

FLAWS – Further Learning, Outreach and Working Skills

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Learning Unit 2: Future Competences

WP5: FLOWS Practitioner Training

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LEARNING OUTCOMES

By completing this Learning Unit, you will gain

Information on the key competences for the future world of work

Practical information on how to put them into practice.



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AGENDA

LU2 – Future Competences

1. What are Key Competences?
2. The Key Competences of OECD 2030
3. Cognitive and meta-cognitive skills
4. Social and emotional skills
5. Practical and physical skills
6. How can key competences be put into practice?

THE FLOWS TRAINING FOR PRACTITIONERS



LU2: Future Competences



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1. What are Key Competences?

Today's societies place **high demands** on the individual, who is confronted with complexity in many areas of his or her life. In terms of **the key competences** that individuals need to acquire, what do these requirements mean? Achieving success in the workplace requires **the right set of skills and competencies** in **today's** and **tomorrow's dynamic environment** and identifying and cultivating the essential skills necessary for a successful career.

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2. The Key Competences of OECD 2030

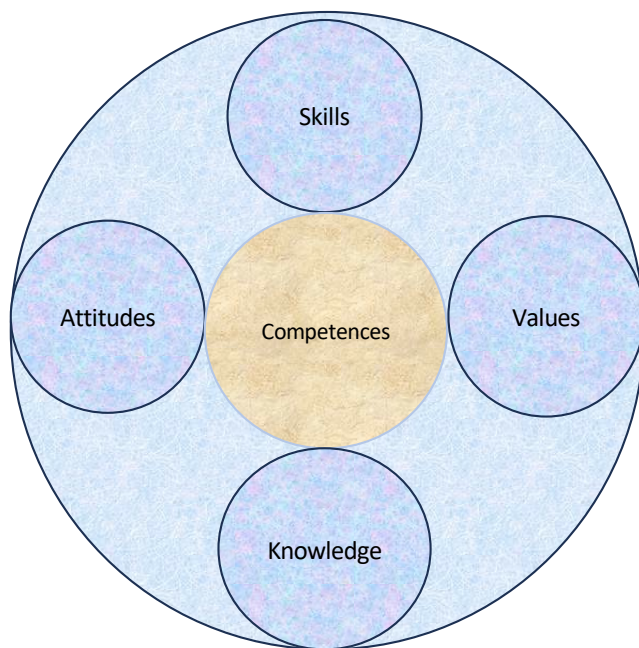
The OECD Learning Compass 2030 distinguishes **three types of skills**:

- 1. Cognitive and meta-cognitive skills**, including critical thinking, creative thinking, learning to learn and self-regulation
- 2. Social and emotional skills**, including empathy, self-efficacy, responsibility and collaboration
- 3. Practical and physical skills**, which include the use of new information and communication and communication technologies.

The resource: https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf

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2. What are Key Competences?



Skills are part of a holistic concept of competence that involves the mobilisation of **knowledge, skills, attitudes** and **values** to meet complex demands, and are the ability and capacity to carry out processes and use one's knowledge responsibly to achieve a goal.

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2. What are Key Competences?

- **Attitudes** refer to how someone feels about something.
- **Behaviors** refer to how someone acts.
- **Knowledge** refers to a theoretical or practical understanding of a subject.
- **Values** refer to individual beliefs that motivate people to act in one way or another.



The source of the image: www.freepik.com

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3. Cognitive and meta-cognitive skills

Metacognitive skills are the soft skills you use to **monitor** and **control your learning and problem-solving processes**, or how you think about thinking.

- a) Goal Setting
- b) Planning and organizing
- c) Concentration
- d) Problem solving

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3. Cognitive and meta-cognitive skills

a) Goal Setting

One of the most important metacognitive skills is knowing how to set goals - recognising what your ambitions are and refining them into manageable and achievable objectives. **The SMART Goals framework** can be a good place to start because it goes deeper into what you know you can realistically achieve. SMART goals stand for **Specific, Measurable, Achievable, Relevant** and **Time-Bound**.



The resource of the visual image:
<https://launchspace.net/blog/smart-goals/>

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3. Cognitive and meta-cognitive skills

b) Planning and organising

Planning is an essential example of metacognition because it involves mapping out the route to **reach your goal**, and **identifying and gathering the specific strategies, resources and support mechanisms** you'll need along the way to help the learners learn new things.



The resource of the visual image: <https://eihr.substack.com/p/the-strategic-planning-process>

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3. Cognitive and meta-cognitive skills

- Planning and organising

Organisational skills are tools you can use to **stay focused** and **efficiently prioritise your responsibilities**.

Practicing organisation in your **day-to-day activities** can help you manage your workload and equip you with the tools and strategies you need to succeed in any role.

Organizational Skill Examples



The resource of the visual image : <https://www.usemotion.com/blog/organizational-skills>

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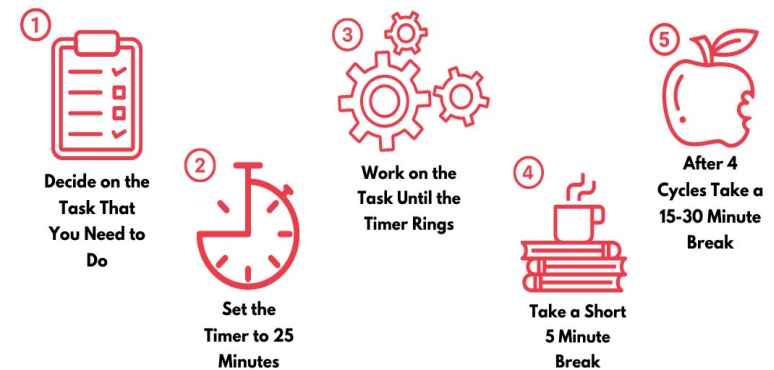
3. Cognitive and meta-cognitive skills

c) Concentration

Concentration allows you to **fully engage with the information** you're processing and retain new knowledge, and it requires a high level of mental fitness, which you can develop through metacognition.

Developed by Francesco Cirillo in the late 1980s, the **Pomodoro Technique** is a structured method consisting of processes, tools, principles and values. It can significantly increase your **focus** and **productivity**.

THE POMODORO TECHNIQUE



The resource of the visual image:

<https://luxafor.com/pomodoro-technique-time-management-life-hack/>

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3. Cognitive and meta-cognitive skills

d) Problem solving

Problem-solving skills are skills that enable people to deal with **unexpected situations** or **difficult challenges at work**. Problem solving, both at work and in learning, begins with **recognising the problem**, **analysing the details** and **considering possible solutions**.

The **IDEAL** problem solving method is one way to teach diverse learners how to better approach difficult situations.



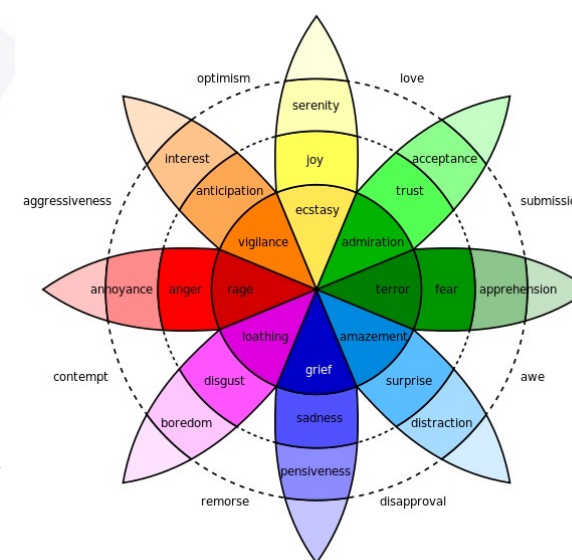
The resource of the visual image: <https://almbok.com/problem/problem>

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4. Social-emotional Skills

The concept of socio-emotional aspects refers to a person's initiating, nurturing and responding to others in order to form relationships with other people in their lives. Socio-emotional skills are your body's way of telling you what is going on, and an important part of knowing your emotional experience is understanding which part of your body is activated by a particular emotion.

Robert Plutchik's Wheel of Emotions is a conceptual framework that categorises human emotions into a wheel structure. The wheel outlines eight primary emotions - joy, trust, fear, surprise, sadness, disgust, anger and anticipation - and asserts that each has a polar opposite. Take, for example, joy versus sadness.



The resource of the visual image:

https://en.wikipedia.org/wiki/Robert_Plutchik



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4. Social-emotional Skills

Social-emotional skills at work

Social-emotional learning makes people aware of their work environment and how their skills can help them better set personal goals. Here are some ways you can practice social-emotional skills at work:

- ✓ Practice listening to colleagues

Sometimes a colleague may need a moment to talk about a problem or just tell you about their day. When this happens, listen carefully and try to gauge their emotions. This can help you improve your emotional awareness and enable you to respond more directly to their needs.

- ✓ Verbalise how you're feeling

If you're having trouble understanding your feelings or emotions during a workday, consider talking about them out loud. Whether you're telling someone else or just yourself, verbalising your feelings can help you process and manage them.

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4. Social-emotional Skills

- ✓ Accept emotions and review behaviours

This two-step process involves first accepting and understanding the emotions behind a behaviour or action, and then checking that the behaviour was an acceptable response to the situation. If you're analysing yourself, this process can be a great way to manage your emotions at work if you're feeling stressed or anxious. If you're analysing a colleague's response to a situation, accepting their emotions can be an important first step before approaching them in a respectful way.

- ✓ Focus on empathy

If you're frustrated with a colleague at work, try looking at the situation from their perspective. This can make you more empathetic and help you understand their actions.

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5. Practical and physical skills

Practical skills demonstrate a candidate's ability to solve real-life challenges, to work effectively in a team and to adapt to a dynamic work environment., and typically refer to the skills that employees acquire to perform their jobs efficiently and include interpersonal, physical, creative, hard or soft skills.



This skill involves the use of computers and technology such as mobile devices, social media platforms and the internet, to communicate or store and share information.


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5. Practical and physical skills



Speed reading

Speed reading typically means understanding or absorbing documents quickly



Leadership skills

Leadership skills are essential to oversee the efficiency and productivity of a team efficiently.

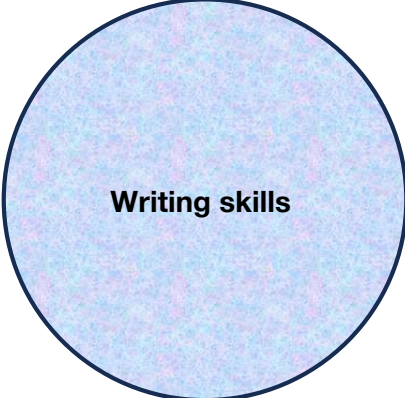


Public speaking

Public speaking is an important form of communication because it can help you make connections and influence decisions in an organisation.

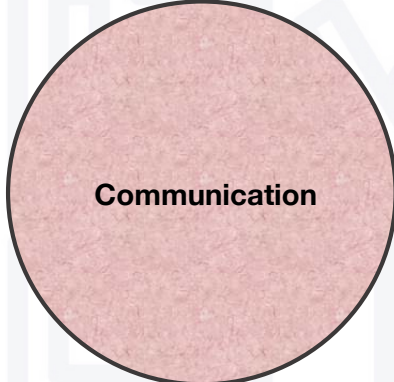
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5. Practical and physical skills



Writing skills

Writing skills enable professionals to communicate their ideas through written words.



Communication

This is the ability to receive and convey information effectively. Acquiring this skill can enable you to understand information accurately and quickly. Communication skills often involve active listening, public speaking and giving feedback.



Public speaking

Social media is an effective marketing tool that can help a business maximise its reach and improve engagement.

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Physical skills are the accuracy and consistency of how we use our bodies to perform tasks, and typically refer to the skills that employees acquire to perform their jobs efficiently.

Driving & Reading maps

Gardening & Basic Botany

Sports

Cooking



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The Physical Activity Pyramid is a guide to help people plan their physical activity so that it becomes an easy, routine part of their daily lives. The aim of the Physical Activity Pyramid is to gradually increase the amount of physical activity you do and reduce the amount of time you are inactive, which can help people improve their physical skills.

Source: Complete Wellness Solutions. Completely Well Newsletter, November 2023.

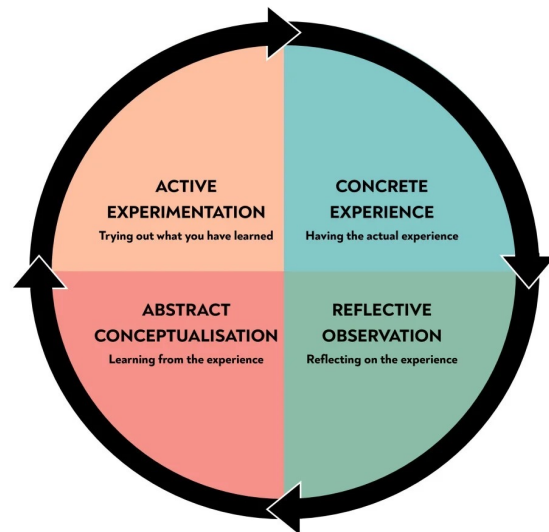
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6. How can key competences be put into practice?

Experiential learning is the process of acquiring new skills through education, work or life experiences. Experiential learning is an immersive, participant-centred, active approach to learning that engages experiential learners of all ages, backgrounds and levels of experience in an emotionally engaging learning experience.

Kolb's experiential learning theory (David Kolb, 1984) defines experiential learning as "the process by which knowledge is created through the transformation of experience. Knowledge results from the combination of capturing and transforming experience". The Kolb Learning Cycle has 4 stages.

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The resource of the visual image

<https://www.simplypsychology.org/learning-kolb.html>

Stages of Kolb's experiential learning theory

1. Concrete experience - the learner encounters a concrete experience. This may be a new experience or situation, or a reinterpretation of an existing experience in the light of new concepts.

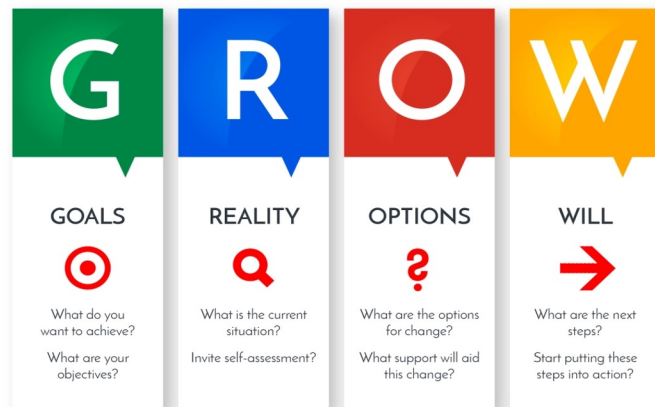
2. Reflective observation of the new experience - the learner reflects on the new experience in the light of existing knowledge. Of particular importance are any inconsistencies between experience and understanding.

3. Abstract conceptualisation - reflection produces a new idea or modification of an existing abstract concept (the person has learned from their experience).

4. Active experimentation - the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

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Exercise: The GROW model



The GROW model was originally developed in the 1980s by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore. GROW stands for:

- Goal
- Current Reality.
- Options (or barriers).
- Will (or Way Forward).

Use the GROW model to identify what skills/competencies do you need to work on to achieve your professional goal.

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<https://www.continu.com/blog/emotional-learning#:~:text=Social%2Demotional%20learning%20makes%20employees,to%20better%20set%20personal%20goals.>

