

move^{up}

2017-1-TR01-KA204-046225

“Boosting the Social Skills of Adults for
Better Employability and Success at Work”

**IO1- Need Analysis Report
Greece**

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Project and Partners

The project “2017-1-TR01-KA204-046225 - Move Up - Boosting the Social Skills of Adults for Better Employability and Success at Work” aims at contributing to the development of social skills of adults with the blue or pink collar occupations. The project is funded by Turkish National Agency. There is 1 coordinator and 5 partners from 5 countries in the project.



Governorship of İstanbul

Governorship of Istanbul (GOI), from Turkey, is the highest administrative authority in the city with a number of approximately 300 civil servants and giving service in various fields. GOI has the responsibility of 39 District Governorships and 24 Provincial Directorates. It promotes an active participation of the governorships to EU accession process, governorships with an effective leadership in the provinces concerning the use of EU financial resources efficiently. GOI is the applicant organisation in this project.



iED

The Institute of Entrepreneurship Development (iED) is a Greek Organization committed to the promotion of innovation and the enhancing of the spirit of entrepreneurship. By recognizing entrepreneurship as a crucial factor for the development and cohesion of societies, it develops research and is in a position to provide innovative solutions that facilitate the growth of healthy entrepreneurship and promote employment. Its activities are based on the premise that enterprises and particularly SMEs constitute traditionally the backbone of European economies and therefore also constitute a significant factor in the attempt to reduce unemployment and lead to a wider social prosperity.



BEST

BEST Institute of Continuous Vocational Qualification Training and Personnel Training Ltd, from Austria, - in short, BEST - is a private institute that has been providing its customers with effective support in personnel-related matters for more than 25 years now, with special emphasis on "Training & Continuous Training" as well as on "Training & Coaching". In the course of a continuous process of further development, as well as within the framework of numerous projects and both national and international partnerships, BEST has gradually also become involved in tackling HR issues that go beyond the scope of career development.



BTF

Bridging to the Future, from United Kingdom, is an innovative company which challenges and reforms existing approaches to organisational and individual productivity, job creation, economic independence and economic sustainability. Bridging to the Future (BTF) has a formidable record in designing, testing and bringing to market a range of highly innovative and successful products and methods to support job creation, education and productivity. At its heart, the company believes in creating jobs through new businesses, active incubation, practical leadership programmes Operating on an International Scale.



ISQ

ISQ, from Portugal, is a private, non-profit and independent technological institution founded in 1965, currently running operations in more than 40 countries across the world (EU, Eastern Europe, Africa, Americas and Asia), offering its experience in technical inspections, technical assistance for engineering projects, consultancy services and training activities, supported by transversal research and development activities and by 16 accredited laboratories (e.g.: chemical, bio and agro testing, non-destructive testing, Aerospace, etc.). For that purpose, ISQ conducts Research and Development activities (R+I), promoting projects with national and international partners, from both public and private sector, aiming at continuous product and process innovation. Concerning the training activity of ISQ, it has a recognized experience in all areas of the training cycle (needs analyses, design, implementation, evaluation) being presently the second biggest player in Life Long Learning in PT, including expertise in creation of national standards (professional profiles) national quality references for VET, expertise in e-learning/b-learning, work based learning and apprenticeship, technological training with ECVET, training for social inclusion professional, professional marketing and social marketing for employment (including disadvantage people and NEETS) certification and recognition of knowledge and competencies.



İstanbul
İl Millî Eğitim Müdürlüğü

ILMEM

Istanbul Provincial Directorate of National Education, from Turkey, carries out the local responsibilities of the Ministry of National Education. It works under the governorship as an enforcement mechanism on local basis. It is responsible for all educational and youth activities, administration covering all forms of education; formal education (pre-school, primary, lower secondary, upper secondary - technical/vocational schools) non-formal education, adult education, apprenticeship training, in-service training in the city, Istanbul. The directorate consists of 1 Director, 35 Vice Directors, 1029 staff, 5.382 formal schools, 2.681.800 students and 123.494 teachers. Our organization also embodies 39 district national education directorates within the 39 districts of Istanbul. These directorates carry out the duties and services given by the Ministry of National Education in the direction of their needs and they are responsible to Istanbul Provincial Directorate of National Education locally. İLMEM is one of the partners in this project.

Introduction

This report has been developed within the framework of the Move Up project, funded by Turkish National Agency under Erasmus+ Programme. The project “Move Up – Boosting the Social Skills of Adults for Better Employability and Success at Work” aims at contributing to the development of social skills of adults with the blue or pink-collar occupations.

The aim of this National Report is to define common skills for selected blue/pink collar workers, regarding the results of questionnaires applied to the blue-collar workers themselves, analysis of focus group meetings, good practices in Greece(GR) Firstly, the most common blue/pink collar workers have been defined by making desk research in every country. The common 120 occupations and the necessary social skills have been selected. 20 occupations per partner have been distributed. 40 most common blue/pink collar occupations in Greece and social skills have been defined through a desk research.

The questionnaires have been applied to main target group of this project, at least 1 blue collar worker from selected occupations. They have been asked to identify the social skill needs of workers and their opinion on this skill-occupation match, which social skills they often use in their professional life, what kind of trainings they had and what sort of training they would enjoy. In total, 41 responses from 20 different occupations have been taken into consideration.

Focus group meeting of 6 career experts, trainers and administrative staffs from adult training centres have been realized. They have been asked to identify social skills in current training programmes, the necessary social skills for each occupation.

A desk research has been made. Practices carried out to develop social skills of blue collar workers have been searched. 2 good practices have been taken into consideration. The aim of this output is to find similar works related with social skills training for blue/pink collar occupations.

Reviews of the current situation in the area of adult education on social skills have been made in order to identify their needs.

Through various activities for preparation of this intellectual output, many people have been reached and a questionnaire on digital form has been made. After compilation of this activity, most common blue/pink collar occupations and the social skills required for these occupations have been found out and description of these skills and occupations are identified.

The results of these data have been analysed. This analysis will be the base for the second intellectual output of this project. The results can be used freely by providing a reference.

Chapter 1 Good Practice Examples and Current Situation in Adult Training

1- Current Situation in Adult Education on Social Skills

Venue of the implementation

Greece

Age range of adult education learners

18-60 years old. Sometimes you can see people under 18 participating in educational centers' trainings. This is an exception only in the case of Roma people and imprisoned people.

Which institutions are responsible for adult education institutions

The General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs is the main public body that plans, coordinates and implements programs and actions in the field of lifelong learning.

The responsibility for implementing the actions as well as the scientific support of them

programs related to lifelong learning is part of the Institute Lifelong Learning Education and Training which manages the following

programs:

- Adult Education Centers.
- Second Chance Schools.
- Parenting Counseling.
- Volunteering.
- Education and Culture.
- The Education of Adult Immigrants in the Greek Language.

There are a lot of public bodies and

organizations operating adults training programs aimed at improving professionalism skills, as well as a lot of private vocational training institutions (KEK), while more and more businesses are interested in integrating

directly to specialize and develop skills (for innovation, quality and communication) in the workplace and production process. For this reason, the enterprises themselves undertake to set up or to

reclassify their workers in seminars in the contexts of

workplace learning programs.

By whom and how are adult education programs created? The Institute of Lifelong Education and Training

Is there a specific curriculum for social skills training? No

If the answer to the above question is YES, then is it competent enough to meet the requirements of the blue-collar employees?

What are the criteria for selection of trainers in adult education? Approximately every two years the ministry of education, research and religion makes some changes on the provisions of the law about the qualifications needed for an adult trainer.

The most important qualifications taken into consideration are the university degree, PhD, first and second foreign languages, the marital status and the score they achieved in the test (is been taken into consideration the participation on trainings for adult trainers).

Below you can find the link of the ministry's decision:

http://www.alfavita.gr/sites/default/files/attachments/fek_kritiria_dia_dikasia.pdf

How and by whom are the trainings for adult education trainers provided? By the same organization as the training for adult education, the institute of lifelong learning and training.
The institute implements training courses for trainers.

Briefly describe the types and duration of training given to adult education trainers (Full time, part time, distance, face to face, online etc.) Most of the trainings given are face to face. But is easy to find courses via internet to fulfill the wishes of those who want to be trained but is difficult to reach the place the courses are given, or they live in a place that there is no such educational center. Most of the courses are full time.

Are there any social skill trainers? Yes, mostly for communication skills

If the answer to the above question is YES,
a) what competencies do they have? A)The trainer needs to be sensitive with the needs of her/his student, to show interest, to to inspire trust, to be kind and pleasant, to be helpful and distinctive. Moreover, a trainer needs skills like communicational skills, teamwork skills, problem solving skills and negotiation skills.
b) who provides their trainings? B) The main body is the Institute of Lifelong Learning Education and Training. Also, some universities and some private vocational training centers (KEK).

Briefly describe the types of training given in adult education (Full time courses, part time courses, face to face, online etc.) Basically, you can find all the types of courses in the educational training centers. There are courses that can last 300 hours and courses that last 25 hours. It depends the sector and the target group. Moreover, you can find online courses that are provided to people that live in other cities and want to participate to those trainings. Most of the courses are face to face.

Are the provided courses in adult education charged or free of charge? Most of the courses are free of charge. If we are thinking courses that are developed from private adult educational centers, then most of the trainings are paid. The prices are reasonable and the centers try to fulfill the wishes of all economical classes.

For which blue collar occupations are the courses provided? For most of the occupations which are listed in IED list, but the courses are mainly been focus on technical skills.

Which specific target groups are addressed in adult education? Immigrants, unemployed and illiterates are the most usual target groups in the educational centers.

Describe the assessment procedures in adult education courses? First, there is a pre-test which is applied to the participant and test their knowledge on the specific sector of the training. After that the participant is tested after finishing every module of the training material. In the end they have an exam that shows if they pass the training or not.

What kind of certification is provided in adult education? After finishing the training every participant takes a certification which certifies her/his participation in the training course. Those certifications can be used in every participant's portfolio demonstrating the experience and developing the chances of future recruitment in this sector.

2- Good Practices

A)

Name of the good practice	American Debate
Year and place of implementation	2015, Greece
Brief description of the institution which developed the best practice	On July 23, 2002, the domain "americasdebate.com" was registered, hosting was secured, and the construction of the site began. The site opened to the public a short nine days later. At the six-month point, America's Debate continued to push forward. With over 13,000 posts in over 1,000 unique topics by about 300 members, America's Debate appeared to be taking off.
Target group	Youth/Adults
Targeted social skills	Communication/ Speaking
Professional sectors involved	This good practice is helpful and suitable for almost all the occupations.
Description of the best practice (Context, professional sector, implementation aims, activities, outcomes...)	<p>Objectives: The participants of this exercise can practice and show their communication skills through a lively role-play-debate called „American debate “. The learners will become more skilled in understanding different viewpoints and using arguments to convince or to defend their opinion. They will improve their rhetoric performance through practice and role-playing (in particular active listening, preparing, performing discussions and find pros/ cons).</p> <p>Short description of the practice: This is a very good tool to practice and show the communication skills in a playful and exciting manner at once. In two groups of people, the participants think of the pros and cons regarding a topic and later on discuss them in a lively debate. Every participant should present at least one pro or con in this exercise. This is how to develop the exercise:</p> <ol style="list-style-type: none"> 1. The facilitator introduces the method to the group and proposes a topic. Alternatively, the group can choose their own topic. The topic should allow the group to take on two contradictory and rather polarised opinions. 2. The group should split into two equally large small-groups. Participants should be encouraged to join a group whose opinion they might not share. One small-group will be for and the other one against something.

3. The groups work separately for some time and gather arguments for/ against. They will need these arguments for the debate later on. They should take notes on moderation cards or flipcharts. It is important that the groups do not display their arguments before they verbally express them in the debate later on.

4. The facilitator sets up the two groups in rows opposite to each other. When the small groups are ready s/he introduces the debaters to the (virtual) audience. The facilitator then introduces the rule that before a group comes up with a new argument, the argument of the other group needs to be repeated in their own words (to check active listening skills).

5. One group starts and alternately they speak and respond to each other's opinions. The goal is not to reach consent or to convince the other group. The goal is to practice their rhetoric skills, to listen and argument wisely.

6. After about 20-30 minutes the facilitator stops the debate. S/he can invite each party to give a final statement.

7. When the debate has finished, the facilitator should make a recap of the central arguments and give feedback about the development of the debate.

Together the group reflects upon the exercise. They can discuss how difficult or easy it was; what they liked or disliked; what the crucial arguments were; what was unusual/extraordinary etc.

Methodology/ Approach Steps (e-learning, workshop, team meeting etc.): Workshop, Team meeting

Outcomes: Impact on Participants (assessment of the practice in terms of employability skills in the following areas)

- Communication
- ICT Skills
 - ➔ is able to listen carefully and to repeat what has been said (active listening)
 - ➔ is able to research information to undermine an argument
 - ➔ is able to present her/his arguments using a convincing language
 - ➔ applies active listening and uses the arguments in his/her favor
 - ➔ preconceives in advance what the counter-arguments will be and searches for answers
 - ➔ builds up an argumentation chain
 - ➔ supports her/his arguments with visual aids (graphs, pictures, statistics)
 - ➔ supports his/her arguments with sending adequate verbal and non-verbal signals

Website or other resources

- http://www.actdu.org.au/archives/actein_site/basicskills.html
- <http://www.americasdebate.com/>

- <http://debate-central.ncpa.org/>

Notes The duration of the practice is approximately 1 – 1 ½ hour(s)

B)

Name of the good practice	At the Reception
Year and place of implementation	Greece, 2015
Brief description of the institution which developed the best practice	WikiHow. Jack Herrick founded wikiHow in 2005, fueled by the same educational mission that guides the site today. To ensure the company achieved this mission over the long term, Jack refused venture capital funding and opportunities to sell the company to larger publicly traded corporations. wikiHow remains a hybrid organization, a for-profit company focused on achieving a socially positive mission. wikiHow is headquartered in Palo Alto, California and also maintains a few remote offices.
Target group	Youth/Adults
Targeted social skills	Communication/ Speaking
Professional sectors involved	Receptionist This good practice could be helpful for many occupations that have to deal directly with the customers.
Description of the best practice (Context, economic sector, implementation aims, activities, outcomes...)	<p>Objectives: The purpose of this tool is to put the consulted in a situation of dealing with various customers. Although in the form of a role play, consulted will be able to use different types of communication strategies, depending on the attitudes and needs of the customer, to verify his/her own communication skills with "easy" and "difficult" clients, to explore his/her own responses, emotions, thoughts and feelings in different situations.</p> <p>Activity Description: This role-playing game can be done as a group or individual activity. As a group activity, participants will divide into pairs and choose which of them will be partner A and partner B. Partners A take the role of the receptionist in a hotel. They will have the task to serve every customer who visits them during the day, regardless of his behavior. Partners B receive the instructions in an envelope. Their task will be to take on the role of different customers with different behavior.</p> <p>Roles of partner B:</p>

-
1. Telephone conversation in which a man is interested in the conditions and prices at the hotel. He wants to rent a double room for 3 days.
 2. An old man who wants to use the spa in the hotel and asks for more information about the offered services. The man has a hearing problem, so the receptionist has to speak clearly, slowly and with few words to explain the spa services in the hotel.
 3. A young lady who comes to the reception to complain about the damages to the room - a clogged waste water pipe, the water is cold, uncomfortable bed. The lady speaks angry, interrupts and does not hear the explanations of the receptionist. The receptionist will need to find a way to "calm down" the unhappy customer.
 4. A tourist who wants to travel around the city. He asks the receptionist politely to write him a page with the most famous landmarks of the city and something specific of each of them. The receptionist could not refuse the kind request and take time to help the tourist.
 5. A tourist who does not understand the language of the receptionist and speaks very little English. The receptionist has to make a conversation with him and to tell him that there are no rooms available for today, only for tomorrow onwards, and to tell him about the prices and other hotel services.
 6. The manager of the hotel, who calls for the receptionist about received complaints from customers about his/her work. The behavior of the manager is not too aggressive but still raising his voice, although he is willing to have a constructive dialogue. The manager will respond to a dialogue if the receptionist hears the arguments of the other, formulates his/her own arguments without attacking, and maintains good tone throughout the dialogue.

After passing through the 6 roles the partners change their places. The best would be if partners B go to another partner A and thus would avoid any resemblance to RPGs.

The exercise ends with a group discussion where all participants share their experiences as receptionists and clients.

If the application of this tool is individual, then the consultant enters into these roles and will have a direct opportunity to observe the behavior and handling of the task of consulting.

Impact on Participants: (assessment of the practice in terms of employability skills in the following areas)

- Communication
 - Knows the specifics of the communication with different types of customers
 - Knows different communication strategies
 - Ability to express himself/herself concisely and clearly; resulting in constructive dialogue with different people in different situations
 - Ability to use different communication strategies
 - Ability to formulate one's arguments, engage in constructive and critical dialogue.
 - Awareness of the role and possibilities of communication in different situations

**Website or other
resources**

<http://www.wikihow.com/Develop-Good-Communication-Skills>

Notes

The duration of the practice is approximately 2 hours

Chapter 2 Most Common Blue/Pink-Collar Occupations in Greece

1- Definitions of Blue and Pink-Collar Occupations.

The terms "blue collar" and "white collar" are occupational classifications that distinguish workers who perform manual labour from workers who perform professional jobs. Historically, blue-collar workers worked in trade occupations. White-collar workers worked in office settings. Other aspects that distinguish blue-collar and white-collar workers include earnings and education level.

Blue-collar workers perform labour jobs and typically work with their hands. The skills necessary for blue-collar work vary by occupation. Some blue-collar occupations require highly skilled personnel who are formally trained and certified. These workers include aircraft mechanics, plumbers, electricians and structural workers. Many blue-collar employers hire unskilled and low-skilled workers to perform simple tasks such as cleaning, maintenance and assembly line work.

Blue collar jobs usually pay by the hour although some trade professionals earn salaries. For instance, electricians, truck drivers, janitors, grounds maintenance workers, auto mechanics, etc

Pink-collar worker is one who is employed in a job that is traditionally considered to be women's work. The term pink-collar worker was used to distinguish female-orientated jobs from the blue-collar worker, a worker in manual labour, and the white-collar worker, a professional or educated worker in office positions.

A pink-collar worker need not require as much professional training as white-collar professions. They do not get equal pay or prestige. A pink-collar worker is usually a woman. Men rarely work in pink collar jobs. Some examples of pink collar occupations are baby sitter, florist, day care worker and nurses.

Lately, the pink-collar worker is educated or trained. Pink collar workers are educated through training seminars or classes and they have to continue to strive for advancement in their careers. Today, women have more opportunities in traditionally male white-collar jobs and men work in traditionally female pink-collar jobs.

2- List and Definitions of Selected Occupations.

Institute of Entrepreneurship Development has made a desk research in order to find out most common blue and pink-collar occupations in Greece. 20 blue-pink collar occupations have been identified by Greek partner and definitions of these occupations have been made clear through various resources.

Table 2.2.1 Most Common Blue-Pink Collar Occupations with their definitions.

Name of the Occupation	Definition
Ceramic technician	A person who plans, coordinates and controls the production process of ceramic products, respecting the standards of product quality and safety, hygiene, health, and environment at work.
HVAC maintenance	A person who works with the installation of heating, ventilation, and air condition devices in buildings
Shipyards workers	A person who loads vehicles, using hand truck or dolly, cleans ships, piers, drydocks, and other working areas.
Baker	A person who makes and sells bread, cake, etc.
Production laborer	A person involved in manufacturing all kinds of goods and components in a variety of sectors
Dockworker	A person employed on the docks of a port, as in loading and unloading vessels.
Electrician	A person who installs operates, maintains, or repairs electric devices or electrical wiring
Automotive technician	A person who keeps equipment available for use by inspecting and testing vehicles, completing preventive maintenance such as, engine tune-ups, oil changes, tire rotation and changes, wheel balancing, replacing filters.
Plumber	A person who interprets blueprints and building specifications to map layout for pipes, drainage systems, and other plumbing materials. Installs pipes and fixtures, such as sinks and toilets, for water, gas, steam, air, or other liquids.
Gardener	A person who is employed to cultivate or care for a garden, lawn, etc.
Gas Plant Operators	A person who transports and stores flammable and other potentially dangerous products to ensure that safety guidelines are followed.
Electrician helper	A person who performs duties requiring less skill. Duties include using, supplying or holding materials or tools, and cleaning work area and equipment.
Windows cleaner	A person who is employed to clean windows
Glass technician	A person who installs, repairs, and replaces safety glass and related materials, such as back glass heating-elements, on vehicles and equipment.
Helper hydraulic	A person who performs duties requiring fewer skills. Duties include using, supplying or holding

	materials or tools, and cleaning work area and equipment, such as pipes, sinks and toilets.
Fashion Design Technician	A person who has to inspire, to draw and design cloths.
Draftsperson	A person employed in making mechanical drawings, especially in an architectural or engineering firm
Plastic machine setters	A person who set up machines, most commonly injection-molding machines, that produce a variety of plastic consumer goods such as toys, tubing, and auto parts.
Telecommunication equipment installer	A person who set up and maintain devices or equipment that carry communications signals, such as telephone lines and Internet routers.
Car Hood repairer	A mechanic with a variety of automobile makes or either in a specific area or in a specific make of automobile

Chapter 3 Social Skills for Selected Blue/Pink Collar Occupations

A desk research has been implemented in order to find out necessary social skills for the selected occupations. Between four and ten different social skills have been find out for each occupations

1- Results of the Desk Research

Table 3.1.1 Social Skills Found Through a Desk Research for the twenty Occupations by Institute of Entrepreneurship Development.

Ceramic technician	Operation Monitoring	Critical Thinking	Communication with Colleagues	Operation and Control	Active Listening	Presenting an idea	Flexibility	Verbal Communication with customers		
HVAC maintenance	Flexibility	Operation Monitoring	Reading Comprehension	Problem Solving with Customers	Communication with Colleagues	Critical Thinking	Active Listening	Team Organization	Verbal Communication with customers	Problem Solving with Colleagues, employers
Shipyard workers	Operation Monitoring	Flexibility	Communication with Colleagues	Problem Solving with Customers	Active Listening	Team Organization	Verbal Communication with employers and partners	Multicultural Awareness	Multicultural Awareness	Courteous
Baker	Presenting an idea	Operation Monitoring	Flexibility	Taking Instruction	Motivating Others	Persuading Others	Non-Verbal Communication	Active Learning	Active Listening	Planning with Customers
Production labourer	Attention to Detail	Team Organization	Flexibility	Work Ethic	Active Listening	Problem Solving with Colleagues, employers	Taking Instruction			
Dockworker	Critical Thinking	Planning with colleagues and employees.	Taking Instruction	Operation Monitoring	Active Listening	Verbal Communication with employers and partners	Communication with Colleagues	Planning with colleagues and employees.		
Electrician	Problem Solving with Customers	Repairing	Active Listening	Critical Thinking	Planning with Customers	Planning with colleagues and employees.	Reading Technical Materials	Teamwork	Time Management	
Automotive technician	Active Listening	Giving Instruction	Service Orientation	Verbal Communication with customers	Time Management	Repairing	Problem Solving with Customers	Planning with colleagues and employees.	Taking Instruction	
Plumper	Building Networks	Team Organization	Persuading Others	Problem Solving with Customers	Time Management	Repairing	Giving Instruction			

<i>Gardener</i>	Giving Instruction	Active Listening	Motivating Others	Persuading Others	Politeness	Presenting an idea	Teamwork	Taking Instruction	Non-Verbal Communication	
<i>Gas Plant Operators</i>	Operation Monitoring	Communication with Colleagues	Taking Instruction	Critical Thinking	Quality Control Analysis	Teamwork	Building Networks	Safety		
<i>Electrician helper</i>	Active Listening	Quality Control Analysis	Critical Thinking	Repairing	Verbal Communication with employers and partners	Team Organization	Politeness	Building Networks		
<i>Windows cleaner</i>	Active Listening	Team Organization	Verbal Communication with colleagues	Time Management	Planning with colleagues and employees.	Flexibility	Verbal Communication with customers			
<i>Glass technician</i>	Planning with Customers	Critical Thinking	Taking Instruction	Reading Comprehension	Customer and Personal Service	Motivating Others				
<i>Helper hydraulic</i>	Active Listening	Critical Thinking	Reading Comprehension	Verbal Communication with customers	Time Management	Repairing	Verbal Communication with employers and partners	Building Networks		
<i>Fashion Design Technician</i>	Active Listening	Critical Thinking	Active Learning	Planning with Customers	Planning with colleagues and employees.	Presenting an idea	Flexibility	Non-Verbal Communication	Artistic and Presentation	Persuading Others
<i>Draftsperson</i>	Computers and Electronics	Clerical	Communications and Media	Motivating Others	Articulating	Social Media	Expression	Explaining	Editing	Multicultural Awareness
<i>Plastic machine setters</i>	Active Listening	Quality Control Analysis	Communication with Colleagues	Taking Instruction	Operation Monitoring	Reading Comprehension	Critical Thinking	Teamwork		

Telecommunicati on equipment installer	Problem Solving with Customer s	Critical Thinking	Operation Monitoring	Instructing	Installation	Customer Oriented Working Skills	Systems Evaluation	Equipment Selection	Systems Analysis	Quality Control Analysis
Car Hood repairer	Critical Thinking	Giving Instruction	Equipment Maintenance	Problem Solving with Customers	Repairing	Mechanica	Verbal Communicati on with customers	Team Organization	Safety	Problem Solving with Colleagues, employers

2- Results from Focus Meetings

Every partner organization need to make focus meeting groups with career experts, employers, NGO'S related with labour market and administrative staffs with main aim to identify, if exists, the 'gap' between the current and necessary social skills of employees and which are the most important for each occupation.

When we ask them if they believe that the training is given to employees include the soft skills that are required for their occupations, they answered that this is not happening and the companies need to make obligatory those kinds of seminars for the workers and no one will start working before finishing the seminars.

When they asked if the social skills of the employees from selected occupations adequate for their jobs, most of them summarized that the blue/pink workers, don't really know what 'soft skills' means. Most of the workers in this occupation category are low educated and are not enough skilled on this topic.

Furthermore, on the question what the needs of the adult education centres are to be more successful in the area of social skills training, they answered that the training centres need, are almost the same for every expert.

In Greece, most of those adult training centers, are public so most of the time they have lack of human resources, lack professional equipment, and lack of organization. So, most of the time they are under-performing.

On the other hand, the private adult education center is working quite well but enough expensive for a worker in this category not to be able to reach them.

Finally, we ask them to identify the most needed soft skills for the selected occupations.

Table 3.2.1 Soft Skills Obtained from the Focus Groups Meeting for the most common blue/pink-collar occupations in Greece.

NAME OF THE OCCUPATION	Social Skill -1	Social Skill -2	Social Skill - 3	Social Skill - 4	Social Skill - 5	Social Skill - 6
<i>Ceramic technician</i>	Critical Thinking	Active Listening	Presenting an idea	Flexibility	Active Listening	Verbal Communication with customers
<i>HVAC maintenance</i>	Flexibility	Problem Solving with Customers	Problem Solving with Customers	Active Listening	Team Organization	Problem Solving with Customers

<i>Shipyard workers</i>	Active Listening	Team Organization	Active Listening	Flexibility	Team Organization	Collaborating
<i>Baker</i>	Presenting an idea	Motivating Others	Active Listening	Active Listening	Team Organization	Active Listening
<i>Production laborer</i>	Attention to Detail	Active Listening	Problem Solving with Colleagues, employers	Follow rules	Motivational skills	Problem Solving with Colleagues, employers
<i>Dockworker</i>	Active Listening	Verbal Communication with colleagues	Communication with Colleagues	Time Management	Team Organization	Problem Solving with Colleagues, employers
<i>Electrician</i>	Problem Solving with Customers	Active Listening	Active Listening	Teamwork	Time Management	Teamwork
<i>Automotive technician</i>	Verbal Communication with customers	Verbal Communication with colleagues	Problem Solving with Customers	Active Listening	Teamwork	Active Listening
<i>Plumper</i>	Team Organization	Verbal Communication with customers	Active Listening	Time management	Teamwork	Teamwork
<i>Gardener</i>	Active Listening	Motivating Others	Presenting an idea	Motivating Others	Verbal Communication with customers	Active Listening
<i>Gas Plant Operators</i>	Critical Thinking	Teamwork	Safety	Active Listening	Critical Thinking	Safety
<i>Electrician helper</i>	Active Listening	Active Listening	Teamwork	Speaking	Active Learning	Active Listening
<i>Windows cleaner</i>	Time Management	Time Management	Teamwork	Safety	Time Management	Organizational
<i>Glass technician</i>	Critical Thinking	Safety	Persuading Others	Safety	Safety	Planning with Customers
<i>Helper hydraulic</i>	Active Listening	Active Listening	Teamwork	Speaking	Active Learning	Active Listening
<i>Fashion Design Technician</i>	Presenting an idea	Motivating Others	Active Listening	Attention to Detail	Team Organization	Active Listening
<i>Draftsperson</i>	Teamwork	Explaining	Critical Thinking	Expression	Critical Thinking	Computers and Electronics
<i>Plastic machine setters</i>	Safety	Quality Control Analysis	Safety	Teamwork	Critical Thinking	Attention to Detail

Telecommunication equipment installer	Problem Solving with Customers	Critical Thinking	Active Listening	Time Management	Teamwork	Team Organization
Car Hood repairer	Problem Solving with Customers	Verbal Communication with customers	Active Listening	Safety	Safety	Time Management

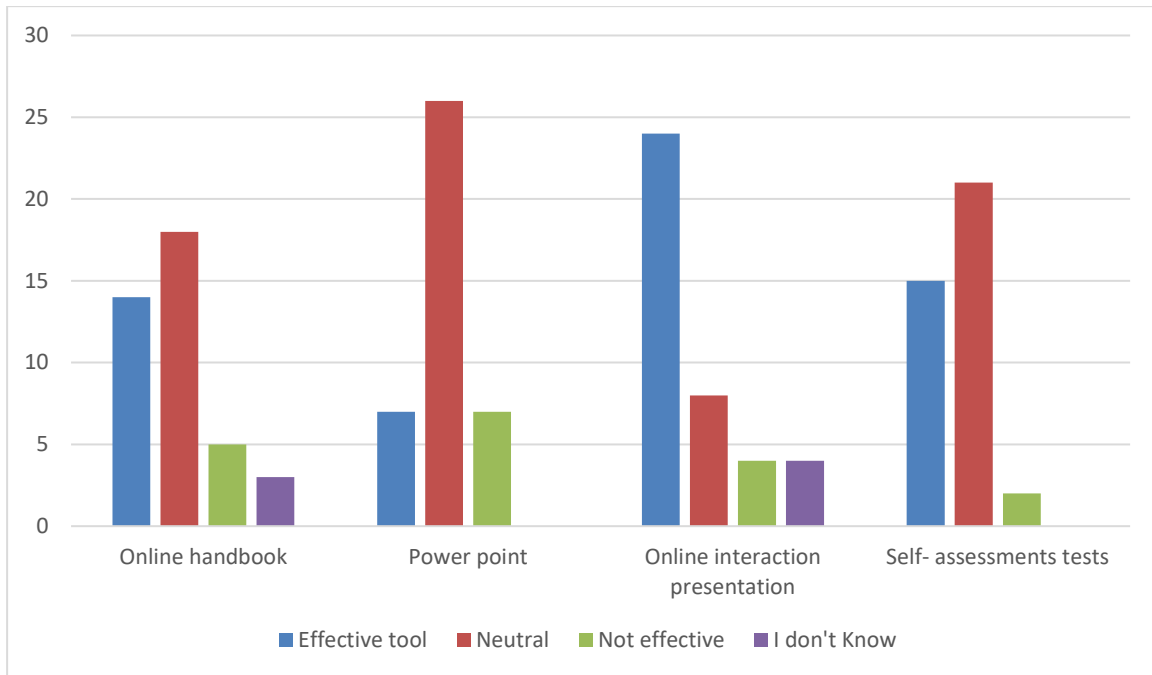
3- Results from Questionnaires.

In order to identify the social skill needs of blue-pink collar workers, questionnaires were prepared by Bridging to the Future (UK) and applied to the workers, employers or experts from the fields. Participants were also asked their opinions on type of training such as online booklet, power point.

In Greece 41 people with pink/blue- collar occupation participated the questionnaires. Most of the participants were female (70,7%) with average age between 38 to 40. More than 50% of the participants had received a face to face training and most of them mainly related to communication skills, social skills, management and organizational skills, and many technical skills related to their occupation.

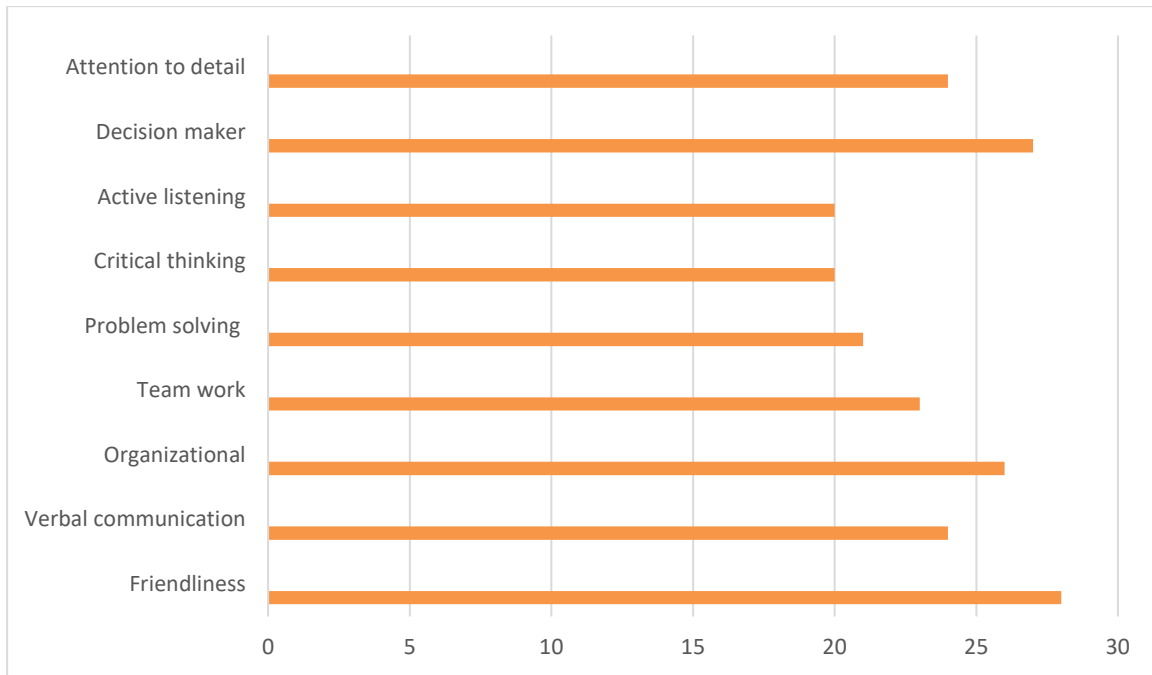
When they were asked about the online training is a useful and effective tool, the 82,9% answered yes. About the sort of online training they enjoy the most, their answers, can be found at the table below.

Table 3.3.1 The type of online training course the participants enjoy the most.



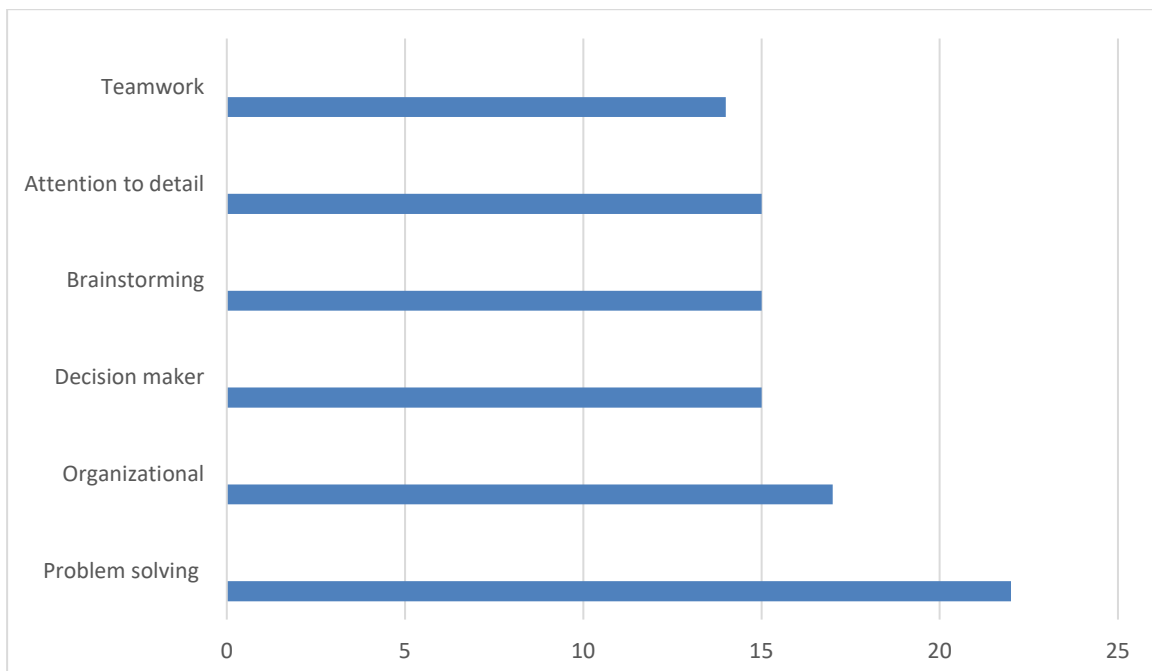
The skills they use more frequently in their jobs and everyday life are listed below:

Table 3.3.2 Soft skills more frequently used.



The soft skills they participants believe need further development are listed below:

Table 3.3.3 Soft Skills that need further development



4- Most Common Social Skills for Selected Occupations

Ceramic technician	HVAC maintenance	Shipyards workers	Baker	Production labourer	Dockworker	Electrician	Automotive technician	Plumber	Gardener
Active Listening	Active Listening	Active Listening	Active Listening	Active Listening	Multicultural awareness	Active Listening	Active Listening	Problem Solving with Customers	Active Listening
Problem Solving with customers	Problem Solving with Customers	Problem Solving with Colleagues, employers	Presenting an idea	Problem Solving with Colleagues, employers	Active Listening	Problem Solving with Customers	Time Management	Time Management	Teamwork
Verbal Communication with customers	Team Organization	Team Organization	Motivating Others	Taking Instruction	Time Management	Teamwork	Teamwork	Persuading Others	Persuading Others
Flexibility	Flexibility	Flexibility	Flexibility	Flexibility	Planning with colleagues and employees.	Time Management	Verbal Communication with customers	Team Organization	Presenting an idea
Presenting an idea	Verbal Communication with customers	Sense of responsibility	Active Learning	Team Organization	Taking Instruction	Giving Instruction	Problem Solving with Customers	Building Networks	Politeness
Communication with Colleagues	Reading Comprehension	Verbal Communication with employers and partners	Operation Monitoring	Attention to Detail	Verbal Communication with employers and partners	Dispute Resolution	Planning with Customers	Verbal Communication with customers	Motivating Others
Taking Instruction	Operation Monitoring	Communication with Colleagues	Persuading Others	Work Ethic	Planning with colleagues and employees.	Planning with Customers	Giving Instruction	Active Listening	Non-Verbal Communication
	Critical Thinking	Multicultural Awareness	Taking Instruction		Communication with Colleagues	Repairing	Giving Instruction		Taking Instruction

	Communication with Colleagues	Multicultural Awareness	Planning with Customers			Reading Technical Materials			
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Gas Plant Operators	Electrician helper	Windows cleaner	Glass technician	Helper hydraulic	Fashion Design Technician	Draftsperson	Plastic machine setters	Telecommunication equipment installer	Car Hood repairer
Dispute Resolution	Active Listening	Active Listening	Planning with Customers	Planning with colleagues and employees.	Active Listening	Politeness	Teamwork	Problem Solving with Customers	Sense of responsibility
Teamwork	Verbal Communication with customers	Time Management	Dispute Resolution	Adaptability	Attracting attention	Public Speaking	Active Listening	Verbal Communication with Customers	Problem Solving with Customers
Giving Instruction	Team Organization	Verbal Communication with customers	Time management	Time Management	Presenting an idea	Presenting an Idea	Critical Thinking	Instructing	Verbal Communication with customers
Communication with Colleagues	Critical Thinking	Team Organization	Teamwork	Verbal Communication with colleagues	Flexibility	Articulating	Giving Instruction	Management of Personnel Resources	Team Organization
	Politeness	Planning with colleagues and employees.	Customer and Personal Service	Reading Comprehension	Planning with colleagues and employees.	Clerical		Operation Monitoring	Problem Solving with Customers
	Building Networks	Verbal Communication with colleagues	Administration and Management	Building Networks	Persuading Others	Multicultural Awareness			
		Flexibility	Giving Instruction	Active Listening	Critical Thinking	Administration and Management			
			Taking Instruction		Judgment and Decision Making				
					Non-Verbal Communication				

5- Definitions of Selected 10 Social Skills

Name of the Social Skill	Definition	
Active listening	Active listening is a communication technique that is used in counseling, training, and conflict resolution.	15
Problem solving with Customers/ with Colleagues, employers	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions, either with customers or colleagues, employers etc.	11
Team Organization	Team organization occurs when two or more people or organizations work together to realize or achieve a goal.	6
Verbal communication with customers/ with employers and partners/ with colleagues	The sharing of information between individuals by using speech. Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening.	10
Teamwork	Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.	6
Sense of responsibility	Sense of responsibility is an awareness of one's obligations	2
Flexibility	The ability to use your time, energy, resources, etc. in an effective way so that you achieve the things you want to achieve.	4
Presenting an idea	The faculty or action of forming new ideas, or images or concepts of external objects not present to the senses.	3
Motivating Others	Artistic ability includes skills and talent to create fine works of art: painting, drawing, sculpting, musical composition, etc. with a basic aim of motivate others.	2
Time management	Time management is the process of planning and exercising conscious control of time spent on specific	8

	activities, especially to increase effectiveness, efficiency or productivity	
Present an idea	Is the ability to introduce an idea of yours, to people and make them understand what you actually think.	1
Taking/ Giving instructions	The ability to take/give successfully instructions. To make them understand what you say and in the same time to understand the others when you are the one who is receiving them.	5
Politeness	The ability of being polite.	2
Persuading Others	Persuading Others is a technique in which one uses reasoning consistently to come to a conclusion. Problems or situations that involve logical thinking call for structure, for relationships between facts, and for chains of reasoning that “make sense.”	2
Building Networks	A list of skills required to build networks for your enterprise. Most of the skills required are soft skills.	1
Multicultural awareness	Multicultural Awareness involves a greater understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of groups that include, but, are not limited to: Race. Ethnicity. Gender. Sexual Orientation	2
Planning with colleagues/ customers	The ability to understand the needs of others and yours and make plans on how you work or how you will make something in a great collaboration with the others.	5
Dispute resolution	A procedure for resolving differences between two or more parties or groups	3
Adaptability	The ability to conform in different situations very fast.	1
Attracting attention	The ability to take the others attention on things that you do.	1
Public speak	The ability to make a speech formal/informal in front of a big number of people, without panicking.	1

Conclusion

Soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.

Most of the selected occupations, share many soft skills. There are some of them that can be found as required in many cases.

In conclusion, after the research, the focus meetings with the career experts, the questionnaires, and the synthesis of the final national report, we can understand that in most of the occupations are three to four main social skills that can be found in most of them.

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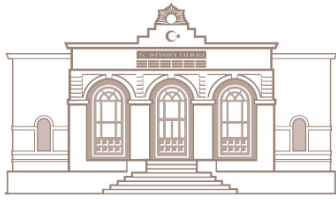
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Annex



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T.C. İSTANBUL VALİLİĞİ

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