OPC | SFC

Practical Guide to
the Integration of
Soft Skills
in a Training Process

Introduction

This guide is the outcome of the work of a national and transnational partnership developed within the framework of a Leonardo Innovation Transfer project.

The project title, « Key Educational Tools for Behavioural Skills », makes it clear that its aims are to provide the various stakeholders on the training and employment market with tools :

▲ for identifying and observing behavioural skills ;

▲ for training and raising awareness in trainers and in the key players assisting job-seekers to find work and keeping vulnerable workers in jobs ;

▲ for providing training in these soft skills which make a difference to work.

The project, which has a horizontal and vertical mainstreaming approach, has made it possible, by transferring existing tools to other contexts and other sectors, to make them more appropriate for the aims of lasting employment, while creating create other, pivotal, tools for raising awareness in, and training, the target groups. This publication is a part of this.

It is designed for a wide public, including adult trainers and anyone working in integrating people into employment or helping them to stay employed.

Objective : moving forward

Technical skills are required in order to perform a task, whether at work or during training, but more « general » or « generic » non-technical skills[1] are also required.

The importance of identifying the behavioural skills which will make a difference to work in specific jobs, and of observing these and working on them during training for work no longer needs to be proven. Nobody working in Vocational Education and Training (VET) will question the fact that their main aim is to find lasting employment for job-seekers and to keep vulnerable workers in work.

On occasion, behavioural skills are so vital for a given job that it is even difficult to distinguish them or dissociate them from technical skills.

Regardless of the category in question, these are very much component parts of competence, and it is important to identify and observe them and to work on their acquisition by our trainees.

The aim of this guide will not be to make the various stakeholders on the employment and training market aware of the need for this work, but rather to give them tools to move forward.

Working within the framework of a Leonardo Innovation Transfer project has meant that valuable foundations are available : certain tools for observing behavioural skills, educational activities, a range of reports, etc.

In addition, it has been possible to use accepted definitions and educational tools from many sources[2], which in turn has made it possible, over two years of work, experiments and transfers, to :

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1. The term « generic skills » is defined as follows by Sofia Gallagher and Yolande Clément of the Centre For a www.centrefora.on.ca (Ontario - Canada) in their Guide sur les Compétences génériques (2013) : « Generic skills are general skills which are often added to the technical skills required to carry out a task at work. [...] Generic skills are acquired from personal and working experience and can often be transferred from one job or task to another. This range of experience makes it possible to learn, adapt to change, and acquire confidence in oneself and in relation to others, especially in the case of teamwork. [...] A generic skill does not relate exclusively to one task or job. »
2. European Commission, CEDEFOP, Conseil de l'Enseignement et de la Formation, academic circles, stakeholders in occupational integration, public training bodies, public interest organisations, etc.

▲ propose a definition of behavioural skills or soft skills in a working environment

> Making the end users of the training process, i.e. the job seekers, on one hand, and businesses on the other aware of soft skills and training in them via a common, shared definition of these skills, considered as keys to lasting employment. This is clearly thought out and clearly expressed. It will be the task of trainers, instructors and the guidance experts to explain the concept of soft skills to their trainees. The first part of the guide provides trainers with the material and resources to do this.

▲ providing users of this guide with a generic list of these soft skills (available on the centre page of the guide)

> Sources regarding behavioural skills abound, as do the ways of naming them, defining them, and listing them. In order to make things more straightforward for the users of this guide, we have decided only to use a list restricted to 27 soft skills.
>
> This non-exhaustive list will enable the users of the guide to select the behavioural skills which are the key to assisting people to obtain lasting employment of the kind they want. Each of these skills is defined here and accompanied by a slogan. Nothing is set in stone, and trainers can adapt this list to their own training contexts.

▲ present a working method of taking these into account and incorporating them in a training course

Those operating adult training systems, although aware of the importance of behavioural skills in successful training and in enabling their trainees to obtain lasting employment, very often mention their own **inexperience in handling this aspect**.

In the last part of this guide, they will find tools and sources which will enable them, according to a process inspired in particular by the work of Henri Boudreault[3], to :

▲ **detect** the soft skills to be mobilised in a specific context or work and/or training situation, on the basis of the generic list ;

▲ **define** them in connection with this context or situation ;

▲ formulate observable indicators of their existence in order to make the tools used for their observation, evaluation and self-assessment **appropriate** and **understandable** ;

▲ **exercise** these skills in training situations and **develop** other educational tools and activities.

3. Henri Boudreault Ph.D. A Professor of professional and technical training at the University of Quebec in Montreal. His work and tools can be seen on www.didapro.me and www.supor.org.

What are soft skills ?

SOFT SKILLS refer to the reflective ability of the individual in relation to the characteristics of the situations he or she may come up against.

They are sometimes referred to as CROSS-DISCIPLINARY or NON-TECHNICAL SKILLS.

With regard to these non-technical skills, in its Notice No. 99 of 22 February 2008, the Conseil de l'Education et de la Formation education and training council (Belgium - French-speaking Community, Wallonia-Brussels) states :

« One of the duties of adult training is to organise the mobilisation of these skills and make them operational, but without their becoming elements of social control and selection of workers. »

They supplement the technical skills required to do a job, and break down into 3 types : methodological, social, and participatory (BUNK model).

▲ Methodological skills relate to the concepts of adaptability and autonomy (adapting, being independent, planning, anticipating, analysing, problem-solving, critical judgement, quality of work, etc.)

« being able to react in a methodologically sound manner to the tasks required and the changes liable to occur, find solutions independently, and judiciously transpose the experience gained to the solving of new problems » Conseil de l'Éducation et de la Formation (CEF) - Belgium - French-speaking Community of Wallonia and Brussels - Notice 99 - 22 February 2008.

▲ Social skills refer to the concept of sociability (communicating, working as a team member, becoming integrated, confidentiality, etc.)

« being able to cooperate with others in a communicative, cooperative manner, and displaying social behaviour and interpersonal sensitivity » Conseil de l'Éducation et de la Formation - Belgium - French-speaking Community Wallonia-Brussels - Notice 99 - 22 February 2008.

▲ Participatory skills refer to the concepts of organisation and participation (taking account of intervention capacity, prioritising, organising, professional awareness, etc.)

« being able to contribute constructively to the arrangement of one's workstation and professional environment, being able to organise and decide on one's own account, and being prepared to take responsibility » Conseil de l'Éducation et de la Formation - Belgium - French-speaking Community Wallonia-Brussels - Notice 99 - 22 February 2008.
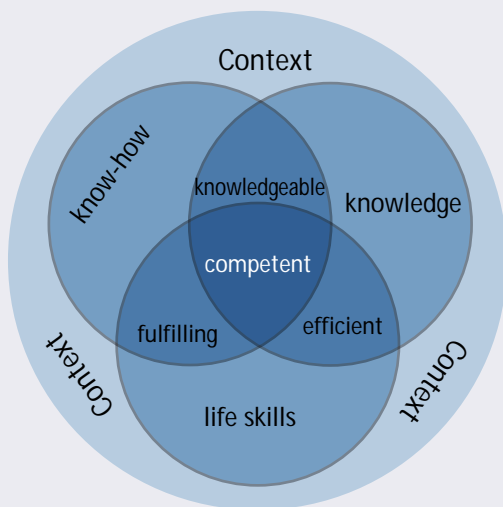
Key Educational Tools

▲ A glossary for greater ease of understanding

▲ The skills rocket

Behavioural skills : a resource to be mobilised as part of the Skills Approach

The skills approach is based on learning about the skills to be mastered in a given context.

These are the skills which will define the choice of training objectives and of the content to be covered.

Training to develop skills means helping learners to construct lasting skills to carry out the work constituting a job and deal with the realities and situations which they may come up against in the course of the job.
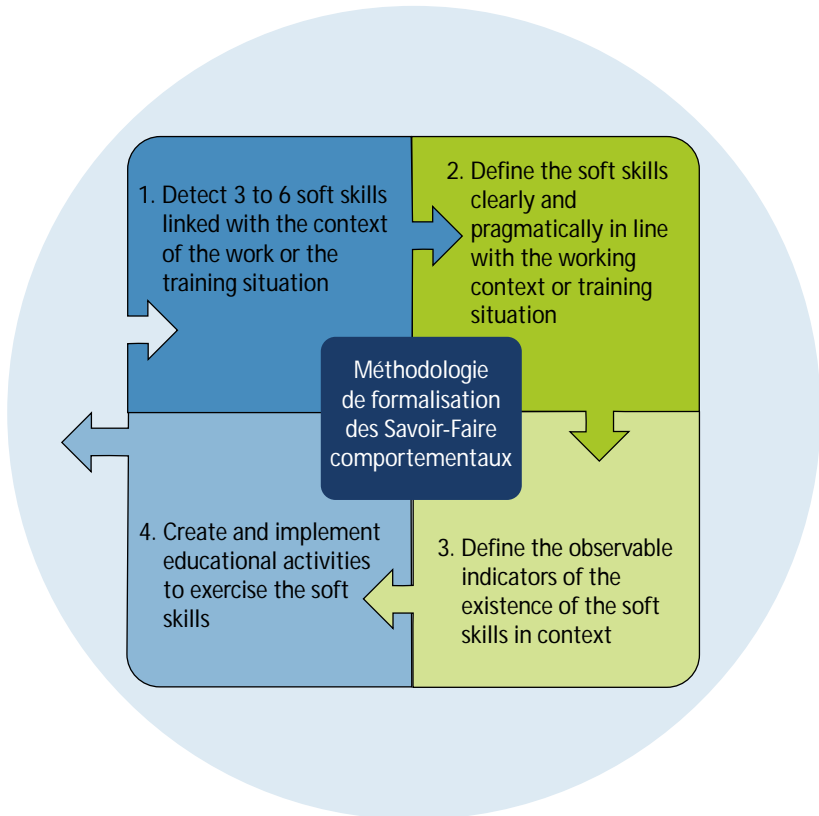
The implementation of the Skills Approach directly affects the development of training programmes, which will be based on the skills to be mastered for each job. It also impacts on the monitoring of the learners, which must be designed in such a way as to check that these skills have in fact been acquired.

The Skills Approach also makes it possible to have a solid perception of the behavioural skills which are essential for the purposes of the job.

Methodology of formalisation of Behavioural Skills

The methodology constructed for the project is presented as four key stages, as follows :

1. Detecting, with the professionals in the field, which soft skills need to be mobilised in a specific context or work and/or training situation. This work can be based on the generic list or « shopping list » presented on the central page. At this first stage, it is difficult to target the most important soft skills and align them with the specific job and sector requirements.

2. Defining each of the Soft Skills selected in line with this context or situation. The generic list contains a proposed definition and a slogan. Nothing is set in stone, and the main thing is for this definition and slogan to be understood and shared by everyone involved, which includes the learners, who will have to take their own positions with regard to these skills.

3. Defining the observable indicators of their existence in order to develop suitable, understandable tools for their observation/evaluation and self-assessment in the context of the training. It is at this stage in the work that the users of the tools define, for each soft skill selected, the objective to be achieved and the various levels of mastery. The indicators are shown on a scale from « zero » to « mastered », for example, on the basis that the mastered indicator will vary for the same soft skill from one job to another, in spite of the great transferability of soft skills from one working environment to another.

4. Observing these soft skills in a training situation and developing the educational resources to exercise them in a training situation.

1. Detect 3 to 6 soft skills linked with the context of the work or the training situation

2. Define the soft skills clearly and pragmatically in line with the working context or training situation

Méthodologie de formalisation des Savoir-Faire comportementaux

4. Create and implement educational activities to exercise the soft skills

3. Define the observable indicators of the existence of the soft skills in context

Soft skills must be observed throughout the training from start to finish. Trainees will be made aware of their importance throughout the training course.

The trainers have a choice of strategies for doing this :

▲ A short module at the start of the course (awareness, case studies, role play, videos, etc.) ;

▲ Remedial teaching where a deficiency is noted (stress management day, work organisation, awareness of diversity, etc.) ;

▲ Group and individual follow-up using the observation and self-assessment tools (see observation, evaluation, and self-assessment tool guide) ;

▲ Integration of soft skills in the teaching activities described in the training plan (choice of technical activity where the relevant skill or skills can be implemented) ;

▲ A mix of these four strategies.

Key Educational Tools

▲ Diagram of the methodological process

▲ Cross-disciplinary and key skills project - Tournai final report

▲ Methodology for preparation of soft skills observation tables - Le Forem

▲ Application of the Methodology for preparation of soft skills observation tables - Bruxelles Formation

▲ Shopping List

▲ 24 professional approaches by Henri Boudreault

▲ Report on transfers

1. Detect the soft skills to be mobilised in a specific context or work and/or training situation

Starting with common, shared definitions of behavioural skills and recognition of the justification for observing them throughout the training process, 3 to 6 soft skills should be selected as keys in the context in question.

In line with the Skills Approach, this work will be carried out with the managers and those involved in the design and implementation of training standards[4] (job trainers, tutors, training centre managers, product line managers, etc.)

Ideally, all the stakeholders in the training course, including the learners, will meet round the table at this first stage in the process.

The choice of the key soft skills for each job will also be guided by feedback from the field and institutional intermediaries to business.

In the context of the project, the project partners have produced a non-exhaustive list of the most frequently-mentioned behavioural skills on the central page of this guide. The method by which this shopping list was drawn up is described in Stage 2.

At this stage, it is important to be objective and not give free rein to received ideas regarding the deficiencies of certain groups who are alienated from work in connection with certain behavioural skills which would be identified from the start as « problematic ».

The purpose of this first stage is to determine objectively 3 to 6 soft skills expected in a working situation in the job in question.

Experiments and enquiries carried out with the users of certain observation and self-assessment tools have shown that after 6 soft skills, the activity becomes time-consuming and is often approached superficially and mechanically, and the required outcomes are not achieved.

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4. This document contains a set of activities, training content and/or methods used to achieve pre-defined training objectives in terms of acquiring knowledge, attitudes (know-how and behavioural skills) and competences.

However, if you feel that work on a larger number of soft skills is justified, all the tools and activities created or adapted within the OPC-SFC Leonardo Innovation Transfer project are ideal for this purpose.

Key Educational Tools

▲ For a better understanding
- ▲ A glossary for greater ease of understanding
- ▲ Reference framework - Cross-disciplinary skills (Bruxelles Formation)

▲ For awareness-raising and persuasion
- ▲ Employment agency work videos
- ▲ « The skills that make a difference to work » (videos, interviews with managers, and other HRMs)

▲ For leading the selection work
- ▲ COOSS information sheets
- ▲ FormaForm information sheets
- ▲ GEI information sheets
- ▲ Ateliers Tremplin activity sheets

▲ For making your choice
- ▲ Shopping List
- ▲ 24 professional approaches by Henri Boudreault
- ▲ Diagram of Bunk non-technical work skills
- ▲ Reference framework - Cross-disciplinary skills (Bruxelles Formation)

▲ Links to source references.

2. Define them in connection with this context or situation

This second stage of the method will take place at virtually the same time as the first. In fact, the definitions assist the choice of soft skills, as do the slogans, and these two basic stages of the work on soft skills are closely linked.

The definitions and slogans on the project shopping list have been produced jointly by the project partners on the basis of five tools :

▲ the 20 behavioural skills observation tables in Le Forem Formation Quality Manual

▲ the 24 approaches to work outlined by Henri Boudreault

▲ the Bunk presented in the diagram below

▲ the Guide to general skills by Sofia Gallagher and Yolande Clément (Centre Fora)

▲ and the Cross-disciplinary skills reference framework of Bruxelles Formation.
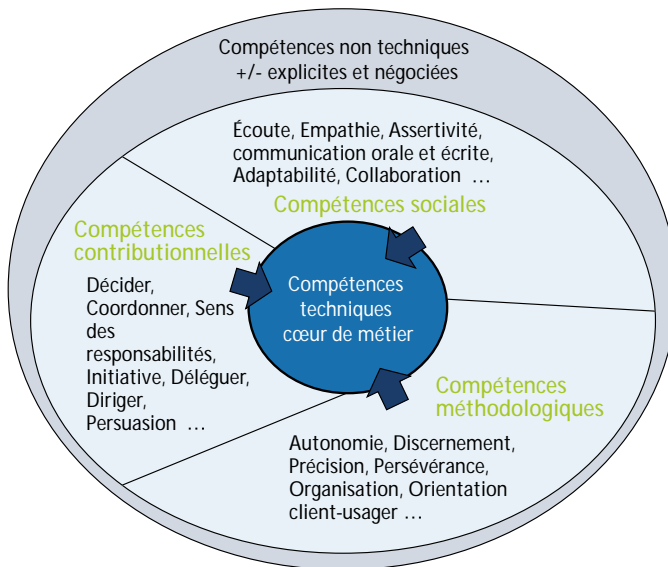
While they are only an aid to choice for Stage 1 of the process, we insist on the need in this second stage for total reappropriation of the definitions and slogans, right from the start of the training, by all the users of the observation and self-assessment tools. If necessary, they will be reformulated by the trainers and trainees.

Once again, experience has shown that definitions which are not shared or not understood are an obstacle to use of these tools, and the trainer, tutor or instructor must make sure of spending a moment with the group of trainees to ensure that the definitions and slogans have been properly understood. The trainer may, for example, use short role-plays to illustrate soft skills and give a better understanding of when and how they are applied in working situations.

Special attention has been paid to this stage with the project partners involved in a transfer project. To do this, they have taken their inspiration from the methodological note on the construction of Le Forem observation tables, and have taken elements on which to base their educational reappropriation activities from the literature and resources identified on the opc-sfc website.

We should remember that the behavioural skills on the project shopping list are to be seen as generic, and are in no way exhaustive.

Key Educational Tools

▲ Shopping List
▲ Reference framework - Cross-disciplinary skills (Bruxelles Formation)
▲ 24 professional approaches by Boudreault
▲ Teaching websites for HenriBoudreault professional training
▲ Links to source references
▲ Employment agency work videos
▲ « The skills that make a difference to work » (videos, interviews with managers, and other HRMs)
▲ Tools for training the trainers
▲ Observation and self-assessment tables.

3. Define the observable indicators of the existence of soft skills in context

At this stage of the construction of the soft skill observation tools and tables, or their joint construction with learners, the users of the tables and other observation tools can choose between the following two courses of action :

▲ Either they simply list the indicators[5] which can be observed in a training situation in such a way as to be able to observe objectively whether or not they can be seen in the trainee.

▲ Or, after listing these indicators, they position them in their observation tool on a scale from the weakest to the highest levels of mastery. In this option, therefore, it will be necessary to define precisely the indicators showing that the level of mastery is attained.

These levels and indicators will vary from job to job. This means that the spirit of initiative expected of a roofer, although transferable, like all behavioural skills, to other professional contexts, will not be the same as that expected of an accountant, for example, and the indicators of its existence will differ from job to job.

These two methods guarantee objective observation of the facts and the behavioural skills, while working in close conjunction with the training and job standards and with respect for the skills approach.

Key Educational Tools

▲ Examples of indicators
  ▲ Spheres of observation of soft skills
  ▲ Observation and self-assessment tables

▲ To display these
  ▲ Observation and self-assessment tables
  ▲ Spheres of observation of soft skills
  ▲ Boudreault's radar

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5. Observable existence of a criterion. This gives information which makes it possible to answer the question : « How will I see that the criteria is met ? » or « What exactly will the assessor observe ? ». Source : Service francophone des métiers et des qualifications (SFMQ - Belgium).

▲ To produce them
  ▲ Information sheets for creation of observable indicators

4. Observe these soft skills in a training situation and develop the educational resources to exercise them

When starting on the implementation of these fourth and fifth stages of the process, the trainers ask themselves several questions :

▲ How can the concept of behavioural skills be introduced to their groups of trainees ?

▲ How can the training sequences relating to self-assessment be handled ?

▲ Where can resources to be found for working on certain soft skills which are seen as keys, when trainees are found to have considerable weaknesses ?

They have the following resources :

▲ a selection of soft skills which are keys to doing the job ;

▲ their definitions and slogans, shared and understood by the trainees ;

▲ the indicators, formulated in a specific and understandable manner adapted to the job, which will enable them to observe that these soft skills are acquired ;

▲ one or more tools giving them an overview of the progress of their trainees in terms of the requirements for training and the world of work.

Not all trainers of adults are psychologists, and many are unhappy about handling these non-technical skills, even through they are convinced of the justification for working on them during training.

In order to meet their requirements, the OPC-SFC project proposes different routes, to be implemented at different key moments or continuously during the course. These moments can be led by technical trainers who have great credibility and in whom the trainees have great confidence, as well as by professional course guides, mediators, or tutors.

The choice of the right moment for approaching soft skills is important. It is vital to talk about them at the beginning of the course, in order to set the scene, regardless of the tool or activity chosen. They can then be included and worked on in the training course in the same way as technical skills.

This will be the case in training for jobs which include face-to-face contact with clients, for example. Finally, the trainer's observations and the learner's self-assessment will be continuously compared, as recommended by the observation tool technical sheets.
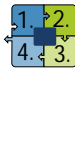
Key Educational Tools

▲ For raising awareness in the learners
   ▲ Cross-disciplinary and key skills project - Tournai final report
   ▲ Employment agency work videos
   ▲ « The skills that make a difference to work » (videos, interviews with managers, and other HRMs)

▲ For training the trainers
   ▲ Trainer training sequence « Better management of the non-technical skills vital for the job »
   ▲ Teaching websites for Henri Boudreault professional training

▲ For continuous observation and self-assessment of soft skills
   ▲ Observation and self-assessment tables
   ▲ Spheres of observation of soft skills
   ▲ Boudreault's radar.

Tools for moving forward...

All the tools described below and on the following pages have been produced or used by the partners in the OPC-SFC project.

You will find a detailed description on the OPC-SFC website (www.opc-sfc.eu) as well as contact details for each of the partner institutions.

Please mention the authors whenever you use any of these tools.

Stages	Tool / Activity	
	A glossary for greater ease of understanding	
	Author	Partnership
	Objective	To acquire shared definitions of the key concepts relating to behavioural skills and skills in general
	Target Group	All groups
	Summary	Tool clarifying the concepts permitting discussion of their meaning
	Type	Teaching aid
	Type of support	pdf - PowerPoint presentation
	The skills rocket	
	Author	Partnership (adapted from a basic idea by FormaForm)
	Objective	To obtain a diagram of the position of behavioural skills in relation to the key skills defined by the European Union and technical skills
	Target Group	All groups
	Summary	Tool to clarify the concepts of soft skills, hard skills, and key skills permitting discussion of the proposed positioning.
	Type	Teaching aid
	Type of support	JPEG image

|	Diagram of the methodological process	
	Author	Partnership (adapted from Henri Boudreault)
	Objective	To clarify the methodology proposed for incorporation of soft skills in a training process
	Target Group	All groups
	Summary	Diagram of the recognised method of integration of soft skills in a training process
	Type	Teaching aid - support for communication and dissemination
	Type of support	JPEG image
	Cross-disciplinary and key skills project - Tournai final report	
	Author	A.I.D. & CSEF Tournai
	Objective	▲ To detect and assess cross-disciplinary skills by incorporating them in their working context ▲ To work on them in training thanks to the creation of teaching aid
	Target Group	Trainers - Trainees
	Summary	▲ Skills Approach : list of skills translated into observable signs in the assessment tables ▲ Finding soft skills in working situations based on a source skills standard
	Type	Report & Educational Activities
	Type of support	pdf
	Methodology of preparation of observation tables	
	Author	Le Forem
	Objective	To design behavioural skills observation/evaluation/self-assessment tables
	Target Group	Organisations providing professional guidance and training for qualifications
	Summary	Description of the method used by Le Forem to design its behavioural skills observation/evaluation/self-assessment tables
	Type	Methodological note - Process
	Type of support	pdf

Shopping List	
Author	Partnership
Objectives	▲ To select the soft skills to be mobilised ▲ To define them in an understandable, shared manner
Target Group	All groups
Summary	Non-exhaustive selection of 27 behavioural skills defined by a pictogram, a textural definition, and a slogan
Type	Teaching aid
Type of support	pdf

« The skills that make a difference to work »	
Author	CF2M & COFTeN in partnership with CEFAID, CENFORGIL and SIREAS with the support of Bruxelles Formation
Objectives	To familiarise the trainees with the world of work and its requirements
Target Group	Trainees - Trainers - Workers
Summary	Assistance for the learners to identify and understand which behavioural skills are necessary and vital for doing a job Proposed routes for action
Type	Multimedia teaching aid
Type of support	Pdf (downloadable free of charge) & DVD (a charge is made)

Observation and self-assessment tables	
Author	Le Forem
Objectives	▲ To make trainees aware of soft skills ▲ To observe soft skills in training situations
Target Group	Trainers - Trainees
Summary	Soft skills observation tables containing a list of soft skills linked with various jobs, and their definitions and slogans. Empty assessment table.
Type	Monitoring teaching aid
Type of support	pdf

1. **2.** **3.** **4.**	**Soft skills observation tables : Transport sector and basic training**	
	Author	Bruxelles Formation
	Objectives	To observe soft skills during basic training and training for qualifications
	Target Group	Trainers - Trainees
	Summary	Two tables for observing, at specific points, the soft skills which are most relevant in the context of training in the field of transport and in basic training. These make it possible to observe the progress of the trainees.
	Type	Teaching aid for monitoring progress
	Type of support	pdf
1. **2.**	**Cross-disciplinary skills reference framework**	
	Author	Bruxelles Formation
	Objectives	▲ To list and define cross-disciplinary skills ▲ To identify the relevant cross-disciplinary skills to be mobilised and incorporate them in the standards and training programmes.
	Target Group	Trainers
	Summary	Definition of cross-disciplinary skills on the basis of the work of G. Bunk(1), quoted by the Conseil de l'Education et de la Formation. Breakdown of these skills into three parts and proposal of a typical list of cross-disciplinary skills that can be mobilised in the various professional sectors or jobs.
	Type	Teaching aid
	Type of support	pdf
1. **2.** **4.** **3.** **1.** **2.**	**24 professional approaches by Henri Boudreault**	
	Author	Henri Boudreault PhD Professor of professional and technical training at the University of Quebec in Montreal- www.didapro.me and www.supor.org
	Objectives	▲ To select the soft skills to be mobilised ▲ To give them an understandable, shared definition
	Target Group	All groups

	Summary	Non-exhaustive selection of 24 professional approaches defined by pictograms and textual definitions
	Type	Teaching aid
	Type of support	pdf
	Application of the Methodology for preparing soft skills observation tables	
	Author	Bruxelles Formation
	Objectives	To design behavioural skills observation/evaluation/ self-assessment tables
	Target Group	Organisations providing professional guidance and training for qualifications
	Summary	Presentation of the stages implemented and the tools used to construct a soft skills observation table on the basis of the methodology proposed by Le Forem.
	Type	Methodological note - Process
	Type of support	pdf
	Report on transfers	
	Author	Partnership (drafted by COOSS)
	Objectives	To restore the results of the transfers of tools and the methodologies impemented
	Target Groups	Organisations providing professional guidance and training for qualifications
	Summary	Structured presentation of transfers carried out in Italy, France, and Belgium
	Type	Report
	Type of support	pdf

1. **4.**	**Employment agency work videos**	
	Author	Employment agency www.pole-emploi.fr/tv/
	Objectives	To reach out to the trainees and tell them about the requirements of the labour market in terms of both hard and soft skills
	Target Groups	Trainers - Trainees
	Summary	Video description of the jobs and skills to be mobilised
	Type	Videos
	Type of support	Website
1.	**Educational activities enabling selection of soft skills**	
	Authors	COOSS - GEI - AID - Le FOREM
	Objectives	Give trainers and those training the trainers media for handling the soft skills training modules : to understand and select them better
	Target Groups	Trainers - Organisations providing professional guidance and training for qualifications
	Summary	Set of information sheets describing the sequences for selecting soft skills
	Type	Educational activities
	Type of support	pdf
1.	**Diagram of non-technical work skills**	
	Author	Conseil de l'Education et de la Formation - Notice 113
	Objectives	To present the Bunk model as a diagram
	Target Groups	Trainers - Those training trainers
	Summary	Presentation of concepts of non-technical and cross-disciplinary skills according to the context in which they are mobilised.
	Type	Conceptual diagram
	Type of support	JPEG image

1.	**The source references**		
	Authors	Belgium : www.sfmq.cfwb.be ; www.cdvc.be Italy and Romania : www.opc-sfc.eu/Textes-officiels France : www.pole-emploi.fr (ROME job files)	
	Objectives	To select soft skills in line with job-profiles/skills	
	Target Groups	Trainers - Those training trainers - Organisations providing professional guidance and training for qualifications	
	Summary	The job/skills profiles making it possible to display all the skills to be mastered within the framework of a given job and display the resources to be mobilised by the trainees	
	Type	Jobs/skills references	
	Type of support	Websites - pdfs	
2. **4.**	**Teaching websites for HenriBoudreault professional training**		
	Author	Henri Boudreault Ph Professor of professional and technical training at the University of Quebec in Montreal	
	Objective	To offer the trainers and those training them tools for professional training and incorporation of soft skills	
	Target Groups	Trainers - Those training the trainers	
	Summary	Sum of educational tools and presentation of process for incorporation of behavioural skills among others in a training course (skills approach)	
	Type	Educational activities - Training engineering - Process	
	Type of support	Websites (diagrams, powerpoint presentation, videos, etc.)	
2.	**Tools for training the trainers**		
	Authors	COOSS - GEI - Le FOREM	
	Objective	To train the trainers in Phase 2 and the implementation of the process : to define the soft skills	
	Target Groups	Trainers - Those training trainers - Organisations providing professional guidance and training for qualifications	

	Summary	Training sequences covering the roll-out of the activities to be put in place to permit shared definition of the soft skills.
	Type	Educational activities
	Type of support	pdfs
	Soft skills observation and self-assessment tables	
	Authors	COOSS
	Objective	Observation and self-assessment of the soft skills of learners throughout the training, in line with the targeted context
	Target Groups	Trainers - Trainees
	Summary	Soft skills observation and self-assessment tables containing a list of soft skills in line with jobs involving serving others. Can be used alongside the observation and self-assessment spheres.
	Type	Monitoring teaching aid
	Type of support	pdfs
	Spheres of observation of soft skills	
	Author	COOSS
	Objective	Observation and self-assessment of the soft skills of learners throughout the training, in line with the targeted context
	Target Groups	Trainers - Trainees
	Summary	Representation of the results of the observation and self-assessment of the soft-skills on a sphere diagram showing the different levels of mastery of the soft skills. Can be used alongside an observation and self-assessment table.
	Type	Monitoring teaching aid
	Type of support	pdfs

Boudreault's radar	
Author	Henri Boudreault
Objective	Observation and self-assessment of the soft skills of learners throughout the training, in line with the targeted context
Target Groups	Trainers - Trainees - Those training the trainers
Summary	Representation of the results of the observation and self-assessment of the soft-skills on a « radar »-type diagram showing the different levels of mastery of the soft skills. Exists in blank version for training the trainers.
Type	Teaching aid
Type of support	JPEG image
Information sheets for creation of observable indicators	
Authors	Le Forem - FormaForm
Objectives	▲ To highlight the representation of the behavioural skills linked with a job and compare them with the opinion of an expert in that field ▲ To determine and formulate the relevant indicators making it possible to assess a behavioural skill
Target Groups	Trainers - Those training trainers
Summary	Educational activity to highlight for the trainers the indicators making it possible to observe the soft skills to be mobilised in training or on the job.
Type	Information sheets
Type of support	pdfs

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4.	Sequence for training the trainers : Better management of the non-technical skills vital for the job	
	Authors	Le FOREM - FormaForm
	Objective	To meet the needs of trainers requiring relevant, significant tools relating to their reality to better observe and manage the non-technical skills of their trainees
	Target Groups	Trainers - Those training the trainers - Organisations providing professional guidance and training for qualifications
	Summary	Two days training of trainers enabling them to define soft skills, be aware of their importance when obtaining or keeping a job, looking at the 4 major stages of the process defined in the OPC-SFC project and appropriating its tools
	Type	Training sequence
	Type of support	pdf

Here we have only covered the tools which have been used in the project's flagship activities. Other educational activities and tools are available or accessible on line at www.opc-sfc.eu.

Key Educational Tools - Behavioural Skills for Job-seekers .

Website : www.opc-sfc.eu

Programme d'éducation
et de formation
tout au long de la vie

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