

SUPPORTING MATERIALS FOR VOCATIONAL ADVISORS

Methodologies Guide for trainers

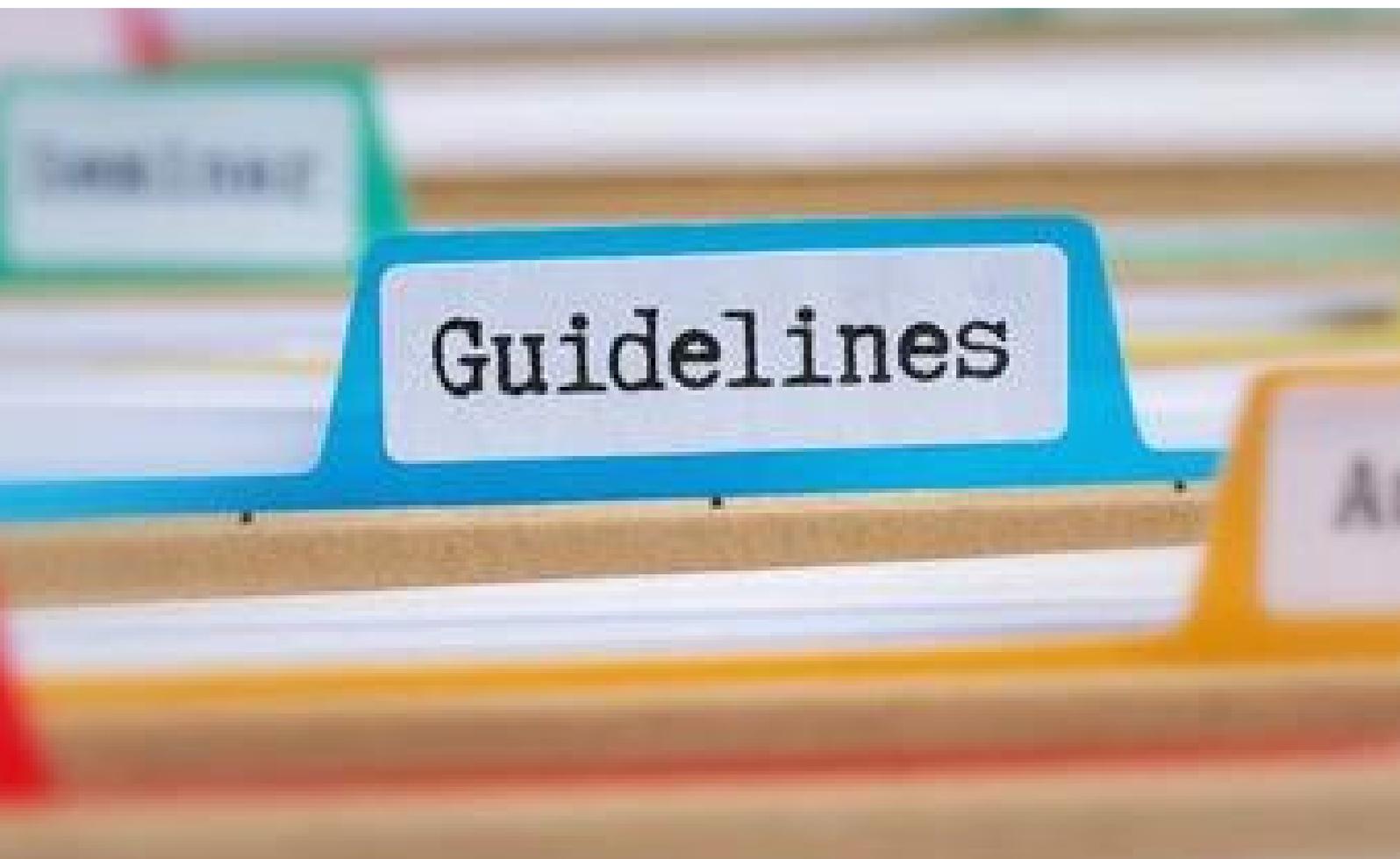


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EILM PROJECT

The **Emotional Intelligence on Labour Market project** supports youngsters and young adults in developing their emotional intelligence and better integrate into the more and more demanding labor market. The project brought together companies, public agencies, and NGOs to build innovative and up-to-date educational resources and coaching tools to support Vocational Education and Training (VET) advisors in their work with learners – youngsters and young adults.

EILM GUIDE STRUCTURE

The EILM GUIDE is part of the EILM collection of supporting materials for vocational advisors and include information on methodological resources for guidance. In order to create the guide the partnership selected some appropriate methodological resources for guidance, described each of them and their necessary requirements for the implementation.

The EILM Guide has been designed as an additional support for trainers and VET advisors in Europe of the EILM Handbook. The first step for EILM partnership was to gather information on methodological resources for training and guidance in emotional skills of VET students to be included in the guide. The methods have been selected according to the chapters of the Handbook based on the emotional intelligence framework and model developed by Adele B. Lynn addressing emotional intelligence competences more from the workplace perspective and considering as emotional intelligence areas self-awareness and self-control, empathy, social expertness, personal influence and mastery of purpose and vision.

The structure of the EILM Guide is based on the one of the first output of the project, the questionnaire the partnership developed in order to check knowledges of learners and people in general related to emotional intelligence. The questionnaire includes 5 factors that have been the inspiring source to build up the modules:

- **Recognizing and understanding one's and other's emotions** targeted at deepen the recognition of emotions through the words and their own and others behaviors with which they are expressed.
- **Emotional sensitivity and control of emotions** aimed at deepen the dimensions of Emotional Intelligence and the balance of these aspects for the development of an adequate Emotional Quotience in everyday life and in the workplace.
- **Emotional openness and personality preferences of the nature of the work** that allow to deepen the emotions' influence in work contexts, by analyzing the situations in which emotions affect the personal motivation to succeed in their duties and the pursuit of organizational objectives as well as the incidence of the group in determining the climate within a professional context as a basis for developing relationships.
- **Assessment and decision-making skills in problematic situations** that allow to analyze the relational situations that can result in emotional burden for the person such as

conflicts, unwanted requests, requests for help or critical management and the ability to manage the related stress.

- **Empathy and generation of solutions in interpersonal situations** targeted at deepening the importance of and emphatic attitude in relational situations to be developed through the exercise of “active listening”. This is a method that allows to combine attention to the content of the interlocutor’s message with listening to the emotions conveyed through communication, in order to obtain a deeper understanding of the other.

EILM GUIDE AIMS

The aim of the guide was to develop a methodology for trainer of VET students gathering methodological and pedagogical resources to effectively develop emotional intelligence skills and competences. The proposed methodologies incorporate innovative tools to develop the emotional intelligence skills and competences identified in the previous project’s steps. In order to reach the objective the partnership identified key elements of direct and indirect methodologies when developing emotional competences, defined the criteria to select the most appropriate methodology or tool while developing emotional competences. The partnership described each resource and methodological conditions for its implementation, some practical cases and guidelines for designing activities in training programmes in adult emotional skills.

EILM METHODOLOGIES

The set of method/Methodologies described in the EILM Guide, that incorporate specific and innovative tools, can be used within the training to effectively develop emotional intelligence skills and competences.

There is a strong connection between the modular system developed in the previous step of the project and these methodologies, they represent in fact a further and very useful set to be used during the training. The trainers will select the appropriate methodologies or tool while developing emotional competences.

The methodologies described belong to the following instructional strategies:

-**Interactive Instructions** relies heavily on discussion and sharing among participants. Seaman and Fellenz (1989) suggest that discussion and sharing provide learners with opportunities to "react to the ideas, experience, insights, and knowledge of the teacher or of peer learners and to generate alternative ways of thinking and feeling" (p. 119). Learners can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. The interactive instruction strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement

of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students. Role Playing is a typical method based on interactive instructions.

-Experiential Learning is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learnings to other contexts are critical factors in effective experiential learning. Experiential learning occurs when learners:

- participate in an activity;
- critically look back on the activity to clarify learnings and feelings;
- draw useful insights from such analysis; and,
- put learnings to work in new situations. (Pfeiffer & Jones, 1979)

Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary:

- **experiencing** (an activity occurs);
- **sharing** or publishing (reactions and observations are shared);
- **analyzing** or processing (patterns and dynamics are determined);
- **inferring** or generalizing (principles are derived); and,
- **applying** (plans are made to use [earnings in new situations).

The emphasis in experiential learning is on the process of learning and not on the product. Storytelling, Storyboard and problem based learning are examples of experiential learning.

The instructional strategies described and used within the developed methods are in line with the concepts of effective instruction. This is guided by general pedagogical approaches and specific instructional practices. The approaches and instructional practices are based upon the following beliefs about what constitutes effective instruction.

1. Effective instruction is eclectic. Professional teaching practice is not constrained by a belief that there is one best way. Teachers should be invited to extend their range of instructional approaches in a secure, risk-taking environment.
2. Effective instruction is tied directly to the success of the learning experience
3. Effective instruction is empowered professional practice in action. Instructional judgement must be encouraged so that the learners acquire the flexibility needed to adapt instructional practice to meet a wide variety of needs.
4. Effective instruction is generative and dynamic.
5. Effective instruction recognizes there is an art as well as a science to teaching. Effective instruction results from a blend of the art and the science of teaching.
6. Effective instruction finds best expression when educators collaborate to develop, implement, and refine their professional practices. Instructional practice can be improved through sustained and systematic attention to professional development.

The partnership explained in details each method/methodologies underlining its advantages and disadvantages, possible risks, tips and tricks.

Role play

Method/Methodology title	Role play
Short description of the method/methodology	The aim of the role play exercise is to introduce the learners the terms of active and respectful listening. These terms will be explained to them, and they will brainstorm what active and respectful listening means to them. Following this short exercise, the group of learners will be divided into teams of 3. In their teams, the learners will be given one distinct role which they will have to role play: subject, active listener and observer. The learners will set up the context and problem which will be used for the role play. The subject will have to explore and reflect upon this problem, and eventually the role play will be acted out, between the subject and active listener, with the observer taking notes on the exchange.
How could the method/methodology be used in developing EQ?	The learners will establish positive communication that fosters understanding. The learners will be able to answer the questions: What does he/she say? What does he/she think? What does he/she feel? This will ensure a good level of self reflection and it will leave space for them to learn and understand how empathy works in a real life situation. The topics of the role play most of the times use scenarios such as negotiation, debate, teamwork, cooperation. The final goal is to help the learners understand and work on developing their EQ.
Advantages/benefits of the method/methodologies	This method has many proven advantages. One of the advantages is represented by the motivation and engagement it brings in students. It is one way of enhancing teaching strategies, making it easy for the trainer to bring the point across and for the learner to understand. Role play exercises are a useful technique in soft skills and interpersonal skills development as it provides real-world scenarios to help students learn. Moreover, it provides opportunities for critical observation and it concludes in a feedback session where the participants debate on what they learned.
Risks for the method/methodologies	Despite its benefits and proven positive results of using role play for teaching EQ, there are some disadvantages to this method as well. For instance, some participants might not be comfortable with role play scenarios which would

	eventually affect the overall performance of the group. Some of them will feel intimidated by playing a role or might have "stage fright", resulting in high levels of anxiety for some peers when participating in such exercises.
Tips & tricks of the method/methodology coming from partner's experience.	<ul style="list-style-type: none"> • Preparation – Identify the concepts that students would need to know before of role-playing • Give feedback - Evaluate students not only on role-play but also group work • Remember that students are learning new skills that require time and patience

Conflict Management

Method/Methodology title	Conflict Management - Thomas Kilmann Model
Short description of the method/methodology	<p>The methodology is aimed at increasing the conflict management skills of the learners. Firstly, the learners will reflect on different situations when they experienced team conflicts. They will do it individually, indentifying as many significant conflicts as possible, they can think retrospectively as well. They will afterwards rate the conflict according to how they handled it, well, so-so or poorly. After this point in the exercise, the Thomas Kilmann Model will be introduced, focusing on which course of action should be taken in this conflict situation; assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two dimensions of behavior can be used to define five methods of dealing with conflict. These five conflict-handling modes are shown below:</p> <p>Avoiding = sidestepping the conflict; Accommodating = trying to satisfy the other person's concerns at expense of your own Compromising = trying to find an acceptable settlement that only partially satisfies both people's concerns Competing = trying to satisfy your concerns at the expense of others Collaborating = trying to find a win-win solution which completely satisfies both people's concerns</p> <p>The learners will also discuss the five conflict handling modes and try to identify which ones suit them. Generally, the learners can take a questionnaire which would calculate which type of conflict handling mode they use in a conflict situations but the questionnaire is not offered for free. However, just having the learners read about the model and reflect or discuss in teams these</p>

	aspects is enough in self identifying which category they fall into.
How could the method/methodology be used in developing EQ?	Conflict management is a very important tool a person needs to develop in order to have a fruitful work life. Conflicts have the tendency of arising, especially in team working environments, and people do not always have the knowledge or skills to handle them properly in order to avoid any further negative outcome. The model's primary use in this workshop is to help learners self reflect on which dimension (assertiveness or cooperativeness) they fit and try to identify their type of conflict-handling modes. By doing this they will be able to learn more on why they react they way they do in a conflict situation and eventually they will receive tips on how to handle their reaction and the conflict in itself.
Advantages/benefits of the method/methodologies	4. What's particularly helpful about this model is that it names ways and offers a basis on the way in which we react to conflict, knowingly or unknowingly. Moreover, it provides a pragmatic approach to conflict resolution and helps in initiating safe and productive dialogue about conflict resolution.
Risks for the method/methodologies	Some disadvantages of this methodology could be the learners' failure to self assesses their styles of conflict management, resulting in frustration and rigidity. Moreover, the model tends to overlook some aspects on the reason why conflicts arose in the first place, as the motives are different and sometimes they are very much stress based or singular events and not a repetitive episode.
Tips & tricks of the method/methodology coming from partner's experience.	<ul style="list-style-type: none"> • Explain that conflict is natural, but there are many ways to deal with it • Create a safe environment before using the method

Open space technology

Method title	Open space technology
Short description of the method/methodology	Open Space Technology (OST) offers a method to run meetings of groups of any size. It allows diverse people to address complex or possibly controversial issues. Participants are asked to define a possible common working agenda and a series of topics of work around a specific issue to be discussed. OST works best in situations involving conflict, complexity, diversity of thought or people and short decision-times.

<p>How could the method/methodology be used in developing EQ?</p>	<p>VET advisors can open space technology to help learners to define the topics related to emotional intelligence to be discussed. It can be useful for learners when it comes to discuss controversial issues in order to develop and to „use“emphaty. Being OST the best method to be used during conflicts it allows learners to face different opinions and to, use, and manage their own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.</p>
<p>Advantages/benefits of the method/methodologies</p>	<p>This method works on the principles of freedom and responsibility and counts on the inbuilt self-organising energy of people when facing specific challenges. It may be used with very large numbers of people but requires a careful preparation and definition of objectives, logistics and follow-up actions.</p>
<p>Risks for the method/methodologies</p>	<p>Nominating an individual for an action could be a risk since it does not involve a group work/strategy. Not describing actions in precise, clearly understood terminology and with an agreed deadline for completion could not allow the learners an effective use of action planning. If the progresses are not tracked or reported it could be difficult for learners to reach the assignments of action points.</p>
<p>Tips & tricks of the method/methodology coming from partner´s experience.</p>	<p>Whatever happens is the only thing that could have: happens, this tells the attendees to pay attention to events of the moment, instead of worrying about what could possibly happen.</p> <p>Whenever it starts is the right time: clarifies the lack of any given schedule or structure and emphasizes creativity and innovation.</p> <p>When it's over, it's over: encourages the participants not to waste time, but to move on to something else when the fruitful discussion ends.</p> <p>There is one "law", the "Law of Two Feet" (or "The Law of Mobility"), which reads as follows: If at any time during our time together you find yourself in any situation where you are neither learning nor contributing, use your two feet. Go to some other place where you may learn and contribute.</p> <p>Together with the principles stimulates self organisation and is a very strong way to foster empowerment, engagement, responsibility and motivation for all participants.</p>

Action planning

Method title	Action planning
Short description of the method/methodology	Action planning is an approach rather than a specific method which helps focus ideas and decide what steps one’s needs to take to achieve particular goals. It is the process of turning strategy and goals into action. Taking ideas and planning how to make them reality. Whether those are personal goals or organisational goals doesn’t matter, as the skills required are the same. The best strategies, whether for life or work, include action planning as part of the strategic thinking. After all, it doesn’t matter how good your strategy is on paper if you can’t implement it. So action planning ought to be a crucial part of the strategizing.
How could the method/methodology be used in developing EQ?	VET advisors can use action planning to help learners to better work within a team. It can be useful for learners to assess possible weaknesses or threats of a single learner in achieving goals, in order not only to develop empathy within a group but to be more self aware, assessing ones’s skills/capacity. Each group will have to solve the problem/to reach the goal and in order to do that they will be able to develop some relationship among them.
Advantages/benefits of the method/methodologies	Action planning is vital for team success of he learners.It is a simple and effective technique that could help learners to gain commitment for action. It works by carefully recording each action item, as follows: <ul style="list-style-type: none"> • ‘What’ the action point is • ‘When’ the action is to be scheduled and the estimated completion date • ‘Who’ is assigned against the action • Progress against the action
Risks for the method/methodologies	Nominating an individual for an action could be a risk since it does not involve a group work/strategy. Not describing actions in precise, clearly understood terminology and with an agreed deadline for completion could not allow the learners an effective use of action planning. If the progresses are not tracked or reported it could be difficult for learners to reach the assignments of action points.
Tips & tricks of the method/methodology coming from partner’s experience.	Action planning works by carefully recording each action item, as follows: <ul style="list-style-type: none"> • ‘What’ the action point is

	<ul style="list-style-type: none"> • ‘When’ the action is to be scheduled and the estimated completion date • ‘Who’ is assigned against the action • Progress against the action (leave blank initially)
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Problem -based learning

Method title	Problem-based learning (c.d. PBL)
Short description of the method/methodology	<p>PBL is an active teaching/training method, characterized by strong interactivity and based on the active involvement of learners. The PBL is carried out in groups to whom it offers a realistic problem situation and needs to be faced, with the aim to find or discover, through teamwork, solutions and new information. The study of problematic situations dates back to antiquity (think of the maieutic approach), but its spread took place in the 1960s in the United States / Canada, Australia and New Zealand and continued in Europe about ten years later on.</p> <p>The methodology considers, as a starting point for learning, a question that learners must solve and, around it, the stimuli and tools for the resolution activity are built. Through the PBL, students learn to:</p> <ul style="list-style-type: none"> • manage problem-solving by drawing information from different sources and disciplines; • work in cooperative-learning mode; • learn to better manage their time and material resources.
How could the method/methodology be used in developing EI?	<p>The students/learners are divided into small groups, each with its own role, and try to concretely solve the problems that are posed to them by the teacher/trainers. In this context, students become subjects directly responsible for learning, making them protagonists of the cognitive process and finding themselves in group situations in which they are called to stake their emotional intelligence in reference to social interaction skills that bring into play: while each member of the group is expected to "support" his point of view, it is necessary to be focused on the aspects and the reasons, not on personalities and emotions, in order to put into play one's ability to manage / control emotions which will help group to solve the problem earlier and more easily (conflict management, negotiation, active listening, ...).</p>
Advantages/benefits of the method/ methodologies	<p>Working on real problems, learners/Students feel more motivated and satisfied because they “touch” the results of group work. In addition, they learn more deeply and fix long-term concepts – since they directly implement what</p>

	<p>they study – and develop critical thinking while working with a view to inclusion.</p> <p>Teachers may also find PBL to be an enjoyable and interesting type of teaching/training method – since each delivery on a given problem develops different ideas according to the group that faces it: teaching/training with PBL represents an ever-changing challenge, both for students/learners and teachers/Trainers.</p>
Risks for the method/methodologies	<p>However, learners/students may feel difficult if they have no experience working in a team: some students may prefer the classic frontal lesson, less demanding from the point of view of effort and stress. Teachers may also be affected by a necessary increase in the work of their managerial and organizational skills.</p> <p>A critical point, on both sides, could also be the use of Information and Communication Technologies (ICT) or the availability of ad hoc spaces to carry out projects (e.g. classrooms-laboratories): often, in fact, a BYOD (Bring your own device) logic is used, which not all students/learners or teachers/trainers can afford.</p>
Tips & tricks of the method/methodology coming from partner's experience.	<p>To obviate the risks of the methodology, it is therefore important that training institutions enhance this type of teaching/training by providing ad hoc funds or investments so that projects can be carried out with appropriate tools provided and in specific places within them. Furthermore, to enhance the experience, in the final debriefing it becomes essential that the facilitator/trainer makes the students/learners reflect on the difficulties faced by the working group, as well as presenting the solution to the problem, considering that different groups find different solutions to the same identical problem.</p>

Using movies

Method title	Using Movies
Short description of the method/methodology	<p>Ours is an increasingly audio-visual society, in which the consumption of audiovisual material has been accompanied by the possibility of producing it. The "video" is part of the everyday life of the younger generations, both as the main media experience in their free time (Feierabend and Rathgeb, 2009), and as a tool aimed at learning, such as the widespread dissemination of tutorials. The use of visualization to support learning processes has long been a subject of interest in educational sciences, from Comenius to the Encyclopédie, up to the theorization of the so-called 'picture superiority effect' at the end of the 19th century (v.</p>

	<p>Kirkpatrick, 1894). Neuroscience also reports that about half of the resources committed by the brain at any one time are dedicated to sight (Medina, 2010). Authors Schwartz and Hartman (2007) have published a contribution on the use of video that is still widely used and cited as a reference. In their circular model, they show that there are four main learning objectives that can be pursued through the use of video: Say, See, Do, Motivate. For instance, using tutorials will presumably be linked to the development of skills and the acquisition of "Doing" procedures, while the use of documentary videos or testimonials will be more easily used for skills related to "saying".</p> <p>The video then allows to support learning (Chambel, Zahn, and Finke, 2006) through:</p> <ul style="list-style-type: none"> • the reconstruction of real experiences, thanks to the high degree of authenticity and realism; • the visualization of dynamic processes, which could not be observed in reality (i.e. because they are difficult to reproduce, because they are dangerous, because they are expensive, ...) or which would be difficult to describe in words; • the combination of different symbolic systems, such as image, text, narration, in coherent multimedia contents.
<p>How could the method/methodology be used in developing EI?</p>	<p>Videos allow multiple different levels of learning on emotions in relation to their use.</p> <p>In watching videos it is possible to train the competence of recognizing one's own and others' emotions. In fact, in the videos it is possible to identify the behaviors and expressions that manifest the emotional state of people in the scenes, and describe their polarization and intensity. In this sense, it is possible to learn to recognize, name and describe emotions, by reflecting on own ways of responding in similar situations, to those represented. Furthermore, it is possible to support the development of empathy towards the emotional reactions of others, understanding the causes and effects of life situations in determining the emotional state of the people around us. Videos can present models of effective management of emotions or conversely non-adaptive reactions, developing the critical capacity of the learners and the discussion on emotional control.</p> <p>In addition to vision, in learning emotions, it is useful to produce videos in which to stage difficult relational situations, where it is particularly important to implement strategies for managing emotions. The possibility of</p>

	reviewing the videos and commenting on them allows to use feedback from ourselves and from others to effectively manage conflicts, communication problems and relationships with others.
Advantages/benefits of the method/methodologies	Used correctly, the using video allows: <ul style="list-style-type: none"> - to involve more people in training, increasing the motivation to learn and favoring the focus attention; - to stimulate a discussion; - to promote reflection activities, for example through the analysis of a professional practice; - to implement a design approach, involving trainees in the process of designing and making a video.
Risks for the method/methodologies	The main risk of using video in learning is to use it as a static tool, which simply replaces the trainer's voice, adding almost nothing to a frontal explanation (lesson). Furthermore, in order to use the video, devices capable of allowing a good vision (screen, audio, connection, compatibility of formats, licenses...) must be guaranteed.
Tips & tricks of the method/methodology coming from partner's experience.	When using videos, it may be useful to choose videos in which the experiences can be close to the targets for which you are proposing it. Having similar models in front of you can in fact help learners to identify and emotionally participate in the situations presented. It is also essential to contextualize the viewing of a video by inserting it within the intervention that is taking place, bringing out the relationships between viewing the video and the topics covered in the learning unit in which it is used. Equally important is to comment and trigger a confrontation following the video, whether it is an example video or a video containing a provocation, in order to give learners the opportunity to express their opinions, draw conclusions and verify them as a group, express their possible dissent and link what they have seen to their experiences.

Mapping

Method/Methodology title	Mapping
Short description of the method/methodology	<p>Mapping is a visual thinking method that is used to get a better picture of a particular situation or environment or specific interactions. It helps learners gain unexpected insights into a system, giving structure to their understanding of this system.</p> <p>Through this method, individually or in groups, the learners sketch maps, finding patterns, categories, areas,</p>

	<p>roads, and connections they would like to include in their drawings.</p> <p>For instance, you could ask learners to draw the map of their emotions in the workplace, map out the work interactions or work conflicts, draw ideal maps of the workplace relationships, their interactions with others, or their personal or professional lives.</p> <p>As a visual thinking method, the mapping accesses learners' ability to think in pictures, while patterns and links become clearer. When people draw, such as maps or other visuals, according to Willemien Brand (2018):</p> <ul style="list-style-type: none"> • they organize their thoughts and information; • they simplify complex concepts or situations; • they gain new perspectives; • they avoid being stuck in small and irrelevant details; • patterns, categories, and connections become obvious to them.
<p>How could the method/methodology be used in developing EQ?</p>	<p>VET advisors can use Mapping to help learners better understand their environment, their teams, their workplace, their relationships with others, conflicts, and other harsh situations, etc.</p> <ul style="list-style-type: none"> • For instance, as a VET advisor, you may invite learners to map out their emotions to a specific situation, enhancing their self-awareness and self-control; • Or, you may ask them to draw the map of the things/areas that build their resilience, identifying strong areas or areas that need to be improved; • They could use mapping to get an overall picture of their personal or professional relationships or the teams they are part of, developing their relationship-management skills; • Or they could draw maps to grasp a conflict or a harsh situation better and understand the full context of this while gaining insights into solving-conflicts needed abilities.

Improvisation theater techniques

Method/Methodology title	Improvisation theater techniques
<p>Short description of the method/methodology</p>	<p>The learners/trainees are being involved in improvisation theater exercises that allow them to play with emotions.</p>

<p>How could the method/methodology be used in developing EQ?</p>	<p>There are several key training games that could be included in the EQ development process as training exercises, such as: “Emotional replay”, “Emotional party”, “The hitch-hiker”, “Trizophrenia” etc. For each of those games the participants are invited to experience different emotions and to switch between opposite emotions which is a good method for realizing and evaluating the impact of emotions but also a good way to train the self-control of learners’ emotions.</p>
<p>Advantages/benefits of the method/methodologies</p>	<p>This method provides the learners/trainees the opportunity to experience different emotions in a safe environment and to discuss the way they were feeling and what thoughts and reactions each emotion may provoke in them and in the others. Also, this method allows participants to train their ability to control their emotions and to be able to pass from one emotion to other very quickly.</p>
<p>Risks for the method/methodologies</p>	<p>This method relies on the active participation of all learners/trainees and there might be a risk that some of the participants are shy or are simply not willing to participate in group exercises requiring acting. In this case the role of the trainer is crucial in order to create the needed safe environment and to allow each participant to relax and to feel comfortable among the group.</p>
<p>Tips & tricks of the method/methodology coming from partner’s experience.</p>	<p>In order to implement successfully this method, it is recommended that the practice starts with a little warm up both physical and intellectual. For example, you may ask the group to form a circle and start passing virtual balls. Start with one red ball, then add a blue one, then a green one. You can go up to as many balls you wish, but the idea is that each participants stays concentrated and follows where the virtual balls go.</p> <p>Then give to each participant a letter and ask them to say in 1 min as much words as possible starting with this letter.</p> <p>After the warm up, ask 2 or 3 participants to start the exercise/game and the others to observe. Usually the most confident one will start. Try to identify which of the participants are most reserved and shy and be more precise when you give them a role to play and how you select the emotions you ask them to reproduce. Try not to put them in a very unexpected and extreme situation which might make them feel embarrassed.</p>

The job interview role play

Method/Methodology title	The job interview role play
Short description of the method/methodology	<p>The learners/trainees are asked to choose one of the following roles: job candidate or employer. Each learner/trainer is given a card chosen by hazard. On each card there is respectively: a picture of a person with few lines of description including: age, civil status, profession, reason for searching for job, period of unemployment and reason for that or business sector, type of company, hierarchy level and role in the company, hiring need.</p> <p>The learners/trainees are divided in couples in order to have one job candidate and one employer together and they are asked to reproduce a situation of job interview. The rest of the learners are asked to take notes and also the scene is recorded. Each role play is followed by a discussion with a focus on how each participant and the observers were feeling during the exercise.</p>
How could the method/methodology be used in developing EQ?	<p>This method allows participants to exit from their comfort zone and to face questions and situations similar to a job interview and being obliged to find a quick solution for that. The fact that the group is observing the process helps to increase the feeling of discomfort that a job seeker might experience during a real interview. Before and during the process the trainer might ask the participants to focus on the expression of different feelings, or to try provoking different feelings in the other participants. This way the learners/trainees can learn how their internal condition might influence the reactions of the other participant or how to choose an attitude according to the behavior of the other one. In general the method aims at providing a field for experimentation with emotions both personal and those of the others.</p>
Advantages/benefits of the method/methodologies	<p>This method provides the learners/trainees the opportunity to experience different emotions in a safe environment and to discuss the way they were feeling and what thoughts and reactions each emotion may provoke in them and in the others. Also, this method allows participants to observe their emotions and to evaluate the gap between internal feeling and external expression.</p>
Risks for the method/methodologies	<p>This method relies on the active participation of all learners/trainees and there might be a risk that some of the participants are shy or are simply not willing to participate in group exercises requiring acting. In this case the trainer should assign roles closer to the personality of the learner and use those characteristics as part of the game.</p>

<p>Tips & tricks of the method/methodology coming from partner's experience.</p>	<p>In order to implement successfully this method, the trainer could use the effect of the surprise and don't tell in advance to the learners/trainers what they should expect. This way the learners/trainees won't have the time to prepare concrete phrases and reactions in their minds, and will have to act based on the information they receive in the moment which will lead to more natural (uncontrolled) emotions and reactions.</p> <p>You may ask the participants to get inspired by situations from their past job interviews or from their friends/relatives previous experiences.</p> <p>It is recommended that you have a set of prepared cards with characters examples, but this is not limitative and you are also free to invent new characters in the moment, based on the energy and needs of the group.</p>
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Storyboard

Method/Methodology title	Storyboard
<p>Short description of the method/methodology</p>	<p>Storyboard is that it is a visual outline that can easily convey a series of events with a minimum amount of effort and detail on the part of the creator by using static panels. To convey it simply, storyboards are conceptual drawings of the story. Storyboard are excellent for brainstorming sessions and pitches.</p> <p>From a practical point of view, teaching with storyboards can help instructors to quickly convey complex ideas to their students – often much faster than writing or even speaking. Moreover, by engaging students to make their own storyboards and then utilizing technology to bring them to life, many classrooms are teaching students digital storytelling skills.</p>
<p>How could the method/methodology be used in developing EQ?</p>	<p>As storyboards are similar to storytelling (but with graphical representation of the story), the usage is also similar. So by:</p> <ul style="list-style-type: none"> • listening/drawing the story about the temperamental bosses, depressed coworkers, students could learn how to interpret and to understand the emotional states of their co-workers and themselves. • listening/drawing the story about the conflict between co-workers, learners may learn how to settle conflicts of others and what to do if they are part of it. • listening/drawing the story of an overly stressed man, students can learn how to identify their stress

	symptoms and what to do to reduce their stress levels.
Advantages/benefits of the method/methodologies	Similarly to storytelling, storyboards can strengthen imagination, humanize individuals, improve empathy and understanding, strengthen values and ethics, and stimulate critical/creative thinking processes.
Risks for the method/methodologies	<ul style="list-style-type: none"> • students can't understand the drawings on the storyboard, as the drawing is too bad. • learners aren't interested in creating their own storyboards.
Tips & tricks of the method/methodology coming from partner's experience.	<p>People most often make one of two mistakes when creating a storyboard: either they leave out too many details and no one can tell what's going on, or they put in so much detail that it's confusing. Finding that balance is the key. Other tips:</p> <ul style="list-style-type: none"> • the goal is clarity, which means telling just enough to make sure that your audience can follow the action and understand your intention. • storyboards need to tell what direction they're going in, if it's not clear. • it's important to include at least some geography in each panel so that the audience doesn't get lost. • try labeling buildings, cars, even people if drawing isn't your strong point.

Storytelling

Method/Methodology title	Storytelling
Short description of the method/methodology	<p>Storytelling provides a conceptual framework for thinking, which causes students to form an overall experience that they can understand. Storytelling causes them to map experiences mentally and imagine the story, it provides them with a language model and thoughts that they can imitate. According to King and Down (2001), storytelling gives a nonthreatening mirror, which means that listeners will be able to look within themselves (reflect) and recognize themselves better through the experience in the story, without having to experience it in real terms. Through that non-threatening mirrors people can reinterpret the experience and gain a clearer understanding of it¹.</p> <p>The storytelling can be implemented, for example to show different job-related scenarios, that students by listening</p>

¹ Sulistianingsih, E., Jamaludin, S., & Sumartono, S. (2018). Digital storytelling: a powerful tool to develop student's emotional intelligence.

	would be able to imagine themselves into. Like the tale of overly stressed man, the tale of sad co-worker, the story of a temperamental boss or conflict at work. By imagining themselves into this situation, learners would be able to understand the it better, learn how to empathize with the characters of the story and by putting themselves in the character’s shoes learn how to deal with it.
How could the method/methodology be used in developing EQ?	As mentioned above storytelling is useful way to make students put themselves in the character’s shoes, emphasize with them and learn something from this experience, so by: <ul style="list-style-type: none"> • listening to the story about the temperamental bosses, depressed coworkers, students could learn how to interpret and to understand the emotional states of their co-workers and themselves. • listening to the story about the conflict between co-workers, learners may learn how to settle conflicts of others and what to do if they are part of it. • listening to the story of an overly stressed man, students can learn how to identify their stress symptoms and what to do to reduce their stress levels.
Advantages/benefits of the method/methodologies	Storytelling can strengthen imagination, humanize individuals, improve empathy and understanding, strengthen values and ethics, and stimulate critical/creative thinking processes ² .
Risks for the method/methodologies	As storytelling is a two-way activity between storyteller and audience based on interaction and cooperation to build a whole story – storyteller shall not only create good empathy and rapport with his audience but also encourage his audience to imagine stories visually. So the main risk is the inability of the storyteller to build a rapport with his audience, get them interested in the story, and above all his/her inability to make them find themselves in the story. Next risk is connected with unwillingness of the learners to listen and get immersed in the story.
Tips & tricks of the method/methodology coming from partner’s experience.	<ul style="list-style-type: none"> • Background music, sounds may be interesting way to get learners more engaged in the story. • Supplementary visual materials, like pictures or storyboards may be helpful to stimulate learners’ imagination. • Digital technologies, like tablets or interactive blackboards may also be useful to engage listeners.

² (Sulistianingsih et al., 2018)

Personas

Method/Methodology title	Personas
<p>Short description of the method/methodology</p>	<p>Personas is a visual thinking method used in facilitation processes to help learners describe real or fictitious characters to talk about a specific topic or imagine a particular situation in which the character/characters might be involved, or describe specific characteristics of the character/s.</p> <p>The learners sketch the character/s and add key information about their character/s, as requested by the topic of your workshop.</p> <p>For instance, you could ask learners to draw themselves - how they imagine themselves in the future, what job they would have, how they would feel about themselves, how they would grow as persons, what will be the skills, abilities, knowledge they would have, what they would accomplish, etc.</p> <p>The power of the method resides in the power of visual thinking. According to Dan Roam (2008), 75% of our sensory neurons are visual neurons. Thus, using visual thinking methods in the learning process supports learners in unleashing the full potential of their mind. When people draw, according to Willemien Brand (2018):</p> <ul style="list-style-type: none"> ● they order their thoughts; ● new perspectives open up; ● they simplify information, making complex things more approachable; ● they open up being more engaged and more creative.
<p>How could the method/methodology be used in developing EQ?</p>	<p>VET advisors can use Personas in helping learners assess themselves, imagine themselves in certain situations, project themselves in the future - how they want to be, or understand others' feelings and reactions better.</p> <ul style="list-style-type: none"> ● For instance, as a VET advisor, you may ask the learners to draw their portraits, by identifying the skills, abilities, and values they have. In this way, they can assess themselves and become more self-aware of who they are in a creative and relaxed way. ● Or, they could define their personal or professional goals by imagining themselves in the future and

	<p>build their future persona, enhancing their skills of mastery of purpose and vision.</p> <ul style="list-style-type: none"> ● Finally, they could develop their empathy by asking them to portrait people around themselves reacting to certain situations. The drawing process will help them recognize, define and understand others' emotions and behaviors better.
Advantages/benefits of the method/ methodologies	Drawing and visualizing help learners to interact with more vivid images of themselves or others, or of specific situations, emotions, behaviors. At the same time, personas allow them to look from outside to themselves or others, and gain better insights into the topic in a creative visual way.
Risks for the method/methodologies	Some learners might be skeptical about drawing, considering it a childish activity, or they could say they do not have good drawing skills. In these situations, from our experience, it always helps to explain the power of visual thinking, how our brain works differently when we are asked to draw. In addition, you could explain that the quality of the drawings is really not relevant in the exercise.
Tips & tricks of the method/methodology coming from partner's experience	<p>Here are some tips and tricks we learned from applying this method in our facilitation work:</p> <ul style="list-style-type: none"> ● Always give the learners big pieces of paper (A3/A2), and color markers, to make sure they have enough space to express their ideas; ● Encourage the participants to be playful and creative, and relaxed about their drawing skills; ● When they have to portrait people's emotions or values, ask them to add quotes to their personas, things that characters usually say or think. The quotes are proven to be powerful ways of expressing ideas, emotions, feelings, and thoughts; ● As reflection activities, after they learn more about self-awareness, mastery of purpose and vision, empathy, etc., the learners can return to their drawings and reflect more about these or re-draw their personas.