# **Speaker's notes The success of We is a decision!**

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## **Slide 1:**

This presentation is a suggestion to help you introduce the mission future Team project to your class. You are free to use or modify only parts of it to suit your needs. If you only want to use individual videos, you can download them under "Downloads". Except for the self-explanatory slides, we suggest an explanatory text for each slide. You can also download this text as a summary Word document under "Downloads".

## 

## **Slide 2:**

SwissSkills mission future Team is carried out in three steps.

You have already taken the first step towards improved individual self-knowledge. Each of you has created a personal strengths profile and selected your three preferred strengths and professional roles. You have entered these on the class website. And then you chose the SwissSkills Champions video that left the strongest positive impression on you or that particularly inspired you.

Building on this are the goals for today’s second step:

* To get to know the similar or different soft skills of all class members.
* Understand how different ways of perceiving and making decisions lead to different and diverse ways of looking at things, completely legitimately and without meaning any harm to others.
* Lay the foundations for you to be able to use your soft skills effectively and efficiently in the third step, also based on examples from the SwissSkills world.

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## **Slide 3:**

At this point, we recommend watching and discussing some of the SwissSkills Champions videos that the class has found particularly inspiring. It is up to you to decide how these videos are selected and what you would like to focus on in the discussion. Please make sure to have internet access and link this page to the class website.

Each of you has chosen a particularly inspiring video of a SwissSkills Champion. Let's watch some of these videos together. Those of you, who recommended these videos should briefly describe why they did so.

It is certainly worth watching all the videos that were recommended by the class as they make something very clear. Every person is unique! All these young people are Champions. Just by taking part in the competitions, they have shown what passion they have for their profession. And they have all shown that they are also good at this. What they all have in common is a passion for their profession and an early success in it. This became possible because they relied on their strengths and used them consistently! And yet, even when all the Champions had the same information and instructions for recording the videos, each and every one of them chose their own words and very unique way of presenting him- or herself.

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## **Slide 4:**

At this point, however, let us first look at the common denominator, the strengths. How are strengths actually defined in SwissSkills mission future Team?

You've already read it in your profiles, but it's worth repeating: We're not talking about character strengths like courage, diligence or humility in the strengths and professional role profiles. Nor are we talking about looks or physical strengths.

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## **Slide 5:**

In mission future, strengths - and thus professional roles - are derived exclusively from the way people perceive and make decisions. This is really important! Every person can activate all types of perception and decision-making. For most people, however, these functions require different amounts of energy to be activated. If it takes little energy to activate a function, we call this a strength. So one person finds one thing easier, another something else. This naturally leads to the two questions:

* How do these strengths arise?
* And what distinguishes the different types of perception and decision-making?

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## **Slide 6:**

To answer this, it is worth understanding a little better how our human brain works. Let's take the eye as an example. We know that via the eye - when we convert that into digital units – the brain processes around 10 million bits per second. What do you think is the percentage of unconscious versus conscious processing of information by the brain?

**Have a guess!**

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## **Slide 7:**

Humans consciously process only a very small part of the information they perceive. In the case of stimuli perceived with the eyes, it is just 0.0004% that is consciously processed, i.e. 40 out of 10,000,000 bits per second.

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## **Slide 8:**

This can be illustrated very well with optical illusions. Look at how light or dark squares A and B appear in this picture. In your opinion, are these two squares equally light/dark or do they show a difference?

**Click on Slide to show animation.**

Because of the shadow cast by the green cylinder, almost everybody sees square A darker than square B.

But this is an illusion. If the image is cut up and the two squares are pushed next to each other, you can see that they are effectively the same dark or light.

But even when you are aware of this fact, the brain cannot perceive the two squares as equally dark or light. The unconscious is too strong!

**Back button and show animation a second time.**

I'll show you the picture a second time and move the squares next to each other again so you can check again.

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## **Slide 9:**

In perception, it also plays a role in how used we are to perceiving something in a certain way.

Take a good look at this picture and try to memorise the differences.

**Click on Slide to show image rotated 180 degrees.**

The same image we look at upside down, can look completely different when we look at it the way we are used to. After a few hours of standing on your head, your perception would change quite dramatically.

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## **Slide 10:**

But it doesn't have to be a headstand. It really is impressive to see how even a slight change of position can change your perspective. Let's try it out together.

Please stand on your chairs and turn round 180 degrees! GPS-wise, you are still in exactly the same place and yet the world looks completely different.

**Be careful and take nos risks!**

What is most amazing, however, is how much a viewpoint or judgment can change when you get more information. The following video starts with a man who is obviously running away. Or maybe not ....

**(Show next slide and play video).**

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## **Slide 12:**

These insights are the reason why the Visual Implicit Profiler (VIP), which you have already done, was designed as an implicit test. When you filled out the questionnaire, you were most likely not aware of what was intended by the selection of visual elements. And it is precisely this that provides an insight into the unconscious parts of perception and decision-making.

Simply put, the VIP measures how people consciously and unconsciously react to visual stimuli. This is neither good nor bad, but simply different.

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## **Slide 13:**

In other words, the VIP distinguishes between two perception and two decision-making functions, which can either be similarly well developed or more strongly preferred.

* There are people who tend to perceive the details first. We illustrate this with a magnifying glass.
* Others, in contrast, perceive the big picture first. We illustrate this with a radar that detects early on that something is approaching without describing exactly what it is.
* There are people who tend to decide on a rational, logical basis. We illustrate this with a head.
* And there are others who decide on the basis of a gut feeling, a kind of reflected intuition. We illustrate this with a gut. Reflected intuition is not a contradiction here. Because we are not talking about an emotional flare-up, but about a careful weighing of how one's own feelings stand on a decision.

Very important! Every person can activate all four functions! Because these are not mutually exclusive, but complement each other. What the VIP examines is which of these functions costs someone less energy and is therefore used preferentially. This can be one, two, three or all four functions.

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## **Slide 14:**

When we now combine the two functions of perception with those of decision-making, four basic combinations emerge. These preferences strongly shape a person's personality from birth. We therefore sometimes simplistically call them personalities or core personalities.

* Magnifying glass & head: A person with this combination first perceives details and derives a decision rationally.
* Magnifying glass & Belly: A person with this combination perceives details first and decides on the basis of a reflected gut feeling.
* Radar & Head: A person with this combination first perceives the big picture and derives a decision rationally.
* Radar & gut feeling: A person with this combination perceives the big picture first and decides based on a reflected gut feeling

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## **Slide 15:**

Preferences of perception and decision-making are largely innate. None of them is better or worse. They are simply different. And of course, they often lead to different views and points of view. But that does not mean that the other person is ignorant, idiotic or malicious. They simply see things and interpret this perception differently. And since most information is perceived and processed unconsciously, one is often not even aware of why one has a different opinion than another person.

mission future Team not only wants to give you the opportunity to discover your own strengths and get to know them better. Rather, this project is also about understanding and training how people's similar and different strengths can be used for your own success and that of your team.

As a first step, let's talk about how different or similar the preferred strengths and professional roles are in our group.

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## **Slide 16:**

Please make sure to have internet access and link this page to the class website.

Let's discuss (in the whole class or in smaller groups) our strengths profile.

Examples of discussion points:

* Are there strengths in our class that are particularly common or that are particularly rare?
* Is this possibly related to the profession(s) we are learning?
* Are there strengths whose choice surprises us? Which ones? Why?
* Are there strengths that we expected to be chosen? Which ones? Why?

Each of you has entered three favourite strengths in your personal profile. This has resulted in the following class profile: **Show the strength profile of the class**.

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## **Slide 17:**

Please make sure to have internet access and link this page to the class website.

Each of you has also entered three preferred professional roles in your personal profile. For mission future, professional roles are seen as a combination of strengths that are particularly suited to perform certain functions and activities at work.

Let's discuss (in the whole class or in smaller groups) our professional role profile.

Examples of discussion points:

* Are there professional roles in our class that are particularly common or that are particularly rare?
* Is this possibly related to the profession(s) we are learning?
* Are there professional roles whose choice surprises us? Which ones? Why?
* Are there professional roles that we expected to choose? Which ones? Why?

And this is what our professional roles class profile looks like: **Show the professional role profile of the class.**

## 

## **Slide 18:**

However, only knowing one's own strengths and those of others is not enough to be successful. These strengths must also be accepted, respected and used. Then a successful cooperation emerges in which each person can achieve more than when working alone.

The big goal of SwissSkills mission future Team is to support you (the apprentices) to work better together as a team and to become more successful. Let us watch how some SwissSkills Champions and their coaches explain to us what it takes to be successful.

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## **Slide 19:**

At EuroSkills 2023 in Gdansk, the Swiss national team achieved the best Swiss result in EuroSkills history: Competing in 16 competitions, the SwissSkills National Team won no fewer than 15 medals, 12 gold and 3 silver. If you include the experts, coaches, employers, instructors, teachers, families, friends, sponsors and other supporters, well over 200 people have contributed to this extraordinary success. For such a complex and large team to function successfully, all team members must adhere to four behavioural patterns. In the following videos, the team members, especially the competitors and their experts, exemplify these behavioural patterns in their own words.

The first of these behavioural patterns can be described as follows: Teams build their success by accepting the other team members and respecting their talent and expertise. This results in a clear division of roles, but with a collective responsibility for success or failure.

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## **Slide 21:**

The second behavioural pattern concerns communication, which also needs to care about the human and not only the task. This means that prejudices have no place in successful team communication, which bases on respect and appreciation.

## 

## **Slide 23:**

The third behavioural pattern concerns setting clear, common goals. The more these goals are supported by all those involved in a common attitude, such as being open and persistent, the greater the chance of success.

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## **Slide 25:**

With a sense of We, a team spirit that is created by each team member always behaving as a role model.The fourth and final behavioural pattern is based on two words: role model. If each team member always behaves in the same way as he or she expects the other team members to behave, deep respect, recognition and trust develop and, over time, a sense of We, a true team spirit. This doesn't just happen. You have to want it and decide for yourself, true to the motto "The success of We is a decision!".

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## **Slide 27:**

## In the third step of the programme, you have the opportunity to use the mission future Team digital platform for a workshop. The aim of the workshop is to get to know yourself and your team members better. It will also help you determine who should contribute what to the team and how, in particular with which strengths and in which role, how (i.e. with which attitude) you want to achieve your common goals. The digital workshop is self-guided. You don't need an external coach, just a moderator (who can be a member of your team). The moderator role is purely organisational. The content is conveyed by the avatar Lynn. To give you a better idea, let me show you the following short tutorial video.

## ATTENTION IMPORTANT! The first of the following videos explains how the workshop is conducted in presence, face-to-face. The second one deals with an online workshop with remote access.

## We recommend conducting the group workshops in person, as face-to-face communication is the most effective form of communication. Depending on the size of the group, it is helpful if the moderator in the face-to-face workshop has a tablet or PC. All other participants must have a mobile phone. An internet connection is required. If the workshop takes place "remotely" (i.e. online from a distance), each team member will need a PC or tablet.

## **Slide 28:**

## This video explains how the workshop works in face-to-face mode.

## **Slide 29:**

## This video explains how the workshop works online, i.e. remotely.

Firstly, we will now put the groups together. Each team will then choose a moderator and the name they would like to give themselves. You can be really creative here! Please let me know the name of the team and when you would like to hold the workshop as soon as the moderators have been chosen.

You should allow between 45 minutes and 1 hour for the workshop (depending on the size of the group). From its booked start, the workshop will be accessible for 4 hours. After that, the workshop will be deleted (data security). So don't forget to download your team profile right away.

As soon as the workshop has been booked, the moderator will receive an email from me with all the necessary details for forwarding to all participants. Please read this email carefully!

It is important that you incorporate the findings from the workshop into your group work. Only then will you be able to give feedback on whether and how the workshop had a positive effect on your work. The debriefing after the workshop, which is once again organised by the moderator, is therefore also very important.

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## **Slide 30:**

## Start by putting together groups. Every team appoints a moderator and thinks of a name for their team. Be creative! Please notify me  of the team names and the date and time for the workshop, once your moderators have been appointed. The workshop will take between 45 minutes and one hour (depending on the number of team members).

## As soon as arrangements for the workshops are made, I  will provide moderators with all necessary details in an e-mail that they can forward to their team members. Please read these e-mails carefully!

## *Workshops conducted at school:* You can conduct workshops at school on a date and at a time that is convenient.

## *Online workshops:* Online workshops will be available during four hours starting with the time indicated in your booking. After that, the workshop will be cancelled (data protection). Therefore, please make sure you upload the profile of your team as quickly as possible.

## INFORMATION FOR TEACHERS: The elements of the workshop are introduced in a brief video tutorial in your user guide. Please refer to section 8 to view the tutorial.

## **Slide 31:**

It is important to incorporate the findings from your workshop into your group work, so that you can explain whether and how the workshop affected your work.

The group work debriefing is held in class and should cover the following aspects:

* What skills did you choose? Did they help? How did they help?
* What formulas for success did you use? How did they help you in your work?
* What did you learn about teamwork and cooperating in your mission future Team workshop?

## **Slide 32:**

*We suggest the following video as an emotional conclusion to the lesson. Of course, you can also decide to skip it.*

The success of a team stands and falls with the trust of its members in each other and good communication. The more information you have about a person, the better you can assess your own or the other person's way of perceiving and making decisions and the more open you are towards others, the easier it is to develop a sense of togetherness. A wonderful example of such an open attitude was broadcast on Danish TV a few years ago. I would like to show you this as a conclusion to our lesson.