Learning activity C2
Training soft skills in a work situation

Day 1 – Soft skills

1. PRESENT THE PROGRAM & THE GOALS OF THE TRAINING
2. ICEBREAKER & PARTICIPANTS EXPECTATIONS & MUSICAL RULES
3. PROJECT PRESENTATION & PARTNERS
4. SOFT SKILLS – HARD SKILLS: WHAT ARE WE TALKING ABOUT?
5. LET'S DISCOVER THE EUROPEAN SOFT SKILLS LIST
6. SOFT SKILLS TOOLS WEBSITE

Day 2 Work-based learning

1. WHAT IS WBL + LEGAL ASPECTS
2. WHAT CONTEXT IS NECESSARY TO SET UP WBL? VISITING PEÑASCAL
3. PRESENTING EACH PARTNER CONTEXT
4. PRESENTING THE EUROPEAN WBL PROCESS
5. PLACEMENT AND ASSESSMENT. WORKPLACE ANALYSIS (step 1)
6. THE ROLE AND POSTURE OF THE TUTOR TRAINER
7. OBSERVABLE BEHAVIOURS
8. PEDAGOGY AND FACILITATION TECHNIQUES
9. PREPARING OBSERVATION ON WBL CONTEXT

Day 3 – Soft skills WBL tools

1. SOFT SKILLS OBSERVATION IN WBL
2. FEEDBACK ON THE EXPERIMENT
3. FOCUS ON THE SECOND STEP OF THE WBL (PREPARATION OF THE PRACTICAL SITUATION)
4. INTRODUCTION OF FACILITATION TECHNIQUES TOOL FOR USING IN PRACTICAL SITUATIONS
5. PREPARING PRACTICAL SITUATIONS IN WBL

Day 4 – Soft skills WBL tools + Practical situation and reflective phase

1. EXPERIMENTATION OF THE TOOLS (= PRACTICAL SITUATION)
2. FEEDBACK ON THE EXPERIMENT
3. SOFT SKILLS ACQUISITION PROCESS. STEP 3 (REFLECTIVE PHASE AND THE IMPORTANCE FOR CONSOLIDATION)
4. PLACEMENT AND ASSESSMENT TOOLS (focusing on steps 2 &3)
5. PREPARING REFLECTIVE PHASE

Day 5 – Zerobarrier & Soft skills acquisition process

1. PRESENTATION OF ZEROBARRIER
2. CLOSING OF THE TRAINING

1. PRESENT THE PROGRAM & THE GOALS OF THE TRAINING

<u>Present the program:</u>

 look at the first page of this document

<u>Goals of the training:</u>

- Discover soft skills
  (Difference with hard skills,
  Interest of training soft skills for people with low level of qualification or with disabilities
  Discover the european soft skills standard – list with pictograms – European catalogue
  (categories, soft skills, levels, observable behaviours))
- Discover the European WBL Process
  What is WBL (definition & legal aspects)?
  How is the European WBL Process composed?
- Discover the different tools needed for each steps and experiment them with practical situations
  (Which method, which posture, which pedagogy for each step)
- Discover the placement and assessment process and experiment it
- Think about way to implement the training method in each participant organisation – how to adapt the tools to our public
- Propose amelioration for the existing method and tools

2. ICEBREAKER & PARTICIPANTS EXPECTATIONS & MUSICAL RULES

<u>Icebreaker</u>

The aim of the icebreaker is for everyone to introduce themselves and find out more about the different participants.

We suggest using the game "Introduce yourself in 3 pictures" (another alternative is possible).

Materials required: scrap paper and pens/pencils

Process:

- Each person draws on a sheet of scrap paper 3 things that represent them (for example: a plane to symbolise travel, a plate to symbolise food, a console controller to symbolise video games, etc.).
- Once everyone has finished, put them into pairs and ask them to present to each other the drawings they have made and why they chose them.
- Repeat this last step as many times as you like, so that each participant has had a chance to present his or her drawings to several other participants.
- At the end, ask everyone to stand in a circle and ask participants to recall each other's drawings (which drawings X chose to present himself).

<u>Participants expectations</u>

menti.com

The aim is to question each participant's expectations of the 5-day training course they are about to attend.

<u>Materials required:</u> smartphone

<u>Process</u>

- Each participant answers 2 questions on a sheet of paper relating to the training course:
o What are their expectations of the course?
o What would they like to learn from the course or the trainer?
- The answers are registered on menti.com. The participants read their questions/expectations out loud to the group. The trainers can take note of them and make sure they are answered during the course.
- On the fifth day of training, to close the session, the trainer can ask participants to link up their questions again, and discuss with them the answers provided during the training.

Musical rules
The aim is to establish a set of rules to be followed during the 5 days of training. These rules will be posted throughout the course. Both the trainer and the learners will be able to refer to them if anyone breaks them.
Materials: flipchart and markers
Process
- The trainer posts a flipchart in front of the room, on which he writes "Musical rules".
- The trainer can suggest two rules that he or she would like the group to observe during the training session (e.g.: benevolence, no use of cell phones, no interrupting, full presence, active participation: listening and daring to express oneself, collective responsibility, etc.).
- Participants can suggest additional rules

3. PROJECT PRESENTATION

Preview (Brief explanation of Soft Skills project).

The Soft skills 2.0 project is a 24-month Erasmus+ project (December 2021 – May 2024) involving 7 social enterprises and associations from 5 European countries: Belgium, Spain, Austria, Slovenia and France.

It is the logical continuation of the Erasmus + Soft skills project which took place from January 2018 to December 2021 and which aimed to support the success pathways, acting in particular on the competences and behavioural qualities (soft skills) of people with low level of qualification and/or in situation of disability.

Thus, this first project allowed the development of a reference framework including 20 soft skills, a classroom training program levelled in 4 levels, a positioning and evaluation protocol for people far from employment and/or in a situation of disability and a training course for trainers and tutors to enable them to use the tools mentioned.

Thanks to the Soft skills 2.0 project, the partners would like to go even further by developing a training program in a work situation as well as tools and methods to integrate soft skills in the recruitment and management processes of European companies.

The 7 seven partners from France, Belgium, Austria, Slovenia and Spain have therefore set themselves the objective of creating a method and shared pedagogical tools in order to provide a complete soft skills service for people who are far from employment and/or disabled AND for companies that wish to integrate soft skills into their corporate culture.

4. SOFT SKILLS – HARD SKILLS: WHAT ARE WE TALKING ABOUT?

Soft skills are "a range of behaviors that a person must have and be able to implement in order to perform the tasks and missions of a job competently." (Delphine Theurelle-Stein and Isabelle Barth)

Soft skills versus hard skills

SOFT SKILLS	HARD SKILLS
Interpersonal and human skills	Technical expertise and knowledge required to practice an identified job
Interdisciplinary	Specialized
Acquired both personally and professionally over a lifetime	Are taught and learned during training or on the job

Soft skills are:
- Human skills

Behavioral skills not reproducible by machines Personality facilitates or restricts learning
Exacerbate desired behaviors
Inhibit non-adapted behaviors
- Long-term skills

Detached from technology, and therefore from obsolescence
Adapted to changes in society (values, currents of thought, etc.)
Adapted and adaptable to the organization's culture
- An asset for adapting to change

"It is not the strongest species that survives, nor the most intelligent, but the one that best adapts to change". Charles Darwin
Cross-disciplinary skills that can be applied and transposed to a wide range of everyday and professional situations.
Enables employers to project themselves even if there is a lack of technical skills.
→Job hunting, internships, work-study programs →Professional retraining
→Mobility abroad

Points to watch
Soft skills can be used to express a company's culture and expectations in terms of behavior BUT :
- They must not become tools for standardizing behavior
- Recruiting similar profiles can limit your teams' creativity.
- Excessive use of softs can have the opposite effect to that intended.

Activity: And if we tried to define one or the other soft skill? (Snowball debate)

To be prepared:
Small pieces of paper to be drawn at random, on each of which appears the name of a soft skill (ch choose 2 soft skills and put as many papers of one soft skill as of the other).
Process
Have each person draw a piece of paper. First, give everyone a chance to define the soft skill they've come across on their own. Then allow them to approach another participant with the same soft skill and ask them to create a single definition from the two they have created. In the third phase, bring the pairs together and ask them to create a single definition together. Repeat until the whole group is together and a single definition emerges.
Ask each group to present the definition (ask what was difficult about this exercise, what came out). Present the official project definitions

5. LET'S DISCOVER THE EUROPEAN SOFT SKILLS LIST

After the small game, explain that during the soft skills project we created a list of 20 soft skills (without showing it) and propose to do the introductive game developed in the first project

Activity: Lets discover soft skills! (Introductive activity)

To be prepared:
Game board, soft skills cards, avatars, counters and dice
Process: (described in the training kit of the first soft skills project)
Present the rules of the game: In this introductory game, played by a maximum of 4 players, each player creates an avatar and assigns it the soft skills they feel are most relevant to a pre-defined scenario.
The winner is the first player to have a complete avatar, i.e. one with 5 soft skills (one from each category).
At the end of the game, in your group, discuss about the soft skills you've chosen and agree on a consensus avatar.

After the introductive activity, present the soft skills list by explaining how it is built and THEN distribute a list to each participant
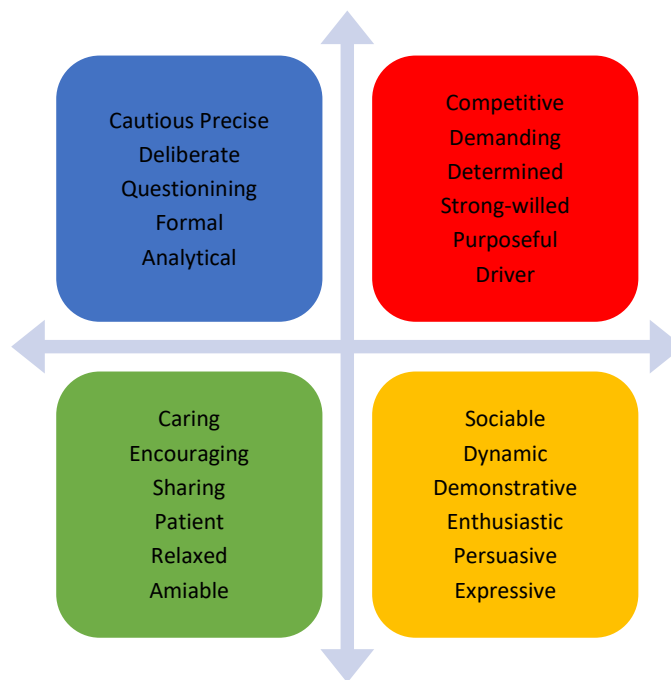
5 categories of soft skills
- o Intra-personal skills
  which are internal skills, perceptions and attitudes that manifest within a person's mind.
  3 categories : Growth mindset, Self-awareness and Commitment – i.e. the skills essential for an individual to fully understand and cope with his/her emotion
- o Inter-personal skills
  necessary to communicate and interact with other people
  2 categories: Interactions and Reliability – taking into account the factors allowing an individual to understand and interact effectively with others.

20 soft skills

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

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

Cautious Precise
Deliberate
Questionining
Formal
Analytical

Competitive
Demanding
Determined
Strong-willed
Purposeful
Driver

Caring
Encouraging
Sharing
Patient
Relaxed
Amiable

Sociable
Dynamic
Demonstrative
Enthusiastic
Persuasive
Expressive

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

> **Growth mindset**
- Learning to learn
- Autonomy
- Adaptability
- Accepting professional remarks

> **Self-awareness**
- Self-reflection
- Self-confidence
- Emotional intelligence
- Presentation

> **Commitment**
- Sense of organisation
- Sense of responsibility
- Taking initiative
- Ability to anticipate

> **Reliability**
- Respect of the rules
- Efficiency
- Conscientiousness at work
- Sense of ethics

Soft skills 2.0
Facilitating the vocational integration of
people with low levels of qualifications
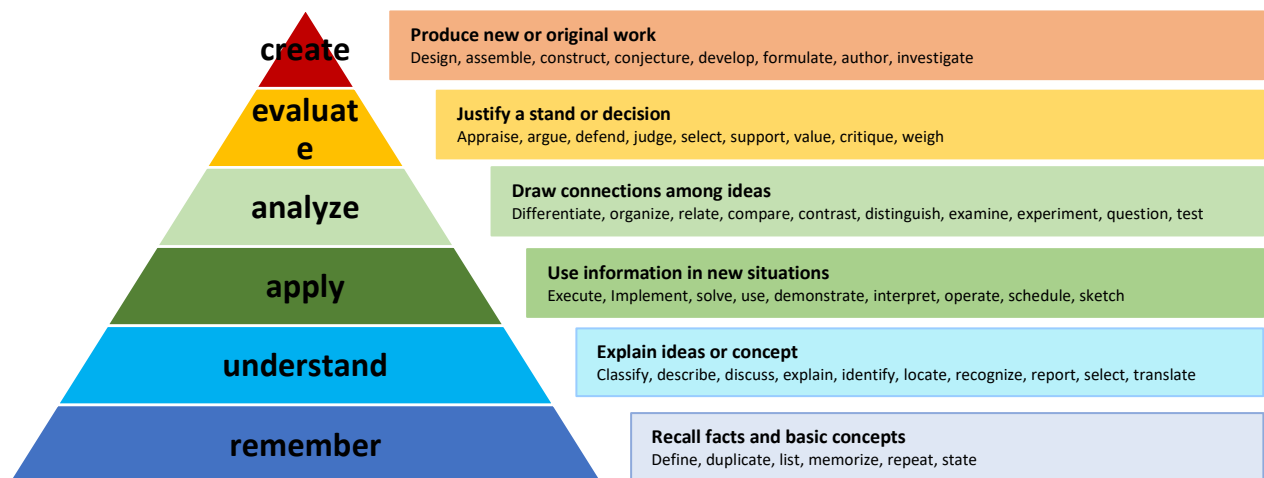
Co-funded by
the European Union

> Interactions

- Communication
- Leadership
- Team work
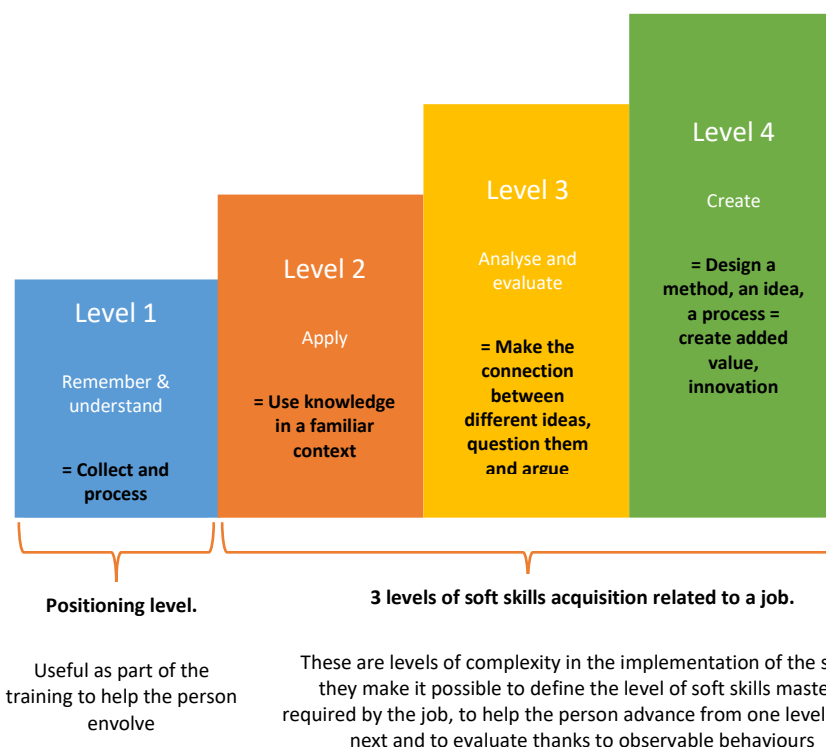- Assertiveness

4 levels for each soft skills

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

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

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

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

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

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

We thus obtain the following 4 levels:

Level 1

Remember & understand

= Collect and process

Level 2

Apply

= Use knowledge in a familiar context

Level 3

Analyse and evaluate

= Make the connection between different ideas, question them and argue

Level 4

Create

= Design a method, an idea, a process = create added value, innovation

Positioning level.

Useful as part of the training to help the person envolve

3 levels of soft skills acquisition related to a job.

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

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

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

Activity: The game of 20 families

To be prepared:
The cards composing the game of 20 families
Process:
Form groups of max 6 people
Divide the game of 20 families into 2 games of 10 families and give one game to each group

Deal 5 cards to each participant and place the remaining cards in the center of the table (this is the deck). The neighbor to the left of the dealer speaks first. He asks for a card from a family of which he already possesses one or more cards, and seeks to obtain it by asking any player precisely which card he wants and wishes to obtain. To do this, he says: "In the family... I ask for...", for example: "In the Communication family, I ask for the daughter". If the other player has the card, he must give it to her. It is forbidden to ask for a card you already possess. If you get the card you want, you can play again. If he doesn't get the card he wants, he takes a card from the deck. If the card drawn is the card requested, the player can play again1,2, otherwise it's the turn of the player to the left of the requester.

If the next requester is the same player from whom a card was requested, he/she cannot ask the previous requester for the same card again.

As soon as a player gathers a family, he places it in front of him and it's another player's turn. When a player lays down a family and finds himself without cards, he draws one and asks a question of the other players, and the game continues. If there are no more cards to play, he waits until the other players have no more cards to play.

After that all families have been composed, each group will need to find in EACH family which card is representing which level! They will write the number 1, 2, 3 or 4 on each card (in the white blank)

When they've finished, they can check the good answers in the European soft skills catalogue that you've distributed them.

Composition of a family (representing the 4 levels – CAUTION a mother is not always level 3, it will depend on the definition written on the card and on the family)

- A mother
- A dad
- A son
- A daughter

20 families representing 20 soft skills

6. SOFT SKILLS TOOLS WEBSITE

Explanation of the soft skills project website and materials on it.

7. SOFT SKILLS AND SOFT SKILLS 2.0

Purpose, goals and particularities of each project

Day 2 Work-based learning

7 hours

Morning:

1. WHAT IS WBL + LEGAL ASPECTS

Explanation with short feedback

2. WHAT CONTEXT IS NECESSARY TO SET UP WBL? VISITING PEÑASCAL

Group visit to Peñascal focusing on WBL contexts (training, producing, working, …) and connection with soft skills

3. PRESENTING EACH PARTNER CONTEXT

Each partner presents its own context, explaining its WBL environment to develop the soft skills on its population.

4. PRESENTING THE EUROPEAN WBL PROCESS

Presentation of the European WBL process to train soft skills defined in the project.

Afternoon

5. PLACEMENT AND ASSESSMENT. WORKPLACE ANALYSIS (step 1)

Analysis of workplace analysis focusing on step 1 of the WBL process

6. THE ROLE AND POSTURE OF THE TUTOR TRAINER
   - Understand the different position of the trainer
   - Adopt the right posture as a tutor-trainer
   - Knowing how to communicate as a trainer
   - The obstacles to communication

7. OBSERVABLE BEHAVIOURS

Definition of each level are not precise enough in order to be able to assess someone and certify that he or she has a precise level of a soft skill

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

MEASURABLE AND OBSERVABLE PERFORMANCE DESCRIPTORS
   - MEASURABLE
     can be defined and described
     trainer can pinpoint when it occurs (start, end, frequency)

- OBSERVABLE
Descriptive behaviours →What we see/hear

Activity: You said observable behavior?

To be prepared:
NOTHING
Process:
3 groups of 4 person
Each group work on a chosen soft skill
As part of your activities, try to write down 1 to 2 observable behaviors for each of the 4 levels of the soft skill you've chosen, so that you can evaluate the acquisition of a level.
At the end each group can present the observable behaviors that've developed and compare them to the one developed in the project (catalogue)

8. PEDAGOGY AND FACILITATION TECHNIQUES
- The tasks of the tutor-trainer
- Facilitation Techniques tool in the process of assimilation of soft skills in WBL
- The mechanisms of learning and consolidation
- The role of the learner

9. PREPARING OBSERVATION ON WBL CONTEXT

Each participant chooses a context (in Peñascal) to observe people working/training .
The participants will work in pairs
Each pair of participants choose 3 soft skills form the list and the observable behaviours from the tools and will use a table to observe on 3rd day (will be helped with trainers and Peñascal coaches on it to be easier)

Day 3 – Soft skills WBL tools

7 hours

Morning:

1. SOFT SKILLS OBSERVATION IN WBL
- Each pair of participant, helped by a coach from Peñascal that facilitates the develop of the task in the WBL context will observes the 3 soft skills chosen when some people working, training, producing in:
    o Carpentry
    o Cooking
    o Pastry
    o Heating
    o Plumbing
    o Electrical operations
    o Commerce and marketing
    o Tailoring and clothing

2. FEEDBACK ON THE EXPERIMENT

The group analyze the experimentation done about observation on soft skills in WBL and produce some conclusions about the process done for future processes of observation in their own contexts of WBL in their entities.

Afternoon

3. FOCUS ON THE SECOND STEP OF THE WBL (PREPARATION OF THE PRACTICAL SITUATION)
- Reminder of the goal of the step
- Presentation of the tool developed in the project

4. INTRODUCTION OF FACILITATION TECHNIQUES TOOL FOR USING IN PRACTICAL SITUATIONS
- Connection of the tool develop in Soft Skills Project for using in the preparation of step 2 (practical situation) of the process.

5. PREPARING PRACTICAL SITUATIONS IN WBL
Each pair of participants (with the collaboration of Peñascal coaches that will preserve that don´t creates malfunctions on the normal dynamics of the groups in what they will be embedded) prepare a practical situation for work a soft skill chosen by themselves.

Day 4 – Soft skills WBL tools + Practical situation and reflective phase

7 hours

Goals:

- Discover the European WBL tools related to the second and third phase of the WBL process & experiment them
- Understand the mechanisms of placement and assessment
- Become familiar with the placement and assessment tools
- Put into practice the placement and assessment

Morning:

1. EXPERIMENTATION OF THE TOOLS (= PRACTICAL SITUATION)

Each pair of participant, helped by a coach from Peñascal that facilitates the develop of the task in the WBL context will experiments the practical situation chosen in WBL in the profile chosen:

- o Carpentry
- o Cooking
- o Pastry
- o Heating
- o Plumbing
- o Electrical operations
- o Commerce and marketing
- o Tailoring and clothing

2. FEEDBACK ON THE EXPERIMENT

The group analyze the experimentation done about practical situations on soft skills in WBL and produce some conclusions about the process done for future processes of second step in their own contexts of WBL in their entities.

Afternoon

3. SOFT SKILLS ACQUISITION PROCESS. STEP 3 (REFLECTIVE PHASE AND THE IMPORTANCE FOR CONSOLIDATION)

Explanation of the Step 3 of the process (reflective phase), focusing on the importance for consolidation of soft skill acquisition.
Presentation of the tools developed for this phase.

4. PLACEMENT AND ASSESSMENT TOOLS (focusing on steps 2 & 3)

Explanation of the templates for placement and assessment developed

5. PREPARING REFLECTIVE PHASE

Each participant, taking the tools presented, prepares a draft of situation for reflective phase customized for each particular context in its own organization

Every participant presents the work done on it to the group. The trainers and the rest of the group gives feedback to each participant, facilitating the improvement of the proposal.

Day 5 – Zerobarrier & Soft skills acquisition process
4 hours

Goals:
- Become familiar with the Zerobarrier digital tool
- Understand the soft skills acquisition process
- Provide feedback on the learning activity

1. PRESENTATION OF ZEROBARRIER
Online session by Yann (Solivers)

2. CLOSING OF THE TRAINING
Evaluation of the tools and the method
Feedback on the training