

100%
Talent!

INSPIRATIONAL MANUAL

for professionals working with young people who are...



- DETERMINED**
- ENGAGING**
- SENSITIVE**
- SOCIAL**
- COMPETITIVE**
- FUNNY**
- CREATIVE**
- THOUGHTFUL**
- PROUD**
- IMPULSIVE**
- INVENTIVE**
- ACTIVE**
- SWEET**
- ARRESTING**
- EXPRESSIVE**
- MUSICAL**
- FLEXIBLE**
- EXTROVERT**
- BOLD**
- SURPRISING**
- TEMPERAMENTAL**
- INQUISITIVE**

Would you like to keep abreast of developments?

Find out more about 100% Talent by following Movisie on [Facebook](#) and [Twitter](#). Subscribe via www.movisie.com to the Movisie Mail and receive information on the latest developments in your mailbox.

Groningen is already in the midst of experimenting with 100% Talent. You can follow these developments via opentalenten.nl. Do you want to be part of the movement the Foyer Federation is developing in the UK and overseas?

Find out more via Foyer.net, subscribe to the [Foyer Federation Newsletter](#) and follow them on [Facebook](#) and [Twitter](#).



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April, 2015

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kennis en aanpak van
sociale vraagstukken



AN INSPIRATION MANUAL ABOUT 100% TALENT!

Anything that receives attention will grow. It's an adage that applies equally well to talent too. Attention not only fosters talent, it nurtures motivation, which further develops that talent. 100% Talent is not a method or a scheme, but an approach, a way of looking at how to persuade people to give the best of themselves. Many social workers have been trained to think within the confines of Maslow's Hierarchy of Needs in which the highest level of the pyramid is 'self-actualisation,' a need that can only be achieved when all other lower level needs have been fulfilled. 100% Talent embodies a totally new concept: by inverting the pyramid, self-actualisation becomes the basic need.

For whom?

This inspirational manual has been written for those who work with young people and would like to improve their working interaction, in particular with young people whose transition to independent adulthood is further complicated by such difficulties as homelessness. Do you think your organisation can work more positively and more effectively with young people? Are you interested in learning what innovation can achieve for the young people with whom you work? After all the changes and austerity, are you ready for some new inspiration and energy? Then, this inspirational manual is definitely for you.

The goal of this book is to provide researchers, policy makers and local authority staff – who in Holland, since January 2015, have been given even greater responsibility with regard to the social care of young people – with insight into the innovative method of 100% Talent and the opportunities it presents.

What does this inspirational manual have to offer?

The 100% Talent method is focused on talent building rather than problem management. It is about giving young people the opportunity to flourish by concentrating on their talents instead of letting them merely 'survive'. Advantaged Thinking is at the heart of this approach. This inspirational manual brings us to four destinations:

DESTINATION 1.....PAGE 6
Waking up to Advantaged Thinking

DESTINATION 2.....PAGE 11
Exploring the five areas of 100% Talent

DESTINATION 3.....PAGE 17
Expanding the 100% Talent-DNA

DESTINATION 4.....PAGE 35
Full steam ahead into 2020

We have to begin if we want to change anything. By experimenting with the process, you determine what works best and how to go about achieving it. In this inspirational manual we provide an explanation of method, of various applied exercises and practical examples. We hope to inspire you to experiment in our field with 100% Talent.

How did this inspirational manual originate?

The Foyer Federation in Great Britain was the first to develop and put the 100% Talent-method into practice. They achieved a great deal of success with it. They shared their experiences with us and we in turn passed on their ideas to people in Holland active in this field, and then went in search of tips and brilliant stories. We would like to sincerely thank the Foyer Federation in England for the information presented in this inspirational manual, and we would also like to acknowledge all the enthusiastic supporters in Holland! The list of people credited at the back of

the book are deserving of the most praise. Publications that inspired us have been listed in a bibliographic reference.

What does Movisie hope to achieve with this inspirational manual?

In recent years, Movisie has participated in a lot of youth-oriented projects. From those dealing with empowerment-oriented approaches in youth housing to projects concerning smart approaches that motivate young people to participate. 100% Talent also advocates the smart, empowering and participatory approach, which is yielding good results in England. Movisie wants to stimulate this sector and also aid the facilitation of experimentation with 100% Talent in Holland. Do what works -- that's the point, after all, certainly with regard to the care and social wellbeing of young people. This inspiration manual merely forms the link.

THE FOYER FEDERATION

Young people, for whom the transition to independent adulthood is further complicated by such difficulties as homelessness, constitute a group that requires attention from local authorities and organizations in the healthcare and social care sectors. Current, successful intervention with this group can prevent subsequent years of high social costs¹. These young people are at the intersection of decentralisation in the social domain in Holland. They are also transitioning to independent adulthood. The Foyer Federation in Great Britain recognises this transition to independent adulthood as an important period and shows from its establishment in 1992:

Young people desperately need to discover and develop their talents in order to get ahead and to get on with the rest of their lives. The challenge is to provide support for these young people in an integral form: by pulling together education, training, work, housing and personal development. This is the premise of the Foyer Federation. The Federation acts as an umbrella organisation for Foyers in Great Britain with Open Talent – known as 100% Talent in Holland – which focuses on investing in the talents that young people have rather than constantly engaging in solving their problems. By nurturing talent you help young people become valuable, independent citizens who make positive contributions to our society.

What are Foyers?

Foyers is the English word for transitional housing for young people who are homeless. The concept *foyers des jeunes travailleurs* was introduced to Great Britain from France in the 1990s. The purpose of the French as well as the British foyers is to offer young people a perspective and not simply answer a request for shelter. The Foyer Federation is the umbrella organisation representing the Foyers in Great Britain. Foyers satisfy three basic requirements:

1. **The young people living there are aged between 16 and 25 years.**
2. **The staff works in a radical new and holistic way that pulls together education, training, employment and, of course, housing.**
3. **Staying in a foyer isn't a one-sided proposition: all young people coming into a Foyer are asked to make a formal commitment not only to the Foyer, but to themselves. This is the something-for-something deal.**

Foyer Federation builds a thriving network of Foyers focused on spotting, coaching and pro

moting young people's talents. This network consists of young people, staff working at the Foyers, funders with whom there are partnerships, local communities and policy makers. The Foyer Federation boosts and supports the Foyers with everything they need to implement 100% Talent.

The well-documented problems experienced by young people making the transition to adulthood reflect an inability in our society to harness talent. As such, the transition to adulthood has become something of an 'elite sport' more dependent upon someone's social asset base than their individual potential.



Colin Falconer



¹ The savings on social costs through interventions are often balanced with a Social Cost-Benefit Analysis (SCBA). View for example the SCBAs for two examples from ROC Eindhoven, which show positive gains.

ITINERARY



DESTINATION 1

*Waking up to
Advantaged Thinking*

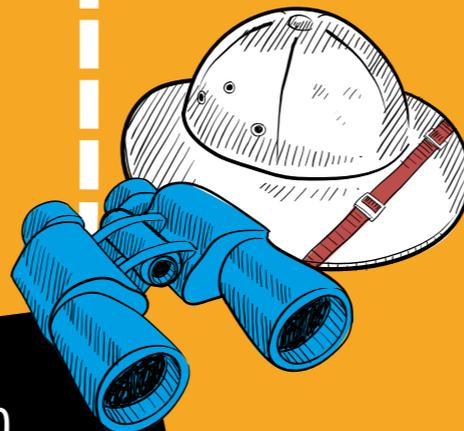
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DESTINATION 2

*Exploring the five
areas of 100% Talent*

GO TO PAGE 11



DESTINATION 3

*Expanding the
100% Talent-DNA*

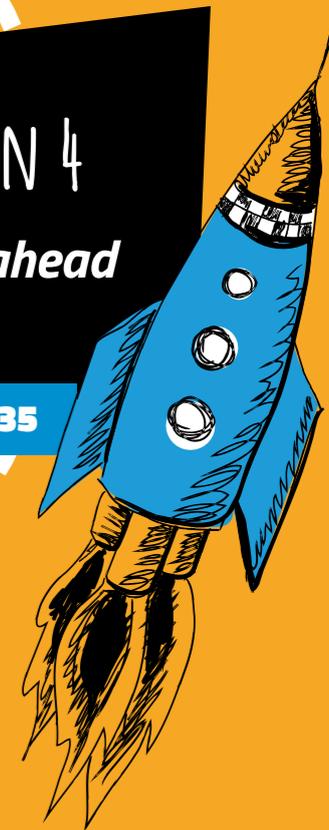
GO TO PAGE 17



DESTINATION 4

*Full steam ahead
into 2020*

GO TO PAGE 35





DESTINATION 1 WAKING UP TO ADVANTAGED THINKING



Spotting Talent Through the Advantaged Thinking Lens

The parents in the comic strip don't believe their child has the talent to learn how to walk, because they only see him crawling and falling down. These parents are Disadvantaged Thinkers: they believe – consciously or unconsciously – that some people do not have talent.

In our work, we often do the same: we describe young people based on the problems they have and suggest services that work from limited potential. We are busy with survival, stabilisation, achieving a basic qualification, limiting risks and learning to cope with problems and inadequacies such as mental illness. We focus mostly on the prevention of damage and not on growth.

In many of our youth services – just as for the parents in the comic strip above – the emphasis is primarily on what young people can't do or don't have. Many of these services are often of the notion that these young people 'can look after themselves'. By labelling them as 'street kids', 'care leavers', or 'teen parents', we stigmatize young people and reduce them to dependent problem cases.

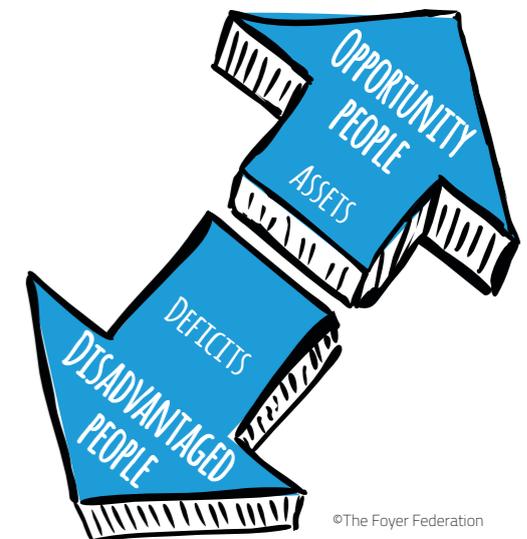
The fundamentals of this approach is known as Disadvantaged Thinking and 100% Talent is consciously shifting the focus onto Advantaged Thinking, where the premise is the belief that everyone has a talent.

Advantaged Thinking is the positive parent that believes in young people. 100% Talent is our initiative to build a thriving network of Foyers focused on spotting, coaching and promoting young people's talents.

Colin Falconer

All of us – despite first stumbling and falling down – have learned to walk with the encouragement of people around us. We need to have those exact same aspirations for young people facing difficulties and transitioning to adulthood. We have to be scouts first and spot their talent, then, as coach and promoter, expand and nurture the talent before finally promoting it.

At this first destination, we explain how current failures in the social care and support of young people are an engine for change. And how Advantaged Thinking creates real innovation from opportunity to change.



Advantaged Thinking is about building thriving lives by investing intelligently in talent.

Do we secretly believe there's nothing to foster? It could be, because as Johan Cruijff once said: "You'll only see it when you realise it." In order to spot talent in young people, you have to look through the Advantaged Thinking lens. Advantaged Thinking is about seeing possibilities, recognising qualities and motivating young people to achieve their full potential. In Advantaged Thinking, the needs, inadequacies and weakness of young people with and for whom we work are certainly there, but they are focused in a different way because they are linked to goals, possibilities and strengths. Advantaged Thinking is of the view that young people can deal more effectively with the difficult situations they encounter if they undertake positive initiatives. View the YouTube film in which Colin Falconer, the Director of Innovation at the Foyer Federation, speaks from the TEDx stage and explains how young people flourish with Advantaged Thinking.

TEDx film Colin Falconer



[Watch this film >](#)



MLEARN MORE

100% Talent expands on the premise that young people are valuable, independent citizens who make positive contributions to society by fostering their talent. Even in Holland, the development of talent is considered as a means of achieving successful social participation and active citizenship (Van Hoorik, 2011). But what is talent? And why is talent such an excellent tool?

100% Talent calls on those who work with young people to consider talent in the broadest possible sense; it is not an elitist word. Talent can be any positive characteristic or ability.

What is talent?

When it comes to talent, it is important to think beyond the ability to sing or paint well. The front of this inspirational manual depicts an entire line-up of talents. For example, young people can be expressive, innovative, engaging or bold. Every one of us is good at something. Besides, the development of talent has more to do with the amount of practice than with any predisposition (Rikers, 2009). In 1973, Simon & Chase

established the ten-year rule: talent is simply a matter of practicing for an average of ten years or some 10,000 hours.

Why is talent such an excellent tool?

100% Talent is rooted in positive psychology. Martin Seligman was the first to advocate thinking in possibilities rather than limitations. His positive psychology offers an explanation for the fact that people who concentrate on their strengths tend to flourish and are happy. Research shows the positive effect of talent development on young people, which stems from a formative effect. The challenge to achieve more – to improve by reaching personal goals or acquiring skills – leads to increased self-confidence, awareness of progress and fewer negative emotions. That is why talent building is largely considered character forming (Rikers, 2009; Verhoeven, 2010; Cohen de Lara 2010, in Studulski, 2010).

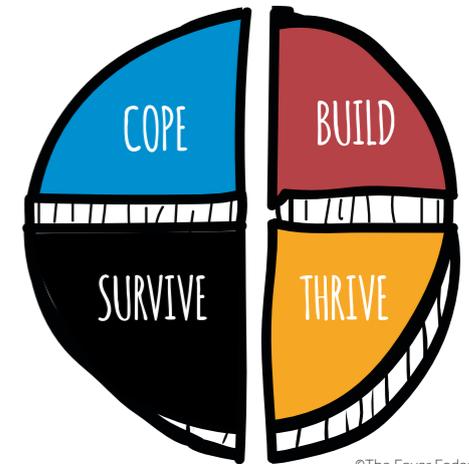
From surviving to thriving

The shelter we provide young people in our country, for whom the transition to adulthood is particularly complicated by difficulties such as homelessness, is mostly temporary. In addition, there is often little attention paid to schooling and personal development. It is important that these young people receive more than simply a temporary place to stay in which they can recuperate. They need resources and good coaching in order to develop the right skills. It is our duty to work together with these young people – who have a lot of potential but who also face a lot of difficulties – to ensure that their talents flourish.

Do we dare to have ambitions for these young people? They have to make the shift from survival to success and we can assist them.

The four portions in the figure on the right gives an idea of what the focus on working with young people could look like and also how it can shift. Support for young people based primarily on survival is largely chaotic, moving from one crisis to another. Provision of a safety net is necessary when coping or dealing with difficulties. It's important to encourage young people out of their comfort zones when beginning to build. Thriving means developing and evolving. The table below illustrates how the lives of our young people could develop within these four areas.

I WANT TO THRIVE NOT JUST SURVIVE



©The Foyer Federation

THRIVE

Running ahead – focuses on influencing and celebrating – leading change through Advantaged Thinking

Young persons can be considered to be thriving if they are living autonomously and have control over their health and well-being. Thriving services are innovative, enterprising and have strong links to their community. They demonstrate visionary leadership and provide health activities that are sustainable over the long-term.

THRIVE

Venturing forward – beginning to be positive and take risks – acting on the need for change – mostly Advantaged Thinking

Young people at the building stage live semi-autonomously and are making choices about their health and well-being. Building services try new approaches, are willing to take risks, develop partnerships and future strategies and offer health activities that can be sustained in the mid-term.

COPE

Limited in ambition – playing it safe with a more negative than positive approach – not acting on the need for a change – mostly Disadvantaged Thinking

Young people who are coping are still semi-dependent on others and have little choice and control over their health and well-being. Coping services are inward focused, reactive and only offer health activities that are sustainable over the short-term

SURVIVE

Stuck in defence – focused on the problems – not trying to be positive or take risks – not aware of the need for change – lost in Disadvantaged Thinking

Young people who are surviving are dependent on others for their health and well-being and don't demonstrate any choice or control over these areas. A surviving service is caught up in crisis management and considers sustainability on a day-to-day basis.

At the moment, the status quo in youth services leans more toward survival and coping. In psychology, there's talk of self-fulfilling prophecies: when you focus on survival and coping, then that is where it stops. Self-fulfilling prophecies are self-fulfilling predictions: negative predictions about the future actually come to pass through constant focus on the negative.

Our aim is to help young people build talents and thrive. The transition from coping to building plays an important role and is exactly the shift that we should be concerned with in our coaching in order to continue to help young people. We coach them in the process of survival and coping and building and thriving. Talent is the means.

We want to encourage young people's services to be more than just average or good, we want them to be thriving services that enable the young people they work with to be thriving individuals



We live in the year 2015 A.D. in a network society in which the only truly powerful form of government is meritocracy. Based on individual merit, it is the political elite who hold the power: an accumulation of diplomas, experience and various other professional accomplishments.

It increasingly becomes less about talent but what you do with that talent. Society is changing too. The importance of information and communication technology is on the rise: we are a network society (Sennet, 2006). This type of society makes us free, but at the same time asks that we maintain ourselves, enter into free choices -- that are not without risk -- and that we contend with temporariness and dubiousness (Van Hoorik, 2011). Besides knowledge and experience, social capital (Ehlen, 2010) and a strong sense of self (Sennet, 2006) are of huge importance. Social capital refers to the ability to connect with others based on respect, appreciation, shared opinion and reciprocity. The feasibility of the connection depends on the strength of the sense of self.

We need to reclaim our focus on creating a positive induction to adulthood.

In short: to be a part of the network society requires lifelong learning and social capital. Knowledge can become obsolete and is furthermore absorbed into social networks. Lifelong learning includes all the activities that someone undertakes to acquire knowledge, skills and competence. Social capital is added to emphasise the fact that other factors besides learning, such as personal development, active citizenship and social integration are necessary with regard to employability.

Life is not merely being alive, but being well.

Marcus Valerius Martialis

It should be made clear that the accommodation and stabilisation of young people does not constitute the preparation they require to function fully in our society. These young people don't need a safety net; they need a trampoline!



Just 40p a day
could give Mark a
warm, safe room

Sponsor a room now

Promoting talents through positive stories



EXPLORE

Coffee is one of the most traded commodities on the planet. It is sold to us as a product connected with a set of positive lifestyles, behaviours and beliefs. Look at the difference below between the story told to us about coffee and the way the charity sector presents the people it works for.

Mental health is something we all have; the problem is how we see it."

Foyer Federation



In our society, we 'promote' our young people with a story in which no real solution is found, except in more social care and support. Advantaged Thinking proposes a different way of looking at these young people and the consideration of a different type of solution. What if you gave them the tools that they need – a laptop, a telephone – and the opportunity to develop skills

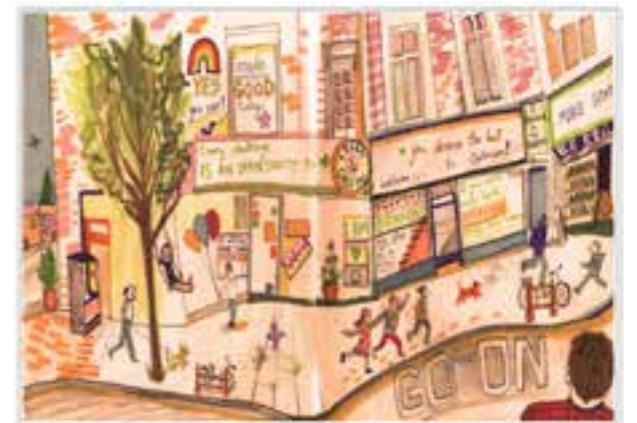
that suit them? Advantaged Thinking points to the added value of these young people for our society and for the people around them.

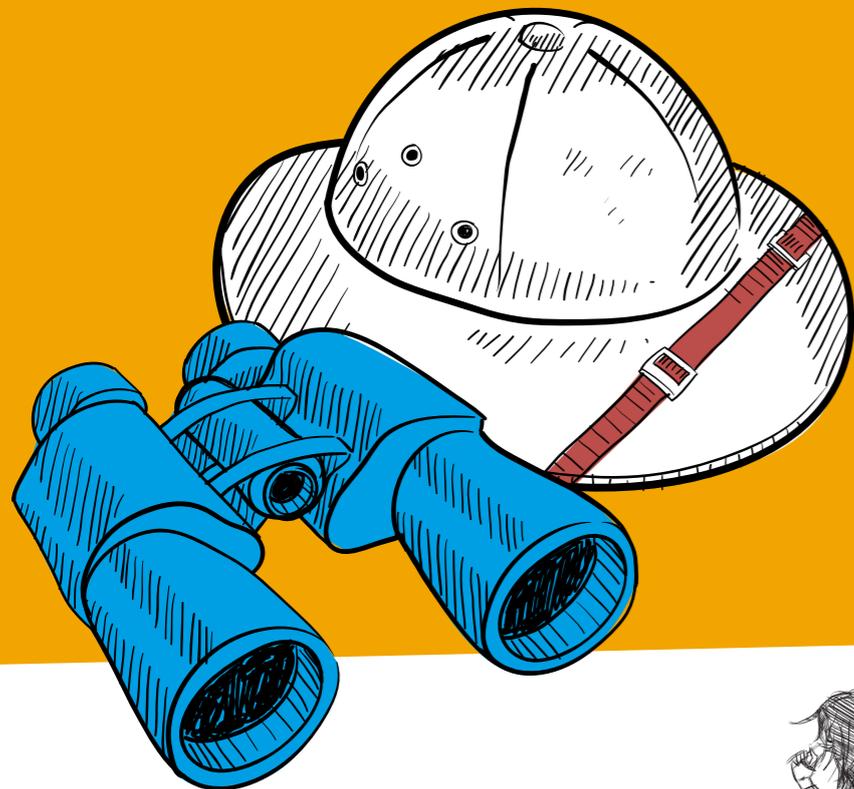


GET CREATIVE

This drawing was made by a young person in Great Britain exploring the 100% Talent approach. This drawing depicts Advantaged Thinking the way that she sees it. What kind of Advantaged Thinking story would you tell about the young people with whom you work?

Get creative: Try and draw an advert for your service in the form of Advantaged Thinking coffee. Think about the characteristics and features of your service that you want to promote; then find an image and a strapline that captures this





DESTINATION 2

EXPLORING THE FIVE AREAS OF 100% TALENT

At the first destination of our 100% Talent journey, you read about how Advantaged Thinking in our work with young people creates real innovation from opportunity to change. The basis for this is formed by spotting, coaching and promoting talent. The young people with whom we work flourish as a result.

There are five important requirements needed in the spotting, coaching and promotion of talent. These requirements are known as the five areas of 100% Talent. You study the places where young people reside or are actively associated and observe how you and your colleagues interact with the young persons (people). You also observe how you can utilise the talent and experience of these young persons (opportunities), how agreements with the young person can become real contracts. Finally, you jointly observe the campaigning in the outside world.



1. PLACES

where the young people are



2. PEOPLE

who include the young people

3. OPPORTUNITIES

which create the possibility of utilising talents



4. DEALS

which make an agreement even more binding



GO TALENTS!



5. CAMPAIGN

which promotes the talents of young people

To illustrate what implementation of the five areas of 100% Talent would look like, we've chosen the Step-by-Step Foyer in Great Britain as our guide. Here are a few of their popular and inspiring phrases, just to get you started.

- *We are all about re-inventing.*
- *It's about taking risks and just doing it.*
- *We LOVE change.*
- *Working as an Advantaged Thinker is the most logical thing; it's your motivation to do this work.*
- *I went from being an accommodation worker to a being a coach.*

Staff members, Foyer

1. PLACES

where the young people are



Young people need places where they can develop their talents. Those places meet the following three conditions, they will:

- inspire and promote through their environment, design and facilities
- protect and nurture safety and wellbeing
- foster a sense of community and belonging

How did Step by Step Foyer accomplish that?

Step by Step Foyer's mission is to ensure the young people who waltz through their doors are able to stand on their own two feet. From their point of view, that can only happen in steps. That is why they have literally divided their youth services into two floors: step 1 and step 2. All young people have their own room and bathroom on step 1. They are permitted to stay for a maximum of six months. In that half year, integration and socialisation are key: learning various things like cooking and cleaning. These activities occur in a group, which in turn encourages socialisation: there is an emphasis on coexistence. A lot of young people require this first step, Step by Step Foyer says, but is not always present. Step 2 enjoys more freedoms and is much more interesting to young people as they develop.



Our service has evolved through the implementation of Advantaged Thinking, changing our approach to documentation, signage and use of language. We have adopted, through our communication with young people, a more talent based environment".

Professional, Foyer

Both steps have clear guidelines and the young people indicate that they appreciate them. Young people had the idea for the staff to keep a checklist to ensure that kitchen or household tasks were done by everyone. Step by Step Foyer has a lot of notice boards hanging on the wall in the physical spaces, like the one in the photo on the left. These boards are filled with clear and positively formulated information about the Foyer; what it provides for and requires from each young person.



SELF-REFLECTION

The best way to examine the five areas of 100% Talent is to first relate them to yourself: what places inspire you and why?



GET CREATIVE

Ask the young people with whom you work to take photographs of the places they like and/or find inspiring. Include places inside, but also outside the building. The photographs can be implemented as talking points to discuss what, according to them, can be improved upon.



2. PEOPLE

who include the young people



Young people need other people to encourage them to develop their talents. These people embody the following three competencies, they will:

- empower, coach and mentor
- communicate and navigate the journey ahead
- build and connect positive networks

How did Step by Step Foyer accomplish that?

The photograph on the right shows how the Step by Step Foyer staff present themselves to the young people: on a notice board with a short paragraph introducing themselves – who they are, where they come from and why they work at Step by Step Foyer. A subsequent paragraph contains information about their talents. For example, Kelly Giles writes “I would describe myself as a creative person and I enjoy painting, drawing, singing, dancing and writing poetry” and Ruth Smeet says “I enjoy arts, crafts and I love gardening. I even grow my own vegetables”.

This board is the result of the change in course that the CEO of Step by Step has initiated. What did they do? They implemented the concept of Advantaged Thinking, where they experienced a cultural change that resulted in a shift from participation to self-generation amongst the young people.



How did they accomplish that? In short, they began with an inspiration day with the staff under the direction of the Foyer Federation. The team learned about Advantaged Thinking on inspiration day, which led to the creation of a group who were raring and eager to continue. The next step was two days of training that focused on coaching. What is important is that the entire organisation participated in this: staff, receptionists, but also the people concerned mainly with funding. This is necessary if you want cultural change: involve not only staff but especially receptionists and

the funding-team because they handle external communications. For example, the events from the inspiration day and the two-day training resulted in the notice boards.



SELF-REFLECTION

DeThe best way to examine the five areas of 100% Talent is to first relate them to yourself: what people have empowered you to succeed and how?

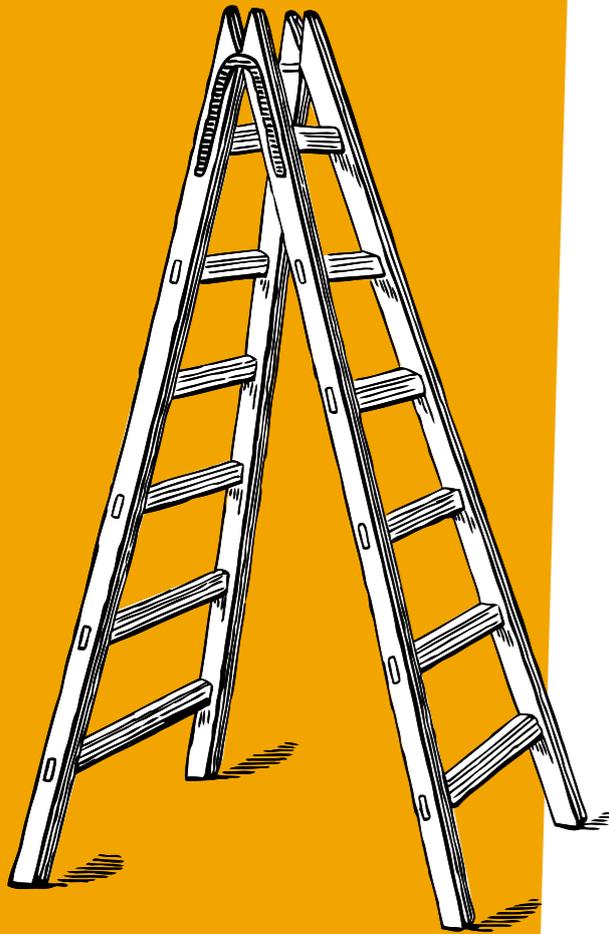


GET CREATIVE

Ask the young people with whom you work which people have helped them in recent years, and in what way.

3. OPPORTUNITIES

which create the possibility of utilising talents



Young people need a network of opportunities and possibilities to spot, coach and promote their talents. Those opportunities meet the following three conditions, they will:

- spot and promote talents
- develop potential
- offer real experience

How did Step by Step Foyer accomplish that?

There is a comprehensive weekly program for all young people at Step by Step in which they participate together with young people and businesses from the area, non-profit organisations, social entrepreneurs and financiers.

These include life skills sessions in which the focus is on the development of self-confidence. When that self-confidence grows, young people become more independent. The LGBT-group session is an initiative that came from the young people themselves, as is the Mochtails and the Breakfast 50p in which staff and young people come together once a week and hold informal discussions.

Customisation is very important when organising opportunities and possibilities, as are partnerships between young people and 'real' businesses, non-profit organisations, social entrepreneurs and financiers.



Through these partnerships we develop meaningful activities which fit into the lives and interests of young people, leading to clearer career direction and higher rates of employment.

Professional, Foyer



SELF-REFLECTION

The best way to examine the five areas of 100% Talent is to first relate them to yourself: what opportunities build your talents, and how?



4. DEALS

which make an agreement even more binding



The area Deals refers to agreements regarding talent building between a young person and the people with whom they will be working and who will be investing in their talent. The contracts are also known as the heart of the 100% Talent approach.

At the heart of the Foyer approach is The Deal, the contract between the young person and the service where the young person 'exchanges' developments in their personal and social capital, resilience and employability for a tailor made, personalised package of services and support.

Professional, Foyer

It is important that young people are urged to enter into a relationship with the Foyer in the contract and to become more than simply a passive recipient of support. It is a something-for-something deal. The contract meets three conditions, it will:

- advance personal goals and choices
- cultivate habits of learning and reflection
- provide access to value, rights and responsibilities



WATCH THE FILM >

How did Step by Step Foyer accomplish that?

The professionals at the Step by Step Foyer have weekly Foyer-meetings in which each young person is fully discussed. 100% Talent is on the agenda and the contracts play an important role in the discussion. At Step by Step young people are not asked to leave without good reason. Aggressive behaviour for example does not constitute grounds for asking someone to leave. Lack of commitment, on the other hand, does. Those who do not adhere to the contract can leave. The contract plays an important role during coaching;

the staff continually checks as to whether or not young persons are still interested in the coaching. Through this continuous adjustment, they keep the young person focused on the something-for-something principle.



SELF-REFLECTION

The best way to examine the five areas of 100% Talent is to first relate them to yourself: how would you describe your stake in society – what are the key ingredients of the deal for you?

5. CAMPAIGN

which promotes the talents of young people

GO TALENTS!



The young people with whom we work need campaigning that eliminates Disadvantaged Thinking by focusing on talent as a means by which they can realise their potential. Campaigning means that you go outside and campaign. Such a campaign meets three conditions, it will:

- show that all young people have talents worth investing in
- challenge Disadvantaged campaigning Thinking
- target social and policy issues that limit what young people can achieve

How did Step by Step Foyer accomplish that?

The greatest difficulty facing Step by Step Foyer is the fact the system is still following the classic model. They would love to modify their intakes with indicators other than the current ones. They are considering ten indicators where young people participate in self-assessments, combined with assessments given by the staff.

The photograph on the left is an exceptionally tangible way of keeping element 7 ('Challenging') from the 100% Talent-DNA present and connected with the issues of the day: it is a projector that projects inspirational quotes onto the wall. Each member of the staff and each young person have submitted quotes that they find inspiring.

THERE ARE ONLY TWO
OPTIONS: MAKE PROGRESS
OR MAKE EXCUSES

IF YOU CAN DREAM IT,
YOU CAN DO IT

YOU WERE BORN TO WIN,
BUT TO BE A WINNER, YOU
MUST PLAN TO WIN,
PREPARE TO WIN, AND
EXPECT TO WIN

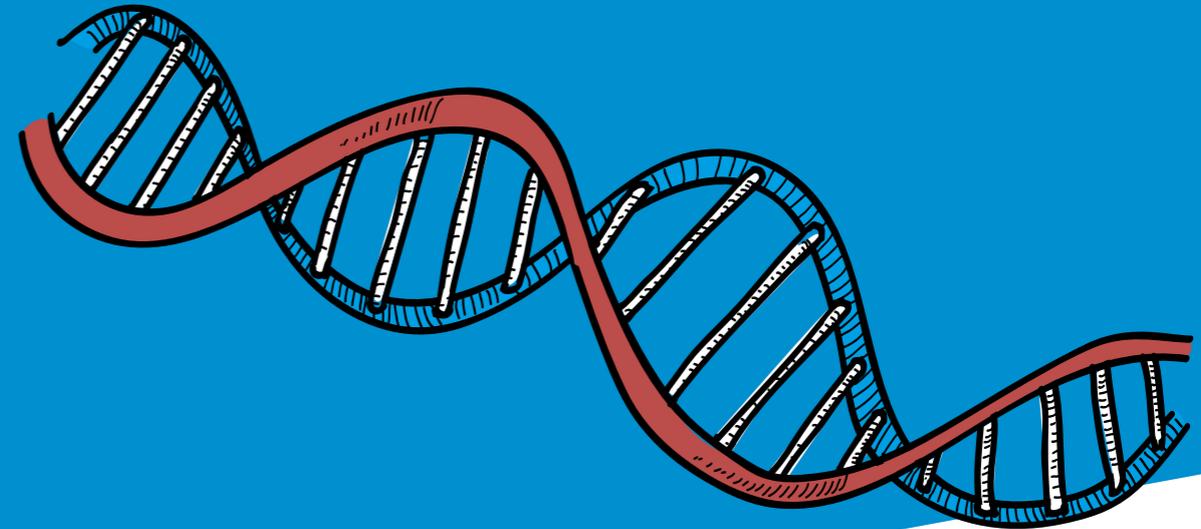


SELF-REFLECTION

The best way to examine the five areas of 100% Talent is to first relate them to yourself: what would you campaign on to make a more positive investment in young people, and how?

DESTINATION 3

EXPANDING THE 100% TALENT-DNA



If you want Advantaged Thinking – the new approach of thinking and acting in positive ways – to be unique to you, then you will have to create your own 100% Talent-DNA. 100% Talent is the DNA equivalent of making a positive investment in all young people. DNA is what defines us as human beings, whilst allowing for our own unique individual characteristics and expression. 100% Talent works in a way that is similar to DNA. It's what is inside what we do, the way we think and the way we act. Continue further to the seven elements in the 100% Talent-DNA.

The seven elements that shape you into an Advantaged Thinker

The 100% Talent-DNA consists of seven elements. These seven elements show what thinking and acting in accordance to the 100% Talent school of thought entails and offers for you, as a professional: the opportunity to experiment and to learn, and to develop into an Advantaged Thinker.

ELEMENT #1

TALKING

ELEMENT #2

UNDERSTANDING

ELEMENT #3

WORKING

ELEMENT #4

INVESTING

ELEMENT #5

BELIEVING

ELEMENT #6

INVOLVING

ELEMENT #7

CHALLENGING

TALKING - USING POSITIVE LANGUAGE

ELEMENT #1

The first element in the 100% Talent-DNA concerns the language that we use. We talk about the services that are available for 'street kids' – but we forget that street kids don't exist. Who are they? Young people facing homelessness.

Homelessness as an experience instead of a way of being. We are tagging with negatives placed first, like homeless young man instead of a young man who doesn't have a home. Start the conversation not with risks but with assets."

Professional, Foyer

Sometimes it is necessary to describe young people with whom we work in relation to their experiences and along the lines of stereotypes. Where we can be vigilant is in our use of more positive than negative characterisations: let us talk more about the possibilities and qualities of a young person

rather than their problems and challenges. It's about finding the right balance where positive language and positive images have a higher ratio than negative ones.

Bedrijven met een ratio voor uitdrukkingen van positief naar negatief die hoger is dan 2.9:1, floreren.

Martin Seligman in zijn boek Flourish (2011)

Kun je herkennen wanneer jij de jonge mensen met wie je werkt negatief labelt en stereotypeert? Welke positief-negatief-ratio zie je terug als je de website van jouw voorziening bekijkt? Tel de positieve en de negatieve woorden en beelden. Op welke ratio kom je uit? 2-1, 3-1 of iets anders? Met een tool als www.wordle.net kun je zichtbaar maken hoe de sleutelwoorden van jouw website er bij elkaar uitzien.



SELF-REFLECTION

Do you always try to use positive language to talk about and describe people instead of negatives and stereotypes?



SHAKE YOURSELF AWAKE

"Companies with better than a 2.9:1 ratio for positive to negative statements are flourishing."
Martin Seligman in his book Flourish (2011)

What ratio can you see in some of the literature and language used in your service? Count the balance between the positive and the negative. Is it 2-1, 3-1 etc.? Use www.wordle.net to showcase what the key words from your webpage look like.

NO TAGGING PLEASE

Talent is the flavour of all of our conversations – not just in support meetings but in the corridors, at the reception, in auditions for places at the foyer, in group sessions and residents meetings. Staff are taking a different approach and residents feel more aware and positive about themselves and their talents as a result... There is a much happier and positive 'vibe' that makes it easier to overcome challenges.

Professional, Foyer

UNDERSTANDING - KNOWING WHO YOU ARE WORKING WITH

ELEMENT #2



SELF-REFLECTION

Do you always try to look for the strengths and potential in people instead of focusing on their weaknesses and limitations?

The second element requires that we understand what we're talking about. That you know who you are working with and how much talent they have. Difficulties and needs should be taken into account, but it has to be balanced.

If we want young people to flourish, we have to start by actively gathering information about their talents. In our sector, we already know what young people cannot do, but it is high time every young person was viewed through an Advantaged Thinking lens. What is the best way to recognise or scout talent? The simplest way is to get young people to open up about themselves.

To understand what makes someone tick, an Advantaged Thinker consciously balances knowledge about the negative with that about the positive. In fact, when an Advantaged Thinker is seeking information about someone, they won't start with the negative at all. By beginning questions with the positives, it changes the nature of the conversation. Being positive and aspirational shouldn't be an add-on. An Advantaged Thinker wants someone to focus on who they really are, not how they have been described and defined by others.



SELF-REFLECTION

Do you have an assessment and data set to show that you understand who your people are based on what they can do – both before you work with them and afterwards? What would the perfect data set contain, and how can you collect and disseminate it?



GET CREATIVE

Approach intakes or the first meetings you have with young people differently from now on:

- 1.** Begin with the positive and make sure that you have written information about these young people in which their talents and qualities are in balance with the difficulties that these young people are facing. Allow young people to introduce themselves in a manner that suits them. It's a powerful way of saying, 'we want to value and understand you based on what you can do and want to do. Let's begin with that, and then look at some of the barriers and challenges.'
- 2.** New cases are certainly discussed in your team meeting, which often occur in a particular order: name, gender, age, background and issues. Turn it around and make sure you share with your team the story that you have written down about 'your' client. Provide information about the person such as their likes and dislikes. Finally, discuss the difficulties facing these young people.

WORKING - COACHING INSTEAD OF SUPPORTING

ELEMENT #3



SELF-REFLECTION

When you work with young people, do you try to focus on developing solutions and assets instead of just supporting problems and deficits?

The third element asks us to know how we should work with people. Are we using the most sophisticated forms of human development, learning and coaching? Are we looking across sectors and communities to where the expertise is? Do we know our own skill-base in order to work together? Can we maximise our collective impact instead of competing against each other? Models of risk assessment and deficit-based support are not enough if we really want to work with young people's capacity to offer talents.

The life coaching sessions helped me to recognise the small blocks towards achieving my ultimate goal and understand what I needed to focus on first.

Young person Samantha Jeffs, Weston Foyer resident

As a professional you have three fundamental tasks, namely: spotting talent, coaching talent and promoting talent. Rather than caring for, the emphasis is placed on independence and also on taking positive risks, such as giving young people money in order that they invest in their talents. It is actually a shift from supporting to coaching. It is a matter of focus: do you do your work to help young people achieve something, or do you simply want to help them minimise their failures?

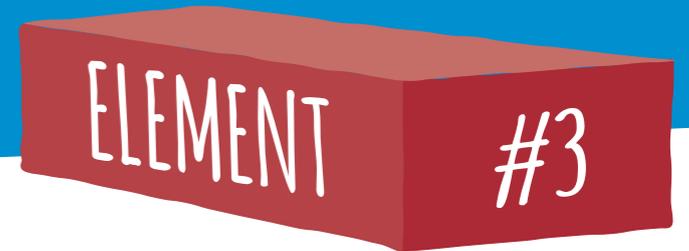


I think life coaching really does help. It helps you know what you are aiming for. It has helped me increase my confidence to get involved.

Young person Samantha Jeffs, Weston Foyer resident

WORKING - COACHING INSTEAD OF SUPPORTING

100% Talent works with life coaching, which consists of four elements: responsibility, conviction & commitment, empowerment and equality



1. Responsibility

Coaching means a shift, a move away from the idea that the professional has to find the solution to a young person's problems. Our young people need this, because an important part of the transition to adulthood is the realisation that you are responsible for your own actions. Through life coaching, you place that responsibility squarely in the hands of the young person; you make them the literal owner of their successes and failures. Failure in this sense isn't meant as a negative thing; it means that young people learn from the consequences of their own actions.

2. Conviction & Commitment

As a coach, you have to genuinely believe that young people are capable of moving forward in their lives. It is your task to make them believe it too. Chances are, you may be dealing with young people who aren't very keen on showing any kind of commitment, but remember: everyone has potential; it just needs to be unlocked. What is important to remember during coaching is that the measure of progress and success is different for each individual. A young person who doesn't show up for the first three training sessions, but turns up for the fourth session proves that he is learning more and more to commit.

3. Empowerment

The tools that you require for life coaching are quite clear: ask questions, listen, observe and reflect. With a combination of these tools, you establish a basis that allows young people to come up with their own solutions. The solution that is right for them at that moment, not the solution that you may believe is right. If you suggest any kind of a solution and something goes wrong, then the responsibility for its failure lies solely with you. The young person misses a learning opportunity and will probably not listen to you again. Coaching is about realising goals, but it is also about examining the possible routes to that goal.

4. Equality

Equality is a core principle of coaching. Equality in our work can be challenging, especially given the classical inequality between professionals and young people. The most important thing to bear in mind is that you are not an expert, adviser or parent. Your role is to coach young people in such a way that they are able to achieve their own goals and ambitions, and tread the path from surviving and coping to thriving. Working together on an equal footing proves to young people that you truly have confidence in their ability to move forward.

WORKING - COACHING INSTEAD OF SUPPORTING

100% Talent in the light of empowerment and the social constructivist learning theory



100% Talent is about spotting, coaching and promoting talent with the aim of helping young people thrive and contribute to society. This paradigm of talent building is called empowerment (Van Hoorik, 2011) and stems from the social constructivist learning theory.

Empowerment as a framework

Empowerment is not a methodology, but a thinking and operational framework that colours our way of seeing, thinking and behaving in a specific way. Empowerment is challenging because it is not a panacea that presents tailored answers and procedures. Just like 100% Talent, it provides a frame in which its application in practical situations must be constantly adjusted (Van Regenmortel, 2009). Empowerment

places focus on strengths and connections between people, organizations and groups. The focus is on the power of those involved and the experts in their field (Van Regenmortel, 2009). On an individual level, empowerment signifies a strengthening and magnifying of social skills and behaviour. In order to accomplish that, it is important for young people to have a strong sense of awareness of their own identity, which develops strongly during adolescence.

Identity construction

Emotions play an important role in identity construction. Identity development frequently occurs as a result of a crisis. It is a learning process that begins with an experience associated with an emotion. A crisis like this will only give rise to identity learning if the young person gets the opportunity to go in search of the meaning behind his or her experience with people that he or she trusts. A positive identity can be constructed through the development of talents (Penning et al., 2009). Besides identity learning, our young people need three things (Van Hoorik, 2011):

- 1. The reinforcement of their own power.*
- 2. Intensive coaching that, besides substantive and pedagogical quality, is characterised by the ability to establish a caring relationship with*

trust, consideration, empathy, openness, confirmation, respect, rectitude and virtue.

- 3. A supporting network that helps build social connections.*

The paradox of empowerment

It is not surprising: empowerment is not a deficit model but a proactive model. Empowerment is based on growth and change. The process is not linear and is for every young person and in every context different (Van Regenmortel, 2009). Fundamentally, empowerment cannot be given to or imposed on others. You cannot 'empower' others. This is known as the paradox of empowerment. With empowerment the essence lies much more in the enabling and the equipping (Spierts, 1999). And that requires an evenly balanced relationship. Empowerment is, therefore, at odds with hierarchy. It means, in other words, a shift in the relationship between the professional and the young person. In addition, focus shifts to partnership: involvement, equality, connection and reciprocity.

A different role for the professional

This shift in 'power', combined with the view that learning is an active process, calls for the professional to play a different role. He or she

has to find a good balance between taking full control and allowing the young person to experience for themselves. That differs from past paradigms in which learning is viewed as a passive process in which the professional is the determining factor. Learning – like nurturing – is developmental stimulation: supporting young people as they enter subsequent developmental zones in numerous areas (Van Oenen & Van Westering, 2010). Development is a matter of continuing to grow toward the next stage – intermediate stages with subsequent developmental goals. Constantly moving toward stages that lie just beyond reach. In addition, the intensity of coaching also changes: from a lot of support to increasing independence. In this process, professionals give young people the opportunity to create sufficient intermediate stages, practice in different ways, experiment and implement in actuality, and explore different ways of learning. As a reward for reaching the subsequent developmental zone, the presentation itself is the thing – certainly, if it is rated positively.

INVESTING - PUTTING MONEY AND TIME IN THE RIGHT THINGS

ELEMENT #4



SELF-REFLECTION

Do you invest your resources (money, time etc.) to allow people to flourish or to simply help them manage their problems?

Where in our sector do we invest our resources and time? Coping and surviving? Or building and thriving? Our young people need both, but in balance. It is not about what you cutback, but what you invest. The point is to do something else instead of continuing along the same lines with less money.

The fourth element asks us to know what to invest in if we want to grow social value through young people. Our responsibility lies in making the right investment decisions. The austerity controller thinks in terms of percentage cuts; the prosperity builder is interested in on what the remaining percentage should be spent. Intelligent investment ensures that more resources are focused on enabling people to build for the future rather than just cope in the present. The programmes we use to work with young people must be about finding investments that maximise personal returns through active citizenship.

Building a thriving life is not the same as helping someone to cope with an unhealthy life.

Martin Seligman

We can invest in people in two ways. We can invest in the managing of difficulties (coping) and in survival (surviving), or we can invest in the development of strengths and in flourishing. However much both sets of investments might be required, it is the latter which should dictate how much of the former is needed and for how long. An Advantaged Thinker spends his or her re-

sources – money, time, opportunities – to help young people grow and flourish in the long term instead of just supporting them and simply enabling them to cope better in the short term. An intelligent investor always looks for ways to make a difference.



SELF-REFLECTION

What kind of investor are you? What kind of investment risks are you willing to take in order to test the different possibilities? How much work time do you spend in the support of problems, instead of making room for solutions? Calculate the investment that you have made in someone, and the effect that has? Are the costs of the investment proportional to their effect?



BELIEVING - HAVING BIG AMBITIONS WITH YOUNG PEOPLE

ELEMENT #5



SELF-REFLECTIO

Do you always hold out an aspiration for someone's future that is the same one you would have for yourself and your family?

The fifth element in the 100% Talent-DNA concerns our beliefs and ambitions. Are the results that we are aiming for with these young people the same as those that we would desire for ourselves and for our family? As parents would: believe that your child will walk, even though at that moment it doesn't seem at all possible (see comic strip in Destination: 1). In our sector it is easy to lose faith. Yet you desperately need that faith, not only to persuade yourself but also to persuade the policy makers and financiers. Make sure that everyone believes in your 100% Talent future.



SHAKE YOURSELF AWAKE

Look at the outcomes that your service achieves and promotes. How do these match your aspirations as a good parent? Where would you like to do better?

Identify the processes that enable staff to keep hold of a positive vision. Are there any practices that threaten that vision by focusing too much on the negative?

We need to develop 'parental thinking' – in which a parent focuses intently on what their child can do and will become.

Whatever challenges and problems arise, the good parent never loses sight of their child or family member as an individual with a positive future to be lived. Advantaged Thinking services that work with people must have the aspirations of a good parent. They have to hold onto the vision for a positive future at all costs, no matter how far a person might be from that vision at any particular moment. They have to grow a positive vision with the person over time, and pass along the responsibility for that person to believe in and live.

This does not mean that services are surrogate parents. It's about having high aspirations, with the determination of a good parent to fight for what is possible. Staff must have the right processes to help them keep hold of a positive future at all times.

JUST BECAUSE SOMETHING ISN'T HAPPENING FOR YOU RIGHT NOW DOESN'T MEAN THAT IT WILL NEVER HAPPEN

The Advantaged Thinking focus on developing young people's talents has allowed us to improve their self-esteem and general confidence, as well as their resilience in terms of mental health".

Staff member, Foyer

Professional, Foyer

INVOLVING - ALWAYS WORKING TOGETHER

ELEMENT #6



TEST JEZELF

Do you always let the person with whom you work use their own experiences to develop their own solutions?

The sixth element asks us to involve young people, making sure that they can turn their problematic experiences into solutions. Successful products are designed within and through the experiences of those who will use those products. Purposeful involvement, means young people co-producing services, helping to determine what gets invested in, telling the story of what success looks like, questioning beliefs. The dynamic of innovation through involvement looks beyond service questionnaires, resident meetings, case studies:

Disadvantaged Thinking services are 'delivered' to people as though they were only customers with problems to be fixed.

The most successful businesses do not see customers as just those to whom they must deliver a service. They involve them in the development of the business. The customer experience – good and bad – will always hold the answer to the next innovation. Young people know young people.

Advantaged Thinking services see people as an opportunity. They believe that the experiences that have challenged young people also offer their own set of insights and qualities that can shape a positive future.

Which is why it is essential, and not just a matter of enlightened youth work practice, to involve (as well as support) young people in both creating the solutions to their lives and offering their expertise to assist others.



EXPLORE

Identify the processes you have to involve (and recognise) people in:

- shaping their own solutions
- shaping the overall service offer
- using their knowledge to help others

I don't think the staff could have come up with half the ideas the young people came up with themselves.

Jillian Hartland, staff member CHADD Foyer



LEARN MORE

It takes quite a bit of effort now and then to get the young people with whom we work involved and engaged. Theories relating to learning can help us adapt the situation in a way that erases their resistance. The following three principles are important in accomplishing this:

- 1.** Include the personal characteristics, living situation and personal experiences of the young people on an individual level in your teaching. Build on what they already know and can do (De Rick et al., 2006).
- 2.** Let the young people learn in a social context. Learning is to a great extent individualistic behaviour, but occurs in interaction within a social context. That social environment is an important factor, which determines whether a young person is learning or not (Van Oenen & Van Westering, 2010).
- 3.** Find a new approach to teaching! Our young people are mostly not tired of learning, but are tired of school. We have to see teaching more as an active and dialogical process in which we have to let go of the deficit approach (based on deficiencies) and substitute it for the competence approach (Knowles, 1975).

CHALLENGING - PROMOTING THE 100% TALENT-METHOD

ELEMENT #7



SELF-REFLECTION

Do you always listen for and respond to the Advantaged and Disadvantaged Thinking of others?

The seventh element of the Advantaged Thinking asks us to keep challenging ourselves, and others, to think and work in profoundly different ways. It is about advocating for a world where every person has the right to be seen as someone of value in the community, not just a problem to be fixed. It means becoming and creating leaders of change who think, act and feel beyond the rhetoric of disadvantage.

That requires alertness and agility. If you are at a party where someone mentions street kids, are you the one who broaches the subject and argues that a negative label is of no help to these young people. You conduct an internal and external campaign for Advantaged Thinking.

To be an Advantaged Thinker requires courage, agility and leadership. It means acting on the edge of creating the future. Making a path that might not yet be defined.

Promoting 100% Talent means that you are rebelling against the status quo, whilst many others may prefer to leave well enough alone. It means always being prepared to think differently as an innovator, it means challenging the Disadvantaged Thinking around us, wherever it limits the people's potential. However unpopular that might at times make us. It means being pragmatic and fleet of foot to play within the Disadvantaged Thinking discourse or funders and policy makers in ways that will still advance an Advantaged Thinking vision.



SELF-REFLECTION

How much courage, agility, and leadership do you possess in order to be a flagship for Advantaged Thinking?

We have increased our community presence and connected young people with more opportunities.

Our resources are increasing through the residents themselves, as they create new offers at the foyer based on their own talents.

We have engaged the business community and more volunteers.

We have been able to access new funding by being more challenging and outward thinking."

Professional, Foyer



SHIFTING TO ADVANTAGED THINKING

The seven elements of 100% Talent-DNA have been discussed above. If you include the elements on a professional level with your own methods, then you are sure to discover aspects that are more or less 'advantaged'.

You will also most probably identify aspects that are perhaps even 'disadvantaged'. That is not a problem. One of the most important qualities of the Advantaged Thinker is namely that he or she is quite capable of turning the negative thinking into positive thinking. And with regards to that which is already going well, the Advantaged Thinker has ideas on how that can be expanded and developed.

The figure below shows how progress and further development actually works. It is a simple process in which the top row represents the aspects in your methods that are disadvantaged and the bottom row is for advantaged methods.



GET CREATIVE

A. You have now become acquainted with the seven elements. Which two elements would you like to experiment with? A good indicator is: which of the elements seem to give you the most ideas? Choose two and move to the next step.

B. Focus on the two elements that you have chosen, take the Advantaged Thinking-perspective and answer the three questions below:

1. Where in your own methods do you see things that are fine, but could be better?
2. Where in your own methods do you see the most important challenges?
3. Where in your own methods do you see the most important strengths?

The answers to these questions form the input for the flow chart in the figure.

Begin top left with your most important challenges (2): what is actually the challenge? Next, you establish the core or essence of this challenge and why it's important. Finally, think about what you can develop to do it differently. The result is: **'FLIP IT!'**

Begin bottom left in the figure with your most important strengths (3) and the things that are going well but could be better (1). Which strength are we actually talking about? Next describe the source of this strength and why it is important. Finally, think about what you can further develop to fortify this strength even more.

The result is: **'EVOLVE!'**

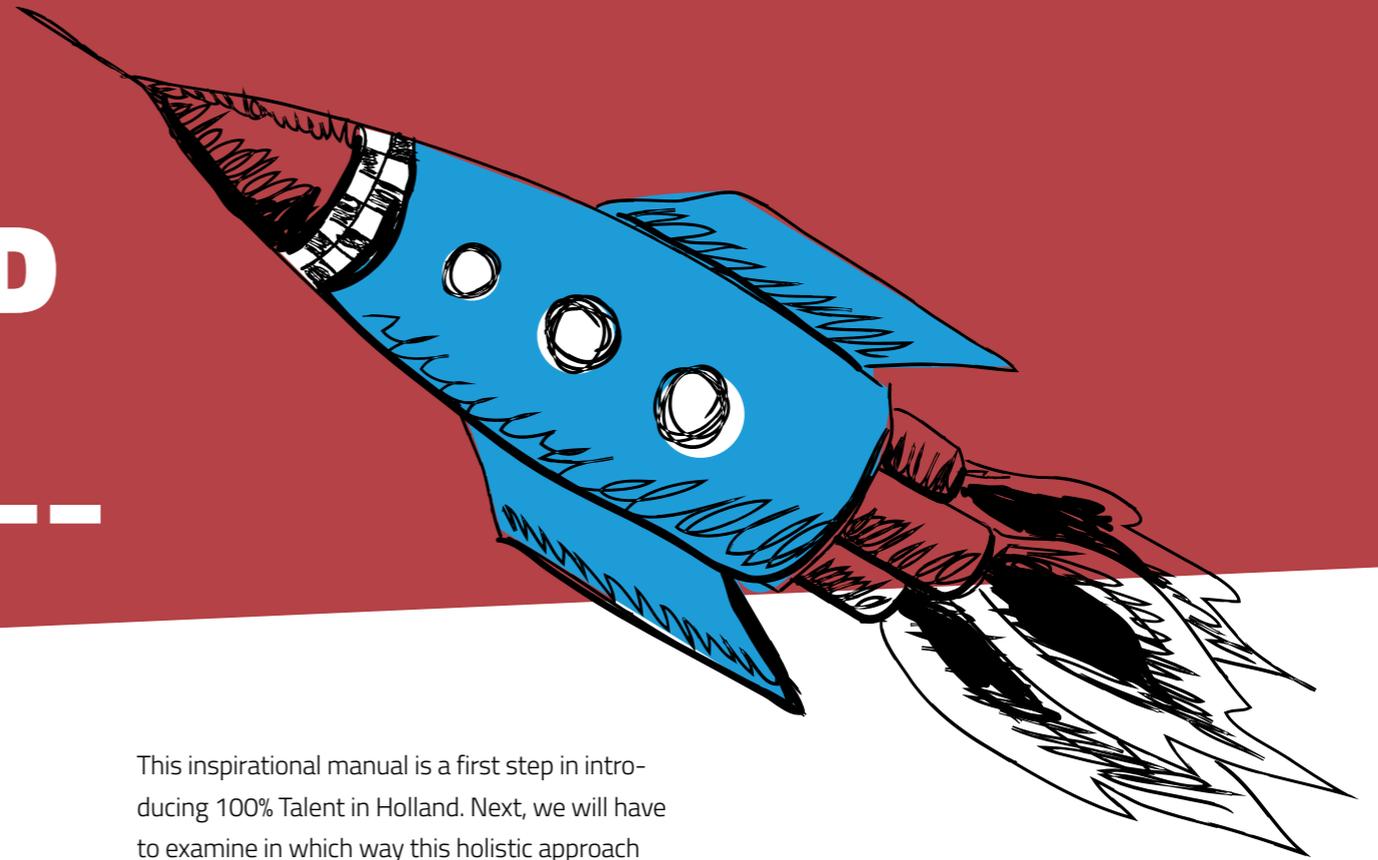
Flip it! But how?



Evolve! But how?



DESTINATION 4 FULL STEAM AHEAD INTO 2020



At this final destination, we look ahead to 2020. Why 2020? Because it is now 2015, the year in which local authorities in Holland became responsible for young people who encounter difficulties. And because a method as innovative as 100% Talent calls for taking a look towards the future. With the year 2020, we are pointing to the future.

Looking forward: what's next?

It is 2015 and the government in Holland is busy with decentralisation: more decisions and power are being diverted to provinces and local authorities. It is tense, but it also offers a lot of opportunities. Consider provinces that are providing free public transport chip cards to young people or local authorities that are giving young people control over the subsidies for the services that are already meant for them.

Chances are the policy makers with whom you work won't produce these plans themselves. Get out and about, promote the talents of the young people with whom you work and be a 100% Talent campaigner. Also, take a look beyond the limits of our sector and begin the conversation with healthcare, education and business leaders. Cherish all of the energy, creativity and passion that young people have and prove that young people in our society are an invaluable asset.

This inspirational manual is a first step in introducing 100% Talent in Holland. Next, we will have to examine in which way this holistic approach fits the Dutch system. It will require some adjustments in our support for young people. Are you joining us in exploring what kind of adjustments of our Dutch - local - systems are required for this?

Advantaged Thinking as a process

Now that you have reached the end of this journey, you will have noticed that Advantage Thinking is not a plan set in stone, but a process that is constantly evolving. Keep evolving and remain sharp by browsing through the seven elements in 100% Talent-DNA every so often. Which aspects of your disadvantaged methods can you shift and with which advantaged aspects can you utilize the principle of further development?

If you are no longer sure how to proceed in your own Advantaged Thinking-process, you can find fresh ideas and go far beyond what you thought was possible by answering the seven questions below.



EXPLORE

questions to breathe new life into Advantaged Thinking

1. What do you want to achieve as an Advantaged Thinker?
2. What are the top Advantaged Thinking areas in your services that you should promote?
3. What are the top Disadvantaged Thinking areas in your service that you could address?
4. What Disadvantaged Thinking outside do you commit to challenge and to influence?
5. What positive stakeholders could you involve to support Advantaged Thinking?
6. How can you involve people to develop and promote Advantaged Thinking?
7. How will you do all this – who is involved – when will things happen?

At the Foyer Federation, we are shaping a new movement for Advantaged Thinking with thinkers and doers in the UK and overseas who want to live our challenge for change - not just to benefit young people, but for all ages and stages where it can be applied. We hope many other pioneers will be part of this adventure ahead!

Foyer Federation

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Would you like to work with young people in a more positive way? And focus on talent instead of problems? But does this sometimes prove to be difficult in everyday life? The 100% Talent Inspirational Manual provides you with inspiration, good examples and practices. Use these to experiment with in your own organisation!

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for professionals working with young people who are...