



Partners



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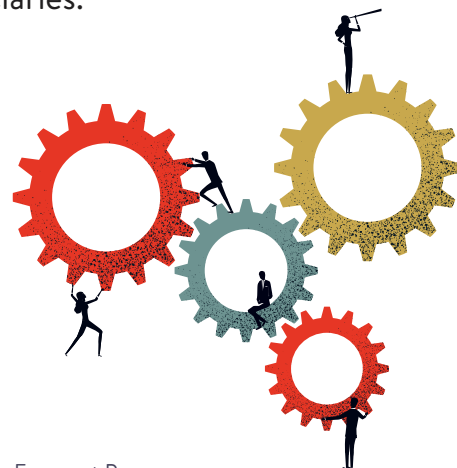
A. Introduction

This material was developed as part of the WISE (Work Integration Social Enterprises) for Digital Upskilling project, a project co-financed by the Erasmus + Program, an EU program for Education, Training, Youth and Sport 2021-2027. The material was coordinated by Ateliere Fără Frontiere in Partnership with Brigades Nature (France), Formació i Treball (Spain), RISE Romania - Rețeaua Română a Întreprinderilor Sociale de Inserție prin Activitate Economică, Romania) and ENSIE European Network of Social Insertion Enterprises.

The purpose of this Guide, without claiming to fully cover it fully, is to provide a set of general working tools for professionals (team leaders, mentors, job coaches) who want to develop their skills in order to work with people belonging to vulnerable groups, employed in social insertion enterprises.

The guide is addressed to all professionals who work directly with people with vulnerabilities within social inclusion enterprises and who, by the nature of their job, have a pedagogical component in relation to these people. We call these professionals “job coaches”, covering a much wider range of occupations and roles with a pedagogical component in the long-term education of adults in vulnerable groups, for example: leader / team leader, foremen, vocational advisors, social workers, psychologists, etc.

The content of this guide is the result of the work experience of the team of psychologists, social workers and vocational advisors who work closely with team leaders in production workshops, creating the team that provides support to vulnerable people, beneficiaries of vocational integration services developed by social enterprises. In these multidisciplinary teams, professionals are able to cover more than one specialty in one person. The team leader is one of those people who has an important complementary contribution closely with the insertion advisor to the professional reintegration of the beneficiaries.



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B. The purpose, objectives and role of this guide

The objectives of this material are:

- Develop, test, implement and widely use a set of innovative digital learning tools and materials to better prepare advisors and team leaders in social inclusion enterprises to address the challenges of equity, diversity and inclusion in the workplace learning environment, as well as tools for assessing skills, designing ways of integration for disadvantaged workers and life and work coaching.
- Bringing in more knowledge and working tools obtained through cooperation and exchange of experience in the field of methodologies and practises within the teams of several social insertion enterprises in Belgium, France, Romania and Spain.

This Guide, through simple explanations, examples and exercises, aims at a practical approach, very applied, of the presented aspects, so as to contribute to the increase of the quality of the interactions between team leaders and employees in insertion and to a better integration in their work.

We recommend using this as a guide material from which, in each case, to use what is useful and appropriate to the type of intervention you practice regarding the professional insertion of vulnerable people, the services offered and the specialists involved.

C. Terminology

As this guide is developed by the team from Romania, Belgium, France and Spain, it is based on the structure, functionality and roles played within organisations / social enterprises from these countries.

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1. Concept of Work Integration Social Enterprises (WISE)

In France, WISE is defined as: “Integration through economic activity” (IAE). It allows people furthest from employment, due to particular social and professional difficulties (age, state of health, precariousness) to benefit from enhanced support which should facilitate their social and professional integration through specific employment contracts.

Every work integration contract exists in these types of organisation:

- The intermediary association allows people with particular social and professional difficulties to work occasionally on behalf of users.
- Workshops and integration projects offer a professional activity to unemployed people encountering social and professional difficulties (for example, Brigades Nature, France).
- An integration enterprise operates in the commercial sector with a social purpose and offers people in difficulty a productive activity accompanied by services.
- The temporary work integration company is an interim company whose activity is focused on professional integration.
- The company of integration through independent work (EITI) allows unemployed people, encountering particular social and professional difficulties, to exercise a professional activity by benefiting from a service of connection with customers and A support.
- The Departmental Integration Fund should benefit the development and consolidation of integration structures through economic activity (IAE).
- The Employers’ Groups for Integration and Qualification bring together companies facing recruitment problems that provide member companies with people with difficulty accessing employment.



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In Spain, a WISE, called Empresa de Inserción, carries out any economic activity of production of goods or provision of services (selling second-hand clothes, the cleaning, work and maintenance and construction, etc).

The aim is to improve employability and enable access to employment for vulnerable people who have the most difficult access to the world of work, through the development of a productive activity, therefore, is designed an insertion itinerary - a job target is defined, appropriate training is proposed to achieve the goal in accordance with the competencies of the beneficiary (transversal, basic and technical), establishing during this period a conventional employment relationship. The idea is that at the end of the contract in WISE the person is more likely to find work in the ordinary labour market.

In Romania, WISE is defined as the social enterprise which:

- a. has, at all times, at least 30% of the employed staff belonging to the vulnerable group, so that the cumulated working time of these employees represents at least 30% of the total working time of all employees;
- b. aims to combat exclusion, discrimination and unemployment through the socio-professional insertion of disadvantaged people.

At European level, as ENSIE Partner has come up with after consultation among its members across Europe, WISEs are defined by three identifying principles: they are enterprises whose main objective is the social and professional integration of disadvantaged people; they are enterprises at the core of the economic system; and they develop a strong pedagogical dimension. WISEs are represented by different economic actors striving for more inclusive and integrated forms of employment, Sheltered Workshops, Social Cooperatives, organisations offering counselling and training in order to make this type of social enterprises more visible.

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2. Concept and profile of disadvantaged worker

Concept of Beneficiary of WISE – persons helped by WISEs to improve their employment chances			
France	Romania	Spain	Other European countries
Employee in insertion	Employee in insertion, Beneficiary	Employee in insertion, Trabajador/a de la Empresa de Inserción	Disadvantaged worker

In the analysed countries, the profile of the disadvantaged worker is quite similar, facing serious problems related to housing, addictions, justice, low education level / school dropouts, financial issues, access to social rights, mobility, degree, health, employment.



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Example - the profile of employees in insertion (Spain)

They are subjects of a social insertion contract those people who are included in some of the following groups:

- People who precepts the Minimum Insertion Income (MII).
- People who cannot access the Minimum Insertion Income, because they do not meet the requirements established by article 6.1 of Law 10/1997, of 3 July, on the Minimum Insertion Income.
- Young people over the age of sixteen and under the age of thirty from child protection institutions.
- People with drug addiction or alcoholism problems who are in the process of rehabilitation and social integration.
- Prison inmates whose situation allows access to employment, people on parole and ex-prisoners.
- People who cannot access the Minimum Insertion Income, but who, in the opinion of the competent social services, are at risk of exclusion.
- People in an irregular administrative situation.
- People from ethnic minorities.

The main characteristics of these people are:

- People without income and who have exhausted their financial resources. Many have debts with banks and / or public institutions.
- People who have lost their homes, are in the process of being evicted or have precarious housing conditions.
- People without social support or in a situation of isolation and uprooting (especially people of immigrant origin).

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3. Concept of job coach

Country	Other European countries	France	Romania	Spain
The understanding of job coach concept	Job coach, Mentor, Trainer, etc., in general we call them “supporters”	Job coach	Team leader and insertion counsellor. They are working as a team, closely with other professionals when necessary.	Job coach, Técnico/a de acompañamiento en el lugar de producción
Main responsibilities of the job coach	ENSIE represents WISEs at EU level, being present in many countries with very heterogenic profile of job coach in each country.	The job coach trains and supports insertions employees all day on site, they teach technical skills, and learning soft skills, learning know-how and learning general accepted social behaviours. In Brigade Nature, professional integration officer (similar to insertion counsellor in Spain and Romania) is responsible of social integration (addiction, housing, etc) and technical supervisor is in charge with technical training.	The role of the team leaders is working closely with the insertion counsellor, in order to increase self-confidence and the desire to overcome the vulnerabilities they face through their own efforts and with the help their team leaders / job coaches to integrate and understand the significance of a legal job and the quality of been employee and to finish and develop the professional capacity and competences to get better jobs in the future : - work discipline; - planning and organising tasks; - compliance with the work schedule; - knowing and mastering rules and procedures; - performance evaluations - team work.	The job coach is the person who accompanies the employee in insertion to contribute to the improvement of their professional qualification in the workplace (Technical competences). They are in charge of the workers at the workplace, and they must ensure that the workers acquire the necessary technical skills to carry out the work. In addition, they must be in close contact with the job counsellors in order to detect those aspects in which the insertion worker has the most shortcomings in order to address them and turn them into strengths.

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Chapter 2. The role of the team leader in the social insertion enterprise

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A. Contractual aspects and job description

The basis of analysis for defining team leader's role is the case study on the organisational structure of the association Ateliere Fără Frontiere (AFF), Romania. In AFF, the role and intervention of the team leader are designed in direct collaboration with the insertion advisor, their activity, although specific, intersecting in terms of mentoring, pedagogical support and counselling provided to the employee in insertion, throughout his career in the workshops AFF.

Both roles are part of the permanent team of the organisation, thus being established and remaining as important reference persons for employees in the insertion. Upon leaving the program, the two contribute to the general characterisation and recommendations for the integration of the person in the conventional labour market.

The insertion advisor takes over the monitoring of the person hiring in a new job, for 6 months, from the moment of employment, maintaining contact and providing support to the new employer, when necessary.

Mainly, the role of team leaders is to work closely with the insertion advisor, to increase self-confidence and the desire to overcome the vulnerabilities they face through their own efforts and with the help of their team leaders / coaches to integrate and understand the significance of a legal job and the quality of a job and to complete and develop the professional ability and skills to get better jobs in the future:

- work discipline,
- planning and organising tasks,
- compliance with the work schedule,
- knowledge and mastery of regulations and procedures,
- performance evaluation,
- teamwork and general behaviour interacting with the team leader and colleagues.

In the following table you will find formally summarised, in the job description of the two professionals, the activities of mentoring, counselling and accompaniment are complementary (excerpts).

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Team Leader	Insertion Counsellor
<p>Job objectives</p> <ol style="list-style-type: none"> 1. Leading the production team and pedagogical coordination of the employees in the production workshop. 	<p>Job objectives</p> <ol style="list-style-type: none"> 1. Ensuring the social and professional support of employees in insertion (SI) 2. Complying with the methodology of the insertion path of the AFF Association 3. Achieving a successful insertion rate of at least 50%
<p>Skills required</p> <ul style="list-style-type: none"> - Adherence to the mission and values of the organisation; - Ability to train and manage the team; - Knowledge of production monitoring tools; - Organised and rigorous; - Team spirit, initiative and proposals; - Exemplary, punctuality, prestige, respect; - Necessary pedagogical skills, experience as production team leader and trainer is an advantage; - Maturity in interpersonal relationships, empathy, communicativeness 	<p>Skills required</p> <ul style="list-style-type: none"> - Adherence to the values of the organisation - Relational skills - Pedagogical skills and availability to listen to employees in the insertion - Availability, autonomy, reactivity - Sense of analysis and organisational skills - Dynamism and creativity - Team spirit - Exemplary, punctuality, prestige, respect;
<p>Responsibilities and tasks</p> <p>1. Production organisation and optimization of means of production</p> <ul style="list-style-type: none"> - Coordinating the production team and ensuring compliance with objectives, deadlines, procedures; - Organisation and permanent optimization of production efficiency; - Daily work planning and informing the workshop employees; - Daily work attendance check; - Ensuring reporting: daily, weekly, monthly, annually; - Daily monitoring of the cleanliness and organisation of the workplace; 	<p>Responsibilities and tasks</p> <p>1. Receiving employees in insertion (SI):</p> <ul style="list-style-type: none"> - Employment interview - social - Presentation of socio-professional support - Evaluation, diagnosis of difficulties - Informing employees about the possibilities related to their status: enrollment in the family doctor, possibility of support for training and qualifications, etc. - Treatment of urgent problems WITH THE PERSON AND NEVER IN HIS/HER PLACE: housing, doctor, health, budget management, administrative and legal support

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2. Management and pedagogical coordination of the employees in the insertion

- Ensuring the presence at work (at least half the time) and the employment of employees;
- Ensuring the reception of employees in the workshop after employment: specific training;
- Organising production in order to facilitate the acquisition of professional skills;
- Organised and systematic on-the-job training for each employee;
- Explaining and ensuring compliance with occupational safety and health regulations and internal regulations;
- Monitoring and evaluation of employees;
- Deciding on the sanction to be applied, if applicable, and its validation;
- Contributing to increasing the motivation of employees, maintaining a positive, professional and pleasant working atmosphere and a constructive mood;
- Management and mitigation of possible conflicts between employees;
- Facilitating the exchange of knowledge and skills within the partners (ensuring the

2. Socio-professional support of the employee:

- Coordinating the individual insertion path, establishing the contracts of individual objectives for the employee.
- Ensuring the mobilisation, motivational counselling and access of employees to vocational training within their insertion contract.

3. Defining and putting into practice the social and professional project

- Orientation, counselling, guidance, definition of a professional project, professional reconversion of employees in insertion:
- Elaboration of a life project and of a coherent individual professional project taking into account the aspirations and abilities / skills of each employee in the insertion.
- Establishing a diagnosis of the training / professional qualification needs and defining the individual training / qualification plan appropriate to the professional project.
- Guidance and professional orientation of employees in insertion and all actions of recommendation / employment in a job: information about the recruitment process, simulation of the job interview, writing a CV, etc.
- Monitoring the employees at least 6 months after leaving the workshop with more attention during the probationary period; implementation of individual accompanying measures in case of post-employment failure.
- Development in collaboration with the Social Project Manager of a network of partner companies for the employment of employees in the insertion.

4. Evaluation and reporting

- Elaboration of the individual file necessary to monitor the employee in the insertion.
- Qualitative and quantitative evaluation of social and professional support actions.

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A second case study that describes the pedagogical roles of the professionals' working with vulnerable adults as beneficiaries of WISEs services is provided by Formacio i Treball, Spain.

To facilitate the development and the organisation of the roles, the WISE is divided in two departments: Social Department and Production Department. Within the Social Department, Formacio i Treball might designate four different role figures attending the different tasks of the insertion process, as is clearly described in the table below:

Social Action Department	Head of the Insertion Accompany Area	Headquarter Insertion Counsellor Coordinator	Insertion Counsellor
Designates or selects the appropriate staff for the area to accompany the workers of the WISE.	Coordinates the area and ensures that the line of action set by the Management is followed.	Coordinates the work team of the headquarter in order to guarantee a single line of work at the level of methodology	Accompanies insertion workers during their contract, in order to improve their employability and facilitate their subsequent insertion into the ordinary labor market, through an Itinerary of Insertion
Assign responsibilities and set the course of action.	Coordinates the work teams and projects of all the WISE of the Group in order to guarantee a single line of work at the level of methodology and compliance with the procedure in accompanying the workers of the insertion companies.	It is coordinated with the social agents deriving from candidates. This is the person responsible for the selection processes of the insertion workers who are hired.	Establishes together with the workers the Work Plan, training actions, tutorials and other actions to improve employability and subsequent insertion. Document and record all these actions.
Analyses and evaluate the results of actions.	Coordinates with the other departments involved in the procedure (also the production department).	Makes reports and technical justification for WISE related projects.	Resolve incidents in accordance with Job coaches, HR technicians and networking with other social services.
Coordinates with the other departments involved in the procedure (also the production			

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From the 4 roles described above, the Insertion Counsellor role in WISEs of Spain is more similar with the one in Romania. The mission of the Insertion counsellor within Formacio i Treball is accompanying the insertion process of the workers of the WISE in order to facilitate the improvement of their employability and the access and maintenance of a job in the ordinary company at the end of their Itinerary.

All the insertion counsellors have a university degree in the field of social sciences.

The required skills for the insertion counsellor are the following:

- **Technical Skills:**

- Knowledge of the employability model by skills.
- Knowledge of individual support tools and techniques.
- Knowledge of the functioning of the labour market.
- Knowledge and use of channels for access to the labour market (tools and instruments for searching for job).
- Knowledge of the network of training resources and the improvement of employability.
- Training on Equal Opportunities for Men and Women.

- **Basic skills:**

- General knowledge of the business and social context of the city of the delegation where it is to be incorporated.
- Advanced digital skills for information research and management.

- **Transversal Competences:**

- Relational skills: Generate a relaxed, welcoming work climate based on the person's respect, empathy and prominence.
- Teamwork: Collaboration and cooperation with the team to achieve the common goals.
- Organization: Anticipate, plan, and order tasks autonomously, in order to gain in efficiency, quality and performance. Know how to set priorities and reorganize tasks according to contingencies.
- Responsibility: Involvement in achieving the agreed objectives, on time, seeking quality results.

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Functions of the Insertion counsellor in Formació i Treball are:

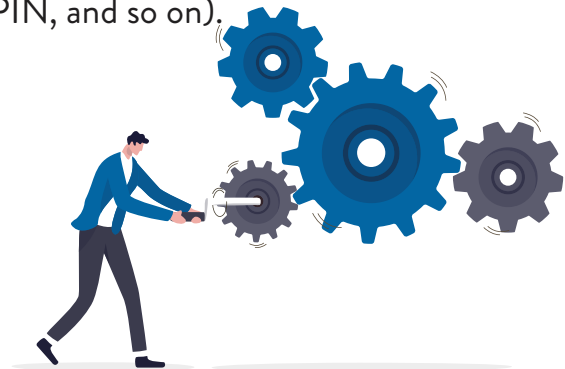
- Accompany the assigned insertion workers, designing and developing the individualized work plan, in order to improve their employability.
- Assess in a personalized way the evolution of the person in their itinerary, the degree of self-knowledge and competence development, and the level of insertion and improvement of employability achieved.
- Facilitate the insertion of the worker in the ordinary company by supporting the person in their job search and following up when the Itinerary ends so that they can find work within a maximum period of six months.
- Ensure the proper development of the projects in which they carry out the employment relationship.

General tasks:

- Coordination actions and networking with Social Services or other organizations to monitor people and resolve possible incidents.
- Coordination meetings with the Head of the insertion accompaniment WISE and the rest of the team, for the methodological and technical monitoring of the execution, resolution of incidents and general monitoring of the project.

Specific tasks:

- Carry out group training actions in transversal and job search skills.
- Manage and maintain the necessary documentation in the files of the users.
- Prepare the planned evaluation reports.
- Carry out individual and group tutorials in order to diagnose the employability of the worker and develop his / her Work Plan.
- Record the information and documentation of the activities using the tools provided (records of the Itinerary Procedure, Factorial, SPIN, and so on).



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On the other hand, in the Production Department, two different role figures attending the different tasks of the insertion process are defined:

1. **Production management:** Providing the tools and resources for the optimal performance of the activities of the job coaches in the workplace.
2. **Job coaches:** Accompany in the training action in technical-professional skills to contribute to the improvement of the professional qualification of workers in the process of insertion, accompany in the acquisition of work habits and, coordinating with the job counsellors. Document and record all these actions. Resolve incidents in accordance with insertion counsellors and HR technicians.

As a case study provided by Formacio i Treball, Spain, the mission of its Job coach is to accompany the job process of the workers of the WISE in order to accompany in the technical-professional competences to contribute to the improvement of the professional qualification of the workers in process of insertion and to accompany in the acquisition of work habits.

Functions of the job coach:

- To train and motivate staff, to enrich them and to improve their skills and attitudes.
- Ensure the safety and hygiene of the staff in charge
- Establish the programming of the activities of the Work Unit, in order to facilitate its efficiency.
- Participate in achieving the objectives of their Work Unit.
- Process the incidents detected in the service and in the Quality management system.
- Measure the quality of the service provided, implementing the actions of permanent improvement, to increase the satisfaction of the interested parties.
- Collaborate with other Work Units
- Maintain the equipment and facilities available in good condition.
- Comply with the provisions of the Quality and Environment Management System.

General tasks:

- Generate a relaxed, welcoming work climate based on the person's respect, empathy and prominence.
- Collaboration and cooperation with the team to achieve the common goals.

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Specific tasks:

- Anticipate, plan, and order tasks autonomously, in order to gain in efficiency, quality and performance. Know how to set priorities and reorganize tasks according to contingencies.
- Involvement in achieving the agreed objectives, on time, seeking quality results.

The necessary skills for a successful job coach are:

• Technical Skills:

- Timetable planning.
- Time control.
- Holiday control.
- Control of casualties.
- Control of substitutions.
- Quality supervision of services (internal and external).
- Visiting the customers.
- Monitoring and training of staff.
- Tracking of material and material orders to customers and suppliers
- Incident management.
- Analysis and monthly monitoring of the economic activity of the operating unit.
- Accompany workers and bring material when needed.

• Basic skills:

- General knowledge of the business and social context of the city of the delegation where it is to be incorporated.
- Advanced digital skills for information research and management.

• Transversal Competences:

- Meeting with insertion counsellors for staff evaluation (empathy, open mind, receptivity, relational skills, teamwork and teambuilding).
- Regular meetings with the production manager. Market research and attracting new customers (organization, responsibility).

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Exercise

Question: Make a list of the people who are in charge of the professional insertion of the beneficiaries in your organization. Establish to what extent and how each of the actors involved acts, according to the job description.

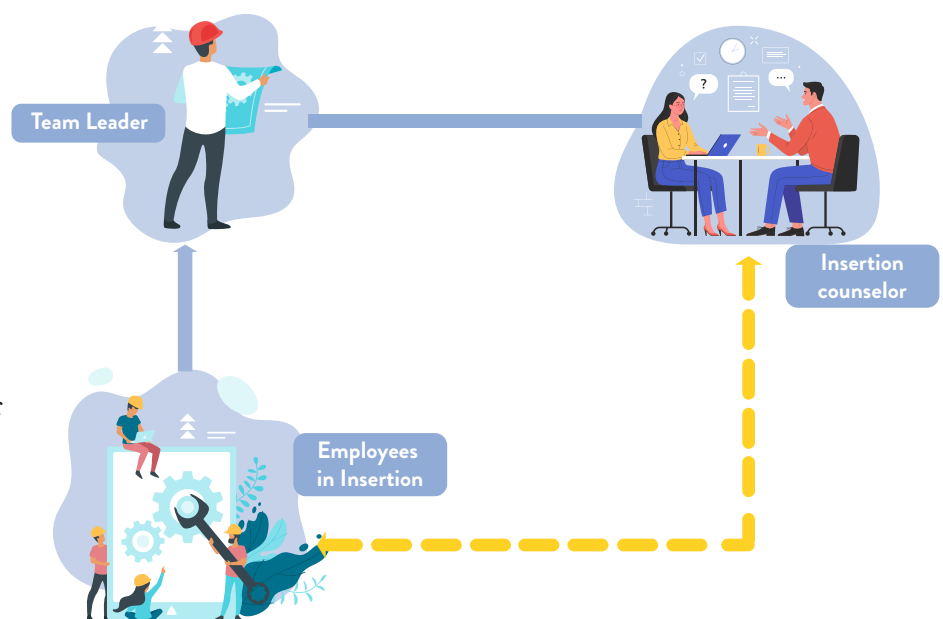
Advice: Consult one to each other, as a team, the job descriptions of all those involved in the process and discuss the points of intersection and complementarity.

B. Coordination and subordination relations – Ateliere Fără Frontiere study case

In a social insertion enterprise that creates and offers jobs and support services for professional insertion to vulnerable people in production workshops, the team leader fulfils both a technical function and a pedagogical role during the insertion course followed by the beneficiary.

Thus, as a position in the organisational chart and according to the job description, from a hierarchical (longitudinal) point of view, the team leader is subordinated to the technical (production) director and has under his authority a number of employees in insertion who form his team in the workshop he coordinates.

The team leader is also in a very important (cross-cutting) collaboration position with the insertion advisor, being in a relationship of cooperation, communication and mutual support in the implementation of the process of integration and socio-professional insertion of the employees in his team.



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Thus, the nucleus of intervention for the vulnerable person is constituted.

Depending on each employee in the insertion, on each situation and on his stage of completion, the technical director, other specialists (such as psychologists, social workers, trainers, lawyers, medical staff, representatives of reference partners etc) intervene in completing and supporting this work core. These are, most often, external collaborators of the organisation, who intervene punctually in the professional relations of the above-mentioned ones.

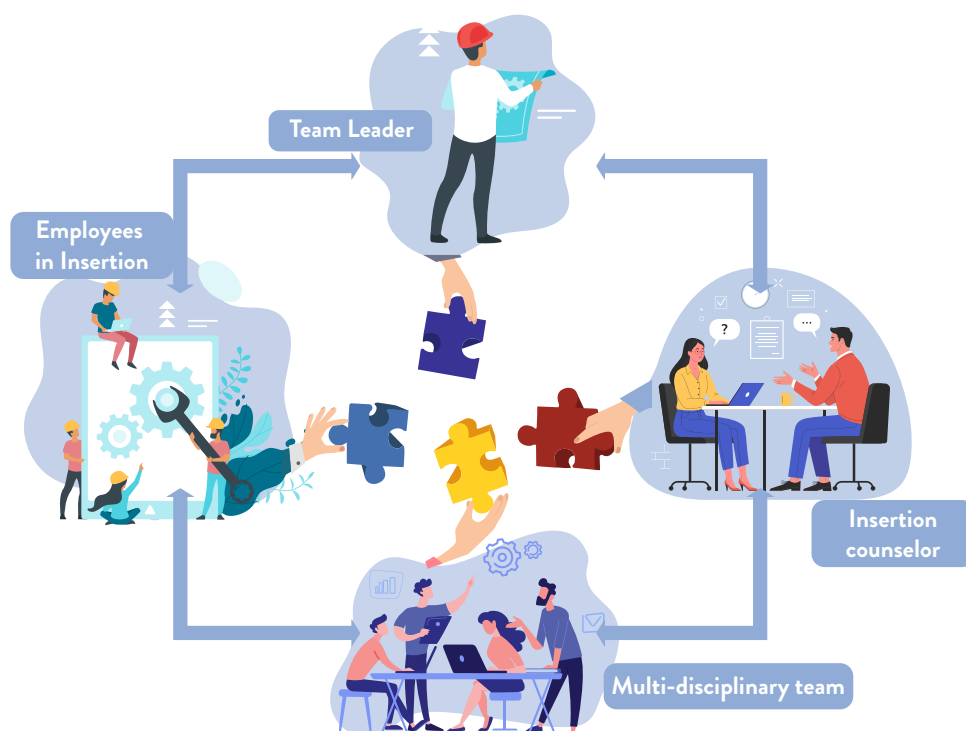
Because in the production workshops all employees in the insertion work together in the same place, with the other employees of the organisation, regardless of their position or professional role, direct interactions take place between them, a fact that indirectly contributes to the professional integration of beneficiaries.

C. Coordination in the social team (advisor, team leader and other professionals involved in the insertion program)

Who are the members of the intervention team?

In order to achieve the accompanying objectives, the insertion advisor forms a pair with the team leader, the team work implying a high degree of cooperation, collaboration and communication.

The socio-professional accompaniment route for insertion aims to overcome obstacles, reduce or solve the social and professional difficulties accumulated by the beneficiary that stand in the way of full socio-economic-civic reintegration.



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The purpose of the accompaniment is personal development, rebuilding social and family ties, strengthening self-esteem and confidence for lasting personal and social stability and acquiring transferable transversal skills, defining a customised professional project, training, qualification and mediation of the job for durable employability.

The socio-professional insertion route within the social insertion enterprise is an individualised and gradual one. This path is adjusted and adapted according to the evolution of the person, at least in the first stages (adaptation and stabilisation) in order to favour the integration and the beginning of the planned development approach.

Exercise

Question: Describe the hierarchical and functional structure in which you activate and highlight your role in the process of professional insertion of vulnerable people.

Advice: answer individually or in small working groups for 15 minutes, then present in front of the auditorium.

Intervention coordination

The insertion advisor has the case management (coordinates the achievement of insertion objectives) throughout the socio-professional accompaniment route for insertion, and may request the intervention of other internal AFF or external specialists, depending on the case - psychotherapist, psychiatrist, specialist physician, etc.

To increase the chances of a person having better access to the conventional labour market, it is necessary to provide holistic support, analysing and evaluating the person and the context as a whole (needs, problems, difficulties, obstacles, skills, appetites, entourage, family etc).

From this point of view, a relationship of permanent collaboration and daily communication of the situation of an employee is built between the team leader and the insertion advisor, when it is necessary.

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From this point of view, a relationship of permanent collaboration and daily communication of the situation of an employee is built between the team leader and the insertion advisor, when it is necessary.

Exercise

Task: describe, in a few words, the functions and roles of the actors involved in your organization, in the process of inserting the beneficiaries.

Advice: answer individually or in small working groups for 15 minutes, then present in front of your colleagues.

Specificity and complementarity in fulfilling roles

The insertion advisor initiates and supports (through the decision to hire the vulnerable person) the integration of the beneficiary in a work team in the production workshops, and the team leader ensures the exercise of the role of mentor, coach during the productive activity of the employee in the insertion and right next to him there is the insertion advisor who prolongs, adjusts and continues this role in the activity of life, socio-pedagogical, vocational and professional counselling.

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The professionals from the insertion team make decisions in the interest of the beneficiary, they act as a unit. They will act in the form of a structured intervention, designed to provide a complex package of information on the labour market, rights and obligations, skills and abilities required, but also to develop constructive attitudes and behaviours related to the career path, which will allow the vulnerable person not to only access to the labour market / to a job, but also social and professional integration.

Role play exercise

Task: Choose an organizational role and stimulate, for 15-20 minutes, a team meeting in which you present a specific situation and make a decision on how to solve it.

Advice: pick up a role different than the one you already have it daily in your organization. Then debrief the way you felt and how you made the decision. What were the determining factors? Who controlled the discussion? Who influenced the decision?

D. Responsibilities and limits of competence in relation to the employee in the insertion

At this point, it is extremely important to **communicate and collaborate in the team leader-advisor insertion binomial.**

The team leader is the one who is permanently with the employee in the insertion, observes him, guides him, intervenes immediately in the situations that occur during the work schedule, both in terms of tasks and professional activities, and in interpersonal relationships, teamwork, work behaviour, etc. Thus, the team leader is responsible for keeping the above mentioned aspects under control and needs, in this sense, both professional skills and pedagogical and mentoring skills.

The team leader is the one who monitors, analyses and evaluates the acquisition of the skills and competencies of the employee in the insertion, his behaviour during work, the degree of involvement, interest in the activity, work rhythm, possible particularities, etc., which he notifies to the production manager and the insertion advisor, with whom he can establish different courses of action.

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In order to carry out his activity in good conditions and, implicitly, the progress in the insertion of the team members, the team leader informs the insertion advisor both about the events that took place and the behaviours and the type of intervention that he adopted and the results obtained.

When necessary, the insertion advisor can be called to the workshop to help settle certain situations or the insertion employee is called for discussion, either one-on-one (employee-advisor) or with the team leader, the production manager or other people and professionals involved (colleagues, in case of a conflict, for example, psychologist, social worker, etc.).

It is important that the binomial team leader – insertion advisor works permanently, both in drawing up the insertion program for each employee and in its current implementation. The two need to know constantly how the employee evolves, to collaborate and to advise in all the situations that matter and have an impact for the employee, from the first moment of his presence in the organisation.

This collaboration can take place in the form of one-off, incidental or planned meetings, organised periodically (e.g. weekly meetings of the production-insertion team: team leaders, production manager, insertion advisers, social department manager, other specialists).

Exercise

Describe what kind of meetings you use as a tool for informing and analyzing the situations that have arisen and / or regarding the employee's evolution in the insertion and how they are organized.

E. Representation role of the team leader

The team leader supports the organisation, colleagues, employees in the insertion in terms of presence, prestige and image and is part of his professional activity and adherence to the mission of the organisation. In his professional activity, the team leader fulfils several representative roles:

1. representation of the organisation and of the insertion program in relation to the employee. He is the one who introduces the organisation, the job and the teammates to the new employee. Introduces and explains to the new employee the internal regulations, work rules and procedures, the daily schedule and the internal rules.

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2. in relation to the other colleagues, team leaders, as part of the production entity. Together with the other team leaders, the insertion advisor and the production manager, he decides to transfer an employee punctually or permanently to another workshop, he consults with the team leader who takes over the employee and with the insertion counsellor regarding any changes or adjustments in activity, pace or behaviour.
3. in relation to the other employees of the organisation. The team leader monitors and manages the employee's relationships with his colleagues and with the other employees in the organisation. It is best for the stability, for the preservation of the reference system and for the evolution of the employee in the insertion that the other members of the organisation do not intervene directly in solving some situations in the activity, but to address the team leader or the insertion advisor who can intervene and take action when appropriate.
4. the employees of the team and of the organisation in relation to the outside of the organisation. The role of the team leader (together with the insertion advisor, the communication service, etc.) is to protect the identity and image and the balance of the employee in the insertion in the situation when he is talked about in the professional public space, during work visits, exchanges of experience in other organisations, at potential employers, in solidarity sites, etc., so that the information used or the actions carried out not cause any harm to that employee.

The proper exercise of these roles contributes to stabilise the vulnerable person, to increase the confidence that he/she is truly receiving support from the team leader, that he/she is not labelled, judged or marginalised. Thus, the correct exercise of the role of representation can also contribute to increasing the self-confidence of the vulnerable person, to the idea that he/she is not inferior to others and that he/she has a fair and equal treatment in the team and outside it.

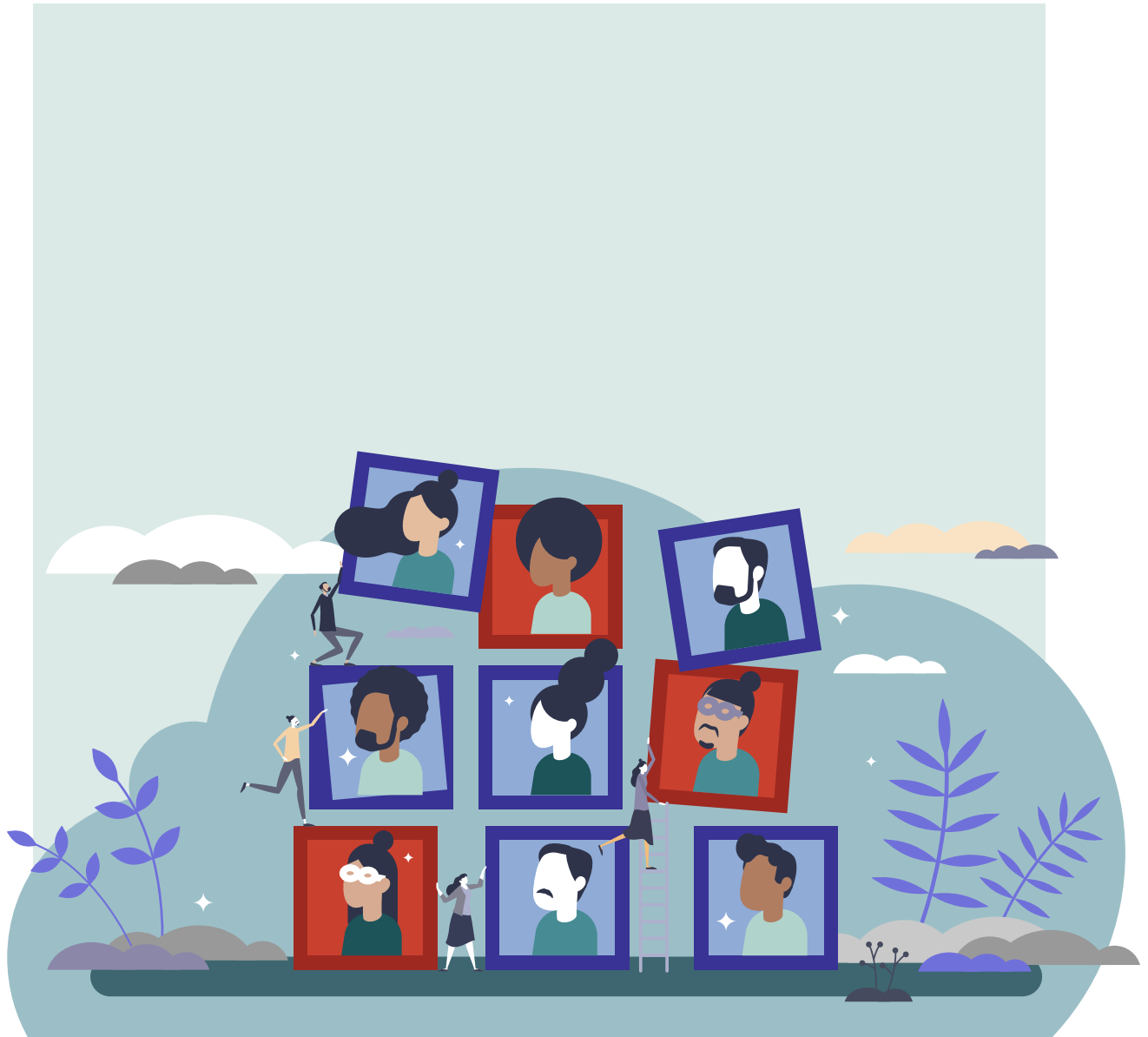
Team exercise

Task: describe, in a few words, a situation inside the organization and one outside of it in which you used the role of representation. How do you think you used this role and what impact you think it had on the employee in the insertion.

Advice: answer individually or in small working groups for 15 minutes, then present in front of your colleagues.

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Chapter 3. Profile of vulnerable persons in the social insertion enterprise

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Partners:



A. Reference social partners

In order to achieve the process / stage objectives, the social insertion enterprises collaborate with the public social assistance services at county and local level, with the employment agencies, with the centres providing integrated medical, psychological and social assistance services for drug addicts, with specialists in fields such as psychology, social work, addictions, pedagogy, vocational training, employment, health, social economy, etc.

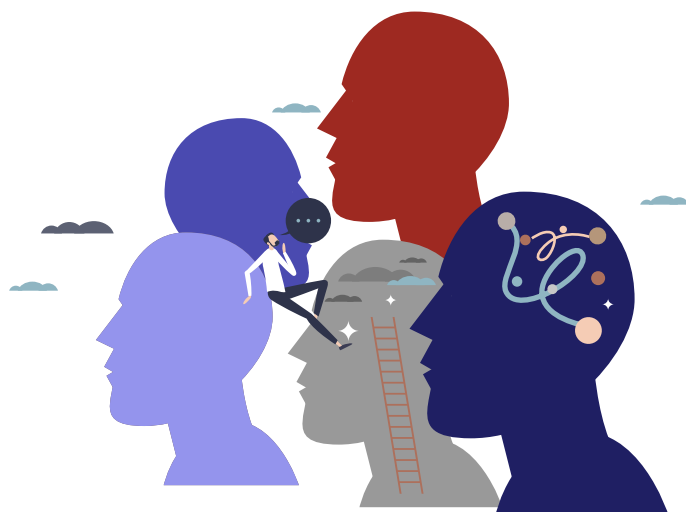
Those who, despite facing a great deal of difficulties, have the motivation to work and are willing to make changes in their own life situation, in order to integrate their social, civic and economic integration, are accepted in the social enterprise insertion program.

The persons who are referred to social enterprises in order to benefit from the insertion program are those people who accumulate multiple difficulties that make them unemployable, such persons requiring an integrated socio-professional support and a job placement before going to the conventional work market.

The motivation of the employee in insertion to make changes in his own life is ascertained and evaluated even during the professional activity in the workshop, by the team leader. Thus, it is very possible that the employee's personal project may require adjustments and / or extension of certain deadlines, this aspect being necessarily the subject of discussion and decision together with the insertion advisor.

B. Vulnerabilities and vulnerable categories: definitions and principles

Beneficiaries of insertion business programs are people from vulnerable groups. They are called beneficiaries in this context because, through this type of companies and their insertion programs, they acquire the basic emotional, social and professional skills to ensure a high chance of employment in the conventional labour market and, indirectly, in an independent life.



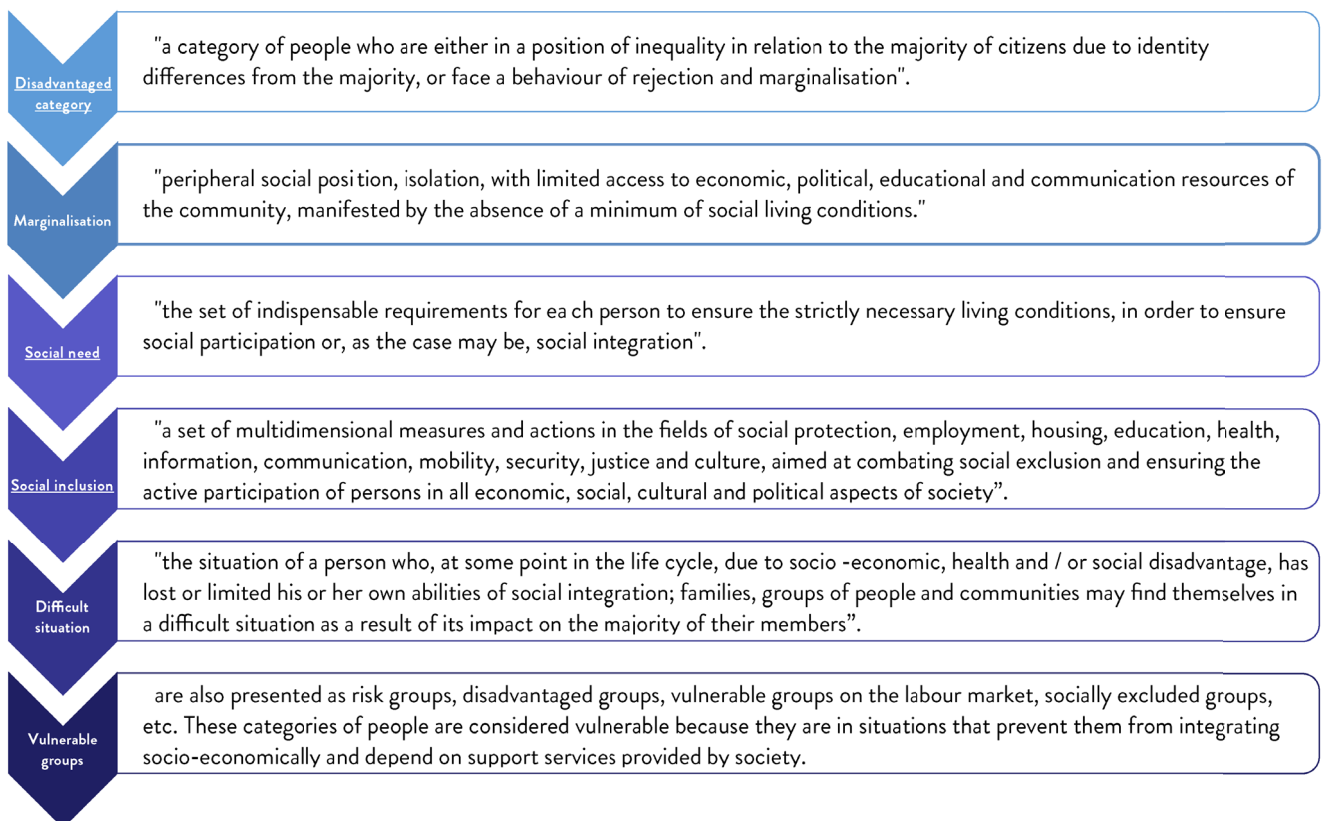
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What is a vulnerable group?

There is no formal definition of vulnerable groups in official EU documents, and the term is used to establish equality of opportunity in employment and other aspects of social life, such as equal treatment of persons regardless of gender, racial or ethnic origin, in the process of social inclusion or their integration.

In the Romanian legislation we find several references to vulnerable groups, by using terms such as disadvantaged category, marginalisation, inclusion, social need, difficult situation. The social assistance law defines the vulnerable group as “persons or families who are at risk of losing their ability to meet their daily living needs due to illness, disability, poverty, drug or alcohol dependence or other situations that lead to economic and social vulnerability”.



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Characteristics of vulnerable groups

People in vulnerable groups are unsupported persons, often in a condition of chronic poverty, unable to take advantage of opportunities or defend themselves against problems that may arise. They are a category that accumulates risks on all dimensions of life, unable to cope with difficulties.

People in vulnerable groups are differentiated, compared to the majority of the population, by more difficult living conditions: poor housing or homelessness, health problems, unemployment, low level of education, lack of income.

The most common psychological and motivational characteristics of vulnerable people are:

- Low self-esteem (due to the stigma and negative perception of the population towards people from vulnerable groups).
- Attention and memory are poorly developed, often due to lack of education.
- Emotional fragility and deficiencies in the management of social relationships are psychological characteristics often encountered in the interaction with people in vulnerable groups.
- Resignation, hopelessness, the feeling of helplessness in the face of the accumulation of difficulties they face are also characteristics encountered in most people belonging to vulnerable groups, which makes accommodation / adaptation to the demands of employers deficient.

Most of the time in vulnerable groups we find an extrinsic motivation, i.e. the motivational factors are external, in the form of rewards, money or products, which offer satisfaction, recognition.

Another characteristic of people from vulnerable groups is dependence on the protection system, town halls, social benefits, etc. This addiction, in some people, over time, has been as by personality trait, negatively influencing their motivation, their personal / professional and social development. Dependence on social welfare institutions has created some prejudices related to the lack of desire to work, of some people from vulnerable groups, which is sometimes even verified in reality.

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Questions

1. Have you meet situations in which candidates for the insertion program were facing an accumulation of vulnerabilities?
2. What are the criteria for accepting vulnerable people in the insertion program?
3. What type of vulnerabilities would you handle easier?

C. The accumulation of vulnerabilities - social and professional diagnosis

In most cases, the accumulation of vulnerabilities is found by the insertion advisor in job interviews because the vulnerable person referred by the social partners often comes with little associated information.

The accumulation of vulnerabilities on entering the insertion process - social and professional diagnosis.

Poverty, education and employability are the three factors of social exclusion, or the three social problems that vulnerable groups face. Therefore, they must be approached together because a cause-and-effect relationship is often established between them.

For example, a low level of education leads to limited access to the labour market, which leads to a lack of income, just as a lack of income can lead to a low level of education (early school leaving) and low access to the labour market or other services.

Exercise

Take from the previous exercise one or more vulnerabilities that you have encountered and draw up a mini-plan to address them, from the perspective of the team leader, during the period of accommodation of the employee in the insertion to his new job.

Talk to other colleagues about how to do it.

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The accumulation of difficulties for people belonging to vulnerable groups is usually a consequence of “lack” (lack of income, lack of housing, lack of skills), or difficult situations (deprivation of liberty, trafficking, migration).

There are also groups such as Roma people, women, young people who leave the protection system - who are in situations of vulnerability for a number of reasons - both due to deficiencies (educational, material, informational) and due to the fact that they are at greater risk of discrimination and limited access to resources on the basis of existing prejudice.

Socio-professional accompaniment contributes substantially to the development of a professional identity and can boost the self-confidence of people who might otherwise feel that they have failed.

During the process of initial evaluation of candidates for entry into the insertion program, the accumulation of social and professional difficulties faced by the person is determined, which prevents him/her from entering the labour market. This social and professional diagnosis guides the establishment of the objectives to be achieved during the insertion process and the elaboration of the intervention plan.

The team leader “takes over” from the insertion advisor these objectives, which he “attaches” to the objectives of production activity, being necessary to combine them because this is the role of the professional insertion activity, support for the socio-professional integration of these people, a launching pad as a transition to the conventional labour market.

D. Specific problems and needs of employees in insertion (areas of intervention):

Most often, the issues addressed in the program of insertion of a vulnerable person who becomes a beneficiary of AFF, refer to: Housing, Health, Addiction, Justice, Autonomy, Family Barriers, Independent Living Skills, Professional Life Skills, Mobility / Accessibility, Education, Professional project, areas where it is obvious, from the stage of employment interviews, that the vulnerable person needs intervention and support.

Who are the beneficiaries of the socio-professional insertion route?

The beneficiaries of the socio-professional accompaniment in the social enterprise are persons referred by its social partners among its own service beneficiaries: public and private providers of medical-psycho-social services for persons belonging to vulnerable groups, in a situation of exclusion and marginalisation.

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Specific needs of employees in the process of insertion in the social enterprise and areas of intervention

The beneficiaries of the social and professional accompaniment services are people who accumulate multiple difficulties ranked on priorities, importance and urgency to be solved.

Types of needs / difficulties:

- Basic needs and fundamental rights: the category includes urgent issues related to the social, medical and personal field - housing, health, substance addictions, legal issues
- Difficulties affecting sustainable personal stability: the category includes aspects of emotional, social, family and civic stabilisation - autonomy, family barriers, independent living skills, professional life skills, mobility / accessibility
- Difficulties affecting the stability of professional life and sustainable employability

- education, professional project, lack of professional experience (for example, former detainees with many years of detention who have never worked outside prison, or housewives, illiterate, victims of domestic violence who are in their first job, etc.)

An intervention model for these types of difficulties of vulnerable people, AFF offers personalized services of social (insertion advisor) and professional (team leader) accompaniment, counseling for insertion and pedagogical accompaniment (in the binomial: team leader-advisor) for skills training for people with multiple difficulties in employment (long-term unemployment, addictions, disabilities, dropping out of school, domestic violence, human trafficking, probation, custodial sentences, homelessness, etc.).

Thus, the pedagogical approach will answer questions such as:

- How will you transfer knowledge to employees in the insertion?
- What will be the methods you will use and, among these, which are the most useful methods that will help you achieve your goals in your endeavour?
- How do you like to work to ensure that you have the conditions and personal and material resources to do so?
- How is it easier for the person you will address to communicate, to learn?
- Will you have an individual or group approach?

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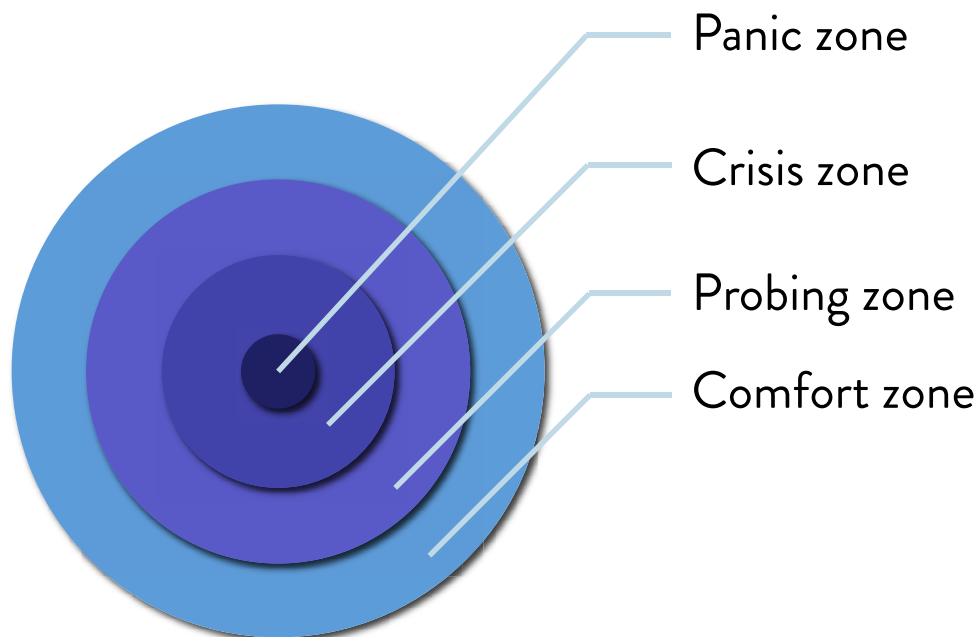
Partners:



The methods you choose must necessarily create the learning framework for the employee.

One way to see what the best methods are is to look at the areas where employees will enter, during the learning period, at various times.

The image below shows the areas where they will be personally challenged by the learning effort.



In the comfort zone, there are no changes that can be encountered, things are done that way and that's it. Something like a new experience may appear, but personal beliefs and perceptions remain untouched. For example: the location of an institution he frequented (obtaining unemployment benefits), or the method of work in a certain service (over the counter, online) has changed. Learning the new address, or the new method of work at the counter remains a comfortable process, which starts and uses premises already known to the employee (he has done, heard, can identify examples in personal experience, can request and receive support and explanations).

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A person enters the **probing zone** when he/she is instructed to think about the perceptions, attitudes, and behaviours of others in relation to the same activity, or where he/she learns that things can be done differently, that the situations he/she knows have multiple solutions, or that a certain approach is in his/her power (e.g. to dismantle an object that he thought could not be undone). During this period, employees in the insertion are insecure and vulnerable, they need moments of analysis, support in making different comparisons and many examples and practice.

If probing continues, participants may enter the crisis zone. It is very possible that now, as extremely sensitive points have been reached, the initial beliefs and perceptions have been weakened and the participant is very confused. In this area, employees are very vulnerable. If their energy and attention are channelled constructively, it can help us learn from the crisis and anxiety. For example, to encourage him/her to try on his/her own, to work unsupervised, to offer solutions, ways to perform a task, to determine the duration of some activities, to explain the stages, the steps of a certain process, to respond to questions like “what if...?”, “how would you do it:” etc

From the crisis zone to the **panic zone** is just a very small step. When people panic, they get stuck and go back into comfort when learning becomes impossible. If this blockage is reached, “I can’t”, “I don’t know, I don’t understand”, “I’m tired and I’m not paying attention”, “let’s take a break”, “let’s leave it like this”, “I don’t want to”, “let X do it, he’s smart anyway” etc), participants may go through an emotional process that can’t be managed during learning.

This model suggests that in a learning process, people learn better in the probing zone and possibly in the crisis zone, at different times in the process, **if the team leader has the ability to encourage him/her, avoiding putting too much pressure on the subordinate, or to leave him/her alone, or to label, evaluate, comparing him/her with other colleagues.**

Even if the experiential learning has the effect of stimulating the person, the crises must remain exceptions the the participants trying to avoid to enter the panic zone. The team leader has the duty to provide help and support to the employee in the insertion, in these moments of personal challenge.

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Exercise

Task: Choose, from your daily activity, a topic that you approach with the employees in the insertion, let's say, in the beginning period of their professional activity. How would you represent the above intervention model in approaching the topic, what learning tools would you use, so as to keep the employee in the comfort / probing area as much as possible, avoiding crises and panic.

Advice: Choose a familiar topic that you are currently familiar with and detail it.

Debrief how you structured it, what tools you chose, what would you do now differently from the previous approach?

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Partners:





Chapter 4. The team leader is a role model in the evolution of the employee in the insertion

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Partners:



A. Behaviour, presence and prestige in the relationship with the employee in the insertion

For employees in the insertion, the team leader, first of all, is the person around whom the employee spends most of his/her time at work and can be compared to the role that the parent has in the family. Insertion employees are vulnerable people, not only socio-professionally, but also emotionally. There are sometimes people who no longer have landmarks, who have been disappointed by those around them, who have difficulty adapting to relationships and communication, and who, for a long time, are sometimes confused, lonely and even self-excluded from society, with low self-esteem and self-respect.

Precisely for these reasons, the team leader becomes a reference person for some of them, who even project their personal evolution and success in the future using as a benchmark the personality, presence, behaviour, activity of the team leader. This entails a kind of responsibility assumed by the team leader, who has become a role model for his subordinates.

In a few words, **professionalism, rigour, excellent emotional control, flexibility, resilience, consistency in behaviour, operability, ability to communicate and interrelate, desire for continuous development, attention and skill are the skills absolutely necessary to successfully practice the role of team leader in a social insertion enterprise.**

Among the skills and competencies needed to work with employees in insertion we mention:

- ability to organise, monitor and coordinate the activity in the workshop;
- methodical spirit and discernment in the current activity;
- the ability to determine the degree of difficulty of the tasks and the distribution according to the abilities of the employee in the insertion;
- empathy, the ability to understand the internal availabilities of the person;
- the ability to make the information transmitted accessible;
- creativity in the instructive formative activity;
- stimulating, energetic, creative attitude;
- the ability to establish without difficulty adequate interpersonal relationships with the employee in the insertion;
- pedagogical tact (conscious, controlled organisation of one's own pedagogical approach and the ability to restructure it "on the fly", depending on the new variables that occurred during the activity);
- authority in concrete educational situations (alternation between freedom and authority, indulgence and exigency depending on the specifics of the situations, correct administration of sanctions and rewards; balance of authority - power - responsibility;

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Partners:



- availability to adapt to various educational styles; enthusiasm, understanding and positivism.

In order to achieve the integration objectives, the team leader will consider:

- to establish the direction of work and initiation of the action
- to plan and organise resources (human, time, activities)
- to delegate responsibilities to those who can acquire new skills, with potential in this direction. Delegation means the temporary assignment of potential subordinates, as a proven form of trust, with new tasks without major impact at the organisational level.
- to monitor, evaluate and provide feedback on the completion of work tasks and the quality of their results
- to show empathy towards the needs and feelings of those around them, regardless of their hierarchical position
- to motivate and encourage the adaptation efforts of the employees in the insertion
- to provide ongoing guidance, calmly and patiently, with new training methods for employees who have difficulty acquiring certain work skills (learning in general)
- to establish rules and standards of behaviour and teamwork, consistently following their application
- to discipline whenever necessary. It is recommended that praise and encouragement of very good results be given in public, while criticism and negative action should be made in private, only with the employee in the insertion (depending on the case, the insertion advisor may also be involved).
- To ask for help and advice in problematic, new or very difficult situations. He will not react impulsively, at random, will be advised and will agree with the insertion advisor for a more structured and effective intervention
- To be a positive role model for insertion employees

Reflection exercise

Task: think about the ideas expressed in this chapter, choose and discuss with another team leader, an insertion counselor, or in a group about a situation in which you have acted as role models for insertion employees. What exactly happened, how did you react, but the employee? What lessons can you learn from this experience?

Advice: make a step forward - choose and analyze a situation in which you think you could play this role better, and how you could do that in the future.

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Partners:





B. Integration of the new employee (induction) and work organisation

From the first day of work, in the presentation of the organisation, workshops, workstation, colleagues and all staff, the team leader is involved, together with the insertion advisor (where applicable), in the initial accommodation of the employee in the insertion with the new workplace and takes into consideration a few steps:

- Presentation of the physical and utilitarian space (workshops and activities, kitchen, bathroom)
- Presentation of the administrative section (secretariat, other offices) and the type of interaction of the employee with them
- Presentation of the job and job description, work schedule, internal regulations, labour protection rules and other applicable legal provisions
- Detailed presentation of the workstation: processes, tools and implements, work equipment, etc

Because the pace and understanding of each person is different, these actions of the team leader will be repeated as many times as necessary until they are integrated and practised by the employee in the insertion.

Thus, the team leader becomes an important landmark for the employee, a model and a guide in all the activity that the employee will carry out during his insertion and, from this point of view, his role is to be exemplary for the employees in the insertion (good emotional control, punctuality, seriousness, consistency, language, clothing and protective equipment, order and cleanliness at work, polite behaviour (e.g. addressing formulas, greeting on arrival and departure))

These are supplemented by the tasks of planning, assigning and explaining the performance of work tasks and monitoring their execution, supervising orders and production rules, learning, explaining, showing and accompanying the beneficiary in the insertion for the acquisition of competencies related to each stage of the socio-professional accompaniment course for insertion.

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Partners:



Reflection exercise

Task: Answer the following questions individually (and possibly share after with other colleagues):

In your activity, what was the most difficult to approach during the induction period with an employee in the insertion?

What was the longest induction period with a beneficiary?

What do you consider to be the biggest obstacles that can arise during this period and whose unresolved ones can lead to the employee leaving the

C. Time management, planning

Time management refers to the planning, organisation and control of the activities in a limited period of time, so that every moment is used rationally, efficiently and productively.

From this point of view, the team leader has a double role: to organise his own professional time, to achieve the objectives of activity with the team, but also to provide support to his team members in learning to organise themselves better, in managing to plan the execution of tasks (at some point) by themselves etc.

Also, organising and supervising this activity, the team leader acts in a complementary way with the insertion advisor who does the same with the insertion employees in establishing the progress plan and going through the stages of the insertion methodology.

Tips & tops for better time management

Small steps can make a significant difference. E.g:

1. Make a realistic plan for the day - don't calculate everything by the second. It is very possible to get stuck in traffic between two meetings, or that your car does not start, etc.
2. Try to make a realistic plan but not loaded. Be realistic about the relationship between expectations and time spent on activities. Highlight things that are or seem very important/urgent to solve.

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Partners:



3. List what you can do, not the imperatives. Write down those activities that you hope, you want, and of course you need to do by the end of the day.
4. Be creative, try to alternate the rhythm. For example, after a difficult task, choose a lighter one. Try to avoid the routine. For example, if you don't need to reply to email messages in the first hour, don't.
5. Take breaks, give yourself rewards when you complete an important activity.
6. Use IT and technology support! There are a lot of tools that can make your life easier.
7. Establish a daily routine. Plan your schedule for daily habits such as the morning meeting with the team, treatment in case of addiction, meetings/reunions, picking up children, etc.
8. Do things that require maximum mental ability when you are at your peak. Set up minor meetings when your ability to concentrate is minimal.
9. Set realistic deadlines for all activities. And respect them. Anything can be done on time.
10. Do not postpone important things that do not please you. They will block your mind, reduce your creativity and ability to work. No task becomes easier if you postpone it.
11. Postpone what is not important. Many so-called problems can be solved on their own if you postpone them.
12. Analyse your interruptions. And take steps to reduce or eliminate them.
13. Do things one at a time. And keep track of the following activities. Group similar activities.
14. Plan your phones. Write down what you want to say, the topics, what you want to know, in short. This saves time and improves communication.
15. Gather your ideas in one place: Personal Time Manager (or Calendar). Write down the ideas when they come to you. That way, you won't forget any more. Go over them regularly and use them.
16. If you start something, finish it as much as possible. If you divide things up too much, you can lose the logic, the big picture, and time by "warming up" every time you start over.
17. Take breaks when you know you're not working effectively. For example, when the people you need to talk to are not available, when the material you need is not ready, and so on.
18. Be selective in what you do. Do not engage in activities that are not your responsibility, for which you do not have the necessary skills, only to respond in the affirmative to a collegial request for help. Get used to asking yourself, "Am I the right person for this task?"
19. Make it a habit to check how you use your time. For example, you can check your Time Manager once a week. This gives you an idea of how you used your time. Ask yourself if you could have used it better.
20. Rule 60-40: Plan only 60% of your time and leave the rest for unexpected events.

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Partners:



How to eat an elephant

A big project or a very complex activity (eg reaching a production volume in a deadline contract) is like an elephant that you are struggling to eat. Under no circumstances should you wait for your mouth to grow.

Many believe that they can eat an elephant that looks small from afar. That's why it's so easy to make New Year's decisions and it's just as easy to fail to touch them.

The only way you can cope with a large task is to divide it into smaller activities that you can do gradually. If you do one at a time, you will end up completing **the** task.

Remember to take time off when planning your day for parts of larger tasks that have stretched over time.

Do things one at a time.

D. Creating the professional framework (the importance of knowing, implementing and respecting IR)

In Romania, labour law sets the obligation for any legal entity that has employees to develop and implement the Internal Regulations (IR) applicable in that organisation, being binding and non-negotiable for all employees, regardless of their position.

IR is of major importance in the operating principles of an organisation and establishes the rights of both the employer and the employees hired based on an individual employment contract regardless of its duration and type. The Internal Regulations shall contain provisions concerning:

- Rules on protection, hygiene and safety at work;
- Rules regarding the observance of the principle of non-discrimination, equal opportunities and treatment and the elimination of any form of dignity violation;

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- Rights and obligations of the employer and employees;
- The procedure for settling individual complaints or requests of employees;
- Rules regarding the discipline of work in the unit;
- List of disciplinary offences and applicable sanctions;
- Rules regarding the disciplinary procedure;
- Various internal rules specific to the organisation: type of work schedule (including breaks), wearing protective equipment, etc.
- Criteria and procedures for the professional evaluation of employees, etc.

The team leader, together with the insertion advisor, since the hiring of the new employee in the insertion have the role of showing, explaining and guiding the new employee to become aware of and to comply with the provisions of the internal regulations. Periodically, for internalisation purposes, it is recommended to resume browsing and discussing the IR with the employees in the insertion and this role also belongs to the team leader who must ensure compliance with the provisions of the regulation throughout the employees' completion of the insertion program.



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Chapter 5. Empathy - understanding the needs that trigger behaviours / actions

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Partners:



A. Definition and conceptual clarifications

What is empathy?

People's actions and behaviours, their activities are determined by certain reasons. Reasons are psychic structures that trigger, sustain energetically and direct, from within, an activity or a behaviour, having their triggering role. A human being never acts determined by a single reason, but under the influence of a motivational structure that may include: needs, reasons, interests, beliefs, ideals. All these reasons that determine a person's actions or behaviours represent his motivation.

Central element of the motivational structure, the need or necessity represents a natural inner manifestation as a state of imbalance that triggers a behaviour of the person directed towards restoring his biopsychosocial balance. Prolonged dissatisfaction with a need leads to major disturbances in the mental balance of the personality. Needs and motivations are two of the specific attributes of the human being, which define and differentiate us.

Empathy is the ability to put yourself in another person's situation in order to understand what that person is feeling, what they are going through, what are the emotions and feelings that motivate them to think and act in a certain way, in certain contexts.

Empathy means understanding and accepting the other's motives for actions, behaviours, as opposed to compassion which means having pity. Employees do not need mercy, this will accentuate their addiction and low self-esteem. Expressing empathy, on the other hand, is extremely effective and powerful, it builds confidence in the vulnerable person, soothes anxiety and improves the results of communication and human interaction in general.

Relational needs are essential elements that contribute to improving the quality of life and maintaining physical and mental health. They nourish the inner life, being component parts of the universal human desire for intimate relationship and secure attachment, explaining, for example, the phrase "man-social being".

Although they are formed and expressed from the first moments of life, relational needs are components of the relationship present in every day of our lives, from birth to death. For most people, the idea of relational needs is not usually realised. When our relational needs are met, we have the ability to be expansive, creative and intimate.

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On the other hand, when relational needs are not met, we experience feelings of insecurity and emotional disturbances expressed through irritation, nervousness, prolonged discomfort, and so on. Such sensations then lead to interactions or avoidance of interactions.

When relational needs are not consistently met, they lead to insecure attachment patterns due to fears of relationship loss and vulnerability. Insecure attachment patterns are the result of repeated interruptions in significant relationships.

Unsatisfied needs at certain times in life leave the physical or mental sequelae that affect our whole life. For example, if the need to have parents involved in providing support and affection was not met in childhood, it can lead to relationships in adulthood in which that person could look for a mother or father who will falsely compensate for that absence (employee's relationship with a colleague or with the team leader).

Here are some of the relational needs that, if understood, can explain anyone's behaviour, especially that of vulnerable people, employed in insertion.

1. The need for security

The need for security is a basic need, which arises immediately after birth. If this need is not met, a false relationship results, the adaptation is forced, the relational openness is very small. The need for security means being protected against all present or future threats, being supported (training, having milestones, making decisions, completing your studies), choosing a profession, finding one's own meaning in life, having a home, a good job, creating a strong relationship without depending on it, with an open and cooperative partner, creating a structured, stable, but at the same time supple environment.

2. The need to recognize one's own worth and dignity

It is the need for recognition by others, to be valued, respected, recognized for competence, the need for status, etc. It involves unconditional love, the need to be looked at in a way that makes you feel that you are seen as what you are, that you are important. If the individual is ridiculed, slandered, discredited or negatively assessed, he will feel hurt and the needs at this level will not be met. The phrase "You can never do anything for your brother, only for others" can create a sense of injustice.

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3. The need for acceptance from significant others

The need to be accepted as we are now as a person, with our qualities and defects, with our feelings, our thoughts, without being judged, criticised. But can we say with certainty how we are now, who we are, what purpose we have in life, what wounds we have to heal, what mental schemes are running in our minds based on our adopted beliefs? We want to be accepted by the stable, the strong and by those we depend on, for example: the need to rely on parents, the need for acceptance by a trustworthy person, for hope. This need generates the fear of not being abandoned if we are not as others want us to be.

4. The need for reciprocity

It is the need to be understood emotionally, not just cognitively, and to show this. It's a kind of empathy, being in the other person's shoes and responding with sensitivity and support. If this need is not met, it can lead to frustration and isolation.

5. The need for self-definition and autonomy

It supposes the need to be recognized as unique, to express your own opinion. You need to be listened to and supported. The need to be heard is a need that includes not only the willingness of the other to be silent, for us, with us, but also to really listen, the word, his story, the pauses between words, the non-verbal language. That is, to be present in himself, for the other. That's the only way we can listen. It is a need for development, for self-improvement, that is, for satisfaction and personal development.

6. The need for the other to take the initiative

It is the need for the other to initiate contact. Remember how disappointed you were and how painful it was when no one took the initiative and if this happened to you you came to the conclusion that “no one is there for me”; “I have to fend for myself” (despair); “No one cares about me” (hopelessness).

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Partners:



7. The need to love and to be loved

But what do we mean by love? Definitions can be very different, and even if they sound the same, the understanding is no longer the same, because we are different, we are unique.

The perspective from which these existing needs but perhaps which are not known to the individual, unexpressed, unshared is that we do not identify them and they “do not keep quiet” by ignoring them. In general, the expectation for such needs to be satisfied is directed towards someone else, that “good man” who can be, in our case, a team leader, a colleague, the insertion advisor. To be empathetic means to assume that role of “good man” who understands and supports the vulnerable person.

B. Emotional intelligence in empathy

Empathy is the ability to trust and understand another person’s feelings or, at the very least, their emotional reactions in various situations. When empathy is improved, we become better people and better professionals at the same time.

Empathy leads to:

- stronger and more relevant relationships
- success at work
- better health and quality of life

When you show deep empathy for others, their defensive energy goes down and their positive energy goes replaces it. Then you can get more creative in solving problems. “ Stephen Covey

Before you start using empathy intensely, it’s a good idea to consider the following:

- Set aside your point of view and try to understand the point of view expressed by others. In doing so, you will likely see that other people are not bad, unjust, stubborn, or unreasonable - but rather that they react to the situation presented by their knowledge and experience, by their relationship needs.
- Validate the other person’s perspective. Once you “see” why others believe what they believe, acknowledge it. Remember: recognition is not always equal to agreement. You can accept that people have different opinions than you do and that they may have good reasons for having such opinions.

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- Check yourself. Are you more concerned with getting your proposal recognized, winning, and being right? Or is it your priority to find a solution, build a relationship, and accept the views of others? Without an open mind and a proper attitude, you will most likely not be able to make room for empathy.
- Listen to the message that others are trying to convey:
 - Listen with your ears - what words does he/she say, what tone does he/she use?
 - Listen with your eyes - watch the interlocutor's body language during the conversation!
 - Listen with your instincts - do you feel that the person has something important to say?
 - Listen with your heart - what are the feelings that the other person is experiencing?

Ask him what would he do if he were in your place?

When in doubt, ask the person directly. This is probably the simplest and most direct way to understand what the other person is saying, it is probably the least used way to develop empathy!

Apply these skills when interacting with people. This way you will appear in their eyes much more caring and accessible - simply because in doing so, they perceive that you are interested in what they are thinking, feeling and experiencing.

Being willing and able to see the world from a variety of perspectives is a great skill that you can use successfully all the time, in any situation.

There are several tricks to an empathic conversation:

- Pay attention to what is happening, both physically and mentally.
- Listen carefully and remember the keywords and phrases used by others.
- Answer them by encouraging them to solve the problem.
- Be flexible - be prepared to change the direction of the conversation as the other person's thoughts and feelings change.
- When you understand others, they will probably want to understand you too - so you can start building cooperation, collaboration and teamwork.

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A major aspect of personality is mood swings, where individuals differ in their perception and attitude toward an important event. People who experience severe mood swings are more likely to experience clear changes in the assessment of these events. For example, when we are in a bad state, we tend to believe that the probability of negative events is higher than the positive ones. On the other hand, people with good mood / state of mind will perceive positive events faster, while bad events will have a low probability of occurring in their thoughts.

Mood / state of mind also helps to solve problems by providing information on the use and organisation of memory. When we are in a good mood, it is much easier to classify problems as related or unrelated to each other. Therefore, this classification allows us to bring creative solutions to problems.

Empathy is usually associated with emotional intelligence (EI) because it refers to an individual, linking his personal experience with that of others. There are currently a considerable number of models that aim to measure EI levels.

Emotional intelligence is the ability of individuals to recognize their own emotions and those of others, to distinguish between different feelings and to classify them appropriately, to use identified emotional information to guide thinking and behaviour, and to manage and / or adjust emotions and moods to adapt to the environment or to achieve one's goal (s), to build relationships, to interact with others in various situations, to lead, to negotiate a conflict, and to work as part of a team.

IE is developed through practice and deepening, reflection and understanding, analytical skills and thinking. A person who has empathy but lacks emotional intelligence has an innate ability to imagine what someone else is feeling, but may not necessarily know how to act appropriately to achieve a positive outcome. IE is the ability to use emotions effectively and productively.



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Partners:



Emotional intelligence Test (Annex 1)

The Emotional Intelligence Test is easy to apply and indicative (do it for yourself or with other colleagues, never apply tests to your employees, this is the attribute of the psychologist, who works with professional diagnostic and assessment tools).

Do this self-assessment and discuss the results with another team leader. Do you recognize yourself in these results? Do colleagues recognize you?

Can you draw any conclusions about the use of emotional intelligence in relation to employees in the insertion?

As far as your colleagues are concerned, how do you think you could use this new information to work well with your employees or in the team you belong to?

C. Interpersonal communication

Communicating means sharing.

Any communication is made starting from four fundamental steps:

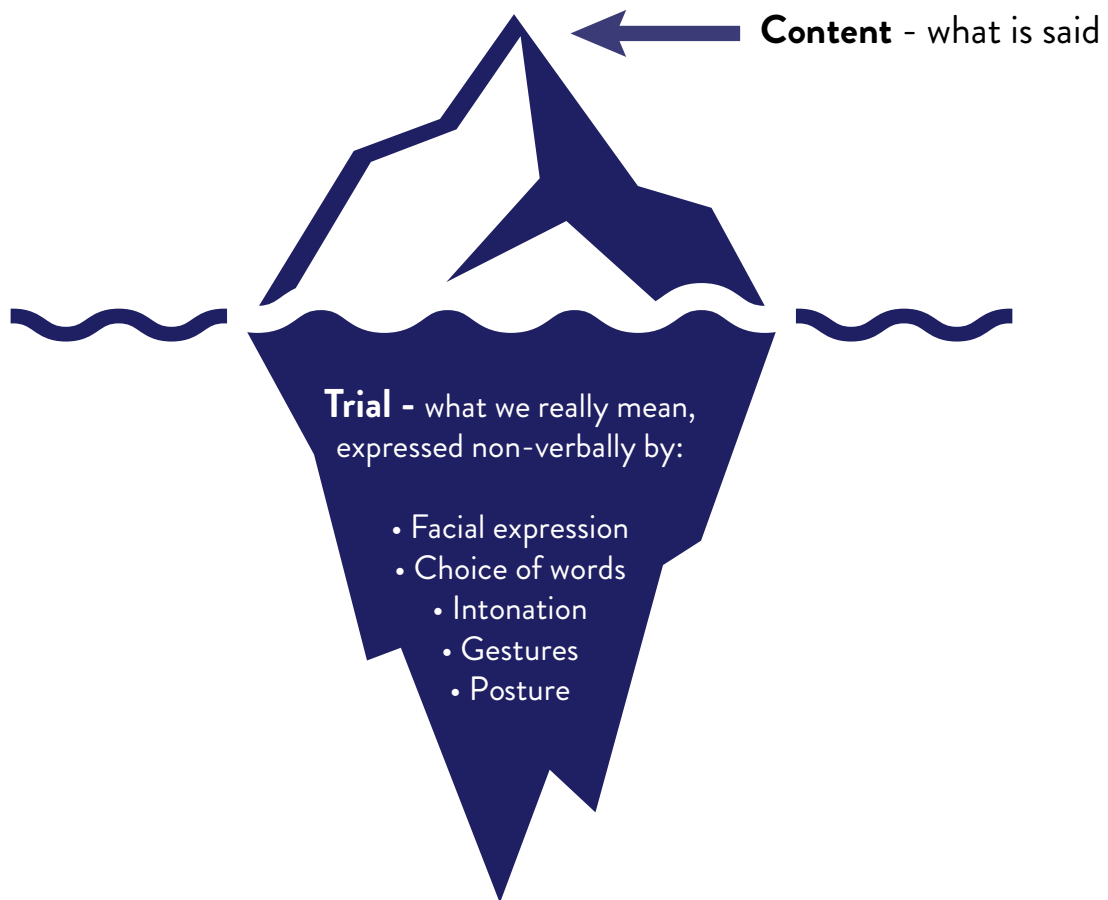
- to say - means to relate a fact, to share a feeling, to give voice to an echo, to share ideas, beliefs, fantasies
- to listen - means to meet the expressions of the other without judging, respecting his inner world and his system of references
- to understand - means more than listening, it means extracting the essential from the other's words; means to perceive in the words of the other the realistic dimension (external), the imaginary dimension (internal) and the symbolic one (the interface between the real and the imaginary)
- not saying - means to choose to protect your personal privacy

(After Jacques Salome, "Si je m'écoutais, je m'entendrais")

In reality, the communication process looks like an iceberg from which, most of the time, we "see" only the content - verbal language (10% of communication) and ignore the process - non-verbal and Para verbal language (90% of communication):

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The way we relationally adapt by communicating with each other (the construction of each iceberg is unique to each of us) depends on the style of personal communication, which derives, on the one hand from our personality structure and, on the other hand, from our communication experience (personal life, interpersonal relationships, things learned, models taken over, etc.).

The communication style refers to the set of manifestation particularities specific to a person in the communicative act. Style designates:

- specific ways of receiving the message;
- personal ways of processing / interpreting messages;
- specific ways of expressing the answer, personal features of feedback.

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Partners:



All these derive from the uniqueness and individuality of the human being, being the expression of the human personality. The communication style is primarily an indicator of how a person structures his/her world of social relationships. Secondly, the communication style is an indicator of the way information is processed and transformed into behavioural facts, into practical, social, evaluative judgments, etc.

Identifying the communication style of the other can be useful in adjusting the communication process of the team leader with employees in the insertion by adapting the communication, so that there are greater premises for building an evolutionary, medium and long term, interpersonal and team relationship.

Communication Style Test (Annex 2)

The Communication Style Test is easy to apply and indicative (do it for yourself or with other colleagues, never apply tests to your employees, this is the attribute of the psychologist, who works with professional diagnostic and assessment tools).

Do this self-assessment and discuss the results with another team leader. Do you recognize yourself in these results? Colleague, do colleagues recognize you?

Analyze, with the help of the interpretation table, what possible communication styles you identified with the members of your team. Can you draw any conclusions about adapting your communication style in relation to the employees in the insertion? What else will you do to communicate with them?

In any organisational context, you may have experienced a “communication problem” at least once. One of the reasons is that many people consider communication a self-evident skill. Actually, we all know how to talk, don't we?!

In most cases the communication is criticised, even denied “we do not communicate”, and this is done in terms of ‘poor communication’ or ‘we are never given enough information’ - in everyday language ‘we have not been told anything’.

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Partners:



Non-communication does not exist. Through our whole being, through what we say or do, we actually communicate. Thus, when “things are not going well” or we are not understood, the cause is inefficient communication which, in turn, increases costs and reduces efficiency because:

- it decreases productivity
- it increases dissatisfaction
- it favours staff fluctuation
- it favours absenteeism
- it leads to difficulties in understanding the company’s strategy

Some of the classic symptoms of ineffective communication between the parties include manifestations such as:

- increasing the tone of voice,
- repeating the words someone just said,
- making sentences with the same generalisations
- keeping the posture and facial expressions tense
- distorting the message by creating links that do not actually exist

There are a number of ways in which communication can be done effectively:

1. A first step is to understand that communicating effectively is not just ‘chatting’ or ‘talking’ as our family or school has taught us. This assumption blocks the process of learning an effective way of communicating. We believe that we should communicate in the same way with everyone and that the x or y method learned in a training or from a book is enough.
2. The truth is that we are people with such a different genetic and educational background that every individual should have his or her own communication manual from birth. And that’s because the hearing, the rhythm of speech that we are used to in the family and that we understand best, are different. And filters related to our beliefs - simply remove entire pieces of communication content.
3. It is useful to realise that ‘communicating’ is a process, and ‘communication’ is its substantivization. A noun evokes something static, while a verb evokes a process, something that is dynamic and can be changed. That is why it is useful to look at the verb ‘to communicate’ and not the noun ‘communication’.

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4. We receive information in a sensory way, and then render it sensorial and linguistically. The sensory mode of communication also supposes a visual, auditory or kinaesthetic preference. At the most basic level, it is important that we choose to present our information in the form of pictures, spoken or written.
5. Make sure you get ‘two-way’ communication as often as you can. Make possible to ask questions, discuss, clarify key points.
6. When we communicate well, we choose the right level of detail for the interlocutor to understand. Too much detail will overload the conscious processing of information and shift the audience’s attention. On the other hand, too little information will create dissatisfaction and the impression that something is hidden or avoided.
7. We often encounter situations in which people communicate on a particular topic at too long intervals. And that becomes obvious when one party becomes dissatisfied. Or the situation when we cause irritation by repeating what has already been heard several times. To be effective means to have a clear purpose of communication and to adapt in time the frequency with which we communicate.
8. Afterwards, the moment we make this communication is important. Rather than assuming that the best time is when the colleague has finished work that day and wants to leave, we better ask him and agree on a suitable time.
9. When we expect those around us to communicate clearly and well, we should make sure that they have the ability to do so. And this applies equally to verbal communication skills, written communication skills, presentation skills or facilitating group meetings (depending on the person and context).
10. Sometimes we need to invest time and energy to train the person we are communicating with about the best way to understand the information.

Tips for effective communication:

For example, a **predominantly visual person** is one who processes information internally through image thinking. When trying to remember something or making certain decisions, they use visualisation as their primary strategy. They also have a rich imagination and may find it difficult to express their ideas in words or tend to speak faster than other people.

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Partners:



Being people who understand images very well, visuals prefer face-to-face interactions and prefer to see the big picture rather than small details. These people understand much better if you draw them a sketch of what they have to do than if you explain them in words, there is a risk of losing them with too many verbal explanations.

Most often, you recognize such a person because: he/she speaks quickly, in a high tone of voice, an accelerated rhythm of breathing, he/she uses words that denote the qualities of the image or visual expression such as:

- How do you **see** this situation?
- It's **clear** to me. Obvious. I became **enlightened** after you **clarified** this for me. As you put it in the **light**, I **see** myself in the **landscape**.
- At first **glance**, I created a **vague perspective** on what was to come. We'll **see**.
- How do you **imagine** the future? What is your **goal**? You don't have to use **colourful / picturesque** language, your goal can be **big** and **bright**, without using big words.
- **Illustrate** a good and **lucid representation** of reality. Don't believe in **illusions / dreams** with **open eyes**.

A person who often uses **auditory thinking** in conversations tends to speak in a melodious, medium, temperate tone and rhythm of voice. Breathing is mostly balanced, constant, in the middle of the chest, in the plexus. When listening, they tend to sit with their head slightly tilted to one side, perhaps even changing their position, looking for the best angle from which to hear.

They will also understand the verbal instructions better and will remember what they are told more easily. The words that you may hear frequently and repeatedly in the messages of a predominantly auditory person may be:

- How does that **sound** to you? **Sounds fake** to me. It's like being **orchestrated**, it's not natural.
- I'm glad to **hear** that. I **listened** carefully.
- I enjoy **peace / a melodious voice**. I **listen in silence**.

Usual phrases: "bigmouth", "this is with a catch", "being on the same wavelength", "keeping one's mouth shut", "the tone makes music", "we agree", "it struck me", "i'm only ears", "the future sounds good", "we are in perfect harmony", "I resonate with this person / idea", "do you hear yourself?", "Saved by the bell", "give ear to", "prick up one's ears", "this is outrageous"

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Partners:



A predominantly **kinesthetic** person, in conversation with others, prefers to be closer to the interlocutor or even to touch him out of the need to connect with him, to feel his condition when he speaks. This can be annoying, for example, for a visual person who needs a distance between himself and his interlocutor in order to be able to get an overview of the situation.

Kinesthetic persons stand out by the fact that they often keep their eyes fixed more downwards, predominantly to the right. When they speak, they keep a low tone, with a slightly lower volume, articulating the words slowly and with many pauses between them. Breathing is deep, slow, predominantly abdominal.

They tend to hold their hands around their bodies a lot and, if they have pleasant objects to touch around them, they are constantly playing with them.

Words and phrases commonly and repeatedly used by kinesthetic persons may include:

- I think **I got** it. I **feel** like we're doing the right thing. Keep in touch!
- **I feel pressured, tense**, I am **overwhelmed** by the **weight** of this deadline, it **overwhelms** me
- I'm making an **impact**. He is too **harsh, tough, careless, sensitive, emotional, tender, concrete, precise, solid**

Usual expressions: "down-to-earth", well inserted, take to heart, a man after one's own heart, excruciating pain, hand in hand, hold with one's last gasping breath, I feel liberated, you caught what I wanted to say, you feel able to start over, you are cool.

When you look closely at the interlocutor and can correctly deduce his or her style of thinking, using typical words for that pattern of thinking, it helps both to convey a clearer message in the right language of the interlocutor and to create the appropriate emotional readiness to receive and decode the message.

In other words, the chances of efficient communication and indirectly of a better work sequence increase.

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D. Active listening

Active listening is a **skill** that involves both listening to the speaker and giving feedback to the speaker, in order to communicate that we **hear, analyse and understand** what he is telling us.

Active listening is a real effort to understand what the other person is communicating to us, without having preconceptions about what he is thinking (what we think he will say or what we expect him to tell us).

Active listening is a necessary skill for **building relationships** based on understanding, respect and trust, as well as for activities such as learning, conflict negotiation or communication in a professional and personal context.

Active listening is also very useful in situations of negotiation and mutual support, being considered an important skill for the functioning of interpersonal relationships.

The rules of active listening

Active listening is based on four basic rules:

1. Try to understand the other person before you try to make yourself understood.

Trying to make yourself understood involves presenting your own opinions to the other, while trying to understand the other involves an intense effort of listening and understanding. In order to communicate effectively and to make ourselves understood, it is advisable to first try to understand the other's point of view. Listening involves an effort to gather information and knowledge, and effective communication involves using this information and knowledge to communicate to the other that we have understood him/her, but also to make ourselves understood.

2. Adopt a non-evaluative attitude.

Active listening, sometimes called **empathic listening**, involves a high degree of emotional intelligence. When someone shares something important for him / her, it is advisable to refrain from disclosing our opinions and judgments before that person shares his or her own views on the matter.

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3. Pay full and undistorted attention to each other.

When we use active listening, it is advisable to pay attention to what the other person is telling us and to try not to be distracted by aspects related to the previous interlocutor's speech or aspects outside the conversation. At the same time, active listening involves using elements of verbal communication (eg minimal encouragement) and nonverbal communication (eye contact, smile, etc.) to show the other that we are paying attention to what they are communicating.

4. Use silence effectively.

Using silence in a conversation can be used both to encourage the other person to continue the conversation and to give them enough time to formulate the answer. It is advisable not to interrupt our interlocutor when he/she is speaking. To stimulate conversation, we can use statements of encouragement or minimal encouragement (e.g. "Aha ...", "I understand ...").

Basic components of active listening

Active listening is characterised by:

- **understanding** - the listener makes an effort to actively listen and analyse what the other person is communicating without being distracted or thinking about anything else.
- **retaining information** - involves an effort to memorise the message sent by the other. Some people may opt for memorization strategies such as taking notes or memorising the main ideas of another's speech.
- **providing the answer** - the answer is a way to provide the other with verbal and nonverbal feedback on the message sent by him. We will give the answers to tell the other person that we have heard, analysed and understood what he wanted to tell us.

Active listening techniques

A number of techniques that can make easier to listen to the other person's message are presented below. It is not necessary to use them all at once to be good listeners. Even the use of at least 3 techniques can improve our ability to listen and understand.

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- **Reaffirmation** - is a useful technique by which we repeat the message sent by the other in the way we understood. Additional wording is also useful (“So, let me understand ...”). It is advisable to rephrase the message and not repeat it word for word.
- **Summarising** - is a technique by which we synthesise what the other communicated to us in a shorter sentence and which combines the main ideas of his speech. In addition to providing the summary, it is advisable to ask clarification questions, such as “Am I right?”, “Is that so?” (“Overall, it seems to me that.... Is that so?”).
- **Minimal encouragement** - consists of sounds, words, or phrases that stimulate the conversation. Their optimal use assures the other that we are with him and that we understand him. Examples of minimal encouragement: “Aha.”, “Yes?”, “I understand,” “Continue,” “And then?”
- **Reflection** - Unlike repetition, reflection involves an attempt to bring into question both the message conveyed and its emotional aspects (“It seems to me that this is very important to you”).
- **Providing feedback** - means providing a response to the other person’s speech such as: providing relevant information, personal comments, insights, or sharing experiences. It is advisable to pay attention to the reaction of the interlocutor after giving feedback.
- **Identifying emotions** - by identifying emotions we can help the other person to reflect on his emotional states. We can identify emotions by making statements about how the person feels while conveying a message. Given the fact that we can’t know how the other person is feeling, the phrases to identify emotions should be formulated in the first person, in a subjective way (“I think you feel sad”, “I notice that you feel frustrated when you talk about it”).
- **Careful analysis questions** - Through these questions we challenge the other person to carefully analyse his or her problem and provide us with more pertinent and detailed information (“What do you think will happen if you do this?” “What thoughts came to you while arguing with him / her ”)?
- **Validation statements** - these are useful to confirm to the other the authenticity and uniqueness of personal problems, difficulties or emotions. Validation is based on both empathic listening and encouragement (“I appreciate you wanting to discuss these issues with me,” “I respect you for the courage to share these difficulties with me”).

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Partners:



- **Effective pause** - using the pause between the other person's speech and our response helps us, as listeners, to formulate effective feedback.
- **Silence** - Used effectively, silence has two advantages: first, it gives the other person the opportunity to think and formulate their answer. At the same time, it is useful in defusing an unproductive or difficult conversation.
- **"I" messages** - the use of I messages ensures that we focus on the problem and not on the person. I messages involve the transmission of information to others about one's own thoughts, beliefs, feelings, or motives in a personal way, without accusing or criticising ("I know you have a lot to say, but I need to ...").
- **Redirect** - can be used to change the meaning and themes of the conversation when the topic discussed causes negative reactions to the other (anger, fear, sadness).
- **Consequence analysis** - is closely related to feedback and involves the analysis of the consequences of actions, respectively the lack of initiative or action of the other. The analysis of the consequences is always based on the message sent by the interlocutor and must be formulated in the form of a question ("What happened the last time you stopped taking the medication prescribed by your doctor?").

In addition to these verbal techniques, some experts recommend that in active listening we use certain **non-verbal indicators** such as **using a smile**, **using the right eye contact** (if it is too intense then we scare the interlocutor, and if it is absent then it sends the message that we are not interested in the discussion), **slightly bending forward** or **nodding approval**. These indicators tend to strengthen the person's sense of security and confidence in us.

Barriers to active listening

Last but not least, in addition to the use of active listening techniques, it is advisable to take into account the existence of certain barriers that may endanger active listening and, implicitly, communication. These are:

- **supporting questions** ("Why did you do that?") - such questions provoke defensive reactions;
- **offer immediate support** ("Stay calm! Don't be afraid!");
- **offering advice** ("I think it would be best to break up with him);

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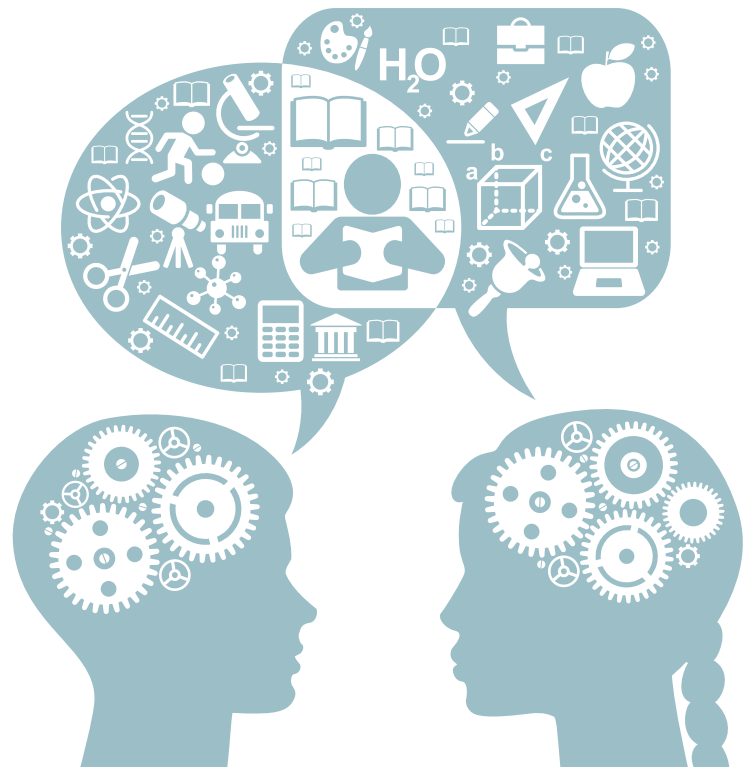
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- **forcing the other person to talk about a topic he or she does not want to address** (“Come on, tell me! What happened next? Come on, I’m not going to say anything.”);
- **offering sympathy in a way that is too protective** (“Oh, poor you. I know exactly how you feel.”);
- **moralising or using the word “should”** (“You should have done that”);
- **interruptions** - these usually tell the other person that we are not interested in what he is saying.

They can compromise listening and communication, respectively, as they send messages indicating a lack of interest in the message, preconceived notions about the other person’s situation, or misconceptions and beliefs about their ability to solve problems (attitudes of the type “I have more experience than you in solving these problems”). Therefore, it is recommended that we limit or even avoid using these phrases that may block listening and communicating with each other.

HOW TO ACTIVELY LISTEN TO WHAT I HEAR

- I pay attention to the information that interests me in the material / message
- I focus on the content, not the way it is told
- I postpone evaluation for later
- I’m listening to ideas
- I’m flexible
- I contribute actively to listening
- I ignore distractions
- I put my mind at work all the time
- I have an open mind
- I value the speed of thought



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DO I PRACTICE ACTIVE LISTENING?

- Am I able to let others talk without interrupting them?
- Do I ask questions when my interlocutor is inaccurate?
- Do I repeat the other's expressions to try to understand him?
- Am I curious?
- Am I paying attention to non-verbal communication?
- Do I prefer to listen or express my point of view?
- Do I have patience?
- Do you repeat what you heard to make sure you understood?
- Do you make the effort to notice the feelings that are hidden behind the words?

REFORMULATION TECHNIQUES

To reformulate means to express, in other words, in our own words and in a more explicit way, what the interlocutor said. This technique has several advantages. It allows:

- to show the other that you are attentive to him, to his problem, to his ideas
- to make sure you understood correctly, to clarify what was not said and the misunderstandings
- to relaunch the exchange of ideas, inciting the interlocutor to deepen his idea
- to give the interlocutor the opportunity to correct, to clarify, to nuance, to deepen his/ her words
- to obtain a commitment by having the interlocutor confirm it.

Types of reformulations that can be successfully practised:

Reflection-type reformulation - Synthetic reformulation and as objective as possible of what the interlocutor said to show him/her that we are attentive and that we understand.

Clarification-type reformulation - Synthesising in a single idea the different elements of a speech when the interlocutor gives a lot of meaning in the subtext or is confused. This allows the interlocutor to get the gist out of his words.

Reverse reformulation - Rearrangement of ideas expressed by an interlocutor by changing the point of view to bring out the unseen aspects of the iceberg and cause the interlocutor to look at things from a different perspective.

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Role – Play exercise

In a team of two and with the help of a third person as an observer, discuss for 5 minutes a situation that you have recently faced and in which you want the opinion of your dialogue colleague. The dialogue colleague will practice active listening and the presented instruments presented and the observer will note the relevant aspects regarding the use of these techniques (not the subject of the discussion itself), without intervening in the conversation.

At the end of the dialogue, the observer will present his notes and you can discuss together about them (what was easy to use, what was harder to do, how each of the actors felt in the role played, etc.).

Advice: depending on the context, you can, in the same formula of 3 persons, change roles so that you are in turn an observer, a colleague who shares, a colleague who listens.

E. Constructive feedback

What is feedback?

Feedback is a gift from someone who cares. It is probably the simplest and most complex definition of feedback. Feedback is a reaction in order to maintain or restore balance in the relationship!

Giving feedback in a professional way leads to improving the behaviours of the people we interact with, to generating effective attitudes, it will amplify the effects of communication regardless of the position from which you offer it (manager, team leader, simple employee, colleague, friend, husband / wife, parent, business partner).

We will analyse the following **3 types of feedback**, how to use it to get results and how not to use it, so that it does not have a boomerang effect:

1. **evaluative feedback**
2. **prescriptive feedback (provides advice)**
3. **descriptive feedback (describes genuine feedback)**

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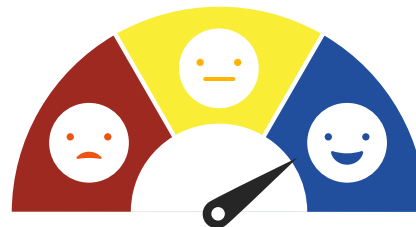
Evaluative feedback does not generate the best results. It is interpreted, especially when it is negative, as malice or attack on the person. Evaluative feedback is only well received when it is positive, if it is negative, it will very rarely lead to improved behaviour and it will not lead to maintaining stability and balance.

Prescriptive feedback does not provide accurate information and is sometimes inconsistent, as it does not describe exactly what is happening, but what should happen. It does not say what the subject did but rather what he should do. It is easy to give advice, this will be thought by the recipient and will most likely withdraw into himself. There is the option of being well received when requested.

Descriptive feedback is the only one that really corresponds to the notion of genuine feedback as defined. It brings major improvements if offered correctly.

In everyday life we use this term in a much broader sense. We only need to keep in mind that beyond categories or disputes, if we want remarkable improvements, reducing the defensive reaction from the interlocutor, it is recommended to give **descriptive feedback**, which has the following characteristics:

- It does not make value judgments
- It is specific
- It is well targeted
- It is usually solicited
- It is well-intentioned
- It is applicable
- It's realistic
- It makes improvements



We often say that we give feedback when we express our opinion about a certain thing. So far nothing could be further from the truth. When someone expresses their opinion, telling us whether we did well or not, there is no feedback.

E.g.: QUESTION: What do you think about this t-shirt?

WRONG ANSWER: I think you made a good choice!

Apparently, we are dealing with feedback, in which our interlocutor tells us his opinion about the shirt! In fact, he **does not tell us his opinion about the shirt, but about the choice of the one who bought it!**

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To understand what feedback is not, let's think for a moment about the purpose of feedback. **Feedback aims to maintain a certain balance, a response to a certain cause**, it should NOT be a reaction to what triggered the cause but only to the effect! Feedback means giving an effective response to others in order to tell them exactly what we like, what bothers us, how it affects us, or what we want others to do. We need to do this without harming the other person or minimising their defence, but to make the other person understand that it is only the behaviour that bothers or pleases me, not the person.

Feedback must be a reaction to a behaviour, more precisely, what you felt when you interacted with the phenomenon!

When you want to give effective feedback, here are four simple steps:

1. **Notice** what the person is saying and doing (I noticed that...)
2. **Describe, without judging**, what you saw and heard (I saw that, A, B, C, am I heard you say....)
3. **Describe your feelings / thoughts** about the observed behaviour (I felt...)
4. **Describe the impact** on you (I liked it, I didn't like it, it demotivated me, it didn't demotivate me, etc.)

What is not feedback?

Feedback is not advice!

This is the biggest mistake that can be made. Many of us believe that we give feedback when we give advice! Honestly, we like to give advice. This is not feedback, as it is not a reaction, nor does it serve the purpose of feedback, namely the regulation and balance of the relationship.

Ex:

- QUESTION: What do you think about this book?
- WRONG ANSWER: **I think you should write it again!**
- **Correct feedback:** I thought it was an incomplete book, I couldn't understand it!

- QUESTION: How do you like this car?
- WRONG ANSWER: **I think you should try other options too!**
- **Correct feedback:** I don't think the value for money is good. I don't think it is that beautiful!

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QUESTION: How do you feel about this approach?

- **WRONG ANSWER: I wouldn't have done such a thing if I were you! I would have rather started with....**
- **Correct feedback:** This personal approach seems effective to me!

All of the above answers are not in the realm of feedback, they are tips and nothing more! We can say that we indirectly expressed our opinion, but feedback means describing how we felt about that thing or that action. You need to be able to describe what you think about it, what you feel about it, and not what that person should do.

If the respective person asks you for advice or asks how you would do it, then you can tell them that.

For an individual, nothing is more unpleasant than receiving advice when he wanted to receive feedback!

Feedback is not a psychological probe!

Most of the time we will fall into the sin of the amateur psychologist, the one who “sees” beyond things. Let's not forget that the interlocutor did not ask us to decipher his intentions or motivation, but only wants feedback from us.

Ex:

- QUESTION: What do you think about this painting?
- WRONG ANSWER: The author is probably quite young!
- **Feedback:** I like this picture; it cheers me up!

Or

- QUESTION: How do you think about this evaluation report?
- WRONG ANSWER: I think you did your best to make it work!
- **Feedback:** It seems to me a complete and objective report!

Even if we can tend to look behind the phenomenon, giving real feedback means having a reaction about that phenomenon. As you will see in the examples above, we cannot see in the answer what the direct connection is between the respondent and what he has to say.

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Feedback is neither criticism nor praise!

If you want to criticise someone, you can do it, but don't console yourself by thinking that you just gave him feedback. Criticism and praise are two very common phenomena, but they should not be confused with feedback.

Ex: Suppose someone had to submit a report two days ago

- **WRONG ANSWER:** You should have brought me your report two days ago!
- **Feedback:** I was waiting for your report two days ago.

Or when someone speaks loudly:

- **WRONG ANSWER:** You are a jerk, you don't care what others say!
- **Feedback:** When you speak in this tone, I can't understand anything.

Where does the power of descriptive (fair and authentic) feedback come from?

- The power of feedback comes from the fact that it can restore, maintain a good mood or change a behaviour.
- Feedback allows the other person to receive a real response to his action.
- Feedback is constructive when it refers only to the action itself and nothing else. If you really want a person to know what you think about something, describe the state you were in when you interacted with it!

For example, ads are based on feedback. These are actions that will trigger a craving, a sensation, a feeling in you. The feedback should be: "I would eat chocolate when I see this ad!" or "this ad made me curious!" or "I couldn't understand this ad!" All of these statements describe your reaction when you interacted with the phenomenon. For example, if you tell the ad producer that you think it's a good advertisement, he'll be happy, but he didn't get any feedback, he needs to know how you felt when you saw that ad.

In other words, feedback should be descriptive rather than evaluative!

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The boomerang effect of feedback.

Giving advice, surveying or criticising behaviour is not effective. This can be effective in very rare cases, but they do not allow the individual to know what your specific opinion is about a particular thing.

So, if you are criticising when you are only asked for feedback, it is very easy for the other person to take a conflicting position.

The finesse of feedback lies in the difference between a person and an action. Paradoxically, confusion is very common, even though they are two completely different things. Therefore, the feedback must be in response to a behaviour not to the person who has that behaviour, it must be related to the subject of the discussion and not to the owner or future owner.

Ex: if you don't like someone's car, feedback doesn't mean that its owner doesn't have good taste in cars, it's just that it's not to your taste!

A given feedback can never be countered, because no one can tell you that you liked it when you didn't like something, no one can tell you that you are sad when it made you happy.

When describing a state of mind (anger, regret, expectation, delight, annoyance, etc.) your discussion partner will have an accurate perception of how you are feeling.

Once he has received this answer, it is the person's decision to move on. You can decide together what to do, but the phenomenon called "Feedback" ends here, along with a description of your reaction, a description of your condition!

Efficient feedback

How do we provide feedback so that it is taken over and integrated by the employee in the insertion, and this leads to the adjustment or improvement of some of his actions and behaviours?

1. Focus on the necessity of helping the other person, not on expressing your feelings.

Think: "How can I help Alin improve his ability to consult with others? »

Avoid the thought: "It irritates me that Alin criticises my ideas. Maybe I should tell him how disappointed I am. "

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2. React to what has happened recently, not to what has happened in the distant past.

Say: “Paul, when you interrupted Mary just now,”

Avoid the phrase: “Paul, since you joined this team five years ago, you won’t let anyone else speak.”

3. React if you are given permission; do not impose yourself in front of others.

Say, “Diana, can I tell you what I think about the way you put the action plan in place?”

Avoid wording: “Diana, let me tell you how you need to improve your action plan. “

4. Give specific information; do not make general comments.

Say: “The logo you designed doesn’t include our focus on e-learning training.”

Avoid wording: “You designed a stupid logo.”

5. Describe; do not suggest or evaluate.

Say: “You were 7 minutes late for the meeting.”

Avoid wording: “You’re lazy, probably because your parents spoiled you when you were little. “

6. Balance positive and negative information; don’t bother.

Say: “You submitted the report on time and it contains some typos.”

Avoid wording: “You misspelt the word ‘access’ on the first page, the margins are too large, you didn’t include the copyright line, and the chart has no captions.”

7. Focus on behaviour that can be changed, not on things that are not under the person’s control.

Say: “Could you just say ‘thank you’ when someone compliments you?”

Avoid wording: “Why do you blush every time someone compliments you?”

8. Give information that you have from a reliable source, not from others.

Say: “You’re interrupting me all the time.”

Avoid wording: “Maria says you interrupt her frequently.”

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9. Offer suggestions; do not impose requirements.

Say: “If you want to use a flipchart, ...”

Avoid wording: “I want you to prepare some flipchart pages before the meeting.”

10. Discuss what the other person understood; don't settle for a monologue.”

Say: “Can you tell me what you understood from our discussion on the supporting documents for your travel expenses?”

Avoid wording: “Thank you for listening to my suggestions. See you after your trip.”

It is important to note that when you receive feedback, just say “Thank you”. You don't have to argue, contradict, or give feedback!

Role – Play exercise

Exercise: In teams of two and with the help of a third person as an observer, use the above techniques to give feedback to each other for 5 minutes. It is ideal to know each other in advance so that you can provide feedback on actions, real behaviors.

The observer does not intervene in the discussion, only notes.

At the end of the dialogue, the observer will present his notes and you can discuss together about them (what was easy to use, what was harder to do, how each of the actors felt in the role played, etc.).

Advice: depending on the context, you can, in the same formula of 3 persons, change roles so that you are in turn an observer, a colleague who shares, a colleague who listens.

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Chapter 6. Effective ways of interaction

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Partners:



Personality.

A simpler definition of this concept shows that personality means a person considered with his/her psychological characteristics that are socially conditioned, it manifests in connections and social relationships, these characteristics are stable, determine the actions of a person that are essential for him/her and those around him/her. (In different contexts, we behave differently, but always the same when a context repeats itself).

We also use the word “personality” when referring to lasting characteristics. We can say that the personality of an individual is relatively stable and predictable.

Why do we behave, think and feel a certain way? Why is one person aggressive and one inhibited, one full of courage and one fearful, one sociable and one shy? What makes us behave in a certain way and make our brothers and sisters raised in the same house so different? What factors help certain individuals become successful people in their careers and/or marriages while others, with the same potential, fall from one failure to another?

- For example, a study on several hundred workers looking to identify the causes of redundancies found, surprisingly, that only 10% were fired due to their inability to perform their jobs effectively. The remaining 90% were fired due to difficulties in relating to other colleagues, subordinates or hierarchical superiors (Schultz, 1990).

Personality traits are expressed through emotional, attitudinal, motivational, action and social interrelationship styles, which are characteristic of individuals and stable over time. All these traits become visible in the attitudes of people manifested in **actions and behaviours** that we can identify and that shape different types of personality.

Thus, understanding the nature of the human personality will increase the **quality of interpersonal relationships** so important for professional success but also for a proper insertion in the community, such as the professional one: the team, the organisation.

Therefore, we believe that it is appropriate for team leaders to know these few elements of human personality, what characterises it and how it manifests itself, in order to understand their personal behaviour and actions, and especially those of the team members they coordinate.

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Personality self- assessment PRAE Test (Annex 3)

For an easier understanding of what is presented, we suggest you use the results of the PRAE personality test, applied yourself. This test is easy to apply and is indicative (do it for yourself or with other colleagues, never apply your tests to employees in the insertion, it is the attribute of the psychologist, who works with professional tools of diagnosis and evaluation).

Using the results obtained, make a comparison between them and what you knew about yourself. Try to look at the profile descriptions objectively, they are confidential, this could be useful and in understanding the way and the reasons that determine the behaviors and actions of those around you.

A. How we relate to difficult personalities

Work, interaction with vulnerable people, but also general life experience, often put us in a position to manage interpersonal relationships (in professional activity or in the space of private life) with people we consider difficult.

A personality becomes difficult when some traits of personality are far too accentuated or rigid, ill-suited to situations, thus causing suffering to one's own person, to the other, or to both.

Living and cultivating interpersonal relationships, evolving, means making adjustments to adapt to the relationship, but remaining yourself. This process of change, which corresponds to a process of gradual adjustment between our fellows and us, often takes place unconsciously. In the case of difficult personalities, this change is problematic, incomplete, imperfect. If it is to occur, this change can be produced by a combined effort of the entourage and by the will of the "subject." The change, if it happens, will be slow and should not affect those traits that prove valuable in certain circumstances.

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Changing difficult personalities is hampered by the fact that the vast majority of them “feel good about themselves” and are not really bothered by their behaviours that others find inappropriate. Their change can only take place when there is a clear, strong motivation, that is, when the difficult personality really wants it.

Below is a selection of such personality types that you may encounter:

Anxious personality

How to recognise it:

- for himself and for others, worries far too intensely and far too often in relation to the risks of everyday life
- is in an often excessive physical tension
- is constantly alert to risks: vigilance against anything that could take an unpleasant turn, to control even low-risk situations (unlikely or unimportant facts)

How to deal with anxious personalities:

Advisable:

- Do and say things that inspire confidence
- help them relativize the risks, the dangers
- react with a benevolent humour, avoiding making fun of them even when they exaggerate
- recommend them to treat (stress reduction techniques, relaxation)

Not recommended:

- to get involved in their ongoing efforts to prevent risks and hazards
- to take them by surprise (even when it comes to pleasant surprises)
- to share your own worries with them (unless they can really help you)
- to approach embarrassing topics of conversation, which accentuate their anxiety (serious illnesses, accidents, wars, etc.)



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Partners:



Paranoid personality

How to recognise it:

1. Suspicion:

- suspects the others that they are ill-intentioned with regard to him/her
- protects himself/herself constantly, he/she does not trust, he/she is suspicious; extremely attentive to what is happening around
- questions the loyalty of others, even those close to him/her; he/she is often jealous
- vigorously and thoroughly seeks evidence in support of his/her suspicions, regardless of the situation as a whole
- when he/she feels offended, elaborates (and can fulfil) plans of revenge disproportionate to the seriousness of the situation to which he/she reacted
- is concerned about his/her own rights, his/her own priority issues and his/her own interests with regard to others;
- is easily offended

2. Stiffness:

- appears rational, cold, logical and resists any arguments coming from others
- It is difficult for him/her to show positive tendencies or emotions, he/she does not have a good sense of humour

How to deal with paranoid personalities:

Advisable:

- to clearly state your reasons and intentions
- to follow the conveniences scrupulously
- if you can't break up with him/her for good, then don't avoid him/her, because you feed his/her suspicions
- refer to laws and regulations, but do not speak in ignorance
- give them small victories, taking care not to give in to the essentials and to set reasonable limits

Not recommended:

- to refrain from clarifying misunderstandings
- to attack their self-image; if you criticise him, refer to their behaviour, not the person to make mistakes (show only what is impeccable; control your words very well)
- to gossip about them, because they will find out (the paranoid always has his attention awake and will realise immediately)
- to discuss politics
- to become paranoid too (which is not as simple as it seems)



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Partners:





Histrionic personality

How to recognise it:

- Seeks to attract the attention of others, does not agree with situations in which he/she is not the object of general attention. He/she diligently seeks the affection of his own entourage.
- Dramatises the expression of his/her own emotions, which are very changeable
- The style of his /her speech is rather emotional, as it evokes impressions and lacks precision and detail
- He/she tends to idealise or, on the contrary, to excessively depreciate the people around him/her.

How to deal with histrionic personalities:

Advisable:

- expect all sorts of exaggerations and dramatizations (it is useless to say something like “this whole circus should stop once” and get annoyed; “circus” is the normal behaviour of a histrionic, through which he/she tries to attract attention and repress depressive emotions)
- let them manifest from time to time, but setting some limits
- show interest whenever they have “normal” behaviour
- prepare to move from “hero” to “infamous” status and vice versa

Not recommended:

- to make fun of them
- to be impressed by attempts at seduction
- to be too tender (because you risk losing your balance, reacting disproportionately in turn and no longer being useful to your histrionic partner)



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Partners:



Obsessive personality

How to recognise it:

- Perfectionism: is overly attentive to details, procedures, rules and organisation, often to the detriment of the end result
- Stubbornness: obstinate, stubbornly insisting that things be done as he/she sees fit and following the rules
- In relationships with others he/she is reserved: it is difficult for him/her to express positive emotions; he/she is often formal, icy, shy
- Indecisive: it is difficult for him/her to make decisions for fear of making mistakes, he/she delays things and weighs too much
- Moral rigour: extremely conscientious and scrupulous.

How to deal with obsessive personalities:

Advisable:

- -show them that you appreciate their sense of order and rigour (showing them that you appreciate their perfectionism will make it easier for them to accept criticism)
- respect their need to anticipate and organise everything
- when they go too far, give them precise and well-argued criticisms
- show them that you are predictable and can rely on you (watch out for delays, breaking promises, even insignificant promises, etc.)
- make them discover the joys of relaxation (they live in a constant tension, so a moment of relaxation is very welcome)
- entrust them with tasks fitting their capacity, in which the “defects” are as many as the qualities

Not recommended:

- make fun of them about their mania
- get too involved in their system
- overwhelm them with too much affection, gratitude, gifts (can make them feel embarrassed if they can't respond properly)

Narcissistic personality

How to recognise it:

- About himself/herself:
- He/she has the feeling that he/she is exceptional, above the common people and that he/she deserves more than the others
- He/she is possessed by the ambition to have resounding successes, both professionally and in his/her personal life

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Partners:





- he/she is often extremely concerned with her appearance and outfit
- In the relationship with others:
- he/she expects attention, privileges, but does not feel compelled to reciprocate
- when he/she is not granted the privileges he/she expects, he/she becomes furious
- he/she exploits and manipulates others to achieve his/her goals
- he/she shows quite little empathy, the problems of others don't move him/her much

How to deal with narcissistic personalities:

Advisable:

- whenever they are sincere, show them that you approve of them (the appreciations you show them will make them more open to criticism)
- Explain to them the reactions of others
- to scrupulously observe the conveniences
- only criticise them when absolutely necessary, and then be extremely precise
- maintain discretion regarding your own achievements and privileges

Not recommended:

- to systematically oppose
- to not pay attention to manipulation attempts
- to ever do them a favour you don't want to repeat
- to expect gratitude

Schizoid personality

How to recognise it:

- often seems impassive, detached, difficult to understand
- seems indifferent to the praise or criticism of others
- prefers solitary activities
- has few close friends, often even from the family circle; doesn't make friends easily
- does not seek the company of others

How to deal with schizoid personalities:

Advisable:

- to respect their need for solitude, greater than for others
- to put them in situations that are tailored to them
- to observe their inner world
- to appreciate their hidden qualities

Not recommended:

- to ask them to show strong emotions
- to force them to talk too much
- to let them be completely isolated

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Partners:





Depressive personality

How to recognise it:

- Pessimism: in any situation, he/she sees only the gloomy side of it, the possible risks, overestimates the negative aspect minimising the positive one
- Sad mood: he/she is usually sad and gloomy, even when unpleasant events are missing to justify this mood
- Doesn't feel much pleasure, doesn't show joy, not even in situations that are usually considered pleasant (happy events, holidays, weekends)
- Self-depreciation: does not feel like "meeting the expectations", has feelings of inadequacy or guilt, even when others appreciate him/her

How to deal with depressive personalities:

Advisable:

- to draw their attention by asking questions about the positive side of each situation (without openly contradicting them, show them by questions the "full side of the glass")
- to train them in pleasant activities that suit them
- to show them proper consideration (positive remarks, with a clear reference to a situation, to what the depressed personality said or did)
- to urge them to see a specialist

Not recommended:

- to tell them to "wake up" / "shake"
- to lecture them (guilt deepens their depression)
- to be dragged into the slump of depressed personality



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Partners:





Addicted personality

How to recognise it:

- the need to be helped and supported by others:
- he/she is reluctant when it comes to making decisions on his/her own
- he/she often lets others make important decisions on his/her behalf
- he/she prefers to follow others than to come up with some initiatives
- he/she doesn't like being alone or doing some things alone
- fear of ruining relationships with others
- to please others, always say “yes”
- he/she is extremely affected and anxious when criticised and disapproved
- he/she accepts unrewarding work to please others
- the ruptures disturb him/her terribly

How to deal with addicted personalities:

Advisable:

- praise their initiatives more than their successes, help them trivialise their failures
- if they ask you for advice, ask them about their point of view before answering
- talk to them about your doubts and weaknesses, do not hesitate to ask for advice and help from them
- help them diversify their activities
- make them understand that there are a number of activities you can do without them, but that does not mean that you reject them

Not recommended:

- make decisions for them, even if they ask you to; do not jump to the rescue whenever they are stuck
- criticise their initiatives, even if they are not good
- to abandon them altogether in order to “teach them how to handle themselves”
- allow them to pay the price of their addiction (give you gifts and do “boring work”)
- let them “invade” you



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Partners:



Passive-aggressive personality

How to recognise it:

- shows resistance to the requirements and demands of others; visible in both professional and private life
- comments excessively on orders, always criticises the representatives of the authority
- “delays” things, is intentionally inefficient, is sullen, “forgets” certain things, complains that he/she is misunderstood and disregarded, or that he/she is mistreated

How to deal with passive-aggressive personalities:

Advisable:

- be kind to them
- ask for their opinion whenever possible
- help them express themselves openly
- remind them of the rules of the game

Not recommended:

- pretend you didn't notice their opposition
- criticise them like a parent
- get involved in the game of mutual retaliation

Avoiding personality

How to recognise it:

- hypersensitivity: criticism and irony frighten him/ her, he/she is afraid of ridicule
- avoids entering into relationships with others, as long as he/she is unsure of their unconditional goodwill
- avoids situations in which he/she thinks he/she might be offended or embarrassed: new acquaintances, an important job, an intimate relationship
- self-depreciation: has low self-esteem and often underestimates abilities and successes
- for fear of failure, he/she often opts for a small role or for positions far below his capabilities

How to deal with avoidant personalities:

Advisable:

- to propose them objectives of progressive difficulty
- show them that you are interested in their opinion
- show them that you agree to be contradicted
- if you want to criticise them, start with a more general praise and then criticise a certain behaviour
- assure them of your constant support
- urge them to see a specialist

Not recommended:

- make fun of them
- get angry
- let them take on all the ungrateful work

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Partners:





How do people perceive difficult personalities?

PERSONALITY	BELIEFS	OWN RULES
Anxious	"The world is full of dangers"; "You have to be careful, otherwise you can expose yourself to great dangers"	"I have to anticipate every problem and always expect the worst"
Paranoid	"I am vulnerable"; "Others may be against me and hide some things from me"	"I have to be distrustful and try to find out what lies behind what others are saying or doing."
Histrionic	"I can't arouse interest if I don't do something specific"; "To seduce means to show your true worth"	"I have to draw the attention of others to make room among them"; "Others must be blinded and bewitched by me"
Obsessive	"Everything must be done flawlessly"; "Improvisation and spontaneity can lead to nothing good"	"I have to control everything"; "You have to follow the rules in everything you do"
Narcissistic	"I am exceptional"; "I'm far above others"	"I deserve everything"; "Others need to know that I am a remarkable person"
Schizoid	"I'm not like everyone else"; "Social life is the source of all complications"	"It's better to be alone and not have an intimate relationship"
Depressive	"We were born only to suffer"; "I don't deserve too much pleasure"	"You always rejoice too soon"; "I have to work hard to meet the expectations"
Addicted	"I'm powerless and not very competent"; "Others are strong"	"If there is a problem, I must seek help immediately"; "I must not oppose others"
Passive-aggressive	"I deserve more from life"; "Others are not far above me, but they always want to dominate"; "Others can become aggressive if you contradict them in the face"	"I'm not going to give up, I know perfectly well when to do it and when not"; "When you disagree with something, you have to oppose it, but indirectly"
Avoiding	"I am an insignificant person"; "If others realise how I really am, they will reject me."	"I must not reveal myself to others"; "I have to stay away, otherwise I won't be up to it"

(Excerpts and abstracts from: "How to deal with difficult personalities", François Lelord and Christophe André)

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Partners:



In conclusion, if you are in the situation of living or working with a difficult personality, it is good to keep in mind some general recommendations:

ADVISABLE	INADVISABLE
Try to get them to change their behaviour	To want to change their view of the world
Try to find out what fears hide difficult behaviours	To think that this is a matter of bad will
Accept a gradual change	To ask them for a quick change
Draw a clear picture of your own needs and limitations	To lecture them
Accept an incomplete change	To claim their perfection in everything they do and then let go of everything



Dialogue topic

Question: In the professional activity with vulnerable people, what type of personality from those described did you meet most frequently? Why do you think so?

Advice: Discuss your experience with other colleagues and rank 3 types of difficult personalities chosen.

Can you, in your experience, add recommended and/or unrecommended actions to your relationship with them?

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Partners:



B. Aggression and conflict

Aggression is a form of open, direct social interaction, often harmful, launched with the intention of causing harm or other inconvenience to another individual. It can take place in response to a previous or spontaneous event, without challenge.

Human aggression can be direct or indirect. Direct aggression is characterised by physical behaviour (hitting, any form of physical violence) or verbal (screaming, shouting, insulting) intended to harm someone. The concept of indirect aggression is characterised by behaviours designed to harm the social relationships of an individual or of a group (teasing, intimidation, spreading rumours or ignoring a person).

An aggressive behaviour violates social boundaries and can lead to broken relationships with others. However, occasional aggressive outbursts are common and may even be considered normal in certain circumstances that require and justify self-defence. The problem appears when these outbreaks occur frequently or when their effects have already caused too much damage.

Aggressive behaviour comes with irritation and anxiety, but also with difficulties in controlling one's own reactions.

Most often, the aggressive behavior of people in vulnerable categories is a copying, defense behavior learned in response to traumatic experiences (beatings, physical / mental abuse, abandonment, serious street conflicts, addictions, life in prison, domestic violence, human trafficking, etc.).

There are also situations when we choose to be aggressive, to get revenge or to deliberately provoke someone. It often happens that we turn our aggression on ourselves.

In order to combat this type of behaviour, it is important to understand its causes.

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Aggressor and aggressed, a repetitive circuit

We tend to repeat patterns from our past that we fail to fix. Responding to frustration and responding to aggression are common behaviours in the primary relationships we have with parents, grandparents, and other important people in our formation as individuals.

Then we may learn that if we are aggressive, it means that we are bad, but because we receive attention only in those moments, we will later resort to destructive acts, also for attention. At the same time, we can find out that it is not good to have aggressive behaviours, but in order for the tension of frustration to be released, we look for masked forms, even towards us: passive aggression. We can also see from a young age that when you are angry, the solution is to scream, to hit, to swear, because the adults do it also, instead of learning to put into words what bothers us and to find an amicable solution to the situation.

As an actor in direct relation with vulnerable people, with people who have encountered a multitude of conflict situations in life, it is good to understand what can cause aggression, violence, conflict situations, which often for us, those outside such relationships, can seem inexplicable and often lead to the labelling, marginalisation and even removal of these people from relationships, groups, organisations.

General causes of aggressive behaviour:

- Physical health;
- Mental health;
- Relationship with family and others;
- The working environment and the general living environment;
- Social or socioeconomic factors;
- Certain individual traits;
- Personal history, life experiences.

Psychological and psychiatric causes of aggression:

- Frustration;
- Autism;
- Attention Deficit Hyperactivity Disorder (ADHD);
- Bipolar disorder;
- Schizophrenia;
- Behavioural disorders;
- Post-traumatic stress disorder.

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Partners:



Neurological causes:

- Stroke;
- Cranial trauma (severe blows to the head, accidents).

The manifestation of aggression differs from case to case: e.g. a person suffering from autism or bipolar disorder may act aggressively when they feel frustrated or unable to talk about their feelings, while in the case of behavioural disorders, the aggressive response comes intentionally.

Aggression - Symptoms

Aggression can also be associated with symptoms caused by another condition. Disorders that affect behaviour often have both psychological and physical symptoms:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Anxiety; • Fury; • Bad mood; • Memory problems; • Concentration and attention problems; • Inability to think in a clear and organised manner; • Poor communication skills; • Problems understanding, writing or reading words; • Hallucinations; • Delirium; | <ul style="list-style-type: none"> • Personality fluctuations; • Impairment of thinking and decision-making; • Insomnia; • Social isolation; • Endangering oneself and others; • Threatening behaviour; • Changes in mental state; • Confusion, disorientation, lethargy; • Trauma, such as bone deformity, burns, visible organ damage; |
|---|---|



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It is important to distinguish between aggressive behaviour that can be - at the limit - acceptable in certain situations (challenges, great frustrations, moments of high stress), which is usually extremely punctual and ceases immediately after emotional and physical discharge (remaining an extremely dangerous and avoidable behaviour) and violence, which involves the intentional use of physical force (body, objects, etc.) in order to cause damage or destruction.

How aggression manifests itself

- Forms of aggressive behaviour:
- Screams;
- Verbal abuse;
- Insults;
- Racial, religious, ethnic or sexual comments;
- Verbal threats
- Certain threatening gestures;
- Phone calls and harassment messages;
- Other forms of harassment;
- Blackmail and emotional abuse.

Physical and emotional reactions associated with aggression

Physical / physiological reactions:

- Dry mouth;
- Sweating;
- Fast heartbeat;
- Muscle tension;
- Tremors;
- Leg instability;
- Clenched teeth and cheeks.

Emotional reactions:

- Feeling frustrated or helpless;
- Anger;
- Impatience;
- Anxiety;
- Hostility;
- Depression and / or anxiety;
- Feeling sad and crying.

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Partners:



Aggression - Bullying

A phenomenon that has grown in recent years (highlighted in children, but also in adults - in a form sometimes called “harassment” - is “bullying” - the intimidation and terrorization of a person, constantly, by another person. Bullying often puts strong brakes on children’s healthy emotional development and can have effects difficult to repair in adulthood.

As far as vulnerable adults are concerned, aggressive behaviour is quite common. It can be considered that a teenager has a problem with aggression, if he regularly:

- Screams during arguing or contradictory discussions;
- Strikes others;
- Willfully intimidates others.
- In some situations, teens may have aggressive outbursts in response to:
- Stress;
- Pressure from others;
- Abuse of certain substances, such as drugs, alcohol or tobacco;
- Unhealthy relationships with family members or loved ones.

The effects of aggression

The main complications of aggressive behaviour are:

- Difficulties in relating to work, school, family or other social contexts;
- Interruption of personal relationships;
- A problematic parent-child relationship;
- Expulsion or loss of employment;
- Drug and alcohol consumption and abuse;
- Increased risk of personal injury;
- Self-harm;
- Violation of the law, which can lead to imprisonment.

Aggression - Its effects on the aggressed person

When we talk about aggression, the effects it has on the aggressor are just as important.

A person who has been subjected to violence may reach the point where he or she needs medical care. Depending on the severity, aggression can lead to long-term sequelae or even death.

In terms of mental health, victims can suffer serious emotional harm such as:

- Depression;
- Anxiety;
- Panic attack;
- Insomnia;
- Nightmares;
- Post-traumatic stress disorder.
- As a result, the following may occur:
- Personality disorders;
- Eating disorders;
- Suicide attempts;
- Substance abuse.

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Family violence and domestic violence

The concept of family violence refers to the use of violence to control or manipulate a family member or other person related to them, while domestic violence refers to violence between partners.

Family violence includes physical harm, sexual assault, direct and indirect threats, control over the other person, destruction of their belongings, social isolation, emotional and psychological abuse. It is important to note that any person, regardless of age, gender or culture, may be affected by family violence.

Physical violence refers to the bodily injury, but also to the physical intimidation of the victim, which includes the destruction of property belonging to him or that the two partners own together.

Psychic violence includes emotional and verbal violence, manifested by insults, verbal abuse, threats, intimidation, emotional blackmail, fear induction, pressure, etc. It is called “emotional abuse” because it is used to manipulate and control the other person. The effects of this type of violence have serious long-term consequences for the victim.

Unfortunately, in our country, family violence and domestic violence are social problems that affect the lives of many family members, especially women, children and the elderly. Legally, this phenomenon began to be addressed only in the 2000s.

Aggression - Approach

To combat aggression, the first thing you need to do is identify the causes. For example, if the workplace is causing this, a job change is required. At the same time, specialised help through individual psychotherapy is recommended to learn how to control aggressive behaviour through its management techniques.

In some cases, medication is also recommended, especially if the aggression is caused by mental illness, such as schizophrenia, Alzheimer’s disorder, or bipolar disorder. Treatment differs depending on the causes of the aggressive behaviour. But this is always decided by doctors and specialised services.

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How to make it easier to manage your anger

- Try to think twice before acting or speaking;
- Try to take a few deep breaths when you feel anger;
- Exercise: helps to release negative thoughts and emotions;
- Take a break;
- Use humour to relieve tension;
- Try to identify potential solutions;
- Improve your communication skills;
- Learn to recognize and avoid what can make you behave aggressively.

Takeover and adaptation by Psychotherapist Oana Nicolau; Systemic couple and family psychotherapist (<https://www.clinicaoanicolau.ro/agresivitatea-violenta/>)

Types of conflicts

Conflict is defined as the perception manifested by concrete actions and behaviours of the differences between the points of view of two or more parties. Effective communication can help team leaders interact with employees to find the right perspective for understanding and resolving conflicts.

Using violence is the most primitive way to settle a conflict. The conflict is not settled with violence.

Knowing the differences between communication styles is important, especially if we want to **communicate effectively and constructively** with others, as well as to adapt to the communication styles used by the interlocutor. Consequences of using the wrong style of communication or a mixture of verbal or nonverbal elements in multiple communication styles can either **distort the message** or create **barriers to communication** and can even lead to **tense situations and conflicts**.

- For example, an assertive verbal message like “I don’t want this anymore!” and accompanied by passive (e.g., bent head, low voice) or aggressive (e.g., intense gaze, loud voice) non-verbal indicators are not transmitted effectively, and the interlocutor is misled.

These communication styles cannot be evaluated in terms of good or bad, but in terms of effective or ineffective, which can be effective in situations where assertive communication cannot be achieved. Each style of communication has its advantages and disadvantages, and the use of another style instead of the one normally used will have its consequences.

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Dominant / aggressive. A person with dominant behaviour

- Makes decisions for others, relies on control over people, events, actions of others
- Tends to humiliate them, to underestimate others
- Always wants to be right
- Does not listen and interrupts constantly
- Monopolises the conversation
- The person always wants to win because almost everything is seen as a competition
- Seems arrogant and self-assured, but masks a low self-esteem, often frustration, pain from not achieving goals, covered by a dominant attitude (I dominate before being dominated)
- Sharp voice, sarcasm
- He will often suffer when those things, situations, people that he will not be able to control (the weather, the operating hours of the institutions) occur
- Is talkative, quarrelsome, looking for flaws in what others do, critics a lot and violently expressed own dissatisfaction
- Does not accept other ideas or opinions rather than own
- Does not tolerate advices

**The submissive / passive passive (non-assertive-I don't matter)** has behaviours such as:

- The person shows exaggerated politeness
- He/she has a soft, insecure voice
- Lowered shoulders, retracted posture
- Has no initiative, so has no responsibilities, lets others make decisions, or influence him / her
- Trying to be nice to everyone, agrees even when he/she doesn't
- He/she repeatedly apologises and asks permission for everything
- Considers own ideas as unimportant, without any value
- Disrespects himself / herself
- Shows guilty feelings, helplessness, loneliness, fear and anxiety
- Avoids speaking in public
- Does not express what he/she wants
- Does not express own emotions and feelings
- Never says what he/she thinks
- Is not able to take decisions
- Doesn't ask for anything in return

Passivity is the consequence of childhood abusive behaviour or neglect by parents. One of the consequences of behaviour is involvement in humiliating relationships where he/she plays the role of "victim".

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There is also a “middle” version that combines aggressive and passive behaviours:

Passive - aggressive behaviour

- The message sent is “perhaps you” but what he/she thinks is “I!”
- Does not object openly, although he/she would like to, and frustration accumulated through repression (due to lack of courage or permission to retaliate) manifests itself violently in unexpected situations
- Does not express his / her opinion openly, often for fear of making a mistake, not taking responsibility, stalking another person’s mistakes and criticising
- There is always a reason for revolt against the family, bosses, authorities, those who have control and set the rules because, secretly, they would like the role of “control”, but they can not do it for fear
- They often choose relationships in which they can express their “quarrel” with people with low self-confidence, who interpret criticism as something normal.

Assertive behaviour. The message sent is “I assert myself as I am”

- The person with an assertive behaviour recognizes his/her needs and states them
- Is honest with oneself and others which leads to inner balance and interpersonal relationships
- Listens
- Negotiates
- Collaborates
- Assumes responsibility for what he/she says and does
- Accepts constructive criticism
- Acts on its own initiative
- Asks and offers help to the others
- Take into account other people’s advices/ opinions
- Respects and appreciates openly other people effort
- Does not condemn
- Does not label
- Does not manipulate
- Does not criticise people

Training and encouraging assertive behaviour

The ability to assertively communicate feelings, emotions, and thoughts without harming the integrity of others is an effective way to communicate. In this kind of interaction, the dignity and rights of others and yours are respected.

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Partners:





Assertive behaviour means

**The
ability of
expressing
emotions
and feelings**

**The
ability of
expressing
openly ideas
and believes**

**The
ability of
standing
for own**

How to be assertive:

- Share your feelings in first person singular statements
- Don't underestimate yourself and don't underestimate others
- Be as specific as possible and use simple, clear words
- Be concrete in feedback and criticism - refer to the person's behaviour and not the person
- Use neutral, non-explosive language
- Be cooperative, open, and receptive to others
- Deal with unpleasant situations on the spot or at least as soon as possible

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Partners:



C. Management of problematic situations

We live in an increasingly complex and diverse world, different people want different things and there are few things that please everyone. Wherever there are people, there are ideas, values, circumstances, styles and standards that can conflict, which means that anyone can cause a conflict. No matter where we work, we have something in common with everyone else, and working with people inevitably means confronting people; misunderstandings, incompatibilities, aspirations, offended egos are just some of the many reasons why working together generates conflicts, but the way we manage them makes all the difference.

Conflict management techniques

Mirroring

- Imitate the gestures and language of the colleague you are talking to.
- Do not imitate full body language. It may be too mechanical and inefficient. Moreover, monitoring the entire body language and replicating it takes too much effort and distracts you from the basics of conflict management.
- Focus on the pace of the conversation. It is not important to adopt similar positions, but also to use the same speed of movement and speech. We often synchronise with people who have the same pace of speech. Moreover, the use of a similar rhythm of speech of our interlocutor forces us to have the same rhythm of breathing.
- Constantly manage any changes in body language, it may suggest a possible change of perspective.

Identify the point of view of both parties

- What is the motivation that leads to conflict?
- Is it the same motivation for both parties?
- What is the resource of the conflict?
- When can both parties be considered satisfied?
- What is the value of the conflict?
- You need to separate people from problems
- What matters is real interests, not apparent positions
- The parties, both individually and collectively, must generate advantageous alternatives
- Agreements must be based on objective criteria by which the outcome of the agreement can be measured.

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Partners:



Tools and techniques to stimulate assertiveness

The **technique of active listening** materialises in compliance with four principles:

1. providing a concrete answer
2. understanding the feelings of others
3. manifestation of understanding and acceptance of the received message
4. encouraging conversation

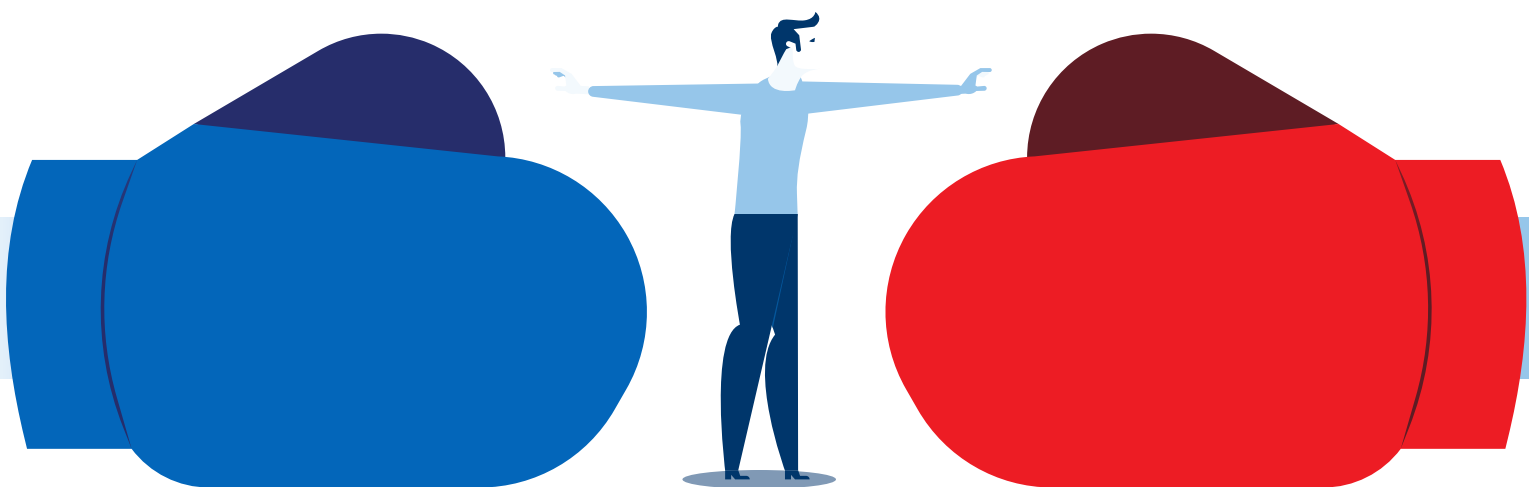
The **“scratched disc” technique**, which is often used in self-assertion and consists of repeating an action whenever necessary, but becoming more and more kind and polite.

The **Norman’s technique** involves avoiding a discussion in such a way that the interlocutor is not offended.

The **smokescreen** consists in giving the other the feeling of accepting some criticisms, without giving up one’s own point of view.

The **technique of support in finding an alternative**. Proposing an alternative to the other’s request is beneficial when the situation requires us to refuse, but we want to support the applicant’s problem.

The techniques of positive expression of opinions, of settling conflicts, of asking questions, or



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Partners:



(Group) Exercises to stimulate assertiveness

Exercise 1 Create three working groups. Make three notes, write on each one a type of behavior. Each group will receive a flipchart (jamboard) which they will complete with the drawn behavior: passive, assertive or aggressive. Each team will play a skit in front of the other 2 teams to demonstrate the type of behavior they have chosen. The 3 types of behavior will be discussed in comparison

Exercise 2 Create three working groups. Each group receives a large white sheet of paper and a marker. Some messages are presented to the class and students are asked to write down the passive, aggressive and assertive responses to these messages.

Messages you can reply to:

- One of your colleagues smokes and asks you to smoke with him / her.
- Your colleague takes your snack from your bag without asking permission, but you are very hungry • You have decided to go to a movie with colleagues at a certain time and day, but in the meantime they have changed the day without you announce you too. You were on the date you set and you waited in vain. What are you doing?
- Colleagues wrote on your wardrobe with indelible paint: “You are....”
- A close friend deceives you by telling untrue things about you in your circle of friends.

Hint: Discuss with your colleagues the answers they gave and reward the winning group with a nice word from the other teams.

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Chapter 7. The role of the team leader in the professional evolution of the employee in the insertion

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Partners:



A. The route of social and professional insertion: defining and achieving personal and professional goals

The socio-professional accompaniment route for insertion is an individualised social activation service for people in great difficulty that aims at personal and social stability and the construction of a sustainable employability. The insertion program can last 2 or 3 years, depending on the individual accompaniment needs of the person and is divided into 3 major stages: adaptation, stabilisation and professionalization.

The definition and achievement of the objectives is done in stages, according to the individualised intervention plan that follows the social and professional evolution of the employee in the insertion.

The insertion process is a learning process in the workplace, in which each employee in the insertion acquires knowledge, skills, competencies and understanding by performing tasks, in a professional context.

In its workshops, social insertion enterprises offer practical learning opportunities, in a coherent approach of education and professional training (necessary customised support, personalization of the learning rhythm) in order to move on to long-term professional life.

The skills that the team leader is responsible for gradually training in each beneficiary in collaboration with the insertion advisor are the same for all insertion workshops for that stage: social, emotional and technical.

The training of these skills over time results in the following for the employees in the insertion:

- increasing self-confidence,
- creating a realistic and positive self-image,
- responsibility towards others,
- long-term interests,
- teamwork skills,
- life skills,
- independent and self-motivational attitude.

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In the case of people with a combination of vulnerabilities, the opportunity to learn, practice and acquire skills and competencies in the workplace has:

- key role in developing personal identity and boosting self-confidence (otherwise they may feel that they have failed)
- offers a work experience, with a decisive role in the formation of the skills necessary for the professional life and the further development of the career
- contributes to facilitating the transition from adaptation / learning to a job: a powerful tool for the gradual integration of people with various vulnerabilities in the labour market.

The two most difficult stages are adaptation and stabilisation, putting the employee in a completely new situation, sometimes difficult to integrate, in which the role of the team leader and of the insertion advisor are essential in reducing the dropout rate of the employee status for vulnerable personnel.

They are faced with changes that, even if they want to, may not have been properly assessed as an impact: a life organised around an employment contract, a work schedule, tasks to carry out, teamwork, etc.

In these stages, the team leader and the insertion advisor (where appropriate, also other members of the multidisciplinary team) need to be given time and more availability to observe the employee, to remedy and adjust the personalised intervention plan, for individual support counselling.

Reflection exercise

Task: Can you identify, in relation to the employees in your organization, what were the most difficult moments in the beginning of their activity, at work?

How did you approach these moments? What contributed to the settlement, the resolution of that situation?

Advice: Discuss with other colleagues / specialists who were involved then. What would you do in the same way as you would in a similar situation? But when the described situation would be repeated with the same beneficiary?

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B. Training of professional life skills and competences in the context of the professional activity within the social insertion enterprises

The training of skills in the social insertion enterprise aims at correlating individual skills, education, job potential and labour market opportunities and aims to support access to the labour market and the social integration of people from vulnerable groups.

On-the-job training provides the necessary training to acquire the minimum professional skills needed to obtain a job, and the team leader is the most important actor on these issues.

What is a professional skill?

Professional competence involves the harmonious combination and use of knowledge, skills and abilities in order to achieve the expected results in the workplace. It is the ability to apply, transfer and combine knowledge and skills in various work situations and environments, to perform the activities required in the workplace, at the quality level specified in the occupational standard.

Types of skills

Cognitive skills

aim at using theory and concepts, as well as knowledge skills acquired through experience

Functional skills

are those skills that a person must have when acting in a particular field of activity, learning context or social activity

Personal skills

aim at the ability to adopt an appropriate attitude and / or behaviour in a particular situation

Ethical skills

involve the demonstration of certain personal and professional values

What are professional life skills?

Professional life skills are learned or acquired ways of professional behaviour, with the help of which the person can quickly and accurately perform a series of operations to make a task easier and more successful.

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Partners:



Types of skills

Soft-skills, primary skills necessary for any work environment: these are interpersonal skills, communication, teamwork, motivation skills, etc.

Hard-skills, technical skills, necessary to perform the tasks of a certain job.

In order to acquire new professional skills and competencies the following are needed: exercise, motivation and the use of previously acquired knowledge, skills and experiences.

This is not possible without the direct involvement of the team leader who is called upon to use his full arsenal of skills, professional and pedagogical knowledge, patience and support for the insertion employee, especially when he is at the beginning of his career.

Training skills and competences in social insertion enterprises

The professional activity within the insertion workshops is a support activity, a learning context that allows the insertion employees to gradually acquire social, emotional and technical skills. Under the direct guidance of the team leader, each beneficiary is supported (through instructive-educational activities, in a gradual, individualised way) to acquire skills, knowledge and competencies in the workplace.

Insertion workshops provide a professional environment for the training of work skills, professional life skills and technical skills transferable by people belonging to vulnerable groups in the labour market, giving them a socio-professional start and change of status from assisted person to person actively involved in the labour market.

The development of transversal skills and socio-civic skills increases the chances of adapting to the labour market of the vulnerable, of people with a low level of skills and knowledge, to the continuous changes in the labour market. Therefore, the social insertion enterprises contribute to the increase of the socio-professional insertion capacity, by:

- establishing an individualised intervention plan,
- through information and professional advice activities, training, development of key skills and actions to increase self-confidence, valuing the potential of these people by removing them from the area of social marginalisation.

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The skills covered by the insertion course are the subject of training for employees in the insertion. The modalities of intervention are detached from the constraints of production, being at the same time close to the real working conditions. Thus, employees are equally encouraged and supported to form a variety of general skills, such as:

- ability to communicate and interact with others,
- ability to follow instructions and do work on time,
- team work,
- problem-solving skills, flexibility / adaptability,
- self-motivation,
- responsibility

all this while helping the employees in the insertion to be successful in the future job.

The **team leader** is an expert in the field of professional activity that he carries out and has skills to work with people belonging to vulnerable groups, therefore he has skills of work organisation and pedagogical intervention in relation to beneficiaries: he is exemplary in presence and prestige, allocates tasks, instructs and trains, coordinates, supervises and evaluates the activity of each member of the team. He is attentive and manages the mood and proper functioning of team relationships.

In his intervention, the team leader performs 3 functions:

- organisation of the workshop activity - organises the work and distributes the tasks, ensures the smooth running of the production
- acts as a trainer of technical skills (e.g., how to use a sewing machine, how to use tools)
- has a pedagogical role for the formation of social and emotional skills and professional life skills - he will help the beneficiary to learn a number of social skills (e.g., conflict resolution), emotional (anger management) and professional life (punctuality).

The main means of intervention of the team leader is the exercise and maintenance of control over the dynamics of team relationships, the individual balance of employees in the insertion and the provision of a model, adapted to each and every situation.

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- **For example**, in a conflict situation between employees in the insertion, the team leader immediately intervenes by settling the conflict and demonstrating how to talk to the other, how to address without aggression and the steps you follow to reach a consensus with the other (negotiating the situation, restoring order, resuming activity).

When problematic situations arise in the team (conflict, refusal to perform tasks, refusal to communicate, physical, mental absenteeism), the team leader takes the next step by informing the insertion advisor of the events. The team leader often witnesses the events that take place in the workshop, but their cause may be outside the workplace, personally or in a tense relationship between employees. The insertion advisor and / or the psychologist are exclusively responsible for solving emotional problems.

Exercise

Task: How did you react to the arrival of a new employee in the team in terms of work organization, (redistribution) of tasks and the establishment of relationships between team members so as to facilitate the integration of the new member and reduce any tensions?

Advice: check your notes from the time the new member arrived: what tasks did he receive, how were the team tasks redistributed, from whom did he take over, how did the team members react, what problems did you encounter, how did you solve them, etc.?

C. Establishing the objectives of professional progress

At the beginning of the insertion process, the employee signs a socio-professional accompaniment contract for insertion in which, together with the insertion advisor, the first objectives of intervention and accompaniment are defined (generally the remedy of personal emergencies). They are also informed to the team leaders, who contribute to their implementation.

Throughout the insertion accompaniment course, until each stage evaluation, the stage of fulfilment of the objectives will be monitored and new objectives will be set for the next stage.

The training of professional life skills and the acquisition of skills in the workplace are objectives pursued throughout the insertion. They are regularly evaluated and are the starting point for the team leader's interventions.

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A **well-defined objective** contains in its wording the following elements, **characteristics**:

- Performance - what will it do and how can it be observed, recorded (is it about evolution, change, improvement, appropriation, etc.)?
- Conditions - under what conditions (with what resources, for how long, with whom, tools, materials)?
- Criterion - how good (accuracy, level of performance, standards)?

Use **action verbs** (list is for example purposes only):

- affective: analyse, choose, criticise, decide, evaluate
- cognitive: define, list, compare, describe, explain
- assemble, construct, draw, measure, operate, repair, prepare, demonstrate, count

Example: at the end of the stabilisation period, employee x, will be able to disassemble a computer, in the component parts, sorted by waste categories, in 30 minutes, with a workload of 12-14 units in 8 hours.

Objectives for the adaptation period: in a gradual way, little by little, both in the accompaniment at work and in the counselling sessions, the binomial insertion advisor - team leader will have as objective:

- re-socialization of beneficiaries with a high accumulation of difficulties arising from situations of exclusion and marginalisation,
- creating a social and emotional security framework,
- team integration and acquisition of basic work skills: adapting to a job and understanding the difference between private life and professional role, understanding work rules and instructions, hierarchical order, work procedures, learning the correct use of tools and equipment, compliance with the work schedule and internal regulations, occupational safety rules.

The insertion advisor will focus on prioritising the social emergencies diagnosed during the selection and accompaniment period towards solutions to the identified social emergencies, in order to consolidate a stable basis on which to build the individual socio-professional accompaniment plan for insertion (medical procedures, files for aid and allowances and / or disability certificate, urgent housing or legal or fiscal procedures, etc.).

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Partners:





Objectives for the stabilisation period:

- therapeutic and motivational counselling to strengthen self-esteem, self-confidence and confidence in others, healthy socialisation
- rebuilding family and social ties
- emotional stabilisation and personal development
- acquiring soft skills, mastering professional life skills
- balance of skills
- defining the professional project and the individual training / qualification plan related to the professional project

Objectives for the professionalization period

During the motivational counselling sessions at this stage, taking autonomy approaches and job mediation will be considered:

- acceptance of change, empowerment
- testing the professional project through internships for employers on the labour market
- participation in training / qualification courses (where applicable, depending on the training needs according to the defined professional project)
- preparation for submitting applications, for the job interview
- job mediation, emphasis will be placed on broadening the personal / cultural and professional horizon, on adapting the “supply” with the demand on the labour market

In defining the professional project, together with the employee in the insertion and never in his place the following will be taken into account:

- the person’s skills, previous skills, previous professional experience where applicable and transferable transversal skills acquired in the workplace in the insertion workshops
- interests
- personality

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Partners:



Exercise

Task: Formulate for an employee in insertion 3 different objectives (action, resources, result, etc.) using the above models, as follows:

- A goal during the adaptation period
- A goal during the stabilization period
- A goal during the professionalization period

Advice: Discuss goals as a team or with an insertion counselor, try to formulate a set of goals that flow

D. Monitoring and recording employee progress

People entering the program have a number of difficulties that require **multi-level intervention**, an intervention described in the **individualised service plan** coordinated by the insertion advisor. The team leader provides information about the person's progress in the program. Ongoing communication with the advisor is essential.

The **insertion advisor guides** the accompaniment and training **intervention** at the workplace of the beneficiary by the team leader. He informs the insertion advisor in a timely manner / in real time both about the occurrence of conflicts, inappropriate behaviours and about the evolution of the beneficiary at work.

Periodically and systematically, the **team leaders** communicate with the insertion advisors (we recommend the use of weekly meetings for this consistent action) through whom they:

- provide structured feedback on the evolution of beneficiaries,
- will receive guidance from insertion professionals (advisor, psychotherapist) and
- apply the methods and instructions of the case manager / insertion advisor to intervene individually and in groups, as appropriate, in order to manage conflicts, correct deficient behaviours and acquire skills and abilities by beneficiaries.

The responsibility of the team leaders is to succeed in helping each beneficiary to acquire a series of skills in the workplace in a gradual and measured way according to the stage of professional evolution in which each beneficiary is (beginner - senior), through explained pedagogy, patience, empathy, acceptance of differences and respect of the beneficiary.

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If the team leader encounters difficulties for certain beneficiaries (behaviour, cognitive difficulties, illiteracy, etc.) he will request the support of the insertion advisor / case manager and will follow the instructions received.

During the adjustment period, the team leader will pay more attention to the beneficiary in order to integrate into the team and will give structured weekly feedback on his / her accommodation to the activity and with colleagues.

Elements of communication, productivity and personal and professional autonomy will be assessed:

- outfit,
- personal hygiene,
- general physical condition,
- politeness,
- group integration,
- emotion,
- aggressiveness,
- following the rules,
- reactions to criticism,
- compliance with the hierarchy,
- work style,
- versatility,
- motivation,
- understanding of tasks,
- cleanliness at work,
- the need for monitoring for the accomplishment of work tasks.

In addition to the training of transversal competencies by team leaders with the support and guidance of insertion advisors, the team of specialists from the social department (social workers, psychotherapists, medical volunteers and psychiatrists) will offer to employees in the insertion **training / collective information**, provided internally by specialists from the social department or with the help of external specialists (doctors, psychologists, psychiatrists, HR experts) from partner organisations and institutions.

These group trainings are gradual depending on the stage of the insertion course on different topics:

- the topic of personal and community hygiene,
- health (diet, contraception, STDs, prevention, avoidance of self-medication, mental health, etc.),
- personal budget,
- basic computer skills
- CV writing
- surfing the internet to search for information and use email
- preparation for the job interview (neat physical appearance, questions and answers),
- simulating the job interview, their purpose being to inform in order to prevent problematic situations in the future and to manage these issues as autonomously as possible in the future by the beneficiaries.

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Self- assessment questions

What does the individualized service plan in your organization look like? Are there any directions you would like to adjust with improvements or development elements?

What tools do you use in implementing your individualized service plan?

What is the role of the team leader in this endeavor?

For each workshop, there is a summary with the stage evaluations of the employees in the insertion so that they benefit from motivational counselling sessions and socio-professional support. Depending on the needs in order to solve the problems faced by the beneficiary, the insertion advisor can ask the workshop manager for working hours or contractual reductions in the working hours (to perform medical, educational approaches, etc.), as well as weekly sessions of therapeutic counselling.

E. Exit of the employee in the insertion from the program

POSITIVE EXIT - NEGATIVE EXIT

The process and the course of the employees in the insertion program, the rhythm in which the beneficiaries go through the program, its duration and the moment when they leave the program may differ from one person to another.

In AFF, we consider as a positive exit, the situation in which, regardless of the length of time of up to 24 months is covered by an employee in the insertion, he decides to leave the program because he found another job appropriate to his desires, skills and is material financial interests (this is when the distance from home and the salary package or the possibilities for professional development start to matter).

We also consider as a positive exit the situation in which an employee in insertion, goes through all the stages of the insertion program and, with the recommendations of the team leader and the steps of the insertion advisor, the employee takes steps to approach the conventional labour market:

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- Learns to write a resume,
- Searches for possible employers and jobs alone or with minimal support
- Learns to show up for an interview
- Signs an employment contract and
- Starts working on the new job

There are people who, although employed with a legal and stable employment contract, give up the placement program in the first weeks because they fail to adapt to the norms, rules and schedule imposed by a job. There are generally people who live on the streets or have never worked. There are also many cases where we talk about people with serious health problems, chronic diseases in acute phases or addictions under treatment. For them, the health condition and the precarious balance are factors of giving up the program and we consider them a **negative exit** from the program.

In this case, the team of insertion specialists, including the team leader, analyzes the reasons and possible solutions, so that sometimes the decision is made to suspend or terminate the employment contract of the insertion employee (if he is still on probation or after long absences for medical reasons. Sometimes the employee himself requests the termination of employment, for medical reasons.

EXIT INTERVIEW

Regardless of the time and conditions in which an employee leaves the program, the reasons that led to this purpose are important, for several reasons:

- We can thus identify what really helped him in completing the program (counselling, relationship with the team leader and colleagues, professional development, working conditions, the course planned and completed together, etc.)
- We can detect any disadvantages of the insertion program, if there are areas for improvement, from the perspective of working with employees in the insertion
- We investigate the social and professional path of the person leaving the program and the possible influence of the program on this path
- It is a time when we establish together with the “former” employee in insertion the need and his monitoring plan for the next period (6 months).

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Frequently Asked Questions in an Exit Interview:

1. What are the reasons for leaving the insertion program (normal course that has ended, rapid evolution, other opportunities, special situations - which etc)?
2. Where do they go to, towards what employer, job?
3. What did they learn / do differently?
4. What do they gain after completing the program?
5. What do you think could have been done better, what else could have been useful to them?
6. What do you intend to do next in life, career?

Question

Discuss with team leaders, counselors, people from other organizations, or between you about the opportunity for the exit interview and what might be the directions to be investigated, the objectives of this approach, and the questions used.

POST INSERTION MONITORING

On the one hand, going through the insertion program, based on the methodology we use, involves a long, laborious process in which both parties (the team of professionals and beneficiaries) invest multiple resources such as time, emotions, perceptions, plans, material and financial resources, skills and concerns for the future.

This dynamic leads to the creation and consolidation of strong, stable and lasting relationships. They do not “end” with the formal exit from the program of the beneficiaries. Most of the time, even if they do not reintegrate into the labour market, the beneficiaries return, with information about them, about the decisions they make, about the way they continue to build their lives.

Regarding the support / accompaniment that AFF offers to the beneficiary, in the last stage of the program on accessing the conventional labour market to become an employee of another entrepreneur, the approach ends in fact with the proposal we make to the two actors (employee / employer) to monitor, for 6 months, the integration and adaptation of the employee to the new job, through specific information and counselling procedures, when requested.

From the point of view of the insertion program, the objective of the AFF is: to reduce the risk of relapse / failure, in partnership with the employer (which is even an integrated work assistance service for people with intellectual disabilities).

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F. Final general characterization and professional recommendations for reintegration into work

For both the insertion employee leaving the AFF program and the possible next employer, the team leader, together with the insertion advisor elaborate an **evolution and progress evaluation form** of the vulnerable person within the organisation, in two main directions:

- Regarding the acquisitions and the evolution of the employee - especially from the psycho-social point of view, of the vulnerabilities that he faced and that he solved, etc., a component that is ensured, especially, by the insertion advisor
- Professional skills and competencies acquired by the employee are mainly the responsibility of the team leader. These are recorded periodically, through monitoring and evaluation, and at the end of the period they are centralised in the general evaluation form.

The elaboration of the evolution and progress evaluation form, supposes a very big responsibility on the part of the actors involved (the multidisciplinary team) because:

- Can be considered as a letter of recommendation used by the beneficiary in relation to other employers, for a good period of time after his exit from the insertion program
- Outgoing recommendations will influence the further development of the beneficiary in terms of his / her career plans, further personal and social development

Exercise

Develop a performance and progress assessment sheet for an employee who is about to leave the program.

What are the key points you would like to reach?

What would you focus on, objectively, so that you can develop a document that is really useful to the person accessing the conventional labor market.

Tip: Discuss these issues with other industry experts so that you can get the most out of this

Good luck!

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Chapter 8. Practical activities, exercises, bibliographic resources

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Partners:



A. Activities, exercises, work forms

Disclaimer: The practical activities, exercises, tests, forms, etc. proposed in this guide are for guidance only. They can be adapted or replaced with tools specific to the support activity of team leaders and advisers, for the professional insertion of vulnerable people in each organisation.

- <https://epdf.tips/50-activities-for-developing-emotional-intelligence.html>
- Emotional Intelligence Test - Ana Blagoi, psychotherapist, <http://psiholog-recrutare.ro/test-de-inteligenta-emotionala/> (Anexa 1)
- Communication style test - (Annex 2)
- PRAE personality test - <https://pdfslide.tips/documents/test-de-personalitate-prae.html> (Annex 3)
- Assertiveness test - <https://mihaelaandreearadu.wordpress.com/2015/07/07/chestionarul-s-c-analiza-stilului-de-comunicare/> (Annex 4)

B. Common bibliographic resources for partners

1. <https://en.snackson.com/>
2. https://books.google.es/books?id=m_eSBQAAQBAJ&printsec=frontcover&dq=what+is+gamification+by+education&hl=es&sa=X&redir_esc=y#v=onepage&q=what%20is%20gamification%20by%20education&f=false
3. <https://en.snackson.com/welcome-microlearnings-little-brother-microreading/>
4. <https://en.snackson.com/content-is-the-key-microlearning/>
5. https://books.google.es/books?id=kv2SDwAAQBAJ&printsec=frontcover&dq=flipped+classroom+methodology&hl=es&sa=X&redir_esc=y#v=onepage&q=flipped%20classroom%20methodology&f=false
6. <https://www.clinicadefericire.ro/articole/nevoi-relationale>
7. <https://blog.medicalgps.com/the-importance-of-empathy-in-healthcare/>
8. <https://engage.erasmus.site/ro/empathy-and-emotional-intelligence/4/>
9. <https://www.wikihow.com/Show-Empathy>
10. Understanding the role of empathy and social skills – Allan Mallory; <https://www.linkedin.com/>
11. The difference between emotional intelligence and empathy? ; www.quora.com/
12. <https://sos-group.org/our-actions-worldwide/>

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13. McKinsey & Company Social Responsibility Report 2018
14. Active listening - how to listen to what others tell us - <https://www.mindtools.com/CommSkill/ActiveListening.htm>
15. Active listening - <http://www.goodtherapy.org/blog/psychpedia/active-listening>
16. Becoming a better listener - Active listening - <http://psychcentral.com/lib/become-a-better-listener-active-listening/>
17. Active listening - <http://www.state.gov/m/a/os/65759.htm>
18. Effective communication vs Ineffective communication - <http://blogs.psychcentral.com/mental-health-awareness/2014/12/effective-vs-ineffective-communication/>
19. Characteristics of passive, assertive and aggressive communication: https://www.dulwich-suzhou.cn/uploaded/DCSZ_meet_the_advisor/The_Characteristics_of_Passive,_Aggressive_and_Assertive_Communication.pdf
20. Assertiveness and the 4 communication styles : <http://serenityonlinetherapy.com/assertiveness.htm>
21. Are you using an aggressive, passive or assertive language? <http://www.outstand.org/index.php/2013/07/aggressive-passive-assertive/>
22. Personality - <https://dwax.ru/ro/kakie-harakternye-cherty-lichnosti-lichnostnye-cherty/>
23. Psychotherapist Oana Nicolau - (<https://www.clinicaoananicolau.ro/agresivitatea-violenta/>)

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Partners:

