

# SOFTSKILLS FRAMEWORK (TEMPLATE)

## PROPOSAL



## SoftSkills4EU: Promote your Soft Skills with Open Badges

Partner organization: PAR

Date: May 09, 2019

# FRAMEWORK

## INFORMATION ABOUT OUTPUT

**OUTPUT:**

IO1 COMPETENCE FRAMEWORK

**ACTIVITY:**

IO1 A1: NEEDS ASSESSMENT

## PROJECT INFORMATION

**PROJECT:**

SoftSkills4EU: Promote your Soft Skills with Open Badges

**PROJECT TITLE:**

Promote your soft skills with open badges

**ACRONYM:**

SoftSkills4eu

**PROJECT NO.:**

2018-1-SI01-KA204-047088

**PROJECT COORDINATOR:**

Development and Education Centre Novo mesto (RIC Novo mesto), Slovenia

# TABLE OF CONTENT

INTRODUCTION.....	4
General information regarding the needs analyses .....	4
SOFTSKILLS FRAMEWORK .....	4
SPOCC FRAMEWORK .....	4
MODULE 1. SPOCC Framework.....	8
MODULE 2. SPOCC FRAMEWORK .....	8
MODULE 3. SPOCC FRAMEWORK .....	9
MODULE 4. SPOCC FRAMEWORK .....	10
MODULE 5. SPOCC FRAMEWORK .....	10
CONCLUSION .....	11



## INTRODUCTION

### GENERAL INFORMATION REGARDING THE NEEDS ANALYSES

*To become and remain competitive in today's changing business environment, it is crucial to employ highly skilled and motivated workforce. It is widely accepted and acknowledged the importance of hard skills among potential and existing employees, but it is becoming more and more recognized the importance of soft skills, as they were too often undervalued and there were no training or similar educations for soft skill learning.*

*The main aim of the SoftSkills4UE project is to identify the key soft skills within the competencies defined in the Europass Tool and then develop a standardized soft skills reference framework, which would be useful as a validation tool for those soft skills competences. It will bring an added value and more credibility to the already widely used Europass and can also be a starting point for a direct improvement of Europass. The impact will be visible for both, job seekers to credibly show their competencies; for employers (employing organizations) simplifying the selecting procedure or helping to more efficiently distribute already employed people to workplaces; for career counsellors to better and easier recognize the competencies thus, making counselling more efficient.*

*During the project SoftSkills4EU, two surveys were conducted, with the aim to understand and recognise the need for soft skills among job seekers and employers, or human resource departments. Each of the five partners conducted two surveys, including at least 70 participants, with the total of at least 350 respondents for the project. Based on the survey results, the soft skills competence framework were defines as follows.*

## SOFTSKILLS FRAMEWORK

### SPOCC FRAMEWORK

*Soft skills identified as important and crucial based on the project survey results are: social skills, personal skills, organisational skills, cooperation skills, and creativity skills. The soft skills framework abbreviation is SPOCC Framework.*

*The framework consists of five modules, which includes five topics, with the description of each topic, aligned with the appropriate level of knowledge, and the learning outcome for each level. Levels are defined as Sufficient (A), Good (B) and Excellent (C). For each module, participants undertake a questionnaire with 50 questions, with the possibility to gain a soft skills badge for the module - scored as Sufficient, Good or Excellent level. If the participants gain five badges for all five modules, they have the possibility to receive the Full Soft Skills Badge - Sufficient, Good or Excellent level.*



Level description:

- ☐ **Sufficient (A):** To have sufficient knowledge/skills regarding creative problem solving, analytical thinking, innovativeness, imagination and open mindedness in the working environment. I am not able to use this knowledge/skills to reach/collect sufficient results/resources.
- ☐ **Good (B):** To have good knowledge/skills regarding creative problem solving, analytical thinking, innovativeness, imagination and open mindedness in the working environment. I am able to use this knowledge/skills to reach/collect good results/resources.
- ☐ **Excellent (C):** To have excellent knowledge regarding creative problem solving, analytical thinking, innovativeness, imagination and open mindedness in working environment. I am able to use this knowledge/skills to reach/collect excellent results/resources.

SOFT SKILLS FRAMEWORK		
SKILL FIELD	SKILLS	TOPICS OF LEARNING OUTCOMES
SOCIAL SKILLS	Conflict management	<ul style="list-style-type: none"> <li>- Solving conflicts</li> <li>- Analysing conflicts</li> <li>- Predicting conflicts</li> </ul>
	Business communication	<ul style="list-style-type: none"> <li>- Business etiquette</li> <li>- Face-to-face meetings</li> <li>- Web-based communication</li> </ul>
	Assertive communication	<ul style="list-style-type: none"> <li>- Verbal and non-verbal communication</li> <li>- Observational and listening skills</li> <li>- Creating positive communication atmosphere</li> </ul>
	Inter-cultural skills	<ul style="list-style-type: none"> <li>- Social awareness</li> <li>- Fighting prejudices, stereotypes and negative personal beliefs</li> <li>- Effective communication between members of different cultures</li> </ul>
	Public presentation	<ul style="list-style-type: none"> <li>- Self-confidence</li> <li>- Face-to-face rhetoric</li> <li>- Audience engaging web-based presentations</li> </ul>
PERSONAL SKILLS	Handling stress	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Coping with difficult situations</li> <li>- Relaxation techniques in the workplace</li> </ul>
	Self-awareness	<ul style="list-style-type: none"> <li>- Personal strengths and weaknesses awareness</li> <li>- Self-concept</li> <li>- Personal limits awareness and changing</li> </ul>
	Personal development	<ul style="list-style-type: none"> <li>- The vision of personal development and self-motivation</li> <li>- Self-assessment of skills</li> <li>- Planning and development of new skills</li> </ul>
	Self-management	<ul style="list-style-type: none"> <li>- Balance between private and professional life</li> <li>- Management techniques for improving personal effectiveness</li> </ul>

		<ul style="list-style-type: none"> <li>- Improvement of self-management skills</li> </ul>
	Emotional intelligence	<ul style="list-style-type: none"> <li>- Integrity</li> <li>- Self-regulation</li> <li>- Empathy</li> </ul>
<b>ORGANISATIONAL SKILLS</b>	Strategic Planning	<ul style="list-style-type: none"> <li>- Defining long term goals and indicators</li> <li>- Making decisions</li> <li>- Problem-solving (with SWOT analysis)</li> </ul>
	Leadership	<ul style="list-style-type: none"> <li>- Task delegation</li> <li>- Responsibility and Risk-taking</li> <li>- Negotiation</li> </ul>
	Project management	<ul style="list-style-type: none"> <li>- Planning activities</li> <li>- Task division</li> <li>- Responsible decision making</li> </ul>
	Critical thinking	<ul style="list-style-type: none"> <li>- Objective analysis</li> <li>- Issue evaluation</li> <li>- Logical reasoning</li> </ul>
	Time management	<ul style="list-style-type: none"> <li>- Goal setting</li> <li>- Prioritization</li> <li>- Keeping a To-Do List</li> </ul>
<b>COOPERATIVE SKILLS</b>	Teamwork management	<ul style="list-style-type: none"> <li>- Creating teams based on their skills</li> <li>- Adequate task division between members of team and creating action plan</li> <li>- Monitoring of teamwork</li> </ul>
	Team building	<ul style="list-style-type: none"> <li>- Team building importance</li> <li>- Team building techniques</li> <li>- Fostering positive working atmosphere (trust building)</li> </ul>
	Flexibility and adaptability	<ul style="list-style-type: none"> <li>- Respectfulness in teamwork</li> <li>- Reliability in teamwork, support and helping others</li> <li>- Adjusting to changes</li> </ul>
	Working styles	<ul style="list-style-type: none"> <li>- Assessment of working styles</li> <li>- Tasks adjustment to working styles</li> <li>- Creating action plan</li> </ul>
	Collaboration and networking	<ul style="list-style-type: none"> <li>- Efficient communication with partners</li> <li>- Efficient internal communication</li> <li>- Networking importance in company development</li> </ul>
<b>CREATIVE THINKING SKILLS</b>	Innovativeness	<ul style="list-style-type: none"> <li>- Producing new ideas and Brainstorming</li> <li>- Convergent and Divergent Thinking</li> <li>- Phases of creative thinking</li> </ul>



	Constant improvement	<ul style="list-style-type: none"> <li>- Importance of quality in creative thinking</li> <li>- Implementing the Deming circle (PCDA) at work – action plan</li> <li>- Willingness to gain new skills</li> </ul>
	Analytical thinking	<ul style="list-style-type: none"> <li>- Data, information gathering</li> <li>- Analysis of information using critical thinking (different points of view)</li> <li>- use new knowledge (or new ideas) in problem-solving</li> </ul>
	Implementing changes	<ul style="list-style-type: none"> <li>- Awareness of the importance of implementation changes</li> <li>- Self-initiative</li> <li>- Creative strategies within the process of implementing changes</li> </ul>
	Fostering creativity	<ul style="list-style-type: none"> <li>- Using creativity to increase competitiveness</li> <li>- Fostering creativity in teamwork</li> <li>- Fostering creativity in individual work</li> </ul>



## MODULE 1. SPOCC FRAMEWORK

**SOCIAL SKILLS**

General description of the module:

MODULE 1: SOCIAL SKILLS		
The main objective of module and levels	Skills	Learning Outcomes
<b>A:</b> To have sufficient knowledge regarding ...  <b>B:</b> To have a good knowledge regarding ...  <b>C:</b> To have excellent knowledge regarding ...	1.1. Conflict management	✓ I am able ✓ I am able ✓ I am able
	1.2. Business communication	✓ I am ✓ I am able ✓ I am able
	1.3. Assertive communication	✓ I am able ✓ I am able reliability in teamwork ✓ I am able
	1.4. Inter-cultural skills	✓ I am ✓ I am able ✓ I am
	1.5. Public presentation	✓ I am ✓ I am

## MODULE 2. SPOCC FRAMEWORK

**PERSONAL SKILLS**

General description of the module:

MODULE 2: PERSONAL SKILLS		
The main objective of the module and levels	Skills	Learning Outcomes
	1.2. Handling stress	✓ I am able ✓ I am able ✓ I am able



A: .....  B: .....  C: .....	1.2. Self-awareness	✓ I am able ✓ I am able ✓ I am able
	1.3. Personal development	✓ I am able ✓ I am able ✓ I am able
	1.4. Self-management	✓ I am able ✓ I am able ✓ I am able
	1.5. Emotional intelligence	✓ I am able ✓ I am able ✓ I am able

## MODULE 3. SPOCC FRAMEWORK

**ORGANISATIONAL SKILLS**

General description of module:

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MODULE 3: ORGANISATIONAL SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
A: .....  B: .....  C: .....	1.1. Strategic Planning	✓ I am able ✓ I am able ✓ I am able
	1.2. Leadership	✓ I am able ✓ I am able ✓ I am able
	1.3. Project management	✓ I am able ✓ I am able ✓ I am able
	1.4. Critical thinking	✓ I am able ✓ I am able ✓ I am able
	1.5. Time management	✓ I am able ✓ I am able ✓ I am able

## MODULE 4. SPOCC FRAMEWORK

## COOPERATION SKILLS

General description of the module:

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MODULE 4: COOPERATION SKILLS		
The main objective of the module and levels	Skills	Learning Outcomes
<b>A:</b> .....  <b>B:</b> .....  <b>C:</b> .....	1.1. Teamwork management	✓ I am able ✓ I am able ✓ I am able
	1.2. Team building	✓ I am able ✓ I am able ✓ I am able
	1.3. Flexibility and adaptability	✓ I am able ✓ I am able ✓ I am able
	1.4. Working styles	✓ I am able ✓ I am able ✓ I am able
	1.5. Collaboration and networking	✓ I am able ✓ I am able ✓ I am able

## MODULE 5. SPOCC FRAMEWORK

## CREATIVE THINKING SKILLS

General description of the module:

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MODULE 5: CREATIVE THINKING SKILLS		
The main objective of the module and levels	Skills	Learning Outcomes
	1.1. Innovativeness	✓ I am able ✓ I am able

<b>A:</b> .....		✓ I am able
	1.2. Constant improvement	✓ I am able ✓ I am able ✓ I am able
	1.3. Analytical thinking	✓ I am able ✓ I am able ✓ I am able
<b>B:</b> .....	1.4. Implementing changes	✓ I am able ✓ I am able ✓ I am able
	1.5. Fostering creativity	✓ I am able ✓ I am able ✓ I am able
<b>C:</b> .....		

## CONCLUSION

Soft skills are defined as personal attributes, traits, social cues, and specific communication abilities needed for business success. Soft skills often characterize how a person interacts in his or her relationships with others, especially in the working environment.

Unlike hard skills that are learned, soft skills are similar to emotions or insights that allow people to “read” others. These are much harder to learn, at least in a traditional classroom. They are also much harder to measure and evaluate. Soft skills are sometimes referred to as transferable skills or professional skills. As this term implies, these are skills that are less specialised, less rooted in specific vocations, and more aligned with the general disposition and personality of a candidate.

After the SoftSkills4EU project surveys, conducted in five countries, Slovenia, Italy, The Netherlands, Cyprus and Croatia, few main soft skills modules were deducted and identified: social skills, personal skills, organisational skills, cooperation and creativity skills. Each of the identified soft skills modules consists of five topics, which were deducted after analysing the survey answers for all included countries. Based on the survey answers, soft skills topics and afterword main modules were identified, brainstormed and included in the final soft skills framework - SPOCC. The soft skill framework should be useful for future soft skills trainings, guidelines and possible pre-employment testing.