HANDBOOK

EMOTIONAL INTELLIGENCE FOR YOUTH WORK
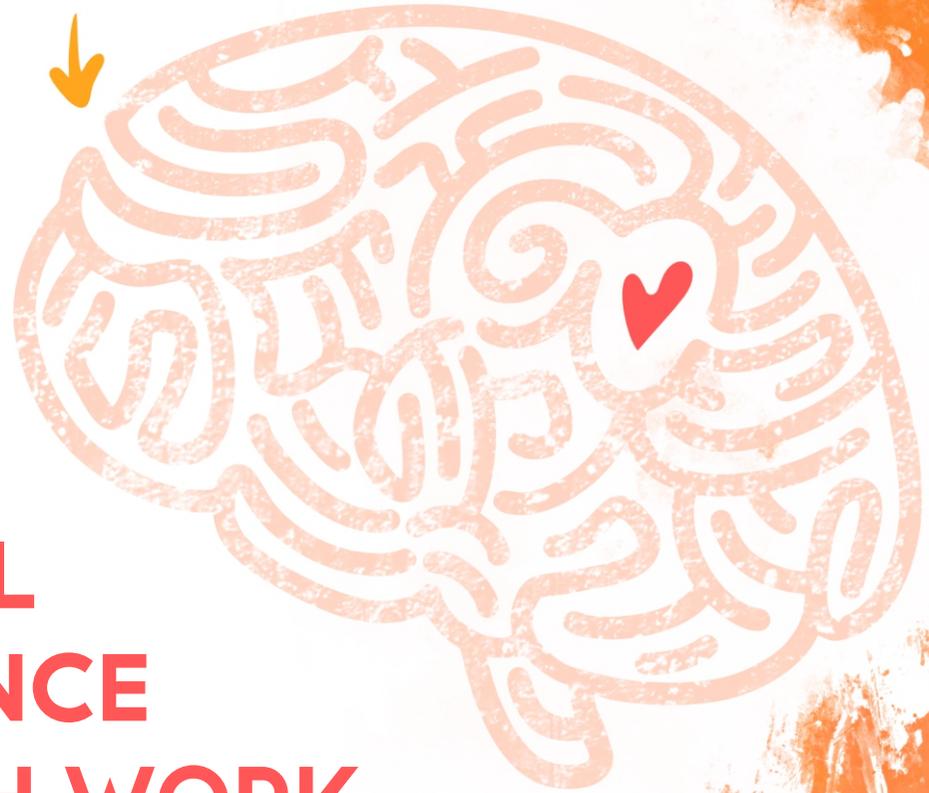
Em(path) 4 you(th)

Dear reader,

Welcome to the handbook created within our project "Empath4Youth" - a capacity building in the field of youth projects that happened thanks to the Erasmus+ programme financed by the European Commission. This project united partners from three continents and hence this handbook was developed by the youth workers from Italy, Uganda, Vietnam, Cyprus, Denmark, Nepal, Rep.of North Macedonia, Belgium and Peru.

Why did we decide to focus on emotional intelligence (EI)? EI has been proven to be a key factor in maintaining a good mental health, job performance and leadership skills; as well as in listening and mediating abilities - crucial competences of a youth worker. Mastering these soft skills happen through Social Emotional Learning (SEL), the process through which we understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

* EI = The ability of a person to identify and recognize one's own and others' emotions, it allows using emotional information to guide one's behavior and adapt to different environments.

While most of us, thanks to being involved in youth work sector for years, already have good management skills, mediating and problem-solving skills, we still need to acquire or foster such interpersonal skills that allow us to recognize and understand the emotions of the group, in order to help them to better navigate in new knowledge and maximize own learning.
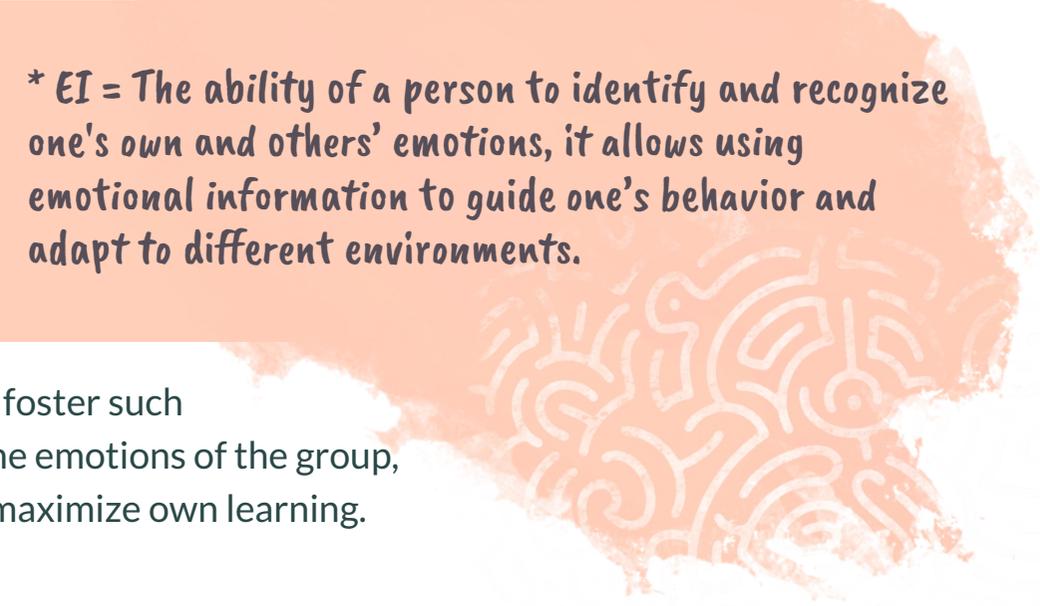
We believe that mental health and well-being of youth workers has particular importance for their job performance and ability to constantly fuel the positive team spirit and group dynamics. While participants can choose to limit their own commitment during activities – the youth workers are the engine that inspires and constantly involves the others – this requires a lot of concentration, emotional commitment and hands-on approach. This is why we created this handbook: we hope it will help the youth workers to dive into a beautiful world of peace with their own emotions and guide them towards spreading further emotional intelligence throughout their work as a tool for well-being.

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THE HANDBOOK

This handbook, which is a manual that summarizes the content of a deeper **MOOC course**, presents itself as a backup-tool for youth workers to explore the concept of EI and the different areas related to it in a immediate and personalized way, according to their particular needs and areas of further development.

In this sense, youth workers will be invited to select the topics that they think would allow them to be more aware of the emotions that surround them, the relationships they manage and the different intercultural contexts that have an effect in daily life and work in the field of youth work. Exercises and methods, as well as tips and different ways of developing their EI competences will be presented along the pages; motivating them to implement these techniques and to self-reflect on those that work the most for them.

Our handbook (and MOOC) is divided in 5 chapters that will help you gradually get introduced to the theme of Emotional Intelligence.

Enjoy the reading,
Empath4Youth international team

MODULE 1:
INTRODUCTION TO
EI

learning outcomes:

- Learn about the history of emotional intelligence.
- Gain greater awareness of emotions and the impact of emotion on self and others
- Gain a better understanding of the various tests of EI
- Have a better understanding of personal emotional intelligence including strengths and possible development

1.1. Pre-assessment before Theoretical Input

Finding out where you are in terms of emotional intelligence, how self-aware you are, and any possible development areas is the ideal place to start if you want to become better at responding to inquiries about it.

- Which of the emotional intelligence domains do you feel you are particularly strong in?
- What do you think are the steps to improve your EI?
- Who inspires you? Why?
- How could you create more balance in your life?
- What makes you angry?
- How do you have fun?
- How good are you at asking for help?
- How did you deal with a bad day?
- What's something you're really proud of? Why?
- Tell me about a time when your mood altered your performance (positively or negatively).
- Has there ever been a time when you felt you needed to change your behavior at work? How did you do it?
- Did you create friendships that lasted while working at a previous job?
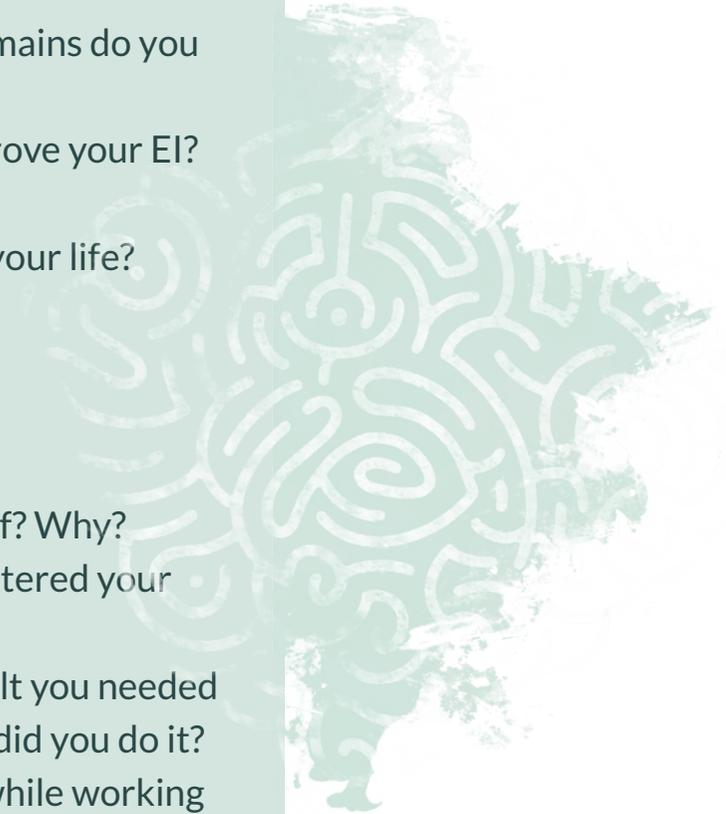
1.2. Definition of Emotional Intelligence

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.

The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life.

Emotional intelligence is commonly defined by four attributes:

- Self-management
- Self-awareness
- Social awareness
- Relationship management

	RECOGNITION	**REGULATION**
PERSONAL COMPETENCE	**Self-Awareness** • Self-confidence • Awareness of your emotional state • Recognizing how your behaviour • Paying attention to how others impact your emotional state	**Self Management** • Keeping disruptive emotions and impulses in check • Acting in congruence with your values • Handling change flexible • Pursuing goals and opportunities despite obstacles and setbacks
SOCIAL COMPETENCE	**Social Awareness** • Picking up on the mood in the room • Caring what others are going through • Hearing what the other person is "really" saying	**Relationship Management** • Getting along well with others • Handling conflict effectively • Clearly expressing ideas/information • Using sensitivity to other person's feeling (empathy to manage interactions successfully)

https://www.youtube.com/watch?v=LgUCyWhJf6s

1.3. Brief history of Emotional Intelligence

The concept of Emotional Strength was first introduced by Abraham Maslow in the 1950s. However, the term became widely known with the publication of Goleman's book: "Emotional Intelligence – Why it can matter more than IQ" (1995). It is to this book's best-selling status that the term can attribute its popularity. Goleman has followed up with several similar publications that reinforce use of the term.

Late in 1998, Goleman's Harvard Business Review article entitled "What Makes a Leader?" caught the attention of senior management at Johnson & Johnson's Consumer Companies (JJCC). The article spoke to the importance of Emotional Intelligence (EI) in leadership success and cited several studies demonstrating that EI is often the distinguishing factor between great leaders and average leaders. JJCC funded a study which concluded that there was a strong relationship between superior performing leaders and emotional competence, supporting theorist's suggestions that the social, emotional and relational competency set commonly referred to as Emotional Intelligence, is a distinguishing factor in leadership performance.

https://impellus.com/wp-content/uploads/2020/06/Emotional-Intelligence-background-reading.pdf

1.4. Importance of Emotional Intelligence

Self-regulation: the ability to manage one's negative or disruptive emotions, and to adapt to changes in circumstance. Those who are skilled in self-regulation excel in managing conflict, adapt well to change and are more likely to take responsibility.

Motivation: the ability to self-motivate, with a focus on achieving internal or self-gratification as opposed to external praise or reward. Individuals who are able to motivate themselves in this way have a tendency to be more committed and goal focused.

Empathy: the ability to recognize and understand how others are feeling and consider those feelings before responding in social situations. Empathy also allows an individual to understand the dynamics that influence relationships, both personal and in the workplace.

Social skills: the ability to manage the emotions of others through emotional understanding and using this to build rapport and connect with people through skills such as active listening, verbal and nonverbal communication.

Self-awareness: the ability to recognize and understand one's own emotions and their impact on others.

1.5. Measurement of Emotional Intelligence (tests of Emotional Intelligence)

A number of different assessments have emerged to measure levels of emotional intelligence. Such tests generally fall into one of two types: **self-report tests** and **ability tests**.

The self-report methodology was initially created, and because of how simple it is to administer and score, it has become the method that is used the most frequently today. In accordance with what the name suggests, the person assesses oneself, for instance, by agreeing or disagreeing with a series of surveys.

Self-report Assessment is excellent for figuring out how intelligent you think you are, and they may also serve as a proxy for your self-perception. However, there are many other talents that make up emotional intelligence, and ability tests are the most accurate way to measure skills.

Ability tests, on the other hand, involve having people respond to situations and then assessing their skills. Such tests often require people to demonstrate their abilities, which are then rated by a third party.

If you are taking an emotional intelligence test administered by a mental health professional, here are two measures that might be used:

- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is an ability-based test that measures the four branches of Mayer and Salovey's EI model. Test-takers perform tasks designed to assess their ability to perceive, identify, understand, and manage emotions.
- Emotional and Social Competence Inventory (ESCI) is based on an older instrument known as the Self-Assessment Questionnaire and involves having people who know the individual offer ratings of that person's abilities in several different emotional competencies. The test is designed to evaluate the social and emotional abilities that help distinguish people as strong leaders.

A video on emotional intelligence features Dr. Robert Tett, the author of the Multidimensional Emotional Intelligence Assessment (MEIA) (EI).

https://vimeo.com/20089543

emotional intelligence measures

STEP 1

perceiving

Determine the emotion depicted in the drawings and paintings, the works of art, and the landscape.

STEP 3

understanding

Identify the emotions that come from blending and intensifying other emotions.

STEP 2

use

Rate how benefitial the emotions are to the activity. Compare your sentiments to the reaction you created with spectacular phrases.

STEP 4

managing

Evaluate how well actions responded to circumstances affecting one's own and other people's emotions.

1.6. Ways to improve your Emotional Intelligence

Here is the video you can use to show the way to improve your Emotional Intelligence.

https://www.youtube.com/watch?v=n9h8fG1DKhA

Emotional intelligence is made up of three core skills which fall under two main competencies: personal competence and social competence.

listen

If you want to understand what other people are feeling, the first step is to pay attention. Take the time to listen to what people are trying to tell you, both verbally and non-verbally. Body language can carry a great deal of meaning. When you sense that someone is feeling a certain way, consider the different factors that might be contributing to that emotion.

empathize

Picking up on emotions is critical, but you also need to be able to put yourself into someone else's shoes in order to truly understand their point of view. Practice empathizing with other people. Imagine how you would feel in their situation. Such activities can help you build an emotional understanding of a specific situation as well as develop stronger emotional skills in the long-term.

reflect

The ability to reason with emotions is an important part of emotional intelligence. Consider how your own emotions influence your decisions and behaviors. When you are thinking about how other people respond, assess the role that their emotions play.

1.7. Case study

Dale is a junior manager in a manufacturing company. His manager recently retired. His former manager recommended Dale for a management-training program to position Dale for succession.

Dale did not get the promotion because he failed his management training. He is very bitter at the lost opportunity and complains to his co-workers that he did not get the promotion because of them, accusing them of overloading him with work, and leaving him with no time to study.

Dale also complains to his wife that if she had taken on more responsibilities, he would not have failed his management training. At family gatherings, he complains that it is things like these that made him fail and lose a promotion.

He is also jealous of his new manager for getting the promotion ahead of him. He complains that if others had not sabotaged him the job would have been his. Dale complains continuously and still is complaining 1 year after the incident.

Questions for the EI case study

- Identify the EI issues in this case.

- Is Dale responding to his failure in an emotionally intelligent way? If not how could he respond better?

Answers for the EI case study

EI issues in this case include:

a. Cognitive distortions
b. Attribution error
c. Faulty causal analysis
d. Emotional reasoning e.g. taking emotional feelings for reality
e. External locus of control
f. Personalizing
g. Blame shifting
h. Failure to handle and cope with negative emotions
i. Lack of self-awareness to enable reading own emotions accurately
j. Lack of self-management in failing to control own negative emotions
k. Lack of social skills to read emotions in others and respond with empathy e.g. blaming others, complaining, and jealousy
l. Lack of motivation to move ahead from failure to other challenges

Dale's poor emotional response

Dale is not responding in an emotionally intelligent way. He is nursing bitterness, jealousy and blaming others due to his lack of self-awareness and self-management to handle his own emotions and respond to them in a productive way.

Alternative emotional response

Dale could have accepted and owned his failure. Owning ones' mistakes empowers and motivates to try again thus turning failure into a learning curve and a motivator. Placing the cause of failure outside of self is disempowering rather than empowering. An empowering cause attribution is to place it within one's sphere of control not outside as Dale did. Dale could have accepted his failure and motivated himself to attempt his studies a second time and hope to apply for other job openings within his company or outside.

Dale also fails to manage negative emotions to the point he is still bitter 1 year after the event. This has arrested his productive capabilities due to ruminations in negative emotions. Dale could have accepted that failure causes negative feelings but should have sought to find something positive to take his attention away from the failure. He could have taken up his studies again, and immense himself in his studies thus taking away his mind from the negative emotions to motivation for change of his predicament.

(Sorce: Emotional intelligence case study 1 (2022 Workplace guide on EI), by **Joiline Gorlova**)

1.8. Self assessment session

Q1. What is emotional intelligence, and how can it be beneficial?
Q2. Please give an example of a method to improve emotional intelligence.
Q3. Please read the answers of peer learners and leave your comments.

1.9. Summary

The capacity to comprehend and control one's own emotions as well as those of others is known as emotional intelligence. Emotional intelligence outlines how emotions impact your capacity for worldly navigation and how you might raise your own emotional intelligence to lead a fulfilling existence. Abraham Maslow developed the idea of emotional toughness in the 1950s. But with the release of Goleman's book, Emotional Intelligence - Why it can matter more than IQ, it gained widespread attention. The five talents that make up your emotional "literacy" are really a much stronger predictor of pleasure and success than the capacity by which we often evaluate it, according to Goleman, who also explains how two independent minds reside in our brains.

The ideas and observations of several academics and psychologists are thoroughly reviewed, and four key elements of emotional intelligence are presented: self-awareness, social awareness, self-management, and relationship management. In this stage of life, emotions are crucial. There are a variety of strategies to increase emotional intelligence. EI helps us learn new things, comprehend people, inspire action, motivate us to perform, and many other things.

If you want to improve your self-motivation and think more positively, follow this advice:

"You explain how your successes and failures affect your ability to motivate yourself. To inspire yourself, start thinking like this: people who convince themselves that the reason for their failure is their own, not the outside world's, and that they can change it themselves, don't give up easily. They keep trying because they believe they are in control of their lives."

1.10. References and (additional) resources

- What is emotion?

https://sci.bban.top/pdf/10.1002/9780470561119.socpsy001009.pdf?download=true

- EI

https://www.proquest.com/openview/48620ba335fe250373bf3ac64adaf99c/1?pq-origsite=gscholar&cbl=616374

- Emotions are constructed

https://youtu.be/QGQQ7pJQqHk

- EI in everyday life

   https://books.google.it/books?hl=en&lr=&id=WV1TAQAAQBAJ&oi=fnd&pg=PA3&dq=the+beginning+of+emotion+intelligence&ots=yrfkmj_n6u&sig=fnB1otUGlOliFtpd_ONykvRZuUU&redir_esc=y#v=onepage&q=the%20beginning%20of%20emotion%20intelligence&f=false

- History of SEL: https://revues.imist.ma/index.php/IAJESP/article/view/14402/7902

- Edutopia: https://www.edutopia.org/social-emotional-learning-history

- What are the core Emotions: **What are Emotions and Feelings?**

- Emotions & Feelings: https://www.psychologytoday.com/us/blog/the-pleasure-is-all-yours/202202/the-important-difference-between-emotions-and-feelings

- Guide to feelings and emotions: https://www.laughteronlineuniversity.com/feelings-and-emotions/

- The Science of Kindness: https://youtu.be/O9UByLyOjBM

- 8 ways to become more Emotional Mature: https://youtu.be/hxCvJJv2vw8

- Sources: https://www.mindtools.com/pages/article/newCDV_59.htm

MODULE 2:
SELF-MANAGEMENT

learning outcomes:

- Learn about different self management skills.
- Gain understanding about why controlling and regulating our reactions is important.
- Tips to improve your self management skills.
- Games to teach self management.

2.1. Definition of self-management

Definition:

Self-management, which is also referred to as "self-control" or "self-regulation," is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

Self-management is your ability to regulate your behaviors, thoughts, and emotions in a productive way. This means excelling in both personal and professional responsibilities for the benefit of yourself and your team.

Initiative, organization, and accountability are the three basic important tools of self-management. If you see yourself as a person who is accountable, it means that you can take responsibility.

2.2. Self-management skills

Skill		Description
time management	1	Your ability to control how you use your time
self motivation	2	Your ability to stay motivated and accomplish tasks
stress management	3	Your ability to approach work clearly
adaptability	4	Your ability to pivot when changes occur
decision making	5	Your ability to solve problems and address issues
goal alignment	6	Your ability to align tasks with goals
personal development	7	Your ability to grow your industry knowledge

Developing self-management skills requires a certain level of self-awareness—you need to know yourself before you can regulate yourself. Start slow and embrace the process, remembering that these skills are ongoing.

Skill 1. Time management

Time management is about how you use your time. This means giving priority to your most important tasks first and **managing your daily to-do list**. A (youth)leader who has good time management skills can manage the time effectively without or less need for external help.

Good time management skills can help you stay motivated and avoid postponing of work.

Skill 2. Self-motivation

Self-motivation is your ability to **get motivated** and proactively do your daily tasks. It takes a certain level of responsibility, but practicing self-motivation can help you become more self-aware and prioritize what's important to you. This is similar to **intrinsic motivation**, which is motivation that comes from within yourself without anybody or something else motivating you to do the work. For both self-motivation and intrinsic motivation goes that they come from several personal factors. For example, your internal motivator for volunteering could be that it makes you feel fulfilled. External motivators, on the other hand, are influenced by factors outside yourself. For example, working faster because you're scared of the repercussions if you work slower.

Enjoying the work you do is an important part of staying motivated throughout your workday.

Skill 3. Stress management

Leaders often are experiencing stress, to have a good self-management you need to healthy stress management. Without stress management, you can suffer from overwork and, eventually, **burnout**.

Leaders with good stress management skills approach work in a focused way, they connect their initiatives to larger goals. When you know which task is most important and how **project deliverables** are tied to team goals, it's easier to prioritize work and you will likely feel more fulfilled doing it. Engaging with your work in this way is a form of self-care, and it can help reduce your stress levels and keep you level headed.

Skill 4. Adaptability

By adaptability we mean that you have the confidence and ability to respond when changes arise. This is especially important for leaders who work in a fast changing environment where project changes occur often.

For example, imagine that you've been working on a project for weeks when a new project comes up that's a higher priority than your first project. Instead of becoming stressed or frustrated, you can quickly adapt to this change and move forward with openness and curiosity. This is an important skill to have to maintain flexibility.

While being **adaptable** may be uncomfortable at times, it can make you a great leader as you have the ability to tackle anything that comes your way. It also empowers and motivates your team to do the same.

Skill 5. Decision making

To be effective, it's essential for leaders to develop decision-making skills, this will reduce confusion within the team and increase empowerment. Addressing issues and **solving problems** can help grow your decision-making skills.

Like all the other skills in this chapter is decision making, something you can learn. For this you can start by sharpening your **critical thinking skills** and learning how to analyze the most important information when problems arise. Also you can use **data-driven decision making** to ensure your actions come from data rather than guesswork, so fewer issues will arise down the road.

Skill 6. Goal alignment

Setting goals means you give priority to the most important projects, that are those that have the highest impact on your life, business and projects.

For this you need to be able to see the bigger picture and you need to know what's best for you, your team members and organization in the short and long perspective. In the long run, this will generate better results and boost **team morale.**

Goal alignment consists of three main skills:

- **Goal setting.** When you set a goal be sure to identify all the current pain points, forecast growth objectives and analyze your current **resource allocation plans**—all of these can help you set good and informed goals. Use the **SMART goals** framework to make sure your goal is specific, measurable, achievable, realistic, and time-bounded.

- **Goal communication.** This doesn't only involve managing and communication about the goals for your team, but it also involves aligning them to the goals of the organization's. In that way your team members can understand how their work ladders up to bigger objectives. For this to happen you need transparent communication and **aligned teamwork**.

- **Goal tracking.** Not only is it important to set and communicate goals, but it's also important to track them. This is very important to connect your daily work to larger goals and seeing how the team is progressing over time.

Skill 7. Personal development

Personal development is key for everybody, but especially for leaders. To be able to build the knowledge of your team, you will first need to build your own. This means you need to take time to attend workshops, take courses, and connect with industry experts to develop your management skills.

2.3. Why is self management important?

From an organizational perspective, the ability of team members to self-manage is critical to the effective functioning of an organization. Imagine an environment where the majority of those working within it were unable to stay on task, on strategy, and on schedule. That would make it very challenging to complete projects.

Self-management is even more important when we talk about **empowering employees** across the organization to be more innovative and resourceful. When every team member understands their responsibilities, goals, and what it takes to achieve them, they can make better decisions and do their part to achieve the **team and organization objectives**. Part of effective self-management with empowerment is that employees make good decisions about when to seek additional help or input.

2.4. Case studies

Analyzing examples of self-management in the workplace can help you understand the skills you need to develop and embody healthy self-management.

These examples involve refining the way you see yourself in order to develop strong self-esteem. Here are some examples of self-management to better understand how you can empower yourself to be a better leader in the workplace:

Example 1: Setting goals and aligning them to the larger picture.

Teamleader Marc Vargas wants to increase returning customers by 10% this year in order to meet her organization's growth goals. To start, she writes up a **business case** and schedules a meeting with the head of operations and product development. During that meeting, Daniela walks the department heads through her plan to rebrand an existing product line that hasn't performed well in the past. The leaders agree to the plan and Daniela gets to work to develop a detailed **work breakdown structure**.

Example 2: Stress management and time allocation.

Ray Brooks starts his day by going through his daily to-do list. He notices he has a few tasks that need to be completed and an overdue task that he didn't get to yesterday. He also gets a meeting invite for a new project that is flagged as a top priority. Instead of becoming overwhelmed and frustrated with the tasks on his plate, Ray goes to work to reorganize his schedule. Critically, Ray realizes that he can't get everything done that day. To get his best work done, he prioritizes the new project meeting, since it's a top priority. He then spends the rest of his day tackling his high priority tasks while maintaining the quality of his work. Instead of working all night, which Ray knows will stress him out and take away from his family time, he decides that his least important tasks will need to wait until the next day.

In both of these situations, the leader made rational decisions based on what was best for themselves and their teams. They were quick to make intelligent decisions while considering their own well-being in order to get good results.

(examples taken from **What is Self-Management?** (7 Skills to Improve it)

2.5. Ways to improve self-management skills

Even people with strong self-management skills can have troubles with it so now and then. Maybe because of a night where you **didn't get much sleep** you let your emotions get the better of you at a team meeting. Or maybe you got so overwhelmed in urgent tasks, that you lost sight of what was most important. It happens to the best of us.

Underneath we want to suggest some ways you can use to sharpen your skills and improve how you self-manage.

Keep your promises. Keeping your promises consist of two parts. Firstly, "do what you said you would do, and say what you do". This creates trust with others and within yourself. Secondly, be careful of the things you say yes to. Your job is not to be a hero to everybody. Your job is to stay focused on your role and to work to your strengths. Know your boundaries, but apply compassion to others as you hold them.

Align to the right level of engagement. The appropriate engagement is different between the different contexts, it varies from the executive table to individual contributors. There is a continuum from strategy to execution that moves from "why" to "what" to "how". Keep your focus on the right point for your role. As a middle manager, for example, your job is to translate the "why" of strategy into the "what" of discreet projects. It isn't your job to figure out how to do those projects.

Focus on what you can control. Things can always go differently, no matter how good the plan we make. We can't control, or are responsible for, everything that happens. What we are in control of is how our own response is to the impact of these circumstances. Fred Kofman, the author of Conscious Business, likes to ask "how are you response-able?" What is the best action you can take right now?

Be a player, not a victim. When you start to feel things like "this isn't fair" or "why didn't they meet the deadline?" there is a big chance you are starting to see yourself as a victim. In these situations your main question is; How can I move from victim to player?

As a player works with intention rather than being controlled by external events, they can often find themselves engaged more productively by evoking a coaching stance, being creative to propose solutions, or respectfully challenging the status quo.

Know who you are (and who you aren't). Always keep in mind what your strengths are, and while you plan your work, assign yourself the work that fits these strengths. When you know what your strengths are, you will also know what you aren't good at, which means that you can find others for those tasks. For example, I'm aware that I am strong in looking at the new requirements and building solutions to address them. I am poor at (and disinterested in) fixing things already in use, so I always look to have a trouble-shooter around me.

First things first. If we have a good plan, we know the critical items we have to get done. We also know that there will be many demands/requests for our time helping others meet their objectives. We need to take out time on our calendars for our most important work first, while still allowing enough time to be supportive of others and to stay in tune with the organization. By doing this, you control which items of lesser priority get your time.

Nurture yourself. When you are not feeling well, you can't perform at your best. Realize that you will be **most effective if you take good care of yourself.** This means you need to eat well, focus on physical wellbeing, and get at least seven hours of sleep daily.

Take breaks. When there is a lot of work, it's very easy to get caught up and forget to give yourself a break. Taking breaks allows time to **release stress and recharge**. Get creative with this: visit a colleague, get some water, go out for a walk in nature, or call your partner. Just get away from work for a few minutes several times a day.

Practice mindfulness. Introduce the **habit of mindfulness** and meditation into your daily life. When we enter a state of meditation, it is just as helpful to our brains and bodies as the time we sleep. Spending 5-10 minutes, a couple of times each day, on mindfulness can create new energy..

Don't multitask. The idea of multi-tasking is seen as a very good skill, however the fact is that human minds don't work that way. We are wired to do one thing, and then switch tasks. Switching tasks requires energy to refocus, so the more we do it the more time and energy we waste.

2.6. Activities for facilitators/trainers

Games give great opportunities for practicing self-control skills, because they are fun and interactive. People of all ages are more likely to learn and be motivated to practice if it's something that interests them. When you are planning to play the games below, it's important to be purposeful about the skills you are teaching. Don't forget to explain first what self-control is and why it's so important.

For example: Imagine you are going over to visit your family at their house. Over there you see a huge basket with your favourite candies in the kitchen.

Games to Practice Self-Control
www.thepathway2success.com

Simon Says · Blurt · Role Play
Wait Five · Self-Control: The ability to stop and think before making a choice · Stoplight
Guard Duty · Freeze · Orchestra

Clipart by Kate Hadfield, RebeccaB & Sarah Pecorino

You would really WANT to have one of those candies. What should you do? What could you use to control yourself? What could happen if you don't control yourself? These questions are important to help people understand self-control and why it's important. Let the youth know they are playing the game to practice and strengthen their skills for self-control.

Jenga. Playing this game is a nice combination of structure and chaos (it's perfect for people who really need self-control practice). While the youth is playing the game, if necessary, remind them that their self control determines how the game will go. The more carefully they remove a block from the tower, the bigger the chance they have to win. Besides that this is a really fun game, it can also be used as a metaphor for self-control in life; If you are not careful, things can fall apart. When harder situations appear, take your time, stop and think, breathe, and carefully think before you take the next step forward.

Self-Control Speedway. This **self-control board game** is developed as a fun way to practice self control skills. Players will go along the racetrack on the board, answering critical questions about self-control. By comparing self-control to driving you can remind the youth that they are in the driver's seat.

Blurt. This is a really nice game to practice self-control. Blurt is a set of cards with questions and answers. The game leader will read the card and players "blurt" out the answer in response. Another way to play the game is to have two players stand next to each other for a duel. When the leader reads the card only those two players are allowed to shout out the answer. All the other players need to use their self control and keep silent, even when the 2 players in the duel don't know the answer. This can be a great challenge (and so a good practice) for people who are struggling with self control and want to give the answer when it's not their turn. Even when you don't own this game, you can always create your very own set of cards.

Freeze. This game includes movement, playing and self-control. Play some active music in the room and let the youth move around or dance. Make sure to start yourself as the leader (later you can give this role to one of the players) and yell "Freeze!" at random moments.

As soon as the leader shouts "Freeze", everyone should stand still and freeze in the positions they were in, with the music still playing. Because the music keeps going this can be a big challenge for some, because they still feel the urge to keep dancing. This game is a good way to practice self-control and have fun in the process.

Social Problem-Solving Board Game. This **board game** targets many different social areas. Players move around the board and answer different social problem-solving questions about home, activities, friends, etc... This is a good way to practice self-control because the players get encouraged to think about different solutions for every problem.

Wait Five. This game can be played in combination with any trivia, vocabulary, or academic content. The leader asks one question at a time and the players need to wait five seconds before telling the answer. This can be a challenge for people who know the answer and love to shout this out, without being called on for it. When playing the game it's also possible to play a bit with the rules like making the waiting time (for some people) longer /shorter or let them do a small activity (f.e. walk around your chair) before answering the question. The idea is to build self-control by waiting a little bit longer than we really want to.

Role Play. Besides that role play is a fun activity for both youth als adults, it's also a good way to practice new skills. To practice self-control through role play it's important to come up with several social scenarios that relate to the youth that will do this activity. Let the players practice with the different situations in small groups (min. 2 people). Ask them to reflect on what they would do and why they make those choices during and after the role play. When the groups have finished you can invite some (or all) groups to play the situation in front of the bigger group.

After this you can discuss with the group what choices have been made and what the impact was of the choices. Did they make the most socially appropriate choices? What other choices could have been made? This activity can also be done in various ways, for example by giving 2 groups the same situation and giving 1 of these groups the task to come up with a "bad" response. When presenting the role plays the impact of these 2 different responses can be compared and reflected on.

Self-Control Task Cards. These cards can be combined with any turn-taking game. On every card is a situation where the player is asked how they would respond. When you combine these cards with a game you can ask them to answer one card before they take their turn.

Source: **12 Games to Practice Self-Control - The Pathway 2 Success)**

2.7. Self assessment session

1. What is self-management?

- the ability to regulate one's emotions, thoughts, and behaviours effectively in different situations
- the ability to regulate others' emotions, thoughts, and behaviours effectively in different situations x
- the act of pleasing others x

2. Why is self-management important? (open question)

3. What of the following practices are examples of self-management:

- Adaptability
- Stress Management
- Decision making
- Overreacting x
- Self-motivation

4. What activities typically help in managing stress?

- Mindfulness Meditation
- Reflective Writing
- Practicing or watching sports
- Gambling x

5. Social and Emotional Learning (SEL) enhances our ability to manage our feelings, thoughts, and behaviors in a variety of contexts because it:

- Promotes a growth mindset
- Facilitates goal setting
- Helps us to manage others' emotions
- Helps to protect and preserve the environment x

2. 8. Summary

Self-management is your ability to regulate behaviors, thoughts, and emotions in a way that better serves you and your work. There are 7 important self-management skills to become a better leader.

Developing self-management is an introspective process. It requires an honest deep dive into your own **emotional intelligence**, self control, and **leadership style** where you discover how much you actually regulate yourself.

It's certainly not easy, but self-management can be learned. And it's worth doing—as you improve your self-management skills, you'll naturally grow as a leader. From the top **project management skills** to your own personal development, we'll go over what self-management is and the seven **soft skills** to develop it.

2.9. References and (additional) resources

Videos	https://www.youtube.com/watch?v=E2jYdEO18nU
	https://www.youtube.com/watch?v=3bKuoH8CkFc
	https://www.youtube.com/watch?v=m4UGDaCgo_s
	https://www.youtube.com/watch?v=D6_J7FfgWVc
	https://www.youtube.com/watch?v=Zd1PRsMW8OE
	https://www.youtube.com/watch?v=oIHrIkbrtkI&t=228s
	https://www.youtube.com/watch?v=XjdvqFZkdMM
	https://www.youtube.com/watch?v=797MaRP7c-Y

Websites	https://actforyouth.net/youth_development/professionals/sel/self-management.cfm
	https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/
	https://www.thepathway2success.com/12-games-to-practice-self-control/
	What is Self-Management? (7 Skills to Improve it)
Blogs	https://www.johnmaxwell.com/blog/dont-try-to-manage-your-time-manage-yourself/
Tools	https://www.salto-youth.net/downloads/toolbox_tool_download-file-2554/manual_ToTheRoots.pdf
	https://www.salto-youth.net/downloads/toolbox_tool_download-file-2633/publication.pdf
	https://www.salto-youth.net/downloads/toolbox_tool_download-file-2684/Inner%20Bridge_Emotions.pdf

MODULE 3: RELATIONSHIP MANAGEMENT

learning outcomes:

- Learners will be able to recognize and understand the theoretical concept of relationship management
- Learners will get 10 tips to improve and assess their relationship
- Youth workers will get 5 methods to facilitate relationship management for youths
- Be able to implement the learnings directly in their real life.

3.1. Introduction to the Relationship Management

What is a relationship?

It is an interaction between two or more people, our internal interaction with ourselves, and our interaction with the environment. These can be divided into two major groups:

a. Interpersonal or Human to human relationships. Such examples include:

- Family and relatives
- Friends
- Coworkers
- Neighbors
- Intimate GFs/BFs

b. Intrapersonal Relationship, for example

- Self-awareness (beliefs, values and attitude)
- Perception (based on our previous knowledge we create our own picture of reality)
- Expectations (the picture we create is a template, and if the reality matches we are happy)
- Mental toughness (4Cs- Control, Commitment, Challenge and Confidence)

intrapersonal

Initiative
Perseverance
Self-regulation
Self-efficacy
Integrity
Self-care
Self-awareness
Curiosity
Goal setting

interpersonal

Assertiveness
Teamwork
Adaptability
Leadership
Empathy
Conflict resolution
Networking
Nonverbal communication
Social etiquette
Oral Communication

cognitive

Creativity
Decision making
Sustained attention
Time management
Organization
Written communication
Problem solving
Critical thinking
Learning schema
Content knowledge

The competencies listed are examples, not an exhaustive list of competencies within each domain.

What are the key elements of a good relationship?

- Contact- Interact- Connect
- Communication (verbal and non- verbal)
- Mutual Honesty
- Mutual Respect
- Mutual Trust
- Mutual Affection

What is included in relationship management?

- Communication:
  - Honesty
  - Trust
  - Respect
  - Affection
  - Open communication
- Be present in the conversation
- Ask question both to check on people's feelings, and condition, as well to clarify if you understand it right
- Be dependable, trustworthy. when you give your word- honor it
- Focus on one issue at the time
- When addressing a problem, offer a solution/resolution
- Conflict Management - using different Strategies, for example **CARE** (see below)

Conflict Management

C.A.R.E.

Communicate
Actively Listen
Review options
End with win-win
solution

People and Soft Skills including patience, listening Skills, positive Attitude, clear communication, time management, self control, a sense of humor and many more. A short selection of the skills is shown in the picture below.

soft people skills

- Listening Skills
- Conflict Resolution
- Positive Attitude
- Problem Solving
- Clear communication
- Situational Awareness
- Etiquette and Manners

- Taking responsibility
- Patience
- Depersonalization
- A sense of Humor
- Self Control
- Self Management
- Assertiveness

- Common sense
- Improvisation
- Enthusiasm
- Time management
- Confidence
- Focus
- Empathy

3.2. 10 Tips and tricks

Healthy relationships have been shown to increase our happiness, improve health and reduce stress. Studies show that people with healthy relationships have more happiness and less stress. There are basic ways to make relationships healthy, even though each relationship is different. These tips apply to all kinds of relationships: friendships, work and family relationships, and romantic partnerships.

1. **Keep expectations realistic.** No one can be everything we might want them to be. Healthy relationships mean accepting people as they are and not trying to change them.

2. **Talk with each other.** It can't be said enough: communication is essential to healthy relationships.

- **Take the time.** Really be present.
- **Genuinely listen.** Do not interrupt or plan what you're going to say next. Try to fully understand their perspective.
- **Ask questions.** Show you are interested. Ask about their experiences, feelings, opinions, and interests.
- **Share information.** Studies show that sharing information helps relationships begin. Let people know who you are, but don't be overwhelmed with too much personal information too soon.

3. **Be flexible.** It is natural to feel uneasy about changes. Healthy relationships allow for change and growth.

4. **Take care of yourself, too.** Healthy relationships are mutual, with room for both people's needs.

5. **Be dependable.** If you make plans with someone, follow through. If you take on a responsibility, complete it. Healthy relationships are trustworthy.

6. **Fight fair.** Most relationships have some conflict. It only means you disagree about something; it does not have to mean you don't like each other.

- **Cool down before talking.** The conversation will be more productive if you have it when your emotions have cooled off a little, so you don't say something you may regret later.
- **Use "I statements."** Share how you feel and what you want without assigning blame or motives. E.g. "When you don't call me, I start to feel like you don't care about me" vs. "You never call me when you're away. I guess I'm the only one who cares about this relationship."
- **Keep your language clear and specific.** Try to factually describe behavior that you are upset with, avoiding criticism and judgment. Attack the problem, not the person.
- **Focus on the current issue.** The conversation is likely to get bogged down if you pile on everything that bothers you. Avoid using "always" and "never" language and address one issue at a time.

- **Take responsibility for mistakes.** Apologize if you have done something wrong; it goes a long way toward setting things right again.
- **Recognize some problems are not easily solved.** Not all differences or difficulties can be resolved. You are different people, and your values, beliefs, habits, and personality may not always be in alignment. Communication goes a long way toward helping you understand each other and address concerns, but some things are deeply rooted and may not change significantly. It is important to figure out for yourself what you can accept, or when a relationship is no longer healthy for you.

7. **Be affirming.** According to relationship researcher John Gottman, happy couples have a ratio of 5 positive interactions or feelings for every 1 negative interaction or feeling. Express warmth and affection!

8. **Keep your life balanced.** Other people help make our lives satisfying but they cannot meet every need. Find what interests you and become involved. Healthy relationships have room for outside activities.

9. **It's a process.** It might look like everyone around you is confident and connected, but most people have concerns about fitting in and getting along with others. It takes time to meet people and get to know them.

10. **Be yourself!** It's much easier and more fun to be authentic than to pretend to be something or someone else. Healthy relationships are made of real people.

3.3. Activities For Youth Workers

Alongside being able to manage your relationship in your daily lives, if you are working with youths, you can use the following activities to facilitate in schools, NGOs or youth organizations.

Dog, Rice, Chicken

A game that gets your gray-cells turbo charged with lateral thinking and planning – dog, rice, chicken encourages creative problem solving within a team.

One of the group members is allotted the role of a farmer and the rest of the team acts as villagers. The farmer has to return home along with its 3 purchases (Dog, Rice and Chicken) by crossing a river in a boat. He can carry only one item with him on the boat.

He cannot leave the dog alone with the chicken because the dog will eat the chicken, and he cannot leave the chicken alone with the bag of rice because the chicken will eat the bag of rice. How does he get all three of his purchases back home safely?

Blind Drawing

A team activity that encourages communication, especially listening – blind drawing is deceivingly simple yet effective.

The game requires 2 players to sit back to back, where one team member is given a picture of an object or word. Without specifying directly what the thing is, the person must describe the image without using words that clearly give away the image.

These should be non-related words for instance – if it is a "flower" then the person can
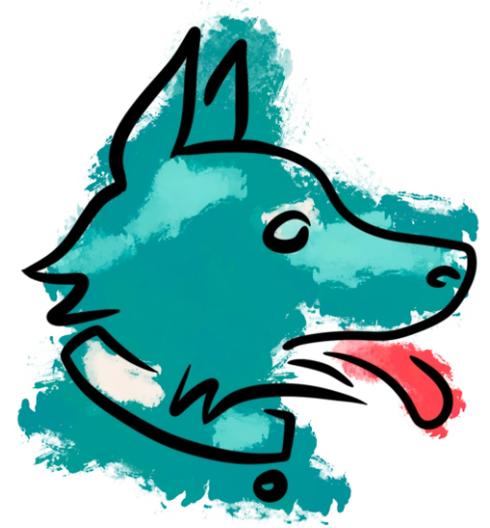
describe it as hearts put together (to form flower petals), a string/rope holding the hearts (Stem), rain/water drops (leaves) and so on. The person with pen and paper draws the object based on the verbal description and their own interpretation.

The final outcome is fun to see and depict whether 2 members can effectively communicate, imagine, and innovate in each other's company.

The Mine Field / Watch your step

Select an open area like a parking lot or a park for doing this activity.

Prepare an marked area with tape and mark a start point and end point. Place several handheld objects/toys and sheets of paper randomly at specific distances in the marked area. Divide the group into teams of 2 or 4 and blindfold one of the members.

The other members of the group stand outside the enclosed area and verbally instruct the blindfolded teammate to navigate across the space, picking up the toys and avoiding stepping on sheets of paper (mines) or outside the marked area. This game takes about 15-30 minutes and is awesome to convey learning on trust, active listening and communication.

To make it more difficult, create specific routes the blindfolded team members must walk or only allow certain words/clues to be used for guiding.

Activities at home

In order to recognize and manage different kinds of relationships better, we recommend these activities.

7 days of journaling

Get to know your feelings by becoming more aware of them and journal them in as descriptive words as possible for at least 7 days.

Talk to your family members, or the person you trust and reflect with them about the various findings during your reflection.

3.4 Self Assessment Session

a) Open Question: What is the main area/skill you want to improve related to Relationship Management?

b) The relationship is an _____ between two or more people.
(interaction) hint*- Intera….

c) What is NOT a key element of a good relationship? (multichoice)

1. Mutual Display of anger x
2. Mutual Honesty
3. Mutual Respect
4. Mutual Trust
5. Mutual Affection

3.5 References and (additional) resources

- https://deegeays.wordpress.com/joint-desk-research/

- Inspiration for the games helping to master relationship management -
  https://blog.sage.hr/top-50-team-building-games-employees-love-play/

MODULE 4:
NON-VIOLENT
COMMUNICATION (NVC)

learning outcomes:

- Explanations about what non violent communication (NVC) is and why it's important.
- Learn about the components of how to practice non-violence communication.
- Get to know how to use non violent communication in daily life.

4.1. What is Nonviolent Communication?

Nonviolent Communication (NVC) has been described as a language of compassion, as a tool for positive social change, and as a spiritual practice. NVC gives you the tools and consciousness to understand what triggers you, to take responsibility for your reactions, and to deepen your connection with yourselves and others, thereby transforming your habitual responses to life. Ultimately, it involves a radical change in how you think about life and meaning.

4.2. Steps to practice non-violence communication

The **four steps of Nonviolent Communication** (known also as four components) help you to consciously **use words** in order to clearly express what you want. Using the four steps **increases the chance** of establishing **contact** and **mutual understanding.** They highlight four different moments in which it is good to **stay alert** as it is easy to abandon NVC language for a language that cuts you off from connection.

Remember that it makes a big difference which words you use, and at the same time NVC is mainly about **getting in touch** with another person or with yourself. **Not about words.** Sometimes you don't need words at all as there are many ways your body language can convey a message. Besides, words can be correct and in line with the NVC concept, but if behind them there is no intention to connect, they won't "work". Other people will easily pick up on insincerity or lack of integrity, and you might be surprised that you did everything correctly and the results are not what you wanted.

The four NVC steps are: OBSERVATIONS, FEELINGS, NEEDS, REQUESTS

a) Observations

- What happened?
- What did someone specifically do or say?

In the first step, **distinguish observations/facts** from **interpretations and judgments.** Describe what has happened (what did someone do or say) or what you are telling yourself about what happened. Talk about what a camera would record, not what meaning you give to a situation or words. Cameras are not able to know if something is beautiful or ugly. It knows what is there in the place you evaluate as beautiful or ugly, for example: in this room there are flowers, two armchairs and three paintings on the walls. When sharing observations, avoid words like: often, rarely, never, always, etc.

The purpose of naming observations is to **build common ground.** If you manage to stick to pure observations you are more likely to connect with another person without inviting them to **defend** or **run away.** When you talk about your interpretations and judgments, the other person might easily hear **blame** and **criticism**, and that's what we want to avoid.

It's **not always necessary to agree on everything** that happened, but try to find the basic "facts" which **affected/triggered** you in some way.

Examples:

E1. Finding a plan for the weekend

– **Observation** (objective): "I suggested we spend this weekend in Prague and you said you'd rather stay at home."

– **Interpretation/judgment** (subjective): "Every time I have an idea, you criticize it and don't want to agree to it."

E2. From intentions to (real?) actions

– **Observation** (objective): "You said you were going to take out the rubbish last night and you haven't done it until now."

– **Interpretation/judgment** (subjective): "You are completely unreliable, you never keep your word!"

b) Feelings

- What do you feel? What is the other person feeling?

In the second step, you name **the feelings** that appear in you, your body, in connection to the described situation. Something has happened and you are starting to feel something. Why you feel exactly this and not something else, arises from your unmet (or met) needs (more about needs in the next step). The purpose of naming feelings is to get in contact with the needs behind them.

The characteristic of feelings is that they name how you are, which emotions you experience. When you share your feelings, it is important not to confuse them with what you think others are doing to you or what you think about yourself. In the language of NVC, words that express feelings are distinguished from words and sentences that contain **the interpretation of someone else's behavior** and **a description of our thoughts.** It happens that people start the sentence with "**I feel…**" and then they share their thoughts or judgements instead of feelings.

Examples:

– **Interpretation/thoughts and so called "false feelings"**: "I feel that you don't care about me at all", "I feel humiliated", "I feel as if you think I am stupid", "I feel that I am worthless".

– **Feelings**: "I feel frustrated and lonely", "I feel excited", "I am irritated".

c) Needs

- Which needs (yours or someone else's) are met or not met?
- What is important? What do I value?

Nonviolent Communication puts a lot of focus on the needs. They are at **the center of your interest** and can be described as **a life force** or **an inner energy** that "drives'' you. You want to establish contact with them when you empathize with others and yourselves.

Needs are the source of how you feel. When your needs are fulfilled you feel feelings that you enjoy. When your needs are not fulfilled your feelings can guide you towards actions that hopefully have the potential to fulfill them.

In this step, what can go wrong is **confusing needs with strategies**. It is good to distinguish needs from the **strategies you choose** to satisfy a particular need, because at the strategy level it is easy to start a conflict, which is almost impossible at the needs level.

How to distinguish one from the other? **Needs** are universal, everyone has the same regardless of age, culture or gender. **Strategies**, on the other hand, are more specific, carrying the information: "what, who, when or where".

Examples:

– **Need**: creativity

– **Strategies for meeting the need of creativity**: painting a picture, cooking dinner using randomly bought vegetables, coming up with new exercises for the workshop.

– **Need**: authenticity

– **Strategies for meeting the need of authenticity**: unrestrained dancing, telling the other person what I don't like instead of pretending that everything is ok, leaving meetings that don't serve me.

Remember that one need can be satisfied through a **million different strategies**, but also one strategy can satisfy **many different needs**, so when someone does something, it is worth asking about **the motives** for this activity and what needs are behind this activity. Then the understanding increases.

d) Requests

- Is there anything you would like to ask someone now?
- Maybe you want to ask yourself?

The purpose of the fourth step is to make it clear in which way you would like your needs to be met. You ask others to do something, instead of hoping that they will find it out on their own, and this way you increase the chance that your needs will be fulfilled. You can ask others but you can also ask yourself.

At this step, remember that the request is a request, **not a demand**. How can you recognise the difference? Check how you react when someone says "no" to your request. If you get angry, take offense, start complaining or judging, it means that it was probably a demand, not a request.

It is worth expressing requests **clearly** and **concretely** (what, who, where and when). It is important that the request is **doable** and that it says **what you want**, not what you don't want.

Examples:

- A request that is **vague**: "Can you respect me more?"
- A request that says what you **don't want**: "Can you stop walking around the table?"
- A request rather **impossible to fulfill**: "Would you like to always bring me breakfast to bed?"
- **A demand**: "Take these plates to the dishwasher immediately or you will regret not doing it."

Clear and specific requests:

– "Could you please look at me when we talk about our relationship?"

– "Can you tell me how you understood what I have said?"

– "When you want me to look after your children, can we agree now that you will ask me at least two days before?"

4.3. Exercises

Exercise 1: Practice making observations (NOT judgments)

Your thought of keeping a snake as a pet is a horrible idea	>	Example: I feel unsafe having a snake in our room because I haven't known much about this animal as a pet. Your idea:
My roommate is a jerk.	>	My roommate ate my food without asking me, and did not clean the sink. Your idea:
Tattoo owners are bad people	>	Your idea:
Arab people are terrorists.	>	Your idea:
My brother is the most annoying person in the world.	>	Your idea:

Exercise 2: Identify your feelings and color the person who represents your feelings in the picture below.

The feeling wheel
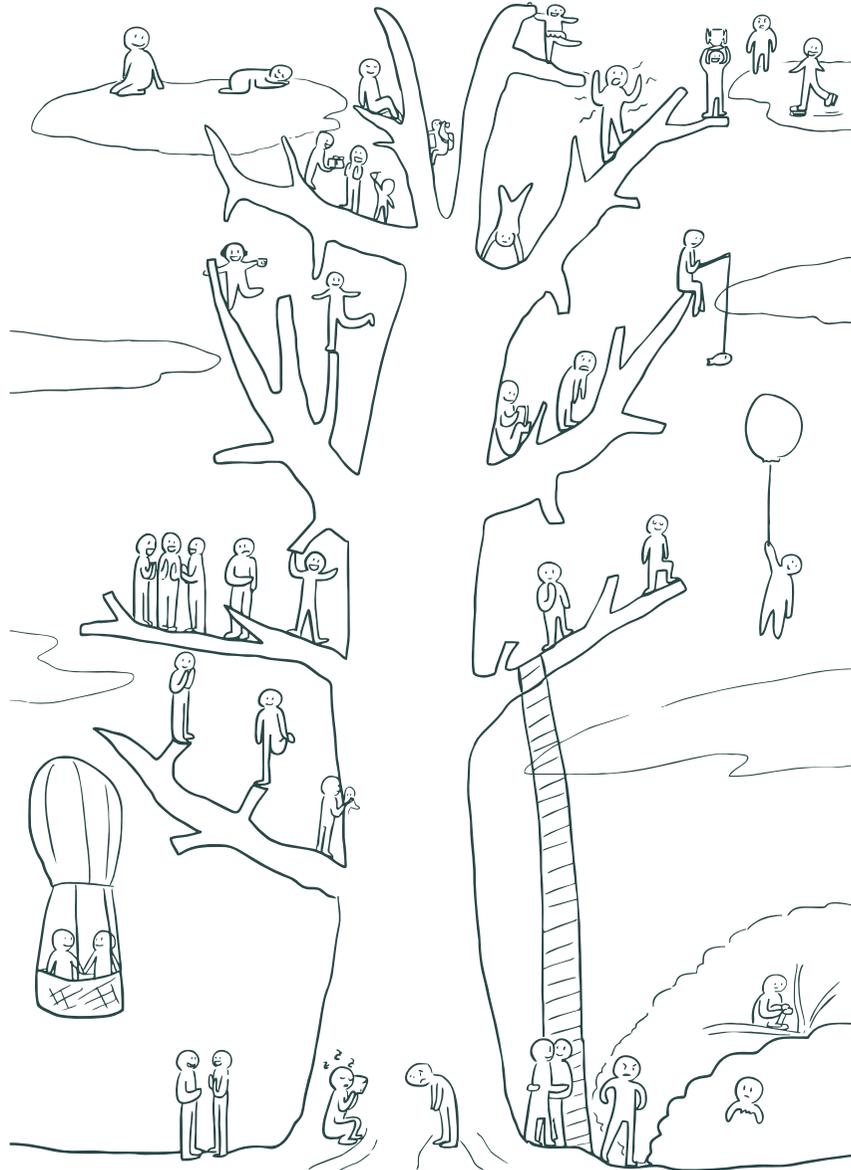
Exercise 3: Practice to make a clear request (NOT a demand)

Vague or Negative Requests		Specific, Positive Action Requests
Stop making my life miserable!	>	
I want you to stop acting childish right now.	>	
...	>	

   *Notes pop-up after the answers are filled: A specific, positive action request often comes with the intent is to connect, not get compliance

Exercise 4: Street experiments

   Asking 3 people on the street that you encounter to try this exercise: Think about someone who did something that made you frustrated/ upset recently. Try to apply this way of communicating to the person to see how would they feel after that

Communicating what's alive in you:

When I see/hear ＿＿＿
I feel ＿＿＿
Because I need ＿＿＿
Would you be willing to ＿＿＿?

Exercise 5: "Mirror game"

Recognise your feelings and reflect about your needs (and be mindful with it)

With this game you'll need: a mirror, a piece of paper, and a color marker. Start by looking into the mirror and draw what you feel by watching your own expression. Then, after this, try to find a quiet corner where you feel comfortable, ask yourself what are your needs today? And what are the needs that haven't been met?

4.4. Sharing from youth workers about NVC in use (AUDIO online)

Lucía from ITALY

Em(path) 4 you(th)

#1 Youth workers sharing on NVC in use

#1

Sagar from ITALY

Em(path) 4 you(th)

#2 Youth Worker sharing on NVC in use

#2

Sebulime from UGANDA

Em(path) 4 you(th)

#3 Youth Worker sharing on NVC in use

#3

Saga from FINLAND

Em(path) 4 you(th)

#4 Youth sharing on NVC in use

#4

4.5. Self-assessment session

D **I** **E** **P**

DESCRIBE

- What Happened?
- What did you do, see, hear, read etc?

INTERPRET

- What does the experience mean to you?
- What new insights or connections have you made from the experience?

EVALUATE

- What is your opinion of the experience? Why?
- How valuable was the experience?

PLAN

- How will you apply what you learned in your future course program, career, life etc?

4.6. References and (additional) resources:

- Marshall B. Rosenberg's book "Nonviolent Communication: A Language of Life

- Nonviolent Communication Companion Workbook, 2nd Edition by Lucy Leu

- https://positivepsychology.com/

- **BayNVC.org**

MODULE 5:
EI AND INTERCULTURAL DIALOGUE

learning outcomes:

- Identify how emotions differ in different cultures.
- Explore the concept of "cultural iceberg".
- Acknowledge how several key dimensions related to personal beliefs and social behaviors are different between cultures.

5.1. Introduction

In today's diverse global workplaces and environments, travelling the world and being global citizens - cultural intelligence is an essential skill. Having a higher level of emotional intelligence in the intercultural context means being comfortable with people from diverse backgrounds and cultures. Cultural intelligence will help you to successfully adapt to unfamiliar cultural settings; it is not just about learning new cultural situations, it is creating "a new framework for understanding what he or she experiences and sees. Cultural intelligence is about being skilled and flexible about understanding a culture, learning more about it from your on-going interactions with it, and gradually reshaping your thinking to be more sympathetic to the culture, and your behaviors to be more skilled and appropriate when interacting with others from the culture.
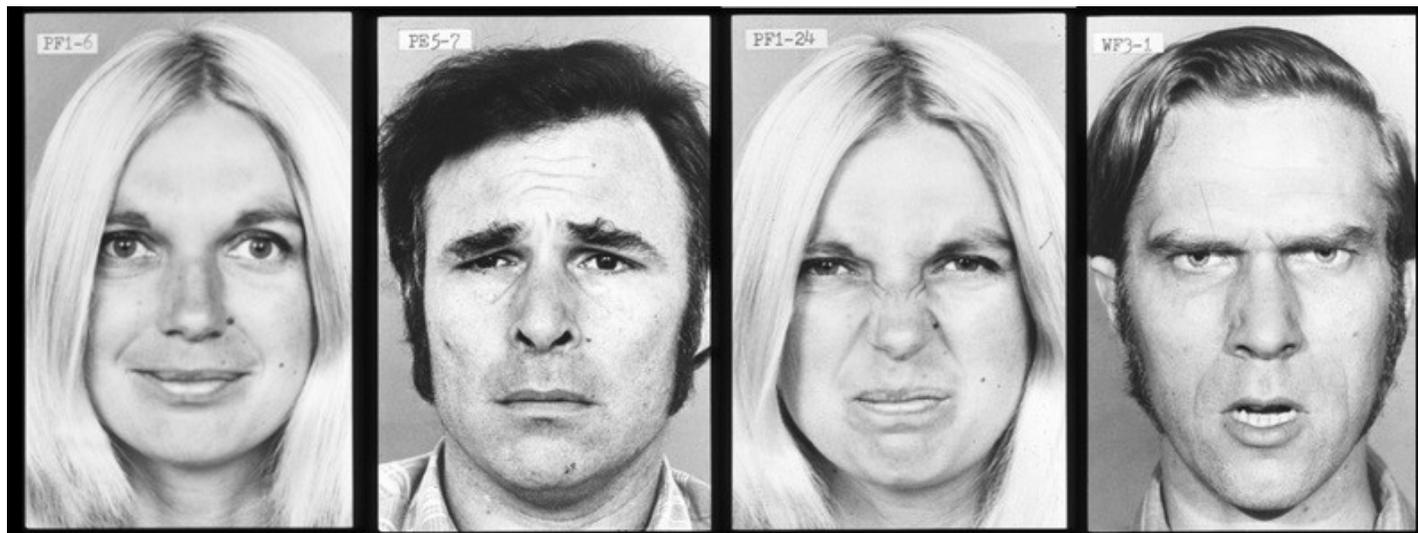

Photo credit - Paul Eckman Ph.D. / Paul Ekman Group, LLC.

5.2. EI and Intercultural dialogue: the theory behind it

Cultural Intelligence (CQ) is the ability to recognize and adapt to cultural differences. It can give you the confidence to operate successfully in a wide range of settings. Culture does not just refer to nationality, ethnicity or religion. People with a high EI know what they are feeling, why they are feeling that way and how their feelings can affect others. Therefore it is no wonder that for most people EI is actually more important in achieving success in professional and personal life than their intelligence (IQ). At the same time, in the globalized world where you travel, you work in multicultural teams and environments and marry people from different cultures and countries. Therefore, you need to not only understand the emotions of other people, but also comprehend the cultural origin of their emotions, in order to build a dialogue. CQ helps you to work effectively with anyone who is different from you. Whether you are working abroad, or leading a culturally diverse team at home, CQ can prevent you from making cultural faux pas that can cause upset and embarrassment, or potentially undermine a project or deal. The idea of CQ is an immensely useful tool in business and learning. It helps to bring attention to the differences in thoughts and behaviors due to cultural factors. Consistently practicing CQ has been known to increase the success of multicultural team performance. Leaders, who are culturally intelligent, have awareness of how culture contributes to communication and creates shared learning.

This is why we think "cultural intelligence" is crucial today, especially for you, dear youth worker and you, dear Erasmus+ participant.

There is a way to identify three key components of CQ, naming them Head, Body and Heart:

Head is the knowledge and understanding that you need good CQ. This comes, in part, from observation and research. But you also need strategies for gathering new information – and the ability to use those strategies to recognise a culture's shared understandings. That will enable you to adapt your decision making and communication.

Body means translating cultural information into visible actions. These are usually the clearest ways in which your CQ is seen by others. You show it in your gestures, your body language, and the way you carry out culturally significant tasks.

Heart. To have high CQ, you need to be self-assured, not afraid to make honest mistakes, and confident enough to keep improving by tackling new cultural situations. People with high CQ use all three of these elements to monitor and moderate their actions. Without making quick judgments, or falling back on stereotypes, they can interpret what is happening in any cultural setting and adjust their behavior accordingly.

Which one do you use the most?

Emotions in different cultures

Smile in different cultures

Emotion accents are differences in emotional expressions that vary across cultures. For example, Han Chinese greet honored guests with a smile while American Indian tribes greet honored guests with a cry. Smiles are used in culturally unique ways as well. North Americans smile to convey friendliness and goodwill and they smile more than Northern Europeans, who reserve smiling for actual felt happiness. In some Asian cultures, smiling is used to cover emotional pain or embarrassment.

Ingroup - Outgroup distinctions

There is some evidence that cross-cultural differences in emotional expression are linked to ingroup and outgroup distinctions and the cultural dimensions of individualism and collectivism. Individualistic cultures value autonomy and a person's unique attributes. Members of individualistic cultures share negative emotions with ingroup members, but display positive emotions to non-intimate others. The United States is the highest-scoring nation on individualism, closely followed by other Anglo and Western European nations. In contrast, two-thirds of the world's population across Asia, Africa, and the Middle East live in collectivist societies. Collectivist cultures value social harmony and group membership. Members of collectivist cultures express only positive emotions to ingroup members, but more readily communicate negative emotions to outgroup members.

Individualism - Collectivism / Emotion judgements

There are also cross-cultural differences in emotion judgements. Individualism is associated with better emotion judgment accuracy. This may be related to the fact that individualism is correlated positively with emotional expression. Because emotions are expressed less freely in collectivist cultures, individuals from these cultures have limited experience in decoding emotional expressions.

There are also international differences in emotion judgements, display rules, and self-reported emotional expressions across ethnic subgroups. For Example in the US, African Americans perceive anger more intensely than Asian Americans, and disgust more intensely than European and Asian Americans.

Gender differences

Studies indicate gender differences in emotional expression too. In general, females exhibit greater emotional expression, although gender differences in emotional expression are lower in Asia compared to Western cultures. In masculine America, gender differences are large for the expression of joy and sadness, but lower for the expression of anger.

5.3. CULTURAL ICEBERG

In 1976, Hall developed the iceberg analogy of culture. If the culture of a society was the iceberg, Hall reasoned, that there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface. When we see an iceberg, the portion which is visible above water is, in reality, only a small piece of a much larger whole. Similarly, people often think of culture as the numerous observable characteristics of a group that we can *see* with our eyes, be it their food, dances, music, arts, or greeting rituals. The reality, however, is that these are merely an external manifestation of the deeper and broader components of culture - the complex ideas and deeply-held preferences and priorities known as attitudes and values.

Deep below the "water line" is a culture's core values. These are primarily learned ideas of what is good, right, desirable, and acceptable, as well as what is bad, wrong, undesirable, and unacceptable. In many cases, different cultural groups share the similar core values (such as "honesty", "respect", or "family"), but these are often interpreted differently in different situations and incorporated in unique ways into specific attitudes we apply in daily situations. Ultimately, these internal forces become visible to the casual observer in the form of observable behaviors, such as the words we use, the way we act, the laws we enact, and the ways we communicate with each other. It is also important to note that the core values of a culture do not change quickly or easily. They are passed on from generation to generation by numerous institutions which surround us. These institutions of influence are powerful forces which guide and teach us.

SURFACE CULTURE

- Food
- Language
- Flags
- Festivals
- Fashion
- Holidays
- Music
- Performance
- Dance
- Arts & crafts
- Literature
- Games

DEEP CULTURE

Communication styles & rules

- facial expressions
- gestures
- eye contact
- personal space
- touching
- body language
- tone of voice
- display of emotion
- conversational pattern in different social situations

Notions of

- courtesy & manners
- friendship
- leadership
- cleanliness
- modesty
- beauty

Concepts of

- self
- time
- past & future
- roles related to age, sex, class, family etc.
- fairness
- justice

Attitudes towards

- elders
- adolescents
- dependents
- rule
- expectations
- work
- authority
- cooperation vs. competition
- animals
- age
- sin
- death

Approaches to

- religion
- courtship
- marriage
- raising children
- decision making
- problem solving

Questions to reflect on:

- Can you list all the deep culture things beneath the water about your own culture?
- What do you think the cultural iceberg has to do with EI and CQ?
- How far away beneath the water are you with other cultures?
- Do you think, when you travel, you can get underneath the surface of the cultural iceberg?
- How can the idea of the cultural iceberg help your cultural quotient (CQ level)?

5.4. Hofstede's Cultural Dimensions

Dutch social psychologist, Geert Hofstede, developed a theory that is a framework used to understand the differences in culture across countries. It means that when a person belongs to a culture with certain behavior patterns, it might influence his or her values, emotions or emotional responses to this or that. Hofstede's initial six key dimensions include **power distance**, **uncertainty avoidance**, **individualism-collectivism**, **masculinity-femininity**, and **short vs. long-term orientation**. Hofstede developed this cultural model primarily on the basis of differences in values and beliefs regarding work and life goals. This framework is especially useful because it provides important information about differences between countries and how to manage such differences. This information can help you to better navigate in different cultures, knowing what their core values are: individualism or collectivism, masculine or feminine, time perspective and so on. Where is your own culture on this scale?

Cultural dimension	Definition	Examples
Power distance	**Power distance** is the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.	**Low:** U.S. and Canada **High:** Japan and Singapore
Individualism and collectivism	**Individualism** describes cultures in which the ties between individuals are loose. **Collectivism** describes cultures in which people are integrated into strong, cohesive groups that protect individuals in exchange for unquestioning loyalty.	**Individualistic:** U.S., Australia, and Great Britain **Collectivistic:** Singapore, Hong Kong, and Mexico
Masculinity-femininity	**Masculinity** pertains to cultures in which social gender roles are clearly distinct. **Femininity** describes cultures in which social gender roles overlap.	**Masculinity:** Japan, Austria, and Italy **Femininity:** Sweden, Norway, and Netherlands
Uncertainty avoidance (UAI)	**Uncertainty avoidance** is the extent to which the members of a culture feel threatened by uncertain or unknown situations.	**Low:** Singapore, Jamaica, and Denmark **High:** Greece, Portugal, and Japan
Confucian dynamism	**Confucian dynamism** denotes the time orientation of a culture, defined as a continuum with long-term and short-term orientations as its two poles.	**Long-term:** China and Japan **Short-term:** U.S. and Canada

Questions for your reflection:

- Where do you think your own culture is according to the cultural dimensions? Is it individualistic or collectivistic? Try to see where your country is on scale by all these indicators.
- Try to imagine two "completely culturally different" countries, in your opinion. Try to compare them by Hofstede's indicators. What are the indicators that separate them the most?
- Do you think individuals can also be ranked by these indicators?
- Try to think of examples of masculine and feminine cultures. What could be the most important features of a feminine culture? And of masculine? Do you think it might change somehow with globalization and access to global processes?

HOFSTEDE'S CULTURAL DIMENSIONS

Power Distance Index
Extend of Power In Society

Individualism-Collectivism
Work Alone or Group

Masculinity-Femininity
Achievement Vs Nurturing
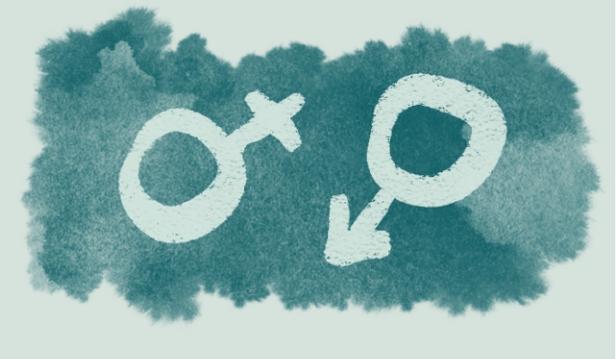
Uncertainty Avoidance
Comfortability in Uncertainty

Long Term Orientation
Pragmatic Vs Normative

Indulgence-Restrain
Enjoying Vs Controlling Life

5.5. Practical exercises

Quiz: Want To Know Your Current Cultural Intelligence!

The Earth is full of people who have a different culture and if one needs to survive in the demanding environment they need to ensure that they understand people' cultures and how to present themselves in an appropriate manner. This quick and simple quiz will help indicate your current CQ score. Give it a try and share your score.

You May Get

Expert: You are careful in how you interpret cultural differences and confident in your ability to adapt to new cultural situations.

Generalist: You know a little bit about how culture affects your communication, but may be fearful of making a "mistake" in cross cultural interactions. Challenge yourself to communicate and make friends during a home stay.

Beginner:
You feel you would need more preparation to successfully work or talk with people from other cultures. Traveling with an organized group is the perfect way to get your feet wet.

1. I am comfortable interacting and socializing with people from different cultures.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

2. I find cross-cultural interaction rewarding.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

3. I know non-verbal motions, gestures, postures, and facial expressions from another culture.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

4. I believe that global exposure will help me get into my college of choice.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

5. I want to travel to as many places around the globe as possible.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

6. I make a positive difference for others outside of my immediate community.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

7. I am patient and respectful when communicating with someone from a different culture.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

8. Before settling on a new belief or idea about a different culture, I use questions and observations to see if it is accurate.
   A. Strongly agree
   B. Agree
   C. No opinion
   D. Disagree

9. Where have you traveled?
A. I have never been outside my own country.
B. I have visited 1 - 2 other countries.
C. I have visited 3 or more other countries.

10. How many languages do you speak?
A. My native language only
B. My native language + 1 other language
C. My native language + 2 or more other languages

Results:

7-8 A + 3 or more other countries + My native language + 2 or more other languages /
Expert - You are careful in how you interpret cultural differences and confident in your ability to adapt to new cultural situations.

4-6 A + 1-2 other countries + My native language + 1 other language / **Generalist -** You know a little bit about how culture affects your communication, but may be fearful of making a "mistake" in cross cultural interactions.

*1-3 A + I have never been outside my own country + My native languag*e / **Beginner -** You feel you would need more preparation to successfully work or talk with people from other cultures. Traveling with an organized group is the perfect way to get your feet wet.

Recognizing Ineffective Responses to Cultural Differences

Read carefully through the following categorizations.

Missionaries exhibit denial. They simply cannot conceive that others can operate successfully on a completely different value system, or that other ways of doing things have merit and logic. When missionaries see people doing things differently, they do not see the influence of culture. Instead, they make rapid judgements about the individuals concerned, or draw on out-of-date and prescriptive stereotypes. These judgments, based on the missionaries' own conception about how things 'should' be, often classify other people as backward, unsophisticated or uneducated. The missionary sees their role as educating others in the "right" way to do things.

Expats exhibit defense. They recognize that there are, indeed, other ways of doing things, but in general judge them to be vastly inferior to "our ways of doing things" back home. They recognize the existence of another set of values and behaviors, but continue to make faulty attributions or interpretations from their own ethnocentric perceptions, often with negative judgements attached. In the expats world, there is limited space for shades of gray and precious little empathy with other cultures. Expats often keep contact with people from other cultures at a minimum.

Neo-natives also exhibit defense. However, in an opposite response to expats, they begin to assume that everything about the new culture is good and nothing bad. They sometimes see the new culture as more spiritual, or in some ill-defined way "better" than their own. They can even stereotype or deride their own cultural background as inferior. For neo-natives almost everything is black and white and they have little time for their own compatriots. Neo-natives see it as their role to become experts in their new culture, to become "more French than the French".

Global villagers exhibit minimization. They admit to a minimal number of differences between cultures, but only at a superficial behavioral level. They consider that "underneath, everyone's the same" and are unsympathetic to the idea of deeper differences in assumptions and values. They believe that what works here will, with perhaps some simple superficial modifications, work everywhere else. In the global villagers' world, differences are sidelined or ignored. Instead, global villagers see it as their role to identify similarities. They may even disparage those who seek to acknowledge cultural variation as being bigoted or prejudiced.

Now, read each of the quotes below, which have all been adapted from quotes made by people who have attended cross-cultural learning or consulting events. Decide which of the categorizations above (if any) is applicable to each.

A. "Since I came to live in Thailand I have realized just how shallow and meaningless life in Europe is. The stress and anxiety that everybody suffers ... and for what? I'll never go back." (Irish doctor on assignment in Thailand)

B. "I just can't believe how lazy the British are. Unmotivated, unenthusiastic and disinterested. Now I just do not employ any at all, full stop. We only have Australians or New Zealanders working in the London office." (US manager of the London subsidiary of a New York-based architecture firm)

C. "I can not tell you how many stupid things people say about business in China, all this rubbish about Guanxi. * It is just garbage. The Chinese are the same as everyone else. If you have the right business model, the right technology and properly incentivize your staff, you will win business. Full stop." (Scottish CEO of manufacturing exporter) *System of networking and mutual favors is said to underpin business relationships in China.

D." Working for a music business our people are much the same all over the world. In fact we look for the same type of people when recruiting. As a result, cultural differences don't come into the equation." (French HR manager)

E. "Although the older Poles are difficult to deal with, the younger people we employ have just as clear an idea of the importance of meeting deadlines and getting things done on time as people in the US." (American production director in Polish car components manufacturer)

F. "We really have such a strong belief in ourselves in this organization, an awareness that we are really unique and different, that where we come from as individuals is irrelevant. We drop our nationality and become "one of us"." (Brazilian employee in a worldwide charity)

G. "There is really almost nothing in this country that works properly. I know it is wrong, but I can't help comparing everything here with the situation at home. It frustrates me because the people themselves don't seem to understand how much better things could be if they put their minds to it." (Western European voluntary worker in Africa)

Match the stereotype with the culture that holds it handout

Stereotyping is assuming that all members of a particular group match the characteristics of the individual you have seen. But What Do They Need to Know About Us? Prepare a briefing for someone who is about to spend some time in your country. Use the table below as a guide to the content.

Background

- ☐ Geography and topography
- ☐ History & Economic system
- ☐ Business and commerce
- ☐ Political structures
- ☐ Media and broadcasting
- ☐ Language(s)

Society

- ☐ Current political situation
- ☐ Legal system
- ☐ Religious influences
- ☐ Regional differences
- ☐ Social and community life
- ☐ Ethnic minorities
- ☐ Gender issues
- ☐ Education system
- ☐ Heroes and myths
- ☐ Private / work life overlap

Traditions and customs

- ☐ Communication styles
- ☐ Greetings & Gestures
- ☐ Levels of formality
- ☐ Holidays and festivals
- ☐ Taboos
- ☐ Gift-giving

Daily life

- ☐ Shopping
- ☐ Entertaining
- ☐ Food and Eating out
- ☐ Getting around
- ☐ Climate
- ☐ Healthcare
- ☐ Housing
- ☐ Security

Business Etiquette

- ☐ Business relationships
- ☐ Approaches to work
- ☐ Approaches to leadership and teams
- ☐ Management styles
- ☐ Formal and informal meetings and discussions
- ☐ Negotiations and presentations

5.6. Case studies

Think of a situation where you have experienced differences in the expression of emotions between different cultures.

After thinking about it for yourself, you can listen to the experiences of some people from different backgrounds.

Nepal - Ingroup outgroup distinctions

Nepal - Physical contact

Nepal - Friendliness vs. stress

Vietnam - Apology

Hungary - Handling of physical closeness and distance

Uganda - Happiness

North Macedonia - Management style

5.7. Self-reflection questions

1. Why do you think EI matters for intercultural dialogue?

2. Has it ever happened to you that you had to use EI while traveling? In which circumstances?

3. What do you think might be the difference between EI and CQ? What do they have in common?

4. Think of emotions that are expressed (or not expressed) in a different way in different cultures.

5. Do you think some cultures are more "emotionally intelligent" than the others?

6. How can CQ help when you do Erasmus+ projects?

7. What, in your opinion, can be the best way to practice CQ?

8. Do you agree with Geert Hofstede's theory that all cultures can be classified by the main five indicators? Where is your own country on this scale, you think?

5.8. Summary

In this module we offered you some theoretical input on what CQ is, why it is important, how different our world perception might be depending on the culture we belong to, what the cultural iceberg is and hence how much there still is to learn about your own and other cultures. We invite you to take the self-assessment quiz to check how far your learning progress has been!

By the end of this module you will also find some questions for your deeper self-reflection, we hope they will help you to see the depth of your knowledge and give you inspiration for continuing learning. We believe EI along with intercultural skills are essential for a young citizen who cares about the world around.

5.9. References and (additional) resources

1. If you want to learn more and deeply about how emotions are constructed and what culture has to do with this we advise you to read the considered revolutionary book of Mrs Lisa Feldman Barrett "How Emotions are Made: The Secret Life of the Brain". Houghton Mifflin Harcourt. ISBN 9780544133310. In this book she reveals the revolutionary neuroscience approach that emotions are actually constructs that we learn while socializing, rather than physical impulses.

2. Joseph LeDoux had similar views: back in 1996 he wrote a book, "The Emotional Brain" that explains approach of neuroscience and how the human brain works in relation to emotional responses.

3. You can always read the classics of Ekman, P. (1972). "Universals and cultural differences in facial expressions of emotion". In Cole, J. (ed.). Nebraska Symposium on Motivation 1971. Current Theory and Research in Motivation. Vol. 19. Lincoln, NE: University of Nebraska Press. pp. 207–283. ISBN 0-8032-5619-1.

4. Big reading on the definitions of CQ: https://saylordotorg.github.io/text_leading-with-cultural-intelligence/s05-cultural-intelligence-defined.html

5. Harvard school Article on the importance of CQ by P. Christopher Earley and Elaine Mosakowski https://hbr.org/2004/10/cultural-intelligence

6. Hofstede's Cultural Dimensions Theory (the five dimensions) https://www.forbes.com/sites/darrenmenabney/2020/12/30/why-emotional-intelligence-needs-cultural-intelligence-when-working-across-borders/?sh=18df592c61a7 https://cultureplusconsulting.com/2015/03/25/emotional-intelligence-across-cultures/

VIDEOS

- **How Emotions Differ Across Cultures**

- **Emotional Intelligence**

- https://www.youtube.com/watch?v=-I2dEuvT8sM

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