

SOFT SKILLS TRAINING FOR TRAINERS



Soft skills

Facilitating the vocational integration of
people with low levels of qualifications

Co-funded by the
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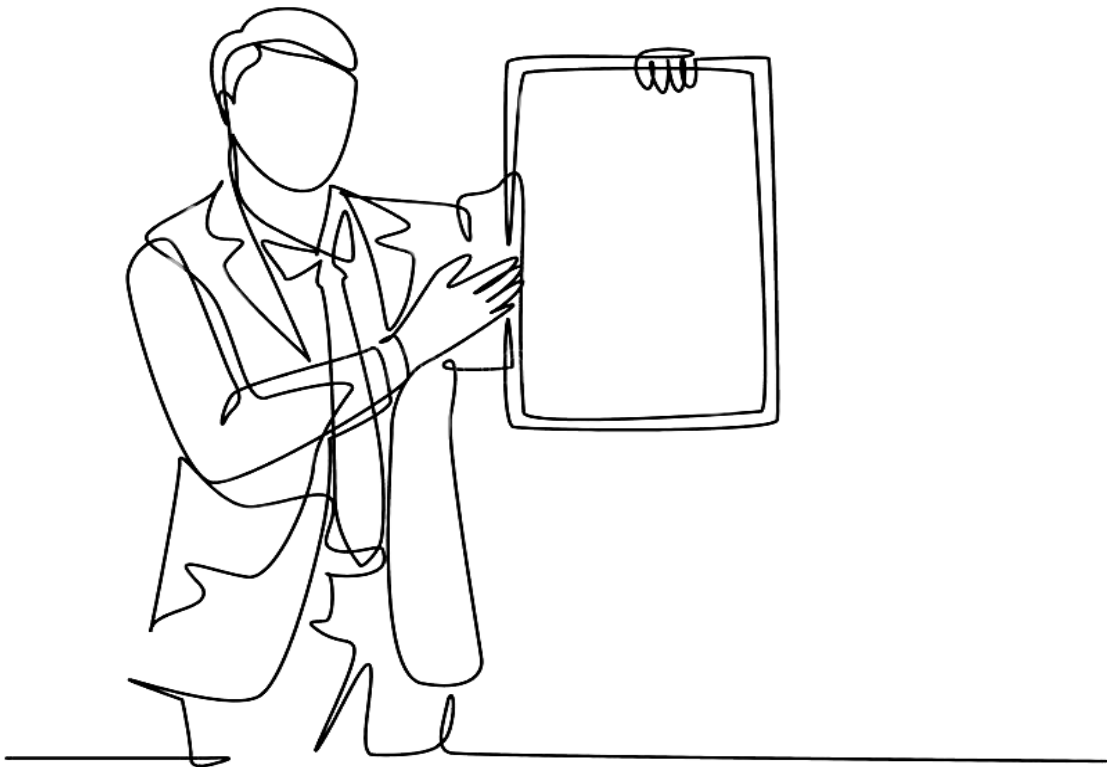
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SOFT SKILLS TRAINING FOR TRAINERS



PREAMBLE

The purpose of the soft skills training for trainers is to give all the key and tools to train trainers to the soft skills list we developed during the Soft skills Project Erasmus+

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.183).

The Soft skills training of trainers is a guide that gathers all the elements and documents that a trainer requires in order to train other trainers to the soft skills method. This document includes a sheet detailing the training program as well as some introductory elements for the trainer who is going to provide the training. The document also proposes the content of the training, i.e. powerpoint ready to be used to train other trainers. You will find these powerpoints in editable version on our website which will allow you to adapt them to your way of training, to your objectives and to your trainers.

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 **“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

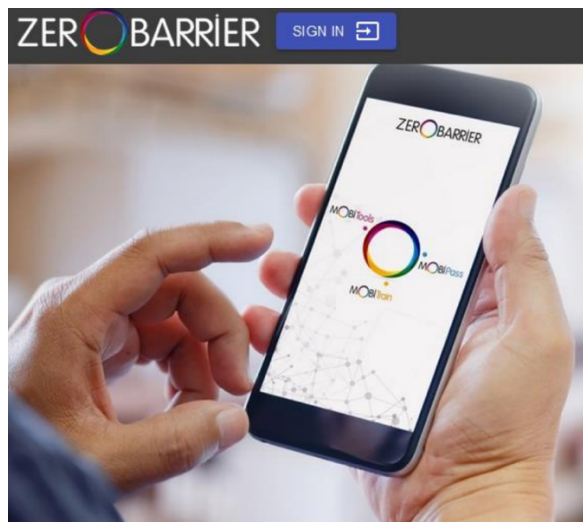
Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by the organization Solivers with the help of the different partners they worked with during several European projects.

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 Training program for trainers

The Erasmus+ soft Skills project facilitates the access to soft skills for people with low levels of qualification in order to accelerate their professional integration. For this to be possible, we need trainers to be capable to use our tools and training, placement and assessment methods with trainees. That's why we developed a special training program and training content for trainers.

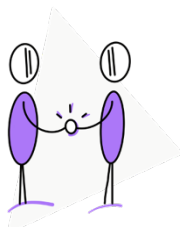
TRAINING SESSIONS

Introduction
Soft skills
ECVET
Levels of soft skills
The training
Documents available
Experimentation
Placement and assessment protocol
Zero barrier platform
Website

LOGISTICS AND ORGANISATION

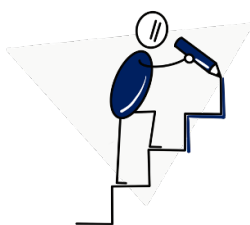
The training is privileged face-to-face to promote exchanges but can also take place by videoconference

At the end of the training, each participant will receive all the tools presented and a detailed training certificate



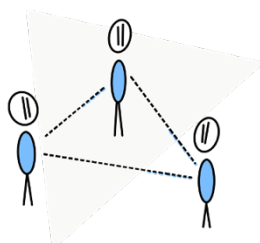
Public and prerequisites

This training is intended for any technical supervisor, trainer, tutor or assessor, whether beginner or experienced



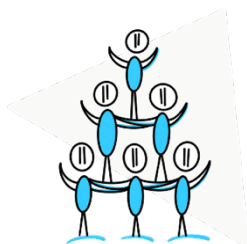
Objectives

Acquire methods and tools for training people to soft skills



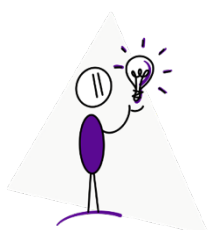
Duration

The training is designed to be delivered over 25 one-hour periods



Assessment methods

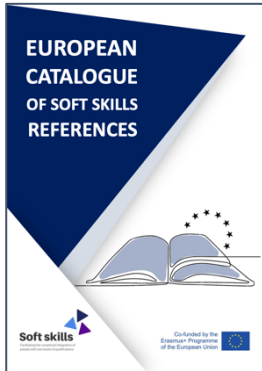
Since this training program is intended for certified trainers, tutors, assessors or technical supervisors, we suggest them to evaluate themselves at the end of the training with a questionnaire available in the soft skills checklist of trainers



Module	Content	Duration
Training context	Introduction to the soft skills project	1
Theoretical content	ECVET, Soft skills categories and levels	2
Facilitation techniques	Role of the trainer & facilitation techniques	1
The training	Presentation of the tools Focus on the different levels How to implement the training program	11
The placement and assessment protocol	The placement The assessment The placement and assessment tools	1
Zerobarrier	Presentation of the platform Experimentation of the platform	2
Consolidation / Conclusion	Review of all materials and tools Conclusion Satisfaction survey	7

2. Useful tools for trainers

In order to be able to train trainers in the use of the method and tools developed in the framework of the Erasmus + Soft Skills project, you must be comfortable with the different materials of the project. Here is an overview of these materials. We strongly advise you to read these materials carefully before training other trainers to use them. These materials are available for free on the website www.softskills-project.eu

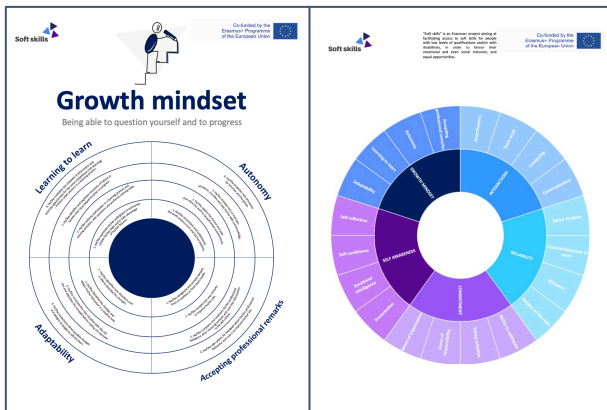
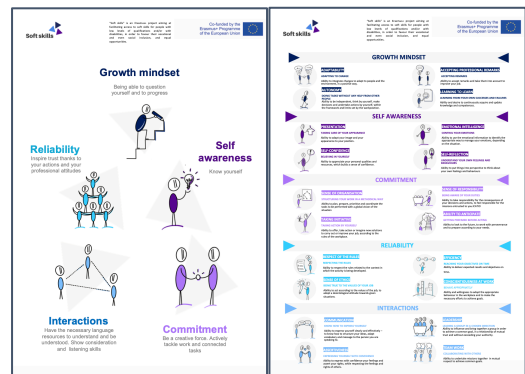


- **European catalogue of soft skills references**

- The soft skills project
- The process of soft skills identification and definition
- The levels of soft skills acquisition
- Soft skills in a professional context
- The soft skills acquisition process

- **Soft skills list with pictograms**

- An overview of soft skills and categories
- Easy to remember
- Playful for learners



- **Soft skills Wheels**

- Wheel chart per soft skills
- Wheel chart resume
- An overview of soft skills and categories
- Easy to remember

- **Summary of the soft skills acquisition process**

- Summs up the acquisition process
- Correspondance between each step and the different materials needed
- Correspondance between each step and Zerobarrier





- **Training Kit for the implementation of soft skills:**
 - All the clues to prepare an adapted training course for every group, whatever their background is.
 - A suggestion of introductory activity that presents the difference between hard skills and soft skills
 - A training program for each level of soft skills
 - Practical sheets presenting per level of soft skill acquisition, every steps of the training process
 - Issues at stake
 - Trainer's posture
 - Tools that can be used
 - Equipment required
 - To be used in conjunction with the **toolcards to train soft skills**
 - Scalable and customizable
 - Modular

- **Tool cards to train soft skills**

- Collection of more than 80 tools that can be used to train soft skills.
- Tools require few equipment and can be easily applied to different contexts
- The tools are also gathered in a digital toolbox available on Zero Barrier platform.
- To be used in conjunction with the **Training kit to train soft skills**



- **Soft skills facilitation techniques**

- Helps to train the soft skills in an everyday training environment (consolidation in a work situation)
- Allows full support (not just in the classroom)
- Covers issues that can be applied both in a learning and in a productive work context

- **Soft skills placement and assessment protocol**

- Helps to do a placement before a training session AND an assessment after a training with a trainee
- Presents and explains the tools needed for a placement and assessment.
- To be used in conjunction with the placement and assessment grids





- **Soft skills checklist for trainers**

- To be used by the trainers after a training of trainers and before beginning the soft skills acquisition process with a trainee
- Composed of a summary of the soft skills acquisition process, a checklist to verify if that all the tools needed are downloaded and a knowledge questionnaire with the answers.

3. Training content

You will find in the following pages the content of the training in the form of PPT slides. These PPT slides are available in editable version and with descriptive comments on our website. The PPT includes the 25 one-hour training sessions and supports the trainer's speech. You will find an interactive table of contents in the editable version of the PPT. Due to the COVID 19, we carried out this training remotely via a videoconferencing platform and completed it within a week. It is recommended to follow the order of the presentations but don't hesitate to adapt it to your own context, your availability and those of the trainers you want to train. Feel free to alternate between presentations, work in autonomy and group work to make the training more dynamic.

DAY 1 :

- PPT 1 : Introduction
Welcome & introduction to the soft skills project
Duration : 1 hour
- PPT2 : Soft skills – ECVET – Levels
Presentation of the soft skills list (categories and levels and definitions)
Duration : 1 hour
- PPT 3 : Quiz & Brainstorming
Short quiz about soft skills + Brainstorming about the role of trainers
Duration : 1 hour
- PPT 4 : Role of the trainer & facilitation techniques
Definition of the role of trainer in the process + presentation of the facilitation techniques
Duration : 1 hour
- PPT 5 : The training – documents available
Introduction to the levels and steps and to the toolcards to train soft skills
Duration : 1 hours

DAY 2 :

- PPT 6 : Focus on the introductory activity
Presentation of the introductory game to present soft skills
Duration : 1 hour
- PPT 7 : Focus on level 1
Presentation of the training for level 1
Duration : 1 hour
- PPT 8 : Focus on level 2
Presentation of the training for level 2
Duration : 1 hour
- PPT 9 : Implementation of the program for level 1 & 2
Work in autonomy : Think about « how to implement the program for level 1 & 2
+ Discussion & question about the training kit, the toolbox and the implementation of level 1 & 2
Duration : 2 hours

DAY 3 :

- PPT 10 : Focus on level 3
Presentation of the training for level 3
Duration : 1 hour
- PPT 11 : Focus on level 4
Presentation of the training for level 4
Duration : 1 hour
- PPT 12 : Implementation of the program for level 3 & 4
Work in autonomy : Think about how to implement the program for level 3 & 4
+ Discussion, question about the training kit, the toolbox & the implementation
Duration : 2 hours
- PPT 13 : Website discovery
Work in autonomy : Discover the website www.softskills-project.eu & explore the documents available there.
Duration : 1 hour

DAY 4 :

- Breakfast all together (social event)
Duration : 1 hours
- PPT 14 : Placement and assessment protocol
Presentation of the placement and assessment method and the placement and assessment tools.
Duration : 1 hour
- PPT 15 : Presentation of Zerobarrier
Demonstration of the application Zerobarrier and presentation of the Zerobarrier manual
Duration : 1 hour
- PPT 16 : Experimentation of the platform Zerobarrier
Work in autonomy : Time to discover the functionalities of the platform (small exercise)
+ Questions and discussions about the platform
Duration : 2 hours

DAY 5 :

- PPT 17 : Review of the training
Review the training documents with the trainers & give the instructions for the next hour (work in autonomy during one hour and try to set up a training for level one)
Work in autonomy : set up the training for level 1 and explain how to implement it.
All together : Questions , discussions about the implementation
Duration : 3 hours
- PPT 18 : Evaluation of the training
Satisfaction survey for the trainers
Duration : 1 hour
- PPT 19 : Conclusion – Feedback
Small discussion all together to know if the training went well or not + distribute the training certificate + explain how to contact the partners of the project.
Duration : 1 hour



	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	PPT 1: Introduction	PPT 6: Focus on the introductory activity	PPT 10: Focus on Level 3	Breakfast as social event	PPT 17: Review of the training material & Implementation of the training program
Break					
10:15 - 11:15	PPT 2: Soft skills- ECVET-Levels	PPT 7: Focus on Level 1	PPT 11: Focus on Level 4	PPT 14: Placement & assessment protocol	OFFLINE How to implement in a concrete way the training for level 1
Break					
11:30 - 12:30	PPT 3: Quiz & Brainstorming	PPT 8: Focus on Level 2	OFFLINE PPT 12: Implementation of the program for level 3 & 4	PPT 15: Presentation of Zerobarrier	Questions, discussions about the implementation
12:30 - 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00 - 15:00	PPT 4: Role of the trainer & facilitation techniques	OFFLINE PPT 9: Implementation of the program for level 1 & 2	Questions, discussions about the training kit, the toolcards and the implementation	OFFLINE PPT 16: Experimentation of the platform	PPT 18: Evaluation of the training <i>Satisfaction survey</i>
Break					
15:15 - 16:15	PPT 5: The training – documents available	Questions, discussions about the training kit, the toolcards and the implementation	OFFLINE PPT 13: Website discovery <i>Explore the website & the documents available there</i>	Questions, discussions, conclusions about the platform	PPT 19: Conclusion - feedback



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- [Preamble](#)
- [The soft skills acquisition process](#)
- [Tools for trainers](#)
- [Schedule of the training](#)
- PPT 1 : [Introduction](#)
- PPT 2 : [Soft Skills – ECVET – Levels](#)
- PPT 3 : [Quiz – Brainstorming](#)
- PPT 4 : [Role of the trainer – Facilitation techniques](#)
- PPT 5 : [The training – Documents available](#)
- PPT 6 : [Focus on the introductory activity](#)
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- PPT 8 : [Focus on level 2](#)
- PPT 9 : [How to implement the program – Level 1 & 2](#)

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Interactive table of contents



- PPT 10 : [Focus on level 3](#)
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- PPT 12 : [How to implement the program - level 3&4](#)
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- PPT 18 : [Implementation of the training program & Review of the materials](#)
- PPT 19 : [Evaluation of the training](#)
- PPT 20 : [Conclusion – Feedback](#)

2



SOFT SKILLS



PPT 1 : Introduction

3

Welcome

- Technical explanations
 - How to turn your microphone back on/off
 - Please turn your microphone off (by putting it on 'mute') when you don't speak
 - Video
 - Reactions
- Monitor questions / remarks in the chat

Désactiver le son Vidéo Sécurité Participants Discussion Écran partagé Réactions Plus

4

The participants

Organisation	Name

5

Presentation of the participants

- Each participant presents him/herself (2 minutes of preparation)
- Presentation about yourself and expectations
 - Your job
 - Your country
 - What you want to share about you
 - Your expectation regarding this training
 - Your organization
 - ...

6

Program of the week

- 2 ways of training:
 - All together
 - Offline : By yourself
- Color Code :
 - **In Green** : Plenary session (the entire group)
 - **In Blue** : Offline session (individual work)

7

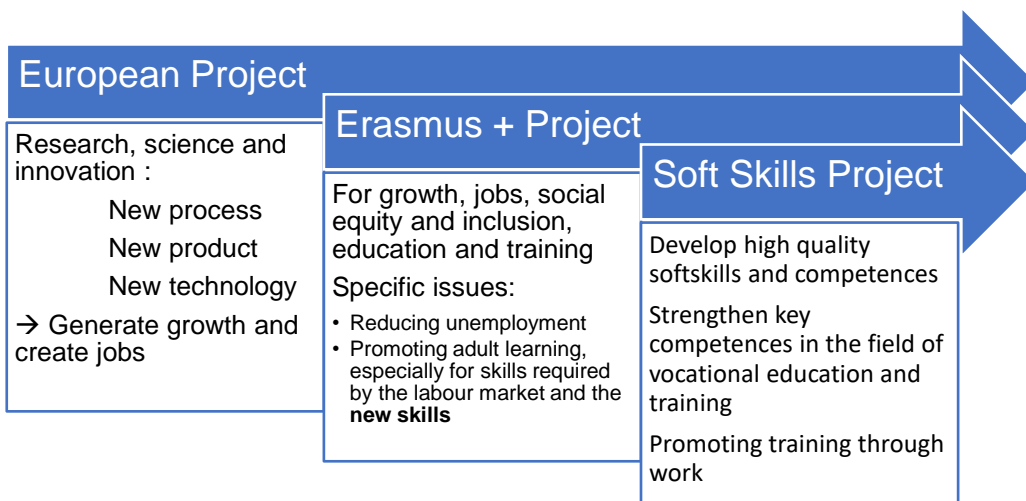
	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	Welcome, introduction of participants, program of the week, introduction to the Soft skills project	Focus on the introductory activity	Focus on Level 3	Online breakfast as social event	Review of the training material & Implementation of the training program
Break					
10:15 - 11:15	Mention to ECVET , presentation of the Soft skills, categories and levels	Focus on Level 1	Focus on Level 4	Introduction to the evaluation protocol defined for the Soft skills project	Review all the training material
Break					
11:30 - 12:30	Short quiz (e.g. kahoot) about softskills + Brainstorming about the role of the trainer	Focus on Level 2	How to implement the programme (level 3 and 4)	Presentation of the platform	Questions, discussions The implementation of the training program for trainees
12:30 - 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00 - 15:00	Role of the trainer and Presentation of facilitation techniques,	How to implement the program (level 1 and 2)	Wrap up session about the two levels	Experimentation / platform (by themselves)	Evaluation of the training
Break					
15:15 - 16:15	Introduction to the levels and steps of the training programme, presentation of the toolbox	Wrap up session about the two levels and the day	Time to connect to the drive, explore the documents available	Questions, discussions, conclusions in plenary on platform	Conclusion on the whole training - feedback on participants' expectations

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SOFT SKILLS PROJECT

9

European Project Erasmus +



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9 partner organisations 5 countries



11



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Objectives of the project



- Associating each type of behavioural skill with relevant learning approaches of alternative education and personal development
- Create educational tools for technical supervisors and people with low level of qualification
- Work on soft skills evaluation methods

12



Expected results

13

Expected output:

- European catalogue of soft skills references (soft skills base)
- Soft skills training method and tools for people with low level of qualification
- Soft skills training method for trainers
- Placement and assessment protocol for trainers
- Placement and assessment protocol for trainees
- Impact measurement report
- Experimentation of the training, placement and assessment method on trainees and trainers

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Time for you to explore!

Before the next session, we invite you to read:

- The introduction part of the catalogue (p.9-13)

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Thank you for your attention

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SOFT SKILLS



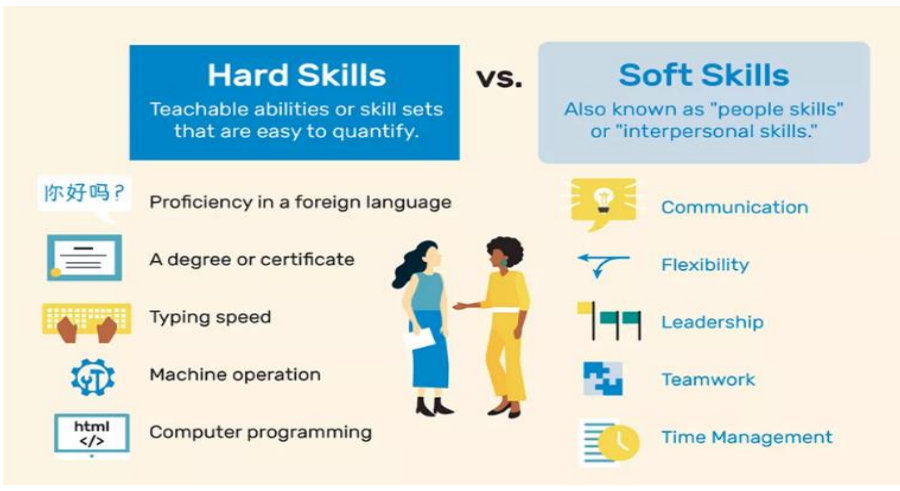
PPT 2: SOFT SKILLS – ECVET - LEVELS

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THE LEVELS OF SOFT SKILLS ACQUISITION

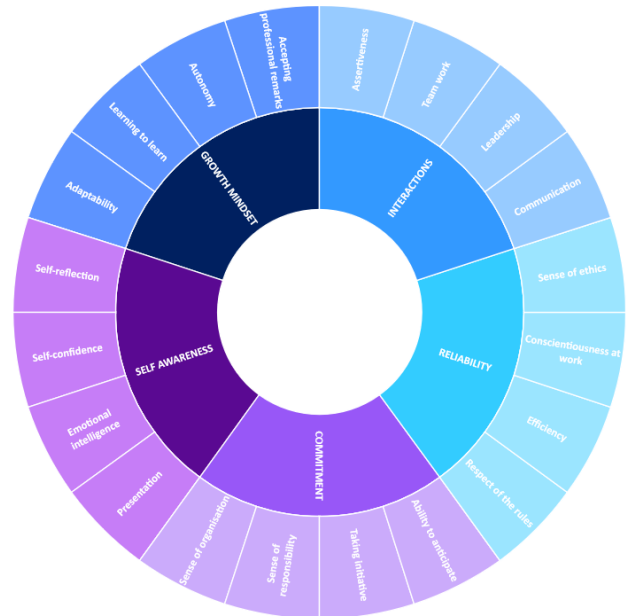
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What are soft skills?



Interpersonal and human skills
Interdisciplinary
Acquired through life experience 19

Soft skills presentation





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Growth mindset

Being able to question yourself and to progress



ADAPTABILITY

ADAPTING TO CHANGE

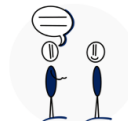
Ability to integrate changes to adapt to people and the environment, in a positive way.



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 workposition.



ACCEPTING PROFESSIONAL REMARKS

ACCEPTING REMARKS

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



LEARNING TO LEARN

LEARNING FROM YOUR OWN SUCCESSES AND FAILURES

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

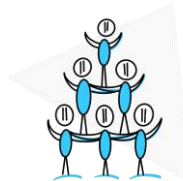
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Reliability

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.



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.



EFFICIENCY

REACHING YOUR OBJECTIVES ON TIME

Ability to deliver expected results and objectives on time.



CONSCIENTIOUSNESS AT WORK

BEHAVE APPROPRIATELY

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

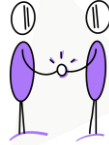
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Commitment

Be a creative force.
Actively tackle work and connected tasks



SENSE OF ORGANISATION

STRUCTURING YOUR WORK IN A METHODOICAL 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. ICATIO



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 your needs.

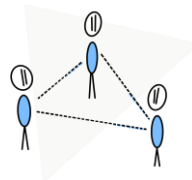
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Interactions

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 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.



ASSERTIVENESS

EXPRESSING YOURSELF WITH CONFIDENCE

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



TEAM WORK

COLLABORATING WITH OTHERS

Ability to undertake missions together in mutual respect to achieve common goals.

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Self awareness

Know yourself



PRESENTATION

TAKING CARE OF YOUR APPEARANCE

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



EMOTIONAL INTELLIGENCE

CONTROL YOUR EMOTIONS

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



SELF-CONFIDENCE

BELIEVING IN YOURSELF

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



SELF-REFLECTION

UNDERSTAND YOUR OWN FEELINGS AND BEHAVIOURS

Ability to put things into perspective to think about your own feelings and behaviours

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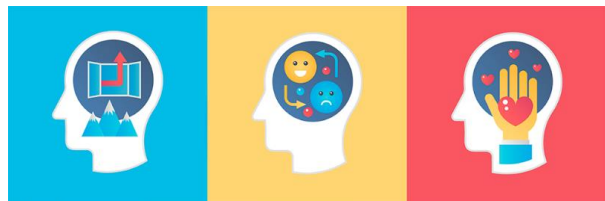
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Method to define soft skills levels



- Use an educational model
- Use a known and recognized model
- Use a model offering degrees of knowledge acquisition

Bloom's Taxonomy



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Bloom's taxonomy

- Model of pedagogy proposing a classification of levels of knowledge acquisition
- Taxonomy organizes information in a hierarchical way,

Simple restitution of facts → the complex manipulation of concepts



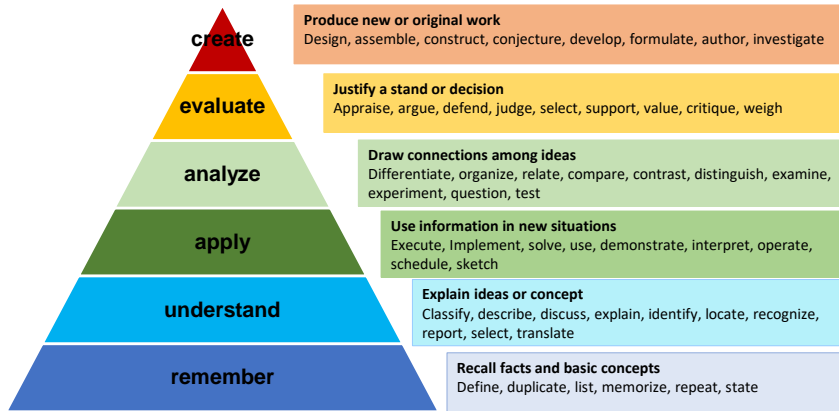
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Project's interest

- Use a common framework and logic to work more coherent
- Allows:
 - Organize a person's progress
 - Formalize the educational objectives
 - To validate the acquisition of a degree of complexity of the soft skill
- Theory recognized and used in teaching, learning, assessment

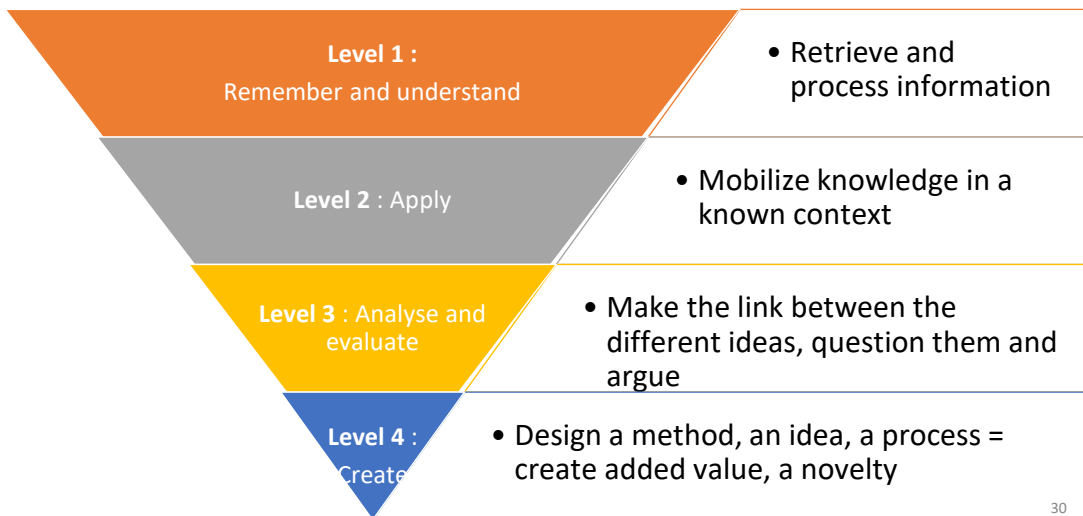
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Bloom's taxonomy



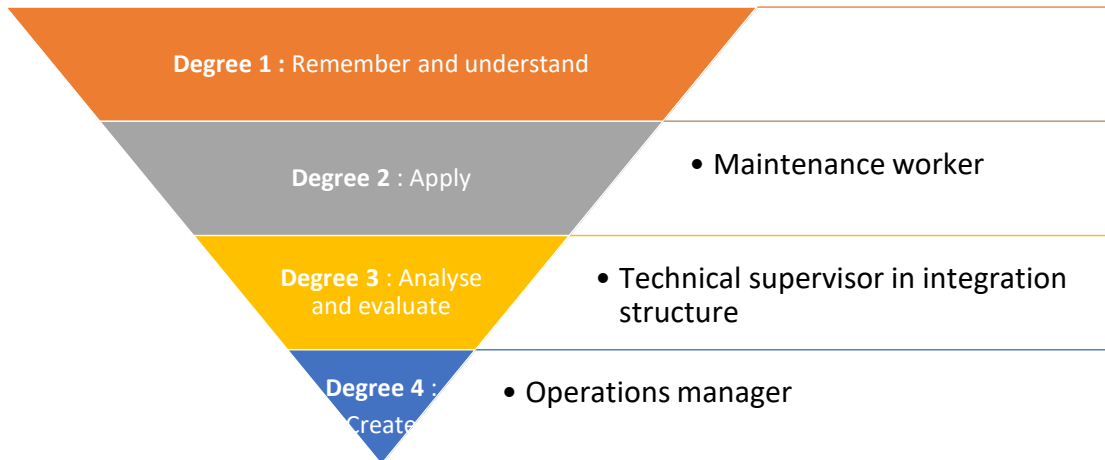
29

Adaptation of Bloom's taxonomy



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Example in a profession



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Why 4 levels?

- Corresponds to the method used in the AEFA / Erasmus + guide
- Impossibility of obtaining a sufficiently fine graduation in 3 levels: level 1 will never be assigned to a trade, even if it is necessary to advance the person
- Allows both to train the person by following his evolution, and to link the levels to a trade

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ECVET

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ECVET (European Credit system for Vocational Education and Training)

• Objectives :

- It facilitate the **transfer, recognition** and **accumulation** of assessed learning outcomes;
- It supports flexible and individualised pathways;
- It promotes lifelong learning and mobility.

ECVET is based **on concepts and principles** which are used in a systematic way to establish a common and user-friendly language for transparency, transfer, accumulation and recognition of learning outcomes.

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The ECVET system is structured in:

- **Units of Learning Outcome** –They can be evaluated, and validated.
- **Knowledge** –principles, theory, practices that are related to the job
- **Skills / Competences** – Skills are “cognitive and practical »



ECVET approach

- Structured in ULO, main activities, competences, knowledge

Consolidation of several professional activities which are interconnected	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	U1.A1.	U1.A1.C1.	U1.A1.C1.S1.	
			U1.A1.C1.S2.	
	U1.A2.	U1.A2.C1.	U1.A2.C1.S1.	
			U1.A2.C2.	U1.A2.C2.S1.
			U1.A2.C3.	U1.A2.C3.S1.



Example

UAA2. Cleaning furniture (desks, closets, tables, doors, etc. taking care about electronic appliances)	U2.A1. Cleaning flat surfaces, furniture and furniture items	U2.A1.C1. S/he's able to apply the right method of dust-removal (dry or wet method) according to the type of surface to be cleaned and to correctly reposition the objects located thereon	U2.A1.C1.S1. S/he knows the types of surfaces, main cleaning tools and methods of dust removal (e.g. from horizontal surfaces, from furniture, from furniture items, etc...)
			U2.A1.C1.S2. S/he knows different types of surfaces and main cleaning products to be used indoors and their chemical composition (their properties and their interactions)
	U2.A2. Desinfection of contact areas	U2.A2.C1. S/he's able to identify the contact areas	U2.A2.C1.S1. S/he knows main contact areas (door handles, switches, etc.)
		U2.A2.C2. S/he's able to apply the desinfection protocol	U2.A2.C2.S1. S/he knows desinfection protocol (using yellow microfiber and desinfection products)
	U2.A3. Chronological order of maintenance of an office	U2.A3.C1. S/he's able to identify and to distinguish periodical tasks from daily tasks	U2.A3.C1.S1. S/he knows technical specifications



OCCUPATIONAL STANDARDS & SOFT SKILLS



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Link between soft skills and ECVET occupational standards



- Our soft skills base follows the main principles of ECVET, it allows:
 - **progressive accumulation of skills**,
 - **transferability** of a skill acquired in a specific situation to another situation/context,
 - **evaluation, recognition and validation** are at the core of the process.
- Our soft skills base is **independent from occupational standards**
- However, there is a **link between soft skills and work situations**: the work situation is the context of the assessment of soft skills
- Our soft skills base can be seen as a complement to ECVET occupational standards. It means that a link between soft skills and ECVET occupational standards is possible.

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How can we link occupational standards with soft skills? :



For each Unit of Learning Outcome:

- 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.

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Example of the occupational standard « cleaning operative » linked to soft skills

ULO: Units of Learning Outcomes	Main activities	Skills / Competences 'be able to'	Knowledge 'necessary knowledge to apply'			
ULO1. 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 product's features through labelling and to adapt them to the type of surface to be cleaned	U1.A2.C1.S1. S/he knows 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 environmental 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		Sens of organisation Level 2 He/she uses an organizational system that allows him/her to process tasks in a coherent order	Autonomy Level 2 He/she applies the process and tasks that allow the work to be performed.	Respect of the rules Level 2 He/she behaves according to the existing rules.	Ability to anticipate 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 along 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 stocks	

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Occupational standards that have been linked to soft skills

Biotechnology assistant

Cleaning operative

Green area maintenance operative

Help cooker

Seller/Restocker

Viticulture operator

Welder/Boilermaker

You can find them on our website

www.softskills-project.eu

Or consult them directly on Zerobarrier

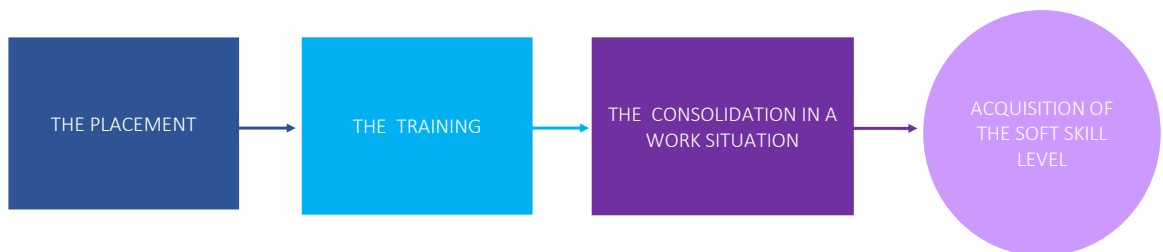
www.zerobarrier.eu

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THE SOFT SKILLS ACQUISITION PROCESS

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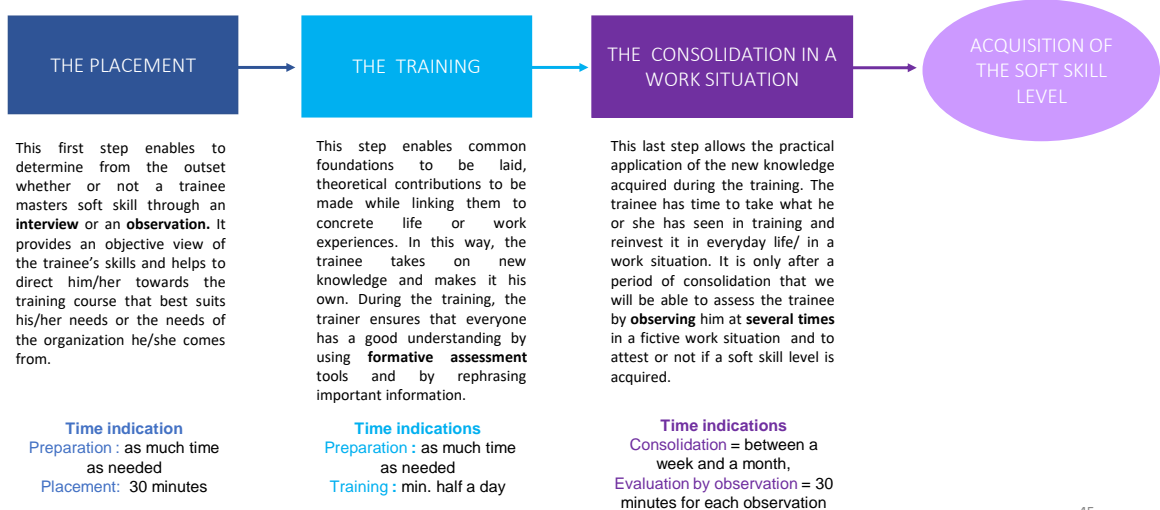
The soft skills acquisition process



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The soft skills acquisition process



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Time for you to explore!

Before the next session, we invite you to read in the catalogue:

1. THE PROCESS OF SOFT SKILLS IDENTIFICATION AND DEFINITION
2. THE LEVELS OF SOFT SKILLS ACQUISITION
3. SOFT SKILLS IN A PROFESSIONAL CONTEXT
4. THE SOFT SKILLS ACQUISITION PROCESS

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Thank you for your attention

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SOFT SKILLS



PPT 3: Quiz & Brainstorming

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Quiz



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- Connect yourself to Kahoot with your smartphone or computer (type kahoot.it in google)
- Type the game number code
- Start playing 😊

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Role of the trainer

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Role of the trainer Brainstorming

1. Think of a trainer or teacher who particularly impressed you
2. Remember a situation you experienced with this trainer that was very positive for you
3. Tell the group about this moment
4. Explain what you liked in the way he taught you

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Role of the trainer Brainstorming

- I you have to choose one word that could define the role/position of a good trainer.. what would it be?

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Brainstorming – Role of the trainer

Role of the trainer

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We will discuss together the role of a trainer in the following presentation!



Thank you for your attention



SOFT SKILLS



PPT 4: Role of the trainer & Facilitation techniques

57

Role of the trainer → facilitator

- Promote the acquisition of skills, know-how or interpersonal skills that can be used directly in the field
- Listen to the requests formulated by the various services for which he works in order to best respond to them
- Strengthen the achievements of workers
- Provide a structured content framework



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Role of the trainer → facilitator

- Use a wide range of facilitation techniques and pedagogical support: role plays, exercises, simulation, ...
- Ensure the progress of the group by checking the achievements
- Invite learners to use the acquired knowledge in all situations
- At the end of the training, monitor the results and draw up assessments in order to readjust the contents and adapt the methods if this is necessary



Trainer's position

- **External** to the group: he/she is impartial which allows him/her to take a step back from the learning situation.
- **"Low posture"**, ensuring that ideas and solutions emerge from the group. He does not contribute to the content him/herself.
- Finally, the trainer adapts his posture according to the soft skill discussed (the **target posture**). As soft skills are learnt through mimicry, the trainer acts as a role model.

Feedback

Effective training includes positive and constructive feedback that helps participants to learn and improve their practices



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Feedback's meaning

- What does “feedback” mean?
 - Feedback is about sharing how a person did something. The comments address both what was done well and what could be improved.
- What does “constructive feedback” mean?
 - Constructive feedback involves sharing your thoughts in a positive and constructive way, not in a negative or overly critical way.
 - The purpose of constructive feedback is to help the person improve.



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Constructive feedback

- Why constructive and not negative feedback?
 - Constructive and positive feedback helps participants learn and improve.
 - If trainees are criticized too negatively, they will no longer be able to focus on or learn what they could improve
 - Negative feedback does not make trainees feel respected or safe, and it would decrease the chances that they will consider the feedback in order to learn and improve



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Constructive feedback

- How does constructive feedback improve learning?
 - Giving feedback in a constructive and positive way helps to create an effective learning environment
 - The principles of adult education include supporting and respecting participants, encouraging dialogues, and creating a safe and comfortable learning environment

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How to provide constructive feedback?

- Be brief
- First, tell the person what they did well. This will make the person more likely to hear what they need to improve
- Then tell the person what they should improve on
- Be respectful
- Be honest and friendly
- Be positive
- Encourage the person
- Build on the qualities of each participant
- Do not compare participants to each other
- Don't ask participants to change things over which they have no control



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FACILITATION TECHNIQUES

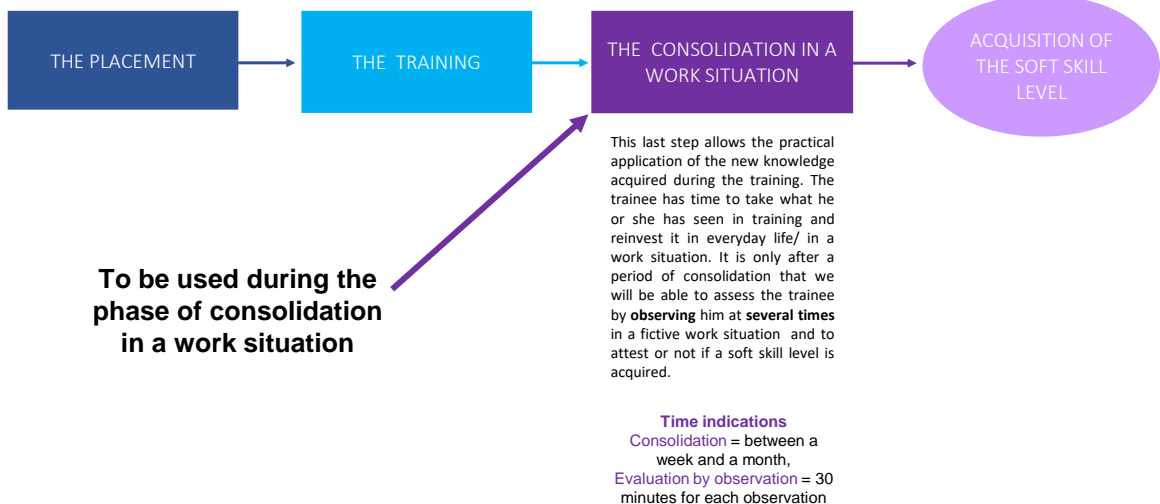
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Postulates

- Postulates :
 - Soft skills don't just develop in the classroom
 - Soft skills must be worked on in real life situations
- Facilitation techniques:
 - Helps the trainer to train soft skills in an everyday setting
 - Allows full support and not just in the classroom



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Tools for trainers



- **Soft skills facilitation techniques**
 - Helps to train the soft skills in an everyday training environment (consolidation in a work situation)
 - Allows full support (not just in the classroom)
 - Covers issues that can be applied both in a learning and in a productive work context



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A list for each soft skills



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ADAPTABILITY	
Warn of the need to work at a higher rhythm.	Remember and understand
Bring change in the activities, if the conditions are good and the changes are not forced.	Apply
Taking advantage of possible situations of relevance, in order to vary the fixed program of the subject (current themes, teaching activity relevant problems or situations...).	Apply
Dialogue and debate the common aspects between the tasks and teach about the possibility of applying learned skills to tasks that have never been done before.	Apply
Question the reasons that make the students stop the task's execution and achieve conclusions in order to adapt to the new situation.	Apply
Thinking of the advantages of flexibility and adaptation to the changes in the working context.	Analyse and evaluate
Demand and verify through standardized registrations the application of what is considered already learned with a minimal quality, in a new task.	Analyse and evaluate
Thinking about the current labour market, working conditions, and about the need to be able to face them.	Analyse and evaluate
The trainers must give advice on the search for alternatives.	Analyse and evaluate
With the task already started, changing some of its specificities (randomly): change the size, the number of pieces to make, some of the materials, the execution deadline...	Create
Program tasks with an execution deadline that implies a higher rhythm than usual.	Create
Demand and verify the search of alternatives to the fixed order in the planification of the task in case of an alteration of the fixed conditions, in order to prevent the task from blocking.	Create

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How to proceed?

The trainer has to know these strategies and :

- Keep them in mind in order to use them on the daily activities
- Use the list of techniques as a resources that will reinforce the facilitation dynamics prepared to introduce and work about the soft skills
- Remember that a soft skill needs to be developed in a real situation
- Have to reinforce the soft skills in all the daily activities

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How to proceed?

- Accustom the trainees to have a behaviour according to the soft skills defined.
- Thus, the trainer has to accompany and mentor the activities that the trainees do, by giving them suggestions and instructions for doing the tasks according to the soft skills defined.

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Thank you for your attention

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SOFT SKILLS



PPT 5: The training – Documents available

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Program for this session



1. Icebreaker
2. Introduction to the training (main principles)
3. Supporting documents
4. Time for you to explore!

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Icebreaker



Let's start today's session experimenting one tool of our toolbox we will present shortly after!

*How is the weather in your
mind today? (quick survey)*

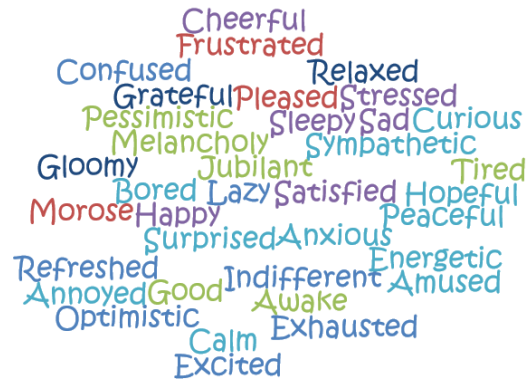


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Icebreaker

Let's start today's session experimenting one tool of our toolbox we will present shortly after!

*Say your name and one word
to describe your mood today
(one after the other)*



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Introduction to the training

Main principles:

- Designed for people with a low level of qualification or with disabilities to promote their social and vocational integration
- Importance of soft skills, even more in the current Covid-19 context
- Adaptable to different realities: the project gathers training institutions as well as social enterprises

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Introduction to the training

We developed a common training program that can be adapted to each soft skills.

As you know : 4 levels of soft skills

It is composed of 5 training sessions :

- . Introductory training session = Introduction to soft skills
- . First training session = Training to level 1 “remember and understand”
- . Second training session = Training to level 2 “apply”
- . Third training session = Training to level 4 “analyse”
- . Fourth training session = Training to level 4 “create”

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Introduction to the training

Introductory training session = Introduction to soft skills

No link with a specific soft skills.

Introductory activity to soft skills in general

A small game that approach all soft skills and that put forward the difference between hard skills and soft skills

First, second, third and fourth training session = Training to each level of soft skills

Link with a specific soft skills

Train level 1 before level 2 (progressivenees), train level 2 before level 3 etc.

All sessions are composed of 8 training steps

All sessions includes a formative evaluation

You can only train one soft skills per session

In the following sessions you will explore in details each training session

80

Supporting materials

Various tools and documents have been developed to support you during a soft skills training.

They are all available for free on the website www.softskills-project.eu and exist in English, French, German, Spanish and Slovenian.

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Tools for trainers

- **European catalogue of soft skills references**
 - The soft skills project
 - The process of soft skills identification and definition
 - The levels of soft skills acquisition
 - Soft skills in a professional context
 - The soft skills acquisition process

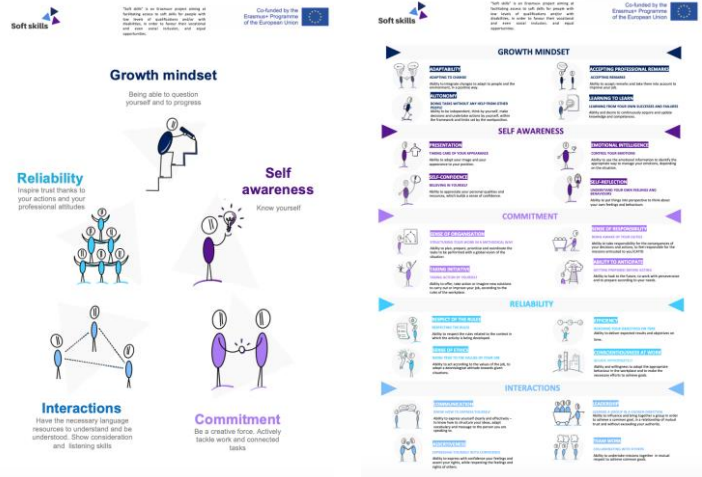


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Tools for trainers

- **Soft skills list with pictograms**

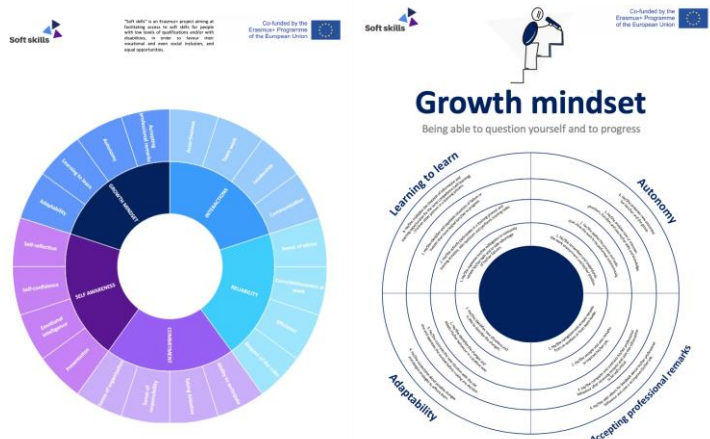
- An overview of soft skills and categories
- Easy to remember
- Playful for learners



Tools for trainers

- **Soft skills Wheels**

- Wheel chart per soft skills
- Wheel chart resume
- An overview of soft skills and categories
- Easy to remember



Tools for trainers

Summary of the soft skills acquisition process

- Summs up the acquisition process
- Correspondance between each step and the different materials needed
- Correspondance between each step and Zerobarrier



Tools for trainers

Training Kit for the implementation of soft skills:

- All the clues to prepare an adapted training course for every group, whatever their background is.
- A suggestion of introductory activity that presents the difference between hard skills and soft skills
- A training program for each level of soft skills
- Practical sheets presenting per level of soft skill acquisition, every steps of the training process
 - Issues at stake
 - Trainer's posture
 - Tools that can be used
 - Equipment required
- To be used in conjunction with the **toolcards to train soft skills**
- Scalable and customizable
- Modular





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Tools for trainers



- **Tool cards to train soft skills**

- Collection of more than 80 tools that can be used to train soft skills.
- Tools require few equipment and can be easily applied to different contexts
- The tools are also gathered in a digital toolbox available on [Zero Barrier platform](#).
- To be used in conjunction with the **Training kit to train soft skills**



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Tools for trainers



- **Soft skills facilitation techniques**

- Helps to train the soft skills in an everyday training environment (consolidation in a work situation)
- Allows full support (not just in the classroom)
- Covers issues that can be applied both in a learning and in a productive work context



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Time for you to explore!

Before the next session, we invite you to read:

- Page 5 to 16 of the **Training Kit**
- Page 3 to 8 of the **Tool Cards Publication**, as well as navigate the table of contents to check a few tools
- Page 5 to 10 of the **Soft skills Facilitation techniques**
- **The summary of the soft skills acquisition process**

But before... any questions or comments?

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Thank you for your attention

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SOFT SKILLS



PPT 6: Focus on the introductory activity

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Introductory activity

Before beginning to train a trainee to a specific soft skills, you need to allow them to discover soft skills and to understand the difference with hard skills.

For that, you can use the introductory game described in the training kit.

- The game is played by 2 to 4 players maximum.
- Each player will discover the 5 categories of soft skills and the 4 soft skills that make up each category.

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Introductory activity

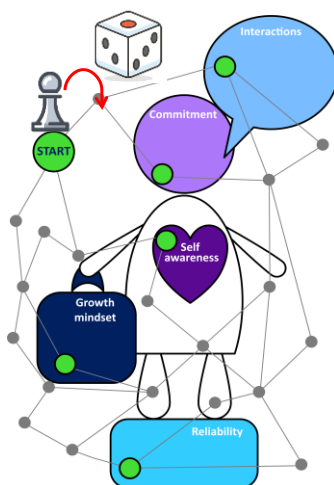
Before beginning to train a trainee to a specific soft skills, you need to allow them to discover soft skills and to understand the difference with hard skills.

For that, you can use the introductory game described in the training kit.

- The game is played by 2 to 4 players maximum.
- Each player will discover the 5 categories of soft skills and the 4 soft skills that make up each category.

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Introductory activity



**Instead of explaining you the game,
we will play together!**

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Introductory activity

- Where can you find the materials for the introductory activity?

Training kit p. 17, 8

Annex 1 – Rules of the Games

Annex 2 – Avatar cards (print)

Annex 3 – Soft skills cards (print)

Annex 4 – Playing board (print)



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Thank you for your attention

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SOFT SKILLS



PPT 7: Focus on level 1

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Level 1 Remember and understand



A person with a level 1 **understands in a sustainable way the key principles of the soft skill.**

- Each soft skills has its own definition for each level → make sure you have the right definition in mind
- Goal of level 1 : retrieving and processing information related to the soft skill.

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Level 1 : 8 steps of training



Example : Adaptability - Level 1

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	Remember and understand Identifies new situations and is able to describe the changes

Facilitation techniques



ADAPTABILITY

Warn of the need to work at a higher rhythm.

Remember and understand

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Level 1 – Step 1- Welcome and involvement of the participants

- **Aims:**
 - Break the ice: offer an easy and fun activity to get to know each other.
 - Take the pulse of the training: collect the main information about the group and get the state of mind of the participants.
 - Set the context and objectives of the day, give practical information to make the participants feel comfortable.
- **Position of the trainer**
 - The trainer acts as a facilitator
 - During this first step of the training, the trainer and participants agree on the rules of communication and on the code of conduct
 - The trainer emphasizes those rules:
 - All ideas are good. There is no mistake.
 - The training will take as long as necessary



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Pedagogical tools : Step 1



NAMES AND GESTURES



Photo by Toa Heftiba on Unsplash

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NAMES AND GESTURES



Objectives

1. Present oneself in an entertaining way.
2. Introduce the people who are going to take part in a same course/training (trainers and participants).
3. Integrate all participants and create a climate of trust.

Steps

1. The group should be placed in a circle. Then one participant starts by saying his/her name and making a gesture/move that represents him/her (for instance: playing the guitar).
2. The participant on the right continues repeating the name of the first participant and his/her gesture and then says his/her name and makes his/her own gesture.
3. This goes on until all participants have spoken.

Participants: 7 to 12

Duration: 10 minutes

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Level 1 – Step 2 – Identification of the keywords

- Aims:

- Identify your own lexical field related to the soft skill
- Absorb and understand the soft skill thanks to familiar elements
- Work on the diversity of definitions related to the soft skill
- Be actor of your own learning process



- Position of the trainer:

- Participants should work in small groups in order to stimulate and compare ideas.
- Expect in certain specific cases, such as real misunderstandings, the facilitator does not take part to the discussion. He/she does not correct participants or clarify their definitions.
- It is important for participants to be able to express themselves in their own words to memorize the concepts discussed.

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Pedagogical tools : Step 2



Photo by Per Lööv on Unsplash

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Pedagogical tools : Brainstorming

Objectives

1. Generate original ideas on a specific theme in a relaxed environment.
2. Used as a basis for another activity, such as writing or discussion.
3. Find other ways to boost class work.

Steps

1. Define the problem so that this technique can be successful.
2. Then participants generate ideas about the problem, without excluding any idea expressed, without any criticism or established order. All ideas are valid.
3. The trainer ensures that the rules are respected and gives the floor to the participants. At the same time, he/she takes note on the board so everyone can see the ideas shared.
4. Finally, the participants select the ideas that they like the most, that are more in line with the established challenge and that ensure the resolution of the problem or issue discussed.

Participants: 2 to 20

Duration: 20-30 minutes and 20-30 minutes for the discussion

Equipment: board to write down the ideas

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Level 1 – Step 3 – Illustration of key words related to the soft skill

- Aims
 - Give meaning to key words visually
 - Leave room for imagination and creativity on an abstract concept
- Position of the trainer :
 - This visual step is important: abstract words and concepts are translated in a more concrete way, which facilitates the understanding.
 - After a group activity, prefer a more individual and reflective activity
 - The facilitator can take part to the activity to ask for clarifications on the meaning of the choices made



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Pedagogical tools : Step 3

MOODBOARD



Photo by Uby Yanes on Unsplash



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Pedagogical tools : Moodboard

Objectives

1. Create dialogue within the group.
2. Anchor the learning.

Steps

1. The trainer provides the participants with a set of magazines, catalogues, newspapers, flyers,...
2. Participants sort and select the significant elements linked with the topic they are talking about.
3. From these elements, they create the moodboard by cutting, sticking, pinning,... the images on a medium.

Participants: 1 to 100

Duration: 30 min - 1h

Equipment: magazines, catalogues, newspapers, flyers

Level 1 – Step 4 – Soft skill approach

- Aims

- Create a definition of the soft skill in order to make it meaningful
- Agree on a common definition as a group
- Get familiar with an academic definition of the term



- Position of the trainer:

- in pairs or small groups in order to multiply ideas
- The facilitator can help participants by reminding them or displaying key elements from previous activities.
- This step includes a theoretical input, which is important to ensure all participants have the same understanding of the soft skill

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Pedagogical tools : Step 4



Photo by N. on Unsplash

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Objectives

1. Grasp a new concept and understand its meaning.
2. Develop a definition of the term and compare it with other definitions.
3. Create a shared definition with the group.

Steps

1. Ask participants to pair up.
2. Let them discuss and agree on a common definition of the term (5-10 minutes). Make sure that all pairs have found a definition.
3. Once they have come up with a definition, ask the pairs to stay together and to join ANOTHER pair.
4. Let the 2 pairs compare their definitions and ask them to agree on a common definition.
5. Repeat the process until all participants form a single group and agree on a single definition.
6. Then the group introduces the common definition to the trainer.
7. The trainer has to write down this definition on a sheet of paper.

Participants: at least 4

Duration: 20 min

Equipment: none



Level 1 – Step 5 – Contextualisation of the soft skill

• Aims

- After a theoretical approach, make soft skills concrete thanks to real-life professional situation
- Share experiences
- Prepare level 2 – apply by individualizing the soft skill approach



• Position of the trainer:

- The facilitator let the participants express themselves and share their experiences: it doesn't matter if they digress a bit.
- He/she may ask for clarifications to better understand the link between the experience and the soft skill.



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Pedagogical tools :

Step 5



Photo by Melissa Askew on Unsplash

ROLE PLAYING

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Objectives

1. Promote communication in the group and increase participation.
2. Show and work on problem situations.
3. Stimulate and motivate the learners through experience, where thinking and doing creatively are part of the learning process.

Steps

1. Distribute roles to the participants, taking into account the ones we want to represent in this role play.
2. Leave a few minutes for each participant to get into their role.
3. Then the participants have to stage the chosen situation to work on.
4. Discussion in large group to identify the positive and negative aspects of this representation of the situation.

Participants: 2 to 20

Duration: 20-30 minutes with the discussion

Equipment: cards on the role to be developed or staged



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Level 1 – Step 6 – Soft Skill Identification



- Aims:
 - Put learning into practice
 - Work on the understanding and identification of the soft skill in specific situations
 - Appropriate the soft skill
- Position of the trainer:
 - Analyse participants' experiences, which can be more complicated than previous activities.
 - to do it in pairs or in small groups.
 - The facilitator can help participants if necessary makes them feel confident and encourages them

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Pedagogical tools : Step 6



Photo by V. Ivash on Freepik

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Objectives

1. Identify soft skills.
2. Mime soft skills.

Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify what soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

Participants: 2 to 15

Duration: 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

Equipment: cards representing soft skills



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Level 1 – Step 7 – Formative evaluation



- Aims:
 - Monitor the progress of the participants throughout the training session
 - Make participants reflect on their learning outcomes
 - Prepare the next steps of the training and make participants want to progress
- Position of the trainer:
 - Evaluation must remain accessible to all. The objective of this step is also to make participants progress in the training
 - This step is individual
 - The final feedback is important to stimulate individual reflection.



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Pedagogical tools : Step 7

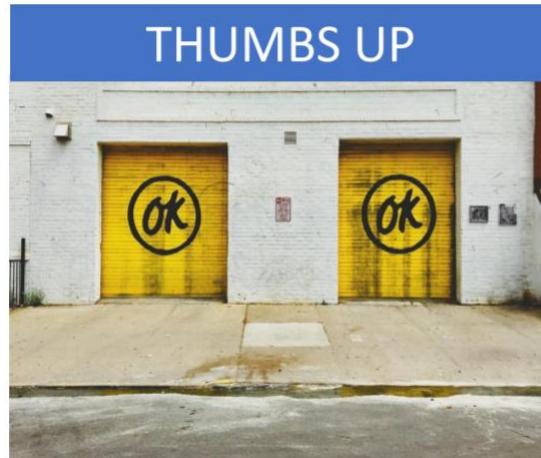


Photo by STEPHEN POORE on Unsplash

121



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Objectives

1. Provide a “safe” context to train to express (dis)contentment.
2. Give an example of how to ask for and deal with feedback.

Steps

1. The trainer asks the group several questions.
2. The participants do not speak but give signs with their hands:
thumbs down = not good, thumbs level = indifferent, thumbs up = good.
3. If the trainer wants to know more, participants can be asked for clarification.

Participants: 1 to 30

Duration: 1 to 5 minutes

Equipment: none



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Level 1 – Step 8 – Consolidation of new knowledge

- Aims:

- Anchor and consolidate information in the long-term memory
- Summarise learning outcome visually
- Visually translate an abstract concept



- Position of the trainer

- This step is visual
- Participants have as much freedom as they need
- The facilitator can ask questions to get clarifications during the presentation phase

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Pedagogical tools : Step 8



Photo by Annie Spratt on Unsplash

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Objectives

1. Make a synthesis of the work done.
2. Share reflections and feelings based on a series of photographs, pictures and sentences.

Steps

1. The participants use magazine clippings, phrases they have written, newspaper clippings (...), to represent the work done.
2. All the elements are then placed on a mural that should be displayed in a visible place.

Participants: entire group

Duration: 30-60 minutes

Equipment: magazines, newspapers, cardboards, scissors, glue...



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Experimentation : tool

Objectives

1. Identify soft skills.
2. Mime soft skills.

Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify what soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

Participants: 2 to 15

Duration: 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

Equipment: cards representing soft skills



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Photo by G. Assel van Goyenk

Experimentation : Mimic the soft skills

- All participants will have to mimic one of the soft skills
 - Each participant will receive by chatbox the SS to mim
 - 2 minutes preparation
 - 30 seconds of mimics 😊
- The audience have to note the soft skills they guess!

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Training for trainer Discussion

- How do you feel during the training of this tool?
- Do you think it reflects the right step/Level? (Step 6)
- Do you think the tool is appropriate for the softskills?



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Thank you for your attention

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SOFT SKILLS

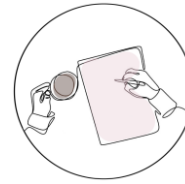


PPT 8: Focus on level 2

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Level 2 Apply



- A person with a level 2 **implements the key principles of the soft skill in easy situations in his/her daily life**
- Goal of level 2 : mobilising knowledge related to the soft skill in a known context.



Level 2 : 8 steps of training





Example : Adaptability - Level 2

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	Apply Interprets the changes and adapt his/her behaviour in a positive way.

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Facilitation techniques

Bring change in the activities, if the conditions are good and the changes are not forced.	Apply
Taking advantage of possible situations of relevance, in order to vary the fixed program of the subject (current themes, teaching activity relevant problems or situations...).	Apply
Dialogue and debate the common aspects between the tasks and teach about the possibility of applying learned skills to tasks that have never been done before.	Apply
Question the reasons that make the students stop the task's execution and achieve conclusions in order to adapt to the new situation.	Apply

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Level 2 – Step 1- Welcome and involvement of the participants



- Aims:
 - Bring participants back in the training climate (active training, playful, ...)
 - Stimulate the group: develop a good atmosphere within the group and initiate discussion
 - Take the pulse of the training: collect the main information about the group and get the state of mind of the participants
 - Set the context and objectives of the day, give practical information to make the participants feel comfortable
- Position of the trainer:
 - It is important to remind them of the essential information, as well as of the rules of communication in the group
 - The icebreaker activity goes beyond a simple presentation game. It aims at stimulating the group, and setting up a good atmosphere to start the training and initiate discussions.
 - The trainer is invited to participate to make participants feel comfortable.



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Pedagogical tools : Step 1



Photo by Ioana Cristina on Unsplash

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Objectives

1. Present oneself in an entertaining way.
2. Present all the members of the group, learn their names as quickly as possible, as well as their likes, experiences and other interesting facts.
3. Reduce barriers or paradigms (shame, fear) that limit the work with other people.

Steps

1. The participants are placed in pairs, if possible with someone they do not know.
2. The two participants in each pair should talk to each other introducing themselves, naming personal characteristics (for instance: name, age, personal tastes, qualities...).
3. When all pairs have introduced each other, the participants regroup.
4. Then each pair will appear in front of the entire group, but this time instead of presenting themselves, each participant presents the other person they have talked to before.

Participants: more than 6

Duration: 20 minutes

Equipment: none



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Level 2 – Step 2 – Contextualisation of the soft skill



• Aims:

- Start working on the soft skill practice by making links with the daily professional life
- Raise awareness on the already existing soft skill experience at work
- Share experiences



• Position of the trainer:

- The aim of this step is to make them aware that learners already have personal experiences of the soft skill in their professional life
- The facilitator supports them and gives them confidence by validating their proposals and by rekindling discussions.
- Throughout the training session, the facilitator makes links with discussions and topics addresses in the training for level 1 – remember and understand

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Pedagogical tools : Step 2



Photo by Wade Austin Ellis on Unsplash

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Objectives

1. Individualize the approach.
2. Share experiences.
3. Create a “database” of situations that illustrate the use of soft skills.

Steps

1. In pairs, ask each person to tell anecdotes, experiences lived at work which make them think about a particular soft skill.
2. The pairs then share their stories/anecdotes with the group.

During this feedback, the trainer writes down a few notes from each story in order to keep record. Those notes will be then displayed on a wall. If necessary, the trainer also asks for clarification (for instance if the connection between the story and the soft skill isn't clear).

Participants: at least 4

Duration: 30 min

Equipment: none



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Level 2 – Step 3 – Use of the soft skill



- Aims

- Identify the different aspects of the soft skill
- Become aware of the interest of applying the soft skill in a professional situation
- Share ideas in order to enrich oneself



- Position of the trainer:

- After a step based on individual experiences, this step is collective and carried out as a whole group in order to stimulate the group to find as many ideas as possible.
- He/she can motivate the group by encouraging them to find eccentric or funny situations about the consequences of not using the soft skill

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Pedagogical tools : Step 3



Photo by Melissa Askew on Unsplash

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Objectives

1. Promote communication in the group and increase participation.
2. Show and work on problem situations.
3. Stimulate and motivate the learners through experience, where thinking and doing creatively are part of the learning process.

Steps

1. Distribute roles to the participants, taking into account the ones we want to represent in this role play.
2. Leave a few minutes for each participant to get into their role.
3. Then the participants have to stage the chosen situation to work on.
4. Discussion in large group to identify the positive and negative aspects of this representation of the situation.

Participants: 2 to 20

Duration: 20-30 minutes with the discussion

Equipment: cards on the role to be developed or staged

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Level 2 – Step 4 – Participative approach



- Aims
 - Define the soft skill using daily professional experiences
 - Put the soft skill into action
 - Become aware of one's own behaviour
 - Identify key behaviours linked with soft skills implementation
- Position of the trainer:
 - Role play activities are particularly relevant for this step
 - If participants are reluctant to play, it can be easier to ask them to make the situation worse (asking: How can we make it worse?).
 - During the debriefings, he/she asks questions to the group to make them react: What do you think about this play? What would you have done differently? What happened?



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Pedagogical tools : Step 4



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Objectives

1. Identify soft skills.
2. Mime soft skills.

Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify what soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

Participants: 2 to 15

Duration: 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

Equipment: cards representing soft skills

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Level 2 – Step 5 – Appropriation of the soft skill



- Aims:
 - Appropriate key behaviours linked with the implementation of the soft skill
 - Summarize and anchor learning
- Position of the trainer
 - This step is reflexive, and is therefore carried out in small groups.
 - Participants reflect on their previous learning. They have to define selection criteria to retain only essential information, and identify key behaviours related to the soft skill.

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Pedagogical tools : Step 5

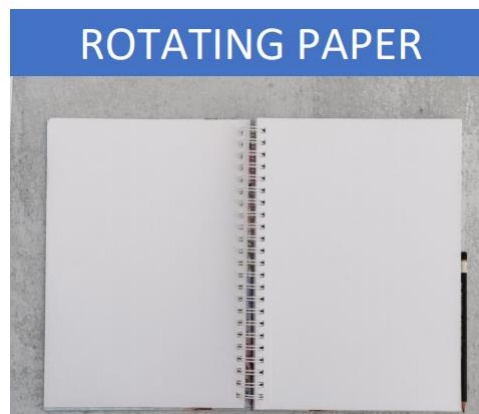


Photo by ASHLEY EDWARDS on Unsplash

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Objectives

1. Build a common written contribution between the members of a work team.

Steps

1. Participants sit together at a round table. They have a sheet of paper that will be the responsibility of the entire team.
2. The trainer proposes a challenge: for instance write the steps to perform a specific task, describe the materials needed for a procedure, solve a problem step by step, etc. Each participant has to write down a step and give the paper to the person on his/her right.
3. At the end, the trainer asks the participants to reflect on the final paper and see what could be improved.

The trainer must ensure that the challenge has at least as much steps as the number of participants and should set a specific time to complete the challenge. The same steps can be used for all soft skills.

Participants: minimum 4

Duration: 20-30 minutes

Equipment: paper sheets, pencils



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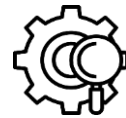
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Level 2 – Step 6 – Practical case



- Aims:

- Explore key behaviours linked with soft skill implementation
- Test the learning
- Practice the soft skill



- Position of the trainer:

- This step invites participants to test their learning. A practical exercise or scenario asking learners to choose the most appropriate behaviour to adopt is therefore particularly relevant.

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Pedagogical tools : Step 6

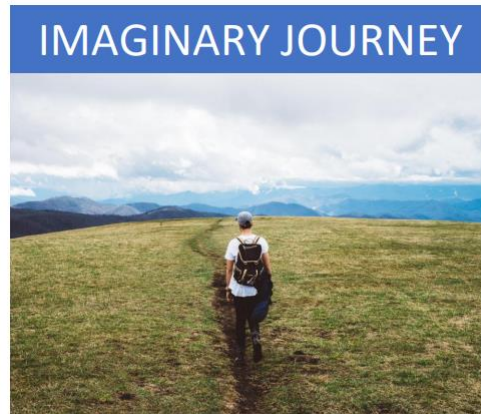


Photo by Joshua Ness on Unsplash

151



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Objectives

1. Create a vision of one's aims, plans related to the job/training.
2. Inspire participants to think about themselves in the future or in a new/other job or situation.
3. Draw a picture of how participants see themselves after the training/in a few months/in a year which can also be used for the "Pictures of an exhibition" or the portfolio.

Steps

1. The trainer creates a relaxed atmosphere and asks the participants to close their eyes and follow him/her on an imaginary journey.
2. Depending on the job/soft skill/learning objectives, the trainer tells a metaphoric story about an imaginary person and his/her journey.
3. The story describes the development of this person or his/her journey to a land of the future, ... in an inspiring way.
4. After the story has ended, the participants are invited to draw a picture of what they have seen for themselves on their imaginary journey.

Participants: 1 to 15

Duration: 10 minutes for telling the story, 20 to 30 minutes for drawing the pictures

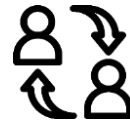
Equipment: an inspiring story, relaxing music, crayons, paper



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Level 2 – Step 7 – Exchange of approaches

- Aims:
 - Compare, discuss and demonstrate solutions
 - Summarise and share ideas to enrich oneself
- Position of the trainer:
 - This step is collective: it aims at comparing and contrasting points of views and ideas to enrich them.
 - The facilitator coordinates the discussions, encourages participants to share their ideas by reminding them that all ideas are helpful.



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Pedagogical tools : Step 7



Photo by Eric Tompkins on Unsplash

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Objectives

1. Find ways for good team work and good organization / coordination.
2. Succeed together / by cooperation.
3. Activate the group.

Steps

1. The participants line up in a circle. In the center of the circle a rope also forms a circle or an oval. Within this rope the numbers from 1 to 30 (more or less) lie totally mixed up.
2. The participants have to tap the numbers chronologically with their feet as fast as possible.
3. There are two rules: Only one person at a time can be within the circle and he/she can only enter with one foot.
4. This implies that the participants have to discuss who taps when on which number and who can reach which number(s) best to complete the task as fast as possible.
5. You can do several rounds and try to increase the efficiency/speed.

Participants: 5 to 20

Duration: 10 minutes minimum

Equipment: long rope or chalk to mark the playing area, numbers from 1 to 30 (more or less) within this area

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Level 2 – Step 8 – Consolidation of the skill



- **Aims:**
 - Anchor and consolidate key behaviours related to the practice of the soft skill
 - Summarize learning in a visual way
- **Position of the trainer:**
 - This step concludes the training session for degree 2 – apply
 - The facilitator lets participants work on their own, in pairs, or in small groups, as they wish.

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Pedagogical tools : Step 8

TABLE K-W-L

K	W	L
What I know	What I want to know	What I learned



Objectives

1. Connect with previous knowledge.
2. Stimulate curiosity.

Steps

1. The trainer chooses the topic to be discussed.
2. The trainer asks the participants to answer the following questions on a sheet of paper: What do I know about this topic? What do I want to know about this topic?
3. After answering the questions, the trainer introduces the concept he/she wants to explain to the participants.
4. At the end of the explanation, the trainer asks the participants to answer the following questions again: What do I know about this topic? What do I want to know about this topic? And what have I learned?

Participants: open

Duration: 30 minutes

Equipment: paper sheets (could be K-W-L Template), pens



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Experimentation tool :

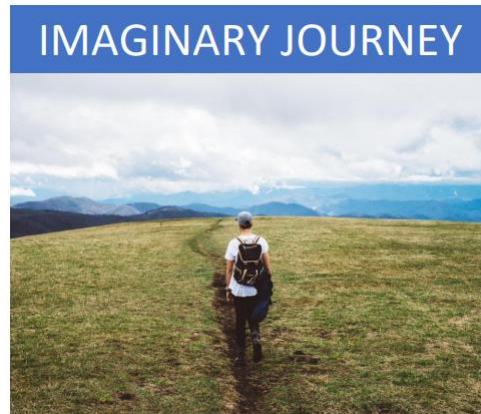


Photo by Joshua Ness on Unsplash

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Objectives

1. Create a vision of one's aims, plans related to the job/training.
2. Inspire participants to think about themselves in the future or in a new/other job or situation.
3. Draw a picture of how participants see themselves after the training/in a few months/in a year which can also be used for the "Pictures of an exhibition" or the portfolio.

Steps

1. The trainer creates a relaxed atmosphere and asks the participants to close their eyes and follow him/her on an imaginary journey.
2. Depending on the job/soft skill/learning objectives, the trainer tells a metaphoric story about an imaginary person and his/her journey.
3. The story describes the development of this person or his/her journey to a land of the future, ... in an inspiring way.
4. After the story has ended, the participants are invited to draw a picture of what they have seen for themselves on their imaginary journey.

Participants: 1 to 15

Duration: 10 minutes for telling the story, 20 to 30 minutes for drawing the pictures

Equipment: an inspiring story, relaxing music, crayons, paper

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Experimentation : Imaginary Journey

- Choose a Soft Skills that you want to improve between :
 - Communication
 - Learning to learn
 - Leadership
 - Self-confidence
 - Team work
- Listen the story and enjoy 😊
- Draw a picture of your imaginary journey
- Show it to the group and explain..

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Training for trainer – Discussion

- How do you feel during the training of this tool?
- Do you think it reflect the right step 6 /Level ?
- Do you think the tool is appropriate for the softskills?



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WORK IN AUTONOMY

From 14pm to 15pm

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How to implement the programme?



- **Materials :**
 - Training kit
 - Toolbox
- **Instructions :**
 - Read the levels 1 and 2 of the training kit
 - Check the tools associated to each level and steps in the toolbox
 - Write your questions and send them to the trainer

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Thank you for your attention

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SOFT SKILLS



**PPT 9: IN AUTONOMY –
How to implement the program? Level 1 + 2**

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How to implement the programme? OFFLINE WORK

- **Materials :**
 - Training kit (On the drive)
 - Toolbox (On the drive)
- **Instructions :**
 - Read the levels 1 and 2 of the training kit
 - Check the tools associated to each level and steps in the toolbox
 - Write your questions and send them to the trainer
 - Think about a way to implement the training in your organization

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Time to answer questions received

- **Questions :**
 1.
 2.
 3.
 4.
 5.
 6.

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Pedagogical tools

TABLE K-W-L

K	W	L
What I know	What I want to know	What I learned



Objectives

1. Connect with previous knowledge.
2. Stimulate curiosity.

Steps

1. The trainer chooses the topic to be discussed.
2. The trainer asks the participants to answer the following questions on a sheet of paper: What do I know about this topic? What do I want to know about this topic?
3. After answering the questions, the trainer introduces the concept he/she wants to explain to the participants.
4. At the end of the explanation, the trainer asks the participants to answer the following questions again: What do I know about this topic? What do I want to know about this topic? And what have I learned?

Participants: open

Duration: 30 minutes

Equipment: paper sheets (could be K-W-L Template), pens



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Conclusion



Thanks for your help and your work

We will review the questions that we could not answer and get back
to you as soon as possible

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Thank you for your attention

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SOFT SKILLS



PPT 10 : Focus on level 3

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Level 3 Analyse and Evaluate



- A person with a level 3 **solves complex situations in his/her work by identifying the internal components of the situation and giving them meaning (potential problems, resources to use)**
- Goal of level 3 : make the link between different ideas related to the soft skill, question and argue them.

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Level 3 : 8 steps of training



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Example : Adaptability - Level 3

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	Analyse and evaluate Contrasts the new situation with the old one and appraises the context before taking any decision

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Facilitation techniques

Thinking of the advantages of flexibility and adaptation to the changes in the working context.	Analyse and evaluate
Demand and verify through standardized registrations the application of what is considered already learned with a minimal quality, in a new task.	Analyse and evaluate
Thinking about the current labour market, working conditions, and about the need to be able to face them.	Analyse and evaluate
The trainers must give advice on the search for alternatives.	Analyse and evaluate

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Level 3 – Step 1- Welcome and involvement of the participants



- Aims:
 - Bring participants back in the training climate (active training, playful, ...)
 - Encourage interactions to create a climate of trust and stimulate participants
 - Set the context and objectives of the day, give practical information to make the participants feel comfortable

- Position of the trainer
 - The trainer starts the session by reminding essential information regarding the training, as well as the rules of communication in the group
 - The trainer can ask volunteers to get involved in the facilitation of the activity. Participants will therefore experiment a new position and get a deeper understanding of collaborative work. The trainer remains present and guides participants when necessary

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Pedagogical tools : Step 1



Photo by Carlos Alberto Gomez Iniguez on Unsplash

179



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Objectives

1. Get to know each other.
2. Use imagination.

Steps

1. Ask the group to form a circle where everyone is facing inward.
2. Instruct each participant to think about three statements about themselves. Two must be true statements, and one must be false. The more unique or interesting the statements, the better!
3. To play a round, each participant shares his/her three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes which one they feel is a lie, and at the end of each round, the participant reveals which one was the lie.

Participants: 5 to 12

Duration: 15 minutes

Equipment: none



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Level 3 – Step 2 – Experience sharing



- Aims:

- Get back to the training by emphasizing the soft skill in the daily professional life
- Identify professional situations in which the soft skill has been applied



- Position of the trainer:

- This step relies on exchange of experience. It brings participants back into the atmosphere of the training with an easy, well-known activity.

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Pedagogical tools : Step 2



Photo by Wade Austin Ellis on Unsplash

182



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Objectives

1. Individualize the approach.
2. Share experiences.
3. Create a “database” of situations that illustrate the use of soft skills.

Steps

1. In pairs, ask each person to tell anecdotes, experiences lived at work which make them think about a particular soft skill.
2. The pairs then share their stories/anecdotes with the group.

During this feedback, the trainer writes down a few notes from each story in order to keep record. Those notes will be then displayed on a wall. If necessary, the trainer also asks for clarification (for instance if the connection between the story and the soft skill isn't clear).

Participants: at least 4

Duration: 30 min

Equipment: none



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Level 3 – Step 3 – Identify signs of soft skills practice



- Aims:

- Analyse professional situations in which the soft skill has been applied
- Identify indicators linked with soft skill practice
- Make concrete the analysis of the soft skill



- Position of the trainer:

- This step analytical step is carried out in pairs in order to encourage reflection. The analysis starts by exploring basic senses: sight and hearing, in order to make the analysis very concrete, practical and understandable for each participant.

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Pedagogical tools : Step 3



Photo by UX Indonesia on Unsplash

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Objectives

1. Analyze professional situations in which soft skills have been used.
2. Identify indicators emphasizing soft skills use.

Steps

1. The trainer shares an example of a situation illustrating the use of a soft skill with the group and starts the analysis. He/she explains the aim of the exercise: finding indications of the use of the soft skill.
2. The group classifies indicators into two categories: "what can be seen" and "what can be heard".
3. In pairs, participants analyze one situation.
4. The trainer then asks the group for a common feedback and encourages participants to make new suggestions of indicators.

Participants: at least 2

Duration: 20min

Equipment: examples of situations illustrating the use of soft skills, flipchart paper, pens



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Level 3 – Step 4 – Questioning your practice

- Aims:

- Question one's own practice.
- Identify key behaviours to improve one's practice of the soft skill.
- Initiate the practice improvement phase.



- Position of the trainer:

- This self-reflection step relies on mutual exchange and advice to stimulate ideas and will to progress
- This step initiates the practice improvement phase. Participants are invited gradually to reflect on their practice to improve it, in order not to generate too much resistance to change.

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Pedagogical tools : Step 4



Photo by Joanna Konsinska on Unsplash

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Objectives

1. Solve one or more problems through an analysis of collectively designed solutions.

Steps

1. With the trainer, the learners define several problems or problematic situations and write each problem down on an envelope. Then the group is divided into as many teams as there are problems and each team receives an envelope.
2. Each team will have to think about a solution to the problem and write it down (as well as their names) on a paper card and put it in the envelope. Each envelope goes to another team who repeats the process without reading the solutions proposed by the other teams.
3. Then the envelopes are opened (one envelope per team). Each team has to choose the best solution by allocating a total of **100** points to the different solutions proposed.
4. At the end, each team reads the problem and then the solutions in ascending order, ending with the solution with the highest score. All "solution cards" are placed in the center of the table so that each team can get their cards back. The team with the highest number of points wins.

Participants: 8 to 30

Duration: 1 to 2 hours

Equipment: small paper cards, pens, envelopes



Level 3 – Step 5 – Practice improvement

- Aims:
 - Bounce ideas off and share experience to improve your practice
 - Identify key behaviours to improve one's practice of the soft skill
 - Make commitments to improve one's practice
- Position of the trainer:
 - This step is based on collaborative exchange. Participants exchange their conclusions of previous exchanges and make a public commitment on the behaviours they choose to adopt to improve their soft skill practice.
 - The collective dynamic should motivate participants to improve their practice together.





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Pedagogical tools : Step 5



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Objectives

1. Process a topic in a cooperative learning setting.
2. Motivate learners to participate even if they have little intrinsic interest in the topic.
3. Practice communication and problem-solving skills.

Steps

1. The trainer poses an open-ended question aligned with the instructional goal.
2. Participants are first asked to THINK for about one minute and write down their thoughts.
3. Then they are asked to turn to the person next to them - PAIR - to discuss their response with this person.
4. The trainer lets them know when to switch who is talking and when time is up.
5. Finally, the pairs SHARE what they have discussed to the entire group and discussion continues.

Participants: even number of participants (minimum 4 and up to 20)

Duration: THINK: minimum 1 minute per participant

PAIR: minimum 5 minutes per pair

SHARE: minimum 3 minutes per pair

Equipment: paper and pencil for each participant

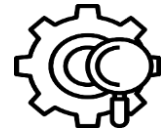


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Level 3 – Step 6 – Self-assessment of the soft skill practice

- Aims:

- Assess one's soft skill practice in a professional context
- Reflect on one's practice and learning to progress



- Position of the trainer:

- This step allows participants to put things into perspective and reflect on their own behaviour based on defined criteria.
- Self-assessment raises awareness, which leads to relevant and efficient decision making: it should reinforce the learner as an actor of his learning process and make him/her want to go further both in the training and in the practice of the soft skill.

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Pedagogical tools : Step 6



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Objectives

1. Reflect on one's own strengths.
2. Present oneself to others.
3. Get to know each other.

Steps

1. The participants form a circle.
2. The trainer mentions various criteria (generic and/or related to a certain soft skill/job profile).
3. The participants place themselves according to the following levels:
"I am really good at this!" => move to the center of the circle
"I can do it" => stop half-way on the way to the center
"I cannot do it (yet)" => stay outside the circle
4. The participants have a look at who is standing where, then the trainer gives a signal and everyone returns outside the circle and the next criterion is mentioned.

Participants: 1 to 30

Duration: 5 to 10 minutes, depending on the number of criteria

Equipment: none



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Level 3 – Step 7 – Choice of behaviours to adopt



- Aims:
 - Agree on the ideal behaviour to adopt in the face of a situation
 - Share ideas and advice to progress
- Position of the trainer:
 - This activity goes a step further in the analysis of good practices related to the soft skill thanks to debate.
 - Its objective is to reach agreement on the criteria allowing to identify the most appropriate behaviour in a given situation.



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Pedagogical tools : Step 7



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Objectives

1. Start any activity.
2. Remember the latest concepts learned or applied.

Steps

1. The trainer has to prepare a quick question about the latest concepts learned or applied.
2. At the beginning of the training, as the participants arrive, he/she writes a question or instruction on the board, indicating the time that the participants have to answer. The question or instruction should not take more than 5 to 10 minutes.
3. The trainer asks all participants to submit their answers in a paper.
4. He/she then uses the answers to verify that the concepts have been understood and plans for upcoming sessions.

Participants: open

Duration: 10 minutes max

Equipment: board or screen, paper sheets



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Level 3 – Step 8 – Shared analysis of the soft skill

- Aims:
 - Analyse the soft skill in connection with professional activities and occupational standards
 - Exchange to stimulate ideas
 - Anchor and consolidate learning



- Position of the trainer:
 - This step concludes the training session for degree 3 – analyse and evaluate.
 - It gives learners the opportunity to analyse more globally their professional tasks in relation to the soft skill
 - The facilitator encourages participants, reminding them what they have learned from previous activities

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Pedagogical tools : Step 8

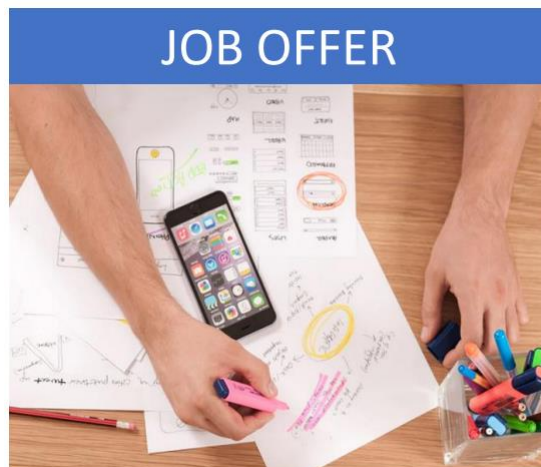


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Objectives

1. Identify soft skills.
2. Read between the lines of a job offer.
3. Understand the social skills required.

Steps

1. The trainer presents to the learners different job offers covering different fields (for instance personal assistance, construction, office automation).
2. Then he/she asks the learners to highlight the parts referring to soft skills.

Participants: 1 to 15

Duration: 10 minutes to read and highlight the soft skills, 10 minutes for discussion

Equipment: pencil and paper, job offers examples

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Experimentation Tool

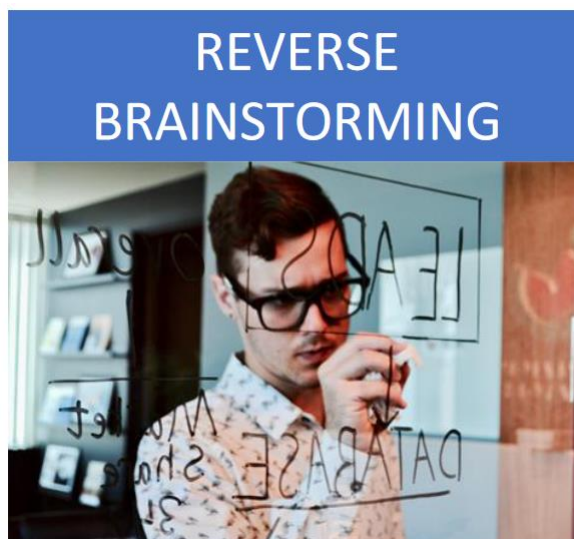


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Objective

1. Unlock situations.

Steps

1. Set the problem or problematic situation.
2. Turn the problem around: for instance, instead of « *how to save money* » look into « *how to waste as much money as possible* ».
3. Encourage and let participants express themselves to answer the problem.
4. On a board, draw 2 columns. On the left side, write down all the answers given.
5. Review each answer and reverse the effects in the right column (if we don't do this, what do we do?) to identify solutions to the initial problem.

Participants: minimum 5

Duration: 30 to 45 min

Equipment: board



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Reverse brainstorming



- Think about how to not gain in adaptability ...
 - For example : do not question yourself, do not accept failure, do not ask for feedback,...

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How to not gain in adaptability?

Answers

-
-
-
-
-
-
-
-

Solutions

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Training for trainer – Discussion

- How do you feel during the training of this tool?
- Do you think it reflects the right step/level 4?
- Do you think the tool is appropriate for the softskills?



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Thank you for your attention

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SOFT SKILLS

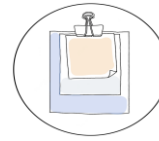


PPT 11 : Focus on level 4

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Level 4 Create



- A person with a level 1 **has the ability to put things in perspective, taking into account ethical criteria. He/She cross-references information and reasoning coming from different soft skills**
- Goal of level 4 : Designing a method, an idea, creating added value from the soft skill.



Level 4 : 8 steps of training



STEP 1: Welcome and cooperation of learners



STEP 2: Illustration of the wrong-use of the soft skill



STEP 3: Analysis of solution factors



STEP 4: Awareness on your position



STEP 5: Exploring new directions



STEP 6: Analysis and choice of resource situations



STEP 7: Creation of a catalogue of resource situations



STEP 8: Improve your practice



Example Adaptability - Level 4

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	Create Conjectures about possible changes and designs strategies to affront them

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Facilitation techniques

With the task already started, changing some of its specificities (randomly): change the size, the number of pieces to make, some of the materials, the execution deadline...	Create
Program tasks with an execution deadline that implies a higher rhythm than usual.	Create
Demand and verify the search of alternatives to the fixed order in the planification of the task in case of an alteration of the fixed conditions, in order to prevent the task from blocking.	Create

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Level 4 – Step 1- Welcome and involvement of the participants



- Aims:
 - Bring participants back in the training climate (active training, playful,...)
 - Raise awareness on the added value of collaborative work
 - Set the context and objectives of the training day to make participants feel comfortable
- Position of the trainer:
 - The trainer starts the session by reminding essential information about the training, as well as the rules of communication in the group.
 - For this last training degree, the trainer invites participants to “create” from the very beginning, by asking one or more volunteers to choose the icebreaker they wish to organize, and to facilitate it with the rest of the group.

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Pedagogical tools : Step 1

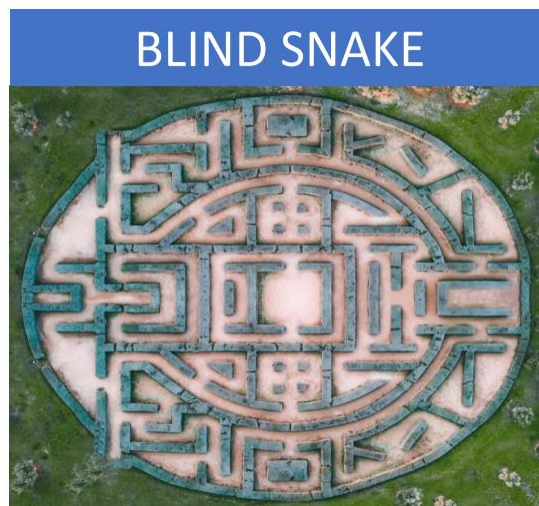


Photo by Victor Garcia on Unsplash

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Objectives

1. Experience leading and taking responsibility for others.
2. Experience being led and trust someone else.
3. Activate the group, e.g. by using the method as icebreaker and/or after a break.

Steps

1. The participants stand behind each other and put their hands on the shoulder of the person in front. All members except the first one in the row (the seeing head of the snake) are blindfolded.
2. Now the snake moves around in a room/outside. The head can vary the speed and the direction. All members need to stick together and they have to take care that the snake does not break apart.
3. After a certain time, roles are switched. With small groups it can also be done in pairs. With bigger groups several snakes can be formed.
4. Possible variations: Only the last one in the row is not blindfolded and leads the snake with verbal instructions. / All members of the snake are blindfolded, someone outside leads the snake with verbal instructions.
5. Experiences can be discussed afterwards.

Participants: 5 to 30

Duration: 15 minutes

Equipment: enough space, material to blindfold participants



Level 4 – Step 2 – Illustration of the non-use of the soft skill



- **Aims:**
 - Bring participants back in the training dynamic by making links with their daily professional life.
 - Identify irritating situations in daily (professional) life in which the soft skill is not applied.
- **Position of the trainer:**
 - This step is collective in order to multiply the experiences shared. Brainstorming activities are particularly appropriate to encourage participants to bring as many ideas as possible.
 - At this stage of the training, participants know each other well, and may therefore be more willing to share personal experiences.
 - The trainer is invited to build their confidence and encourage them by validating all proposals and rekindling discussions.



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Pedagogical tools : Step 2



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Objectives

1. Understand the learner's psychology: what are his/her expectations? What are his/her real needs?
2. Understand the importance of using soft skills.

Steps

1. One learner tells a story where he/she has demonstrated having/or has lacked one soft skill (previously introduced by the trainer). The other participants listen without judging.
2. A discussion takes place to understand where in the story, the use of this soft skill could have been improved and what would have been the positive effects.

Participants: 1 to 10

Duration: 5 minutes for the story telling, 10 minutes for the discussion with the group

Equipment: none



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Level 4 – Step 3 – Analysis of resolution factors



- Aims:
 - Analyse dysfunctional situations
 - Analyse resolution factors to find solutions
 - Create and describe concrete solutions to these dysfunctional situations
- Position of the trainer:
 - This analysis step is carried out in small groups to encourage reflection
 - If they encounter difficulties, the facilitator can guide participants by reminding them previous learning, or by inviting them to consult their summary documents
 - Point of views are compared and contrasted thanks to the final debriefing



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Pedagogical tools : Step 3



ADJECTIVES GAME



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Objectives

1. Identify what defines a soft skill.
2. Create a common definition.

Steps

1. The trainer presents a long list of adjectives to the learners.
2. The learners have to choose three adjectives that relate to the soft skill they are working on.
3. Each learner must then explain why he/she chose these adjectives and how they contribute to the definition of this soft skill.
4. Together, the learners select which adjectives presented are the most relevant to define this soft skill.

Participants: 1 to 20

Duration: 5 minutes to choose the adjectives, 10 minutes for the discussion and the final choice

Equipment: list of adjectives , paper, pencils



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Level 4 – Step 4 – Awareness on your position



- Aims:
 - Become aware of one's attitudes, behaviours and reactions in a given situation
 - Test the ideas proposed to improve situations
 - Improve soft skills implementation
- Position of the trainer:
 - Staging is used here to promote self-reflection and to raise awareness on one's behaviours and reactions to a given situation. It helps to enhance improvement by looking for alternative behaviours
 - The objective of this step is to experiment, to create, to innovate and to improve



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Pedagogical tools :

Step 4



REMOVE OBSTACLES



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Objectives

1. Identifying problems within a group or work situation.
2. Plan better the work to see what elements are available (what we need to work) and what difficulties have to be faced.
3. Based on the concrete reality of the group (its problems, work plans...), material is prepared to support the identification of the problems.

Steps

1. Each participant writes his/her opinion/question on a card (one per card). Then the group classifies the cards, starting with the first question and so on.
2. Once a question is classified, it is possible to see what the main obstacle is and the same with the following.
3. At the end of the classification, it is passes, using the same technique to suggest possible solutions to the main obstacles.
4. Plan better the work to see what elements are available and what difficulties have to be faced (it is recommended to use post it to place the cards on a board).

Participants: 2 to 15

Duration: 40 minutes

Equipment: cards, blank paper or post it, pens



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Level 4 – Step 5 – Exploring new directions

- Aims:

- Explore new directions in order to be in a position of success
- Share ideas and best practice to create new innovative solutions



- Position of the trainer:

- This step is carried out as a whole group, in order to stimulate creativity and multiply the number of ideas. More innovative ideas should emerge from this step.
- Prefer creative activities that allow groups to develop new ideas, more complex than brainstorming.

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Pedagogical tools : Step 5



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Objectives

1. Enhance innovation by stimulating creativity.
2. Encourage expression and ideas stimulation.
3. Promote collective intelligence and reflection.

Steps

1. The trainer presents problems related to a work situation (as many problems as there are learners in the room) and ensures that the problems are understood.
2. He/she writes them down (one problem = one sheet of paper) and gives one problem to each participant.
3. He/she then asks each participant to write down 3 ideas of solutions on 3 post-it notes and stick them on the paper sheet (or write them directly on the paper). This should take 5 minutes.
4. Each participant then passes on the paper sheet to his/her neighbor who writes down 3 new ideas. He/she can be inspired or reacts to the ideas already proposed.
5. Repeat the operation until the paper sheet has been passed on to each participant. After 25', a group of 5 people will have generated in theory $5 \times 3 = 15$ ideas (solutions) for each problem.
6. At the end, the trainer reads out loud all the ideas.

Participants: 3 to 8

Duration: 5 min per person

Equipment: paper sheets, pens, post-it notes



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Level 4 – Step 6 – Analysis and choice of resource situations



- Aims:
 - Analyse solutions identified to draw conclusions and identify examples of best practice
 - Draw on the analysis of past successes to create shared references



- Position of the trainer:
 - This step concludes previous discussions by identifying ideas to be retained
 - To this aim, the facilitator leads participants to define their selection or prioritisation criteria

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Pedagogical tools :

Step 6

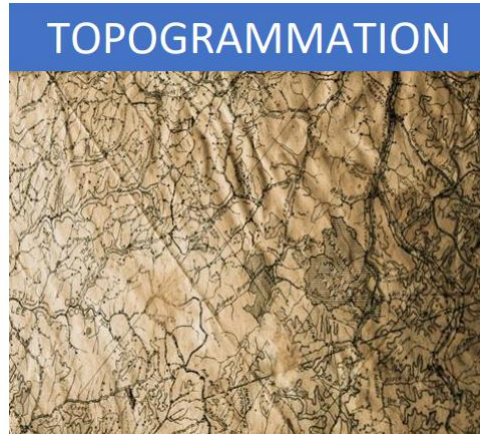


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Objectives

1. Have a global and synthetic vision of the soft skills through a successful situation that has been analyzed.
2. Encourage participants to discuss openly.

Steps

This activity has two main steps:

1. Brainstorming:

- The entire group has to think together about the following question: "How can we analyze any situation?". Terms such as disadvantages, benefits, difficulties, apprehensions, lessons learned (...) should come up.
- All terms have to be written down on a whiteboard in front of the group.
- The group then agrees on 4 to 6 terms and creates a situation analysis grid.

2. Topogrammmation

- Each participant chooses an example of a situation (that can be related to the situations presented during the training) in order to analyze it with the analysis grid developed in the first step of the activity.
- At the end, participants can present to each other their work in different forms (table, mindmap, ...).

Participants: 4-10

Duration: 20-40 minutes

Equipment: paper sheets, pens



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Level 4 – Step 7 – Creation of a catalogue of resource situations



- Aims:
 - Build on the analysis of each participant's past successes to create shared references
 - Describe methods to be applied for an optimal application of the soft skill
 - Anchor learning and create resources
- Position of the trainer:
 - This step is essential: it allows the learning to be reformulated in order to consolidate and anchor it in the memory of the participants
 - The facilitator lets the groups work independently.



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Pedagogical tools : Step 7

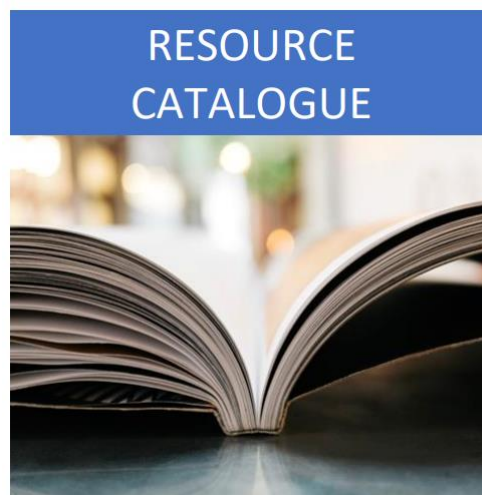


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Objectives

1. Record the resources and good practices of the group.
2. Create a database to inspire future actions.

Steps

1. The trainer suggests creating a resource catalogue, referencing all the ideas of good practices of the group.
2. The group is free to use any material to create this catalogue: pictures, drawings, text, ...

Participants: at least 2

Duration: 30min

Equipment: paper, pens, pictures

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Level 4 – Step 8 – Improve your practices



- **Aims:**
 - Moving from training to action by implementing the soft skill at work
 - Develop a way to improve one's professional practice by using the soft skill
- **Position of the trainer:**
 - This step concludes the training by inviting each participant to plan his/her improvement actions.
 - If they are not comfortable with individual work, they can carry out the activity in pairs.
 - Whichever activity is chosen, it is best to provide a framework for the participants, for example by asking them basic questions such as: What? When? How?



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Pedagogical tools : Step 8



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Objectives

1. Learn how to give feedback.
2. Improve self-awareness.

Steps

1. The trainer has to deliver 5 cards (for instance 3 green, 2 orange) to each participant. He/she should remind the participants to be as objective as possible and only give negative feedback related to actions.
2. Each participant has to complete the cards: green ones are to describe his/her strengths and orange ones are to describe improvement areas.
3. Then each participant completes another set of cards (3 green, 2 orange), this time to describe another participant.
4. At the end, each participant has to define at least one improvement step he/she can take, based on his/her own analysis and the feedback received.

Participants: minimum 2

Duration: 30 minutes

Equipment: color cards (or post it)



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Experimentation



POSITION YOURSELF



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Objectives

1. Understand the learner's psychology: what are his/her expectations? What are his/her real needs?
2. Understand the importance of using soft skills.

Steps

1. One learner tells a story where he/she has demonstrated having/or has lacked one soft skill (previously introduced by the trainer). The other participants listen without judging.
2. A discussion takes place to understand where in the story, the use of this soft skill could have been improved and what would have been the positive effects.

Participants: 1 to 10

Duration: 5 minutes for the story telling, 10 minutes for the discussion with the group

Equipment: none



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Position yourself

- Take 5 minutes to prepare a story where the use of soft skills could have improved the situation..
- Who want to share it?
- Where in the story, the use of soft skill could have been improved?
 - Think about it during 2 minutes
 - Give your recommendations
- The storyteller gives his impressions about the recommendations of the other participants.

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Training for trainer – Discussion

- How do you feel during the training of this tool?
- Do you think it reflects the right step (2) / level?
- Do you think the tool is appropriate for the softskills?



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WORK IN AUTONOMY

For the next hour

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How to implement the programme?



- **Materials :**
 - Training kit (On the drive)
 - Toolbox (On the drive)
- **Instructions :**
 - Read the levels 3 and 4 of the training kit
 - Check the tools associated to each level and steps in the toolbox
 - Write your questions and send them to the trainer
 - Think about a way to implement the training in your organization

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Thank you for your attention

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SOFT SKILLS



**PPT 12 : IN AUTONOMY –
How to implement the program? Level 3 + 4**

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How to implement the programme?

- **Materials :**
 - Training kit (On the drive)
 - Toolbox (On the drive)
- **Instructions :**
 - Read the levels 3 and 4 of the training kit
 - Check the tools associated to each level and steps in the toolbox
 - Write your questions and send them to the trainer

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Time to answer questions received

- **Questions :**
 1.
 2.
 3.
 4.
 5.
 6.

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Conclusion

Thanks for your help and your work

We will review the questions that we could not answer and get back
to you as soon as possible

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Thank you for your attention

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SOFT SKILLS



PPT 13 : IN AUTONOMY : Website discovery

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Discovery of the website www.softskills-project.eu

- Check these documents of the soft skills project website :
 - The european catalogue of soft skills references
 - Soft skills list with pictograms
 - The wheels
 - Summary of the soft skills acquisition process
 - Training kit for the implementation of soft skills
 - Toolcards to train soft skills
 - Soft skills facilitation techniques
- Write your questions and send them to the trainer

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Conclusion

Thanks for your help and your work

We will review the questions that we could not answer and get back to you as soon as possible

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Thank you for your attention

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SOFT SKILLS



PPT 14 : PLACEMENT AND ASSESSMENT PROTOCOL

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WHEN TO ASSESS SOFT SKILLS?



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Tools for trainers



• Soft skills placement and assessment protocol

- Explain all the placement and assessment method
- Presents and explains the tools needed for a placement and assessment.
- To be used in conjunction with the placement and assessment grids



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WHEN TO ASSESS SOFT SKILLS?



For a placement?

THE PLACEMENT

1st EVALUATION

Why? Allows to define if there is a need for training and to propose a level of training adapted to a trainee.

During a training?

THE TRAINING

2nd EVALUATION

Why? Verify that trainees have understood the classroom training session and that they apply the soft skills on the job.

After a consolidation in work situation?

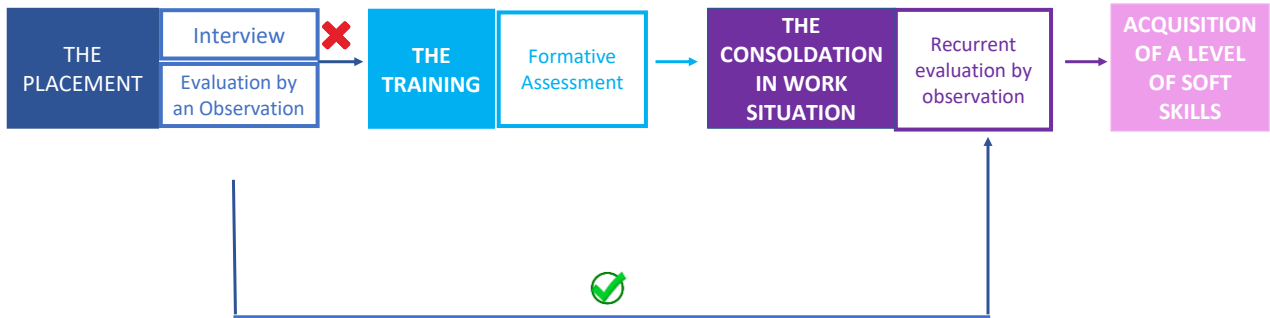
THE CONSOLIDATION IN WORK SITUATION

3rd EVALUATION

Why? Verify and attest the level of soft skills



HOW TO ASSESS SOFT SKILLS?



Different contexts same goal

- ❖ Number of organisations participating in the soft skills acquisition process
- ❖ Job-related assessment or not

Assessment assumptions

Assumption 1 : Soft skills as well as technical skills **can be assessed and developed**

Assumption 2 : Soft skills training aims at **adaptive behavioural change**
- An individual learns, assimilates through interaction at the end of a long, complex and progressive process
- An individual needs to understand in order to be able to apply before analysing and transmitting

Assumption 3 : As the soft skills acquisition process is progressive, it needs a **continuous assessment** : it is the repetition of its use in various situation AND over time that validates the acquisition of a skill. It is therefore necessary to **mix formative and summative** assessment.

Assumption 4 : The soft skill assessment has to be done in a **real situation or professional context**.

Assumption 5: When setting up a professional situation, the number of soft skills to be assessed should be **limited to a maximum of 3**. Indeed, the learner must not be lost and destabilized

Assumption 6 : Soft skills can be mobilized and developed in **work and life situations**.

THE
PLACEMENT

WHY?

Allows to define if there is a need for training and to propose a level of training adapted to a trainee.

HOW?

We propose 2 different methods adapted to two different context we are meeting

Interview

Evaluation by an
Observation

THE
PLACEMENT

Evaluation by an Observation

Context: When a trainee can be observed in a real context

Observation is an effective way to assess a level of soft skills by collecting useful information and evidence on the working place / in a working situation.

OBSERVATION

Observation is the act of seeing, of careful considering, measuring and noting in order to certify or not the mastery of a level of soft skills

☐ A skill is not visible, only its results are observable..

THE PLACEMENT

Evaluation by an Observation



3. Specific placement grid linked to the occupational standards

4. A Wheel to record the results of the positioning

1. Observable behaviours

Not-job-related placement : generic observable behaviours
 Job-related placement : specific observable behaviours

2. A Generic Placement Grid to evaluate the positioning level of each Trainees

Soft skills placement grid

Name of the trainee		Name of the successor						
Date of the placement		00 / 00 / 0000						
Evaluated soft skills (please delete the lines that do not concern this placement):								
Placement content (Where? Which context? Etc...)								
Company	Soft skill	Initiation	Level of soft skills acquisition	Assessed the situation to help the placement	Observable behaviours	PLACEMENT TEST		
						Applied	Not applied	Comments
GRENTH MINDSET	Ability and desire to continuously acquire and update knowledge and competences	Remember and understand	1		<ul style="list-style-type: none"> The person correctly and fully understands the situation The person expresses his/her willingness to update his/her skills and to use advantages of his/her failures 			
		Apply	2		<ul style="list-style-type: none"> The person actively participates in a learning process and training activities, asks questions and performs training tasks 			
		Analyse and evaluate	3		<ul style="list-style-type: none"> The person identifies and expresses situations of failure or success that have helped his/her to progress 			
		Create	4		<ul style="list-style-type: none"> The person multiplies the channels of information and learning opportunities for the same competence (self-learning), involves other persons in a learning process 			



Levels of soft skills acquisition:
 1. Remember and understand
 2. Apply
 3. Analyse and evaluate
 4. Create

THE PLACEMENT

Evaluation by an Observation



WHEN IS A SOFT SKILLS LEVEL ACQUIRED?

When the observable behaviours related to the level of a soft skill have been observed at least **one time** in a **real situation** or **professional context**.

THE PLACEMENT

Evaluation by an Observation

HOW TO PROCEED?

STEP 1: PREPARATION

- 1/ Specify what should be evaluated and prepare the placement grid
- 2/ Determine the evaluation context and prepare the placement scenario
- 3/ Prepare the questioning
- 4/ Prepare the placement exercise instructions
- 5/ Prepare the trainee

STEP 2: ASSESSMENT

- 1/ Implementation of the work situation and reminder of the instructions
- 2/ Work situation
- 3/ Interview
- 4/ Validation of the first observation

STEP 3: FEEDBACK

- 1/ Discussion
- 2/ Synthesis

THE PLACEMENT

Interview

Context: When the trainee can not be observed in a real context

LIFE SITUATIONS

Assumption 6 : Soft skills can be mobilized and developed in **work and life situations.**

QUESTIONS AND DIALOGUE

In order to detect and make a learner aware of the mastery of a soft skill, questioning him about his everyday life, his interests, etc. ... can bring out interesting things.

THE PLACEMENT

TOOLS FOR INTERVIEW

2. A Wheel to record the results of the placement

1. A Placement Grid to evaluate the placement level of each Trainees

Soft skills placement grid

Name of the trainee		Date of the placement		Name of the assessor				
		00 / 00 / 0000		00 / 00 / 0000				
Evaluated soft skills (please delete the lines that do not concern this placement)				XXX (not more than 3)				
Placement context (Others? Which sector? Etc...)				XXX				
Category	Soft skill	Definition	Level of soft skills acquisition	Relevant situations to test the placement	Observable behaviors	Placement level		
						Applied	Not applied	Comments
Learning to learn Learning to learn and transfer	Ability and desire to continuously learn and update knowledge and competences		Remember and understand	Any learning context (school, training, music or sport practice, etc.)	-He/She expresses curiosity and his/her desire to learn -He/She speaks about his/her mistakes, mistakes or failures -He/She identifies his/her behaviors that need to be improved			
			Apply		-He/She participates in a training process and related activities -He/She asks questions to support his/her learning process -He/She does tasks necessary to gain practice			
			Analyze and evaluate		-He/She identifies specific failures and successes and what he/she has learned from them -He/She looks on his/her learning journey or process -He/She evaluates his/her learning journey or process			
			Create		-He/She searches for learning opportunities (information, courses, 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			



Levels of soft skills acquisition:
1. Remember and understand
2. Apply
3. Analyze and evaluate
4. Create

THE PLACEMENT

Interview

WHEN IS A SOFT SKILLS LEVEL ACQUIRED?

When a soft skills has been demonstrated, it can be considered as acquired.

Demonstrated means the the trainee developed some arguments about the mastery of the skills : he could give examples, explain, provide some proofs etc

THE PLACEMENT

Interview

HOW TO PROCEED?

STEP 1: PREPARATION

- 1/ Specify what should be evaluated
- 2/ Prepare the placement grid and analyse it
- 3/ Prepare global questions
- 4/ Prepare the trainee

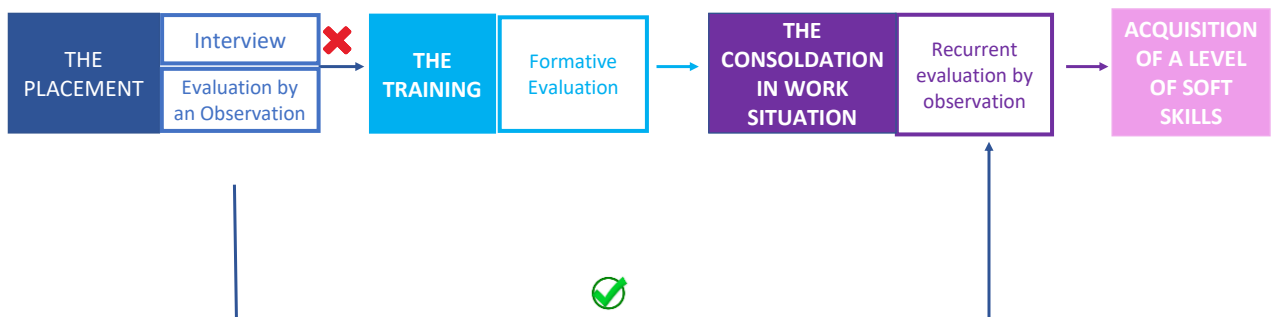
STEP 2: ASSESSMENT

- 1/ Remind the instructions
- 2/ Interview
- 3/ Validation of a soft skills level

STEP 3: FEEDBACK

- 1/ Discussion
- 2/ Synthesis

HOW TO ASSESS SOFT SKILLS?



THE TRAINING

Formative Evaluation

WHY?

Verify that trainees have understood the training session and that they will be able to apply what they've learned on the job.

Tool for consolidating knowledge

FORMATIVE EVALUATION
Goal : monitor student learning
During a training
Low stakes : no points, scores or percentages

THE TRAINING

Formative Evaluation

HOW?

Level 1 : Remember and understand

- ☐ Step 7 : Formative Evaluation AND Step 8 : Consolidation of new knowledge

Level 2 : Apply

- ☐ Step 8 : Consolidation of the skill

Level 3 : Analyse

- ☐ Step 8 : Shared analysis of the skill

Level 4 : Create

- ☐ Step 8 : Improve your practice

THE TRAINING

Formative Evaluation

TOOLS FOR THE FORMATIVE EVALUATION

11 Toolcard in the
Toolbox

2 types of tools:

- A « Synthesis » tool that is only used at the last step of the training and that allows to summarize what has been seen throughout the session
- A « Before-After » tool that must be used both in the first AND the last step of training (what the trainee knew before, what he knows at the end)

THE TRAINING



MOODBOARD



Photo by Lily Flores on Unsplash

3

MOODBOARD

Objectives

1. Create dialogue within the group.
2. Anchor the learning.

Steps

1. The trainer provides the participants with a set of magazines, catalogues, newspapers, flyers,...
2. Participants sort and select the significant elements linked with the topic they are talking about.
3. From these elements, they create the moodboard by cutting, sticking, pinning, ... the images on a medium. Participants can work alone or in small groups (2 or 4).

Participants: 1 to 100

Duration: 30 min - 1h

Equipment: magazines, catalogues, newspapers, flyers

Example of
synthesis tool

THE TRAINING



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Example of
before/after tools

TABLE K-W-L

K	W	L
What I know	What I want to know	What I learned

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TABLE K-W-L

Objectives

1. Connect with previous knowledge.
2. Stimulate curiosity.

Steps

1. The trainer chooses the topic to be discussed.
2. The trainer asks the participants to answer the following questions on a sheet of paper: What do I know about this topic? What do I want to know about this topic?
3. After answering the questions, the trainer introduces the concept he/she wants to explain to the participants.
4. At the end of the explanation, the trainer asks the participants to answer the following questions again: What do I know about this topic? What do I want to know about this topic? And what have I learned?

Participants: open

Duration: 30 minutes

Equipment: paper sheets (could be K-W-L Template), pens

THE TRAINING

Formative Evaluation



HOW TO PROCEED?

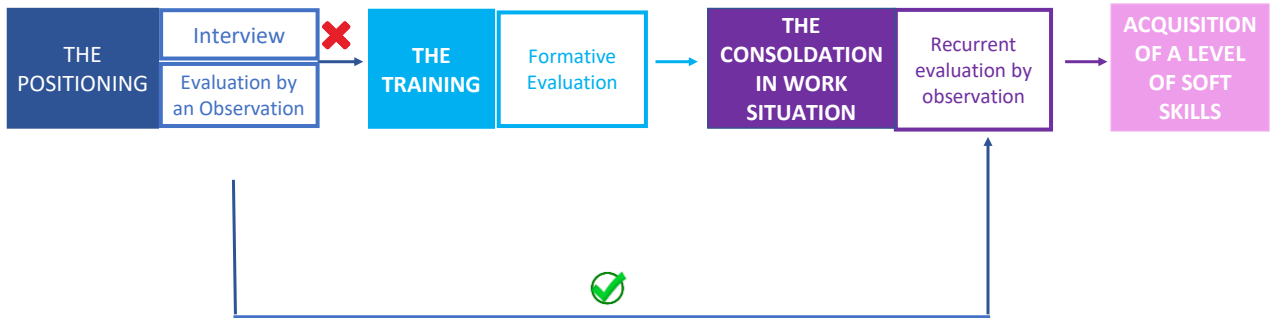
STEP 1: PREPARATION

- 1/ Specify what should be evaluated
- 2/ Prepare the assessment
- 3/ Prepare the instructions for the formative assessment exercise

STEP 2: ASSESSMENT

- 1/ Implementation of the activity and explain the instructions
- 2/ Formative assessment exercise
- 3/ Discussion and Feedback

HOW TO ASSESS SOFT SKILLS?



THE CONSOLIDATION IN WORK SITUATION

THE RECURRENT EVALUATION BY OBSERVATION

WHY?

Verify and attest the level of soft skills

RECURRENT

Assumption 3 : As the soft skills acquisition process is progressive, it needs a **continuous assessment** : it is the repetition of its use in various situation AND over time that validates the acquisition of a skill.

THE CONSOLIDATION IN WORK SITUATION

TOOLS FOR THE RECCURENT EVALUATION BY OBSERVATION



3. Specific assessment grid linked to the occupational standards

4. A Wheel to record the results of the positioning

1. Observable behaviours

Not-job-related placement : generic observable behaviours
 Job-related placement : specific observable behaviours

2. A Generic Assessment Grid to evaluate the positioning level of each Trainees

Soft skills assessment grid

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

Name of the trainee		XXX		Name of the assessor		XXX	
Date of the evaluation		00 / 00 / 0000					
Assessed soft skills (please delete the lines that do not concern this assessment):				XXX (not more than 5)			
Content of the assessment (Where? Which occasion? Etc...)							
XXX							
Category	Soft skill	Definition	Level of soft skills acquisition	Observable behaviours	Assessment		
					Assessed	Not assessed	Comments
Learning to learn Ability and desire to continuously acquire and update knowledge and competences			Remember and understand	He/She expresses curiosity and his/her desire to learn He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures. He/She identifies his/her behaviours that need to be improved			
			Apply	He/She actively participates in a learning process and training activities, asks questions and performs training tasks. 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			
			Analyse and evaluate	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			



Levels of soft skills acquisition:
 1. Remember and understand
 2. Apply
 3. Analyse and evaluate
 4. Create

THE CONSOLIDATION IN WORK SITUATION

WHEN IS A SOFT SKILLS LEVEL ACQUIRED?



A level of soft skills is considered as mastered when the observable behaviors have been observed by the evaluator at several times (at least 2 or 3 after the other) in different contexts.

Should all the observable behaviors have been questioned/demonstrated?

HOW TO PROCEED?

STEP 1: PREPARATION

- 1/ Specify what should be evaluated and prepare the assessment grid
- 2/ Determine the evaluation context and prepare the assessment scenario
- 3/ Prepare the questioning
- 4/ Prepare the placement exercise instructions
- 5/ Prepare the trainee

STEP 2: ASSESSMENT

- 1/ Implementation of the work situation and reminder of the instructions
- 2/ Work situation
- 3/ Interview
- 4/ Validation of the first observation

STEP 3: FEEDBACK

- 1/ Discussion
- 2/ Synthesis & Plan of the next evaluation sessions



Thank you for your attention



SOFT SKILLS



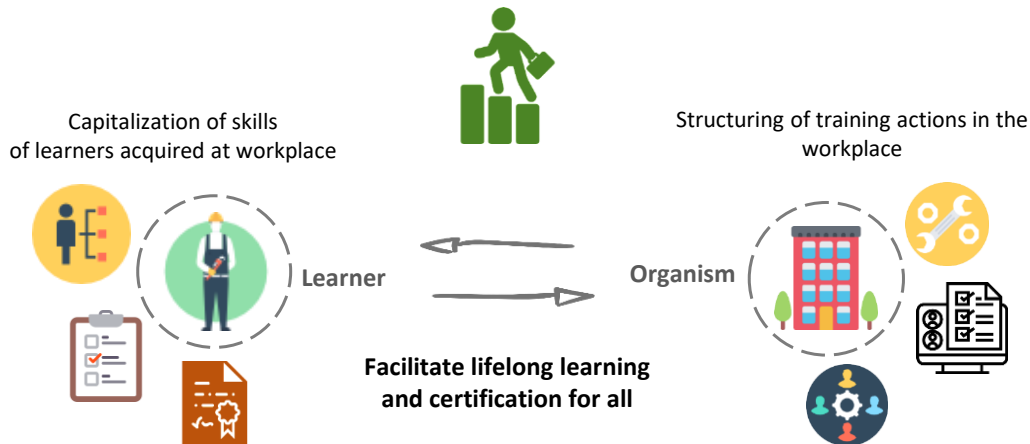
PPT 15: Presentation of Zerobarrier

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ZEROBARRIER Solution

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Double answer for professional inclusion



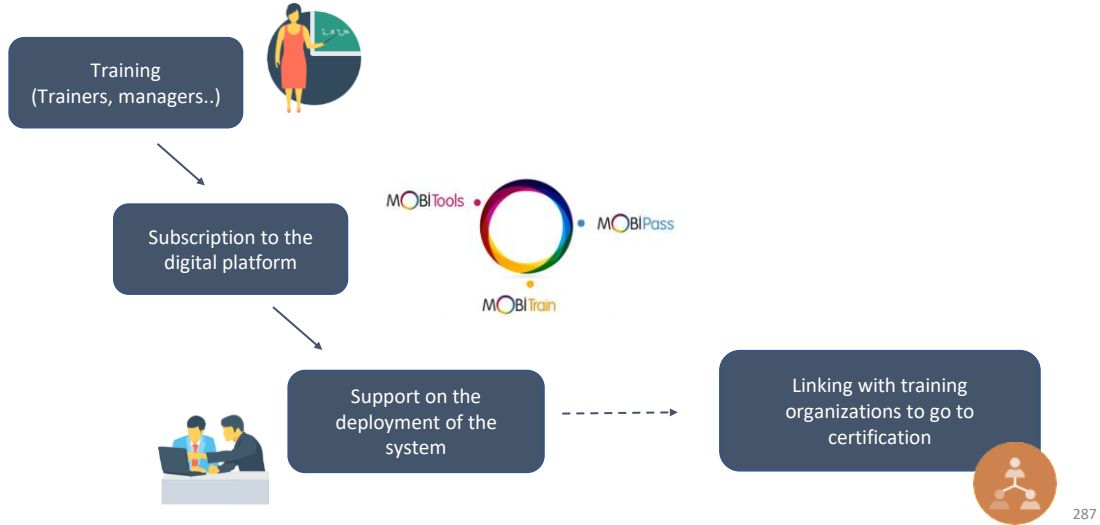
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A global support system for training in the workplace

- **Based on a common competence glossary** recognized at national and European level
- **Used by actors supporting professional learners** (employers, training organizations, etc.)
- **To trace the course of the acquisition of skills for learners in different contexts and according to different methods**, especially in the workplace

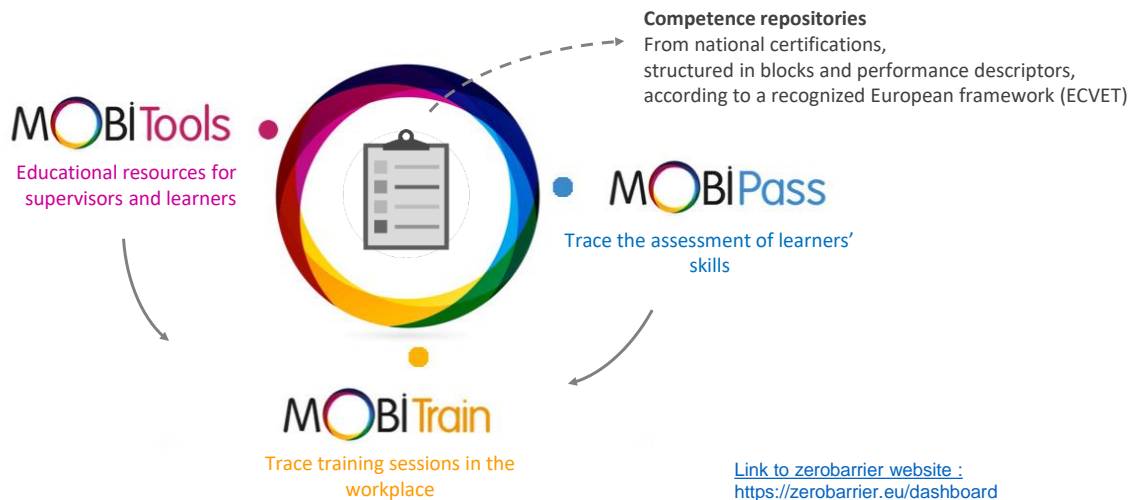
286

A global support system for training in the workplace



ZEROBARRIER Digital platform

Innovative and ergonomic digital platform



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Currently on the platform

1,100 learners trained

120 organisms involved

250 trainers

57% of certification

Professional inclusion rate x2

31 competence repositories on 10 activity area
 (Catering / Hotel, Construction, SAP, Environment, Laundry, Cleaning,
 Distribution-sales, Green spaces, Agriculture, Industry, Textile)

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LINK

ZEROBARRIER / SOFT SKILLS ACQUISITION PROCESS

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Find all the **materials** that has been developed during the project (European catalogue of Soft skills references, training kit, toolcards, placement and assessment protocol, facilitations techniques, Training for trainers, Checklist for trainers, 7 occupational standards)
→ Also availbale for free on www.softskills-project.eu



Keep a **track** of all the training and consolidations followed by each trainee 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.



Consult 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.

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UPSTREAM

HOW TO PROCEED?

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)*



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)*

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 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: 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 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)*

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Dynamic presentation of the platform

Tools for trainers

- **Zerobarrier manual**

This document is accessible online and gives you all the key to use the platform Zerobarrier properly. You will learn how to do a placement or an evaluation and to record the results on Zerobarrier, you will learn how to find tools on it but also how to consult the soft skills base or the occupational standards linked to soft skills .

If you have any doubt when using Zerobarrier, you can check the instructions in the manual

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Thank you for your attention

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SOFT SKILLS



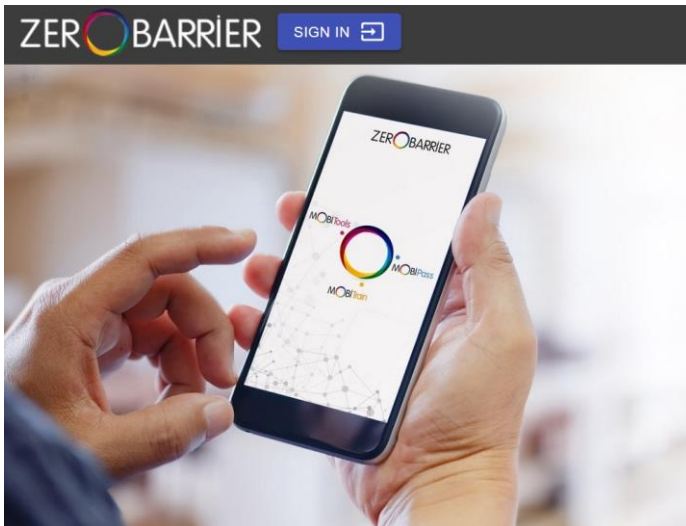
PPT 16: IN AUTONOMY – Experimentation of Zerobarrier

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Work in autonomy

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ZEROBARRIER

@ I.grandry@lelope.be

••••••••

Stay sign in

CONNECTION

✕ [Forgot your password ?](#)

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Experimentation of the platform

- You have 1 hour to try to use the platform:
 1. Connect to the platform
 2. Add a new trainee
 3. List the soft skills for the category « Reliability »
 4. Find the definition for the level 2 of the soft skill « Emotional intelligence »
 5. Create a placement of your trainee on all soft skill of one category
 6. Add a training session and a consolidation in a work situation session for your trainee
 7. Evaluate your trainee on a soft skills (without link with an occupational standard)
 8. List soft skill card tools which can be used for a small group, last less than 10 minutes and do not require any equipment
 9. Generate a skills potfolio and a CV for your trainee

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Discussions about the platform

- Questions :
- Comments :
- Write your questions and send them to your trainer

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Thank you for your attention

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SOFT SKILLS



**PPT 17: Implementation of the training program
& Review of the materials**

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Review the materials

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How to search for materials?

For free on the website www.softskills-project.eu

OR With subscription : www.zerobarrier.eu






3 categories of materials:

- Pedagogical materials
- Training materials
- Assessment materials

Different languages

French, English, German, Slovenian, Spanish








5 types of materials

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

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
Pedagogical materials

European catalogue of soft skills references		All languages
Soft skills base		All languages
Soft skills list with pictograms		All languages
Wheels		All languages
Summary of the soft skills acquisition process		All languages
Zerobarrier manual		All languages
7 occupational standards		English, French, Spanish

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Training materials

Training kit for the implementation of soft skills		All languages
+ Annex 1 – Rules of the Game		All languages
+ Annex 2 – Avatar cards		All languages
+ Annex 3 – Soft skills cards		All languages
+ Annex 4 – Playing board		All languages
Toolcards to train soft skills		All languages
Training certificates for level 1, 2, 3 and 4		All languages
Attendance sheet		All languages
Satisfaction survey for the training of trainees		All languages
Soft skills facilitation techniques		French, English, Spanish

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Assessment materials

Soft skills placement and assessment protocol		All languages
Generic placement grid		All languages
Specific placement grids (related to the occupational standards)		French, English, Spanish
Generic assessment grid		All languages
Specific assessment grids (related to the occupational standards)		French, English, Spanish

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Tools for trainers

- **Soft skills checklist for trainers**

- To be used after a training of trainers and before beginning the soft skills acquisition process with a trainee.
- Composed of a summary of the soft skills acquisition process, a checklist to verify if all the tools needed are at your disposal and a knowledge questionnaire with the answers.

→ Don't hesitate to read it after our training 😊



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Implementation of the training program

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Training of trainees

- How will you implement this training program?
 - How will you choose the tools?
 - What documents are you going to base yourself on?
 - ...
- Can you imagine to include the training tools developed in the project in the training program of your organization?
- Set up a training for level 1



Do this work in autonomy and discuss it within the group the next hour

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Thank you for your attention

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SOFT SKILLS



PPT 18: Evaluation of the training

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Evaluation of the training

Please take a few minutes to complete this survey

Since your opinion is very important, we kindly ask that you answer honestly.

Please mark your answer with x on a 4-point scale (4-very satisfying, 3-satisfying, 2-less satisfying, 1-not satisfying) or answer the questions.

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Thank you for your attention

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SOFT SKILLS



PPT 19: Conclusion - Feedback

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Thank you for your participation in this training!!!

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The work done

- Knowledge :
 - The project
 - The ECVET method
 - The soft skills categories and level
 - The role of the trainer
 - The evaluation protocol
 - The toolbox
 - The facilitation techniques
- Skills :
 - Manage the 4 levels and the introductory activity
 - Experimentation of some tools in the toolbox
 - Manage of the website www.softskills-project.eu & the platform Zerobarrier



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The work still to do

- Practice :
 - Use the method in your training habits
 - Train the trainees of your organization to soft skills
 - Evaluate the trainees on soft skill



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Feedback

- Take 5 minutes to answer these questions :
 - Did the training meet your expectations?
 - Is there an element that should be further developed?
 - How did you feel during this training?
- Speaking by each participant - pooling



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Training certificate



You will all receive a training certificate to attest that you attended this training and that you are now able to use the different Soft skills materials.

TRAINING CERTIFICATE

I, the undersigned, (Name), (Position and organization), hereby certify that
Madam/Sir
 Registered by the structure.....

participated in the training action organized by name of the structure, entitled "Training program for trainers in Soft Skills, Erasmus +"

The training took place between (1) and (2) for a period of (3) hours.

At the end of the training **Madam / Sir** is able to provide the European training program in **Soft Skills**.

Made to serve and assert what is right
 This certificate was carried out in (city) on (date)

Name
 Position
 Organization
 Signature

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Contacts



If you have any questions on how to implement the training or the placement and assessment process, don't hesitate to contact the partners of the soft skills project:

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 Franz-Josef-Straße 3
 8200 Gleisdorf - Austria
office@chanceb.at

322

Thank you for your attention



4. TRAINING CERTIFICATE

At the end of the training, the trainer should provide training certificates to all the trainers who attended the training session. You can download this certificate on the website www.softskills-project.eu

TRAINING CERTIFICATE

I, the undersigned, *Name, surname , Position, Organization* , hereby certify that

NAME SURNAME

Registered by the structure *name and adress of the organization*

participated in the training action, entitled « Training program for trainers in Soft Skills »

The training took place (*where ?*) between date of begin and date of end for a period of 25 hours.

At the end of the training *Name & Surname* is able to provide the European training program in Soft Skills.

Made to serve and assert what is right

This certificate was carried out in city on date

Name, Surname
Position & Organization
Signature





5. HOW TO CONTACT US?

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REGIE DES ECRIVAINS

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With the participation of:

