

FLOWS – Further Learning, Outreach and Working Skills

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FLOWS Tool Specifications and Content



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1. Introduction

The 'Further Learning, Outreach and Working Skills' FLOWS project aims to enhance the employability of young jobseekers marginalized in the labour market through the identification and development of transversal and soft skills.

The FLOWS project aspires to help jobseekers recognize their skills, strengths and competencies through the development of an online tool. Informed by research carried out in partner countries and fed by a partner-crafted algorithm, the tool will work to identify participant competencies on the basis of a comprehensive scoring system, which a career guidance practitioner can use to inform their practice with a beneficiary. The target group of the project are young people job seekers from disadvantaged backgrounds and those facing barriers to access the labour market.

The following report will define the purpose, development, and method of Work Package 3 (WP3) 'Tool Specification and Content'. WP3 operates in tandem with WP2 – the tool specification and content was developed using the results of WP2's questionnaire with young people, wherein work related skills and competencies for employability were identified and considered.

Work Package 2 (WP2) addressed the research needs of the project. In WP2, the outputs involved research findings from each partner country on a multitude of topics which serve to inform our knowledge of the present labour market and our conception of the FLOWS tool, including an overview of current relevant literature, the impact of digitalization on employment in the EU, and the skills most sought after, to name a few. WP3 will develop the tool specification and content on the basis of this research.

The primary output of WP3 involved the creation of an innovative framework for identifying participant's transferable skills which will be of benefit to them in accessing the labour market. This framework serves to aid those disadvantaged in the labour market in identifying skills and strengths which may be unknown to them.

Transferable skills can be understood as the skills we learn in many different facets of our everyday life, which can be carried over into other areas – for example, skills gained through informal and non-formal experiences of learning, such as creativity, innovation, and communication. This framework will be applied to the FLOWS online tool.

Or as defined by UNICEF in the 2022 report, “Transferable skills are those that are needed to adapt to various life contexts and that people can potentially transfer to different social, cultural or work settings.”¹

2. FLOWS Tool within the Whole Guidance Process

The FLOWS learning tool is an assessment and developmental tool used to support people in their career exploration and progression. The tool should allow the participant to uncover their own capabilities and competencies present in their everyday lives. Adopting a strengths-based approach, the tool should allow for the participant’s reflection on their day-to-day activities and the skills that they use.

The ultimate purpose of the FLOWS learning tool is to provide the participant and their guidance practitioner with a report outlining the participant’s skills, and allow room to make suggestions on how to best apply these skills in the labour market. The report should act as a vehicle for productive and constructive discussion around the participant’s potential career pathways.

Importantly the FLOWS assessment does not measure how much of each skill the participant has developed but indicates, from the questions selected by the participant (their preferences), that these skills are used in their everyday activities. This allows the beneficiary to firstly recognise that they have these skills (a process of identification), and secondly, to place some value on them.

Scores are not compared to anyone else, but rather provide an indication of skills based on the persons preferences. By selecting particular questions and by indicating how often the person engages in these activities, the FLOWS results show the range of skills utilised.

The implementation of the tool with a beneficiary considers two sections – the web-tool development and the feedback interview. The former was developed alongside the tool’s content creation processes, and provides a web-tool framework for users. Participants will be asked to complete the assessments within the tool, answering at least 6 categories of questions. If a participant cannot complete all categories in one sitting, they can access the tool again using their username and password, and the system will remember where

¹ Ref. [The 12 Transferable Skills.pdf \(unicef.org\)](#)

they left off. For practitioners, they too will need a username and password to access the tool, however the practitioner log-in will have access to the back-end results of the participant's assessments. The practitioner will be able to review the beneficiary's profile and print their results for further discussion and exploration in the guidance session.

The feedback interview is the second stage, where the assessment results are provided to the participant by the practitioner. The feedback interview is a significant process as it represents the transferal of learning and knowledge from the tool to the beneficiary.

The feedback interview should provide clarification to the participant on their results, elaborating on their meaning and how this can be used to identify strengths and skills. Operating dynamically, the process should allow for open communication between the participant and practitioner, and should serve to build on beneficiaries' self-esteem, self-efficacy, and motivation. The feedback interview consists of 3 distinct phases – introduction, exploration, and reflection.

Introduction:

- Welcome – this involves putting the beneficiary at ease before commencing the feedback interview. Practitioners should ensure that the space provided is accessible and appropriate for the session before going on to explain the process.
- Reminder of the IT Tool.
- Define – here, the practitioner should recite the definitions of the different competencies to the participant, explaining the meaning of each strength.
- Transferability – here, the practitioner should outline the transferability of the competency components to the workplace. The focus here is on transferability to Task and Environment.

Exploration:

- Awareness – the practitioner should explore with the beneficiary their awareness of the highlighted competency components.
- Interest – the practitioner should explore the likes and dislikes of the participant for the activities identified, as engagement with an activity may not always constitute enjoyment or interest.

- Options – the practitioner should explore with the participant the transferability of the competency components to the workplace in various career pathways or to training opportunities.

Reflection:

- Self-exploration – the beneficiary should consider if they have learned anything new about themselves.
- Emotion – the beneficiary should consider their overall outlook; do they feel more positive about themselves?
- Information – the beneficiary should consider if they have gained any new information from this process.
- Overall experience with the FLOWS process – the beneficiary should consider if the experience has been helpful.

3. Context and theories behind the FLOWS Tool

According to Colardyn & Bjornavold (2004)², the assessment of non-formal and informal learning relies strongly on standards. The measurement tools developed should meet reliability, validity and quality procedure needs.

Social cognitive career theory (SCCT) suggests that over the course of childhood and adolescence, and throughout our lives, individuals are exposed, directly and vicariously, to a variety of occupationally relevant activities in school, at home, and in their communities.

Through continued activity exposure, practice, and feedback, people refine their skills, develop personal performance standards, form a sense of their efficacy in particular tasks, and acquire certain expectations about the outcomes of activity engagement. People are most likely to develop interest in activities at which they both feel efficacious and from which they expect positive outcomes. As people develop interest in an activity, they are likely to develop goals for sustaining or increasing their involvement in it.

² Ref. [Validation of Formal, Non-Formal and Informal Learning: Policy and Practices in EU Member States on JSTOR](#)

Further activity involvement leads to subsequent mastery or failure experiences, which, in turn, help to revise self-efficacy, outcome expectations, and, ultimately, interests within an ongoing feedback loop.

The FLOWS tool intends to build the individual's self-efficacy, hardiness and achievement motivation. Through a positively focused feedback interview the individual is shown the abilities, skills, and knowledge learned from everyday life.

The feedback profile which is presented and explored with beneficiaries on completion of the tools questionnaire, links the individual's everyday learning to specific work environments and tasks.

There is an emphasis on transformative competencies as highlighted by the Organisation for Economic Cooperation and Development OECD in their Report Future of Education and Skills 2030 – those which are required to “transform society and shape the future”, and that are important for people's wellbeing and sustainability.

Based on this OECD model and on the key competencies identified from our initial research the partnership identified the following competencies essential themes: Creating New Value; Taking responsibility; Reconciling Tensions and Dilemmas; Communication, which are the 4 macro-competencies encompassing the full list of competencies sought by the labour market, employers and present among young people, with thorough definitions available in Annex A at the end of this report.

Transformative competencies can be used across a wide range of contexts and situations – and they are uniquely human. Transformative competencies can be seen as higher-level competencies that help learners navigate across a range of different situations and experiences (Grayling, 2017) ³. In that sense, they are highly transferable: these competencies can be used throughout a lifetime.

Digitalisation in the workplace cannot compete with humans' capacity to create new value, reconcile tensions or take responsibility. These competencies are needed more in societies that continue to become more diverse and more interdependent as they develop,

³ Ref. https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf

Reconciling tensions and dilemmas requires reading and understanding complex and ambiguous contexts – a skill that, to date, cannot be easily programmed into an algorithm.

4. Content Specifications

The content specification aspect of WP3 required involvement from all partners to re-think critically the previous EU-funded venture called ‘Future-Proof Your Career’ (FYC), wherein the same psychometric evaluation style was used with an older target group. Partners were asked to identify which areas of the listed day-to-day activities in the FYC project were relevant to the FLOWS project’s target group. The full list of activities is available in **Annex B** at the end of this report.

Partners were also asked to review the significance of the responses in relation to the project’s competencies. This involved some revision of the tool’s competencies, wherein some competencies were reduced or adapted to reflect a younger, more digital focus. The input of the partners was invaluable to this process, and required many comprehensive discussions surrounding the suitability of the project’s content for its intended audience. Ultimately, content was specified to fall within the following 8 categories – shopping; use of technology; leisure and travel; learning and work; media usage; personal care; communication; and care (for others).

A collaborative approach was adopted among partners when determining the competencies relevant to the target group, often integrating a more youthful and digital focus. For example, the inclusion of online shopping as an everyday activity, and the renaming of the ‘tv, radio, pc, mobile, and reading’ category to ‘Media Usage’.

The development of the tool content was integral to the project’s questionnaire output, as it set out to identify and quantify work-related skills and competencies in a transparent and credible way. In accessing the FLOWS interactive learning platform and taking part in the innovative video-style questionnaire, participants can identify their soft skills for employability. Additionally, participants can gain a deeper understanding of the social and psychological factors involved in job searching, such as hope, optimism, efficacy, resilience, and the significance of feeling connected to the labour market.

The skills, competencies, and categories ultimately chosen for the development of the FLOWS learning tool were selected on the basis of WP2’s research, wherein it was made

clear the skills in demand in the EU's current and future labour market. In a post-Covid-19 world, tech-related strengths have emerged in the public eye as the launchpad for successful careers, however the qualitative research carried out in support of this project would argue otherwise.

Where AI and ICT are crucial for many jobs, it's become evident that customer service and interpersonal communications represent a significant gap in the contemporary labour market. Technology cannot deliver on soft skills, and these are often the strengths which are hidden and unidentified by jobseekers. Hence, the FLOWS project's election of competencies are representative of soft, transferable, and transversal skills, which serve to enhance the employability of jobseekers and offer a personable and irreplicable contribution to the current and future labour market.

The list of competencies and activities highlighted by young people involved in consultations, focus groups and interviews during WP2, available in **Annex C** at the end of this report, were matched to the OECD competences and FYC list of activities.

As mentioned in the WP2 Desk Research, "the World Economic Forum's Future of Jobs Report., 50% of all employees will need re-skilling by 2025, as adoption of technology increases. Moreover, analytical & creative thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. In addition, newly emerging this year are skills in self-management such as active learning, resilience, stress tolerance and flexibility."⁴

5. User friendly-ness

One of the focus areas of WP3 involves the method of maintaining participant engagement with the FLOWS learning tool. The solution identified among partners roused considerations for a user-friendly interface and savvy design choices. The intention of the design elements are to enhance user experience, reduce test-related anxiety, and maintain user interest. This is achieved through a number of design features, such as the vibrant animated scenes, the concise and simple instructions provided, and the familiarity of native speakers' accents in the voice-overs. The content aesthetic and presentation was designed with intention, aspiring to facilitate a welcoming and friendly

⁴ [Future of Jobs: These are the most in-demand core skills in 2023 | World Economic Forum \(weforum.org\)](https://www.weforum.org/reports/future-of-jobs-2023)

experience for the user. The use of the tool should take participants between 25 and 30 minutes to complete. Beneficiaries are encouraged to take no longer than 30 minutes to complete the tool, as this will ensure a degree of focus and concentration. Additionally, 30 minutes was determined by all partners to be an adequate timeframe for the tool to be explained to the participant while also allowing for the remainder of the guidance session's time to be allocated to results analysis and discussion.

The tool's scoring system was carried over from the previous project. Within the tool, reports will be developed using the scoring system. The practitioner will have access to the participant's results, and these will be conveyed using printable charts and a matrix of content areas and manifestations. Among all partners, it was agreed that participants must answer a minimum of 6 question categories, although they can answer more or all if they wish. Scores are to be calculated using the following algorithm: never (0); not very often (0.25); sometimes (0.5); often (0.75); and very often (1). If all categories are answered, participants can score a minimum of 0 and a maximum of 73. Scores are then weighted based on the hidden competence matrix analysis conducted originally in the FYC project. This analysis indicated the extent to which each competency was needed to successfully complete each activity. Results will be presented within the 4 OECD 'Macro Competences' mentioned above – creating value; taking responsibility; reconciling; and communication.

6. The FLOWS Matrix (See PDF annexed separately)

The FLOWS Matrix or data sheet was re-built based on the rating of "importance level" of each of the competence components within each activity and within each competence component the level of the activity, carried out during the previous FYC project.

For each activity, a row in the datasheet was filled out, analysing to what extent each competency was needed to do each activity. This was done by four 'Raters' from across the partnership who appraised (individually) each task against each of the 44 sub-competencies to determine whether the task addresses the competency.

At the same time, each sub-competency is represented by a number of activities in the Tool, correcting their weight to be equally likely to be highlighted as a top competency for the beneficiary.

Thought about each activity and rated it against each key competency as follows:

- key competency is not required to complete the activity, rate it 0.
- key competency is required but only a small quantity (low to medium), rate 1.
- key competency is required (medium to high), rate it 2.

For example: A task analysis was conducted of “Planning time - Shopping:” for each competency (column) a number between 0 and 2 was placed in the row representing “Planning Time – Shopping”.

While sub-competencies like “Resilience” or “Active Listening” were scored 0 for that activity, other ones like “Time Management” or “Agility” were scored 2... while the scores might be the opposite for another activity such as “helping or volunteering in my community”.

The excel sheet then became a matrix indicating how much (none -some - a lot) of each competency is required to complete that activity based on the agreed competencies for a future world of work.

7. User feedback results

The assessment or user feedback results are part of the background of the tool, and it is not recommended to provide them to the user without a contextualised guidance process, where key information is selected, analysed and explained to the user. See the full list in **Annex D**, with concrete examples.

The FLOWS project also considers a profile summary of top competencies to be handed to the user by the practitioner, after they have completed a task within the tool. The summary is focused on the competencies that were used more often by the user during their day-to-day activities, but it does not provide definitions, details of activities, environments and possible jobs. That information is available in the results assessment for each user, but should be processed by the practitioner before being delivered.

There might be need to adapt the examples provided by the tool to different local context, in line with specific labour market trends, skills shortages or popular employment opportunities that can make more sense to the user, rather than the examples provided by the tool.

This is very important because the purpose of the tool is to build on confidence and self-awareness within the user, and handing on a complex amount of information can result

in the opposite effect, overwhelming the user with unexpected results. That is also a reason why some practitioner might prefer not even to use the word “assessment”, not to trigger any fear from the user.

8. Tool Translation

A detailed step by step has been designed for all partners to translate the voiceovers of the tool, facilitating the matching with animation durations, but also ensuring contextualisation of the activities and examples used in each language.

The translations will be carried out once the tool is tested in its English version during the FLOWS LTTA, prior to the WP5 piloting organised in each partner country.

9. Conclusion:

In summary, the above report has explored the purpose, development, and method of Work Package 3 (WP3) ‘Tool Specification and Content’ in the Further Learning, Outreach, and Working Skills (FLOWS) project. The report began by demonstrating the relationship between the development of WP3 and the research conducted in WP2, highlighting the supportive role of the partner’s desk research and national findings. The purpose of the tool was outlined as an assessment and developmental tool to be used to support young jobseekers in identifying the skills and competencies which may assist them in their job search and in determining suitable career pathways. The administrative needs of the tool were explained as a two-part process – the practical web-tool development; and the feedback interview, comprised of 3 stages (introduction, exploration, and reflection). The report also touched on the technical components of the tool, such as its estimated duration for completion, and its scoring system. Lastly, the design elements of the tool were discussed, with an emphasis on user-friendliness and intention-focused design.

WP3 plays a significant role in the FLOWS project’s development and progression as, despite being led by the Ballymun Job Centre, it requires innovation and input from all partners involved. WP3 considers information relevant to the contemporary labour market, factoring in the research of WP2 while also using the Ballymun Job Centre’s expertise in the world of work. WP3 acts as the glue for the FLOWS project, bridging the desk research with the tangible outputs expected from the project. WP3 lays the groundwork for the FLOWS learning tool to come to fruition on the basis of labour market

research and qualitative understandings of young jobseekers through WP2's questionnaire, with additional consideration for the tool specification and content. The tool specification and content developed here will go on to inform the tool implementation of WP4.

10. Annexes

A. Full list of 44 competences selected for FLOWS tool and their definition:

This list is re-grouped in four macro-competences as explained above

Creating New Value

- Flexibility: being open to change (positive or negative) and to considerable variety in the workplace.
- Adaptability: "the capacity to make appropriate responses to changed or changing situations; the ability to modify or adjust one's behaviour in meeting different circumstances or different people" (VandenBos, 2015, p. 18).
- Creativity: Individual differences in proclivity toward (rather than capability for) innovative behavior.(Stanek and Ones, 2018) Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
https://www.onetonline.org/find/descriptor/browse/Work_Activities/4.A.2/
- Fluency of ideas: 'Ability to rapidly produce a series of original or useful ideas related to a particular.
- Originality: 'Ability to rapidly produce original, clever, and insightful responses (expressions, interpretations) to a given topic, situation, or task'. (Stanek and Ones, 2018) (cog).
- Curiosity: an appetitive state involving the recognition, pursuit, and intense desire to investigate novel information and experiences that demand one's attention (Kashdan and Steger, 2007)
- Open mindedness: prefers variety and is receptive to change. It reflects a desire to engage with unfamiliar experiences and novel activities.(Stanek and Ones, 2018)
- Critical Thinking: using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. (O*NET)

- **Problem Solving:** Solving unfamiliar problems, in that performance does not depend on prior learning, but rather, on abstract reasoning. It involves processes such as inferential reasoning; concept formation; classification of novel stimuli; generalization of known solutions to new problems and contexts; hypothesis generation and testing; identification of relevant similarities, differences, and relations among diverse objects and ideas; recognition of relevant consequences of newly acquired knowledge; and extrapolation of trends in ambiguous situations. (Stanek and Ones, 2018)
- **Collaboration:** working together with one or more people to complete a project or task or develop ideas or processes. ... requires interpersonal skills, communication skills, knowledge sharing and strategy, and can occur in a traditional office or between members of a virtual team. (Indeed, 2020)
- **Agility:** the capacity of an individual to easily move back and forth between openness and focus. Important in the dynamic decision-making context. (Ross, Millar and Deuster, 2018)
- **Initiative:** a willingness to take on responsibilities and challenges (O*NET)

Taking Responsibility

- **Self Regulation:** Self-regulation is essentially a matter of altering one's responses, including thoughts, emotions, and actions. (Baumeister and Monroe, 2014)
- **Managing emotions:** Trait-based measures of emotional intelligence combine personality traits related to recognizing, understanding, and controlling emotions within oneself and others. (Stanek and Ones, 2018)
- **Self-Control / Locus of control:** maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations (O*NET). Tendency to believe that what happens to one is beyond one's control (external locus of control). Internal locus of control refers to a tendency to believe that one has greater control over what happens to oneself. Stanek and Ones, 2018)
- **Moral compass:** a person's ability to judge what is right and wrong and act accordingly
- **Integrity:** being honest and ethical-Individual differences in honesty and trustworthiness. Behaviorally, individuals of high integrity adhere to societal standards of ethical conduct and avoid illegal or immoral activities. They are also often described as virtuous. (Stanek and Ones, 2018)
- **Stress tolerance:** Tendency to handle pressure well and not experience anxiety and tension in stressful conditions (Stanek and Ones, 2018)

- Respect for others: due regard for the feelings, wishes, or rights of others.
- Build trust: Individual differences in degree to which an individual will trust others and not question their motives.
- Reflective Thinking: the notion of awareness of one's own knowledge, assumptions and past experiences. the process where you interpret and evaluate your experiences, check that they make 'sense' to you, create meaning, justify actions and solve problems, and it helps with your future planning
- Self Awareness: Understand the impact you have on the people around you.
- Compassion: sympathetic pity and concern for the sufferings or misfortunes of others.

Reconciling Tensions and Dilemmas

- Cognitive flexibility: the ability to switch between thinking about two different concepts or to think about multiple concepts simultaneously. (Magnusson and Brim, 2014)
- Perspective taking: 'understanding not only someone's visual assessment of reality (their viewpoint), but also their perceptual assessment (their understanding). see the world through someone's lens, rather than fully stepping into their shoes. the ability to look beyond your own point of view, so that you can consider how someone else may think or feel about something. To do this successfully, you must have some understanding of others' thoughts, feelings, motivations, and intentions.
- Empathy: The capacity to understand and enter into another person's feelings and emotions or to experience something from the other person's point of view. (Oxford dic of Psych)
- Respect: due regard for the feelings, wishes, or rights of others.
- Creativity: The production of ideas and objects that are both novel or original and worthwhile or appropriate, that is, useful, attractive, meaningful, or correct. (Oxford dic of Psych, 2015)
- Problem Solving: Developed capacities used to solve novel, ill-defined problems in complex, real-world settings (O*NET)
- Conflict resolution: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. (O*NET)
- Resilience: 'the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress' (APA, 2014)
- Tolerant of contrasting ideas: Tendency to be broad-minded and appreciate differences in others' values; freedom from prejudice (Connelly et al., 2014).

- Responsibility: The state or fact of having a duty to deal with something or of having control over someone.

Communication

- Teamworking: the qualities and abilities that allow you to work well with others during conversations, projects, meetings or other collaborations. Having teamwork skills is dependent on your ability to communicate well, actively listen and be responsible and honest. (Indeed, 2020)
- Time Management: Managing one's own time and the time of others. (O*NET)
- Speaking: Talking to others to convey information effectively. (O*NET)
- Active Listening: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. (O*NET)
- Instructing: Teaching others how to do something. (O*NET)
- Service orientation: Actively looking for ways to help people. (O*NET)
- Social Perceptiveness: Being aware of others' reactions and understanding why they react as they do. (O*NET)
- Coordination: Adjusting actions in relation to others' actions. (O*NET)
- Active Learning: Understanding the implications of new information for both current and future problem-solving and decision-making. (O*NET)
- Learning Strategies: Selecting and using training/ instructional methods and procedures appropriate for the situation when learning or teaching new things (O*NET)
- Writing: Communicating effectively in writing as appropriate for the needs of the audience.

B. Full list of 73 “everyday activities” targeting young people based on results of consultations and WP2 research report findings:

Shopping: Planning time; Making a list; Online shopping; Budgeting; Using ATM; Using online banking; Finding items; Comparing prices; Bagging items appropriately.

Learning/Working: Interested in learning new skills or how to do something (crafts, hobbies etc.); Interested in learning about new topics – knowledge; Interested in learning

for my career / to get a qualification; Interested in volunteering / helping in my community; Using social media to learn or work; Computer coding; Working within a team; Communicating with others to solve problems.

Communication: Writing (including blogging, creative, diary); Debating an issue (on social media or in person); Speaking a second language; Switch off personal devices while sharing with others; Understanding sign language; Listening to others.

Care: Research a healthy recipe online; Cook a meal; Help children learn; Play with children; Helping with personal care and hygiene; Helping with mobility; Advocacy.

TV, Radio and Reading: Searching for and watching online movies; Watching current affairs; Watching Nature/History Docs; Watching Reality TV or Youtube; Watching Learning to do programmes or you Tube; Watching Drama; Watching or listening to Arts or Music programmes; Watching Sports; Reading Magazines (paper or online); Reading Newspapers (paper or online); Listening to online books; Reading books; Listening to Radio, Podcasts – talk shows; Listening to Stream music.

Leisure and Travel: Individual sport - Walking - Running - Gym – Swimming; Team sport - Football - Basketball – Hockey; Arranging activities (sometimes using social media); Participating in group activities (sometimes via social media); Eating/Drinking; Hanging out in person or online; Using public transport; Driving my car; Using my bike; Walking; Using my moped/motor-bike; Exploring cultural surroundings; Using maps or Apps to find my way.

Use of technology: Searching tutorials; Using search engine; Downloading information; using the calendar; Playing games online; Using the cloud calendar; Using Skype or Zoom; Listing interests or setting up personal profiles.

Personal Wellbeing: Interested in clothes and accessories, following influencers, getting tips online; Taking time for myself for self care and relaxation; Managing my mental health and well-being; Tidying the room; Cleaning/using cleaning equipment; Washing clothes; Fixing things around the house; Decorating the house.

C. Full list of competencies and activities highlighted in WP2 to enhance employability of young people.

1. Skills highlighted in partner countries, matching the FYC list of competences:

- | | |
|---|---|
| - Planning / organising. | - Creativity and innovation |
| - Stress management | - Being curious |
| - Practising (and making mistakes) | - Listening skills |
| - Communication | - Problem solving |
| - Attention to details. | - Analysis skills |
| - Teamwork | - Conflict management |
| - Organisational skills | - Active listening and comprehension |
| - Budgeting | - Ability to motivate others. |
| - Openness to change. | - Accurate presentation of facts |
| - Willingness to support the change | - Commitment to continuous learning |
| - Time management | - taking on freelance work or personal projects |
| - Research skills | |
| - Digital skills | |
| - Building and maintaining meaningful relationships with colleagues | |
| - engaging on social media platforms and online communities | |

2. Soft abilities:

- a. Communication Skills: The capacity to proficiently articulate concepts through both oral and written means.
- b. Teamwork entails engaging in collaborative efforts with peers and making constructive contributions to the dynamics of the group.
- c. Problem Solving: Employing analytical and critical thinking skills to confront obstacles and identify resolutions.
- d. Adaptability: The ability to rapidly learn and adjust to new situations.
- e. Time Management: Arranging and prioritising duties in an efficient manner.
- Leadership includes demonstrating leadership attributes and the display of initiative.
- g. Interpersonal Skills: Collaborating with clients and colleagues and establishing connections with them.

- h. Conflict resolution entails the aptitude to effectively handle disputes and achieve mutually beneficial outcomes.

3. Emotional Intelligence:

- a. Self-awareness: Recognising and comprehending one's own positive and negative attributes.
- b. Self-regulation: The ability to effectively manage one's emotions and react to pressure.
- c. Empathy: The capacity to perceive and establish a connection with the sentiments of others.
- d. Social Skills: Effective communication and the ability to cultivate positive relationships.

4. Cultural Competence:

- a. Global Awareness: Comprehending issues of a global nature and different cultures.
- b. Diversity and Inclusion: The capacity to collude with individuals of various backgrounds and to value their contributions.

5. Problem-Specific Abilities:

- a. Industry-Specific Expertise: Comprehending the prevailing patterns and obstacles within the designated domain.
- b. Sales and Marketing: Proficiency in service or product promotion.
- c. consumer Service: Proficient management of consumer concerns and inquiries.
- d. Project Management: The efficient organisation and execution of projects.
- e. Financial Literacy: Comprehending concepts such as financial planning, investments, and budgeting.
- f. Research Skills: Information collection, analysis, and presentation.

6. Proficiency in Networking: Establishing and sustaining professional connections in order to obtain advantageous connections and perspectives.

7. Flexibility and adaptability: The capacity to confront obstacles, draw lessons from setbacks, and adjust to evolving conditions.

8. Creativity and Innovation: Generating novel ideas and solutions through out-of-the-box thinking.

9. Ethical and moral competence includes the ability to admonish and justify actions in accordance with moral principles.

D. Participant Feedback Report content:

1. Reconcile tensions and dilemmas

Macro definition

To **Reconcile tensions and dilemmas** a person needs first to have cognitive flexibility and perspective taking skills so that they can see an issue from different points of view and understand how these differing views result in tensions and dilemmas. Showing empathy and respect towards others who hold views different to their own is important. Being creative and a problem solver to devise new and different solutions to problems which seem troublesome is important as are conflict resolution skills. This competency involves making complex and difficult decisions so a sense of resilience, tolerance for complexity and ambiguity are important as is a sense of responsibility.

Sub-competencies definitions

Commitment & Effort: an agreement or pledge to do something in the future. You make a vow or a promise to do something and you make a serious attempt to do it well.

- **Everyday activities from tool:** Interested in computer programming or coding, Individual sports, Team Sports, arranging social events, managing health and wellbeing, explore appropriate toys for children
- **Example tasks:** you agree to attend a yoga class with a friend and make the effort to get fitter; You promise to read a story to your child every night before bed and to be enthusiastic in your storytelling! You agree to take notes at a local community meeting every month and ensure they are accurate.
- **Example environment:** Challenging fast paced environments, projects, target driven, people services
- **Example Jobs:** All jobs require commitment and effort if you are to secure your position, seek promotion and pay increases; working with a team where you commit

to tasks or projects. Some examples include Sales, Scientist, Recruitment Charity, Services

Cognitive flexibility: being flexible in your thinking. Being able to switch between thinking about one concept or idea, to another. Being able to switch your way of thinking, change your mind, or simultaneously think of multiple concepts at once. The quicker you can do this, the greater your level of cognitive flexibility.

- **Example tasks:** Switching your thinking from the colour of an object to the shape of an object.
- **Everyday activities from tool:** Find/install apps or use them online, use cloud services, interested in computer programming or coding, communicating with others to solve problems, decorating the house, listening to Radio Current Affairs news, listening to podcasts, debating an issue (on social media or in person), speaking a second language, understanding sign language, plan a healthy meal, research a health recipe online, identify illness and respond accordingly, help children learn, play with children, helping with personal care and hygiene
- **Example environment:** Organised, conscientious, attention to detail
- **Example jobs:** Office administrator, Receptionist, Teacher, Library assistant, Retail, Waiter

Perspective taking: being able to understand someone's viewpoint and their understanding of reality. Being able to see the world through someone's lens, rather than fully stepping into their shoes. Being able to look beyond your own point of view, so that you can consider how someone else may think or feel about something. To do this well, you must have some understanding of others' thoughts, feelings, motivations, and intentions. It's important in smooth social relationships

- **Example tasks:** Listening to a friend's recent experience of feeling unfairly treated in a local dispute; Listening to a radio talk show where listeners ring in with differing viewpoints; engaging in conversation with friends about important issues and being able to consider all perspectives
- **Everyday activities from tool:** Creating Online Profile, Team Sport- Football-Basketball-Hockey, Talking to others in person or via audio and video, Communicating using social media or text messaging (SMS, instant messages, email, etc.), Working within a team, Communicating with others to solve problems, Give information (on social media or in person), Understanding sign language, Explore appropriate toys for children, Identify illness & respond accordingly, Speak to children, Help children learn, Play with children, Helping with personal care and hygiene, Help with mobility, Advocacy.

- **Example environment:** People facing roles, helping roles, designers (city planners, engineers, fashion etc.)
- **Example jobs:** Customer service, Counsellor, Garda/police, politician, policy maker, engineer

Empathy: A cognitive (or mental) awareness and understanding of another person's emotions and feelings. Being able to understand another person's feelings and emotions and to experience something from the other person's point of view. The conceptual grasping of the mood of another.

- **Example tasks:** reading peoples moods accurately and acting on this. A friend had to make a complaint about service she received at the hospital and is upset. You use the information ('your friend being upset') to guide how you think and behave. You could do this by being understanding, showing empathy, and being apologetic and helpful.
- **Everyday activities from tool:** Working within a team, Communicating with others to solve problems, Travelling outside my normal and cultural surroundings, Identify illness & respond accordingly, Speak to children, Help children learn, Help with mobility, Advocacy.
- **Example environment:** People facing roles, helping roles
- **Example jobs:** customer service, counsellor, nurse, medical roles, mental health, religious

Respect: being able to give due regard or consideration for the feelings, wishes, or rights of others. An attitude of valuing another person and treating the person accordingly.

- **Example tasks:** respecting others even though you may disagree with how they live their lives; treating every person as you would like to be treated; being involved in human rights
- **Everyday activities from tool:** Working within a team, Communicating with others to solve problems, Travelling outside my normal and cultural surroundings, Debating an issue (on social media or in person), Give information (on social media or in person), Conscious use/management of devices, Conscious use of social media, Speak to children, Help children learn, Helping with personal care and hygiene, Help with mobility, Advocacy.
- **Example environment:** teamwork, working with public
- **Example jobs:** nurse, doctor, counsellor, prison guard, garda, public facing roles, teaching

Creativity: a tendency towards (rather than a capability for) innovative behaviour. This means being inclined to develop, design, or create new, novel, or original ideas, relationships, systems, applications, or products. It also involves artistic contributions

(O*NET). It involves using mental processes that lead to solutions, ideas, theories, or products that are unique and novel.

- **Example tasks** (from everyday life): Creating a new recipe to cook a dish because the ingredients for the old recipe are not available; Improvise something to use as a bandage in the event of someone injuring themselves; Providing a more efficient way of doing something; Changing something old, by introducing something new; Developing a plot for a novel or a play
- **Everyday activities from tool:** Interested in computer programming or coding, Help children learn.
- **Example environment:** creative, open, original, autonomy, non-conforming, independent, chaotic, creative e.g., Theatre, Museums, Dance studios, Arts centres, retail, teaching, libraries
- **Example jobs:** Designer, Artist, Chef, childcare workers, teachers, human resources, graphic designers, researcher

Problem Solving: Being able to solve novel, new, ill-defined problems in complex, real-world settings (O*NET). It involves a step-by-step process where people try to overcome difficulties and reach a conclusion usually through trial and error.

- **Example tasks** (from everyday life): Work out how to calculate the amount of time needed to do a certain job in the garden depending on the amount of work to do; You are going to be late; you need to figure out how to contact the person you are meeting as your phone battery has run out.
- **Everyday activities from tool:** Interested in computer programming or coding, Communicating with others to solve problems, Identify illness & respond accordingly, Help children learn.
- **Example environment:** Office environments, environments that allow time and space to analyse problems and develop solutions
- **Example jobs:** Judge, Medic, Chief Executive, Engineer, Scientist, Researcher, Psychologist

Conflict Resolution: being able to handle complaints, settle disputes, and resolve grievances and conflicts, it involves negotiating with others. (O*NET)

- **Example tasks** (from everyday life): Two neighbours are in a dispute about their children's behaviour, you try to negotiate and support them in resolving the issue; You are on a local voluntary committee and must deal with complaints about anti-social behaviour, it is important for you to keep cool and not escalate the problems!; You are

in a shop and a customer is shouting angrily at the sales assistant, you intervene and try calmly to diffuse the argument.

- **Everyday activities from tool:** Working within a team, working with others to solve problems, Travelling outside my normal social and cultural surroundings, Conscious use of social media
- **Example environment:** service, teams, committees, dealing with people who are under stress or pressure, customer complaints/service
- **Example jobs:** Mediator, Police, Lawyer, HR managers, Construction manager

Resilience: being able to adapt well despite adversity, trauma, tragedy, threats, or other difficulties. It involves successfully adapting (mentally and emotionally) to difficult or challenging life experiences, and often involves adjusting behaviour in response to external and internal demands.

- **Example tasks** (from everyday life): You bounce back easily from stressful events. You have applied for 10+ jobs and have heard nothing back but continue to make applications; You did not achieve the goals you set for yourself in 2020 but have set new resolutions for 2021 and believe you can achieve them; you sustained an injury when playing football which put you out of action for 6 months but are now back training and planning to play football again soon.
- **Everyday activities from tool:** Identify illness & respond accordingly.
- **Example environment** Tasks which may be perceived as stressful, demanding, or dangerous including calming prisoners, arresting individuals at fault, working with disruptive students, working in dangerous environments (heights, fires, underground etc.)
- **Example jobs:** Teacher, Guard, Prison Officer, Stuntman, Steeplejack, Fire fighter, Healthcare worker

Tolerant of contrasting ideas: a tendency to be broad-minded and appreciating differences in others' values; Being free from prejudice

- **Example tasks:** Living side by side with people from a different culture. Accepting differences in a work or voluntary setting. Accepting how your friend raises her children even if you don't agree with her values and beliefs.
- **Everyday activities from tool:** Working within a team, Communicating with others to solve problems, Travelling outside my normal and cultural surroundings, Debating an issue (on social media or in person), Conscious use of social media.
- **Example environment:** working in a team, social justice, community,
- **Example jobs:** Researcher, mediator, garda, community worker, diversity officer

Responsibility: Having a duty to deal with something or having control over something or someone. Being accountable.

- **Example tasks:** Looking after children (babysitting); Looking after the weekly family budget; Arranging meetings and setting the agenda for a voluntary community committee; Managing a kid's football team
- **Everyday activities from tool:** Interested in volunteering / helping in my community, Identify illness & respond accordingly, Help children learn, Play with children, Helping with personal care and hygiene, Help with mobility, Advocacy
- **Example environment** all working environments where there are supervisors, managers, specific roles
- **Example jobs;** Manager, team leader, project manager, Teacher, Garda, Prison officer, Carer, social worker

2. Creating New Value

Macro definition

To **Create New Value** a person needs a sense of purpose that drives their understanding of how things could be better or improved, be more efficient or effective, or be of more value to individuals or society. It requires an openness and curiosity for new ideas, and the ability to collaborate with others to develop ideas and concepts into useful results. This competency involves managing risk, being adaptable and agile, and having the ability to critically analyse solutions to ensure their value to society.

Sub-competencies definitions

Flexibility: being open to change (positive or negative) and to considerable variety in the workplace or in everyday life.

- **Example tasks:** you like to take different and new routes on your daily walk; you will happily try out new products in the supermarket if your usual brand is not available
- **Everyday activities from tool:** Searching for items on mobile devices, Arranging activities (sometimes using social media), Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics - knowledge, Interested in learning for my career / to get a qualification, Travelling outside my normal social and cultural surroundings, Debating an issue (on social media or in person), Conscious use / management of devices, Conscious use of social media, Research a healthy recipe online, Cook a meal, Identify illness & respond accordingly, Help children learn, Play with children, Helping with personal care and hygiene
- **Example environment,** Theatre, outdoors, different locations every day, non-traditional work environments, Arts centres, fast changing environment, IT

- **Example jobs:** Sales, General nursing, Retail sales & Marketing, Project work, Tech start-up

Adaptability: being able to respond appropriately to changed or changing situations; being able to modify or adjust your behaviour when faced with different circumstances or different people

- **Example tasks:** you arrange to meet your friend at 5pm but she changes the time and location, and you are ok about it; a family member needs some help at home, and you willingly organise your own schedule so as to be available to help out; your usual dentist is not available but you are happy to go to her colleague; the bus timetable changes and you adjust your schedule accordingly
- **Everyday activities from tool:** Bagging items appropriately, communicating via email or social media, Using virtual communications devices such as skype or Whats app, Creating online profile, Team sport - Football - Basketball - Hockey, Team sport - Football - Basketball - Hockey, Communicating using social media or text messaging (SMS, instant messages, email, etc.), Arranging activities (sometimes using social media), Participating in group activities (sometimes via social media), Hanging out in person or online, Interested in clothes and accessories, Self-care and grooming, following influencers and getting tips online or in magazines, following influencers, getting tips online, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics - knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work, Working within a team, Communicating with others to solve problems, Travelling outside my normal social and cultural surroundings, Using Maps or Apps to find my way, Writing (including blogging, creative, diary), Debating an issue (on social media or in person) , Give information (on social media or in person), Speaking a second language, Conscious use / management of devices, Conscious use of social media, Explore appropriate toys for children, Plan healthy meal, Research a healthy recipe online, Cook a meal, Identify illness & respond accordingly, Change a nappy, Help children learn, Read stories to children, Play with children, Helping with personal care and hygiene, Help with mobility, Advocacy
- **Example environment** Environments that allow for constant change. Flexible, and changeable environments, small enterprise
- **Example jobs:** Project team member, graphic designer, Sales, trades person

Creativity: a tendency towards (rather than a capability for) innovative behaviour. This means being inclined to develop, design, or create new, novel, or original ideas,

relationships, systems, applications or products. It also involves artistic contributions (O*NET).

- **Example tasks:** Creating a new recipe to cook a dish because the ingredients for the old recipe are not available; Improvise something to use as a bandage in the event of someone injuring themselves; Providing a more efficient way of doing something; Changing something old, by introducing something new; Developing a plot for a novel or a play
- **Everyday activities from tool:** Writing (including blogging, creative, diary), Debating an issue (on social media or in person), Help children learn
- **Example environment:** artistic, innovative, enterprise, start-up, education,
- **Example jobs:** Designer, Artist, Chef, childcare workers, teachers, human resources, graphic designers, researcher

Fluency of Ideas: Being able to come up with a number of ideas about a topic, or different solutions for a problem. It is the number of ideas that is important, not their quality, correctness, or creativity). O*net

- **Example tasks:** Brainstorm an idea, think of ideas for a new play, for a slogan, for a poster, for a new project; ideas for summer camp activities for children; ideas for your garden; ideas for a bucket list.
- **Everyday activities from tool:** Interested in computer programming or coding, Writing (including blogging, creative, diary), Speaking a second language, Plan healthy meal
- **Example environment;** creative, innovative, fast paced, developmental
- **Example jobs:** Creative writer, journalist, teacher, inventor, designer, marketing, social media, content

Originality: Being able to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. O*NET This means producing original, clever, and insightful responses to a topic, situation, or task’.

- **Example tasks:** Inventing a new machine or solution to a common problem; Developing a plot for a novel or a play; Creating a new piece of art; Creating a new fashion item or collection; developing content for social media
- **Everyday activities from tool:** Writing (including blogging, creative, diary), Debating an issue (on social media or in person)
- **Example environment:** creative, open, original freedom, autonomy
- **Example Jobs:** Interior designer, fashion designers, graphic designers, painters, sculptors, illustrators, hair stylists, actors, film editors, engineers

Curiosity: Having a desire to recognise, pursue, and investigate new information and experiences. An enthusiasm for new knowledge.

- **Example tasks:** Reading to gain new knowledge and understanding; watching documentaries; learning about a new culture, food, travel; using the internet to find out new information; keeping up to date by watching/listening to/ reading the news/ current affairs
- **Everyday activities from tool:** Interested in learning for my career / to get a qualification, Interested in computer programming or coding, Reading Magazines (paper or online), Reading Newspapers (paper or online), Listening to Online books, Listening to Radio - Current affairs news, Listening to podcasts, Debating an issue (on social media or in person), Explore appropriate toys for children
- **Example environment:** innovative, exploratory, creative, knowledge based
- **Example jobs;** Researcher, scientist, travel agent, detective, garda

Open mindedness: Having a desire to engage with unfamiliar experiences and new activities. Preferring variety and change and being able to use imagination, curiosity, and creativity.

- **Example tasks:** attending new exhibitions; travelling off the beaten track; reading about interesting experiences; joining new clubs; meeting new people
- **Everyday activities from tool:** Interested in clothes and accessories, following influencers, getting tips online, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics - knowledge, Interested in learning for my career / to get a qualification, Watching Current Affairs, Listening to Radio - Current affairs news, Debating an issue (on social media or in person), Explore appropriate toys for children, Advocacy
- **Example environment** innovative, autonomous, adventurous
- **Example jobs;** garda, researcher, explorer, inventor, artist, writer

Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of different solutions, conclusions or approaches to problems. This can involve checking and testing possible solutions and existing ideas for flaws or errors.

- **Example tasks:** thinking about how to put a new set of Christmas lights on a Christmas tree; planning a family meal for a variety of age groups; investigating which supermarket offers the best value; considering how to deal with a teenager who refuses to attend school.
- **Everyday activities from tool:** Budgeting, Comparing Prices, Interested in computer programming or coding, Communicating with others to solve problems, Debating an issue (on social media or in person) , Give information (on social media or in person),

Explore appropriate toys for children, Research a healthy recipe online, Identify illness & respond accordingly, Help children learn, Help with mobility, Advocacy

- **Example environment:** detailed, innovative, quality, analytic
- **Example jobs:** Health care, Teacher, Carer, Technical support; Garda, Manager

Problem solving: the ability to find solutions to well-defined problems, by thinking and analysing logically. It involves reviewing relevant information and evaluating options to come to a well-informed or logical solution. (O*NET)

- **Example tasks:** First aid responder in your local community group; Fixing a faulty internet connection; figuring out why part of your garden becomes flooded when it rains heavily; preparing a meal with a limited number of ingredients
- **Everyday activities from tool:** Interested in computer programming or coding, Communicating with others to solve problems, Travelling outside my normal social and cultural surroundings, Fixing things around the house, Identify illness & respond accordingly, Help with mobility
- **Example environment:** High risk, fast paced, analytic
- **Example jobs:** Emergency planner, Disaster response, Management Consultant, Manager, Supervisor, IT support, customer service and support

Collaboration: working together with one or more people to complete a project or task or to develop ideas or processes. It requires using interpersonal skills, communication skills, knowledge sharing and strategy, within a team.

- **Example tasks:** being part of a committee organising an event; singing in a choir; working for tidy towns; being part of a sports team.
- **Everyday activities from tool:** Team sport - Football - Basketball - Hockey, Participating in group activities (sometimes via social media), Working within a team, Communicating with others to solve problems, Understanding sign language, Help children learn, Play with children, Helping with personal care and hygiene, Advocacy
- **Example environment:** collaborative, sharing, cooperative, developmental
- **Example jobs:** team-based work, projects, IT, Health, Investigations

Agility: the capacity of an individual to easily move back and forth between openness and focus, between the general and the specific.

- **Example tasks:** setting small goals (e.g., eating a healthy breakfast) with the objective of living a healthier life; clearing out one press at a time rather than tacking the whole room in one go; clearing a section of the garden and planting some flowers, with the objective of remodelling your garden by the end of the summer; adding a cushion to your sofa to brighten up the room.

- **Everyday activities from tool:** Comparing Prices, Paying for goods using cash, searching, Team sport - Football - Basketball - Hockey
- **Example environment:** Important in dynamic decision-making contexts where employees need to be effective and efficient in the workplace
- **Example jobs;** scientist, researcher, developer, manager

Initiative: A willingness to take on responsibilities and challenges and having the ability to assess and start things independently.

- **Example tasks:** organising a neighbourhood social event; cutting the grass in a shared green space; organising a family event; bringing your pet dog for a walk.
- **Everyday activities from tool:** Team sport - Football - Basketball - Hockey, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics - knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Communicating with others to solve problems, Give information (on social media or in person), Identify illness & respond accordingly, Advocacy
- **Example environment** autonomous, open, enterprises
- **Example jobs** designer, planner, manager, artist, politician, activists, learning & development

3. Taking Responsibility

Macro definition

Taking Responsibility involves using your moral compass, your locus of control and your integrity to make decisions. Often these decisions will have implications for others so thinking through the pros and cons and the potential impact on others is an important aspect of this competency. Building trust with others, respecting others and being compassionate are important. Using your self-awareness, your self-regulation and being a reflective thinker will help you make decisions, thinking through all aspects of the decision critically, on your actions and the actions of others.

Sub-competencies definitions

Self-Regulation: Being able to alter your responses, including thoughts, emotions, and actions in socially acceptable ways to maintain balance. It involves personal management and control.

- **Example tasks:** staying calm when someone skips the queue to avoid an argument; not getting annoyed if you do not get your own way or if things don't go as planned; resolving problems in a diplomatic or socially acceptable way

- **Everyday activities from tool:** Communicating via email or social media. Playing Team sport for example, Football - Basketball – Hockey. Interested in learning about new topics, gaining knowledge, or learning about a career or get a qualification. Interested in learning new skills or how to do something (crafts, hobbies etc.)
- **Example environment** stressful or changing environments
- **Example jobs** All jobs where the environment may impact on your behaviour: Customer service, Garda, Nurse, Carer, Teacher

Managing emotions: Being able to recognise, understand, and control emotions within oneself and others.

- **Example tasks:** thinking of an alternative way to deal with a situation, checking yourself and your responses: getting overly annoyed, upset, happy in response to situations which merit a different response); Trying not to escalate a situation e.g., making a complaint; working in a team; supervising children
- **Everyday activities from tool:** Managing emotions while speaking with children. Conscious use and management of social media, and your devices.
- **Example environment:** All environments where there is interaction with others
- **Example jobs:** All jobs interacting with others e.g., Nurse, sales, service

Self-Control/ locus of control: Being able to maintain composure, keep emotions in check, control anger, and avoid aggressive behaviour, even in very difficult situations (O*NET). It is associated with where you believe the locus of control lies – people with an external locus of control believe that what happens to them is beyond their control and that their situation is due to chance, luck, fate, or the actions of powerful others. Those with an internal locus of control believe that they have greater control over what happens.

- **Example tasks:** Keeping your cool and being friendly when someone is being critical towards you; Staying calm while teaching someone to drive; Staying calm and composed in a dangerous situation to reassure others
- **Everyday activities from tool:** When communicating via email or social media. Playing Team sport - Football - Basketball – Hockey. Interested in learning for my career / to get a qualification. Communicating with others to solve problems. Conscious use and management of social media, and your devices.
- **Example environments:** self-discipline, willpower, drive, strong, calm
- **Example Jobs:** Customer service, hotel reception, nurse, garda, driving instructor

Moral compass: a person's ability to judge what is right and wrong and act accordingly. It involves checking your moral compass or listening to your inner voice or gut feeling that tells us what we should and should not do.

- **Example tasks:** mistakenly taking something from a shop without paying for it; receiving more points than you should have in a community quiz; allowing someone else to take the blame for something that you did
- **Everyday activities from tool:** Conscious use and management of social media, and your devices.
- **Example environment:** all work environments where you are interacting with others, things of value or truth
- **Example jobs:** Sales, finance, HR, service, content developer

Integrity: being honest, ethical, trustworthy, and virtuous. This means adhering to societal standards of ethical behaviour and avoiding illegal or immoral activities.

- **Example tasks** (from everyday life): being responsible for the budget of a local community organisation; being a good friend and citizen; looking after children or vulnerable people.
- **Everyday activities from tool:** Travelling outside my normal social and cultural surroundings. Advocacy. Conscious use and management of social media, and your devices.
- **Example environment:** All work environments
- **Example jobs:** manager, finance, nurse, carer, sales, police, judge, counsellor, Vet

Stress Tolerance: Tendency to handle pressure well and not experience anxiety and tension in stressful conditions.

- **Example tasks** (from everyday life): being calm during an emergency for example, a neighbour collapses and you organise an ambulance, make sure the person is comfortable, reassures family members etc. you are running late to an important event, but you maintain calmness; you are driving in very poor weather and despite the difficulties you remain calm and focused on driving safely
- **Everyday activities from tool:** Debating an issue (on social media or in person). Identify illness & respond accordingly. Helping with personal care and hygiene.
- **Example environment** Job requires accepting criticism and dealing calmly and effectively with high stress situations (O*NET)
- **Example jobs;** Fire fighter, police, prison officer, politician, union official

Respect for others: due regard for the feelings, wishes, or rights of others. Showing consideration for others.

- **Example tasks:** respecting others even though you may disagree with how they live their lives; treating every person as you would like to be treated; being involved in human rights
- **Everyday activities from tool:** Team sport - Football - Basketball – Hockey. Communicating using social media or text messaging (SMS, instant messages,

email, etc.). Working within a team. Communicating with others to solve problems. Conscious use of social media.

- **Example environment:** teamwork, working with public,
- **Example jobs:** nurse, doctor, counsellor, prison guard, garda, public facing roles, teaching

Build Trust: being able to trust others and not question their motives, relying on them to do the right thing. Building trust involves actively developing trust with others generally so that you can work more effectively together.

- **Example tasks:** allowing your teenager to go to a local disco; supporting adults in a learning environment; trusting your neighbour to look after your pet while you are away
- **Everyday activities from tool:** Team sport - Football - Basketball – Hockey. Communicating with others to solve problems. Travelling outside my normal social and cultural surroundings. Conscious use of social media. Advocacy.
- **Example environment:** Teamwork, small organisation, shared goals
- **Example jobs:** Manager, Team Leader, counsellor, Teacher,

Reflective Thinking: Being aware of your own knowledge, assumptions, and past experiences. It involves actively evaluating yourself, your experiences, checking that they make 'sense' to you, create meaning, justify actions and solving problems. It helps with your future planning

- **Example tasks:** Developing your CV and preparing for an interview; thinking about a friendship which has unravelled; thinking about your performance in a race; thinking about a family problem and your own role in it
- **Everyday activities from tool:** Team sport - Football - Basketball – Hockey. Writing (including blogging, creative, diary).
- **Example environment:** environments which enable improvement, quality focused, stressful environments
- **Example jobs:** all jobs where decisions are being made, where the outcomes are important or critical e.g., counsellor, nurse, projects, teacher, customer service

Self-Awareness: Having an understanding of the impact you have on the people around you. Being aware of yourself and having a fair and accepting evaluation of yourself

- **Example tasks:** thinking about how your behaviour may look to someone else e.g., practice what you preach; a teacher behaving badly in front of her students
- **Everyday activities from tool:** Communicating via email or social media. Team sport - Football - Basketball – Hockey. Self-care and grooming, following influencers and getting tips online or in magazines. Working within a team.

Communicating with others to solve problems. Travelling outside my normal social and cultural surroundings. Writing (including blogging, creative, diary).

- **Example environment** all environments where you interact with others
- **Example jobs:** customer service, teams, counsellor, teacher

Compassion: sympathetic pity and concern for the sufferings or misfortunes of others. Having a warmth and consideration for others, particularly during times of difficulty

- **Example tasks:** volunteering with an organisation who help people experiencing homelessness; charity work; helping out in an animal shelter
- **Everyday activities from tool:** Advocacy. Identify illness & respond accordingly. Interested in volunteering / helping in my community. Interested in volunteering / helping in my community.
- **Example environment:** caring, supportive, enabling, charitable
- **Example jobs:** carer, nurse, any type of social care role, undertaker, counsellor, mediator, religious, end of life care

4. Communication

Macro definition

Communication involves using language, IT skills, and attitudes to interact with others. It includes the complex patterns of behaviour involved in social interaction such as holding conversations, being interviewed, and working with others. The process of communication involves transmitting messages, signals, meanings, and both the transmitter and receiver must use a common code so that the information is interpreted correctly. Listening, observing others, picking up on non-verbal behaviour and social cues etc.

Sub-competencies definitions

Team working: the qualities and abilities that allow you to work well with others during conversations, projects, meetings, or other collaborations. Having teamwork skills is dependent on your ability to communicate well, actively listen and be responsible and honest. (Indeed, 2020)

- **Example tasks:** You are driving to a dance class with your friend, you become lost and can't find the location, you work together to work out the directions; to get to the dance class. A friend buys a new shelf you assist your friend by helping them build the shelf. Guests are coming over for a party you work with your family members to complete the household chores prior to their arrival.

- **Everyday activities from tool:** (to show the relationship between the result and the questions answered): Participating in group activities (sometimes via social media), Working within a team, Communicating with others to solve problems, Help children learn, Advocacy.
- **Example environment:** Small organisations, Team based work e.g. health care, retail, IT
- **Example jobs:** All jobs require employees to work as part of a team, working as part of a team allows for peer learning, allows employees to innovate faster and to build strong relationships.

Time Management: Managing one's own time and the time of others. (O*NET)

- **Example tasks:** You agree to meet your friend for coffee prior to a dentist appointment you leave the café in sufficient time to make your dentist appointment; You set an alarm or a reminder on your phone to collect your child from swimming class; You create a schedule that maps out your family's weekly activities and hang it on the fridge.
- **Everyday activities from tool:** Planning time, Using the (cloud) calendar, Team sport - Football - Basketball - Hockey, Arranging activities (sometimes using social media), Using public transport, Cook a meal
- **Example environment:** Services (e.g., financial, health, legal), Teaching, target driven
- **Example jobs:** All jobs require effective time management skills as it allows employees to prioritise tasks, maintain structure and be self-aware.

Speaking: Talking to others to convey information effectively. (O*NET)

- **Example tasks** (from everyday life); You buy milk in the supermarket you return home and realise the product is past the expiration date you return to the supermarket and explain that the product is expired, and you would like an exchange; You have organised a birthday party for your child and want to invite his/her classmates. You contact the children's parents to give them the details; You saw an advertisement online for a TV. You go to the shop and can't see the TV on the shop floor you describe the advertisement to the sales assistant. The sales assistant helps you find the product based on the information you provided.
- **Everyday activities from tool:** Team sport - Football - Basketball - Hockey, Talking to others in person or via audio and video, Arranging activities (sometimes using social media), Participating in group activities (sometimes via social media), Hanging out in person or online, Working within a team, Communicating with others to solve problems, Debating an issue (on social media or in person), Give information (on

social media or in person), Speaking a second language, Speak to children, Help children learn, Read stories to children, Advocacy.

- **Example environment:** Team, services (customer, health, retail etc.)
- **Example jobs:** All jobs require employees to communicate with their peers, management, customers and be able to provide an explanation or convey a message to describe a product or service.

Active Listening: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. (O*NET)

- **Example tasks:** A friend visits your house and tells you about a difficult moment they are facing. You turn off the TV to avoid distractions and demonstrate concern; A family member is angry because you forgot their birthday you avoid becoming defensive and listen to why it upset them and paraphrase when the right time presents itself.
- **Everyday activities from tool:** Team sport - Football - Basketball - Hockey, Participating in group activities (sometimes via social media), Hanging out in person or online, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Working within a team, Communicating with others to solve problems, Watching “Learning to do” programmes or watching you Tube, Listening to Radio - talk shows, Listening to Radio - Current affairs news, Listening to podcasts, Debating an issue (on social media or in person), Speaking a second language, Identify illness & respond accordingly, Help children learn, Play with children, Advocacy
- **Example environment:** Customer oriented environments, Public services
- **Example jobs:** Most jobs require employees to engage in active listening to build effective relationships and to respond to clients’ needs and resolve their problems. Some examples: Air Traffic Controller, Social worker.

Instructing: Teaching others how to do something. (O*NET)

- **Example tasks:** Your child is struggling with their math homework you offer assistance patiently; Your friend has no experience cooking but needs to cook a family dinner for visiting relatives you give your friend recipes and offer to assist on the day; An elderly relative is having difficulty using WhatsApp you take the time to show them how to download and use the app.

- **Everyday activities from tool:** Help children learn
- **Example environment:** organisations that place value on learning and development / in-house training, teaching
- **Example jobs:** A lot of jobs value a person's ability to clearly convey information, possess expert-level literacy on a specific topic, and help others learn. Some examples: Welder, Gym Instructor, Early Years Educator.

Service Orientation: Actively looking for ways to help people. (O*NET)

- **Example tasks:** You are walking on the street, and you see a person struggling with their shopping bags, you offer to help bring them to their car; You notice an elderly neighbour is becoming quite isolated you encourage them to come to the local bingo night with you.
- **Everyday activities from tool:** Interested in volunteering / helping in my community, Helping with personal care and hygiene.
- **Example environment:** service-oriented environments (health, retail, customer support)
- **Example jobs:** All jobs require employees to actively look for ways to improve the service they provide and enhance the customer experience. Example: Service industry jobs.

Social Perceptiveness: Being aware of others' reactions and understanding why they react as they do. (O*NET)

- **Example tasks:** You and a group of friends are discussing buying new outfits for an upcoming wedding. You notice one of your friends seems uncomfortable and remains quiet when costs are mentioned so you change the topic.
- **Everyday activities from tool:** Working within a team, Travelling outside my normal and cultural surroundings, Debating an issue (on social media or in person), Conscious use of social media, Help children learn, Helping with personal care and hygiene.
- **Example environment:** social care, teaching, health
- **Example jobs:** A lot of jobs require social perceptiveness as the ability to perceive unspoken communication in the workplace can be effective for building effective work relationships. Example: Art therapists, Social workers, Midwives, Teachers.

Coordination: Adjusting actions in relation to others' actions. (O*NET)

- **Example tasks:** You are a passenger in a car stuck in heavy traffic you are both frustrated but the driver's anger is increasing you try to calm the driver down and

assure them that you are in no rush and the situation is beyond their control; You are in a long queue waiting to buy your lunch the people in front of you are becoming irritated and looking for solidarity to escalate the situation. You remain calm and try to get the attention of a manager to alleviate the pressure the cashier is facing.

- **Everyday activities from tool:** Team sport - Football - Basketball – Hockey, Working within a team, Communicating with others to solve problems, Using my Bike, Travelling outside my normal and cultural surroundings, Give information (on social media or in person), Identify illness & respond accordingly, Speak to children, Help with mobility
- **Example environment:** team oriented, cooperation, collaboration
- **Example jobs:** A lot of jobs require employees to be flexible as the workplace can present challenges that force us to adapt to carry out the tasks that need to be completed. Examples: Chef, Nurse, Coach, Event Planner, Prison Officer.

Active Learning: Understanding the implications of new information for both current and future problem-solving and decision-making. (O*NET)

- **Example tasks** (from everyday life): You and your family have been going to the same holiday destination for 10 years after watching a TV program you discover a more cost-effective option and decide to book your next family holiday elsewhere based on this new information; You listen to a dietician on the radio talking about the benefits of certain fruits and vegetables as a result of this information you add these foods to your next weekly shop to try and have a more balanced diet.
- **Everyday activities from tool:** Searching, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work
- **Example environment:** learning organisations, technology oriented
- **Example jobs:** A lot of jobs require active learning skills as procedures and practices are continually updated in the world of work. Examples: Teachers, Doctors, Fashion Designer.

Learning Strategies: Selecting and using training/ instructional methods and procedures appropriate for the situation when learning or teaching new things (O*NET)

- **Example tasks** (from everyday life): You decide that you want to learn how to knit, you attend classes in your local community Centre and consult YouTube for tips; Using an expeditionary approach “learning by doing” you teach your child how to play basketball.

- **Everyday activities from tool:** Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work, Research a healthy recipe online, Help children learn
- **Example environment:** learning organisations, technology oriented
- **Example jobs:** A lot of jobs require learning strategies as throughout your working life you may have to present a concept or train in a new colleague and these strategies will guide you in navigating this journey. Examples: Teachers, Coaches.

Writing: Communicating effectively in writing as appropriate for the needs of the audience.

- **Example tasks** (from everyday life) You are unhappy with the service you received in a local shop. You email the company using formal language to describe the poor service you received. You are unhappy with the local amenities for children in your area you email your local politician to highlight your concerns and to give some suggestions.
- **Everyday activities from tool:** Checking what is needed, communicating via email or social media, Creating online profile, Using Social Media, List interests/personal profile, Communicating using social media or text messaging (SMS, instant messages, email, etc.),
- Arranging activities (sometimes using social media), Participating in group activities (sometimes via social media), Using social media to learn or work, Give information (on social media or in person)
- **Example environment:** Administration, conventional
- **Example jobs:** Most jobs require employees to use their writing skills for reports/emails or general communication. Examples: Personal Assistants, Receptionists.

E. Guidelines for Translation of the FLOWS Tool:

Please check the Translations excel file saved in the Drive and make sure you understand the meaning of each activity, and the matching animation to demonstrate it for the end user.

Please translate into your language in written format in the excel before you proceed with VoiceOver recordings. Translations should not be explicit from English, you can change words and expressions to make the activity description adapted to your language usage.

See instructions how to record Intro further down this page.

Animations to be reviewed within the platform:

<https://dev.flows-project.eu/>

Username: demoflows

Password: demoflows2023

Bear in mind that animations were created in the previous project and that they capture the essence of the activity, and they are not comprehensive of all the details provided in the voiceover.

The first 4 columns of the Script Excel should remain untouched, and to the right you have different colour for each country language.

The name of VoiceOver files is defined already for each country, so we keep the name in English for all other languages, plus the letters of the country: Deutsch (DE), Turkish (TR) & Romanian (RO). Please match your recording to the set file name i.e. "Shopping_01_DE" and save them in the country file setup in the Drive,

The recommended platform to record, easy to download as a light software in your PC is <https://www.audacityteam.org/>

Each time you record a VoiceOver you have a choice to save it in WAV instead of mp3. This will facilitate embedding the files into the platform by our partners UNSTPB

The length of each recording should match close the animation duration: Column 4 (D) on the excel. The length of audios you record can be adjusted to the animation until certain extent, in few cases some animations are way longer than audios and that is not an issue.

The Intro recording should be around 2 minutes: Listen to the EN recording first. See mp4 file in the drive.

There are two options to record the Intro:

1. All at once: For some partners it is easier to practice and record the whole text at once.
2. You can record different parts of the Intro and then send 3 files to UNSTPB to put them together.

See a suggestion of three paragraphs you can use to record the Intro, if you prefer the second option, so you can translate each paragraph and record it separately.

Or see a breakdown of smaller pieces of Intro VoiceOver that you can record. Please make sure you record all on the same environment (room at the office or home) to avoid many differences of background noise (if any) and your voice quality/pitch, etc.

Welcome to the FLOWS learning tool. Learning is something that takes place all the time in your everyday life. You may not be aware of the amount of learning and knowledge that you have gained from everyday life. Even if you did not spend much time at school or in a work environment, you have learned and gained useful skills for the world of work, from your life experiences. This learning could come from many different areas of your everyday life. For example, watching TV, listening to podcasts, going shopping, getting together with family or friends to do something that you like, using your phone or a tablet. It is this learning that the FLOWS tool will help you to identify. The FLOWS learning tool aims to show you things about yourself that you may not know. It should be a fun experience. The information which you find out about yourself will be useful and can be used to help you explore a job or course that is suitable for you.

Instructions: Animated scenes will appear showing different everyday activities. All you have to do is select how often you do each of these activities. You will be given 5 partial responses, please click the one that is most acceptable for you. If you do the activity all time, please click very often. If you do the activity a lot, please click often. If you do the activity sometimes, please click sometimes. If you do not do the activity very often, please click not very often, if you never do the activity, please click never. Please answer at least six categories on the screen. This is not a test and there are no right or wrong answers. There is no time limit, but please answer with the first thing that comes to mind. This exercise will take approximately 20 minutes to complete.

On completion, your guidance practitioner will talk you through the areas which you've gained the most skills from and which are most valued in the world of work. If you are suited to a particular area, it is more likely that you will enjoy it and stick with it. Good luck and happy learning.

Intro FLOWS

	time frame[min:sec]	time length [sec]	
1	0:00-0:05	5	Welcome to the FLOWS learning tool.
2	0:05-0:23	18	Learning is something that takes place all the time in your everyday life. You may not be aware of the amount of learning and knowledge that you have gained from everyday life. Even if you did not spend much time at school or in a work environment, you have learned and gained useful skills for the world of work, from your life experiences.
3	0:23-0:26	3	This learning could come from many different areas of your everyday life. For example:
4	0:27-0:41	14	watching TV, listening to podcasts, going shopping, getting together with family or friends to do something that you like, using your phone or a tablet. It is this learning that the FLOWS tool will help you to identify.
5	0:41-0:59	18	The FLOWS learning tool aims to show you things about yourself that you may not know. It should be a fun experience. The information which you find out about yourself will be useful and can be used to help you explore a job or course that is suitable for you.
6	0:59-1:37	38	Instructions: Animated scenes will appear showing different everyday activities. All you have to do is select how often you do each of these activities. You will be given 5 partial responses, please click the one that is most acceptable for you.
7	1:15-1:19	4	If you do the activity all time, please click very often.
8	1:19-1:22	3	If you do the activity a lot, please click often.
9	1:22-1:26	4	If you do the activity sometimes, please click sometimes.
10	1:26-1:31	5	If you do not do the activity very often, please click not very often,
11	1:31-1:35	4	if you never do the activity, please click never.
12	1:35-2:05	30	Please answer at least six categories on the screen. This is not a test and there are no right or wrong answers. There is no time limit, but please answer with the first thing that comes to mind. This exercise will take approximately 20 minutes to complete. On completion, your guidance practitioner will talk you through the areas which you've gained the most skills from and which are most valued in the world of work. If you are suited to a particular area, it is more likely that you will enjoy it and stick with it.
13	2:05-2:08	3	Good luck and happy learning.

11. References

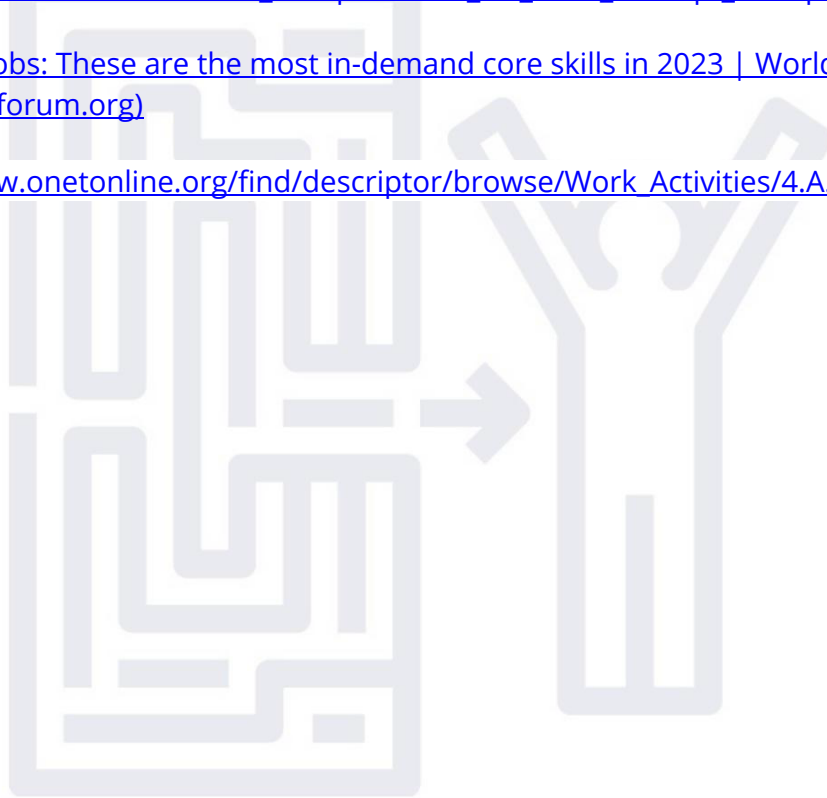
[The 12 Transferable Skills.pdf \(unicef.org\)](#)

[Validation of Formal, Non-Formal and Informal Learning: Policy and Practices in EU Member States on JSTOR](#)

https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf

[Future of Jobs: These are the most in-demand core skills in 2023 | World Economic Forum \(weforum.org\)](#)

https://www.onetonline.org/find/descriptor/browse/Work_Activities/4.A.2/





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