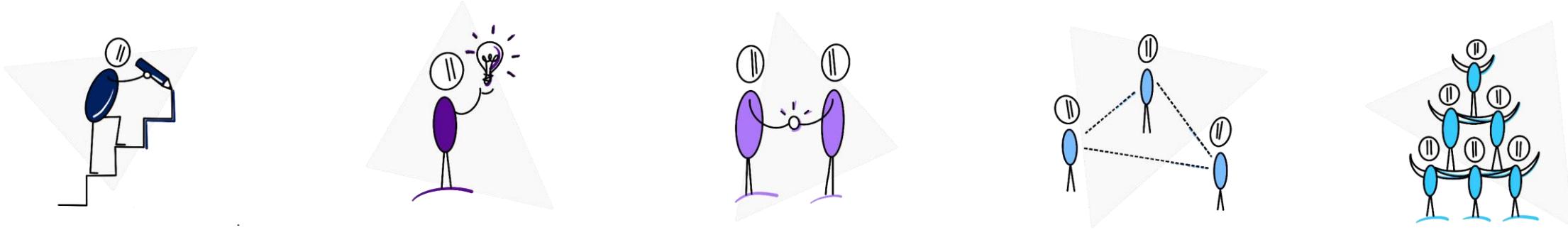




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SOFT SKILLS

2.0

WBL Training

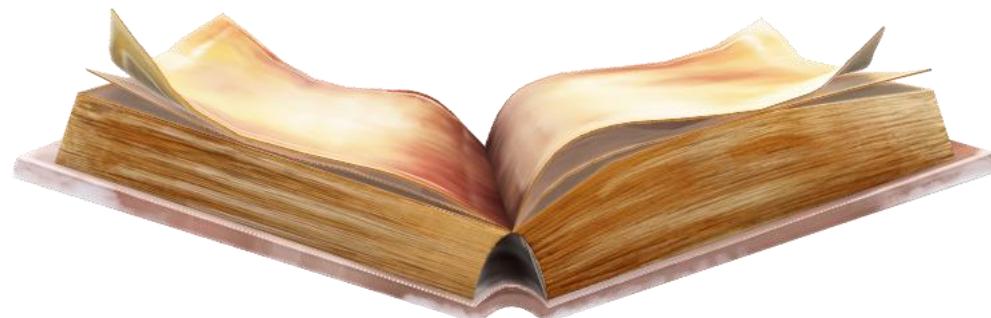
PPT1 – The Project



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Once upon a time, before a Soft Skills 2.0
there was a.... well ...yes... indeed... a 1.0...





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1.0's goal?

To facilitate the access to Soft Skills to people with low or no qualification and/or with a handicap.



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Partners



Austria



Belgium



Spain



France



Slovenia



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What was done

- The partnership has developed a method as well as pedagogical tools for training in soft skills.



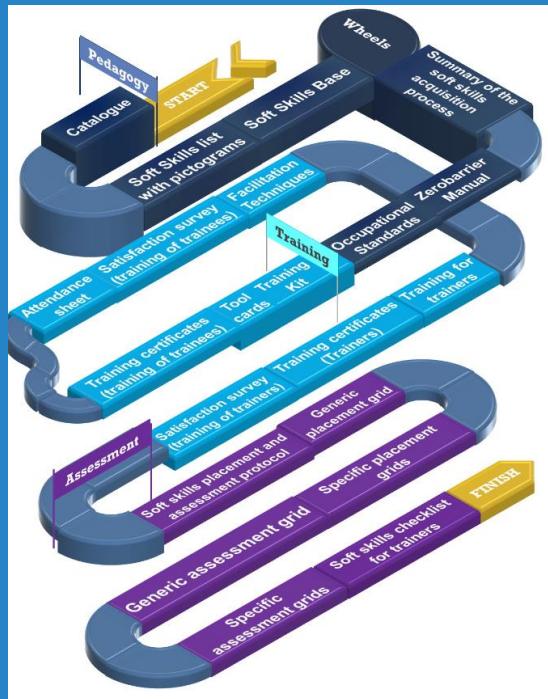


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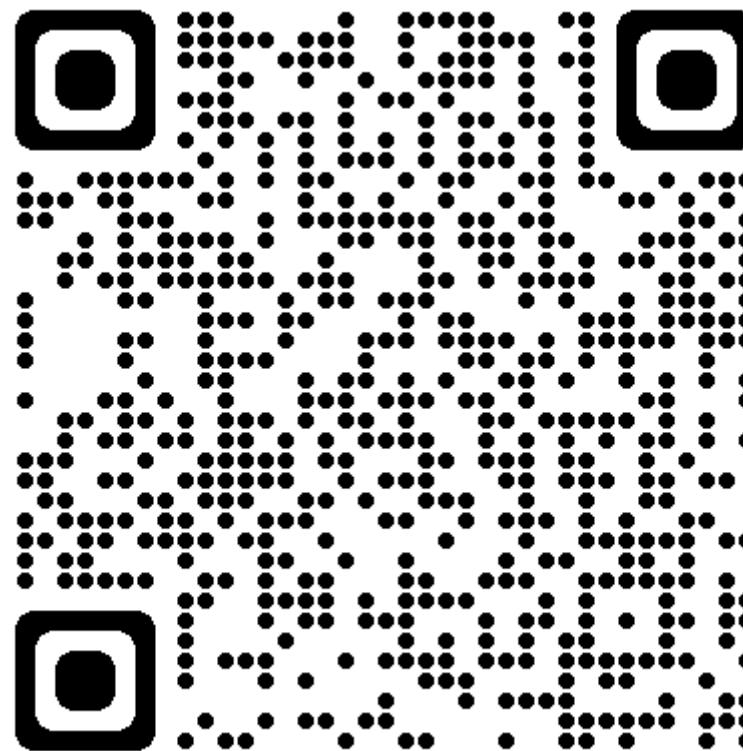
List of documents

- Catalogue of Soft Skills references
- Training kit
- Tool cards of the soft skills training
- Facilitation Techniques
- A Placement and Assessment Protocol
- A Training for Trainers
- A Checklist for trainers

You can find all our documents on the following website:



Soft skills (softskills-project.eu)

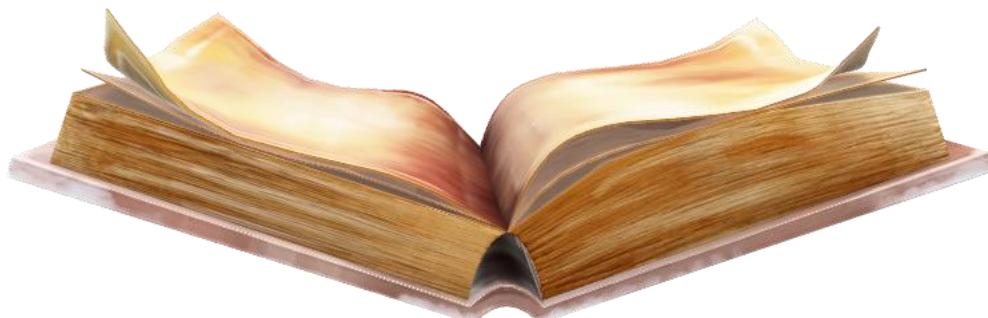




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And what about that 2.0 project then?





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Soft Skills 2.0

Soft skills 2.0
Facilitating the vocational integration of
people with low levels of qualifications

When?

Nov 2021-
May 2024

Who?

Same
partners

Why?

HR + WBL





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The Goal of Soft Skills 2.0



To create a method to offer a complete “soft skills service” to people who are far from employment and/or have a disability and to build the right educational tools for future employees and for companies who express the desire to integrate soft skills into their corporate culture.



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Human Resources

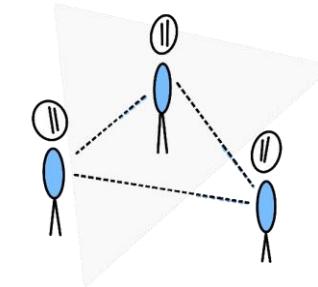
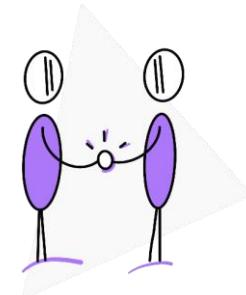


Work-based learning (WBL)

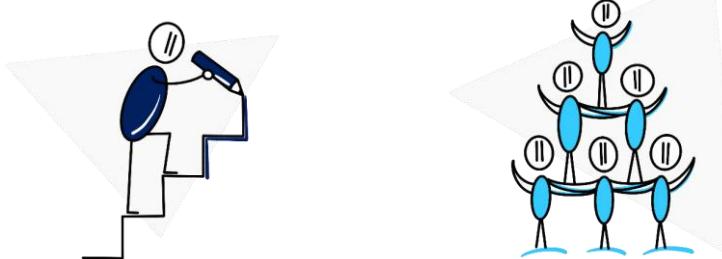




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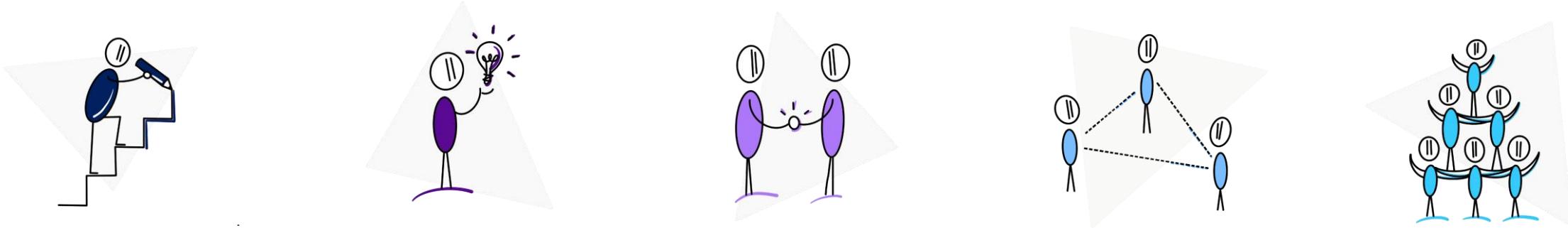


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SOFT SKILLS

2.0

WBL Training

PPT 2 - Soft Skills



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What are Soft Skills?

Soft skills

Interpersonal and personal skills
Interdisciplinary
Acquired through life experience





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Hard skills

VS.

Technical skills and knowledge needed to get
and do a job
Specialised
Can be taught and learnt



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Soft Skills List

> Growth mindset

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

> Commitment

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

> Self-awareness

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

> Reliability

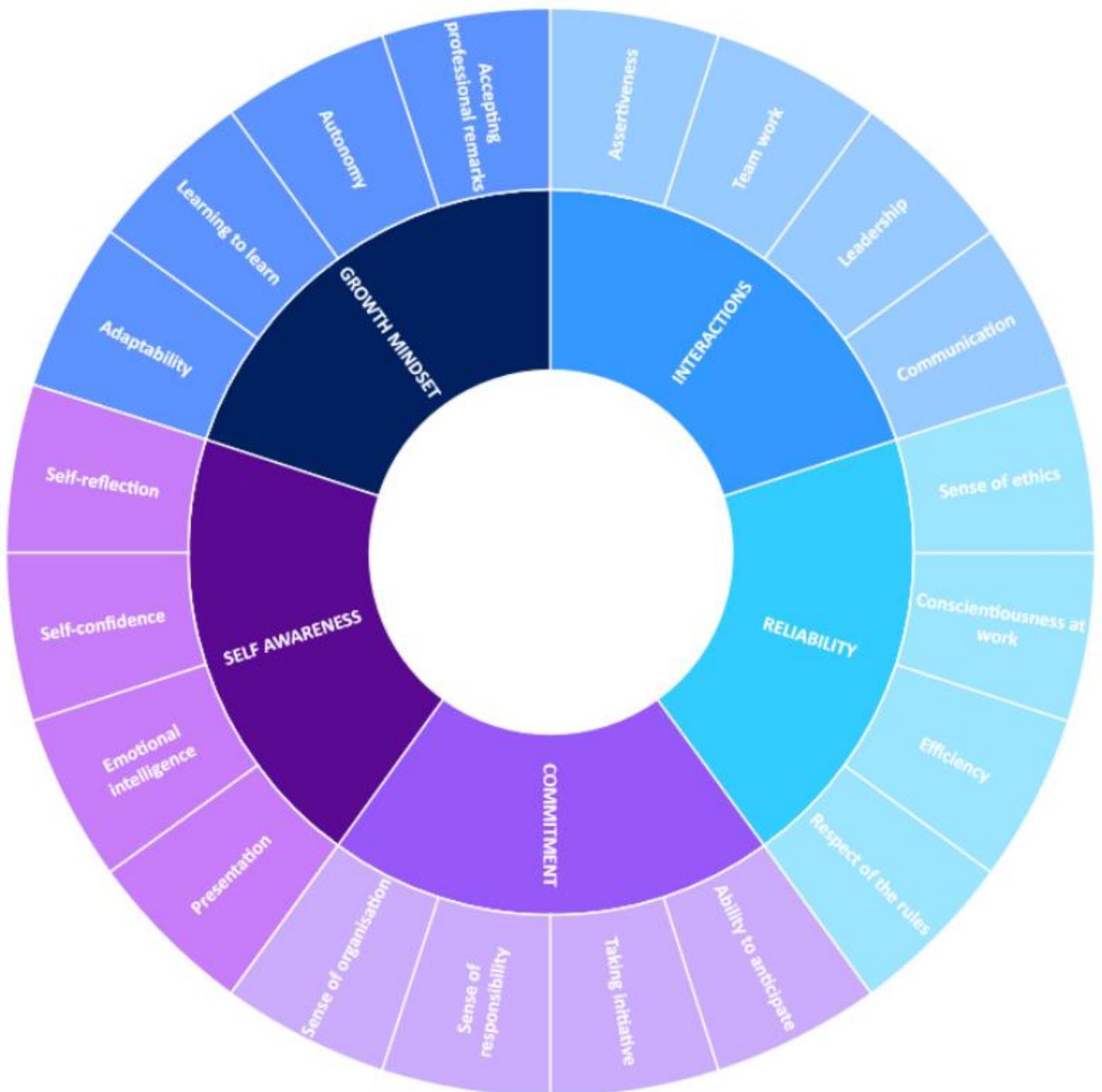
- Respect of the rules
- Efficiency
- Conscientiousness at work
- Sense of ethics

> Interactions

- Communication
- Leadership
- Team work
- Assertiveness



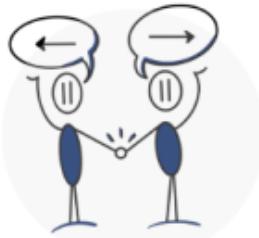
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GROWTH MINDSET



ADAPTABILITY

ADAPTING TO CHANGE

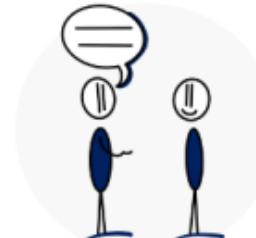
Ability to integrate changes to adapt to people and the environment, in a positive way.



AUTONOMY

DOING TASKS WITHOUT ANY HELP FROM OTHER PEOPLE

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



ACCEPTING PROFESSIONAL REMARKS

ACCEPTING REMARKS

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



LEARNING TO LEARN

LEARNING FROM YOUR OWN SUCCESSES AND FAILURES

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



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SELF AWARENESS



PRESENTATION

TAKING CARE OF YOUR APPEARANCE

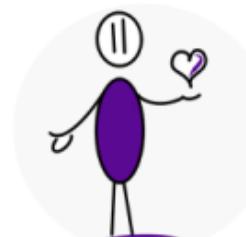
Ability to adapt your image and your appearance to your position.



SELF-CONFIDENCE

BELIEVING IN YOURSELF

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



EMOTIONAL INTELLIGENCE

CONTROL YOUR EMOTIONS

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



SELF-REFLECTION

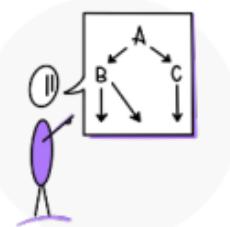
UNDERSTAND YOUR OWN FEELINGS AND BEHAVIOURS

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



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COMMITMENT



SENSE OF ORGANISATION

STRUCTURING YOUR WORK IN A METHODICAL WAY

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



TAKING INITIATIVE

TAKING ACTION BY YOURSELF

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



SENSE OF RESPONSIBILITY

BEING AWARE OF YOUR DUTIES

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



ABILITY TO ANTICIPATE

GETTING PREPARED BEFORE ACTING

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



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RELIABILITY



RESPECT OF THE RULES

RESPECTING THE RULES

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



SENSE OF ETHICS

BEING TRUE TO THE VALUES OF YOUR JOB

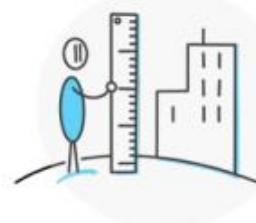
Ability to act according to the values of the job, to adopt a deontological attitude towards given situations.



EFFICIENCY

REACHING YOUR OBJECTIVES ON TIME

Ability to deliver expected results and objectives on time.



CONSCIENTIOUSNESS AT WORK

BEHAVE APPROPRIATELY

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



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INTERACTIONS



COMMUNICATION

KNOW HOW TO EXPRESS YOURSELF

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



ASSERTIVENESS

EXPRESSING YOURSELF WITH CONFIDENCE

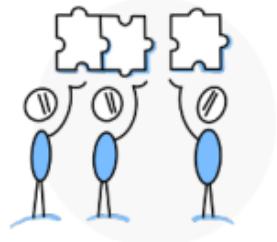
Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others.



LEADERSHIP

LEADING A GROUP IN A CHOSEN DIRECTION

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



TEAM WORK

COLLABORATING WITH OTHERS

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



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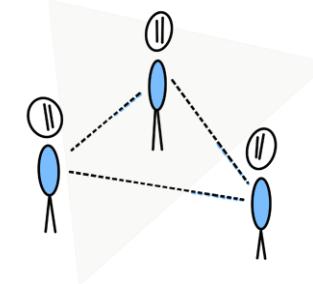
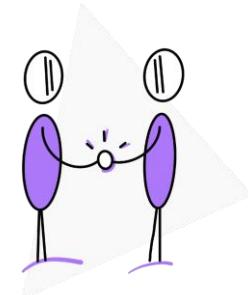
Can you guess the Soft Skill?

- One person comes in front and mimes a Soft Skills
- The others guess which Soft Skill it is
- It's time to show off your acting talents





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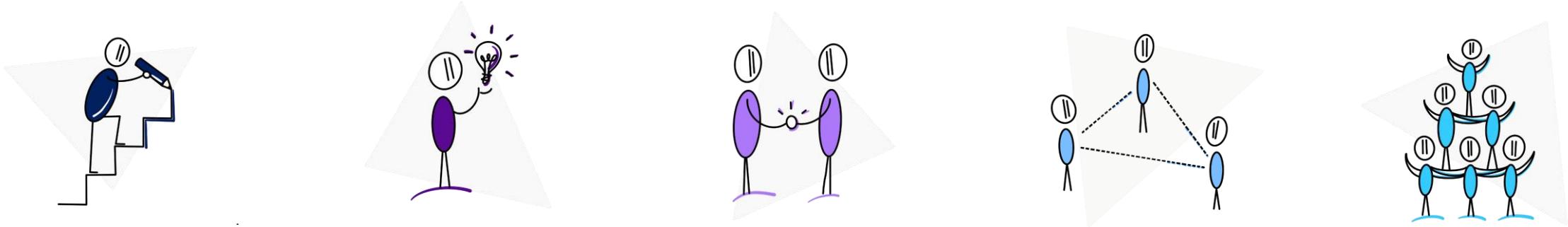


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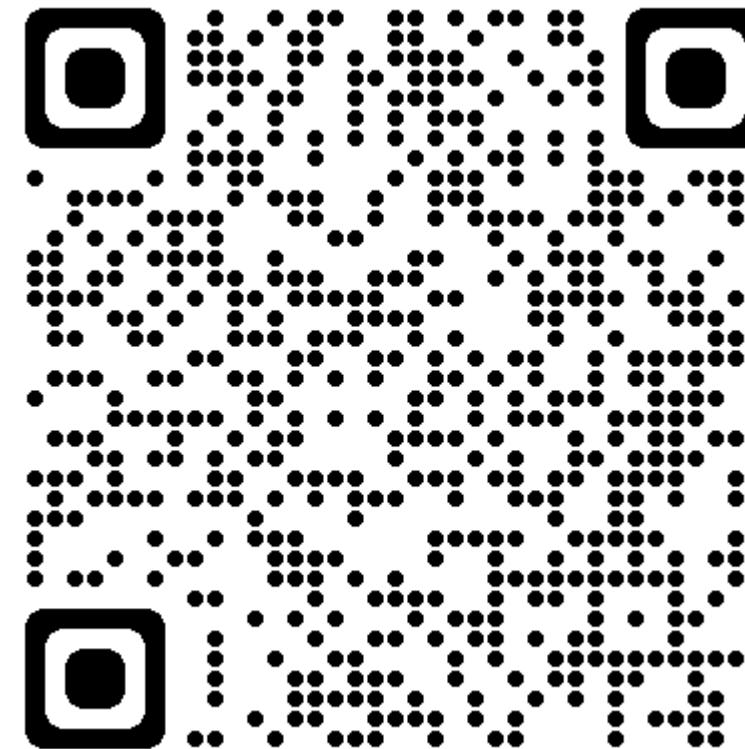
SOFT SKILLS

2.0

WBL Training

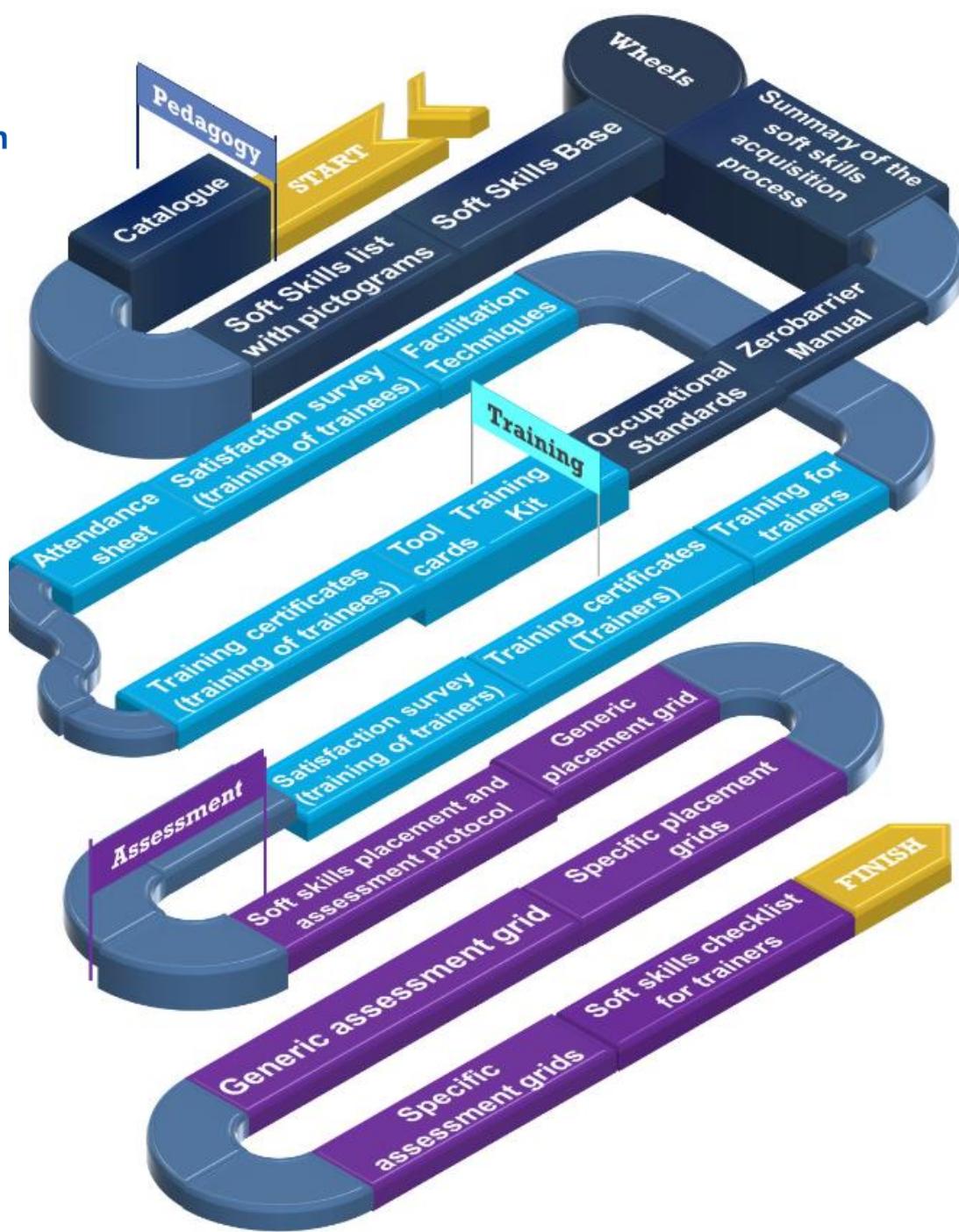
PPT3 - Materials of Project 1.0

Where to find these documents: Soft skills (softskills-project.eu)





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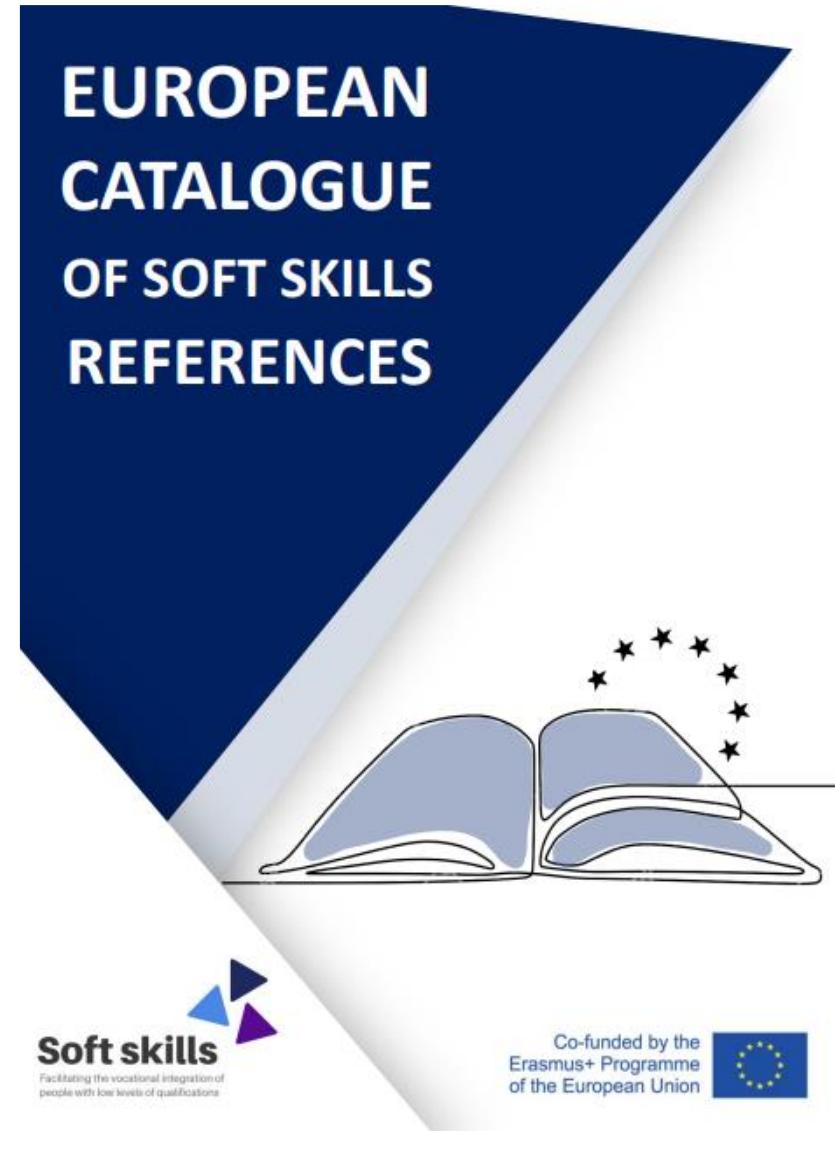


Materials



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- **Central element of the project**
- **Basis to develop training program (tools + placement and assessment method)**
- **Contains list of soft skills, levels of acquisition**
- **Contains method to link Soft Skills to professional occupational standards.**

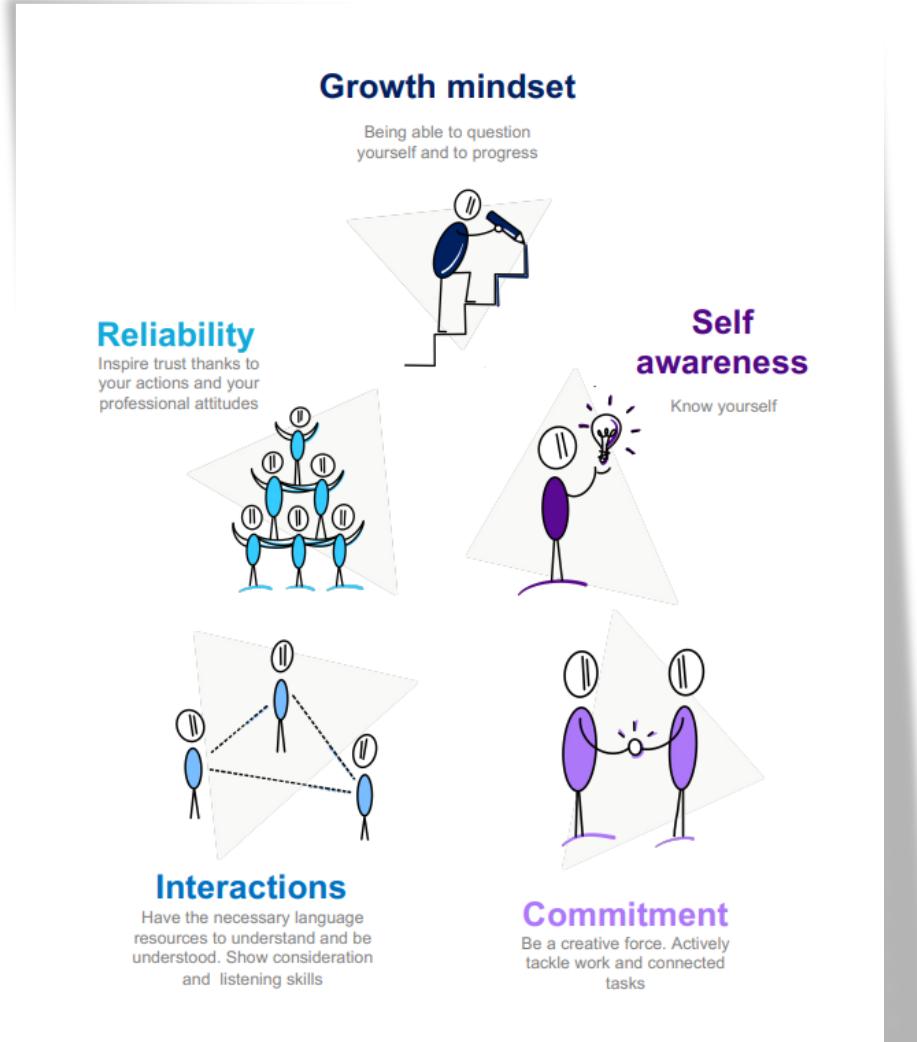


The graphic features a dark blue trapezoid on the left containing the white text "EUROPEAN CATALOGUE OF SOFT SKILLS REFERENCES". To its right is a white trapezoid containing an illustration of an open book with three stars above it. At the bottom left is the "Soft skills 2.0" logo with its tagline "Facilitating the vocational integration of people with low levels of qualifications". At the bottom right is the European Union flag logo with the text "Co-funded by the Erasmus+ Programme of the European Union".



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SOFT SKILLS LIST WITH PICTOGRAMS



This document illustrates:

- 5 categories
- 20 soft skills defined in the project using pictograms.

A good communication document and a good pedagogical support to remember and retain the soft skills and their definitions.



Soft Skills Database

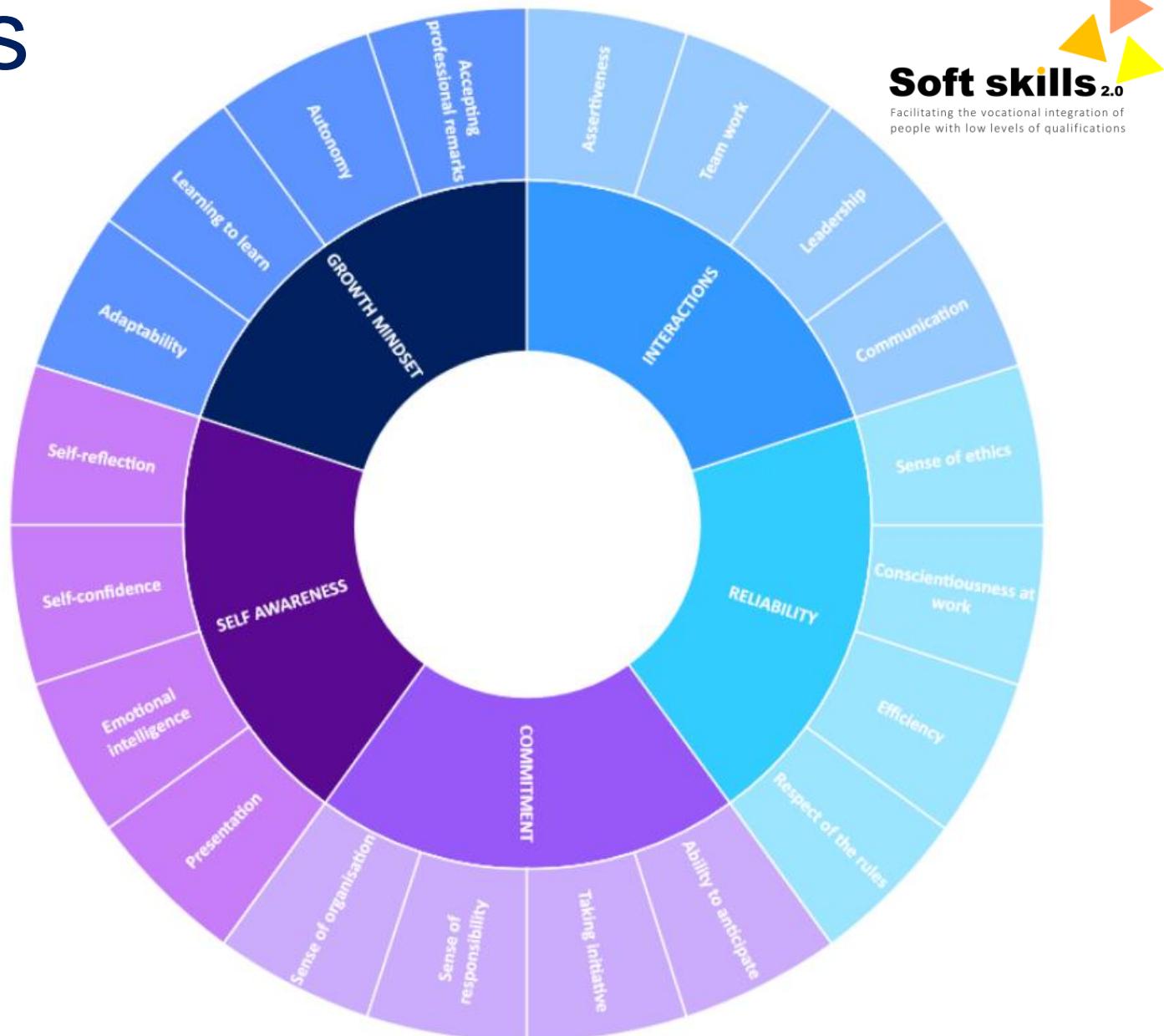
Category	Soft skill	Definition	Level of soft skills acquisition (neutral)	Related life situations to help the positioning	Observable behaviours (neutral)
Growth mindset Being able to question yourself and to progress	Learning to learn Learning from your own successes and failures	Ability and desire to continuously acquire and update knowledge and competences	Remember and understand He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	Any learning context: school, training, music or sport practice, etc.	- He/She expresses curiosity and his/her desire to learn - He/She speaks about his/her missteps, mistakes or failures - He/She identifies his/her behaviours that need to be improved
			Apply He/She actively participates in a training process and training activities, asks questions and performs training tasks.		- He/She participates in a learning process and related activities - He/She asks questions to support his/her learning process - He/She does tasks necessary to gain practice



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Wheels

This document illustrates the 5 categories and the 20 soft skills defined in the project using wheels. This is the General Wheel.





Wheels per category



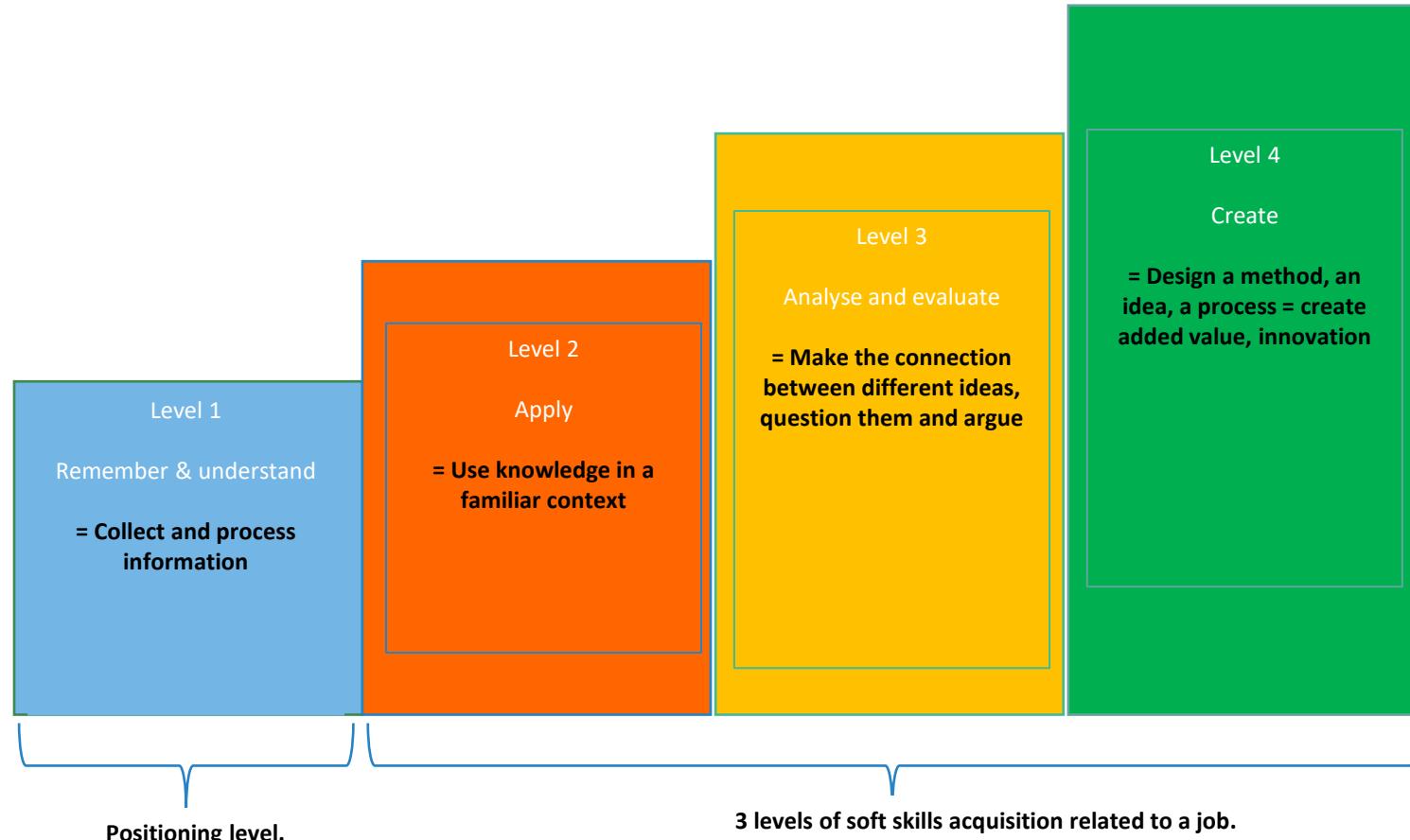
These wheels (one per category) are a good way to visualise your level of soft skills and can be used during placement and/or assessment.

They're white on purpose...feel free to colour in the acquired levels.



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Levels



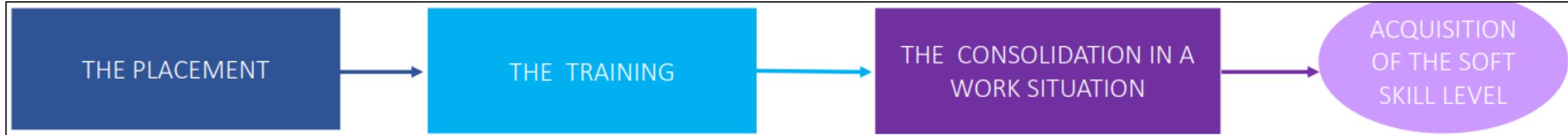
Useful as part of the training to help the person evolve

These are levels of complexity in the implementation of the skill : they make it possible to define the level of soft skills mastery required by the job, to help the person advance from one level to the next and to evaluate thanks to observable behaviours



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The acquisition process



- overview of the 3 steps of the Soft Skills acquisition process
- tools that can be used at each step.
- This document helps the trainer to:
 - keep in mind all the elements that will be useful
 - look at the process in its entirety



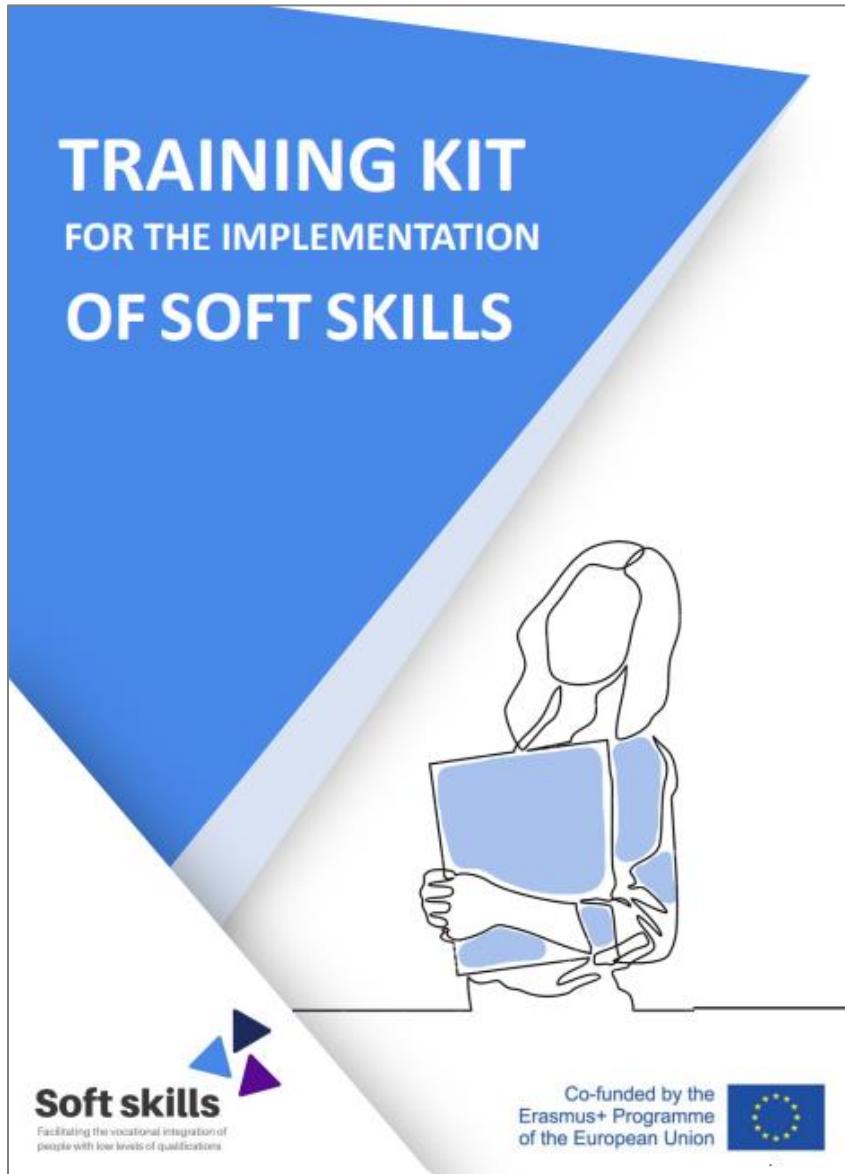
Occupational standards

The occupational standards are presented in the form of tables and are detailed description of the technical skills to be used in a particular job. There are many different occupational standards. Within the framework of the project, the Soft Skills have been integrated into 7 of them:

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



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Training Kit



This document gives all the keys to prepare and implement the soft skills training in any organisation with any trainees.

It describes the training method and program in detail and provides summary sheets of training courses by level.

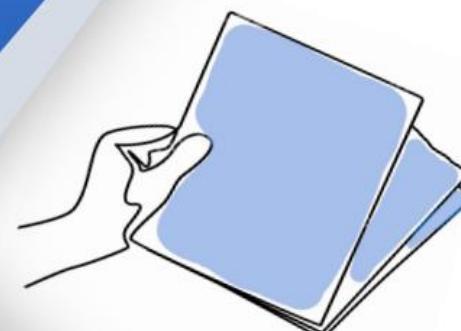
And gives suggestions concerning the pedagogical tools to be used in each step of the training



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Tool Cards

- A collection of more than 80 tools to **train** soft skills.
- The tools are **based on the experience** of the project partners
- Require **few equipment** and can be easily applied to different contexts.
- The training kit suggests their use.





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SOFT SKILLS FACILITATION TECHNIQUES

These techniques help the trainer/technical supervisor/tutor/assessor to support their trainees in the consolidation phase in a work situation.



It offers ideas of how to:

- put soft skills into practice in the daily work
- act as a role model
- advise the trainees.



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SOFT SKILLS

PLACEMENT & ASSESSMENT PROTOCOL



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.



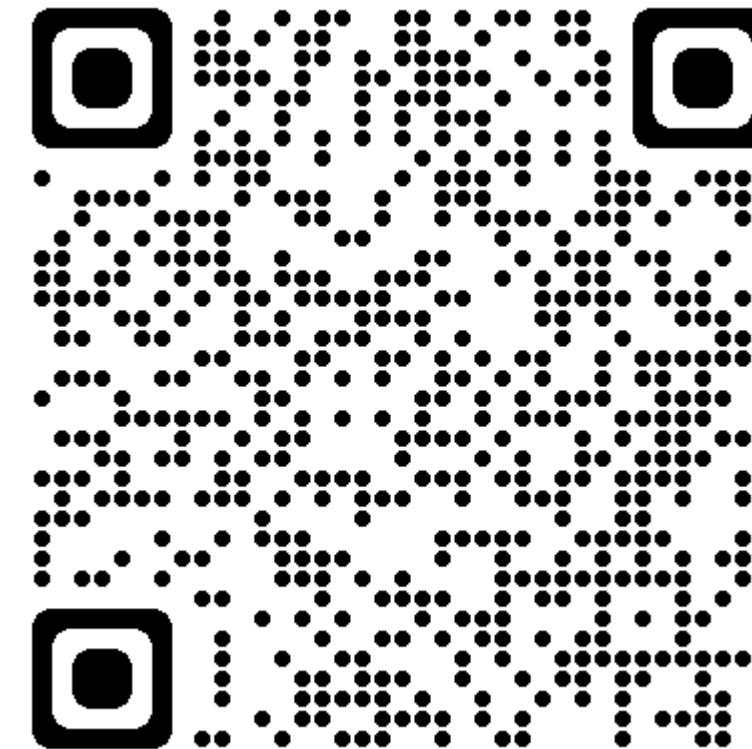
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- to verify your knowledge related to soft skills
- to have a global view on the materials and tools necessary for the implementation of:
 - placements
 - training
 - assessments

SOFT SKILLS CHECKLIST FOR TRAINERS

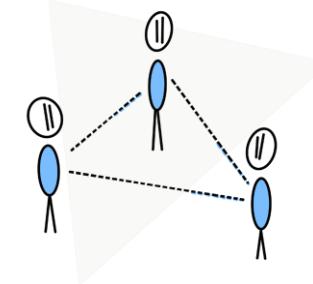
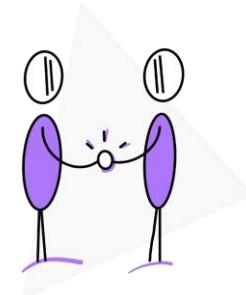
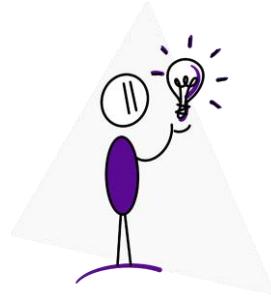


Where to find these documents: Soft skills (softskills-project.eu)

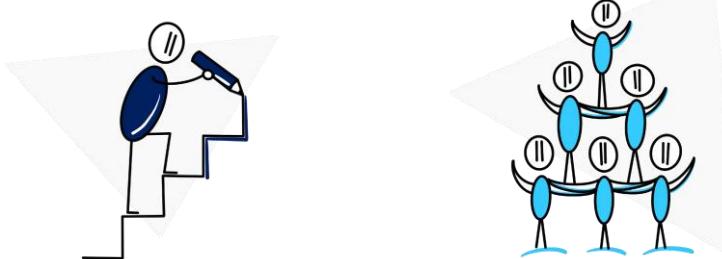




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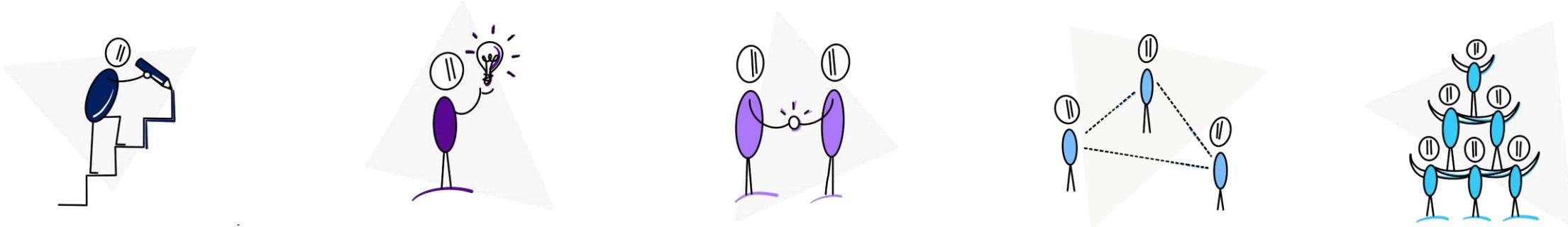


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SOFT SKILLS

2.0

WBL Training

PPT4 - Work Based Learning Context



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WHAT IS WORK BASED LEARNING?

Work-Based Learning is what is “learning” by working –not reading about work, or observing work, but actually undertaking work activities. Interactions with others are often crucial ... this is learning from *real* work and *real* life and accepting how inextricably linked those activities are.

(Helyer, 2015)



WBL (principal) learning strategies

- **Apprenticeship or internship or mentorship:** An apprenticeship involves the student working for an employer where he or she is taught and supervised by an experienced employee of the chosen organization. The student is periodically evaluated for progress as per the skills and knowledge acquired, and maybe granted wages accordingly. At the end of the course, the student receives a certificate of service. The student learns in a realistic environment and gets the opportunity to apply his or her knowledge in real-world scenarios.
- **Job shadowing:** Job Shadowing is a short term opportunity that introduces the student to a particular job or career by pairing the student with an employee of the workplace. By following or 'shadowing' the employee, the student gets familiar with the duties and responsibilities associates with that job.



WBL (principal) learning strategies

- **Business/industry field trip:** Field trips offer the students an insight in the latest technical advancements and business strategies of an enterprise. Students also gain awareness of the various career opportunities available and understand the driving forces of the community's economy.
- **Entrepreneurial experience:** This includes setting up of specific business, right from the planning, organizing and managing stage to the risk control and management aspects of a business.
- **Cooperative education:** In cooperative education, the work experience is planned in conjunction with the technical classroom instruction. This method is used by universities or training centres that do not have access to state-of-art equipment required to transact the technical course practically.



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WBL (principal) learning strategies

- **School-based enterprise:** A school-based enterprise is a simulated or actual business run by the school. It offers students a learning experience by letting them manage the various aspects of a business
- **Service learning:** This strategy combines community service with career, where students provide volunteer service to public and non-profit agencies, civic and government offices, etc.



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WBL ENVIRONMENTS

- **Training centres:** Formal organisations with training and vocational objectives aimed at facilitating the development of apprenticeships (Universities, VET centres, -high, secondary- schools, etc.)
- **Enterprises:** Places with professional productive activity, in which work activities are carried out
- **Public or social institutions:** public and non-profit organisations in which real non-profit activities with a social or service purpose are carried out



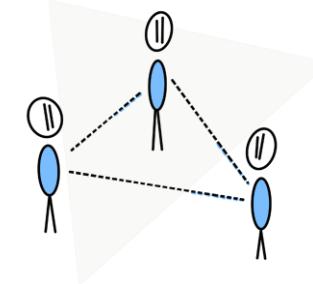
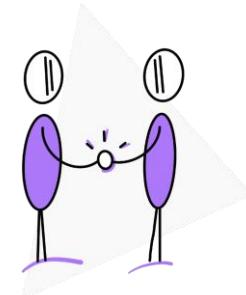
WBL providing a context

WBL provides a context for the learning

- Offering an **applicability** of learning
- Gives an opportunity to **attach meaning** to what is learned
- It generates an **interrelation** between the different disciplines and/or modules in which learning is structured.
- It provides an opportunity to make what is learned **useful**.
- It situates knowledge, know-how and know-how in relation to a **real (professional) activity**.



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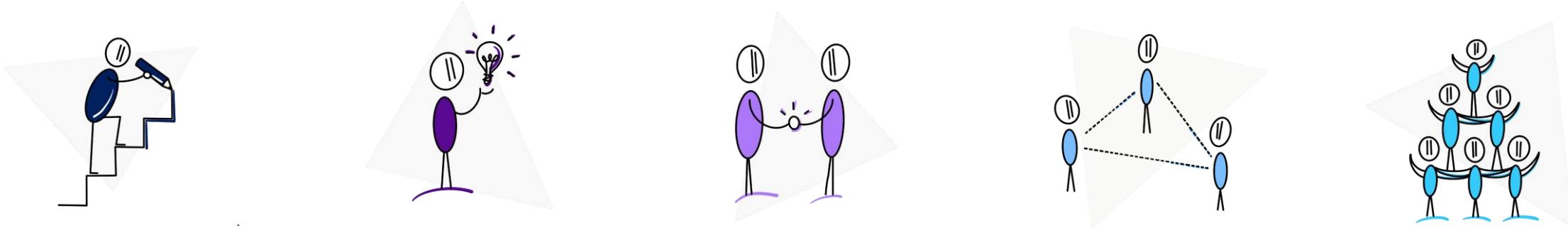


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SOFT SKILLS

2.0

WBL Training

PPT5 - WBL Process



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What is Work-Based Learning (WBL)?

- Framed by a law in France:
 - What it is
 - What are the steps that MUST be followed to be recognized as WBL?

The French Labor Code defines a training program as:

- A course of study designed to achieve a professional objective
- The implementation of a training action in a work situation that must include:
 - The analysis of the work activity in order to adapt it for pedagogical purposes
 - The prior designation of a trainer who can exercise a tutorial function



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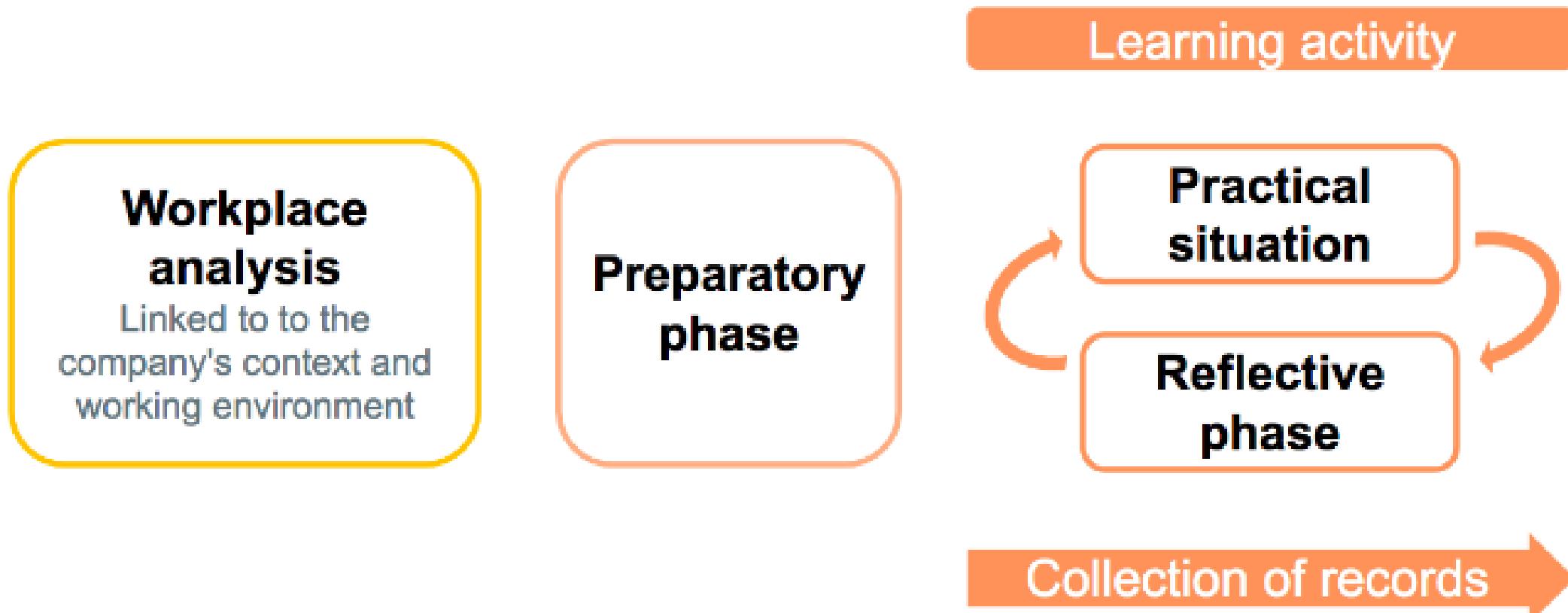
What else?

- The setting up of a reflective phase
- The work situation must make it possible to observe and analyse the expectations, achievements, and knowledge gained
- Specific evaluations of the training that conclude the action



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The WBL process





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The WBL is

A succession of practical training situations AND reflective phases preceded by a workplace analysis and a decent preparation of the learning activity!



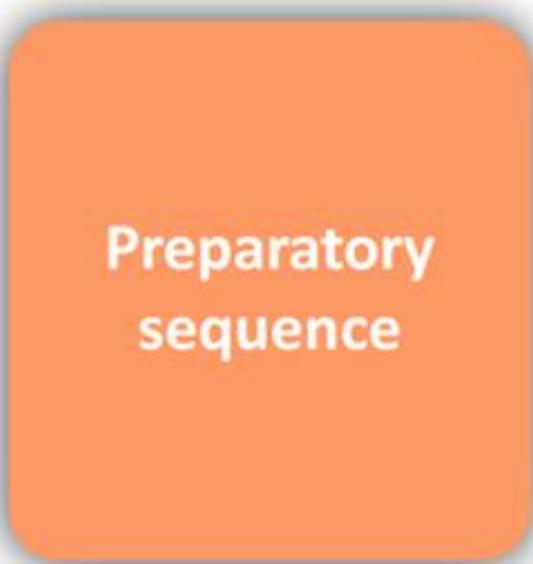
A. The work-place analysis

Workstation analysis
Linked to company's
context and working
environment

- Starting point = analysis of the workplace and of specific job for training
- Used to identify all needed soft skills and hard skills that should be trained
- Done by people who have experience in specific field
- How soft skills are linked to occupational standards were developed in Soft Skills 1.0



B. Preparation of the Learning activity



What is a learning situation:

- A situation that allow trainees to apply skills
- A situation that confront trainees with a challenge or difficulty that forces them to find a solution using trained skill
- A situation that allows for a reflection after the training



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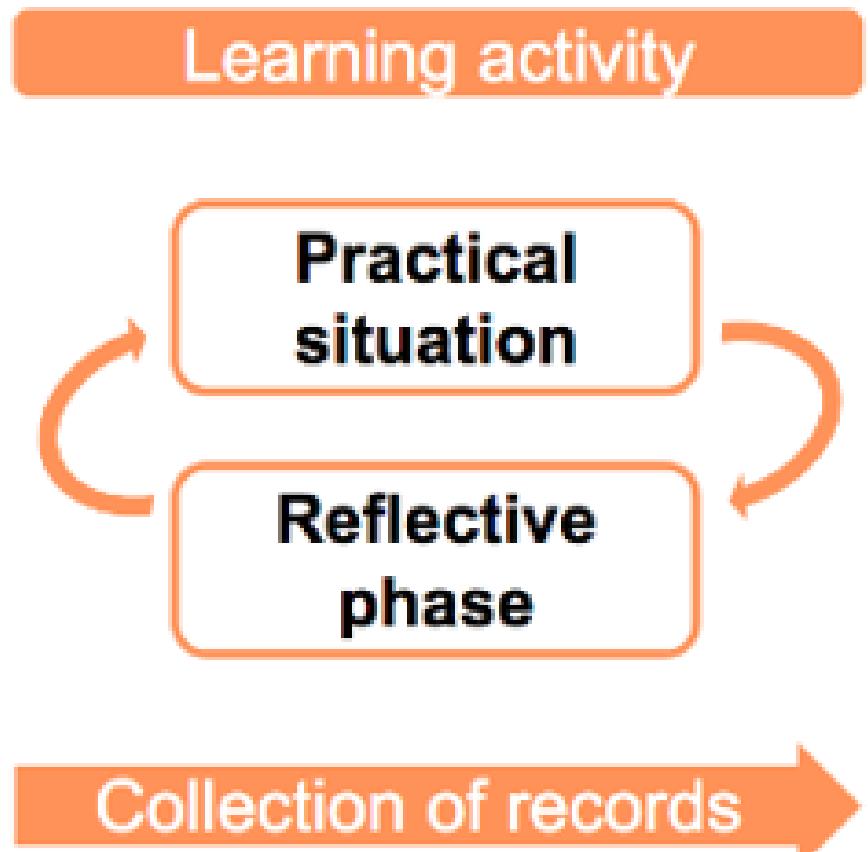
Preparatory sequence

Going step by step is crucial:

- 1. Identify the work situations**
- 2. Define the training objectives**
- 3. Prepare the work situation**



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- Happens in a loop
- After Each practical situation we move to the reflection phase to create meaning
- The learner describes and analyses
- As long as the learner is not able to formulate solutions and ideas, the trainer offers slightly modified practical situations.



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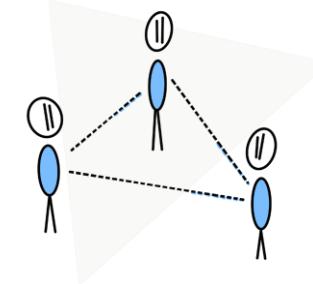
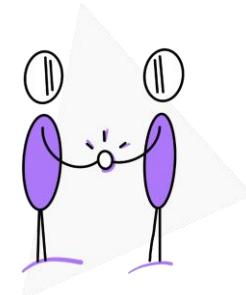


Reflexions

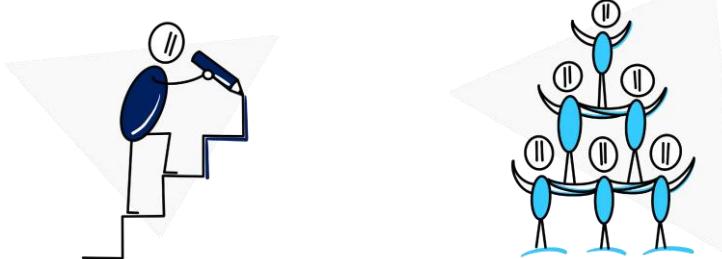
- Soft Skills are at the heart of the well-being of the employees and them staying in the company.
- Identifying the situations in which candidates still need to develop certain skills or highlight others allow them to find their strengths.



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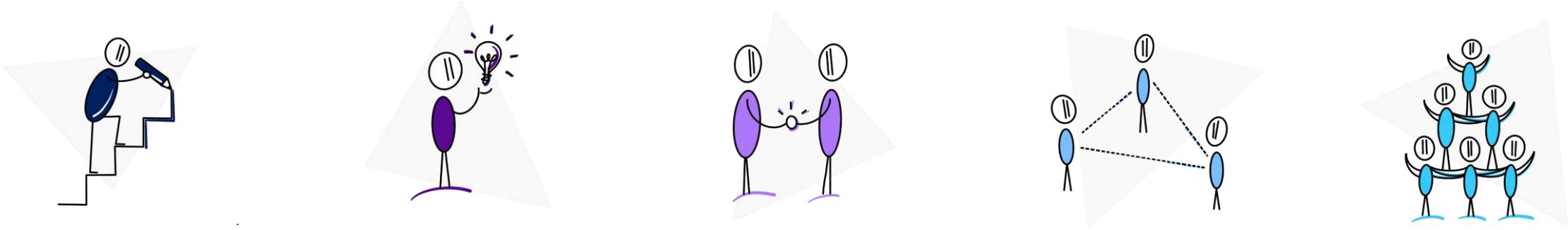


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SOFT SKILLS

2.0

WBL Training

PPT6 - Placement and assessment – Work Place Analysis



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What is work-based learning?

ECVET defined it as follows:

« The acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET (Vocational education and training) institution. »

(Cedefop, 2011)

- In our case this takes place in an adult professional learning setting (in a centre and/or work place)



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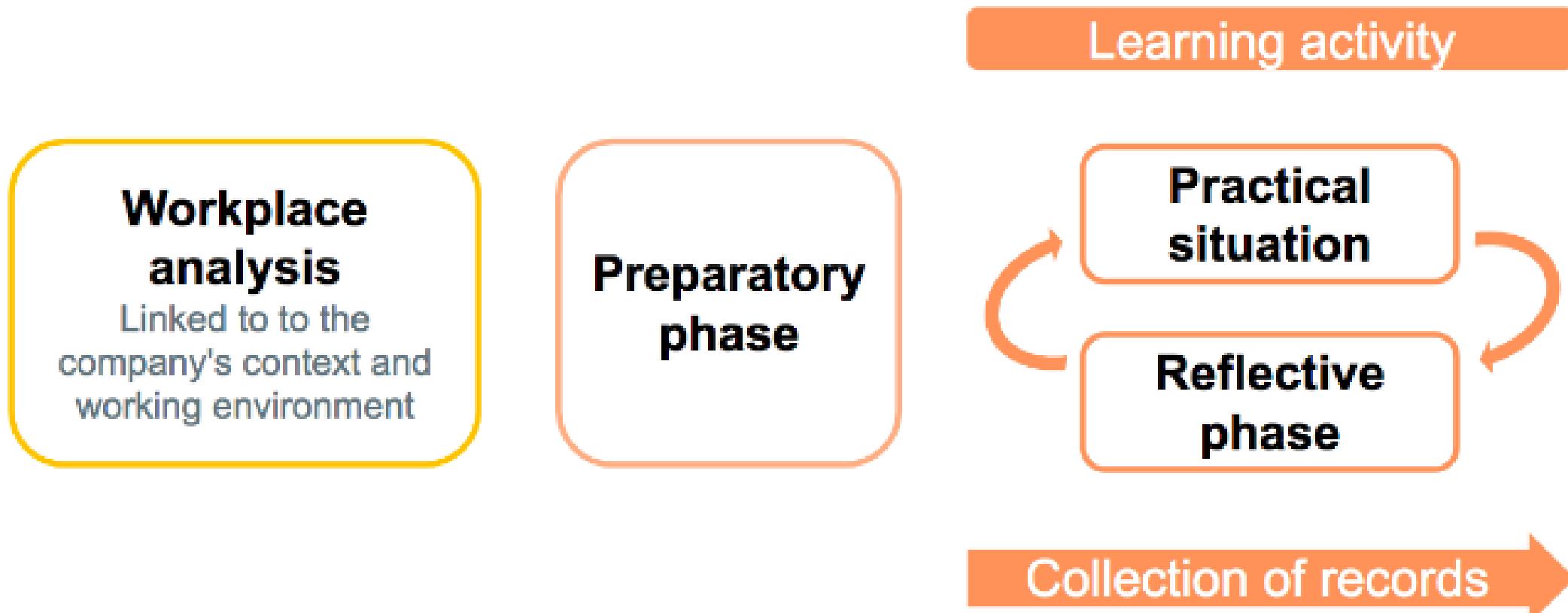
Advantages for training Soft Skills in WBL

- It merges theory with practice
- It allows for effective connection with trainer/learner
- It gives the opportunity to participate in real professional situations and to deal with its real problems as well
- It allows the learner to acquire knowledge in an authentic professional context



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The WBL process





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A. The work-place analysis

- Starting point = analysis of the workplace and of specific job for training
- Used to identify all needed soft skills and har skills that should be trained
- Done by people who have experience in specific field
- How soft skills are linked to occupational standards were developed in Soft Skills 1.0



B. Preparation of the Learning activity

What is a learning situation:

- A situation that allow trainees to apply skills
- A situation that confront trainees with a challenge or difficulty that forces them to find a solution using trained skill
- A situation that allows for a reflection after the training



C. The practical situation & Reflective Phase

- Training situation depends on the previously defined goals and skills
- The Practical situation ≠ role play
- The Practical situation = close to real work situation
- Cannot take place in an economically productive context
- Cannot take place at the same pace as real work



Tools for assessment

- A. Tool used in the workplace analysis:
 - 1. Table for the work-place analysis (20-30 minutes)
- B. Tools used for preparation of the WBL situation:
 - 1. Table for the preparation for the practical situation (30-40 minutes)
- c. Tools used during the learning activity:
 - 1. Self-reflection questionnaire for the trainee (15-20 minutes)
 - 2. Questionnaire for the assessor (10-15 minutes)
 - 3. Checklist for the reflective phase (5-10 minutes)
 - 4. Collection of solutions and transferability (5-10 minutes)



A1. Tool for work-place analysis

This table has to be completed by someone who knows the job well:

- **Goals**
 - ☒ Define skills necessary for a specific task
 - ☒ Table should is a basis for the following steps
- **Steps**
 - ☒ Fill in required activities, technical skills and competences required
 - ☒ Choose min 3 soft skills per ULO
 - ☒ Define required level for each soft skill



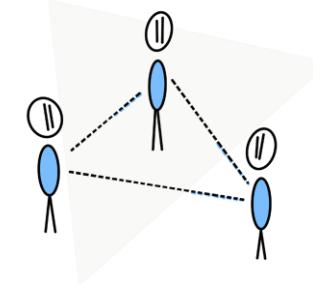
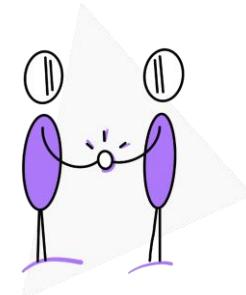
B1. Tool for the preparation

Base the situation on specific objectives and/or learning outcomes:

- **Goal**
 - A well-prepared training situation
- **Steps**
 - Determine the practical situation
 - Define the goals of the WBL session
 - Prepare the logistics of the training situation



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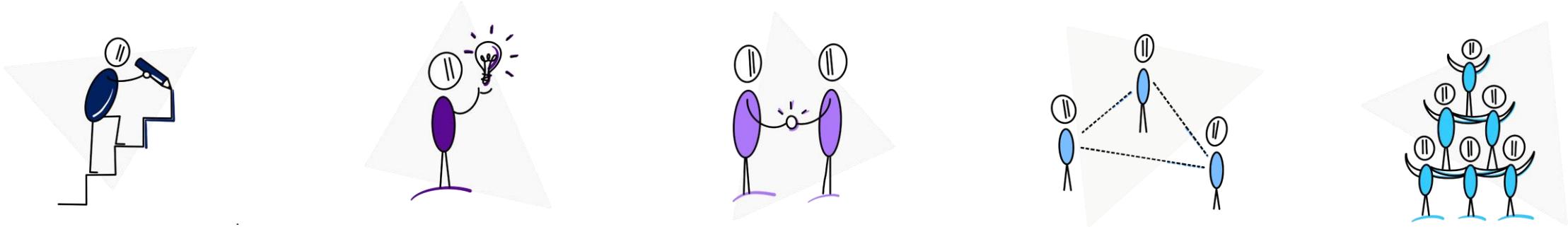


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SOFT SKILLS

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WBL Training

PPT7 - Role of the trainer



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Role of trainer = facilitator



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





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Role of trainer = facilitator

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





Trainer's position

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



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Feedback

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





Feedback meaning

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





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Constructive feedback

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





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Constructive feedback

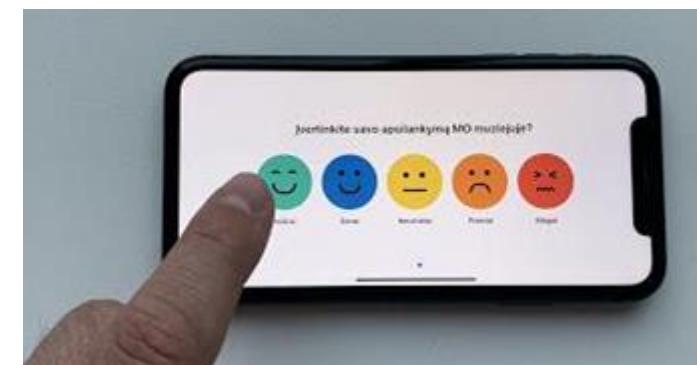
- How does constructive feedback improve learning?
 - Giving feedback in a constructive and positive manner helps to create an effective learning environment
 - The principles of adult education include supporting and respecting participants, encouraging dialogues, and creating a safe and comfortable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



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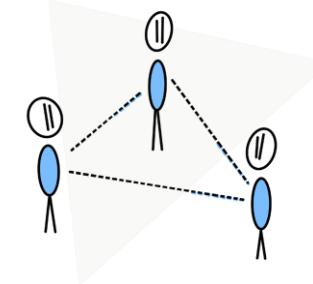
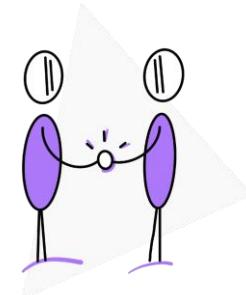
How to provide constructive feedback?

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





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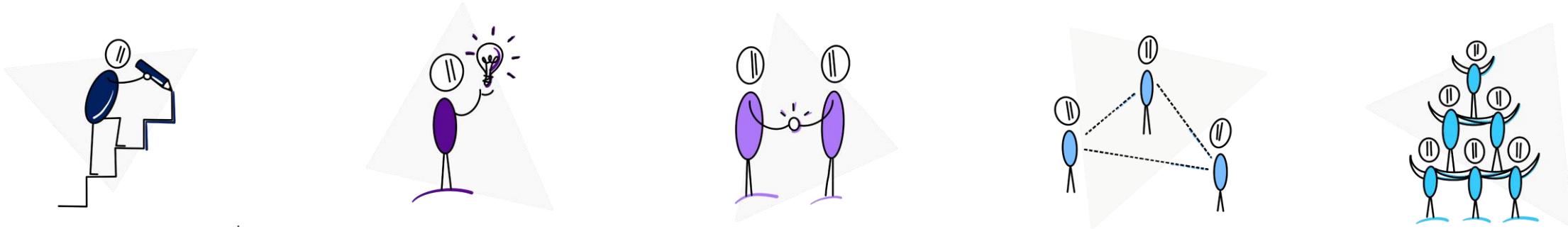


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SOFT SKILLS

2.0

WBL Training

PPT8 – Observable behaviours

Assessment context

Soft skills = resources acquired and developed by people in different contexts (formative, professional or personal) throughout their lives.

Skills = abilities implemented in a professional situation that makes it possible to carry out properly a function or an activity

Skills = established in action

Interest of highlighting soft skills = transferability

Soft skills = The referral resource to facilitate the life's professional changes

Training and assessment in work situations = support for the acquisition of skills

No point in linking soft skills to ONE job



Assumptions

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

Assumption 2 : Soft skills training aims at **adaptive behavioural change**

- An individual learns, assimilates through interaction at the end of a long, complex and progressive process
- An individual needs to understand in order to be able to apply before analysing and transmitting

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



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

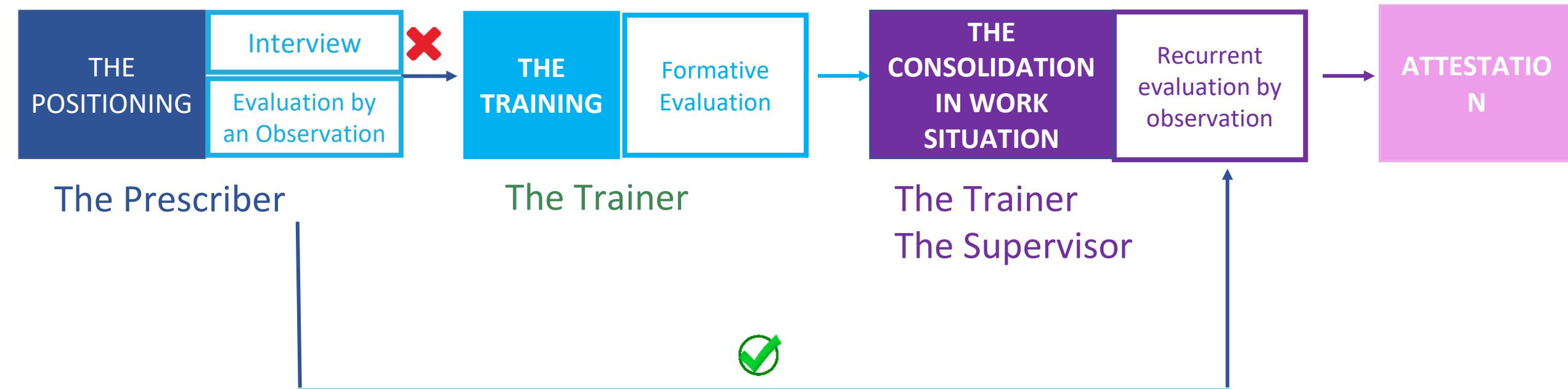
Assumption 5: When setting up a professional situation, the number of soft skills to be assessed should be **limited to a maximum of 3**. Indeed, the learner must not be lost and destabilized

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



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HOW TO ASSESS SOFT SKILLS?





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THE CONSOLIDATION
IN WORK SITUATION

THE RECURRENT EVALUATION BY OBSERVATION



WHY?

Verify and attest the level of soft skills



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THE CONSOLIDATION IN WORK SITUATION

OBSERVATION

THE RECURRENT EVALUATION BY OBSERVATION

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

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

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



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THE CONSOLIDATION IN WORK SITUATION

HOW?

THE RECURRENT EVALUATION BY OBSERVATION



Soft skills 2.0

Facilitating the vocational integration of
people with low levels of qualifications

Working situation

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

Observable behavior

= Actions performed by a learner that can be observed and measured

Measurable : can be defined and described; the assessor can spot the behavior when it occurs including when the behavior begins, ends and how often it occurs.

Observable : it is what we see or hear : descriptive behavior



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THE CONSOLIDATION
IN WORK SITUATION

RECURRENT

THE RECURRENT EVALUATION BY OBSERVATION

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



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THE CONSOLIDATION IN WORK SITUATION

TOOLS FOR THE RECURRENT EVALUATION BY OBSERVATION

Soft skill	Level	Observable behaviour	1st Observation	2nd Observation	3rd Observation
Learning to learn – learning from your own successes and failures	Remember and understand - Express his willingness to constantly update his/her skills and to take advantage of his/her failures	Expresses curiosity and his/her desire to learn			
		Speaks about his/her misssteps, mistakes or failures			
		Identifies his/her behaviours that have to change			



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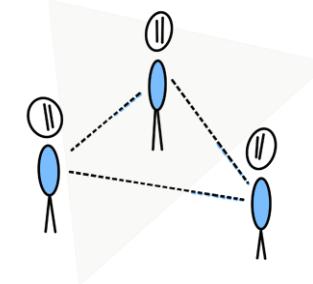
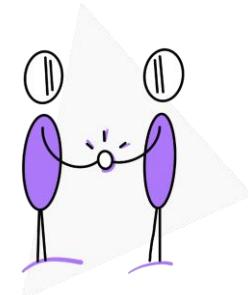
THE CONSOLIDATION IN WORK SITUATION

WHEN IS A SOFT SKILLS LEVEL ACQUIRED?

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



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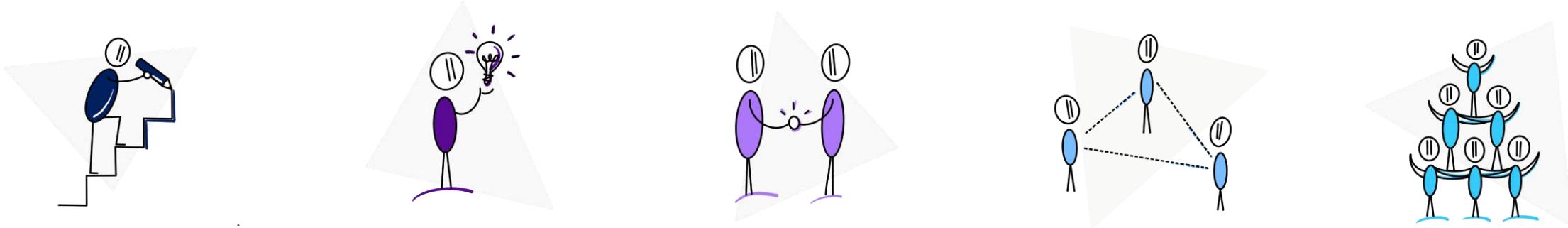


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SOFT SKILLS

2.0

WBL Training

PPT9 - Facilitation Techniques



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SOFT SKILLS FACILITATION TECHNIQUES

These techniques help the trainer/technical supervisor/tutor/assessor to support their trainees in the consolidation phase in a work situation.



It offers ideas of how to:

- put soft skills into practice in the daily work
- act as a role model
- advise the trainees.



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Postulates

- Soft Skills are not only developed in a classroom
- Soft Skills need to be applied in real life situations repeatedly in order to produce a behavioural habit.
- Some techniques can help the trainer/tutor/etc. to consolidate the trainees' soft skills in everyday life.



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The list of facilitation techniques are:

- Resources to reinforce the implementation of the soft skills in a training or work context.
- Designed to be applied when the main focus is a professional/technical task
- Suggestions.





How do you use these techniques?

The Trainer/tutor/etc. should be aware of these techniques and:



- Take them into account in order to use them in daily activities.
- Use them as a resource that will reinforce the structured exercises (Training kit and Toolbox)
- Remember that a Soft Skill must be developed and applied in real situations as much as possible.



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Real situations & Daily activities

- Getting people used to behave according to a specific soft skill
- The teacher/tutor/etc. must accompany the activities the trainee performs by:
 - Giving suggestions and instructions **according to the predefined soft skill**



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Opportunities and risks to be taken into account



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Opportunities

- The use of these techniques is the key to consolidate most of the soft skills
- The techniques do not imply starting from scratch (some methodologies may already be applied)



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Risks



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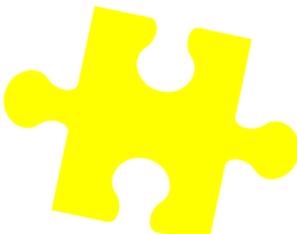
- The techniques do not suggest precise moments for their application and may therefore be forgotten since they may be needed at different times.
- Because of that, the techniques highly depend on the teacher's involvement and awareness at the moment, as well as their memory of the techniques suggested.



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Structure

- A list of facilitation techniques related to each level of each soft skill
- Organised per soft skill (1-2 pages per soft skill)
- For every soft skill, the 4 levels are listed with their suggested facilitation techniques.





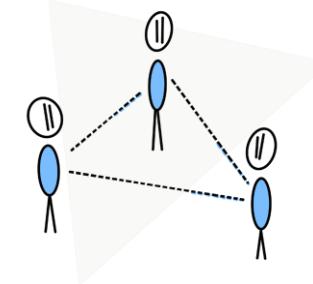
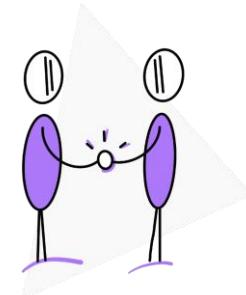
Example

SELF-CONFIDENCE	
Reflect collectively about the importance of not being dragged by the group.	Remember and understand
Give, in writing, the parameters of the work to be done. Adjusting them according to the student's level.	Apply
Ask all the questions we can think of to ensure everyone understands the task.	Apply
Give responsibility to the students, make them participate in tasks.	Apply
Demand an individual his/her accomplishment of a task that lies within their capabilities.	Apply
Require students to monitor the progress of the task on a regular basis, using the requirements planned for the task.	Analyse and evaluate
Support the individual's decision to confront the group, if it is a reasoned and positive one.	Apply
Let the students perform tasks known to the teacher to be in their capabilities or not. Observe the student's reaction.	Analyse and evaluate
Explicitly praise personal decisions, especially when it differs from the group's opinion.	Analyse and evaluate
Reflect collectively about the desirability of thinking for yourself while not letting go of the collective opinion of the group. Use the argument that members of a group will not always be with him/her, and everywhere.	Analyse and evaluate
Raising young people's awareness of their real situation in the world.	Analyse and evaluate
Advise on postures to take in different situations in their social and socio-professional life in adequacy with their virtues and flaws.	Analyse and evaluate
Specify reinforcement and the evaluation thereof	Analyse and evaluate
Organize groups or work couples, in which there is a positive atmosphere, and in which students, who tend to be influenced, are involved, as a way of countering a negative group influence.	Create

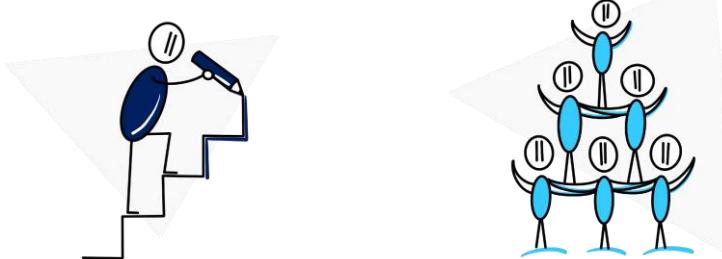
Number of facilitation techniques per level is not the same for every soft skill!



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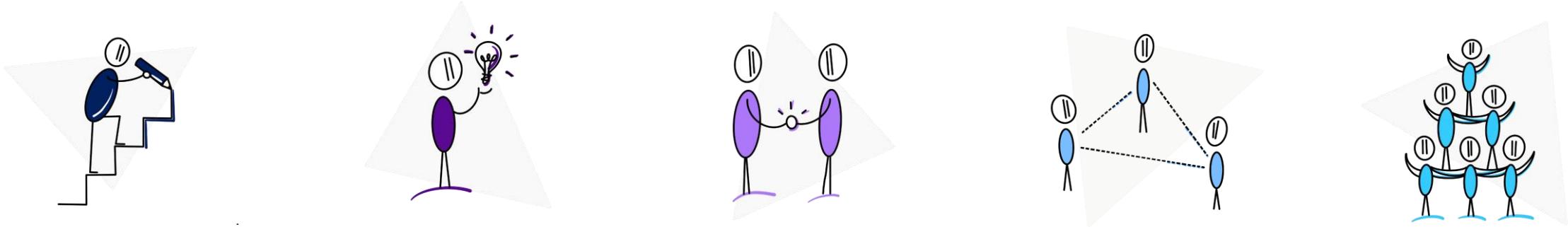


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SOFT SKILLS

2.0

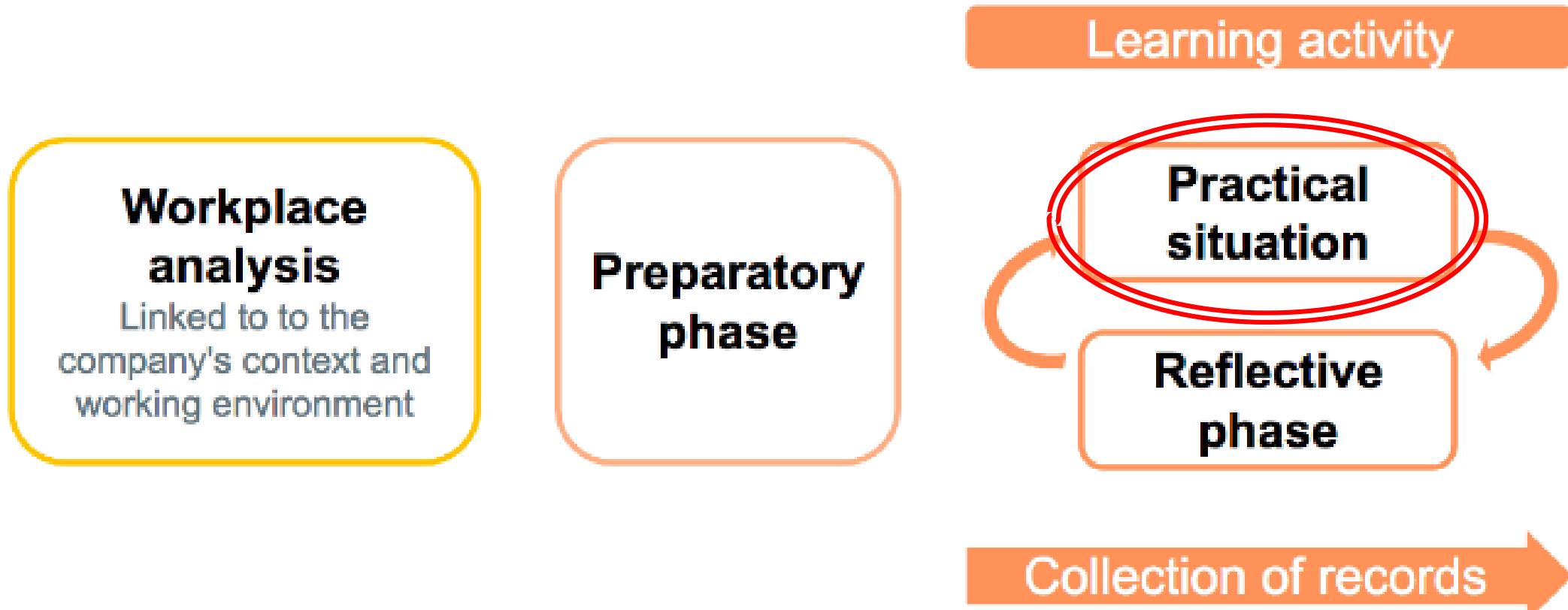
WBL Training

PPT10 - Practical Situation



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WBL Process





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Practical situation

- Training situation depends on the previously defined goals and skills
- The Practical situation ≠ role play
- The Practical situation = close to real work situation
- Cannot take place in an economically productive context
- Cannot take place at the same pace as real work



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Before: Table for the preparation for the practical situation

<u>Before the practical situation</u>						
Identify the practical situation		Define the goals of the WBL			Prepare the practical situation	
Choice of mission = Main activity concerned	Targeted soft skills	The subject	Goals of the practical situation	Link with the classroom training / with theoretical knowledges	Arrangement = Challenging situations to manage	Logistic organisation
→ Base yourself on the chosen job description and choose the activity in which the soft skills you want to train are expressed	→ indicate the 3 soft skills (maximum) that you wish to train + target levels	→ definition of the targeted soft skills levels	→ insert generic observable behaviors related to the selected soft skill levels At the end of this training, the learner will be able to...	→ Goals and expectations linked to the classroom training (appears in the training kit)	→ Description of the concrete problematic situations to be managed during the simulation	→ What do we need in order to proceed with the practical situation? What equipment? Depends on the arrangement / problematic situations to be managed → each enterprise does it linked to its own context and to the possibility it has



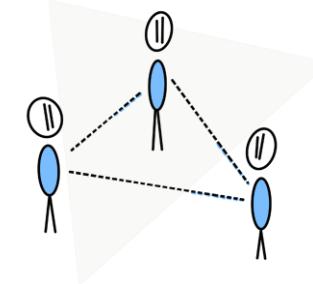
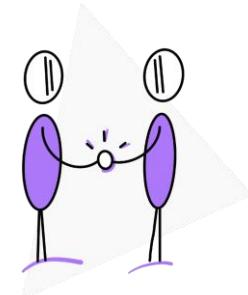
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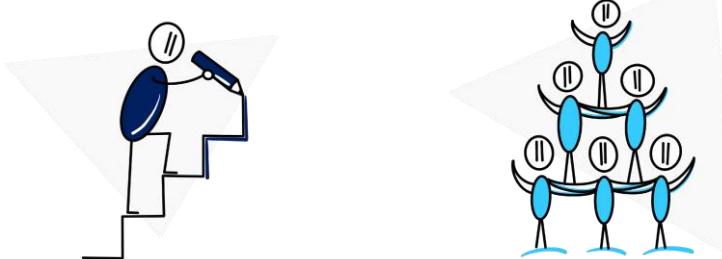
After: Reflective phase with its tools



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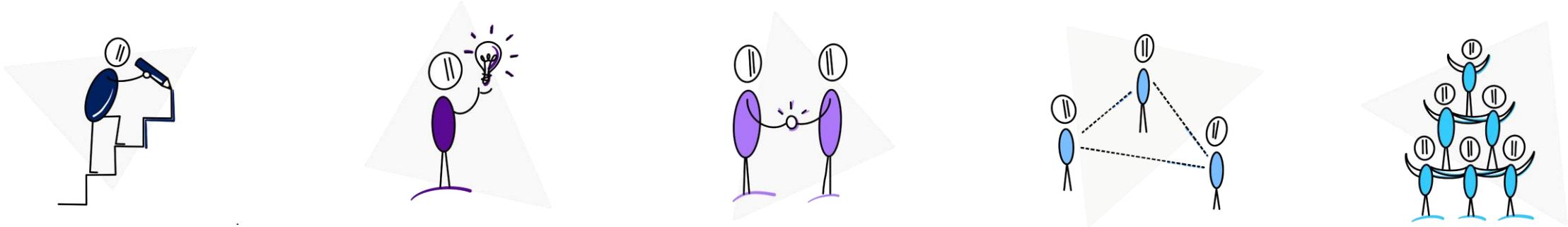


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SOFT SKILLS

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WBL Training

PPT11 - Soft Skills' acquisition process



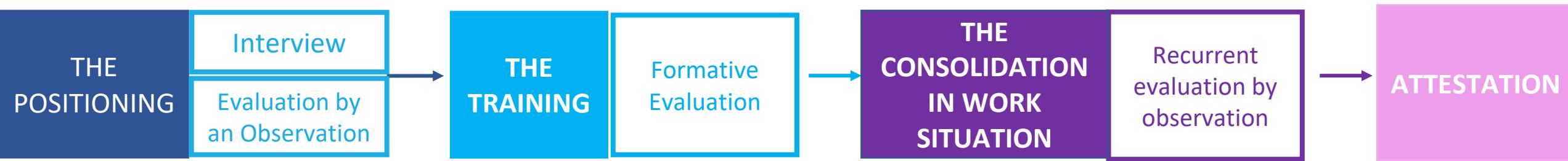
Assumptions

1. Soft Skills can be assessed and developed
2. A Soft Skills training aims at adapting behavioural change
3. The Soft Skills acquisition process is progressive and needs continuous assessment
4. The assessment must be done in a real situation or professional context
5. The number of Soft Skills assessed should be limited to 3
6. Soft Skills can be mobilised and developed in work situations



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The acquisition process





Consolidation : reflexive phase

- This phase allows the learner to **create meaning** by reflecting, independently, on what happened during the practical situation.
- To do this, he/she will **describe** what he/she did, **analyse** his/her reactions, try to find **solutions** to the problems he/she encountered and finally see how he/she could **transfer** what he/she did to other professional situations.
- The trainer can help to verbalise certain things if the learner has difficulties but he/she should not intervene and remain stoic.

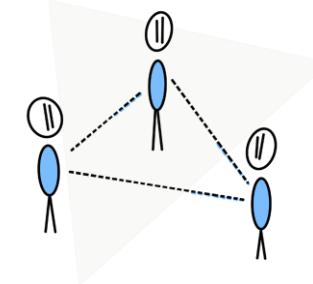
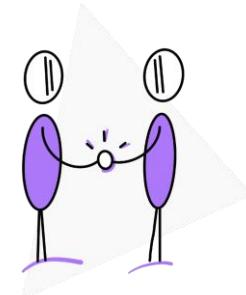


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- As long as the learner is not able to formulate solutions and ideas for transferring what he/she has done to other work situations, the trainer should **offer new practical situations**.
- **CAUTION:** the trainer is not allowed to give the solutions and transfer ideas to the learner. The aim is for the learner to learn on his own and to come up with solutions instinctively or by drawing on his past experiences and observations.



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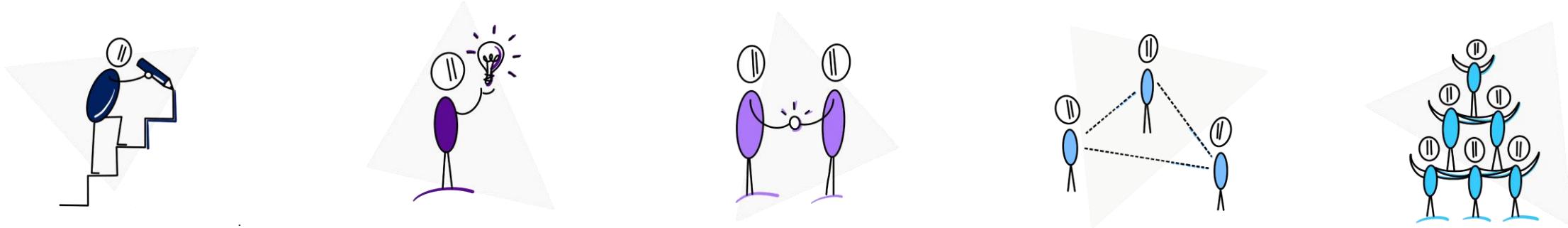


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SOFT SKILLS

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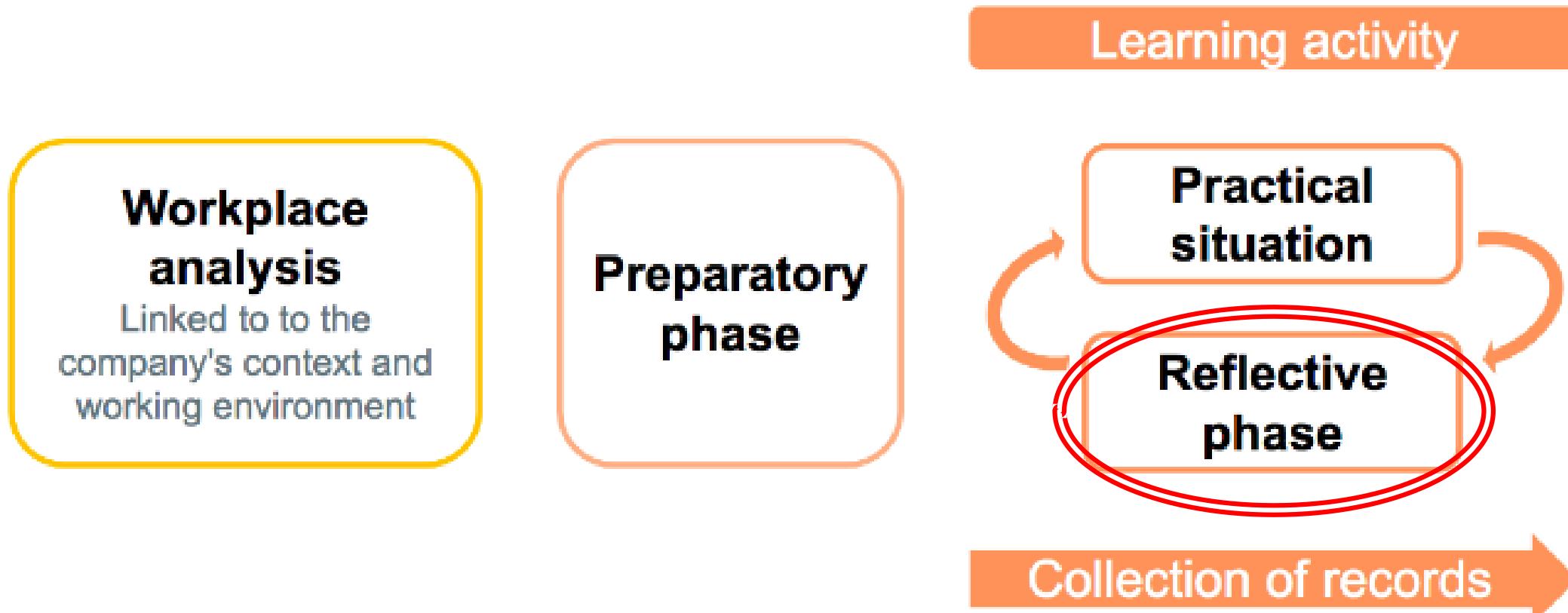
WBL Training

PPT12 - Reflective phase



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The WBL process





The practical situation

- Training situation depends on the previously defined goals and skills
- The Practical situation ≠ role play
- The Practical situation = close to real work situation
- Cannot take place in an economically productive context
- Cannot take place at the same pace as real work



The reflective phase

- Allows trainee to look back at the situation and reflect about their actions and solutions
- Self-reflection = individually with goal to autonomously find solution
- During self-reflection the trainer can help verbalise things but is otherwise asked not to intervene
- As long as the trainee is not able to come up with a solution the sequence should be repeated **with slight modifications**
- Results are collected for progress overview and creation of portfolio



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Reflective Phase:

Subject of the session: _____ Surname : _____
Name : _____ Date : _____

1 The facts: How did you proceed?

2 The analysis: Which choices did you make, which decisions, what were their effects?
What went well and what did not?

Goals:

- Encourage the trainee to thoroughly think about the previous situation and reflect on their decision
- This reflection will increase their engagement
- The trainee should be able to find a solution to the problem

3 The solutions: If you were to do the exercise again, what would you change?

4 The transfers: How can you use this soft skill in another situation?
In a general manner, are the lessons learned?



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Reflective Phase:

Subject of the session: _____ Surname : _____
Name : _____
Date : _____

1 The facts: How did you proceed?

2 The analysis: Which choices did you make, which decisions, what were their effects?
What went well and what did not?

3 The solutions: If you were to do the exercise again, what would you change?

4 The transfers: How can you use this soft skill in another situation?
In a general manner, are the lessons learned?

Time needed: 15-20 minutes

Steps:

- Fill in personal info
- Read and answer questions carefully
- 1. describe exactly what happened
- 2. find a solution to the problem
- 3. Find ways to transfer the solution to other professional situations
- Hand in paper to the teacher



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Goal:

- To analyse what happened during the practice situation (trainees actions and reactions)
- To encourage the trainer to pay close attention to the trainee's practice
- To reflect on the situation
- To give feedback afterwards



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Reflective Sessions - Trainer -



Subject of the session:

Surname of the trainee :

1 The facts: How did the trainee proceed?

2 The analysis: What choices did he make, which decisions, what were their effects? What went well and what did not?



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Time needed: 10-15 minutes

Steps:

1. Fill in info (subject, date, etc.)
2. Read and answer the questions
 - Describe trainee's procedure
 - Describe what went well and what didn't
 - Describe the trainee's decisions and its effect



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Reflective Sessions - Trainer -



Subject of the session:

Surname of the trainee :

Date :

1 The facts: How did the trainee proceed?

2 The analysis: What choices did he make, which decisions, what were their effects? What went well and what did not?



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Goal: to decide whether the training should be continued or not

Timing: 5-10 minutes

Steps:

1. fill in info
2. Fill in checklist

1. Decide:

- a) if the trainee came up with a solution
- b) if the solution was suitable for the situation
- c) If the trainee can name ways to use the trained skill in another situation

2. Determine if the training situation should be done again

3 Did the trainee come up with solutions to the issues encountered? Yes No

Are the solutions relevant to the issue encountered? Yes No

4 Did the trainee come up with another situation where this soft skill can be used? Yes No

Should this soft skill be trained again? Yes No

Are the goals met? Yes No

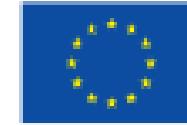


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Subject of the session:

Collection of solutions and transferability to other situations



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Surname : _____

Name : _____

Date : _____

Name of Trainee	Date	Found solution	Transferability to other situations

Collection of solutions and transferability

Goals:

- 1.The collection of multiple solutions for the training situations and their transferability to other situations.

Steps:

- 1.Fill in the subject of the session, date and name.
- 2.Fill in the table with the answers the trainee gave on his questionnaire.

Time needed: 5-10 minutes



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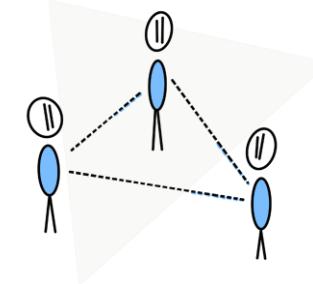
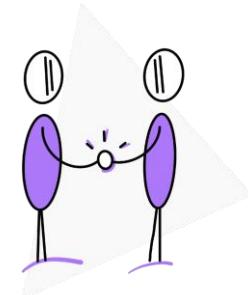


Reflexions

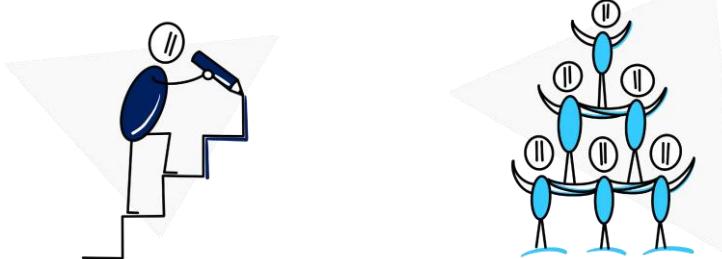
- Soft Skills are at the heart of the well-being of the employees and them staying in the company.
- Identifying the situations in which candidates still need to develop certain skills or highlight others allow them to find their strengths.



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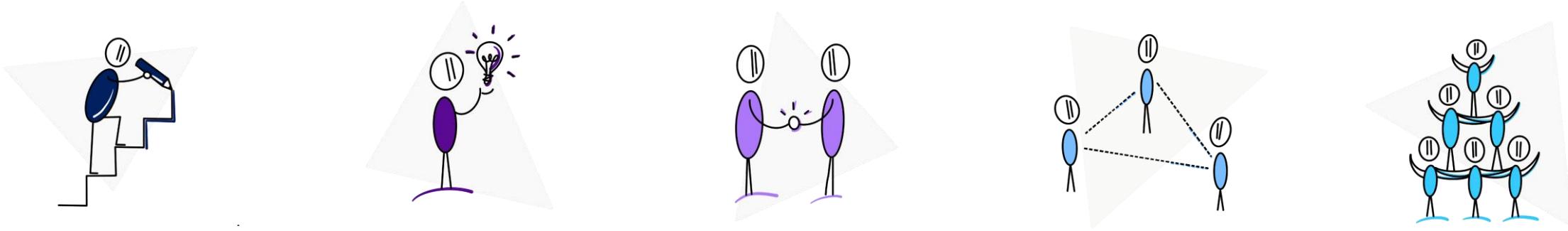


THANK YOU FOR YOUR ATTENTION!





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SOFT SKILLS

2.0

WBL Training

PPT13 - Placement and assessment



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Positioning

The positioning in an WBL situation consists of an initial assessment of the level of mastery of one or more Soft Skills held by a Trainee. This is a preliminary phase to establish the initial situation before the training begins. The positioning can be an observation or an interview.





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Positioning

- it enables the training course to be tailored to the specific needs of each working learner.
- By understanding their starting point, trainers can customize content and duration to optimize training effectiveness.
- This guarantees an individualized learning experience, better aligned with the soft skills that have to be acquired in the workplace.





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Levels of acquisition



- Level 1: The working learner understands in a sustainable way the key principles of Soft Skills
- Level 2: The working learner implements the key principles of the Soft Skills in easy situations in his/her daily work
- Level 3: The working learner solves complex situations in his/her work by identifying the internal components of the situation and giving them meaning (potential problems, resources to use)
- Level 4: The working learner puts things into perspective, considering ethical criteria. The working learner cross-references information and reasoning coming from different Soft Skills

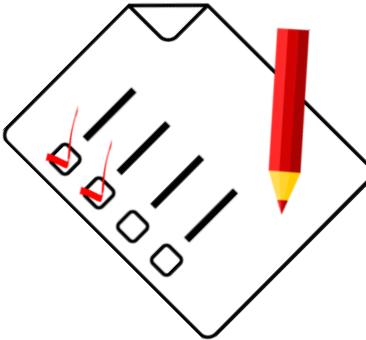


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Assessment

- It happens at the end of the training module.
- The trainer has to be objective and base the assessment on the WBL situation and its indicators





Assessment

- The assessment serves to certify the acquired Soft Skills following the criteria and indicators that will have been validated.
- A certificate can be issued
- The validation can be followed by some kind of guidance given to the trainee as to how to continue (improve the level, apply for a job, plan another training for another soft skill, etc.)

The role of the assessor

1. To create a climate of trust
2. To listen and show empathy
3. To check that the instruction and the teaching scenario are understood
4. To consider adjustments to the times within the framework initially planned
5. To consider assessment as a holistic process and take into account the effects of stress
6. To question themselves
7. To adopt an ethical and non-judgmental attitude

The role of the assessor

1. To create a climate of trust

- Do not focus on failures
- Consider that errors allow for progress
- Use positive feedback
- Take the time to reassure and accompany the trainee



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The role of the assessor

2. To listen and show empathy

- Explain importance of trying rather than succeeding in everything
- Listen to the trainee
- Know how to stay in the background

The role of the assessor

3. To check that the instruction and the teaching scenario are understood

- Reformulate
- Simplify
- Illustrate
- Give examples



The role of the assessor

4. To consider adjustments to the times within the framework initially planned
 - Adapt to the person's difficulties
 - Take into account their individuality
 - Understand that learning and assessment can be stressful and destabilising
 - Individualise the assessment process by taking into account their placement/positioning

The role of the assessor

5. To consider assessment as a holistic process and take into account the effects of stress
 - ☒ tell the trainee how long the assessment is expected to last
 - ☒ Acknowledge that Soft Skills may be revealed at the end of the assessment process
 - ☒ Be tolerant of errors, hesitations, etc.
 - ☒ Focus on the approach, strategy, and process rather than the results

The role of the assessor

6. To question themselves

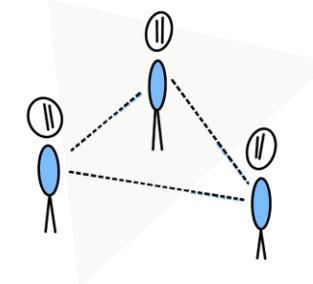
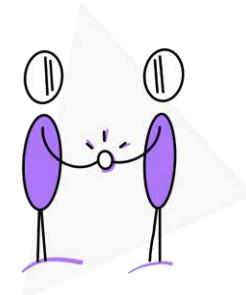
- ❑ Think and question your own practices
- ❑ Be aware of the subjective nature of an assessment

7. To adopt an ethical and non-judgmental attitude

- ❑ Base the assessment on objective and fair observations
- ❑ Do Not let emotions interfere with the assessment



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