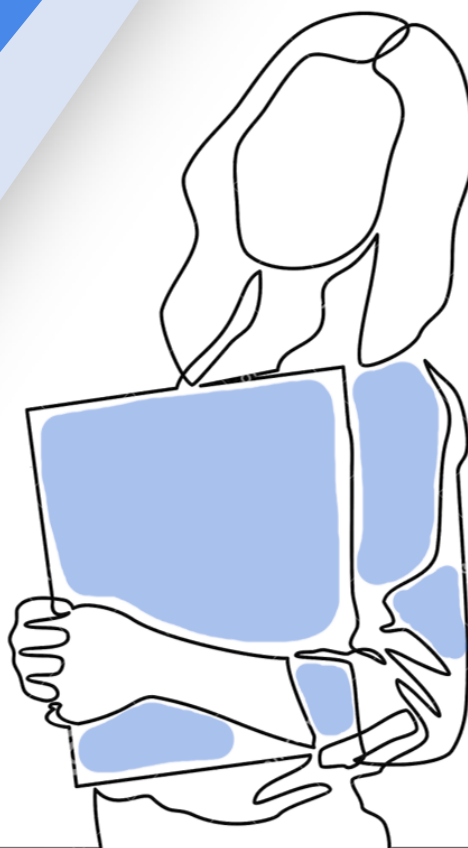


TRAINING KIT

FOR THE IMPLEMENTATION

OF SOFT SKILLS



Soft skills

Facilitating the vocational integration of
people with low levels of qualifications

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



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Version : 30th July 2021

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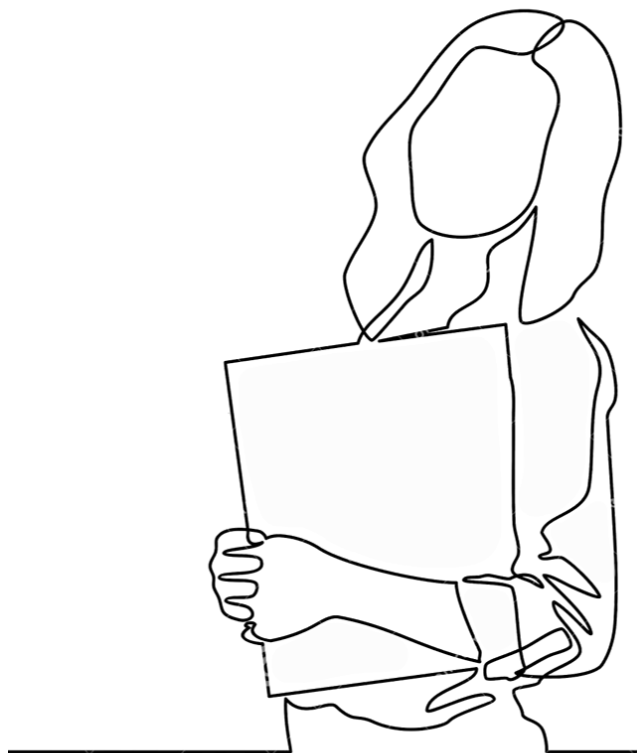
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TRAINING KIT

FOR THE IMPLEMENTATION

OF SOFT SKILLS



PREAMBLE

This kit aims at facilitating the implementation of the soft skills training developed in the framework of the Erasmus+ Soft skills project.

The Erasmus+ Soft skills project follows the approach of facilitating access to soft skills for people with low levels of qualification in order to accelerate their professional integration. Indeed, mastering a professional activity does not only require the implementation of technical skills specific to the job (hard skills), it also relies on the mobilization of soft skills. To do so, the partnership has developed a method as well as pedagogical tools for training in soft skills. For more information, do not hesitate to contact us (contact details p.67).

This training kit for trainers, technical supervisors and tutors, gives all the keys to prepare a training to soft skills and allows everyone to take advantage of it. It is structured in four sub-chapters, one for each level of soft skills acquisition, and provides practical sheets presenting, each step of the training process, the issues at stake, the trainer's attitude, as well as the tools that can be used and the equipment required. This kit is scalable and customizable. It offers a set of suggestions for implementing each steps of the training. Everyone is free to follow them or to use them as inspiration to adapt the training to their personality and their position as a trainer, as well as to the needs of their trainees.

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 **“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. This training kit suggests their use.
- The **“facilitation techniques”** helps the trainer/ technical supervisor/ tutor/assessor to support their trainees in the consolidation phase in a work situation. It gathers ideas how to put soft skills into practice in the daily work, to act as role models and to advise their trainees.
- The **“soft skills placement and assessment protocol”** gives you all the keys to assess and attest the acquisition of a soft skill. It describes the different moments and methods of assessment and gives you tools to do the placement and assessment properly.
- The **“training for trainers”** is a program and a training content for trainers, technical supervisors, tutors and assessors who wants learn how to use the project and the tools that result from it and to train in Soft Skills without problems.
- The **“soft skills checklist for trainers”** allows trainers, technical supervisors, tutors and assessors to verify their knowledge related to soft skills after a training of trainers but also to have a global view on the materials and tools necessary for the implementation of placements, trainings or soft skills assessments within their organization.

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

Zerobarrier

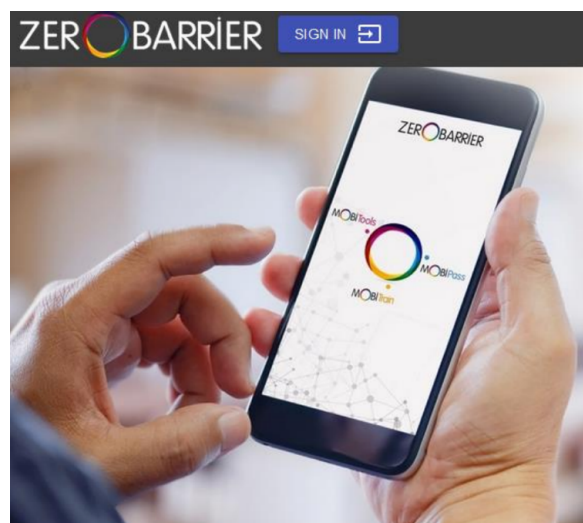
Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by the organization Solivers with the help of the different partners they worked with during several European projects.

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

The platform is divided into 3 parts:

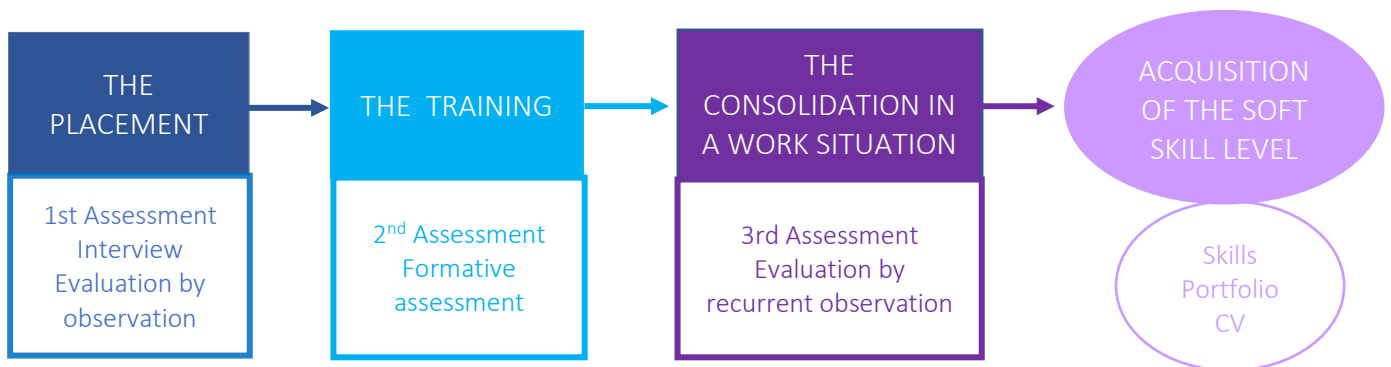
- **Mobitools:** on Mobitools, you can find the European catalogue of soft skills references, the training kit, the toolbox publication (as well as the individual tool cards), the non-structured strategies publication, the placement and assessment protocol, the 7 occupational standards that have been linked to soft skills, the wheels and the pictograms as well as the soft skills base.
- **Mobitrain:** on Mobitrain, it is possible to keep a track of all the training and consolidations followed by each learner which is very useful when the soft skills acquisition process is not taking place in the same organization or if a trainee changes of organization.
- **Mobipass:** it is possible to find the occupational standards we linked to soft skills (...) as well as the Soft Skills occupational standard. At the same time, it is possible to record the results of positioning and assessments and to automatically generate CVs and skill portfolios.

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



1. The soft skills acquisition process

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



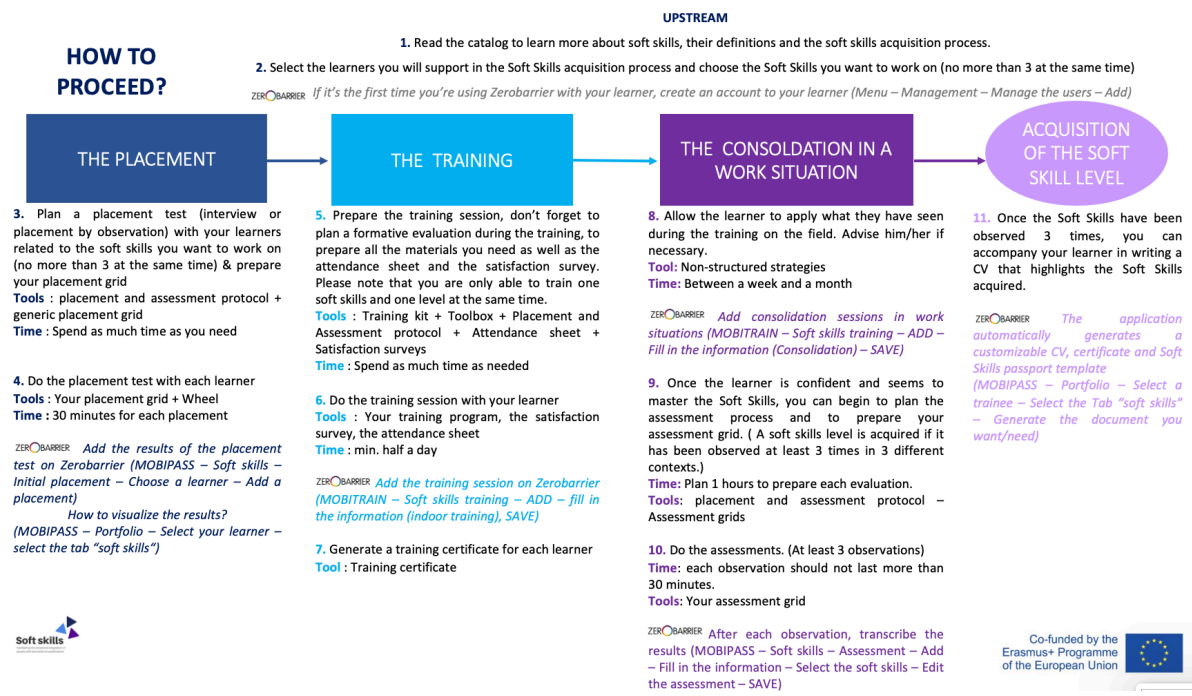
The placement is the first step in the acquisition process: it enables trainers/ technical supervisors/ tutors/ assessors to determine from the outset whether or not a trainee masters soft skills through an **interview** or an **observation** (depending on the context, the trainee, the organisation etc.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

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

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

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

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



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

2. The training method

As soft skills are intra- and interpersonal skills, they cannot be developed in the same way as technical skills. It is not a question of acquiring theoretical or practical knowledge, but rather of becoming aware of one's behaviour and learning to act consciously in a given situation...As a trainer/ technical supervisor/ tutor/ assessor, you need to be conscious that developing soft skills means changing one's behaviour, which requires a significant personal investment for the trainee. For this, we recommend the use of active learning.

Active learning

Active learning refers to an approach in which "the student's motor and intellectual activity is the main catalyst for the development and structuring of his or her knowledge, skills and attitudes" (Legendre, Dictionnaire actuel de l'éducation, 2005). Active learning is therefore based on intra- and interpersonal skills, and act on the development of the trainees. That's why we have turned to this learning method to train in soft skills.

Unlike traditional top-down learning methods, this one is based on the principle of learning by doing. The trainees are therefore at the heart of the training process: they take control of their learning, which they build by working on real situations.

The trainer/ technical supervisor/ tutor/ assessor acts proactively by orienting the trainees and encouraging them to question and experiment so that they can find the keys to the problems studied. He/she puts the trainees in action and makes them responsible for their learning.

Active learning is based on different forms of learning that can be complementary or combined:

- **Experiential learning** - Trainees build their knowledge and skills from real-life experiences.
- **Collaborative learning** - The collective intelligence of the group enriches learning.
- **Project-based learning** - Allows to generate learning through the realization of a concrete production, individually or collectively.
- **Problem-based learning** - The group or individual works on solving a problem for which they have not received any training in order to discover new concepts.

Active learning therefore acts directly on the development of soft skills:

- It facilitates the development of informational skills, by leading the trainee to search for information in order to find his/her own answers.
- It promotes metacognition, by encouraging everyone to take the time to reflect on their own learning mechanisms.
- It values curiosity, creativity, experimentation and innovation by offering the trainee a space for expression and experimentation.
- It encourages interaction and collaboration. The trainer/ technical supervisor/ tutor/ assessor stimulates mutual aid and promotes peer learning.
- It empowers trainees by delegating control to them.



The trainer's attitude

If the trainee is at the heart of active learning, the trainer's attitude is nonetheless essential. Trainers play the role of **facilitator**: they lead the training, and organizes interactions and group dynamics. They use their skills in communication, pedagogy, listening and observation to organize and animate work spaces that allow the group to reach their objectives in a fluid and efficient manner.

As facilitators, trainers are **external** to the context that they are facilitating: they are impartial and therefore adopt the necessary distance.

Facilitators adopt a "**low posture**" ensuring that ideas and solutions emerge from the group. They do not contribute to the content themselves. They facilitate individual and collective awareness, without presenting the pedagogical messages in a didactic and top-down manner.

Finally, trainers/ technical supervisors/ tutors/ assessors adapt their posture according to the soft skill addressed. Even if they cannot reach the highest level of mastery, they must act in accordance with the soft skill, adopting as much as possible the **target posture**. As soft skills are learned through mimicry, the trainer's role model value is essential. In this sense, / technical supervisors/ tutors/ assessors become aware that the training takes place at two levels: the message transmitted (content) must be consistent with the approach of transmission (form).

Our training assumptions

The goal of the training method developed in this project is to allow each trainee to train for a soft skill that he/she needs or wants to master. A trainee is not supposed to acquire all the soft skills at the end of the training nor to master all levels of one soft skill.

As soft skills are close to personality traits, it is important to adapt the training to each individual. **The training program must therefore be individualized**. The placement of the trainee enables the identification of his or her abilities and development potential (proximal development zone), and the selection of the level of soft skill to be worked on: if the goal of a trainee is to master the level 2 of a specific soft skills, we recommend him to be trained to level 1 AND level 2 even if he masters the level 1 .

As the field of soft skills is new in vocational training (on the borderline of personal development), trainees can "resist" even unconsciously to messages requiring them to develop or reduce certain traits seen as personality elements. This particularity of soft skills training justifies **the importance of choice and the progressiveness of learning, regardless of the "ideal" expectations of the trainer or the organization**.

Methods of transmission

➤ Progressiveness

Training must be progressive and is therefore done in levels.

The training for each level takes place over a long period of time, alternating reflexive and practical phases. In order to master a soft skill level, a trainee should have the opportunity to follow a training and to consolidate his new knowledge by trying to implement what he learned in a classroom on the field.

➤ Segmentation: the "small steps method"

For an easy access to each trainee, the soft skills acquisition process is divided into several steps for each level. The final objective is achieved through the accomplishment of a series of small actions, thus avoiding discouragement.

The "Small Steps Method" thus allows to change behaviour progressively but durably. Each small action puts the trainee in a situation of success, the learning momentum is maintained. The pedagogical activities implemented ensure an increasing degree of involvement of the trainee as the training process progresses.

Collaborative methods

➤ Co-learning

Trainees are directly involved in the process of acquiring soft skills, by becoming actors in their own training. Thus, each participant plays a key role in the training: time for peer-to-peer analysis of practices is planned to encourage experience-sharing and collaborative learning.

The identification of each trainees areas of ease allows the development of mutual aid: what is simple for one trainee might not be for the other but will become a subject of exchange (in the sense of "discussion" and in the sense of "barter") between them. For the trainee, this mutual aid approach anchors his/her skills (90% memorization through immediate practice and transmission). For the trainee, this self-help approach develops the accessibility of the content: in terms of vocabulary and method, in terms of projection (a peer developed it, so I can develop it too).

Mutual help requires an important letting go on the part of the trainer/ technical supervisor/ tutor/ assessor: accepting approximations, accepting the withdrawal, ...

➤ Co-creation

By participating in the elaboration of synthesis support and by using their own vocabulary and experience, trainees are able to remember the notion evoked in the training session more easily

The learning process works by "loop": to be memorized, knowledge must be processed 7 times on average, ideally through different channels (listening to the message, transposition to real-life situations, pair analysis, search for metaphors, associated images, staging, etc.). The co-creation of support is an integral part of this loop.



Role of constructive feedback

An effective training includes positive and constructive feedback that helps trainees to learn and improve.

Feedback is about sharing how a person did something: the comments address both what was done well and what could be improved. A constructive feedback involves sharing your thoughts in a positive and constructive way, not in a negative or overly critical way.

The purpose is to help the trainee to improve and not to discourage him: constructive and positive feedback helps trainees to 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 can decrease the chances that they will consider the feedback in order to learn and improve.

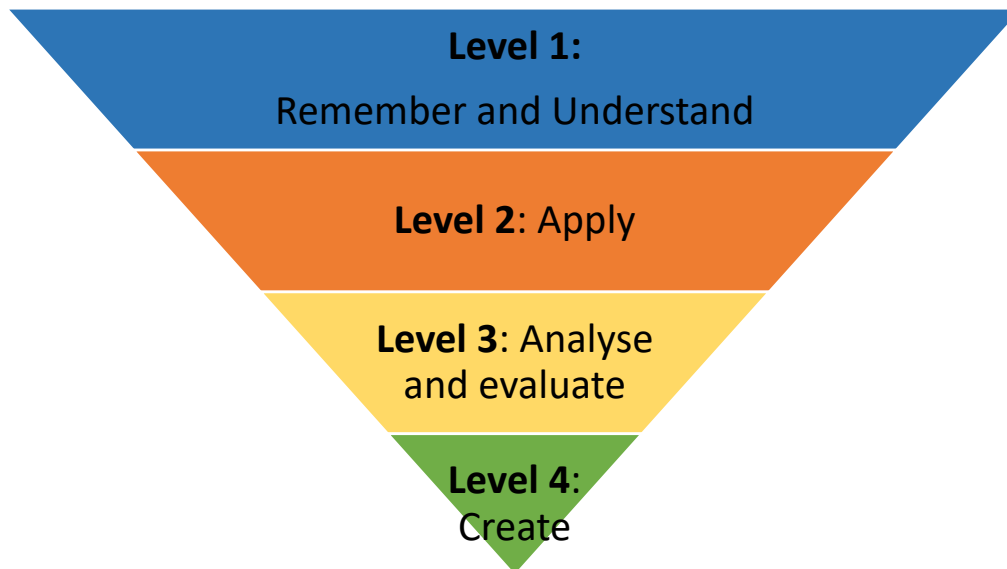
How to give a constructive feedback?

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



3. The training program

The approach we adopted in our training program is the following: soft skills acquisition can be graduated in 4 levels, based on the method of Bloom's taxonomy revised by Anderson, according to the following model (c.f. The European catalogue of soft skills references):



The training program for the acquisition of soft skills follows therefore these 4 levels, with a view to progressiveness: 4 training courses corresponding to the 4 levels of soft skills have been developed and are adaptable to any soft skills. The choice of a training course per level allows us to ensure that one level is acquired before starting the training at the higher level.

Before starting the training program and deepening into the 4 acquisition levels, we suggest a first introductory activity to get an overview of soft skills. This small activity will allow us to introduce soft skills and hard skills to the trainees and present them the 5 categories and the 20 soft skills developed in the frame of the project. We really recommend you to only begin the training to level 1, 2, 3 and 4 after this activity.

The first level is the basis of the training: it allows the trainee to develop an understanding of the skill.

Levels 2 to 4 are levels of complexity in the implementation of the competence. They allow the trainee to progress from one level to the next.

Each level is the subject of one training session made up of 8 key steps aimed at:

Level 1) Remember and understand: retrieving and processing information related to the soft skill.

Level 2) Apply: mobilising knowledge related to the soft skill in a known context.

Level 3) Analyse and evaluate: making the link between different ideas related to the soft skill, question and argue them.

Level 4) Create: Designing a method, an idea, creating added value from the soft skill.



The training kit details each level of training and gives you an overall training framework. It is a handbook for the trainers/ technical supervisors/ tutors/ assessors and should help them to create a training session adapted to their organizations and their trainees. You will therefore find 5 parts corresponding to the introduction and the 4 level-related training sessions. The parts linked to the level-related training sessions are composed of a summary sheet of the level-related training and 8 sheets detailing the 8 training steps.

- The summary sheet of the level-related training gives you general information about the goals/ pedagogical expectations of the level-related training session, the suggested teaching method as well as key phrases/key questions underlying the training session.
- The sheets detailing the 8 training steps for each level-related training contain the objectives of each steps as well as suggestions for fun tools and advices for the trainer/ technical supervisor/ tutor/ assessor. They have been written in such a way that they are suitable for as many trainers / technical supervisors/ tutors/ assessors and trainees as possible. Nothing prevents you from thinking out of the box and from testing new tools that would be adapted to your organization or your trainees.

Please find on our website an overview of the 4 level-related training sessions : www.softskills-project.eu

INTRODUCTORY ACTIVITY (SOFT SKILLS GAME)

Before starting the training program and deepening into the 4 acquisition levels, we suggest the following activity to get an overview of soft skills.

This activity has been designed as a game to help the trainees become familiar with soft skills, their definitions and the different categories. The goal is to allow players to recognize several soft skills and to understand the difference between soft and hard skills. By playing together, participants challenge each other and are introduced to soft skills in a fun way.

The game includes 2 levels. The beginner level is accessible to most people, including people with disabilities (even though some adaptations may be required in some cases). The expert level is more difficult and can be used with people of all ages, but the purpose and spirit of the game remains unchanged.

Duration: 30 to 45 min

Suggested process:

- Review the rules of the game and print the necessary materials (see below). If you have several groups, you will need to print more than one copy.
- Ask participants to form groups (4 participants per group maximum).
- For each group select the level: beginner or expert. If you select the expert level, you have to assign one mission to each group.
- In each group: give one avatar card to each player, display the playing board and put the soft skills cards on it (make sure to place the cards on the right categories, you can follow the colors).
- Explain the rules of the game.

Instructions

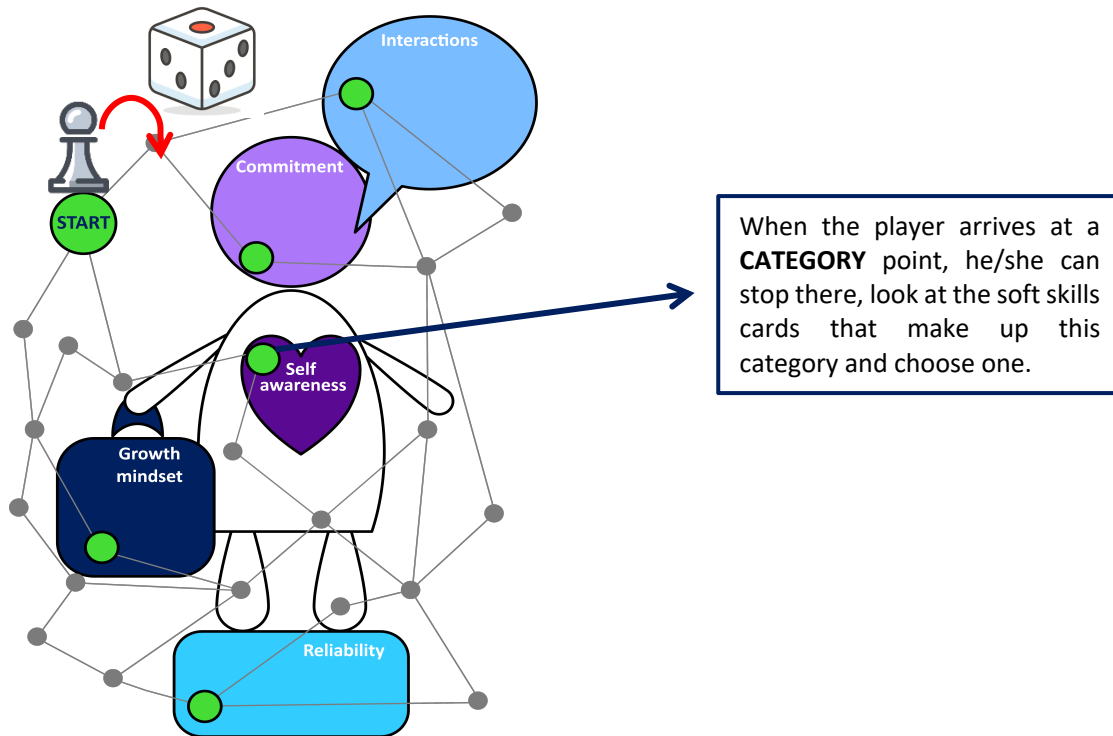
Each player has to create a character (avatar). Then he/she will assign to the avatar the soft skills that seem the most relevant to him/her according to the indications given at the beginning of the game. The winner is the first person to have a complete avatar, that is to say an avatar with 5 soft skills (one from each category).

There are two levels:

Beginner level ★: The players have to create an avatar. They decide on the name, the age, the job (...). Then they have to choose one soft skill for each category (the one they think is the most relevant for their character). The players can choose the same soft skills.

Expert level ★★☆☆: The players have to create an avatar to complete a specific mission. They have to think about the soft skills that are most relevant in this specific context. Players cannot choose a soft skill already selected by someone else.





Endgame

At the end of the game, it is necessary to organize a debriefing. This time allows the players to reexamine the elements they have just discovered during the game and to transform them into knowledge.

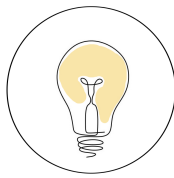
The organizer can facilitate a group discussion to talk about the differences between hard skills and soft skills either based on the players' skills or the avatars if the players have worked on the missions.

Materials

You can download all the materials needed for this exercise on the following website: www.softskills-project.eu

- Annex 1 – Rules of the Game
- Annex 2 – Avatar Cards
- Annex 3 – Soft Skills Cards
- Annex 4 – Playing Board

You will also need to provide for each group a dice and pawns.



LEVEL 1 – REMEMBER AND UNDERSTAND

TRAINING PROGRAM

Definition of level 1: understands in a sustainable way the key principles of the soft skill.

→ Each soft skill has its own definition for each level!

→ Advice: before starting the training, make sure you have the definition in mind (the right soft skills, the right level). You can find this definition in the European Catalogue of Soft Skills References.

Goal and pedagogical expectations:

- Understand the key principles of the soft skill XXX
- Understand the link between new information acquired during the training and existing knowledge acquired all life long

Suggested duration: The training has been designed to be delivered in a half-day of 4 hours. Depending on the type of trainee, this training time can be adapted and spread over a longer period.

Prerequisite: Oral language level A2

Sanction of the training: At the end of the course, trainees will receive a certificate stating the objectives and the programme of the training.

Program of the training:

- Identification and illustration of the soft skill XXX using keywords
- Development of a definition of the soft skill XXX
- Concretization and illustration of the soft skill XXX based on real-life experiences
- Identification of the soft skill XXX in different situations
- Verification, consolidation and anchoring of new knowledge

Teaching method:

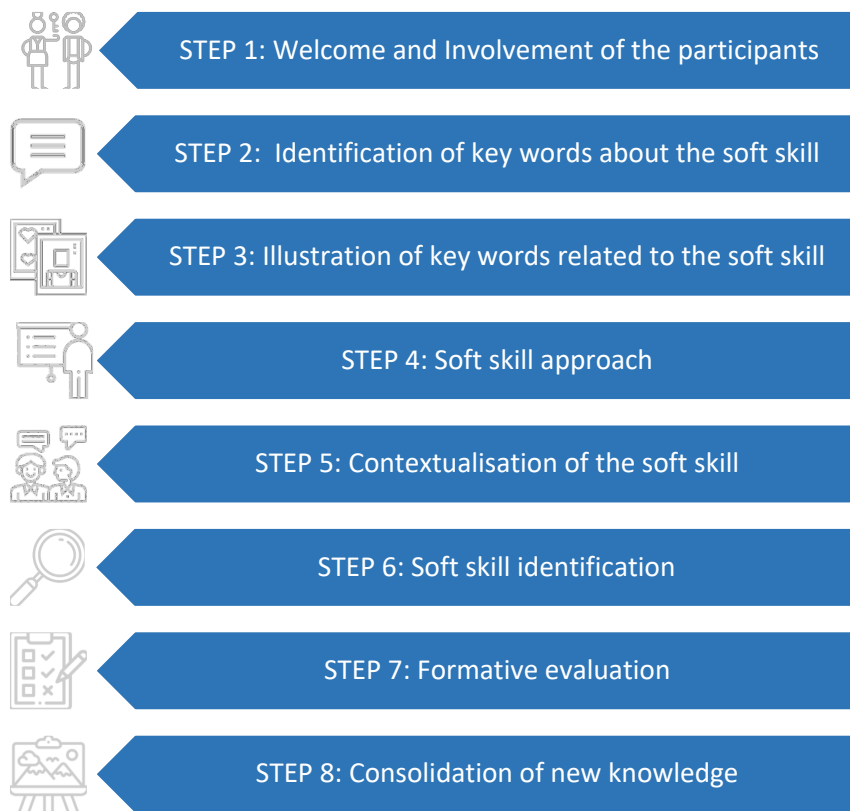
- Structure knowledge based on what is already acquired and inferred by the group as a whole.
- Have the trainees carry the pedagogical message to limit vocabulary bias and fear of learning

Pedagogical and technical means:

- Classroom training
- Group work in the form of fun and interactive exercises
- Co-construction of the theoretical aspect of the soft skills (glossaries and definitions)
- Exchange of good practice and experience
- Formative evaluation and feedback

Validation of the training: a formative evaluation is taking place during the training.

The training for level 1 is done in 8 steps:



These steps are the subject of specific sheets in which the objective of the step and its duration are mentioned. Suggestions for tools and advices for the trainer/ technical supervisor/ tutor/ assessor are also included.

Formative evaluation:

Formative evaluation is a great tool as it allows the trainee to review what he or she has learned during the course. This assessment can be done in several ways and at different times. In the framework of this training course we propose different formative evaluation tools: a tool that must be used both during the first and seventh stages of the training course and which allows the trainee to see the evolution of the learning outcomes of each trainee but also a tool that must be used during the last stage and which allows the trainee to summarise the learning outcomes in a visual way.

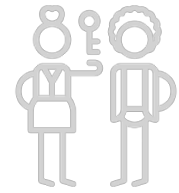
Here are some **key phrases/questions** underlying the training that can be used by the trainer/ technical supervisor/ tutor/ assessor in order to involve the trainees:

- If I tell you "... " what do you already know?
- Who has an example of?
- Between X and Y, what seems most positive/negative/adapted to you?
- If I tell you ... according to you it is true or false?

LEVEL 1 – REMEMBER AND UNDERSTAND



Step 1: Welcome and involvement of the participants

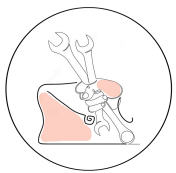


Aims

- 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 trainees.
- Set the context and objectives of the training, give practical information to make the trainees feel comfortable.

Duration: 20-30 min

Suggested tools



24. Names and gestures
81. If I Were
78. Weather Icebreaker
+ 80. Code of conduct (*Stay display during the whole training*)
+ 74. Formative evaluation (*if you use it in the step 7*)

Suggested process

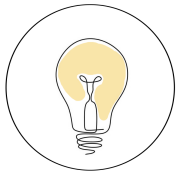
- Explain the context of the training, the rules of communication in the group (tool 80), the programme of the training day and its objectives. Give practical information to the trainees (breaks, meals, ...).
- Introduce yourself as a trainer/ technical supervisor/ tutor/ assessor, explain your role as a facilitator.
- Get trainees to introduce themselves and get to know each other thanks to an icebreaker (tools 24 and 78)
- Start the first step of formative evaluation (tool 74).

Suggestions for the trainer

The trainer/ technical supervisor/ tutor/ assessor acts as a facilitator: he/she facilitates exchanges and creates a climate of trust, but he/she is external to the group, and doesn't give his/her opinion. He/she can nevertheless take part to the icebreaker activity in order to introduce his/herself and make participants feel comfortable.

During this first step of the training, the trainer/ technical supervisor/ tutor/ assessor and trainees agree on the rules of communication and on the code of conduct (for example, kindness, respect, politeness...). Those rules structure the training. For more efficiency, the trainer/ technical supervisor/ tutor/ assessor can display them on a board and have them completed by the trainees.

LEVEL 1 – REMEMBER AND UNDERSTAND



Step 2: Identification of key words about the soft skill



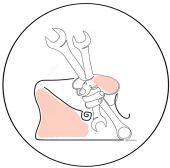
Aims

- 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.

Duration: 20 – 30 min

Suggested Tools

Generic



20. Brainstorming
2. Mind map
67. Adjective Game
4. Word Association
34. Crossword

Specific

**Autonomy – Taking initiatives –
Communication – Assertiveness:**
50. We all think differently

**Emotional intelligence -
Communication:**
51. I like you

Suggested process

- Choose a tool to start thinking about the name of the soft skill.
- Ask trainees to pair up or work in small groups.
- Display the name of soft skill and give the instruction to the group.
- Start the activity (see Tools section).
- If trainees have writing difficulties, take notes on a board. If not, they can write their ideas on post-it notes.
- Organise a common feedback in group at the end of the activity.

Suggestions for the trainer

Ideally, trainees should work in pairs or in small groups in order to stimulate and compare ideas.

The trainer/ technical supervisor/ tutor/ assessor does not take part to the discussion expect if there is a real misunderstanding. He/she does not correct trainees or clarify their definitions. It is important for trainees to be able to express themselves in their own words, in their own way, so that they can best memorize the concepts discussed.

LEVEL 1 – REMEMBER AND UNDERSTAND



Step 3: Illustration of key words related to the soft skill



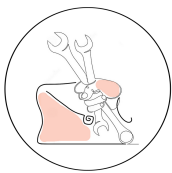
Aims

- Give meaning to key words visually.
- Leave room for imagination and creativity on an abstract concept.

Duration: 30 min

Suggested tools

Generic



60. Photo language
62. Acrostic
3. Mood board

Specific

Sense of responsibility:
49. Ann, where are you?

Suggested process

- Choose an activity that visually illustrates the key words identified in the previous step.
- Recall/display the keywords identified in step 2.
- Give instructions for the activity.
- At the end of the activity, display participants' outputs on the wall, in order to anchor the learning.

Suggestions for 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. This step is preferably done standing up: it is good way to resume the training after a break or a meal.

The trainer/ technical supervisor/ tutor/ assessor can take part to the activity to ask for clarifications on the meaning of the choices made, but he/she does not comment on them.



LEVEL 1 – REMEMBER AND UNDERSTAND



Step 4: Soft skill approach

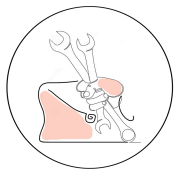


Aims

- 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.

Duration: 20-30 min

Suggested tools



76. Snowball debate
57. Modeling
30. Quiz definition

Suggested process

- Choose an activity that leads trainees to create a definition of soft skill together.
- Ask trainees to work in pairs or small groups, depending on the activity chosen.
- Give instructions for the activity.
- At the end, display the definition of the soft skill as presented in the project.
- Ask trainees about their feelings and thoughts.

Suggestions for the trainer

This step can be done in pairs or small groups in order to multiply ideas.

The trainer/ technical supervisor/ tutor/ assessor can help trainees by reminding them or displaying key elements from previous activities. However, he/she does not comment on participants' proposals. All the proposals are good, and express different points of view.

This step includes a theoretical input, which is important to ensure all trainees have the same understanding of the soft skill.

LEVEL 1 – REMEMBER AND UNDERSTAND



Step 5: Contextualisation of the soft skill



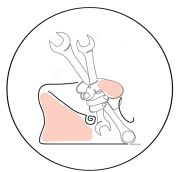
Aims

- 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.

Duration: 30-40 min

Suggested tools

Generic



73. Exchange of experience
18. Role playing
56. Employer expectations

Specific

Taking initiatives – Respect of the rules – Leadership – Team work:
21. Remove obstacles

Suggested process

- Choose a tool that encourages trainees to share their experiences/anecdotes related to the soft skill and the keywords identified.
- Depending on the activity chosen, ask trainees to pair up.
- Give instructions for the activity.
- Organize a group feedback at the end of the activity.
- Take notes / display the trainees' productions.

Suggestions for the trainer

This contextualisation and individualisation step takes place during the second part of the training session. The first steps are more theoretical. They are necessary to build up the confidence of the participants before having them open up and share their experiences.

The trainer/ technical supervisor/ tutor/ assessor let the trainees 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.



LEVEL 1 – REMEMBER AND UNDERSTAND



Step 6: Soft skill identification



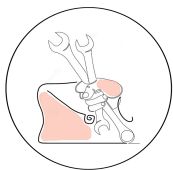
Aims

- Put learning into practice.
- Work on the understanding and identification of the soft skill in specific situations.
- Appropriate the soft skill.

Duration: 30-40 min

Suggested tools

Generic



19. Video Forum
66. Mimic
18. Role Playing
77. Soft Skills Identification

Specific

Accepting professional remarks –
Ability to anticipate – Taking
initiative – Sense of anticipation –
Respect of the rules – Leadership –
Team work:
21. Remove obstacles

Suggested process

- This step is based on the experiences of trainees shared in Step 5.
- Select an activity to analyse trainees' experiences in order to identify soft skills.
- Ask trainees to pair up.
- Give the list of soft skills to the trainees and then the activity instruction.
- Organize a common feedback.

Suggestions for the trainer

The aim of this step is to analyse trainees' experiences, which can be more complicated than previous activities. It is therefore easier to do it in pairs or in small groups.

The trainer/ technical supervisor/ tutor/ assessor can help trainees if necessary, for example by reminding them of key elements about the soft skill or explaining them the difference between soft skills (behavioural skills) and hard skills (technical skills needed to carry out professional tasks). He/she makes them feel confident and encourages them, but does not comment on their ideas.



Step 7: Formative evaluation

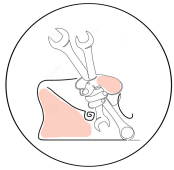


Aims

- Monitor the progress of the trainees throughout the training session.
- Make trainees reflect on their learning outcomes.
- Prepare the next steps of the training and make trainees want to progress.

Duration: 15 min at the beginning of the training (step 1) + 15 min at the end (step 7)

Suggested tools



74. Formative evaluation (if you use it in step 1)
41. Thumbs up
63. Kahoot

Suggested process

- The formative evaluation takes place in two stages: a first one at the beginning of the training session (step 1) and a last one at the end (step 7).
- Choose an activity to track trainees' progress.
- Give trainees instructions.
- Organise a common feedback at the end of the evaluation exercise.

Suggestions for the trainer

Evaluation must remain accessible to all. The objective of this step is also to make trainees progress in the training but also in their practice of the soft skill.

This step is individual, and includes a reflective phase aiming at making trainees aware of their progress and learning. The final feedback is important to stimulate individual reflection.

LEVEL 1 – REMEMBER AND UNDERSTAND



Step 8: Consolidation of new knowledge

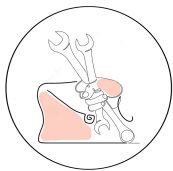


Aims

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

Duration: 30 min

Suggested tools



3. Mood board
23. Photographs and collage
+ Display the pedagogical definition and the group definition (step 4)

Suggested process

- Choose a creative and visual activity that gives trainees the freedom to synthesize their learning as they wish. Trainees create a synthesis document to summarize their soft skill learning. They will complete it as they progress through the course.
- Suggest that trainees work in small groups.
- Give instructions for the activity.
- At the end of the activity, trainees present their work to the rest of the group.

Suggestions for the trainer

This step is visual, and is ideally done standing up. Trainees have as much freedom as they need. They may wander a little bit as they look for new ideas and create. It does not matter. The trainer/ technical supervisor/ tutor/ assessor does not comment or judge their work. He/she can nevertheless ask questions to get clarifications during the presentation phase.



TRAINING CERTIFICATE

I, the undersigned, (*Lastname- Firstname*), (*function*) at (*organisation*), hereby certify that

Mr. / Ms.....

Registered by the organisation/company (...)

participated in the training action organized in the course of the Erasmus+ project Soft skills,
titled « **Training of the soft skill XXX – Level 1 « remember and understand »** »

The training took place at (*place where the training took place*) on the/ between (*period of the training*) for a period of ** hours.

Goals of the training:

- Understand the key principles of the soft skill XXX
- Understand the link between new information acquired during the training and existing knowledge acquired all life long

Program of the training:

- Identification and illustration of the soft skill XXX using keywords
- Development of a definition of the soft skill XXX
- Concretization and illustration of the soft skill XXX based on real-life experiences
- Identification of the soft skill XXX in different situations
- Verification, consolidation and anchoring of new knowledge

Issued in (state) on (date)

(Lastname - Firstname)
(Function)
(Organism - Company)
(Signature)



LEVEL 2 – APPLY

TRAINING PROGRAM

Definition of level 2: A trainee on level 2 **implements the key principles of the soft skill in easy situations in his/her daily life**

- Each soft skill has its own definition for each level.
- Advice: before starting the training, make sure you have the right definition in mind (the right soft skills, the right level). You can find this definitions in the European Catalogue of Soft Skills References.

Goal and pedagogical expectation:

- Implement the key principles of the soft skill XXX in easy situations of daily work
- Carry out a learned procedure to perform a simple day-to-day task linked to the soft skill XXX

Suggested duration: The training has been designed to be delivered in a half-day of 4 hours. Depending on the type of trainee this training can be adapted and spread over a longer period.

Prerequisite:

- Oral language level A2
- Certified level 1 concerning the soft skill XXX

Sanction of the training: At the end of the course, trainees will receive a certificate stating the objectives and the programme of the training.

Program of the training:

- Contextualization of the soft skill XXX
- Practical application of the soft skill XXX
- Awareness of one's own way of acting
- Appropriation of the soft skill XXX through a practical case study
- Exchange and group work on solutions to be implemented
- Consolidation and mobilization of the soft skill XXX in a professional context

Teaching method:

- Start from unsatisfactory everyday situations and train doing things differently.
- Comment on the impacts achieved or not achieved by each action taken

Pedagogical and technical means:

- Classroom training
- Group work in the form of fun and interactive exercises
- Concrete situation setting and role-playing game
- Formative evaluation and feedback

Validation of the training: A formative evaluation is taking place during the training.



Level 2 training is done in 8 steps:



These steps are the subject of specific sheets in which the objective of the step and its duration are mentioned. Suggestions for tools and advices for the trainer/ technical supervisor/ tutor/ assessor are also included.

Formative evaluation:

Formative evaluation is a great tool as it allows the trainee to review what he or she has learned during the training session. This evaluation can be done in several ways and at different times. In the framework of this training program we propose different formative evaluation tools: a tool that must be used both during the first and eight stages of the training course and which allows the trainee to see the evolution of his learning AND/OR a tool that must be used during the last step and which allows the trainee to summaries his learning outcomes in a visual way.

Here are some **key phrases/questions** underlying the training that can be used by the trainer/ technical supervisor/ tutor/ assessor in order to involve the trainees:

- “Now that you’ve learned xxxx, apply it on (a concrete situation)”
- “It’s up to you”

LEVEL 2 – APPLY



Step 1: Welcome and involvement of the participants



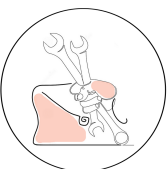
Aims

- Bring trainees 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 trainees.
- Set the context and objectives of the day, give practical information to make the trainees feel comfortable.

Duration: 20-30 min

Suggested Tools

Generic



25. Introduce myself
81. If I were
82. Catch the ball
+ 80. Code of conduct (Stay display during the whole training)
+ 74. Formative evaluation
OR 11. Table K-W-L
+ Display the projects definition of the soft skill

Specific

Accepting professional remarks –
Adaptability – Self-confidence –
Presentation – Assertiveness
42. What I am good at!
Self-reflection – Self-confidence –
Taking initiative - Communication
45. Friendship network
Sense of responsibility – Leadership
40. Blind snake

Suggested process

- Remind trainees the context and the rules of communication in the group.
- Explain the agenda of the day and its objectives.
- Organise an icebreaker (see tools section).
- Carry out the first step of formative evaluation.

Suggestions for the trainer

Trainees already know each other and the training context. It is nevertheless important to remind them of the essential information, as well as of the rules of communication in the group, especially if the first part of the training took place several days before. 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/ technical supervisor/ tutor/ assessor is invited to participate to make trainees feel comfortable.



LEVEL 2 – APPLY



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.

Duration: 20-30 min

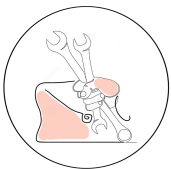
Suggested tools

Generic

73. Exchange of experience

Specific

Emotional intelligence, Self-reflection, Self Confidence
46. Pantomima (Emotions)



Suggested process

- Invite trainees to work in pairs.
- Give instructions to the group: Identify the moments when the soft skill really helps and brings quality to your work?
- Choose an activity to get trainees to share their experience, in pairs (see Tools section).
- Organise a common feedback at the end of the activity and take notes of trainees' experiences.

Suggestions for the trainer

The trainer/ technical supervisor/ tutor/ assessor assumes that trainees already have personal experiences of the soft skill in their professional life. The aim of this step is to make them aware of this.

At this step, trainees already have some understanding of the soft skill and know each other, they should therefore feel more comfortable to share personal experiences. The trainer/ technical supervisor/ tutor/ assessor supports them and gives them confidence by validating their proposals and by rekindling discussions. He/she can also ask for clarifications, to help trainees understand how they apply the soft skill in a given situation.

Throughout the training session, the trainer/ technical supervisor/ tutor/ assessor makes links with discussions and topics addresses in the training for level 1 – remember and understand.



LEVEL 2 – APPLY



Step 3: Use of the soft skill

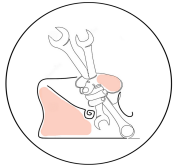


Aims

- 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.

Duration: 30 min

Suggested tools



6. Reverse brainstorming
18. Role playing

Suggested process

- The step is carried out as a whole group.
- Give instructions to the group: The aim of this step is to identify the impacts of the soft skill at work. In order to achieve it, ask yourself: what would happen if we worked without ever using this soft skill?
- Choose a collective activity enhancing exchange of ideas (see Tools section).
- Take notes of trainees' ideas and display them.

Suggestions for 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. The trainer/ technical supervisor/ tutor/ assessor supports trainees by validating their proposals. He/she accepts all ideas, without any judgment.

He/she can motivate the group by encouraging them to find eccentric or funny situations about the consequences of not using the soft skill.





Step 4: Participative approach

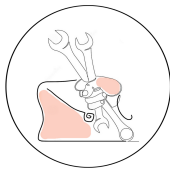


Aims

- 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.

Duration: 30 min

Suggested tools



47. Pantomima
66. Mimic
60. Photolanguage

Suggested process

- This step is carried out as a whole group. It is based on steps 2 and 3.
- Give instructions to the group: The aim of this step is to stage the experiences shared, and then to modify them to improve or worsen them.
- Choose and carry out a role play activity (see Tools section).
- Organise debriefings between the different plays.

Suggestions for the trainer

This step aims at putting the soft skill into action. Role play activities are therefore particularly relevant.

If trainees are reluctant to play, it can be easier to ask them to make the situation worse (asking: How can we make it worse?). The awareness mechanism is similar, and the desire to improve will come quickly.

The trainer/ technical supervisor/ tutor/ assessor can play the role of the interlocutor, while the trainee plays his/her own role. 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?



LEVEL 2 – APPLY



Step 5: Appropriation of the soft skill

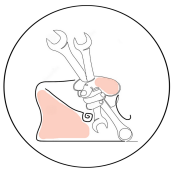


Aims

- Appropriate key behaviours linked with the implementation of the soft skill.
- Summarize and anchor learning.

Duration: 20 min

Suggested Tools



Generic

15. Rotating paper
57. Modeling

Specific

**Respect of the rules –
Communication – Assertiveness**
61. Medicine

Suggested process

- Invite trainees to work in pairs or in small groups.
- Give instructions to the group: The aim of this step is to draw conclusions from the previous activity. What can you retain from these plays? Which are the key behaviours related to the soft skill?
- Carry out the activity chosen (see Tools section).
- Ask trainees to take notes or to draw their conclusions, which will then be displayed.

Suggestions for the trainer

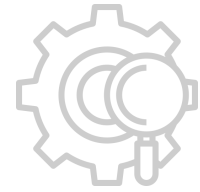
This step is reflexive, and is therefore carried out in small groups. Trainees reflect on their previous learning. They have to define selection criteria to retain only essential information, and identify key behaviours related to the soft skill.

The trainer/ technical supervisor/ tutor/ assessor does not take much part in this step. If trainees encounter difficulties, he/she can ask them clarifications questions, but he/she does not comment or make judgements: all ideas are good.

LEVEL 2 – APPLY



Step 6: Practical case

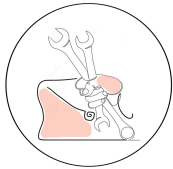


Aims

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

Duration: 30 min

Suggested tools



37. Imaginary journey
70. Small scenario

Suggested process

- Choose an activity leading trainee to practice the key soft skill behaviours in a specific situation, for example by proposing a scenario and inviting trainees to choose the most appropriate behaviour to adopt (see Tools section).
- Organise a common debriefing.
- Take notes of trainees' ideas and display them.

Suggestions for the trainer

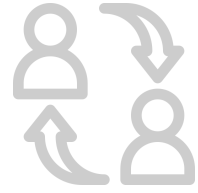
This step invites trainees to test their learning. A practical exercise or scenario asking trainees to choose the most appropriate behaviour to adopt is therefore particularly relevant.

This exercise is done independently by trainees. The trainer/ technical supervisor/ tutor/ assessor does not comment on their work.





Step 7: Exchange of approaches

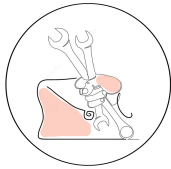


Aims

- Compare, discuss and demonstrate solutions.
- Summarise and share ideas to enrich oneself.

Duration: 20-30 min

Suggested tools



68. Decision Tree
43. Tapping on numbers

Suggested process

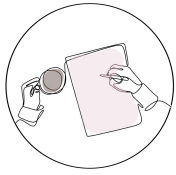
- This step is carried out as a whole group. It is based and complements case studies from step 6.
- Give instructions to the group: Share and compare your points of view and conclusions from the case studies to come up with new ideas.
- Select and carry out an activity stimulating exchanges of ideas (see Tools section).
- Throughout the activity, take notes of trainees' outputs and display them.

Suggestions for the trainer

This step is collective: it aims at comparing and contrasting points of views and ideas to enrich them. The trainer/ technical supervisor/ tutor/ assessor coordinates the discussions, encourages trainees to share their ideas by reminding them that all ideas are helpful. If necessary, he/she can also remind them of previous elements mentioned about the soft skill. The trainer/ technical supervisor/ tutor/ assessor does not comment on trainees' proposals, nor does he/she make value judgements.



LEVEL 2 – APPLY



Step 8: Consolidation of the soft skill

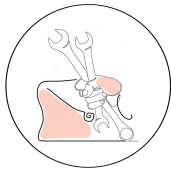


Aims

- Anchor and consolidate key behaviours related to the practice of the soft skill.
- Summarize learning in a visual way.

Duration: 30 – 40 min

Suggested tools



3. Mood board
23. Photographs and collages
+
74. Formative evaluation
OR 11. Table K-W-L

Suggested process

- Trainees are free to work on their own, by pair, or in small groups.
- Give instructions to the group: Complete the summary document created at the end of the first training session, in order to summarize key behaviours and good practice related to the soft skill implementation.
- In order to do so, choose an activity that stimulates creativity.
- At the end of the activity, ask trainees to present their work to the rest of the group.

Suggestions for the trainer

This step concludes the training session for level 2 – apply. The aim is to summarize all the key behaviours and good practices related to the soft skill, in order to anchor them and to be able to implement them practically at work.

The trainer/ technical supervisor/ tutor/ assessor lets trainees work on their own, in pairs, or in small groups, as they wish. She/she does not comment on their work, nor does he/she pass judgement. However, he/she can ask them for clarifications during the group presentation phase, at the end of the activity.



TRAINING CERTIFICATE

I, the undersigned, (*Lastname- Firstname*), (*function*) at (*organisation*), hereby certify that

Mr. / Ms.....

Registered by the organisation/company (....)

participated in the training action organized in the course of the Erasmus+ project Soft skills,
titled « **Training of the soft skill XXX – Level 2 « Apply »** »

The training took place at (*place where the training took place*) on the/ between (*period of the training*) for a period of ** hours.

Goals of the training:

- Implement the key principles of the soft skill XXX in easy situations of daily work
- Carry out a learned procedure to perform a simple day-to-day task linked to the soft skill XXX

Program of the training

- Contextualization of the soft skill XXX
- Practical application of the soft skill XXX
- Awareness of one's own way of acting
- Appropriation of the soft skill XXX through a practical case study
- Exchange and group work on solutions to be implemented
- Consolidation and mobilization of the soft skill XXX in a professional context

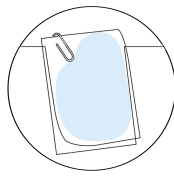
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(Organism - Company)

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LEVEL 3 – ANALYSE AND EVALUATE

TRAINING PROGRAM

Definition of level 3: A trainee on 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)**

→ Each soft skills has its own definition for each level.

→ Advice: before starting the training, make sure you have the right definition in mind (the right soft skills, the right level). You can find this definitions in the European Catalogue of Soft Skills References.

Goal and pedagogical expectation

- Make the link between different ideas related to the soft skill
- Challenge and argue these ideas
- Solve complex situations by identifying the internal components of a situation and giving sense to them (potential problems, resources to be used)

Suggested duration: The training has been designed to be delivered in a half-day of 4 hours. Depending on the type of trainee this training can be adapted and spread over a longer period.

Prerequisite:

- Oral language level A2
- Certified level 2 concerning the soft skill XXX

Sanction of the training: At the end of the course, trainees will receive a certificate stating the objectives and the programme of the training.

Program of the training:

- Experience sharing related to the soft skill XXX
- Analyse of experiences related to the soft skill XXX
- Question and ameliorate the practice of the trainees
- Self-assessment of the practices
- Definition of behaviours to be adopted

Teaching method:

- The trainee structures his/her own learning (Freinet teaching method)
- He/she finds his/her own evaluation criteria, learning pathways, indicators
- He/she makes reflexive feedback to analyse his or her own practice.

Pedagogical and technical means:

- Classroom training
- Group work in the form of fun and interactive exercises
- Case studies and analysis using predefined or free criteria
- Formative evaluation and feedback

Validation of the training: A formative evaluation is taking place during the training.

Level 3 training is done in 8 steps:



These steps are the subject of specific sheets in which the objective of the step and its duration are mentioned. Suggestions for tools and advices for the trainer/ technical supervisor/ tutor/ assessor are also included.

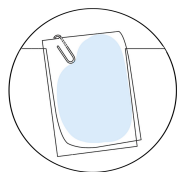
Formative evaluation:

Formative evaluation is a great tool as it allows the trainee to review what he or she has learned during the training session. This evaluation can be done in several ways and at different times. In the framework of this training program we propose different formative evaluation tools: a tool that must be used both during the first and eight stages of the training course and which allows the trainee to see the evolution of his learning AND/OR a tool that must be used during the last stage and which allows the trainee to summaries his learning outcomes in a visual way.

Here are some **key phrases/questions** underlying the training that can be used by the trainer/ technical supervisor/ tutor/ assessor in order to involve the trainees:

- Find as many links as you can between X and Y
- What would happen if... ?
- Identify the 4 main themes of...
- If you agree with ... explain why

LEVEL 3 – ANALYSE AND EVALUATE



Step 1: Welcome and interactions of the participants



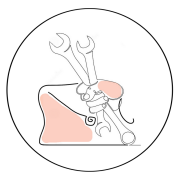
Aims

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

Duration: 20-30 min

Suggested tools

Generic



8. A tangled web
44. Building confidence
83. True or false
+ 80. Code of conduct (Stay display during the whole training)
+ 74. Formative evaluation (if used in the step 8)
+ **Display the project's definition of the soft skill**

Specific

Learning to learn– Communication
39. Good C / Bad C
Presentation – Ability to anticipate – Efficiency – Conscientiousness at work
26. Broken phone

Suggested process

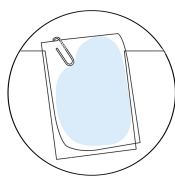
- Remind trainees the context and the rules of communication in the group. Give practical information (breaks, meals ...).
- Explain the agenda of the day and its objectives.
- Organise an icebreaker (see Tools section) and involve if possible participants in its facilitations.
- Carry out the first step of formative evaluation.

Suggestions for the trainer

The trainer/ technical supervisor/ tutor/ assessor starts the session by reminding essential information regarding the training, as well as the rules of communication in the group. After the two first training sessions, trainees should be comfortable with icebreaker activities. The trainer/ technical supervisor/ tutor/ assessor can thus ask volunteers to get involved in the facilitation of the activity. Trainees will therefore experiment a new position and get a deeper understanding of collaborative work. The trainer/ technical supervisor/ tutor/ assessor remains present and guides trainees when necessary.



LEVEL 3 – ANALYSE AND EVALUATE



Step 2: Experience sharing

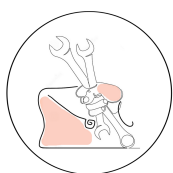


Aims

- 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.

Duration: 30 min

Suggested tools



Generic

- 70. Small scenario
- 73. Exchange of experience

Specific

- Self-reflection – Self-confidence**
- 52. Positive features

- Emotional intelligence**
- 19. Video forum

Suggested process

- Invite trainees to work in pairs or small groups.
- Give them instructions: In which situations of your daily professional life the soft skill has been applied? Give specific examples.
- Choose and carry out an activity stimulation exchange of experience (see Tools section).
- Organise a common feedback at the end of the activity and ask trainees to choose the 3 most emblematic situations. Take notes and display them.

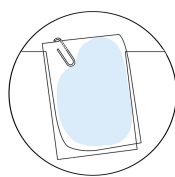
Suggestions for the trainer

This step relies on exchange of experience. It brings trainees back into the atmosphere of the training with an easy, well-known activity. This activity makes the connection with previous training sessions.

The trainer/ technical supervisor/ tutor/ assessor does not take much part. He/she coordinates exchanges and encourages trainees if necessary.



LEVEL 3 – ANALYSE AND EVALUATE



Step 3: Identify signs of soft skills practice

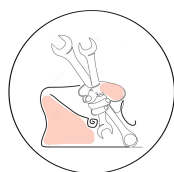


Aims

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

Duration: 30 min

Suggested tools



72. Experience analysis
69. Soft skills feedback

Suggested process

- This step is based on experiences shared in step 2.
- Invite trainees to pair up.
- Give instructions: which clues or signs allow you to **see** or **hear** that the soft skill is being applied?
- Choose and carry out an activity aiming at collecting ideas (see Tools section).
- Organise a common feedback at the end of the activity and ask trainees to choose the most relevant indicators.
- Take notes of trainees' outputs and display them.

Suggestions for the trainer

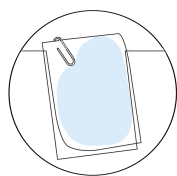
This step analytical step is carried out in pairs in order to encourage reflection. The analysis starts by exploring basic senses: sight and hearing, in order to make the analysis very concrete, practical and understandable for each trainee.

The trainer/ technical supervisor/ tutor/ assessor lets each pair do their analysis without commenting. However, this task can be complex for some trainees. The trainer/ technical supervisor/ tutor/ assessor can thus take part to guide them by providing clarifications or by rephrasing instructions.

All proposals and key indicators are shared thanks to the common feedback.



LEVEL 3 – ANALYSE AND EVALUATE



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.

Duration: 30 min

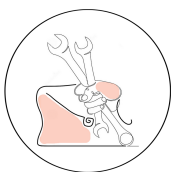
Suggested tools

Generic

- 7. Four corner debate
- 6. Reverse brainstorming
- 10. The envelope game
- 58. Problem solving

Specific

- Accepting professional remarks –**
- Emotional intelligence –**
- Communication – Team work –**
- Assertiveness**
- 16. Give feedback



Suggested process

- Invite trainees to work in pairs.
- Give them instructions: Which of the identified indicators related to the soft skill practice do you implement in your daily professional life? Which ones could you improve? Think about concrete examples of professional situations.
- Choose and carry out a self-reflection or mutual exchange activity (see Tools section).

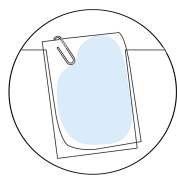
Suggestions for the trainer

This self-reflection step relies on mutual exchange and advice to stimulate ideas and will to progress. Therefore, the trainer/ technical supervisor/ tutor/ assessor encourages trainees to give each other advice, especially if they are used to working together.

This step initiates the practice improvement phase. Trainees are invited gradually to reflect on their practice to improve it, in order not to generate too much resistance to change.



LEVEL 3 – ANALYSE AND EVALUATE



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.

Duration: 30 min

Suggested tools

Generic

35. Think Pair Share
21. Remove obstacles

Specific

Self-reflection – Self-confidence – Emotional intelligence

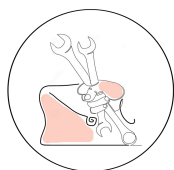
48. Cards of emotions

Sense of organisation – Sense of responsibility – Team work – Assertivity

28. Lost in the moon

Respect of the rules – Efficiency – Communication – Team work

17. Shared reading



Suggested process

- This step is carried out collectively, as a whole group.
- Give instructions to trainees: Exchange and commit on behaviours which will help you improve your practice of the soft skill.
- Choose and carry out a collaborative exchange activity (see Tools section).
- Take notes of trainees' outputs and display them.

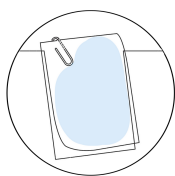
Suggestions for the trainer

This step is based on collaborative exchange. Trainees 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 trainees to improve their practice together.

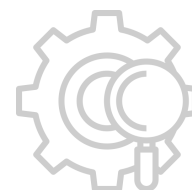
The trainer/ technical supervisor/ tutor/ assessor coordinates the exchanges without giving his/her opinion. He/she can take part to the exercise to stimulate trainees, and ask them which behaviours he/she could improve him/herself.



LEVEL 3 – ANALYSE AND EVALUATE



Step 6: Self-assessment of your soft skill practice



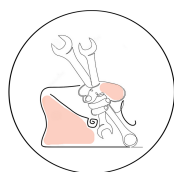
Aims

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

Duration: 30 min

Suggested tools

Generic



12. Reflective writing
16. Give feedback
36. Positions
42. What I am good at

Specific

**Self-reflection – Self-confidence
– Emotional intelligence**
48. Cards of emotions

Suggested process

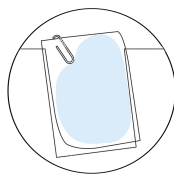
- This step is individual.
- Give instructions to the trainees: You are going to carry out a self-assessment of your practice of the soft skill, thanks to an evaluation grid. To do this, choose the degree that you think best corresponds to your practice. Justify your choice by giving a concrete example from your professional life.
- Carry out the self-assessment.
- This step can be complemented with a self-reflection activity (see Tools section).
- Organise a common feedback at the end of the activity.

Suggestions for the trainer

This step allows trainees 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 trainee 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. The trainer/ technical supervisor/ tutor/ assessor supports trainees by reminding them that they are in a continuous learning and improvement process. The objective is not to give a mark at a given moment, but to measure progress in order to plan next steps.



LEVEL 3 – ANALYSE AND EVALUATE



Step 7: Choice of behaviours to adopt

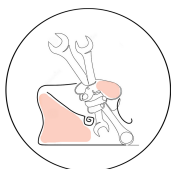


Aims

- Agree on the ideal behaviour to adopt in the face of a situation.
- Share ideas and advice to progress.

Duration: 30 min

Suggested tools



13. Do it now
65. Problem solving (2)
86. Cooperative quiz

Suggested process

- This step is carried out as a whole group.
- Give instructions to the group: In a given situation (a scenario or one of the situations mentioned at the beginning of the training session), what is the ideal behaviour to adopt?
- Choose and carry out an activity in order to agree on ideal behaviours in each situation (see Tools section).
- Encourage trainees to put their ideas on paper to add to the summary document.
- Organise a final debriefing to collect trainees' impressions.

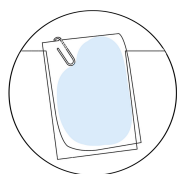
Suggestions for the trainer

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.

The trainer/ technical supervisor/ tutor/ assessor encourages trainees to participate without censorship or self-censorship. He/she reminds them that all ideas are good. Objective criteria should this be used to decide which are the most appropriate ones.



LEVEL 3 – ANALYSE AND EVALUATE



Step 8: Shared analysis of the soft skill

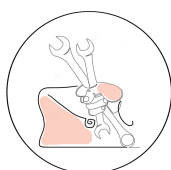


Aims

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

Duration: 30 min

Suggested tools



- 38. Pictures of an exhibition (explain each other's poster)
- 31. Job offer (Analysis of a job description)
- 74. Formative evaluation (if used in step 1)

Suggested process

- This step is carried out collectively as a group – if possible.
- Give instructions to the group: Analyse your professional activities and/or the occupational standard of your job and identify the tasks when the soft skill is necessary or useful.
- Choose and carry out an activity which encourages analysis and exchange (see Tools section).
- Encourage trainees to materialize their ideas on paper in order to complement their summary document.

Suggestions for the trainer

This step concludes the training session for level 3 – analyse and evaluate. It gives trainees the opportunity to analyse more globally their professional tasks in relation to the soft skill. This analysis completes and reinforces the commitments made on practice improvement in a professional situation.

The trainer/ technical supervisor/ tutor/ assessor encourages trainees, reminding them what they have learned from previous activities if necessary. He/she does not comment on their ideas and proposals, nor does he/she make value judgements.



TRAINING CERTIFICATE

I, the undersigned, (*Lastname- Firstname*), (*function*) at (*organisation*), hereby certify that

Mr. / Ms.....

Registered by the organisation/company (....)

participated in the training action organized in the course of the Erasmus+ project Soft skills,
titled « **Training of the soft skill XXX – Level 3 « Analyse & Evaluate »** »

The training took place at (*place where the training took place*) on the/ between (*period of the training*) for a period of ** hours.

Goals of the training:

- Make the link between different ideas related to the soft skill,
- Challenge and argue these ideas
- Solve complex situations by identifying the internal components of a situation and giving sense to them (potential problems, resources to be used)

Program of the training

- Experience sharing related to the soft skill XXX
- Analyse of experiences related to the soft skill XXX
- Question and ameliorate the practice of the trainees
- Self-assessment of the practices
- Definition of behaviours to be adopted

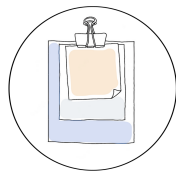
Issued in (state) on (date)

(Lastname - Firstname)

(Function)

(Organisation - Company)

(Signature)



LEVEL 4 – CREATE

TRAINING PROGRAM

Definition of level 4: A trainee with on level 4 **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**

→ Each soft skill has its own definition for each level.

→ Advice: before starting the training, make sure you have the right definition in mind (the right soft skills, the right level). You can find this definitions in the European Catalogue of Soft Skills References.

Goal and pedagogical expectations:

- Find new solutions to problems that never occurred.
- Put things into perspective and cross-reference information and reasoning related to several Soft Skills.

Suggested duration: The training has been designed to be delivered in a half-day of 4 hours. Depending on the type of trainee this training can be adapted and spread over a longer period.

Prerequisite:

- Oral language level A2
- Certified level 3 concerning the soft skill XXX

Sanction of the training: At the end of the course, trainees will receive a certificate stating the objectives and the programme of the training.

Program of the training:

- Illustrate the wrong-use of the soft skill XXX
- Find and analyse solution factors
- Make people aware of their position
- Explore new directions
- Analyse and select resource situations in order to create a catalogue of resource situations linked to the soft skill XXX

Teaching method

- Building on past successes to create solutions to current situations
- Use of successful experiences to optimise the ability to overcome current difficulties

Pedagogical and technical means

- Classroom training
- Group work in the form of fun and interactive exercises
- Problem solving and engineering of innovative solutions
- Formative evaluation and feedback

Validation of the training: A formative evaluation is taking place during the training.

Level 4 training is done in 8 steps:



These steps are the subject of specific sheets in which the objective of the step and its duration are mentioned. Suggestions for tools and advices for the trainer/ technical supervisor/ tutor/ assessor are also included.

Formative evaluation:

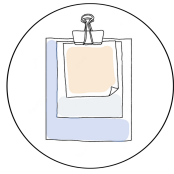
Formative evaluation is a great tool as it allows the trainee to review what he or she has learned during the training session. This evaluation can be done in several ways and at different times. In the framework of this training program we propose different formative evaluation tools: a tool that must be used both during the first and eight steps of the training course and which allows the trainee to see the evolution of his learning AND/OR a tool that must be used during the last stage and which allows the trainee to summaries his learning outcomes in a visual way.

Here are some **key phrases/questions** underlying the training that can be used by the trainer/ technical supervisor/ tutor/ assessor in order to involve the trainees:

- *What do you recommend to improve ...?*
- *What could you imagine as a new way of ...?*
- *How do you plan the construction of... from this point on?*



LEVEL 4 – CREATE



Step 1: Welcome and cooperation of the participants



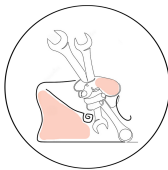
Aims

- Bring trainees 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 trainees feel comfortable.

Duration: 20-30 min

Suggested tools

Generic



84. The marshmallow challenge
79. The bridge
8. A tangled web
40. Blind snake
+ 80. *Code of conduct (Stay display during the whole training)*
+ 74. *Formative evaluation (if used in the last step)*
+ **Display the projects definition of the soft skill**

Specific

Self-reflection – Self confidence
52. Positive features

Suggested process

- Remind trainees the context and the rules of communication in the group. Give practical information (breaks, meals ...).
- Explain the agenda of the day and its objectives.
- Ask one or two volunteers to choose or create the icebreaker they wish, and to facilitate it with the rest of the group (see Tools section).
- Carry out the first step of formative evaluation.

Suggestions for the trainer

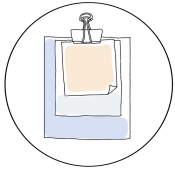
The trainer/ technical supervisor/ tutor/ assessor starts the session by reminding essential information about the training, as well as the rules of communication in the group.

For this last training degree, the trainer/ technical supervisor/ tutor/ assessor invites trainees 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.

The trainer/ technical supervisor/ tutor/ assessor can support participants by offering them several cards with different icebreaker proposals. If none of the trainees is comfortable with this idea, the trainer/ technical supervisor/ tutor/ assessor does not force them.



LEVEL 4 – CREATE



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

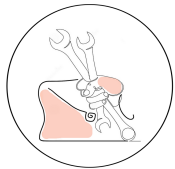


Aims

- 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.

Duration: 20-30 min

Suggested tools



59. Position yourself
6. Reverse brainstorming

Suggested process

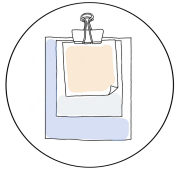
- This step is carried as a whole group.
- Give instructions to the group: List irritating situations of your daily professional life where the soft skill is not applied.
- Choose and carry out an activity enhancing exchange of experience (see Tools section).
- Take notes of the described situations and display them.

Suggestions for 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, trainees know each other well, and may therefore be more willing to share personal experiences. However, the trainer/ technical supervisor/ tutor/ assessor is invited to build their confidence and encourage them by validating all proposals and rekindling discussions.

LEVEL 4 – CREATE



Step 3: Analysis of solution factors

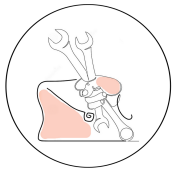


Aims

- Analyse dysfunctional situations.
- Analyse resolution factors to find solutions.
- Create and describe concrete solutions to these dysfunctional situations.

Duration: 20-30 min

Suggested tools



5. Brainwriting
10. The envelope game
58. Problem solving
69. Soft skills feedback
67. Adjectives game
87. Debriefing

Suggested process

- This activity is based on the situations described in step 2.
- Invite trainees to work in pairs or small groups.
- Give instructions to the group: What can we do to create solutions to these situations? What can we change to solve these situations?
- Choose and carry out an activity encouraging reflection and analysis (see Tools section).
- Organise a common debriefing with the whole group at the end of the activity.
- Take notes of trainees' ideas and display them.

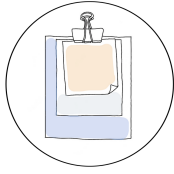
Suggestions for the trainer

This analysis step is carried out in small groups to encourage reflection.

The trainer/ technical supervisor/ tutor/ assessor lets participants work independently. He/she encourages them by reminding them that all ideas are good. They will be improved later on. If they encounter difficulties, the trainer/ technical supervisor/ tutor/ assessor can guide trainees 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.

LEVEL 4 – CREATE



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.

Duration: 20-30 min

Suggested tools

Generic

19. Video forum
33. Draw the soft skills
21. Remove obstacles
71. Action plan

Specific

Self-reflection – Self-confidence –
Adaptability – Communication
54. Role playing (2)

Team work

79. The bridge

Suggested process

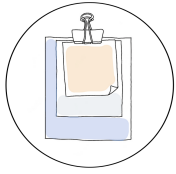
- This step is based on situations described in step 2 and ideas described in step 3.
- Give instructions to the group: The aim of this step is to stage situations described, and then to improve them using new ideas.
- Choose and carry out a staging activity (see Tools section) to achieve this aim.
- Organise debriefings between the different plays.
- Take notes throughout the activity.

Suggestions for 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.

Although trainees are now used to this type of activity, the trainer/ technical supervisor/ tutor/ assessor reminds them that all contributions are good and helpful in order to learn. The objective of this step is to experiment, to create, to innovate and to improve.

LEVEL 4 – CREATE



Step 5: Exploring new directions

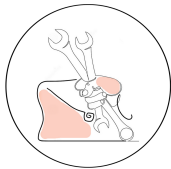


Aims

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

Duration: 30 min

Suggested tools



87. Debriefing
85. Speedboat
5. Brainwriting
2. Mind map

Suggested process

- This step is collective. It is based on situations described in step 2.
- Give instructions to the group: Based on the problematic situations described at the beginning of the training, find new solutions not yet considered to solve these situations. Have you already succeeded in solving similar problems?
- Choose and carry out an activity that stimulates creativity (see Tools section).
- Take notes of trainees' ideas and display them.

Suggestions for the trainer

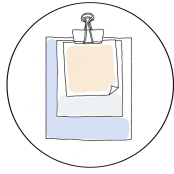
This step is carried out as a whole group, in order to stimulate creativity and multiply the number of ideas. More innovative ideas should emerge from this step.

Prefer creative activities that allow groups to develop new ideas, more complex than brainstorming.

The trainer/ technical supervisor/ tutor/ assessor coordinates discussions but does not take part or give his/her opinion. To stimulate ideas, he/she can encourage participants to think about solutions they have already implemented or tried to implement. He/she can also remind them of what they have learned from previous steps and training sessions.



LEVEL 4 – CREATE



Step 6: Analysis and choice of resource situations

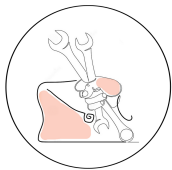


Aims

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

Duration: 30 min

Suggested tools



Generic

88. Topogrammatism
12. Reflective writing

Specific

Ability to anticipate – Self-reflection – Self-confidence – Emotional intelligence – Presentation -
31. Job offer

Sense of organisation
29. The rock

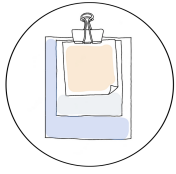
Suggested process

- This step is carried out as a whole group. It is based on situations described in step 2 and on solutions found in the following steps.
- Give instructions to the group: Which of the solutions proposed in previous steps do you think are the best? Which examples of good practice can you identify?
- Choose and carry out an activity to identify examples of best practice (see Tools section).
- Take notes throughout the activity and display them.

Suggestions for the trainer

This step concludes previous discussions by identifying ideas to be retained. To this aim, the trainer/ technical supervisor/ tutor/ assessor leads trainees to define their selection or prioritisation criteria. He/she facilitates exchanges, but does not take part, nor does he/she give his/her opinion: all ideas are goods and can be justified. He/she can guide trainees if necessary by reminding them of the elements previously mentioned.

LEVEL 4 – CREATE



Step 7: Creation of a catalogue of resource situations

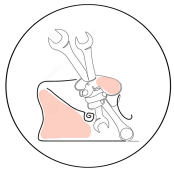


Aims

- Build on the analysis of each trainees' past successes to create shared references.
- Describe methods to be applied for an optimal application of the soft skill.
- Anchor learning and create resources.

Duration: 30 min

Suggested tools



75. Resource catalogue
15. Rotating paper (Use it as a brainwriting in relation with the topogramation you've made in the step 6)

Suggested process

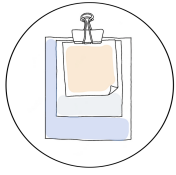
- Invite trainees to work in pairs or small groups.
- Give instructions: Bring together the best ideas and solutions found to create a catalogue of resource situations. You can add it to your summary document.
- Choose an activity to formalize the results of the training session (see Tools section).
- Organise a common feedback at the end of the activity, where trainees present their catalogue to the rest of the group.

Suggestions for 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 trainees.

The trainer/ technical supervisor/ tutor/ assessor lets the groups work independently. He/she intervenes only if necessary to guide trainees, reminding them for example of what they have learned from previous steps and training sessions. He/she remains neutral, and does not comment on the trainees' creations.

LEVEL 4 – CREATE



Step 8: Improve your practices

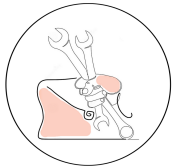


Aims

- 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.

Duration: 30 min

Suggested tools



71. Action plan
14. Action plan for improvement
16. Give feedback
74. Formative Evaluation (if used in the first step)

Suggested process

- This step is individual.
- Give instructions to the group: Thanks to the learning outputs from this training, think about concrete situations in your daily professional life that you could improve, and how to improve them by implementing the soft skill.
- Choose and carry out the activity enhancing self-reflection (see Tools section).
- Organise a feedback session at the end of the activity and take notes of trainees' outputs.

Suggestions for the trainer

This step concludes the training by inviting each trainee 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 trainees, for example by asking them basic questions such as: What? When? How? The trainer/ technical supervisor/ tutor/ assessor does not comment on trainees' work, but can ask them for clarifications.



TRAINING CERTIFICATE

I, the undersigned, (*Lastname- Firstname*), (*function*) at (*organisation*), hereby certify that

Mr. / Ms.....

Registered by the organisation/company (....)

participated in the training action organized in the course of the Erasmus+ project Soft skills,
titled « **Training of the soft skill XXX – Level 4 « Create »** »

The training took place at (*place where the training took place*) on the/ between (*period of the training*) for a period of ** hours.

Goals of the training:

- Find new solutions to problems that never occurred
- Put things into perspective and cross-reference information and reasoning related to several Soft Skills.

Program of the training

- Illustrate the wrong-use of the soft skill XXX
- Find and analyse solution factors
- Make people aware of their position
- Explore new directions
- Analyse and select resource situations in order to create a catalogue of resource situations linked to the soft skill XXX

Issued in (state) on (date)

(Lastname - Firstname)
(Function)
(Organism - Company)
(Signature)



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With the participation of :

