Emotional Intelligence and Conflict Resolution
Capital Area Community Action Agency

Gabrielle K. Gabrielli, Ph.D.
20 May 2014
Ground Rules

1. Turn any cell phones or pagers to the off or silent position.
2. Be on time including from breaks.
3. Listen actively.
4. Keep an open mind.
5. Be respectful to everyone; don’t interrupt.
6. If you break any rules, you sing. 😊
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>1000</td>
<td>Ground Rules, Icebreaker, Objectives</td>
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<tr>
<td>1015</td>
<td><strong>Emotional Intelligence (EI)</strong></td>
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<td></td>
<td>5 Competencies of EI</td>
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<td>Self-Assessment</td>
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<tr>
<td>1200</td>
<td>Lunch</td>
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<td>1230</td>
<td><strong>Conflict Resolution</strong></td>
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<td>CALM Model</td>
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<td>Application of the Model</td>
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<td>1330</td>
<td><strong>De-Escalation Techniques</strong></td>
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<td>Strategies</td>
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<td>Role Play</td>
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<td>1445</td>
<td><strong>Action Plan and Conclusions</strong></td>
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<tr>
<td>1500</td>
<td>Adjourn</td>
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</tbody>
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Learning Objectives

By the end of this course, participants should be able to:

• Define emotional intelligence (EI).
• Describe the five competencies of EI.
• Discuss how to improve EI in yourself and others.
• Apply the CALM model of conflict resolution.
• Practice de-escalation strategies to defuse situations.
# Research Shows Need for Soft Skills

## Nagle Report (Top 4 Findings)
- Attitude
- Communication
- Interpersonal skills
- Critical thinking skills

## Workforce Readiness Study
- Professionalism or work ethic
- Oral and written communication
- Teamwork and collaboration
- Critical thinking and problem-solving

## Society for Human Resource Management
- Adaptability and flexibility
- Critical thinking and problem-solving
- Creativity and Innovation
- Leadership
- Communication

## Demand for Soft Skills
- Reading Comprehension
- Active Listening
- Critical Thinking
- Speaking
- Coordination
Soft Skills of Most Importance

- Communicating effectively
- Promoting teamwork and collaboration
- Conveying professionalism
- Critical thinking and solving problems
Research on Success

- Results, Enthusiasm, Attitude, Cooperation, Honor
Forbes’ Reasons People Don’t Advance at Work

1. Beef up your negotiating skills.
2. Speak up at meetings.
3. Keep your message short and on point.
4. Hone your leadership skills.
5. Say no when you mean no.
6. Control your emotions.
Gabrielle’s List of Top Sabotaging Behaviors

• Having a negative attitude!
• Letting fear get in the way
  – Procrastination
  – Failure to be open to constructive feedback
• Conveying an ego that doesn’t match abilities
• Having a poor mentality
  – “We’ve always done it that way” or, “That’s not my job.”
• Being unprofessional
  – Treating internal or external customers poorly
  – Sending the wrong message
  – Being a constant source of conflict
  – Participating in gossip
Gabrielle’s
Top Behaviors for Success

• Positive attitude including gratitude
• Strong work ethic
• Desire to improve and learn
• Excellent emotional intelligence
• Ability to make things right when things don’t go as planned
• Leadership abilities
• Ability to see outside themselves
Emotional Intelligence

• 55% of Americans are not familiar with EI.
• 48% are not familiar with the negative effect that stress has on EI.
• EI has been scientifically proven to be a greater predictor of success in the workplace than IQ.

What does it mean?
Definition of EI

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and others, and for managing our own emotions as well as influencing others.
Study That Initiated EI

• 1960s: 4-year-olds and marshmallows.
• Researcher told kids not to touch the marshmallows then left the room.
• Concluded that those who delayed gratification had higher EIs.
• Study followed kids to high school.
• Surveyed teachers, parents, and others.
• When kids took SATs, those who held out had 210 point average higher score.
• “It is not the strongest of the species that survives, or the most intelligent, but the one most responsive to change.”

- Charles Darwin
History of EI

- Roots with Darwin in early 1900s
- Social Intelligence- Thorndike 1920s
- Influence of non-intellectual factors on intelligent behavior- Wechsler 1940
- Multiple Intelligences- Gardner 1975
- Reuven Bar-On first used the term “emotional quotient” in 1985
- EI- Wayne Payne’s dissertation 1985
Research on EI

• 2007 study showed correlation between EI and use of tobacco and marijuana.
• Those who started smoking at a young age and who regularly smoked had lower scores in emotional self-regulation.
• Conclusion: people who have strong EI and who clearly comprehend their emotions consume less tobacco and marijuana than those with low EI.
Research on EI

• According to a poll (2007), stress has a detrimental impact on our EI and this can spell professional problems for working Americans.

• A strong EI can help build positive relationships and improve performance-ideal for workplace success.
Commercialization of EI

- Goleman is known for generating interest from the business world in EI.
- In 1995 his best selling book expanded Salovey and Mayer’s definition of EI to include the ability to motivate oneself.
- Time Magazine- 1995 article “The EQ Factor: New brain research suggests that emotions, not IQ, may be the true measure of human intelligence.”
EI Misconceptions

• EI is NOT:
  • Being nice all the time
  • “Getting emotional”, “being soft”, or touchy-feely
  • Denying or stuffing your emotions, “sucking it up”
  • The solution to all problems
Recent EI Developments

• Social and emotional learning is now part of the K-12 curriculum in many states.
Emotional Intelligence

EI is:

• Being honest
• Being aware of your feelings and other people’s feelings
• Being smart with your emotions
• The ability to understand and use the power of your emotions wisely
• Maintaining poise under pressure*
Summary of EI Research

• People with high EI are happier, healthier, and more successful in their relationships.

• People with EI have:
  – Balance between logic and emotions
  – Awareness of their own feelings
  – Healthy self-confidence
  – Empathy and compassion for others
Summary of EI Research

- Everyone has different levels of EI.
- The way we express and use our emotions can be controlled.
- Feelings affect our physical health.
- Emotions are contagious.
- Unlike IQ, EI can be significantly raised.
EI Self-Assessment

**Emotional Intelligence Self-Assessment**

1 = Strongly Disagree  2 = Moderately Disagree  3 = Neutral  4 = Moderately Agree  5 = Strongly Agree

**Part I: Rate Yourself.** Using the scale above, please **honestly** respond to the number that best describes your assessment of yourself for each statement.

|   |   |   |   |   |   |
|---|---|---|---|---|
| 1. I use both negative and positive feelings to guide my decisions. | 1 | 2 | 3 | 4 | 5 |
| 2. I am the picture of grace under pressure. | 1 | 2 | 3 | 4 | 5 |
| 3. Negative feelings help me address changes I need to make. | 1 | 2 | 3 | 4 | 5 |
| 4. I am effective at listening to other people’s problems. | 1 | 2 | 3 | 4 | 5 |
| 5. No matter the obstacles or demands, I am good at focusing my attention to be productive. | 1 | 2 | 3 | 4 | 5 |
| 6. I have a calming influence on people around me. | 1 | 2 | 3 | 4 | 5 |
| 7. I am completely responsible for how I feel and react to others. | 1 | 2 | 3 | 4 | 5 |
Scoring the Assessment

**Instructions:**

1. Add numbers in each row and place the results in the boxes at the right.

2. Compare your results to see how well you scored!

**Part II. Score.** Add your scores (1-5 for each item) based on the instructions below.

<table>
<thead>
<tr>
<th>EI Competency</th>
<th>Item Numbers</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td><strong>5 + 3 + 4 + 3 + 2</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>Self-awareness</td>
<td>1 + 3 + 9 + 17 + 19 + 25</td>
<td></td>
</tr>
<tr>
<td>Self-regulation</td>
<td>2 + 7 + 8 + 10 + 18 + 30</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>5 + 12 + 14 + 16 + 22 + 29</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>4 + 11 + 20 + 23 + 26 + 28</td>
<td></td>
</tr>
<tr>
<td>Effective Relationships</td>
<td>6 + 13 + 15 + 21 + 24 + 27</td>
<td></td>
</tr>
</tbody>
</table>
EI Value and Benefits

• EI is more than 85% of what enables people to develop into great leaders.
• EI skills allow people to think clearly under pressure.
• For performance, EI is 2x as important as technical and cognitive skills combined.
• People with high EI don’t let emotions get in the way of solving problems and positively impact everyone they contact.
EI Value and Benefits

• Developing EI skills minimizes time wasted on turf wars or arguing.
• People with high EI are able to calm their minds quickly, opening the way for insight and creative ideas.
• People with high EI choose productive behaviors.
• Improved personal productivity and improved staff performance means people leave work at a reasonable time.
5 Competencies of EI

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Effective relationships
1. Self-Awareness

People with high self-awareness:

- Interact easily with others
- Don’t stress over making decisions
- Accurately assesses themselves, others, and situations
- Are open
- Are quietly self-confident
Self-Awareness Activity
Increase Self-Awareness

• Spend 15 minutes daily on self-reflection.
• Know where in the body stress is held.
• Keep a journal of emotions and triggers.
• Ask for feedback; be open to what you hear.
• Find opportunities to improve self-confidence.
• Pause before reacting to a tense situation.
2. Self-Regulation

People with high self-regulation:

- Foster a climate of trust & fairness
- Surround themselves with talented people
- Focus on issues and not on politics
- Are role models and mentors for others
- Adapt quickly
- Build lasting relationships
Avoiding Emotional Highjacking

- Take charge of your thoughts
- Identify and manage emotional shifts
- Take control of behavioral patterns
Increase Self-Regulation

• Buy time
• Avoid generalizations, assumptions
• Develop constructive inner dialogues
• Derail counterproductive behavior
• Use humor
• Find balance
3. Motivation

People with high levels of self-motivation:

• Initiate improvements in their jobs
• Succeed at difficult assignments
• Are less likely to quit their job
• Motivate others personally and professionally
• Attract others with the same values
Motivation Activity
Sources of Motivation

- Yourself
- Support System
- Environment
- Mentor
Increase Motivation

• Using motivational self-statements (affirmations)
• Using positive mental imagery (visualizations)
• Give yourself opportunities for success
• Find an emotional mentor
4. Empathy

People with high levels of empathy:

• Keep people in the loop
• Promote collaboration and teamwork
• Develop others to their full potential
• Achieve high performance
Empathy Activity
Increase Empathy

• Assume people have the best of intentions.
• Put yourself in the other person’s shoes.
• Remember that you always learn more from listening than from speaking.
• Identify with the other person by reflecting on an experience you’ve had that produced a similar emotion in you.
Empathetic Listening Habits

- Listen for ideas and emotions
- Listen for what is not being said
- Control your emotional reactions
- Avoid prejudgments and distractions
- Use open-ended questions for active listening
Empathetic Driving!
5. Effective Relationships

People with effective relationships:

• Have a wide circle of colleagues and friends, and multiple circles
• Find common ground among differing views, often mediating others
• Effectively lead teams
• Are successful in managing change
Improve Relationships

• Expand your circles of social networks
• Get to know people who are seemingly different than you
• Think outside your comfort zone
• Ask for feedback from people you have had disagreements with
EI Tips

Emotional Intelligence Tips of the Day

Implement a different tip each day, either in sequence (1-20) or by beginning with the areas of emotional intelligence where you need most improvement.

1. SELF-AWARENESS

Tip of the Day #1 - David Caruso and Peter Salovey said, "Emotions are information." Are you able to fully experience your emotions at work and use them as information? Or do you try to "leave emotions at the door?" Try logging every emotion you feel throughout the day today. Later tonight, spend some time reflecting on those emotions and see if you can understand the information that each emotion provides.

Tip of the Day #5 - Do you recognize when you are experiencing feelings during the day? A simple technique for increasing emotional self-awareness is to track emotions during the day using SASHET, an acronym for Sad, Angry, Scared, Happy, Excited and Tender. Keep a SASHET tally sheet today and see if there are patterns in the emotions you feel and those you don't feel.

Tip of the Day #6 - Sarcasm is usually an indication that someone is angry and scared. When you hear sarcasm, ask yourself what that person is angry and scared about. This is especially important if you are the one using sarcasm. Make note of the times today that you hear sarcasm being used and look behind the sarcasm to the emotions of the individual.
• “The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, the education, the money, than circumstances, than failure, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home. The remarkable thing is we have a choice everyday regarding the attitude we will embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% of how I react to it. And so it is with you....”

Charles Swindoll
Randy Pausch

“Really Achieving Your Childhood Dreams”
aka
The Last Lecture

“We cannot change the cards we are dealt, just how we play the hand.”
Promoting EI in Others

1. Keep your emotional perspective
2. Help others maintain emotional balance
3. Be a supportive listener
4. Set expectations
Keep Your Emotional Perspective

- Anticipate the other person’s emotional state
- Pay attention to cues in the other person’s behavior
- Use instructive statements
- Use relaxation techniques
Help Others Maintain Emotional Balance

- Use slow-down techniques
- Redirect the conversation
- Listen
One View of Conflict

Conflict is inevitable, but combat is optional.

~Max Lucado, theologian
### Common Conflict Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
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<tbody>
<tr>
<td>Avoidance</td>
<td>Maybe the problem will just go away.</td>
</tr>
<tr>
<td>Poor me</td>
<td>Complain to anyone within earshot, except the person you have the problem with.</td>
</tr>
<tr>
<td>Anger</td>
<td>Emotional outbursts that make everyone uncomfortable and solve nothing.</td>
</tr>
<tr>
<td>Revenge</td>
<td>Find ways to disturb the person who has disturbed you by “getting even” or even sabotaging their performance or reputation.</td>
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</table>
## The CALM Model

<table>
<thead>
<tr>
<th>C</th>
<th>Clarify the issue</th>
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<tbody>
<tr>
<td>A</td>
<td>Address the problem</td>
</tr>
<tr>
<td>L</td>
<td>Listen to the other side</td>
</tr>
<tr>
<td>M</td>
<td>Manage your way to resolution</td>
</tr>
</tbody>
</table>
C: Clarify the Issue

Conflict Clarification Questions - Primary Questions

1. What am I upset about? In specific behavioral terms, what actually happened? Who else is involved? What did they do?
2. What emotions am I feeling: anger, hurt, frustration? Why am I feeling that way?
3. Have I contributed to the problem?
4. Am I just overreacting? If so, why?
5. In terms of actions and relationships, what are my desires for an outcome to this conflict? What will successful resolution look like?
6. If I was the other person involved in this situation, how would I want to be approached and dealt with?
C: Clarify the Issue

Conflict Clarification Questions - Secondary Questions

7. Where was the other person coming from? Could they in fact have been motivated by good intentions?

8. Has this happened before, or is this a first time occurrence?

9. How is this situation affecting you and your work? Are others impacted? If so, how?

10. When dealing with this issue, what can you do to increase your chances of getting the results you want? What counter-productive behaviors do you want to avoid?
A: Address the Problem

- The Opening
- The Issue Description
  - Exactly what happened
  - How it made you feel
  - The negative impacts the situation caused
A: Address the Problem

Other things to remember:

1. Have a walk-in strategy; you may want to practice what you plan to say.

2. Don’t repeat what others have said; this is between the two of you.

3. Keep the end in mind; the goal is not to win an argument. The goal is to reach a respectful, collaborative result.
L: Listen to the Other Side

- Give the other person your TOTAL ATTENTION.
- NEVER interrupt.
- Ask questions for clarification.
- Paraphrase what you’ve heard.
- SHOW that you’re listening.
- Use positive body language.
Be An Empathetic Listener

- Acknowledge your acceptance of what the speaker is saying.
- Help the speaker clarify thoughts, feelings and ideas.
- Don’t interrupt; look for nonverbal signals; maintain a listening posture
- Rephrase the content and reflect on the feelings.
M: Manage Your Way to Resolution

- Gain agreement that a problem exists.
- Identify each other’s concerns and needs.
- Explore win-win solutions.
- Agree on a course of action.
- Determine how to handle missteps, should they happen.
- Close on a positive note.
CALM Model Practice

- Get with another person.
- Discuss a situation involving conflict (it doesn’t have to be work-related).
- Practice applying the model by role playing with the other person.
- Switch roles.

- Be prepared to volunteer and share!
No Time to Plan!

- Stop, breathe, and think.
- Acknowledge the conflict.
- Buy some time (and then do CALM).
- Take it somewhere else.
- Keep it respectful.
The CALM Model

- Clarify the issue
- Address the problem
- Listen to the other person
- Manage your way to a resolution
SASHET

- Excited
  - Ecstatic
  - Energetic
  - Aroused
  - Bouncy
  - Nervous
  - Perky
  - Antsy

- Happy
  - Fulfilled
  - Contented
  - Glad
  - Complete
  - Satisfied
  - Optimistic
  - Pleased

- Tender
  - Intimate
  - Warm-Hearted
  - Sympathetic
  - Touched
  - Kind
  - Soft

- Scared
  - Tense
  - Nervous
  - Anxious
  - Jittery
  - Frightened
  - Panic-stricken
  - Terrified

- Angry
  - Miffed
  - Irritated
  - Resentful
  - Upset
  - Mad
  - Furious
  - Raging

- Sad
  - Down
  - Blue
  - Grieved
  - Depressed
  - Heartbroken

- SASHET
4-7-8 Breathing

1. Exhale completely through your mouth, making a woosh sound
2. Close your mouth and inhale quietly through your nose- count 4
3. Hold your breath- count 7
4. Exhale through your mouth, make a woosh sound- count 8
5. Inhale and repeat for a cycle of 4

Dr. Andrew Weil
Action Plan for Emotional Intelligence
Gabrielle K. Gabrielli, Ph.D.

Think about the items discussed in today’s training. For each category, write down your strengths, areas that need improvement, and what specifically you plan to do to improve EI in yourself and others. Include goal dates for each.

Self-Awareness

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Motivation

________________________________________________________________________

________________________________________________________________________
De-escalation Techniques

Important things to remember:
1. Reasoning with an enraged person is not possible.
   - Reduce level of arousal.
   - Make discussion possible.
2. De-escalation techniques are not natural and take practice.

Adapted from the National Association of Social Workers
Three Components

1. Self-control
2. Physical presence
3. De-escalation discussion
Self-Control

1. Appear calm, centered, and self-assured even if you don’t feel it.
2. Use a modulated, low monotonous tone of voice.
3. If you have time, remove necktie, scarf, hanging jewelry, religious or political symbols before you see the client (don’t remove in front of the person).
Self-Control

4. Do not be defensive even if the comments or insults are directed at you; they are not about you.

5. Be aware of any resources available for back up.

6. Be very respectful even when firmly setting limits or calling for help.
Physical Presence

1. Never turn your back on the individual.
2. Always be at the same eye level.
3. Allow extra physical space between you – about four times your usual distance.
4. Do not stand full front to client; instead stand at an angle, which is less confrontational and makes it easier to step away if needed.
Physical Presence

5. Do not maintain constant eye contact.
6. Do not point or shake your finger.
7. DO NOT smile.
8. Do not touch.
Physical Presence

9. Keep your hands out of your pockets, up and available to protect yourself.

10. Do not argue or try to convince or give choices to the person.

11. Don’t be defensive or judgmental.

12. Don’t be parental or join the resistance: You have a right to feel angry.
De-escalation Discussion

1. Try to calmly decrease the person’s arousal level.
2. Do not get loud.
3. Respond only to informational questions.
4. Explain limits and rules respectfully.
De-escalation Discussion

5. Empathize with feelings but not behavior.
6. Do not ask how the person is feeling.
7. Do not argue or try to convince.
8. Tap into the client’s cognitive mode.
   – Do not ask, “Tell me how you feel.”
   – Do ask, “Help me understand what are saying....”
De-escalation Discussion

9. Suggest alternative behaviors where appropriate.
10. Give the consequences of inappropriate behavior without threats or anger.
11. Represent external controls as institutional rather than personal.
12. Trust your instincts. If you assess or feel that de-escalation is not working, STOP!
Role Play

• Get in groups of 2 or 3.
• Develop a scenario that has happened or might happen in your organization.
• Be prepared to role play the situation including how best to resolve it.
<table>
<thead>
<tr>
<th>Customer Service Excellence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• <strong>C</strong>ompassionate</td>
<td>• <strong>S</strong>ervice-oriented</td>
</tr>
<tr>
<td>• <strong>U</strong>nderstanding</td>
<td>• <strong>E</strong>mpowered</td>
</tr>
<tr>
<td>• <strong>S</strong>atisfying</td>
<td>• <strong>R</strong>espectful</td>
</tr>
<tr>
<td>• <strong>T</strong>eam-focused</td>
<td>• <strong>V</strong>alues-driven</td>
</tr>
<tr>
<td>• <strong>O</strong>utstanding</td>
<td>• <strong>I</strong>ntelligent</td>
</tr>
<tr>
<td>• <strong>M</strong>ethodical</td>
<td>• <strong>C</strong>ourteous</td>
</tr>
<tr>
<td>• <strong>E</strong>mpathetic</td>
<td>• <strong>E</strong>xcellent</td>
</tr>
<tr>
<td>• <strong>R</strong>ewarding</td>
<td></td>
</tr>
</tbody>
</table>
# Choose Words Carefully

<table>
<thead>
<tr>
<th>Instead of saying this...</th>
<th>Say this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me transfer you.</td>
<td>Let me connect you.</td>
</tr>
<tr>
<td>I can....</td>
<td>I will....</td>
</tr>
<tr>
<td>I’m not sure what you want.</td>
<td>I would be happy to help.</td>
</tr>
<tr>
<td>It’s not my job.</td>
<td>Let me see what I can do.</td>
</tr>
<tr>
<td>I need to...</td>
<td>May I?</td>
</tr>
<tr>
<td>I can do that.</td>
<td>I would be happy to take care of that for you.</td>
</tr>
<tr>
<td>You’re welcome.</td>
<td>It’s my pleasure.</td>
</tr>
<tr>
<td>I can’t....</td>
<td>Here are two other options....</td>
</tr>
<tr>
<td>Okay, no problem.</td>
<td>I am happy to assist.</td>
</tr>
<tr>
<td>The policies say...</td>
<td>Let me see what I can do.</td>
</tr>
<tr>
<td>These are the facts.</td>
<td>Let me take a look to see what happened.</td>
</tr>
<tr>
<td>I have to...</td>
<td>I get to...</td>
</tr>
</tbody>
</table>
With Upset Customers...

• Turn down the HEAT:
  • Hear customers out.
  • Empathize; don’t judge.
  • Ask questions for clarification.
  • Take responsibility and apologize.
Reduce Stress

| Remember the positive things in your life. |
| Exercise, or just take a walk. |
| Don’t sweat the small stuff. |
| Understand that goals must be reasonable. |
| Create an atmosphere of joy. |
| Eradicate the negative and learn to forgive. |
Reduce Stress

<table>
<thead>
<tr>
<th>Smell the roses, and remember to breathe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk through your issues.</td>
</tr>
<tr>
<td>Reflect on your emotions and life.</td>
</tr>
<tr>
<td>Eat healthy foods and get enough sleep.</td>
</tr>
<tr>
<td>Show gratitude.</td>
</tr>
<tr>
<td>Save time for YOU and have fun!</td>
</tr>
</tbody>
</table>
Conclusions

Presentation WILL BE (tomorrow) at
http://gabrielleconsulting.com/CACAA2014