



Adults from rural area also deserve Personal Development!



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INTRODUCTION

This project was financed by the **Erasmus+ programme of the European Union**, Adult Education field, Small-Scale Partnership action.

Small-scale Partnerships are designed to widen access to the programme to small-scale actors and individuals who are hard to reach in the fields of adult education. This action supports flexible formats – mixing activities with transnational and national character although with a European dimension – allowing organisations to have more means to reach out to people with fewer opportunities. Small-scale Partnerships can also contribute to the creation and development of transnational networks and to fostering synergies with, and between, local, regional, national and international policies.

Why this project

The EU policy in the field of adult learning, through the Resolution adopted by the Council on a renewed European Agenda for Adult Learning highlights the need to significantly increase adult participation in formal, non-formal and informal learning whether to acquire work skills, for active citizenship, or for personal development and fulfilment.

According to the publication Upskilling Pathways - New opportunities for adults, only one fifth of adult Europeans (around 22%) obtained a lower secondary education level at most.

The European Association for the Education of Adults states that participating in adult education can improve the quality of life. Life skills include a set of skills that generate health and well-being.

Adults from rural area are most often forgotten when it comes to programs such as personal development because they face many social disadvantages and already have issues that are most times more urgent or more important than personal development. But actually we wanted to reverse this order and make them understand that there is no professional development without personal development.

The project aimed at increasing the capacity of 60 adults living in rural areas of Romania and Bulgaria in having a more qualitative life, accessing relevant learning opportunities, improving their key competences and progress towards higher qualifications for increased employability chances.

After joining our project they gained a set of transversal competences that will allow them, on long term, to increase their chances for having a more qualitative life, communicate more efficiently with their partners, children, parents, colleagues and peers, being able to find opportunities for employment etc.

The main competences developed by the 60 adults included: Self-awareness, A sense of direction, Improved focus and effectiveness, More motivation, Greater resilience, More fulfilling relationships.

PERSONAL DEVELOPMENT METHODOLOGY

- for adults living in rural areas -

Personal development is about taking the time and making the commitment to invest in your greatest resource – you. When you put the effort into developing yourself, the rewards are amazing. Many people wrongly discount personal development because the results are not always measurable or immediate. However, the greatest achievers in life know that the key to success is the ability to manage yourself in a variety of situations.

Investing in your growth as adult you can learn to manage yourself effectively regardless of what life might bring your way. It allows you to be proactive. Rather than wait for good things to happen, you get out there and make them happen.

Personal development is a vital part of an individual's growth and progression. It's a process of individual self-development and the development of others. Personal development includes goals, plans and actions oriented towards one or more of the following aims:

- improving self-awareness
- improving self-knowledge
- building or renewing identity
- developing strengths or talents
- identifying or improving potential
- enhancing lifestyle or the quality of life
- building employability or human capital
- defining and executing personal development plans



BENEFITS OF PERSONAL DEVELOPMENT

1. Self-awareness

You get to know who you really are; you're values, beliefs and the purpose you wish to pursue. True fulfilment can never come from chasing other people's dreams. If you want to achieve lasting happiness, you need to design your life based on who you are. Then you can chase your own goals and objectives. When you are chasing your own goals, there is as much pleasure to be derived from the journey as there is to be derived from reaching your destination. Self-awareness is the first fundamental step in the personal development process.

2. A sense of direction

Once you have raised your self-awareness, you are clearer on the things you wish to achieve from life. Decision-making becomes a lot easier. Tasks which used to take a great deal of your time, no longer make it onto your to-do list. You now realize that they do not move you towards your objectives and therefore are not worthy of your time.

3. Improved focus and effectiveness

With personal development comes clarity. Even with an improved sense of direction, there will always be multiple tasks looking for your attention. As your personal development improves, prioritization becomes much easier. You are clearer on your objectives and you can quickly identify which task will give you the best result with the resources available to you at that moment. Improved focus and effectiveness comes with knowing and playing to your strengths.

4. More motivation

When you know what you want to achieve, it is easier for you to see the benefits of taking action. Even when the task ahead is not enjoyable; if you can see a clear benefit, you are more motivated to take the necessary action. There is truth in the old adage *'Where there is a will there is a way'*. With strong personal development, you develop the necessary will.

5. Greater resilience

There will be tough times in life. When these tough times occur, you need to have the skills and attributes to deal effectively with them. Personal development cannot prevent all bad things from occurring but it will help you deal with them when they do. You will have greater confidence, resilience, personal and interpersonal skills to cope with any eventuality.

6. More fulfilling relationships

Relationships are a double-edged sword. They either lift you up or drag you down. When you improve your personal development, you are better able to see which relationships are worth investing in and which need to be cut loose. You also develop the skills to make the most of those relationships which have the most positive impact on your life.

HOW TO PREPARE AS TRAINER / FACILITATOR / COACH

This methodology is a guide for adult educators interested in working with and for adults with fewer opportunities, such as: coming from rural areas, single parents, parenting problems, Roma adults, mixed ethnicities, no job, socio - economic problems, etc.

You can have one or all of the three roles above, and using your inner motivation, experience and expertise engage in other Erasmus+ projects to help adults develop competences (knowledge, skills, attitude, behaviour) that can make them happier with themselves and their life. You can recruit and select adults from any area of live with the help of the local community (NEET or employed in private companies or public institutions). We encourage you to use educational materials that promote the recognition of human abilities as the engine of their human and social development, directing them towards achieving their goals.

Build your own competence first, as adult educator

It is necessary for the facilitator to be well informed about what personal development means, to understand the mechanisms of motivation for personal development and to be able to generate the motivation of the participants to build personal learning objectives.

- Do not confuse personal development with professional or life-coaching.
"The ultimate goal of coaching is to utilize your full potential while the ultimate goal of personal development is to become a better person." (Reference¹)
- It is necessary for the facilitator to create an atmosphere of trust and comfort and to stimulate the sharing of personal experiences among the participants.
"You don't fail when you aim high and miss; you fail when you aim low, and you hit." - Laurence Lewars (teenage speaker).
- The facilitator can provide examples from their own experience, if case.
"Playing it safe is the most popular way to fail." - Elliott Smith
- Try not to offer personal development solutions! The facilitator in personal development has the role of giving the right questions, not the right answers!
"If you don't run your own life, somebody else will." – John Atkinson

How to manage the working process

To work with the adults, we used a **9 step model that was** prepared and delivered according to the group needs and pace of work, but also adapted to the needs of each individual, in some particular cases. Some adults reacted better to group work, others to personal coaching. In total,

¹ <https://mentarcise.com/blog/83-personal-development-vs-life-coaching>

the whole process was spread over 12 months, using a combination of group training courses, group coaching and individual coaching.

Our target group profile was vulnerable adults, all from rural areas. Most were part of one or more of the following categories: Roma ethnicity, single parents, low income, personal and social challenges, unemployed. We worked mostly in person and a few meetings online, with groups of 5 - 10 adults from 6 rural areas in Romania and Bulgaria.

The duration of each course was between 3 and 6 hours, including breaks, depending on topic and no of people attending. The duration of a coaching session was 2 hours/person, but sometimes extended to even 4 hours/person for those who were less active in courses and more inclined to work with themselves in 1-to-1 sessions.

The courses calendar were scheduled by the trainer and facilitator but agreed with each group according to their availability and needs. The coaching sessions were initiated by the coach but also on demand by the attending adults. Most of the coaching sessions took place towards the end the course, when people already had enough tools and methods to apply in their life.

The 9 steps are:

1. Knowing each other and knowing themselves
2. Identification of the problems
3. Positive thinking versus negative thinking
4. Challenge the adults with fun
5. Preparation for the personal development path
6. Accepting the personal development path
7. Managing the personal development path
8. Monitoring the personal development path
9. Evaluating the personal development path

While in theory it would be ideal to follow these steps in order, in reality, you must be aware that you must **keep an open mind and be flexible**, have or acquire the skill to adapt your training and coaching sessions to the adult's needs, rhythm, personal struggles, etc.

According to their personal development needs, communication style, learning style, you might have to **adapt** the steps sequence, to go back to some of them a few times, to give more time than initially planned to some of them, or even skip some of them.

In the end, it is important to **guide them through the whole process and achieve results** in each step, measurable or not, through constant guided reflection processes.

Remember that personal development is can be a very “personal process” and it requires from your side, as trainer/facilitator/coach, empathy, patience, attention to the adult’s reactions, openness to change or adapt the process on the go but keeping in mind all the time your main purpose: **taking the time and making the commitment to invest in the adult’s greatest resource – themselves!**

THE METHODOLOGY

For preparing better the adults for the learning process, along with the methods described in detail under each of the 9 steps, we also did some knowledge building and skill building on topics such as: efficient communication, active listening, constructive feedback, holistic and integrative approach in personal development.

We used also applied a series of questionnaires, such as:

- Meyer Briggs Types of Personality Questionnaire
- Self-Assessment Questionnaire - reflect analyse, and evaluate how they function in the workplace as a team member
- Thomas-Kilmann Questionnaire on Conflict Styles
- Belbin Team Roles Self Perception Inventory

1. KNOWING EACH OTHER AND KNOWING THEMSELVES

Objective: helping the adults to feel more comfortable within the group and with the topic of personal development; setting the frame.

Method: “FIRST IMPRESSION”

Materials and tools: post-its/sticky notes of different colours and shapes; markers or pens; music from phone or speakers attached to a laptop; written or printed conclusions.

Learning outcomes: understanding the importance of thinking outside the box; learning to evaluate others through different perspectives; raising awareness on how people can be perceived as unique but also have undiscovered similarities and differences with the others.

Process: the facilitator invites the adults to trust the process and go with the flow. Do not tell the participants the name of the exercise/method (“First Impression”) in order not to influence them or lead them too easily to conclusions.

STEP 1: THE TASK

The facilitator begins by asking the questions *Do you know each other? Well or so/so?* and collects a few answers but without letting them go into details.

Facilitator's comment: If you do not know each other, then this is the perfect moment for this exercise. If you do know each other, then it is the perfect moment to see how well you know each other!

Rules: you are not allowed to talk to each other; the exercise must happen in silence while some music plays in the background; you are not allowed to ask the others if they like or dislike your post-its; you are not allowed to refuse a post-it or comment on it; simply give and receive.

Giving the task: the facilitator invites the adults to look around at their colleagues and give them in their mind for now characteristics or attributes, regardless of if they know them or not. Encourages them to simply look at them, think of them and in their mind associate some attributes to each person. They could be good ones or less good ones (e.g.: intelligent, shy, beautiful, nosy, etc.). After they reflect a bit on this, they must pick-up some post-its and markers and write down those characteristics one by one. They have to write down just one characteristic or attribute/post-it. They can give as many post-its as they want to each person. It is up to them if they give 1 post-it to a person and 7 to another. It has to be how they feel inspired in that moment.

Then, they must offer the post-its to the owners of the attributes by sticking them onto their clothing (if they accept) or collecting them in their hands. If they are reluctant to do it, in order to encourage them to participate, the facilitator can play with them and offer them post-its with attributes and say that is open to get some from them also.

The facilitator makes a few remarks about their appearance (covered in post-its, coloured, alive, some received less and some receive more etc., take's a group picture). This is intentional, in order to take them out of their comfort zone and bring them to the next step.

STEP 2: DEBRIEF AND CONCLUSIONS

Facilitator asks a series of questions and collects answers verbally from the participants. If they are shy or reluctant to answer, the facilitator must not insist too much, can use their own case as an example (that requires to participate in the exercise with them), but still has to formulate the conclusions.

Questions part 1: How was the exercise? / How was it to think of and give attributes to the others? How did you feel when you received post-its? /

Questions part 2: invite them to unstick themselves and read their own post-its and analyse 3 main aspects: How many post-its you got? / Are they good or less good? / Are those attributes about you or not?

Questions part 3: Why do you think you got only positive attributes (if case)? / Why do you think you got so many/or so little attributes? / What do you think this exercise was about?

Preparation: the facilitator prepares the conclusions before the session, written by hand or printed in big letters on A4 white or coloured paper that will be hanged in the room after the

session (to also help the visual learners and to encourage the adults to go back to that information whenever they feel they want to deepen their knowledge).

Conclusions: The exercise is about **labelling others**. Is about the first impression you might have when you meet someone for the first time in person (the labels you give immediately / instinctively / naturally) or about what you think you know about others (the labels you already gave them some time ago based on your interactions with them).

Is the first impression a good or a bad thing? In business or in a job interview or when you first go out on a date with someone, it might be. But it is a bad thing in the process of personal development. It is ok to give labels (it's human nature to judge, sometimes it's a power over us as human beings). But try to see the other side of the post-it also. Besides all those attributes you gave and received there are other attributes (both good and less good) that makes a person. Behind the post-its there are also the reasons for those attributes. We all act/behave in a certain way due to all the attributes we have and due to all the life experiences we have had so far.

Especially among adults but also in your relations with adults, it is extremely important to **break down the barrier of the first impression**. You must not be influenced by the first impression but give chances to others to reveal themselves in their own terms and their own rate. For this to happen you also have to be open to let the others know you for real. Knowing each other is a bit like in tango...both people must take the same steps together but sometimes you must leave space for improvisation to have a “passionate dance”.

The invitation is the same for your group. Try to know each other for real in order to work better together, open up, share easily and help each other in this personal development process.

2. IDENTIFICATION OF THE PROBLEMS

Objective: identify adult's problems; identifying challenges that adults in rural areas have (e.g.: lack of inner motivation, not believing in themselves, not seeing other opportunities for growth, critical relationships, etc.) and how they can stay motivated in achieving what they think is important for them; identifying internal barriers/saboteurs and external barriers.

Methods: PERSONAL S.W.O.T ANALYSIS

Materials and tools: A4 or flipchart paper, colours, markers, pens, a printed S.W.O.T. model or an online version to show, laptop, projector, Internet and 5 mobile phones or laptops/tablets for the online test.

Learning outcomes: understanding personal strengths, weaknesses, opportunities and threats; challenge their personal saboteurs in everyday activities; understanding limitative beliefs.

Process:

PERSONAL S.W.O.T ANALYSIS

Personal S.W.O.T. analysis is a tool for reflection on you and your life at this moment. The usefulness of this analysis is that it helps you identify the issues that need to be addressed,

improved, and most importantly, allows you to identify your strengths that you can capitalize on, to seize opportunities and counter any external threats that may appear in your development.

This analysis will help the adults to take action by using the information they discover to formulate their own personal development goals and plan.

STEP 1: THE TASK

Preparation: the facilitator prepares in advance a SWOT model and explains each step.

The SWOT analysis process must begin by examining one's own strengths and weaknesses:

• Strengths

Strengths are individual characteristics, which are known as competencies, personal and internal qualities, all that is associated with success in life and positive evolution. Are positive internal aspects that are under control that you can capitalize on in personal development.

• Weaknesses

Weaknesses are less successful application of a skill or non-exploitation of a situation that could bring you individual competitiveness. The weak points are the negative internal elements that you can control and act on to improve personal negative characteristics. They are the ones that keep you from getting desired performance and you feel they stop you from progressing.

• Opportunities

Opportunities are usually external and are correlated with technological changes / evolutions, people who can influence decisions, any changes or situations that can help you achieve your aspirations. These are positive external conditions that you do not control but based on which you can also plan the achievement of your personal development goals.

• Threats

Threats are also external influences that may stand in the way. Due to them, your success can have a negative impact and reduce your competitiveness. Threats are external and you cannot control them but you can reduce their effects.

Giving the task: each adult will work first individually to reflect and take notes on their analysis, and then they share it with another adult. Then they go back to their own analyses to add or change information, if they got inspired by sharing. During their task, the facilitator must be available to offer support and clarifications so the adults can identify as much information as possible and make sure the information is about them and not “borrowed”.

STEP 2: DEBRIEF

The facilitator invites them to **share their S.W.O.T. analyses** in plenary (min 2 examples).

Questions: Have you done such analyses before? How was it to work on this one? Was it easy or hard to identify the elements of each quadrant? How do you think this information can help you in your personal development process?

3. POSITIVE THINKING versus NEGATIVE THINKING

Objective: it's about anticipating happiness, health and success – essentially, training yourself to adopt an abundance mind-set and cultivate gratitude for your own successes and those of others.

Methods: Positive Speech

Materials and tools: A4 paper, pens, recording device (phone or other)

Learning outcomes: developing an emotional and mental attitude that focuses on the good and expects results that will benefit you;

Process:

STEP 1: THE TASK

Breaking the ice: participants are being asked to describe a regular day from their life or their future (their choice) in a sentence (min 2 examples); the facilitator observes if they use positive or negative expressions and if it's a positive or negative view.

Short conclusion: Positive thinking², or an optimistic attitude, is the practice of focusing on the good in any given situation. It can have a big impact on your physical and mental health. That doesn't mean you have to ignore reality or make light of problems. It simply means you approach the good and the bad in life with the expectation that things will go well.

Intro to the topic: the facilitator gives [Tony Robbins](#) as an example of motivational speaker and expert in personal and professional development.

Giving the task: among many, one habit that is essential to positive thinking is to transform your vocabulary. The words you choose – both in conversation and in your own mind – have a deep impact on your mind-set. Studies have found that positive self-talk improves psychological states, helps people regulate their emotions and more.

Participants have to create, write down and audio record a 1 min. positive speech about their own future, by choosing some of the weaknesses identified when doing their personal S.W.O.T. analyses and transforms them into positive aspects.

Then each participant plays their audio recording to the group. Cheers and applause.

² <https://www.webmd.com/mental-health/positive-thinking-overview>

STEP 2: DEBRIEF AND CONCLUSIONS

Questions: How was it to transform your weaknesses (hard, easy, creative, challenging etc.?) Which version you liked the most: to think of your positive speech, to write it down, to record it or to hear it?

Conclusions: showing the same [resource](#) on the screen projector

Shows and explains the main aspects on **How to harness the power of positive thinking**³

Want to learn how to think positive? The first step is realizing it's all up to you. When you become the master of your emotions, you can always determine your mind-set regardless of outside influences. Taking responsibility for how you think, act and feel allows everything in your life to fall into place. Sometimes you can't control life's events – but you can control how you react to them. Once you empower yourself to change what's in your control – you – then you're ready to embrace the power of positive thinking.

4. CHALLENGE ADULTS WITH FUN

Objective: to motivate the adults to go deeper into their self-reflection process

Method: Why am I Here Now?

Materials and tools: paper, pens, coloured wax crayons, old magazines, old newspapers, scissors, paper glue, 5 flipchart papers.

Learning outcomes: increased self-awareness; increased motivation to continue their personal development process; having more clarity on who they are.

Process:

STEP 1: THE TASK

Preparation: The facilitator prepares in advance a collage example of themselves where they already answered the same 4 questions. Each participant must have one flipchart paper, a scissor, wax crayons, paper glue, magazines or newspapers.

Giving the task: the facilitator explains that the method Why am I Here Now will have 2 main elements: self-reflection and collage. They must first reflect and write down the answers. Then divide the flipchart paper in 4 quadrants and answer the 4 questions by creating a collage for each of them, which will represent their best vision. The collage can be done combining cut off images and text but with some drawing and colouring using the wax crayons.

The 4 questions:

WHY am I here now? – the main goals / purpose; why are you into personal development?

³ <https://www.tonyrobbins.com/positive-thinking/>

Why am **I** here now? – why you as a person and not someone else? what makes you special?

Why am I **HERE** now? – why in this activity / project, with these people?

Why am I here **NOW?** – why in this moment of your life?

Sharing: they create an art gallery and present to others their work of art.

STEP 2: DEBRIEF AND CONCLUSIONS

Questions: How was it to use the collage method? How is this different from just writing on paper? The instruments/tools inspired you to have more inspiration to find answers to the 4 questions or not?

Conclusions: The simplest definition of motivation boils down to wanting (Baumeister, 2016). We want a change in behaviour, thoughts, feelings, self-concept, environment, and relationships.

“People often say that motivation doesn’t last. Well, neither does bathing — that’s why we recommend it daily.”, by Zig Ziglar.

Facilitator is showing a video about The [Science Of Motivation](#) .

5. PREPARATION FOR THE PERSONAL DEVELOPMENT PATH

Objective: discovering their roles; identifying the time spent and effort level for each role.

Methods: Cake Roles

Materials and tools: A4 coloured paper, pens, one flipchart paper, markers

Learning outcomes: increased awareness about their main roles (good and less good ones); increased ability to reflect at and analyse their roles; learning how to manage the time, effort and other resources allocated to each role; ability to reflect on and find potential solutions for improving their relations from the perspective of each role.

Process:

Preparation: the facilitator can prepare in advance or draw on the spot while explaining the Cake roles model.

STEP 1: INDIVIDUAL TASK

- **Identification of the roles:** the adults must think of roles they have in their lives and make a list (e.g.: daughter, son, sister, friend, grandson, wife, student, guitar player, householder, counsellor, book reader, gamer, employee, gang member etc.).

- **Role time allocation:** if their time in a month is 100%, how much in % they allocate to each role?. After taking notes of the time allocated near each role, draw a round cake and include in it all your roles, by dividing the cake into slices (the size of each slice has to be in accordance with the time allocated to each of them).

- **Role effort allocation:** they must create another role cake now, but allocation % according to the level of effort (personal energy, other resources) they think they put into each role.

- **Role efficacy assessment:** they must give a satisfaction grade to each role, by comparing the time and effort allocated, from 1 to 10, 1 being very low and 10 being very high satisfaction.

- **Debrief in plenary** - Q&A method: How was it to identify your roles (e.g. hard, easy, confusing etc.)? How about the time and effort allocation to each role? Do the 2 cakes look the same or different? Why? Which are the roles that need improvement? Why?

STEP 2: GROUP TASK – they work in the same small groups in all tasks

- **Sharing** their 2 cakes and compare their cake roles; looking for similarities and differences among the participants.

- **Role development and Role management:** thinking if they are satisfied with the roles they have; if they would like to get rid of some roles or to have other missing roles; also thinking and discussing what is the main reason/goal for being in each role.

- **Group support:** asking for potential solutions to improve the time and/or effort role allocation (from the others' experience or from theory); finding tips & tricks on how to get rid of a particular role or to get in a missing role.

- **Debrief in plenary** - Q&A method: How was it to share something so personal? Did you ever think before of how much time and effort you put into your roles? Can you share some of the reasons or goals for being in different roles? Did you find any practical solutions to your role management?

STEP 3: CONCLUSIONS

The facilitator explains that all roles should be treated with the same importance but they must be aware of the benefits and downsides of each role to make conscious choices. The key to managing their roles more efficiently is to constantly ask themselves what they want to achieve in that role. What is the purpose, the main gain, the interest they have when they interact with different people from each role. Am I ok or not in this role? How can I improve the roles with low satisfaction score? Are there any roles I want to “delete”? Are there any new roles I want in my life?

6. ACCEPTING THE PERSONAL DEVELOPMENT PATH

Objective: identifying the 4 main types of intelligences and use them in their personal development process

Method: “Acting Intelligent” - role playing of the 4 intelligences (PQ, EQ, IQ, SQ)

Materials and tools: drawing or projection of the 4 types of intelligences

Learning outcomes: knowledge and understanding of the 4 types of intelligence; ability to create a scenario and role play; motivation to develop all types of intelligence.

Process:

Preparation: The facilitator introduces the theory that belongs to **Stephen R. Covey**⁴ ‘s book “The 8th Habit: From Effectiveness to Greatness”, published in 2004.

The four magnificent parts of our nature consist of body, heart, mind, and spirit. Corresponding to these four parts are four capacities or **intelligences** that all of us possess:

- **physical intelligence (PQ)** = our ability to maintain and develop our physical body
- **emotional intelligence (EQ)** = our ability to analyse, reason, think abstractly, use language, visualize, and comprehend with our mind.
- **mental intelligence (IQ)** = our self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully with others from our heart.
- **spiritual intelligence (SQ)** = our drive for meaning and connection with the infinite through our spirit.

STEP 1: THE TASK

- **Creating the play:** the adults must prepare a role play having as characters the 4 types of intelligences; they have to invent and write a scenario as if each of the 4 intelligences are 4 different adults; for each role they have to emphasise the main aspect (e.g.: for the body character they will have to act as it’s all about the body and how that body is acting in society)
- **Playing:** the group of adults performs the play with all 4 roles in it.

STEP 2: DEBRIEF AND CONCLUSIONS

- **Debrief – Q&A method:** How did you work together? Who wrote the scenario? How did you choose the characters you played? In your personal life which of the 4 types do you identify the most with? Can you give us some examples? How about your friends and family - do they

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http://www.franklincoveysouthasia.com/_asp/programfollowup/images/pcl/pdf/PersonalDevelopmentChallenge.pdf

use or work on developing all 4 types? How did you feel playing that role? What did you learn from this activity? What would motivate you to develop more than the 4 types of intelligence?

- **Conclusions:** the facilitator prepares a presentation of based on the theory of “Developing the Four Intelligences/Capacities: A Practical Guide to Action ” from book chapter [Personal Development Challenge](#), book - “The 8th Habit: From Effectiveness to Greatness”, by Stephen R. Covey.

7. MANAGING THE PERSONAL DEVELOPMENT PATH

Objective: creating personal development goals and plans.

Methods: Creative visualisation of one's future. Personal Development Plan.

Materials and tools: depending on the chosen PDP model - paper, markers, creative materials such as post-its, stickers, coloured pens or phone and Internet for the online model.

Learning outcomes: ability to think strategically; awareness of the importance of SMART goals; motivation to reflect, plan, and act regularly on their personal development process.

Process:

STEP 1: THE TASK

- **Creative visualisation:** the participants are being asked to find a comfortable position (it can also be lying down on the floor), to close their eyes and let themselves be guided through a series of affirmations and questions they must answer in their own mind. Play some ambient relaxation music in the background. The facilitator must use a warm and clear voice and read the scenario below. Is important to leave some seconds between phrases and not rush the process so the participants have enough time to visualise and reflect in their mind. **Scenario:** Imagine yourself 10 years from now. You are an adult, a healthy person, you have a great body, you are an educated person, you have knowledge about many topics and areas of life. You are able to communicate very well, to negotiate peacefully, to prevent conflicts and find solutions to problems. You can control your emotions but you also developed a very nice sense of empathy. People like you and you like other people. You are great at working with others but you can also work on your own. You take care of your free time and relax in your own way on weekends. You have a job that you like or your own business. You have, or you want to have a family of your own. You live in the house or apartment you always dreamed of. You even have a pet. Is it a dog? Or a cat? Or maybe a turtle, or a fish?

You always look for ways to improve yourself, to be tolerant, patient and non-judgmental. You always seek to become a better person, to evolve as a human being, to help yourself but also help others. You are always working on developing your 4 main capacities: your body, your mind, your heart and your spirit. You are at peace and you feel safe. You know you have friends and family that could help you if you need it. You know that the power to control your own life is within yourself. You are the creator of your own future!

STEP 2: Personal Development Plan (PDP)

Preparation: the facilitator prepares in advance and shows to the adults a creative and easy to understand PPT or Canva presentation about the Personal Development Plan, based on the model of Tony Robbins: [Seven Steps To Create Your Perfect Personal Development Plan](#) .

Giving the task:

- help them create **Personal Development Goals** ([examples of PDO](#)) - specific areas in which they need to develop in order to achieve their performance objectives, career goals or to improve a personal aspect. A personal development objective could be about developing a specific skill or behaviour, or increasing knowledge in a particular area. For this they can go back to their SWOT analyses and pick from their areas to develop or improve.
- invite the participants to start creating their own PDP using Tony Robbins's **Personal Development Plan Template**. They can choose to work on their own or in pairs to support each other and offer ideas or inspiration.

STEP 3: DEBRIEF AND CONCLUSIONS

- **plan sharing:** at 2 participants share their plans and receive constructive feedback from the facilitator and the other participants.
- **debrief** – Q&A: How was it to work on your PDOs and PDP? Are they realistic? Is there room for improvement? What would motivate you to put into practice your PDP and reach your PDOs?
- **conclusions:** open discussion on the topic of **personal development** can happen in a lot of different ways. They include self-led learning, communication training, actions to develop skills, self-motivation, and group activities.

Some of the **issues adults can address** through personal development include: Increasing self-awareness / Learning new skills, including communication, visioning and goal setting, life planning, etc. / Developing self-respect and self-esteem / Building strengths and talents / Identifying employability / Enhancing quality of life / Improving health / Enriching social abilities / Fostering independent living skills such as educational planning, money management, bill paying, etc. / Managing transitions and rites-of-passage.

8. MONITORING THE PERSONAL DEVELOPMENT PATH

Objective: collecting quantitative and qualitative data in order to evaluate the process of personal development of the adults involved in the previous activities.

Methods: presence list; observation; questionnaires; interviews; testimonials; Blob sheets.

Duration: ongoing

Materials and tools: paper, pen, printed or online templates of the monitoring methods

Learning outcomes: increased awareness on the importance of collecting quantitative and qualitative data to be analysed further in the evaluation stage.

Process:

Depending on the type of activity and the profile of the adults, the facilitator will decide the appropriate instrument/method to be used at the end of the previous activities.

9. EVALUATING THE PERSONAL DEVELOPMENT PATH

Objective: to analyse the achievement of the learning outcomes at the end of an activity; to modify, adjust, change or improve elements of the activity based on the evaluation results.

Methods: individual or in small groups reflection, journaling

Duration: ongoing

Materials and tools: quiet space for reflection and talking, online or on paper questionnaires, Blob pages, body postures, colours, post-its, etc.;

Learning outcomes: improved skills for self and group reflection; increased awareness on the importance of reflection for producing positive change.

Process:

At the end of each of the previous activities or at the end of a working day (if you include more activities in the same day) the facilitator must give space and time to the participants to reflect on their learning process.

The evaluation process has to be based on the **Kolb Cycle of Learning** and you must use questions like:

- Concrete experience: What did we do today? What was it about?
- Reflective observation: How was your experience? How did you feel today? How did you feel going through this process of personal development?
- Abstract conceptualisation: What did you learn from these activities? Which conclusions could we draw?
- Active experimentation: How would you use what you learned in your daily life and your near future? How this activity could help you plan your personal development objectives or plan? What can be done to improve their learning experience in future activities?

Reflection groups: divided in small groups, participants are invited to evaluate the activity using the questions above (either printed in advance or written on a flipchart paper).

Some activities could trigger big and visible changes while others might not have any immediate effect on the adults you will work with. Do not get discouraged! Just do not give up, go along with the flow, be assertive in your behaviour towards them, and always have in mind that no matter what they do or say, they will still be impacted somehow. They might just need a longer time to process their experience, reflect on it and show or verbalise later on how they felt, what they learned and how they will use it further.

It is important to be aware that monitoring and evaluation in a personal development process and progress should not be mandatory after each activity, as it could influence participant's level of trust either related to the facilitator or to the process. In this case, the facilitator can decide to just use observation as main method for collecting feedback and tracking progress.

CONCLUSION

We appreciate the time you took to read this material and we wish you can find the proper context to apply these methods and tools, as adult educator.

For feedback on this material or guidance on how to use it, feel free to contact as us at office@agenda21.org.ro.

Attached you can find the models for the Personal Development Plan and the Coaching Sheet Report we used in this project. Feel free to use them or tailor your own models, adapted to your adult's profile.

EXTRA RESOURCES FOR PERSONAL DEVELOPMENT

[The power of vulnerability](#) | *Brené Brown*

[How To Unlock Your Personality and Be Yourself 100%](#) | *Marias Peer*

[Tony Robbins ON: How To BRAINWASH Yourself For Success & Destroy NEGATIVE THOUGHTS!](#) | *Jay Shetty*

Personality [test 1](#) and [test 2](#) | Getting to know ourselves from another perspective

[Mindvalley Talks](#) | personal growth video content from the most brilliant minds on the planet

[About multiple intelligences](#) | *Howard Gardner*

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COACHING SHEET REPORT model

Session dates:

Coaching session 1:

Coaching session 2:

Place (online/offline/phone):

Participant name:

Questions for the participant	<ol style="list-style-type: none"> 1. Warm up: What's on your mind? 2. Goal setting: What do you expect from the coaching session? 3. Which methods/tools are you using in your life from what you learnt in the training? 4. What challenged you when you tried to apply in your life, the methods/tools you choose? 5. What is the impact on your life so far?
Participant's answers	
How did the participant react to the coaching sessions?	
Conclusions of the coaching sessions	

Organization name:

Coach name:

Coach signature:

Report date: