



**EMOTION TO MOTION  
EMOTIONAL INTELLIGENCE  
SKILLS TO FOSTER  
YOUTH EMPLOYABILITY**

**IO2 – COMPILATION OF GOOD PRACTICES**



Funded by the  
Erasmus+ Programme  
of the European Union

**Emotion to Motion Emotional Intelligence Skills Development to Foster  
Youth Employability**

**[2015-3-TR01-KA205-024834]**



## CONTENTS

CONTENTS .....	1
INTRODUCTION .....	3
CONTENT PER TOPIC .....	4
I) PROBLEM SOLVING .....	4
II) MANAGING CONFLICTS .....	5
Alter Training Master Activa Mutua .....	5
The Conflict Resolution Network.....	7
III) COMMUNICATION "5D" WORKSHOP (ERASMUS+, Key Action 1: Training course).....	8
Personal presentation .....	10
IT's Politics Project.....	12
Step out App.....	15
Drama and Digital Media (YMCA Ireland) .....	17
Serhaus.....	20
Cyberhus.dk.....	22
Human library.....	23
Responses to "hot" issues of customer service.....	25
IV) WORKING IN TEAMS .....	27
Reusing materials and skills upgrading / Laboratory Two Hands (Finland) .....	27
Orangebox .....	28
Lakeuden Environmental Services (Finland) .....	29
Advanced reuse and recovery of by-products in a wood processing company Oy Kohiwood Ltd, Soini (Finland).....	30
Lakeuden Environmental Services (Finland) .....	31



The Circular Economy of Plastics in Wales (UK) .....	32
V) NEGOTIATION SKILLS .....	34
Creative Youth Adventure Club (CYAC) .....	34
Art Award .....	35
Learning to Life .....	36
JOBLINGE .....	37
Employ a young person .....	37
VI) CHANGE MANAGEMENT .....	40
LEADERS' EMOTIONAL INTELLIGENCE AND EMPLOYEE ENGAGEMENT: IBM .....	40
Considerations of Emotional Intelligence (EI) in Dealing with Change Decision Management .....	41
VII) MANAGING CONFLICTS.....	43
Active listening - Liability .....	43
The Conflict Resolution Network.....	44

## INTRODUCTION

Referring to the best practices of the Human Recourses, Pfeffer (1998) through surveys has concluded that if the department of human resources management use the following seven practices can achieve the best results for the business. The seven practices (best practices) are:

1. Ensuring Work
2. Selective recruitment
3. Self-Administered groups
4. The remuneration of staff according to performance
5. Training
6. Reducing discrimination and differences in jobs
7. To disseminate information
8. Health and safety

All the partners included their best (national or European) practices of several issues which tend to be crucial for the Emotional Intelligence factor. Also, as we can see above, according to the specialist on HR, Jeffrey Pfeffer's seven practices we have included all the key factors which contribute to the best tactics on Emotion Intelligence practice.



Funded by the  
Erasmus+ Programme  
of the European Union



## CONTENT PER TOPIC

### *1) PROBLEM SOLVING*

## II) MANAGING CONFLICTS

### Alter Training Master Activa Mutua

**Type:** Good practice to teach conflict management in work place.

**Keyword:** MANAGING CONFLICTS



**Objectives:** Teach skills and strategies concerning emotional regulation and the use of assertive communication for conflict management in work place; improve the work climate and, as a consequence, the business performance.

**Description/Presentation:** Technics of Lérida Univerity (Spain) and the Mutual Insurance Company “Activa Mutua” have developed an interactive and game based tool. The video game “Alter Training Master Activa Mutua” allows users to simulate professional situations, and to learn strategies for interpersonal conflicts resolution, based on assertively, in order to improve the work climate and therefore business performance.

The videogame is available in Spanish, Catalan and English and provides 30 conflicts, including both horizontal and vertical relationships, as well as gender equality perspective. The aim of the game is to make users learn strategies concerning own and others’ emotional regulation and how to use assertive communication to solve conflicts.

The video game has been created by the Education, Psychology and Social Work University of Lerida, and has been technically developed by Kaneda Games company. The theoretical model is based on James Gross studies (Stanford University); this model for conflict management focuses on: change of attention, cognitive re-evaluation and change of situation.

Among the conflicts this video game presents all kinds of situations, from small problems of routine work to more complex ones such as clashes with peers, critics to management or changes in the workplace.

The mechanism is the following: the player chooses between 5 emotional regulation strategies (with different scores) in a tool box. Strategies are: change of attention, emotions' expression to who can understand us, positive re-evaluation of the situation, search of help and solution. Then, user has to select among 4 possible answers: aggressive, passive, assertive or to mislead.

“Conflicts in the workplace lead to absenteeism and reduce productivity, therefore it is better to prevent them” says Ferran Plana, Activa Mutua deputy director.

**Learning outcomes:** Strategies for own and others' emotional regulation; how to use assertive communication to solve conflicts in work place.

For game demonstration: <https://www.youtube.com/watch?v=h8cF0EhgYwY>





Funded by the  
Erasmus+ Programme  
of the European Union



## The Conflict Resolution Network

**Type:** Good practices and tools for conflict management available to be used in work place contexts.

**Keyword:** Managing Conflicts

**Objectives:** Disseminate the theory and practice of Conflict Resolution; make CR skills, strategies and attitudes universally accessible.

**Description / Presentation:** The CR Network research, develop and disseminate the theory and practice of Conflict Resolution (CR) throughout a national and international network.

Why? Because CR skills build stronger and more unified organisations and more rewarding relationships.

They aim to make CR skills, strategies and attitudes universally accessible. Therefore they offer free training material on their website and most CRN literature can be freely reproduced.

The Conflict Resolution Network offers a free toolkit of 12 skills for Conflict Management that are: 1. Win win approach; 2. Creative response; 3. Empathy; 4. Appropriate assertiveness; 5. Co-operative power; 6. Managing emotions; 7. Willingness to Resolve; 8. Mapping the conflict; 9. Development of options; 10. Introduction to negotiation; 11. Introduction to mediation; 12. Broadening perspectives.

**Website:** <http://www.crnhq.org/>

**Learning outcome:** Skills for conflict management in personal and work life.





### III) COMMUNICATION

#### “5D” WORKSHOP

(ERASMUS+, Key Action 1: Training course)

**Type:** Good practice

**Keywords:** Communication, self-evaluation, self-reflection, visualization, planning

**Objectives:** To guide the jobseekers to realize what is his/her goals, talents, skills, competences; to make him/her to use it in the process of the job searching; to plan the activities of implementing their visions to reality.

**Description / Presentation:** It is a workshop for young jobseekers who would like to prepare themselves for the process of job searching. The workshop takes approximately 5 hours, it is divided into 5 steps; in between each step there will be a short break, possibly with some short energizer to refresh the participants, or a coffee break. The participants will be provided with the “5D diary” to put down every step of the workshop, to write down their ideas and thoughts. They can make a note about other participants’ ideas for inspiration. They can keep this diary as a souvenir and mainly to remember the workshop and its individual steps in their future.

1. DEFINITION - 20 minutes. The participants will be provided with the guiding questions to answer about their future, for example: what is their goal? What do they want to achieve? What do they expect from the job they are searching for? What working team they would prefer? What working hour and working style they imagine? How big co-working team they imagine? (youth workers can invent their own questions more fitting to the group) The participants should answer these questions by sentences clearly and briefly. They will be asked to support their answers by drawings so they remember it in two ways, as a sentence and as a picture.
2. DISCOVERING- 20 minutes, 5 minutes for presentation. The participants will be given different types of journals and newspapers and they will be asked to cut

out pieces from it to create the collage presenting their competences, skills, talents, passions and whatever they think they can offer for the labor market and to the employer. After creating their own collage, the participants will be asked to present their work to the other colleagues.

3. DREAMING- 20 minutes, 5 minutes for presentation. The participants will have preparation time to think about themselves in the position of being employed in their dream job. They will speak about the job, life, colleagues, life style, living, eventually combination of work and family, etc. Whatever they would like to achieve, and they think is important. The presentation will be in a form of a role play, they will speak about it and act like they are really living that life; they will speak about their dream connected to their job. They will clearly visualize their future job they want.
4. DESIGN- 30 minutes, 10 minutes for the presentation in small groups, 5 minutes for presentation in the whole group. The participants will create the steps for getting their job, what steps they have to do one by one to make their dream come true. Every step will be represented by a symbol they will have to create by themselves. By using the symbol, it will be easier for them to remember and imprint it. Each step will be with the deadline, for example “I will start a course for drawing in 1 month”... They will put everything down on the paper (into their diary) to keep it for themselves for the future as well. After finishing, the participants will be asked to present their steps and explain the meanings of their symbols in smaller groups of 3 people. Afterwards, who will feel like, will present their Design for the whole group.
5. DESTINY- The implementation of the steps, participants created in their lives – this is in the hand of the participants. The youth workers will only take photos/scans of every step and participants’ plan, and after three months, the youth workers will send it back individually to the participants as a reminder of the workshop (or eventually during the first deadline of the participants plan they will send it to them individually via email)

**Learning outcomes:** Increased communication skills related to Emotional intelligence: presentation, visualization, self-evaluation and self-reflection, planning and implementing ideas into actions. Participants increase their ability to communicate about their life, their profile and their job in different ways: by answer briefly, by creating a collage with pieces of newspapers, by imagine themselves in the future (through role play), by drawing their potential job-pathways step by step.

### Personal presentation

"Human Rights Theatre" Youth\Youth in action (2007-2013)\Youth in the World\Cooperation with neighboring partner countries

**Type:** Good practice

**Keywords:** Communication, Self confidence, public speaking, personal development

**Objectives:** To increase the ability of youth on personal presentation through a set of activities including self-expression, personal development and introduction.

#### **Description / Presentation:**

- Ask the participants to find their own space in the room, with enough space between each of them and to take a sheet of paper and a pen.
- Ask them to sit down comfortably, close their eyes, relax and meditate about 5 qualities they own beginning with the sentence : « I am... ». ex : « I am nice. I am clever.... » . It is really important to precise to them that they should have non-judgment thoughts about them.
- Still within that meditative process (eyes are still closed), make them feel how those qualities live in their body which, little by little begins to move.
- When they are ready, invite them to slowly stand up (still with eyes closed) and give them 5 minutes to explore this in the space with eyes opened. They should find the movements or the gestures for each quality and create a personal 'choreography'.

- Ask everybody to install themselves as a public in the one side of the room, and ask them to make one by one its personal presentation following your instructions:
  - ✓ To go to the back of the room (the other side of the room, the back of the stage).
  - ✓ To stay for a while with their back to the public.
  - ✓ When they feel ready, to turn and look at the audience. They should take their time in order to feel their own fear, «how the view of the public disturbs» them. They should try to overtake it.
  - ✓ When they feel ready, they should approach to the public, close enough to feel that it disturbs them again.
  - ✓ To look into the eyes of each participant again.

To tell something about themselves, something personal, that they want to share with the others; they also have to tell 5 qualities they own beginning with the sentence : « I am... ». They can also show their choreography.

After each presentation the public should applaud and the leader can also thank a person who has just presented for its sharing.

**DEBRIEFING (Question for reflection):** In the end of this exercise, ask to the participants how they felt in front of the public. You can also ask them to write some text beginning with the sentence “When I was in front of you, I...” , or “While I looked in into your eyes, I...” , or “ While I should start my presentation, I...”

You can create your own sentence, the objective is to use this experience to lead them into a personal writing.

**RECOMMENDATIONS:** It's important to have a space of non-judgment, confidence and goodwill. Every step of the presentation is important. Instead of the qualities you can propose them to meditate about others topics: their deep motivation of actions, the ideal world, etc.



Duration:1h30

SPACE REQUIREMENT: if possible a stage, empty space (dancing room, for example)

SIZE OF THE GROUP: around 10 participants.

**Learning outcomes:** Participants can train some key-communication skills as self confidence in speaking and public speaking. In many situations these skills can help youth in advance their own career and create opportunities.

## IT's Politics Project

(Mencap in Northern Ireland)

**Type:** Case study

**Keywords:** Communication, ICT and social media, active citizenship, peer relationship

**Objectives:** This project engaged with 24 young people (aged 16-25) with a learning disability living in Northern Ireland. The aim of the project was to use ICT, social media and peer led workshops to encourage young people with a learning disability to become actively involved in their community by helping them understand their opportunities, rights and responsibilities as citizens and to become actively engaged in political life. The project also supported young people with a learning disability to understand their right to vote, engage in politics and talk about the issues that are important to them.

**Description/Presentation:** The project was delivered primarily through a combination of:

- Workshops on topics such as e-safety, social media, rights and responsibilities, voting, the role of politicians and having your voice heard.
- Online information and guidance to provide young people with a learning disability with the skills, information and confidence to become actively and safely engaged in the political process.

- Completion of an OCNNI level 3 module on E-Safety delivered by the LiveNet project.
- Setting-up of a twitter account @ITspoliticsproj for the participants to use and interact with each other and politicians.
- Celebration and hosting event in the run up to the 2015 general election with 4 candidates. The Belfast group created a video invite encouraging other young people with learning disabilities to come along to the event.

**Outputs:**

- 24 young people successfully completed a series of workshops
- 17 Young people received an OCN Level 3 module in E-Safety
- Over 70 people attended the two celebration events
- 100% said they know more about being safe online
- 100% said they think ICT is important and useful
- 100% have more confidence about using social media to have their voice heard
- 90% said they know more about their rights, after completing the project
- 86% know who makes important decisions for Northern Ireland, after completing the project
- 75% indicated they would vote in an election, after completing the project

**Learning outcomes:** Young people enjoyed the opportunity to meet new people and develop/widen positive peer relationships.

Young people developed their thinking, life and work skills, e.g. communication, planning and creativity and gained confidence and skills in using digital and social media.

Young people increased their participation by taking on a representative role in their through communication with politicians and other adults and in doing so, increased their understanding of the importance of having their voice heard in politics.



Funded by the  
Erasmus+ Programme  
of the European Union



Young people's knowledge, understanding and capacity for active citizenship was enhanced through their increased awareness of decision-making in Northern Ireland and many indicated they were more likely to vote in an election.

In addition to enable participants to enjoy the opportunity to meet new people and develop/widen positive peer relationships the project resulted in a number of positive outcomes for young people. Young people developed their thinking, life and work skills, e.g. communication, planning and creativity and gained confidence and skills in using digital and social media.

Young people increased their participation by taking on a representative role through communication with politicians and other adults and, in doing so, increased their understanding of the importance of having their voice heard in politics.

One of the key factors for the success of the project was ensuring that young people have much ownership of the project and can feed into the structure of the project as much as possible. The more input they have, the more they re-invested in the project. Making the activities as fun and interactive as possible introducing them to new technology, and effective support and assistance for all of the young people were also important enablers within the project.

The project also provided positive outcomes for staff and volunteers involved who used a range of new ICT equipment throughout the project. There was a confidence growth in using ICT and social media by staff within the project. There was also a greater awareness of the benefits and challenges of using ICT in Mencap's youth work with learning disabled young people in Northern Ireland.

## Step out App

(YouthLink in Northern Ireland)

**Type:** Good practice / case study

**Keywords:** Communication, app technology, planning, decision making, problem solving, creativity

**Objectives:** The project was aimed at young people aged 16-24, and aimed to produce a Community Relations mobile app to inform young people of the variety of activities available to them and to encourage them to attend events and experiences outside of their normal cultural tradition.

**Description/Presentation:** The activities include:

- Engage young people in the design of the app
- Young people involved in the content creation for the app
- Engaging a suitable mobile app creation service
- Young people from the initial group to pilot the use of the app
- Project launch of the app and encourage wider use

**Output:** The outputs of the project included:

- An app which is integrated with Youth Link NI's website, which supports groups and individuals to engage in community relations activities.
- The outputs are ongoing, as the app has been piloted with a group of young people who are developing and evolving it for the best possible use.
- The app is available free for download from ICTunes and Google App Store - just search Youth Link.

**Learning outcomes:** Through the development of the app, for example, deciding on its key features and prioritizing its content, young people developed a range of thinking, life and works skills including communication, planning, decision-making, problem solving and creativity.





Through participation in the project participants were able to build on the positive peer relationships initiated in the Apprentices for Peace programs. For example, deciding on the app content provided the opportunity to talk more openly about and explore their own experience and perception of others from a different faith and/or community background. Through this process they identified the need to ensure the app was balanced across both of the main Northern Ireland traditions. Building on the learning gained in the Apprentices for Peace program the young people in the Step out App project demonstrated their respect for difference by recognising the need to ensure the app was inclusive of other faith and cultural communities in Northern Ireland society.

By demonstrating their respect for difference the young people also illustrated their enhanced empathy and ability to advocate on behalf of others that were not represented in their project group.

Staff also benefited from the project. They now feel more confident in the use of ICT and app technology and will be able to update the app on an ongoing basis. Working with the app production company, they have developed a straightforward website to make it easy for staff to update the app. Using this website they can add new challenges, new users, and remove any inappropriate content that users may have uploaded.

Among the key factors which contributed to the success of the project were willingness of staff to participate and innovate, willingness of young people to get behind the idea and engaging with the right creative team and sharing the vision effectively.



## Drama and Digital Media (YMCA Ireland)

**Type:** Case study

**Keywords:** Communication, leadership, digital media, self-confidence, decision making

**Objectives:** Using drama and digital media as the vehicle:

- To support a group of young adults to develop their leadership skills.
- To enable young people to develop skills in, and express themselves through, new media and technology.
- To assist a wider group of children and young people to reflect on and respond to a BBC TV documentary entitled “I Love Larne”.
- To integrate digital media into the organization’s youth participation program and ensure the technical support was in-house so the skills were available for the future.

**Description / Presentation:** The principal target group was young adults interested in undertaking a leadership project in Larne YMCA. In turn, this group of five young adults recruited a group of ten young people with mixed abilities, aged between 8-17 years old, and “on the edge of the youth centre”, to take part in the Drama and Digital Media project (i.e. the piece of work through which the young adults would develop their leadership skills).

**Activities:**

- Recruited peer leaders - who in turn recruited a group of 10 young people
- Exercises and activities to reach agreement on the goals of the project and reach consensus on ‘describing life in Larne’.
- Visits places of interest in the town.
- Drama workshops to develop scripts, etc.



- Training in video techniques, video editing and production (ongoing element of the project)
- Launch of the video is currently being planned with the young people (November 2015).

**Output:**

- Engagement of 2 staff, 5 young leaders and 10 young people
- Delivery of drama course
- Introduction to video techniques
- Production of 5 minute DVD reflecting the life of a young person in Larne

**Learning outcomes:** The project resulted in positive outcomes for both the young adult leaders and the group of young people they recruited to participate in leadership training project. For example the young adult leaders enhanced their personal capabilities and described being more self-aware in the sense of knowing what they “can do and can’t”, self-confident and resilient so much as being willing to try other projects and “make suggestions to [the workers] about things” they could try. Also, the young adult leaders demonstrated development in their thinking, life and work skills including decision-making, planning and communication. For the young people recruited by the young leaders, the project contributed to their increased participation and the production of the DVD provided a vehicle for them to communicate and share their feelings and opinions with other young people and adults in the youth club and wider community.

The project engaged young people with learning difficulties as well as young people from a range of backgrounds across and around the town of Larne and through their involvement all the participants (and staff) enhanced and increased their ability to work with others and develop positive peer relationships.



No specific training was provided for staff but workers, like the participants, have become more “tech savvy”, having gained practical knowledge, skills and experience through the project.

The appetite of the youth work team for future work of this type is evident and we hope further development will take place in next year's youth work program.

Critical learning: careful planning of work in technology is required or the participants can get frustrated by long technical delays.



## 5erhaus

(Youth and district centre Margareten, Austria)

**Type:** Case study

**Keywords:** Communication, Technological resources, online individual counseling, online work relationship

**Objectives:** At 5erhaus, the use of media is an essential part and important field of action within the work in all target groups on several levels. The youth centre provides technological resources (Wifi, media devices such as cameras, video cameras, tablets, possibility for music production, free computer access), and staff members offer their expertise in many media-related fields to their target groups.

**Description / Presentation:** The main focus is placed on everyday, situation-based media work which is tailored to the needs of young adults during opening hours when youth workers are providing support for school tasks (including internet research and even preparing presentations) or helping young adults in finding a job (including online-job-hunt, preparing CVs and job applications). Creative media work such as picture editing or cutting videos are also part of their work, as lending a helping hand in opening email and social media accounts or fixing little damages or malfunctions of the teens' own devices. Quick, creative experiments in the field of coding and within the Maker-scene are also provided, as are group gaming sessions on the computer or games consoles in the open area and moreover, there are also LAN-parties combined with sleepovers at 5erhaus.

As an addition to the open area, there are also planned media projects (partly supported by external partners) through which adolescents can explore central life issues within expanded time resources and open themselves up to new creative possibilities.



**Learning outcomes:** In 2014, the youth centre recorded almost 40,000 contacts that were made directly with their target groups and more than 2,000 contacts that happened online. Many adolescents are using 5erhaus' Facebook page to get into contact with their youth workers, either via chats or the messaging function. This way, a great deal of individual counseling and communication occurs, supplementing the offline-contact at the youth centre. YouTube plays another important role in individual communications and relationship work, as adolescents send links to their own films to the team of 5erhaus in order to receive online-feedback from them.

5erhaus constitutes a highly commendable example of youth work in Vienna because the needs and wishes of young adults in relation to media are being dealt with in the context of modern everyday life and in response to the young people's needs. Just as our life today is inseparably connected with media, 5erhaus offers something for each target group; including encounters which are oriented towards the lives of young adults.



## Cyberhus.dk

**Type:** Case study

**Keyword:** Communication, online counseling, confidentiality, anonymity

**Objectives:** Cyberhus.dk is an online counseling site for Danish children and young people aged 9 to 23. The website focuses on providing a service to vulnerable and disadvantaged young people and also to be a site for young people with more mainstream problems related of being young.

**Description / Presentation:** Both boys and girls make use of the service, and are spread geographically throughout Denmark. It is particularly 15 to 18-year-olds who visit the site. Offering confidentiality with the child/young person is central to cyberhus.dk's approach.

Young people make use of the problem pages, blogs, life stories and debate on cyberhus.dk in order to talk with other young people, and to obtain advice from adults.

Cyberhus.dk provides an alternative to parents, siblings, friends and teachers. Cyberhus.dk is a place where children and young people can talk with people who hold no "stocks" in their life. This also means that young people can be completely anonymous at Cyberhus and do not need to worry about the meaning of what they tell.

**Learning outcomes:** Young people can find help which they do not find anywhere else. They benefit from expressing their problems to others and gaining an understanding that they are not the only ones experiencing the problem. Young people use cyberhus.dk when looking for some good advice, a good talk or a new perspective on things. Cyberhus.dk is seen by young people as a place to safely write, express themselves and receive the help and advice they need. Some young people appreciate the anonymity they have with cyberhus.

Children and young people not only use sites like cyberhus to receive advice and guidance from adult advisors but also to talk with other young people about a common theme that they might not feel able to talk with other children and young people about “reality”.

### Human library

Promote dialogue and interaction between youngsters about a certain topic decided by them. Create a BOOK

**Type:** Good practice

**Keyword:** Communication, dialogue, interaction, team work, relationship, decision making

**Objectives:** To develop relational capacities in youngsters such as negotiation skills, finding compromises or abilities to use a non violent communication for decision making.

#### **Description / Presentation:**

Procedure:

1. Brainstorm various topics of interest for the youngsters in a big group.
2. Let the youngsters choose 3- 5 final topics they prefer most as a group.
3. Each youngster chooses (and signs up for) a topic according to his/her interest. In this way, 3-5 teams are created. Participants per team should be maximum of 7.
4. Each team discusses their views on their topic in detail and decide the goal of the Book.
5. Each team carries out research on their topic. They can use books, talk to others, conduct public interviews or view resources on the internet.



6. Each team compiles all information from their research, then selects relevant information that they all want to use in the book.
7. Each team decides on the content and design of their “real” BOOK and gathers materials needed for its creation.
8. Depending on the time you have, it might take a few hours but also a few days to create the BOOK.
9. All teams agree on a common public event, when their book will be presented to the public, in a space like a supermarket, library, café, pedestrian zone, etc.
10. During the public presentation, the teams show their book to the people, talk about the topic and invite present people to add information, comments, and opinions for the book.
11. To let more people see the book and add comments, the BOOK can be displayed in the public spaces for a few more days or weeks.

Let your fantasy go wild and motivate youngsters to come up with unusual topics, materials or approaches to create and present the BOOK. Meanwhile, be careful in choosing the final 3-5 topics inside the group, so that no one’s feelings get hurt and take into consideration how deep the youngsters know each other, whether they are comfortable and open to discuss controversial issues. Could be helpful if the group know each other from before. Use the potential of every member in the team – the work on the book needs researchers, interviewers, collectors, designers, writers, public speakers, spell checkers, etc. Everybody can find a way how to use his/her talent and contribute to the common work.

Make a debriefing of the BOOK creation process with all teams together. Let the teams share and inspire each other, but DO NOT interfere. Create a learning environment and atmosphere of peer-support. Let the local community know what

is happening. Promote the event, send personal invitations to the presentation of the BOOK.

**Learning outcomes:** This method principally focuses on the development of team work and communication skills of the participants. While doing the research of the topic and creating the BOOK, they have to divide tasks among the team members, get on with each other and make decisions together. This process continues deeper among all teams when the youngsters decide to prepare the public presentation of the outcome of their common work. Thus, this method is about living relationships in a conscious way.

### Responses to "hot" issues of customer service

**Type:** Good practice - Conference

**Keyword:** Communication, conference, Customer Service,

**Objectives:** Marketing Week, Greek magazine, presents the conference "Good Practices in Customer Service", which gathers and presents innovative and effective business practices to customer service.

**Description / Presentation:** The conference is conducted in cooperation with the Greek Institute of Customer Service (GICS) and is a useful trek in customer service practices recently implemented in the Greek market, highlighting the strategic choice of companies to invest in the improvement of consumer credit and experience.

Through practical and relevant presentations, which will analyze specific events, activities and / or strategies, will answer questions such as:

- Our client: what specific need (or challenge) is responded?
- What alternatives evaluated?
- How did we come to this solution?

- Are there elements of innovation?
- What action plan followed to achieve our goal?
- How can someone skip the challenges?
- What was the most important lesson of experience (cost, error, success, etc.)?

**Learning outcomes:**

- Personalized customer service in a variety of channels and / or through self-service channels.
- The Social Media as a host of questions Average, comments, complaints and praise from the customer.
- Diffusing the customer service culture throughout the organization.
- Start-ups: revolutionary approaches that bring upheaval in Customer Service.
- Designing an integrated customer experience within the physical or digital store.
- Effective and Creative Complaints Handling.
- Customer Front Line / Back Office.
- Training on Customer Service.
- New Technologies and Customer Services (Internet of Things, Augmented / Virtual Reality, Wearables, etc.).

Source: <http://www.customerconference.gr/>

## IV) WORKING IN TEAMS

### Reusing materials and skills upgrading / Laboratory Two Hands (Finland)

**Type:** Good practice: Two Hands laboratory is an organization that focuses on providing training and employment of vulnerable social groups.

**Keyword:** Teamwork

**Objectives:** The laboratory uses primarily recyclable materials, e.g. produces clothes from recycled materials and improves teamwork inside the company.

**Description / Presentation:** The Two Hands laboratory is an organization that focuses on providing training and employment of vulnerable social groups (long-term unemployed and young people with limited access to the labor market). The laboratory uses primarily recyclable materials, e.g. produces clothes from recycled materials. The idea of the workshop is widespread in Europe (eg Holland, Belgium), but the specificity is the cooperation of laboratories with regional training institutes. Trainees can perform the tasks of training period or part of their duties working in the laboratory.

The trainee as a worker recycling center could use the reuse and recycling methods to develop more business options and to transfer them to more business. The Two Hands workshop is a great business opportunity, not only for the environmental benefits of recycling operations, but also in terms of social benefits, as most of the young or unemployed people participating in the workshop increasing their chances find work or continue their studies after participating in it. Based on national statistics in Finland, the participation of young people and the unemployed in the workshop increases by 22% the possibility of finding work or continuing their studies. For more information: <http://www.kakskatta.com>

**Learning outcomes:** CYAC's Arts Award program has helped participants to grow in confidence and reclaim their creativity. Many of the young people have had negative

experiences of mainstream education and when they first join can't even be in the room without parental support. During their time at the group they progress towards leading workshops and mentoring younger members.

The most important element of Arts Award in this good practice is the ability to design to individuals' development, and the positive effects that the awards have on young people, improving their confidence and developing their creativity.

## Orangebox

**Type:** Office chair for a life and rebuilding G64 seat (UK) in work place contexts

**Keyword:** Teamwork

**Description / Presentation:** In 2014, the Orangebox undertook an innovative project, 'Office Chair for Life' (office seat for life), funded by the United Kingdom. The intention of the project was to design an office seat, where it followed a pattern of circular economy sales. Meanwhile, in 2015, the company developed a return and reconstruction plan for one of the existing products, the G64 office chair.

A major difficulty appeared for the company during the recall of this product, due to the limited storage space at the premises. The Orangebox overcame the difficulty of creating a new network of partners, who took responsibility for storing and refurbishing the seats. One of these new partners was the GreenCap, a local social enterprise.

The company faced the challenge to develop new markets for remanufactured products. Orangebox is currently developing a new brand for the sale of refurbished products.

The application of a circular business model requires a reassessment of a company network by developing new partnerships and conducting market research on customer response to new products. Pilot studies with eager customers can reduce



business risk. However, the design of circular business models requires resources and expertise usually not the SMEs.

Website: <http://www.crnhq.org/>

**Learning outcomes:** Skills for conflict management in personal and work life.

### Lakeuden Environmental Services (Finland)

**Type:** Good practice: Environmentally friendly company

**Keyword:** Teamwork

**Objectives:** The first company to make use of optical sorting for waste management in Finland

**Description / Presentation:** Lakeuden Ympäristöhuolto Oy is the first company to make use of optical sorting for waste management in Finland. The company collects waste from construction sites, companies and public institutions. The optical sorting of waste gives the company the lead in Finland for the reuse of materials in relation to other similar companies. Lakeuden Ympäristöhuolto collects plastic, metal, glass, wood, etc. For example, optical sorting performed by type of plastic, to facilitate reuse. Optical sorting is most effective with respect to the naked human eye. In Finland municipalities have specific waste management sites, which are required to be used by private consumers. Basically the municipalities have developed their skills for burning of reusable materials. According to Lakeuden Ympäristöhuolto substantial amounts of reusable household materials directed to combustion instead reuse.

The problem is that under Finnish law, municipalities do garbage collection from individuals.

**Learning outcomes:** Even recycling becomes more and more popular in Finland, individuals are not able to classify materials as the optical sorting system. In



Lakeuden Ympäristöhuolto 58% of the material collected is directly reusable. The 34% is used to produce energy and 7% to biogas. As a result of the optical sorting system, the company is capable of direct reuse of materials received by 85%. The change is very important.

Recycling by hand is not a preferred method of administration and the available modern screening technology should be widely used. To this end, the EU should push it harder for the implementation of new efficient recycling technologies.

For more information: <http://www.lakeudenymparistohuolto.fi>

### **Advanced reuse and recovery of by-products in a wood processing company Oy Kohiwood Ltd, Soini (Finland)**

**Type:** Office chair for a life and rebuilding G64 seat (UK) in work place contexts.

**Keyword:** Teamwork

**Description / Presentation:** The factory of Oy Kohiwood Enterprise Ltd has a sawmill and about half the production of further processed for the conversion of wood laminated wood panels. All products of wood processing should be reused, and their volume is large and would not be able to be managed as waste. The factory operates throughout the year, but the products have more demand in the winter season, as used for heat production (biofuels). The large flow of by-products creates the need for storing and finding alternative ways of management. Different meat implies the need to develop a network of partners with different utilization options, which enables maximum reuse and utilization of by-products of the company.

There must be a large network of partners for efficient reuse, as demand is mainly seasonal, while the production of meat there all year. Some partners bring different standards based on their needs for the processing of meat, so there should be good cooperation to maximize the benefits.



The production of the products of the sawmill will not be profitable without the sales of products. So the key to the survival of Kohiwood is the efficient use of by-products. The reuse should become a habit in the wood processing industry to be profitable the company and to avoid waste and environmental problems.

For more information: [www.kohiwood.com](http://www.kohiwood.com)

**Learning outcomes:** Skills for conflict management in personal and work life.

### Lakeuden Environmental Services (Finland)

**Type:** Good practice: Environmentally friendly company

**Keyword:** Teamwork

**Objectives:** The first company to make use of optical sorting for waste management in Finland

#### **Description / Presentation:**

Lakeuden Ympäristöhuolto Oy is the first company to make use of optical sorting for waste management in Finland. The company collects waste from construction sites, companies and public institutions. The optical sorting of waste gives the company the lead in Finland for the reuse of materials in relation to other similar companies. Lakeuden Ympäristöhuolto collects plastic, metal, glass, wood, etc. For example, optical sorting performed by type of plastic, to facilitate reuse. Optical sorting is most effective with respect to the naked human eye. In Finland municipalities have specific waste management sites, which are required to be used by private consumers. Basically the municipalities have developed their skills for burning of reusable materials. According to Lakeuden Ympäristöhuolto substantial amounts of reusable household materials directed to combustion instead reuse.

The problem is that under Finnish law, municipalities do garbage collection from individuals.





Funded by the  
Erasmus+ Programme  
of the European Union



### ***Learning outcomes:***

Even recycling becomes more and more popular in Finland, individuals are not able to classify materials as the optical sorting system. In Lakeuden Ympäristöhuolto 58% of the material collected is directly reusable. The 34% is used to produce energy and 7% to biogas. As a result of the optical sorting system, the company is capable of direct reuse of materials received by 85%. The change is very important.

Recycling by hand is not a preferred method of administration and the available modern screening technology should be widely used. To this end, the EU should push it harder for the implementation of new efficient recycling technologies.

For more information: <http://www.lakeudenymparistohuolto.fi>

## **The Circular Economy of Plastics in Wales (UK)**

**Type:** Recycling Company

**Keyword:** Teamwork

**Description / Presentation:** The quality may be enhanced by having access to the separation of non-contaminated materials. The competitiveness can be strengthened by focusing on the quality of recycled and reused materials, element that can make attractive these materials to buyers internationally recognized brands.

Quality assurance is the key. This allowed the Pulse Plastics have a competitive advantage and develop a wide range of markets for recycled and reused plastics.

Focusing on quality products the Pulse Plastics supplies international brands such as Tata Steel, as well as companies operating in the supply chain in the automotive sector.

The operation of the company is based in sourcing local plastic waste (feedstock) High quality. Additionally, the company demonstrates to stakeholders circular economy practices, relating both to offer and demand. The company specializes in



producing resistant protective packaging for steel plates rolls. The protective packaging is 100% recycled HDPE and currently supplied to Tata Steel for its facilities in the United Kingdom and the Netherlands.

The operation of the company is based in sourcing local plastic waste (feedstock) in High quality. Additionally, the company demonstrates to stakeholders circular economy practices, relating both to offer and demand. The company specializes in producing resistant protective packaging for steel plate rolls. The protective packaging is 100% recycled HDPE and currently supplied to Tata Steel for its facilities in the United Kingdom and the Netherlands.

**Learning outcomes:** The Pulse Plastics provides a cyclic local solution. Gets plastic waste as raw material, which grinds and shaped to produce the product. Thus, it has full control of quality.



## V) NEGOTIATION SKILLS

### Creative Youth Adventure Club (CYAC)

**Keyword:** Negotiation skills

**Objectives:** CYAC balances young people's autonomy with the stimulus of planned workshops and creative sessions. Young people always play a strong part in planning events and workshops.

**Description / Presentation:** As part of CYAC's program, young people visit exhibitions, the theatre and local events. This gives plenty of choice and variety for Arts Award Discover participants to find out about artists and their work and Explore participants to experience artists and arts organizations. These trips are also ideal to inspire those working towards Bronze, Silver and Gold to write a review and share with the group.

Young people produce scrapbooks, photo diaries, video and blog formats, treasure boxes and even "Artbot" which was a big robot model that housed the students' art work inside. CYAC has built good relationships with local artists, visiting and holding exhibitions locally. They make use of opportunities to work with the Herbert Art Gallery and use Belgrade Theatre's Arts Award Supporter offer as many CYAC members are also members of the youth theatre.

The group has received funding from the Arts Award Access Fund and also through successful public funding bids.

**Learning outcomes:** CYAC's Arts Award program has helped participants to grow in confidence and reclaim their creativity. Many of the young people have had negative experiences of mainstream education and when they first join can't even be in the room without parental support. During their time at the group they progress towards leading workshops and mentoring younger members.



The most important element of Arts Award in this good practice is the ability to design to individuals' development, and the positive effects that the awards have on young people, improving their confidence and developing their creativity.

## Art Award

**Type:** Good practice : Curriculum in Art, Music and Drama

**Keyword:** Negotiation skills

**Objectives:** Guiseley School is an urban comprehensive school for 11-18 year olds based in West Yorkshire. In 2013 they delivered the Bronze award to 222 students. Arts Award is offered as part of the Year 9 curriculum in Art, Music and Drama during the summer term. There are 10 trained Arts Award advisers within the school.

**Description / Presentation:** All students, regardless of ability, participate and are given the freedom to choose their own art form for Part A. Student choices have ranged from creating and writing their own films, dance, dressmaking, nail art, music composition, playing in a band, photography and making mosaics.

The school provide an 'in house' concert for Part B, performed by older students. There is also the opportunity to visit the GCSE and A level Art, Photography and Technology exhibition.

Each student's portfolio is unique, not just in content but also in presentation style. Many students create a written portfolio whilst others record and present their work digitally, or a combination of both. All students have a folder on the school system to store work which is accessible to advisers.

**Learning outcomes:** One of the biggest positive impacts of Arts Award has been staff relationships with the students. Teachers have found the independence and freedom of choice given to students allows them to engage in a different type of conversation about their work and interests.



Advisers often find the most reluctant learners and the quietest students are the most engaged and actively want to share their ideas and experiences. A particularly nice moment was in a music concert for Year 9 where one of the bands who played had only got together as part of their Arts Award and found they enjoyed playing together so much they continued to do so after they had completed their award.

*'It was really fun doing something we wanted to do and having freedom. Making our own choices of the projects we wanted to do helped us be more independent. I really enjoyed it.'*

R Paul, Bronze Arts Award achiever.

## Learning to Life

**Type:** Good practice: The school of production understand education primarily as a development of personality.

**Keyword:** Negotiation skills

**Objectives:** This practice is to focus on social, personal and physical skills and more formal fields like Mathematics, the handling of computers or languages merely replenish them.

**Description/Presentation:** The learning takes place in workshops as well as in different forms of teaching. The lessons are voluntary. The students are free to organize their syllabus themselves individually; ideally in such a way that self-affirmation and challenge are in balance. The school of production cannot impart any qualification that is why many young people take part in certified educational support offers at the same time.

Above all "Learning by Doing" is the motto in the workshops, fields that are offered are: carpentry, kitchen, construction, electronics, health, tourism, administration, fabrics, media, drama and further more.

**Learning outcomes:** All products no matter whether they are goods, services or performances are being sold, so that the young people receive acclaim for their work. The workshops cooperate among themselves but also with the local community. Apart from that the participants can take part in a four-week-long internship in private or in public institutions as well as take part in exchange program.

## JOBLINGE

**Type:** Good practice: Together against youth unemployment.

**Keyword:** Negotiation skills

**Objectives:** This good practice applies only to schools that prepare their students for a job to come so that they will not turn into unemployed young people.

**Description/Presentation:** This didactic concept that is well founded in developmental psychology and educational theory is the concept “Thüringer Berufsorientierungsmodell (ThüBOM)”. It enables schools to implement individually balanced measures in line with the requirements of the profession. (In 2014: phase of testing; from 2015: nationwide transfer of concept).

**Learning outcomes:** Young people will be good prepared for the labour markets so that they will not turn into unemployed.

## Employ a young person

**Type:** Good practice: Employing young people between the ages of 17 and 24 in Southwest Finland, through apprenticeship Training.

**Keyword:** Negotiation skills

**Objectives:** The apprenticeship offices in Southwest Finland jointly launched a campaign for employers in the region, with the aim of employing young people



between the ages of 17 and 24 in Southwest Finland, through apprenticeship training. Not only does apprenticeship training combine work and education, it also provides young people with a concrete connection to work.

**Description / Presentation:** Employers who enter into an apprenticeship training agreement with an unemployed young person between 17 and 24 years of age will receive increased training compensation, EUR 300 per month for education towards a basic vocational qualification and EUR 150 per month for education towards a further vocational qualification.

Personnel at the apprenticeship offices are happy to provide employers with further information on employing young people through apprenticeship training. This campaign offers companies in the area an excellent way of training employees to have just the right skill set, while contributing to the prevention of social exclusion among young people. At the same time, the campaign is securing the retention of expertise in the Southwest Finland region and improving the operating conditions for businesses.

**Learning outcomes:** The campaign has yielded good results: current statistics show that, after one year 154 young people under the age of 25 had already found employment through the campaign.

It is likely that these number will continue to rise, since the Government has announced an increase in training compensation, to EUR 800 per month. As a result of the campaign, some apprenticeship offices in the region have seen an increase as high as 20% in youth employment!

After the first year young people had been employed in training for over 50 qualifications. Basic qualifications in the automotive industry; business and administration; social and health care; the hotel, restaurant and catering industry; and in construction technology are among the highest employing ones.



However, it is possible to draw the initial conclusion that the threshold for employing a young person is lower if the company knows this person in advance; the smaller the company, the more important it is for it to know the young person in question.



## VI) CHANGE MANAGEMENT

### Leaders' Emotional Intelligence and Employee Engagement: Ibm

**Keyword:** change management, employee engagement

**Objectives:** IBM has been a long standing client of Genos, utilizing our emotional intelligence assessment and development programs to help improve coaching and mentoring skills in their managers and the effectiveness of their process improvement personnel. To help further the business case internally, Genos and IBM ran a research project looking at the relationship between leaders' emotional intelligence and levels of employee engagement among their direct reports.

There is a wealth of literature showing that high levels of employee engagement and a greater experience of positive emotions among employees define high-performing workplaces.

**Description / Presentation:** Using the Genos Emotional Intelligence 360-degree Assessment, we assessed the emotional intelligence of over 200 leaders of people within the organization. Total emotional intelligence scores as rated by others were determined and averaged. It is measured empirically by asking employees to indicate the extent to which they demonstrate the following four value-creating behaviors:

- Praise**
  1. I tell others how great this organization is to work for whenever I have the chance
  2. I promote this organization as a great place to work
- Persist**
  3. My commitment to this organization remains unwavering even when the conditions become difficult
  4. I never think of leaving this organization even when other opportunities are presented to me
- Perform**
  5. I willingly perform above and beyond what is expected of me at work
  6. The way I feel about this organization motivates me to do everything I can do to make this organization successful
- Perfect**
  7. I continuously seek to improve the way I do things for this organization.
  8. I am motivated to find new and innovative ways of doing things in this organization.

**Learning outcomes:** Being average or low in emotional intelligence results in wide and varying levels of employee engagement where employees are disengaged, not engaged and engaged. These types of engagement scores are typical of low and average performing organizations. Conversely, high levels of emotional intelligence, indeed total emotional intelligence scores above the 75th percentile, result in consistently high engagement scores. These types of engagement levels among employees are typical of high performance organizations. Indeed, Gallup's research has shown that organizations with this type of engagement level earn 3.9 times earnings per share greater than like organizations with wide and varied engagement results.

Source: <https://www.genosinternational.com/emotional-intelligence/case-studies/ibm-case-study>

## Considerations of Emotional Intelligence (EI) in Dealing with Change Decision Management

Author: Don Chrusciel (Iowa State University, Ames, Iowa, USA)

**Keyword:** Change management, Emotional intelligence, Human resource management, Attitudes

**Objectives:** The use of Emotional Intelligence (EI) is proposed as a means to assess how an organization can improve staff performance and productivity (emphasis on leadership), and develop a more effective Human Resources strategy to deal with organizational change.

### **Description / Presentation:**

#### *Design/methodology/approach*

- Through the examination of contemporary research and following a definition review of EI, the service sector benefits, use as a metric, and influence on an organization's human resources strategy (recruitment and

training) are presented as justification for EI being a positive influence on the change transformation management strategy.

### **Findings**

- Research suggests that EI may be a predictor of success, not unlike IQ, in cognitive-based performance. By incorporating considerations of EI into the organization's change management philosophy, not only does the individual employee have opportunity to improve, but the enterprise gains as well.

**Research limitations/implications:** EI is offered as a metric to measure the success not only of the organization, but also of the individual employee. Caution is recommended to consider the return-on-investment in using this metric based on the appropriate and expected utilization.

**Learning outcomes:** This article addresses how EI can be viewed as a positive influence for improving staff ability to manage the organization's business as well as provide some insight of progress assessment during times of major uncertainty caused by significant change. In this way an organization can facilitate change in a positive climate and influence the culture to be more adaptive and agile. The end result can be an organization that does demonstrate sensitivity even during significant change transformations.



## VII) MANAGING CONFLICTS

### Active listening - Liability

**Title:** Alter Training Master Activa Mutua

**Type:** Good practice to teach conflict management in work place.

**Keyword:** Managing Conflicts

**Objectives:** Teach skills and strategies concerning emotional regulation and the use of assertive communication for conflict management in work place; improve the work climate and, as a consequence, the business performance.

**Description / Presentation:** Technics of Lérida Univerity (Spain) and the Mutual Insurance Company “Activa Mutua” have developed an interactive and game based tool. The video game “Alter Training Master Activa Mutua” allows users to simulate professional situations, and to learn strategies for interpersonal conflicts resolution, based on assertively, in order to improve the work climate and therefore business performance.

The videogame is available in Spanish, Catalan and English and provides 30 conflicts, including both horizontal and vertical relationships, as well as gender equality perspective. The aim of the game is make users learn strategies concerning own and others’ emotional regulation and how to use assertive communication to solve conflicts.

The video game has been created by the Education, Psychology and Social Work University of Lerida, and has been technically developed by Kaneda Games company. The theoretical model is based on James Gross studies (Stanford University); his model for conflict management focuses on: change of attention, cognitive re-evaluation and change of situation.

Among the conflicts this video game presents, are all kinds of situations, from small problems of routine work to more complex ones such as clashes with peers, critics to management or changes in the workplace.

The mechanism is the following: the player chooses between 5 emotional regulation strategies (with different scores) in a tool box. Strategies are: change of attention, emotions' expression to who can understand us, positive re-evaluation of the situation, search of help and solution. Then, user has to select among 4 possible answers: aggressive, passive, assertive or to mislead.



“Conflicts in the workplace lead to absenteeism and reduce productivity, therefore it is better to prevent them” says Ferran Plana, Activa Mutua deputy director.

**Learning outcomes:** Strategies for own and others' emotional regulation; how to use assertive communication to solve conflicts in work place.

For game demonstration: <https://www.youtube.com/watch?v=h8cFOEhgYwY>



## The Conflict Resolution Network

**Type:** Good practices and tools for conflict management available to be used in work place contexts.

**Keyword:** Managing Conflicts



**Objectives:** Disseminate the theory and practice of Conflict Resolution; make CR skills, strategies and attitudes universally accessible.

**Description / Presentation:** The CR Network research, develop and disseminate the theory and practice of Conflict Resolution (CR) throughout a national and international network.

Why? Because CR skills build stronger and more unified organisations and more rewarding relationships.

They aim to make CR skills, strategies and attitudes universally accessible. Therefore they offer free training material on their website and most CRN literature can be freely reproduced.

The Conflict Resolution Network offers a free toolkit of 12 skills for Conflict Management that are: 1. Win win approach; 2. Creative response; 3. Empathy; 4. Appropriate assertiveness; 5. Co-operative power; 6. Managing emotions; 7. Willingness to Resolve; 8. Mapping the conflict; 9. Development of options; 10. Introduction to negotiation; 11. Introduction to mediation; 12. Broadening perspectives.

Website: <http://www.crnhq.org/>

**Learning outcomes:** Skills for conflict management in personal and work life.