the card:
  1. integrating a social norm and
  2. explaining how social well-being is achieved.

- Assign to one member of the pair to read the script to the class.

The Issue of Motivation

- Individuals must **align their actions with the established social rules** voluntarily and not through coercion for these norms to be effective.
- If they frequently disregard the norms in favour of their own interests, it can lead to a rapid erosion of social order (Loh 2019: ch. 1).

Do you think that social rules are always good to respect

Are they the same across societies

From Groups to Teams

Society is a group consisting of a variety of subgroups. The key for those groups to produce results is to work as *teams.*

A team is *a group of people who do collective work and are mutually committed to a common purpose and challenging goals related to that purpose.*

Collective work produces more innovative and productive outcomes that exceed the simple sum of individual efforts. **Mutual commitment** means members hold themselves and each other jointly accountable for the team's performance.

Forming Teams

In 1965, Psychologist Bruce Tuckman proposed five stages of team development:

Forming, Storming, Norming, Performing, and Adjourning.
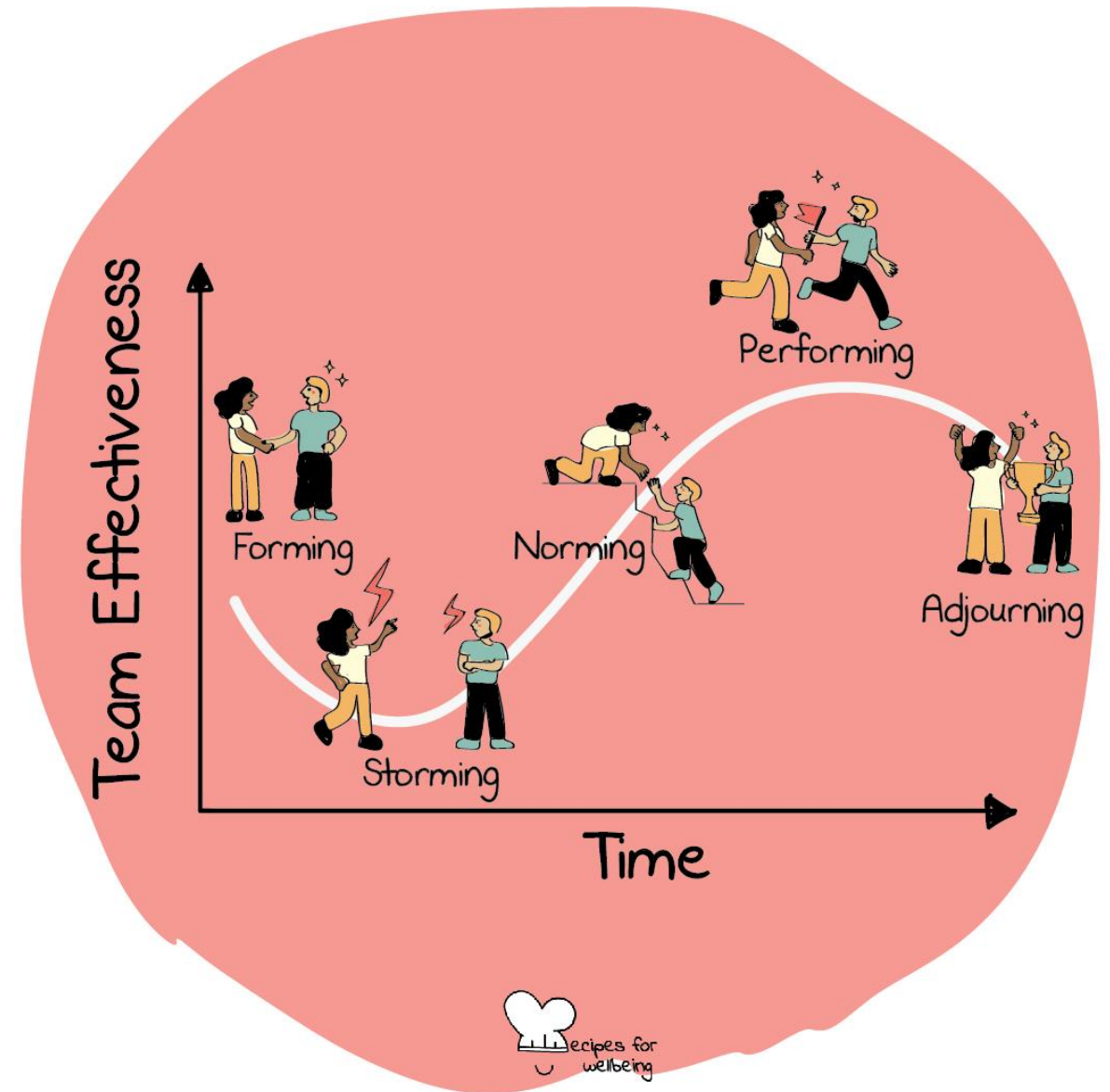
Forming Teams

Tuckman's stages describe **five stages that every team goes through during its development**:

Forming: A team coming together to accomplish a shared purpose (e.g., a project); the results can be unpredictable.

Storming: *The hardest stage* in the development of a team; marked by conflict and competition, as personalities and working styles begin to evolve and the group members are unfamiliar on how to communicate with each other.

Norming: The team begins to resolve their interpersonal differences, appreciate others, and form working relationships. There is a sense of cohesion and unity and this allows for the team to work functionally together towards the end goal.

Forming Teams

Performing: The relationships are formed and there is a clear and stable structure. The team is mature, organised, and has a sense of consensus and cooperation. Problems and conflict, of course, do still arise, but they are dealt with effectively.

Adjourning (or Mourning): The purpose is served (e.g., project comes to an end) and the team separates.

Collaborative Work

- Astronaut Jim Lovell's words during the Apollo 13 lunar mission, 'Houston, we have a problem', launched a remarkable tale of **effective teamwork** and creative problem solving by NASA engineers working to try to save the lives of the jeopardized crew when two oxygen tanks exploded en route to the moon. Details of the dramatic and successful resolution to the problem became widely known in the motion picture Apollo 13, but it's not just during dramatic moments when the importance of good teamwork is needed or recognised.
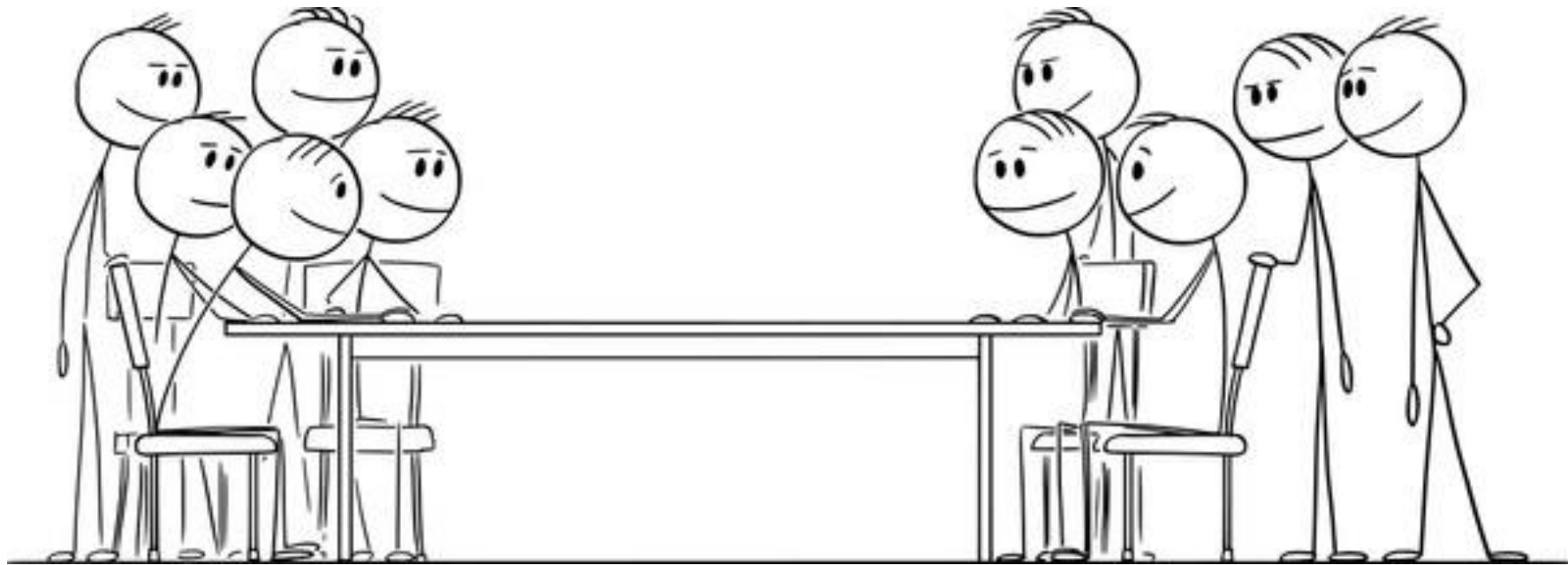
Collaborative Work

- *At team's ticket to success!*

- People working together to achieve a **common goal**, especially when this involves cooperation between teams, departments, or organisations. It involves sharing ideas and workloads, and **individual team members are recognised for their strengths and skill sets**.

Higher quality input

Boosted motivation and morale

Greater efficiency

Innovation
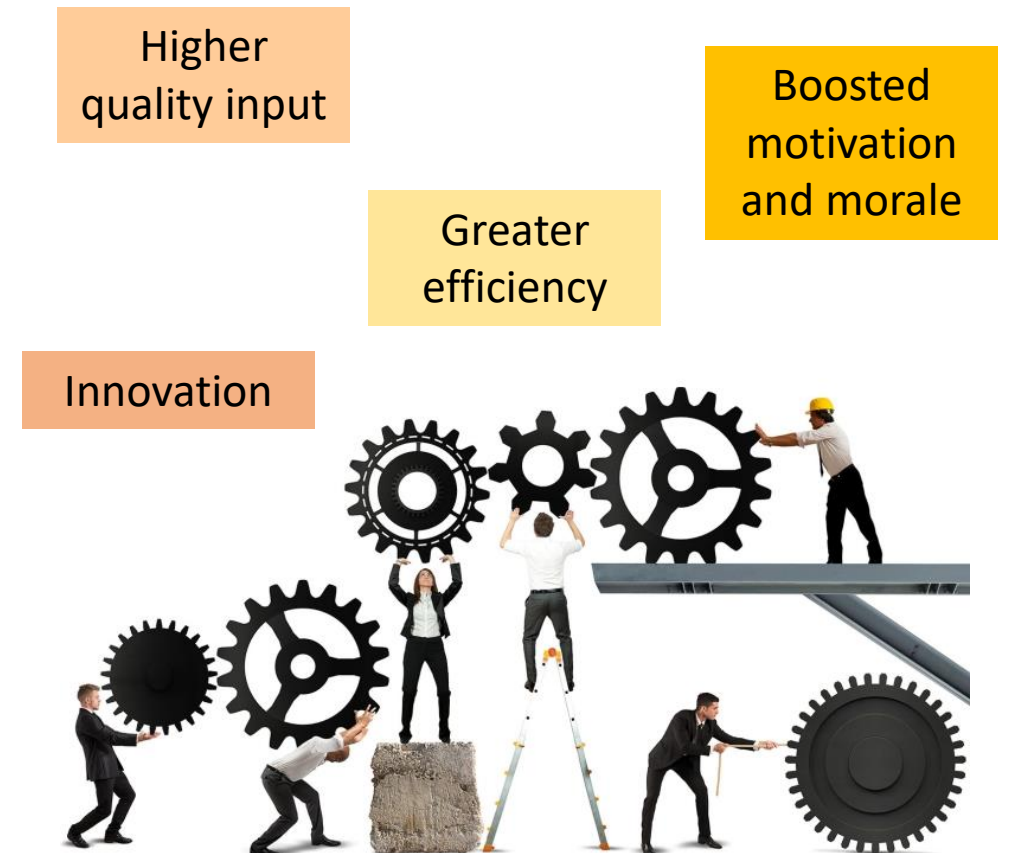
Debate Duel:
Best Team Wins!

Debate Duel:
Best Team Wins!

- Be divided into two groups.
- Select one member from your group to debate with one member of the other group opposing sides of a topic that will be given to you.
- The audience from your group should listen carefully to the opposing arguments and try to build on the points of their debater to make the position of the group more convincing, taking the floor one after the other.
- As many people as required can take the role of debater – your goal is to prove wrong all the arguments of the opposite side and prevail!

2. Respecting Cultural Diversity and Employing Empathy

2.1 Cultural Diversity and the Development of Inclusive Environments
2.2 Empathy and How to Become Empathetic

What is the main characteristic of today's world?

Cultural Diversity

- Cultural diversity is the existence of **a variety of cultural groups within a society**. These cultures can include *national, regional, ethnic, linguistic, tribal, religious, and territorial groups.*

- Different cultures have **different ways of living and looking at the world**, and that diversity is a positive aspect that brings richness to people's lives.

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:
Courtesy and Manners
Frendship Leadership
Cleanliness Modesty
Beauty

Concepts of:
Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:
Religion Courtship Marriage
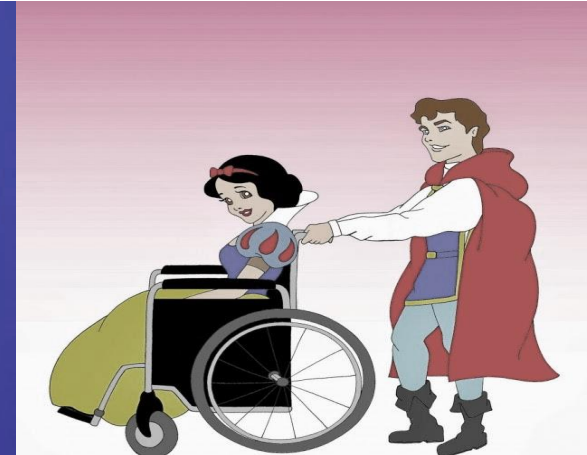Raising Children Decision-Making
Problem Solving

Cultural as an 'Umbrella Term'

What is 'culture'?
What are some examples of cultural norms?

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Cultural beyond Nations and Religions
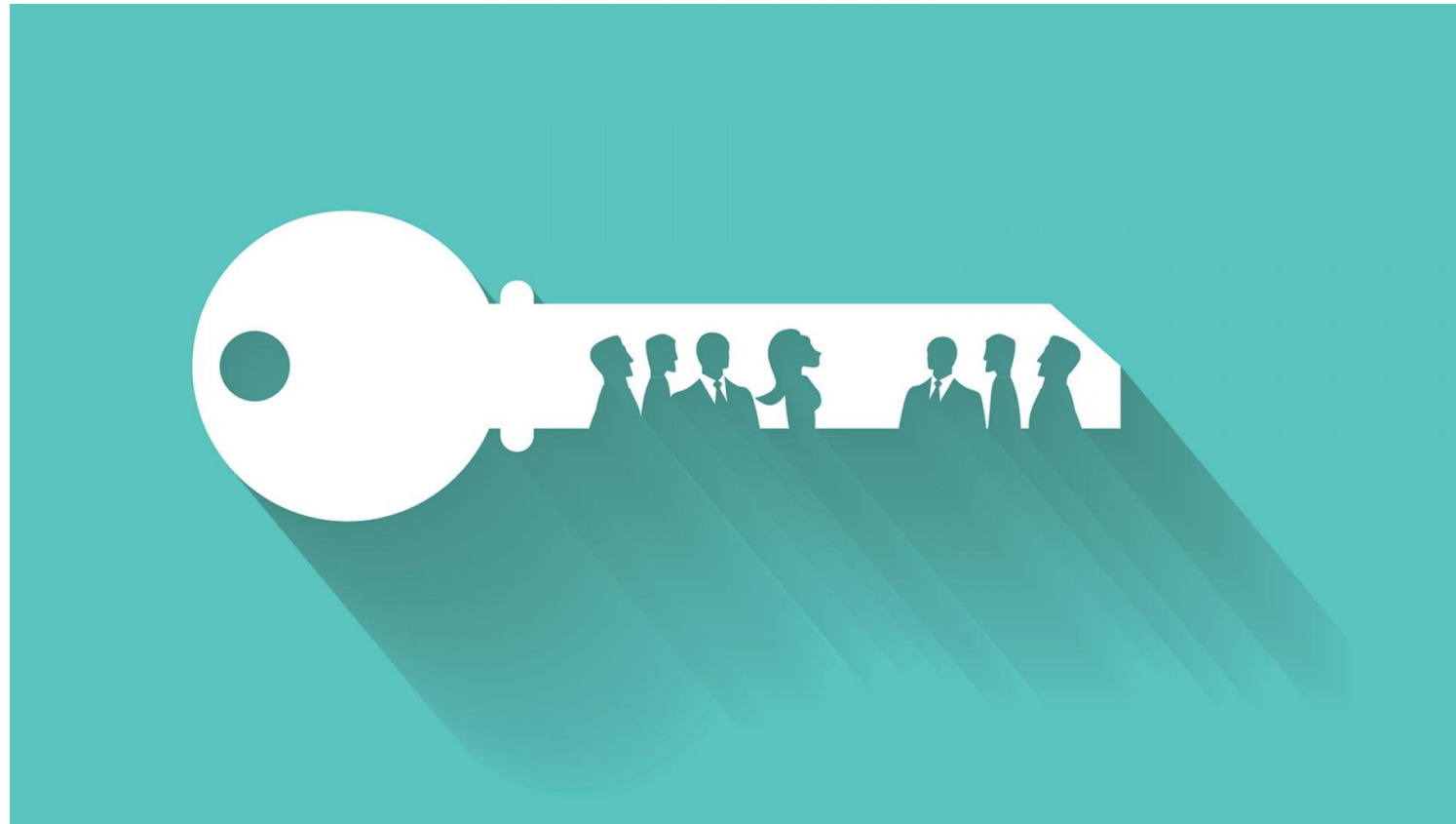
What is common in these pictures?

Challenges of Cultural Diversity

- **Overcoming stereotypes and biases**

- **Bridging communication and language barriers**

- **Managing conflicts and misunderstandings**

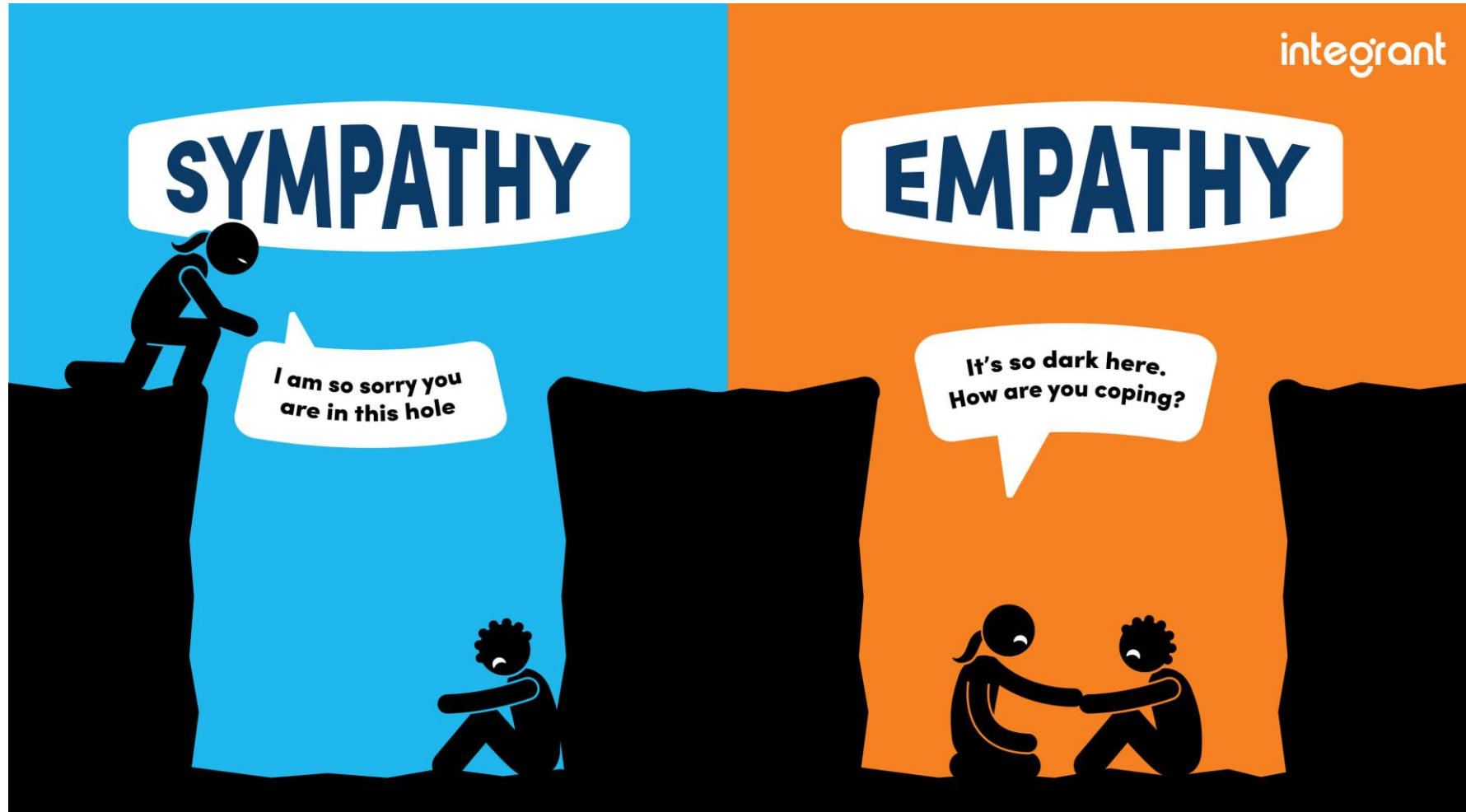# Unlocking the Power of Understanding Others

Discussion

- *What are your thoughts about the content of the video?*
- *Did you know what 'empathy' is?*
- *Do you know the difference between 'empathy' and 'sympathy'?*
- *Any ideas about how to become more empathetic?*

What is NOT Empathy

Be an ACTIVE Listener

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- ✓ Be fully present in the conversation.

- ✓ Show interest by practicing good eye contact.

- ✓ Notice (and use) non-verbal cues.

- ✓ Ask open-ended questions to encourage further responses.

- ✓ Paraphrase and reflect back what has been said.

- ✓ Provide feedback on what has been said.

- ✓ Listen to understand rather than to respond.

- ✓ Recapitulate what has been said.

- ✓ Withhold judgment and advice.

Role Play:
How are you Coping?

Role Play:
How are you Coping?

Setting:
A multicultural workplace, in which team members from diverse backgrounds are collaborating on a project.

Characters:
- **Amina:** *A team member from a Middle Eastern background.*
- **James:** *A team leader who is American.*

Scenario:
Amina recently lost her grandmother, who played a significant role in her life. The mourning period is especially important for her and her family. Amina has been feeling overwhelmed balancing work and her grief.

Scene:
During a team meeting, Amina seems distracted and less engaged than usual. James notices her demeanour and decides to address it.

Play *the dialogue between Amina and James!*

Role Play:
How are you Coping?

*Questions for the **audience**:*

- ✓ *What they did they do right and what did they do wrong?*
- ✓ *Have they respected cultural differences?*
- ✓ *Have they broken down any stereotype or bias?*
- ✓ *Have they shown empathy?*
- ✓ *Have they employed active listening?*

*Questions for the **players**:*

- ✓ *How did you feel?*
- ✓ *To what did you pay special attention? Mention all the attention areas.*
- ✓ *What was the most difficult part of the role play?*

3. Building Positive Relationships through Constructive Interaction

3.1 Supportive and Inclusive Environments: The Stake of Interpersonal Relationships
3.2 Conflict Resolution and the Key Role of Effective Communication

Building Relationships

- **Interpersonal relationships** are important for one's overall **physical and mental well-being**. They help fight loneliness, while also giving **a sense of purpose in life**.
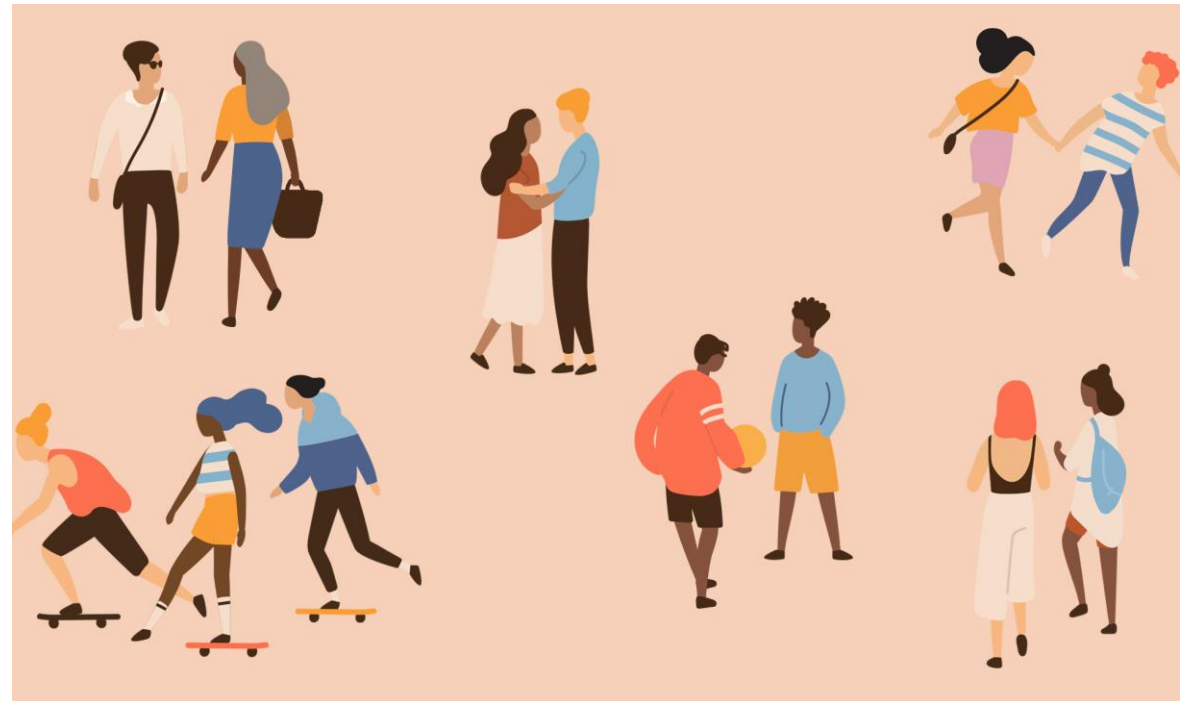
The Five Stages of Interpersonal Relationships

- Psychologist George Levinger identified **five stages** of interpersonal relationships in a 1980 study:

  ✓**Acquaintance**
  ✓**Buildup**
  ✓**Continuation**
  ✓**Deterioration**
  ✓**Ending (termination)**

The Five Stages of Interpersonal Relationships

- ✓ A **successful interpersonal relationship** will only go through the first three stages.

- ✓ Not all relationships will make it past the first stage of acquaintance.

- ✓ A relationship that ends in a breakup will go through all five of these stages.

What about when a relationship deteriorates?
*Can the situation be reversed?*

What about You?

- *How are you and your boss or co-workers getting along?*
- *To what extent do you feel connected to your parents/spouse?*
- *Do you have friendships you enjoy?*
- *How do you balance the needs and expectations of others against your own?*
- *Do you have a sense of belonging to a larger community?*

Positive Relationships

- ✓ **Effective Communication**
- ✓ **Empathy**
- ✓ **Honesty**
- ✓ **Trust**
- ✓ **Emotional Intelligence**
- ✓ **Respect and Boundaries**
- ✓ **Adaptability**
- ✓ **Conflict Resolution**
- ✓ **Shared Vision**

**Principles**

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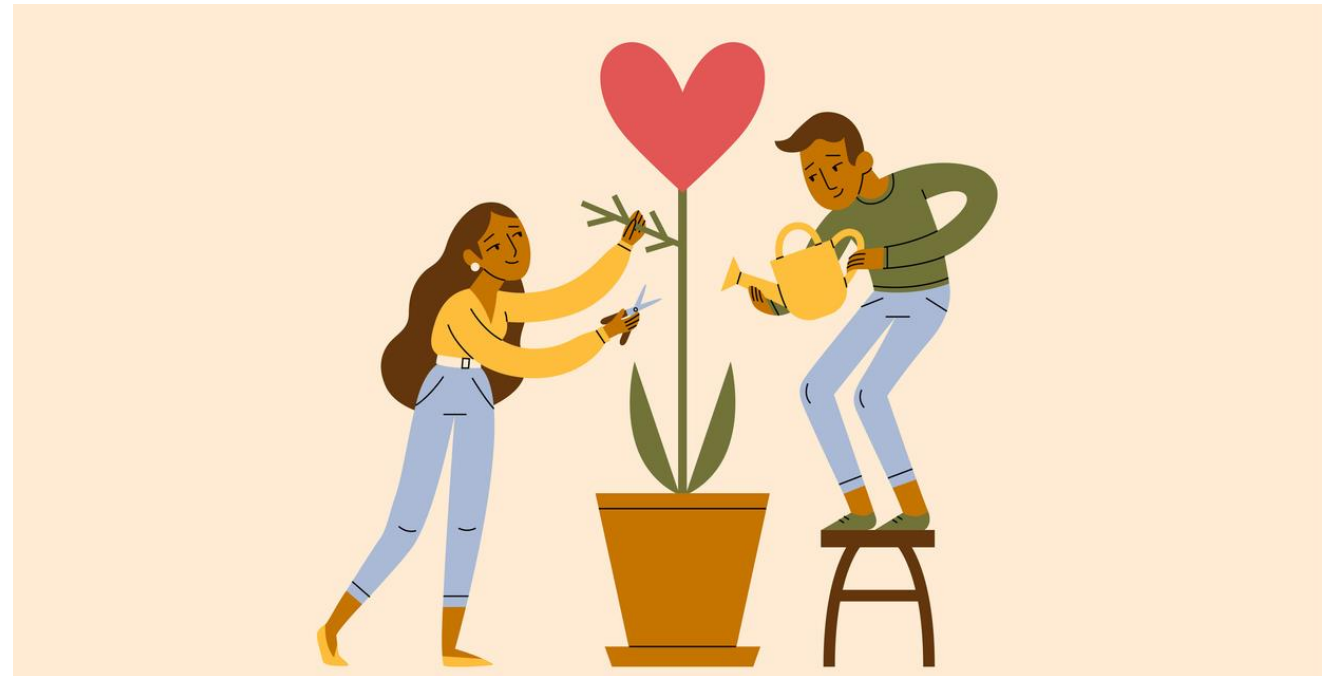
When Relationships are Tested

Conflicts are a normal part of any (healthy) relationship:
the key is handling them well.

- **Dispute** is a short-term disagreement that can result in the disputants reaching some sort of resolution; it involves issues that are negotiable.

- **Conflict**, in contrast, is a long-term disagreement with deeply rooted issues that are seemingly non-negotiable and resistant to resolution.

Conflict Resolution

✓ Focus on solving the problem together by **coming up with ideas and solutions** that work for both of you. Sometimes, you might need to make some **compromises** to make both parties happy.
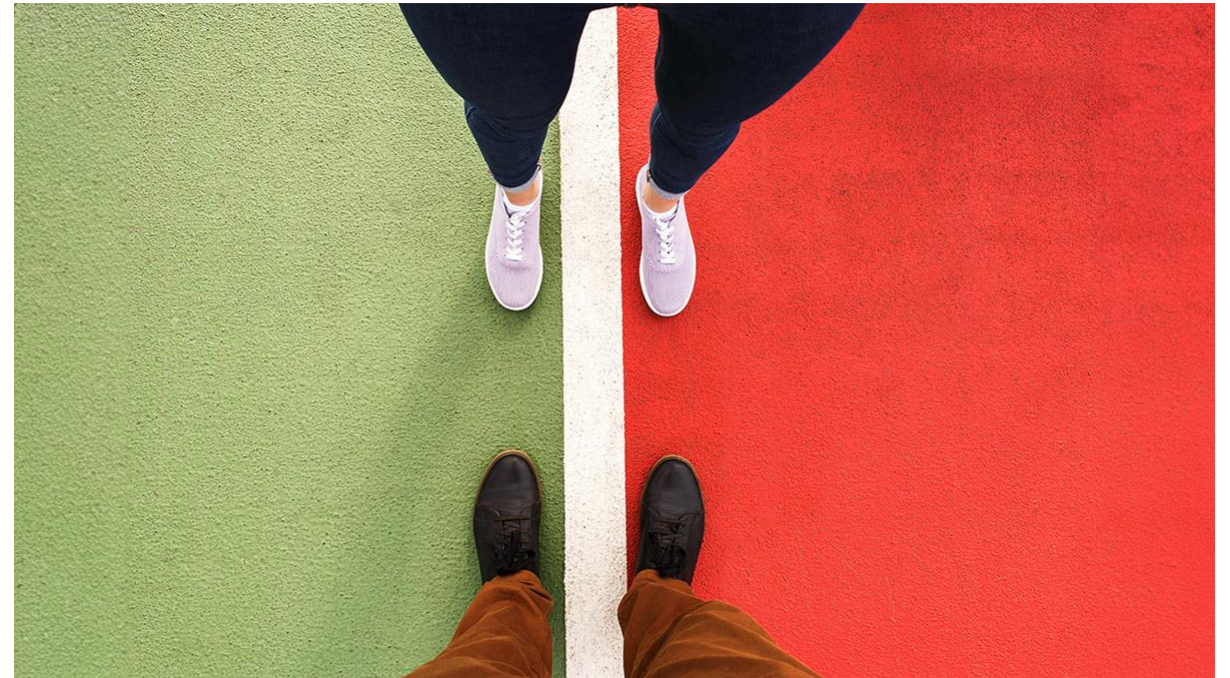
Conflict Management: Compromising

Five 5 basic approaches to handling conflict:

Competing: assertive, uncooperative – seeking to win and be 'right'.

Accommodating: unassertive, cooperative – often results in resolution at one's own expense.

Avoiding: does not deal with the conflict - diplomatically sidestepping.

Collaborating: assertive and cooperative – willingness to explore the conflict, understand, learn and work in partnership towards a solution.

Compromising: seeking a solution that is acceptable to both parties – there is likely to be some.

Conflict Management Model (Thomas-Kilmann Model)
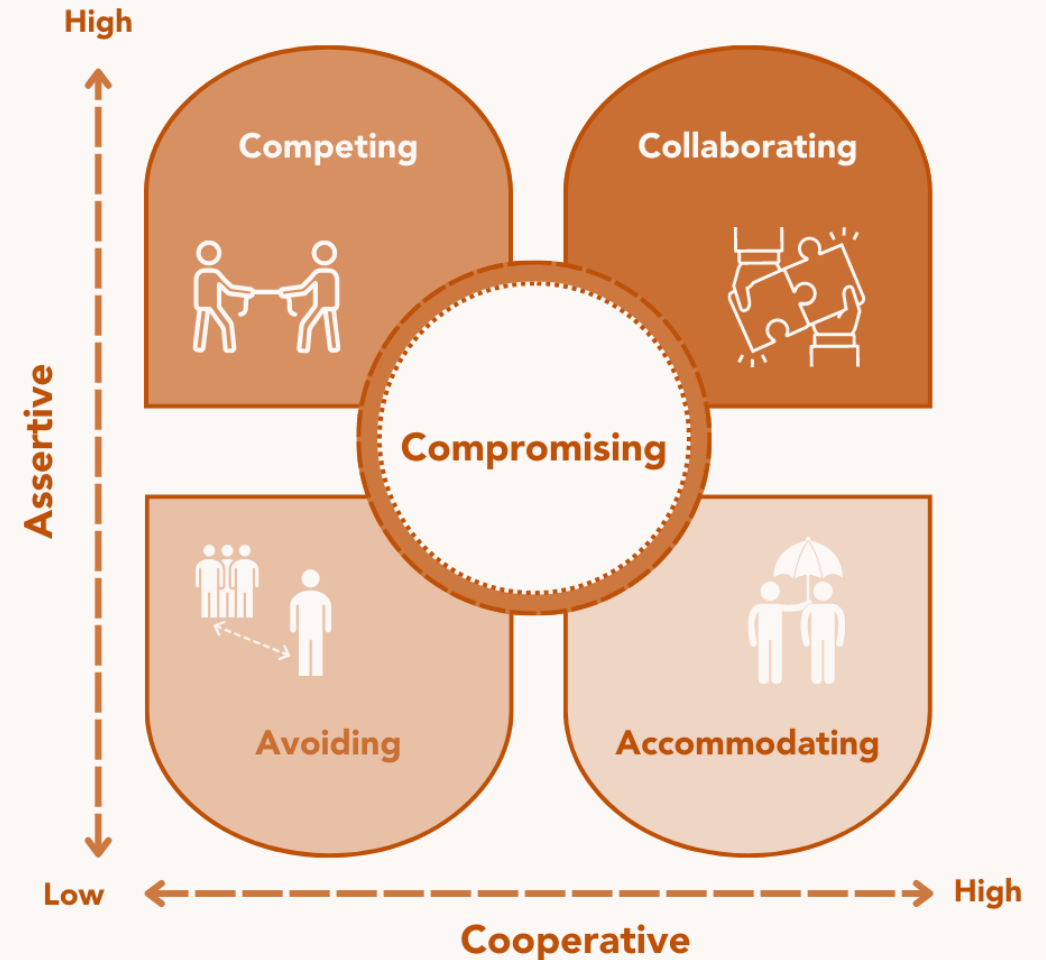
The Paramountcy of Effective Communication

Discussion on Video

- *Could you list and explain the main points of the video?*
- *What is the role of communication in avoiding misunderstandings and preventing conflict?*
- *How would you define effective and constructive communication?*
- *How can communication contribute to consolidating positive and successful relationships?*

How to Avoid Miscommunication in a Nutshell

✓Listen actively.

✓Resist the urge to jump in to a conversation.

✓Genuinely try to understand from where other people come.

✓Use language carefully.

✓Make sure your body language is open and you maintain eye contact.

You've Got This!

IT'S A PIECE OF CAKE

Group Exercise:
We did it Well - We Mess it Up

- Be divided into two groups.

- Think about two scenarios where you have had to deal with conflict – **one that went really well and one that went less well**. One group takes the positive scenario and the other the less positive one.

- Create a storyboard depicting the different phases through which the conflict have gone.

- Present the storyboard to the class and have them guess.

- Explain what really happened.
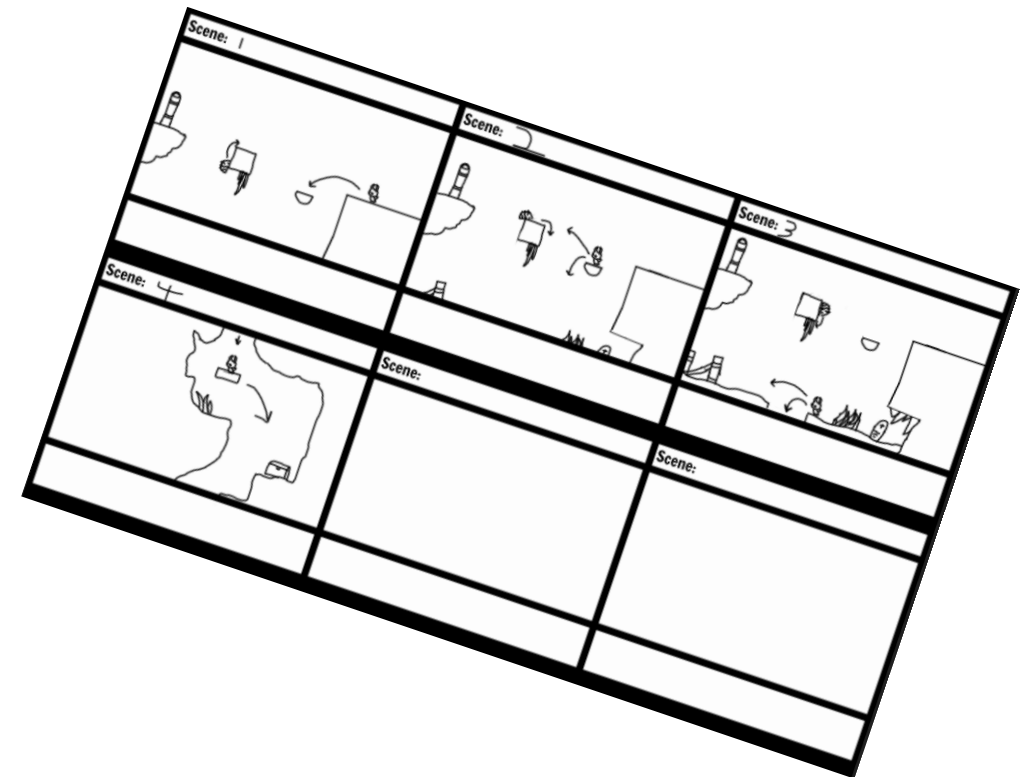
Group Exercise:
We did it Well - We Mess it Up

1. What was the root cause of the conflict? Was it the same as it initially appeared? Was it interpersonal or task-based?
2. How was the conflict impacting the team at the point it was noticed?
3. What did you do to address the conflict? What do you think would have happened if you had ignored it?
4. What was the outcome?
5. What worked about your approach? What didn't? If you were in the same situation again, would you change your resolution strategy?

Summary-Revision and Q&A *(Topic Level)*

✓Could you explain what social interaction is and what forms it can take?

✓Could you give some examples of social rules or norms?

✓Why is social well-being important and what are the five indicators of navigating social reality?

✓What is a team? Could you list and explain the stages of forming a team?

✓What are the benefits of collaborative work?

✓Could you explain the terms culture and cultural diversity? Why is it important to respect cultural norms.

✓Could explain some challenges of cultural diversity and provide some examples?

✓What is empathy and how does it differentiate from sympathy?

✓How does empathy relate to active listening and how is active listening employed?

✓ What are the five stages through which interpersonal relationships may go?

✓ What are the main principles of building and maintaining positive relationships?

✓ Could you explain the five basic approaches to handling conflict as well as why compromising is key?

✓ How can miscommunication lead to conflictual situations? What is effective and constructive communication?

Do you have any questions?
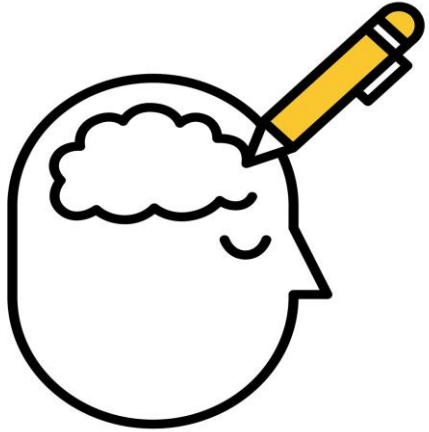
What will you keep from today's training?

Training
Evaluation
(Topic Level)

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https://www.youtube.com/watch?v=gCfzeONu3Mo

List of Suggested Resources for Self-Directed Learning

- See Curriculum (Topic 2).

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Entrepreneurial Mindset and Key Skills for All

Thank you!