

SOFT SKILLS CHECKLIST FOR TRAINERS



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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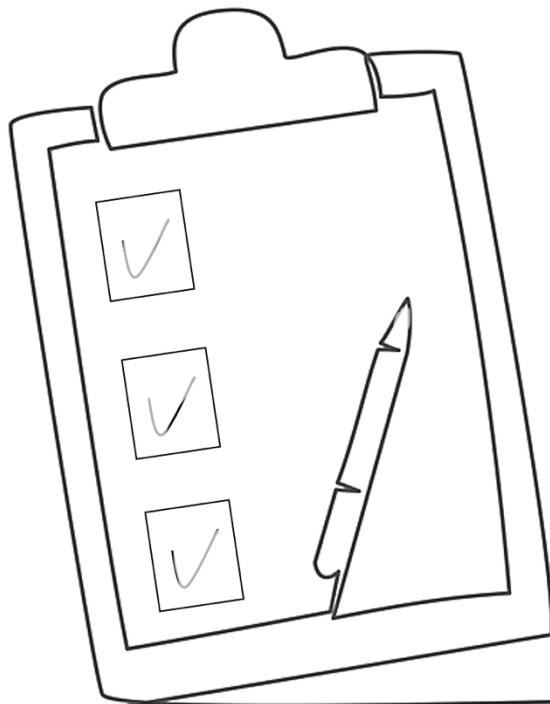
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SOFT SKILLS CHECKLIST FOR TRAINERS



PREAMBLE

The purpose of this checklist is to accompany and reassure trainers before they start working with their learners on the Soft Skills 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.17).

The soft skills checklist for trainers was created to allow trainers, technical supervisors, tutors and assessors to check and make sure that they have all the necessary elements in mind to be able to start the Soft Skills acquisition process with their trainees. A trainer, technical supervisor, tutor or assessor can assess himself/herself and check if he/she is not missing anything to peacefully begin this new adventure. The checklist for trainers contains a summary of the soft skills acquisition process as well as a short knowledge questionnaire and a checklist to verify if he/she has all the tools necessary for a placement, for a training or for an assessment.

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 **“European catalogue of soft skills references”** gives an overview of the soft skills approach the project followed: it contains the list of soft skills defined within the framework of the project, the levels of acquisition and their definitions as well as a description of the soft skills acquisition process and the placement and assessment linked to it;
- 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.

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

Zerobarrier

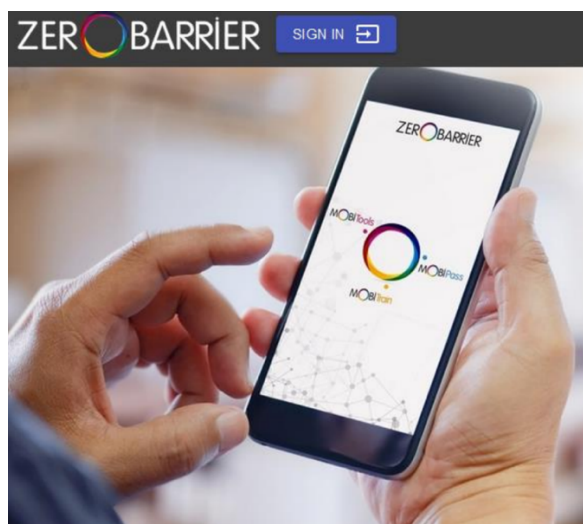
Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by the organization Solivers with the help of the different partners they worked with during several European projects.

On this paid 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.

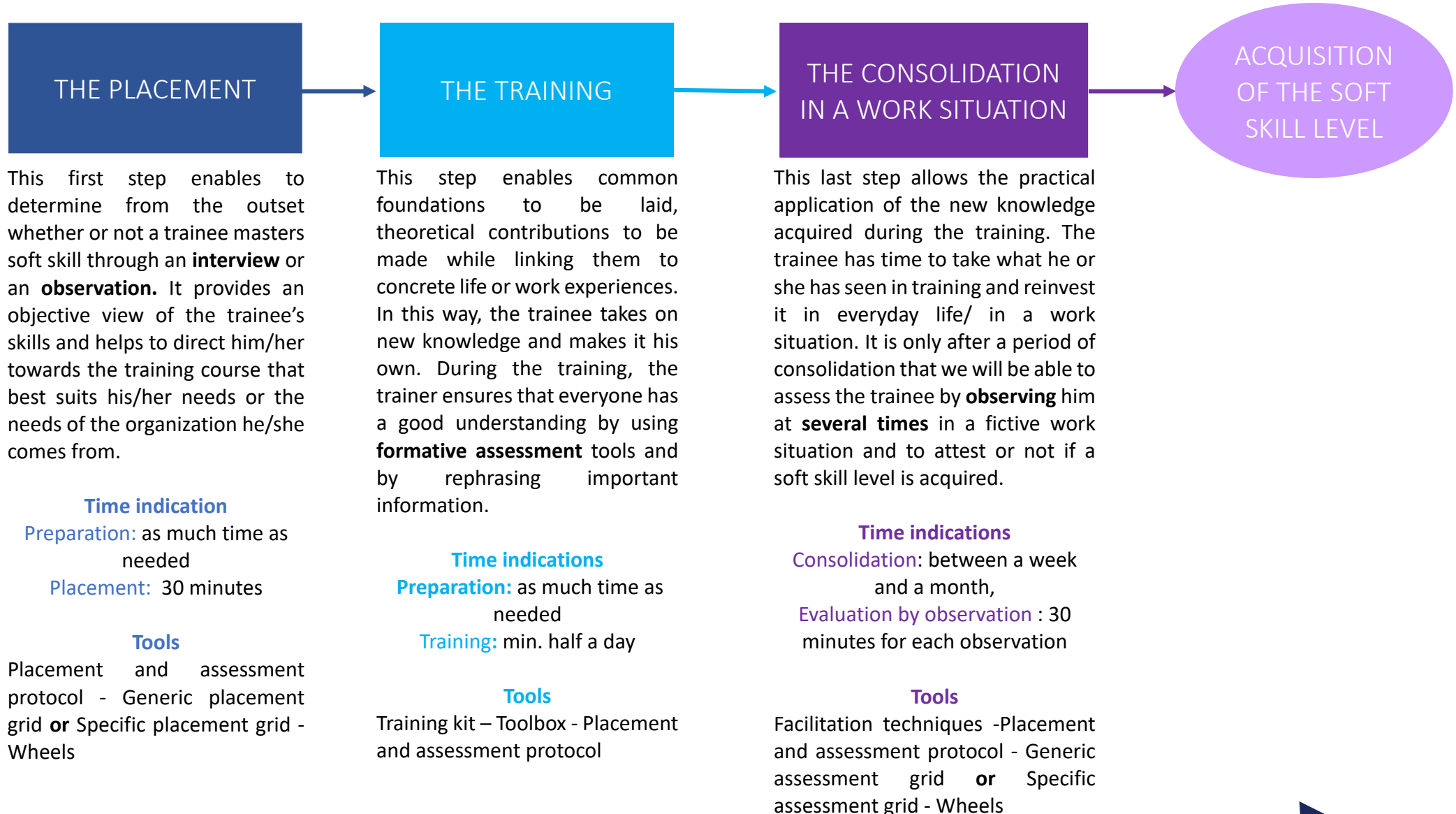
The platform is divided into 3 parts:

- **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 soft skills facilitation techniques, 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. All these materials are also available for free on www.project-softskills.eu
- **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



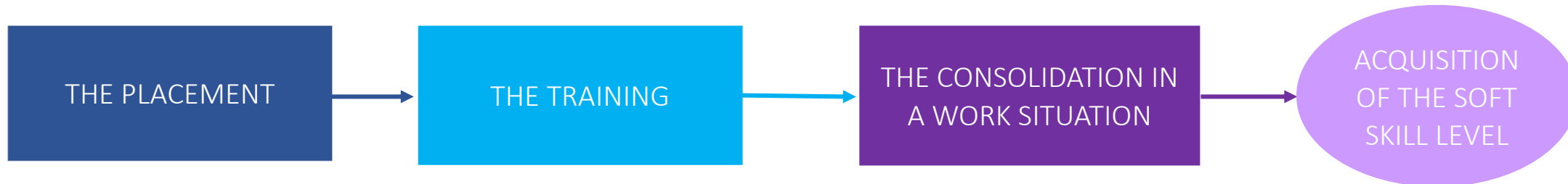
SUMMARY OF THE SOFT SKILLS ACQUISITION PROCESS



HOW TO PROCEED?

1. Read the catalog to learn more about soft skills, their definitions and the soft skills acquisition process.
2. Select the trainees you will support in the Soft Skills acquisition process and choose the Soft Skills you want to work on (no more than 3 at same time)

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



3. Plan a placement test (interview or placement by observation) with your trainees 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 trainee

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)*

***Zerobarrier:** 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 trainee

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 trainee

Tool: Training certificate

8. Allow the trainee to apply what they have seen during the training on the field. Advise him/her if necessary.

Tool: Facilitation techniques

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 trainee 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 trainee 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)*



OVERVIEW OF SUPPORTING MATERIALS






In the course of the Soft skills project a broad palette of products was developed.

Beside manuals and guidelines that give you an overview of the placement, training and assessment approach, we developed various templates that you can use in different phases of the soft skills acquisition process as well as overviews and visualizations to illustrate the soft skills and the training progress.









The tables below list all supporting documents at your disposal to prepare and implement the soft skills acquisition process according to the method developed in the Soft skills Erasmus+ project. The majority of materials is available in all partner languages (English, French, Spanish, Slovenian and German).

This checklist can be used to make sure that you keep the overview of the developed products and can derive the greatest possible benefit from the available material at any stage of the acquisition process.






It is structured in the same way as the download area on the project website. The icons visualise the type of document:

- Manual or guideline 
- Overview 
- Occupational standard 
- Template 
- Annex 
















Pedagogical materials

<input type="checkbox"/>	European catalogue of soft skills references		All languages
<input type="checkbox"/>	Soft skills base		All languages
<input type="checkbox"/>	Soft skills list with pictograms		All languages
<input type="checkbox"/>	Wheels (graphical overview of the soft skills incl. categories, levels, definitions)		All languages
<input type="checkbox"/>	Summary of the soft skills acquisition process		All languages
<input type="checkbox"/>	Zerobarrier manual		All languages
<input type="checkbox"/>	Occupational standard Biotechnology assistant		English
<input type="checkbox"/>	Occupational standard Cleaning operative		English, French



<input type="checkbox"/>	Occupational standard Green area maintenance		English
<input type="checkbox"/>	Occupational standard Help cooker		English, French
<input type="checkbox"/>	Occupational standard Seller/Restocker		English, French
<input type="checkbox"/>	Occupational standard Viticulture operator		English, French
<input type="checkbox"/>	Occupational standard Welder/Boilermaker		English, Spanish

Training materials

TRAINING OF TRAINEES			
<input type="checkbox"/>	Training kit for the implementation of soft skills		All languages
<input type="checkbox"/>	Annex 1 – Rules of the Game		All languages
<input type="checkbox"/>	Annex 2 – Avatar Cards		All languages
<input type="checkbox"/>	Annex 3 – Soft Skills Cards		All languages
<input type="checkbox"/>	Annex 4 – Playing Board		All languages
<input type="checkbox"/>	Tool cards to train soft skills		All languages
<input type="checkbox"/>	Training certificate for trainees - level 1		All languages
<input type="checkbox"/>	Training certificate for trainees - level 2		All languages
<input type="checkbox"/>	Training certificate for trainees - level 3		All languages
<input type="checkbox"/>	Training certificate for trainees - level 4		All languages
<input type="checkbox"/>	Satisfaction surveys for the soft skills training of trainees		All languages
<input type="checkbox"/>	Soft skills facilitation techniques		English, French, Spanish
TRAINING OF TRAINERS			
<input type="checkbox"/>	Soft skills training of trainers		All languages
<input type="checkbox"/>	Training certificate for trainers		All languages
<input type="checkbox"/>	Satisfaction survey for the soft skills training of trainers		All languages

Assessment materials

<input type="checkbox"/>	Soft skills placement and assessment protocol		All languages
<input type="checkbox"/>	Generic placement grid		All languages
<input type="checkbox"/>	Specific placement grid Biotechnology assistant		English
<input type="checkbox"/>	Specific placement grid Cleaning operative		English, French
<input type="checkbox"/>	Specific placement grid Green area maintenance		English
<input type="checkbox"/>	Specific placement grid Help cooker		English, French
<input type="checkbox"/>	Specific placement grid Seller/Restocker		English, French
<input type="checkbox"/>	Specific placement grid Viticulture operator		English, French
<input type="checkbox"/>	Specific placement grid Welder/Boilermaker		English, Spanish
<input type="checkbox"/>	Generic assessment grid		All languages
<input type="checkbox"/>	Specific assessment grid Biotechnology assistant		English
<input type="checkbox"/>	Specific assessment grid Cleaning operative		English, French
<input type="checkbox"/>	Specific assessment grid Green area maintenance		English
<input type="checkbox"/>	Specific assessment grid Help cooker		English, French
<input type="checkbox"/>	Specific assessment grid Seller/Restocker		English, French
<input type="checkbox"/>	Specific assessment grid Viticulture operator		English, French
<input type="checkbox"/>	Specific assessment grid Welder/Boilermaker		English, Spanish
<input type="checkbox"/>	Soft skills checklist for trainers		All languages

All listed materials can be found on the project website: www.softskills-project.eu

KNOWLEDGE QUESTIONARY

After working through the different materials, we propose you to check your acquired knowledge by completing the following survey. The answers to the questions are provided on the following pages.

1. How would you define a soft skill?
2. What difference(s) is/are there between a soft skill and a more technical or professional skill?
3. What is the sense or usefulness of promoting soft skills?
4. Write a definition of "Leadership".
5. What is the importance of "feedback" in training sessions?
6. Are soft skills assessable and in what way?
7. What role should the trainer play in soft skills training with the trainees?
8. What are the five categories of soft skills?
9. What is the aim of the facilitating techniques?
10. What logical order would you apply to the following levels of soft skills acquisition? Indicate with numbers 1 to 4 in ascending order. Create, Apply, Analyse and evaluate and Remember and understand.

Create	
Apply	
Analyse and evaluate	
Remember and understand	

SUGGESTED ANSWERS TO THE KNOWLEDGE QUESTIONARY

The answers to the questions we provide are suggested answers. Please feel free to review our European catalogue of soft skills references before conducting a training session if any of the points are unclear to you.

1. How would you define a soft skill?

In our context, soft skills are personal and interpersonal skills, close to personality traits. They are essential in professional life and complement specialised skills and knowledge. Soft skills can be used in various professional and personal contexts.

2. What difference(s) is/are there between a soft skill and a more technical or professional skill?

Unlike hard skills, which are specific to one or more occupations, soft skills can be used in a variety of professional and personal contexts.

3. What is the sense or usefulness of promoting soft skills?

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

4. Write a definition of "Leadership".

Ability to influence and bring a group together to achieve a common goal, in a relationship of mutual trust and without exceeding one's authority.

5. What is the importance of "feedback" in training sessions?

Feedback is about sharing how a person has done something: comments address both what has been done well and what could be improved. It should be constructive: the aim is to help the person to improve, not to discourage them.

6. Are soft skills assessable and in what way?

Soft skills are assessable, and the best way to do this is through observation and recording of these observations.

Formative assessment is a great tool as it allows the learner to review what he/she has learned during the course.

7. What role should the trainer play in soft skills training with the trainees?

They must play the role of accompanying, modelling and guiding learning, while at the same time being able to correct and evaluate from an assertive approach.

They lead the training and organise the interactions and dynamics of the group. They use their communication, pedagogical, listening and observation skills to organise and animate work spaces that allow the group to achieve its objectives. They must ensure that ideas and solutions emerge from the group and must adapt their position according to the soft skill being worked on.

The message transmitted (content) must be coherent with the transmission approach (form).

8. What are the five categories of soft skills?

- Growth mindset
- Commitment
- Interactions
- Self-awareness
- Reliability

9. What is the aim of the facilitating techniques?

They suggest to the trainer responsible for the work of the participants, resources to reinforce the implementation of the soft skills in the training or work contexts in which the competence proposals of each entity are developed.

They are designed to be applied when the main focus of the activity that a person is carrying out is not the development of the soft skills in itself, but a task of another type, normally related to the technical-professional area.

The list of techniques presented covers issues that can be applied both in a VET learning context and in a productive work context.

10. What logical order would you apply to the following levels of soft skills acquisition?

Indicate with numbers 1 to 4 in ascending order. Create, Apply, Analyse and evaluate and Remember and understand.

Create	4
Apply	2
Analyse and evaluate	3
Remember and understand	1

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