



Transversal Model
for Migrants

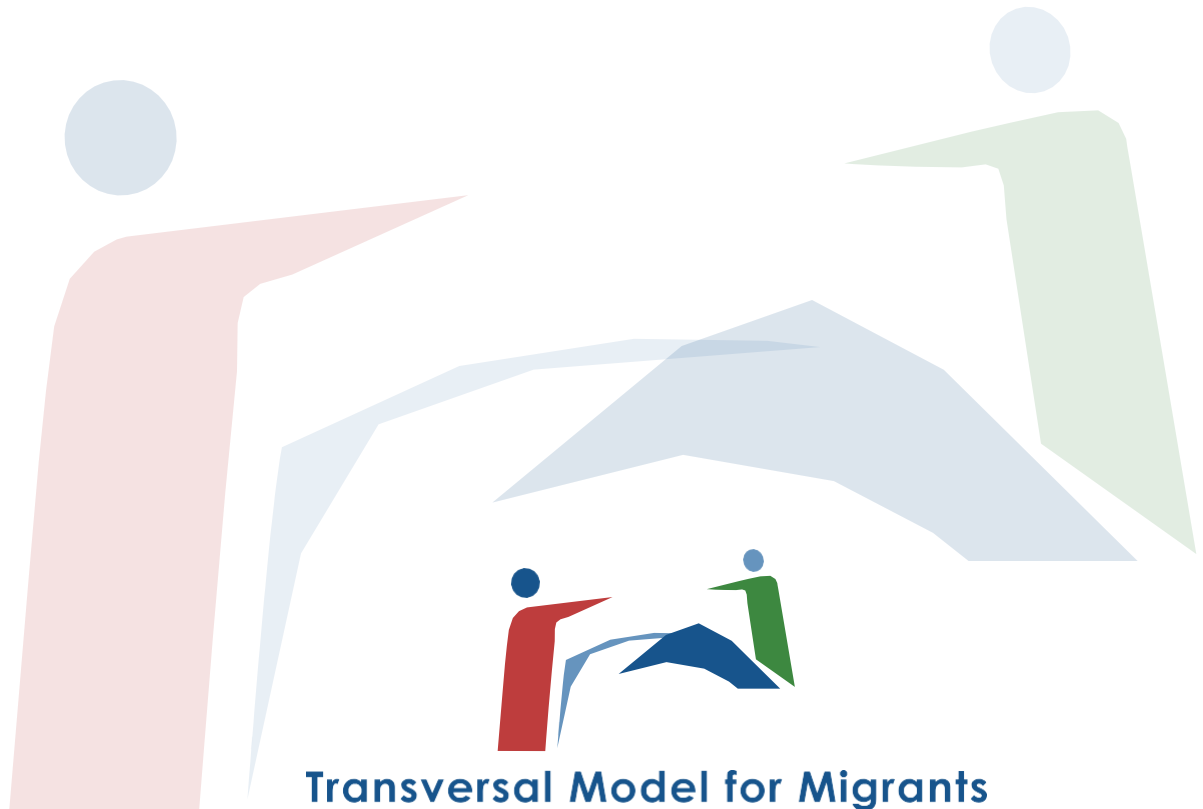


Erasmus +

MIGRANTS' TOOLBOX

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007



Transversal Model for Migrants



Le Portage Salarial



Center for Social
Innovation





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INTRODUCTION

The Transversal Project for Migrants (No. 2018-1-FR01-KA202-048007) is funded by the European Commission, under Erasmus+ Programme, Strategic Partnerships for vocational education and training. It has duration of two years, from September 2018 until August 2020, and a consortium of seven organisations:

- ☑ ITG Conseil, France
- ☑ IASIS, Greece
- ☑ Center for Social Innovation, Cyprus
- ☑ Mindshift Talent Advisory, Portugal
- ☑ Business Foundation for Education, Bulgaria
- ☑ Solidaridad Sin Fronteras, Spain
- ☑ Bahcesehir Universitesi Foundation, Turkey

Migrants' Toolbox is the third intellectual output (IO3) of the project and includes set of tips, recommendations, practical guides, specific fact sheets. This intellectual output aim to directly help migrants to think, to act, to assert their rights, and to be helped if necessary, to undertake remedial actions in response to situations inequality suffered or hidden (identification of the brakes and concrete and credible solutions), and to identify and develop their transversal skills, capitalizing on their experiences and also on cases and examples of concrete success.





TERMS OF REFERENCE

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





CHAPTER 2.2 MANAGE DECISIONS





Activity 1.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Manage decisions

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Learn what a decision-making process is.	S1. Learn how to identify the need for a decision-making.	R1. Learn how to apply the decision-making steps.
K2. Understand why decision-making is important in contemporary labour market.	S2. Practice the steps of decision-making.	R2. Learn how to make decisions effectively.
K3. Learn the different steps of decision-making.		

Name of the activity:	Decision-making in 7 easy steps
Type of the activity:	Tips and Recommendations
Reference:	Concordia University of Saint Paul (https://online.csp.edu/blog/business/decision-making-process)
Duration:	60 minutes
Number of participants:	Not specific
Description of the activity:	In order to form the basis of training on decision-making, this activity aims at providing a theoretical background of the necessity and the usefulness of making effective decisions.
Recommendations:	This activity can be the first activity of the users' training on decision-making.
Appendix:	The 7 steps of decision-making can be found in IO4.





Activity 2.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Manage decisions

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Learn that there are more than one possible ways to make decisions.	S1. Try to make decisions by using different styles.	R1. Take other people's interests into consideration while making decisions.
K2. Get familiar with different decision-making styles.	S2. Discover which decision-making style suits them best.	R2. Take responsibility of the decisions they make.

Name of the activity:	Decision-making Styles
Type of the activity:	Imaginary scenario
Reference:	Malhotra, S. (2018). 4 styles of decision-making: A leader's guide. Available at: https://study.com/academy/lesson/decision-making-styles-directive-analytical-conceptual-and-behavioral.html
Duration:	60 minutes
Number of participants:	Not specific
Description of the activity:	<p>The contemporary labour market is as demanding as ever before, making it very difficult for employers and employees to take effective and ethical decisions. This activity aims at making learners recognize the different possible ways of making decisions. The users should read the scenario and try to reflect on their personal decision-making style, based on the questions given at the end.</p> <p>Scenario:</p> <p>The scenario takes place in a super market located in a European capital city, which is owned by a family of migrants from an Asian country and sells both local and imported products. Their business has been affected by the general financial crisis, which is going on in the whole country. As a result, their sales have dropped and they have to work long hours to make enough money to cover the business' expenses.</p> <p>During the past few months, a lot of migrants from African countries have moved to the neighbourhood, and many of them have visited the super market. However, it is difficult for them to communicate with the owners,</p>





since they do not speak the local language, and they are not so competent in English either. Apart from that, they have been asking for products from their home country, and the owners promised to explore the possibility of importing such products. However, they need to invest quite a big capital in order to make such a move, and the result is uncertain. In particular, they need to spend much time on finding suppliers and making a deal to buy products at a low price and be able to sell them at a competitive price in order to attract new customers. They also need to spend quite a lot of money to buy new products, which they cannot be sure that they will be able to sell.

There has been a suggestion to hire a migrant from Africa, who also speaks English and the target language, and who will be able to communicate with new customers, and maybe suggest new products, based on the customers' needs. However, this would mean that they would have to pay one extra salary, and they are not sure that they could afford that.

Therefore, they are about to hold a meeting to decide about their options. The thing is that, despite being a family, they have different personalities and characters, as well as different ways of thinking and decision-making.

Step 1: The family meeting starts with a description of the situation. Each family member describes the situation from a different perspective.

Step 2: Each family member makes suggestions based on their decision-making styles.

Step 3: There are some conflicts between family members.

Step 4: The family discusses all options and tries to make a decision.

Step 5: The family manages to make a decision, despite the fact that every member has their own opinion and decision-making style.

Roles:

Fictional character 1: The directive decision-maker. This person works out the pros and cons of a situation based on what they already know. They are very rational and have a low tolerance for ambiguity. Their decisions are rooted in their own knowledge, experience, and rationale, rather than going to others for more information.

Fictional character 2: The analytic decision-maker. This person examines much information before taking action. They will seek information and advice from others to confirm or deny their own knowledge. They have a high tolerance for ambiguity and are very adaptable, but they like to control most aspects of the decision process.





	<p>Fictional character 3: The conceptual decision-maker. This person takes a social approach, including creative thinking and collaboration, and considers a broad array of perspectives. They are achievement-oriented and like to think far into the future when making important decisions.</p> <p>Fictional character 4: The behavioural decision-maker. This person tries to make sure everyone works well together. They are group-oriented and try to make sure that the group is given the options available to them. From there, the group discusses the pros and cons of each choice.</p> <p>Reflective questions:</p> <ul style="list-style-type: none">• Do you identify with any of the decision-making styles?• Do you have one specific decision-making style, or do you follow different approaches depending on the situation?• What are the challenges of making a decision based on different people's decision-making styles?• What are the benefits of taking different opinions into consideration?• How feasible is it to combine different decision-making styles in order to make an effective and ethical decision?• What is the main conclusion of the scenario?• Which skills have you acquired by learning the different decision-making styles?
<p>Recommendations:</p>	<p>This activity can be the second activity of training on decision-making.</p>
<p>Appendix:</p>	<p>The 4 styles of decision-making can be found in IO4.</p>





Activity 3.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Manage decisions

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Learn that decision-making is a complex process, affected by different factors.	S1. Learn how to identify the factors which affect decision-making.	R1. Make effective everyday decisions.
K2. Understand the impact of personality, values, and societal expectations on decision-making.	S2. Reflect on their own decisions and learn how to control the	R2. Be efficient in handling everyday situations.

Name of the activity:	Effective and efficient decision-making
Type of the activity:	Case study
Reference:	O'Neil, E. (2016). Effective and efficient decision-making. CA Today. Available at: https://www.icas.com/ca-today-news/5-decision-making-methods .
Duration:	60 minutes
Number of participants:	Not specific
Description of the activity:	<p>Due to the general financial crisis which is going on in most countries, numerous individuals and families are moving abroad to find better working and living conditions. The current activity aims at helping learners understand the motives behind migration and the factors which contribute to a person's decision to leave their country. Reflective questions are included.</p> <p>Scenario:</p> <p>The scenario takes place in a European country, which has one of the lowest rates of employment and development. A family with 4 members is discussing the possibility of moving abroad for work. The father and the mother are around 45, highly educated and very experienced. The father has recently experienced a salary cut and the mother was fired one year ago, and did not manage to find another job. The daughter is 16, she is a very good student and she wishes to study at University. The grandmother is almost 70, she has a lot of health issues, and she has experienced a pension cut.</p> <p>Step 1: The family discusses the current situation in the country. Step 2: Each family member expresses their thoughts about moving abroad.</p>





Step 3: Each member approaches the situation from a different perspective.

Step 4: The family discusses all options and tries to make a decision.

Step 5: The family manages to make a decision, despite the fact that every member has their own opinion and decision management process.

Roles:

Fictional character 1. Listening to others: The father is asking for the input and opinions of the others before making a decision, following a collective reasoning and democratic approach. In particular, he knows that moving abroad would be easier for his wife, who is desperate for finding a job, than for his mother, who is old and doesn't like changes. Nevertheless, with an approach like this he should manage the risk of becoming dependent on others to make decisions for him, since he is the only one who has a job and a salary, despite the cut.

Fictional character 2. Doing research: The mother follows a data-driven approach, which means finding out as much information as possible. She has been looking for a job both in her country and abroad for many months now, and she is trying to consider all the factors involved, which in turn will make it a lot easier to predict the outcome of a choice. She is aware of the fact that she could get a job with a higher salary abroad, but at the same time she is worried that the living cost would be much higher than in her country.

Fictional character 3. Trusting one's instincts: The daughter thinks that time is precious and that she should make a decision for her future 'here and now', following a 'gut reaction' approach. She has been watching her parents, relatives and friends complaining for the general financial situation –even crying- for a long time now, and she knows for sure that she doesn't want to study and work in such circumstances.

Fictional character 4. Weighing the options: The grandmother is old and tired and doesn't like the idea of moving in her age. However, she realizes that she deserves better living conditions and medical care, and she wants the best for her children and grandchildren. In this way, she estimates the advantages of every possible outcome, while she is trying to sort out the priorities of a decision.

Reflective questions:

- Have you gone through similar situations in their lives?





	<ul style="list-style-type: none">• Is there one possible way to make a decision under such circumstances?• Would such a collective decision be affected by other factors, e.g. gender?
Recommendations:	This activity can be the third in the row.
Appendix:	The tips for effective and efficient decision-making can be found in IO4.





Activity 4.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Manage decisions

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Learn from each other's experiences.	S1. Identify the positive and negative outcomes of a decision.	R1. Take responsibility of the negative outcomes of their decisions.
K2. Understand that every decision may have both positive and negative outcomes.	S2. Take into consideration the possible negative consequences of a decision before making it.	R2. Show empathy to people who have made wrong decisions.

Name of the activity:	Sharing experiences
Type of the activity:	Story telling
Reference:	-
Duration:	60 minutes
Number of participants:	Not specific
Description of the activity:	After getting familiar with the steps and styles of decision making, and after acquiring skills for effective and efficient decision-making, the learners will be more willing to share their life experiences. Each of them can tell a short story to their friends about the decision they have made in their life, which had positive and/ or negative outcomes. Their friends should listen carefully and provide feedback. This self-reflection process will be a source of exchanging tips and recommendations for making decisions responsibly and efficiently.
Recommendations:	This activity can be the closing section of the first Subunit.
Appendix:	-



KEEP IN MIND AND MORE

- 1- Skills that are included in this toolbox are important for migrants' adaptation to the business reality of their current country. Each one of them is crucial however, based on the learners' characteristics trainers may need to focus on one skill more than the others in different groups. Thus, it is important to know learners' capabilities and interests.
- 2- During the trainings for trainers and learners it is important to lead the group interactively and include all the members to the exercises. Specifically, during training for trainers' tips should be given for them about how to lead the group effectively.
- 3- During the trainings for learners it is important to give specific examples how transversal skills can be helpful for them for their future. It is important to stress that transversal skills can be improved via training and application.
- 4- During the trainings for trainers and learners it is important to explain aim of the exercises that will be applied and its relation with the skill.
- 5- For trainers that will be work with migrants it is important to understand diversity concept. Migrants may have different reactions and feedbacks to the exercises in toolbox. Trainers should be prepared for this. For further information trainers can check :
<https://www.youtube.com/watch?v=LqP6iU3g2eE>
- 6- Learners or trainers who wants to improve their decision-making skills can check
<https://www.youtube.com/watch?v=2tCYy66CyuQ&t=246s> and
https://www.youtube.com/watch?v=-Lg7G8TMe_A&t=85s





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