eiVET

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EIVET Emotional Intelligence for more effective Training

Project Reference:
2021-1-BG01-KA220-ADU-00003372

Intellectual output 1:
Elaboration of EI methodology and training materials (guidelines and set of tools)

Guide for Semi-Structured Interviews
Foundation for Developing Emotional Intelligence

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- The reality of services and offered trainings in VET centers, considering individual needs, level of knowledge and competences in the area of Emotional intelligence;
- Needs to present new approaches of high-quality learning opportunities for adults through the integration of science and methodology of EI resulting in long-term impact on the trainees, leading to individual's success in learning, professional development, and growth;
- Good practices in the field for establishing the exchange of know-how.

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- Increasing their competences in different fields, such as emotional intelligence and the individual's success in learning, professional development and growth, vocational self-esteem, decision-making, adaptation and well-being.
- Extending trainees' opportunities for professional development and realization.
- Improving their employability skills and adaptation to the labor market, through increasing of their competences and knowledge.
- Understanding the interconnections between formal and non-formal education and labor market requirements and needs.

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1. General framework of the interviews

Semi-structured interviews are part of the activities **in IO1 - Building teaching methodology in EI, training materials and instructions, which will support the learning process and training providers** in VET centers, social support centers, social enterprises, business support organizations or other, in the process of organization and conduction of trainings.

To elaborate preliminary questionnaires, aimed to identify training context, needs and trainee's groups in each country, each project partner will contribute to the process of collecting data and information for the respected country, through the developed questionnaires. Based on the identified training needs and trainee's needs in each country, a methodology and training materials will be elaborated, introducing a practical EI approaches / elements / tools / course in the vocational training process.

All project partners are VET centers and university, having profound competences and expertise in providing training courses to different trainees (long-term unemployed, emigrants, employees, students and trainers). In this regard, all five project partners are responsible for conducting the min 25 interviews – 10 with tutors and experts and 15 with potential trainees. Around 125 interviews will be carried out in total.

The results of the semi-structured interviews will help a validation process of the materials. It will be done through a training course for experts from each partner country, who will give their feedback on the adaptability and usage of the developed materials during C1 training in Sofia.

- Collect information on new approaches that will have impact in the trainees, leading to individual's success in learning, professional development and growth for long-term unemployed, emigrants, employees, students and trainers.
- Understand the needs of target groups and their employability skills and adaptation to the labor market.
- Collect information through methods that are used by support experts and tutors in intercultural competences that can help tutors to introduce and integrate emotional intelligence approaches into the vocational training process and to increase awareness of the role of emotional intelligence in individual's success in learning, professional and personal life of the trainees.

The step-by-step model that the partners in the project will follow is presented in the figure below. Essentially the Intellectual Output 1 presents the first step of our model, i.e. the identification of the training needs of EIVET.

General Model of Assessment of Training Needs in VET



2. Semi-structured interviews addressed to experts and tutors

(min 10 interviews for each project partner)

A. The reality of services and offered trainings in VET centers, considering individual needs, level of knowledge and competences of Emotional intelligence.

Indicative list of questions to ask:

Dear participants in this survey,

The questionnaire below includes various questions and statements. Please, express openly your opinions to help us understand how you teach trainees in your everyday work. Every answer is correct as people have various goals, experiences, preferences, thoughts, and relationships.

Your answers are valuable to us in creating ideas on the methodology for emotionally intelligent trainings at VET centers.

Think about emotional intelligence in the following way:

Emotionally intelligent training builds sensitivity of trainees in their and otheres' needs, so that trainees feel comfortable, successful, and happy in class.

Emotionally intelligent training develops trainees' skills and competences for self-awareness, social adaptation and job success.

The questions and statements are related to some popular descriptions of emotional intelligence:

1. Emotional intelligence is the ability to use our and other people's emotions to guide thoughts and behavior.

2. Emotional intelligence is the ability to perceive, understand, use, and regulate our or other's emotions to adapt to various situations.

3. Emotional intelligence is the ability to be sensitive how the physical body reacts to different emotions.

This survey is anonymous. To feel secure, please present only the following personal data:

Your nationality: _____

Sex: male or female (mark it)

Your job position: _____

Length of service in the VET center: __ years

1. What are the typical learning outcomes of the courses you teach? Choose only one of the levels listed below and circle the number:

1. Lower level: Providing students basic factual knowledge of a field of work or study
2. Medium level: Helping students develop thinking and practical skills to use information that is important and simple rules and tools to do tasks and solve routine problems
3. High level: Letting students work or study autonomously but supervising them
4. Very high level: Students can work or study completely autonomously

2. Indicate the usual problems you personally have during the everyday training at the VET center. Please, use the following scale.

1 Not at all	2 A little	3 Moderate	4 Much	5 Very much

Problems	Rating
1. Tight communication with my manager.	1 2 3 4 5
2. Complex program materials that trainees cannot understand and learn them slowly.	1 2 3 4 5
3. Annoying coordination with other trainers regarding training needs in the center.	1 2 3 4 5
4. Language problems in training with foreign students.	1 2 3 4 5
5. Task load that causes tension or uncertainty.	1 2 3 4 5
6. Unpredictable obstacles during the class work.	1 2 3 4 5
7. Trainees have difficulties to follow and adapt to new material.	1 2 3 4 5
8. Lack of course for training emotional resiliency in trainees.	1 2 3 4 5
9. Experiencing challenges to control my bad mood in classroom work.	1 2 3 4 5
10. Feeling that trainees are concerned, and not knowing what to say or to do.	1 2 3 4 5
11. Trainees do not share their troubles about the material, so I am not certain whether they can learn properly the material.	1 2 3 4 5

3. What are the key trainees' needs for learning in the VET to become employable and adapt to market? Please, use the following scale

1 Not at all	2 A little	3 Moderate	4 Much	5 Very much

Needs	Rating
1. Professional confidence in achieving work success.	1 2 3 4 5
2. Cooperation with other people.	1 2 3 4 5
3. Personal resiliency and emotional hardiness.	1 2 3 4 5
4. Knowledge of regulating their emotions at work.	1 2 3 4 5
5. Communication by talking and expressing emotions through body language.	1 2 3 4 5
6. Becoming a dependable and trusted person.	1 2 3 4 5
7. Recognition and respect to other people.	1 2 3 4 5

B. Approaches to educating adults through integration of science and methodology of emotional intelligence that leads to individual's success in learning, professional development, and growth.

An indicativee list of questions to ask:

1. **Imagine that you will design a two-day course in emotional intelligence for your students.** Use the following scale to rate the utility of the following work forms in this course.

1 Not at all	2 A little	3 Moderate	4 Much	5 Very much

Tool	Rating
1. Visual: reading, case studies, watching, etc.	1 2 3 4 5
2. Oral: states, questions, giving advice or an opinion, discussions, etc.	1 2 3 4 5
3. Listening: conversational discussions, music, speech, etc.	1 2 3 4 5
4. Writing: stories, reports, check lists, etc.	1 2 3 4 5
5. Drawing: graphs, maps, diagrams, etc.	1 2 3 4 5
6. Playing: games, role-playing, simulations, etc.	1 2 3 4 5

2. When you train international trainees, how much are you focused on the following aspects of work? Please, use the following scale.

1	2	3	4	5

Not at all	A little	Moderate	Much	Very much

Aspects	Rating
1. How individual differences in students' behaviors affect the performing of individual and group tasks.	1 2 3 4 5
2. How students from different cultures show their emotions.	1 2 3 4 5
3. How trainees regulate their emotions.	1 2 3 4 5
4. How students respond to the emotions of their classmates.	1 2 3 4 5
5. How students from different cultures communicate with me.	1 2 3 4 5
6. How students react to difficulties in materials or tasks	1 2 3 4 5

C. Good practices in establishing exchange of know-how.

Indicative list of questions to ask:

Please, write concisely by using short sentences and bullet points.

1. **How do you measure trainees' need and expectations at the beginning of a course?**

Please explain

2. **How do you measure trainees' level of satisfaction with education at the end of your course?**

Please explain

3. **What innovative approaches do you usually apply to achieve long-term impact on trainees - their professional development, employability, and adaptation to labor market?**

Please explain

4. Please, rate the competencies you want to develop in your students in an emotional intelligence course if your VET center plan such. Use the following scale:

1 Not at all	2 A little	3 Moderate	4 Much	5 Very much

Competencies	Rating
1. Self-awareness of their needs	1 2 3 4 5
2. Perceptions of their emotions	1 2 3 4 5
3. Perceptions of the emotions of other people	1 2 3 4 5
4. Understanding how their emotions are related to each other and how they change	1 2 3 4 5
5. Understanding how others' emotions are related and how they change	1 2 3 4 5
6. Using emotions in different situations	1 2 3 4 5
7. Problem solving	1 2 3 4 5
8. Communication	1 2 3 4 5
9. Resilience and Stress management	1 2 3 4 5
10. Emotional regulation	1 2 3 4 5
11. Conflict resolution	1 2 3 4 5

3. Semi-structured interviews addressed to **trainees**

(min 15 interviews for each project partner)

Dear participants in this survey,

The questionnaire below includes various questions and statement, concerning the area of human emotions and emotional intelligence. Please, express openly your opinions to help us understand your experience in VET centers and your need and expectaions to develop your competences in emotional intelligence.

The questions and statements are related to some popular descriptions of emotional intelligence:

1. Emotional intelligence is the ability to use our and other people's emotions to guide thoughts and behavior.

2. Emotional intelligence is the ability to perceive, understand, use, and regulate our or other's emotions to adapt to various situations.

3. Emotional intelligence is the ability to be sensitive how the physical body reacts to different emotions.

Every answer in the survey is correct as people have various goals, experiences, preferences, thoughts, relationships.

Your answers are valuable to us in creating ideas on emotionally intelligent training at VET centers.

This survey is anonymous. To feel secure, please present only the following personal data:

Your nationality: _____

Sex: male or female (mark it)

Your status: employed, unemployed, student (mark it)

Reason for educating in the VET center: _____

A. Increasing trainees' understanding in different fields, such as emotions, perceptions of emotions, understanding, using and regulating emotions, emotional intelligence and the

individual's success in learning, professional development and growth, vocational self-awareness, decision-making, and adaptation to the labor market**.**

An Indicative list of questions to ask:

1. In our everyday life, we react emotionally to many situations. Sometimes we are aware of our emotions. How often you are sensitive to your emotions and their reactions?
Use the following scale and circle the number of your answer.

1 Never	2 Rarely	3 Frequently	4 Regularly	5 Always

2. Do you think that emotions are important to us, for our social adaptation and professional success?

Please, circle your answer: Yes / No

3. Perceiving emotions is the first step to recognizing and identifing them. When do you pay attention to your or others' emotions? Please, circle your answers:

Perceiving Emotions	Yes / No
1. When I identify how different emotions affect my physical state – blood pressure, headaches, stomach, etc.	Yes / No
2. When I recognize emotions that other people express through their body language, tone of voice, appeasrance, behaviour.	Yes / No
3. When somebody expresses his/her needs and opinions.	Yes / No
4. When I have difficult and conflict communications.	Yes / No
5. When I feel stressed: tense, angry, irritated, annoyed.	Yes / No
6. When I think of something I realize that I am surprised and sad.	Yes / No
7. When I see a person in need and feel empathy.	Yes / No

4. Emotions very often direct our thinking to important things. When your emotions can change your thinking? Please, circle your answers:

Emotions influence my Thinking:	Yes / No
1. When I read titles of magazines or newspapers, or watch a movie.	Yes / No
2. When I am doubtful, depressed or scared that affects my decision-making.	Yes / No

3. When I am involved in a situation that changes my beliefs in my life.	Yes / No
4. When some situations threaten myself and distract me from my current task.	Yes / No
5. When I am not in a mood to do something unpleasant.	Yes / No
6. When I must plan an event, but I am not prepared.	Yes / No
7. When I have to lead a conversation addressing sensitive topic.	Yes / No
8. When I am happy and excited that make me over optimistic.	Yes / No
9. When I fail and become pessimistic or disappointed.	Yes / No

5. To understand our emotions means to label them and to interpret the meanings and the causes of them. Do you agree with these statements? Please, circle your answers:

Causes of Emotions	Yes / No
1. Sadness is created by loss	Yes / No
2. Anger arises from injustice	Yes / No
3. Fear arises from threat	Yes / No
4. Disappointment from unmet expectations	Yes / No
5. Embarrassment comes from others' ridicule	Yes / No
6. Frustration comes from a blocked goal	Yes / No
7. Happiness is associated with well-being.	Yes / No
8.Serenity from an absence of troubles	Yes / No

6. Managing emotions of self or others is associated with an ability to *stay open* to positive or negative feelings and to find ways to regulate them. Which of these ways you use to manage your emotions? Please, circle your answer:

Ways of Managing Emotions	Yes / No
1. Draw attention to causes that evoke my emotions	Yes / No
2. Keep silence in conflicts	Yes / No
3. Practice mindfulness exercises	Yes / No
4. Do music/art/travel activities to relax	Yes / No

5. Do sport activities to feel positive	Yes / No
6. Read books to develop emotional skills	Yes / No
7. Share or discuss emotions with others to ventilate them	Yes / No
8. Create positive emotions first to prevent strong or negative emotions	Yes / No
9. Try problem solving from different points of view	Yes / No
10. Think carefully about how to react	Yes / No
11. Breathe deeply to relax my physical state	Yes / No

B. Increasing trainees' opportunities for professional development and realization.

Indicative list of questions to ask:

1. Does your VET center offer a course or some modules for developing the knowledge of emotions or emotional intelligence?

Please, circle your answer: Yes / No

2. What are the reasons you want to attend a course in emotional intelligence? Please, circle your answers**.**

Reasons	Yes / No
1. I want to know what is the level of my emotional intelligence.	Yes or No
2. I want to know my emotions to ease my thinking at work.	Yes / No
3. I want to regulate my emotions to find a good job.	Yes / No
4. I want to understand better people around me to prevent or minimize stress and conflicts.	Yes / No
5. I want to establish a small business and manage wisely my employees.	Yes / No

3. Indicate the skills you expect to build during vocational training in emotional intelligence in your VET center. Please, circle your answers:

Skills	Yes or No
1. To know how to recognize and use my emotions and the emotions of others.	Yes / No

2. To know how to manage and regulate my and others' emotions.	Yes / No
3. To know how to plan and use emotions to adapt to different situations.	Yes / No
4. To know how to use emotions for solving conflicts.	Yes / No
5. To develop effective communication through empathy and help people feel better.	Yes / No
6. To know how to ease my decision-making.	Yes / No
7. To know how to meet the expectations of others.	Yes / No
8. To become more flexible in my professional development.	Yes / No
9. To become more adaptive to change.	Yes / No
10. To become less impulsive with difficult circumstances and complications.	Yes / No
11. To know what exactly I think, feel and do in every situation.	Yes / No

4. Imagime that your VET center offers a course in emotional intelligence, what forms of work would help your learning during the classes? Use the following scale and circle a number for each tool to answer the question.

1 Not at all	2 A little	3 Moderate	4 Much	5 Very much

Tool	Rating
Visual: reading, case studies, watching, etc.	1 2 3 4 5
Oral: states, questions, giving advice or an opinion, discussions, etc.	1 2 3 4 5
Listening: conversational discussions, music, speech, etc.	1 2 3 4 5
Writing: stories, reports, checklists, etc.	1 2 3 4 5
Drawing: graphs, maps, diagrams, etc.	1 2 3 4 5
Playing: games, role-playing, simulations, etc.	1 2 3 4 5

C. Improving trainees' employability set of skills and adaptation to the labor market, through increasing their competences and knowledge in?

An Indicative list of questions to ask:

1. There are various competences that can help you adapt to the current trends of the labor market after taking the VET course in emotional intelligence.

Use the following scale to rate the competences you expect to help your employability.

1 Not at all	2 A little	3 Moderate	4 Much	5 Very much

Competencies	Rating
1. Identifying my current needs that are not satisfied.	1 2 3 4 5
2. Perceptions of my emotions.	1 2 3 4 5
3. Perceptions of the emotions of other people.	1 2 3 4 5
4. Understanding how emotions are related to each other and how they change my way of thinking.	1 2 3 4 5
5. Understanding how emotions are related to my physical state.	1 2 3 4 5
6. Using emotions in difficult situations at work.	1 2 3 4 5
7. Professional Problem-solving.	1 2 3 4 5
8. Communication with managers, colleagues or in a team.	1 2 3 4 5
9. Resilience and Stress management at work.	1 2 3 4 5
10. Managing emotions in times of change and uncertainty.	1 2 3 4 5
11. Conflict resolution at work.	1 2 3 4 5

Thanks for your participation!

4. Reporting structure of the results

Semi-structured interviews addressed to experts and tutors

A. The reality of services and offered trainings in VET centers, considering individual needs, level of knowledge and competences in the area of Emotional intelligence.

Main conclusions

B. Needs to present new approaches of high-quality learning opportunities for adults through the integration of science and methodology of EI resulting in long-term impact on the trainees, leading to individual's success in learning, professional development and growth.

Main conclusions

C. Good practices in the field for establishing the exchange of know-how.

Main conclusions

Semi-structured interviews addressed to trainees

A. Increasing their competences in different fields, such as emotional intelligence and the individual's success in learning, professional development and growth, vocational self-esteem, decision-making, adaptation and well-being**.**

Main conclusions

B. Increasing trainees' opportunities for professional development and realization.

Main conclusions

C. Improving their employability skills and adaptation to the labor market, through increasing of their competences and knowledge.

Main conclusions