

# ERF: PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

## 2. Learning about Others for Personal and Professional Growth

**MMC Management Centre**

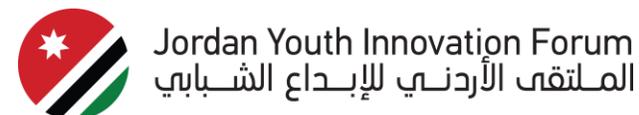
*Duration: 7 hours*

# Project Consortium

## Coordinator:



## Partners:



# 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.**

Through the training, you will learn to: a) reflect upon yourselves to maintain physical and mental health, identify and set goals based on your capacities and potentials to stay motivated, as well as effectively manage your 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 your 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 identification of opportunities and by applying strategies for professional growth.



# Personal, Social and Learning to Learn Competence Learning Outcomes



## In terms of **knowledge**:

- ✓ *Define a positive self-image and well-being.*
- ✓ ***Explain how social interaction is affected by cultural diversity and empathy.***
- ✓ *List methodologies and techniques that are suitable for different learning styles as well as resources and tools for career advice, development, and the identification of opportunities (professional growth) that can support a growth mindset.*

## In terms of **skills**:

- ✓ *Identify personal capacities and potentials to establish a positive self-image and set goals for growth.*
- ✓ ***Employ collaborative work based on breaking down stereotypes and using empathy techniques.***
- ✓ *Apply strategies for personal and professional growth.*

## In terms of **competences**:

- ✓ *Address social needs and challenges that affect market needs and challenges by managing one's own personal (and professional) development pathway.*
- ✓ ***Build positive relationships based on effective and constructive communication and maintaining them through conflict resolution.***
- ✓ *Utilise metacognitive strategies for learning.*

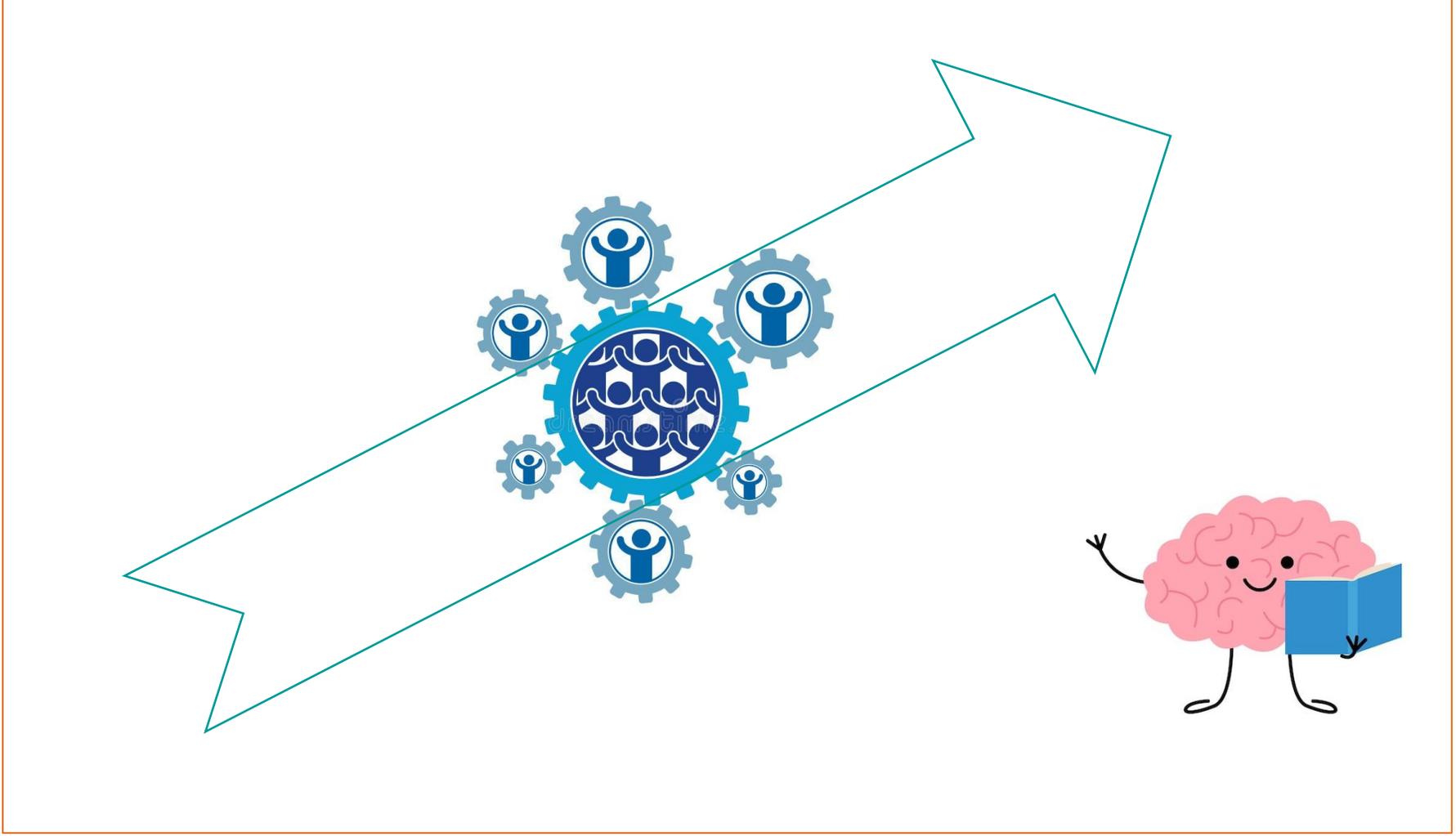
## ERF: The European Reference Framework (Key Competences for Lifelong Learning)



*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?

*Could you describe the picture?*



# Training Route Map (*Competence Level*)

**Learning about One's Self  
to Reach Full Potential**

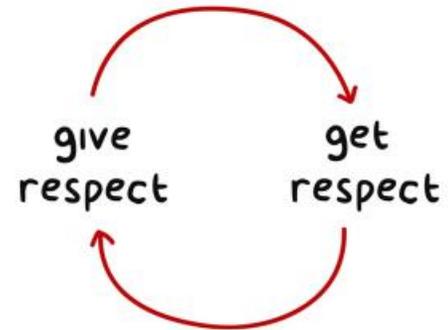
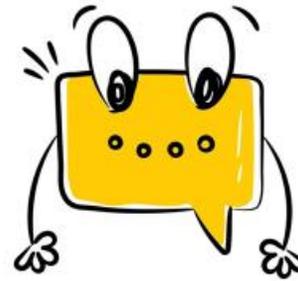


**Learning about Others  
for Social and  
Professional Growth**

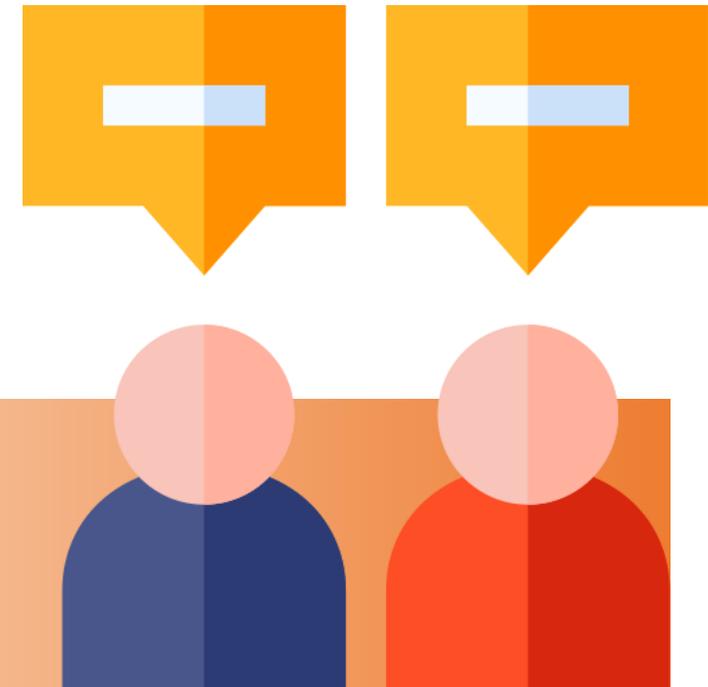


**Learning to Learn for a  
Meaningful Life**

# Training Rules



BREAK TIME

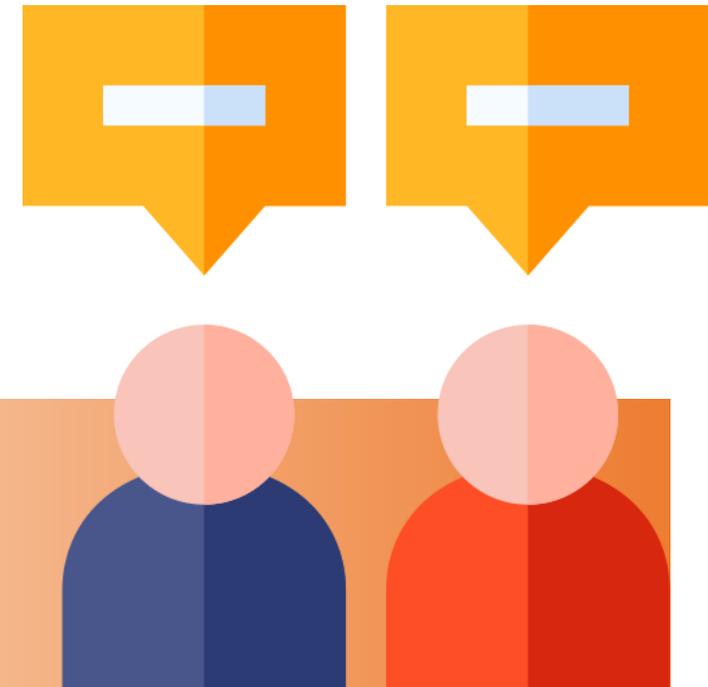


# Introductions

*Let's get to know each other!*



**My ideal interviewee**



# Introductions

*Let's get to know each other!*

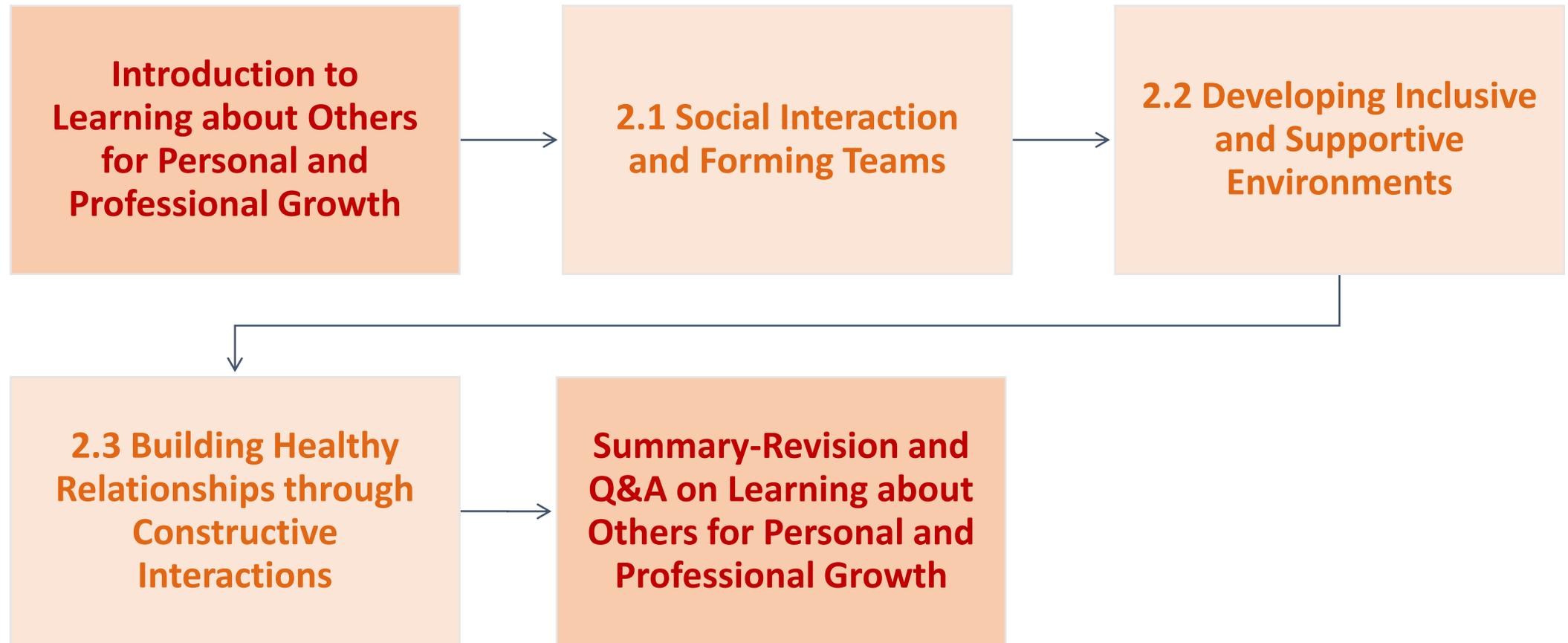
*'If you want to go fast, go alone. If you want to **go far**, go together'.*

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

# The Social Nature of Humans

Humans as a species evolved to be **social**. They 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?*
- *What are your feelings when thinking of such situations?*



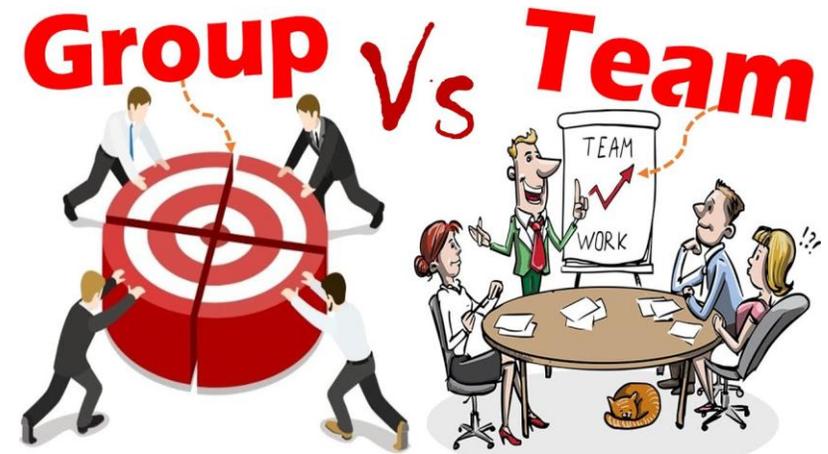
# Being Together

- **What is a group?**

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

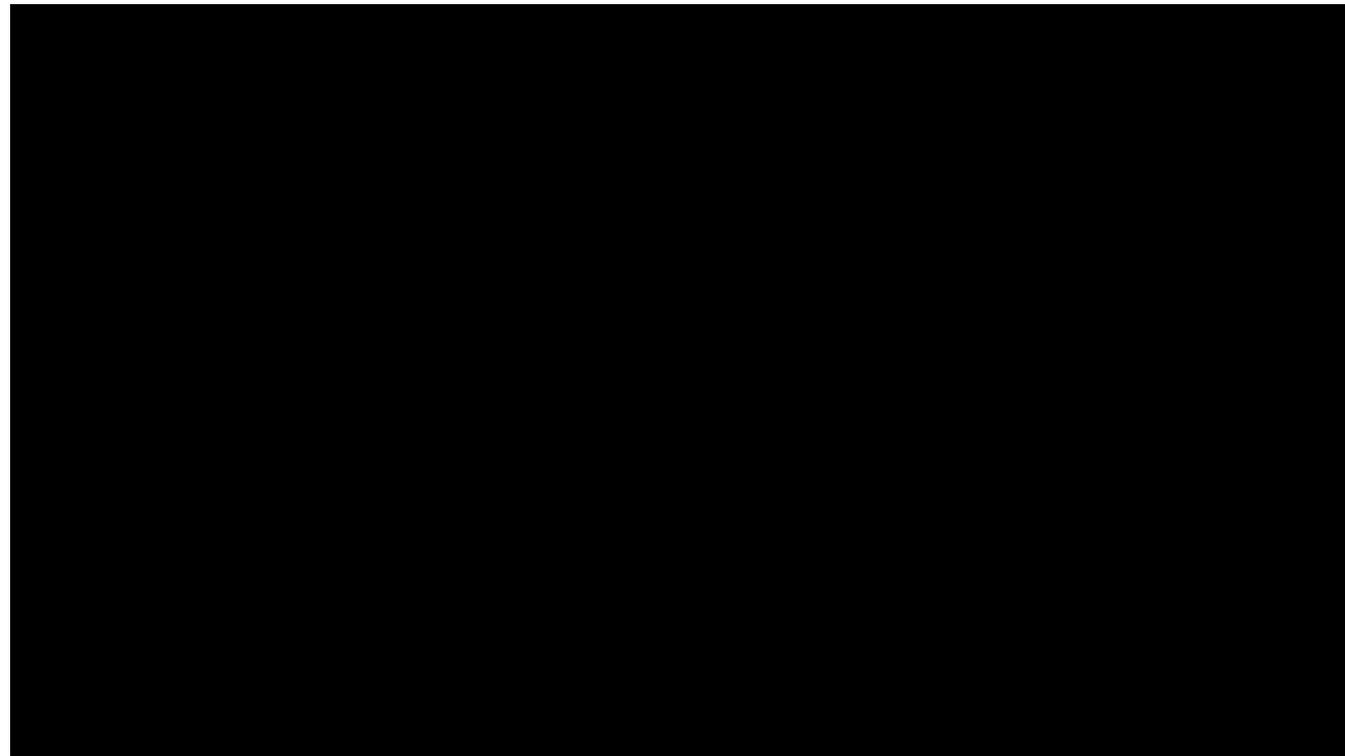
- **What is a team?**

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

- Being a *Group* v Working as a *Team* (*Teamwork*)



# '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 from which we can **distance ourselves** or which we can 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 Pro

- 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.



# 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



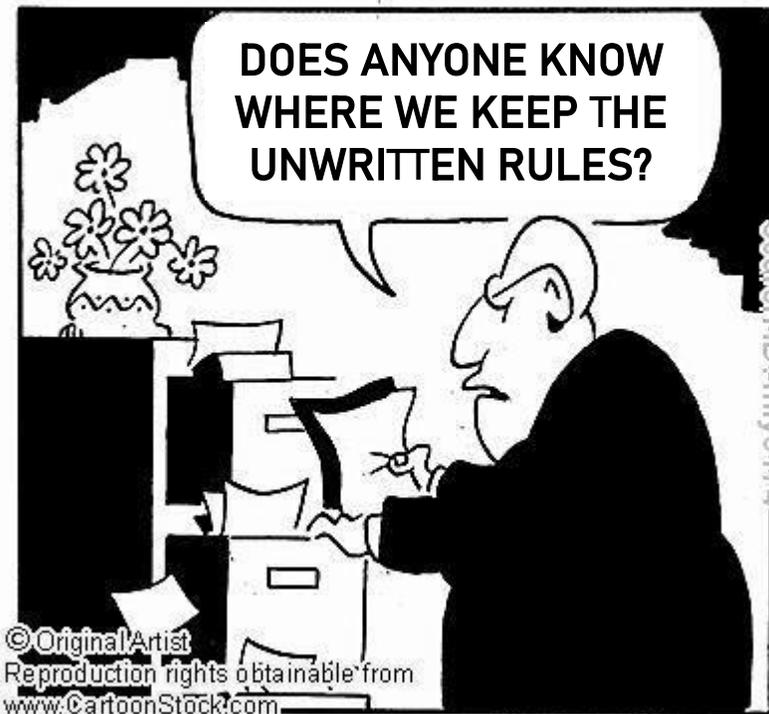
They each use **culturally approved methods** to communicate certain things or perform certain actions.

# Social Interaction

- By interacting with one another, **people design rules, institutions, and systems** within which they seek to live.
- To **communicate the expectations** of a given society **symbols** (verbal and non-verbal) are used.



# 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.**



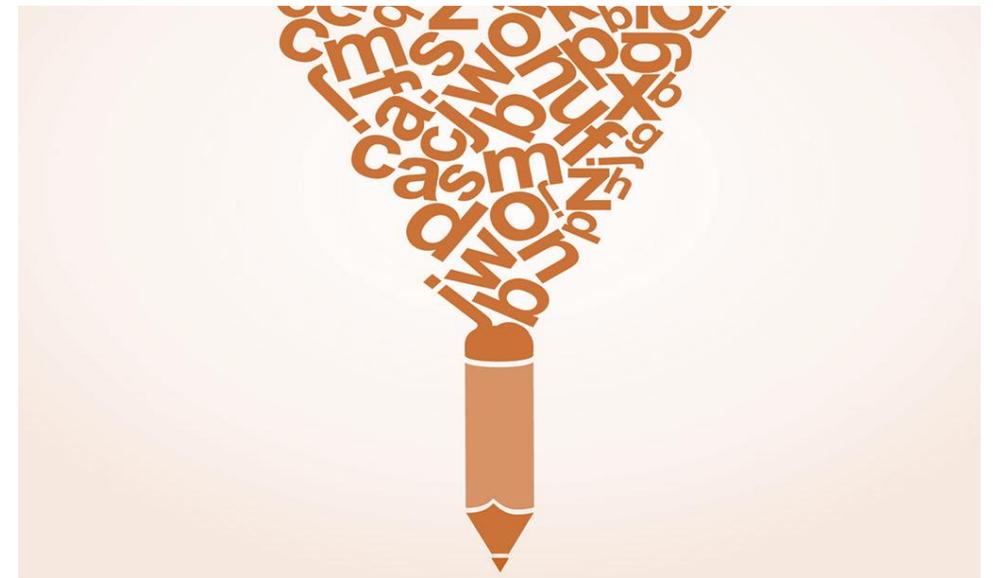
# Social Well-being

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 have a close look at the card given to you.
- Write a **short scenario** based on the situation depicted on the card:
  1. **integrating a social norm** and
  2. **explaining how social well-being is being achieved.**
- Assign to one of you the task to read the scenario to the class and explain.



# 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.*

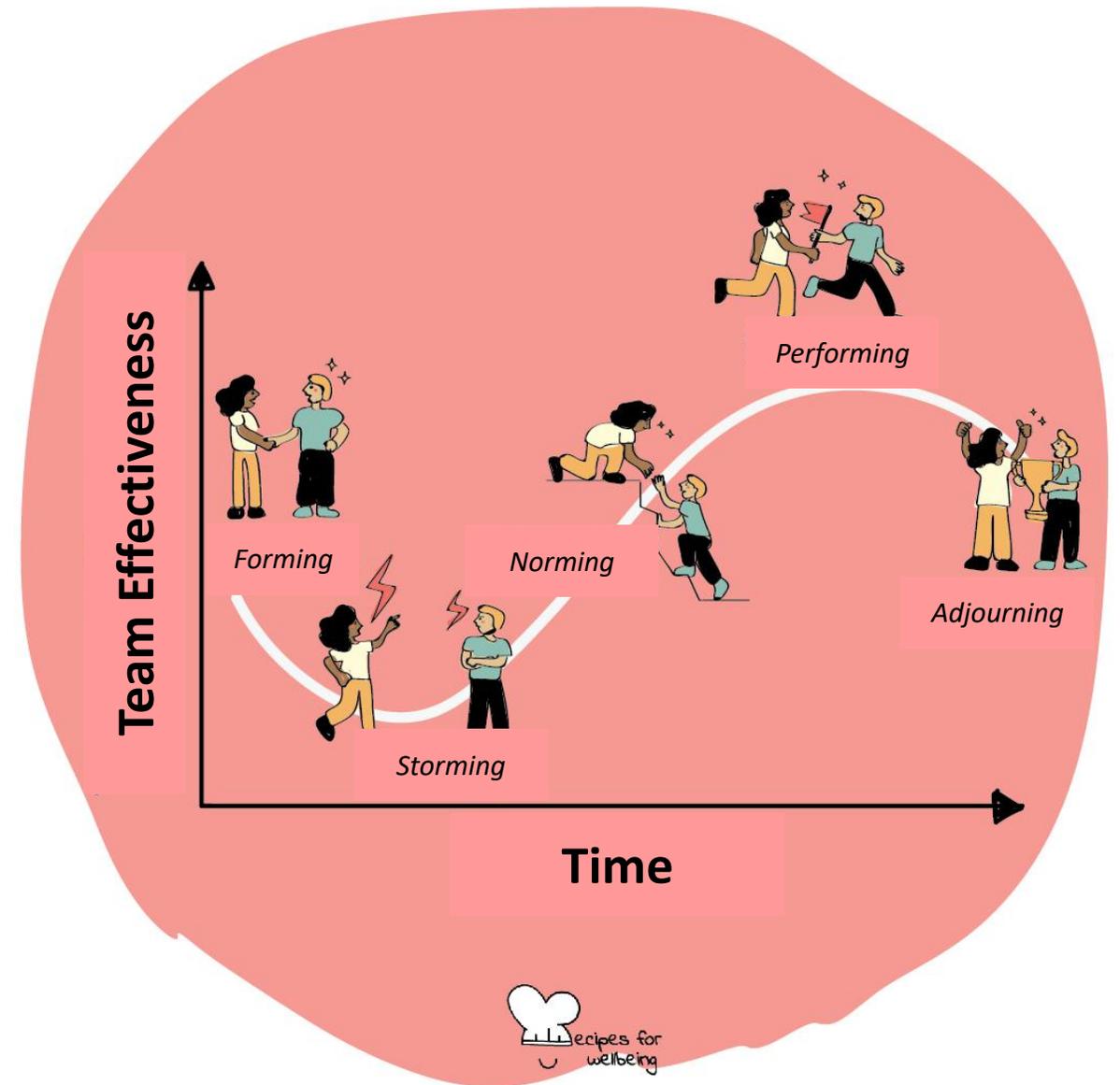
**Collective work** produces more innovative and productive outcomes that exceed the simple sum of individual efforts. **Mutual commitment** means members hold themselves and each other jointly accountable for the team's performance.



# Forming Teams

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

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



# Forming Teams

**Every team goes through these stages 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

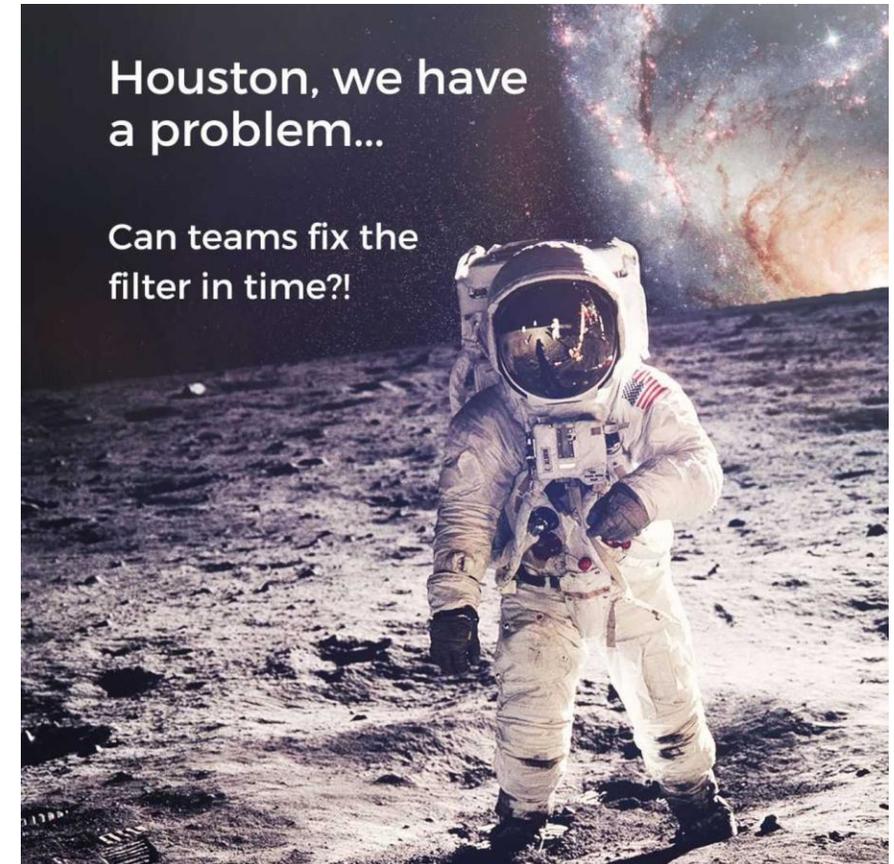
**Performing** – The relationships are formed and there is a clear and stable structure. The team is mature, organised, and has a sense of consensus and cooperation. Problems and conflict, of course, do still arise, but they are dealt with effectively.

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



# Collaborative Work or Teamwork

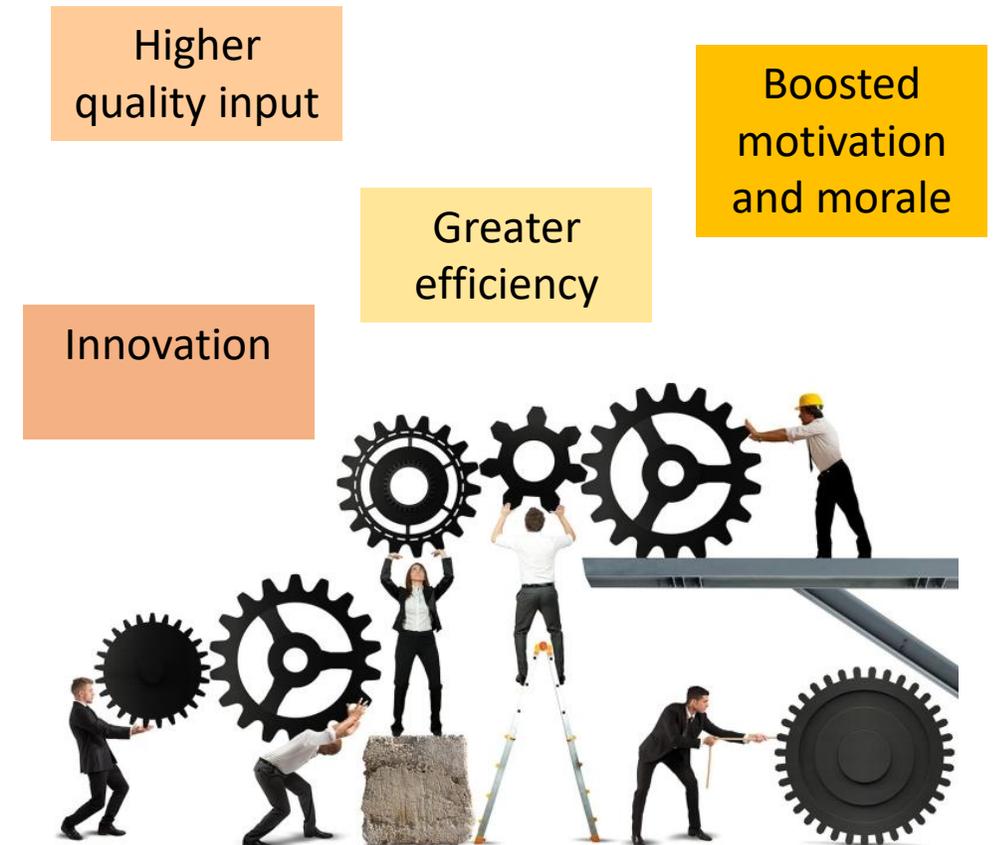
- Astronaut Jim Lovell's words during the Apollo 13 lunar mission, 'Houston, we have a problem', launched a remarkable tale of **effective teamwork** and creative problem solving by NASA engineers working to try to save the lives of the jeopardized crew, when two oxygen tanks exploded en route to the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



# Collaborative Work or Teamwork

*A team's ticket to success!*

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



## 2. Developing Inclusive and Supportive Environments

*2.1 Understanding and Respecting Cultural Diversity*

*2.2 Unlocking the Power to Understand Others: Empathy and How to Become Empathetic*

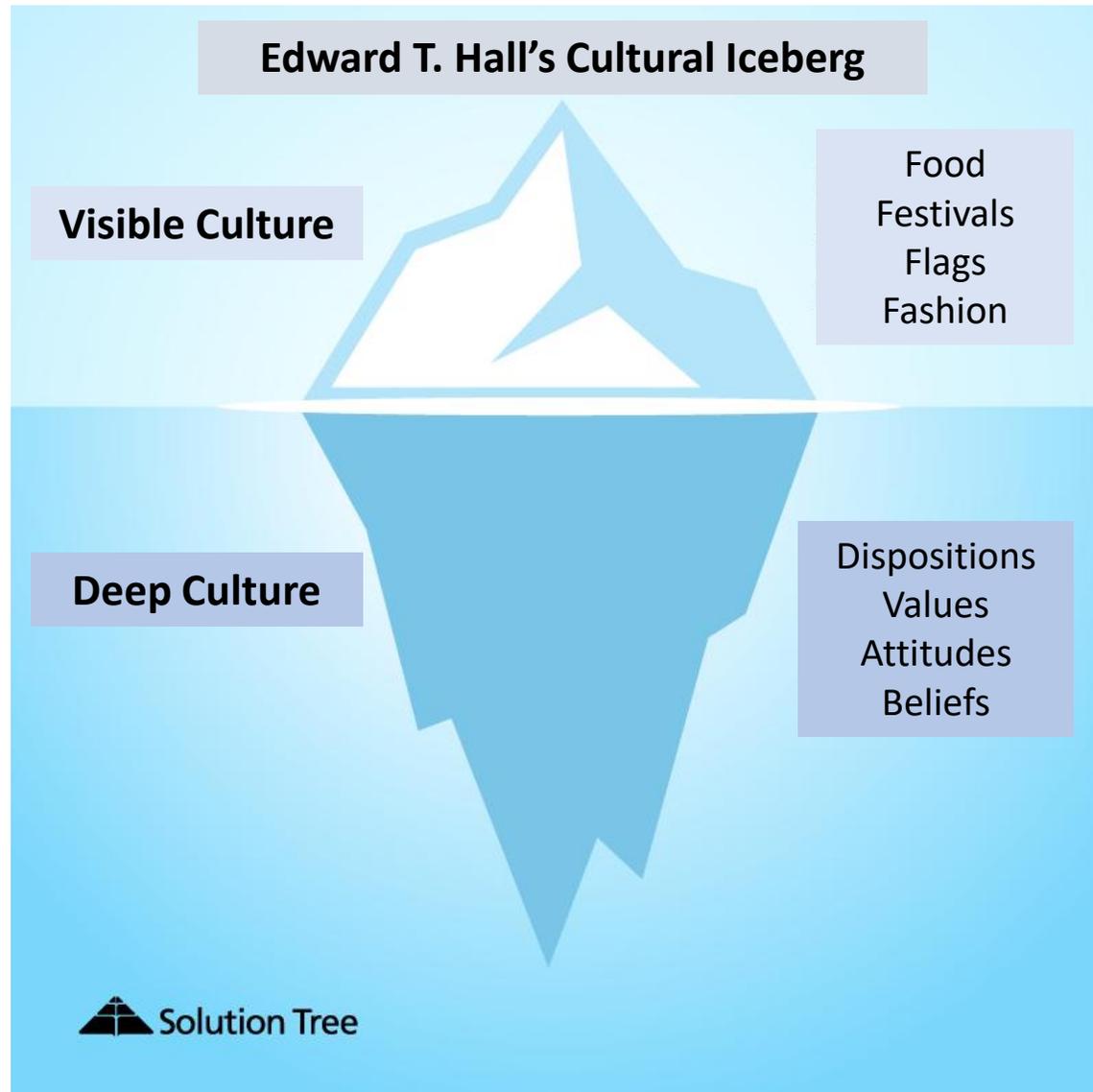


*What is one of the main characteristics of modern world?  
How would you describe today's societies?*

# 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.





## Culture as an 'Umbrella Term'

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



Cultural beyond  
Nations and Religions

# Challenges of Cultural Diversity

1. Overcoming **stereotypes and biases**
2. Bridging **communication and language barriers**
3. Managing **misunderstandings and conflicts**



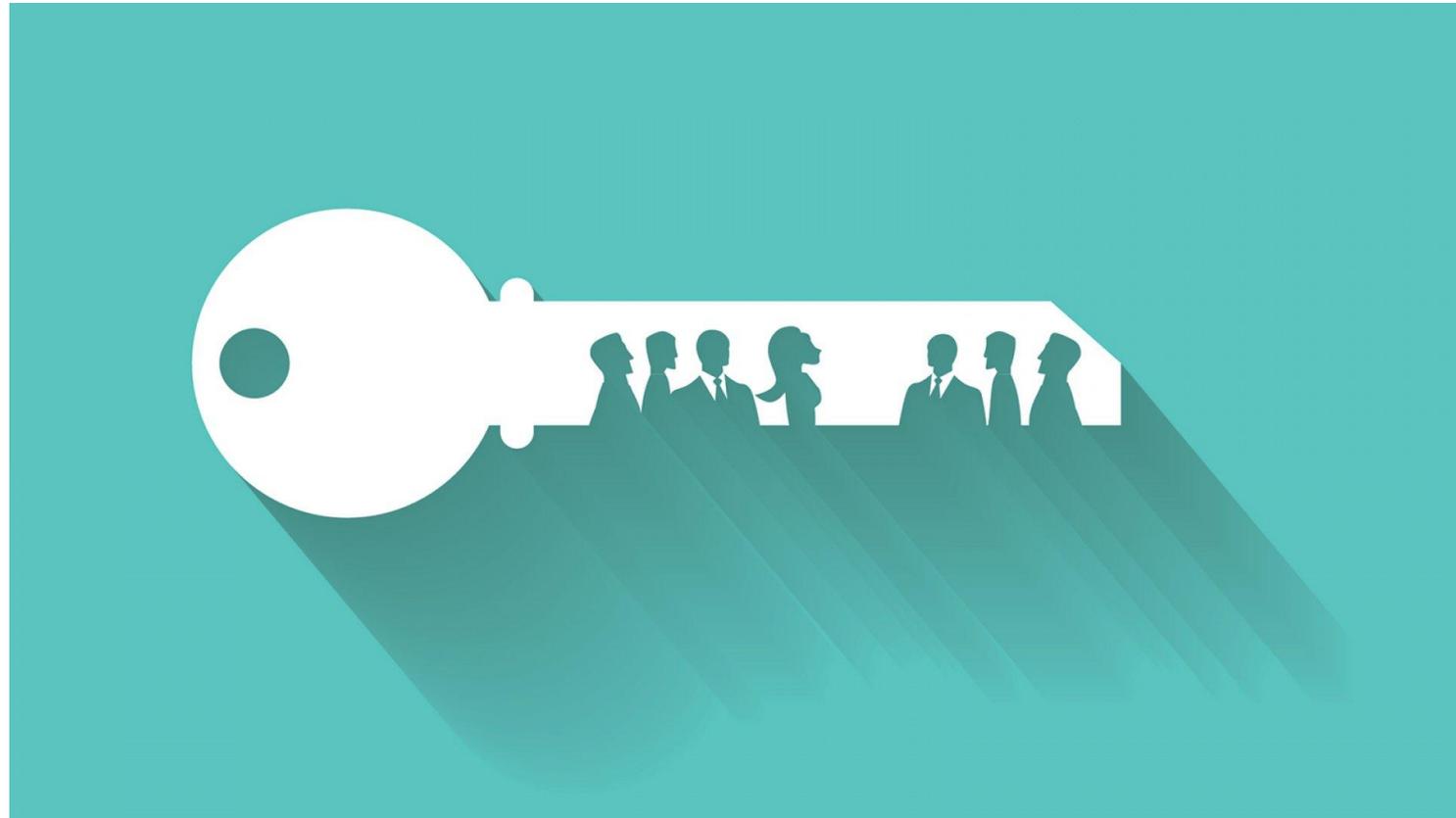
*What is common in these pictures?*



*What about these pictures?*



# Unlocking the Power of Understanding Others



Video:  
*A Short Story about Empathy*

A dark blue rectangular graphic with a gold geometric border. The text "IT'S VIDEOS TIME" is written in white, serif, all-caps font, centered within the rectangle.

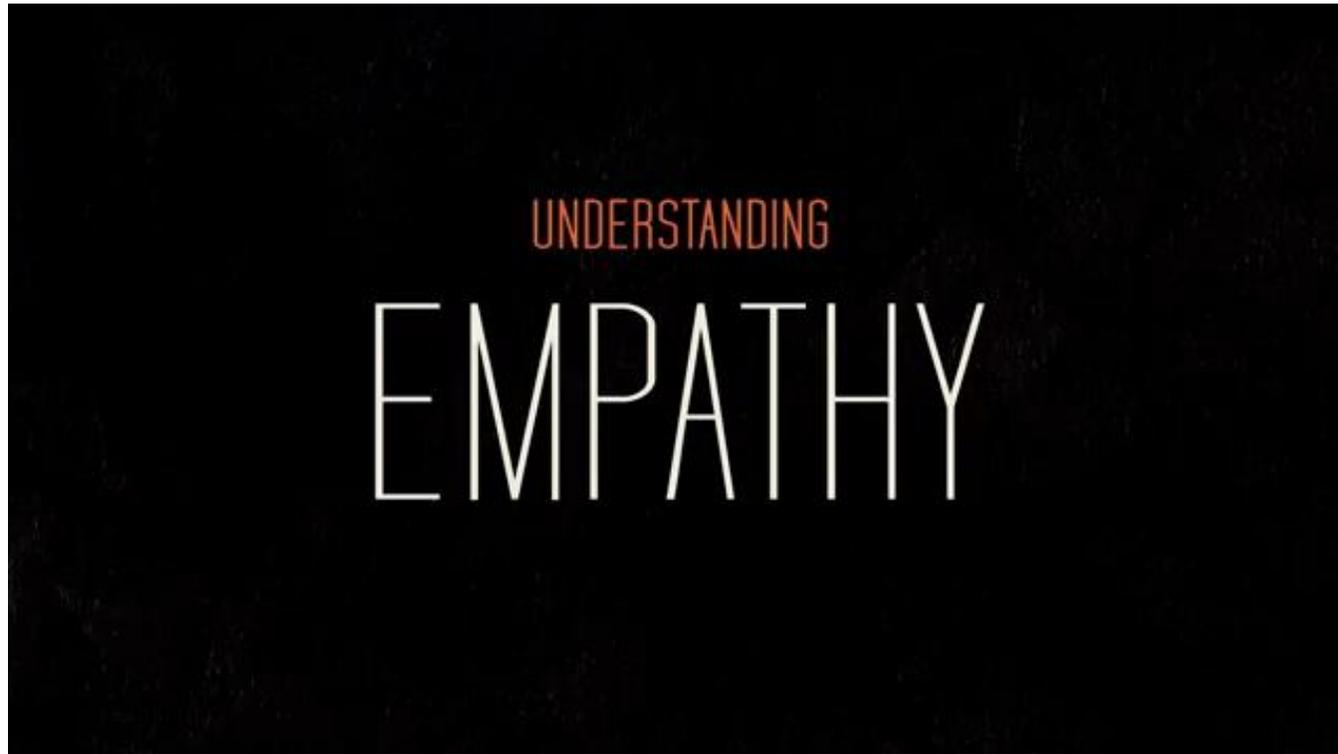
IT'S VIDEOS  
TIME

## Discussion

- *What are your thoughts about the video?*
- *Do you know what 'empathy' is?*
- *Could you give a definition of 'empathy'?*



Video:  
*Understanding Empathy*



## Discussion

- *Could you give again a definition of 'empathy' and explain the benefits of empathy?*
- *How can we become empathetic, according to the video?*
- *Do you have any other ideas for becoming empathetic?*
- *Do you know the difference between 'empathy' and 'sympathy'?*

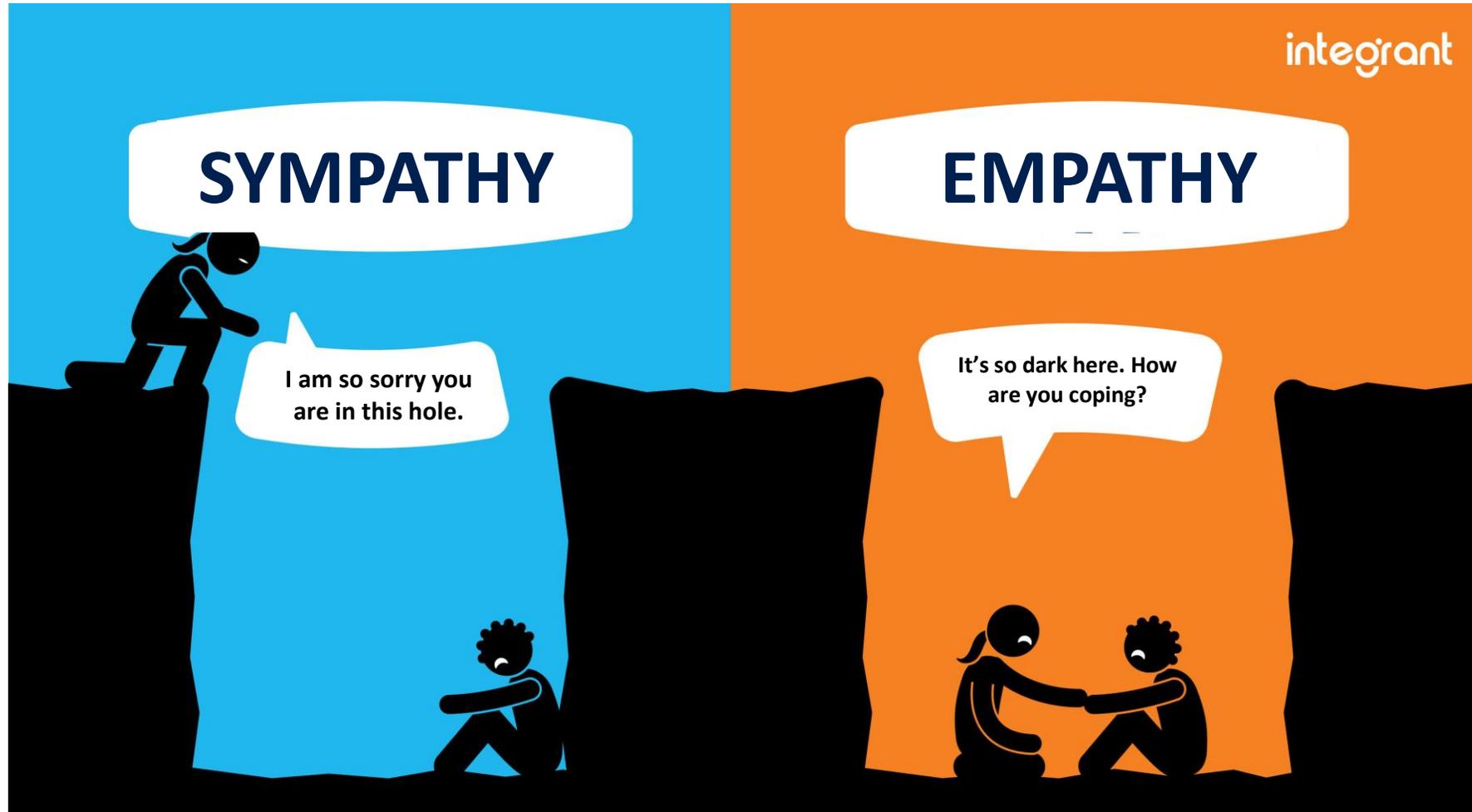


# The Key to Become Empathetic: Be an ACTIVE Listener

- ✓ 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.



# What is NOT Empathy



# 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 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 Healthy Relationships through Constructive Interaction

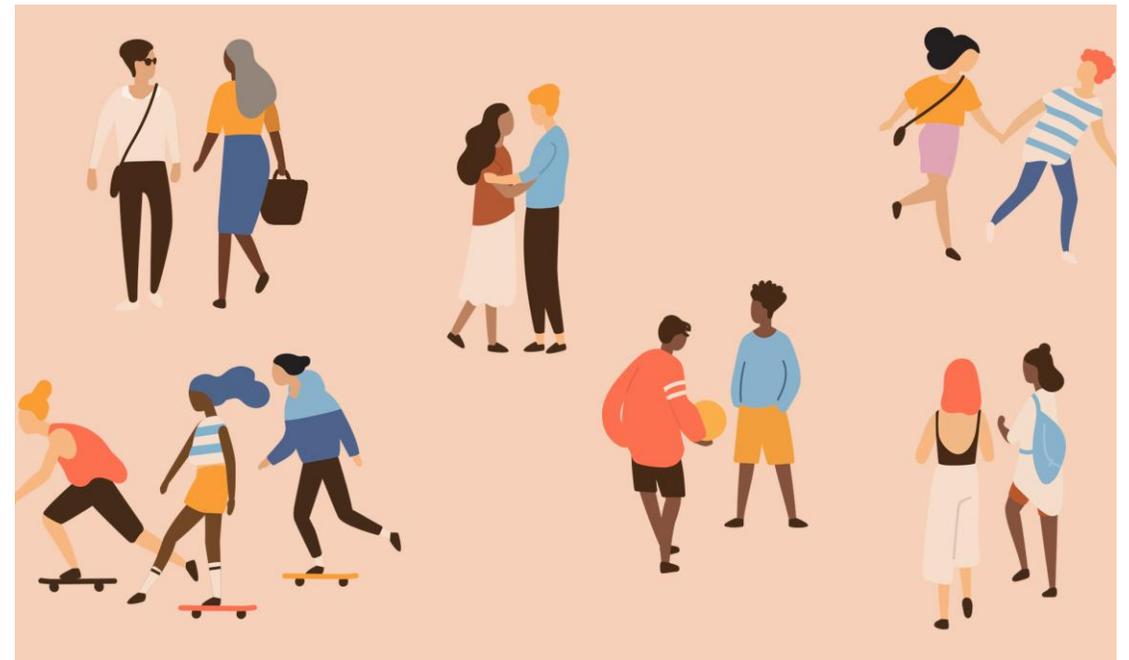
*3.1 The Stake of Positive Interpersonal Relationships*

*3.2 The Key Role of Communication*

*3.3 Conflict Resolution*

# 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 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 that 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





*Any thoughts?*

# The Paramountcy of Effective Communication

Individual Exercise

**Video:**  
*How Miscommunication Happens  
(and How to Avoid it)*



# Discussion

- *What are the key points of the video?*
- *Why and how miscommunication happens?*
- *What additional factors may contribute to miscommunication?*
- *What are the main elements of effective and constructive communication?*
- *How can effective and constructive communication contribute to avoiding misunderstandings, preventing conflict, and consolidating positive relationships?*



# How to Overcome Communication Barriers

- ✓ Listen actively.
- ✓ Use language very carefully (effective **verbal communication**).
- ✓ Make sure that your body language is open, you maintain eye contact, and your voice tone is appropriate (effective **non-verbal communication**).
- ✓ Try to understand as you try to be understood.
- ✓ Resist the urge to jump in to a conversation.
- ✓ Be aware of your personal (cultural, community, and family) perceptions.
- ✓ Consider from where other people come and their own perceptions.



# When Relationships are Tested

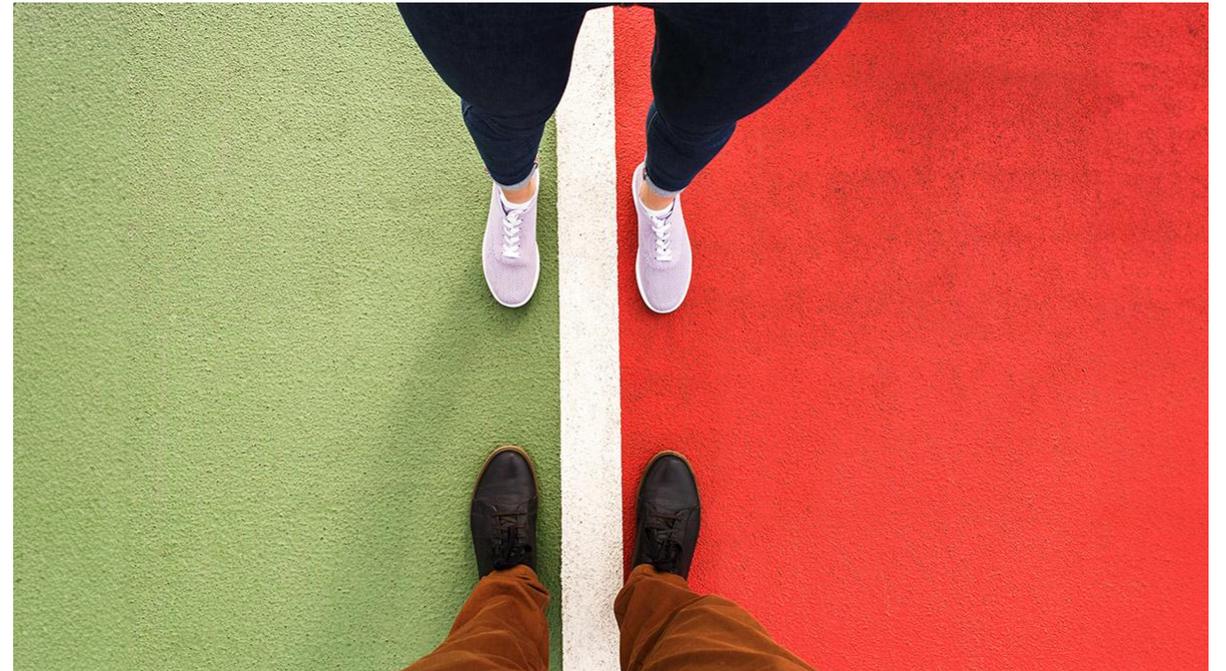
**Disagreement** is a normal part of any (healthy) relationship:  
*the key is handling them well.*

- **Dispute** is a short-term disagreement that can result in the disputants reaching some sort of resolution; it involves issues that are negotiable.
- **Conflict** 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 basic approaches to handling conflict:

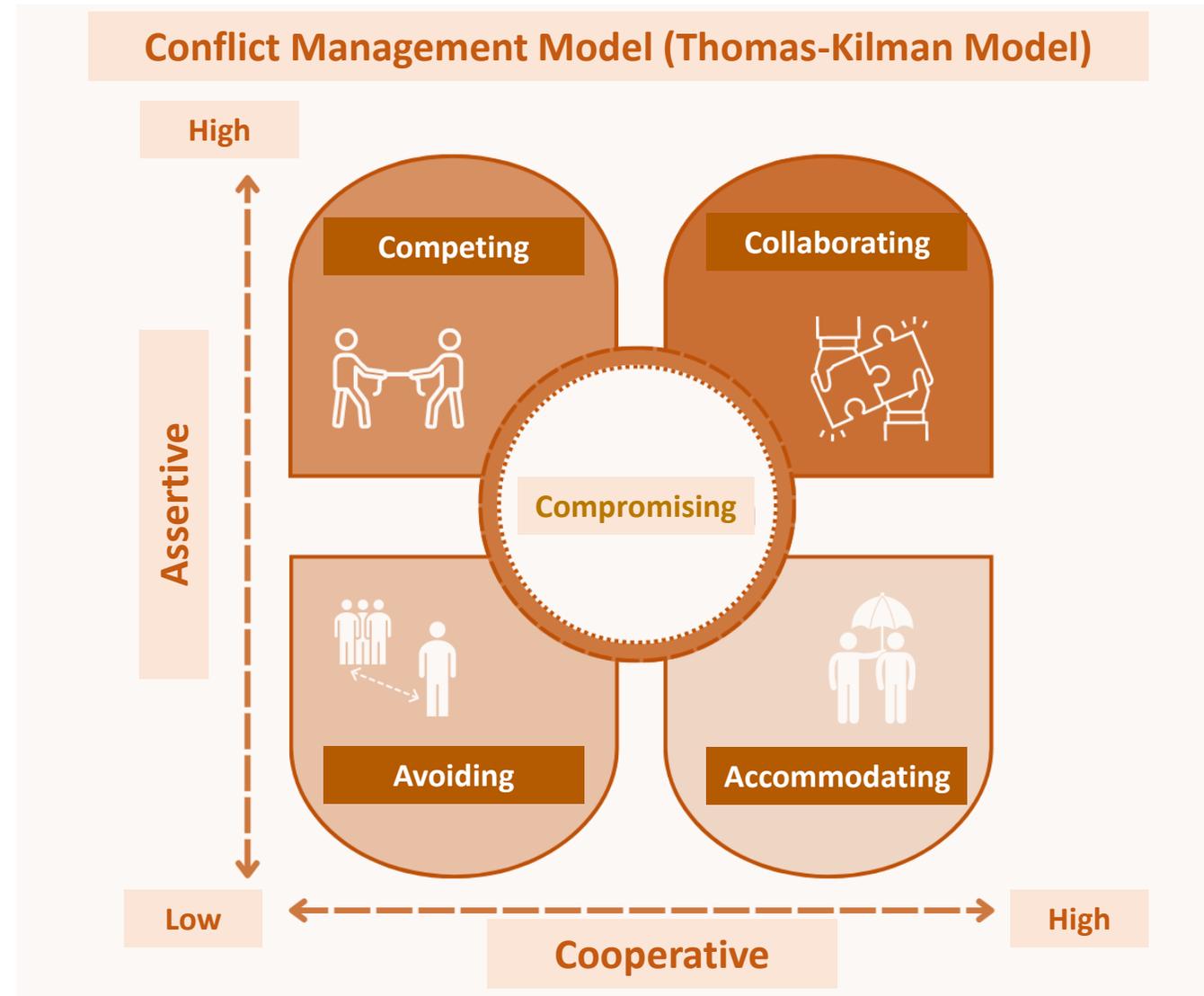
**Competing:** assertive, uncooperative – seeking to win and be ‘right’.

**Avoiding:** unassertive, uncooperative; does not deal with the conflict – diplomatically sidestepping.

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

**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.



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

- Be divided into two groups.
- Search on the Internet and identify **one representative example each in which people had to deal with conflict**. The one group should identify **an incident that went really well** and the other group **an incident that went less well or bad**. Alternatively, you may use imaginary examples.
- Write down a **short description** of the conflictual incidents by **answering the provided questions**. Consider *the five approaches to handling conflict, employing effective communication or miscommunicating, stereotyping or breaking down stereotypes, and lacking or showing empathy*.
- Present the incident to the class.

An incident report form titled "Incident Report Form" with a green header. Below the title, it says "To be completed by staff within \_\_\_\_\_ hours of incident/accident". The form includes fields for "Venue:", "Date of Incident:", and "Time of Incident:". A large section is labeled "Brief Description of Incident:" with several horizontal lines for writing. At the bottom, there is a section for "Person to Be Excluded:" with fields for "Name:", "Address:", "Date of Birth:", and "Postal Code:".

# 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 people involved** at the point it was noticed?
3. What did the people involved do **to address the conflict**?
4. What was the **outcome**?
5. **What worked? What didn't?** Would you change anything **to the conflict resolution strategy**?





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

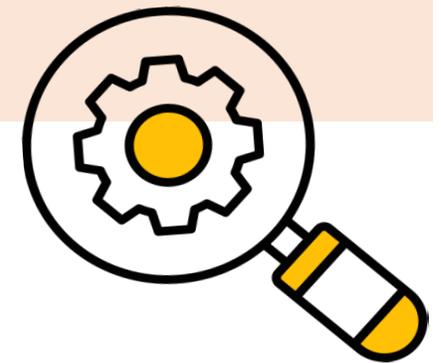


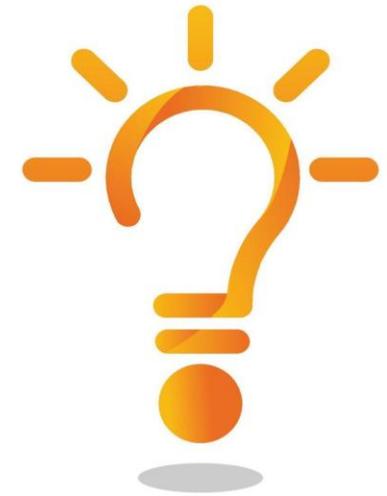
- One of the building blocks of society is social interaction, an event between two or more individuals, which can take several forms, each using culturally approved methods.
- Norms are unwritten social rules which define what is expected of individuals in certain situations and can vary from culture to culture (cultural norms).
- The key for societal groups to produce results is to work as teams (collaborative/collective work or teamwork).
- Respecting cultural diversity is equally important to identifying our differences that make us unique.
- The relationships that we build play a key role in our personal well-being and in the well-being of the society as a whole.
- Social well-being is developing and maintaining healthy relationships with others and having meaningful, authentic interactions with them.
- Positive relationships are based on effective and constructive communication and empathy including active listening as well as on breaking down stereotypes and conflict resolution through compromising that can establish inclusive and supportive environments.

- ✓ 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 or teamwork?
- ✓ What are the challenges of cultural diversity? Could you provide some examples?

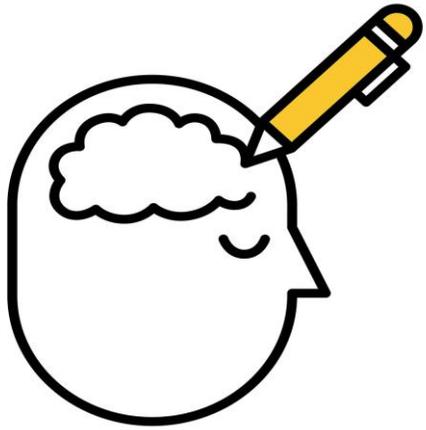


- ✓ What is empathy and how does it differentiate from sympathy?
- ✓ How is active listening employed?
- ✓ What are the main principles of building and maintaining positive relationships?
- ✓ How can miscommunication lead to conflictual situations and how can effective and constructive communication take place?
- ✓ Could you explain the five basic approaches to handling conflict as well as why compromising is key?





Do you have any questions?



What will you keep from  
today's training?

# Training Evaluation *(Topic Level)*



# List of References

<https://mgiep.unesco.org/article/humans-are-social-and-emotional-beings>  
<https://www.managementstudyguide.com/understanding-team.htm>  
[https://www.youtube.com/watch?v=fUXdrI9ch\\_Q&t=99s](https://www.youtube.com/watch?v=fUXdrI9ch_Q&t=99s)  
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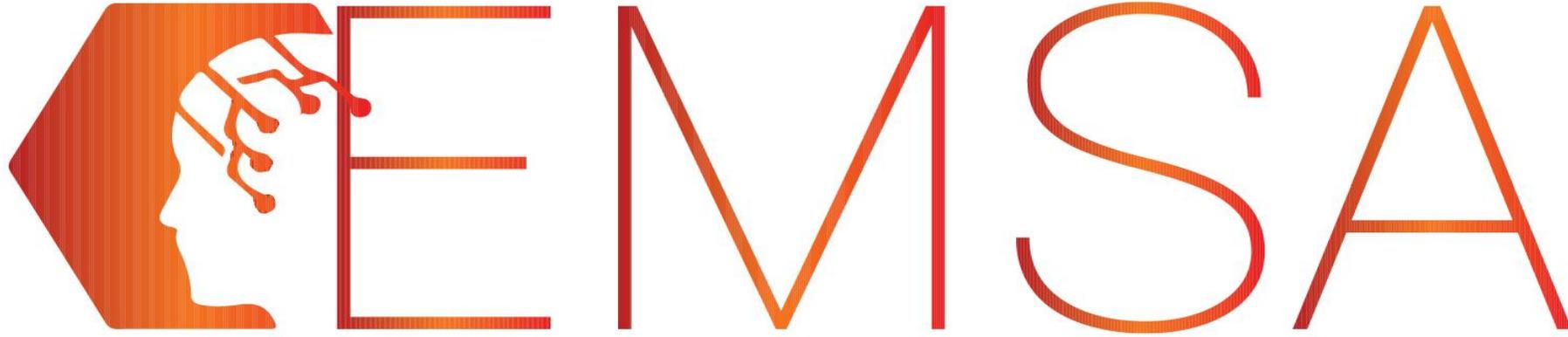
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# List of Suggested Resources for Self-Directed Learning

- See Curriculum (Topic 2).



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**Thank you!**



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