

AN INNOVATIVE  
OUTREACH  
PROGRAMME TO  
EQUIP ADULTS WITH  
DISSABILITIES WITH  
KEY COMPETENCES  
(SOCIAL  
ENTREPRENEURIAL  
AND DIGITAL)



## **ENTRE4ALL COMMUNITY SUPPORT CENTRES**

Project number: 2019-1-SI01-KA204-060426

### **O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs**

#### **O2.1. Teaching and learning material based on the social activation approach**

**TEMPLATE:** Training Techniques and handouts for adult educators/trainers

**Partner:** Emphasys Centre

**Date:**

<b>Module</b>	<b>1. Social Skills</b>	
<b>Activity Number</b>	<b>M4-T5-A13</b>	
<b>Topic</b>	<b>Social for Social Entrepreneurship</b>	
<b>Learning Outcomes</b>	<p><b><u>Basic (A): Referring to EQF level 3-4</u></b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To understand what it means to be accountable and a leader and which behaviours help to demonstrate accountability</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To use different behaviours that help demonstrate accountability</li> </ul> <p><u>Competences</u></p> <ul style="list-style-type: none"> <li>To identify the target behaviour that shows accountability through perspective sentences (how others behave)</li> </ul>	
<b>Learning approach</b>	<input type="checkbox"/> Blended-learning opportunities <input type="checkbox"/> Individual e-learning <input type="checkbox"/> Work-based learning <input type="checkbox"/> other (please specify)	<input checked="" type="checkbox"/> F2F training <input checked="" type="checkbox"/> Open-distance learning <input type="checkbox"/> Community work
<b>Training Technique</b>	<b>Leadership</b>	
<b>Duration</b>	<b>60 minutes</b>	
<b>Facility/ Equipment</b>	Classroom, Internet access, chairs, tables, training room	
<b>Participants will need:</b>	<i>Notepad, pen or pencil</i>	
<b>Attached worksheets</b>	<b>B1-1: Leadership Styles</b>	
<b>Main Tasks / Procedure</b>	<p><b>Task 1</b>          Ask and discuss what makes a great leader and what does a leader do. Explain to them that each weakness can turn into a strength of a leader. Discuss the quote by Tom Shakespeare who has achondroplasia and uses a wheelchair and he is very successful in the field of sociology and medicine sectors: 'We do not have to lead from the front, though we can. We work together. Often, because we have to. We need other people. Which is our strength. We can't go it alone, even if we wanted to'. The strength of people with disabilities is that they understand the importance of society, the role of collaboration and of working together.          (20 minutes)</p>	



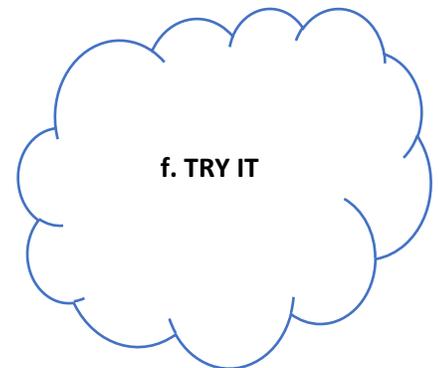
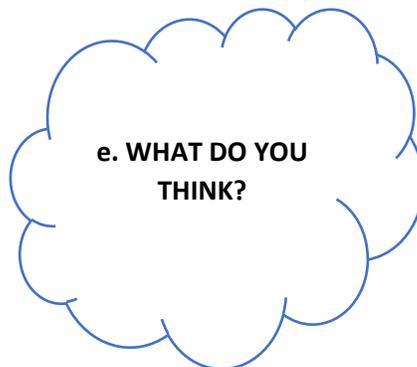
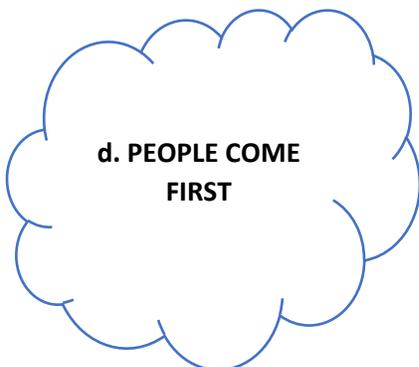
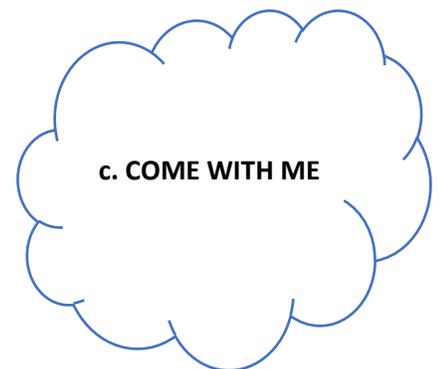
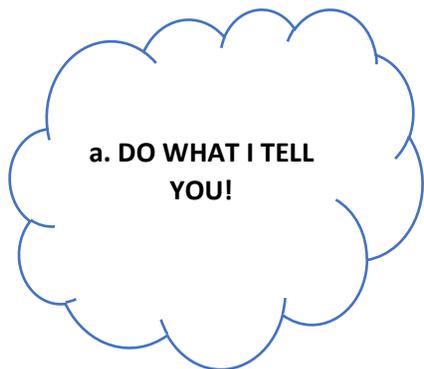
	<p><b>Task 2</b>  <b>The main goal of this activity is to understand what it takes from someone to be a leader and the role of the leader in a team.</b> The teacher divides the students in pairs and asks them to role-play the leader. Each student needs to ask his pair to give them a pencil with any commanding way the wish to e.g. 'Give me the pencil', 'Could you please give me a pencil?' etc.          The teacher gives 2 minutes to finish this exercise and then provides to students the worksheet B1-1: Leadership Styles. The teacher explains each type and supports the pairs to complete the exercise. For reference, the leadership styles can be found below:</p> <ol style="list-style-type: none"> <li>1. <b>Affiliative:</b> 'People come first'. The leaders show empathy, relationship-building and communication. They seek to create harmony by building strong emotional bonds. Inspiration and flexibility are followed as people share ideas and are given freedom. Best used in combination with another style as it can lead to poor performance.</li> <li>2. <b>Democratic:</b> 'What do you think?'. The leaders show collaboration, team leadership and communication. Allow people to share their ideas which that increases flexibility and maintains high morale. It is less likely to succeed if employees lack the expertise.</li> <li>3. <b>Coaching:</b> 'Try it'. The leaders show empathy, self-awareness and enable others to be personally developed. It requires time and employees need to accept their weaknesses as defined and be willing to change. It is the least used in businesses.</li> <li>4. <b>Coercive:</b> 'Do what I tell you' type. The leaders show initiative, self-control and drive to succeed. It often has a negative effect on the feelings of others.</li> <li>5. <b>Pace-Setting:</b> 'Do as I do, now'. The leaders show conscientiousness, are eager to succeed, take initiative and set high personal performance. Only works in a team which is highly-motivated and skilled to coordinate itself.</li> <li>6. <b>Authoritative:</b> 'Come with me'. The leaders show high emotional intelligence combined with self-confidence, empathy, change catalyst and visionary. It is considered as the most preferable style for a business.</li> </ol> <p>(30 minutes)</p> <p><b>Task 3</b>  <b>Wrap it Up (10 minutes)</b>          Provide a summary of what the students have learnt.</p>
<p><b>Useful Resources referenced to DATABANK (IO2-A2)</b></p>	<p><a href="#">Boston baker shares sweet success with others</a></p>

<b>Tips</b>	<p><u>EQF Levels 5 &amp; 6</u> <u>Learning Outcomes</u></p> <ul style="list-style-type: none"> <li>• To define accountability and leadership</li> </ul> <p>The teacher will ask each student to provide a description of what makes a great leader and an example which demonstrates that in a work environment.</p> <p><u>EQF Levels 7 &amp; 8:</u> <u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> <li>• To acquire leadership skills</li> <li>• To communicate with confidence and professional manner</li> <li>• To demonstrate leadership and accountability</li> </ul> <p>Each student presents an example of a leadership style based on the worksheet 1 Leadership Styles. The teacher discusses the positive and negatives of each style.</p>
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## Worksheet 1

### B1-1: Leadership Styles

#### A. Match the sayings with their definition



**1. Pace-  
Setting**

**2. Affiliative**

**3. Authoritative**

**4. Coaching**

**5. Democratic**

**6. Coercive**

