

**ECOLIT
TARTU
7-11.11.2017
EDUcentrum**

MANAGEMENT SKILLS FOR LIFE

A central blue thought bubble labeled 'CONTEXT/ ENVIRONMENT' is connected by small circles to five surrounding thought bubbles. Three are blue and labeled 'HOUSEHOLD', 'SOFT SKILLS', and 'FINANCES' at the top, and 'LABOUR MARKET/ CAREER' at the bottom left. One is red and labeled 'DECISION MAKING' at the bottom right. The entire diagram is set against a white background with the main title at the bottom.

HOUSEHOLD

SOFT
SKILLS

FINANCES

CONTEXT/
ENVIRONMENT

LABOUR
MARKET/
CAREER

DECISION
MAKING

MANAGEMENT SKILLS FOR LIFE?

21st-Century Skills

Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

Competencies

How students approach complex challenges



7. Critical thinking/
problem-solving



8. Creativity



9. Communication



10. Collaboration

Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/
grit



14. Adaptability

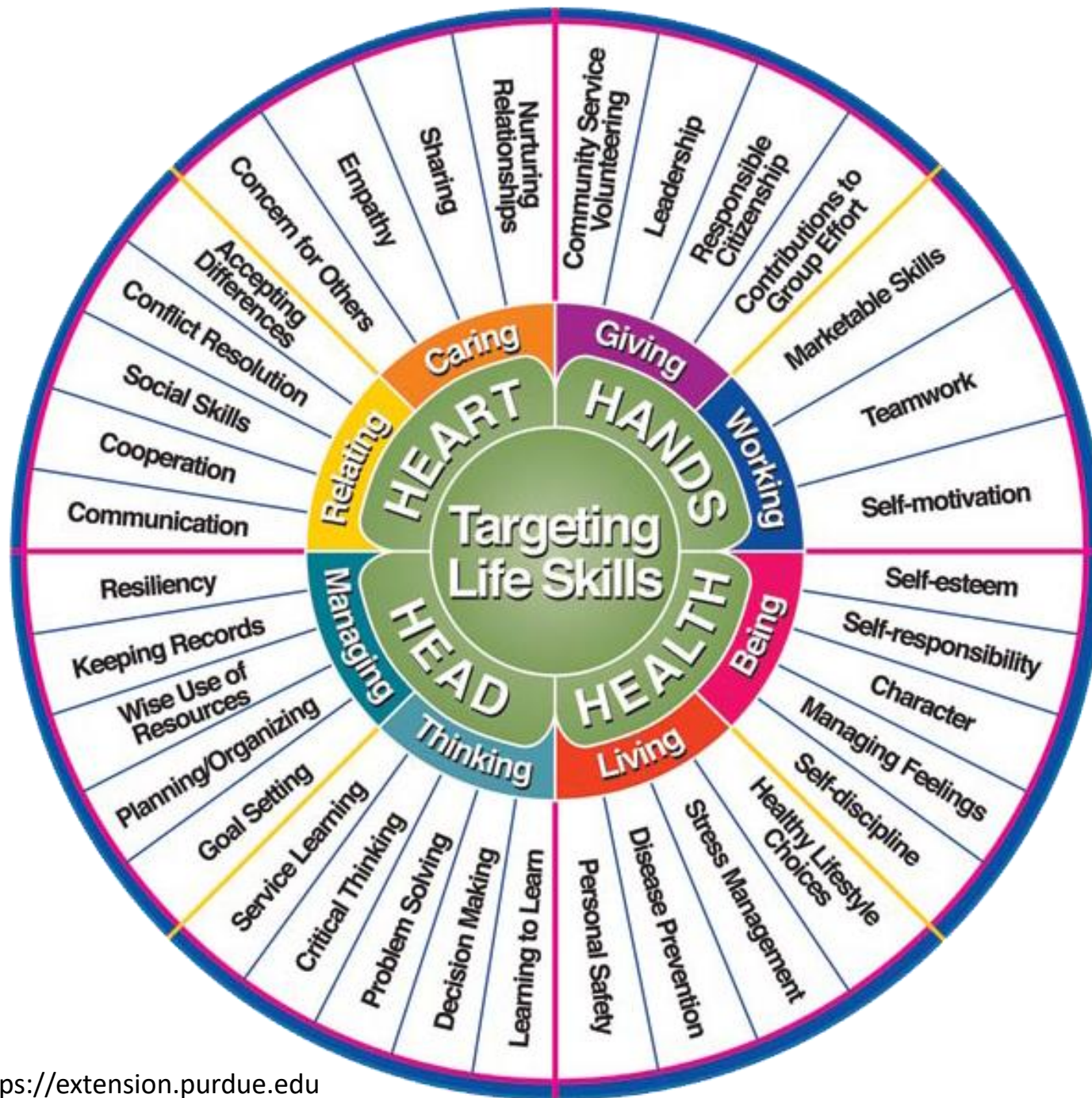


15. Leadership



16. Social and cultural awareness

Lifelong Learning





My key learning milestones

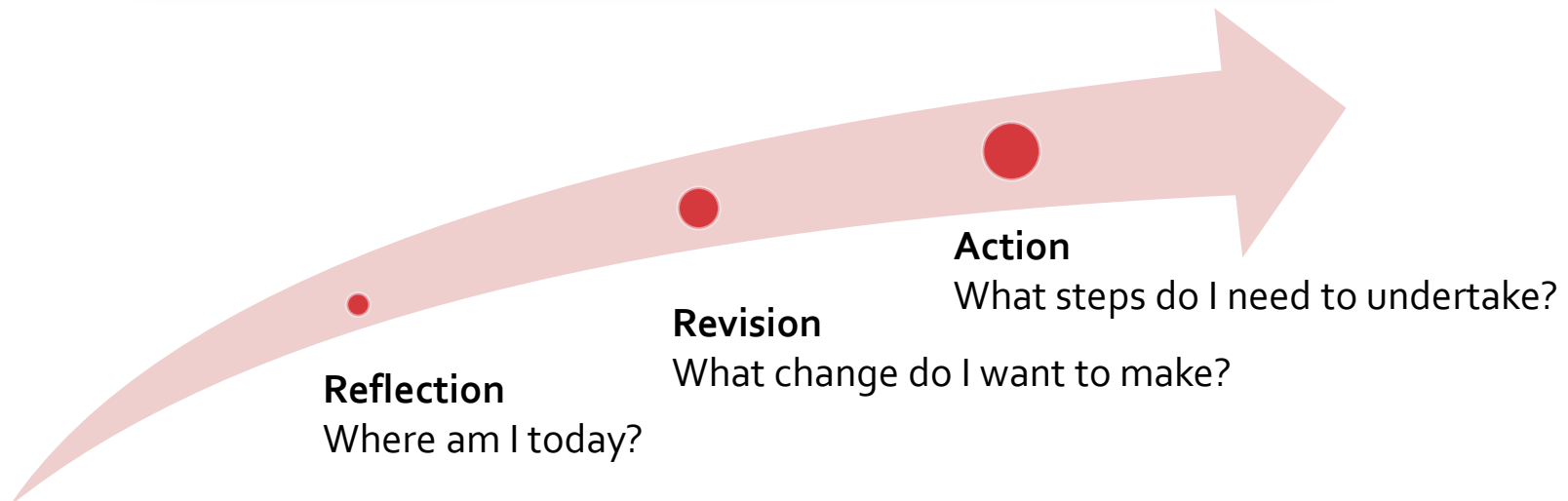
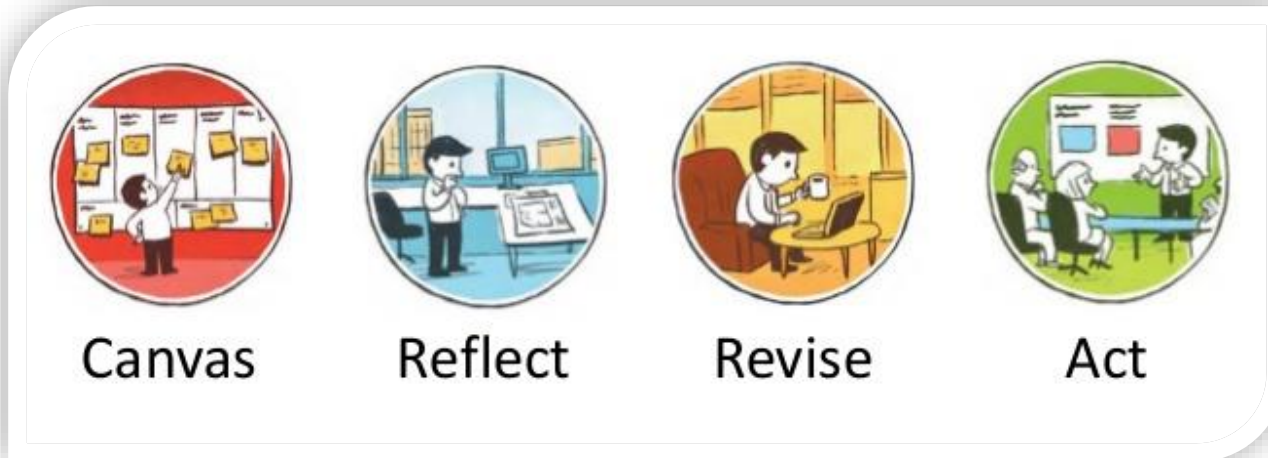
What moments in my life developed my strongest life skills?

- FAMILY, FRIENDS, IMPORTANT PERSONS, RELATIONSHIPS
- EDUCATION, COURSES, SELF-STUDY
- JOBS, PROFESSIONAL EXPERIENCE
- SUCCESSES/FAILURES
- LIFE/CAREER CHANGES
- TRAVELLING, DISCOVERING OTHER ENVIRONMENTS
- ...

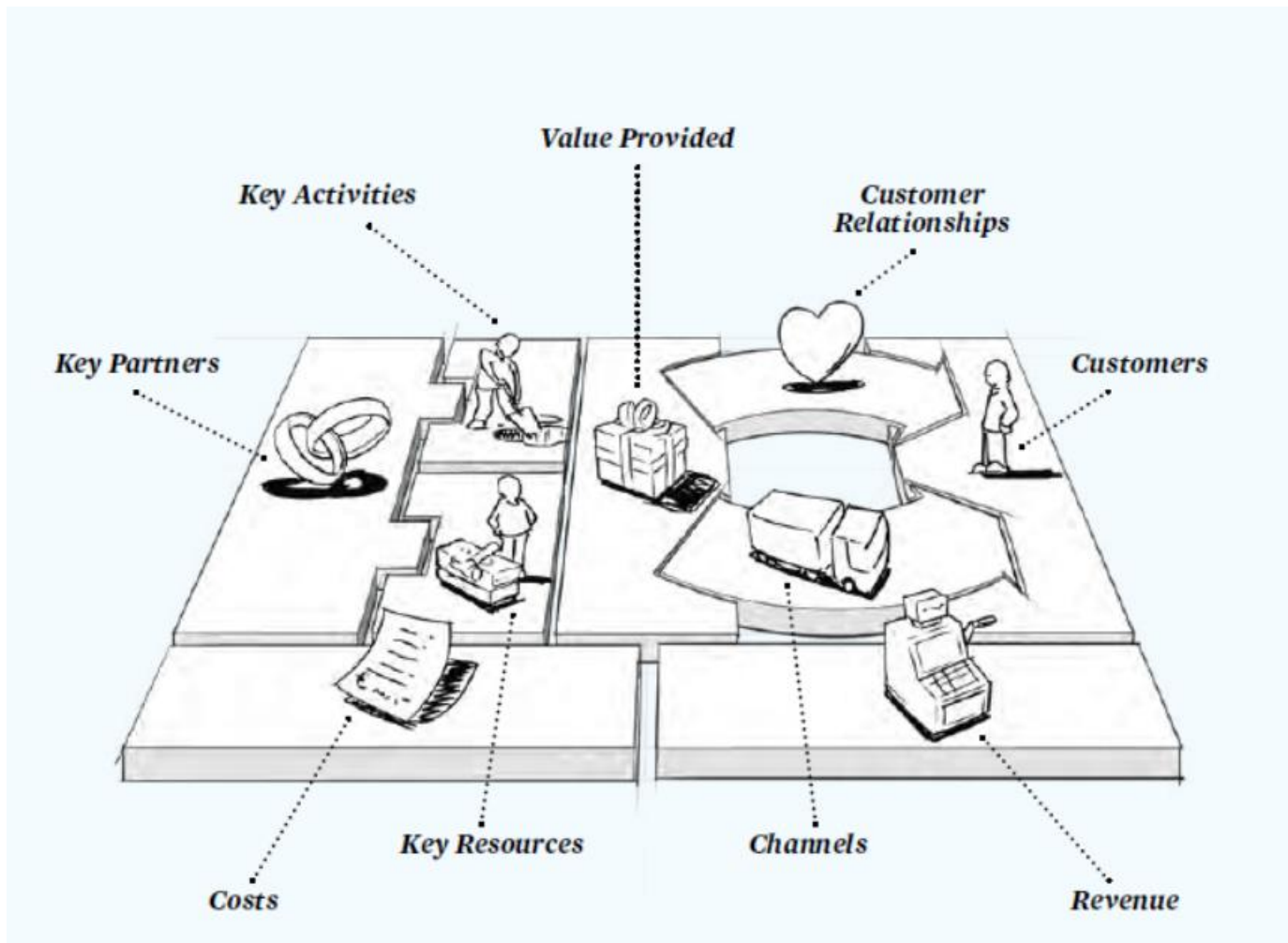
MY PERSONAL BUSINESS MODEL

PERSONAL BUSINESS MODEL = LIFE/CAREER FRAMEWORK

framework for describing, analyzing and finding the way what/how to change our life/career

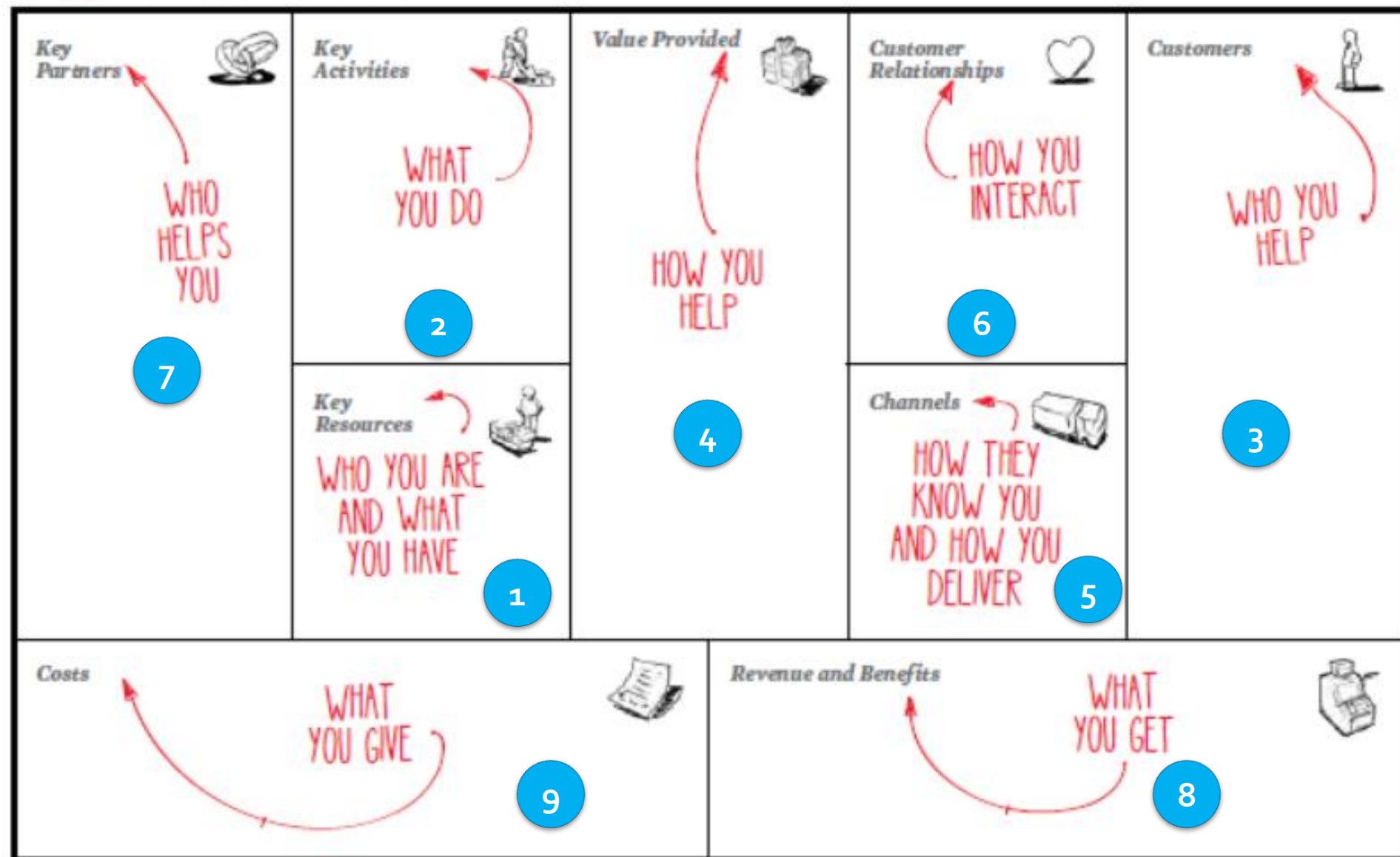


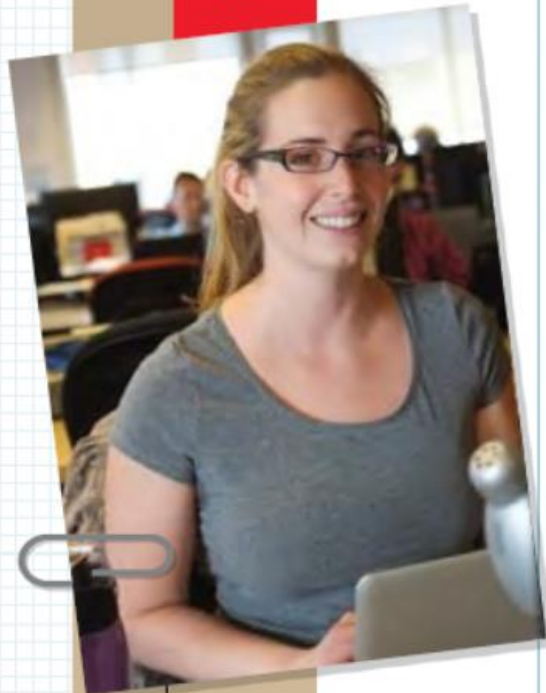
PBM CANVAS



PERSONAL

The Business Model Canvas





NAME CHRIS BURNS

KEY POINT:

CUSTOMERS OWN JOBS

PROFILE:

THE DOCTORAL STUDENT

A journalist by training and experience, Chris Burns watched as traditional publishing industry business models— including her own employer's— withered before the Internet onslaught. By the time she was laid off, she had enrolled in a doctoral program with the goal of becoming a writing professor.

Thanks to her strong interest in sustainability issues and connections provided by her doctoral committee members, Chris found part-time work copyediting scholarly papers for university professors. To her surprise, she enjoyed this work.

One day, Chris realized her *real* job wasn't copyediting, it was something far more valuable: helping Customers get articles published in leading scholarly journals. So she decided to raise her hourly rate significantly and charge for research time.

The result? She won more Customers than ever.

In retrospect, Chris recognized two common flaws in her initial model:

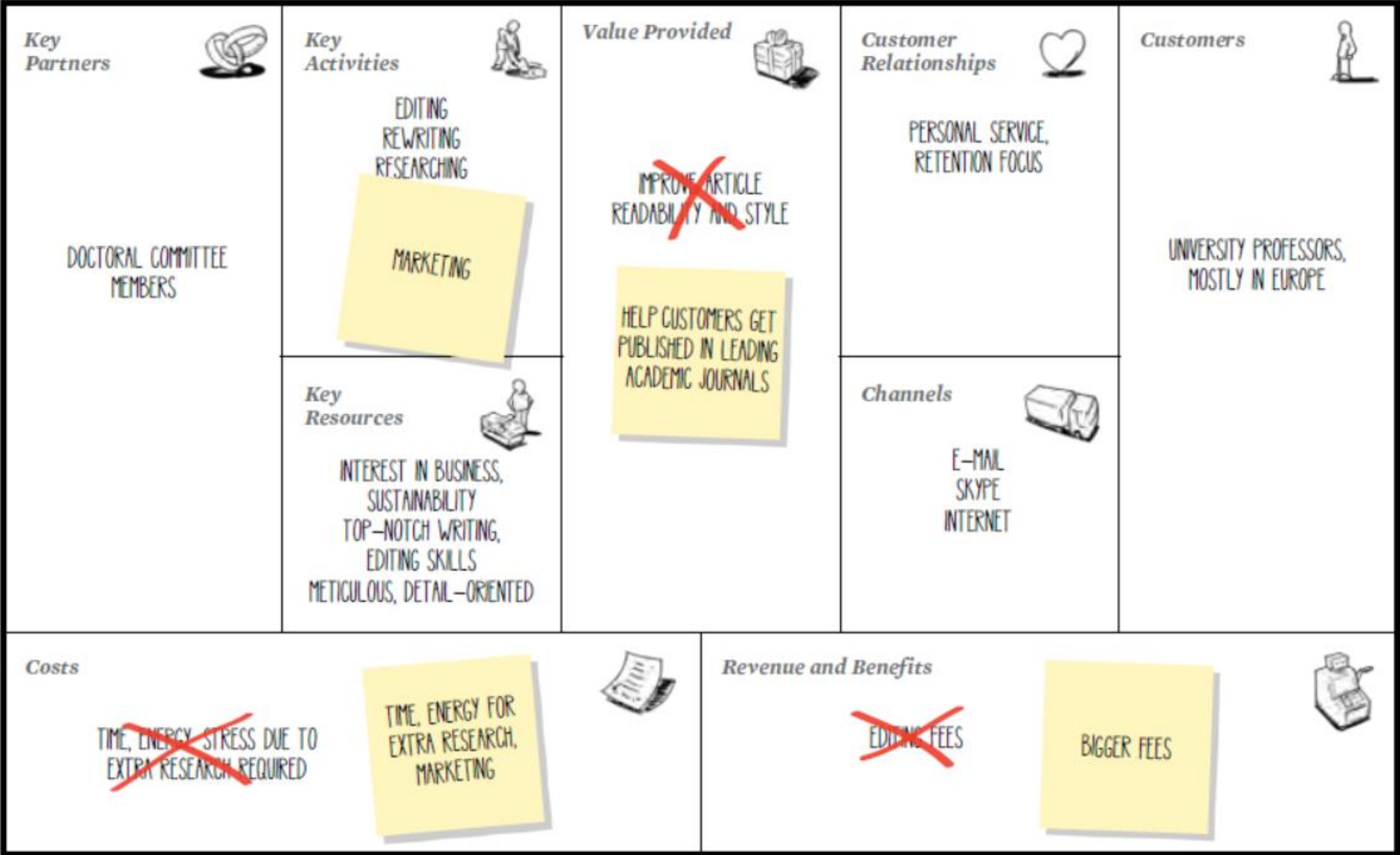
Equating Key Activities with Value

Instead of identifying the Customer job-to-be-done at the highest level— and defining Value in terms of that job— Chris equated Value Provided with her editing and rewriting activities. This diminished her offer's worth.

Owning the job

Chris "owned" the job from the start. That left her work narrowly defined by Customers as "improving readability and style." When she started reminding Customers that getting published was *their* job— and one she could help with— her Value (and reputation) soared.

How Chris Revised Her Personal Business Model



+ CREATE

- THROW AWAY

↑ INCREASE

↓ DECREASE

THANK YOU FOR ATTENTION

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