EUROPEAN CATALOGUE OF SOFT SKILLS REFERENCES

Soft skills

Facilitating the vocational integration of people with low levels of qualifications

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

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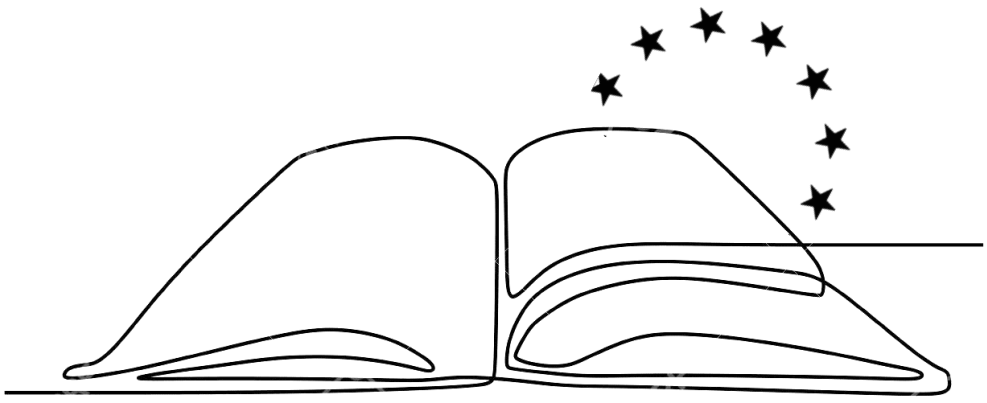
EUROPEAN CATALOGUE OF SOFT SKILLS REFERENCES



PREAMBLE

This catalogue aims at facilitating the comprehension of the soft skills approach developed in the framework of the Erasmus+ Soft skills project.

The Erasmus+ Soft skills project follows the approach of facilitating access to soft skills for people with low levels of qualification in order to accelerate their professional integration. Indeed, mastering a professional activity does not only require the implementation of technical skills specific to the job (hard skills), it also relies on the mobilization of soft skills. To do so, the partnership has developed a method as well as pedagogical tools for training in soft skills. For more information, do not hesitate to contact us (contact details p.63).

The catalogue of soft skills references is the central element of the project, used as a basis to develop a training program, training tools and a placement and assessment method: it contains the list of soft skills defined within the framework of the project, the levels of acquisition and their definitions, our method to link soft skills to professional occupational standards as well as a description of the soft skills acquisition process and the observable behaviours used to facilitate the placement and assessment process.

Additional materials

Additional materials have been developed to facilitate the appropriation of the soft skills project by all trainers, technical supervisors, tutors and assessors and to allow them to train and assess soft skills independently.

- The **"training kit for the implementation of soft skills"** gives all the keys to prepare and implement the soft skills training in any organisation with any trainees. It describes the training method and program in detail and provides summary sheets of training courses by level. It also gives suggestions concerning the pedagogical tools to be used in each step of the training or the posture to adopt as a trainer.

- The **"tool cards to train soft skills"** presents a collection of more than 80 tools that can be used to train soft skills. The tools are based on the experience of the project partners (tools they have learned in their initial training or throughout their professional career, as well as tools developed and/or adapted more specifically for this project). These tools require few equipment and can be easily applied to different contexts. The training kit suggests their use.

- The **"facilitation techniques"** helps the trainer/ technical supervisor/ tutor/assessor to support their trainees in the consolidation phase in a work situation. It gathers ideas how to put soft skills into practice in the daily work, to act as role models and to advise their trainees.

- The **"soft skills placement and assessment protocol"** gives you all the keys to assess and attest the acquisition of a soft skill. It describes the different moments and methods of assessment and gives you tools to do the placement and assessment properly.

- The "**training for trainers**" is a program and a training content for trainers, technical supervisors, tutors and assessors who wants learn how to use the project and the tools that result from it and to train in Soft Skills without problems.

- The **"soft skills checklist for trainers"** allows trainers, technical supervisors, tutors and assessors to verify their knowledge related to soft skills after a training of trainers but also to have a global view on the materials and tools necessary for the implementation of placements, trainings or soft skills assessments within their organization.

You will find all these materials in free access on our website: www.softskills-project.eu

Zerobarrier

Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by the organization Solivers with the help of the different partners they worked with during several European projects.

On this platform, users can easily search for the tools we developed during the soft skills project, keep a track of the training sessions, record the different results of the placement test or assessments and generate CV and skills portfolios.

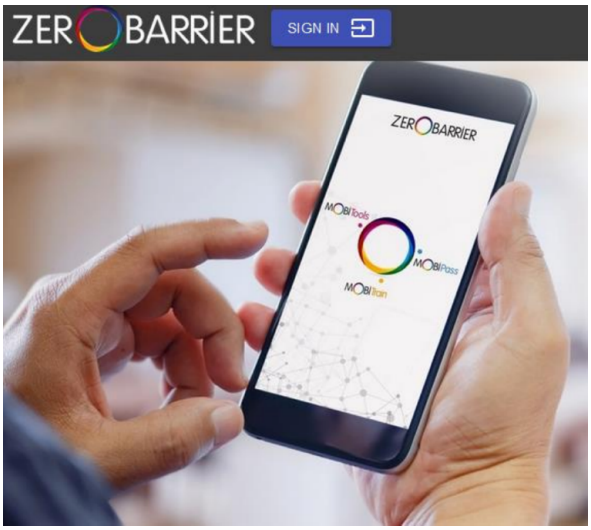
The platform is divided into 3 parts:

- **Mobitools**: on Mobitools, you can find the European catalogue of soft skills references, the training kit, the toolbox publication (as well as the individual tool cards), the non-structured strategies publication, the placement and assessment protocol, the 7 occupational standards that have been linked to soft skills, the wheels and the pictograms as well as the soft skills base.

- **Mobitrain**: on Mobitrain, it is possible to keep a track of all the training and consolidations followed by each learner which is very useful when the soft skills acquisition process is not taking place in the same organization or if a trainee changes of organization.

- **Mobipass**: it is possible to find the occupational standards we linked to soft skills (…) as well as the Soft Skills occupational standard. At the same time, it is possible to record the results of positioning and assessments and to automatically generate CVs and skill portfolios.

If you want to know more about the platform and sign in, contact Solivers: contact@zerobarrier.eu or visit directly the application www.zerobarrier.eu



1. THE PROCESS OF SOFT SKILLS IDENTIFICATION AND DEFINITION

A. What is a soft skill?

The concept of **skill** has a variable meaning, depending on the context and players.
Most experts nevertheless agree that it relies on:

- the use of a variety of resources
- in a specific situation. Competence is thus strongly linked to action.

A skill is therefore developed either in a social or professional context, and answers specific expectations related to this context.
Just like skills in general, **soft skills** don't have a single definition or meaning. They exist under a variety of terms: there is no consensus on the definition of soft skills, neither on the concept.

In this context, what matters is the approach chosen. Our approach regards **soft skills** as personal and interpersonal skills, close to personality traits. They are essential in professional life, and complement specialised skills and knowledge. Unlike **hard skills**, which are specific to one or more occupations, soft skills can be used in several professional and personal contexts.

Soft skills are useful for training, career choice or mobility, and affects in particular low-skilled groups. In fact low-skilled people have less chances in these areas and training soft skills can contribute to better chances for them.

Hard skills	**Soft skills**
Technical skills and knowledge needed to get and do a job Specialised Can be taught and learnt	Interpersonal and personal skills Interdisciplinary Acquired through life experience

Soft skills are distinct from **transversal skills,** which, although they can be used in a wide variety of work situations and settings, are mandatory for a professional context. This is for example the case for foreign language proficiency, or the ability to read and write.

They are also different from **life skills**, which are personal aptitudes, personality traits, reinforced throughout life. Curiosity and tolerance are examples of life skills.
These life skills are the basis for the social and professional integration of a person.

B. Identification of the main soft skills required for a job

Partners of the *Soft skills* project initially focused on the identification of the main soft skills required for employment.

All the partner organisations of the project have experience in supporting and training people with low level of qualification. They brought together their local networks to identify the most important soft skills in occupations that are most relevant for their target group, such as help cook, sales assistant, greens areas maintenance operative or cleaning operative.

The list was then broadened to suit all occupations and enhance skills and responsibilities development.
Existing resources at the European, national and local level have been used, in particular:

- The French '**Référentiel de Compétences transversales' of the Coordination française AEFA** (Agenda européen pour la formation des adultes), and the French Erasmus+ Agency,

- Resources from the **Erasmus+ Step4 SFC project**, in particular the 'Shopping list', which is itself inspired from: La formation professionnelle : *Etre* from Henri Bourdeault, Québec, Editions Tout autrement. 2004.

- Resources from the **Erasmus+ RECTEC project**, in particular the 'Référentiel pour l'identification des compétences transversales',

- Internal resources from Soft skills partners, some of whom are already working on soft skills.

Soft skills can be divided up in two groups:

- **Inter-personal skills**, necessary to communicate and interact with other people,

- **Intra-personal skills**, which are internal skills, perceptions and attitudes that manifest within a person's mind.

We defined 5 soft skills categories, belonging to those two groups:

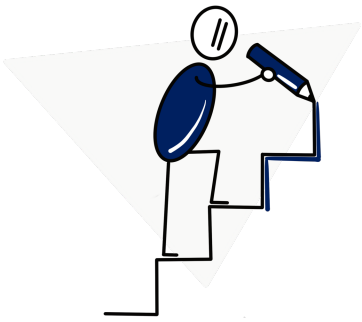
- **intra-personal skills**: Growth mindset, Self-awareness and Commitment – i.e. the skills essential for an individual to fully understand and cope with his/her emotions,

- **inter-personal skills**: Interactions and Reliability – taking into account the factors allowing an individual to understand and interact effectively with others.

The five soft skills categories

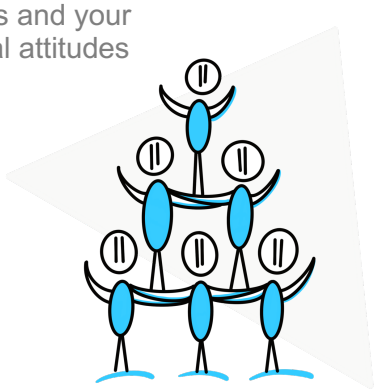
Growth mindset

Being able to question yourself and to progress



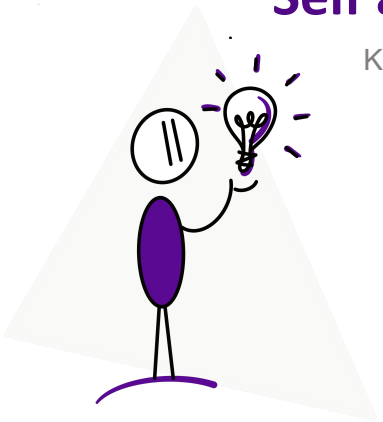
Reliability

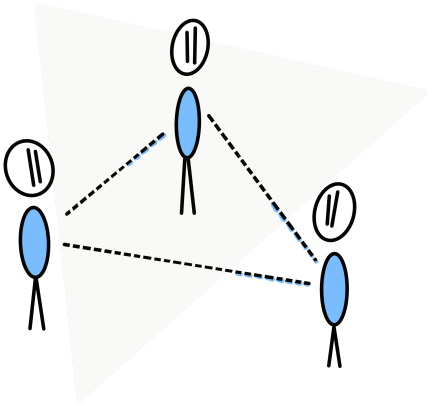
Inspire trust thanks to your actions and your professional attitudes



Self awareness

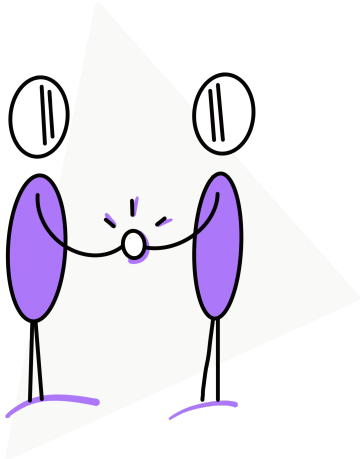
Know yourself





Interactions

Have the necessary language resources to understand and be understood. Show consideration and listening skills

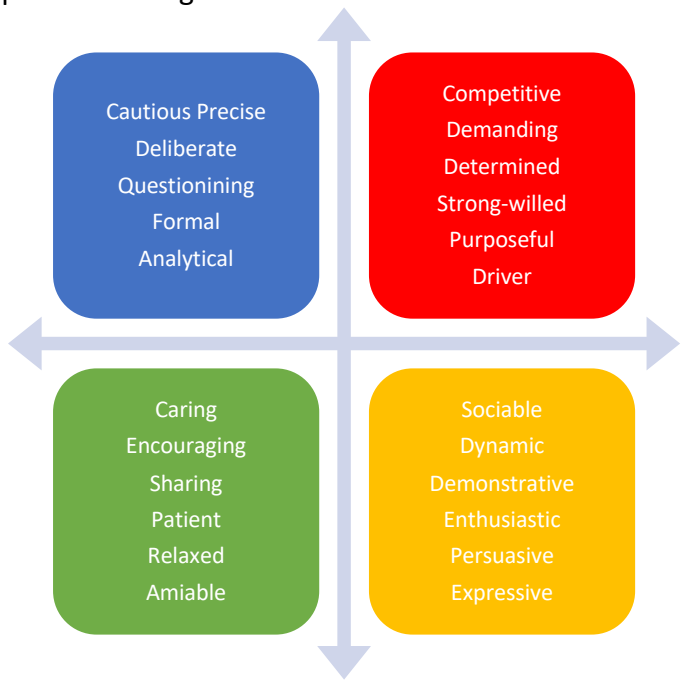


Commitment

Be a creative force. Actively tackle work and connected tasks

The **4-colours method** (also called Insights, DISC...) was then used as a theoretical basis to detail those soft skills categories.

The objective of this method is to improve behavioural skills. It assumes that each person shows a mixture of 4 different types of behaviour, each corresponding to a colour, with one behaviour/colour predominating.



Therefore, we made sure that each of our soft skills categories is made up of 4 soft skills corresponding to each type of behaviours or 4 colours:

> Growth mindset

- Learning to learn
- Autonomy
- Adaptability
- Accepting professional remarks

> Commitment

- Sense of organisation
- Sense of responsibility
- Taking initiative
- Ability to anticipate

> Interactions

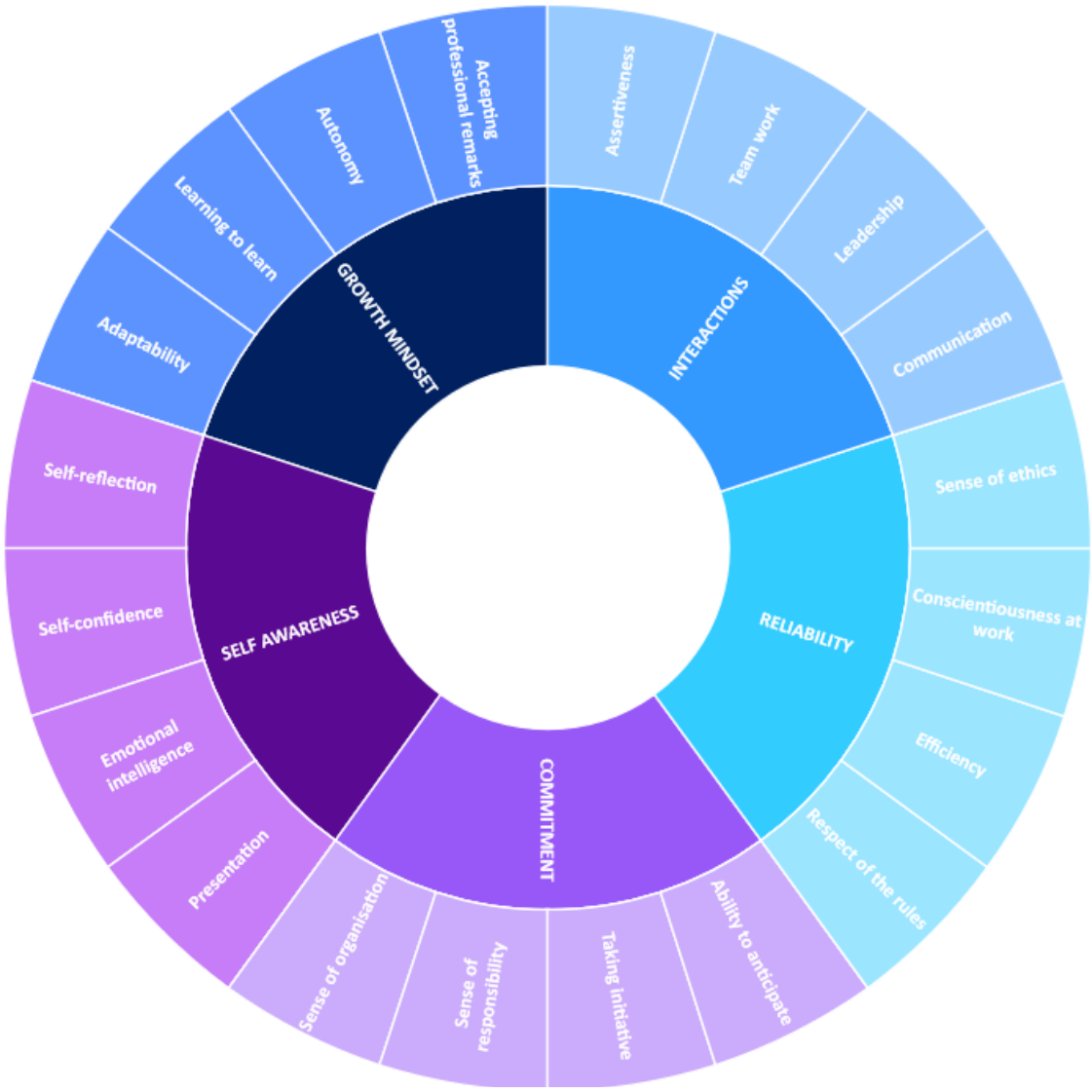
- Communication
- Leadership
- Team work
- Assertiveness

> Self-awareness

- Self-reflection
- Self-confidence
- Emotional intelligence
- Presentation

> Reliability

- Respect of the rules
- Efficiency
- Conscientiousness at work
- Sense of ethics



According to this structure, each person feels more comfortable with one of the soft skills in each category, which corresponds to the dominant colour for him/her. For example, a person for whom the dominant colour is red will be more comfortable with the leadership soft skill in the Interactions category.

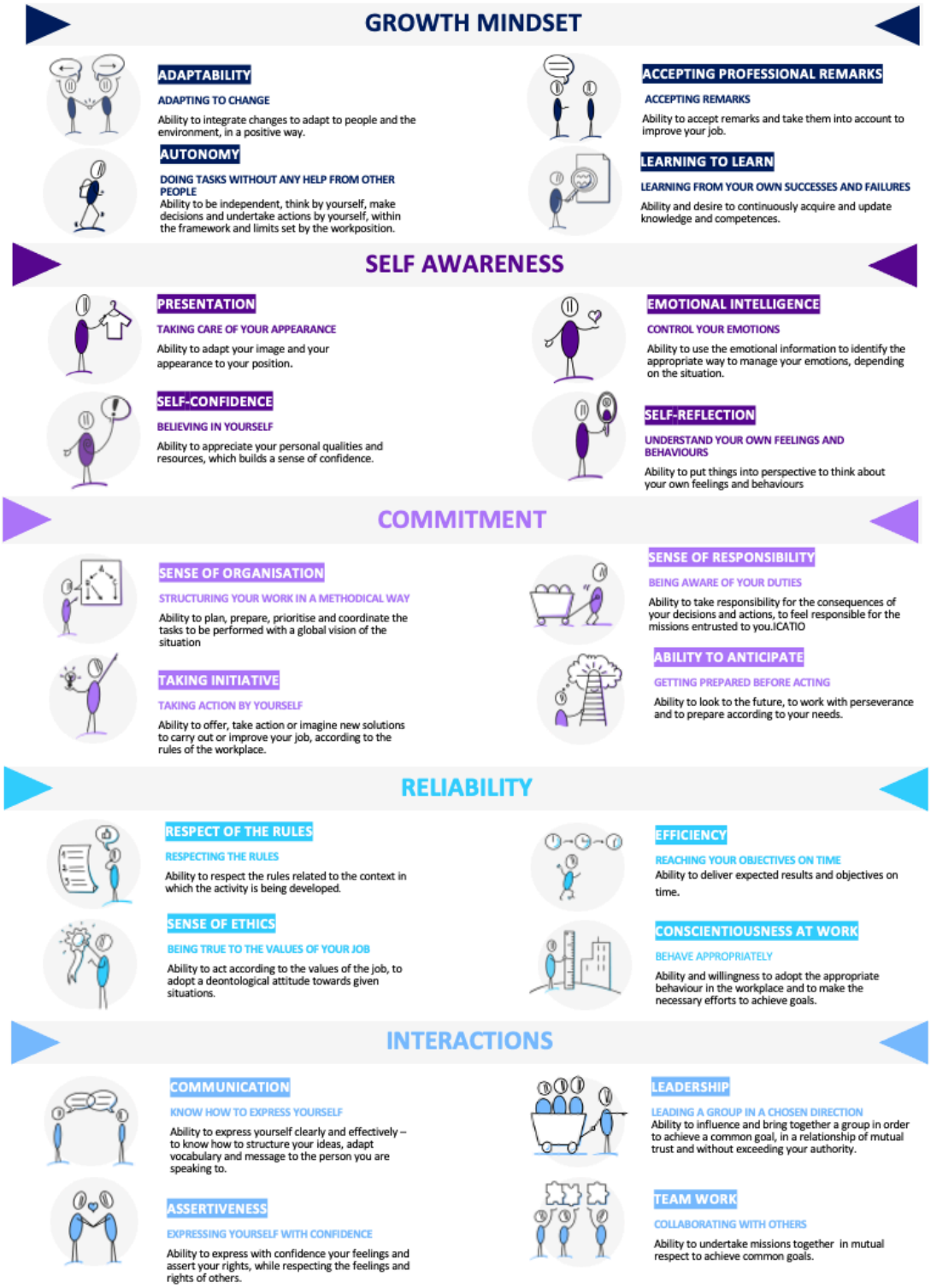
This approach is based on the assumption that this specific ability to help the person develop other soft skills which are less obvious to him/her. Based on this specific ability for leadership, the person will be able to develop other soft skills of the Interactions category, such as assertiveness which may be less obvious for him/her.

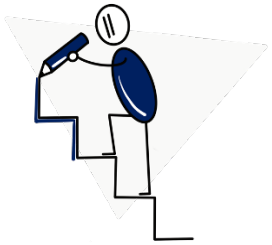
We thus place everyone in a position for success, by taking into account their individual background and abilities and by becoming aware of their room for improvement.

The list of soft skills developed is therefore short, coherent and in line with the requirements of the current labour market.

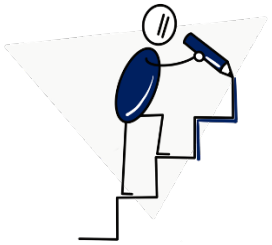
C. Soft skills definitions

The European Catalogue of Soft Skills References aims at referencing the identified soft skills. For each of the identified skills, it offers 2 definitions: a generic one and an easy to read. The proposed definitions for each soft skill are relevant regardless of the context and professional situation.

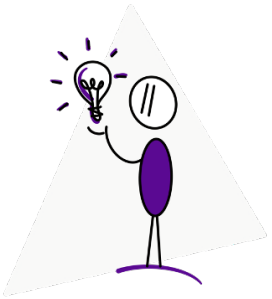




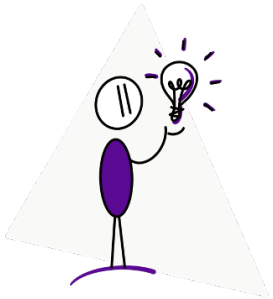
GROWTH MINDSET



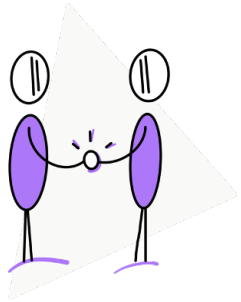
Category	Soft skills	Easy-to-read	Definition
Growth mindset Being able to question yourself and to progress	**Learning to learn**	Learning from your own successes and failures	Ability and desire to continuously acquire and update knowledge and competences
	Autonomy	Doing tasks without any help from other people	Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position
	Adaptability	Adapting to change	Ability to integrate changes to adapt positively to people and the environment
	Accepting professional remarks	Accepting remarks	Ability to accept remarks and to take them into account to improve your job



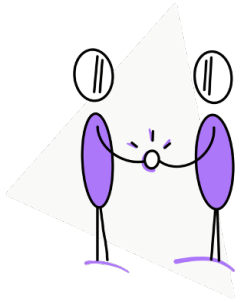
SELF AWARENESS



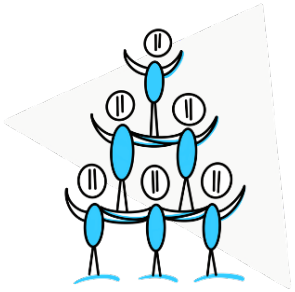
Category	Soft skills	Easy-to-read	Definition
Self awareness Know yourself	**Self-reflection**	Understand you own feelings and behaviour	Ability to put things in perspective to think about your own feelings and behaviour
	Self-confidence	Believing in yourself	Ability to appreciate your personal qualities and resources, which builds a sense of confidence
	Emotional intelligence	Control your emotions	Ability to use the emotional information to identify the appropriate way to manage your emotions, depending on the situation
	Presentation	Taking care of your appearance	Ability to adapt your image and appearance to your position



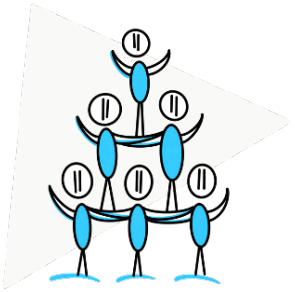
COMMITMENT



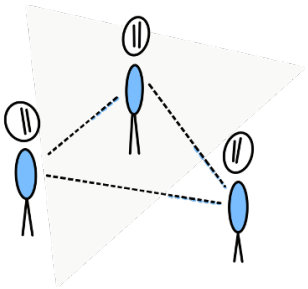
Category	Soft skills	Easy-to-read	Definition
Commitment Be a creative force. Actively tackle work and connected tasks	**Sense of organisation**	Structuring your work in a methodical way	Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation
	Sense of responsibility	Being aware of your duties	Ability to take responsibility for the consequences of your decisions and actions, to feel responsible for the missions entrusted to you
	Taking initiative	Taking action by yourself	Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace
	Ability to anticipate	Getting prepared before acting	Ability to look to the future, to work with perseverance and to prepare according to the needs



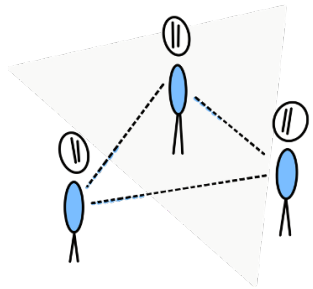
RELIABILITY



Category	Soft skills	Easy-to-read	Definition
Reliability Inspire trust thanks to your actions and your professional attitudes	**Respect of the rules**	Respecting the rules	Ability to respect the rules related to the context in which the activity is being developed
	Efficiency	Reaching your objectives on time	Ability to deliver expected results and objectives on time
	Conscientiousness at work	Behave appropriately	Ability et willingness to adopt the appropriate behaviour in the workplace and to make the necessary efforts to achieve goals
	Sense of ethics	Being true to the values of your job	Ability to act according to the values of the job, to adopt a deontological attitude towards given situations



INTERACTIONS

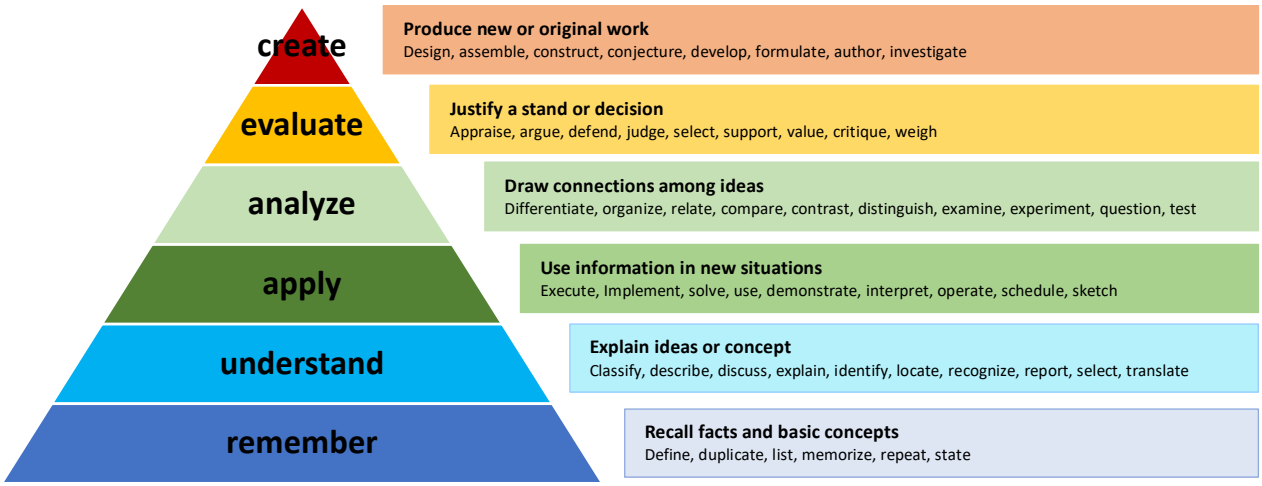


Category	Soft skills	Easy-to-read	Definition
Interactions Have the necessary language resources to understand and be understood. Show consideration and listening skills	**Communication**	Know how to express yourself	Ability to express yourself clearly and effectively - to know how to structure your ideas, adapt your vocabulary and message to the person you are speaking to
	Leadership	Leading a group in a chosen direction	Ability to influence and bring together a group in order to achieve a common goal, in a relationship of mutual trust and without exceeding your authority
	Team work	Collaborating with others	Ability to undertake a mission together in mutual respect to achieve common goals
	Assertiveness	Expressing yourself with confidence	Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others

2. THE LEVELS OF SOFT SKILLS ACQUISITION

A. The soft skills graduation method

The graduation of the soft skill is based on the revised Bloom's taxonomy method, which offers a classification of levels of knowledge acquisition according to the following model:



We adapted this method to the challenges of our project and graduated the soft skills into 4 levels of acquisition.

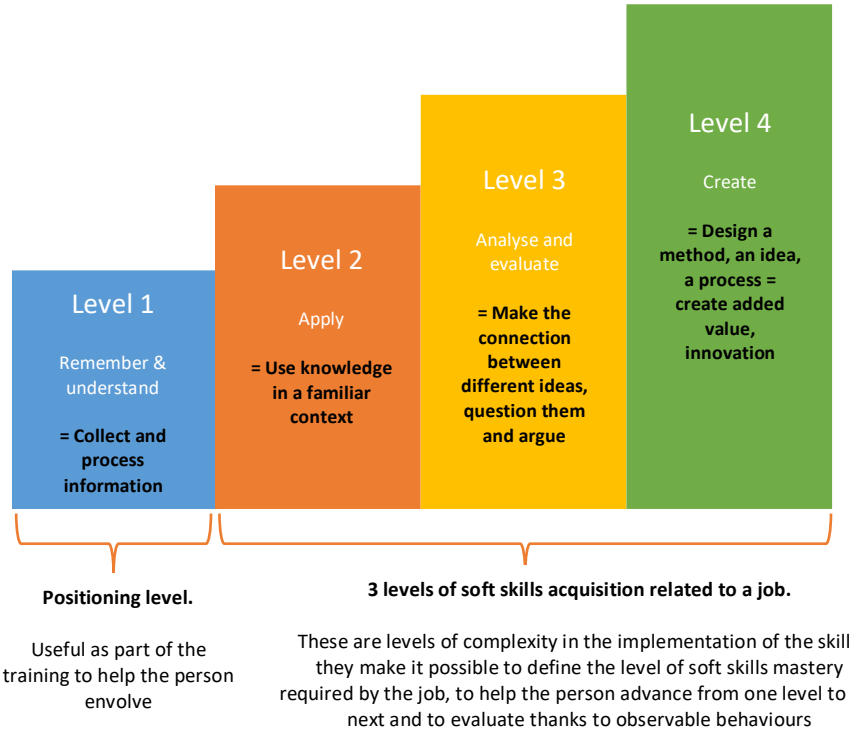
- Levels 1 and 2, **remember and understand**, both correspond to placement levels. They have thus been grouped together.

- **Application** is an essential step: it is the first step of skill acquisition.

- Levels 4 and 5, **analysis and evaluation** are both related to the ability to step back from practice and to question the skill. They have thus also been grouped together.

- Finally, **creation** refers to the ability to create added value from the skill and knowledge in question. It is therefore the ultimate step in mastering a soft skill.

We thus obtain the following 4 levels:

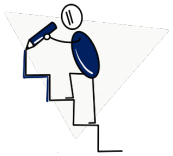


Each of the identified soft skills is defined by descriptors specifying the person's achievements with regard to each of the levels following Bloom's taxonomy:

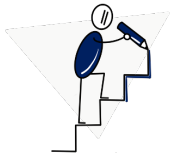
Levels of soft skills acquisition – Bloom's taxonomy			
1	2	3	4
Remember and understand	**Apply**	**Analyse & evaluate**	**Create**
He/She understands in a sustainable way the key principles of soft skills	He/She implements the key principles of the soft skills in easy situations in his/her daily work	He/She solves complex situations in his/her work by identifying the internal components of the situation and giving them meaning (potential problems, resources to use)	He/She puts things in perspective, taking into account ethical criteria. He/She cross-references information and reasoning coming from different soft skills.

B. The soft skills levels of acquisition - Definitions

The definitions of each level of Soft Skills are presented in the following pages in the form of tables and wheels.

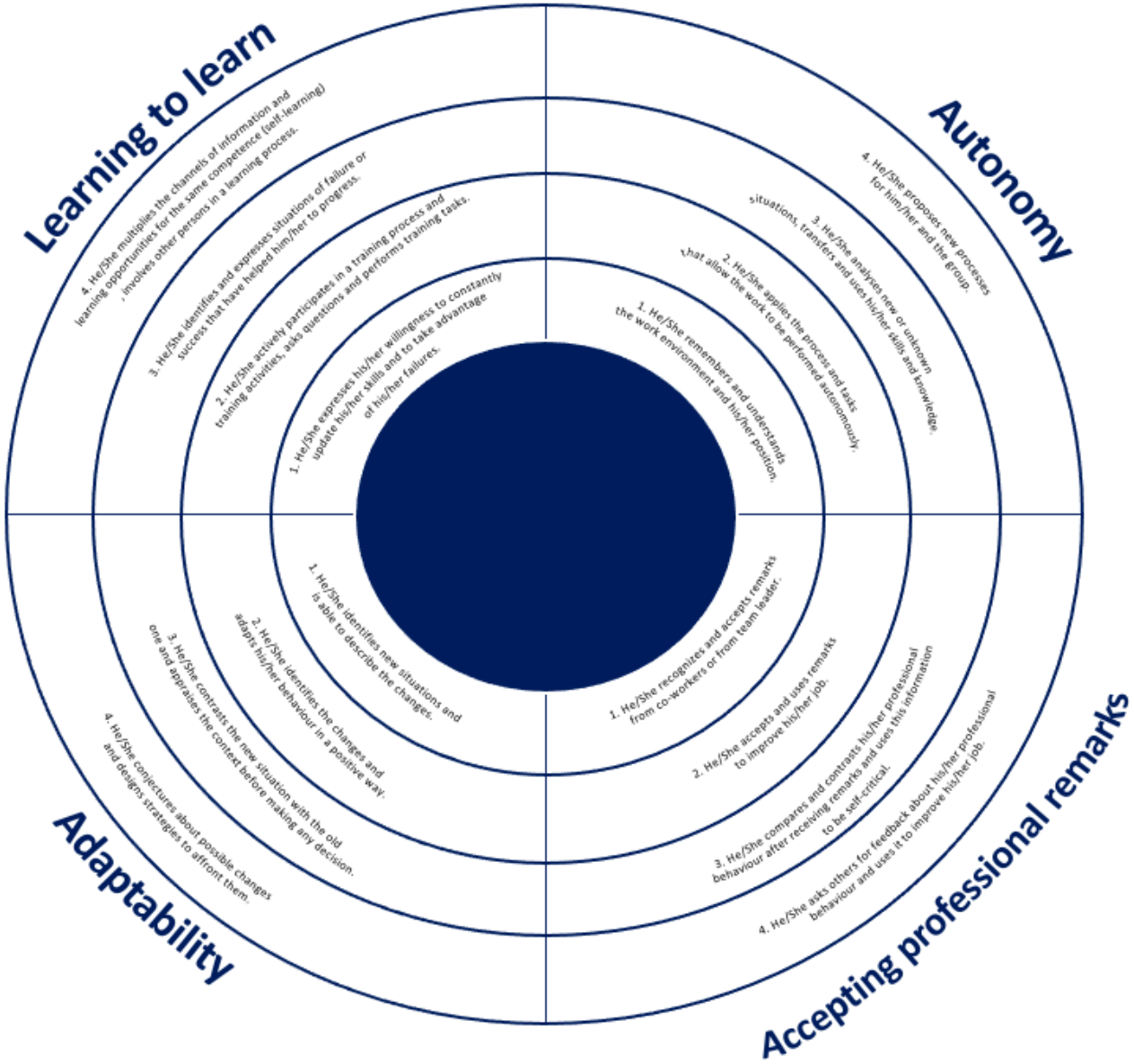


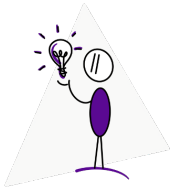
GROWTH MINDSET CATEGORY



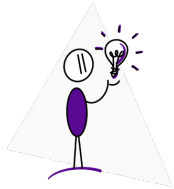
Level of soft skill acquisition – following Bloom's taxonomy

	Remember and understand	Apply	Analyse and evaluate	Create
LEARNING TO LEARN Ability and desire to continuously acquire and update knowledge and competences.	He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	He/She actively participates in a training process and training activities, asks questions and performs training tasks.	He/She identifies and expresses situations of failure or success that have helped him/her to progress.	He/She multiplies the channels of information and learning opportunities for the same competence (self-learning), involves other persons in a learning process.
AUTONOMY Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position.	He/She remembers and understands the work environment and his/her position.	He/She applies the process and tasks that allow the work to be performed autonomously.	He/She analyses new or unknown situations, transfers and uses his/her skills and knowledge.	He/She proposes new processes for him/her and the group.
ACCEPTING PROFESSIONAL REMARKS Ability to accept remarks and to take them into account to improve your job.	He/She recognizes and accepts remarks from co-workers or from team leader.	He/She accepts and uses remarks to improve his/her job.	He/She compares and contrasts his/her professional behaviour after receiving remarks and uses this information to be self-critical.	He/She asks others for feedback about his/her professional behaviour and uses it to improve his/her job.
ADAPTABILITY Ability to integrate changes to adapt positively to people and the environment, in a positive way.	He/She identifies new situations and is able to describe the changes.	He/She identifies the changes and adapts his/her behaviour in a positive way.	He/She contrasts the new situation with the old one and appraises the context before making any decision.	He/She conjectures about possible changes and designs strategies to affront them.


Learning to learn
4. He/She multiplies the channels of information and learning opportunities for the same competence (self-learning) , involves other persons in a learning process.
3. He/She identifies and expresses situations of failure or success that have helped him/her to progress.
2. He/She actively participates in a training process and training activities, asks questions and performs training tasks.
1. He/She expresses his/her willingness to constantly update his/her skills and to take advantage of his/her failures.
Autonomy
4. He/She proposes new processes for him/her and the group.
3. He/She analyzes new or unknown situations, transfers and uses his/her skills and knowledge.
2. He/She applies the process and tasks that allow the work to be performed autonomously.
1. He/She remembers and understands the work environment and his/her position.
Adaptability
4. He/She conjectures about possible changes and designs strategies to affront them.
3. He/She contrasts the new situation with the old one and appraises the context before making any decision.
2. He/She identifies the changes and adapts his/her behaviour in a positive way.
1. He/She identifies new situations and is able to describe the changes.
Accepting professional remarks
4. He/She asks others for feedback about his/her professional behaviour and uses it to improve his/her job.
3. He/She compares and contrasts his/her professional behaviour after receiving remarks and uses this information to be self-critical.
2. He/She accepts and uses remarks to improve his/her job.
1. He/She recognizes and accepts remarks from co-workers or from team leader.

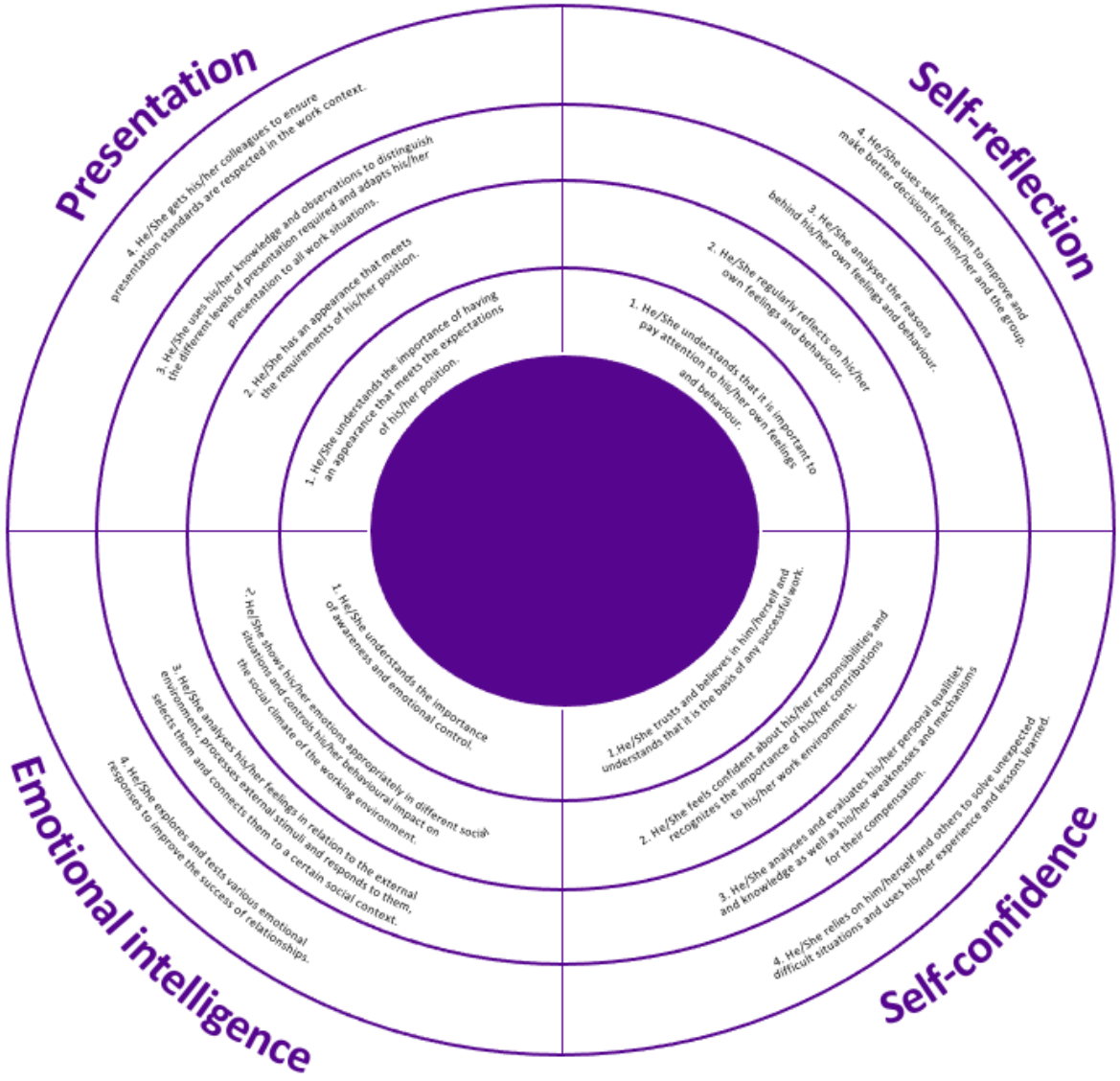


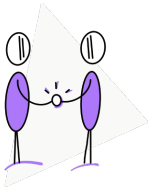
SELF AWARENESS CATEGORY



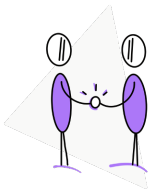
Level of soft skill acquisition – following Bloom's taxonomy

	Remember and understand	Apply	Analyse and evaluate	Create
SELF REFLECTION Ability to put things in perspective to think about your own feelings and behaviour	He/She understands that it is important to pay attention to his/her own feelings and behaviour.	He/She regularly reflects on his/her own feelings and behaviour.	He/She analyses the reasons behind his/her own feelings and behaviour.	He/She uses self-reflection to improve and make better decisions for him/her and the group.
SELF CONFIDENCE Ability to appreciate your personal qualities and resources, which builds a sense of confidence.	He/She trusts and believes in him/herself and understands that it is the basis of any successful work.	He/She feels confident about his/her responsibilities and recognizes the importance of his/her contributions to his/her work environment.	He/She analyses and evaluates his/her personal qualities and knowledge as well as his/her weaknesses and mechanisms for their compensation.	He/She relies on him/herself and others to solve unexpected difficult situations and uses his/her experience and lessons learned.
EMOTIONAL INTELLIGENCE Ability to use the emotional information to identify the appropriate way to manage your emotions, depending on the situation.	He/She understands the importance of awareness and emotional control.	He/She shows his/her emotions appropriately in different social situations and controls his/her behavioural impact on the social climate of the working environment.	He/She analyses his/her feelings in relation to the external environment, processes external stimuli and responds to them, selects them and connects them to a certain social context.	He/She explores and tests various emotional responses to improve the success of relationships.
PRESENTATION Ability to adapt your image and your appearance to your position.	He/She understands the importance of having an appearance that meets the expectations of his/her position.	He/She has an appearance that meets the requirements of his/her position.	He/She uses his/her knowledge and observations to distinguish the different levels of presentation required and adapts his/her presentation to all work situations.	He/She gets his/her colleagues to ensure presentation standards are respected in the work context.


Presentation
4. He/She gets his/her colleagues to ensure presentation standards are respected in the work context.
3. He/She uses his/her knowledge and observations to distinguish the different levels of presentation required and adapts his/her presentation to all work situations.
2. He/She has an appearance that meets the requirements of his/her position.
1. He/She understands the importance of having an appearance that meets the expectations of his/her position.
Self-reflection
4. He/She uses self-reflection to improve and make better decisions for him/her and the group.
3. He/She analyses the reasons behind his/her own feelings and behaviour.
2. He/She regularly reflects on his/her own feelings and behaviour.
1. He/She understands that it is important to pay attention to his/her own feelings and behaviour.
Emotional intelligence
4. He/She explores and tests various emotional responses to improve the success of relationships.
3. He/She analyses his/her feelings in relation to the external environment, processes external stimuli and responds to them, selects them and connects them to a certain social context.
2. He/She shows his/her emotions appropriately in different social situations and controls his/her behavioural impact on the social climate of the working environment.
1. He/She understands the importance of awareness and emotional control.
Self-confidence
4. He/She relies on him/herself and others to solve unexpected difficult situations and uses his/her experience and lessons learned.
3. He/She analyses and evaluates his/her personal qualities and knowledge as well as his/her weaknesses and mechanisms for their compensation.
2. He/She feels confident about his/her responsibilities and recognizes the importance of his/her contributions to his/her work environment.
1. He/She trusts and believes in him/herself and understands that it is the basis of any successful work.

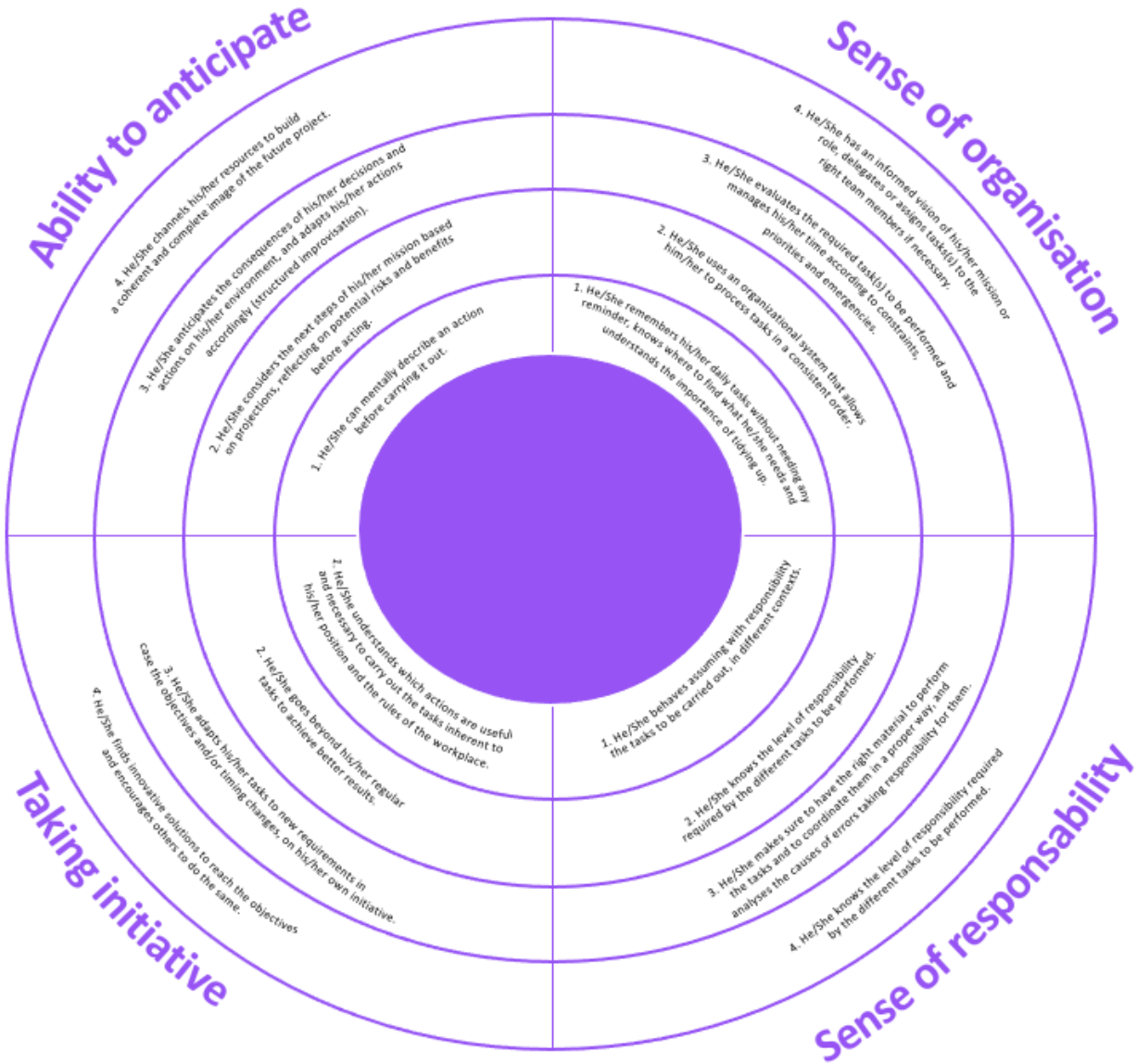


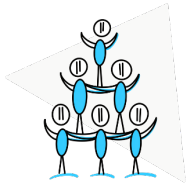
COMMITMENT CATEGORY



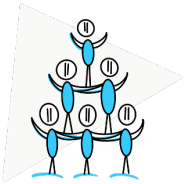
Level of soft skill acquisition – following Bloom's taxonomy

	Remember and understand	Apply	Analyse and evaluate	Create
ABILITY TO ANTICIPATE Ability to look to the future, to work with perseverance and to prepare according to the needs.	He/She can mentally describe an action before carrying it out.	He/She considers the next steps of his/her mission based on projections, reflecting on potential risks and benefits before acting.	He/She anticipates the consequences of his/her decisions and actions on his/her environment, and adapts his/her actions accordingly (structured improvisation).	He/She channels his/her resources to build a coherent and complete image of the future project.
TAKING INITIATIVE Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace.	He/She understands which actions are useful and necessary to carry out the tasks inherent to his/her position and the rules of the workplace.	He/She goes beyond his/her regular tasks to achieve better results.	He/She adapts his/her tasks to new requirements in case the objectives and/or timing changes, on his/her own initiative.	He/She finds innovative solutions to reach the objectives and encourages others to do the same.
SENSE OF RESPONSIBILITY Ability to take responsibility for the consequences of your decisions and actions, to feel responsible for the missions entrusted to you.	He/She knows the level of responsibility required by the different tasks to be performed.	He/She behaves assuming with responsibility the tasks to be carried out, in different contexts.	He/She makes sure to have the right material to perform the tasks and to coordinate them in a proper way, and analyses the causes of errors taking responsibility for them.	He/She defines the responsibility of each member of the team and encourages the team to be more responsible.
SENSE OF ORGANISATION Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation.	He/She remembers his/her daily tasks without needing any reminder, knows where to find what he/she needs and understands the importance of tidying up.	He/She uses an organizational system that allows him/her to process tasks in a consistent order.	He/She evaluates the required task(s) to be performed and manages his/her time according to constraints, priorities and emergencies.	He/She has an informed vision of his/her mission or role, delegates or assigns tasks(s) to the right team members if necessary.


Ability to anticipate
4. He/She channels his/her resources to build a coherent and complete image of the future project.
3. He/She anticipates the consequences of his/her decisions and actions on his/her environment, and adapts his/her actions accordingly (structured improvisation).
2. He/She considers the next steps of his/her mission based on projections, reflecting on potential risks and benefits before acting.
1. He/She can mentally describe an action before carrying it out.
Sense of organisation
4. He/She has an informed vision of his/her mission or role, delegates or assigns task(s) to the right team members if necessary.
3. He/She evaluates the required task(s) to be performed and manages his/her time according to constraints, priorities and emergencies.
2. He/She uses an organizational system that allows him/her to process tasks in a consistent order.
1. He/She remembers his/her daily tasks without needing any reminder, knows where to find what he/she needs and understands the importance of tidying up.
Taking initiative
4. He/She finds innovative solutions to reach the objectives and encourages others to do the same.
3. He/She adapts his/her tasks to new requirements in case the objectives and/or timing changes, on his/her own initiative.
2. He/She goes beyond his/her regular tasks to achieve better results.
1. He/She understands which actions are useful and necessary to carry out the tasks inherent to his/her position and the rules of the workplace.
Sense of responsability
4. He/She knows the level of responsibility required by the different tasks to be performed.
3. He/She makes sure to have the right material to perform the tasks and to coordinate them in a proper way, and analyses the causes of errors taking responsibility for them.
2. He/She knows the level of responsibility required by the different tasks to be performed.
1. He/She behaves assuming with responsibility the tasks to be carried out, in different contexts.

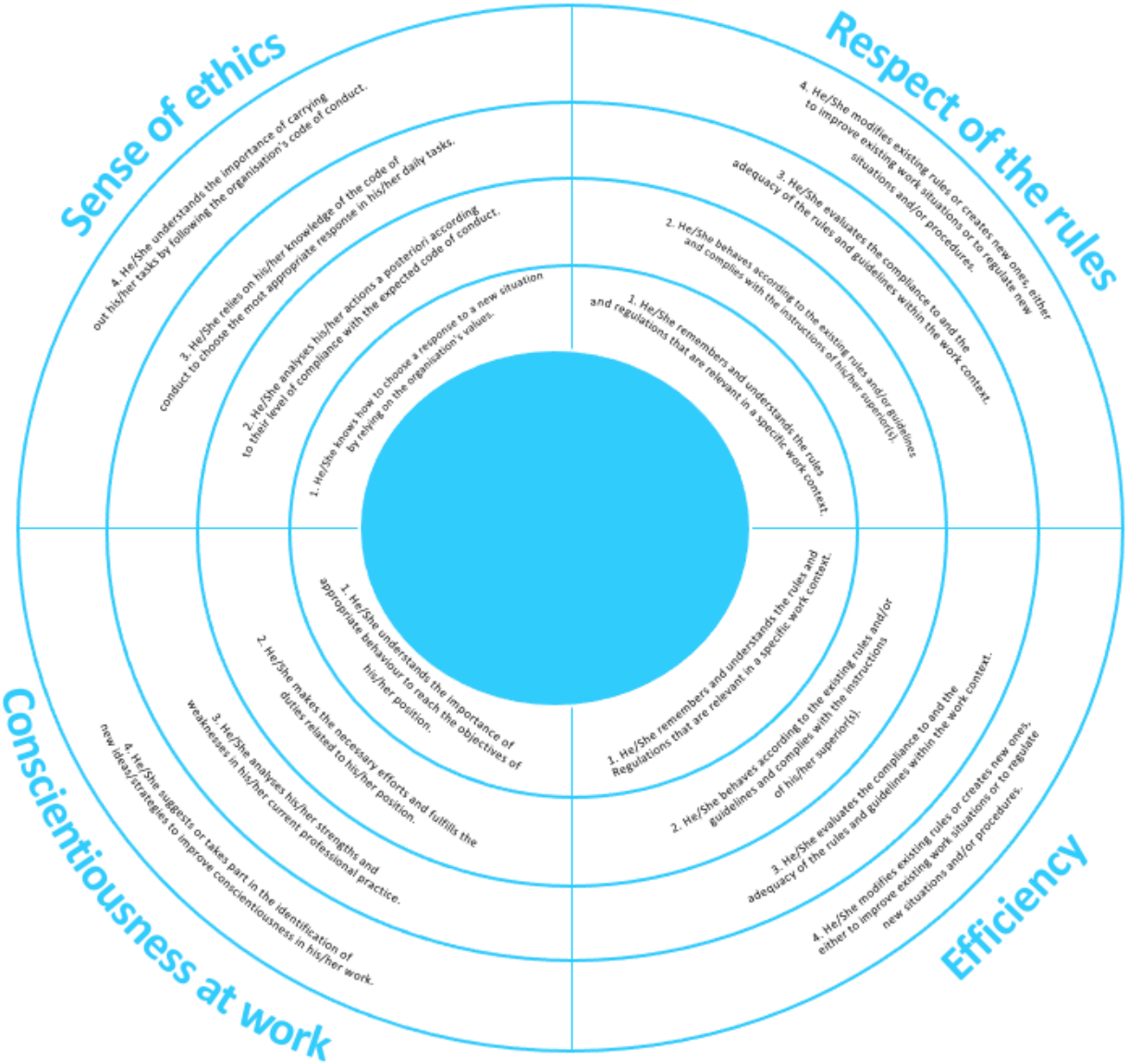


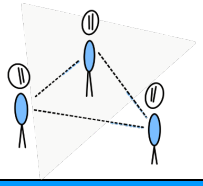
RELIABILITY CATEGORY



Level of soft skill acquisition – following Bloom's taxonomy

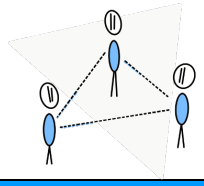
	Remember and understand	Apply	Analyse and evaluate	Create
RESPECT OF THE RULES Ability to respect the rules related to the context in which the activity is being developed.	He/She remembers and understands the rules and regulations that are relevant in a specific work context.	He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).	He/She evaluates the compliance to and the adequacy of the rules and guidelines within the work context.	He/She modifies existing rules or creates new ones, either to improve existing work situations or to regulate new situations and/or procedures.
EFFICIENCY Ability to deliver expected results and to meet objectives on time.	He/She remembers and understands the objectives related to the job.	He/She reaches the objectives and meets the deadlines requested without wasting resources.	He/She adapts his/her objectives and deadlines if the work situation requires it.	He/She sets objectives and deadlines for him/her and for the group.
CONSCIENTOUSNESS AT WORK Ability and willingness to adopt the appropriate behaviour in the workplace and to make the necessary efforts to achieve goals.	He/She understands the importance of appropriate behaviour to reach the objectives of his/her position.	He/She makes the necessary efforts and fulfils the duties related to his/her position.	He/She analyses his/her strengths and weaknesses in his/her current professional practice.	He/She suggests or takes part in the identification of new ideas/strategies to improve conscientiousness in his/her work.
SENSE OF ETHICS Ability to act according to the values of the job, to adopt a deontological attitude towards given situations.	He/She understands the importance of carrying out his/her tasks by following the organisation's code of conduct.	He/She relies on his/her knowledge of the code of conduct to choose the most appropriate response in his/her daily tasks.	He/She analyses his/her actions a posteriori according to their level of compliance with the expected code of conduct.	He/She knows how to choose a response to a new situation by relying on the organisation's values.


Sense of ethics
4. He/She understands the importance of carrying out his/her tasks by following the organisation's code of conduct.
3. He/She relies on his/her knowledge of the code of conduct to choose the most appropriate response in his/her daily tasks.
2. He/She analyses his/her actions a posteriori according to their level of compliance with the expected code of conduct.
1. He/She knows how to choose a response to a new situation by relying on the organisation's values.
Respect of the rules
4. He/She modifies existing rules or creates new ones, either to improve existing work situations or to regulate new situations and/or procedures.
3. He/She evaluates the compliance to and the adequacy of the rules and guidelines within the work context.
2. He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).
1. He/She remembers and understands the rules and regulations that are relevant in a specific work context.
Conscientiousness at work
4. He/She suggests or takes part in the identification of new ideas/strategies to improve conscientiousness in his/her work.
3. He/She analyses his/her strengths and weaknesses in his/her current professional practice.
2. He/She makes the necessary efforts and fulfills the duties related to his/her position.
1. He/She understands the importance of appropriate behaviour to reach the objectives of his/her position.
Efficiency
4. He/She modifies existing rules or creates new ones, either to improve existing work situations or to regulate new situations and/or procedures.
3. He/She evaluates the compliance to and the adequacy of the rules and guidelines within the work context.
2. He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).
1. He/She remembers and understands the rules and Regulations that are relevant in a specific work context.

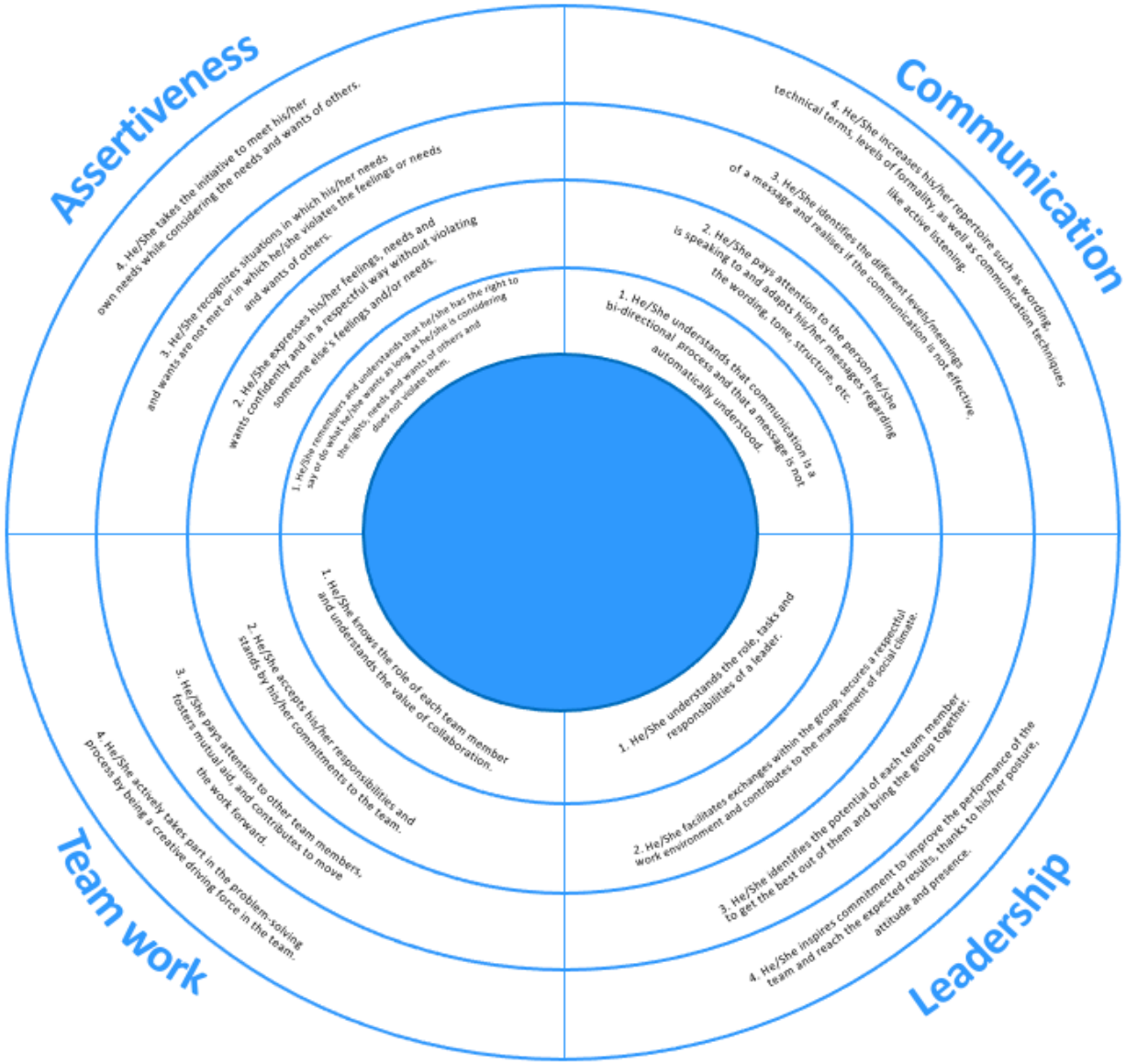


INTERACTIONS CATEGORY

Level of soft skill acquisition – following Bloom's taxonomy



	Remember and understand	Apply	Analyse and evaluate	Create
COMMUNICATION Ability to express yourself clearly and effectively, to know how to structure your ideas, adapt your vocabulary and message to the person you are speaking to.	He/She understands that communication is a bi-directional process and that a message is not automatically understood.	He/She pays attention to the person he/she is speaking to and adapts his/her messages regarding the wording, tone, structure, etc.	He/She identifies the different levels/meanings of a message and realises if the communication is not effective.	He/She increases his/her repertoire such as wording, technical terms, levels of formality, as well as communication techniques like active listening.
LEADERSHIP Ability to influence and bring together a group in order to achieve a common goal, in a relationship of mutual trust and without exceeding your authority.	He/She understands the role, tasks and responsibilities of a leader.	He/She facilitates exchanges within the group, secures a respectful work environment and contributes to the management of social climate.	He/She identifies the potential of each team member to get the best out of them and bring the group together.	He/She inspires commitment to improve the performance of the team and reach the expected results, thanks to his/her posture, attitude and presence.
TEAM WORK Ability to undertake a mission together in mutual respect to achieve common goals.	He/She knows the role of each team member and understands the value of collaboration.	He/She accepts his/her responsibilities and stands by his/her commitments to the team.	He/She pays attention to other team members, fosters mutual aid, and contributes to move the work forward.	He/She actively takes part in the problem-solving process by being a creative driving force in the team.
ASSERTIVENESS Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others.	He/She remembers and understands that he/she has the right to say or do what he/she wants as long as he/she is considering the rights, needs and wants of others and does not violate them.	He/She expresses his/her feelings, needs and wants confidently and in a respectful way without violating someone else's feelings and/or needs.	He/She recognizes situations in which his/her needs and wants are not met or in which he/she violates the feelings or needs and wants of others.	He/She takes the initiative to meet his/her own needs while considering the needs and wants of others.


Assertiveness
1. He/She remembers and understands that he/she has the right to say or do what he/she wants as long as he/she is considering the rights, needs and wants of others and does not violate them.
2. He/She expresses his/her feelings, needs and wants confidently and in a respectful way without violating someone else's feelings and/or needs.
3. He/She recognizes situations in which his/her needs and wants are not met or in which he/she violates the feelings or needs and wants of others.
4. He/She takes the initiative to meet his/her own needs while considering the needs and wants of others.
Communication
1. He/She understands that communication is a bi-directional process and that a message is not automatically understood.
2. He/She pays attention to the person he/she is speaking to and adapts his/her messages regarding the wording, tone, structure, etc.
3. He/She identifies the different levels/meanings of a message and realises if the communication is not effective.
4. He/She increases his/her repertoire such as wording, technical terms, levels of formality, as well as communication techniques like active listening.
Leadership
1. He/She understands the role, tasks and responsibilities of a leader.
2. He/She facilitates exchanges within the group, secures a respectful work environment and contributes to the management of social climate.
3. He/She identifies the potential of each team member to get the best out of them and bring the group together.
4. He/She inspires commitment to improve the performance of the team and reach the expected results, thanks to his/her posture, attitude and presence.
Team work
1. He/She knows the role of each team member and understands the value of collaboration.
2. He/She accepts his/her responsibilities and stands by his/her commitments to the team.
3. He/She pays attention to other team members, fosters mutual aid, and contributes to move the work forward.
4. He/She actively takes part in the problem-solving process by being a creative driving force in the team.

3. SOFT SKILLS IN A PROFESSIONAL CONTEXT

Mastering a profession does not only mean mastering technical skills. It also means having an attitude consistent with the job. It is therefore important to be able to take into account both technical skills and attitudes/soft skills linked with the profession.

This catalogue can be used in connection with specific professional situations, which can be the context for the acquisition and assessment of soft skills.

We therefore developed a method to identify the most expected soft skills and levels of acquisition required for different jobs.
This method applies to all jobs and skill levels, from worker to manager.

We initially selected 7 jobs facing recruitment difficulties and accessible at low levels of qualification:

- Cleaning operative
- Welder boilermaker
- Green area maintenance operator
- Seller restocker
- Help cooker
- Viticulture operator
- Biotechnology assistant

Thanks to the methods described in the following pages, we were able to link these 7 occupational standards to Soft Skills. Thus, if a trainee wishes to practice one of the 7 professions mentioned, he/she or the trainer will know exactly which Soft Skills to focus on.
You will find these 7 occupational standards linked to soft skills freely available on our website www.softskills-project.eu and for a fee on the application www.zerobarrier.eu.

A. Identification of soft skills expected for a job

This method aims at identifying the most expected soft skills and their required levels for different jobs. For each job, we need:
job profiles related to the occupation,
our European Catalogue of Soft Skills References.

1 The method firstly requires to collect job profiles linked with the chosen job.

2 We then identify in these job profiles the elements related to soft skills, i.e. interpersonal or personal skills, close to behavioural skills, which can be used in different professional contexts. Take care to eliminate technical, behavioural and life skills. Definitions can be found on page 15 to 19 of the Catalogue.

3 The elements collected are then compared with the soft skills and their definitions. The aim is to identify the matching soft skill for each element.

4 For each selected soft skill, we determine the level of acquisition required for the job, using descriptions from the job profile, and the definitions from the soft skills catalogue.

5 The results can be recorded in a table to identify easily which soft skill appears most often in job profiles. We will select the soft skills mentioned most frequently.

Matching soft skill / Required attitude For the job	Autonomy	Team work	Adaptability	Respect of the rules
The operator works alone or in a team.	X	X		
He/she must be able to work as a team, depending on the location and the task to be performed.		X		
Ability to adapt (work situations, different work sites, pace of activity...)			X	
He/she also has to comply with health and safety rules, for example when handling certain detergents.				X
Compliance with safety rules, Eco gestures				X

B. Identification of expected soft skills in a specific professional context

The second method relies on the European Credit System for Vocational Education and Training (ECVET), which it complements, mentioning the required soft skills and levels for each Unit of Learning Outcome.

a) The European Credit System for Vocational Education and Training (ECVET)

The ECVET system was created following a recommendation of the European Parliament and the Council of 18 June 2009. It is based on and complements the concepts and principles of other European tools such as the European Qualifications Framework.

ECVET promotes the transfer, recognition and progressive accumulation of acquired skills and knowledge. It is part of the lifelong learning approach.

This system has several advantages:

- It promotes the recognition of skills and knowledge acquired in a formal, non-formal or informal context.
- It is therefore rewarding for learners.
- As part of a lifelong learning approach, ECVET can lead to the certification of the learner by adapting at his/her own pace.
- ECVET promotes transnational mobility and transparency.

The ECVET logic is particularly interesting for groups with specific needs because it helps to promote the recognition of their skills and promotes their mobility.

The ECVET system is structured in:

- **Units of Learning Outcome** – "statements of what a learner knows, understands and is able to do on completion of a learning process, and which are defined in terms of knowledge, skills and competence". These ULOs can be evaluated, and validated.

- **Knowledge** – "Outcome of the assimilation of the information through learning (principles, theory, practices that are related to the job)"

- **Skills** – “Ability to apply knowledge and use know-how to perform tasks and solve problems”. Skills are “cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)”.

- **Competences** – “Proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and/or personal development”[1].

ECVET is the result of a European recommendation, adopted and implemented in European countries. The methodological framework thus remains flexible to be used within the different national contexts.

Supported by ECVET experts, we worked on the basis of occupational standards structured as follows:

ULO Unit of learning outcome (Unité d'Acquis d'apprentissage)	Main activities (Activités principales)	Competence (Compétences/ Acquis)	Knowledge (Savoirs)	Skills (Aptitudes)
ULO1.	U1.A1.	U1.A1.C1.	U1.A1.C1.S1.	U1.A1.C1.AP1.

[1] European Qualification Framework definitions

b) Soft skills identification

For each selected job, we need:

- The occupational standard referencing Units of Learning Outcome, Main Activities, Competences and Knowledge according to the European Credit System for Vocational Education and Training (ECVET),

- Our European Catalogue of Soft Skills References.

For each Unit of Learning Outcome this method consists in:

1. Reviewing soft skills definitions in relation to the main activities, technical skills and knowledge of the occupational standard.

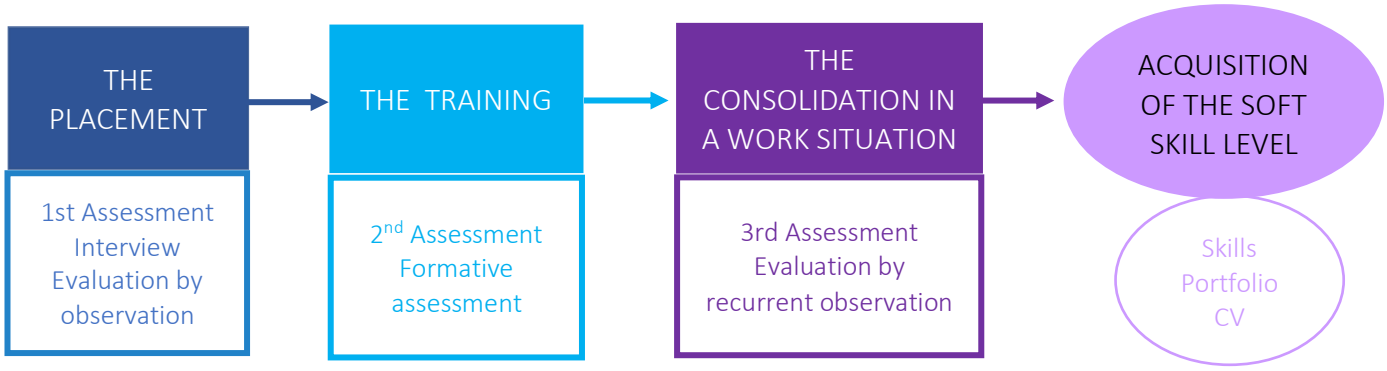
2. Selecting between 2 and 5 most relevant soft skills for the Unit of Learning Outcome in question.

3. For each of the selected soft skills, identifying the level of acquisition required for all the activities of the Unit, using the definitions from the catalogue, and activities, technical skills and knowledge of the job.

4. THE SOFT SKILLS ACQUISITION PROCESS

A. The process

The soft skills acquisition process is a process that involves 3 key steps. Assessment is an omnipresent element in this process. Indeed, it is carried out during the 3 key steps of the acquisition process and ensures its effectiveness and relevance.



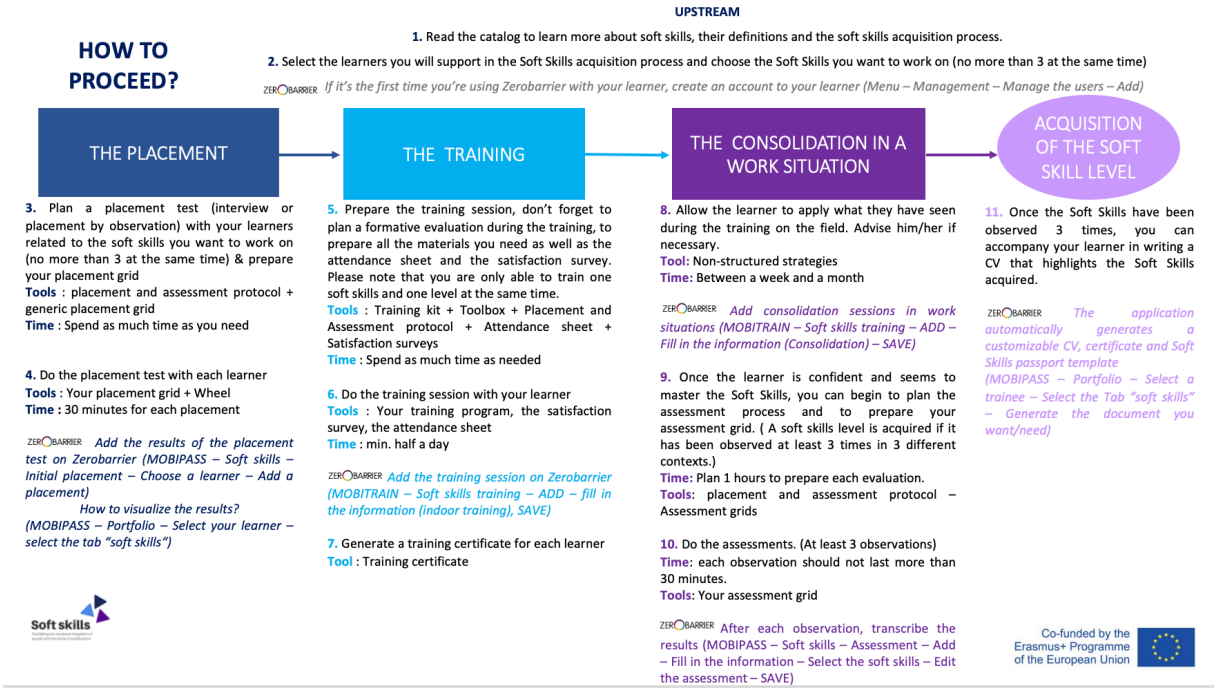
The placement is the first step in the acquisition process: it enables trainers/ technical supervisors/ tutors/ assessors to determine from the outset whether or not a trainee masters soft skill through an **interview** or an **observation** (depending on the context, the trainee, the organisation etc. ...). It provides an objective view of the trainee's skills and helps to direct him/her towards the training course that best suits his/her needs or the needs of the organisation he/she comes from. The placement test is therefore carried out upstream of a training program with the aim of optimizing it. This step is recommended but not mandatory.

The training is the second step of the acquisition process: it enables common foundations to be laid, theoretical contributions to be made while linking them to concrete life or work experiences. In this way, the trainee takes on new knowledge and makes it his own. During the training, the trainer/ technical supervisor/ tutor/ assessor ensures that everyone has a good understanding by using **formative assessment** tools and by rephrasing important information. The main objective of this assessment is to highlight the trainee's difficulties and to provide information on what has been learned or what needs to be improved during the training or during the consolidation in a work situation.

The consolidation in a work situation allows the practical application of the new knowledge acquired during the training. Theoretical input and the linking of life and work experiences are not enough to acquire soft skills. It is important to give the trainee time to take what he or she has seen in training and reinvest it in everyday life/ in a work situation. It is therefore this stage that will be decisive in determining whether or not a certain level of soft skills has been acquired: it is only after a period of consolidation in a work situation and IN a work situation that the trainer/ technical supervisor/ tutor/ assessor will be able to assess the trainee and to attest or not if a soft skill level is acquired. For that we suggest to use the **evaluation by recurrent observation** and to observe at several times the trainee in work situations.

In order to facilitate the appropriation of the soft skills acquisition process, we developed different tools and materials that are accessible on our website.

The document called **"Summary of the soft skills acquisition process"** is the best tool to have an overview of each step and of the materials needed for each step:



HOW TO PROCEED?

UPSTREAM

1. Read the catalog to learn more about soft skills, their definitions and the soft skills acquisition process.

2. Select the learners you will support in the Soft Skills acquisition process and choose the Soft Skills you want to work on (no more than 3 at the same time)

ZEROBARRIER *If it's the first time you're using Zerobarrier with your learner, create an account to your learner (Menu – Management – Manage the users – Add)*

THE PLACEMENT → THE TRAINING → THE CONSOLIDATION IN A WORK SITUATION → ACQUISITION OF THE SOFT SKILL LEVEL

3. Plan a placement test (interview or placement by observation) with your learners related to the soft skills you want to work on (no more than 3 at the same time) & prepare your placement grid
Tools : placement and assessment protocol + generic placement grid
Time : Spend as much time as you need

4. Do the placement test with each learner
Tools : Your placement grid + Wheel
Time : 30 minutes for each placement

ZEROBARRIER *Add the results of the placement test on Zerobarrier (MOBIPASS – Soft skills – Initial placement – Choose a learner – Add a placement)*
How to visualize the results? (MOBIPASS – Portfolio – Select your learner – select the tab "soft skills")

5. Prepare the training session, don't forget to plan a formative evaluation during the training, to prepare all the materials you need as well as the attendance sheet and the satisfaction survey. Please note that you are only able to train one soft skills and one level at the same time.
Tools : Training kit + Toolbox + Placement and Assessment protocol + Attendance sheet + Satisfaction surveys
Time : Spend as much time as needed

6. Do the training session with your learner
Tools : Your training program, the satisfaction survey, the attendance sheet
Time : min. half a day

ZEROBARRIER *Add the training session on Zerobarrier (MOBITRAIN – Soft skills training – ADD – fill in the information (indoor training), SAVE)*

7. Generate a training certificate for each learner
Tool : Training certificate

8. Allow the learner to apply what they have seen during the training on the field. Advise him/her if necessary.
Tool: Non-structured strategies
Time: Between a week and a month

ZEROBARRIER *Add consolidation sessions in work situations (MOBITRAIN – Soft skills training – ADD – Fill in the information (Consolidation) – SAVE)*

9. Once the learner is confident and seems to master the Soft Skills, you can begin to plan the assessment process and to prepare your assessment grid. (A soft skills level is acquired if it has been observed at least 3 times in 3 different contexts.)
Time: Plan 1 hours to prepare each evaluation.
Tools: placement and assessment protocol – Assessment grids

10. Do the assessments. (At least 3 observations)
Time: each observation should not last more than 30 minutes.
Tools: Your assessment grid

ZEROBARRIER After each observation, transcribe the results (MOBIPASS – Soft skills – Assessment – Add – Fill in the information – Select the soft skills – Edit the assessment – SAVE)

11. Once the Soft Skills have been observed 3 times, you can accompany your learner in writing a CV that highlights the Soft Skills acquired.

ZEROBARRIER *The application automatically generates a customizable CV, certificate and Soft Skills passport template (MOBIPASS – Portfolio – Select a trainee – Select the Tab "soft skills" – Generate the document you want/need)*

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

SUMMARY OF THE SOFT SKILLS ACQUISITION PROCESS

This sheet gives an overview of the 3 steps of the Soft Skills acquisition process as well as the tools that can be used at each step. It will help the trainer to keep in mind all the elements that will be useful and to look at the process in its entirety

Soft skills

THE ERASMUS + SOFT SKILLS PROJECT

The Erasmus+ Soft skills project follow the approach of facilitating access to soft skills for people with low levels of qualification in order to accelerate their professional integration. Indeed, mastering a professional activity does not only require the implementation of technical skills specific to the job (hard skills), it also relies on the mobilization of soft skills. To do so, the partnership has developed a method as well as pedagogical tools for training in soft skills. For more information, projets@scic-ecrivains.eu

THE PLACEMENT → THE TRAINING → THE CONSOLIDATION IN A WORK SITUATION → ACQUISITION OF THE SOFT SKILL LEVEL

This first step enables to determine from the outset whether or not a trainee masters soft skill through an **interview** or an **observation.** It provides an objective view of the trainee's skills and helps to direct him/her towards the training course that best suits his/her needs or the needs of the organization he/she comes from.

Time indication
Preparation : as much time as needed
Placement: 30 minutes

Tools
Placement and Assessment protocol - Generic placement grid **or** Specific placement grid - Wheels

This step enables common foundations to be laid, theoretical contributions to be made while linking them to concrete life or work experiences. In this way, the trainee takes on new knowledge and makes it his own. During the training, the trainer ensures that everyone has a good understanding by using **formative assessment** tools and by rephrasing important information.

Time indications
Preparation : as much time as needed
Training : min. half a day

Tools
Training kit – Toolbox - Placement and Assessment protocol

This last step allows the practical application of the new knowledge acquired during the training. The trainee has time to take what he or she has seen in training and reinvest it in everyday life/ in a work situation. It is only after a period of consolidation that we will be able to assess the trainee by **observing** him at **several times** in a fictive work situation and to attest or not if a soft skill level is acquired.

Time indications
Consolidation = between a week and a month,
Evaluation by observation = 30 minutes for each observation

Tools
Non-structured strategies - Placement and assessment protocol - Generic assessment grid **or** Specific assessment grid - Wheels

ZEROBARRIER

Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility.
On this platform, users can easily search for the tools we developed during the soft skills project, keep a track of the training sessions, record the different results of the placement test or assessments and generate CV and skills portfolios.
If you want to know more about the platform and sign in, contact Solivers: contact@zerobarrier.eu

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

Please find this document on our website www.softskills-project.eu

B. Different contexts, same goal

Depending on the context, the soft skills acquisition process can take place in several organisations and/or in connection or not with a previously identified job:

→ Number of organisations participating in the soft skills acquisition process
A trainee can follow the Soft Skills acquisition process in one and the same organisation or change organisation between 2 key steps. It is therefore not necessarily the same trainer/ technical supervisor/ tutor/ assessor who will accompany the person through the placement, the training or the consolidation. Indeed, some structures are able to internalize all these steps while others will not have the necessary infrastructure or personnel. Whatever the situation, it is important to look at the entire process in order to understand it and apply it properly.

→ Job-related or not
The assessments can be done in connection with a profession or not. Indeed, depending on the context, a trainee can follow a training in soft skills in order to improve his/her performance in the job he/she is exercising/has identified OR in order to improve his/her employability.

Job-related: When the assessment is done in relation to a job, it is important to identify which soft skills and what level of soft skill is expected for the job. This work was done as part of the Soft Skills project for 7 job profiles in English. Some of these occupational standards are also available in other languages such as French or Spanish:

- Cleaning operative (FR – EN)
- Welder boilermaker (SP – EN)
- Green area maintenance operator (EN)
- Seller restocker (FR – EN)
- Help cooker (FR – EN)
- Viticulture operator (FR – EN)
- Biotechnology assistant (EN)

The job-related placements and assessments will therefore be precise and targeted and will allow to have a clear training plan linked to a professional project: it will allow to evaluate only the soft skills identified in the occupational standard and to compare the expected level with the real level of the trainee.

Not job-related: When the placement or the assessment is done without link to a job, it is a question of making an inventory / to have an overview of the soft skills to identify the gaps or the strong points of the trainee. This is done in a fairly simple way; by questioning the learner's professional and extra-professional experiences, discoveries, and situations of commitment or by observing the soft skills the trainers are interested in, in a work situation.

In both cases it is necessary to have objective assessment criteria at hand. Therefore, generic and job-specific observable behaviours have been identified. Job-specific observable behaviours have been directly included in the related occupational standards while generic observable behaviours are part of the soft skills occupational standard and are presented in the following pages.

C. The observable behaviours, a key element in order to assess soft skills

Observable behaviours are key tools for the evaluation of a soft skills level. They are actions performed by a trainee that can be observed and measured. Measurable because they can be defined and described: the trainer/ technical supervisor/ tutor/ assessor can spot the behaviour when it occurs including when the behaviour begins, ends and how often it occurs. Observable because it is what we see or hear (descriptive behaviour).

→ Not Job-related (generic): 3 generic observable behaviours have been developed for each level of each soft skills (240 observables behaviours) and can be used for not job-related placement and assessment: placement and assessment grids based on them have been developed.
On our website www.softskills-project.eu you will be able to find a document called "Soft skills base" that gives you an overview of the Soft Skills: definition of each category, each soft skills, each soft skills level and observable behaviours. You will also be able to find the generic placement and assessment grids there.

→ Job-related (specific): specific observable behaviours linked to 7 job profiles we worked on have been developed and can be used if the placement or assessment is done related to the job of the trainee. These specific behaviours are directly included in the occupational standards and in specific placement and assessment grids that are accessible for free on our website www.softskills-project.eu.
Here an example of the beginning of the occupational standard "cleaning operative" that has been linked to soft skills

Consolidation of several professional	Observable and measurable professional actions dealing with the Unit		Set of skills necessary to the implementation and the achievement of an activity		Outcome of the assimilation of the information through learning (principles, theory, practices that are related to the job)	
ULO: Units of Learning Outcomes	**Main activities**		**Skills / Competences** 'be able to'		**Knowledges** 'necessary knowledge to apply'	
UAA1 Preparing the working area (according to the cleaning tasks specified, reducing potential hazards and respecting the environment)	**U1.A1. Preparation of the tools**		U1.A1.C1. S/he's able to select and to use cleaning tools according to the work environment and the type of service requested		U1.A1.C1.S1. S/he knows the features of different cleaning tools	
					U1.A1.C1.S2. S/he knows the characteristics of surfaces to be cleaned	
	U1.A2. Preparation of cleaning products		U1.A2.C1.S/he's able to identify products' features through labelling and to adapt them to the type of surface to be cleaned		U1.A2.C1.S1. S/he know pictograms, pH, types of surfaces	
			U1.A2.C2. S/he's able to prepare the equipment, tools and products according to the intervention		U1.A2.C2.S1. S/he knows the cleaning protocols and what s/he needs in order to apply them	
			U1.A2.C3. S/he's able to dose the right quantity of cleaning products according to their characteristics and in order to avoid waste		U1.A2.C3.S1. S/he can identify the dosage information according to products labels	
	U1.A3. Preparing the technical and safety equipment		U1.A3.C1. L1 S/he's able to wear the right equipment. L2 S/he's able to identify the right protection s/he needs to wear, according to the intervention. S/he's able to apply safety standards linked to the use of PPE according to the different working conditions and working protocols		U1.A3.C1.S1. S/he knows the basics of environemental risks and the different types of PPE	
			U1.A3.C2. S/he's able to take and set the right danger signs in the work spaces in order to reduce potential hazards.		U1.A3.C2.S1. S/he knows the different types of danger signs, colour codes and pictograms	
			U1.A3.C3. S/he's able to check and to anticipate the supply of cleaning products and the degree of equipment's obsolescence		U1.A3.C3.S1. S/he knows the quantities of products required for intervention	
	ULO1 Soft skills		**Sens of organisation**	**Autonomy**	**Respect of the rules**	**Ability to anticipate**
		Definitions	**Level 2** He/she uses an organizational system that allows him/her to process tasks in a coherent order	**Level 2** He/she applies the process and tasks that allow the work to be performed.	**Level 2** He/she behaves according to the existing rules.	**Level 2** He/she considers the next steps of his/her mission based on projections (reflecting on potential risks and benefits before acting)
		Observable behaviours	He/She is able to prepare his equipment according to the tasks to be performed He/She properly selected and prepared the cleaning tools He/She properly selected and prepared the cleaning products	He/She chooses relevant equipment He/She chooses the products to be used according to the type of surface He/She prepares alone on his own the equipment he needs	He/She selects personal protective equipment and uses it properly according to the task to be performed He/She puts signage in place when the situation requires it (example wet ground)	He/She notifies the team leader of equipment needs early enough He/She warns of future product orders depending on the stock

Please find in the following pages the generic observable behaviours linked to each level of each soft skills: one page for each soft skills.

LEARNING TO LEARN

Ability and desire to continuously acquire and update knowledge and competences.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	He/She actively participates in a training process and training activities, asks questions and performs training tasks.	He/She identifies and expresses situations of failure or success that have helped him/her to progress.	He/She multiplies the channels of information and learning opportunities for the same competence (self-learning), involves other persons in a learning process.
Observable behaviours			
- He/She expresses curiosity and his/her desire to learn - He/She speaks about his/her missteps, mistakes or failures - He/She identifies his/her behaviours that need to be improved	- He/She participates in a learning process and related activities - He/She asks questions to support his/her learning process - He/She does tasks necessary to gain practice	- He/She identifies specific failures and successes and what he/she has learned from them - He/She sums up his/her learning journey or process - He/She evaluates his/her learning journey or process	- He/She searches for learning opportunities (information, course, practice…) on his/her own - He/She describes the next steps in his/her journey or learning process. - He/She exchanges with others to improve his/her learning experience

AUTONOMY

Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She remembers and understands the work environment and his/her position.	He/She applies the process and tasks that allow the work to be performed autonomously.	He/She analyses new or unknown situations, transfers and uses his/her skills and knowledge.	He/She proposes new processes for him/her and the group.
Observable behaviours			
- He/She describes the task(s) he/she is responsible for in a given work situation - He/She understands that he/she has to ask for permission/guidance for certain actions in some work situations - He/She identifies the roles of other people involved in his/her work environment	- He/She applies standard procedures to perform tasks without additional guidance from start to end - He/She is aware of his/her field of intervention set within the framework of his/her work - He/She asks for support only if he/she cannot cope with a situation on his/her own	- He/She analyses his/her scope of action, and when he/she needs to involve others - He/She links new or unknown situations with well-known processes or procedures - He/She asks for support in new or unknown situations only when he/she realises that he/she cannot cope with the situation alone	- He/she makes decisions when the need arises to facilitate the work. - He/She decides on his/her own to try new or unusual solutions/approaches to reach a goal - He/She takes responsibility for his/her actions/decisions without blaming others in case of difficulties

ACCEPTING PROFESSIONAL REMARKS

Ability to accept remarks and to take them into account to improve your job.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She recognizes and accepts remarks from co-workers or from team leader.	He/She accepts and uses remarks to improve his/her job.	He/She compares and contrasts his/her professional behaviour after receiving remarks and uses this information to be self-critical.	He/She asks others for feedback about his/her professional behaviour and uses it to improve his/her job.
Observable behaviours			
- He/She takes into account others when they make constructive remarks to him/her - He/She respects what his/her colleagues and superiors tell him/her - He/She accepts the instructions given by his/her colleagues or superiors	- He/She accepts constructive comments from his/her colleagues and/or supervisors - He/She takes into account remarks/feedback in a constructive way - He/She takes remarks/feedback of others into account in his/her activities and interactions	- He/She asks himself/herself what he/she can learn from professional remarks/feedback - He/She analyses the causes leading to the remarks/feedback - He/She relates feedback/remarks to a certain behaviour and not to his/her personality	- He/She actively asks for feedback/remarks from others - He/She changes his/her way of performing a task or changes his/her behaviour according to professional remarks - He/She identifies lessons learned to improve his/her practice

ADAPTABILITY

Ability to integrate changes to adapt positively to people and the environment, in a positive way.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She identifies new situations and is able to describe the changes.	He/She identifies the changes and adapts his/her behaviour in a positive way.	He/She contrasts the new situation with the old one and appraises the context before making any decision.	He/She conjectures about possible changes and designs strategies to affront them.
Observable behaviours			
- He/She describes the change(s) related to new or unknown situations - He/She asks questions linked to new or unknown situations - He/She demonstrates flexibility in his/her approach	- He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly - He/She adapts his/her behaviour to the change(s), assimilating new knowledge - He/She shows confidence and strength in adapting to the change(s)	- He/She analyses the changes (causes and effects) between the new and the old situation - He/She makes decisions accordingly, assimilating new knowledge - He/She evaluates his/her behaviour and/or the task(s) he/she has performed in the new situation	- He/She has a plan to deal with a new situation (in case plan A didn't work) - He/She learns from the change(s) and makes suggestions to improve - He/She anticipates change(s), proposing strategies to affront them

SELF-REFLECTION

Ability to put things in perspective to think about your own feelings and behaviour.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands that it is important to pay attention to his/her own feelings and behaviour.	He/She regularly reflects on his/her own feelings and behaviour.	He/She analyses the reasons behind his/her own feelings and behaviour.	He/She uses self-reflection to improve and make better decisions for him/her and the group.
Observable behaviours			
- He/She gives a precise definition of self-reflection - He/She recognizes that self-reflection is important for him/her, to feel and act better - He/She explains what to do to self-reflect	- He/She regularly observes his/her own feelings and behaviour - He/She describes his/her own feelings and behaviour - He/She is objective about his/her feelings and behaviour	- He/She identifies the cause of his/her feelings. - He/She connects his/her feelings to his/her behaviour - He/She evaluates the impact of his/her behaviour in some situations	- He/She makes better decisions based on the insights of his/her self-reflection - He/She improves his/her behaviour based on the insights of his/her self-reflection - He/She influences the group to apply more regularly self-reflection

SELF-CONFIDENCE

Ability to appreciate your personal qualities and resources, which builds a sense of confidence.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She trusts and believes in him/herself and understands that it is the basis of any successful work.	He/She feels confident about his/her responsibilities and recognizes the importance of his/her contributions to his/her work environment.	He/She analyses and evaluates his/her personal qualities and knowledge as well as his/her weaknesses and mechanisms for their compensation.	He/She relies on him/herself and others to solve unexpected difficult situations and uses his/her experience and lessons learned.
Observable behaviours			
- He/She describes himself/herself with regard to his/her strengths and qualities - He/She describes others with regard to their strengths and qualities - He/She names tasks he/she can successfully perform and tasks where he/she needs support	- He/She performs his/her work confidently - He/She asks for advice(s) and support when necessary - He/She talks about his/her mistakes and setbacks without being embarrassed or feeling diminished	- He/She analyses his/her abilities, skills and knowledge and areas of development/improvement - He/She relates his/her own behaviours, strengths to the success of the task(s) - He/She compares his/her strengths and weaknesses with those of others without judgement	- He/She faces unexpected, unknown or new tasks and situations with confidence - He/She sets for himself/herself ambitious but achievable goals and works hard to achieve them - He/She looks for other or innovative solutions after unsuccessful attempts, involving the group if necessary

EMOTIONAL INTELLIGENCE

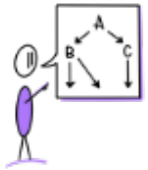
Ability to use the emotional information to identify the appropriate way to manage your emotions, depending on the situation.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands the importance of awareness and emotional control.	He/She shows his/her emotions appropriately in different social situations and controls his/her behavioural impact on the social climate of the working environment.	He/She analyses his/her feelings in relation to the external environment, processes external stimuli and responds to them, selects them and connects them to a certain social context.	He/She explores and tests various emotional responses to improve the success of relationships.
Observable behaviours			
- He/She identifies basic emotions (fear, anger, joy, grief, happiness, …) - He/She names strong emotions that have to be regulated in a professional context - He/She recognizes that certain situations, interactions and/or statements can cause certain emotions`	- He/She controls his/her emotions and adapts her emotional reactions to the specific social context - He/She acts in work situations in a way that does not provoke strong emotions in others - He/She shows empathy	- He/She takes responsibility for his/her emotional reactions - He/She recognizes and assesses his/her own negative emotions and analyses their impact on himself/herself and on others - He/She evaluates the appropriateness of his/her emotional reactions in a work situation	- He/She deliberately takes appropriate actions to change his/her negative emotions to neutral or positive ones - He/She shares strategies to control emotions with colleagues - He/She contributes to a positive working atmosphere with his/her emotional response

PRESENTATION

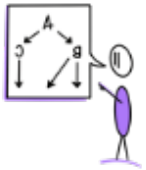
Ability to adapt your image and your appearance to your position.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands the importance of having an appearance that meets the expectations of his/her position.	He/She has an appearance that meets the requirements of his/her position.	He/She uses his/her knowledge and observations to distinguish the different levels of presentation required and adapts his/her presentation to all work situations.	He/She gets his/her colleagues to ensure presentation standards are respected in the work context.
Observable behaviours			
- He/She describes the presentation required to meet the expectations of his/her position - He/She describes the (personal protective) equipment he/she needs to carry out his/her tasks - He/She recognizes that presentation does not only rely on clothing	- He/She meets the requirements of his/her position in terms of presentation - He/She properly uses the (personal protective) equipment necessary to his/her position - He/She applies specific presentation's instructions or rules related to his/her position	- He/She adapts his/her presentation to different work situations - He/She evaluates the need to make changes in his/her presentation in new or unknown work situations - He/She adequately makes changes in his/her presentation	- He/She makes continuous effort to adopt an appropriate presentation in all work situations - He/She advises colleagues and draws their attention to the importance of respecting presentation standards - He/She inspires his/her colleagues and becomes a role model in terms of presentation



SENSE OF ORGANISATION

Ability to prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation.



Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She remembers his/her daily tasks without needing any reminder, knows where to find what he/she needs and understands the importance of tidying up.	He/She uses an organizational system that allows him/her to process tasks in a consistent order.	He/She evaluates the required task(s) to be performed and manages his/her time according to constraints, priorities and emergencies.	He/She has an informed vision of his/her mission or role, delegates or assigns tasks(s) to the right team members if necessary.
Observable behaviours			
- He/She lists the task(s) he/she has to perform in a given work situation - He/She knows where to find what he/she needs to perform the task(s) - He/She tidies up after completing the task(s)	- He/She plans methodically his/her task(s) according to the instructions given - He/She gathers everything he/she needs before doing the task(s) - He/She completes the tasks following a consistent and logical order	- He/She plans efficiently his/her schedule to perform all the required task(s) - He/She sets priorities in case of an emergency or a specific request - He/She adapts to unusual situations in an efficient way	- He/She expresses clearly his/her role and mission - He/She delegates a task or several tasks to the appropriate team member(s) - He/She organizes the work of others efficiently

SENSE OF RESPONSIBILITY

Ability to take responsibility for the consequences of your decisions and actions, to feel responsible for the missions entrusted to you.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She knows the level of responsibility required by the different tasks to be performed.	He/She behaves assuming with responsibility the tasks to be carried out, in different contexts.	He/She makes sure to have the right material to perform the tasks and to coordinate them in a proper way, and analyses the causes of errors taking responsibility for them.	He/She defines the responsibility of each member of the team and encourages the team to be more responsible.
Observable behaviours			
- He/She describes his/her duties and how they contribute to the collective work - He/She identifies the specific tasks he/she is responsible for - He/She shows commitment to his/her job	- He/She carries out the tasks that he/she is responsible for autonomously and consistently - He/She arrives on time to perform his/her duties - He/She shows different levels of responsibility in different contexts	- He/She recognizes his/her mistakes and takes responsibility for them without blaming others - He/She analyses his/her responsibility in failures or mistakes and faces the consequences - He/She controls his/her tasks and regulates them appropriately	- He/She defines the responsibility of his/her colleagues related to different tasks and makes sure the tasks are completed successfully - He/She encourages his/her colleagues to be more responsible - He/She minimizes the consequences of possible mistakes by anticipating them and proposing solutions

TAKING INITIATIVE

Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands which actions are useful and necessary to carry out the tasks inherent to his/her position and the rules of the workplace.	He/She goes beyond his/her regular tasks to achieve better results.	He/She adapts his/her tasks to new requirements in case the objectives and/or timing changes, on his/her own initiative.	He/She finds innovative solutions to reach the objectives and encourages others to do the same.
Observable behaviours			
- He/She explains what taking initiative means in his/her work environment - He/She names rules of the workplace and his/her scope of action - He/She lists the quality criteria and deadlines for the task he/she is responsible for	- He/She does more than his/her regular tasks to achieve better results - He/She aims at accomplishing the tasks within the specified deadline - He/She aims at accomplishing the tasks in a higher quality	- He/She identifies situations which require a modification of the approach to reach his/her objective - He/She gives feedback to colleagues and/or superiors if a procedure/approach does not lead to the expected results - He/She modifies his/her approach on his/her own if necessary	- He/She encourages others to take initiative - He/She shares innovative ideas, reflections or proposals with his/her colleagues or superior without being asked - He/She transmits the new procedures/approaches to his/her colleagues or superior without being asked

ABILITY TO ANTICIPATE

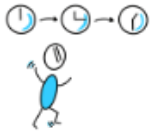
Ability to look to the future, to work with perseverance and to prepare according to the needs.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She can mentally describe an action before carrying it out.	He/She considers the next steps of his/her mission based on projections, reflecting on potential risks and benefits before acting.	He/She anticipates the consequences of his/her decisions and actions on his/her environment, and adapts his/her actions accordingly (structured improvisation).	He/She channels his/her resources to build a coherent and complete image of the future project.
Observable behaviours			
- He/She describes the different steps required to carry out an action or a task - He/She memorizes the chronological sequence of a work phase - He/She knows what to expect in his/her job	- He/She prepares ahead of time his/her tasks - He/She asks questions about the next steps related to his/her work and collects information - He/She plans his/her tasks to complete them on time	- He/She makes decisions on the basis of his/her projections and can justify those decisions - He/She adapts his/her actions and behaviour to the environment - He/She reacts to new or unusual situations in a calm and reasonable way	- He/She presents several courses of action based on different hypothesis - He/She shares the decisions he/she has made and makes sure all team members are aware of them - He/She is proactive in planning new tasks or actions

RESPECT OF THE RULES

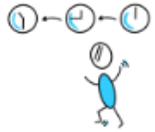
Ability to respect the rules related to the context in which the activity is being developed.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She remembers and understands the rules and regulations that are relevant in a specific work context.	He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).	He/She evaluates the compliance to and the adequacy of the rules and guidelines within the work context.	He/She modifies existing rules or creates new ones, either to improve existing work situations or to regulate new situations and/or procedures.
Observable behaviours			
- He/She explains why he/she has to follow the rules and regulations related to his/her activity and work context - He/She names the existing rules to carry out an activity - He/She repeats the instructions given to carry out his/her activity	- He/She follows the existing rules and guidelines when implementing an activity - He/She describes the existing rules and guidelines to others - He/She knows the consequences of breaking the rules	- He/She evaluates the adequacy of rules and guidelines in a specific work context - He/She identifies behaviour of himself/herself and/or of others that does not comply with the rules - He/She criticizes non-compliant behaviour in a respectful way and offers a constructive explanation	- He/She requires his/her colleagues to comply with existing rules and regulations - He/She imagines alternative rules and guidelines to those established in a specific work context if necessary - He/She negotiates new rules or guidelines relevant for the work environment



EFFICIENCY

Ability to deliver expected results and to meet objectives on time.



Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She remembers and understands the objectives related to the job.	He/She reaches the objectives and meets the deadlines requested without wasting resources.	He/She adapts his/her objectives and deadlines if the work situation requires it.	He/She sets objectives and deadlines for him/her and for the group.
Observable behaviours			
- He/She describes the objectives related to his/her job in a clear and concise way - He/She describes what is needed to meet his/her objectives in an organized way - He/She explains why respecting deadlines is important	- He/She achieves his/her objectives without wasting resources - He/She completes his/her work and meets the required deadlines - He/She carries out the instructions in compliance with the requirements	- He/She adapts his/her objectives and the deadlines if the work situation or the available resources requires it - He/She accepts the changes in his/her routine - He/She modifies how he/she carries out the tasks when confronted to a new situation that requires it	- He/She sets the objectives and deadlines for him/her and for the group in accordance with the available resources - He/She adapts and sets new and appropriate goals and deadlines for him/her and the team when necessary - He/She improves his/her behaviour or task with more organization and effectiveness

CONSCIENTOUSNESS AT WORK

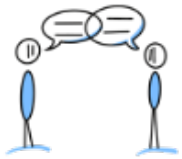
Ability and willingness to adopt the appropriate behaviour in the workplace and to make the necessary efforts to achieve goals.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands the importance of appropriate behaviour to reach the objectives of his/her position.	He/She makes the necessary efforts and fulfils the duties related to his/her position.	He/She analyses his/her strengths and weaknesses in his/her current professional practice.	He/She suggests or takes part in the identification of new ideas/strategies to improve conscientiousness in his/her work.
Observable behaviours			
- He/She names duties and appropriate behaviours requested in his/her position - He/She shows the willingness to make efforts - He/She recognizes careless behaviour of himself/herself or his/her colleagues	- He/She focuses on his/her tasks and shows willingness to deliver his/her work in good quality - He/She meets his/her commitments and completes his/her tasks on time - He/She fullfils his/her duties carefully	- He/She evaluates his/her performance during the work process - He/She discusses his/her performance and professional practice with his/her superior in order to improve it - He/She reflects on the reasons for not meeting the expectations and looks for areas for improvement	- He/She acts as a positive example as far as his/her attitude to work is concerned - He/She takes the initiative to bring improvement ideas to the attention of his/her superior or colleagues - He/She increases his/her efforts if necessary

SENSE OF ETHICS

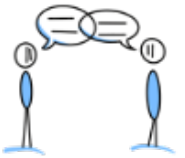
Ability to act according to the values of the job, to adopt a deontological attitude towards given situations.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands the importance of carrying out his/her tasks by following the organisation's code of conduct.	He/She relies on his/her knowledge of the code of conduct to choose the most appropriate response in his/her daily tasks.	He/She analyses his/her actions a posteriori according to their level of compliance with the expected code of conduct.	He/She knows how to choose a response to a new situation by relying on the organisation's values.
Observable behaviours			
- He/She explains in his/her own words the code of conduct and values of his/her organisation - He/She gives examples of actions that are appropriate (or not) according to the code of conduct of the organisation - He/She recognises the importance of respecting the code of conduct of the organisation	- He/She acts in accordance with the code of conduct and values of the organisation - He/She takes into account the needs of his/her colleagues when making decisions or taking action - He/She expresses him/herself in a calm and diplomatic way and listens to his/her colleagues	- He/She analyses his/her actions and their compliance with the code of conduct and values of the organisation - He/She modifies his/her actions when they do not comply with the code of conduct and values of the organisation - He/She speaks up about behaviours that are not appropriate according to the code of conduct of the organisation	- He/She refers to the code of conduct of the organisation to justify his/her decisions - He/She cites the organisation's values to support his/her choices or ideas - He/She clarifies the organisation's values and code of conduct when needed and can explain the values and code of conduct of others



COMMUNICATION

Ability to express yourself clearly and effectively, to know how to structure your ideas, adapt your vocabulary and message to the person you are speaking to.



Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands that communication is a bi-directional process and that a message is not automatically understood.	He/She pays attention to the person he/she is speaking to and adapts his/her messages regarding the wording, tone, structure, etc.	He/She identifies the different levels/meanings of a message and realises if the communication is not effective.	He/She increases his/her repertoire such as wording, technical terms, levels of formality, as well as communication techniques like active listening.
Observable behaviours			
- He/She explains what communication means - He/She pays attention when others address him/her - He/She is open to dialogue	- He/She uses adequate language to clearly deliver his/her message - He/She listens without interrupting to make sure he/she understands the message received - He/She communicates politely and respectfully with colleagues and/or clients	- He/She summarises a message, be it sent or received, with his/her own words - He/She refers to misunderstandings and ambiguities, if they occur in a conversation - He/She changes his/her communication when he/she realises that his/her message is not understood	- He/She asks for clarification until he/she is sure that the message is clear - He/She repeats a message in other words to improve the understanding and prevent ambiguity - He/She speaks about communication (meta-communication)

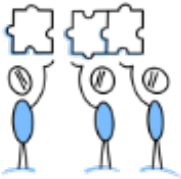
LEADERSHIP

Ability to influence and bring together a group in order to achieve a common goal, in a relationship of mutual trust `and without exceeding your authority.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She understands the role, tasks and responsibilities of a leader.	He/She facilitates exchanges within the group, secures a respectful work environment and contributes to the management of social climate.	He/She identifies the potential of each team member to get the best out of them and bring the group together.	He/She inspires commitment to improve the performance of the team and reach the expected results, thanks to his/her posture, attitude and presence.
Observable behaviours			
- He/She describes the role of his/her direct manager - He/She names the persons who are in charge of leading the main activities in his/her organisation - He/She adapts his/her behaviour and speech to the hierarchical level of the person he/she is talking to	- He/She distributes tasks fairly to achieve a common goal - He/She waits his/her turn before speaking and allocates speaking time fairly - He/She takes action or speaks to ease tensions	- He/She helps solve disagreements between team members - He/She explains, shows and allocates tasks to team members depending on their strengths and weaknesses - He/She takes action to help colleagues who are experiencing difficulties	- He/She inspires the team to commit to the common goals - He/She entrusts his/her colleagues with interesting tasks and responsibilities and congratulates them on the work done - He/She anticipates the needs, strengths and weaknesses of the team and makes decisions accordingly

TEAM WORK

Ability to undertake a mission together in mutual respect to achieve common goals.



Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She knows the role of each team member and understands the value of collaboration.	He/She accepts his/her responsibilities and stands by his/her commitments to the team.	He/She pays attention to other team members, fosters mutual aid, and contributes to move the work forward.	He/She actively takes part in the problem-solving process by being a creative driving force in the team.
Observable behaviours			
- He/She describes the roles and responsibilities of the team members - He/She describes his/her own tasks and responsibilities within the team - He/She does not interfere with the tasks of others	- He/She fulfils his/her part of the team work on time - He/She takes the floor and participates in discussions - He/She supports other team members in case they ask	- He/She helps others to finish their tasks when he/she has finished his/her own work - He/She helps the team make decisions offering ideas or proposals - He/She identifies obstacles and mentions them in a constructive way	- He/She makes proposals to (re-)organise tasks and to solve problems within the team - He/She includes all team members in discussions and encourages them to participate - He/She is actively involved in the organisation and cohesion of the group

ASSERTIVENESS

Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others.

Level of soft skill acquisition – following Bloom's taxonomy			
Remember and understand	**Apply**	**Analyse and evaluate**	**Create**
He/She remembers and understands that he/she has the right to say or do what he/she wants as long as he/she is considering the rights, needs and wants of others and does not violate them.	He/She expresses his/her feelings, needs and wants confidently and in a respectful way without violating someone else's feelings and/or needs.	He/She recognizes situations in which his/her needs and wants are not met or in which he/she violates the feelings or needs and wants of others.	He/She takes the initiative to meet his/her own needs while considering the needs and wants of others.
Observable behaviours			
- He/She expresses him/herself with confidence - He/She identifies his/her own needs, wants and rights - He/She acknowledges the rights, needs and wants of others	- He/She speaks about his/her own needs and wants - He/She refers to the needs and wants of others when they concern him/her - He/She stands up for his/her own needs, wants and rights in a respectful way	- He/She recognizes when his/her or others' needs and wants are not met in a given situation - He/She realises when he/she may have been aggressive while expressing himself/herself - He/She sets goals to make sure everyone's rights are respected	- He/She expresses in a clear and confident way what he/she needs from others to reach a goal and/or to improve a situation - He/She discusses unsatisfactory situations matter-of-factly to find a better/other solution for all partners involved - He/She creates win-win situations

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