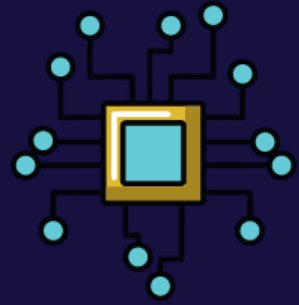




Co-funded by the Erasmus+ Programme of the European Union



ROMUAS
KILLS
RDUINO
SING
MACHINES
OUTDATED
RECOVER

Social innovation



C3

Expert program toolkit
PR1

As informações e opiniões expostas nesta publicação são as dos autores e não reflectem necessariamente a opinião oficial da União Europeia. Nem as instituições e organismos da União Europeia nem qualquer pessoa agindo em seu nome podem ser responsabilizados pela utilização que possa ser feita das informações aí contidas.





3) Social innovation

I. Theoretical part

1. Introduction
 2. Brief historical development of technology
 3. Social skills
 - 3.1. Assertiveness
 - 3.2. Communication skills
 - 3.3. Development of social skills
 4. Impact of technology on social skills
 5. Interactive methods for the development of social skills
 6. Conclusion
- Bibliography

II. Interactive methods to develop innovative skills

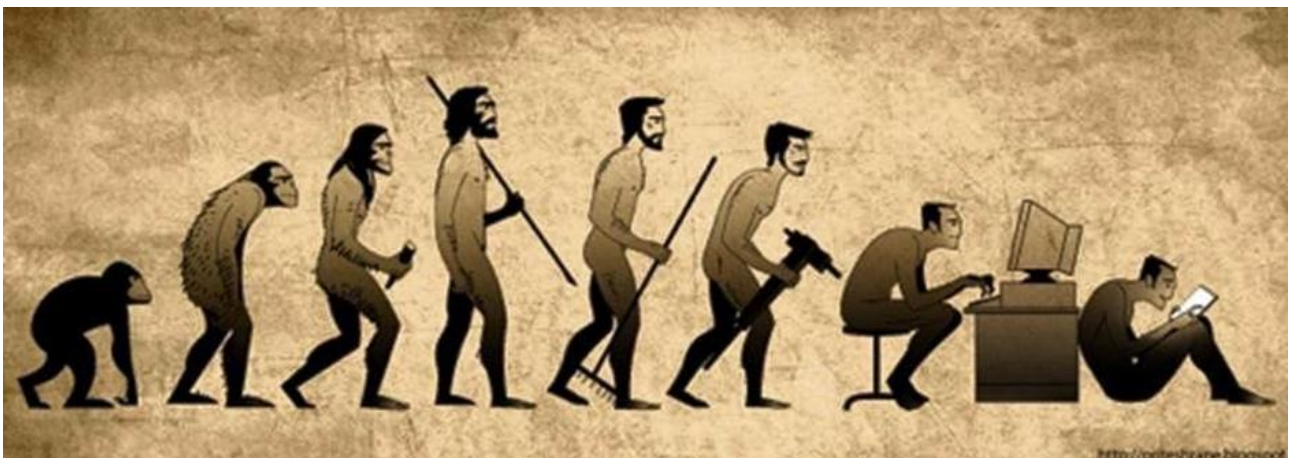
1. Discover my element
2. From inspiration to action
3. Bibliography

I. Theoretical part

"The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom." Isaac Asimov

1. Introduction

2.5 million years ago, people started making stone tools to conquer nature and survive in harsh conditions. This is when the development of technology begins. From the beginning, man developed technology to adapt nature to his needs and survival. Over time, the development of technology accelerated because man tried to simplify, facilitate, and speed up numerous processes. From the middle of the 18th century, when the first industrial revolution began, the development of technology accelerated, but also spread to numerous areas of human activity. Today, technology is no longer viewed only as a "tool" that is in a subordinate relationship with man. Man develops and uses technology, and technology affects the development and actions of man. In this relationship, both man and technology benefit, and nowadays it is seen as a kind of symbiosis.



Source: Izvor:<https://www.facebook.com/TCHADDN/photos/a.464912620519513/464912600519515/?type=3>

It is quite clear how man influences technology because we ourselves witness the continuous acceleration of progress in various fields, from agriculture and industry, all the way to medicine, communications, and the space industry. However, a question that has not been asked since the very beginning of the development of technology is how does technology affect the psychological development and psychological processes of man? What are the areas of human development and the processes that technology affects? Is its influence exclusively positive or does it also have negative effects?

WhatsApp, Messenger, etc. are also being developed, which allow us to send unlimited messages provided we have access to the Internet. However, the real global communication phenomenon is social networks such as Facebook, Instagram, TikTok, etc. Considering that man is a social being, it is not at all surprising that he is attracted to social communication. On social networks, we try to get closer, connect and even make friends with new people, we exchange different information. "The main characteristic of all social networks are universal means of communication and techniques, as well as a common interest that holds groups of people together and thus gives popularity to all social networks today" (Grbavac, 2014). By 2020, social interactions via the Internet, mobile phones, and social networks will mostly involve verbal, written communication. With the declaration of the coronavirus pandemic and the recommendations of medical authorities to reduce social contacts to a minimum, the world begins to function online. Therefore, social interactions are also being transferred to the online environment. At the same time, people's need for social contact is not only satisfied by written communication, but various communication platforms are increasingly used, such as Zoom, MS Teams, Webex, etc. The use of communication platforms enables faster communication with one or more people, with face-to-face contact.

In parallel with the development and increased use of the Internet, smartphones, social networks and communication platforms, more and more research are emerging that deals with the impact of digital technologies on various aspects of human development, especially on social interactions and social skills.

3. Social skills

Social skills are "a set of learned abilities that enable an individual to interact competently and appropriately in a given social context. The most identified social skills in Western cultures include assertiveness, coping, communication and friendship skills, interpersonal problem solving, and the ability to regulate one's cognitions, feelings, and behaviors." (APA Dictionary, 2022).



Source: <https://www.shutterstock.com/image-vector/social-skills-we-use-everyday-interact-1933402433>



3.1. Assertiveness

Assertiveness is defined as "an adaptive style of communication in which a person directly expresses his emotions and needs, while maintaining respect for others. A lack of assertiveness can contribute to depression and anxiety, while maladaptive approaches to assertiveness can manifest as aggression." (APA Dictionary, 2022).

As can be seen in the picture, two dimensions are crucial for different communication styles: openness of communication and respect for others. Between these two dimensions, 4 communication styles are distributed. A passive communication style refers to putting the wishes and needs of others before one's own, which can be frustrating. The person never speaks openly and honestly about what he thinks and feels, but unpleasant feelings accumulate in him, such as anger, rage, feeling of inferiority and Dr. Passive-aggressive communication style refers to the indirect expression of one's own desires and needs, but in such a way that the person avoids responsibility. Aggressive communication style refers to putting one's own desires and needs first, not respecting the desires and needs of others. This is an inadequate style of communication where the focus is on "winning" others. A person with an aggressive communication style instantly feels powerful and relieves their own tension, but these effects are short-term. In the long run, this communication style can lead to damaged relationships with other people who may feel hurt, angry, and humiliated. Therefore, it is easy to conclude that an assertive style of communication brings the most benefits to us, as well as to others. It enables the satisfaction of needs because we openly, honestly, and clearly express our own attitudes, opinions, and feelings, and at the same time we also respect the attitudes, opinions and feelings of other people. We express ourselves more clearly, so it is more likely that other people understand us better. We stand up for ourselves and what we do, and thus we are more satisfied with ourselves. Assertiveness allows us to deal with criticism and conflicts more efficiently, and at the same time it makes it easier for us to deal with difficult situations and relationships. Using an assertive style of communication, we achieve honest and open friendly, partner and business relationships. Finally, we improve our self-image.

3.2. Communication skills

Communication skills are skills that make it possible to achieve effective communication. There are numerous communication skills that would be desirable to master, but the key ones are active listening, paraphrasing, summarizing, and asking open questions, receiving, and giving quality feedback and the already described assertiveness.

Communication can be verbal and non-verbal. Verbal refers to every message that we speak and/or write, that is, to those messages that we try to convey using words. Non-verbal communication refers to facial expressions, tone and pitch of voice, speech, and body position, etc. Non-verbal communication complements verbal communication in such a way that it gives it an emotional tone, so we can interpret the sent message more easily and precisely. When there is a lack of non-verbal communication (e.g. using SMS or social networks) then it is possible to completely misinterpret the sent message, which can lead to conflict and even damage to the relationship.

3.3. Development of social skills

Social skills are acquired spontaneously from early childhood, primarily in the family. The methods by which early social skills are acquired are imitation and the method of trial and error. As the child grows, he interacts with other people and groups (example: in kindergarten with peers and teachers, parents of other children, etc.). Through these interactions, social skills are established or changed, and the method by which they are most often adopted is model learning.

During adolescence, social interactions with peers are most common, and "the need to belong is a strong motive for joining peer groups" (group of authors, 2010). Interactions with peers are important for healthy cognitive, emotional, and social development. To achieve as many social interactions as possible, adolescents join social networks.

In adulthood, social interactions with people from childhood and adolescence are maintained through social networks or are extinguished. However, the social interactions that are realized by continuing education or starting a professional career are increasing. The social skills acquired until then are applied or adapted and upgraded in the new social context.

In old age, the number of social interactions decreases due to the reduction of living space, communication with a smaller number of people and a smaller number of social roles. However, it is important to emphasize that research has shown that the quality of close relationships is the most important factor for a sense of well-being and satisfaction with life.

4. Impact of technology on social skills

Considering the described historical development of technology, it is noticeable that the first purpose of technology was to enable survival, and then to facilitate and speed up production. Technology has "crept" into various areas of human activity, and social skills themselves have begun to be affected by the development of various communication systems. The goal was (but still is) to convey a clear and unambiguous message.

With the development of the Internet, mobile telephony, social networks and communication platforms, an extremely large number of people have access to various information from all over the world, but also the possibility of communicating and maintaining (close) relationships with many other people. The first studies showed that people who use the Internet more often communicate less often with family members, have a smaller social network of people they are close to, and are lonelier and more depressed (Kraut et al., according to Antolović, 2013). The researchers explained the results by saying that the time people devote to using the Internet is a substitute for the time they spent in social interactions in an offline environment. Another explanation is that people use the Internet to replace higher quality social connections with lower quality ones. Repeated research gave completely opposite results. In other words, it has been shown that people who use the Internet more often have a larger circle of close friends and acquaintances, interact more often with friends and family members, are more involved in community activities, and are more skilled at using computers.

As people became more proficient with computers and experienced in using the Internet, the negative impacts of using the Internet disappeared. Such results were probably obtained because



the number of Internet users has increased, so the social network in the online environment has also increased. Research has also examined the connection between extraversion, social support, and Internet use. The results indicate that more sociable people and those who have a high level of social support have greater social benefits. However, introverts could also benefit because they can use new communication options to create new connections with people and receive support and useful information.

However, the most common Internet users are adolescents and young adults, mostly because communication on the Internet does not take place in real time, but gives them the time needed to think correct, and edit messages. In other words, it gives them control over social interactions and enables better self-presentation. However, it should be considered that in communication over the Internet, verbal communication is most often used, that is, there is a lack of non-verbal communication that gives the emotional tone of the message, so misunderstandings are possible due to misinterpreted messages. These risks are further increased when using social networks. Namely, a very common phenomenon is cyberbullying, which refers to the presentation of false, unpleasant, or hostile information about another person. Sexting, which refers to sending or publishing photos or videos in which a person is naked or half-naked, is also a frequent phenomenon. The so-called also appears. Facebook depression that occurs due to comparing yourself and your life with photos of others and illusions of their better lives. Many people still do not understand that everything they post or do in the online environment leaves a "digital footprint" that can harm them in the future.

However, it is important to emphasize that the use of the Internet, as well as social networks, has its advantages. Namely, social networks provide us with the possibility of connecting with family and friends, making new friendships, but also exchanging ideas, developing creativity, participating in various humanitarian activities, becoming active in the local community, and meeting others with whom we share the same interests, whom we would have difficulty getting to know in offline environment. They also enable the gathering of students outside of school, but also the exchange of ideas about different tasks or joint work on a group project.

5. Interactive methods for the development of social skills

Social skills are developed from an early age by the method of imitation (the child repeats the action but does not know what it is for or what the consequences are) and by the method of trial and error. Therefore, at that age, the most important interaction with the child is important people (parents, grandparents, educators) who should be aware that the child is watching them and repeating what they do. Interaction with peers is also important for children because in these interactions the child learns how to deal with conflict situations and how to fight for himself. Early social skills are acquired in these ways. At a slightly older age, children begin to learn according to the model, which is still most often parents, but it can also be teachers. By learning by model, the child also considers the consequence of a particular behavior, so if it is positive for the model, it is more likely that he will repeat it, and if it is negative, he will try to avoid it. Research has shown that the models that children watch in an offline environment have a greater influence than when the model shows them certain behaviors in the online environment. Adolescents are the biggest users of digital technologies, but they still learn according to the model, so the same as mentioned above would apply to them as well. However, precisely because of the large amount of time spent using digital technologies, adolescents could practice certain social skills. For example, how to write a unique and clear



message, how to use I-messages and be assertive, etc. These skills could be mastered by using the so-called programmed learning. Programmed learning refers to a system that contains all the necessary knowledge that is to be imparted to the student, but they are not offered immediately and all, but the student masters the content at his own pace. At the same time, after smaller units, the student's understanding is checked. In case of understanding, the student continues learning, and in case of misunderstanding, he goes back. In such a system, it is possible to simulate different social situations in which the student was asked to answer how to react or what should be done, how to answer, etc. In late adolescence and early adulthood, the social network changes or for continuing education or for starting professional development. At that age, new social skills could be mastered by watching videos, tutorials, etc. People at that age are mature enough to understand and can repeat and practice the behaviors shown. They too could establish or change social skills as previously described through programmed learning.

6. Conclusion

We do not need or can prevent the development of technology, but what we can do is adapt better and work on education, especially of children and young people, to maintain a symbiotic relationship. In other words, the use of technology for which we are not timely and adequately educated can lead to technology taking control of our lives, which can have far-reaching consequences on our mental health, educational and professional development, and interpersonal relationships. Therefore, it is recommended, along with education and moderation, because technology (at least in this form) still cannot replace the development of social skills that are realized in an offline environment. However, responsible use of technology can contribute to improving the quality of existing relationships, establishing new relationships, developing creativity, exchanging ideas, encouraging activities in an offline environment, etc.



Bibliography

1. <https://dictionary.apa.org/>
2. <https://fredcavazza.net/2022/06/14/panorama-des-medias-sociaux-2022/#more-38456>
3. <https://www.shutterstock.com/image-vector/social-skills-we-use-everyday-interact-1933402433>
4. Antolović, A. (2013): „Kako korištenje Interneta utječe na socijalne interakcije ljudi?“, <http://www.istrazime.com/socijalna-psihologija/kako-koristenje-interneta-utjece-na-socijalne-interakcije-ljudi/>, Portal i udruga Istraži Me, 8.10.2022.
5. Berk, L. E. (2008): „Psihologija cjeloživotnog razvoja“, Jastrebarsko, Naklada Slap
6. Fuller, J. R. (2015): „Them Impact Of Social Media Use On Social Skills“, <https://www.newyorkbehavioralhealth.com/the-impact-of-social-media-use-on-social-skills/>, New York Behavioral Health, 8.10.2022.
7. Grbavac, J. i Grbavac, V. (2014): „Pojava društvenih mreža kao globalnog komunikacijskog fenomena“, Media, culture and public relations, 5, 2014, 2, str. 206-219 (<https://hrcak.srce.hr/file/188969>)
8. Skupina autora, (2010): „Trebamo li brinuti?“, <https://www.poliklinika-djeca.hr/publikacije/trebamo-li-brinuti/>, Poliklinika za zaštitu djece i mladih Grada Zagreba, 8.10.2022.
9. Župan, B., (2017): „Povijest i tehnologija: ono što ne znamo važnije je od onog što znamo“, <https://gkr.hr/Lab/Citaonica/Povijest-i-tehnologija-ono-sto-ne-znamo-vaznije-je-od-onog-sto-znamo>, Gradska knjižnica Rijeka, 8.10.2022. Dyer, Gregersen, and Christensen - The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators
10. Harkavy Daniel - Cele 7 perspective ale liderilor eficienti Metode testate pentru decizii mai bune si o influenta mai mare, Amaltea, 2021
11. Roxana Carmen Cordoș, Bacali, L. și alții , Antreprenoriat, Ed. Toderco, Cluj-Napoca, 2008
12. Stanier Bungay Mickael, Coaching zi de zi, ed. Publica, 2017



II. Interactive methods to develop innovative skills

1. Discover my element

KEY WORDS: skills, career choice, talent, personal development, recognizing own interests

YOU WILL BE ABLE TO:

- develop awareness of their skills and capabilities
- better identify their interests and values
- develop self-awareness
- define life goals and skills
- empower themselves and recognize the importance of empowering others.

DISCUSSION QUESTIONS:

- How easily did you find your element? Do you have more than one?
- What is your conclusion?
- If you had to choose between what you are good at and what you love, what would you pick?
- How many of you would choose a career only because of easier employment or better salary?
- Will you follow your parents' advice or your own interests and why?
- Which careers exist today that your parents haven't heard of?
- Where could your skills and talents lie? How would you group people's activities and careers?

Write a few things into each column (things you love, things you are good at, things you are keen on doing and things you have support for), and find out where they overlap. What appears in most columns might be your element!

I love...	I am good...	I am keen on...	I need help with...	I have an opportunity to...
<p>The concept of ‘element’ is based on the book <i>The Element: How Finding Your Passion Changes Everything</i> by Sir Ken Robinson (2010). The element is the point at which natural talent meets personal passion. It is here that people feel most themselves, inspired and able to achieve at their highest levels.</p>				

Holland’s career typology

Realistic – working with tools, products, food, mechanical objects, technical drawings, plants, animals, have physical skills.

Investigative – understanding and solving scientific and mathematical problems

Artistic – theatre, painting, dance, music, writing, handicrafts

Social – helping others, teaching, caregiving, providing information

Enterprising – managing, persuading, selling ideas and products

Conventional – working with numbers, data, organization and editing

How can we help young people find their 'spark' or calling in life?

By:

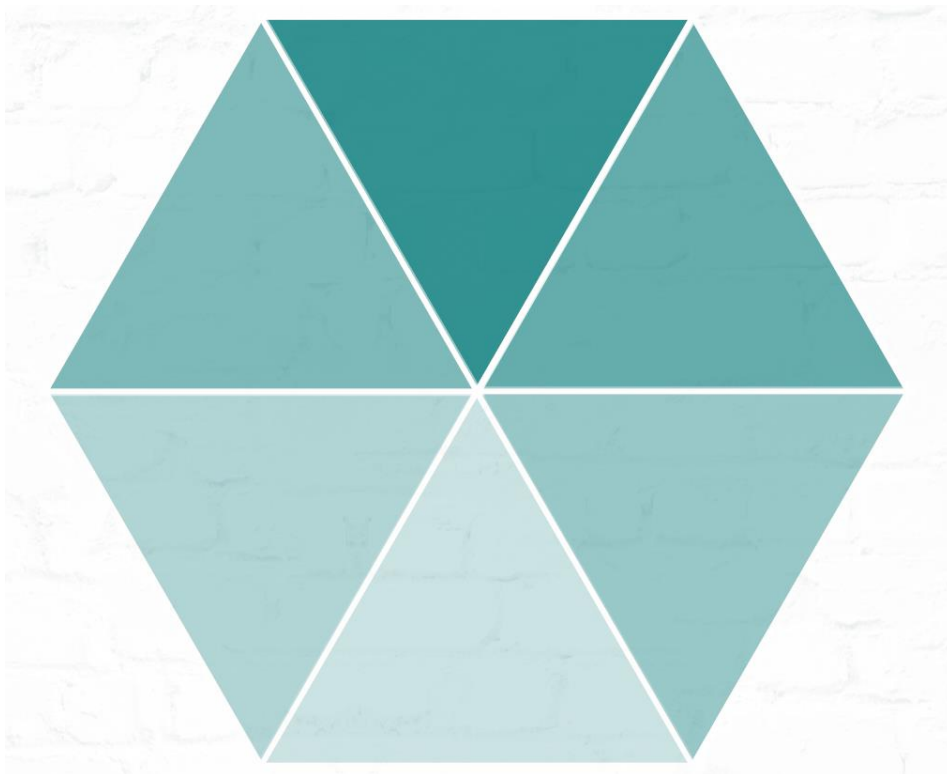
1. recognizing and appreciating their 'spark';
2. creating possibilities for trying out different activities.
3. listening carefully when they are talking about what interests them.
4. showing support.
5. acting as a role-model and sharing our interests and 'sparks' and
6. including these activities in the curriculum.

(William Damon: The Path to Purpose: Helping Our Children Find Their Calling in Life. 2008.)

Holland's hexagram

In each part of the hexagram write down skills and experiences you have in that area:

1. Realistic/Doers: what are you skillful at?
2. Investigative/Thinkers: what kind of problems do you like solving?
3. Artistic: what do you like creating and how do you express yourself creatively?
4. Social: Who and how do you like helping?
5. Enterprising: which things do you start on your own, and others follow you?
6. Conventional/Organizers: In what ways are you tidy and well organized?



Take into consideration how important each of these activities is to you and how much you like it.



Then try to choose up to three areas you feel are your strong suit. Which career would enable you to show all your qualities?

The Holland Hexagram is widely used to help people understand themselves and guide their choice of career. It was developed by American psychologist John L. Holland (1959).

2. From inspiration to action

KEY WORDS: interview, encouragement, giving support, mentoring

YOU WILL BE ABLE TO:

- get to know each other better
- practice active listening
- improve interviewing skills
- develop awareness of their own goals and choose priorities
- learn to plan.

DISCUSSION QUESTIONS:

- How did you like working in pairs?
- What was it like asking questions, and what was like answering them and talking about yourself?
- What did you realize and learn?
- Do you think it is important to plan or just let things run their course? When is it desirable to do one way, and when the other?
- What can you do when you are not good at something and you have problems reaching your goal?

FOUR INTERVIEW QUESTIONS:

1. What is your goal now? Choose one you would like to talk about today.
2. Imagine your ideal future! Keep imagining! How do you see yourself after achieving your goal? What exactly does it look like?
3. How are you getting there? What is your way of accomplishing it?
4. What will you do first (starting today or tomorrow) and who will help you?

Another way to start this workshop (depending on the amount of time you have) is the activity called The river of learning. This is a creative activity where you draw and color a river which represents their life from birth until now on a large sheet of paper. Then, students use symbols, illustrations, or words to mark important knowledge or skills they acquired, crucial moments and people they learned the most from.

Bibliography

Ana Munivrana, Domagoj Moric, Eli Pijaca Plavšić, Mario Bajkuša, Milana Rastovic, Vanja Kožic: workshop collection "start the change!", ACT Printlab, Zagreb 2021