

Overview

This is the Facilitator Guide for a Coaching Circle lesson on Social Awareness, a core component of Emotional Intelligence. This guide will assist circle leaders facilitate the circle with staff. Social-Awareness is one of the core components of Emotional Intelligence (EI), and it helps us to better connect with our participants.

Facilitators will work toward the following objectives:

- Discuss Social-Awareness as a core part of working in social services.
- Lead group in thinking about their own social awareness.
- Learn techniques for building and developing social-awareness skills.

Total Time Needed: 1 hour

MATERIALS

- Copies of Social Awareness Worksheets, below.

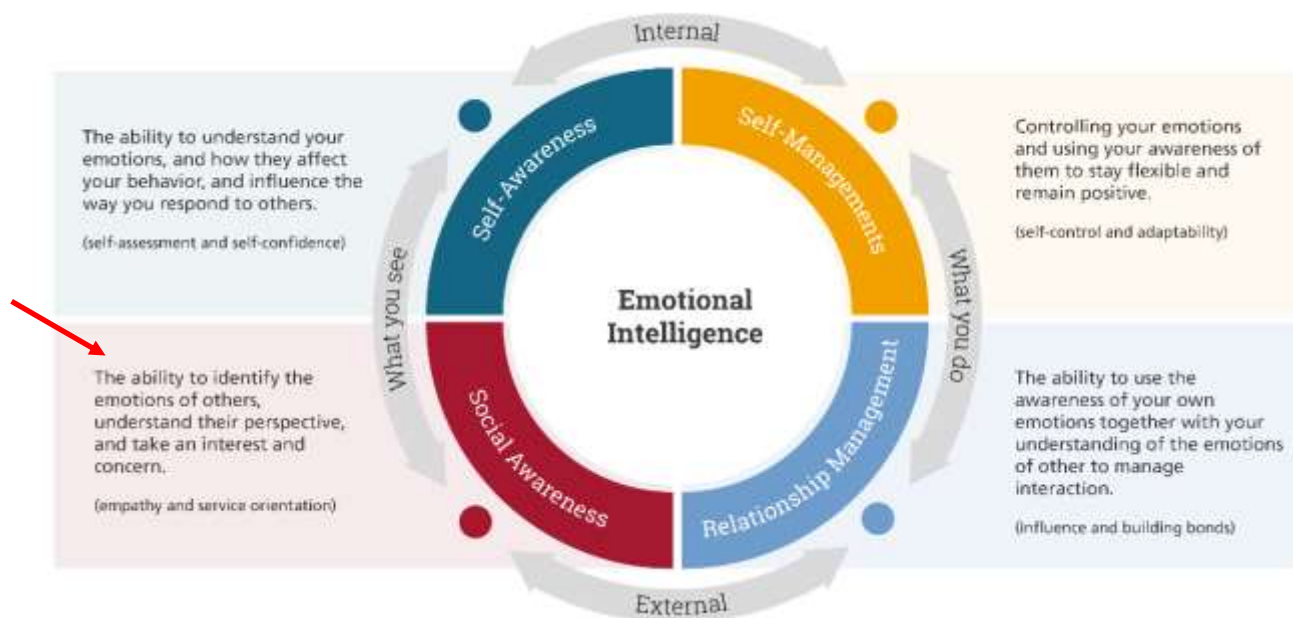
CIRCLE OUTLINE:

Activity	Description	Average Time
Warm-up	This should be a fun activity that gets people talking, comfortable and moving. It can be unrelated to the rest of the content. Choose your own or ask another person at your agency to run this part of the session. Keep it short and simple.	10 minutes
Introduction	<ul style="list-style-type: none"> - Explain that the purpose of this Circle lesson is to help us all think about our current level of social-awareness and provide insight into ways we can further develop our skills in this area. - Ask for volunteers to share the definition of social-awareness. Provide definition, if the group struggles. - State that we care about social awareness because understanding how and why participants respond and react to the way that they do is important to building productive person-centered relationships. 	5 minutes
Activity	<p><i>Instructions for Activity #1: Social Awareness-Taking Time to Reflect</i></p> <ul style="list-style-type: none"> - State that this first activity is designed to help us think about our current social-awareness. - Hand out worksheet for Activity #1 and go over the instructions. 	10 minutes
Activity & Debrief	<p><i>Instructions for Activity #2: Empathy Quotient Assessment</i></p> <ul style="list-style-type: none"> - State that empathy is at the heart of social awareness. It is ability to comprehend and feel the emotions of others. An empathic person performs an active effort to get in tune with another person, leaving out personal opinions and moral judgements. - Hand out worksheet and go over the instructions. - Once everyone has completed the assessment. Put everyone into pairs or groups of three to discuss. - If there is additional time, bring the large group back together and ask for volunteers to share the discussion with the whole group. 	30 minutes
Send-off	<ul style="list-style-type: none"> - Reiterate that the primary purpose of today's Coaching Circle was to help them see the important role social awareness has in building relationships. Part Two will focus on the cultural competency aspect of social awareness and how it ties into relationship-management. 	5 minute

Activity Worksheet #1: Social Awareness - Taking Time to Reflect

Instructions: The diagram below represents the components of emotional intelligence (EI). Look at the social-awareness component represented by the red arrow. When you read the definition of social-awareness. Does it represent the way you deal with others? Now take a moment to reflect on how you currently interact with your participants. Are you engaging with them from a social-awareness perspective?

Below is a list of questions that will help you to assess your level of social awareness. Read through and honestly answer each question. There are no right or wrong answers. Remember emotional intelligence is something that can be developed, so remember this as you respond to the questions.



Question		Yes	No
1.	I am able to understand other's feelings and re-experience them.		
2.	Did I listen actively to my participants? I am too busy to give them my full attention?		
	- Do I hear their words & meaning?		
	- Can I read their non-verbal signals?		
	- Am I able to detect miss-matches in their words versus their body language?		
3.	Do you understand where emotional boundaries start & end?		
4.	I can demonstrate that I understand and appreciate the views or issues another person expresses.		
5.	I change my body language, facial expressions, tone of voice, and other elements in order to meet their needs of the other person.		
6.	I ask my client questions about the content of what s/he was saying as well as his/her feelings and emotions about what they are saying.		
7.	I understand where emotional boundaries start & end.		

Activity Worksheet #2: Empathy Quotient (Part One) - Assessment¹

Purpose: This assessment, adapted from a common psychological test of empathy, measures two key empathy types: concern for others and perspective (the ability to imagine someone's point of view).

Instructions: Read each question. For each question, pick a number from 1 to 5 based on the scale below that best describes your thoughts about each question and tally your scores. Review the Empathy Assessment along with your scores and then think about how you interact with people in your personal and professional life.

1 <i>Not like me</i>	2 <i>Just a little like Me</i>	3 <i>Somewhat like me</i>	4 <i>Pretty much like me</i>	5 <i>Definitely Me</i>
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How deep is your concern?	Score	What your number means
When I see people who aren't as well off as I am, such as the homeless guy who's always on the corner, I feel bad for them. And I worry!		<ul style="list-style-type: none"> - 18 or higher - Highly empathetic - 16 to 17 - Above average - 15 - Smack in the middle - 13 to 14 - You may need to focus more on the world around you. - 12 and lower - You need to increase your EQ.
I can't stand to think of anyone being taken advantage of; I get so mad, I want to jump in and make things right again somehow.		
I often get emotional unexpectedly. When I read about even a distant tragedy (tsunamis, fires), I need to reach for the tissues.		
Others would describe me as a big softie, and I'd have to agree.		
YOUR TOTAL CONCERN SCORE		

Can you see things from another's eyes?	Score	What your number means
When I'm bothered by a friend or family member, I try to imagine myself in their shoes. It helps calm me down.		<ul style="list-style-type: none"> - 13 to 14 - You're a pro at imagining what others are feeling. - 11 to 12 - Better than most - 10 - About average - 9 - You find putting yourself in another's shoes a challenge. - 8 or lower You could benefit from practicing your empathy skills.
I think it's fun to occasionally imagine what life would be like if I were someone else, like my boss or a good friend, just out of curiosity		
I'm not big on yelling or criticism, even when a person deserves it.		
I can't help but think how bad they would feel if I told them off.		
YOUR TOTAL PERSPECTIVE SCORE		

Add your scores for your empathy quotient	Score	What your Score means
1. Your total concern score		<ul style="list-style-type: none"> - 33 or higher Extremely empathetic. - 27 to 33 Quite empathetic. - 25 or 26 Average - 23 or 24 Below average. - 22 and below Low on empathy.
2. Your total perspective score		
YOUR TOTAL EMPATHY SCORE <i>(total concern score + total perspective score)</i>		

¹ <http://downloads.self.com/self/pdfs/whats-your-empathy-quotient.pdf>

Once completed, get into groups of two or three. Discuss the results of the assessment, generally. Then work through the questions below. Write down any suggestions shared or insight gained.

Ideas for Discussion:

1. Share a story about a time when you tapped into empathy effectively with a participant.
2. Share a story about a time when you struggled to feel empathy for a participant.

Reflect on the following, individually or as a small group:

3. I demonstrate empathy toward my participants by:

4. When I struggle with displaying empathy it is usually because:

5. I want to further develop empathy by:
