

move^{up}

2017-1-TR01-KA204-046225

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

IO1- Need Analysis Report

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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 Istanbul

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. IED is one of the partners in this project.



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. BEST is one of the partners in this project.



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. BTF is one of the partners in this project.



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. ISQ is one of the partners in this project.



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+ Strategic Partnership for Adult Education Programme. Studies, in order to develop the content of the project, are being done in partner countries namely Turkey, Austria, England, Greece, and Portugal during the period between 2017 and 2019. 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 within blue or pink collar occupations. *Social skills are a combination of interpersonal people skills, communication skills, character traits, attitudes, career attributes and emotional intelligence quotient among others that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills.* In working life, having good social skills is crucial because it affects employees’ productivity and motivation by giving them the ability to work well with others and do their job effectively.

The aim of this final Needs Analysis Report (intellectual output 1) is to present most common 120 blue/pink-collar occupations in the partner countries and social skills needed for these occupations. In order to analyse the most common blue/pink collar occupations in partner countries, desk research and interviews with experts have been made. Definitions of these occupations and the term blue/pink collar have been made in order to have a common understanding of the duties of the workers from these occupations.

After analysing the occupations, partners have made desk research to find out the social skill needs of the adults working in these occupations. Using the results from these occupations, questionnaires were prepared by *Bridging to the Future* and all partners conveyed these questionnaires to 243 workers from these occupations either online or on papers. 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. Focus group meetings with career experts, trainers and administrative staffs from adult training centres have been realized in partner countries. They have been asked to identify social skills in current training programmes, the necessary social skills for each occupation. The final step of this activity has been to combine the results of desk research, questionnaires and focus meetings to understand the social skill needs of adults from each occupation.

Another activity of the project and for this Needs Analysis Report has been to find out the good practices which aim at developing social skills of blue collar workers. Two good practices per country have been taken into consideration. The aim of this activity is to get more information about training opportunities of adults with blue/pink collar occupations. Also reviews of the current situation in the area of adult education on social skills have been made in the partner countries in order to identify their needs.

Through various activities for preparation of this intellectual output, 43 people have been reached through focus meetings and aforementioned 243 questionnaires have 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 descriptions of these skills and occupations have been identified. The results of these data have been analysed. This analysis shall be the base for the third intellectual output of this project.

Kadir Fatih MUTLU
Project Coordinator

Chapter 1 - Good Practice Examples and Current Situation in Adult Training

1- Current Situation in Adult Education on Social Skills in Partner Countries

Partners have made desk researchers in their respective countries in order to review the current situation in the area of adult education related to social skills and to identify the needs of adults with blue and pink collar occupations. Although the term adult refers to ages older than 18, trainings in the training centres may start from earlier ages in Turkey and Austria being two of the partner countries represented in the project partnership. Main providers of trainings for adults are governmental organizations such as ministry of education or vocational education and training institutions. However, universities and NGOs are active in Austria in this field as well. These training providers are also responsible from developing related training programs. Experts from the fields, special trainers and VET teachers from these educational organizations and lifelong learning program institutions prepare the training content for adult training courses in all partner countries. Most of the trainings in these centres are face to face and take 25 to 675 hours depending on the exact target group(s) and the content of the training. Except from UK, adult education is mostly free and funded by governments.

Teachers and trainers at these centres in partner countries are required to have undergraduate degree, a high school graduate or a vocational high school diploma, having a master instructor's certificate, having an orientation training documenting it, having competencies and a sufficient level of experience in the field they are teaching as the basic selection criteria of adult education trainers. Adult education trainers' trainings are provided by universities, vocational colleges and vocational schools. In addition to these, trainings are provided in the form of in-house trainings and in-service trainings. At the end of the course or modules, participants take an exam on paper to get the certificate. For some occupations the certificates are presented after the examination at work.

According to the research for the project, social skill training in partner countries exist but are not well developed yet and covers only limited skills. Social skill trainers are mostly graduates from universities. These trainings are presented to mostly unemployed people, immigrants or people who want to develop their skills. Although vocational trainings exist for almost every occupation selected within the project, social skill trainings are very limited and not specific for the occupations. Another challenge in social skills training is that the trainers are not required to have graduate degree in their fields, attending only a specific certification program and having pedagogy certificates are enough to become a social skill trainer.

2- Good Practices

The main aim of this section is to become familiar with projects or activities related to social skills' training to adults via presenting good practices from partner countries. Each partner has made a research to find out two good practices in their respective countries. Target groups in these good practices are generally unemployed people, workers from particular companies, entrepreneurs who want to develop their skills and people who suffer from social exclusion. Most of these trainings are based on communication skills.

Good Practice 1 – Turkey

Name of the good practice	İSMEK's Training to the Employees of Public Bread Buffet
Year and place of implementation	2018, İstanbul, Turkey
Brief description of the institution which developed the best practice	İSMEK has been founded in order to meet the educational needs of İstanbul residents with a point of view which encourages lifelong learning, to help the citizens gain vocational and artistic skills by increasing their vocational and artistic knowledge, to contribute to the industrial development of Turkey by training the qualified workforce needed in industries, to help individuals become qualified producers and conscious consumers to contribute to the cultural and social development of İstanbul residents by equipping them for living in an urbanized metropolitan city. It has been providing artistic and vocational training to adult learners in İstanbul since 1996.
Target group	Public Bread Buffet Employees in İstanbul
Targeted social skills	Communication skills
Professional sectors involved	İstanbul Public Bread J.S.C of İstanbul Metropolitan Municipality and İSMEK
Description of the best practice (Context, professional sector, implementation aims, activities, outcomes...)	<p>With this training, it is aimed to increase the sales of the employees in the public bread buffets and to minimize the complaints that may arise in customer relations.</p> <p>The aim of the project:</p> <ul style="list-style-type: none"> -Understanding expectations of customers -Building positive communication with customers -Positive and negative behaviours and expressions towards customers -Characteristics that sales personnel should have -Obstacles in front of effective communication <p>This project has developed communicational skills of employees in public bread buffets, lessened the communication-based problems arising in their working life. This training raised their employability skills.</p>
Website or other resources	http://www.ismek.ist/tr/haber_detay.aspx?RegID=6873

Good Practice 2 – Turkey

Name of the good practice	Developing Employability and Personal Skills of Employees
Year & place of implementation	Since 2008, Turkey
Brief description of the institution which developed the best practice	The General Directorate of Life-Long Learning is a sub-unit of the Ministry of National Education. It is responsible for non-formal education in 81 cities of Turkey and gives various trainings to different target groups.
Target group	Long-term unemployed; Learners with low qualifications Adult learners
Targeted social skills	Employability skills like communication, diction, organization management, learning to learn.
Professional sectors involved	All
Description of the best practice (Context, economic sector, implementation aims, activities, outcomes...)	Employees who will work in different sectors are trained for vocational education. Apartly, they are also trained for soft skills to have a stable and long-term employability in their work life. Thus, employees acquire the skills required by the profession as well as the skills necessary to maintain that profession. The aims of these trainings are: -Communication in social life and maintain it -Speaking Turkish correctly -Following developments related to their profession and develop themselves continuously -Gain career development skills -Organisation management -Basic research skills
Website or other resources	http://hbogm.meb.gov.tr/modulerprogramlar/programlar/yiyecek_icecek_hizmetleri/asci.pdf http://hbogm.meb.gov.tr/modulerprogramlar/programlar/Pazarlama_Perakende/kasiyer.pdf http://hbogm.meb.gov.tr/modulerprogramlar/programlar/konaklama/OnBuroElemani.pdf

Good Practice 3 – Greece

Name of the good practice	American Debate
Year & 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.</p> <p>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/
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Notes	The duration of the practice is approximately 1 – 1 ½ hour(s)
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Good Practice 4 – Greece

Name of the good practice	At the Reception
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Year & place of implementation	Greece, 2015
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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.
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Target group	Youth/Adults
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Targeted social skills	Communication/ Speaking
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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> <ol style="list-style-type: none"> 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. <p>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.</p> <p>The exercise ends with a group discussion where all participants share their experiences as receptionists and clients.</p> <p>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.</p> <p>Impact on Participants: (assessment of the practice in terms of employability skills)</p>

in the following areas)

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

Notes The duration of the practice is approximately 2 hours

Good Practice 5 – U.K.

Name of the good practice	Kairos Europe: Coffee Connect – How to Improve Social Skills and entrepreneurship
Year & place of implementation	The programme began in 2012 20 Brixton Road, London SW9 6BU
Brief description of the institution which developed the best practice	Kairos Europe is a company that strives to promote the development of programmes that improve the intercultural links between European countries.
Target group	Prospective entrepreneurs, ambitious professionals, professionals lacking social confidence
Targeted social skills	Developing professional etiquette, being personable, managing risks, networking, understanding and summarising data, developing entrepreneurial skills.
Professional sectors involved	Mainly the Business, Management and Consultancy sector, however it could appeal to other white collar sectors.
Description of the best practice (Context, professional sector, implementation aims, activities, outcomes...)	The Coffee Connect programme delivered by Kairos Europe combines networking events and training courses in order to develop the social skills and entrepreneurship ability of business professionals and prospective entrepreneurs. The implementation of the skills in accessing jobs or improving business performance is highly independent as the course places importance on theory and adopting certain mind sets. For example, one of the first exercises is about harnessing a “beta attitude”. The course has been running consistently for six years.
Website or other resources	http://kairoseurope.co.uk/improve-social-skills/

Pictures	N/A
Notes	The format of the course is inspired by the book: 'The Start-Up of You: Adapt to the Future, Invest in Yourself, and Transform Your Career' 2012 by Reid Hoffman and Ben Casnocha

Good Practice 6 – U.K.

Name of the good practice	Specialist Autism Services: Social Skills Learning Programme
Year & place of implementation	1999. Leeds, York and Bradford
Brief description of the institution which developed the best practice	Specialist Autism Services is a non-profit organisation that has worked exclusively for and with adults on the autism spectrum and their families. They work alongside the charity Sacar to provide autism specific services across the Yorkshire region
Target group	Adults on the autism spectrum
Targeted social skills	Effective communication, confidence, time management and social etiquette amongst many others. (Participants choose what they would like to focus on)
Professional sectors involved	Unemployed, Charity and Voluntary work
Description of the best practice (Context, economic sector, implementation aims, activities, outcomes...)	Social Skills Learning Programme caters for autistic adults to improve social skills whilst also aiming for those attending to find some form of employment once they have completed the programme. The Specialist Autism Services will also support the search for employment. The likelihood is that the participants will access voluntary or part-time work, such as working in a café or at a supermarket. The programme adopts a non-pressurised teaching framework and therefore cover social skills that have been requested by the participants.
Website or other resources	http://www.specialistautismservices.org/social-skills-programme/ http://www.specialistautismservices.org/wp-content/uploads/2016/11/SASMarketingPack1116.pdf?x23644
Notes	Specialist Autism Services also run an effective Employment Support programme

Good Practice 7 – Austria

Name of the good practice	AQUA – job-matching skills training qualification measures
Year & place of implementation	2010, Austria (nationwide implementation)
Brief description of	Together with partner companies from industry, politics and sectors, which are particularly affected by the shortage of skilled workers, the Austrian Employment

the institution which developed the best practice	Agency (AMS) initiated the AQUA qualification measure to have specialists trained via a tailor-made training program that meets both companies' and sectoral needs.
Target group	Unemployed people who have a specific individual educational need (e.g. no completed education, training or apprenticeship) and who are interested in an education or training measure demanded on the labour market.
Targeted social skills	<p><i>Competences for employability</i> (primary objective)</p> <p>Team working skills</p> <p>Customer service orientation and customer service skills</p> <p>Time management skills</p> <p>Communication skills</p> <p>Intercultural social interaction skills</p> <p>Effective verbal communication</p> <p>Verbal and non-verbal communication</p> <p>Organisational skills</p> <p>Planning skills</p> <p>Time and stress management skills</p> <p>Problem solving skills</p> <p>Conflict management skills and many other social skills</p>
Professional sectors involved	All professional sectors are involved depending on the labour shortage in specific labour sectors such as tourism, information technology, trade sector, nursing sector and many others
Description of the best practice (Context, professional sector, implementation aims, activities, outcomes...)	Companies can inform the responsible AMS or its AQUA partners about their need for skilled workers. The AMS and its partners will conduct a first pre-selection among the earmarked job seeking candidates. These candidates must then in the next step undergo an application and selection process for this training and qualification measure where only the best and best-motivated applicants are approved and admitted. In the course of this employment, these future employees receive the necessary professional training and preparation for the state approved apprenticeship certificate. Via this procedure companies receive exactly those experts who meet their requirements as well as sectoral needs. In 2015 in Vienna 76% of the participants completed the AQUA program in the health and care sector, 14% in trade and commerce and 10% in other industries (e.g. building and installation technology).
Website or other resources	<p>https://www.qua.or.at/projekte/aqua/</p> <p>https://www.qua.or.at/wp-content/uploads/2018/01/AQUA_fachkraefteprogramm_folderA4_2018_WEB.pdf</p>
Notes	<p>Partners involved:</p> <p>Austrian Employment Agency, All nine federal governments, Co-operation partners in all nine federal states, such as Vienna Employment Fund (waff) where participants get up to 50% funding, Associations of vocational education and training, regional vocational educational and training companies and initiatives, Austrian Federal Ministry of Social Affairs, Social Ministry Service, Austrian Chamber of Commerce, Austrian trade unions, industrial partners, work foundations and many others.</p>

Good Practice 8 – Austria

Name of the good practice	Qualification Career Coaching Centre - QC3
Year & place of implementation	2007 - 2008, Lower Austria
Brief description of the institution which developed the best practice	This project was developed in cooperation with the Austrian Employment Service; the first training was successfully implemented in 2007.
Target group	Adult persons with main residence in Austria (at the beginning of the QC3-qualification measure) who were registered for unemployment benefits at the Austrian Employment Agency (AMS) and had an individual education need (e.g. no completed qualification, training or apprenticeship) and who were interested in an education or training measure demanded at the labour market.
Targeted social skills	<p><i>Competences for employability</i> (primary objective)</p> <ul style="list-style-type: none"> Team working skills Customer service orientation and customer service skills Time management skills Communication skills Intercultural social interaction skills Effective verbal communication Verbal and non-verbal communication Organisational skills Planning skills Time and stress management skills Problem solving skills Conflict management skills and many other social skills
Professional sectors involved	The following professional sectors are involved depending on the prevailing labour shortage in specific labour sectors: Health and social sector, Health care and nursing sector, Trade and commerce professions, Tourism and leisure industry, Purchasing and sales, Procurement and logistics, Agriculture and forestry, Purchasing and materials management, Purchasing and warehousing sector and many others
Description of the best practice (Context, professional sector, implementation aims, activities, outcomes...)	<p>The QC3 qualification measure was initiated in 2007 by the Austrian Employment Agency in order to motivate and “activate” job-seeking persons who face major motivation and integration problems, who are in need of vocational orientation, a short qualification and support in any job application activities as well as who need motivation to seek employment and pursue a career.</p> <p>The supervision by trainers takes these aspects into account and therefore ensures an ideal training process for each participant. In addition, especially young people under the age of 25 and older people over the age of 45, receive need-oriented training measures, for example, tailored to their needs in small groups as part of the module "clearing and career orientation", but also in qualification modules in order to achieve success in the training measure.</p>
Website	https://www.arbeitsmarktprofile.at

Good Practice 9 – Portugal

Name of the good practice	Alta pelo emprego - Rede para a Empregabilidade da Alta de Lisboa (REAL)
Year and place of implementation	2006, Lisbon, Portugal
Brief description of the institution which developed the best practice	A Network for Employability from Alta of Lisbon – REAL whose intervention is based on leveraging local resources and working in partnership with all stakeholders in the territory, being them public and private institutions, local associations, commerce and companies.
Target group	Unemployed people living in “old” Lisbon; People in a context of social exclusion.
Targeted social skills	Competences for employability
Professional sectors involved	All
Description of the best practice (Context, economic sector, implementation aims, activities, outcomes...)	<p>The REAL - Network for Employability of Alta from Lisbon focuses on the active involvement of the population and the corporative and institutional networks in the definition and implementation of creative solutions for employability that respond to the needs of people, but also of employers.</p> <p>The aim of the project:</p> <ul style="list-style-type: none"> - Strengthening skills for employability of the local population through person-centred monitoring; - Maximize the opportunities for employability of people in a context of social exclusion, empowering the collaboration between the companies and the third sector. <p>The activities developed for people:</p> <ul style="list-style-type: none"> - A mentoring program focused on the development of a life project for sustainable employability and lifelong learning; - 12 individual one-hour sessions; - Identification and training of personal, social and professional skills. <p>This project aimed to develop an empowerment process that values personal and professional paths and enables the acquisition of new skills and the consolidation of learning. Through a practical training path with the objective to work personal and social skills.</p>
Website or other resources	https://altapeloemprego.wordpress.com/author/altapeloemprego/

Good Practice 10 – Portugal

Name of the good practice	Click - Activate employability skills
Year&place of implementation	2014, Portugal
Brief	Cooperation agreement between EAPN - European Anti-Poverty Network and IEFP

description of the institution which developed the best practice	- Institute of Employment and Vocational Training. EAPN is the largest European network of national, regional and local NGO networks as well as from active European Organizations in the fight against poverty.
Target group	Long-term unemployed; Low qualification level.
Targeted social skills	Employability skills
Professional sectors involved	All
Description of the best practice (Context, economic sector, implementation aims, activities, outcomes...)	<p>Click is a project of mediation between job supply and demand, developing an instrument of complementarity to public employment, services through the dynamization of sessions that promote the deepening and development of the soft skills of vulnerable unemployed publics and awareness and capacity building for responsibility potential employers. On the demand side, through the dynamization of coaching sessions, it has been developed an individualized and participative management of the job search process of vulnerable unemployed, contributing with tools that make it a more active search, always going to meet their motivations and skills. On the supply side, it was presented to employers' active ways of promoting employability, acting in the social responsibility dimension. The project involves permanent contact with potential employers in a territory, knowing the profile they seek when recruiting employees. This profile is simultaneously worked with the group of unemployed referred to, developing their personal skills and reinforcing their motivation in the coaching sessions. This profile is simultaneously worked with the group of unemployed, developing their personal and social skills and reinforcing their motivation in the coaching sessions. This project is not limited to a direct link between what the job market is searching for and what the potential employee has to offer. With this project this link is deepened and taken further, building it together, in a process of adaptation of both parties.</p> <p>The positive results of the first three editions, which totalized 40 integrations in the labour market (32% of the 124 beneficiaries), along with other significant impacts on the development of personal and social skills, led to a new edition in 2017, which will follow a logic of making the knowledge acquired in previous years profitable, allowing a properly reconfigured replication of the project, highlighting some structural differences with focus on the target audiences, the intensification of articulation with the enterprises ("professional mentoring ") and the intensification and customization of coaching processes.</p>
Website or other resources	https://click.eapn.pt/apresentacao/ https://www.eapn.pt/iefp/docs/Manual_Click_Ativar_competencias_de_employabilidade.pdf

Chapter 2 - Most Common Blue-collar Occupations in Partner Countries

1- Definitions of Blue and Pink Collar Occupations in Partner Countries.

Although there is no official definition for blue and pink collar occupations in partner countries, people's understandings from these terms are very similar we have found in our research and partner countries. In Austria, there are legal differences between white-collar and blue-collar workers such as: Notice periods, termination dates and vacation times. In all partner countries blue collars have disadvantages in salaries and other rights comparing to white collar workers. Low level of education of a higher number of blue collar workers goes partly hand in hand with worse working conditions as history in last centuries has shown.

In general, blue-collar is the name given to people who work in a business that produces goods or services on the ground, at the field or at the production counter and who work more on the basis of physical work than mind work. The blue collar works at the beginning of the production line in order to produce the goods or service in one of the production processes of the goods or services produced in the enterprises. S/he makes efforts on the product band personally. Compared to the white collar workers, they work with more physical strength than mind power. However, employees who are responsible for controlling jobs related to the part they are responsible for in the production line, such as foreman, pineapple, shift supervisor and responsible for referral and management of workers can be considered as white-collar or blue-collar workers.

A Pink-collar worker is someone who is employed in a job that is traditionally considered to belong to 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. A pink collar worker does not need to require as much professional training as white-collar professions. They do not get equal pay or prestige, neither though. Some examples of pink collar occupations are baby sitter, florist, day care worker.

2- List and Definitions of Selected Occupations

All partners in the project have made a desk research or face to face meetings with experts from adult trainers, career experts, and representatives of employment centres in order to find out most common blue and pink collar occupations in their respective countries. In total 120 blue-pink collar occupations have been identified by the partnership and definitions of these occupations have been made clear through various resources. During the identification of these occupations, a selection criteria (Annex – I) has been used in order to have the common understanding of blue-pink collar occupations with the social relations in core.

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

Name of the Occupation		Simple Definition of the occupation
1	Cashier	A person who performs the necessary transactions on the payments made by cash or credit card and gives the invoice or the receipt on the counter for the sale of the goods and services in the commercial establishments.
2	Driver (Human Transportation)	A person who drives a vehicle to carry people.
3	Car mechanic	A person who repairs vehicles, parts of engines and other mechanical part of vehicles.
4	Furniture Painter	A person who paints wooden parts of furniture.
5	Courier	A courier is a person you trust with delivering important messages or packages.
6	Machinist	The machinist is a person who sews a pre-designed product in the direction of the model image.
7	Operator – call centre	A call centre agent is the person who handles incoming or outgoing customer calls for a business.
8	Tailor	A tailor is a person who makes, repairs, or alters clothing professionally.
9	Security Guard	A person whose job is to guard a place (such as a store or museum) and make sure the people and things in it are not harmed.
10	Pollster	One that conducts a poll or compiles data obtained by a poll
11	Receptionist	A receptionist is a person who works at an office who greets visitors, answers the phones, routes calls and takes messages.
12	Cook	A cook is a person who prepares food for consumption.
13	Ironer	A person who carries out the ironing process and the last ironing process of the articles of clothing, textile products, etc. and shapes these products

14	Overlocker	A person who overlacks seams, hems, etc.
15	Plasterer	A plasterer is a tradesman who works with plaster, such as forming a layer of plaster on an interior wall or plaster decorative moldings on ceilings or walls.
16	Laborant	A person who helps the chemist or biology in laboratories.
17	Metal Worker	A person who shapes metals
18	Butcher	A person who slaughters certain animals or dresses their flesh for food or market.
19	Boilerman	A person who tends the fire for a steam engine or responsible from the heating system of buildings.
20	Door to door Salesman	A person whose job involves selling or promoting commercial products, either in a shop or visiting locations to get orders.
21	Sewer	A person who sews and makes clothes.
22	Secretary	A secretary is a person who is employed to do office work, such as typing letters, answering phone calls, and arranging meetings.
23	Home and Office Cleaner	A person whose job is to clean places such as houses or working places.
24	Elevator Installer & Repairer	An Elevator installer and repairer is a person who assemble, install, maintain, and replace elevators, escalators, chairlifts, moving walkways, and similar equipment in buildings.
25	Fireman	A person who fights fires and rescues people and animals from fires.
26	Upholsterer	An upholsterer is someone whose job is to make and fit the soft covering on chairs and seats.
27	Tea maker	A person who serves workers refreshments such as tea, coffee.
28	Dishwasher	A servant assigned the most menial kitchen tasks.

29	Warehouse Attendant	A person who organizes storage of materials in warehouse and transportation of materials to warehouses
30	Gas Pump Attendant	A person at a full-service filling station who performs services such as pumping fuel, cleaning windshields, accepts cash-payment and checking vehicle oil levels.
31	Driver (Freight Shipment)	A person who drives a vehicle to carry things.
32	PVC Window Joiner	A PVC Window Joiner is a qualified person who montages doors, windows, shutters, mosquito screens, shutters, partition walls, etc., using machine-equipment and hand tools, plastic profiles and auxiliary materials.
33	Curtain Maker	A curtain maker is the person who receives orders and manages the staff who provide the kind of curtains to be sold, prepares it to fit for the customers' needs, installs it and realize the sales transactions.
34	Baby Sitter	A babysitter is someone who is paid, usually by the hour, to care for another person's children
35	Tour Guide Assistant	A tour guide assistant works with tour and coach operators, freelance or as a consultant, provides general assistance to the Senior Tour Guide and assist in carrying out certain administrative tasks relevant to effectively carrying out tour guiding duties.
36	Personal Assistant	A person who helps old or disabled person.
37	Ticket Seller	A ticket seller is a person who is responsible for processing ticket sales at the Ticket Office and providing customer assistance.
38	School Bus Service Assistant	A school bus service assistant performs responsible human support work assisting with the transportation of pupils with special transportation needs to and from school, providing help to the school bus driver; securing passengers in their seats; assisting students boarding and leaving the school bus.
39	Office Clerk	An office clerk is the person, depending on the job, responsible for answering phones, filing, data processing, faxing, envelope stuffing and mailing, message delivery, running errands, sorting incoming mail etc. at the office.
40	Subway Operator	Subway operators drive public transit vehicles that operate on rail systems, including subway trains, trams, and elevated trains.
41	Airport worker	Airport workers carry out simple maintenance and auxiliary activities that occur during the loading and unloading of aircrafts. They refuel the plane, operate the gangways, load the cargo and luggage, and sort it on conveyor belts. In addition, they drive the passengers to the aircraft or dock the aircraft to the passenger bridges. In winter, they make sure that the aircraft and the runway remain free of snow and ice.

42	Animal keeper	The animal keeper is responsible for the feeding and care of animals as well as for the cleaning and disinfection of the stables and cages. Different working hours and night work are part of the deal. In addition to animal care, telephone services are to be carried out.
43	Asphalt paver	Asphalt crews cover roads, sidewalks, courtyards and terraces with an asphalt mixture. Afterwards they sprinkle the surface with grit or sand and press everything down with a bottom roller. They also carry out repairs on pavements or sidewalks.
44	Canal worker	Canal workers clean and maintain sewers. They eliminate obstructions in sewer systems and control pipes and pipe systems. They operate flushing hoses, filter systems, sluices, pumps and excavators. Canal workers wear protective clothing, sometimes even mouth guards, when carrying their activities. They are exposed to strong odour nuisance.
45	Canteen operator	Buffet and bar staff work behind the bar or counter of an inn, café, restaurant, self-service or canteen (or similar). They accept the orders from waiters or guests directly, pass them on to the kitchen and/or prepare food. They also take care/ prepare ordered drinks. For the buffet, they set up small snacks and ensure that there is always a sufficient amount available. In few cases they organise the menu setting.
46	Doorman	Doormen belong to security guards and perform access control to buildings. The task also includes the rejection of persons who from the perspective of the organiser do not fit into the target group of the event, who do not belong to the company or are not invited to enter or seem to be a risk for the others inside. In addition, they should prevent unwanted objects from being taken in. In larger hotels, doormen also have the tasks of car parking and taking care of arriving guests.
47	Forestry assistants	In this profession you must assist with all the work that is done in the forest. You are responsible for the tool care, the transport and take over the cutting down of shrubs or smaller trees. When reforestation, the young trees/ plants must be transported into the terrain. According to the forester's instructions, holes are dug, and the young trees/ plants are planted. The forest roads must be kept in order and the roadside ditches mowed, objects that do not belong there removed. They help taking care of the forest area and surroundings belonging to it. You usually work outdoors and move in a very large area.
48	Forklift driver	Forklift drivers carry out warehouse and loading work with forklift trucks. They take over the goods, transport them to the storage rooms and store them there. Goods destined for onward transport are loaded onto trucks or containers. Furthermore, they carry out minor maintenance and repair work on the vehicles.
49	Garbage collector	Garbage collectors take the garbage bins or containers from the courtyards, staircases or garbage rooms and put them to the side of the road. From here they transport the containers to the garbage truck, empty them with the help of a tilting device and bring them back. The size of a workgroup varies between two and six collectors. At the end of the tour they deliver the garbage to

		the waste deposit and clean their cars.
50	Gas station attendant	Gas station attendants who work at a service station refuel vehicles with fuel, replenish oil, clean the engine, replace air and oil filters and provide frost and underbody protection. If gas station attendants work at a self-service filling station, their activity is usually restricted to the cashiering or sale of additional items offered (small spare parts, food, cigarettes, etc.).
51	Greenkeeper	Greenkeepers are responsible for a golf course. They coordinate or organise the maintenance work without disturbing the game operation. They must recognise damage and its causes at an early stage, estimate the effects of the weather and the impact on the course. They are also responsible for the development and expansion of the golf course.
52	Newspaper delivery staff	Newspaper deliverers pick up daily and weekly newspapers from publishers or print shops and check the packages for completeness. Newspapers are carried out in the early morning hours according to a specified route. They are traveling by bicycle or by car – in some cities they also deliver their papers by foot - and are available in all weather conditions.
53	Nursing assistant	The task in this profession is to help with the care and support of residents of nursing homes. The residents must be supported in their personal hygiene, such as washing or dressing. Furthermore, you have to serve meals and support the residents while walking. Various cleaning work on the station must be carried out. The ability to interact with others and the interest in people are significant.
54	Porter	Porters supervise the entrance of companies, institutions or offices in day or night shifts. They are available to the visitors and employees of their office for information; they answer telephone inquiries and establish telephone connections with the relevant department. Their area of activity also includes the issuing of visitor's licenses.
55	Road worker	Road construction workers carry out earthworks, shuttering and concreting work in the paving area. They restore the road surface, attach edge strips as well as sidewalks.
56	Scaffolders	Depending on the intended use, scaffolders assemble the individual parts of a scaffolding and expand or modify them depending on the construction progress. On the side facing the road, they attach dense plastic nets to protect pedestrians. After dismantling the scaffolds, they clean and oil the parts and store them properly.
57	Second-hand dealer	Second-hand dealers buy, trade and sell, for example furniture, dishes or books on markets and in their own salesrooms. They often take over the eviction of apartments. They have contact with other traders, auction house employees, estate agents and, of course, their clients.
58	Street cleaner	Street cleaners clean streets, sidewalks, green areas and markets and empty the garbage bins set up there. In short, car-parked or busy street sections cleaners work alone and perform the

		sweeping manual by hand. In long streets or in streets with no parking they work group wise. While they clear leaves in autumn, they are responsible for clearing snow in winter. In the case of black ice, they scatter sand and grit, which they remove in spring.
59	Tobacconist	Tobacconists sell tobacco goods, magazines, stationery, and postcards as well as various small items (such as parking tickets). They manage their tobaccos on their own. Depending on the size they also employ staff.
60	Waiter	Serving staff advise guests on the food and drinks offered, take the guests' orders and serve food/ drinks. After the guests leave, they clear the table and prepare it for new guests. Sometimes they also prepare meals in front of the customers. They give F&B recommendations, know about critical food ingredients (e.g. allergens). In most cases, they also collect the payment from their guests.
61	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.
62	HVAC maintenance	A person who works with the installation of heating, ventilation, and air condition devices in buildings
63	Shipyards workers	A person who loads vehicles, using hand truck or dolly, cleans ships, piers, drydocks, and other working areas.
64	Baker	A person who makes and sells bread, cake, etc.
65	Production laborer	A person involved in manufacturing all kinds of goods and components in a variety of sectors
66	Dockworker	A person employed on the docks of a port, as in loading and unloading vessels.
67	Electrician	A person who installs operates, maintains, or repairs electric devices or electrical wiring
68	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.
69	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.
70	Gardener	A person who is employed to cultivate or care for a garden, lawn, etc.

71	Gas Plant Operators	A person who transports and stores flammable and other potentially dangerous products to ensure that safety guidelines are followed.
72	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.
73	Windows cleaner	A person who is employed to clean windows
74	Glass technician	A person who installs, repairs, and replaces safety glass and related materials, such as back glass heating-elements, on vehicles and equipment.
75	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.
76	Fashion Design Technician	A person who has to inspire, to draw and design cloths.
77	Draftsperson	A person employed in making mechanical drawings, especially in an architectural or engineering firm
78	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.
79	Telecommunication equipment installer	A person who set up and maintain devices or equipment that carry communications signals, such as telephone lines and Internet routers.
80	Car Hood repairer	A mechanic with a variety of automobile makes or either in a specific area or in a specific make of automobile
81	Metal Arts Craftsman	To carry out projects and execute metal parts and structures, by planning, model, design or other technical specifications, and manage their professional activity, respecting the norms of safety, hygiene and health at work and environmental protection.
82	Paver	Make Portuguese artistic sidewalk/pavement, simple or with artistic motives, using natural stone and respecting the environment, safety, hygiene and health standards at work.
83	Construction painter	Perform finishing's, in the exterior and interior of buildings, as well as in woods and metal surfaces, preparing and coating surfaces with paints and varnishes, taking into account the standards of Safety, Hygiene and Health at work.
84	Automobiles Electrician	Perform maintenance, diagnose anomalies, and perform repairs on automotive electrical systems in accordance with the parameters and technical specifications defined by the manufacturers and with the applicable safety and environmental protection rules.

85	Heavy-Duty Vehicles Mechanical	Perform maintenance, diagnose anomalies and make repairs to the various heavy-duty vehicle systems in accordance with the manufacturer's stated parameters and technical specifications and the applicable safety and environmental protection rules.
86	Vehicles Painter	Carry out repainting of vehicles in accordance with the technical specifications defined by the manufacturers and with the applicable safety and environmental protection rules.
87	Motorcycle Repair	To perform maintenance, diagnose anomalies and make repairs to the various mechanical, electrical and electronic motorcycle systems in accordance with the parameters and technical specifications defined by the manufacturers and with the applicable safety and environmental protection rules.
88	Technician of Procurement and Sale of Parts for Motor Vehicles	Plan, organize, monitor and be responsible for the supply and sales of parts and accessories of motor vehicles in accordance with the company's business objectives and strategies and with a view to customer satisfaction.
89	Networks Electrician	Perform the construction, maintenance and repair of malfunctions in equipment or materials of low, medium and high voltage power distribution networks, as well as associated works, namely telecommunications networks, automation and control circuits, signalization and protection, according with the standards of safety, hygiene and health at work, environmental protection and specific regulations.
90	Electromechanical of Household Appliances	Perform installation and maintenance of household appliances in accordance with hygiene, safety and environmental standards.
91	Welder Technician	Plan and execute the welding work, choosing the processes, equipment and addition materials to be used according to the technical instructions, respecting the norms of safety, hygiene and health at work and protection of the environment.
92	Construction blacksmith	Perform, assemble and repair metal structures, window frames and other non-structural metal elements, according to the technical specifications and respecting the rules of safety and hygiene at work.
93	Topography Technician	Carry out topographic works for the preparation of plants, charts, maps and topometric supports, intended for the preparation and orientation of civil works and public works, both in the design phase and in the execution phase of the work.
94	Technician of Wind Systems	Program, organize and perform the installation, maintenance and repair of wind systems in accordance with applicable standards, safety regulations and good practice rules.
95	Mining Operator	Carry out the drilling, storage and mining of the mine, as well as the dismantling, removal and transportation of ore, according to the safety, hygiene, health and environmental protection standards and the legislation.
96	Manufacturer of Footwear	Execute the cutting, preparation for sewing, sewing, assembly and finishing of footwear operations, using different materials, equipment and execution techniques, according to quality, maintenance and safety procedures, hygiene and health at

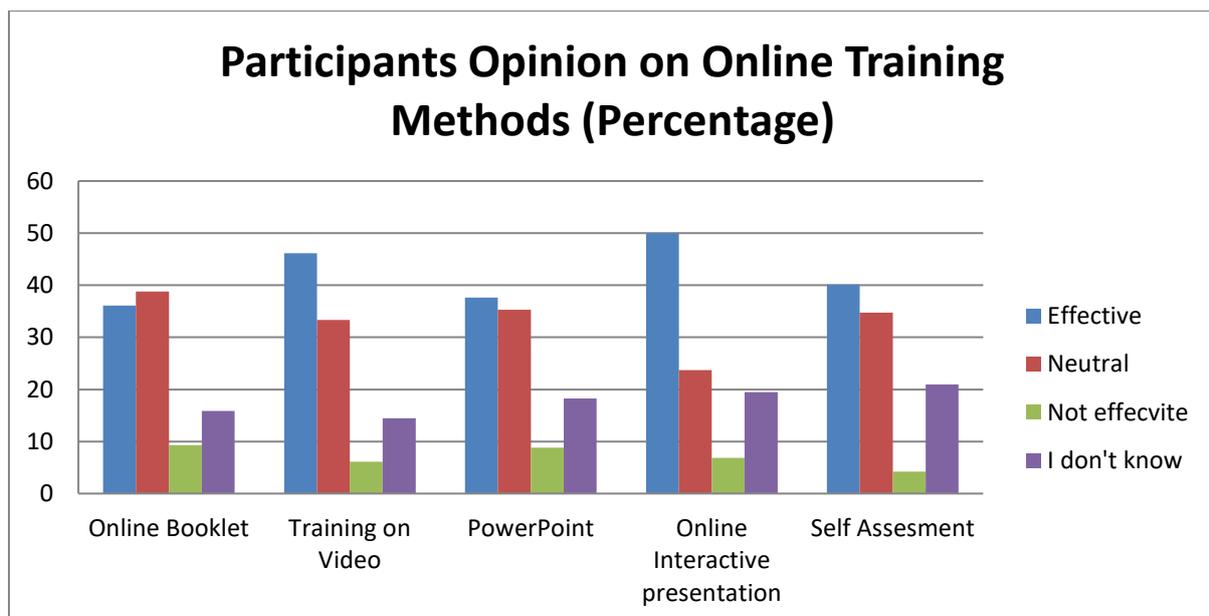
		work.
97	Dyeing Operator	Work, operate and monitor a set of machines to dye, stamp and give different types of finishing's to textile materials.
98	Glass Artisan	Perform molding of glass parts by blowing, pressing and centrifuging processes, from drawings, models or from an original idea, into production units.
99	Textile Arts Crafts	Designing and creation of textile, home and clothing products, designing projects, selecting and using the most appropriate materials, equipment and production techniques, drawing inspiration from elements of cultural heritage and taking into account fashion trends, productive / commercial viability and compliance with environmental, hygiene and safety standards.
100	Technician in Energy Management and Control	Develop activities to design, plan, manage, control, install, maintain and repair solutions involving electrical, electromechanical, automation and control equipment, power, signalization and protection, renewable energy, AVAC systems and communications for the purpose of obtaining systems of high energy performance, increasing the energy availability, respecting the norms of security of people and equipment.
101	Sales and Retail Assistant	A sales assistant is expected to help customers choose between the company's array of goods and services, process payments and maintain a high level of customer service
102	Care Worker/Home Carer	Carers help people in their own homes or in day centres, residential or nursing homes. Day-to-day duties may include: getting to know clients and their interests and needs and helping with personal care
103	Kitchen Assistant	Kitchen assistants ensure the food preparation areas are clean and hygienic. They are responsible for sorting, storing and distributing ingredients. Washing, peeling, chopping, cutting and cooking foodstuffs and helping to prepare salads and desserts are also expected.
104	Cleaner	A cleaner cleans stocks and supplies designated facility areas
105	Auxiliary Nurse	Auxiliary Nurses help professional staff to look after patients in hospitals, nursing homes or in the community
106	Teaching Assistant	Teaching assistants support learning activities in schools and nurseries
107	Heavy Goods Vehicle Driver	Heavy Goods drivers work from depots, distribution centres and warehouses, carrying goods all over the UK and overseas
108	Chef	Chefs direct the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods

109	Waiter/Waitresses	Waiters and waitresses take orders and serve food and beverages to patrons at tables in dining establishment.
110	Electrician	Electricians install and maintain wiring, control, and lighting systems
111	Construction Worker	Construction workers load and unload building materials and also operate large powered machinery and equipment
112	Nursery Nurse	Nursery nurses provide care for children up to seven years old.
113	Production labourer	The role of a production labourer consists of working on a manufacturing assembly line.
114	Taxi Driver	A taxi driver's job is to pick up passengers from a location and then deliver them to their destination safely, via the quickest possible route
115	Receptionist/Personal Assistant	Roles expected by both jobs include welcoming visitors by greeting them, in person or on the telephone; answering or referring inquiries
116	Metal Worker	Metal workers fabricate, install, and maintain metal products
117	Retail Cashier	A retail cashier handles cash transactions between customer and retail store
118	Plumber	A plumber interprets blueprints and building specifications to map layout for pipes, drainage systems, and other plumbing materials
119	Bar Staff	Bar staff provide a friendly and efficient service within the bar, dispensing orders accurately, with courtesy to the standard required according to legislation
120	Automotive technician	Automotive technicians keep equipment available for use by inspecting and testing vehicles; completing preventive maintenance such as, engine tune-ups etc.

Chapter 3 Social Skills for Selected Occupations

During the determination of social skill needs of adults within blue/pink collar occupations, partners have used three methods: desk researches, focus meetings and questionnaires. After finding the most important social skills by desk research, questionnaires were prepared and conveyed to 243 adults within the occupations from the list in Table 2.1.1. Apart from these skills, participants were also asked their gender, age and opinions on type of training such as online booklet, power point. Results show that most of the participants were males and between the ages of 18 to 62 years (with the average of 34 years of age). Almost half of them have received training either face to face or online on occupational skills. 71% of the participants find online training is a useful method of training.

The following graph shows that participants find online interactive presentation (SCORM) as a useful tool for presenting trainings but using a booklet is regarded as the least effective method among other options.



The aim of the focus meeting was to ask adult trainers, career experts the required social skills for selected occupations. 42 people from Public Adult Education Centres, Employment Agency, VET Institutes and Job Placement Agencies were invited to the focus meetings in partner countries. Most of the participants were adult trainers and career experts. Participants were pleased to know the thematic of our project and considered the products to be developed very useful for the selected target. They were also asked if the current social skills possessed by blue-pink collar adults are adequate, most of the experts participating in the focus meetings find their social skills very low. Moreover, experts stated that adults did not know the importance of these skills in their working life.

Social skills trainings presented to people are not well developed if there were any and do not meet the current needs of workers in partner countries. They also indicated as the most important problem of adult education centres the lack of human resources.

Most Common Social Skills for Selected Occupations

When the results from desk research, focus meetings and questionnaires are combined together, most necessary social skills for each occupation have been achieved. The following tables show the most necessary social skills for the 120 blue-pink collar occupations in the project.

Table 3.1.1 Most Common Social Skills - Turkey

Cashier	Driver (School bus or worker)	Car mechanic	Machinist	Furniture Painter	Courier (Goods)	Operator – Call Centre	Tailor	Security Guard	Pollster
Verbal Communication with Customers	Social Awareness	Giving Instructions	Team Work	Giving Instructions	Time Management	Phone Communication with Customers	Verbal Communication with Customers	Verbal Communication with Customers	Verbal Communication with Customers
Dispute Resolution	Disability Awareness	Team Work	Active Listening	Team Work	Verbal Communication with Customers	Dispute Resolution	Taking Instructions	Written Reporting	Team Work
Persuading Others	Dispute Resolution	Active Listening	Written Reporting	Active Listening	Team Work	Empathy	Empathy	Persuading Others	Interviewing with others
Non Verbal Communication	Verbal Communication with Customers	Verbal Communication with Customers	Time Management	Verbal Communication with Customers	Phone Communication with customers	Active Listening	Active Listening	Disability Awareness	Attracting Attention
Public Speaking	Time Management	Giving (positive) feedback		Taking Instructions	Understanding your Emotion	Team Work	Taking Criticism	Managing and Supporting your Emotions	Public Speaking
Politeness	Conflict Management	Taking Instructions				Social Awareness	Planning with Customers	Social Awareness	Tolerance
	Tolerance	Making Customers				Verbal Communication with Customers		Public Speaking	
						Interviewing for application		Humour	
						Customer Management			

Table 3.1.2 Most Common Social Skills - Turkey

Receptionist	Cook	Ironer	Overlocker	Plasterer	Laborant	Metal Worker	Butcher	Boilermaker	Door to door Salesman
Verbal Communication with Customers	Team Management	Time management	Team work	Empathy	Team work	Team work	Active Listening	Team work	Written Reporting
Phone Communication with Customers	Verbal Communication with Colleagues	Team work	Taking Instructions	Active Listening	Active Listening	Time management	Verbal Communication with Customers	Written Communication	Verbal Communication with Customers
Written Communication	Time management	Verbal Communication with Colleagues	Taking Criticism	Verbal Communication with Customers	Time management	Verbal Communication with Colleagues	Written Reporting	Written Reporting	Making Customers
Customer Management	Planning with Colleagues and employees.		Verbal Communication with Colleagues	Giving Instructions	Empathy	Planning with Colleagues and employees.	Building Networks	Verbal Communication with Colleagues	Body Language
Body Language	Stress Management		Taking Instructions	Taking Instructions	Written Reporting	Written Reporting	Taking Instructions		Time management
Persuading Others	Giving Instructions						Giving (positive) Feedback		Persuading Others
Planning with Customers-	Team Organization								
Conflict Management Mediation									
Multicultural Awareness									
Making Online Contact									

Table 3.1.3 Most Common Social Skills - Turkey

Sewer (textile)	Secretary	Home&Office Cleaner	Elevator Installer&Repairer	Fireman	Upholsterer	Tea maker	Dishwasher	Warehouse Attendant	Gas Station Attendant
Time Management	Persuading Others	Social Awareness	Problem Solving with Customers	Persuading Others	Problem Solving with Customers	Social Awareness	Time Management	Social Awareness	Time Management
Social Awareness	Verbal Communication with Customers	Managing and Supporting your Emotions	Conflict Resolution	Verbal Communication with Colleagues	Dispute Resolution	Politeness	Social Awareness	Problem Solving with Customers	Social Awareness
Problem Solving with Employees and Colleagues	Communication with employers and partners	Customer Oriented Working Skills	Giving Instruction	Team work	Customer Oriented Working Skills	Customer Oriented Working Skills	Problem Solving with Employees and Partners	Verbal Communication with Customers	Verbal Communication with Customers
Verbal Communication with Colleagues	Managing (Supporting) Other's Emotions	Verbal Communication with Employers and Partners	Taking Instruction	Problem Solving with Employees and Colleagues	Persuading Others	Verbal Communication with Customers			Problem Solving with
	Verbal Communication with Employers and Partners	Persuading Others -	Team Work	Stress Management	Taking Instruction	Time Management			Taking Instruction
	Phone Com. with employers, colleague and Partners	Communication with employers and partners			Verbal Communication with Customers				Customer Oriented Working Skills
	Time Management	Time Management			Time Management				Team work
	Making Online Contact								
	Recordkeeping for Meetings								
	Meeting with People								

Table 3.1.4 Most Common Social Skills - Turkey

Driver (Freight Shipment)	PVC window joiner	Curtain Maker	Baby Sitter	Tour Guide Assistant	Personal Assistant	Ticket Seller	School Bus Service Assistant	Office Clerk	Subway Operator
Time Management	Time Management	Time Management	Time Management	Social Awareness	Social Awareness	Social Awareness	Social Awareness	Time Management	Time Management
Customer Oriented Working Skills	Customer Oriented Working Skills	Customer Oriented Working Skills	Social Awareness	Customer Oriented Working Skills	Time Management	Verbal Communication with Customers	Time Management	Customer Oriented Working Skills	Social Awareness
Social Awareness	Social Awareness	Problem Solving with Customers	Empathy skills	Persuading Others	Problem Solving	Persuading Others	Giving Instruction	Social Awareness	
Stress management	Persuading Others	Persuading Others	Giving Instruction	Problem Solving with Customers	Active Listening	Empathy	Persuading Others	Problem Solving with colleagues	
Persuading Others	Problem Solving with Customers	Social Awareness	Persuading Others	Time Management	Stress management	Active Listening	Verbal Communication with Customers	Communication with colleagues	
Verbal Communication with Customers		Communication with Customers	Active Listening	Communication with Customers	Inspiring Others	Time Management	Active Listening	Communication with Employers and Partners	
		Presenting an Idea	Motivating Others	Motivating Others	Motivating Others	Presenting an Idea		Active Listening	

Table 3.1.5 Most Common Social Skills - Greece

Ceramic technician	HVAC maintenance	Shipyard workers	Baker	Production laborer	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		Planning with colleagues and employees.	Time Management	Verbal Communication with customers	Team Organization	Presenting an idea
Presenting an idea		Sense of responsibility			Taking Instruction	Giving Instruction	Problem Solving with Customers	Building Networks	Politeness
		Verbal Communication with employers and partners			Verbal Communication with employers and partners	Dispute Resolution	Planning with Customers	Verbal Communication with customers	Motivating Others
								Active Listening	

Table 3.1.6 Most Common Social Skills - Greece

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		Verbal Communication with Customers	Problem Solving with Customers
	Team Organization	Verbal Communication with customers	Time management	Time Management	Presenting an idea	Presenting an Idea			Verbal Communication with customers
		Team Organization	Teamwork						Team Organization
									Problem Solving with Customers

Table 3.1.7 Most Common Social Skills – Portugal

Metal Arts Craftsman	Mining Operator	Textile Arts Crafts	Paver	Technician of Wind Systems	Glass Artisan	Construction painter	Automobiles Electrician	Manufacturer of Footwear	Heavy-Duty Vehicles Mechanical
Adaptability	Problem Solving with colleagues, employees	Managing (Supporting) Other's Emotions	Problem Solving with colleagues, employees	Managing (Supporting) Other's Emotions	Multicultural Awareness	Adaptability	Managing (Supporting) Other's Emotions	Communication with Colleagues	Managing (Supporting) Other's Emotions
Multicultural Awareness	Sense of Responsibility	Time management	Team work	Team work	Adaptability	Team work	Taking Instruction	Team work	Communication with Colleagues
Stress Management	Time management	Multicultural Awareness	Adaptability	Giving Instructions	Team work	Active listening	Sense of Responsibility	Adaptability	Sense of Responsibility
Problem Solving with colleagues, employees	Sense of Responsibility	Planning with colleagues and employees	Multicultural Awareness	Problem Solving with colleagues, employees	Problem Solving with colleagues, employees	Managing (Supporting) Other's Emotions	Planning with colleagues and employees	Managing (Supporting) Other's Emotions	Adaptability
Team Organisation	Stress Management	Problem Solving with colleagues, employees	Social Responsibility	Active listening	Stress management	Planning with colleagues and employees	Adaptability	Sense of Responsibility	Active listening
Active listening		Social Responsibility	Active listening				Active listening	Autonomy	Flexibility
		Communication with Colleagues	Inspiring Others						
		Adaptability							
		Active listening							

Table 3.1.8 Most Common Social Skills – Portugal

Vehicles Painter	Motorcycle Repair	Technician of Procurement and Sale of Parts for Motor Vehicles	Networks Electrician	Electromechanical of Household Appliances	Technician in Energy Management and Control	Dyeing Operator	Welder Technician	Construction blacksmith	Topography Technician
Sense of Responsibility	Team work	Communication with Colleagues	Managing (Supporting) Other's Emotions	Communication with Costumers	Team management	Multicultural Awareness	Team work	Team work	Team management
Team work	Taking Instruction	Managing (Supporting) Other's Emotions	Team work	Problem Solving with colleagues, employees	Giving Instructions	Problem Solving with colleagues, employees	Managing (Supporting) Other's Emotions	Taking Instruction	Problem Solving with colleagues, employees
Taking Instruction	Sense of Responsibility	Empathy	Adaptability	Managing (Supporting) Other's Emotions	Communication with Colleagues	Social responsibility	Communication with Colleagues	Active listening	Managing (Supporting) Other's Emotions
Adaptability	Planning with colleagues and employees	Adaptability	Taking Instruction	Active listening	Managing (Supporting) Other's Emotions	Time management	Adaptability	Sense of Responsibility	Team work
Time management	Inspiring Others	Team management	Sense of Responsibility	Social Responsibility	Problem Solving with colleagues, employees	Team work	Problem Solving with colleagues, employees	Managing (Supporting) Other's Emotions	Time management
	Managing (Supporting) Other's Emotions	Problem Solving with colleagues, employees		Time management	Sense of Responsibility		Sense of Responsibility		
	Active listening	Inspiring Others			Adaptability		Autonomy		
							Time management		

Table 3.1.9 Most Common Social Skills - UK

Sales and Retail Assistant	Care Worker/Home Carer	Kitchen Assistant	Cleaner	Auxiliary Nurse	Teaching Assistant	Heavy Goods Vehicle Driver	Chef	Waiter/Waitresses	Electrician
Verbal Communication with Customers	Verbal Communication with Customers	Verbal Communication with Colleagues	Time Management	Verbal Communication with Customers	Active Listening	Time Management	Verbal Communication with Colleagues	Active Listening	Problem Solving with Customers
Customer Oriented Working Skills	Active Listening	Time Management	Work Ethic/Attitude	Politeness	Inspiring Others	Planning with, Colleagues, and Employees	Teamwork	Customer Oriented Working Skills	Time Management
Politeness	Taking Instruction			Problem Solving with Employees	Verbal Communication with Customers	Team Management		Politeness	

Table 3.1.10 Most Common Social Skills - UK

Construction Worker	Nursery Nurse	Production laborer	Taxi Driver	Receptionist/Personal Assistant	Metal Worker	Retail Cashier	Plumber	Bar Staff	Automotive technician
Verbal Communication with Colleagues	Active Listening	Active Listening	Time Management	Customer Oriented Working Skills	Team Organization	Verbal Communication with Customer	Problem Solving with Customers	Active Listening	Problem Solving with Customers
Active Listening	Verbal Communication with Customers	Problem Solving with Colleagues	Verbal Communication	Verbal Communication with Colleagues	Customer Oriented Working Skills Collaboration	Customer Oriented Working Skills	Time Management	Customer Oriented Working Skills	Active Listening
		Work Ethic/Attitude	Politeness	Active Listening		Time Management	Active Listening	Verbal Communication with Customers	Time Management
				Teamwork		Customer Management		Politeness	
						Politeness			

Table 3.1.11 Most Common Social Skills - Austria

Airport worker	Animal keeper	Asphalt paver	Bath attendant	Canal worker	Canteen	Doorman	Forestry	Forklift driver	Garbage Collector
Time Management	Problem Solving with Colleagues	Team Work	Verbal Communication with Customers	Verbal Communication with Colleagues	Verbal Communication with Customers	Verbal Communication with Customers	Conflict Management	Team Work	Problem Solving with Colleagues
Problem Solving with Colleagues		Time Management	Problem Solving with Customers		Team Work	Multicultural Awareness	Problem Solving with Colleagues		
		Verbal Communication with Colleagues				Problem Solving with Customers	Team Work		
							Verbal Communication with Colleagues		
							Stress Management		

Table 3.1.12 Most Common Social Skills - Austria

Groundkeeper	Greenkeeper	Newspaper delivery staff	Nursing	Porter	Road worker	Scaffolder	Second-hand dealer	Street cleaner	Tobacconist
Problem Solving with Colleagues	Time Management	Time Management	Time Management	Customer Service Orientation	Team Work	Time Management	Problem Solving with Customers	Time Management	Customer Service Orientation
Team Work	Team Work	Verbal Communication with Customers	Multicultural Awareness	Conflict Management	Time Management			Problem Solving	
	Problem Solving with Colleagues		Customer Service Orientation		Basic Communication			Basic Communication	

List and Definitions of All Social Skills in the Project

- **Communication with colleagues:** Communication is often defined as the sharing of information, feelings and ideas. In the business world, exchanging information is essential for your company's success, and there are many different avenues available to communicate with your colleagues. When you communicate effectively with your colleagues, your team bonding is stronger and the efficiency of the whole company is going higher.
- **Body Language:** Body language is a type of nonverbal communication in which physical behavior, as opposed to words, are used to express or convey information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space.
- **Disability awareness:** Disability awareness as a skill refers to being mindful of the disabilities of people and managing to communicate and work with them effectively.
- **Managing (supporting) your emotions:** It means that you can firstly understand your own emotions, and then manage them in an effective way in your every day life and work life too.
- **Managing (Supporting) others' emotions:** It means that you can understand what other feel and try to 'be in their shoes'. When you can understand them, you develop the ability to control them when the other people are not able to do it. Sometimes, people who can manage the others' emotions can help them to understand themselves too.
- **Meeting with people:** Is the ability to communicate and act effectively with people that you don't even know. Some required skills which you need to develop, are body language, verbal communication etc.
- **Team management:** Team management is the ability of an individual or an organization to administer and coordinate a group of individuals to perform a task. Team management involves teamwork, communication, objective setting and performance appraisals
- **Social awareness:** Being socially aware means that you understand how you react to different social situations, and effectively modify your interactions with other people so that you achieve the best results. The net result of social awareness is the ongoing development of social skills
- **Nonverbal communication:** Nonverbal communication (NVC) between people is communication through sending and receiving wordless cues. It includes the use of visual cues such as body language (kinesics), distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptics).[1] It can also

include the use of time (chronemics) and eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate.

- **Inspiring others:** is this skill when you offer something valuable, uplifting which motivates others to bring out the best in themselves. To be inspirational is to lead by example and encourage others to feel there is something worthwhile to become and do.
- **Empathy:** The ability to understand and share the feelings of another (Oxford Dictionary)
- **Taking Instruction:** Accept detailed information about how something should be done or operated (Cambridge Dictionary)
- **Problem solving with colleagues, employees:** The process of working through details of a problem to reach a solution between colleagues and/or employees. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills (Business Dictionary)
- **Team Work:** The process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals (Business Dictionary)
- **Verbal Communication with colleagues:** The sharing of information between colleagues by using speech. Individuals working within a business need to effectively use verbal communication that employs readily understood spoken words, as well as ensuring that the enunciation, stress and tone of voice with which the words are expressed is appropriate (Business Dictionary)
- **Adaptability:** An ability or willingness to change in order to suit different conditions (Cambridge Dictionary)
- **Autonomy:** A degree or level of freedom and discretion allowed to an employee over his or her job. As a general rule, jobs with high degree of autonomy engender a sense of responsibility and greater job satisfaction in the employee(s). Not every employee, however, prefers a job with high degree of responsibility (Business Dictionary)
- **Sense of responsibility:** A duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfil, and which has a consequent penalty for failure (Business Dictionary)
- **Social Responsibility:** The obligation of an organization's management towards the welfare and interests of the society in which it operates (Business Dictionary)

- **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, religious affiliation, socio-economic status, mental or physical abilities (University of Notre Dame)
- **Building Networks:** The ability to construct a cohesive relationship with someone else whether it be an interpersonal relationship or a business relationship.
- **Customer Oriented Working Skills:** The ability to exude a positive attitude as well as demonstrating a willingness to respond to a customer's requirements and expectations.
- **Understanding your Emotions:** The ability to be conscious of your emotions and how expressing them affects you and those you interact with.
- **Team Management:** The ability to administer and coordinate a group of individuals in order to perform a task.
- **Persuading Others:** The ability to convince others to follow a course of action, to agree to some form of engagement or to purchase a service or product.
- **Public Speaking:** The ability to confidently and clearly inform, persuade or instruct your audience via the medium of speech in front of an audience.
- **Social Awareness:** The ability to comprehend society's problems and understanding how to behave appropriately according to those issues.
- **Taking Criticism:** The ability to positively interpret constructive criticisms in order to improve performance whilst also being able to withstand negative feedback and use that as motivation.
- **Teamwork:** The ability to cooperate with a variety of personalities, working styles and skill levels whilst also utilizing individual talents within a group to achieve a set goal.
- **Sense of Responsibility:** The ability to handle your personal duties in every facet and understanding that you are acceptable for the repercussions of your actions.
- **Motivating Others:** The ability to act and interact in a manner which will elicit a desired behavior or to inspire someone to improve or increase performance.
- **Dispute Resolution:** A process for resolving differences between two or more parties or groups. In business practice the resolution seeks to achieve fairness for all participants, and is often moderated by a third party.
- **Politeness:** Showing good manners toward others, as in behaviour, speech, etc.; courteous
- **Making online contact:** Ability to interact and engage with people in order to get your message across and build rapport with your customers by using online communication platforms such as e-mails, phone calls, social media, instant messaging etc.

- **Written Reporting:** Ability to write a report which is a short, sharp, concise, factual and well-structured document written for a particular purpose and audience and generally sets out and analyses a situation or problem, often making recommendations for future action.
- **Work Ethic:** a belief in work as a moral good: a set of values centred on the importance of doing work and reflected especially in a desire or determination to work hard
- **Written communication:** a type of communication which involves any type of message that makes use of the written word which is the most important and the most effective of any mode of business communication.
- **Flexibility:** the quality of being able to change or be changed easily according to the situation.
- **Humour:** the ability to find things funny, the way in which people see that some things are funny, or the quality of being funny
- **Motivating others:** ability to engage the other team members so they are satisfied and appropriately challenged by the work they perform.
- **Conflict resolution:** the methods and processes involved in facilitating the peaceful ending of conflict and retribution.
- **Communication with Customers:** The ability to understand spoken and written texts, express concepts, thoughts, feelings, facts and opinions in oral and written form and to interact in an appropriate and creative way in a full range of societal and cultural contexts with customers.
- **Communication with Employees and Partners:**The ability to understand spoken and written texts, express concepts, thoughts, feelings, facts and opinions in oral and written form and to interact in an appropriate and creative way in a full range of societal and cultural contexts with employees and partners.
- **Conflict Management:** The ability to receive confrontations and handle them in a constructive way or rather to avoid problems in advance as far as possible.
- **Planning with Customers:** The ability to plan the service according to customers' wishes and taking into account their concerns.
- **Planning with Colleagues, employees:** The ability to plan (own) work, time and (re)resources; linked to achievement orientation and analytical thinking.
- **Problem Solving:** The ability to identify issues, obstacles, and opportunities and then develop and implement effective solutions.
- **Stress Management:** Means a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

- **Time Management:** The ability to plan and exercise conscious control of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time Management is a juggling act of various demands in study, social life, employment, family and personal interests and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending/managing activities at their own time and expediency.
- **Verbal Communication with Customers:** The ability to understand spoken texts, express concepts, thoughts, feelings, facts and opinions in oral form (listening, and speaking) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts with customers.
- **Verbal Communication with employees, partners:** The ability to understand spoken texts, express concepts, thoughts, feelings, facts and opinions in oral form (listening, and speaking) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts with employees and partners.
- **Positive Feedback:** The ability to convey your thoughts and suggestions on ways to improve the situation or the person's performance in order to get much more from people.
- **Giving Instruction:** The ability to express what,why,how,when needed to be done
- **Interviewing with others:** The ability to use the right information to gain an advantage in the negotiation process
- **Making customers:** The ability to improve relationships with your customers to increase customer interactions
- **Team organization:** The ability to pull a team together and keep work organized without getting disoriented or lost
- **Phone Communication with customers:** The ability to have a productive relationship to improve the experience the customers have when they call your business.
- **Recordkeeping for meetings and interviews:** The ability to gather information for meetings and interviews and taking notes or records during the meetings.
- **Customer Management:** The ability to handle client orders, problems and inquiries to improve conversation with customers
- **Presenting an Idea:** The ability to grab attention of others, to keep them engaged in, to deliver your idea or to create an empathetic audience.
- **Tolerance:** Willingness to accept behavior and beliefs that are different from your own, although you might not agree

Conclusion

Move Up is a project that aims at contributing to the development of social skills for adults within blue collar occupations by presenting them an online training portal presenting occupation specific skills training. In order to reach as many adults as possible, partners have made desk research and meetings with experts to decide most common blue-collar occupations in the partner countries (Annex-I). One of the most important feature of the project is to present users occupation specific training content instead of offering them all social skills on a generic level. During the process of acquiring required skills for each occupation, partners have made focus meetings with 43 people being career experts, adult trainers and experts from employment agencies. The project partners have also conveyed questionnaires to 243 blue collar workers in order to ask their social skill needs. In addition, the project partners have made studious desk research to find previous works on social skills and occupations. After some collaborative work, partners prepared the social skill needs' list for each of their occupations in their lists. There are three resources for identifying social skills for each occupation. If a social skill is in at least two of the resources (such as focus meeting and desk research), this skill was suggested as needed for the occupation. For some of the skills such as *problem solving*, it has been decided during a project meeting to divide them into separate skills in order to have more specific content for different occupations. Some occupations like ticket sellers requires more interactions with customers on the other hand for occupations such as subway operator interactions with customers are not as frequent. Therefore, their problem solving skill need is different.

This first output of the *Move Up* project has given chances for the project partners to understand the needs of both adults within specific occupations and needs of adult education centres. This report presents deep information on the current situation in terms of social skills' needs of adults within blue collar occupations as well as the training capacities and needs of adult training centres in the project partner countries. The report is also unique in defining most common blue collar occupations in these partner countries and will be used as basis for the upcoming project work/ further project results.

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Annex

Annex- I:

SELECTION CRITERIA FOR MOST COMMON BLUE-PINK COLLAR OCCUPATIONS

Part A: Definition of Selection Criteria: The selection criteria for choosing occupations is a list of the essential and desirable attributes which an organization decides is necessary to have.

Part B: Why are selection criteria used? Selection criteria are used to help select the most common blue-pink collar occupation in which the social relations are in the core. The term blue-collar worker is used to define a working class person who performs non-agricultural manual labour. Blue-collar work may involve skilled or unskilled manufacturing, mining, sanitation, custodial work, oil field work, construction, mechanic, maintenance, warehousing, firefighting, technical installation. At this point having the most common blue collar occupation will lead the project to miss most of the occupations in which social relations are necessary. In addition, pink-collar worker is also a member of the working class who performs in the service industry. They work in positions such as waiters, retail clerks, salespersons, and many other positions involving relations with people. The term was coined in the late 1990s as a phrase to describe jobs that were typically held by women; now the meaning has changed to encompass all service jobs. Therefore, criteria for selection of most common blue-pink collar occupations with the social relations in core is needed to have both most common and social skill related occupation in balance.

Part C: What are the criteria for having an occupation in the list?

- 1) **Addressing to many workers:** The occupation should be common in the country and should be listed in the job seeking websites as much as possible.
- 2) **Being in the sector which is big in partner countries:** The occupation should be from the sectors which are listed as the biggest sectors such as automotive, construction, textile or service sectors.
- 3) **Not requiring higher education:** Since the project is aimed at adults with low skills, the occupation should not require university education.
- 4) **Being easy to define and find the social skills for:** As the definition of some occupations are different from country to country, job description should be the same or very close in partner countries.
- 5) **Requiring human relations:** The project aims at developing social and soft skills of adults therefore having an occupation that do not require any contact with human will make finding social skills hard. To avoid this, occupations should involve relations with customers, beneficiaries or with supervisors.

Part D: Scoring:

Criteria	Point
Addressing to many workers	20
Being in the sector which is big in all partner countries <ul style="list-style-type: none"> - Being in the developing sectors. (15 pts.) - Being in the sector which is big in only one partner country (15 pts) 	20
Not requiring higher education <ul style="list-style-type: none"> - 2 years university degree (10 pts.) - High school or Equivalent or lower (20 pts.) - VET Schools (15 pts.) 	20
Being easy to define and find the social skills for:	20
Requiring human relations: <ul style="list-style-type: none"> - Requiring indirect relations with customers (15 vpts.) - Requiring relations with supervisors or directors (15 vpts.) - Requiring direct relations with customers and supervisor (20v pts.) 	20
TOTAL	100



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