

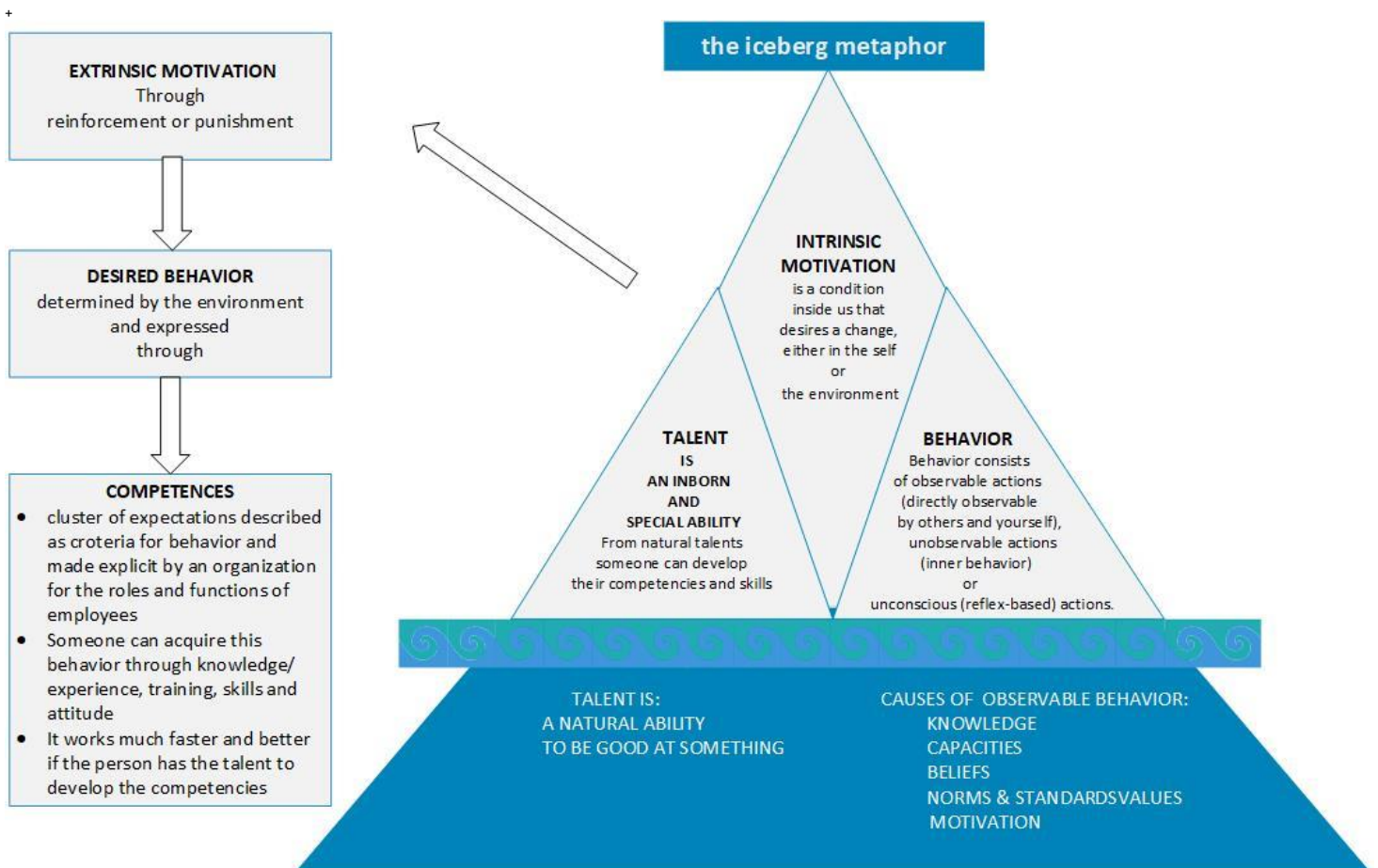
SKILLS FOR SUCCESSFUL PARTICIPATION IN WORK

Introduction

Observable and desired behavior. motivation. competences

Introduction

Before concentrating on the skills we want to focus on in this project, we have to be aware of the cohesion between behavior, talent, motivation, competences in relationship to the skills. They are inextricably linked if we want our target group to show desired behavior in relationship with the needs of employers concerning the desired skills of their employees. They have a major impact on a successful result. So we have to find out what drives/motivates our target group, what the causes are for their observable behavior, what their (hidden) talents are, so that we can stimulate and advance them in the right way and develop their skills.



Behavior and motivation

We agreed that our target vulnerable group has to be motivated at the start. But how can we measure if they are motivated.

What is motivation? We could describe motivation as the willingness to do something or to be willing to work for something, to be interested in it, or to cultivate interest in it yourself.

How to turn observable behavior, arising from the dynamic or the natural behavior of a person into desirable behavior. In other words, into expectations described as criteria for behavior and made explicit by employers for the roles and functions of employees.

Maybe it could be helpful to describe some behavior criteria which show the level of motivation of our participants at the beginning of the training but also during the training. To see if the motivation grows or becomes less. A suggestion could be to divide the degree of motivation in 5 levels, describing on each level the specific behavior we encounter.

Level 0	<ul style="list-style-type: none"> ➤ is in no way willing to work for anything; ➤ has no interest; ➤ is not willing to look for ways to cultivate interest.
Level 1	<ul style="list-style-type: none"> ➤ is often absent or comes too late; ➤ not keeping up their end of an agreement. ➤ must be constantly encouraged; ➤ does not take initiatives himself; ➤ shows no recognition of his disinterest.
Level 2	<ul style="list-style-type: none"> ➤ is usually present and arrives reasonably on time; ➤ keeps to agreements; ➤ still needs a lot of encouragement; ➤ is easily distracted; ➤ is still very dependent and passive; ➤ knows the causes of his disinterest and is willing to look for solutions.
Level 3	<ul style="list-style-type: none"> ➤ is always on time; ➤ keeps to agreements; ➤ works with sufficient dedication on an assignment; ➤ does not take much initiative on its own to start the next assignment.
Level 4	<ul style="list-style-type: none"> ➤ is always on time; ➤ keeps to agreements; ➤ works with pleasure and dedication on his assignments; ➤ takes the initiative to start the next assignment.
Level 5	<ul style="list-style-type: none"> ➤ is always on time; ➤ keeps to agreements; ➤ works with pleasure and dedication on his assignments; ➤ takes the initiative to start the next assignment; ➤ regularly shows during the assignments that he strives to increase knowledge and skills by asking, wanting to gain more insight, asking about the next step in the learning process.

Talent and Skills

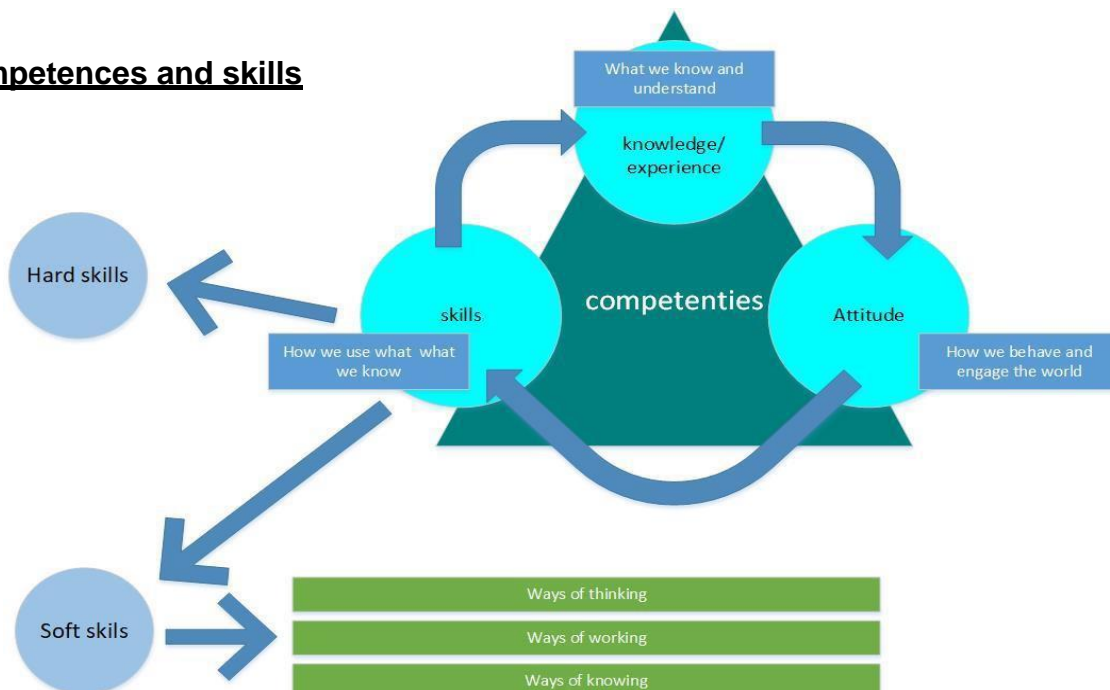
The term **talent** refers to an inborn and the special ability of a person to do something. A **skill** is an expertise, which is acquired by the person by learning. **Talent** is God gifted ability, whereas **Skill** is an ability in which you put your time and efforts to develop. Every person possesses certain skills and talent, that makes us different from others. We often use the terms talent and skill interchangeably, without knowing the fact that these are different from one another. While talent is an inborn ability or natural aptitude of a person which is often hidden and needs recognition. It means, being good in a certain activity, without actually learning or acquiring it. Talents give color to one's personality. Thus someone who has a high score on the drive 'Dominance' can have a talent to lead and convince others. Someone who has a low score has a talent to influence others in a more subtle manner and probably does not create that much of resistance in conversations.

In order to develop development and growth, it is important that we start working on the basis of possibilities and strengths. It is important to let go of rigid competence profiles and look at what is going well.

Investigate where hidden qualities lie and which talents can bring out the best in someone. Talent is not only about what you can do but also about who you are So it is also important to take into account:

- how someone think: for example, someone switches very quickly into their thinking, thinks into options, is strategic, analytical or thinks from a certain helicopter view
- how someone react to things in the environment: action-oriented or very careful
- where someone gets his/her drive from and what drives him/her to take action
- how someone gets others moving and how he/she influences others: enthusiastic, inspired, inspiring, giving confidence
- how someone interacts with others and with his/her environment; connecting, supporting, stimulating, spontaneous
- how someone organizes and creates
- how someone builds up knowledge and solves problemshow someone expresses himself or herself: verbally strong or having a feeling of language

Competences and skills



Competences are a combination of:

- Knowledge & experience (what we know and understand)
- Attitude (how we behave and engage the world)
- Skills (how we use what we know)

A skill is an ability to perform an activity in a competent manner. Considering the actual en futur labour market, one can say that the focus on the needed skills changes depending on the specific labor market branches. What to choose depends also on the target group we have to deal with. In our project we have different target groups:

- Drop outs and early school leavers
- Low-skilled women and migrants/refugees
- Women in vulnerable positions
- Roma

Choice of Skills

There are a lot of discussions about what are the most important 21 century skills nowadays. Most of these skills were already used in the 20th century. New skills emerged in the meantime such as cognitive flexibility, emotional intelligence, service orientation or learnability (what is considered the most important skill to succeed in the future of work). It is also important to specify that soft skills are distinct from basic skills (i.e. literacy, numeracy, language, ICT) or hard skills (i.e. computer programming, web design, typing, accounting, finance, writing, mathematics).

Nevertheless some 21 century skills are very common and still actual, think about concepts such as collaboration, communication or problem solving.

So I suggest that in this project we should approach skills not from the common known terminology that uses a three-part, namely life skills, learning skills and literacy skills.

Let's rather consider our skills as a set of non-technical skills and knowledge that underpin successful participation in work. They must be closely connected with **ways of thinking** (*problem solving, creative thinking, etc.*), **ways of working** (*communication, collaboration, social skills, etc.*) and **ways of knowing** (*information and digital skills, etc.*) So I suggest to choose these skills for the project and the training:

A. Way of thinking:

1. Creativity
2. Critical thinking
3. Problem Solving
4. Risk assesment
5. Decision making
6. Self regulation

B. Way of Working:

7. Social and cultural skills
8. Communication
9. Collaboration
10. Initiative
11. Flexibility

C. Way of Knowing

12. Information & digital skills
13. Self-Learning

A. Ways of thinking

1. Creativity

<ul style="list-style-type: none">• Seeing concepts in a different light, which leads to innovation• understanding that “the way things have always been done” may have been best 10 years ago — but someday, that has to change• Creativity is a combinatorial force: it’s our ability to tap into our ‘inner’ pool of resources – knowledge, insight, information, inspiration and all the fragments populating our minds – that we’ve accumulated over the years just by being present and alive and awake to the world and to combine them in extraordinary new ways.	<p><i>Related creativity skills:</i></p> <ul style="list-style-type: none">➤ <i>Curiosity</i>➤ <i>Learning from others</i>➤ <i>Open-mindedness</i>➤ <i>Taking calculated risks</i>➤ <i>Imagination</i>➤ <i>Learning from mistakes</i>
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2. Critical thinking

<ul style="list-style-type: none">• Understand the links between ideas.• Determine the importance and relevance of arguments and ideas.• Recognize, build and appraise arguments.• Identify inconsistencies and errors in reasoning.• Approach problems in a consistent and systematic way.• Reflect on the justification of their own assumptions, beliefs and values.• Someone with critical thinking skills can be trusted to make decisions independently, and will not need constant handholding	<p><i>Related critical thinking skills:</i></p> <ul style="list-style-type: none">➤ <i>Analysis</i>➤ <i>Problem solving</i>➤ <i>Open-mindedness</i>➤ <i>Creativity</i>➤ <i>communication</i>
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3. Problem solving

<ul style="list-style-type: none">• refers to our ability to solve problems independently in an effective and timely manner without any impediments.• It involves being able to identify and define the problem, generating alternative solutions, evaluating and selecting the best alternative, and implementing the selected solution.	<p><i>Related problem-solving skills:</i></p> <ul style="list-style-type: none">➤ <i>Creativity</i>➤ <i>Researching skills</i>➤ <i>Risk management</i>➤ <i>Teamwork</i>➤ <i>Decision making</i>➤ <i>flexibility</i>
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4. Risk assesment

<ul style="list-style-type: none">• One is aware of the risks involved• takes risks• is estimating the risk before taking actions	<p><i>Related risk assessment skills:</i></p> <ul style="list-style-type: none">➤ Risk management➤ Analysis➤ Problem solving➤ Teamwork➤ Decision making
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5. Willigness to take decisions

<ul style="list-style-type: none">• Refers to the tendency to follow normative rational principles in the way of thinking• It is influenced by the extent to which the requirements are met and by the levels of perceived stress• This is a process of identifying what decisions should be made and then take decisions	<p><i>Related decision making skills:</i></p> <ul style="list-style-type: none">➤ Analysis➤ Problem solving➤ Risk management➤ Conflict resolution➤ Communication
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6. Self-regulation

<ul style="list-style-type: none">• Self-regulation skills are elements of emotional intelligence that relate to how well you manage your thoughts and actions. There are two kinds of self-regulation: behavioral self-regulation and emotional self-regulation.• <u>Behavioral self-regulation</u> entails acting in accordance with your long-term goals and deepest values. For instance, you may find it difficult to get up early in the mornings to jog but do so because you want to improve your fitness and health• <u>Emotional self-regulation</u> concerns the control of emotions, such as consciously working to maintain a positive outlook while experiencing challenges. Such control can have positive effects on your interpersonal relationships because it can allow you to be more reliable, empathetic and considerate toward others.	<p><i>Related self-regulation skills:</i></p> <ul style="list-style-type: none">➤ Adaptability➤ Flexibility➤ Conflict resolution➤ Problem solving
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B. Ways of working

7. Social and interpersonal skills

<ul style="list-style-type: none">• the ability to effectively learn, work and live with people from different ethnic, cultural and social backgrounds• Depending on nationality, ethnicity, religion and other factors, the attitudes, viewpoints and customs of people will differ. Being aware of this is crucial to help you accept, respect and embrace these differences.	<p><i>Related social and cultural skills:</i></p> <ul style="list-style-type: none">➤ <i>Empathy</i>➤ <i>Communication</i>➤ <i>self-awareness</i>➤ <i>awareness of others</i>➤ <i>collaboration</i>
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8. Communication

<ul style="list-style-type: none">• The ability to communicate involves knowing how you should speak to others in different situations or settings• It's crucial to learn how to effectively convey ideas among different personality types.• That has the potential to eliminate confusion• when persons communicate poorly, whole projects fall apart.	<p><i>Related communication skills:</i></p> <ul style="list-style-type: none">➤ <i>Active listening</i>➤ <i>Confidence</i>➤ <i>Conflict resolution</i>➤ <i>Organization</i>➤ <i>Social and cultural skills</i>
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9. Collaboration

<ul style="list-style-type: none">• means getting to work together, achieve compromises, and get the best possible results from solving a problem.• The key element of collaboration is willingness. All participants have to be willing to sacrifice parts of their own ideas and adopt others to get results for the company.• That means understanding the idea of a "greater good," which in this case tends to be company-wide success.• according to certain rules and from established positions• Acting as a Team Player	<p><i>Related collaboration skills:</i></p> <ul style="list-style-type: none">➤ <i>awareness of others</i>➤ <i>flexibility</i>➤ <i>conflict resolution</i>➤ <i>communication</i>➤ <i>initiative</i>
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10. Initiative

- Is the ability to be resourceful and work without always being told what to do. It requires resilience and determination
- Initiative is a self-management skill
- taking the initiative allows us to take charge in what we want to accomplish, ensure our voices are heard and take that step toward meeting our goals and achieving our dreams.

Related self-regulation skills:

- *Leadership*
- *Self-regulation*
- *Confidence*
- *Problem solving*

11. Flexibility

- Flexibility on the job includes the willingness and ability to respond to changing circumstances and expectations readily
- Workers with an orientation towards flexibility never say, "It's not my job" or "Do I have to?" when they are asked to take on a new assignment. Flexible employees modify their approach to tasks based on the preferences of stakeholders and the unique demands of each situation.

Related flexibility skills:

- *Creativity*
- *Teamwork*
- *Collaboration*
- *Open-mindedness*
- *Problem solving*

C. Ways of knowing

12. Information and digital skills

<ul style="list-style-type: none">• the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use the needed information for the issue or problem at hand• To be able to process a text, either hardcopy or using technology• Able to use basic features of digital communication devices and technologies (telephone, tablet, computer, internet, skype, etc.)• Able to adapt and personalize the digital devices according to one preferences	<p><i>Related information skills:</i></p> <ul style="list-style-type: none">➤ <i>Analysis</i>➤ <i>critical thinking</i>➤ <i>problem solving</i>➤ <i>organizing</i>➤ <i>decision making</i>
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13. Self-learning

<ul style="list-style-type: none">• Self-learning is based on the individual's ability to acquire the knowledge and skills required by himself.• The ability for a person to formulate a plan and identify the tools, resources and strategies needed for one's own learning.• Individual learner's initiative and responsibility to (with or without assistance) identify, assess, and set priorities for learning needs	<p><i>Related self- learning skills:</i></p> <ul style="list-style-type: none">➤ <i><u>Problem solving</u></i>➤ <i><u>Initiative</u></i>➤ <i><u>Creative thinking</u></i>➤ <i><u>Organizing</u></i>➤ <i><u>Self regulation</u></i>➤ <i><u>Motivation</u></i>➤ <i><u>perseverance</u></i>
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