

CIA PROJECT

IO1. Operational manual for the functioning of the local Civic Intergenerational Councils and drafting of a training module in basis for developing specific skills for CIA participants

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OPERATIONAL MANUAL FOR THE FUNCTIONING OF THE LOCAL CIVIC INTERGENERATIONAL COUNCILS

1. INTRODUCTION

1.1. Context

The general idea of the Project is to improve the skills and employability of young people with special attention to those who have fewer opportunities by creating Local Intergenerational Civic Councils.

The objectives proposed in the CIA project are:

- Promote the employability of young people through local civic intergenerational participation.
- Foster an open and participatory dialogue among young people, the elderly and local stakeholders.
- Promote, through intergenerational councils, the active participation of young people in civic decision-making.
- Support employability actions through active youth -adult cooperation
- Use emotional intelligence as a means of developing interpersonal skills and competences through young-adult relationships.

The activities of the project aimed at achieving the project's objectives and achieving the planned results include the following:

- The development of three intellectual outputs:
 - Operational manual for the functioning of the local civic intergenerational councils and drafting of a Training Module based on the development of specific "hard" skills for the participants in the CIA.
 - Practical guide for facilitators and interlocutors of Intergenerational Civic Agents.



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- Collaborative platform for the promotion of the Intergenerational Civic Councils and training of facilitators and interlocutors.
- Conducting a training course for civic intergenerational agents: non-formal training of facilitators and interlocutors of the CIA.
- Organization of five workshops to improve the functioning of the CIA.

The target groups of the project, all of them directly or indirectly involved in the project scenario, are the following:

- Young people (with special attention to those with lower professional qualifications)
- Youth employment agents
- Town Halls
- Elders associations
- Local development agencies
- Training centers linked to the training of young people with less possibilities
- Local employment agents
- Regional governments
- Chambers of Commerce
- Youth NGOs

The six partners of the CIA project in Poland, Spain, Portugal, Turkey and Romania are linked to the field of training and improving the employability of young people, forming an association of experts in which the contribution of each partner provides wealth and experience for the achievement of the objectives and proposed results.



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1.2. Objectives of Operational Manual (OM)

This OM is developed primarily to help the target group, workers and stakeholders to set up, manage, support, and sustain an Intergenerational Local Council, as this OM offers a minimum standard of practice in this field.

The objectives of this operational manual to be achieved are focused on three important values: information, knowledge, methods and tools.

- **O1:** To provide basic **information** about Intergenerational Local Councils.
- **O2:** Increasing the level of **knowledge** of promoting through Intergenerational Councils the active participation of young people in civic decision making.
- **O3:** To develop **methods and tools** for supporting employability actions through active cooperation between young people and adults.



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2. WHY LOCAL CIVIC INTERGENERATIONAL COUNCILS

2.1. The mission of the local councils

Imagine a community that has:

- a strong civic council that build connections across age, race, socio-economic classes;
- facilitators and common spaces that foster interaction across generations;
- opportunities for lifelong community engagement and learning.

Our mission is to create an Intergenerational Local Civic Council to be the link between young and adults, between needs and expectations, between civil politics and facts and to be a resource center.

2.2. Identifying the needs

Participation is a difficult concept to define. Most points of view agree that participation is a **process** rather than a one-off event. Participation is an essential element of citizenship in a democratic society.

The Council of Europe recommends that member States facilitate and encourage youth participation in politics and civil societies at both local community and national levels and to make youth participation a priority in public policies. Young people are not a homogeneous group. They are as diverse as adults and have variable access to decision-making processes as well as



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competing political interests. For young people, the risks of exclusion are particularly pronounced as they are in a transitional period in their lives: to adulthood, to autonomy and to independence. ([https://prisma-network.eu/news/E-Workshop Promoting Diversity through Youth Political Participation Youth Department Council of Europe](https://prisma-network.eu/news/E-Workshop_Promoting_Diversity_through_Youth_Political_Participation_Youth_Department_Council_of_Europe)).

A perennial problem for young people as well as adults are the obstacles to participation that people face because of their age, gender, race, religion, sexual orientation, abilities, geographic location and their socio-economic status (<https://www.sundaynews.co.zw/youths-and-participation-in-a-democracy/>).

At local level, each Intergenerational Local Council should begin with a local analysis of needs. For a better application and to have an objective and efficient evaluation, all the partners will apply the same tools and methods.

Questionnaire of needs:

No.	Question	Response
1.	Country Town	
2	Sex	<input type="radio"/> Female <input type="radio"/> Male
3	Age	
4	Education	<input type="radio"/> High school <input type="radio"/> University <input type="radio"/> Master degree



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		o Other
5	Identify 3 of the most important problem of young people in your area.	1. 2. 3.
6	Identify 3 of the most important problem of adult people in your area.	1. 2. 3.
7	Cooperation between young people and adults is:	Very good Good Poor Inexistent
8	What economic sector is the most attractive for young people?	1. 2. 3.
9	Name 3 stakeholders in your area who are involved in supporting young people's active participation.	1. 2. 3.
10	In your opinion, what would be the 3 most important public institutions to be involved in encouraging the	1. 2.



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	cooperation between young people and adults?	3.
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Evaluation of the responses (to be fill by the facilitator):

Question	Responses	Interpretation
Country Town		
Sex		
Age		
Education		
Identify 3 of the most important problem of young people in your area.		
Identify 3 of the most important problem of adult people in your area.		
Cooperation between young people and adults is:		



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What economic sector is the most attractive for young people?		
Name 3 stakeholders in your area who are involved in supporting young people's active participation.		
In your opinion, what would be the 3 most important public institutions to be involved in encouraging the cooperation between young people and adults?		



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3. LOCAL CIVIC INTERGENERATIONAL COUNCILS ACTIVITIES

3.1. What is a local intergenerational council

If we want to understand what a Local Intergenerational Civic Council is, we must put it in context. Firstly, it is necessary to bear in mind that, in our current society, it is evident that there is a social gap between the young and the elderly.

Lifestyles have changed radically in the last decades, mainly thanks to technological innovations that have improved our quality of life substantially, in addition to the fact that life expectancy is much longer than it was a few years ago, we are ageing more slowly.

The era of 2.0 and 3.0 has brought a great technological advance to our society, but it has also meant that there is a problem of communication between the youth and the elderly. Personal purposes, ideas, expectations, in short, the way we think and act, are generally very different between these two generations.

Considering the above mentioned, the creation of international civic councils is based on reducing this social gap between the two groups of people, the young and the elderly.

The idea is to make the relationship between young and old people extremely positive, through the reciprocal exchange of ideas, knowledge and experiences,

also allowing the development of personal and professional skills among young people, since the general purpose of the project is to improve the employability of young people and allow their access to civic decision-making, with special reference to the group of young people who, due to their lack of training, experience or level of skills development, have greater difficulties in entering the labour market.

Therefore, a local intergenerational council is a gathering of young and old people to improve the skills and employment opportunities of young people.

This action allows the creation of new bodies at local and regional level, perfectly exportable to the European level, in which young people can participate and be part of the Local Intergenerational Civic Councils in which both groups share knowledge, experience and interpersonal skills to improve their key competences linked to the intergenerational dialogue, to improve their employability, to promote the social integration of young people from disadvantaged groups and to participate in programs and actions which enable the results obtained in the Local Intergovernmental Councils to be presented to local authorities, municipalities or regional bodies, including civil organizations, and subsequently to implement the proposals.

The fact that there are no such civic councils marks the innovative nature of this action.

3.2. Objectives of the local councils

A Local Intergenerational Council has different objectives most of them transversal and complementary.

On the one hand, the general objectives are:



Promote participation, connection and empowerment of young people:

One of the key priorities of the Erasmus+ Youth call is to encourage the development of skills and competences of young people, especially those skills aimed at promoting employability and socio-economic, educational and personal development, as well as participation in social and civic life. We consider that the implementation of this initiative, which allows linking young people with the elderly, is an appropriate way of achieving both the objectives of developing skills and improving the employability and integration of the youth group in civic and social actions.

This action enables both groups to share knowledge, experiences and interpersonal skills in order to improve their key competences linked to intergenerational dialogue.

Promote social Inclusion:

The CIA project has a double objective of social inclusion. The first is to activate the participation of young people in civic decision-making processes related to the promotion of employment, vocational training and youth integration in society including disadvantaged groups, providing them with a set of useful skills for their future employability through dialogue and exchange of opinions and intergenerational experiences. The second objective is to give visibility to elderly with the support of young people in their localities, promoting their participation in civic actions and socio-cultural integration as a source of knowledge and experience.

The creation of the CIA (Local Civic Intergenerational Councils) which will be worked and administered by the CIA - "Civic Intergenerational Agents", will allow the elderly collective, supported by the young participants in each council, in a



proactive way, to help the young collective both in the improvement of their skills and in the active search for employment and socio-labor integration.

Promote quality, innovation and recognition of youth work:

Based on the premise that young people must be considered in civic decision-making, and must have active participation in political, economic or socio-cultural actions and proposals for local or regional development.

One way to achieve this participation is through the creation of Intergenerational Civic Councils which provide young people with the opportunity to strengthen their links with the elderly, creating a link between generations for the common benefit. The young people can present their proposals and ideas to local authorities, municipalities, regional bodies, NGOs and other non-profit civil entities to carry out actions.

The implementation of these actions can improve employability, professional training, social and labour insertion with the support of the older people's group, the latter being the factor that supports, advises and promotes the ideas proposed by the young people's group.

We understand that the creation of these councils is an innovative factor that allows the creation of future Intergenerational Civic Agents that favor the recognition of youth work as a source of ideas, proposals and improvements to be taken into account by the different public administrations.

On the other hand, the specific objectives of a Local Civic Intergenerational are:

- Promote the employability of young people through their involvement in a CIA.



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- Foster an open and participatory dialogue among young people, the elderly and local stakeholders.
- Promote, through intergenerational councils, the active participation of young people in civic decision-making. Reaching the political level/dialogue with decision-makers.
- Support employability actions through active youth-adult cooperation.
- Use emotional intelligence as a means to develop interpersonal skills and competences through young-adult relationships.

3.3. How it works

In order to implement the Civic Intergenerational Agents (CIA), a few guidelines will be described to ensure the proper implementation of the activities to be carried on within the CIA.

First of all, the agents or roles that every CIA should have will be explained, also the functioning of their meetings and the development of their activities and the structure of the Council.

Agents on the Civic Intergenerational Agents groups:

1. **Facilitators** (Youth workers or leaders): They will coordinate and manage the Councils.

Functions: They will recruit board members (youth and seniors), propose actions, activities and projects.

2. **Interlocutors** (youth and seniors): They will make the results of the Council's actions known abroad.



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Functions: They will identify and contact stakeholders (basically local and municipal authorities, as well as NGOs and other non-profit associations). They will create a network of stakeholders to develop projects designed by the Council.

The Facilitator, as coordinator of the Council, will draft internal operating regulations that will establish the maximum number of components of the Council (same number for both youth and seniors), democratic and equal functioning in decision-making, the objectives of the Council, its territorial scope and the activities to be carried out. The roles of the Facilitator and the Interlocutors with the stakeholders will also be defined.

The operation of the Council meetings and the working groups will also be explained. A record signed by all attendees will be drawn up for all meetings and will include the agreements adopted.

Therefore, the structure of the Council will be as follows:

- Coordinator (Will be a Facilitator).
- Council Secretary (Can be another Facilitator).
- Council Plenary (composed by all members).
- Working groups (composed by a facilitator, members and interlocutors).
- Interlocutors Commission (formed by Council Interlocutors).

These brief lines previously explained will help the members of the different CIA to rule this Council in a proper way.

This will also ensure that the CIA in all the countries follow the same structure and the main working guidelines. It will also serve as an introduction of what is



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a CIA for its members, which will probably have never been in such a working group before.

4. ROLES AND RESPONSIBILITIES

4.1. Roles and responsibilities of each partner/stakeholder

Each Project partner will have to implement the Local Civic Intergenerational Council that will be worked and administrated by “Civic Intergenerational Agents”, who will receive training in two forms: facilitators (in large numbers) and Interlocutors (in smaller numbers).

It will be the task of the facilitators to work and administer the Councils and achieve measures/ actions/ projects/ proposals, etc. and the interlocutors to establish a link between the Councils, in particular with the outputs or results of the councils, and the other structures such as local authorities, municipalities, regional entities, NGOs and other non-profit civil entities.

Therefore, each interlocutor will create a network of local stakeholders with the help of each partner's project officer and together they will constitute a collective force to implement those measures or actions of interest resulting from the agreements carried out by the councils.

The creation of the CIA (Local Civic Intergenerational Councils) which will be worked and administered by the CIA - "Civic Intergenerational Agents" in each partner countries:

- Will allow the elderly collective, supported by the young participants in each council, in a proactive way, to help the young collective both in the improvement of their skills and in the active search for employment and socio-labour integration.



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- Young people will strengthen their link with the group of older adults, creating a link between generations for a common good in which young people can present their proposals and ideas to local authorities, municipalities, regional entities, NGOs and other non-profit civil entities in order to implement actions for the improvement of employability, vocational training, the social and labour integration with the support of the older people's collective, the social and labour integration with the support of the older people's collective, the latter being the factor that supports, advises and pushes the ideas proposed by the young people's collective.

We understand that the creation of these councils is an innovative factor that allows the creation of future Intergenerational Civic Agents who favor the recognition of youth work as a source of ideas, proposals and improvements to be taken into account by the different public administrations.

The contributions of the Spanish, Romanian, Portuguese, Turkish and Polish partners and the setting up of the different Civic Intergeneration Councils in these countries will serve as a pilot test to export this idea to the rest of the European countries.

In Training Course for Intergenerational Civic Agents: non-formal training for CIA facilitators and interlocutors, each partner of the partnership will provide 3 facilitators and 2 youth partners, although special priority will be given to the course attendance of young volunteers with employability problems and low professional qualifications.

A collaborative learning platform will be available to train future "Intergenerational Agents", being also a communication channel between agents and interest groups (youth workers, employment agents and volunteers

of youth NGOs, youth centres, employment agencies, or municipal social services, especially public institutions) in order that the CIA are taken into account in the implementation of civic actions/programs in which young people in cooperation with the elderly, can contribute their proposals.

The next step is to export this model at European level so that similar structures are developed, creating a European Network of Intergenerational Civic Councils.

4.2. Working methodology

In order to create a good relationship between the target group and all the stakeholders involved, but also for the whole process of Local Councils functioning, it is essential to apply efficient working techniques, based on the following principles:

- **Simple acceptance technique:** Explaining that they are listening to each other's needs. This is a technique also known as active listening.
- **Technique of capture and clarification:** Capturing the subtext and respondent's feelings to what has just been said. Because we are dealing with age differences, it is very important to show respect.
- **Paraphrasing Technique:** Paraphrasing keeps the conversation at a lively and spontaneous level. The youth worker paraphrases (in his words) the respondent's message, for example.
- **The technique of clear interpretation** : We recommend choosing carefully the words and the message to be sent. Also, the decisions have to be efficient and with very clear results.
- **Assurance technique:** Helps eliminate barriers, especially among precarious respondents and sensitive topics.



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- **Individual planning where needed:** Setting goals – how to achieve them (what can the young do, how can the Local Council worker support them , mapping, tracking the process, evaluating.

5. RESULTS AND EVALUATION

5.1. Minimal results to be accomplished

This Operational Manual will help you put into operation the Intergenerational Civic Councils both for facilitators —*young people whose job it is to administer the Councils and to achieve measures / actions / projects / proposals, etc.*— and interlocutors —*whose mission it is to build a bridge between the Intergenerational Civic Councils and other structures such as youth workers,*



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employment agents, youth NGOs, municipalities, regional bodies, and other entities that are related to the objectives of the councils—.

The minimum results to be accomplished by the local civic intergenerational councils are:

- Improve the employability of young people with low professional

LOCAL CIVIC INTERGENERATIONAL COUNCILS

STAFF → Civic intergenerational agents (elderly collective – young people)

TARGET GROUP → Young collective

SERVICE:

Improvement of their skills

Active search for employment

Socio -labour integration

qualifications and/or development of skills.

- Give young people the opportunity to improve their soft skills by creating councils in which young and old collaborate mutually, sharing knowledge, experiences and interpersonal skills.
- Improve key competences of young people linked to intergenerational dialogue.

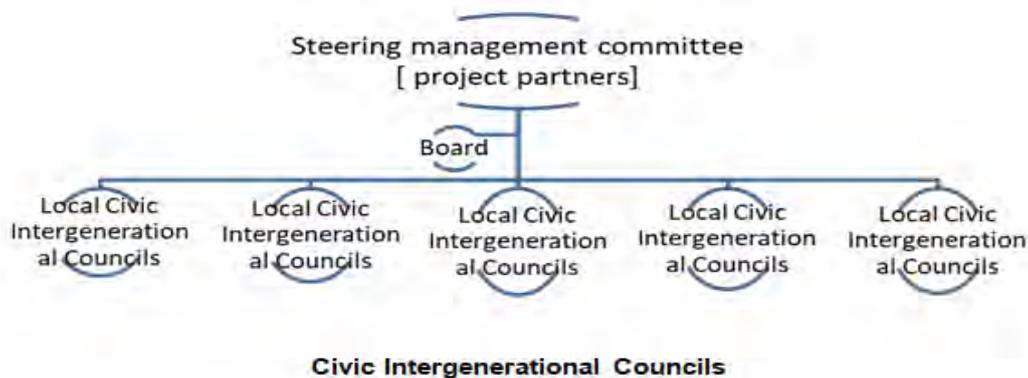


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- Support actions to promote active ageing by young people civic decision-making.
- Empower young people through the transmission of knowledge and experiences by older people.

To accomplish the above results, it is necessary to create a minimum structure that will manage the Civic Intergenerational Councils.



Expected impact and transferability:

The expected impact and transferability potential are based on the implementation by each of the partners of an Intergenerational Civic Council before the end of the project, which will serve as a pilot test in each country, and can be exported to the different localities and regions of the participating countries.

The long-term objective is that this model of Council will be implemented in other European countries not participating in the CIA project.

5.2. Evaluation (Outputs of the activities; The effect on the people as a result of the activities; The over-all Impact or change)

There are two levels of evaluation:

- a) **Implementation of Local Civic Intergenerational Councils:** Each partner of the Project will implement such Local Civic Intergenerational Councils that will be coordinated and managed by the CIA - “Civic Intergenerational Agents”, who will be trained in two forms of agents: the facilitators (in a larger number) and the interlocutors (in smaller numbers). It will be largely up to the facilitators to work and manage the Councils and to achieve measures / actions / projects / proposals, etc., and the interlocutors to establish a bridge between the Councils in particular, with the results or outputs of the councils, and the other structures as local authorities, municipalities, regional entities, NGOs and other non-profit civil entities.

If the “Local Civic Intergenerational Councils” are implemented in each partner country before the end of the project, the evaluation will be positive.

- b) **Work implemented by “Local Civic Intergenerational Councils”:**
The objective is to increase transferable skills between economic sectors for the younger generation by creating the concept of Local Civic Intergenerational Councils (key concept), creating a link between generations for a common good: give voice to seniors in their localities



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and activate the participation of young people in civic decision-making processes, providing them with a set of skills useful for their future employability.

The evaluation sheet can be adapted taking into account local necessities. If the work developed is 3 or more, the evaluation will be positive.

EVALUATION SHEET

Scale	The quality and quantity of work produced by the LOCAL CIVIC INTERGENERATIONAL COUNCILS	Mark
1 Poor	Has made frequent errors that are harmful to "councils" operations.	
	The supervisor has received numerous complaints about the quality of work.	
	The quality of work produced is unacceptable	
	Does not complete required paperwork.	
2 Needs Improvement	Is not as careful in checking work product for errors as it could be	
	Tends to miss small errors in work service	



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	Required paperwork is completed late or is only partially complete	
3 Meets Requirements	Does not require constant supervision	
	Error rate is acceptable, and all work is completed timely	
	Forms and required paperwork are completed on time with minimal errors	
4 Exceeds Requirements	Managers and co-workers have commented on high levels of accuracy and work productivity.	
	Takes pride in work and strives to improve work performance.	
	All memos, reports, forms and correspondence are completed on time with no errors.	
5 Outstanding	Has less than a 1% error rate on work service.	
	Accuracy is excellent.	
	Quantity of work produced is outstanding.	



The operational manual for the functioning of the local civic intergenerational councils will be published both on the project's website and on the collaborative platform so that it can be accessed by the target group:

- In the first place, Local Civic Intergenerational Councils will have an impact in local and regional level on the youth collective, with special incidence in those young people with less professional qualification and skills development who see the participation in an CIA as a way to promote employability and social integration, with the support of the elders as a source of knowledge and experience.
- Second, an adequate impact is expected on the group of young people living in rural areas with a low population, considering that both through the intellectual output (IO3), and the multiplier events, they can attract the interest of organizations, local and regional entities, employment services, etc... that support the initiative to start up ICAs in small towns as a way of social and labour integration, contribution of ideas and programs in order to involve young people in civic decision-making through the associative way.
- At the national level, we hope that through the creation of a model of Local Civic Intergenerational Council, applicable to the objectives and functionalities of the project that can be extrapolated to other European countries. The implementation in each partner country of an Intergenerational Civic Council managed by facilitators who present the results obtained in the CIA project, the models of CIA can be taken into consideration and exported in a field that exceeds the local or regional level.
- In fourth place, we expect an impact and a contribution to the European Commission's program on active ageing and solidarity



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between generations, in which young people can be a channel for interaction and relations with the elderly, the latter being an active part of improving the skills, knowledge and experience of young people.

In addition, the six partners participating in the CIA project will be responsible for the promotion and dissemination of their activities and results through their network of contacts allowing for an adequate impact at all geographical levels not only during the execution of the project, but also after its completion with the aim of ensuring its future sustainability.

The project partners are committed to guarantee the employability of the collaborative platform and increase the level of users at local, regional, national and European level, considering it as an essential output to achieve an interaction between young people and stakeholders for the promotion and increase of the implementation of Local Civic Intergenerational Councils



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TRAINING MANUAL FOR THE DEVELOPMENT OF THE SPECIFIC SOFT AND HARD SKILLS

1. INTRODUCTION

This manual is intended to provide facilitators and partners of CIAs the practical tools necessary to properly manage the activity of the Intergenerational Civic Councils, putting into practice the skills learned and generating the appropriate interrelationships between CIA and youth workers, employment agents, NGOs, local and regional authorities and other target audiences.

On the other hand, this manual also aims to:

- Teach young people to use emotional intelligence as a means of developing interpersonal skills and competences through young -old relationships in daily work within a CIA.
- Give the appropriate guidelines to promote, through intergenerational councils, the active participation of young people in decision-making civic decisions.
- Define employability actions through active youth -adult cooperation.

In conclusion, this is a **practical** document, gathering **different training materials** from **different sources**, allowing the development of skills necessary for the management, development and participation in the Intergenerational Civic Councils, with sections such as communication and institutional communication, leadership, teamwork, and other aspects that encourage the development of professional skills for the group of young people to whom the CIA Project is directed.

The training's design is built up on a three days frame (18 h of training), as following:

Day 1

- Session 1: Communication skills (1.5 h)
- Session 2: Institutional communication (1.5 h)
- Session 3: Teamwork (3 h)

Day 2

- Session 1: Leadership (2.5 h)
- Session 2: Identifying of specific professional skills (2.5 h)
- Session 3: Introducing the Practical guide for facilitators and interlocutors of CIA (1h)

Day 3

- Session 1: Using the Practical guide for facilitators and interlocutors (2 h)
- Session 2: Practicing & testing a CIA (3 h)
- Session 3: Reflection and results. Concrete proposals to follow up (1 h)

Methodology: presentations, debates on specific case studies, workshops, reflexion groups, focus groups, group studies simulations, evaluation methods



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Resources: laptop, internet, videoprojector, PowerPoint presentations, video clips, evaluation forms



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2. COMMUNICATION SKILLS

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

Communication skills are about saying the relevant stuff verbally and non-verbally, making friends by doing the 'give and take'. Communication skills are more than verbal and non-verbal communication. They are also about making a good impression, about having a presence and so on. Communication skills are a set of activities that ultimately make a quality public performance.

Communication today is very important both in the business world and in private life.

In the business world, many employers believe that proper internal communications can significantly increase employees' productivity.

Although communication itself seems simple, often when we try to establish communication with others or others with us, there is always a chance for a lack



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of understanding that can cause conflicts and frustrations in personal or professional life in relations with other people.

In this modern time in which we live in, we are receiving, sending and processing a large number of messages every day.

But successful communication is far more than sharing information; it is also an understanding of the feelings behind this information. Successful communication can deepen relations in personal life or professional life. In personal life, they can help us understand better people and situations that happen on a daily basis.

Developing communication skills can help us avoid conflicts, compromise and help in better decision making.

For that reason, communication skills are the most demanded soft skills that employers are looking for in their employees.

Top 10 Most In-Demand Soft Skills

(Based on % of members with skill who were hired into a new job)

1	Communication	57.9%
2	Organization	56.5%
3	Teamwork	56.4%
4	Always Punctual	55.9%
5	Critical Thinking	55.8%
6	Social Skills	55.8%
7	Creativity	55.0%
8	Interpersonal Communication	55.0%
9	Adaptability	54.9%
10	Friendly Personality	54.6%



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Employers who manage to successfully communicate with their employees have much lower turnover rates. Therefore, employers need to have a well-set strategy about how to keep their employees informed and engaged.

3. INSTITUTIONAL COMMUNICATION

3.1. What is institutional communication?

Communication means the exchange information and gaining of knowledge through this information. Everything communicates, in a verbal or nonverbal way, we obtain information from everything in our environment. If it doesn't communicate, it doesn't exist. Not receiving information or feedback means not knowing the current situation of this person, enterprise or entity, therefore it's invisible for us. For this reason, is crucial to communicate constantly in every area of our lives in order to catch the attention of the people around us and keep them informed about our situation so they will be interested in our professional activities and initiatives.

This rule is also applied in business. An entity or company that does not constantly publish information regarding their activities, their new products, strategies or even basic information about their businesses will not be in the minds of the audience and consequently they will not be interested in their activities neither in their products or services. However, this information has to

be published following a strategy in order to reach the right target and increase the impact of these publications which will ensure more clients for the business.

3.2. What is corporate communication ?

The strategy will be defined and implemented by the department of institutional communication of the company. This department will be in charge of defining, within this communication strategy, the social media that the company will use to reach the audience, the target of the publications, how many items will be published and the frequency of these publications, which tone will be used, to which mass media they will address in order to spread the news regarding their business and the steps to follow in order to do it so. All these items will be collected in a communication plan previously approved by the management department of the company.

To finish with this theory unit, the changes of Internet and digitalization to Institutional Communication will be introduced, since the work that will be implemented in the next sections will be directly linked to social media and Internet.

3.3. How to define institutional communication strategy

The definition of institutional communication will focus on how to develop an institutional communication strategy in order to make the publications of our company succeed.



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In order to start implementing communication actions, it is mandatory to have a strategy that defines the plan and the steps that will be followed in order to reach the objectives that accomplish with these actions. Therefore some of the things it is important to know before implementing communication activities are the objectives of these actions, the target group and group of stakeholders that they want to reach, the actions to be done and how they will be implemented and the impact of these actions on the company and how it will be measured.

We must think about how we will proceed to prepare our own business communication strategy. There's not an only successful way of designing a communication strategy. How the strategy is approached will depend on the kind of company it is for, the objectives that is being prepared to accomplish and so on.

3.4. Institutional communication in social media

Nowadays, one of the most important channels of communication is the social media. Most of the people have one or several profiles in social media, therefore communicating through these channels would be crucial to reach the desired audience. However, it is not efficient to use all the channels available without having a list of objectives to follow and a clear strategy. For this reason, the previous points of this topic have focused on how to define a strategy.

Once the communication strategy is clear, is time to define the social media plan. First of all, according to the institutional communication strategy of the company a target audience has been identified.



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It is time now to define in which social media channel it is more probable to reach this audience (Twitter, Facebook, Instagram, LinkedIn, Pinterest, etc.). It is recommendable to start with just one profile in social media and, once this profile is totally under control and successful, to expand to other channels if the company thinks it will be fruitful.

After having chosen the social media channel adequate for the company's target, it is time to define the actions that will be implemented in order to accomplish the objectives defined in the previous strategy. It is important to plan the actions and publications of the following year according to the objectives defined and the thematic considered interesting and engaging by the company's target.

This plan, following a calendar structure, will be a draft being constantly updated according to the evolution and the activity of the company.

3.5. Press communication

Although the actions of communication today are mostly planned as social media actions, it is important not to forget the role of the mass communication media in the society. These would not be a channel for which the company will have to produce daily content, but they will be important to disseminate some news regarding the business, for example releasing a new product or service or receiving an important award in the professional sector of the company.

In these key moments it is important to inform the press of what is happening, so they would create an article related with the information given and reach much more people than using other channels



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There are two options to get the media publish an article related with the company. In first place, if the new the company is selling to the media is something that will really make a change within the company and the society, it will be important to call the media for a press conference in which someone from direction or management of the business, accompanied by the responsible of communication of the company, will tell the details to the press and after that answer their questions. It is important to call the press conference between two or three days before the conference and send a reminder the day before the event.

This is an example of press call including who will participate, when and where and explaining the reason why the media is required in this press conference:

United Nations  Nations Unies

Office for the Coordination of Humanitarian Affairs

MEDIA ADVISORY

**UN HUMANITARIAN CHIEF STEPHEN O'BRIEN
TO VISIT SYRIA & LEBANON**

WHO: Stephen O'Brien, UN Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator

WHAT: Mission to Lebanon and Syria

WHEN: 14-17 August 2015

WHERE: Beirut, Damascus, field locations

UN humanitarian chief Stephen O'Brien is scheduled to visit Syria and Lebanon from 14 - 17 August 2015 to see for himself the terrible humanitarian impact of the protracted conflict and violence in Syria.

Humanitarian needs in Syria have increased twelve-fold since the beginning of the crisis, now in its fifth year, with 12.2 million people needing humanitarian assistance, including more than 5.6 million children. Half of the population has been displaced making Syria the largest displacement crisis globally, and more than four million people have been registered as refugees. A high level of civilian casualties and increased violations of International Humanitarian and Human Rights Laws, by all parties, indicate the significant protection and access concerns.

USG O'Brien is expected to meet key officials in Damascus and Beirut to discuss ways of strengthening the aid operation to save lives and protect civilians. He hopes to meet displaced and refugee families in Homs and the Bekaa Valley, and staff of humanitarian agencies and partners.

Press encounters are expected to be held in Damascus and Beirut. For further details of these and other interview opportunities during the mission, please contact:

Chahla Seif in Damascus: Cell +963 953 500 078, seif@un.org
Mamad Sarrouf in Beirut: Cell +961 3 456 926, sarrouf@un.org
Annanda Pitt in New York: Cell +1 917 442 1810, pitt@un.org

For more information, please call:
London: PMA, OCHA, New York: www.unocha.org, Tel: +1 212 964 4376, +1 917 412 1810
New York: OCHA Knowledge, www.unocha.org/knowledge, Tel: +1 212 971 1142, Cell: +1 917 973 8759

UNHCR press releases are available at www.unhcr.org/press

The mission of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is to mobilize and coordinate effective and principled humanitarian action in partnership with national and international actors.

Full size version:

<https://blog.marketersmedia.com/wp-content/uploads/2019/05/United-Nations-Media-Advisory.png>



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If it is considered that there is no need of a press conference, the department of communication of the company will inform the mass media through a press

Press Release Format

Dateline: This includes the distribution date of the press release, followed by the hometown of the person or organization presenting the news, and finally followed by the start of the first body paragraph.

<address>
<date>
FOR IMMEDIATE RELEASE
CONTACT: <your name here>
<your Pioneers group here>
<phone>
<e-mail address>

<Title of Story>

Headline: The headline, or press release title, should be attention-grabbing while still telling journalists the essence of the news contained in the release.

Summary: The summary should be a brief paragraph presenting more details about the actual news contained in the body of the press release. In online distribution, the summary is often displayed in listings with the headline.

Press Release Body: The body of the release will go into further detail about the news. The who, what, when, where, and why questions should all be answered in the first paragraph if possible, followed by any quotes and supporting facts.

Call to Action: Generally a one-sentence closer following the boilerplate of the news release, and starting with something like "For more information about Pioneers...".

Contact Info: Full contact information, or at least as much as possible, including a full contact name, phone number, and email address. A mailing address, fax number, and cell phone number can also be included.

Boilerplate: A press release boilerplate is a paragraph after the press release body which gives general background (not usually directly related to the news angle) about the person, organization, or company issuing the press release. Example: Founded in 1911, Pioneers is now more than 620,000 volunteers strong committed to serving our communities in the United States, Canada and beyond. As long as there's a need, no matter how large or small, Pioneers answer the call for help in every way imaginable.

Call to Action: Generally a one-sentence closer following the boilerplate of the news release, and starting with something like "For more information about Pioneers or this news angle...".

Closing: To close a press release (to let the journalist know there are not additional pages), center # # # at the bottom of the page.

#

Full size version:

<https://www.freetemplatedownloads.net/wp-content/uploads/2016/10/press-release-template-27.jpg>

release containing the main information that the entity wants to be published by the media. Here there is an example of structure to be followed in a press release:



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Even if a press conference has been scheduled it is important to prepare this press release and send it immediately after the press conference attached with some images of the event. This will facilitate the work of the journalist and it will be more probable that they will publish the information on the media.

It is important to include always images and contact information to let them address back to the communication department if they need further information.

After the publication of the information on social media, the communication department should collect the articles published in a press clipping, in order to know which media are more interested in the activities done and to have their contacts in the agenda for future opportunities. It is also recommendable to disseminate these mass media publications through the company's social media to show the relevance of the news announced.



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4. TEAMWORK

4.1. Introduction

Teamwork is much more than the gathering of a group of people who seek to achieve a goal through a strategy.

Teamwork implies commitment to common goals, as well as harmony, will, responsibility and cooperation among each member.

It is about making a connection between all the members that brings together the skills of each one to enhance the effort invested in each task, increasing the efficiency and reducing the time needed to complete any work.

For a group of people to become a team, cohesion between them must be achieved.

Cohesion = Union or close relationship between people

Cohesion is expressed through the fellowship and degree of belonging of the team members, which will make each task carried out achieve much more productive results.

When the level of union between the members of the group is significant, we can already consider it a team.



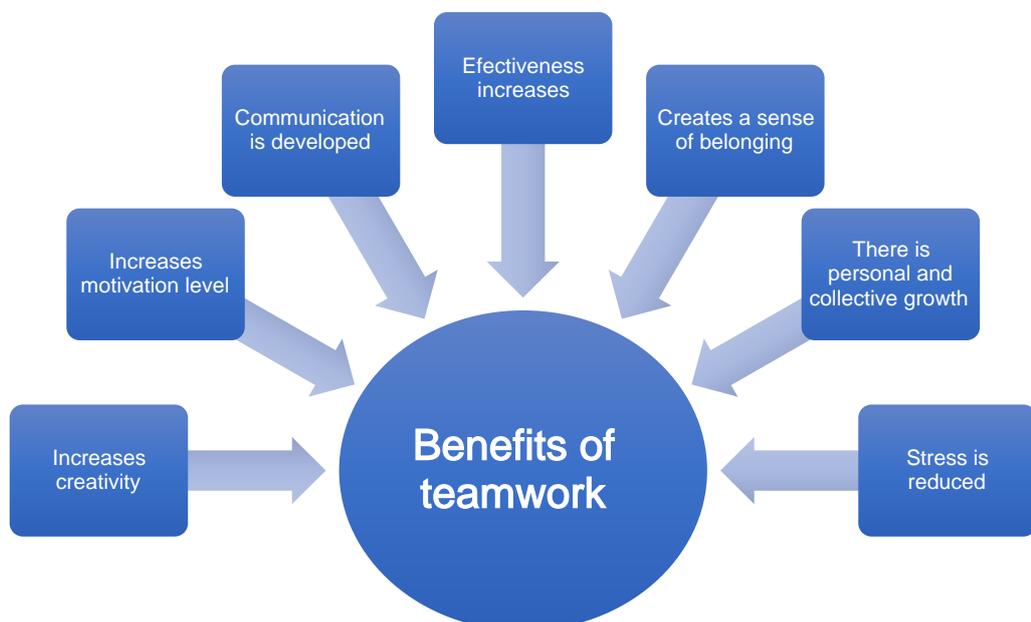
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GROUP	≠	TEAM
Passive attitude		Active attitude
Individualism		Interdependence
Competence and desire to stand out		Cooperation
Avoiding conflicts		Conflict resolution
The contribution of ideas is limited		Contribution of ideas enhanced

4.2. Benefits of teamwork

In addition to bringing members together, teamwork has many advantages:



1. Increases creativity

When a team works together, great ideas and creative solutions can emerge. Brainstorming allows creativity to expand thanks to the different views of the team, which combined, help create innovative solutions to problems that may arise.

2. Increases motivation level

Belonging to a team raises motivation, as all decisions are taken together and all objectives are pursued in communion. In this way, the team encourages each one to achieve their goals.

3. Communication is developed

Communication in a team will be direct, fluid and transparent, as there is freedom and trust to present and share different opinions, resulting in a comfortable and effective working climate, of mutual collaboration.

4. Effectiveness increases

We are all unique and have different characteristics. Working as a team, the individual talents of each member complement each other, enriching each other and achieving results that could not have been achieved individually. This also increases productivity and synergies.

5. Creates a sense of belonging

When a person feels united with their team, a sense of belonging and common identity is created, which will generate feelings of loyalty and commitment to the project. People feel valued and supported into their team and



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will want to paddle in the same direction. They increase the sense of responsibility and empowerment.

6. There is personal and collective growth

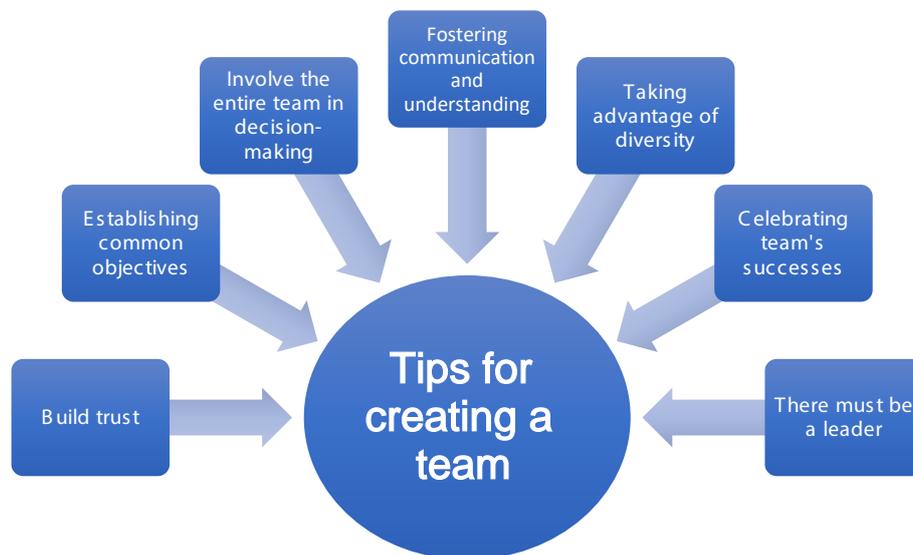
Each team is made up of people with personalities, knowledge and attitudes that differ from one another, which results in personal and collective enrichment by creating interpersonal relations between them, making everyone progress together and stimulating learning. It will also increase social skills such as empathy or problem-solving skills, among others.

7. Stress is reduced

Teamwork allows tasks to be shared among all, and each person can dedicate himself or herself to what he or she is best at, eliminating the stress of having too much work or worrying about having to perform a task that is not mastered. Each person can maximize their potential.

4.3. Tips for building your team

These are some tips that can be followed to start the creation of a solid team with which to achieve all the advantages of teamwork:



1. Build Trust

Trust is one of the key elements of a team.

This is gained mainly through the attitudes that some members have with others. We must foster commitment to the project and the team and a collaborative attitude that will spread among the members.

Interpersonal relationships must be fostered so that individuals know each other, know each other's abilities and are able to lend a hand to those in need.

2. Establishing common objectives



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Creating common goals for the whole team helps to create a sense of belonging.

Although each member has his own specific task, it is very important to point out what are the common objectives to unite all energies in the direction of the goal we pursue, sharing the same values.

3. Involve the entire team in decision -making

Each member must feel fully integrated into the team, and to do so, everyone must have a say in every relevant decision made.

Each member will be able to contribute their ideas and give their opinion on the important points that bring the team closer to achieving its objectives.

This benefits the feeling that both the points to be improved and the achievements achieved will be shared by all.

4. Fostering communication and understanding

The channels of communication between the team must always be open to reach a better understanding among its members. Listening is the fundamental part of good communication, and it must always be active and patient.

Unconstructive criticism should be eliminated and feedback encouraged.

Empathy or "place oneself on the place of another" is a priority exercise.

5. Taking advantage of diversity

We all have our own point of view on how to accomplish a task and there will never be two identical visions.

That's the great wealth of a team!



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Thanks to the diversity of opinions, personalities, ways of doing things, personal strategies, etc., our team will have an innovative and unique vision.

There is no need to be afraid that the team is made up of very different people. It is precisely what will make it succeed.

6. Celebrating team's successes

When a goal is achieved, the celebration must be a joint one.

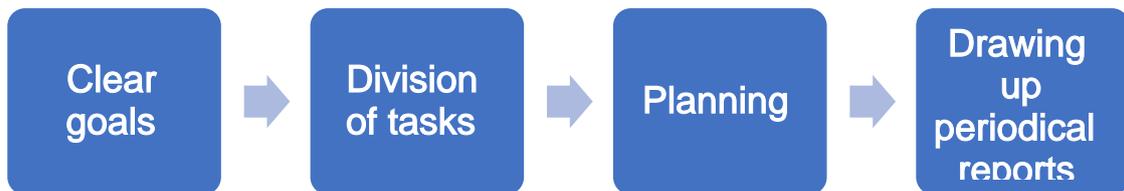
Each and every member must feel that their contribution counts. Feeling valued is very important to continue doing a job with motivation, and if this feeling is joint, the desire to continue going for common goals increases.

7. There must be a leader

Even if all decisions are taken together and everyone work together, there must be a figure that also helps to move the team forward by acting as a mediator, as a catalyst for communication and by bringing positions closer to consensus when necessary.

4.4. Steps to achieve a good teamwork

There are certain guidelines that can help you foster your team's dynamics



and prevent more unforeseen events than necessary:

1. Clear goals

We have already talked about the importance of common objectives, but they must also be clearly planned so that the team does not lose its way.

We can take into account the acronym S.M.A.R.T, which means that our objectives must be: Specific, Measurable, Achievable, Realistic and Time bound.

2. Division of Tasks

It is highly recommended to establish how to divide tasks.

Ideally, this division of tasks should be decided together, in a space where each member can express what he or she is good at and what tasks he or she thinks he or she can do best, as well as where he or she could use some help.

This will ensure maximum efficiency within the equipment.

3. Planning



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It is very useful to establish the steps to follow in our project and to translate them into a timetable, which will help us to manage time by coordinating the pace of each member.

Thus, certain deadlines can be set for achieving objectives and for assessing the outcome of those objectives, checking whether there are problems or whether the work is being done as efficiently as possible.

4. Drawing up periodical reports

It is advisable to collect reports periodically on the important points that the team develops, both in terms of achieving objectives, difficulties that may arise or the internal organization and synergy of the team.



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5. LEADERSHIP

5.1. Introduction

Being a leader is not about having all the answers. Becoming a good leader has much more to do with responsibility – taking responsibility for our actions, people we are leading and the work that has to be done.

Leader is passionate about what he does and by doing what he believes is right, and by perseverance he inspires others.

You have already started being a leader the moment you feel the drive to make a difference: among your peers, in your organization, in your community; for the benefit of others, for your own happiness, for a better world. Next step is to share this vision with others, and gather those who believe in it, as you do, and who wish to help you achieve it. And finally, you must persist in work you have started, and take responsibility in making sure the work will be done and your vision will be fulfilled.

Being a leader means to be a part of a group with one additional role – to keep the group organized and well -functioning. This position requires you to have a sense of responsibility and sensitivity towards the needs of the group and associated people.

It is important to note that you can be a leader and show leadership even without a “followership”, having people who will follow you. Showing responsibility for oneself and demonstrating the ability to make personal change is often as critical as leading a group of individuals or altering the larger community.

5.2. Types of leadership

The first big challenge is to define Leadership!

According to Kevin Kruse, CEO of LEADx and author of Great Leaders Have No Rules, “Leadership is a process of social influence which maximizes the efforts of others, towards the achievement of a goal”.

A very big common mistake is that we mix the concept of management with Leadership, and some styles may use authority or power instead of social influence.

Ahead, we are going to focus on the characteristics of different kinds of leadership and understand the potential and the risks of each one of them.

We can find several academic definitions for Leadership however the process of influence should always have an intended outcome so we really know the way we must follow and the kind of results we must achieve.

Let’s focus on the following different types of leadership and into their characteristics.

In the 1930s, Kurt Lewin developed a framework based on a leader's behavior and set these three types:

Autocratic leaders

They make decisions without consulting their teams. This style of leadership is considered appropriate when decisions need to be made quickly, when there's no need for input, and when team agreement isn't necessary for a successful outcome.

Democratic leaders

In this style of leadership, it allows the team to provide input before making a decision, although the degree of input can vary from leader to leader. This style



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is important when team agreement matters, but it can be difficult to manage when there are lots of different perspectives and ideas.

Laissez-faire leaders

The leader doesn't interfere! Allows people within the team to make many of the decisions. This works well when the team is highly capable, is motivated, and doesn't need close supervision. However, this behavior can arise because the leader is lazy or distracted; and this is where this style of leadership can fail.

However, people's interaction and relationships evolves and in our days, we can identify new styles and new profiles of leadership.

Let's make an overview on the **Six Emotional Leadership Styles** theory of Daniel Goleman, Richard Boyatzis and Anne McKee.

Published in 2002, in their book *"Primal Leadership"*, this theory shows us the strengths and weaknesses and also how each style can affect the emotions of your team members.

Visionary

In this style of leadership, the leader tells where the team is heading, but doesn't dictate how they're going to get there. Instead, encourage them to use their own initiative to solve problems or to reach a target. One of the main aspects of this type of leader is empathy, by being able to "step on the other's shoes".

Visionary leadership is most effective when the organization needs a new vision or a dramatic new direction, or for helping your team to manage change. However, it's less likely to be effective when you're working with a team that's more experienced than you are. In these cases, democratic leadership is more likely to be effective.

Visionary leadership can create the most positive results of all the six leadership styles, but it may also be overbearing if it is too much.

To develop a Visionary leadership style the leader must focus on increasing his expertise, vision, self-confidence, and empathy, get excited about change, and let the team see the enthusiasm.



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The challenge for the leader is trying to convince the others of his vision, so communication and presentation skills are very important.

Coaching

Focused on team's success, coaching leadership style is based on empathy and encouraging the group, and can be used every time there's a need to focus on developing people for future success.

The key for success of this style of leadership is the connection between personal goals and values with the organization's goals.

This style is centered on having in-depth conversation that may have little to do with people's current work instead focusing on long term life plans and how this connects with the organization's mission. time error always we are

Based on personal relationships and well-being of the whole team this kind of leadership has a positive impact, because it allows to establish rapport and trust and increases motivation.

It is very important to well know the team. Only this way you are allowed to realize when they need guidance or advice, however it is important that the leader knows how to engage in informal coaching and mentoring.

Affiliative

For the affiliative leader people come on the top priorities. This kind of leadership is very challenging for the leader, because he needs to know the emotional needs of the team, in order to be able to encourage inclusion and resolving conflicts.

This is a very successful style of leadership every time there is team tension or conflict when trust has been broken or if the team needs to be motivated through a successful time.

This leads you to a big challenge that is to develop conflict resolution competences and emotional managing among the team.

Democratic

Cooperation is the keyword. Leaders using this leadership style seek input from their teams and their main task is listening and directing.



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This style is better used when you need to get your team on board or to build consensus. It's also very important when you need your team's input. However, this kind of leadership cannot be used with people who are experienced like competence are not well informed about the situation.

Active listening and facilitation skills are the key competences that the leader should have well developed, otherwise the participation cannot help with problem solving or decision making and can become a problem.

Pacesetter

Excellence is expected from the team. In this kind of leadership there's no room for poor performers. The leader is focused on performance and achievements. In some situations, this can be a very successful leadership style, however, it can cause burnout, exhaustion and high staff turnover.

In this case the leader should know very well how to improve the team's quality and train young people well in order to help them to become as effective as possible.

It is also important that the leader improve his motivation skills and balance in order to get the best from people.

Commanding

Commanding leaders use an autocratic approach, sustained by orders, correct threat of disciplinary action, and tight control, are some of the main characteristics.

This kind of leadership can go against people's right and way of living among Democrat Democratic countries where people are more used to having a high level of control over their lives and their work. This kind of leadership can have a profoundly negative effect on a team. Commanding leadership style is best used in crisis and with problem team members. Using commanding leadership is a very dangerous option. It should be used only when absolutely necessary. To work in this high pressure situation, the leader should have high skills on crisis management and make sure that team members are able to make good decisions and their pressure.



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After this overview has different kinds of leadership it's important that we realize that literally a leader's emotional state can have a huge impact on the organization affecting his culture and productivity. Another concept that he's very close and very important in leadership is the knowledge that the leader should have about emotional intelligence. being aware of emotional intelligence better options can be taken and promote better results for the team and the organization.

There is no perfect style for everyone. Different kinds of leadership can be used according to different situations and different groups.

Anyone can learn how to use leadership styles. The important thing is that the best style is chosen according to the team and the situation.



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6. IDENTIFICATION OF SPECIFIC PROFESSIONAL SKILLS

6.1. Hard skills

As defined by the international group of stakeholders involved in the OECD Future of Education and Skills 2030 project, skills are the ability and capacity to carry out processes and to be able to use one's knowledge in a responsible way to achieve a goal. Skills are part of a holistic concept of competency, involving the mobilization of knowledge, skills, attitudes and values to meet complex demands.

Hard skills are specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way. Possessing a hard skill connotes mastery and an expertise within the individual to perform a specific task or series of tasks to complete a job.

Hard skills are demonstrable and quantifiable; individuals who possess hard skills can be tested to prove their capacity in each hard skill they possess. There are objective metrics that can be applied to the hard skill, not just subjective judgment.

Most of individuals learn hard skills in various ways: learning them in traditional schools, colleges and vocational education programs. Individuals can also learn hard skills through apprenticeships, mentoring, on-the-job training



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and hands-on training. Individuals can teach themselves hard skills, too, through books, online platforms and even through trial and error.

As a proof that an individual has achieved a certain level of proficiency for a particular hard skill or set of hard skills there are used certificates, diplomas, licenses and test scores. A driver's license, for instance, demonstrates that an individual has demonstrated a minimum level of proficiency as determined by the government agency issuing the driver's license. Hard skills can also be considered technical skills.

6.2. Soft skills

To remain competitive, workers will need to acquire new skills continually, which require flexibility, a positive attitude towards lifelong learning and curiosity.

What are soft skills?

According to a modern education prospective, soft skills are described as intangible; for example, being a good listener is a capacity that describes an individual's ability to hear a speaker's words and understand and empathize with the speaker.

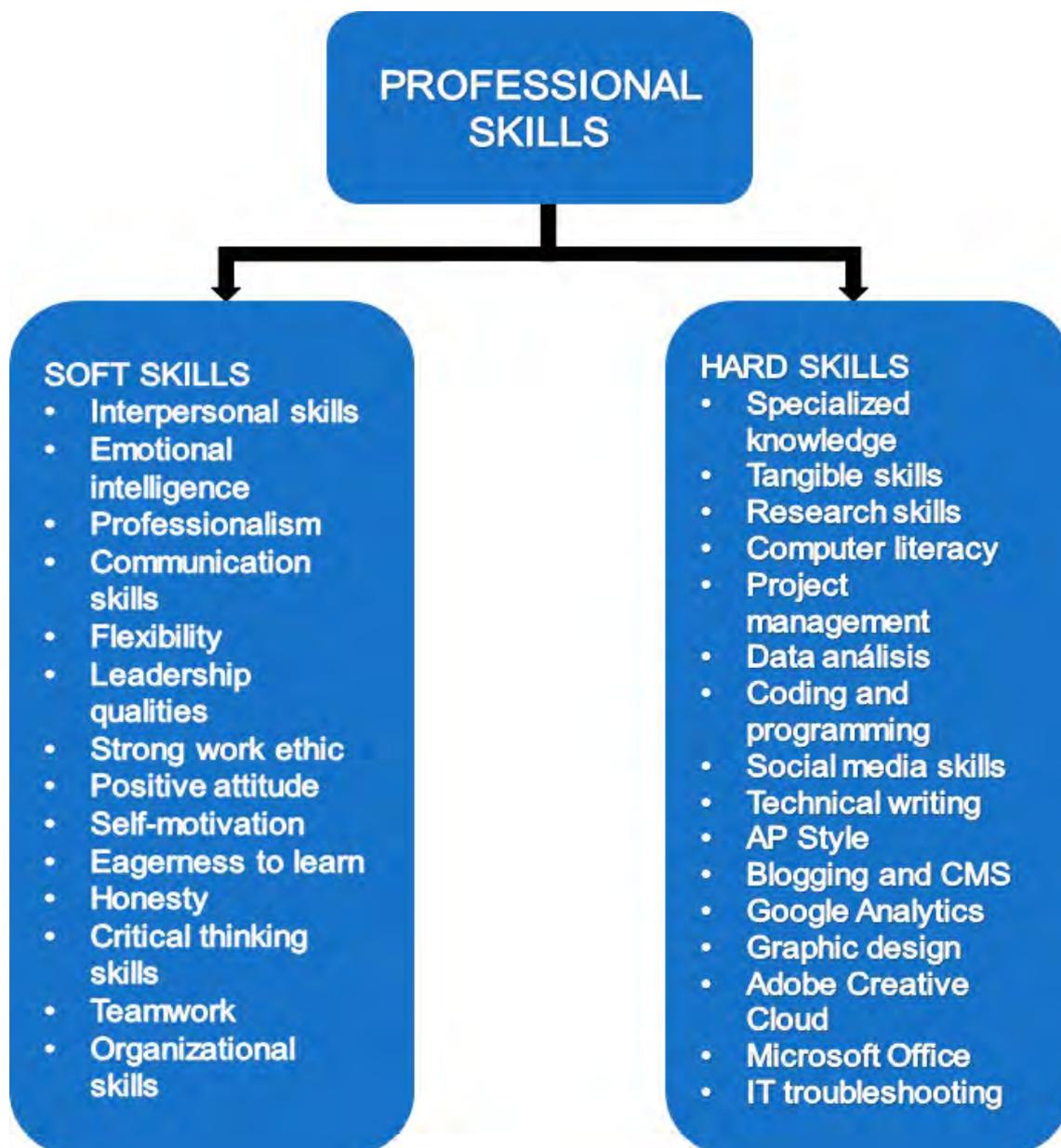
Soft skills are often called interpersonal skills or people skills. Additionally, soft skills can describe an individual's own characteristics; examples of such soft skills include having a good work ethic or working well with others. Individuals generally have a disposition that favors the expression of specific soft skills, but there is an element of nature vs. nurture as well.



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There aren't traditional degree programs or vocational programs focused on soft skills, but colleges, schools, organizations and even companies do indeed invest in developing soft skills in individuals. Individuals can seek out learning opportunities and activities on their own to cultivate soft skills within themselves as well.



Source: <https://searchcio.techtarget.com/definition/hard-skills>



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7. REFLECTION AND RESULTS: CONCRETE PROPOSALS TO FOLLOW UP

7.1. Introduction

The objective of this training course is to improve both the specific and transversal skills necessary for the proper functioning and management of Intergenerational Civic Councils.

The material and content for this course has been prepared for the benefit of the “Intergenerational Civic Councils” participants. The materials and content are intended for training purposes only and it is aimed at both facilitators and trainees to enable the development of the necessary skills for the management, development and participation in Intergenerational Civic Councils.

This training module includes sections such as Communication skills, Institutional communication, teamwork, leadership and identifying of specific professional skills, and other aspects that encourage the development of professional skills for the group of young people to whom the CIA Project is directed.

The three-day training course will equip Intergenerational Civic Agents (both facilitators and partners) with the practical tools and knowledge needed to run the various Intergenerational Civic Councils.



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A training methodology based on the case method will be used, favoring learning through problem solving and eminently practical. The trainers are experts with a high level of experience in human resources and knowledge management, as well as in the operational management of NGOs. Aspects related to association management, organization, commercial management and marketing, budget management, as well as the development of skills such as interpersonal communication, teamwork, leadership or planning and organizational skills, among others, will be covered.

Each partner of the partnership will provide 3 facilitators and 2 youth partners, although special priority will be given to the course attendance of young volunteers with employability problems and low professional

The results expected once the training action has been completed are:

The improvement of the professional skills of the 30 attendees.

The proper preparation of them to manage an Intergenerational Civic Council.

The generation of ideas for improvement and the sharing of actions for the proper functioning of the CIA.

qualifications.

The consortium takes into account that the Training Course for Intergenerational Civic Agents, provides an added value in terms of promoting



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the employability of young people through their active participation in the intergenerational Civic Councils of the Local intergenerational civic participation by providing the assistants with practical management tools and the improvement of the necessary skills to carry out the tasks of the jobs to be performed.

Trainees will be taught the appropriate means of promoting dialogue between older and younger people as a means of exchanging knowledge and experience. They will also be taught how to use emotional intelligence as a means of developing interpersonal skills and competences through youth-majority relationships.

During the training course, innovative training methodologies will be used, allowing not only the learning of the participants based on the new information technologies, but also the use of knowledge management as a means of developing professional skills, as well as emotional intelligence as a practical tool so that the trainer-assistant interrelationship is ideal for achieving the objectives of the training action.

7.2. Evaluation and minimum passing score

Trainees to the “DEVELOPMENT OF THE SPECIFIC SOFT & HARD SKILLS” receive a certificate after completing all assigned activities.

Throughout the course the trainee may find good practices, case studies or other materials that will help him/her master material and gauge the learning.

Scores on these assignments are informational only and do not contribute to the overall course grade. In order to pass this course, the trainee needs to earn



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a 70% or higher on the activities and participate in the classes during the three - day training course.



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ASSESSMENT METHOD:

Explanation	Points
Course participation (3 days, 10 points per day)	30
Completion of required steps toward induction	-
Communication skills	10
Institutional communication	10
Teamwork	10
Leadership	10
Identification of specific professional skills	10
Summary of course outcomes Assignment	10

TOTAL POINTS AVAILABLE FOR THE COURSE: 100

90 – 100 → A 70 – 79 → C 59 or below → F
80 – 89 → B 60 – 69 → D

7.3. Technical requirements



This training course it could be delivered in class, online or in a blended learning form.

The trainee should have access to a computer or web-capable mobile device and have consistent access to the internet to either view or download the necessary course resources and to attempt any auto -graded course assessments.

To access the full course including assessments, the trainee needs to be enrolled in the course. For additional technical guidance, you can ask your trainer.

7.4. Fees

There is no cost to access and enroll in this training course. All required course resources linked throughout the course, including textbooks, videos, webpages, activities, are accessible for no charge. This course also contains a free final test and course completion certificate.

7.5. Time commitment

While learning styles can vary considerably and any particular trainee will take more or less time to learn or read, we estimate that the "average" trainee will take 3 days to complete this course.

We recommend that you work through the course at a pace that is comfortable for you and allows you to make regular (daily) progress. It's a good idea to also schedule the study time in advance and try to stick to that schedule.



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7.6. Tips and suggestions

Learning new material can be challenging, so below we've compiled a few suggested study strategies to help the trainees' success:

Take notes on the various terms, practices, and theories as you read.

As you progress through the materials, take time to test yourself on what you have retained and how well you understand the concepts.

Although you may work through this course completely independently, you may find it helpful to connect with other trainees through the discussion forums or study groups.

Prior to beginning this course, we suggest that you interview a few professionals from different fields

7.7. Trainee's conduct

All trainees enrolled at "CIA project course" shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum.



7.8. Follow-up

After the training course, participants will have a space in the e-learning platform to continue to develop new professional skills and create a supporting group where each participant can express their needs and exchange good practices.

Some teaching values incorporated into the online platform include:

- **Team teaching:** The instructors represent different perspectives and career stages. Typically, one instructor will lead each class, developed in consultation with the other.
- **Active learning:** Discussion and hands-on activities will allow trainees to explore and immediately apply new knowledge.
- **Networking & camaraderie:** After the training period time will be set aside for trainees to share and network. We view the classroom as a “safe space,” in which sensitive topics can be discussed, and specific comments made by other trainees will not be repeated outside the consortium.
- **Guided reflections:** Trainees will be encouraged to reflect upon career paths and skills by assessing how different roles fit your talents and life goals.
- **Active feedback:** Learning is a conversation between instructor and trainees. The trainees’ feedback is welcome at any time.

7.9. Added value

Participants to the training course once it is finished; they will have obtained the tools and developed the appropriate capacities so that they can act as multipliers so that they are able to train a greater number of young people on how to be part of and put into operation an Intergenerational Civic Council.

The appropriate use of the platform generated in the Intellectual Output III will facilitate the young people participating in the course to act as facilitators and advisors for other young people interested in generating or participating in new Councils.



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