



LEARNINGOUTCOMES | 
Learning outcomes in adult education

SCENARIO MODULE 1

“INTERPERSONAL SKILLS OF A TRAINER OR EDUCATOR”

DURATION: 6 HOURS



Co-funded by
the European Union

EVACO

Kompleksowe Wyposażenie Obiektów Gastronomicznych
Szkolenia Kwalifikacyjne i Zawodowe

IMPULSI
EST 2000

Participants: trainers, educators, HR specialists, youth workers, professionals interested in adult education

Training Objective: The objective of this one-day workshop is to equip trainers and educators with essential interpersonal skills, focusing on active listening, effective communication, stress resistance, and adaptability, enabling them to create engaging and supportive learning environments.

Description: This one-day workshop aims to equip trainers and educators with essential interpersonal skills vital for their professional growth. The focus will be on enhancing active listening, mastering effective communication, building stress resistance, and fostering adaptability. By developing these skills, trainers, and educators will be empowered to create engaging, supportive, and dynamic learning environments that promote better understanding and collaboration among learners. The workshop will include practical exercises, interactive discussions, and real-life scenarios to ensure the effective application of these skills in educational settings.

Training Scope:

Introduction: How do adults learn? (60 minutes)

- The process of training adults – unique challenges and considerations.
- Cone of Learning (Edgar Dale)
- Podcast with Biljana Velevska and Katerina Zlatanovska Popova both experienced trainers for adults with international experience
- Understanding Interpersonal Skills
- Key Components of Interpersonal Skills

Session 1: Effective communication & Active listening (120 minutes)

- Introduction to Effective communication
- Effective communication cycle
- What is Effective communication?



- Strategies for Clear and Effective Communication
- Verbal and Non-verbal Communication
- Active vs. Passive Communication
- What is Active listening?
- Techniques for Improving Active Listening Skills
 - Paraphrasing
 - Summarizing
 - Asking Clarifying Questions

Session 2: Stress Resistance & Adaptability (120 minutes)

- Tips to strengthen your resilience
- Self-assessments

Session 3: Integrating Interpersonal Skills into Teaching/Training Practices (30 minutes)

- Reflecting on Personal Communication and Listening Habits
- Identifying Strengths and Areas for Improvement
- Action Planning: Setting Goals for Enhancing Interpersonal Skills in Teaching/Training

Summary and feedback (30 minutes)

- Q & A session
- Resources and Tools for Continued Development

Educational outcomes: Upon completion of the training, the participants will have:

- Understand and apply key concepts of interpersonal skills focused on effective communication, active listening, stress resistance, and adaptability.
 - Develop practical skills for building rapport, using different communication tools effectively, and managing stress.
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- Demonstrate confidence in engaging with others and adapting to various situations.
- Apply learning to real-world interactions and contribute to positive environments.
- Engage in reflective practice and receive feedback for ongoing development.

Training Tools:

- Screen and projector or big TV/Screen
- Laptop
- Flip chart table
- Flip chart paper
- Coloured pens/markers
- Sticky Notes
- Pen/Pencils for each participant
- A4 paper for the participants to write notes for themselves
- Printer
- Internet connection

1. Welcoming and introduction (1 hour)

1.1. Welcoming participants 10-15 min before the training start

1.2. Introduction of the trainer and participants (20 minutes)

Icebreaker Activity:

- Each participant selects an object they are personally and emotionally attached to.
- Participants take turns presenting their chosen object to the group.
- During the presentation, each participant briefly explains why the object is special to them.
- Participants conclude by sharing their name and the reason why they have chosen to be a teacher/educator.



Introduce yourself using the following prompts. You may want to write them on a board or display on the screen along with a welcome message

- Name
- Education and professional experience
- Interests and areas of expertise

Ask the participants to use the same model and introduce themselves adding the expectations from the training. Give the participants sticky notes to write the biggest achievement and identify the training expectations. Display the following on the screen

- Name
- Education and professional experience
- Interests (or my biggest passion related to work is...)
- My biggest achievement
- My expectations from the training in the form "I want to be able to, I want to learn..."
- Let each participant introduce him/herself

1.3. Introduction of Agenda and program (10 minutes)

- Print off or display the agenda for all participants to refer to. Highlight when breaks are and how they will be spent, as well as if the agenda is flexible or not. Ask the participants if they have any questions.
- This consists of the summary of each session that will be taught today. You may refer to the agenda to explain the workshop in order. Include what the participants will learn and key learning objectives. Refer to the expectations of the participants and explicitly say what will be covered by the program and what is out of scope. Ask participants if they have any questions. When introducing the program, be aware of your non-verbal communication (appearance, gestures, facial expressions, movements) as well as verbal



communication (intonation, length of sentences) to highlight your expectations and motivate participants.

1.4.Objective of the workshop (5 minutes) slide 3

The objective of this one-day workshop is to equip trainers and educators with essential interpersonal skills, focusing on active listening, effective communication, stress resistance, and adaptability, enabling them to create engaging and supportive learning environments.

1.5.Introduction: How do adults learn? (25 minutes) slides 5 - 11

- The process of training adults - unique challenges and considerations.
- Cone of Learning (Edgar Gale)
- Podcast with Biljana Velevska and Katerina Zlatanovska Popova both experienced trainers for adults with international experience
- Understanding Interpersonal Skills
- Key Components of Interpersonal Skills

2.Session 1 Effective communication & Active listening (120 minutes)

Content:

- Introduction to Effective communication
- Effective communication cycle
- What is Effective communication?
- Strategies for Clear and Effective Communication
- Verbal and Non-verbal Communication
- Active vs. Passive Communication
- What is Active listening?
- Techniques for Improving Active Listening Skills
 - Paraphrasing
 - Summarizing
 - Asking Clarifying Questions



2.1. Introduction to Effective Communication (10 minutes) slides 12 & 13

Explain the communication process to the participants: Communication is the process of exchanging information, ideas, thoughts, and feelings between individuals or groups. It involves several key components:

Sender: The person who initiates the message. The sender has an idea or information that they wish to convey.

Encoding: The sender translates the idea or information into a form that can be communicated, such as words, symbols, or gestures.

Message: The encoded information that is sent from the sender to the receiver.

Channel: The medium through which the message is transmitted. This could be verbal (spoken words), non-verbal (body language, gestures), written (emails, letters), or electronic (text messages, social media).

Receiver: The person or group who receives the message.

Decoding: The receiver interprets and tries to understand the message.

Feedback: The response from the receiver back to the sender. Feedback helps the sender know whether the message was understood correctly and allows for clarification if needed.

The Cycle of Communication

The cycle of communication is a continuous loop that involves several stages:

Idea Formation: The sender develops an idea or information they wish to communicate.



Encoding: The sender converts the idea into a message using symbols, words, or gestures.

Transmission: The message is sent through a chosen channel to the receiver.

Reception: The receiver gets the message.

Decoding: The receiver interprets the message to understand its meaning.

Understanding: The receiver makes sense of the message and forms an idea based on the received information.

Feedback: The receiver responds to the sender, completing the cycle. This feedback can be verbal or non-verbal and helps the sender understand whether the message was successfully communicated.

The effectiveness of communication depends on several factors, including the clarity of the message, the choice of channel, the context of the communication, and the interpersonal skills of both the sender and the receiver. Effective communication requires active listening, empathy, and the ability to adapt messages to the audience's needs and context.

2.2. Activity 1 (10 minutes) slide 14

Ask the participants to listen to the text you are going to read. After you finish reading, ask them to write down on a piece of paper what they have memorized. Then, ask volunteers to read their version of the text and compare the differences from the original. Encourage Group discussion about the key insights from Activity 1.

You should sum up with the following words (slide 15) : Thank you all for participating in this activity. As we observed, even though everyone heard the same text, there were notable differences in what each of you remembered and wrote



down. Effective communication relies not only on the clarity of the sender's message but also critically on the receiver's comprehension.

2.3.Strategies for Clear and Effective Communication (10 minutes) slides 16–19

Give the following explanation: Strategies for Clear and Effective Communication
Effective communication involves clarity, conciseness, and coherence. To communicate clearly, use simple language, organize your thoughts logically, and tailor your message to your audience. Always provide feedback opportunities to ensure understanding.

Verbal and Non-verbal Communication

Communication is not just about words. Verbal communication includes spoken and written language, while non-verbal communication involves body language, facial expressions, gestures, and tone of voice. Both types are essential for conveying messages accurately and effectively.

Pop-Up Quiz (slide 18)

Say: Let's test your understanding with a quick pop-up quiz!

Active vs. Passive Communication

Active communication is assertive and involves expressing thoughts and feelings openly and respectfully. One-way communication involves the transmission of information from a sender to a receiver without an active exchange or response from the receiver.

2.4.What is Active listening? (5 minutes) Slides 21–22

Give the following explanation: Active listening is the attentive and empathetic process of fully understanding the speaker's message, both verbally and nonverbally, fostering better communication and relationships.



2.5. Activity 2: Let's do ORIGAMI (15 minutes) slide 23

Step one: Tell participants to take a piece of paper and close their eyes. Tell them that during this activity, they can't ask questions and solely focus on following the instructions provided by you to complete the task.

Step two: Ask all the participants to open their eyes and show their paper by unfolding it. Sum up with a group discussion about the key insights from Activity 2. You can summarize with the following words: Thank you for participating in this activity. As we saw, following instructions without the ability to ask questions led to a variety of outcomes.

2.6 Techniques for Improving Active Listening Skills (10 minutes) slides 24–28

Provide a brief explanation of the techniques of paraphrasing and summarizing, and share a few examples. (slides 26 and 28)

Activity 3 (20 minutes) slide 29

Divide the participants into pairs and ask them to use Paraphrasing and Summarizing techniques using the questions given to each pair. During the activity, one answers the question, and the other is paraphrasing/summarizing what was said. Ask them to change roles in both steps.

Step One: Participants work in pairs using the Paraphrasing technique

Step Two: Participants work in pairs using Summarizing technique

At the end of the activity, encourage them to discuss about the key insights from Activity 3.

Continue with slides 31 and 32 and give short explanation about the importance of Asking Clarifying Questions. (10 minutes)

Activity 4: Alien and a tourist guide - role play (20 minutes) slide 33

Step One: Divide participants into pairs

Ask them to decide who will be the Alien and who will act as the Tourist Guide. (tell them that they will have to change the roles after "Alien" finishes the first 4 things)



Give them the lists with the items and give the following instructions: How would you explain, and describe the things from the list to an alien who had never seen or experienced them before? Use all possible question words until you are happy with the explanation.

Step Two: After they finish with the activity, discussion about the key insights from Activity 4 in the plenum.

2.7. Summary of key learning points (10 minutes)

Summarise and encourage participants to write down the most beneficial outcome.

3. Session 2 Stress Resistance & Adaptability (120 minutes) slides 35 - 48

Content:

- Tips to strengthen your resilience
- Self-assessments

3.1. Start this session with a group discussion: (10 minutes)

How to strengthen our adaptability?

Where do we find the sources of our resilience?

Then continue with a short introduction (slide 36)

3.2. Activity 5: Self-assessment (25 minutes) slide 37

Give the following instructions to the participants:

Take a selfie. Look at the photo.

Second step: What do you see in the eyes, nose, mouth? You are looking at a person who has overcome many difficulties until now. This person survived decades, of successes and failures... And today this person is here. What does this person have to say to you? How has he/she managed so far?

Third step: Ask them to write down the key insights.

Ask for volunteers to share their thoughts.



3.3. Activity 6: Continue with slide 38 and ask the participants to write down their list of personal virtues. (you can share the list from the activity book so they can select their virtues from that list) After they complete the task start group discussion about the key insights from Activity 6. (20 minutes)

3.4. Share the tips to strengthen your resilience from the slide 40 – 47 (25 minutes)

3.5. Activity 7: Self-assessment (30 minutes) slide 48

On the form given in the activity book, ask the participants to write down “The things you should STOP doing”

At the end, ask for volunteers to share their thoughts.

3.6. Summary of key learning points (10 minutes)

Summarise and encourage participants to write down the most beneficial outcome.

4. Session 3: Integrating Interpersonal Skills into Teaching/Training Practices (30 minutes) slides 49 -53

Content:

- Reflecting on Personal Communication and Listening Habits
- Identifying Strengths and Areas for Improvement
- Action Planning: Setting Goals for Enhancing Interpersonal Skills in Teaching/Training

4.1. Make a short introduction on session 3 (slide 50)

4.2. Activity 8: Reflecting on Personal Communication and Listening Habits (10 minutes) slide 51

Ask the participants to write down their Communication and Listening Habits. Then, as a second step, start a Group discussion about the key insights from Activity 8.



4.3 Activity 9: Identifying Strengths and Areas for Improvement (15 minutes) slide 52

Ask the participants to write down their insights on the following questions:

1. What is your passion? Where do you get your motivation from?
2. What things make you happy?
3. What activities fill you with energy?
4. What makes you stronger? Or What gives you strength?

As Step Two ask them Write down their insights on the following questions:

1. Choose the area for which you have listed the most challenges
 - Work
 - Family
 - Personal/love life
2. Look at the list of your strengths; which are your special tools for "fixing" problems?

At the end, ask for volunteers to share their thoughts.

4.4. Activity 10: Action Planning: Setting Goals for Enhancing Interpersonal Skills in Teaching/Training (5 minutes) slide 53

5. Summary and feedback (30 minutes)

- Q & A session
- Resources and Tools for Continued Development
- Closing Remarks: Thank participants for their active engagement and valuable contributions.



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