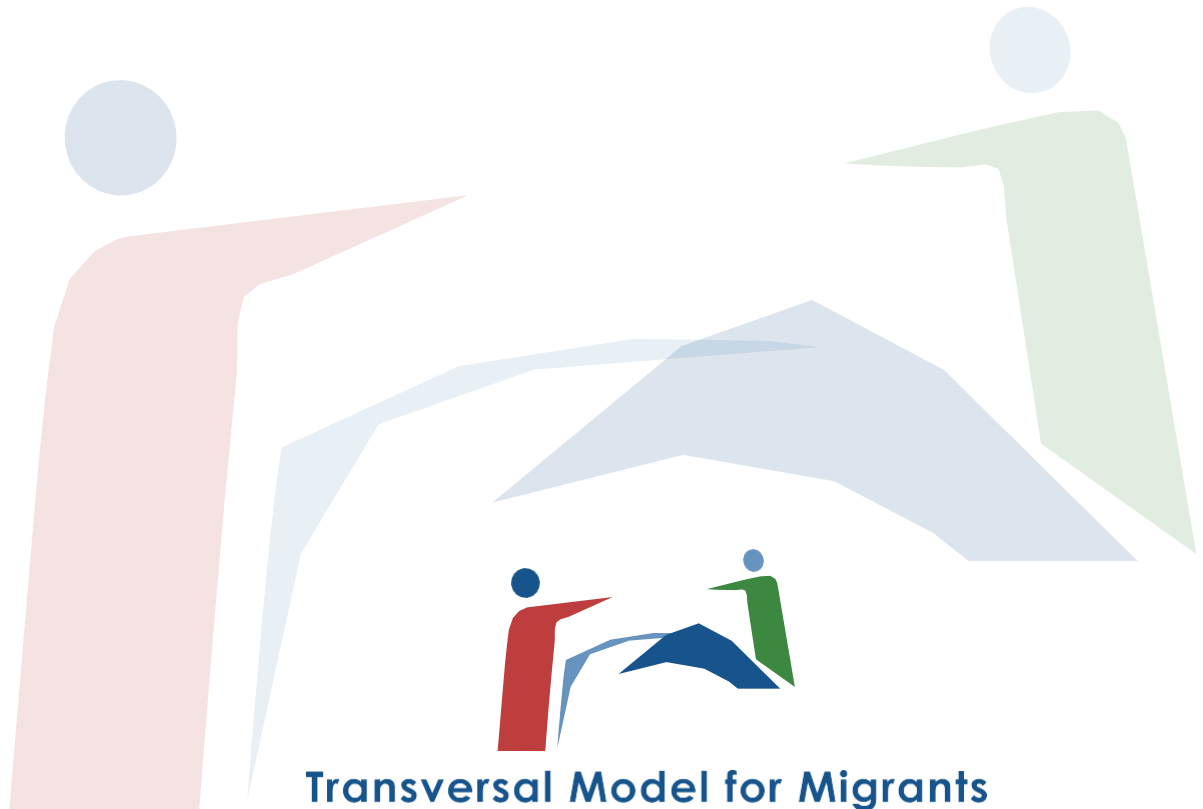




MIGRANTS' TOOLBOX

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.





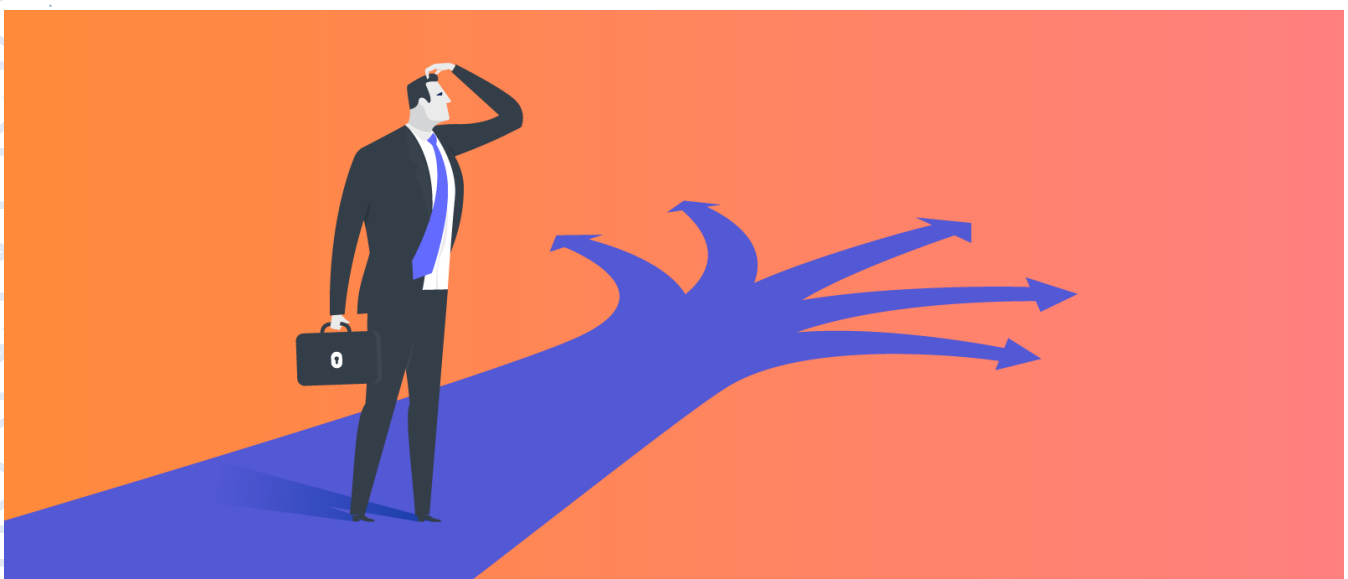
TERMS OF REFERENCE

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 ACT RESPONSIBLY





Activity 1.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Act responsibly

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Learn that gathering enough information is crucial before making any decision.	S2. Identify all possible challenges before making a decision.	R1. Define a problem before making a decision.
K2. Understand that decision-making can be a challenging, yet rewarding process.	S2. Face any difficulties that may occur in decision-making.	R2. Have confidence in decision-making.

Name of the activity:	Addressing challenges in decision-making
Type of the activity:	Compare and contrast
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:	<p>Decision-making can be quite challenging, since it is an individual process which can be affected by a lot of factors, both internal and external. An important external factor is the available information, which however can be affected by the individual's personal search and evaluation of the input. The activity includes 2 similar cases which the learners should compare and contrast in order to understand how important it is to have adequate information in order to make effective decisions.</p> <p><u>Version 1:</u></p> <p>An IT company is facing financial problems in its country, especially since the taxation system has changed. Therefore, the owner is considering the possibility of transferring the company abroad.</p> <p><u>Reflective questions:</u></p> <ul style="list-style-type: none"> • Is it possible to make an effective decision given all the above facts? • Are the information above adequate to make a decision? • Do you think that maybe the information is too little to lead to a decision? • What decision would you make based on the facts above?





	<p>Version 2:</p> <p>An IT company is facing financial problems in its country, especially since the taxation system has changed. The owner was forced to reduce the salaries of many employees and ask from some others to work overtime, but this attitude has affected the employees' performance and job satisfaction. Many of the employees are experiencing emotional stress and physical burnout, and they are spreading negative rumours about the company. Therefore, the owner is considering the possibility of transferring the company abroad, in a country with a better taxation system. One of the main suggestions is to go to a country where IT is under development and there are not many IT companies there, so the competition will be quite low. However, the living cost is higher, so the owner will be paying higher bills, such as electricity, and will have to give higher salaries to the employers and/ or offer them a competitive relocation package. Apart from that, the existing market in that country might not be ready for such a big company to operate, so it is a risky decision to make. Nevertheless, the official language of that country is the same as in the owner's country, so this will make things quite easier when it comes to communication, recruitment and general function. Some of the employees even have relatives in that country, so they might be interested in moving close to them. Despite that fact, the bureaucracy in the possible relocation country is huge, and it might take months to move the company there and start operating. This country is considered a good option though, because it has a similar culture and lifestyle and the employees will be able to adapt easily. In spite of the same culture, it would be difficult for some of the employees to move, because of family or other obligations.</p> <p>Reflective questions:</p> <ul style="list-style-type: none"> • Is it possible to make an effective decision given all the above facts? • Are the information above adequate to make a decision? • Do you think that maybe the information is too much to handle? • What decision would you make based on the facts above?
<p>Recommendations:</p>	<p>This activity can be the first one of the second Subunit.</p>
<p>Appendix:</p>	<p>Possible challenges in decision-making can be found in IO4.</p>





Activity 2.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Act responsibly

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Get familiar with the rules of ethical decision-making.	S1. Investigate whether the decision involves a choice between a "good" and "bad" alternative.	R1. Admit that a decision was wrong or did not work out the way it was expected to.
K2. Understand that a decision has short and long-term consequences.	S2. Choose the 'best' possible solution among many.	R2. Take full responsibility of their decisions and the consequences.

Name of the activity:	Ethical decision-making
Type of the activity:	Tips and recommendations
Reference:	Velasquez, M., Moberg, D., Meyer, M.J., et al. (2009). A Framework for Ethical Decision Making. Markkula Center for Applied Ethics at Santa Clara University. Available at: https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/
Duration:	60 minutes
Number of participants:	Not specific.
Description of the activity:	<p>The learner will study the ethical rules which should be followed before a decision-making. Afterwards, they will be asked to think of a decision which they will soon be called to make, and given relevant tips in the form of questions:</p> <ul style="list-style-type: none"> • Which option will produce the most good and do the least harm? (The Utilitarian Approach) • Which option best respects the rights of all who have a stake? (The Rights Approach) • Which option treats people equally or proportionately? (The Justice Approach) • Which option best serves the community as a whole, not just some members? (The Common Good Approach) • Which option leads me to act as the sort of person I want to be? (The Virtue Approach) <p>After thinking about it, they will share their thoughts and potential decisions in a joint discussion with their Friends or family.</p>
Recommendations:	This activity can be the second of this Sub-unit.





Appendix:	A framework for ethical decision-making can be found in IO4.
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Activity 3.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Act responsibly

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Learn the PLUS model for decision-making.	S1. Practice their decision-making skills.	R1. Choose between an easy decision and an ethical one.
K2. Understand the usefulness of planning a decision-making carefully.	S2. Apply the PLUS model in everyday life situations.	R2. Inspire each other to make ethical decisions.

Name of the activity:	The PLUS of decision-making
Type of the activity:	Work task
Reference:	Forsey, C. (2018). How to Practice Ethical Decision Making at Work. Available at: https://blog.hubspot.com/marketing/ethical-decision-making
Duration:	60 minutes
Number of participants:	Not specific
Description of the activity:	<p>Decision-making is a process which requires personal responsibility, as well as following some ethical rules. The activity aims at training the learners on a functional model of ethical decision-making, following some certain steps and answering some crucial questions.</p> <p>Work task:</p> <p>The learners should imagine that they are Third Country Nationals (TCNs), who have moved to a European city a few months ago. They are currently working at a warehouse. They work long hours and their salary is not satisfying, given their high cost of living. While looking for a better job, they had an offer for a job with a higher salary, but they are not sure whether the job is suitable for them. They haven't discussed the possibility for a salary raise with their supervisor. They have signed a legal contract, according to which they do not have the right to work either full or part time at any other company in parallel with their job in the warehouse. Furthermore, they should give their company a month's notice in case they plan to quit. However, since they are not sure about the new job, they are thinking to start working there in parallel, during evenings and weekends, without a contract and without insurance, in order to make a good</p>





	<p>decision and pick the job which best suits them.</p> <p>The learners should make a hypothetical decision based on the PLUS Model (Forsey, 2018):</p> <p>P = Policies and Procedures (Does this decision align with company policies?)</p> <p>L = Legal (Does this decision violate any laws or regulations?)</p> <p>U = Universal (Is this decision in line with core values and company culture? How does it relate to our organizational values?)</p> <p>S = Self (Does it meet my standards of fairness and honesty?)</p> <p><u>Reflective questions:</u></p> <ul style="list-style-type: none"> • How often do you encounter similar situations in your everyday life? • Is it easier to guide others on how to make decisions, rather than making decisions yourself? • Is the PLAN Model functional? Can it be applied in everyday situations?
<p>Recommendations:</p>	<p>This activity can take place individually or in groups of learners.</p>
<p>Appendix:</p>	<p>The PLUS model for decision-making can be found in IO4.</p>





Activity 4.

Transversal Skills for Migrants
Unit Title: Decision-making Subunit Title: Act responsibly

KNOWLEDGE	SKILLS	RESPONSIBILITIES
At the end of the unit the learners will be able to ...		
K1. Wrap-up the knowledge they have acquired from this Unit.	S1. Apply the acquired knowledge in everyday life.	R1. Recognize the contribution of other people in their decision-making.
K2. Understand the complexity and importance of decision-making.	S2. Set a good example of ethical decision-making.	R2. Develop a personal 'kit' of decision-making skills.

Name of the activity:	Self-reflections and closure
Type of the activity:	Tips and recommendations
Reference:	-
Duration:	60 minutes
Number of participants:	Not specific
Description of the activity:	On completion of the Unit, learners are asked to reflect on the knowledge, skills and competences they acquired and inspire each other to design their future based on ethical, effective and efficient decisions.
Recommendations:	This activity should be the last in the row.
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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