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THE TALENT ASSESSMENT TOOL

From **Talents to Competences:**
how youth work can support cultural sector



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WHAT IS TALENT?



“Exploring talent: a journey from innate ability to developed competence in an ever-changing world.”

We believe that taking some time to reflect on the concept of ‘talent’ could be beneficial before introducing the talent self-assessment tool. At some point in our lives, we all encounter the question “*what we are good at*”.

While this is a common query, it can be distressing for someone, particularly in today’s rapidly changing landscape, and after the COVID-19 pandemic, which has accelerated changes in the labour market and reduced people’s confidence.

If you find yourself unable to provide an immediate answer to such a question – and it’s understandable that you might not, you may start to believe that you lack any specific talents. This feeling can be particularly pronounced in an era where individuals often switch careers two or three times in a lifetime.

Let’s remind ourselves – what is talent?

Talent: a natural ability to be good at something, especially without being taught¹.

It is something you perform your best at, without putting in extra effort. A person’s talent is an inherent characteristic. Some people are born with greater potential, but without hard work and practising their talent will come to nothing.

Talent is the strongest essence you have – it is something you are gifted with. However, it requires specific skills. Transforming talent into competence involves refining and developing one’s innate abilities, skills, and knowledge to a level of proficiency where they can be effectively applied in practical situations.

Remember that the journey from talent to competence is a personal one and can vary widely based on the individual and the field of talent.

Enjoy embarking on this journey of self-assessment and transformation of your talents into competencies!

¹ Cambridge Dictionary

INTRODUCTION TO THE TALENT SELF-ASSESSMENT TOOL

“Guiding artists in recognizing and honing their talents into market-relevant competencies”



This **Talent self-assessment Tool** is designed to guide the reader in learning how to stay dedicated, keep learning, and remain open to continuous improvement. It will encourage them to embark on a growth path led by youth NGOs or youth centres, which will set them well on their way to transforming their talent into competence².

This tool has been created under the project “From Talent to Competencies: How youth work can support cultural sector”. The Project has been thought under the call of the Erasmus Plus programme, KA2 – Cooperation for innovation and the exchange of good practices and specifically under the “KA227 - Partnerships for Creativity”. Indeed, this was a specific call created to support the creative and cultural sector that has been particularly affected by the COVID pandemic. The crisis generated by the pandemic has revealed the weakness of the Creative and Cultural sectors in reacting and resisting unknown situations.

Other sectors, like the one related to youth work, showed power to react, invented solutions and tried to sustain the local community and themselves. Youth work barely stopped during the pandemic, youth workers, trainers and managers of youth NGOs reinvented themselves, organizing online and/or open-air activities, spending time in applying for new projects and getting grants, but the creative and cultural sector showed a big weakness worldwide. Here, we concentrate on the creative and cultural sector that involves young people, but the entire sector has been strongly affected.

² If you are a youth worker and you would like to get to know tools and methods to support young artists to cultivate their talents read the Module 0 of the [manual](#)



The project idea is based on a previous investigation that showed the main weaknesses and possible differences that brought the two sectors to react differently to the crisis:

- Young artists are not equipped with the personal and entrepreneurial competencies to face unpredictable or adverse situations.
- The lack/non-efficiency of collaborative networks led by or participated in by young people to empower the creative sector.



The youth work sector has values, methods, and tools to share with all those youngsters that have some artistic talents and need to individuate the inner potential they own but they are not aware of.

THE TOOL

This tool is built around the **skills set framework** that have emerged by conducting a research³ that involved the partner countries of this Project.

The research has investigated which competences are owned by the youth workers, which ones by the artists (professionals and amateurs of the cultural sector) and which ones by the entrepreneurs. By comparing the results, the following are the **competences and skills that are nowadays considered more relevant for the labour market:**

- Digital Competence
- Decision Making
- Technical skills
- Negotiation
- Critical Thinking
- Leadership - Motivating people
- Problem Solving
- Initiative & Entrepreneurship
- Multitasking
- Civic Participation
- Communication skills (intercultural communication)
- Teamwork
- Flexibility/Adaptability
- Emotional Intelligence (empathy, understanding)
- Creativity
- Cultural Awareness

³ “Unveiling competence gaps: A comparative analysis in the cultural sector for talent transformation”.

Among these, a **set of skills and competences** that young people engaged in the cultural and creative sector **should prioritize** has been identified:

Communication skills (intercultural communication)
 Teamwork
 Flexibility/Adaptability
 Emotional Intelligence (empathy, understanding)
 Creativity
 Cultural Awareness



These are indeed those skills that the young talented in arts are lacking the most and are those that equip them with the necessary tools to navigate the challenges and seize the opportunities presented by the evolving cultural landscape.

The tool allows the target group to better understand their talents and reflect on the competences that are necessary to perform their duties in their respective organizations or individual work. It can be useful to enhance their professionalism and responsiveness to new challenges in the Culture and Creative sector and not only.

The tool aims at empowering artists to showcase their unique talents while providing meaningful insights for growth and development.

WHY A SELF-ASSESSMENT TOOL

The Consortium decided to opt for a self-assessment tool as it offers several benefits compared to traditional assessment tools that rely solely on external assessment by experts.

Let's list some of the benefits:

Personal insight and reflection:

Self-assessment encourages individuals to introspect and reflect on their own artistic journey, and aspirations. It provides artists with an opportunity to gain deeper insights into their own work and creative processes.

Holistic self-expression:

Artists can express their thoughts and emotions in their own words, and when they will be reading again their analysis it will be easier to reflect and re-evaluate themselves.

Empowerment and ownership:

Self-assessment empowers artists and makes them feel aware of the developments they are getting and encourage to take ownership of their artistic growth. The process of self-reflection and self-assessment can lead to increased self-awareness and motivation for improvement. It respects and promotes artistic autonomy, allowing artists to express

themselves authentically. Through the self-assessment they will get step by step more aware of their talents and, they will learn to communicate how they wish to be perceived and evaluated.

Learning to learn:

The process of self-assessment can be a valuable learning experience itself. Thanks to it, the artist may identify areas for improvement and take proactive steps to enhance their skills. Artists benefit from the process of self-reflection and self-assessment. It can lead to increased self-awareness and motivation for improvement.

Goal setting and aspirations:

Self-assessment prompts individuals to set goals and articulate their aspirations.

It encourages artists to think about what they want to achieve and how to make this happen.

Diverse perspectives:

Each artist will bring unique perspectives to their self-assessment, which can be valuable for understanding the different evolution of the talents into competences especially if the young people are going to take the talent self-assessment in group (as we suggest).

The result of the self-assessment and comparison in group can show the subjectivity and diversity of art in a way that external assessments may not capture.

Self-assessment has many advantages; however it is important to recognize its limitations:

- It can create bias towards artists' abilities, potentially leading to overestimation.
- We cannot objectively assess technical skills.



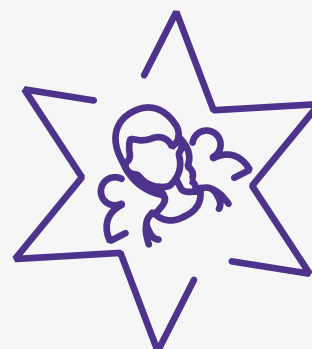
This assessment has not been validated and is intended for the purposes of the YW4CULT project only. We therefore advise to approach the tool with critical thinking, honesty, and self-awareness. It is also recommended whenever is possible to ask for an external assessment or validation from experts or peers to get valuable feedback for improvement. An external point of view can bring objectivity and expertise to the evaluation process, complementing the artist's self-expression and reflections.

To support the readers in having a better assessment we have prepared a list of specific assessment tools made by experts that are available on the web.

The list can be found at the end of this document.

The talent self-assessment tool will guide the reader through the process of assessing and/or evaluating their talents, how they perceive their competences and what is needed to actually transform their talents into competences.

The tool could be used as a sole self-assessment tool, but the idea behind it is to guide the reader towards a personal development path that continues in taking part to the activities included in the manual “Empowering creative Youth: A comprehensive manual for talent transformation and competence development in the cultural sector”.



WHO IS THE TARGET USER?

This tool is directed to young artists that would like to start a path for improving their competences and have better chances to enter the labour market or to have more success, to understand better how to use their talents.

The tool can also be used by youth workers from the arts and culture sector or who generally deal with young people who have artistic inspirations to help them understand their talents and identify a path for growth.

It can also serve as a valuable resource for NGOs engaged in projects or initiatives related to these topics, providing a solid starting point for introducing concepts and actions.

HOW IS IT STRUCTURED?

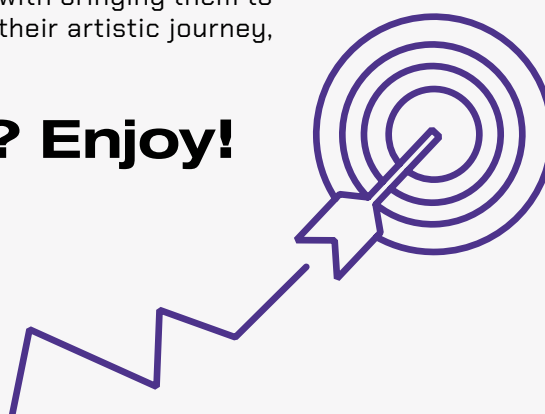
The self-assessment tool is divided into several parts that follow different methods and cover different areas of investigation.

All exercises take the reader to **reflect on the answers provided** and to link them to the set of competences considered more relevant for the labour market.

This exercise aims at raising awareness on what the artists probably lack and to stimulate them in taking action for improvements.

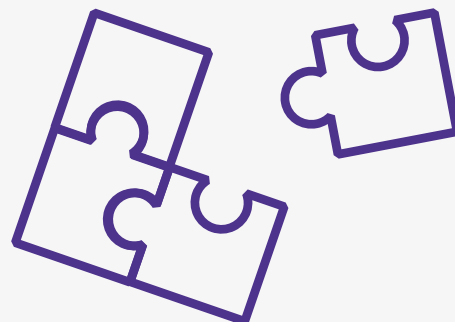
The tool starts by proposing a reflection on the artists' practices and experiences continuing with bringing them to reflect on more detailed insights into their artistic journey, growth, and personal traits.

Ready to start? Enjoy!



EXERCISE 1

Habits and practical experiences



For this exercise you will need to consider the table 1 below and follow the steps indicated:

First step

Answer to all questions from the first column

Second step

Reflect on your answers. To help you in this reflection process, follow these instructions:

If you have answered “yes”, think on how often it has happened and question yourself about the reasons:

- *You really need it. Why?*
- *It is important but not that much to have it often.*
- *There are some obstacles that do not allow you to have it often (money, time...).*
- *Other, please argument it.*

If you have answered “no”, question yourself about the reasons:

- *You don't need it. Why?*
- *There are important obstacles that forbid you from having it.*
- *I never thought about it. And now?*
- *Other, please argument it.*

Third step

Now, fill in the last column by answering to the question referring to the set of skills and competences from table 2 in the annexes.

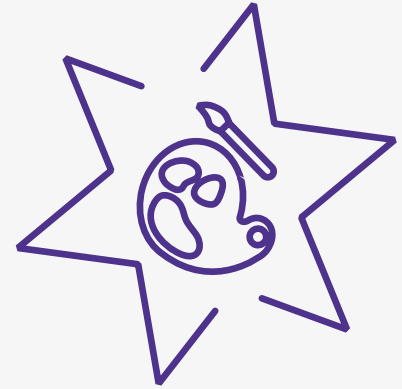
EXERCISE 1
**HABITS AND
 PRACTICAL EXPERIENCES**

Table 1

	YES	NO	If you want, you can use this space for reflection	To which skill or competence do you relate this practice/ experience? Why? What is the connection between the practice or experience and the set of skills and competences?
Have you received formal training or education in your chosen art form?				
Do you consistently set aside dedicated time for your artistic practice?				
Have you ever exhibited or performed your work in a public setting?				
Do you seek feedback on your art from mentors, peers, or audiences?				
Are you currently working on a project that challenges you to explore new artistic techniques or themes?				
Have you ever participated in collaborative artistic projects or group exhibitions?				
Do you seek opportunities to showcase or sell your artwork to a wider audience?				
Do you keep a record (and update it) of your artistic progress and milestones, such as a portfolio or journal?				
Do you engage in artistic rituals or practices, such as daily sketching or warm-up exercises?				
Have you set specific artistic goals for yourself in the past year?				
Do you actively seek out exhibitions, performances, or art-related events to gain inspiration?				
Have you ever used digital tools or technology in your artistic work?				

EXERCISE 2

Reflecting on your artistic journey



The list of questions below will take you to reflect on specific aspects of your artistic journey. Write down your reflection in the specific box and then think to which of the skills and competences (see table 1 and 2 in the annexes) would relate that step/experience.

		My reflection	Related competence
My origins as an artist	Reflect on where your artistic journey began. What first sparked your interest in your chosen art form?		
My key milestones	Identify key milestones in your artistic journey. What accomplishments or breakthroughs are you most proud of?		
My evolution as an artist	Reflect on how your style was when you started. What changes have you made over time to your approach, and why?		
Challenges and success	Share a challenge you faced while creating a particular piece. How did you overcome it, and what did you learn from the experience?		
Crossing boundaries	Discuss a time when you experimented with a new technique or medium. How did stepping out of your comfort zone impact your creativity?		

REFLECTING ON YOUR ARTISTIC JOURNEY

Personal growth	Reflect on how your artistic journey has contributed to your personal growth and development as an individual.		
Artistic rituals	Share any rituals or habits you've developed that help you get into the creative mindset. How do these rituals impact your work?		
My future as an artist	Where do you see your artistry in the next few years? What goals do you have for your artistic growth and achievements?		
My impact as an artist	Reflect on how your art interacts with society. How does your work communicate messages or contribute to cultural conversations?		
My well-being and my art	Describe how you find balance between pursuing your art and taking care of your well-being. How does self-care influence your creativity?		
My identity...	Explain how your artistic journey has shaped your identity. How does being an artist influence other aspects of your life?		

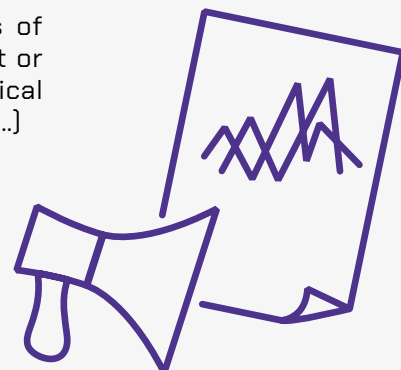
Try to describe how the competence you have indicated is connected to the situation and how you could improve according to the experience you have reported.

EXERCISE 3

Strengths and areas for growth

		My reflection
Strengths in creative process	What aspects of your creative process do you consider your strengths? (e.g., idea generation, technical skills, storytelling)	
Identifying unique creative abilities	Which artistic techniques or methods do you excel at and enjoy using in your work?	
Adaptability and experimentation	How open are you to experimenting with new techniques or styles in your creative process?	
Innovative thinking	Share instances where you introduced innovation or novel ideas into your creative work.	
Collaborative skills	If you've collaborated with others, do you bring any strengths? If yes, which?	
Listening to feedback (feedback integration)	What improvements have you made based on feedback received from mentors, peers, or audiences into your creative work?	

Based on your answers and reflections, what aspects of your creative process do you believe need improvement or refinement? (e.g., time management, teamwork, technical skills, cultural awareness, self-esteem, self-confidence, ...)



EXERCISE 4

Personality traits and challenges for success



The following table includes a list of personal traits that may obstacle your path towards success. The exercise aims at investigating on how some personal characteristics that are not intrinsically negative can challenge your path towards success. The exercise will guide you to understand if the “trait” is impacting your behaviour and attitude negatively. It will then take you to reflect on how you could turn the negative impact into positive support for your growth.

Exercise:

Start by reading the first trait in the first column and ask yourself if you have that trait or not. If your answer is **YES, Occasionally** or **I don't know**, then continue with the “Reflection” and after this read the “Outcome”. The “reflection” column contains questions that will help you to understand if the trait impacts you negatively – that's why it is important that you read it also if your answer to “do I have this trait” is “I don't know” as it will help you to understand if you have it or not.

The last column it is showing the possible result of the negative impact, and it poses an additional question to guide you in turning the negative impact into success. To help you with this process, reflect on which of the mentioned competences [see table 1 in the annexes] could help you to mitigate your personal traits improving your path towards self-improvement and artistic growth.

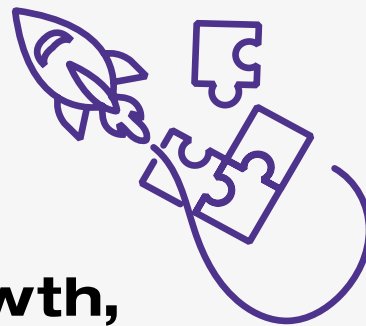
Do I have this trait?	Reflection	Outcome
Idealist and perfectionist	Does it happen that the pursuit of perfection leads you to delay the completion of your artistic projects?	You miss deadlines and seizing opportunities. Others arrive before you. How should you take action to continue to be accurate without this negatively affecting your chances of success?
Self-critical and self-doubting	Does it happen that insecurity blocks you from presenting and sharing your work to potential interested groups/clients?	You miss opportunities. How might overcoming self-doubt contribute to your success?

**PERSONALITY TRAITS
AND CHALLENGES FOR SUCCESS**

Sensitive to criticism	Do you get defensive when you receive criticism of your artistic work?	You may miss opportunities to learn/improve. Reflect on how an overly strong reaction to criticism has affected your ability to learn and grow from feedback.
Resistance to commercialization	Do you see commercializing your work as a sellout?	Miss opportunities to be known, to sell your artistic work. Reflect on how you can balance artistic integrity with the practical aspects of success, such as income generation.
Non-conformity and individuality	Did non-conformity and individuality happen to limit your collaborative abilities or your inclusion in traditional artistic structures?	Miss opportunities to grow by learning from others and from different environments. Reflect on how to balance your uniqueness with the requirements of certain opportunities.
Impulsivity and Long-Term Planning	Do impulsive decisions happen to have negatively impacted your career path or goals?	Look bad, loss of opportunities, inadequate or incomplete creative product, unsatisfactory results. How can you channel spontaneity while maintaining a strategic vision for your success?
Isolation and Networking	Does it happen that your preference for isolation undermine your access to opportunities and connections in your field?	Miss opportunities to learn from others. Miss opportunities for your artistic growth. How can you balance between creative solitude and networking?
Overcommitment	Did it happen that taking too many commitments negatively affected the quality of your work?	Over stress, dissatisfaction, poor work quality. How can you set healthy boundaries without sacrificing your passion?

CONCLUSIONS AND FUTURE SUGGESTIONS

“Keep a diary for reflection, engage in peer sharing for growth, and explore expert assessments for further insights.”



We hope that the tool has helped you to better understand your talents. We have a few more recommendations:

1. We suggest you preserve the results of the exercises and to read them when you feel a bit lost in your artistic path.
2. It could be a good habit to keep a diary specifically for reflecting on your artistic journey and on its improvements. Regular writing can help you process your thoughts and experiences.
3. If you are a youth worker or an educator, we recommend using this tool for peer sharing and support: organize group sessions where artists can share their experiences and challenges with peers who may have faced similar issues can be invaluable.



CONCLUSION AND FURTHER SUGGESTIONS

In addition, if you would like some experts' point of view, we have individuated a list of specific assessment tools made by experts and available on the web:

- [Myers-Briggs Type Indicator \(MBTI\)](#)

This tool assesses personality preferences based on four dichotomies, resulting in a 16-type personality framework. It can provide insights into communication styles, decision-making, and working preferences.

- [StrengthsFinder](#)

Developed by Gallup, StrengthsFinder identifies an individual's top strengths out of a list of 34 themes. It focuses on leveraging strengths rather than fixing weaknesses.

- [DISC Assessment](#)

The DISC model categorizes personality traits into four main styles: Dominance, Influence, Steadiness, and Conscientiousness. It's commonly used for improving communication and team dynamics.

- [Hogan Assessments](#)

These assessments offer insights into an individual's personality, values, and potential derailers. They are often used for leadership development and selection.

- [Thomas-Kilmann Conflict Mode Instrument \(TKI\)](#)

This tool assesses an individual's preferred conflict resolution style among five options. It can help in understanding how people handle conflicts and work together.

- [Predictive Index \(PI\)](#)

PI measures workplace behaviors and cognitive abilities to predict job performance and provide insights for team dynamics.

- [Wonderlic Personnel Test](#)

Often used in pre-employment assessments, the Wonderlic measures cognitive abilities, including logical reasoning and problem-solving.

- [Emotional Intelligence \(EI\) Assessments](#)

These assessments measure an individual's emotional intelligence, including self-awareness, social skills, and emotional management.

ANNEXES

Table 1

COMPETENCES AND SKILLS THAT ARE NOWADAYS CONSIDERED MORE RELEVANT FOR THE LABOUR MARKET - OVERVIEW

1. Digital competence

Digital competence is a combination of knowledge, skills and attitudes with regards to the use of technology to perform tasks, solve problems, communicate, manage information, collaborate, as well as to create and share content effectively, appropriately, securely, critically, creatively, independently and ethically.

2. Decision Making

It is the quality that enables us to solve complex problems by making the most effective decision through a conscious and considered evaluation of possible alternatives.
The most effective solution is the one that optimises the benefits and minimises the problems.

3. Technical skills

Technical skills are the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real world situations. They are usually related to a particular field and require specific knowledge in order to be gained.

4. Negotiation skills

Negotiation skills are the abilities and techniques that help you achieve a beneficial outcome during a negotiation. They are part of the soft skills— interpersonal skills that help you interact with others. Negotiation skills refer to the ability to effectively communicate, collaborate, and reach agreements or resolutions in situations where there are differing interests, needs, or viewpoints. These skills involve the use of various strategies and tactics to find common ground, make compromises, and create mutually beneficial outcomes.

5. Critical Thinking

Critical thinking is the ability to interpret, evaluate, and analyze facts and information that are available, to form a judgment or decide if something is right or wrong.
More than just being curious about the world around you, critical thinkers make connections between logical ideas to see the bigger picture. Building your critical thinking skills means being able to advocate your ideas and opinions, present them in a logical fashion, and make decisions for improvement.

ANNEXES - TABLE 1

6. Leadership - Motivating people

Leadership as motivating people skills refers to the ability of a leader to inspire, encourage, and energize individuals or teams to achieve their best and pursue shared goals. This aspect of leadership emphasizes the leader's capacity to understand the unique motivations and needs of their team members and use that understanding to foster enthusiasm, commitment, and a sense of purpose within the group. Leadership as motivating people skills often involves effective communication, empowerment, recognition, and creating an environment that promotes both personal and collective growth and success.

7. Problem Solving

It is the ability to give the best possible response to a certain, usually new, critical situation. It refers to the ability to identify, analyze, and effectively address complex issues or challenges to achieve desired outcomes. It involves a systematic and analytical approach to understanding problems, generating creative solutions, and implementing those solutions to resolve the issues at hand. Problem-solving competence encompasses critical thinking, decision-making, creativity, adaptability, and the capacity to evaluate potential solutions based on their feasibility and impact.

8. Initiative & Entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. An entrepreneurial mindset is characterised by initiative, pro-activity, and independence. It also includes motivation and determination to meet personal goals or aims held in common with others.

9. Multitasking

Multitasking is a skill that is developed through the ability to organise and control one's thoughts and emotions. Being multitasking, in fact, means being able to manage one's emotions and thoughts, so as to divide one's attentional resources over more than one activity. It also means being able to exercise constant attention and concentration.

10. Civic Participation

It is the sense of community, of belonging, promoting the values of solidarity, commitment and respect. Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability. It means approaching problems as members of a global society, assuming responsibility, understanding cultural differences, being prepared to resolve conflicts in a non-violent manner, changing one's lifestyle to protect the environment, being sensitive to the protection of human rights, and political participation at local, national and international level.

ANNEXES

Table 2

SET OF SKILLS AND COMPETENCES THAT YOUNG PEOPLE ENGAGED IN THE CULTURAL AND CREATIVE SECTOR SHOULD PRIORITIZE - OVERVIEW

1. Communication skills (intercultural communication)

Communication skills are the capability you employ to give and receive various types of information. Listening, speaking, observing and empathizing are all communication skills. Understanding the variations in how to communicate via face-to-face contacts, phone talks, and digital communications is also beneficial.

2. Teamwork

People who operate in a teamwork environment have good inter-group interactions and work in an atmosphere of mutual support and trust. The strengths of each other are respected. It should also foster interpersonal maturity, where people are free to disagree constructively and where both support and challenge are part of helping teams work.

3. Flexibility/Adaptability

Flexibility refers to the ability to adjust when, where, and how one works to better accomplish goals, obligations, or objectives. When confronted with fresh information or a changing circumstance or environment, adaptability is being open to change and modifying behaviors to perform effectively.

4. Emotional Intelligence (empathy, understanding)

The ability to manage and control one's own emotions, as well as the ability to control the emotions of others, is referred to as emotional intelligence. In other words, it is the ability to influence the emotions of others. Emotional intelligence is a critical leadership skill. Self-awareness, self-regulation, motivation, empathy, and social skills are thought to be the five main components.

5. Creativity

The ability to develop or recognize ideas, alternatives, or possibilities that may be useful in solving issues, interacting with others, or entertaining ourselves and others is referred to as creativity. The ability to develop alternatives or see things in new ways is linked to other, more fundamental traits of thinking, such as flexibility, ambiguity or unpredictability tolerance, and the appreciation of previously unknown things.

6. Civic Participation

Civic participation refers to how we engage with our community. The extent to which we engage affects how much of a difference we make in the lives of others around us. It is active participation that is centered on the common good. This involvement can take several forms, ranging from simply respecting the laws of your society to actively participating in the formulation of those laws.

7. Cultural Awareness

Recognizing and understanding that we all have various values formed by our diverse cultural backgrounds is what cultural awareness is all about. In one country, what we consider standard behavior may be quite different in another. We may create more successful personal and professional relationships and benefit from cultural variety by being courteous of others and recognizing people's beliefs, rights, and sentiments - even when they differ from our own.

ADDITIONAL RESOURCES FROM YW4CULT

In the framework of the project “From Talents to Competences: How youth work can support cultural sector”, we have also created a didactic manual and a networking platform:

- [Empowering creative Youth: A comprehensive manual for talent transformation and competence development in the cultural sector](#)

It is a manual for youth workers dealing especially with young artists. It focuses on how to improve the competencies needed to have an impact on the job market.

The Manual is organized in 4 Modules:

Module 0 – Talent management

Module 1 – Personal Competences

Module 2 – Entrepreneurial Competences

Module 3 – Professional Competences

- [League of Creativity networking platform](#)

It is a networking platform to help young artists and creatives from all over Europe and beyond to create bonds with international like-minded people and foster cooperation. Moreover, in the platform you can find job opportunities for young creatives, and you'll have the chance to share your works and your insights thanks to the blog.



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This Manual is dedicated to youth workers who aim to empower young artists and youth cultural organizations with the competences needed to transform their talents into viable careers in the creative and cultural sector. It offers guidance for trainers and facilitators in identifying individual talents, nurturing personal and entrepreneurial competences, and ultimately fostering the development of professional skills.

The proposed activities are a mix of methodologies drawn from youth work and are rooted in non-formal education.

The Manual is designed to be user-friendly and suitable for junior trainers as well. The overall objective is to develop innovative pathways that enable young people to transition their talents into competences, thus supporting their personal and professional development.

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