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Programme Erasmus+ key action 2 "Strategic Partnership for adult education"

INTELLECTUAL OUTPUT 2

NEW TRAINING METHODOLOGY
ON SOCIAL AND TECHNIC SKILLS
ORIENTED TO EMPLOYABILITY

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1. INTRODUCTION TO NEST PROJECT

1.1 PROJECT OBJECTIVES

The general objective of the NEST project is to foster social and labour inclusion of asylum seekers and beneficiaries of international protection in European Countries involved in the project and encourage their inclusive citizenship.

This aim will be achieved through:

1. The enhancement of soft and technical skills of social operators (educators, social workers, psychologists, ...) working in the countries of the partners organizations.
2. The elaboration of innovative tools tailoring beneficiaries' needs. In fact the project will elaborate a toolkit that from one side will support social operators in their daily work, strengthen their competences and reducing the risk of burnout or conflict with the beneficiaries, from the other side will enhance the knowledge of local services by beneficiaries, Asylum Seekers (AS) and Beneficiaries of International Protection (BoIP) thanks to the procedures illustrated in the tools through video-pills enriched with infographics and audio, will be more confident in accessing the local services related to health and legal assistance, training and job placement support, registry office.

In that way, beneficiaries will become more autonomous in carry out their daily activities and will strengthen their personal and professional resources to enhance the social and economic inclusion desired and dreamed in their complex and difficult migration path.

1.2 TARGET GROUPS

The project, its work and its outputs are developed to provide value to the following groups of people:

- Asylum Seekers
- Beneficiaries of International Protection (BoIP)
- Operators and social workers
- Relevant stakeholders (NGOs, VET centers, social enterprises, etc.)

1.3 INTELLECTUAL OUTPUTS

NEST Project will develop 3 intellectual outputs:

- IO1 Guidelines to develop strategy on Social and Labour Integration of AS and BoIP
- IO2 New Training Methodology on Social and Technic Skills Oriented to Employability
- IO3 Toolkit for AS/BoIP Social and Labour Integration

1.4 RESULTS

The project will lead to the following results:

- Improved knowledge and awareness on the local private and public services and policies related to social and economic integration of AS and BoIP.
- Increased competences of adult learners (working in the social sector) on the following topics:
 - Conflict mediation/negotiation
 - Working with people experiencing posttraumatic event/stress disorder:
 - Burn out prevention
 - Cross-cultural and intercultural communication
 - Community engagement
 - Skills assessment and balance of competencies
 - Career/training and services guidance
- Develop a New Training Methodology for operators ready to use in their daily activities with beneficiaries.
- Strengthened alliance among actors designing services and procedures to facilitate employability and social integration of AS and BoIP.
- Increase digital competences and awareness of local services of end-users thanks to the use of the practical tools produced with the project.
- Increase the level of employability of AS and BoIP.
- Increase awareness on project results and outputs developed for the enhancement of social and economic integration of AS and BoIP among stakeholders and general audience.

2. IO2: TRAINING SESSIONS

The output we present here is part of a broader study and project. This represents the second production of the European project NEST. After the publication of the intellectual output 1 “Guidelines to develop strategy on social and labour integration for AS and BoIP”, in which we analysed and collected the main data relating to the different territorial contexts regarding the social and economic integration of asylum seekers and beneficiaries of international protection, we have been working on producing new tools to improve their integration and develop skills for social workers involved.

Thus, the intellectual output 2 intends to deliver a new training methodology for people working with Asylum Seekers (AS) and Beneficiaries of International Protection (BoIP). It aims to enhance social and technical skills and it is based on three previously developed training sessions which included formal and informal education methods, interactive learning, and exchanges towards partners’ experience.

The three training were all developed online due to the pandemic of Covid-19. No one of them could offer learning visits, outdoor experiences and workshops as the organizers would have liked. However, all of them were rich in content and good practices for the purpose of the Intellectual Output. They were developed as follow:

2.1 SOFT SKILLS - TRAINING SESSION 1

Leading organization: Farsi Prossimo ODV, Italy

Dates: 9-13 of November 2020

The aim of the training was to present and share some methodologies useful for burnout prevention for AS/BoIP operators and for the conflicts mediation through exemplary experiences of community engagement, particularly in Emilia Romagna, Italy. Through interactive online lessons and case studies, we tried to create an exchange of good practices linked to the established methodologies and related to the various territories.

There were 3 guest speakers who told from their experience about the main subjects studied during the training:

Teaching modules:

a. COMMUNITY ENGAGEMENT FOR INTEGRATION

Creative Ways for Communication

With a stranger or a foreigner there are usually problems in communicating. This can even cause conflict in many ways. In our case, the conflict between social worker and asylum seekers / beneficiaries of international protection does not arise only from a question of discrepancy of thought but also from a difficulty in communicating and therefore of basic misinterpretation given by a different language, by misunderstanding typical cultural traits, by behaviours linked to different uses...

Beyond the traditional techniques and skills concerning conflict resolution such as mediation, negotiation, constructive controversy, there are other innovative methods that meet specific needs as in the case of AS / BoIP.

Arts and Theatre

One of the languages of encounter and conflict prevention that does not require the use of words and is therefore universal is certainly art, in particular theater is an artistic form to reach out to others and a tool for inclusion. Being able to bring diversity together in a room, migrants, local citizens, different generations, makes the heterogeneity of a group arouse curiosity and sink the fear of the stranger.

TEATRO DUE MONDI is an independent theatre group from Faenza in Italy, subsidized by the Region Emilia Romagna. The group has been doing theatre research and theatre pedagogy for over 40 years and is composed by 6 permanent members and about 12 volunteers. The artistic research of the actors/teachers is based on auto-pedagogical processes that generate shows and that stimulate diversified educational activities. The group's work is composed of: theatre teaching and theatre production (including street theatre, social committed theatre, and theatre for children), organization of events (theatre, music and dance), information and net-working (conferences and meetings about artistic and social issues). Due to a strong social motivation, the group aims at

bringing theatre where it is especially needed: suburbs, orphanages, socially disadvantaged areas, streets and squares.

That's why **street theatre** has become one important aspect of its work: it contains a lot of cultural and social implications and can empower a continuous encounter with heterogeneous audiences and spectators coming from different cultural, social, demographic and racial backgrounds.

Another important aspect is **theatre pedagogy** seen as a moment of exchange and dialogue with the community. From the beginning, Teatro Due Mondi has organized a lot of pedagogical projects in Italy and abroad. The many years' experience contain workshops for young generations, for adults and for disadvantaged people who live in difficult circumstances.

Since 2012 Teatro Due Mondi has been promoting several cultural and educational Projects funded by the European Commission, in collaboration with international partners coming from all over Europe, South-America and Palestine.

Teatro Due Mondi has developed many specific pedagogical skills:

- mediation between different cultures
- empowering the dialogue between cultures and generations
- empowering the process of integration
- recreating solidarity inside the community
- causing participation and responsibility of the participants by empowering their gifts
- stimulating the creative capacities of the participants
- helping communication between individuals
- facilitating communication between social groups and the community that welcome them
- facilitating learning of a foreign language through theatre

The teaching actors of Teatro Due Mondi use a non-formal pedagogic approach based on a collective group culture and on participation and sharing. The competence of the group members is above all artistic and based on open-air theatre skills that help to handle relationships between different cultures and heterogeneous audiences. They possess particular knowledge of complementary theatre elements like rhythm and voice, language and dramaturgy, scenery, choreography, coordination of gestures. All of them know very well proxemics and body language which support their capacity to lead heterogeneous groups with participants coming from different origins, cultures, ages, interests, languages and schooling.



- Case study: BORDERLESS

VIDEO 1: <https://www.youtube.com/watch?v=i9d2JbxT4u8>

VIDEO 2: https://www.youtube.com/watch?time_continue=3&v=7MunAt8XxmY&feature=emb_title

VIDEO 3: <https://www.youtube.com/watch?v=DzyYiCItDR4&t=8s>

Teatro Due Mondi aims at an open minded and welcoming society. Immigration and mutation of society have been an important issue for Teatro Due Mondi since 2011 when thousands of refugees landed on the Italian coasts during the civil war in Libya. 30 young men from Nigeria, Ghana, Tchad and Pakistan were hosted in the surroundings of Faenza, where Teatro Due Mondi is based. They were completely isolated, and the inhabitants of the region didn't know anything about them. That's when Teatro Due Mondi decided to start a theatre workshop in order to get to know these people and to create a space where immigrants and Italians could meet each other. "Borderless" is an improvisational theatrical project whose access is free, without barriers.

There is a coordinator who leads the workshop, but never as a frontal lesson, in fact the circular shape is preferred to encourage sharing and openness. In the workshop no "interpretation" or competence is required of participants but only to be themselves, therefore Teatro Due Mondi do not want to create characters but non-actors of themselves. Non-actors are never obliged to do anything, they can act if they feel like it or just watch and when an exercise is proposed, whoever wants can start. Everyone can decide, as they decide to come or not to the laboratory or as they decide to leave or not their native place. The ultimate goal is to achieve sharing and thus create that state of trust in which participants open up their memories, history, dreams and desires to others. It is in this way that theatre becomes an indirect therapy where focus is on emotions, giving voice to those who normally do not think they have a voice. This is how their "Refugees Project" began. The connection with the accommodation and reception structures is fundamental, because the first ones must strongly want to include the theatrical methodology in the process of integration and conflict management.

Many street theatre actions ("Azioni"), an open-air site specific show and a documentary have been produced in these three years of activities. Still today they are running a weekly workshop in Faenza with 40 participants coming from all over the world. Through the workshop "Borderless", the group wants to create a space of exchange between people who want to share experiences of being a refugee. It is open to anyone who feels like shouting their joy or pain into the world, no matter if you come from far or were born in Poland, how long you have been in the city, what language you speak or culture you live. The result is the creation of a group that is not a "group of ..." but a group that represents the facets of humanity.

After each workshop, they propose to the group of people to realize a show supposed to be presented on the street instead of a traditional theatre play. The presentation to the audience together with the artists of Teatro Due Mondi is called: *Azione - street theatre action against everyday indifference*. Dissemination is fundamental and takes place in the squares with theatrical actions, choral and choreographic scenes, words and sounds to meet others, always with the aim of mixing differences, softening the edges and preventing conflicts, caused by prejudice and lack of integration. The shows are destined to an audience of ordinary people of different ages and origins and deal with themes and issues that concern life in our contemporary world and in the future of the new generations.

Artistic experiences can help people to understand better what's happening in society today and to live in a more conscious way. Performing on the street offers a chance to the participants to encounter the community through an artistic experience. Playing theatre on the street in a numerous group of "actors" of different ages and origins is a strong and direct way to take your place, to put your ideas and dreams, your pain and joy in the center of the attention of others.

They can do this in a poetic and artistic way, in a language that is accessible for everyone, using street theatre as a tool of a new relationship between the inhabitants of a community.

One of the aims of this workshop is to encourage the participants to use the open space in a creative way. You don't need a stage or any particular venues for this - a street, a square or a courtyard is enough; go out and leave the protected areas (home, working place, cinema) and forget for a while your individual activities (television, internet, fitness) without being afraid of getting in contact with other people.

- **Case study: "GIVING VOICE"**

An experience of literacy and social inclusion through theatre

VIDEO: https://www.youtube.com/watch?v=FOGyDD7Xpgg&feature=emb_title

The workshop "Giving Voice" integrates and fosters the "success" of literacy courses where the subjects learn to read and write, because theatre and music favour interaction with each other, non-verbal communication, integration and relationships between participants.

The techniques proposed in the workshop guide the subjects to express themselves in the new language through four phases:

- a) theatrical exercises aimed at emotional, physical and empathic involvement;
- b) theatrical-linguistic exercises for the construction of simple dialogues starting from the life experience of the participants;
- c) musical and vocal exercises and phonics techniques to guide the correct reproduction of sounds;
- d) possible presentation of the short dialogues, example of directorial editing of the short elaborate scenes.

- **Case study: Inclusive theatre**

VIDEO 1: <https://www.youtube.com/watch?v=yD3kehWetAI&t=6s>

VIDEO 2: <https://www.youtube.com/watch?v=f3nd-O6JrmE&t=1s>

VIDEO 3: https://www.youtube.com/watch?v=X-B6F_HpjLk

VIDEO 4: <https://www.youtube.com/watch?v=is2GWFoQMk8>

The project brings together people from different cultures, ages and backgrounds who share a common space and time, that of the laboratory, experimenting with theatrical and musical exercises. The goal is to build a group where the subject and the community can get to know and understand each other in an environment welcoming of mutual exchange. Theatre and music are language and container: language with which emotions can find a concrete form and container for the collection of experiences.

Stories and emotions of people/individuals become recognizable and take shape through the singing and the language of each participant: individual space in collective sharing. They teach tools that allow people to get in touch with the cultural world of language also made up of gestures, sounds, non-verbal and extra-linguistic parameters (volume, timbre, melodic profile, rhythm). Knowing these parameters can help to read the signs of the host country and to understand the behaviour of foreigners. Also in this case they present street theatre performances (Actions) that contain the results of the method (workshop) in a way that the general public of the community can meet the group, made up of foreign people, look at them with different eyes and understand what they have to say.

Here are some examples of activities that are proposed to the group:

- Exercises in imitation of movement combined with speech: mirror, in pairs, in which to faithfully imitate the movements of the partner while maintaining eye contact; imitation of gestures to which sounds and words are added, up to small sentences in the mother tongue that are proposed with different physical attitudes and communicative intentions;
- Exercises to discover one's own body and the body of others
- Exercises to gain greater awareness of the presence of one's body in space
- Exercises in which the conductor makes vocal proposals in their own language accompanied by expressive movements of the body that the group, arranged in a circle, reproduces by imitation;
- Learn a song: the conductor introduces words that will turn out to belong to the lyrics of a song, which the group also learns through the body. The song is chosen with these criteria: belonging to the repertoire of popular tradition and with a text that has a relationship with the typology of the group of participants.

The actions: on stage!

The conductor proposes simple "concrete" actions: sit down, stand up, look / look at each other, stop / stand / turn around, follow, indicate, greet. The actions are collective, based on repetition and multiplication, and leave a space for improvisation where the participant has to decide how to perform the action, according to their personal sensitivity, physical possibility, rhythm and speed.

The individual actions are gradually assembled in a succession, which also includes the words, expressions and songs learned, and which becomes both a physical and emotional path, performed in a group. The actions are proposed with variations in the use of space (circles, lines, large and small groups) to build a sequence.

Purpose for primary recipients (just arrived AS or BoIP)

To the primary recipients, the workshop aims to offer a method of teaching the L2 language that they can manage independently and that facilitate their work in linguistic literacy.

At the same time it intends to offer tools that allow teachers to overcome cultural barriers, and to develop empathy and tolerance with and among their learners.

The achievement of these objectives is entrusted to the theatre as a powerful tool of social integration and individual development and of emotional and expressive potential. Through specific practical exercises, teachers personally measure the effectiveness of the proposed method.

Purpose for secondary recipients (As and BoIP living in the country for some time)

The work of the workshop aims to acquire the first levels of linguistic communication in the second language by carrying out in parallel a process of cultural integration.

Through collective and group theatrical exercises and games, the use of singing and vocal exercise develops an attitude of openness and mutual knowledge that recognizes the diversity of individuals and their respective cultures as a value and opens up communication with each other. .

The practice of the theater contributes to creating a climate of mutual solidarity which acts in favor of the affective dimension of the learner.

Lecturer: Alberto Grilli, director of Teatro Due Mondi (Faenza, Italy)

Official website: <https://teatroduemondi.it/>

Links:

<https://www.facebook.com/teatro.duemondi/videos/1916694891814654/>

<https://www.facebook.com/teatro.duemondi/videos/2903692069865751/>

https://www.facebook.com/teatro.duemoni/videos/08-dieci-anni-di-progetti-con-i-migranti-il-2018/447123993171209/?so=permalink&rv=related_videos
<https://theatrewithoutborders.com/>

b. BURNOUT PREVENTION FOR WORKERS

I. What is Burnout?

VIDEO 1: https://www.youtube.com/watch?time_continue=3&v=IMQADg1Dp9g&feature=emb_title

VIDEO 2: <https://www.youtube.com/watch?v=BRLmzQH-Hd4&t=10s>

VIDEO 3: https://www.youtube.com/watch?v=CILb26vKjMw&feature=emb_title

VIDEO 4: https://www.youtube.com/watch?time_continue=5&v=Q33STfzsMIY&feature=emb_title

First of all, burnout is not a disease, it is not something we can get sick of and that has signs and symptoms defined by a well-defined cause. Above all: it is not a pathological reaction, it is exactly the opposite: it is a NORMAL reaction of "exhaustion" of our organism to situations of prolonged stress. **Burnout is a syndrome.** Syndrome means a set of symptoms, both internal (such as anxiety, anger) and external (e.g. somatizations such as cervical pain, lack of memory, lack of energy), resulting from a condition of chronic stress.

Burnout studies began in the 1970s and were primarily aimed at relief jobs, such as psychologist, social worker, nurses. The reason is obvious: stress conditions in jobs like this are accentuated by the constant condition of interpersonal relationships: relationship with patients, relationship between colleagues, relationship between employee and organisation, and, above all, how all these things intersect and interact with each other. Nowadays burnout is studied on a much wider range of professions; it is very important to keep in mind that when we talk about burnout we do not necessarily refer to a problem related to work, but simply, work is the environment where it is most likely to find conditions of prolonged stress, but this can also happen in other contexts (family for example).

Here a focus will be put on the "typical" burnout, the one related to the working environment. As said above, burnout is a reaction of "exhaustion" that our organism shows because simply it doesn't make it anymore and it needs a break.

There are 3 main areas of symptoms due to different burnout types, but of course symptoms can occur simultaneously and or in different phases:

VIDEO 1: https://www.youtube.com/watch?v=InszrNQAFdE&feature=emb_title

VIDEO 2: <https://www.youtube.com/watch?v=6pTbA0Y5wA0>

VIDEO3: https://www.youtube.com/watch?v=AjU6oXm005s&feature=emb_title

VIDEO 4: https://www.youtube.com/watch?v=4cC-H_6_6Ww&t=6s

1. Symptoms of Burnout of exhaustion:

- Lack of energy
- Insomnia
- Memory problems
- Inability to concentrate
- Difficulty in maintaining attention
- Poor appetite

- Anxiety
- Depression
- Anger

2. *Symptoms of Burnout of detachment*

- Pessimism
- Isolation
- Feeling of being disconnected from the others
- Feeling of being disconnected from the environment
- Incapacity of taking pleasure in what you do

c. *Symptom of Burnout of low productivity*

- Apathy
- Loss of hope
- Irritability
- Low performance at work

Someone who has reached burnout can find the job increasingly difficult and frustrating. He might notice that he's thinking more about himself and caring less about his colleagues. He may feel distant from the people he works with and even get to be completely indifferent in front of his work.

The effects of burnout are not felt only at work. Those who suffer from it usually notice a lower productivity even in taking care of family and home, even taking the dog out can become difficult and annoying. And, of course, all these conditions also lead to worse job performance.

II. **Stages of Burnout**

VIDEO 1: <https://www.youtube.com/watch?v=nZ5Atw5YNt8&t=1s>

VIDEO 2: https://www.youtube.com/watch?time_continue=40&v=mNbfSHqxSj4&feature=emb_title

VIDEO 3: https://www.youtube.com/watch?time_continue=2&v=glSCBOGAf8k&feature=emb_title

VIDEO 4: https://www.youtube.com/watch?time_continue=2&v=wf9eeDv-6sY&feature=emb_title

VIDEO 5: <https://www.youtube.com/watch?v=21nZQRGcsp4&t=3s>

Obviously all these possible harmful consequences do not occur all at once, burnout is a condition that comes with time and various scholars have verified that in most cases everything takes place in 4 stages:

1. There is an initial *phase of enthusiasm*: operators are motivated by work and perceive its positive aspects above all.
2. Then we move on to a phase called "*stagnation*": workers begin to feel the weight of work commitment, there are situations of frustration, there is a drop in enthusiasm with consequent feelings of boredom and concern. Work is perceived as excessive or above their skills, or conversely trivial, no longer exciting.
3. We get to the *state of frustration*, where anger arises over the excessive discrepancy between the expectations of the worker and reality. There may be a perception of uselessness and impotence.
4. Finally, there is *apathy*: there is a total emotional disengagement towards one's own work situation. The desire to help others disappears.

All this would lead the worker to behave mechanically, without the right enthusiasm. Tasks are seen as an obligation and carried out as a necessity. Productivity is dropping sharply.

These are, in a nutshell, the characteristics of the burnout reaction in the workplace. As said, it is not a disease, so there is no diagnosis of burnout, but there are two questions that can at least give us an indication of our working well-being and how much we are stressing our body, in the light of what we have said so far: *“Do I feel exhausted in my work? Have I been more insensitive to other people since I started this job?”*

As said before, the central aspect of burnout is stress. Banally, in order not to risk ending up in burnout, we simply should stay relaxed and not stressed forever...but there is no situation in which we are not subject to stress. We must think of stress as the revolutions of our engine. As long as we exist, the engine continues to go, it can go low and high revs depending on the situation, but there will always be a certain threshold of "activation". If we stick to that metaphor, if we keep our engine running too high for too long it burns: burnout.

III. Human beings and stress vs animals

VIDEO 1: https://www.youtube.com/watch?v=KKmZIKYLkgY&feature=emb_title

VIDEO 2: https://www.youtube.com/watch?v=57_w1T6ux2c&feature=emb_title

As we know, St. Bernards were used to help people in harsh conditions, such as aid in cases of avalanches. Their tasks were extraordinarily stressful, but they do not seem "exhausted": burnout seems an unpleasant exclusivity of humans.

At the level of organisms, animals and humans are very similar both in biology and neurology. Brain is obviously an extremely complex organ, the most complex in the human body. To understand burnout we must focus on two structures of our brain:

- **the amygdala**, a small cluster of almond-shaped neurons positioned near the base of the brain;
- **the prefrontal cortex**, which is more or less at the forehead, so in the most advanced part of our cortex.

Here we are interested in the neural pathways of these two structures that can be considered, simplifying, diametrically opposed: Daniel Kahneman defined them as rapid thinking (amygdala) and slow thinking (prefrontal cortex).

Situation: we walk happily and meet a tiger. The reaction will be similar between man and animal. External stimulus of danger > the amygdala activates > strong stress/fear > reaction "fight or fly". In the case of a tiger, the decision usually is "fly".

However, the prefrontal cortex (slow thinking) is extraordinarily more developed in humans than in animals; this means that the stimulus is not ancestrally dangerous or stressful, it is the interpretation of the stimulus that is different. The big difference between us and animals is not communication (there are various studies that show that animals communicate with each other), but the understanding of creating meanings, of imagining reality, of thinking creatively. This is a prerogative only of the human being, and it is why we are able to give meaning (and in some cases importance) to anything around us, although not strictly necessary to our survival.

So **stress is a state of mind** and, importantly, physiological, arising from the reaction to internal and external stimuli. Stress, as we have already said, is a normal and indeed very useful condition of our organism. *The problem is when the reaction is disproportionate.* The problem is "seeing the tiger everywhere" and keeping our engine running too high, even when it's not necessary and even when it can become dysfunctional. Our brain can interpret a potentially harmless stimulus as dangerous or

hyper-stressor by continuously associating those stimuli with negative emotions and thoughts. Practically, we teach our brain to recognize certain situations as dangerous over time, to keep the engine revs always high. There is no association in nature between a simple stimulus at work (such as our desk) and a reaction of anxiety or fear or anger or in general a hyper-activation of stress. It's our interpretation of that stimulus that makes a difference, which certainly doesn't happen to animals.

Our reaction to external stimuli that we interpret as stressors can have different levels of negative consequences, but it can also have positive consequences. For example: if I have an exam at the university, a small dose of stress is essential for a good result (I give very many meanings to that exam, it helps me achieve my goals in life, it is a subject that interests me, I am increasing my skills, etc...). All of this gives a stressful meaning to that particular situation, but to some extent it leads me to try harder, to be more focused in the study - the physiological response resulting from a stressogenic factor is a greater activation of our organism, including the brain.

But if this meaning goes too far, it could become the match to ignite the fire of anxiety, the engine too high can lead to exhaustion and the consequences can be totally counter-productive: difficulty of concentration, difficulty to memorize, therefore impossibility to study and therefore, probably, a bad examination.

If the context in which we work stresses us continuously, if it leads day after day in an exaggerated way our organism to become too active, our brain to speed up and complicate everyday its processing, we get to a point where our organism tells us: STOP > burnout > and we feel tired, we lose concentration, our work seems not to interest us any more, we lose stimuli, etc.

To see how stress affects your brain:

VIDEO: <https://www.youtube.com/watch?v=WuyPuH9ojCE>

IV. Burnout prevention

VIDEO 1: <https://www.youtube.com/watch?v=UKnx1zAUjeU>

VIDEO 2: https://www.youtube.com/watch?time_continue=6&v=jm-WqnffOk4&feature=emb_title

VIDEO 3: https://www.youtube.com/watch?v=eDHwgOin-2Y&feature=emb_title

VIDEO 4: <https://www.youtube.com/watch?v=A1UZ0TEQreU>

VIDEO 5: https://www.youtube.com/watch?v=oOFFJn9aWkk&feature=emb_title

The sources of stress for operator could be the relationships between:

- operator >< beneficiary
ex. disrespect, transgression of rules
- operator >< operator
ex. different educational ideas, poor mutual support
- operator >< organization
ex. unclear roles, unsuitable tools for handling complex cases
- operator >< institutions
ex. delay of Territorial Commission, unclear communications

To prevent burnout, we must focus on the sources of stress and solve them by implementing two different strategies:

- ✓ Problem Management

Focusing on the problem, with some measures that will help in avoiding stress and burnout, for instance:

- Equal distribution of operators' loads
- Frequent moments for communication
- Good definition of roles within the work group
- Work organization that fits private life
- "Support line" within the organization
- Good supervision of the working group
- Structured emergency plan for complex cases management

✓ Emotion management

The emotions management maybe different for every individual but there are common points. It is in any case recommendable to have a good balance of work and leisure time and to be proactive and healthy when organizing our spare time.

- **Practical case: PIAZZA DANTE**

Here are some practical tips about the management with operators of the center "Piazza Dante", which is a project that hosts 20 unaccompanied foreign minors.

This will not about the actions we implement for the integration of beneficiaries, but about the efforts we made to make the work of the operators more positive and less stressful.

We have not done anything particularly powerful; we have only tried to follow the major recommendations in terms of occupational well-being:

1. We have clearly defined a job description for each operator, in order to have a specific delegation for each one. Each operator deals with a theme (for example school, job search, housing autonomy, free time, etc.) and so beneficiaries know who to ask to for any specific need. And each beneficiary has a reference operator, whom he can rely on for personal needs.
2. Every week, the operators discuss the progress of the structure, any difficult situations with the beneficiaries, they speak about any elements of disagreement between colleagues. All this is obviously mediated by the facilitator. The last thirty minutes are dedicated to the operators AND ENOUGH, we do not talk about beneficiaries' situation or organizational things, but only about how we feel, how we are living this moment to look at the thermometer.
3. Shifts are planned monthly, based on the specific requests of each operator based on their commitments, and are delivered within the first 15 days of the previous month, in order to allow operators to organize themselves with the their private life.
4. As recommended before, we also have structured an emergency plan in case of complex cases, which provides for an increase in the number of operators, possibly in individualized intervention, support from external organizations, make the switch with operators of other structures to "disconnect a bit 'the head", etc. Another important thing is, in my opinion, to guarantee one or two permanent substitute operators, who replace the other operators when absent, in order to guarantee continuity of care and education for the beneficiaries.
5. Finally, two important and closely related things: to impose as a RULE of the working group not to clash and not to argue in front of external people, beneficiaries in the first place. Always united outside. Equally important is to let off steam and express in an extremely

sincere way what we did not like about the other person's actions. And beware, the focus is always on professional action and never on the person.

V. Stress management in working with Asylum Seekers

Working with asylum seekers puts a lot of our personality into play, how we are as people. This is typical of all helping relationships and is certainly a beautiful aspect of these types of professions, but even here, it is important to understand how much this helps us in our work.

According to social psychologist Christine Maslach (one of the major scholars of burnout) burnout is the result of a path characterized by expectations that collapse to leave room for resignation. A person starting a new job, for example, may have positive, unrealistic or idealized expectations of what he/she will do.

The social worker, the host operator, the psychologist, etc. are professionals, they are not just generous people. Or rather, they are generous, but they use this skill as a tool to help not "themselves" as in a private relationship, but their professionalism.

Surely the fact of being involved in your work is a desirable aspect, if we are involved, we are more committed and more focused. If I am emotionally involved, maybe it might be easier to speak to the beneficiaries even outside working hours, create a very strong relationship with them, almost as if there were friendship or brotherhood, which will cause the beneficiaries to bind themselves to me and perhaps to follow much more what I tell them. But in front of negative situations, if we are so emotionally involved our reaction can be frustration, sadness, anger.

Whenever it gets to this point, when perhaps an operator is extremely frustrated with a project with a person who's not going well, it is useful this mental exercise: "All this malaise, this frustration for this person, how much does it affect your ability to help all other people? Try to understand how you feel now, you think you can stand this for years and years?". The people you're going to try to help tomorrow are as important as the ones you're trying to help today.

As a professional, we need to always have the thermometer of how involved we are, how much we are pushing on the accelerator. Even if we see a glimmer, even if it seems that pushing more can reach the goal, we have to get to know ourselves better, understand when we have to slow down before my body does it for me.

The ability to manage stress is fundamental in the helping professions and it is exactly as important as the other skills needed to do this job well. We don't need an operator who saves the world today, we need a good operator today, tomorrow and for years to come.

Another fundamental concept is **the theme of failure**. If I am a good operator because I give all of myself and this gives me positive results, what happens when these results are negative? Am I not good anymore? If I fully identify with my work, accepting an unavoidable aspect of help work, namely the failure, can become very complicated. In this way, especially with time, the weight of the relationship of help can become unbearable.

Concluding, each case is to itself, each operator is different and managing your emotions is certainly not something that someone can learn easily, but what we have to give is not us as a person, but our professionalism. **So, not “giving your all”, but “giving your all professionalism”.**

Lecturer: Nicolò Ratti, psychologist with huge expertise in burn out prevention (Faenza, Italy)

- Case of study: MYGRANTS

VIDEO: https://www.youtube.com/watch?time_continue=2&v=ZTVn7Ddy2jo&feature=emb_title

Mygrants is the first web app based on microlearning created to provide direct support, training courses, and job placement to immigrants thanks to fundamental information on the regulations in force in our country and in Europe. All of this is useful to the Italian employment market designed to specifically match labour supply and demand.

This start-up was born thanks to the funds of the Italian gouvernement on a simple wordpress platform and then developed as a mobile app. In two years, it developed first on a European and then global level. Now Mygrants has a team of 10-15 people (70% women and 60% migrants) and about 94000 users per day.

Quizzes provide useful information and the training needed to develop awareness, new skills and renewed credibility. Screening of skills and competences is essential to identify the skills that immigrants may have acquired formally and / or informally in their lifetime. The training program - always based on microlearning - exploits the power of new technologies, making lifelong learning available to all trainees free of charge, while adaptive learning offers us the opportunity to customize training for each trainee, adapting the training path based on strengths, weaknesses, and interests.

Immigrants can choose between 3 main destinations: higher education, job placement, entrepreneurship. Data analysis and data mining give Mygrants the opportunity to track if - and when - trainees reach, as beginners, a competent, skilled, or expert level of mastery in one or more concepts, themes or topics. The unique value of Mygrants is the skills and competences database of immigrants daily updated and geolocated, where skills are strengthened and validated based on local, regional and national labour market. In Italy, for example the main problem for integration and inclusion in labour market is the language because English is not enough; Mygrants provides training for those who need it.

To know more: <https://mygrants.it/>

Link:

<https://www.youtube.com/watch?v=Fbk6jaPGAQA>

<https://www.youtube.com/watch?v=R3y8wreUmgs>

Lecturer: Kadjo Serge Marie Christian N'zi, CEO (Bologna, Italy)

2.2 SOFT SKILLS TRAINING SESSION 2

Leading organization: Društvo za razvijanje prostovoljnega dela Novo mesto (DRPDNM), Slovenia

Dates: 14-18 of December 2020

The aim of the training was to enhance social and technical skills of people working in the Asylum Seekers/Beneficiaries of International Protection sector. The training was based on the topics of Cross-cultural and Intercultural communication and Community engagement, as well as on experience and case studies sharing among participants.

Teaching modules:

a. HISTORICAL BACKGROUND OF MIGRATION IN SLOVENIA

(Slovenian good practices)

Lecturer: Jure Combac, historian but also has a Ph.d in Sociology. His research group at the Science and Research Centre of the Slovenian Academy of Science and Arts is involved in several initiatives and projects which are directly dealing with inclusion of asylum seekers and refugees on the local level.

In the 19th and 20th centuries, many Slovenes emigrated to America, Germany, France and Italy. Slovenians are adapting and successfully integrating into societies, contributing to better community development. Also, during the emigration of Slovenes to other countries, people from the Balkans moved to Slovenia.

Until today, people from the Balkans are immigrating to Slovenia as a cheap labour, who are employed mostly in construction, medicine, crafts.

Even during the war in the Balkans, Slovenia was a safe country for the people. In the 21st century, since the migrant crisis 2011, Slovenia is a safe place for migrants from the Middle East. Although the rules have been tightened, many refugees have sought asylum in Slovenia, where they want to integrate and contribute to Slovenia's development.

Slovenian activity with migrants is an example of success with many issues to learn about. It is based on some key elements that make the work with migrants much more successful and rewarding.

VIDEO 1: <https://www.youtube.com/watch?v=qRYi4t3vTIQ&t=24s>

VIDEO 2: https://www.youtube.com/watch?time_continue=4&v=YTzH2EsZQJk&feature=emb_title

I. Psychosocial support

Lecturer: Lejla Imamovic Leric

In addition to providing opportunities for education, social participation and developing intercultural dialogue, DRPDNM also provides psychological support, recognizing it as a fundamental aspect in the integration process of Asylum Seekers and Beneficiaries of International Protection.

VIDEO: <https://www.youtube.com/watch?v=CCeCwKkBKh0&t=5s>

One of the main points of the Slovenian support to migrants and reason why for its success it is the Psychosocial support that they have traditionally provided. This has been a very important tool to get over the intercultural barriers between migrants and nationals. Together with the development of intercultural dialogue it is very relevant for the integration process of AS and BoIP. And it is in addition to opportunities for education, social activation, learning assistance, etc., which are very relevant for migrants' involvement in the new society but not enough to provide a fully successful one.

All people, especially children, need psychosocial support for their psychological and emotional well-being, as well as their physical and mental development. It can be important to help refugees and migrants to understand the sometimes overwhelming feelings that naturally arise from the many stressors they face. For example, people may experience changes in sleep and eating habits or be quickly in tears or easily irritated. They may feel fearful or anxious, or numb and detached. Some people also may have reactions that affect their functioning and thinking capacities.

Psychosocial support is consequently very important and it must adapt to the needs of the different groups of people, mainly Children, Migrant women and Youth. And it must be offered through different activities, such as:

- Art therapy Workshops
- Psychodrama Workshops
- Soft Skills Workshops
- Training
- General and Career Counseling
- Help with learning and behavior dissabilities

Workshop Role Play

Lecturer: Snezana Blagojevic

This role play activity revolves around pretending to be an Asylum Seeker or a Beneficiary of International Protection in a foreign country, having to deal with bureaucratic tasks.

VIDEO: <https://www.youtube.com/watch?v=TgnHdd11-dA&t=1s>

II. Slovenian practices of inclusion

i. Inclusive spaces

Slovenia has created inclusive places where different activities are developed like workshops, psychological attention and a context where human rights are respected. In all these centers, they provided the kind of help that migrants needed. They fight against the illegal return of migrants (known as pushback), violence and racist ideas.

The aim is to create an area where migrants feel safe, with full support and where is easier to deal with their problems.

Lecturer: Aigul Hakimova, activist and community organizer. Aigul is based in Ljubijana, Slovenia and since 2002 has been involved in numerous self-organized movements in the field of migration and autonomous spaces. Aigul's main field of engagement in late years includes the questions of

political organization and resistance. Thanks to her, inclusive places were formed in which various workshops were held, provided moral support and the fight for the basic human rights of migrants

VIDEO: <https://prezi.com/view/iTzpaMd6fxRcivUsOMmy/>

ii. Intercultural dialogue

The so needed intercultural dialogue is proposed and developed in Slovenia through various activities. These activities contribute to the inclusion of migrants in society and strengthen the relations between migrants and Slovenians. They provide self-esteem and help in the development of professional skills and business opportunities for the migrants. Examples of these activities are:

- Culinary workshops
- Migrants Film Festival
- Support from a cultural mediator for the driving theory test
- Swimming course for children and adults
- International dinner
- Intercultural Human Library
- Slovene language courses in different levels: basic, advance and conversational (with help of students)
- Support group for women (coordinated by psychotherapists and mediators)
- Guitar lessons

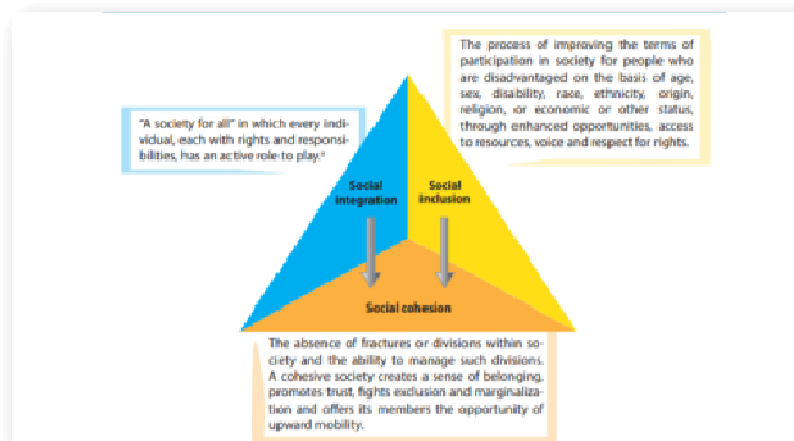
b. ENHANCING SKILLS

Social exclusion describes a state in which individuals are unable to participate fully in ECONOMIC, SOCIAL, POLITICAL, AND CULTURAL LIFE, as well as the process of sustaining such a state.

The need for enhancing skills comes from the multiple dimensions of exclusion experienced by marginalized groups of children, youth, and grown-ups.

Social protection interventions and programs are the key to reach this because it has been proven that they improved livelihoods and economic opportunities within culturally acceptable boundaries.

CONCLUSIONS



Leaving own country, and developing skills matching that are anticipated in another country is becoming an even more complex task given particular socio-economic conditions, weak institutions, capacities and governance systems. This is why we meet many examples of social exclusion and focus on the benefits of social integration programs to meet those needs and enhance skills.

A public or private program for social intervention should offer:

- Services:

1. Study assistance
2. Counseling
3. Informational office
4. Advocacy

- Training:

1. Workshop to develop skills
2. Language courses

All of this with the following objectives:

- Better inclusion of children in schools, progress at their grades, better self-image
- More intercultural projects and events at schools
- Invitations from schools to provide regular activities regarding intercultural dialogue
- Forming cultural associations of different ethnic groups – folklore, poet's, painter's sections
- Agenda setting in media and in public debate

Regarding the question of the skills to be promoted, they are different depending on the the group of migrants and their needs.

✓ Skills for youth employment:

- Access to quality education that provides youth not only with technical and vocational but also role models skills
- Promotion of work-based learning, counselling and career guidance
- Active labour market programmes targeting vulnerable youth in particular

✓ Skills for migrant workers:

- Using labor market information
- Developing skills foresights, scenarios and forecasts
- Working at the level of labor market needs
- Involve employment service providers
- Develop and run skills survey
- Properly targeted to the specific contexts of groups
- Work on overcoming the range of existing barriers and allow for flexibility in their response to meeting their needs
- Challenge social perceptions

- ✓ The role of Cultural Mediator and Youth Workers. (A cultural mediator is an individual who helps translate between the culture of the school environment and child's family" in order to enhance understanding, share information, and create a relationship that supports families as full participants in the assessment process and delivering services). Cultural mediator or a youth worker must:
 1. Have time for the youth group and its members
 2. Be enthusiastic
 3. Be patient and have common sense
 4. Be positive regarding young people
 5. Understand young people
 6. Have sense of humor.
- ✓ The key skills for a youth worker/social worker:
 - Organization skills
 - Excellent verbal and written communication skills
 - The ability to encourage and inspire others
 - Mature attitude
 - Reliability
 - Resilience
 - Ability to keep up to date with the law and how it affects young people

Enhancing skills is a time-consuming process, it is a long-lasting process. This process should also be viewed in two directions. It is necessary to work on raising awareness of the local population, as well as working directly with migrants.

In the process of enhancing skill, one should first start researching the historical background of the country from which the migrant comes, as well as history and culture of the country in which he/she is currently located.

The second step is to find out about the rights of migrants, to inform and address the relevant institutions and organizations.

The next step, of course, would be to include migrants in social integration programs that already have ongoing projects, staff should know exactly how to help and what help to offer.

Of course, in these programs, the role of cultural mediator and youth worker should be emphasized because they are the key factors for creating relationships that are empowering, motivational and reliable. Once a person receives some help and is seen and heard, he or she can serve as a good example or as a role model who, with his or her knowledge and new skills, will take on the role of cultural mediator or mentor to people in the same situation.

Lecturer: Snjezana Blagojevic

The need for enhancing skills comes from the multiple dimensions of exclusion experienced by marginalized groups of children, youth, and grown-ups. In this module, DRPDNM illustrates its practices and programmes to enhance skills to tackle this issue.

VIDEO 1: <https://www.youtube.com/watch?v=IGZ1M06iIY&t=16s>

VIDEO 2: <https://www.youtube.com/watch?v=j51-mtL-ZMc&t=9s>

VIDEO 3: https://www.youtube.com/watch?v=R5_4xx5yliY&t=116s

Lecturer: Miroslav Strnisa

Subject: Work with young people in the youth center – integration and work during COVID-19

VIDEO: <https://www.youtube.com/watch?v=PHagFUI1DO4&t=6s>

2.3 TRAINING ON TECHNICAL SKILLS EMPLOYABILITY ORIENTED

Leading organization: Fundación Empresa Universidad de Alicante de la Comunidad Valenciana (FUNDEUN), Spain

Dates: 22-26 of February 2021

The aim of the training was to provide some advice to the people who work with AS and BoIP for them to help them better in looking for a job. The training was based on the experience of the partners about what companies want, and the specific subjects of Most Demanded Skills, Career/Training and Services Guidance.

Teaching modules:

a. GOOD PRACTICES WHEN LOOKING FOR A JOB

VIDEO: <https://www.youtube.com/watch?v=70CfP7PAYMc&t=2s>

Most people consider only their technical knowledge when looking for a job: “what I know how to do”, “what I have studied about”, etc. With that they look for a job not minding even whether they like that activity. But a person looking for a job must not express his/her interest on the job as “just a job, a way to earn money, to pay for my living, etc.”. In something that will require their attention for most of the daily time from Monday to Friday (at least) they must be more ambitious. They must have a professional objective.

The professional objective is an area where “what I know how”, “what I can” and “what I like” are together. In this area we develop enthusiasm, and all our potential is focused on achieving professional and personal objectives, all together. In here, what we do is not just a job is part of our passion for life. This is the best way for people in the critical situation of AS and BoIP to get strengths and succeed in their new life.

When we clearly see this point of connection between what we like, what we can and we know how, we must develop the plan, the timeline. We need objectives. They focus are energy. This is the path we want to follow in our personal challenge of improving what we have in front of us. We either have a profession or will get one and will design a professional objective. Beginning from what we

need (to be able to pay a house, to buy food and clothes for the family, etc.) and the time we have for this to come true we must design a plan.

But a plan has two dimensions. One is where we aim to and a second one is what we will do if we don't meet our temporary objectives. This means that we must understand that we will lose battles but keep fighting to meet our final objectives. Not only we will face problems, but our preferences are going to change the way we follow our objectives. The way we get older, get more experience, our priority changes, and the way we relate to others change. We must always be prepared for that.

To successfully develop a strategy to achieve our objective, we need a clear will and a strong decision. Apart from that, we will need some managerial skills, some experience and knowledge.

When thinking of what we are going to do for our living, we must also wonder what the others want, this means, "how many people offer what I am going to offer?" and "how many people demand what I and some others offer?". We must always try to offer something different, even if we work on what many people work, we will try to do something differently.

When having these first questions clear, we will work on how we tell about ourselves, this will be our brand, how we appear on the market for others. After that, we will develop the contacts that will help us get the job and the incomes that we need and want. This is very important since the 70% of the jobs are got in the market through personal contact.

When we have worked on all these issues properly, we can start preparing the interview and apply to the different jobs that we think will fulfil our expectations. All this previous process of analysis is not usually well developed when it is strongly recommendable to try always to get "our job", the job where we are going to succeed.

- Practical case: "A DIFFERENT PRESENTATION"

In a meeting, every participant introduces him/herself first in a "traditional way" (name, institution, position, country, and expectations). Later, after the lecture, the director of the activity asks everyone to read a slide about the different priorities a human person has during his life.

1.CHILDHOOD AND ADOLESCENCE Until 20	2.TRANSITION TO YOUNG ADULT 20 - 30	3.ARRIVAL TO ADULT WORLD 20-30 Dream Concept Looking for a MENTOR Choosing a PROFESSION Choosing a PARTNER	4.30 YEAR OLD TRANSITION 30 Sense of URGENCY and of LIMITS. New CHOICES	5.SETTLEMENT 30-40 Put down routes. GO FORWARD BE YOURSELF
6.MIDDLE AGE TRANSITION 40 DREAM revision Becoming a MENTOR MARRIAGE updating AGE acceptance BEING ONESELF	7.ARRIVAL TO OLD ADULT Small changes MARRIAGE WORK Life Rythm	8.50 YEAR OLD TRANSITION 50 Revision	9.CULMINATION OF OLD ADULT	10.OLD AGE TRANSITION Physical decline Friends loss CREATIVITY renewal

According to that and reflecting on what their specific case was, participants try to make a different presentation, telling about their dreams when they were younger and how they evolved when they became more mature. This dynamic presentation is shared by every participant, and they analyze how they presented themselves and what they asked for when they began to look for a job and what they would do now. Participants comment their impression about how this other way of presenting themselves provides interesting information about an applicant for a job.

The main issues faced in this speech were:

- Do I have a Professional Objective?

VIDEO: https://www.youtube.com/watch?v=et2OV98Mfws&feature=emb_title

- Defining your professional objective

VIDEO: https://www.youtube.com/watch?v=aqDuelo8aMY&feature=emb_title

- What we do wrong when looking for a job

VIDEO: <https://www.youtube.com/watch?v=Er--jkcg6zQ&t=34s>

b. MOST DEMANDED SOFT SKILLS

The main soft skills that companies demand nowadays in the Labor Markets are the following:

1. Self-Knowledge and Personal Brand
2. Creativity, Entrepreneurship and Innovation
3. Time Management
4. Team Working
5. Conflict Management, Negotiation and Contracting

This means that companies don't want only professionals with technical knowledge (lawyers, engineers, doctors, etc.). They want these professionals to be able to present themselves properly in their field, to communicate their knowledge and the main achievements of their companies (this is good for the company brand), to be able to prepare on time a difficult project establishing priorities (this is good to work on team projects), etc. A deeper knowledge of every one of these skills is very important to create and manage a good staff.

I. Self-knowledge and Personal Brand

VIDEO 1: <https://www.youtube.com/watch?v=SSahsLILLgo&t=3s>

VIDEO 2: <https://www.youtube.com/watch?v=o2uIJSDIPlw>

The first step to make a good presentation for a professional it is to know about him/her-self. The soft skills development requires a first analysis about the kind of skills that we can develop, what we are able (and can prove) to do. Some people are more naturally oriented to lead others, they are natural leaders. Some others are better followers, but can are able to see things that most of the others don't see in a situation. While a person may be creative and, probably disorganized, another person can work very well managing time, controlling procedures, etc.

For an AS or BoIP this may be extremely relevant. In most cases they don't have long time to be trained and they need almost immediately a job. To be a responsible person, or a person able to work on a team or a good time manager might be very relevant skills for a person to get a job.

To learn about oneself, there are different activities. All of them are based on moving from our routine to areas and activities that we don't know so well. It is to see ourselves from a different perspective. We must see our evolution, because people who are on the same point of life usually have different backgrounds. And backgrounds provide resources that can be very useful for certain situations. To ask people about us can provide good information if we analyze well what to ask and who to ask. With all of that, we can redefine what we are going to tell everyone, even in social media, in meetings, etc. We can decide to change our professional profile, the way we tell about ourselves. Saying "I give love to plants" instead of "I work growing plants", in some context can help to be "seen" by our interviewer for a job. The message must be honest, but also brave when looking for the job we want and need.

When creating our personal brand, we must be honest, connect with our personality and with our values and make a good use of digital tools and technology. We must also have a plan, with objectives, with a timeline. On top of that we must have a purpose, a professional and personal purpose. The creation and development of a personal brand is like a job itself. It may be comfortable or demanding, better if connected to something that we like, but it requires work. We cannot disappear when we have people willing to know about us. That would go against us.

10 advices to make a good personal brand

VIDEO 3: <https://www.youtube.com/watch?v=zWkxdrWP2gc&t=4s>

- Practical case about Self-Knowledge and Personal Brand
 - Write the name of the people who had the biggest influence on you during your life.
 - Analyze (and write down) why these people had that effect on you.
 - List the characteristics of those people that impressed on you.
 - Write down the values you think those people have behind their behaviors.
 - Compare these people's values with yours.
 - Think about what you should do to copy those interesting characteristics.
 - Think of something that you miss from these people, something that you know that it would help you.

II. Creativity, Entrepreneurship and Innovation

VIDEO: <https://www.youtube.com/watch?v=4DKhUZPp8&t=15s>

These three very connected attitudes in life go together as one soft skill. They all refer to something very important which is to create new realities in the professional life. For that, to do something valuable and productive, we will need ideas, knowledge about how to use those ideas and the will and strength to execute a plan for implementing them.

All of this is especially important if the environment where the person moves is not stable (as it is the one of AS and BoIP). If we don't find what we are looking for, maybe we should move to another place or try to find something different in the same place. The most complicated environment is the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) one. To know something about could be interesting.

VIDEO: https://www.youtube.com/watch?v=V6UEljFYyAs&feature=emb_title

The first thing to do when we face a VUCA environment is to be sure that we will be doing our best. In this sense, it is important to try to work always on the Ikigai. It is proved that everyone gets the best energy when all the following things are in what we do:

- what we love,
- what the world needs,
- what we are paid for
- and what we are good at

This is the point where we will have the capacity, strength, interest, and motivation to do our biggest effort. And it is important not to be too far from it.

Another important question is to stop planning and start learning every day. Plans in an unstable context are not useful. Learning every day and being creative, innovative, and entrepreneurial is the only way to succeed in a VUCA environment.

Being creative means to think out of the box and not being afraid of providing “silly” ideas. Innovation requires more analysis to connect good ideas and needs in a profitable way. Entrepreneurship is to start implementing the plan developed with ideas and innovation and face all circumstances that may arise. All these activities count on methodologies to be developed but the most important issue is the management capacity to learn, to analyze to be creative, innovative, and entrepreneurial.

The following examples show how thinking in a different way helped some businesspeople to offer what the other people really wanted and needed. Although they both are big companies, they got to that because once somebody thought differently. And at that time the idea probably looked crazy.

- Blue Organization:, Nespresso and the Circus of the Sun

VIDEO: https://www.youtube.com/watch?v=bnWj9AzNHvs&feature=emb_title

- Agile Tools in the Innovation Process. (to try to understand how people think)

VIDEO: <https://www.youtube.com/watch?v=y65VBKpyKNw>

- Practical case about Creativity

Answer the following questions for the SWOT analysis:

Internal factors

Strengths

What do you do to make things better than others?

What do you make that no one else does?

What resources do you have that others do not?

Weaknesses

What should you improve to reduce risks?

What should you try not to do?

What can be seen by users as a weakness?

External factors

Opportunities

What do people need regarding your offer?

Do they prefer other thing?

Do you get access to some technology that you could learn how to use?

Are there any expected changes in government politics?

Threats

What treats do you face or expect to face in the future?

What are your competitors doing?

Is the evolving technology difficult to embrace?

Do you have access to financing?

III. Time Management

VIDEO: https://www.youtube.com/watch?time_continue=125&v=fXimR9EkvE8&feature=emb_title

To manage our time well requires awareness and an objective. First, we must be aware that our life is mainly time, something that can be used for good or bad. A deeper analysis will classify our time between work and leisure time. There is not a third kind of time. We are either working or resting. The objective must be self-realization, to achieve our objectives, something more spiritual than material. It is not to focus on earning a quantity of money. It is more something like feeling useful, recognized, doing something that we really like, etc.

A good analysis of what we do with our time will take us to organize it in a more sensible way. We will decide what we want to achieve in the long and medium term and will bring this to a plan for what we do in the short term. And we will start working on our self-realization.

We will not consider leisure time just like time wasting. We will be creative when planning our leisure time and ambitious as well. It will be good for us not to rest only physically but also mentally. For that we will need intense experiences during our free time.

We will also make a lot of mistakes and non-fulfilled plans, but we will learn from them and replan again in a more realistic way. But getting the best from our time is something that we will never give up.

We will analyze what wise people said about time to know more about it. We will analyze ways to avoid interruptions, we will learn how to delegate and about work rhythms and replanning.

IV. Team Work

VIDEO: <https://www.youtube.com/watch?v=dij2aLDfx6s>

The main question of working on a team it is to know about its advantages compared to the results of working on just a group. On a team, synergies arise because there are interdependences that make everyone do his/her best in the context of that team. This means that if the group needs to develop a job with two candidates for one task, only one will develop that task and the other candidate will work on another one. Team members will work as a unit and they all will either succeed or fail together. Because of that they will do their best and this will bring, after certain organization, efficiency.

To work on a team requires certain common values, mainly towards others (tolerance, responsibility, respect, ...), but also some skills (empathy, communication, adaptability, ...) and some good atmosphere. The manners are also very important because critical thoughts are more important to improve management than the compliments. But these not so good thoughts must be well communicated and accepted. It is the only way to improve a situation.

On a team there must be also some roles. Not everybody must do the same. The roles may be classified as mental (creative, specialist and evaluator), social (merging, resources finder and coordinator) or action (promoter, implementer, and terminator) roles and every one of these types of roles have different subtypes. In the end, about 9 different roles that every team must include. Some roles can be performed by the same person.

The structure of a team is complex and requires a permanent activity of solving small and medium problems that arise in human interactions. But when a team works efficiently the results many times are impressive.

- **Practical case about Team Work**

Imagine that you need to develop the following tasks throughout the day. Which ones would you delegate to a collaborator?

1. To gather information about a company that is willing to collaborate with yours.
2. To search for mistakes in an important document to be signed by your legal representative.
3. To meet the Human Resources Department to plan a delicate new law to be implemented.
4. A task that a customer has delegated on us.
5. To plan the development strategy of a new department.
6. To review the results of the staff, person per person.
7. To meet a well-known client that proposes a very interesting project, knowing that a staff member has already worked with him and is aware of everything.
8. To set the objectives of every team member.
9. Classify and organize the documentation file on projects already completed.

Think of all the described tasks and point the ones that you consider most convenient to delegate and try to mark only three.

Explain the reason why for your choices according to the theory followed in this module and consider all possible conditioning factors.

V. Conflict Management, Negotiation and Contracting

For negotiation to exist or to be required, there must be at least two independent but interconnected parts with different interests and options to get to a better agreement for both.

During their lives people see themselves many times in the need of negotiating. The most important characteristic of a negotiation it is its aggressiveness. It is relevant to know if the participants in a negotiation are going to look for the interests of the opponent.

If they don't look for the interests of the other part, they are going to hide information, they are not going to believe what the other part says, there will be tension, bluffs, and threats. It is negotiating being blind, no seeing at all. One participant will win and the other one will lose.

If opponents look for the interests of the other part, they will be honest, they will trust each other and they will exchange information. It is a win-win negotiation.

Apart from identifying the kind of negotiation, it is relevant to know the kind of relationship to have with the opponent after the agreement. If after the negotiation there will be a period when the agreement can be cancelled, we will have to either be transparent or work on hiding some information for the long term (extra effort). Not to hide will always make things easier.

There are some other aspects like urgency or the alternatives of both opponents that condition the negotiation. Because of that, information is so relevant to negotiate well.

With the needed information, negotiation consists of establishing the limits for both participants and develop a strategy anticipating the movements from the other side.

- Practical case about Negotiation

Watch the film "The negotiator" (1998) with Samuel L. Jackson and Kevin Spacey, and answer the questions:

- What type of negotiation is it?
- Highlight some general aspects of the situation.

Lecturer: Iker Inchauspe

New Projects Director of Enterprise University of Alicante Foundation (FUNDEUN)

Subject: What we do wrong when looking for a job and Soft Skills

Practical case: "Deciding about their future when being a young immigrant"

A quite relevant input in this methodology would be to count on a lecturer telling about the difficult circumstances that refugees bring when looking for a future in a foreign country. Their psychology is affected, they are suffering big trauma and all that affects the communication with them.

VIDEO: <https://www.youtube.com/watch?v=qVNqrmXLRys&t=291s>

With young people the problems are a bit more special. Their background is the first problem. They don't offer the guarantee for a good performance in a company that businesspeople want. They have no past in their country of destination, there are no teachers or relatives to ask about them. This problem can be solved with the contacts of the institution where they are but only to a certain point.

Another important question is the training. What do they know about? What can they learn about? Their critical situation doesn't allow to plan for the long term. They need qualification quickly that enables them to start working right now. How to find or decide what they like?

A very important question it is also that they can get money quickly in illegal activities, but this is the worst option for their future. And many people they know are following this option. Because of this they quickly need qualification in something that they like for the money not to be the only objective. The institution should use its contacts to get a good opportunity of work for them as well and they must always do their best to take advantage of all of this.

To get some positive feelings in the middle of that pain, refugees and mentors must be aware than just trying to find a better life in another country refugees are heroes. They must bring this to their self-knowledge. And mentors of refugees must think the same about them and about themselves. This brand of "Survivor" must be the first step for their new "reconstructed" life.

Mentors should be also shown how certain behaviors can lead to success. They should be recommended to focus on the successful cases to value their work and to do therapy with professionals and colleagues to avoid frustration and high levels of anxiety and stress.

Lecturer: Fernando López Mompean

c. LABOR MARKET AND COMMUNICATION WHEN LOOKING FOR A JOB

The employment rate is a problem many times for the country of destination of the Migrants and Asylum Seekers. When this happens the governmental steps to solve this situation may reduce the options of the migrants to get a job. This is even more difficult with the youngest ones. It exists a phenomenon called "NEET" (Not in Education, Employment or Training) which affects mainly to local young people, and it is a huge obstacle for the young migrants willing to work. Adolescents usually copy what they see from people the same age and NEET may be a very bad model (many times not close to illegal activities).

It is important to analyze in which field or industry these people have more opportunities to find a job and to train them for that. The design of a career cannot be most times as ambitious as mentors would like but it is important to find a job for these people. They can later try to improve the conditions of their job but the worst is always to be unemployed. "Neet" or permanently subsidized people is not a phenomenon interesting for them since this would not provide a real opportunity of getting involved in the society.

There is certain research that can be studied. Some of them show that the IT knowledge is one of the best ways to find a job for refugees and for every migrant, although many times it is not possible to provide that training to them. The same way, jobs where a machine can't work, are the best places to get a job, although many of those jobs are not defined yet. People like to be understood by another person, to feel empathy, to be appreciated and this is something that a machine will never communicate. Together with all the technology being develop, will always exist the need of a person with empathy, a leader, someone who understand what to be a person is about. Also many activities connected to culture, feelings transmission, etc.

Migrants must not give up the idea of having a good presence on social media because this provides trust to the market. It doesn't matter if they don't consider themselves qualified people. They can show honesty, passion for the family, for what they do, etc. When possible, it is interesting to be on Facebook, LinkedIn, Youtube, etc. With this people see that you exist, you can get help this way, you can improve languages. There are groups and groups of people like you and getting involved you may stop being an anonymous immigrant. This will for sure help you.

It is also important to point the fact that some of them can become entrepreneurs. Entrepreneurial characters exist also among the migrants. They are people able to work with enthusiasm and meet bigger objectives and even help others to get a job.

Labor Market and Communication

Lecturer: Susana De Juana

PhD graduate and Professor in the Economics Department of the University of Alicante

Susana explained about other ways of getting a job, relevant information for the target group of the project. She told how the labor market has many points unknown for most people. There are some professions where it is very difficult to find people to work. Many governmental websites show the need of these professionals. Some are more qualified, others are less, but in most cases, they are well paid because of the lack of people interested. She used the SEPE in Spain as an example. In its website it was clear that mechanics and clerks for big boats were highly demanded for instance.

VIDEO: <https://www.youtube.com/watch?v=uCesLGunbVI&t=3s>

Research Methods and Networking

VIDEO: <https://www.youtube.com/watch?v=EF3lh3ahnzQ>