

# PR1: Handbook on Training of intercultural and socio- emotional skills

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## I. INTRODUCTION

Socio-emotional and intercultural competence seem to be important for professionals working with migrants, towards the social and labour market integration of the latter.

The Interclab project taking this for granted, aims to develop material and activities to train and enhance the socio-emotional competence of employers and professionals working with migrants. Within this context, the partnership undertook several steps to collect information and data that will be the basis for the development of the material and the training program of Interclab project. The first step of our activities (IO1) refers to the **desk research** aiming to developing a stable base for the project, defining the relevant terms, linking the concepts of intercultural, social and emotional competence to the professional development of the employers and HR practitioners. The desk research didn't focus only on the international level, but it brought in the frontline research and methods developed in the country of each partner, according to the proposed guidelines (Annex 1). Then, taking into account the findings of the A1, we conducted **surveys at national level** (A2/ A3) with 4-5 employers/counsellors per partner. In the survey we used structured interviews according to predefined questions referring to the importance of specific socio-emotional skills in the daily practice of employers/professionals working with migrants and on the relevance of several educational practices in the improvement of those skills (Annex 2). The partners, having in mind the results of the surveys, in an online **brainstorming session (A4)**, discussed over the methods that have proved relevant and effective for the improvement of the socio-emotional skills and concluded to those that will be included in the training program of Interclab. The next step was to define the **training needs (A5)** of the employers/professionals who are working with migrant groups (by engaging them in focus groups using a survey questionnaire- Annex3), in order to find out the skills on which the professionals need further improvement and which will be the content of our training program. In this report we present the results of all the above mentioned steps that led us to conclude on the skills and the training methods and materials we are going to include in the Interclab training program for employers/professionals.

Therefore, the report will provide substantial elements to establish a theoretical basis and adequate training methods for the development of socio-emotional skills to employers and professionals working with migrants. More specifically, the report includes:

- a) the definition and factors of Social - emotional competence and intercultural skills
- b) a review of the theories currently used to explain Social and emotional Intelligence and its dimensions;
- c) the existing methodologies for the improvement of S.E and intercultural skills;

- d) the best practices and existing training programs focusing on the enhancement of S.E skills and intercultural competence to employers and professionals assisting migrants in their labour market integration;
- e) the results from the survey on the importance of socio-emotional competences for employers working with migrant groups and on the relevance of training methods for the development of those skills
- f) the employers' training needs on Socio-emotional skills
- g) Conclusions on the one hand on the socio-emotional competences that are important for the employers who work with migrants and on the other hand on the relevance of training methods in the development of S.E skills, and recommendations for the INTERCLab training.

## II. METHODS FOR THE DEVELOPMENT OF SOCIO-EMOTIONAL AND INTERCULTURAL SKILLS

### a. DEFINITIONS ON SOCIO-EMOTIONAL AND INTERCULTURAL COMPETENCE

#### **Relevant Terms**

In the research for a comprehensive definition of "social-emotional competence", it turned out that each of the terminologies has to be examined closely. In most academic articles, "social" and "emotional" competence was defined separately. Therefore, we found a huge number of terms used under the context of socio-emotional competence and intercultural skills, but this paper will focus on the main terms, that create a stable ground for the identification of methods for the training and enhancement of socio-emotional and intercultural competence. The following terms are included:

- I. *Emotional competence/skill*
- II. *Emotional Intelligence*
- III. *Social competence/skill*
- IV. *Social intelligence*
- V. *Socio-emotional competence*
- VI. *Socio-emotional learning*
- VII. *Intercultural competence/skill*
- VIII. *Intercultural training*

#### *I. Emotional competence/skill*

Emotional competence is the demonstration of self-efficacy in emotion-eliciting social transactions (Saarni, 1999) and refers to an important set of personal and social skills for identifying, interpreting, and constructively responding to emotions in oneself and others. The term implies ease in getting along with others and determines one's ability to lead and express effectively and successfully (Mayer, 2008) and it can be understood as "the ability to deal appropriately with one's own emotions and with the emotions of others" (Papilio, 2014).

There are four building-blocks for emotional competence (Rindermann, 2009) (fig.1).

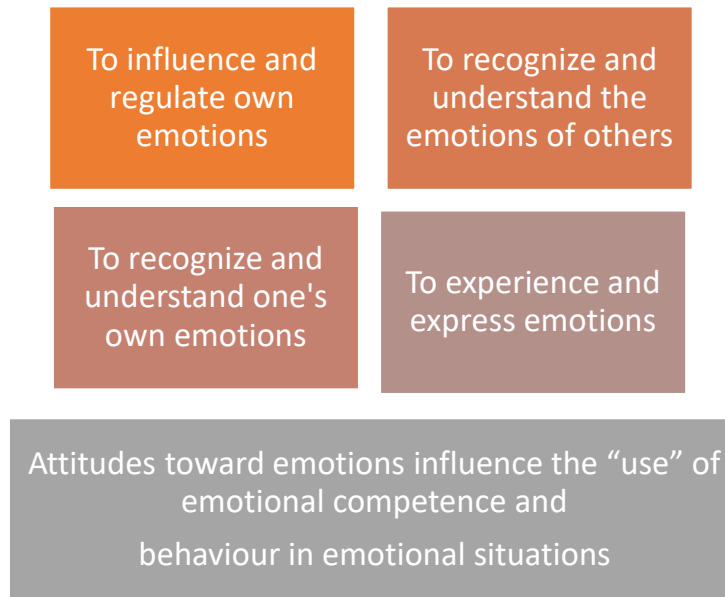


Figure 1: Building Blocks of emotional competence (Rindermann, 2009)

## II. Emotional Intelligence

The term “Emotional Intelligence” was first published in a paper by Michael Beldoch in 1964, but became popular after Daniel Goleman’s 1995 book “Emotional Intelligence – Why it can matter more than IQ.” It refers to our mind’s ability to perceive, manage, and express emotions effectively in real life. Jack Mayer and Peter Salovey (1993) defined Emotional Intelligence (or E.I.) as the ability to regulate feelings and use them to guide our actions. Like I.Q., emotional intelligence varies from one person to another. While some people are gifted by birth in the way they understand and deal with people, others may need help to build their emotional skills.

There are two different perspectives of emotional intelligence, both of which share the idea that cognitive abilities are not the unique predictor of successful adaptation but that emotional competencies have to be taken into consideration, but they differ on the conceptualization of such emotional competencies and their measurement (Mikolajczak, Luminet, & Menil, 2006).

There are the ability models, such as the one of Mayer & Salovey (1997) that conceive EI as an ability encompassing four dimensions: (a) emotions identification; (b) emotions utilization; (c) understanding and analyzing emotions and (d) emotions regulation and that it is assessed via intelligence-like tests. On the other hand, there are the trait models, such as the one of Petrides & Furnham (2001) considering EI as a multifaceted construct emotion-related behavioural dispositions thought to affect the ways an individual would cope with demands and pressures. In this trait perspective, EI is evaluated via personality-like questionnaires (Nelies et al, 2009, p. 36).

### *III. Social competence/skill*

Social competence can be defined as the availability and application of cognitive, emotional and psychomotor resources, which leads to a long-term favorable ratio of positive and negative consequences for the actors in certain social situations. It involves the ability to evaluate social situations and determine what is expected or required; to recognize the feelings and intentions of others; and to select social behaviors that are most appropriate for that given context (APA,2022).

Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions (Semrud-Clikeman, 2007).

As the definition shows, social competence can be understood in relation to emotional competence. Social competence is the broader concept, containing emotional resources and behaviours.

### *IV. Social Intelligence:*

Social intelligence (SI), the capacity to know oneself and to know others is an inalienable part of the human condition as is the capacity to know objects or sounds. Social intelligence, sometimes referred to simplistically as "people skills, includes an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

The original definition by Edward Thorndike in 1920 is "the ability to understand and manage men and women and boys and girls, to act wisely in human relations". According to Mayer and Salovey, the meaning of Thorndike's social intelligence essentially refers to "one's ability to perceive the internal situation, motivations and behaviors of others as well of himself and act in the best way on the basis of these information (Mayer and Salovey, 1993).

The importance of non-cognitive elements of intelligence is also recognized by David Wechsler, who in 1940, observes the crucial role played by emotional (personal and social) skills and abilities of the individual. This finding leads him to assume that correct and complete measurement of human intelligence will only be possible if non-cognitive factors will be included in existing related tests (Wechsler, 1940).

Social intelligence is equivalent to interpersonal intelligence, one of the types of intelligence identified in Gardner's theory of multiple intelligences, and closely related to the theory of mind. According to Gardner social intelligence or Interpersonal intelligence refers to the ability to interact with people. People with high social intelligence skills are very sociable and tend to be excellent organizers in their community, good mediators in conflicts and they also value teamwork.

Goleman defines social intelligence as:

- Social awareness, which comprises of primal empathy, attunement, empathic accuracy, and social cognition,
- The social facility, which includes synchrony, self-presentation, influence, and concern.

#### V. *Socio-emotional competence*

Social-emotional competence has been described as one of the most important competences for human coexistence. It significantly influences the quality of interpersonal relationships and determines "[...] how well we can deal with our own emotions and the emotions and wishes of others, for example, and manage social conflicts. Being able to empathise with others, showing compassion, being helpful, letting others finish, dealing respectfully with fellow human beings, solving conflicts verbally [...]" (Mayer, 2016).

The OECD (2015) defines them as individual skills manifested in patterns of thoughts, feelings and behaviors, which can be developed through formal or informal learning experiences and influence important socio-economic outcomes in the lives of individuals. According to OECD (2017) Social and emotional skills are classified within five main domains: 1. Management of emotions (emotional stability) 2. Engagement with others (being extroverted) 3. Collaboration 4. Goal-oriented performance 5. Open-mindedness (openness to experience) 6. Compound skills.

#### VI. *Socio-emotional learning*

Social and Emotional Learning (SEL) is an educational movement gaining ground throughout the world. SEL can be defined as the capacity to recognize and manage emotions, effectively, and establish positive relationships with others. These learned behaviors are then used to help people make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. Several sectors, including education, use the umbrella terms "social and emotional skills" and "soft skills" to refer to a broad set of cognitive, social, and emotional competencies that affect how people interact with each other, solve problems, make decisions, and feel about themselves (CASEL, 2020).

Developing social-emotional learning (SLE) skills can enable behaviours that allow for calm and emotionally regulated responses to stressful situations and strengthen critical thinking to make better-informed decisions and actions (Arslan and Demirtas, 2016).

## VII. Intercultural competence

Intercultural competence is culture-general and there are core competencies that individuals can develop that are not specific to any culture. It can be defined as the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad (Leung et al., 2014). The Online Lexicon for Psychology and Education describes intercultural competence as follows: "Intercultural competence covers or builds on the dimensions of self-competence, professional competence and social competence, i.e. intercultural competence is not a single or additional competence that can be acquired separately from other competences, but covers all three dimensions of competence and builds on basic skills and abilities acquired through socialisation or education" (Stangl, 2022).

It includes a set of abilities, knowledge, attitudes and skills (Fig.2) that allow one to appropriately and effectively manage relations with persons of different linguistic and cultural backgrounds (Portera, 2014).

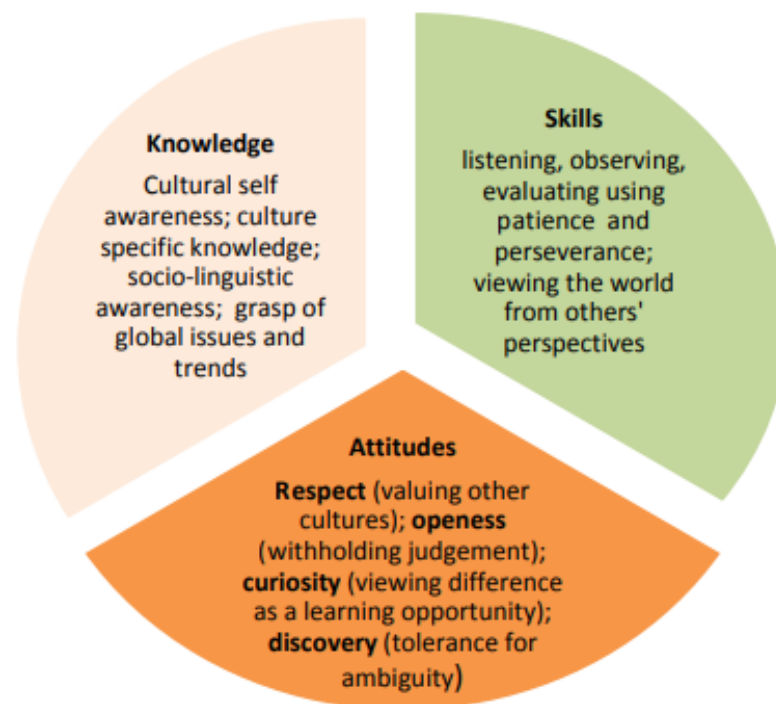


Figure 2: Constituent elements of intercultural competence (Adapted from Deardorff, 2006)

Source: [https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/globalperspectives/Definition\\_of\\_Intercultural\\_competence.pdf](https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/globalperspectives/Definition_of_Intercultural_competence.pdf)

Some of the common elements of intercultural competencies across different cultures include respect, self-awareness/identity, seeing from other perspectives/worldviews, listening, adaptation, relationship building, and cultural humility (UNESCO, 2013, p. 24).

Other perspectives contend that intercultural competence entails not only knowledge of the culture and language, but also affective and behavioral skills such as empathy, human warmth, charisma, and the ability to manage anxiety and uncertainty.

#### VIII. *Intercultural training*

Intercultural learning refers to the acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own. The learning is developmental, as the learners go through stages of progressively more sophisticated levels of understanding of different cultures as well as their own (cultural self-awareness). Intercultural training can be designed to be *culture specific* by dealing with a single target culture, or *culture general* by focusing on universally applicable skills, such as perspective taking and active listening (Lane, 2012).

## b. THEORETICAL BACKGROUND

Desk research resulted in the identification of a number of existing conceptualizations of socio-emotional competence. These concepts are linked to different theoretical roots, but they all include a number of dimensions that describe the concept. In this section, we are going to present the main theoretical models that have been used to explain the terms we study.

### A.1. Emotional competence models

The term “Emotional Intelligence” was first published in a paper by Michael Beldoch in 1964 but became popular after Daniel Goleman’s 1995 book “Emotional Intelligence – Why it can matter more than IQ.”

#### **a. Mayer & Salovey Model - Ability model of Emotional Intelligence**

According to **Salovey and Mayer’s emotional intelligence theory**, emotional intelligence is the ability to process information about your own emotions and other people’s, **the capacity to reason about emotions, and of emotions, to enhance thinking**. It’s also the ability to use this information to guide your thoughts and behavior. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Thus, emotionally intelligent people pay attention to, use, understand, and manage their emotions. Salovey and Mayer categorize a person as emotionally intelligent, when having four basic abilities:

1. Ability to perceive and correctly express their emotions and other people’s.
2. The ability to use emotions in a way that facilitates thought.
3. Capacity to understand emotions, emotional language, and emotional signals.
4. The ability to manage their emotions in order to achieve goals.

**Each of the 4 basic abilities follows four different stages, described below.** However, this process doesn’t necessarily happen spontaneously. On the contrary, it usually requires a conscious effort.

#### **1. Correct emotional perception and expression**

The first emotional intelligence skill is identifying your own emotions and other people’s. First of all, you should be able to understand what you’re feeling. This includes your thoughts as well as your emotions. In the second stage, you acquire the ability to do the same with the way other people think and feel. For example, you can understand other people’s feelings or the feelings expressed by a piece of artwork. In the third stage, you acquire the ability to correctly express your emotions, as well as learn to communicate your needs. In the fourth and last stage, you gain the ability to distinguish between correct and incorrect emotional expressions.

#### **2. Emotional facilitation of thinking**

In the first stage, emotions help you direct your thoughts to the most important information. In this stage, you aren’t yet able to take your own emotions into account. During the second stage, your emotions start to intensify so you can identify them. As a result, you can use them to help you make decisions. According to Salovey and Meyer,

your emotions affect your mood in the third stage. Consequently, you're able to consider different points of view on a particular subject. Lastly, in the fourth stage, your emotions help you make good decisions and think more creatively.

### 3. Understanding emotions

First, you acquire the ability to distinguish between basic emotions and learn to use the right words to describe them. Then, this ability takes you a step further to be able to place the emotion in your emotional state. In the third stage, you're able to interpret complex emotions. Lastly, you acquire the ability to detect the transitions between emotions. For example, the transition from anger to shame or surprise to joy.

### 4. Emotional regulation for intellectual and emotional growth

To begin, this ability requires your willingness not to limit the important role that your emotions actually have. This is much easier to achieve with positive emotions than negative emotions. During this step, you'll let yourself choose which emotions you want to identify with according to whether they're useful or not. In the previous step, you acquire the ability to study emotions. This would happen according to how influential, reasonable, or clear the emotions are. Lastly, you'd be able to regulate your emotions and other people's, moderating the negative ones and increasing the positive ones.

Source: Mayer, J.D. & Salovey, P. (1997) *What is emotional intelligence?* in P. Salovey & D. Sluyter (Eds.),

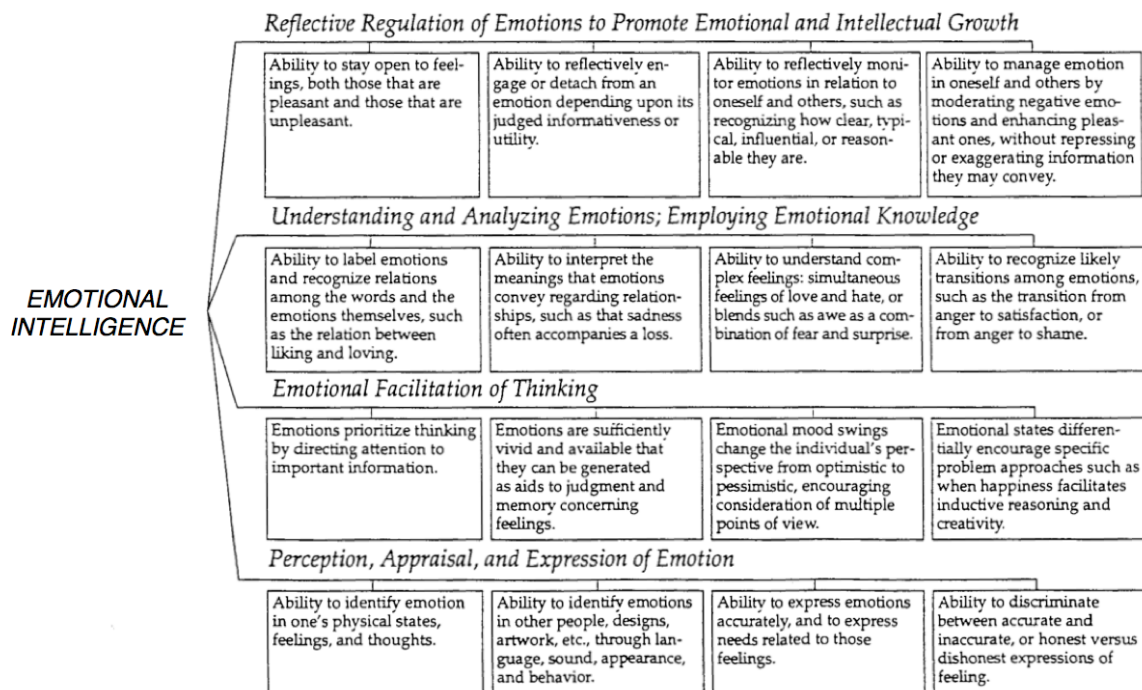


Figure 3: What is emotional intelligence

*Emotional development and emotional intelligence: implications for educators*, New York, Basic Books, pp 11.

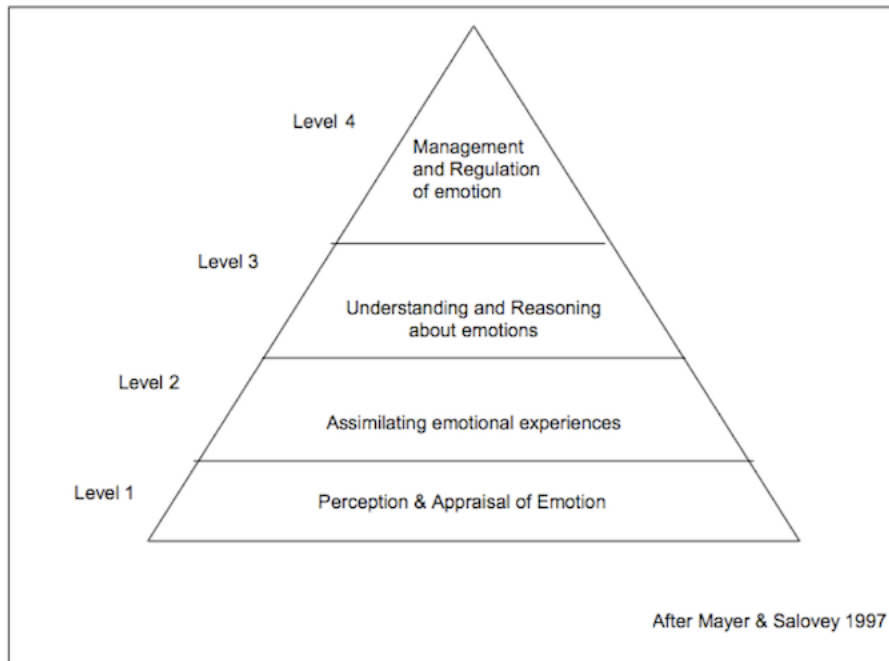


Figure 4: Levels of Emotional Intelligence in Mayer & Salovey Model

Source: Higgs, M.J. & McGuire, M. (2001), *Emotional intelligence and culture: An exploration of the relationship between individual emotional intelligence and organisational culture*, Working Paper Series. Greenlands, Henley on Thames: Henley Management College., pp 5

### **b. Reuven Bar-On Model**

Reuven Bar-On considers the concepts of social intelligence and emotional intelligence to be related and that, in all likelihood, they represent interrelated components of the same construct. He argues that emotional-social intelligence is composed of a set of intrapersonal and interpersonal competencies, skills and facilitators that combine to determine human behavior. Emotional-social intelligence includes skills to recognize, understand and use emotions, to relate to others, to adapt to changes, to solve personal and interpersonal problems (Bar-On 2006). The Bar-On model is based on the EQ-i (Emotional Quotient Inventory). It is an empirically validated model (Fig.5).

EQ-i SCALES	The EI Competencies and Skills Assessed by Each Scale
<b>Intrapersonal</b>	<b>Self-awareness and self-expression:</b>
Self-Regard	<i>To accurately perceive, understand and accept oneself.</i>
Emotional Self-Awareness	<i>To be aware of and understand one's emotions.</i>
Assertiveness	<i>To effectively and constructively express one's emotions and oneself.</i>
Independence	<i>To be self-reliant and free of emotional dependency on others.</i>
Self-Actualization	<i>To strive to achieve personal goals and actualize one's potential.</i>
<b>Interpersonal</b>	<b>Social awareness and interpersonal relationship:</b>
Empathy	<i>To be aware of and understand how others feel.</i>
Social Responsibility	<i>To identify with one's social group and cooperate with others.</i>
Interpersonal Relationship	<i>To establish mutually satisfying relationships and relate well with others.</i>
<b>Stress Management</b>	<b>Emotional management and regulation:</b>
Stress Tolerance	<i>To effectively and constructively manage emotions.</i>
Impulse Control	<i>To effectively and constructively control emotions.</i>
<b>Adaptability</b>	<b>Change management:</b>
Reality-Testing	<i>To objectively validate one's feelings and thinking with external reality.</i>
Flexibility	<i>To adapt and adjust one's feelings and thinking to new situations.</i>
Problem-Solving	<i>To effectively solve problems of a personal and interpersonal nature.</i>
<b>General Mood</b>	<b>Self-motivation:</b>
Optimism	<i>To be positive and look at the brighter side of life.</i>
Happiness	<i>To feel content with oneself, others and life in general.</i>

Figure 5: The Bar-On model of emotional-social intelligence

Source: Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, (Suppl), pp 21.

### c. Daniel Goleman model

Goleman broadened Mayer's and Salovey's four-branch system to incorporate five essential elements of emotional intelligence — or EQ, the shorthand he sometimes uses:

- **Emotional self-awareness** — knowing what one is feeling at any given time and understanding the impact those moods have on others
- **Self-regulation** — controlling or redirecting one's emotions; anticipating consequences before acting on impulse
- **Motivation** — utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles
- **Empathy** — sensing the emotions of others
- **Social skills** — managing relationships, inspiring others and inducing desired responses from them

Goleman (1998) considers emotional competencies not as innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. He believes that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

	Self (Personal Competence)	Other (Social Competence)
Recognition	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> </ul>	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organizational awareness</li> </ul>
Regulation	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Emotional self-control</li> <li>• Trustworthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict management</li> <li>• Visionary leadership</li> <li>• Catalyzing change</li> <li>• Building bonds</li> <li>• Teamwork and collaboration</li> </ul>

Figure 6: Daniel Goleman's Model

Source:

Goleman, D., (2012)

#### **d. Albanese et al. model (2008)**

This model points out that the emotional competence consists of eight components:

- awareness of one's emotional states (the recognition of the emotions one experiences and the links between these emotions and the events that cause them and these emotions themselves);
- ability to recognize and understand the emotions of others, complementary to the recognition of one's own emotions and reactions;
- ability to use the vocabulary associated with emotions with the help of words, images or symbols, which facilitates communication to others of one's own emotions, their contextualization and comparison with those of others;
- ability to empathize, which is essential for building relationships with others;
- ability to understand that the internal emotional state that does not necessarily correspond to what is expressed;
- ability to manage emotions of aversion or discouragement through the adoption of self-regulation strategies;
- awareness of the nature of relationships or communication, which is associated with emotions and reciprocal relationships;
- ability to accept one's own emotional experiences and develop a feeling of self-efficacy, which is associated with what we believe is socially acceptable as emotional stability.

### ***e. Mixed Model of Emotional Intelligence***

This model is **based on Daniel Goleman 25 emotional intelligence characteristics**, which include everything from emotional self-awareness to such diverse qualities as teamwork and collaboration, service orientation, initiative, and achievement motivation. It is called a mixed model because it **mixes together emotional intelligence qualities with other personality traits unrelated to either emotion or intelligence**.

This model is based on **five categories each with emotional competencies** (Salazar, 2017).

**1. Self-awareness:** the ability to recognize an emotion as it's happening to us is key. We have tune ourselves to evaluate what we feel and how to manage it. There are two elements to self-awareness:

- Self-confidence on your capabilities and self-worth
- Emotional awareness in knowing what we are feeling and the emotional effects.

**2. Self-regulation:** We might think we have little control over what we feel, however, negative emotions can be appeased by different self-regulating techniques, such as walking, meditation, prayer, etc. To self-regulate properly you need:

- Self-control of impulsive behaviors
- Trustworthiness: Being honest and having integrity
- Innovation: Creative thinking or open to new ideas
- Adaptability: being able to handle change easily
- Conscientiousness: taking responsibility for your performance and actions.

**3. Motivation:** this ability has to start off with a set of clear goals. Positive thinking is key in this category, so it's important to put into practice being more positive, by reframing negative thoughts. This ability is made of:

- Optimism: Sticking to your goals even after setbacks or obstacles
- Initiative: Taking the lead and jumping into new opportunities
- Commitment: Sticking to your values and integrity
- Achievement drive: Continuously looking to improve yourself to reach your self-actualization.

**4. Empathy:** Emotional contagion and mirror neurons play a big part in empathy. To be capable of discerning other people's emotions and needs you will need:

- Understanding others.
- Political awareness. Being capable of reading a room for power relationships and emotional course
- Service orientation. Being capable of anticipating others needs
- Developing others. After knowing their needs, helping them boost their qualities.
- Leveraging diversity. Building relationships with others different from yourself.

5. **Social Skills:** Being able to relate yourself to others is important and for that you need:

- Team capabilities
- Collaboration and cooperation
- Influence
- Communication
- Conflict management
- Building bonds

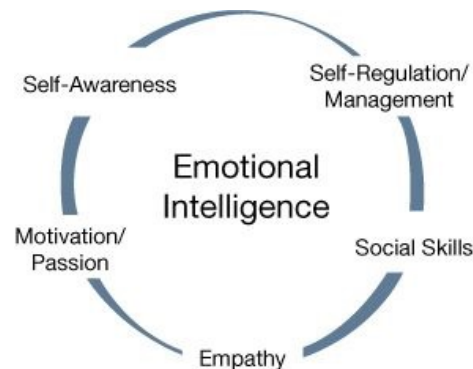


Figure 7: Mixed Model Source: Cognifit

This model measures EQ with the Emotional Competency Inventory developed by Goleman as well as the Emotional Intelligence Appraisal which can be taken as a self-report.

#### ***f. Trait Model of Emotional Intelligence***

The trait model proposes that people have a number of emotional self-perceptions and emotional traits that form their personality. Trait emotional intelligence concerns a constellation of emotional self-perceptions located at the lower levels of personality hierarchies (Petrides, Pita et al., 2007). An alternative label to describe the construct is trait emotional self-efficacy. Simply put, trait EI concerns people's perceptions of their own emotional abilities. Trait EI theory provides an operationalization that recognizes the inherent subjectivity of emotional experience (Petrides V., Mavroveli., S., 2018).

#### **A.2. Social Competence models**

The concept of social competence has been at the center of research interest since the early 1980s (Goleman, 1998). However, the concept and importance of social skills and competences have already emerged in the concept of social intelligence of Thorndike, in Wechsler and McClelland's observations on the crucial role of non-cognitive factors in performance at work and in other areas of life, as well as in Gardner's concept of interpersonal intelligence.

Despite the multitude of definitions and different approaches encountered in the research literature, the concept primarily implies 'effectiveness in social interaction', an efficiency that encompasses both the concept of self and the perspective of others (Rose-Krasnor, 1997).

### ***Reuven Bar-On model***

The concept of social competences is found in the context of some of the basic theoretical approaches to the concept of emotional intelligence. In particular, in the theoretical model of **Reuven Bar-On**, emotional-social intelligence encompasses in addition to emotional abilities and social or interpersonal skills, which include empathy and social responsibility skills as well as interpersonal skills. According to Bar-On, these skills and skills play a key role in responding effectively to the demands of everyday life. However, the Bar-On separates the notion of emotional intelligence from the social one, integrating first the self-management abilities and the second the interpersonal abilities (Goleman, 2001).

### ***Greenspan & Love model***

**Greenspan & Love** (1997) defined social intelligence as a multidimensional model which consists of three separate components: 'social sensitivity', describing role-taking and social inference; 'social insight' describing social comprehension, psychological insight and moral judgement; 'social comprehension', which contains social problem-solving skills

**In Daniel Goleman's theoretical model**, the concept of social competence is defined in an even clearer way. Within this theoretical approach, social competences are structured in two distinct areas, social awareness and relationship management or social facility, as presented and analyzed below (Goleman et al, 2002).

The area of social awareness, according to Goleman, defines all the abilities needed to perceive other people's internal mental states, to understand their feelings and thoughts and to comprehend the demands of complex social situations. Important Factors in this domain are: (1) Primary Empathy; (2) Attentiveness; (3) Empathic Accuracy; (4) Social Cognition. In particular, empathy skills are based on self-management and refer to the ability to identify, examine and understand the dominant feelings, principles, values, priorities and needs of others, and to utilize this knowledge to make 'intelligent decisions that enable positive response, including also the ability to take the perspective of others and detect non-verbal cues. Attentiveness is described as the capacity to listen and focus to other people. Empathic Accuracy means to understand the thoughts, feelings and intentions of other people, while social cognition is the ability to comprehend the social world (including tolerance and diversity skills) (Goleman et al, 2002).

According to Goleman, social skills, and in particular those involved in relationship management, are the most complex dimensions and aspects of emotional intelligence, since they involve both self-management and empathy skills, which in turn are based and dependent on existence. self-awareness. The results of empirical research on workplace efficacy support this finding (Goleman, 2012).

### **Consequently, Social intelligence skills primarily relate to:**

- Primal empathy: Sensing other people's feelings
- Attunement: Listening with full receptivity
- Empathic Accuracy: Understanding others' thoughts and intentions

- Social Cognition: Understanding the social world and the working of a web of relationships, tolerance, diversity
- Social Facility: Knowing how to have smooth, effective interactions
- Synchrony: Interacting smoothly
- Self-presentation: Knowing how you come across
- Influence: Shaping the outcome of social interactions
- Concern: Caring about others' needs

### A.3. Is Social Intelligence different from Emotional Intelligence (EI)?

The recent popularity of the emotional intelligence concept - one of Prof. Gardner's key intelligences - paves the way for a practical approach to developing the other intelligences. While some practitioners have tried to stretch the EI theory to include "people skills," in practical terms it makes more sense to think of EI and SI as two distinct dimensions of competence. Social intelligence (**Gardner's "interpersonal intelligence", 1993**) is separate from, but complimentary to emotional intelligence (Gardner's "intrapersonal intelligence"); we need both models in order to understand ourselves and the way we interact with others. Some deficits in SI arise from inadequate development of EI; conversely, some deficits in SI may lead to unsuccessful social experiences which may undermine a person's sense of self-worth which is part of EI. Though, we need to point out that among those two concepts, there are overlapping elements.

### A.4 Intercultural competence models

The **Deardorff's Intercultural Competence Model** (2006) is based on five elements: attitude, knowledge, skills, internal outcomes, and external outcomes.

- **Attitudes:** respect, openness, and curiosity, which are foundational for the development of knowledge and skills needed for intercultural competence.
- **Knowledge:** cultural self-awareness, culture-specific knowledge, deep cultural knowledge (understanding of other world views), and sociolinguistic awareness. Understanding the world from others' perspectives is fundamental to intercultural competence.
- **Skills:** Observing, listening, evaluating, analyzing, interpreting, and relating
- **Internal Outcomes:** The attitudes, knowledge, and skills lead to an internal outcome that consists of flexibility, adaptability, and empathy.
- **External Outcomes:** The effective and appropriate behavior and communication are the visible external outcomes of intercultural competence.

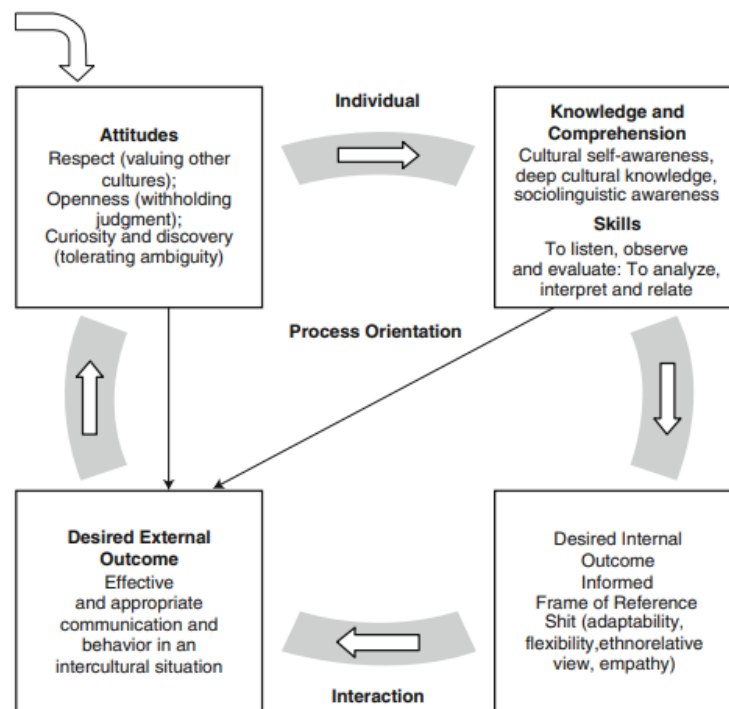


Figure 8: The Process Model of Intercultural Competence (Deardorff, 2006, 2009)

**Spitzberg and Cupach (1989)** argue that intercultural competence requires a combination of sufficient knowledge, skilled actions, and suitable motivation to make an individual an interculturally competent communicator (Spitzberg, 1989; Spitzberg & Cupach, 1989). The first dimension of Spitzberg and Cupach's (1989) intercultural competence framework requires individuals to already have or to acquire knowledge of their own and others' cultural systems. The second dimension encompasses employees' use of the appropriate and effective behaviors that are perceived as competent in a variety of cultures. This component includes such critical skills as the ability of a team member to understand and clearly communicate team goals, roles, and norms to other team members. The third dimension of the framework comprises team members' personality traits and motivation levels. These include a person's interest toward intercultural interaction, their emotional and physiological reactions toward foreign nationals, and the degree of empathy toward people from different cultures.

Similarly to Spitzberg and Cupach's model of knowledge, skills, and motivation approach, **Howard Hamilton, Richardson, and Shuford (1998)** formulated a three dimensional model of intercultural competence that includes knowledge, skills, and attitudes. In the knowledge dimension, it is included the self-awareness knowledge as it relates to cultural identity and similarities across cultures, understanding of oppressions and knowledge of social change and communication. In the skills dimension, there is the ability to engage in self- reflection, the ability to identify cultural similarities and differences, the ability to take multiple perspectives, understand differences in multiple contexts, and the ability to challenge discriminatory acts and communicate cross-culturally. In the attitudes dimension, we can find the awareness or values of own group,

the understanding of discrimination and the ability to risk taking and the value of intercultural interactions for the quality of life. These three components of knowledge, skills, and attitudes are complementary with each other (Howard Hamilton et al., 1998).

#### A.5. Socio-emotional learning

Daniel Goleman suggests that “our emotions have a mind of their own, one which can hold views quite independently of our rational mind.” Research suggests that people with average or below average E.Q. can do just as well as others by learning it. The only thing needed is the motivation to learn and the intention to apply it in real life. Socio-Emotional Intelligence can be gained and improved at any point in life (Goleman, 2012). Learning emotional intelligence skills needs a resourceful environment where we can picture the areas, or the aspects of E.I. that we should focus on, and seek expert advice on how to do so. By first understanding Social Emotional Intelligence, as a combination of skills expressed through learned behavior, and then assessing the impact of one's behavior on others - the degree to which one is successful in dealing with others - one can experiment with new behaviors and new interaction strategies. It is assumed that people learn as they grow up, mature, and gain experience in dealing with others. Unfortunately, many people do not continue to learn and grow as they age, and many people never acquire the awareness and skills they need to succeed in social, business or professional situations. It is quite clear that adults who lack insight and competence in dealing with others can make significant improvements in their Social Emotional Intelligence status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness. Getting fluent in the language of emotions helps us sustain our relationships both personally, and professionally. Emotional intelligence can empower the mind and make us happy and content.

In the process of identifying and training on Social Emotional Intelligence Skills self-reference and reporting tools have 3 levels (Makri and Botsari 2001):

**Knowledge level:** "I'm aware of my emotions at the moment that I experience »

**Social level:** "I'm good at understanding how other people feel »

**Practical level:** "I have a problem controlling my emotions e.g. my anger"

Socio-emotional learning refers to the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. The development of the model is strongly linked to the CASEL project (<https://casel.org/>).

The CASEL model addresses five broad and interrelated areas of competence (Fig.9):

- Self-awareness: Recognizing and perceiving emotions; understand your own strengths, needs and values; self-efficacy

- Self-management: control of impulses and stress management, self-motivation and discipline, goal setting and organizational skills
- Social awareness: ability to accept the perspective of others; Empathy; Welcome diversity: respect for others
- Relationship skills: communication; social commitment; Build relationships; Cooperative work; Negotiation, conflict resolution; Offer and give help
- Responsible decision making: problem identification and situation analysis; Troubleshooting; Evaluation and reflection: personal, moral, and ethical responsibility (Casel, 2020).

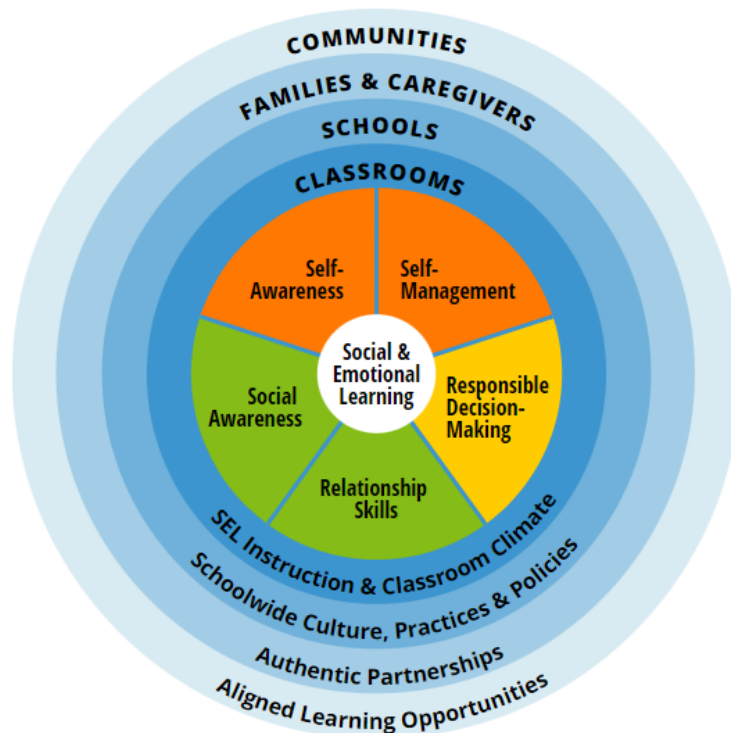


Figure 9:SEL Framework identified by CASEL as CASEL Wheel

Immediate source: <https://casel.org/casel-sel-framework-11-2020/>

## A.6. Common ground of different concepts

Having studying thoroughly the literature, we can conclude to the point that even though there are several different theories and models for the different terms we use in our study (socio-emotional competence, emotional competence, social competence, intercultural competence), we identified similarities, overlapping and specificities. Furthermore, the models and the relevant literature show that emotional intelligence and social intelligence are learnable and therefore the “social and emotional learning” (SEL) makes sense and links the models to methods for the development of such skills (Weber et al. 2022).

Therefore, our intention in this report is to integrate all models into one common framework, that will be the basis for the Interclab project training. Under this context we compared the presented models (fig 10 and table 1) and identified overlapping and specificity.

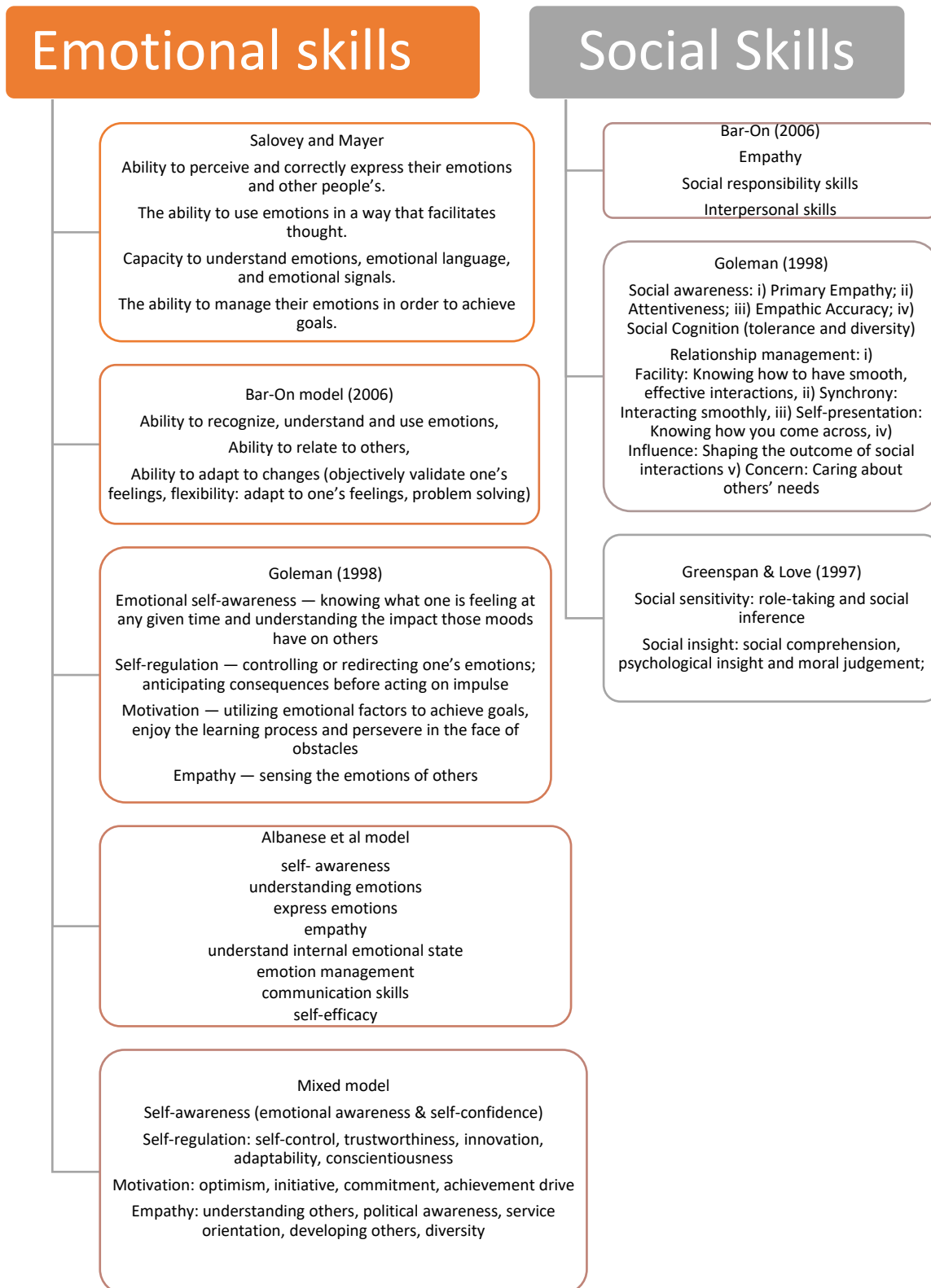


Figure 10: Socio –emotional Skills theoretical models overview

Table 1: Common ground on different models

Basic Skills	Dimensions
<b>Emotional Skills</b>	<ul style="list-style-type: none"> <li>• Emotional awareness</li> <li>• Self-regulation</li> <li>• Motivation</li> <li>• Adaptability</li> <li>• Empathy — sensing the emotions of others</li> </ul>
<b>Social skills</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social responsibility skills/ social insight and comprehension/tolerance/diversity/intercultural skills</li> <li>• Attentiveness/ social concern</li> <li>• Interpersonal skills: Influence, Communication, Conflict management, Teamwork</li> </ul>

Taking into consideration the unique elements of the different concepts, avoiding overlapping (even though in some cases there is still some overlapping), we tried to conclude in a clearer and more concentrated scheme (table 2). In this point we need to emphasize that intercultural competence has been identified as a subscale of social competence and therefore it won't be presented as a standalone main dimension. Therefore, our scheme consists of the two main concepts with their dimensions:

- a. Emotional competence/skills
- b. Social Competence/Skills (intercultural competence is included under this category)

Table 2: InterLab Socio-Emotional Competence Scheme

Basic Skills	Dimensions
<b>Emotional Skills</b>	<p><b>I. Emotion management skills</b></p> <ol style="list-style-type: none"> <li>a. <i>Understanding emotions</i>: Ability to understand the value and nature of emotions and to use emotions in a way that facilitates thought</li> <li>b. <i>Emotional self-awareness</i>: Ability to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others</li> <li>c. <i>Emotional self-control</i>: Regulating and influencing one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions</li> <li>d. <i>Adaptability</i>: Ability to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature</li> </ol>

<p><b>Social skills</b></p>	<p><b>II. Empathy:</b> Ability to perceive and correctly express others' emotions, to understand and imagine the feelings and intentions of others and to take the perspective of others</p> <p><b>III. Relationship management skills</b></p> <p><i>a. Collaboration/teamwork:</i> ability to build and manage relationships, to give and accept help, and to form agreements for cooperation.</p> <p><i>b. Conflict resolution and negotiation:</i> ability to address misunderstandings, value, and resource conflicts constructively.</p> <p><i>c. Influence</i> ability to understand own strengths and values and convince/persuade other people</p> <p><b>IV. Attentiveness/active listening:</b> Capacity to listen and focus on other people, to direct one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed</p> <p><b>V. Social responsibility Skills</b></p> <p><i>a. Diversity and intercultural skills:</i> Ability to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions</p> <p><i>b. Tolerance:</i> Ability to understand and accept the diverse perspectives, values, and lifestyles of others</p> <p><i>c. Social concern:</i> Express concern for all kinds of people</p>
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## c. EXISTING TRAINING METHODS

According to literature there are many different methods for the training of social and emotional competence, that have different origins and backgrounds. Regarding the training of social skills, the behavioral training methods are more appealing and effective, while for emotional skills the methods that focus on reflection and introspection are indicated.

Taking into account the implemented methods for socio-emotional training as they were presented in literature, in this section we present the most representative methods on the improvement of Socio-emotional skills, that will be the basis for the development of the Interclab training program.

### a. Emotional skills training methods

As defined in literature there are several methods for improving emotion management skills, categorised in cognitive oriented methods, Combination of cognitive and behavioural methods, Role playing, Mindfulness, Supervision.

#### a. *Cognitive oriented methods*

Within primary cognitive oriented methods, we define the use of questionnaires and the ABC model. Questionnaires can be used in training with professionals and focus on the thoughts derived from emotions while stimulating reflections (see Emotional Competence Questionnaire, EKF, Rindemann, 2009).

Albert Ellis' ABC Model (Ellis, 1991) is also another tool based on cognitive training and reflection. Its name refers to the components of the model, where the letter A stands for Adversity or activating event, letter B for your beliefs about the event and the letter C for the Consequences, which includes your behavioural or emotional response.

The basic idea is that "our emotions and behaviours (C: Consequences) are not directly determined by life events (A: Activating Events), but rather by the way these events are cognitively processed and evaluated (B: Beliefs). In this method the main focus is on the connection between B and C and the behavioural or emotional responses and the automatic beliefs that might be behind them.

#### b. *Cognitive and behavioural methods*

Cognitive-behavioural approaches to emotion management/regulation are based on the idea that emotions are a universal human experience that guide behaviour and guide change (Greenberg and Johnson 1988). According to Greenberg (2004), three principles guide effective work with emotions:

1. Increasing awareness of emotion before moving on to the next goals;

2. Enhancing emotion regulation, which means to learn how to regulate and **cope with difficult or intense emotions** and,
3. Transforming a maladaptive emotion into an adaptive one (Greenberg, 2004)

Furthermore, cognitive-behavioural therapy (CBT) typically includes the following steps:

- **Identify troubling situations or conditions in life,**
- **Become aware of thoughts, emotions, and beliefs about these problems/situations** (self-talk, interpretation of the meaning of a situation, and beliefs about self, other people, and events),
- **Identify negative or inaccurate thinking,** and
- **Reshape negative or inaccurate thinking.**

According to Endicott, Bock & Mitchell (2001), to improve emotion management, people should learn to recognize basic patterns, be attentive to their own emotions, differentiate emotions, identify emotions from different sources, identify emotions and others' social needs. Important techniques include **role-taking, role-play** and **experimenting** with hypothetical dilemmas.

Additionally, Nelis et al. (2009) proposed a training focused on a defined concept of emotional intelligence. The design of the training was based on Mayer and Salovey's four-branch model: (1) perception, appraisal, and expression of emotion; (2) emotional facilitation of thinking; (3) understanding and analysing emotions; (4) reflective regulation of emotion" "The content of each session was based on short lectures, **role plays, group discussions, two-person works, and readings**. The participants were also provided with a personal **diary** in which they had to report daily one emotional experience" (Nelis et al 2009, p 38).

Hayes et al. (2004) claim that Acceptance and Commitment Therapy (ACT) is a cognitive-behavioural intervention aimed at helping people to accept the feelings and experiences they go through. Regarding the way people react, ACT helps with acceptance, deciding to make changes, and going through with that commitment. It does not mean resigning oneself to his/her circumstances or giving in to where pain usually leads him/hem. It simply means instead of struggling to get rid of or reduce thoughts and feelings, it's better to accept them. The goal of ACT is to create psychological flexibility, which includes 1) the ability to be psychologically present (i.e., aware and engaged in the experience), and 2) the ability to direct the behaviour to serve meaningful life values. This is accomplished through six core processes: a. *Contact with the present moment*, b. *Acceptance of unpleasant feelings*, c. *Cognitive*

*Defusion*, d. *Perspective taking/observing self*, keeping a distance from fused thinking, e. *Clarification of values*, and f. *Committed action*: overt behaviour in the service of values.

Furthermore, **experiential exercises** play an important part in cognitive behavioural methods because it allows individuals to become actively involved in the learning process. Experiencing what is being taught can have a positive impact on emotional and behavioural difficulties. These exercises help individuals and counsellors to know how to react or cope in certain situations (Pasco et al., 2012).

*c. Role taking and role-play*

Role-taking and role-playing can also prove useful in understanding emotions, advancing awareness, and in that way building emotion management skills. They can be used to identify emotions, learn to recognize basic patterns and become more attentive to one's own emotions. Moreover, they can prove beneficial in perspective-taking to understand others' emotions and to express oneself.

*d. Mindfulness*

Mindfulness techniques can be used either alone or combined with the aforementioned techniques, depending on the situation at hand. A self-awareness (mindfulness) technique is described in Endicott, Bock & Mitchell (2001), where self-monitoring is used as a tool to reflect on how someone identifies their own emotions, the emotions of others and the expression of those emotions. Self-awareness is also combined with cognitive-behavioural training in Pfingsten (1991) as a part of social-competence training aiming at more emotional self-control through emotional and somatic relaxation.

*e. Supervision*

When clients' problems resemble employers' or professionals' own experiences (e.g., from childhood), they may feel a "block" in session (Timm and Blow, 1999), or perceive information from the client in a biased way (Lum, 2002). Professionals' should have an awareness of how their own issues can come up in counselling, maintain an ethical practice and avoiding inadvertent consequences, including ineffective interventions (Timm and Blow 1999).

Supervision is an appropriate method for addressing the emotionality of the professional in response to the client. Supervision aims to identify how the professional can manage or use those emotions going forward with the client.

Supervisors act as a secure base for the professionals working to understand and acknowledge their emotionality. It is important for the supervisor to be able to effectively manage and address emotionality in the supervisor-supervisee relationship (Hill, 1992).

According to a meta-analysis of methods used to improve emotion management skills (Webb et al. 2012), the best ways to deal with emotions, proved to be the reappraisal of the emotional stimulus (reinterpret the context of the cause of the emotion, i.e. imagine that a negative event had a positive outcome), reappraisal via perspective taking (alter the impact of the emotional stimulus by adopting a more or less objective perspective, i.e. imagine being in the situation depicted or asked to view the stimulus as detached observers), and active distraction (directed to think about something positive or neutral that is unrelated to the focal emotion or emotional stimulus) (Webb et al. 2012).

#### b. Social skills training methods

Among the methods that have been implemented so far towards the enhancement of social competence the representative ones are divided in 5 categories: a. cognitive behavioural, b. behavioural-experiential, c. cognitive – role playing, d. self-awareness and reflection, e. mindfulness,

##### *a. Cognitive behavioural methods*

Cognitive behavioural techniques could help learners “review” some of their thoughts, attitudes, beliefs and behaviours in order to resolve problems and prevent or negotiate a conflict (Ellis, 1973). Based on this perspective, the practitioner tries to help the client get rid of irrational ideas and replace them with other, logical ones (Malikiosi-Loizou, 1989).

In order to achieve the aforementioned, he/she follows a specific procedure:

- Develop a climate of trust;
- Reveal irrational beliefs and help clients become fully aware of them;
- Show them how these irrational ideas create problems;
- Help clients change these irrational beliefs and speak to themselves;
- Encourage them to apply these new concepts.

This procedure can be well applied in the career counselling process, too. Clients’ attitudes, beliefs and hesitations may affect the counselling result and even produce a conflict environment. Early on, practitioners need to be able to detect such issues and moderate their behaviour accordingly. Building on with trust and honesty, active

listening and communication, practitioners can persuade clients to follow the above mentioned procedure and reach a consensus.

*b. Behavioural approaches- experiential methods*

Social skills, such as intercultural competence, diversity, tolerance, relationship management skills can be developed through **behavioural activities**, such the individual's exploration with arts, experiential or perspective taking activities.

Moreover, professionals can largely benefit from *experiential activities*. An experiential activity is one that compels the "trainee" to utilize the material, and experience it rather than just learns it. Examples of such activities are to be found in Laszloffy and Habekost (2010) and described below:

- Participating in an event (social, political or religious) where the subject is in the minority;
- Exposing themselves to a religion that they had some negative reactions to by attending a service and talking with one of the members;
- Walking around with a rainbow pin and holding hands with someone of the same gender;
- Fulfilling the role of the opposite gender for one day, including: how they walk, dress and talk;
- Participating in one class while blindfolded, and confining themselves to a wheelchair for four hours;

Finally, *perspective-taking* challenges individuals to put themselves in the shoes of another person. Studies show that perspective-taking can spark empathy and improve participants' behavior not just toward the target group but also toward all marginalized groups. Just by writing a few sentences imagining the distinct challenges a marginalized minority might face can improve pro-diversity attitudes and behavioral intentions toward these groups (Lindsey et al., 2015). Research shows that when people actively engage in perspective taking, they are more likely to feel empathy with the targets of the perspective taking, including feeling concerned about their misfortunes (Betancourt, 1990), understanding or identifying with their experiences (Egan, 1990), feeling positive about their achievements (Aron, Aron, Tudor, & Nelson, 1991), and wanting to help or engage in other prosocial behaviors (Batson et al., 2002). Accordingly, empathic feelings lead to increased concern for the well-being of others; as such, a person is more likely to have positive attitudes toward others than people who do not feel empathy (Madera et al., 2012).

*c. Cognitive methods – role playing*

Role-play is a cognitive training method that is used in a wide variety of contexts and content areas (Rao & Stupans, 2012). Essentially, it is the practice of having trainees take on specific roles - usually ones in which they are not familiar - and act them out

in a case-based scenario for the purpose of learning course content or understanding “complex or ambiguous concepts” (Sogunro, 2004). Playing the role is a method of acting out specific ways to interact with others in an imaginary situation (Byrne, 1986) and to promote interaction between trainees and increase motivation (Ladousse, 1995). In addition, Budden (2006) says that role playing is an activity of speaking when you put yourself into someone else or put yourself in an imaginary situation.

When trainees take the skills they have learned in theory and put them in practice, this creates a deeper cognitive link to the material, making it easier for them to learn (Johnson & Johnson, 1997). Finally, using role-play as a training tool helps trainees change behaviours and use best practices in real-world settings (Beard, et. al., 1995).

Through role playing, trainees can improve their active listening and empathy skills, as they can practice on the learned techniques and they can get in the role of another person taking his/her perspective in viewing the life situations. Being engaged in role playing, trainees apply their knowledge to a given problem, reflect on issues and the views of others, illustrate the relevance of theoretical ideas by placing them in a real-world context, and illustrate the complexity of decision-making (Pavey and Donoghue, 2003)

#### *d. Self-awareness and reflection*

**Self-awareness** and **reflection** can serve in identifying our own emotions and emotions of others. Self-awareness and self-monitoring serve in understanding our own experiences and emotions which is a first and important step in developing empathy and achieving cultural and diversity sensitivity. This requires personal commitment and willingness. Tools of self-monitoring, like journaling, can prove useful towards the improvement of social skills.

#### *e. Mindfulness*

According to empirical research, mindfulness techniques enhance personal attunement and provide attentional and emotional self-regulation. Therefore, they can prove beneficial in cultivating empathy. As an example, a type of mindfulness meditation called loving-kindness meditation (LKM) has been shown to increase cognitive empathy levels in masters-level counselling students (Leppma & Young, 2016).

Additionally, mindfulness can make the individual being a more effective active listener, as it focuses on the importance of attention and present orientation (as opposed to rehearsing a response). Shapiro and Mariels (2013) suggested that mindful attending, which is captured with the observing, aware acting, should predict active listening because mindful attention encourages the listener to orient himself or herself to the other person and to stay present. As a metacognitive

capacity that distally affects behaviour, mindful attention encourages people to recognize not only their own affective state in the present moment, but also orients them to momentary contextual stimuli in a curious, open, and accepting way (Bishop et al., 2004). These mindfulness features should influence active listening, which requires that the person attend to contextual stimuli to understand information and effectively respond to the other person.

Moreover, it has been proved that social mindfulness plays a vital role in interpersonal interaction and team relationships (Van Doesum, Van Prooijen, Verburch, & Van Lange, 2016). Thus, social mindfulness represents a new perspective on cooperative behaviours, which refer to individuals' resistance of self-interest to maximize collective interest (Van Vugt, Snyder, Tyler, & Biel, 2000).

In socially mindful behaviour, the conductor respects and protects the receiver's option in interpersonal interaction, which helps build trust between two strangers (Declerck et al., 2013). Studies have indicated that trust is a crucial mechanism promoting cooperative behaviours (Irwin, Edwards, & Tamburello, 2015; Parks et al., 2013), especially when people meet conflict of interests (Balliet & Van Lange, 2013). As Van Lange and Van Doesum (2015) illustrated, high social mindfulness promotes a close relationship and facilitates interpersonal interaction. Socially mindful behaviours are of vital significance for improving and building interpersonal and intimate relationships.

## d. FIELD SURVEY RESULTS ON IMPORTANCE OF S.E SKILLS AND RELEVANCE OF TRAINING METHODS

### a. *Importance of socio-emotional competences for employers and/or professionals working with migrant groups*

In order to capture the opinion of our target group (employers and professionals working with migrant groups) on the role of socio-emotional skill in their daily practice with migrants, the partnership conducted national focus groups. In each focus group the participants were asked to respond to predefined questions and their responds were written down. In total, we collected 35 answers from 5 different countries: Germany, Greece, Italy, Portugal and Spain.

According to the responds (table 3, fig 11) it seems that all the presented socio-emotional skills are considered as important for someone who is working with migrant groups. Overall, the conflict resolution (3.89), the Emotional Control, Adaptability & Diversity (3.80) are considered to be of the highest importance. However, importance of the other skills was not significantly smaller.

*Table 3: Socio-emotional skills importance for professionals working with migrant groups*

Skill	Min	Max	M	StD
Conflict resolution	2,00	4,00	3,89	0,40
Emotional control	3,00	4,00	3,80	0,41
Adaptability	2,00	4,00	3,80	0,41
Diversity	2,00	4,00	3,80	0,53
Tolerance	1,00	4,00	3,77	0,65
Collaboration	2,00	4,00	3,74	0,51
Empathy	2,00	4,00	3,71	0,52
Social concern	2,00	4,00	3,71	0,52
Attentiveness/Active listening	2,00	4,00	3,66	0,59
Understanding emotions	3,00	4,00	3,60	0,50
Self-awareness	2,00	4,00	3,40	0,50
Influence	2,00	4,00	3,23	0,69

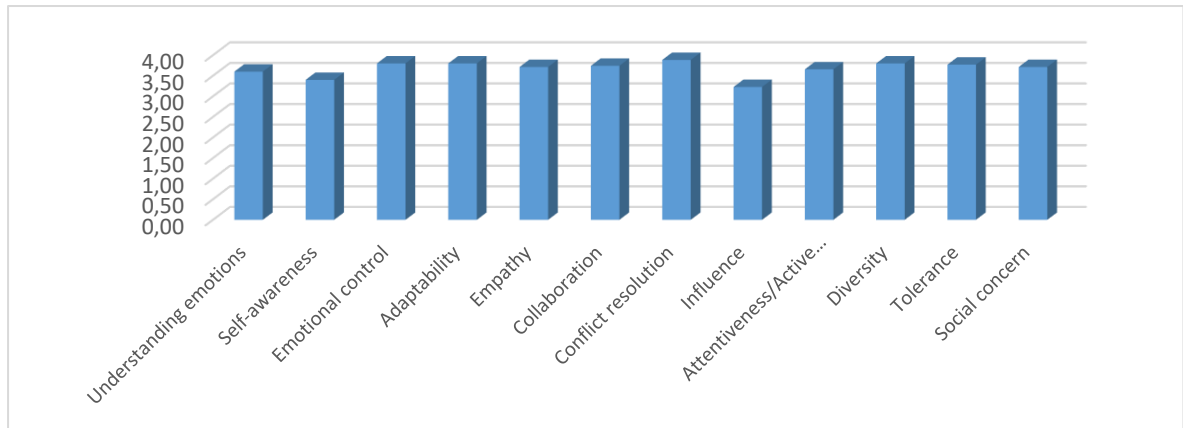


Figure 11: : Socio-emotional skills importance for professionals working with migrant groups

In the question whether there is any other skill they consider important in working with migrant groups, the responds we got are summarized as follows:

- mental skills
- resilience
- Dedication
- Hard skills: legal knowledge
- Knowledge of the culture of the other/transmission of the culture of the country

Resilience is a part of emotional control and the knowledge of the culture of the other could be part of the diversity skill.

Based on these findings, we can confidently conclude on the fact that all the 12 skills and sub-skills that were defined in A1 as the main socio-emotional skills, play an important role in the daily practice of employers and professionals who work with migrant groups and combined with hard skills, such as legal knowledge and knowledge of the culture of other countries could make a professional effective in his/her work with migrant groups.

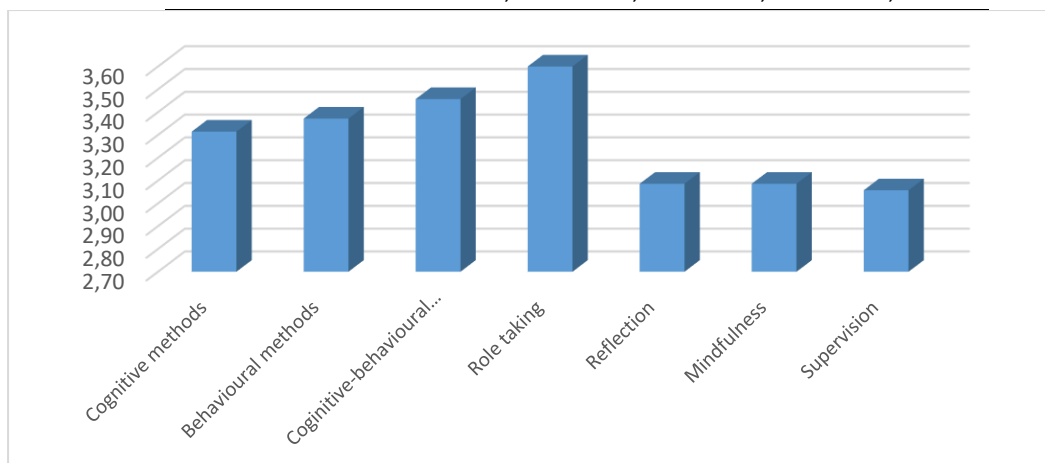
*b. Relevance of training methods for the learning and development of Socio emotional skills*

Accordingly, as part of the field survey in A2 we conducted national focus groups using a structured questionnaire to ask professionals working with migrants about their view on the importance of the presented methods to learn/improve socio- emotional skills.

The 35 responds are depicted in the table 2 and figure 2.

*Table 4: Relevance of methods to improve socio-emotional skills*

Method	Min	Max	M	StD
Role taking	2,00	4,00	3,60	0,65
Coginitive-behavioural methods	2,00	4,00	3,46	0,66
Behavioural methods	2,00	4,00	3,37	0,55
Cognitive methods	2,00	4,00	3,31	0,58
Reflection	1,00	4,00	3,09	0,66
Mindfulness	1,00	4,00	3,09	0,70
Supervision	2,00	4,00	3,06	0,84



*Figure 12:Relevance of methods to improve socio-emotional skills*

On average, all seven identified method types are considered relevant or very relevant. However, there are differences. The greatest relevance is attributed to methods that contain role taking, while on the second place are the methods that combine cognitive-behavioural practices.

The finding that professionals pointed out the methods that include role-playing and combination of socio-emotional techniques can be attributed to the fact that these methods are common and well-known in trainings and can bring trainees in contact with real situations, that in other cases they would not have the chance to have. Reflection, mindfulness and supervision are lower in the scores, but even in this case they are considered as relevant towards the enhancement of socio-emotional competences.

Though, we observed diverse country-specific differences in view of relevance of methods in the socio-emotional skills enhancement. More specifically, the behavioural methods appeared as very relevant in Spain, as relevant and very relevant in the other

countries, with the exception of Germany, where we had one person who voted for less relevant (fig 3).

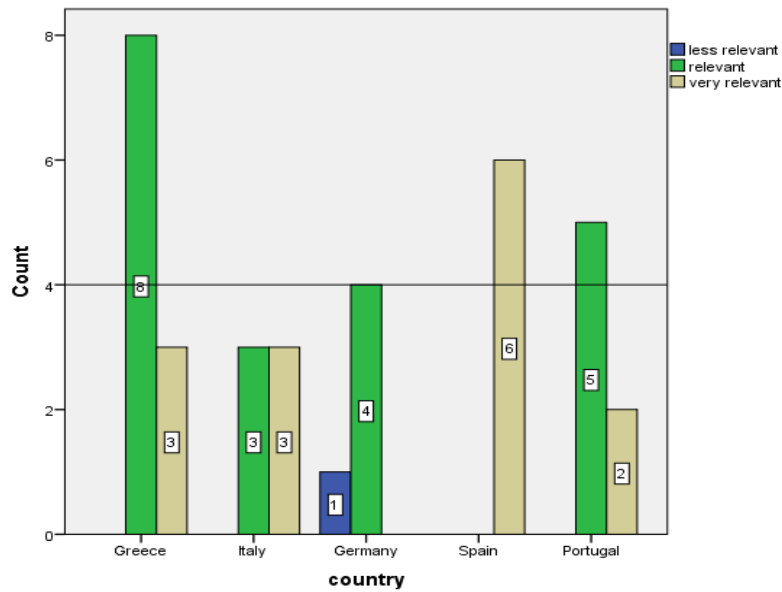


Figure 13: Relevance of behavioural methods per country

The role taking seems to be relevant and very relevant in all countries, except for Germany where 3/5 voted for less relevant (fig4).

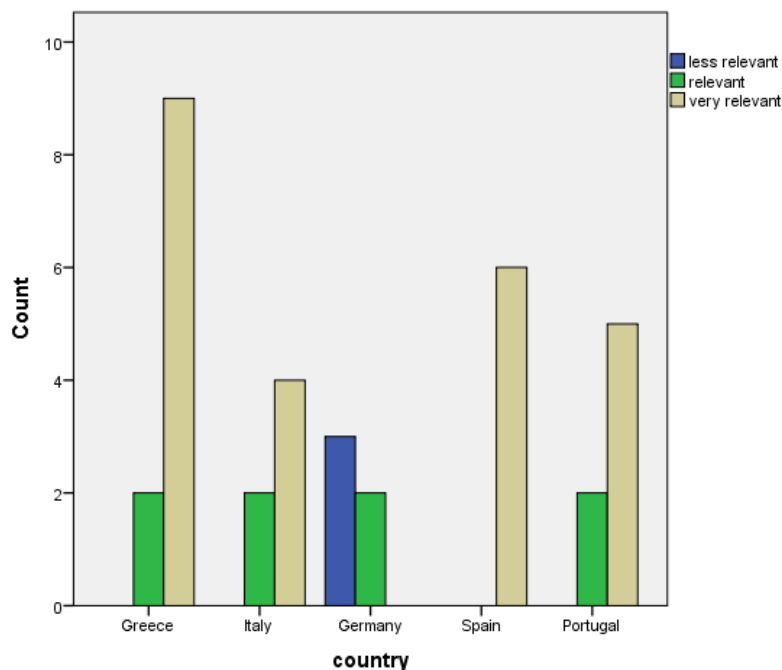


Figure 14: Relevance of role taking methods per country

Accordingly, for methods that combine cognitive and behavioural practices, the Italian, Greek and Portuguese employers believe that they are relevant or very relevant, while for Spain and Germany there are also votes for less relevant (fig5).

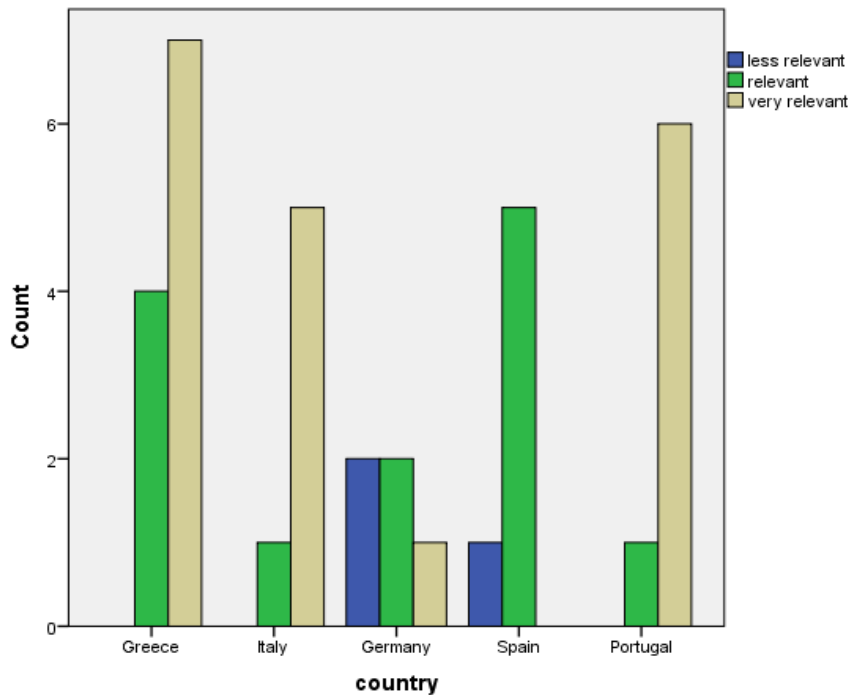


Figure 15: Relevance of methods including combination of cognitive and behavioural practices per country

Finally, in the case of supervision we had also country specific differences, as in Greece and Italy the majority of participants claimed that it is less relevant, while in Germany and Portugal they believe it's relevant or very relevant and in Spain all employers claim that is very relevant(fig6).

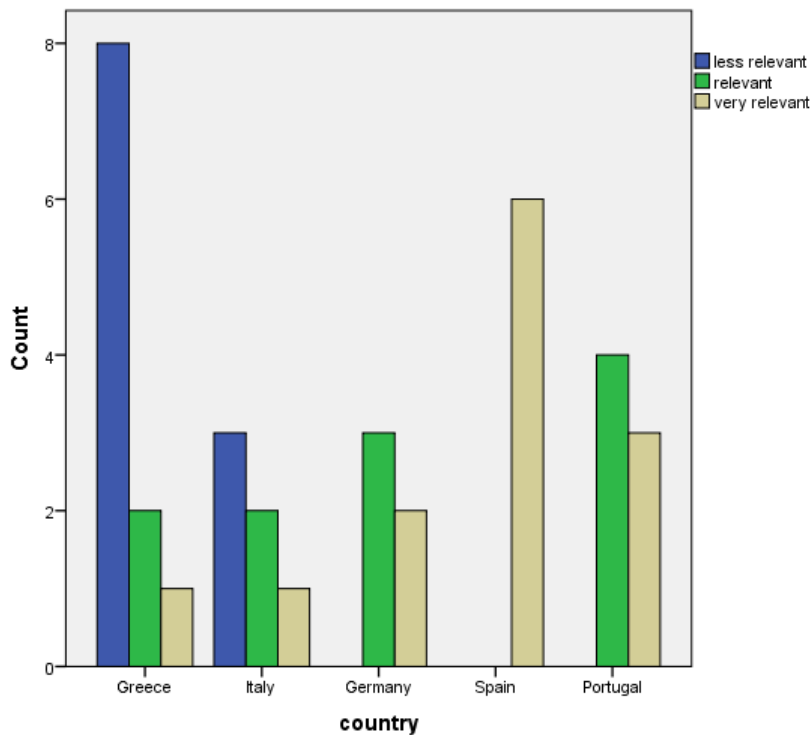


Figure 16: Relevance of method of supervision per country

Taking into consideration the field results on the methods that the employers/professionals consider relevant for the enhancement of socio-emotional skills, we can conclude that in the Interclab training we could take advantage and include activities based on all the above mentioned methods. Though, we could adapt the training content according to the preferences of the countries and propose for example more mindfulness activities for Spain and Germany and less for Greece and Italy, etc.

## e. BEST PRACTICES- TRAINING PROGRAMS ON THE DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS TO EMPLOYERS-PROFESSIONALS IN NATIONAL CONTEXTS

Partners of the Interclab project have identified several programs implemented in their national contexts and targeting professionals towards their socio-emotional competence enhancement.

More specifically:

### Germany:

There is a wide range of Best Practice Examples in Germany. In our report we are going to present the five best practice examples that could be an inspiration of our project team in order to develop the Interclab training program for employers and professional.

#### **1: Goethe-Institut**

<https://www.goethe.de/en/spr/kup/b2b/ikt.html>

- offers intercultural training for companies
- as group or individual training
- adapted to the respective culture
- with follow-up support on request Best Practice

#### **2: FLAM – Feel like a migrant – multicultural approach in teaching**

<http://www.flamproject.eu/?id=1>

Project developed in Lifelong learning Programme

- aimed at developing and implementing the concept of a multicultural teaching approach as a new strategy and method in teaching, through realisation of workshops for trainers, teachers and other educational staff Best Practice

#### **3: Advanced training programme "Specialist for International Cooperation**

<https://international.bihk.de/magazin/imgespraech/detail/fortbildung-internationaler-meister-im-januar2022-geht-es-weiter.html>

- Offered by the Chamber of Crafts
- In five modules, participants expand the skills they already have in their trade to include knowledge they need for projects abroad in the context of development cooperation (DC): In other words, knowledge of intercultural competence, knowledge of

international vocational training, business management and setting up a business, as well as methods and tools of international project management.

#### **4. Federal Institute for Vocational Education and Training**

Trainers in vocational education and training – including those working in companies with young apprentices can find information on intercultural competence, an online questionnaire and a practice-oriented guide on the website of the "bibb - Bundesinstitut für Berufsbildung" (Federal Institute for Vocational Education and Training) entitled "Leitfaden für ausbildende Fachkräfte" (Guidelines for trainers).

[https://www.foraus.de/de/leitfaden\\_ausbildende\\_fachkraefte/foraus\\_126294.php](https://www.foraus.de/de/leitfaden_ausbildende_fachkraefte/foraus_126294.php)

#### **5. Chamber of Crafts**

The Chamber of Crafts, aimed at the target group of trainers in companies has produced a very detailed publication called "Junge Geflüchtete im Handwerk - Interkulturelle Herausforderungen in der Ausbildung erkennen und meistern" (Young Refugees in the Skilled Crafts Sector - Recognising and Mastering Intercultural Challenges in Training), which is intended to support them in their daily work with trainees with migration background. The guide covers topics such as religion, information on school systems from the trainees' countries of origin, body language, punctuality and many more. The Chamber of Crafts offers another service for their sector: They have staff to support the acquisition of young people with migrant background to the sector of crafts with application training, employment service and individual support.

<https://www.hwkno.de/artikel/broschuere-junge-gefluechtete-im-handwerk-interkulturelle-herausforderungen-erkennen-und-meistern-76,0,11230.html>

#### Greece:

In **Greece** there have been a few attempts to provide relevant training targeted to HR managers and other relevant professionals. **Several interesting seminars** aimed at those who are involved or working with several groups (eg: business executives, trainers, educators, social workers, career counselors, etc.) and wish to develop emotional intelligence skills. The main objective of the seminars was for participants to accept the importance of emotions in the workplace and how to use them 'intelligently' to develop a positive feedback and interaction climate. In addition, how to manage the emotions and the feelings of others with the aim of improving communication, collaboration, and efficiency.

#### **Emotional Intelligence Seminars included the following modules:**

- Introduction / key points
- What is Emotional Intelligence?
- Developing Emotional Intelligence

- Dimensions of Emotional Intelligence
- How to recognize my emotions (Self-awareness)
- How to control my emotions (Self-control)
- How to Set Goals and Achieve Results (Motivation)
- How to Manage Others' Emotions (Social Skills)
- Emotional communication
- Emotional Leadership

**Other examples of trainings held in Greece dealing with the development of Emotional Intelligence in the workplace include:**

**1. "Emotional Intelligence"**

<https://www.semifind.gr/seminaria/view/Seminario/16179/synaisthimatiki-noimosyni-stin-ekpaideytiki-diadikasia>

The 2-month training course is held by the University of Piraeus, Department of Finance & Banking. It is targeted to business executives and managers, as well as to the human resources employees. It was also addressed to all those who want to communicate effectively with other people and to continually improve, both personally and professionally. The purpose of the seminar is to demonstrate that success in life is interwoven with what is now called: Emotional Intelligence, that is, one's capacity for self-control, eagerness and perseverance, the development of skills and the ability to discover motivation for oneself.

The training course focuses on the issue of understanding emotions which helps workers dealing with clients and co-workers to achieve their personal as well as goals business or organization goals more effectively. The ability to control, that is, to regulate, another person's emotions stands at the heart of the art of human relationship. Also, the capacity for empathy - the ability to grasp the feelings of others –which effectively helps in a wide range of life activities, from sales and management in general, to social (social and political action) and family (parent, spouse, child relationships).

**2. "Emotional Intelligence and Management"**

<https://elearning.xrh.unipi.gr/seminar/synesthimatiki-noimosyni/>

The 5-month training course "Emotional Intelligence and Management" is held by the E-learning Training Center of the Athens Kapodistrian University. It is addressed to department managers, HR executives, and any business executives who wish to improve their management skills. It presents the basic principles of Strategic Management and the formulation of business strategy, the principles of effective management, skills, social perception, behavioral characteristics of the leader, as well as ways of shaping them in the work environment. It also analyzes the development of creative cognitive abilities and the relationship between emotional intelligence and professional success, while providing time and stress management practices as well as career planning techniques. The program concludes with the practices of managing and improving interpersonal relationships in the workplace.

### 3. "How to Improve My Emotional Intelligence"

<https://www.semifind.gr/seminaria/view/Seminario/11875/pos-na-veltioso-ti-synaisthimatiki-moy-noimosyni>

The 5-weeks adults training course based on Daniel Goleman's (1995) book "Emotional Intelligence" was held by the Athens College and aimed at individuals who wish to improve the balance between the use of perception and emotion in their lives. The purpose of the seminar was the theoretical and practical familiarization of the participants with the meaning of Emotional Intelligence and its related skills. Participants were introduced to the basic concepts of Goleman's theory, its applications, and its use today, and gained a clearer picture of the level of their own Emotional Intelligence and relevant areas for improvement. Topics covered in the program included: Core Skills, Self-Awareness, Self-Regulation, Motivational Behaviors, Empathy, Social Skills, The Art of Influence. The seminar combined theory and practice with exercises and games.

#### Italy:

In Italy there have been implemented several programs aiming at the enhancement of emotional competences, though most of them are focusing mainly in school settings. Below there are the most relevant practices, that could be a starting point for our training program.

#### **1. Emotional competencies and individual development.**

This course aims at promoting the development of the students' soft skills, that represent a set of individual characteristics that are required to obtain an effective job performance. These soft skills can be expressed in every job which requires them, and can be classified into three groups: action management abilities, relational abilities and cognitive abilities (e.g. results orientation, initiative, adaptability, empathy, leadership, conflict management, persuasion, teams' management, self-awareness, self-control, pattern recognition, system thinking, oral communication, etc.). This course leads the students towards an exciting journey to understand one's own strengths, weaknesses and career goals, by defining a personal development plan to be used to improve the students' access to the labor market. This course represents a learning tool to be used in every career path and working sector. This course has been developed by the Ca' Foscari Competency Centre ([www.unive.it/cfcc](http://www.unive.it/cfcc)), which is the research centre with the aim to improve people's employability by developing their soft skills portfolio.

Pre-requirements: This course is open to the students of Master's Degree Programmes (2nd cycle) in every discipline.

Contents:

- The social and emotional competencies and their impact on working performance
- Positive emotional attractors and Negative emotional attractors
- The self-directed learning process
- Defining our ideal working life
- Assessing our competencies
- Understanding the feedback addressed to us: our strengths and weaknesses
- Coaching sessions and Learning teams
- Defining a personal development plan and our learning style
- How to develop competencies

Competency-based human resources management: selection, training and performance appraisal • Detecting competencies: the behavioral event interview  
Teaching methods: This course is characterized by strongly interactive methodologies and by an online learning platform where each student can find a set of advanced tools for the individual assessment and feedback, as well as a set of learning materials. The theoretical framework is represented by the self-directed learning model, aimed at supporting the students to use a method of managing their professional career throughout their whole working life. Teaching language. Italian

2. ***Life skills, intelligenza emotiva e codici di comunicazione umana*** (Life skills, emotional intelligence and human communication codes) – Year 2022

50 hours of online training course addressed to Teachers and aspiring school teachers, guidance practitioners, educators, pedagogists, professionals in the education, teaching and guidance sectors about the following topics: Life skills with a cognitive and emotional-relational basis; The intra and inter personal skills; Biocentric education

Organizer/author: Asnor - Associazione Nazionale Orientatori/ Language: Italian

URL: <https://asnor.it/it-schede-523->

[life\\_skills\\_intelligenza\\_emotiva\\_e\\_codici\\_di\\_comunicazione\\_umana](https://asnor.it/it-schede-523-life_skills_intelligenza_emotiva_e_codici_di_comunicazione_umana)

3. ***Intelligenza emotiva (videocorso) (Emotional intelligence (video course))*** – Year 2022

Through theory and exercises, this on line course on the application of Emotional Intelligence will offer everyone the opportunity to identify and explore technical tools and skills and perception to manage their own and others' emotions with confidence and positive results and to best perform their parental or worker's role of teachers, educators, psychologists.

Organizer/author: Università Popolare del sociale / Language: Italian

Direct URL: <https://www.universitadelsociale.org/it/corsi/categorie/fad-corsi-online/intelligenza-emotiva/>

4. ***PERlab, "Laboratorio di Psicologia, Emozioni & Ricerca" ("Psychology, Emotions & Research Laboratory")***

It is a University of Florence spin-off working in partnership with the Yale Center for Emotional Intelligence to disseminate innovative methods and tools that apply Emotional Intelligence to promote health, safety, and performance of individuals in Companies and Schools. RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of preK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students. RULER is an acronym for the five

skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating.

The development of these five RULER skills relies on four core tools: The Charter, Mood Meter, Meta-Moment, and Blueprint. These skills and tools are introduced to all stakeholders in the school community—school leaders, teachers, staff, students, and families. RULER implementation begins with personal and professional learning for leaders and educators, and continues with classroom instruction for students and family engagement and education. The RULER Training Institute is the first step to bringing RULER to a school. A small team from the school (one principal and two educators or mental health professionals) attends the institute, either in-person or online. Following training, the team who attends receives remote coaching and online resources to lead RULER implementation in their school community.

##### **5. *Intercultural training for educators.***

The InterTrainE course was developed as part of an EU-funded project, led by Heriot-Watt University in Scotland, with 6 European partners: Creative Learning Programmes, Edinburgh, Scotland, European Education and Learning Institute, Rethymno, Crete, Greece, I Sicomoro, Matera, Italy, Learning for Integration, Helsinki, Finland, Lifelong Learning, Education and Employment Department (KEKAPER), Region of Crete, Greece, Studio Risorse, Matera, Italy.

The course has been designed on the basis of extensive research conducted involving: a) desk research on the theories, models and case studies underpinning adult migrant education; b) a needs analysis on Intercultural Training for Educators of Adult Migrants, which consisted of online questionnaires and face-to-face interviews with educators and migrant learners in all partner countries; c) a 'market-research' style research of available training courses in all partner countries to ensure that our course has added value and does not duplicate available offerings. We designed the InterTrainE curriculum on the basis of these research findings. <http://intertraine.eu/outputs>

The InterTrainE course is divided into 4 Modules and each Module consists of 4 units: Module 1: Theoretical Background, Basic Principles and Concepts; Module 2: Intercultural Competences in the Context of Migration; Module 3: Adult education practices in intercultural contexts; Module 4: Impact and global citizenship. Link: <https://intertraine.eu/moodle/>

##### **6. *"Guidelines for the work inclusion of the refugees and the asylum seekers - ReInclusion".***

This project aims to develop innovative methodologies and tools addressed to operators of services of social and work insertion of asylum seekers or holders of International Protection who carry out their activities in the SPRAR Centres of the Protection System for Asylum Seekers and Refugees, can operate in an effective way with the immigrants taken in charge.

Link: <https://reinclusion.eu/>

Target Group: Teachers/Educators (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in

Intercultural Education, sociologists and social workers, Psychologists, professionals and operators working with refugees/ migrants, parents etc.

Mode of Delivery: E-learning

Duration of the project: September 2016 - August 2019. The online courses are available: <https://reinclusion.eu/>

### **7. Verso una scuola più interculturale.**

Development of intercultural education projects and International mobility at school

Link: [https://www.intercultura.it/scuole/laboratori-per-leclassi/selectLabel1:478/selectLabel2:0/#popup\\_https://www.intercultura.it/formazione-e-laboratori/verso-una-scuola-piu-interculturale/](https://www.intercultura.it/scuole/laboratori-per-leclassi/selectLabel1:478/selectLabel2:0/#popup_https://www.intercultura.it/formazione-e-laboratori/verso-una-scuola-piu-interculturale/)

Duration: 25 hours / Target Group: Teachers of Italian High Schools

Mode of Delivery: Face to face/ Period of validity/availability: February / April 2022

### **8. Apprendimento interculturale a scuola.**

Development of intercultural awareness and point of view Link:

<https://www.intercultura.it/laboratori-per-le-classi/apprendimento-interculturale-a-scuola-3/>

Duration: 8 hours / Target Group: Educators

Mode of Delivery: Seminar / Period of validity/availability: March 2019

### **9. Intercultura e internazionalizzazione.**

Development of skills in the field of intercultural training and International relationships. The training provides useful tools to plan, manage and evaluate training paths in intercultural environments. Link: <https://www.cfiscuola.it/corso-online-intercultura-e-internazionalizzazione.html>

Duration: 25 hours/ Target Group: Teachers of Italian High Schools

Mode of Delivery: Video Lessons – Forum/ Period of availability: Open – Online

### **10. Gestione Relazioni Contesti Multiculturali.**

Management of Relationship in Multicultural context: a new approach Link:

<https://www.volint.it/elearning/course/info.php?id=160>

Target Group: Educators, Teachers, Intercultural operators

Mode of Delivery: E-learning/ Period of validity/availability: 2018

### **11. INTERCULTURA accoglienza, inclusione, educazione e didattica interculturale.**

The training provides useful tools to manage lessons and training in intercultural contexts [//www.canalescuola.it/images/stories/pdf/canalescuola\\_intercultura.pdf](https://www.canalescuola.it/images/stories/pdf/canalescuola_intercultura.pdf)

Duration: 16 hours / Target Group: Teachers of High Schools

Mode of Delivery: Face to face / Period of validity/availability: 2018/2019

## Portugal:

Among the best practices and training programs dealing with socio-emotional and intercultural competence enhancement that have been implemented in Portugal, the most important are presented below:

### **1. *The PORTAL ASSOCIATIONS OF IMMIGRANTS IN PORTUGAL***

It is a virtual platform for the meeting, debate and exchange of information between immigrant associations and between them and Portuguese society in general. Its main objective is to “reinforce the visibility, intervention capacity and the practice of networking among immigrant associations”

<http://www.aimigrantes.org/homepage.aspx>

### **2. *Projeto Começar de Novo: Apoio à Autonomização dos Refugiados***

The platform allows for easy interaction between entities responsible for promoting employment for refugees and applicants and beneficiaries of international aid and protection. This initiative provides personalized and dedicated support for each refugee family, considering each case. All the work is carried out with the collaboration of the employers, RHmais – Organizacao e Gestão de Recursos Humanos, S.A., the technicians who monitor the daily lives of refugees and the Portuguese Refugee Council (CPR).

<https://e-cpr.pt/comecardenovo/>

### **3. *Rede de Escolas para a Educação Intercultural, REEI Programme - Network of Schools for Intercultural Education.***

The REEI Programme - Network of Schools for Intercultural Education is a joint initiative of the DGE - ME, the ACM, IP and the AKF Portugal. The Programme develops a network of schools that promote respect for differences, recognise the richness of diversity and therefore embrace the central tenets of Intercultural Education. The Programme recognises diversity as an asset that leads to the development of a democratic identity, to dialogue, to interaction, and to positive encounters with others and to educational success

<http://www.dge.mec.pt/rede-de-escolas-para-educacao-intercultural>

### **4. *Plano de Desenvolvimento Pessoal, Social e Comunitário***

This initiative facilitates socio-behavioural interventions that provide schools with extra human resources to implement measures to improve educational success and inclusion, such as: the improvement of social, emotional and personal development skills, a stronger relationship between school and family and the involvement of the community in the partnership for success.

<https://pnpse.min-educ.pt/pdpssc>

### **5. Ubuntu schools- Ubuntu leaders' academy**

The result of a partnership between the ME and the NGO IPAV (an institution promoting human dignity and collaborative spirit).

This programme is being implemented in several schools across the country with problems regarding inclusion, ESL and school failure. It consists of providing capacity-building for students and teachers to develop social and emotional competences, aligned with the Students' Profile, and fostering leadership skills among vulnerable students. It aims at preventing ESL and absents, promoting inclusion and fostering a responsible citizenship.

<https://academialideresubuntu.org/pt/>

#### Spain:

##### **Hernández Zavala, M. (2017): "Development of Socio-emotional Skills in Teachers"**

<https://www.youtube.com/watch?v=VT7OIY0XX88>

Conference of Mtra. Martha Hernández Zavala, "Development of Socio-emotional Skills in Teachers" in the framework of the 2017 Teacher Meeting of the CONALEP State of Mexico.

Duration: 1 h. 31 m.

##### **Méndez, V. (2019): "Social-emotional skills"**

<https://www.youtube.com/watch?v=Xmq7vezxNyw>

Jack Delors, in his book "Education holds a treasure", mentions that learning to learn involves the exercise of attention, memory and thought. If we realize intrinsically, the cultivation of attention is proposed, how can we make students cultivate attention? Why does neuroscience seem to provide useful tools for this purpose? What skills have to be developed to face the current challenges of humanity? Why do you think it is necessary to include the teaching of emotional skills in education?

Duration: 40'.

##### **Frech López, S. et al. (2018): "Social-emotional skills. Everyday Observatory"**

<https://www.youtube.com/watch?v=YRIc8-KkeRk>

Fernando Castañeda raises the importance of young people knowing and developing their socio-emotional skills, in order to get to know each other better, relate and live with the people around them and have better training and participation as citizens.

Duration: 26'.

**DW Akademie (2019): “Intercultural Communication Case study”**

<https://www.youtube.com/watch?v=i7lvjKpDYtw>

Throughout the duration of the video, several people of different ethnicities and places are interviewed in batches, asking them about the same images, which yields opinions, sometimes diverse, sometimes similar. It is a clear example of intercultural communication.

Duration: 3’.

**CNBC (2018): “Why Starbucks failed in Australia. Case Study”**

<https://www.youtube.com/watch?v=FGUkxn5kZQ>

It explains Starbucks' problem in Australia and how its penetration and expansion strategy was not planned correctly, in part, by ignoring the culture of the Australian consumer. Not taking into account this fact, led to the closure of numerous premises and millionaire losses to the company.

Duration: 7’.

**Riccardo, P. (2014): “Cross cultural communication”**

<https://www.youtube.com/watch?v=YMyofREc5Jk>

This talk was given at a local TEDx event, produced independently of the TED Conferences. Pellegrino, being a cross cultural expert, he is sharing with us his personal and professional experience about how very different cultures do can successfully coexist next to each other. Is it difficult to live in Norway, being an expat? Do you know how to establish the mutual understanding between Italian and Norwegian?

Pellegrino comes from both an English and an Italian background and is currently living in Norway. For the past 27 years he has travelled around the world and interacted with countless different cultures, nationalities, and people-types. His work philosophy is to work with what you enjoy and what you are passionate about, what you believe you can excel in and are prepared to work hard to be excellent at, and only work with what can bring about positive change in yourself and in other people.

Duration: 13’.

**Hoeks, V. (2014): “Cultural difference in business”**

<https://www.youtube.com/watch?v=VMwjscSCcf0>

This talk was given at a local TEDx event, produced independently of the TED Conferences. One of the elements of the cultural difference between Europe and China is the importance that is given to relationships. In the West you would assume the importance to be the same, but there is a significant distinction. In China connections with the right people help you to get things done, to survive and to succeed.

Whereas in the West content is predominant, in China the way people interact with each other strongly influences the working environment. 'Face' and long-term effects are taken into consideration.

Duration: 12'.

**Smit, C. (2015): "Humor and culture in international business"**

<https://www.youtube.com/watch?v=MB6NXzGKMKg>

"To Germans, humor is serious business". In this compelling TEDxLeuven talk, Chris sheds his perspective on the differences amongst cultures and its impact on the way we do business.

Duration: 14'.

### III. EMPLOYERS/ PROFESSIONALS TRAINING NEEDS

Taking into account that one of the main goals of the project is to develop a training program for employers who work with migrants, we find it important to gain insights into employers' need for social-emotional competences in European and national level. In our survey we asked for reactions to a standardized set of social-emotional competences, we differentiate the employers' personal training interests from the training needs they see for other employers, while we also compared the need for different social-emotional competences across partner countries.

The respondents apart from basic demographic data, were asked to declare their interest in taking a training on different topics, which reflected dimensions of social-emotional competences. Also, they were asked to suggest five priorities for a training program for employers working with migrants in their country concerning these dimensions of social and emotional competences. We limited the choice of training needs for employers in one's country to five priorities because all social-emotional competences are generally viewed as important by employers, in our experience. By enforcing a prioritization, we challenged respondents to reflect critically, which competences may be needed most strongly.

#### Sample of the Survey

In our survey 216 employers participated in total. Among them, 67 are men and 149 women. Basic information about the sample is presented in Table 5.

Table 5: Sample Characteristics

	<i>n (%)</i>
<b>Country</b>	
Germany	47(21.8%)
Spain	40 (18.5%)
Portugal	45 (20.8%)
Greece	44 (20.4%)
Italy	40 (18.5%)
<b>Gender</b>	
Female	149 (69%)
Male	67 (31%)
	<i>Min Max M Std</i>
<b>Years of Experience</b>	0.5 43 14.5 9.5

## Results

### Personal Interest in Social-Emotional Competence Training

Table 6 presents the average training interests of respondents on a scale from 1 (not interested) to 5 (extremely interested). Statistical tests found no significant difference between the average interest in the twelve training dimensions when looking at the answers of all respondents.

*Table 6: Training Interests of employers*

	Minimum	Maximum	M	St.D
conflict	1.00	5.00	4.41	0.82
diversity	1.00	5.00	4.34	0.83
teamwork	1.00	5.00	4.28	0.87
adaptability	1.00	5.00	4.26	0.97
emotional control	1.00	5.00	4.21	0.95
tolerance	1.00	5.00	4.18	0.89
understanding emotions	1.00	5.00	4.17	1.00
empathy	1.00	5.00	4.12	0.97
self-awareness	1.00	5.00	4.06	1.03
influence	1.00	5.00	3.99	1.01
social concern	1.00	5.00	3.98	0.94
active listening	1.00	5.00	3.94	0.98

Statistically significant differences between countries are highlighted (table 7). For example, Greek respondents expressed higher interest in emotional control training in comparison to German and Spanish respondents ( $F=4.456$ ,  $p<.001$ ). Greeks also scored higher in the interest for adaptability compared to Germans and Italians ( $F=3.332$ ,  $p<.001$ ). There was also difference in the interest towards active listening training ( $F=2.557$ ,  $p<.05$ ), where respondents from Italy and Portugal scored higher than their fellows in Greece, Spain and Germany. Italian employers also expressed higher interest in getting training on influence compared to the Spanish ones ( $F=6.253$ ,  $p<.001$ ). Additionally, the Greek and Italian respondents are more interested in the training on diversity in comparison to the Spanish respondents ( $F=4.719$ ,  $p<.001$ ). Finally, the employers from Italy and Portugal expressed higher interest on social concern training compared to the ones from Spain ( $F=4.050$ ,  $p<.001$ ).

Table 7: Country based differences in training interests

Scale/Country	GR	IT	DE	PT	SP	ALL	F	p
<b>understanding</b>	4.50	4.25	4.00	4.11	4.00	4.17		
<b>emotions</b>	0.55	1.30	0.93	0.88	1.18	1.00	1.967	
	4.20	4.28	3.85	4.20	3.80	4.06		
<b>self-awareness</b>	0.70	1.24	0.98	0.84	1.26	1.03	2.026	
	4.59	4.38	4.02	4.22	3.83	4.21		
<b>emotional control</b>	0.54	1.17	0.90	0.85	1.06	0.95	4.456	<.001
	4.70	4.10	4.04	4.24	4.23	4.26		
<b>adaptability</b>	0.51	1.35	0.81	0.91	1.03	0.97	3.332	<.001
	4.14	4.20	4.09	4.09	4.08	4.12		
<b>empathy</b>	0.73	1.14	0.90	1.02	1.10	0.97	0.115	
	4.30	4.38	4.21	4.33	4.18	4.28		
<b>teamwork</b>	0.63	1.05	0.81	0.88	0.96	0.87	0.379	
	4.55	4.58	4.43	4.33	4.18	4.41		
<b>conflict resolution</b>	0.66	0.84	0.68	0.85	1.01	0.82	1.651	
	4.14	4.28	3.87	4.02	3.63	3.99		
<b>influence</b>	0.88	1.01	0.82	1.06	1.21	1.01	2.557	<.05
	3.68	4.33	3.77	4.33	3.58	3.94		
<b>active listening</b>	0.74	1.00	0.96	0.80	1.13	0.98	6.523	<.001
	4.57	4.65	4.26	4.27	3.98	4.34		
<b>diversity</b>	0.55	0.62	0.79	0.89	1.05	0.83	4.719	<.001
	4.23	4.30	4.11	4.11	4.18	4.18		
<b>tolerance</b>	0.64	1.07	0.84	0.88	1.01	0.89	0.357	
	3.89	4.23	3.85	4.31	3.63	3.98		
<b>social concern</b>	0.65	1.17	0.78	0.76	1.15	0.94	4.050	<.001

## Training Needs of Fellow Employers

When asked, which five training priorities they would set for other employers working with migrants from their country, all five clusters were named frequently (Fig 17). Diversity and conflict resolution were named significantly more often, signifying a larger perceived need. Influence was named significantly less often. Overall, all skills to be trained were prioritized quite frequently though, indicating that employers working with migrant groups believe that all 12 skills of social-emotional competence are important for the practice and that training is required.

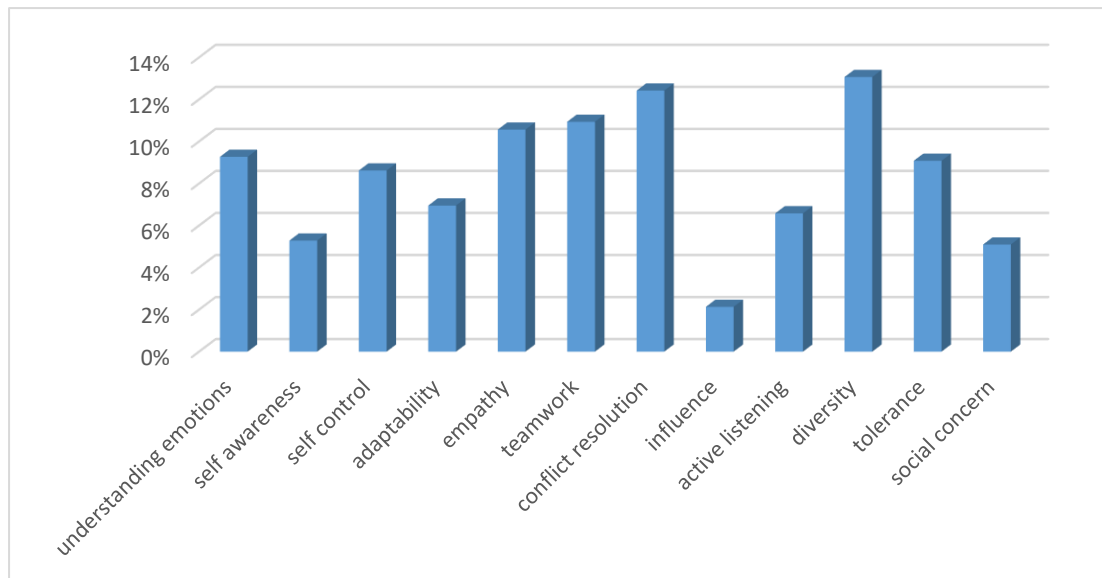


Figure 17: Dimensions named as one of five training priorities for fellow employers (% of respondents)

## IV. CONCLUSIONS

Taking into consideration the results from desk research, focus groups and survey with employers working with migrants in all partner countries, we can reach to useful conclusions regarding the employers' needs for socio-emotional competence, which can be the basis for the development of Interclab training program. More specifically, employers declared that all 12 identified socio-emotional skills, that comprises the Interclab scheme play an important role in the daily practice of employers and professionals who work with migrant groups and combined with hard skills, such as legal knowledge and knowledge of the culture of other countries could make a professional effective in his/her work with migrant groups.

Furthermore, one of the most important findings is surely that our respondents were – on average – “very interested” in all twelve dimensions of social-emotional competence training ( $M = 3.9$ ,  $SD = 0.8$ ) and named all twelve of them as training needs for fellow employers relatively often.

Additionally, we found out that there are country specific differences among the level of interest in the different dimensions of socio-emotional competences. Regarding the training methods that have been defined as effective in the development of socio-emotional skills, all five, namely Role taking, Cognitive-behavioural methods, Behavioural methods, Cognitive methods, Reflection, Mindfulness and Supervision, are all selected as relevant by employers, but there are also differences among partner countries.

According to the afore mentioned findings, we can conclude that our training program should include learning units covering all twelve socio-emotional competences, using several different training methods, so as to give the possibility to trainers and trainees in the different countries to select those methods that are more appealing to them.

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## ANNEXES

### ANNEX 1

#### **«Intercultural Lab for migrants' inclusion - INTERC.Lab»**

#### **Project N° 2021-1-IT01-KA220-VET-000033212 - CUP G19J21014190006»**

*Activity 1: Research and analysis desk at EU level on the state of the art of existing methods for the development of intercultural and socio-emotional skills*

#### **Guidelines for the desk research**

Each partner should conduct a thorough desk survey through the web, bibliographical research, consultation of archives and databases of networks/institutional networks/community projects focused on the topic of social-emotional skills and its fields of application (Studies and Statistics, Research Centres, Universities, National and European Public Reports and Institutions, etc.).

The desk research at EU level should focus on:

- a. The definitions of socio emotional intelligence skills and intercultural competence
- b. The existing theories on Socio-emotional and intercultural skills
- c. The methods for improving socio-emotional and intercultural skills
- d. The best practices (possible existing training programs) implemented for the development of Socio-emotional competences and intercultural skills in employers- professionals

Special attention should be given by each partner on national material, practices that have been implemented on Socio-emotional and intercultural skills improvement

Each partner should create a short report (5-10 pages) on the results of the desk research analysis according to the aforementioned sections.

#### **REPORT TEMPLATE**

- A. INTRODUCTION
- B. DEFINITIONS ON SOCIO-EMOTIONAL AND INTERCULTURAL SKILLS
- C. THEORETICAL BACKGROUND
- D. METHODS ON THE IMPROVEMENT OF S.E AND INTERCULTURAL SKILLS
- E. BEST PRACTICES- TRAINING PROGRAMS ON THE DEVELOPMENT OF S.E AND INTERCULTURAL SKILL TO EMPLOYERS-PROFESSIONALS
- F. REFERENCES-BIBLIOGRAPHY (APA Style)

## ANNEX 2

### A2: STRUCTURED INTERVIEW'S QUESTIONS

**Question 1: How important do you consider the role of the following socio-emotional skills for employers and/or professionals working with migrant groups?**

	Very important	Important	Less important	Not important	Not applicable
<b>I. Emotional Skills- Emotion management</b>					
<i>Understanding emotions:</i> Ability to understand the value and nature of emotions and to use emotions in a way that facilitates thought					
<i>Emotional self-awareness:</i> Ability to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others					
<i>Emotional self-control:</i> Regulating and influencing one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions					
<i>Adaptability:</i> Ability to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature					
<b>II. Social Skills</b>					
<b>Empathy:</b> Ability to perceive and correctly express others' emotions, to understand and imagine the feelings and intentions of others and to take the perspective of others					
<i>Collaboration/teamwork:</i> ability to build and manage relationships, to give and accept help, and to form agreements for cooperation.					
<i>Conflict resolution and negotiation:</i> ability to address misunderstandings, value, and resource conflicts constructively.					
<i>Influence</i> ability to understand own strengths and values and convince/persuade other people					
<b>Attentiveness/active listening:</b> Capacity to listen and focus on other people, to direct one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed					
<i>Diversity and intercultural skills:</i> Ability to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions					
<i>Tolerance:</i> Ability to understand and accept the diverse perspectives, values, and lifestyles of others					
<i>Social concern:</i> Express concern for all kinds of people					

**Question 2:** Are there any other skills you consider important in working with migrant groups?

Yes                      No

If yes, please define

**Question 3:** How relevant do you consider the following methods for the learning and development of Socio emotional skills?

	Very relevant	Relevant	Less relevant	Not relevant	Not applicable
<p><b>Cognitive-Oriented Methods:</b> they view the mind as a "processor of information," and therefore a person's behaviors and perspectives are based upon the knowledge that they already have, as well as their past experiences. i.e. the basic idea behind the ABC model is that "external events (A) do not cause emotions (C), but beliefs (B) and, in particular, irrational beliefs (IB) do". The goal when using these methods is accepting the rational beliefs and disputing the irrational beliefs.</p>					
<p><b>Behavioural approaches:</b> the basic idea behind is that all behaviors are learned, based upon each individual's personal experiences, through trial and error by receiving punishments and consequences for certain thoughts and actions and reinforcement and positive benefits from others. i.e. participating in events, perspective taking challenges, experiential activities, etc.</p>					
<p><b>Combination of cognitive and behavioural methods:</b> deal with overwhelming problems in a more positive way by breaking them down into smaller parts, changing negative patterns/thoughts using also practical behavioural techniques. i.e. CBT model: identification and reshaping of negative thoughts through group discussions, diary, experiential training</p>					
<p><b>Methods with elements of role-taking and role play:</b> they allow trainees to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Participants are given particular roles to play in a conversation or other interaction. They act out the scenario and afterwards there is reflection and discussion about the interactions, such as alternative ways of dealing with the situation.</p>					

<p><b>Self-awareness and reflection methods:</b> they focus on self-observation and report of one's thoughts, desires, and feelings, setting aside time, ideally every day, to quietly and honestly look at ourselves. i.e. using diaries, mind maps, recordings etc.</p>					
<p><b>Mindfulness:</b> a type of meditation in which we focus on being intensely aware of what we're sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.</p>					
<p><b>Supervision:</b> a formal arrangement for practitioners/professionals to regularly discuss their work with someone experienced, to keep a questioning and reflective eye on the work that they are doing and being supported to extend their perspective and continue to grow and develop.</p>					

**Question 4:** Are there any other methods, tools you consider relevant towards the enhancement of employers/professionals' socio-emotional skills?

Yes                      No

If yes, please define

### ANNEX 3

#### **A5: QUESTIONNAIRE ON TRAINING NEEDS OF EMPLOYERS/ PROFESSIONALS WORKING WITH MIGRANT GROUPS**

The INTERCLab project aims to find out the training needs of employers/professionals in different countries and cultures regarding the socio- emotional competences which are important when working with migrant groups.

This survey is anonymous. We will not ask you for your name or for any information through which you could be identified. We will only ask you for some basic demographic information, such as your gender, your main country of practice and years of experience. We are only interested in your opinion.

**a. Gender:**

- Male
- Female
- Other

**b. Years of working experience:** \_\_\_\_\_

**c. In which country do you work and live?** \_\_\_\_\_

In the INTERCLab project, we will design a special training course to promote employers' socio-emotional competences. We would now like to learn, which kind of courses would be most important for you, personally, and for professionals working with migrant groups in your country, more generally.

Please respond to the following questions:

**Question 1: In which of the following areas would you be interested in improving your skills?**

	Extremely interested	Interested	Somewhat interested	Not very interested	Not interested at all
<b>III. Emotional Skills- Emotion management</b>					
<i>Understanding emotions:</i> Ability to understand the value and nature of emotions and to use emotions in a way that facilitates thought					
<i>Emotional self-awareness:</i> Ability to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others					
<i>Emotional self-control:</i> Regulating and influencing one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions					
<i>Adaptability:</i> Ability to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature					

	Extremely interested	Interested	Somewhat interested	Not very interested	Not interested at all
<b>IV. Social Skills</b>					
<b>Empathy:</b> Ability to perceive and correctly express others' emotions, to understand and imagine the feelings and intentions of others and to take the perspective of others					
<i>Collaboration/teamwork:</i> ability to build and manage relationships, to give and accept help, and to form agreements for cooperation.					
<i>Conflict resolution and negotiation:</i> ability to address misunderstandings, value, and resource conflicts constructively.					
<i>Influence</i> ability to understand own strengths and values and convince/persuade other people					
<b>Attentiveness/active listening:</b> Capacity to listen and focus on other people, to direct one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed					
<i>Diversity and intercultural skills:</i> Ability to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions					
<i>Tolerance:</i> Ability to understand and accept the diverse perspectives, values, and lifestyles of others					
<i>Social concern:</i> Express concern for all kinds of people					

**Question 2: Having in mind the training needs of professionals working with migrants in your country, please select the 5 most important skills to include in a training program for socio-emotional skills' enhancement.**

Priority	1	2	3	4	5
<b>I. Emotional Skills- Emotion management</b>					
<i>Understanding emotions:</i> Ability to understand the value and nature of emotions and to use emotions in a way that facilitates thought					
<i>Emotional self-awareness:</i> Ability to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others					
<i>Emotional self-control:</i> Regulating and influencing one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions					
<i>Adaptability:</i> Ability to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature					

Priority	1	2	3	4	5
II. Social Skills					
<b>Empathy:</b> Ability to perceive and correctly express others' emotions, to understand and imagine the feelings and intentions of others and to take the perspective of others					
<i>Collaboration/teamwork:</i> ability to build and manage relationships, to give and accept help, and to form agreements for cooperation.					
<i>Conflict resolution and negotiation:</i> ability to address misunderstandings, value, and resource conflicts constructively.					
<i>Influence</i> ability to understand own strengths and values and convince/persuade other people					
<b>Attentiveness/active listening:</b> Capacity to listen and focus on other people, to direct one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed					
<i>Diversity and intercultural skills:</i> Ability to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions					
<i>Tolerance:</i> Ability to understand and accept the diverse perspectives, values, and lifestyles of others					
<i>Social concern:</i> Express concern for all kinds of people					

Thank you very much for participating in the INTERCLab Survey!