



Training of Trainers

Unit 2 - Professional Guidance and Coaching of Trainees

Contextualisation of the unit



The second unit, is related to tools and materials to support and guide trainees in the self-assessment and development of their soft skills.

- 🕒 Duration of 3h
- 🕒 On successful completion of this unit participants will be able to:
 - 🕒 Guide and support trainees in the self-assessment of the level of development of their soft skills;
 - 🕒 Understand and interpret the results of the online self-assessment tool;
 - 🕒 Support trainees understanding the results of the self-assessment;
 - 🕒 Support trainees in the definition of strategies and activities to develop and/or strengthen their softs skills;
 - 🕒 Motivate trainees to strengthen their soft skills by doing activities outside their classes and VET schools/center.
- 🕒 The unit comprises the following chapters:
 - 🕒 Soft skills self-assessment online tool
 - 🕒 Soft Skills Profile
 - 🕒 Success@work manual



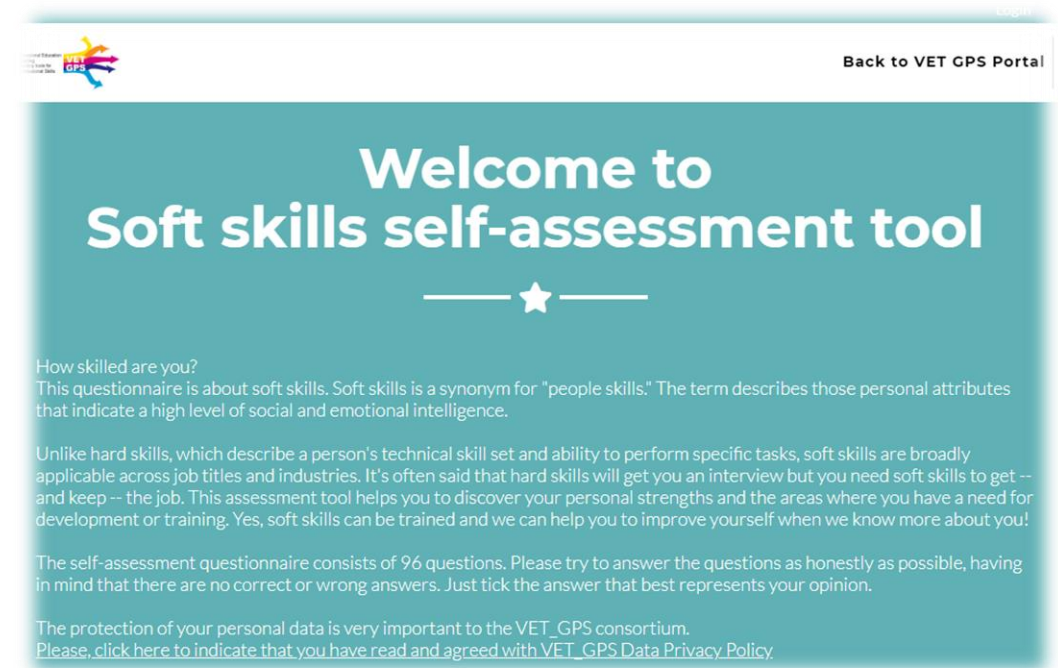
Soft skills self-assessment online tool

Soft skills self-assessment online tool



What is it for?

- Online questionnaire for the assessment of the level of development of trainees' soft skills;
- The tool allows to assess the level of development of the 6 soft skills identified as relevant during the VET_GPS study*:
 - Problem solving & creativity
 - Readiness to learn & critical thinking
 - Adaptability
 - Self-motivation & positive attitude
 - Communication
 - Teamwork
- Integrates 96 questions related to the soft skills identified above.



Soft skills self-assessment online tool



Who can have access to it?

- It is a self-assessment tool that needs to be filled in by **trainees**. However, to know the results, trainees need to meet the counsellor.

SECTIONS



Do you have a pin?

Are you a Counsellor?

Are you a Teacher?

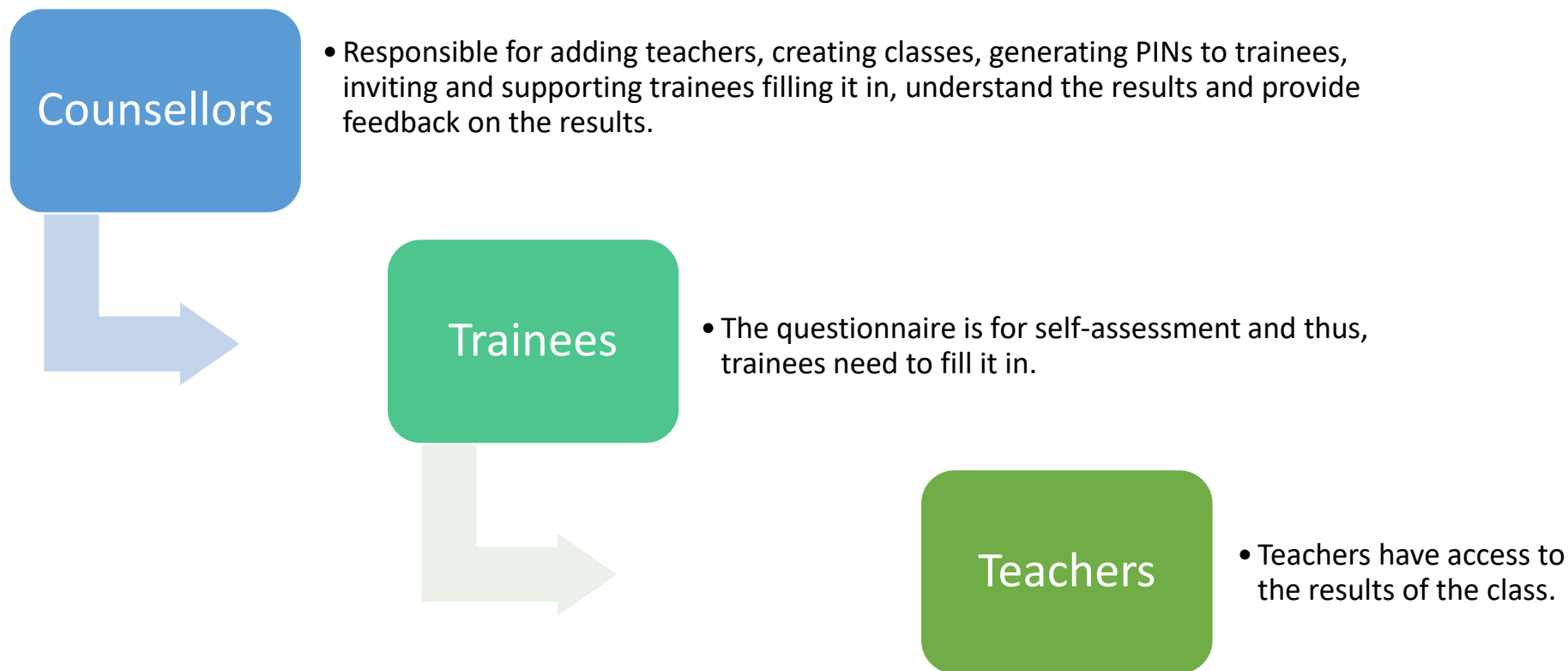
[Log In](#) | [Not a Member Yet?](#)

- **Counsellors** are responsible for preparing, implementing and understanding the results of the self-assessment (individually and per class) and to transmit it, individually to each one of the trainees.
- **Teachers** have access to the results of their class (and not individually).

Soft skills self-assessment online tool

How to use it?

- There are three profiles of access: counsellor, teacher and trainee with different accesses.



Soft skills self-assessment online tool



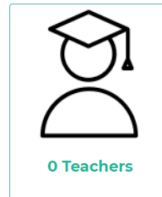
How to use it?

Are you a Counsellor?

[Log In](#) | [Not a Member Yet?](#)

1. Make your registration and after confirming, log in

Dashboard



2. Select "Teachers"

New Teacher

Name *

Surname *

E-mail Address *

Institution *

Portugal

Password* (min 8 chars.)

Update

3. Select "Insert new Teacher" and add the requested information of the teacher. Click "Update".

In this field you can insert as many teachers as you want. The idea is to give access to the teachers that will work on "soft skills" in their classes.

Showing 1 to 25 of 25 entries

Esporta in Excel

Select Quantity

25

Create new PINs

6. Get the excel with all PINs.

You can use this document to identify the trainees for each PIN. Please note that this information is ONLY FOR YOU!

5. Click in "Students", select the number of PINs needed and click in "Create new PINs".

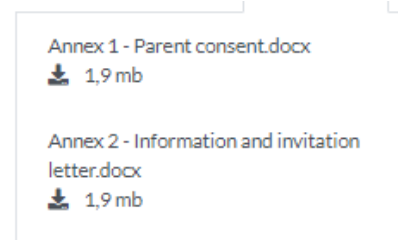
One PIN correspond to one trainee and you can have as much PINs as you need.

4. Click in "Classes" and in "Insert New Class". Identify the class ("Name") and click "Update".

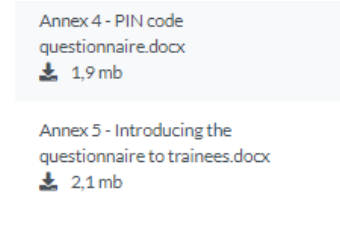
Name	Institution	Country	
Andreia Monteiro andreiamonteiro.pro@gmail.com	Counsellor	Portugal	Classes Delete Edit



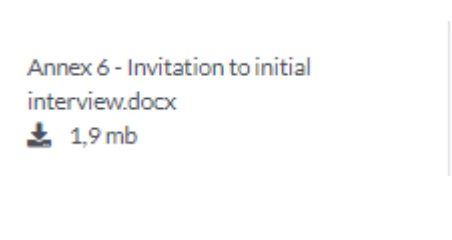
7. It is time to schedule the date, time and place to trainees fill in the questionnaire.



8. Prepare the session: inform and invite the trainees, get parent's consent.



9. Do the session: provide PINs to trainees & introduce the questionnaire.



10. Check the results and provide feedback to trainees individually..

Soft skills self-assessment online tool



Trainees

How to use it?

Information and invitation letter

VET_GPS – Guiding tools for Professional Skills development in VET

Dear trainee,

We are sending this letter to invite you to participate in the European project **VET_GPS – Guiding tools for Professional Skills development in VET** (<https://www.vetgps.eu/>), which is currently being carried out at your school/college.

Access code to the soft skills self-assessment questionnaire

VET_GPS – Guiding tools for Professional Skills development in VET

Dear **[title]** **[first name]** **[last name]**:

Please visit the following website: <https://www.vetgps.eu/>

And click on the following link: <https://www.vetgps.eu/questionnaire/> **[PIN version]**

Now enter the PIN code in the field Access key to get to the questionnaire.

Pin code: **"pin"**

Login by PIN

PIN

Log In by PIN

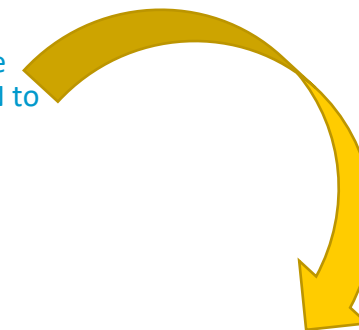
1. Trainees will receive an invitation to the session to be sent by counsellors



2. In the day of the session, trainees will receive their PIN to have access to the questionnaire



3. Trainees need to access to the questionnaire and use the PIN to starting feeling in



Result of the Soft Skills questionnaire

VET_GPS – Guiding tools for Professional Skills development in VET

Dear **[title]** **[first name]** **[last name]**,

The results of the online questionnaire that you filled in to assess the level of development of your soft skills are now available. I would like to invite you to see and discuss the results and define a strategy for strengthening your soft skills.

You filled out the online **softskills** questionnaire a few days ago. As announced, I would like to invite you to a meeting with you to discuss the results and define a strategy for strengthening your soft skills.

Please sign up on **(date)** at **(place)** to make an appointment with me.

FINISH

Stage (6/6)

Home / Questionnaire

Stage (1/6)

Stage (2/6)

Stage (3/6)

Stage (4/6)

Stage (5/6)

Stage (6/6)

6. Trainees will receive an invitation to the session discuss the results, to be sent by counsellors



5. Trainees need to click "Finish" and "ok" to submit



4. Trainees fill in the questionnaire answering, honestly, to the 96 questions of it.



7. Trainees will start the sessions with counsellors for understanding the results and plan the reinforcement of soft skills



Soft skills self-assessment online tool



How to use it?

Login

E-mail Address
Password
Log In

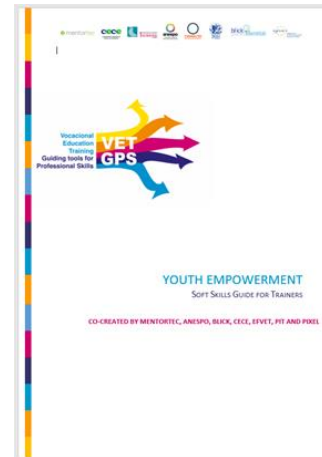
[Forgot your password?](#)
[Are you a Counsellor and not a Member Yet?](#)
[You have problems with registration or login?](#)

Name
9° A
Stats

1. Trainers need to access to the questionnaire and use the password defined by counsellors

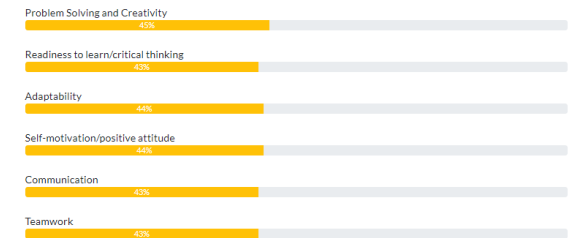


2. Trainers need to click in "Stats" to have access to the results of the class.



4. Based on the results of the class, trainers can select an activity from the *Youth Empowerment* handbook to implement in the class.

Stats Soft Skylls for "9° A"



3. Trainers will only have access to the results of the class and not individual results (per trainee).



Soft skills self-assessment online tool



How to interpret the results?

- Only counsellors and teachers have access to the results of the online tool, but the permissions will be different:

Counsellors will have the class results and the answers of each trainee per question.

Teachers, on the other hand, will have the class results.

- Both, counsellors and teachers can check the results directly in the platform.
- The reason for teachers only have access to class results is related to the personal data protection: by this way, the teacher will be able to know the soft skills that need to be improved by most of the trainees and select the activity suitable to the overall class.
- Trainees will know the results of their self-assessment throughout a meeting with the counsellor.

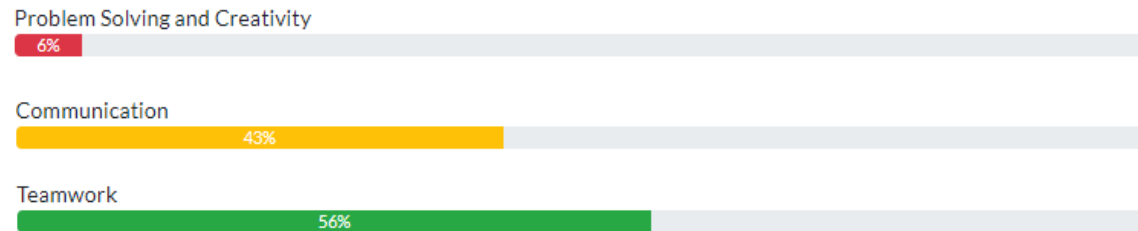


Soft skills self-assessment online tool



How to interpret the results?

- The **class results** are shown per soft skill, in percentages and as colour graphics:



- ✓ **Red** – corresponds to 0%-25% of trainees;
- ✓ **Yellow** – corresponds to 26%-50% of trainees;
- ✓ **Green** – corresponds to more than 51%

- For example, according to the graphic above, only 6% of the trainees of the class consider that they have the soft skill “Problem Solving and Creativity” well developed, 43% consider that they have the “Communication” skills well developed and 56% mention that they have “Teamwork” skills well developed. This shows that, according to the perspective of trainees the class needs to reinforce the three soft skills, in particularly “Problem Solving and Creativity” and “Communication” skills.
- Teachers can access the results by their own, nevertheless they can benefit from talking with the counsellor about it.
- From the analysis of the results, teachers can select and implement an activity from the *Youth Empowerment* handbook to develop or strengthen the soft skills that the class shown as “not so well developed”.

Soft skills self-assessment online tool



How to interpret the results?

- The **individual results** are shown per question, providing the answer of each one of the trainees.

Print screen of the results as soon as we have the online tool updated.

- Individual results are important for counsellors, once they are responsible for providing feedback to trainees about their results.
- The results will be transmitted to trainees in a face-to-face meeting, identified as counselling session.
- Counsellors are responsible for inviting trainees to the session, in which they will know and discuss about the results, following the VET_GPS methodology.
- VET_GPS methodology is introduced in the document *Soft Skills Profile*, developed by the partnership.



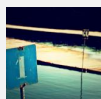
Soft skills self-assessment online tool

Counsellors



Let's try?

Preparation
phase



Make your registration



Log in and “insert a new teacher”

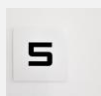
(a teacher from the training)



“Insert a new class” and identify it as “Test_n_country”



Click in “students” and add “2” in number of PINs to create



Keep the PINs you created

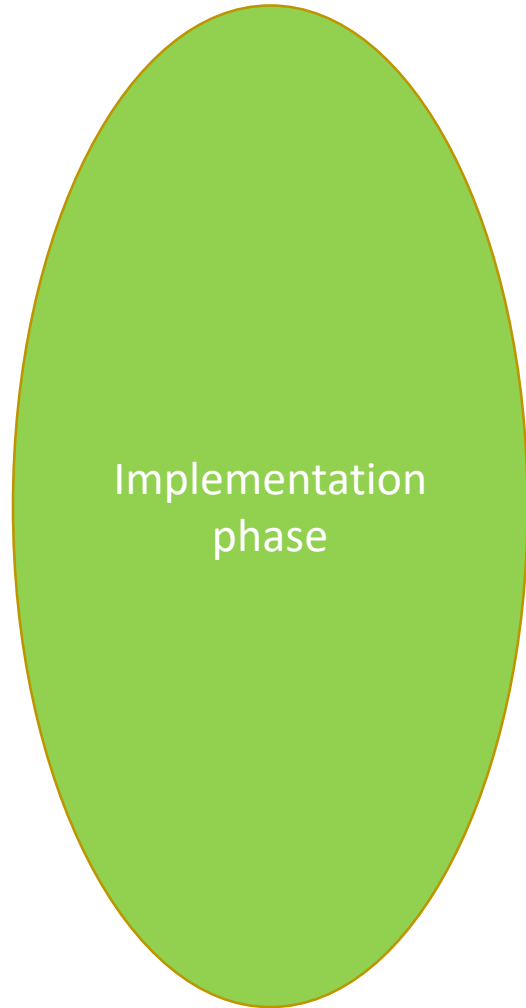
Soft skills self-assessment online tool



Let's try?

Counsellors

Trainees



In the training, counsellors and trainers, will simulate a session of implementation of the soft skills assessment tool



One counsellor will play the role of counsellor and the other professionals will play the role of trainees



The counsellor will introduce the tool to the other colleagues using the sheet “Introducing the questionnaire to trainees” provided.



The other colleagues will start filling the questionnaire using the PINs created by counsellors

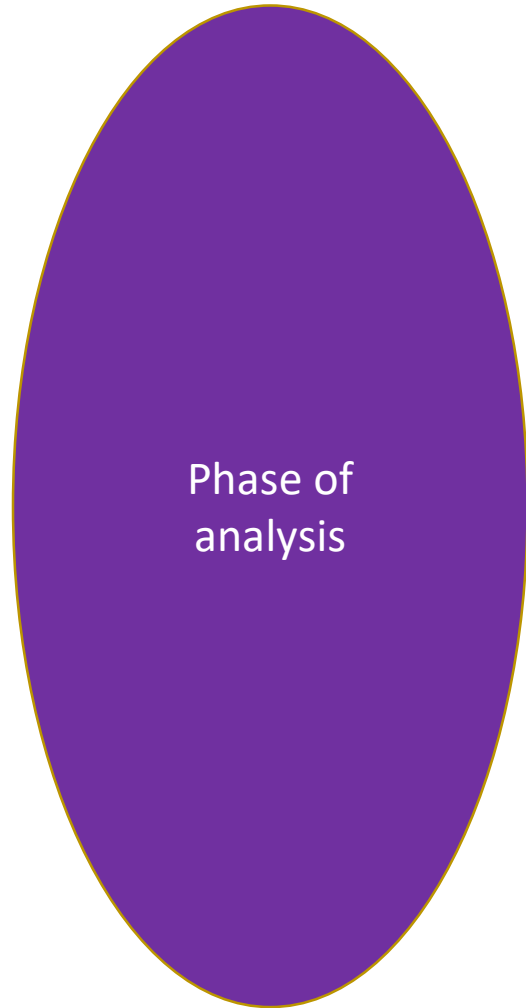
Soft skills self-assessment online tool



Let's try?

Counsellors

Trainers



Phase of
analysis



Counsellors and trainers will access the results using their own credentials



A discussion about the interpretation of the results is made with all group



A discussion about the tool is made with all group



Soft Skills Profile

Soft Skills Profile



Background, Theories and Practice

- The Soft Skills Profile is a structured interview scheme for counsellors and other specialists to use when working with individuals at transition points in their lives, such as:

Searching for
educational/training
opportunities

Career development

Changes in
relationships

Other life challenges

- In the framework of VET_GPS project, the Soft Skills Profile:
 - Is designed for qualified professionals in fields such as counselling, psychology or human relations;
 - can be used in upper secondary schools, higher educational institutions, adult education centres, job centres etc.
 - is not intended for use where an individual needs psychological treatment, guidance or support

The **Soft Skills Profile** offers a holistic approach for facilitators and other professionals to systematically examine and strengthen the soft skills of the individual to be more able to think and act in an emotionally intelligent way and therefore live a more fulfilling life

Soft Skills Profile



Background, Theories and Practice

- The *Soft Skills Profile* is a method used in a conversation between two people, the professional and an individual, searching for support and is related to the:
 - Emotional Intelligence concept (approached in unit 1 and represented in the figure below)
 - Soft Skills Framework in VET_GPS project (approached in unit 1 and represented in the figure below)
 - Square of values concept



Soft Skills Profile

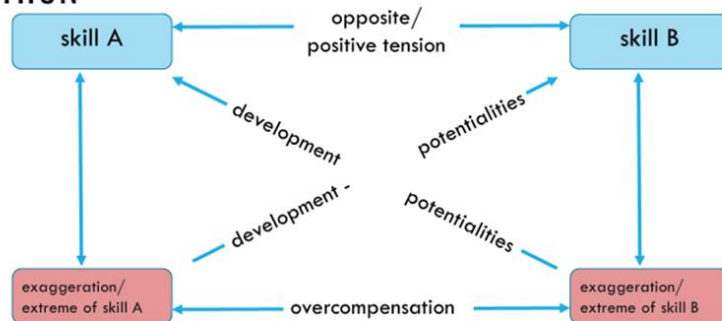


Background, Theories and Practice

Square of values concept

- The basic idea of this model is due to Aristotle (about 350 BC), was further developed by Nicolai Hartmann (1926) and by Paul Helwig (1967).

SQUARE OF VALUES – FRIEDEMANN SCHULZ VON THUN



- Friedemann Schulz von Thun (1989) combined this model with the concept of development for the interests of interpersonal communication and personality development.
- With the help of the square of values and development, we can succeed in keeping our values and personal standards in dynamic balance and in a constructive way; we can discover the upcoming development direction for ourselves and for others.

- The premise of the value and development square is that every value can only develop its full constructive effect if it is in sustained tension for a positive counterpart, a "sisterly virtue".

Soft Skills Profile

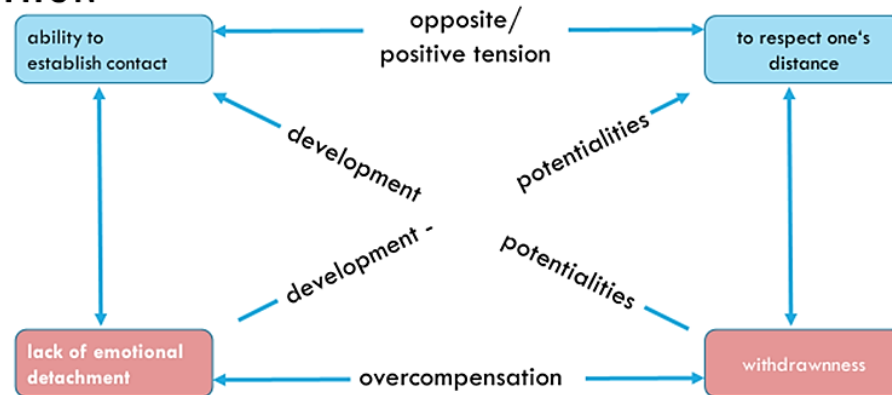


Background, Theories and Practice

Square of values concept

- The ability to establish contacts without the respect for one's distance can degenerate into a lack of emotional detachment, respect for one's distance without the ability to establish contacts to withdrawnness.

SQUARE OF VALUES – FRIEDEMANN SCHULZ VON THUN



- If one has the balance of two equivalents before one's eyes, one can also discover the upcoming direction of development:
 - one is inclined to the absolutisation of establishing contacts and must accordingly conquer respect for one's distance;
 - the other exaggerates exactly this quality and should learn to establish contact

- It is important to mention that there are ALWAYS several ways to make such a square. So, at the corners of the square there can stand different terms.

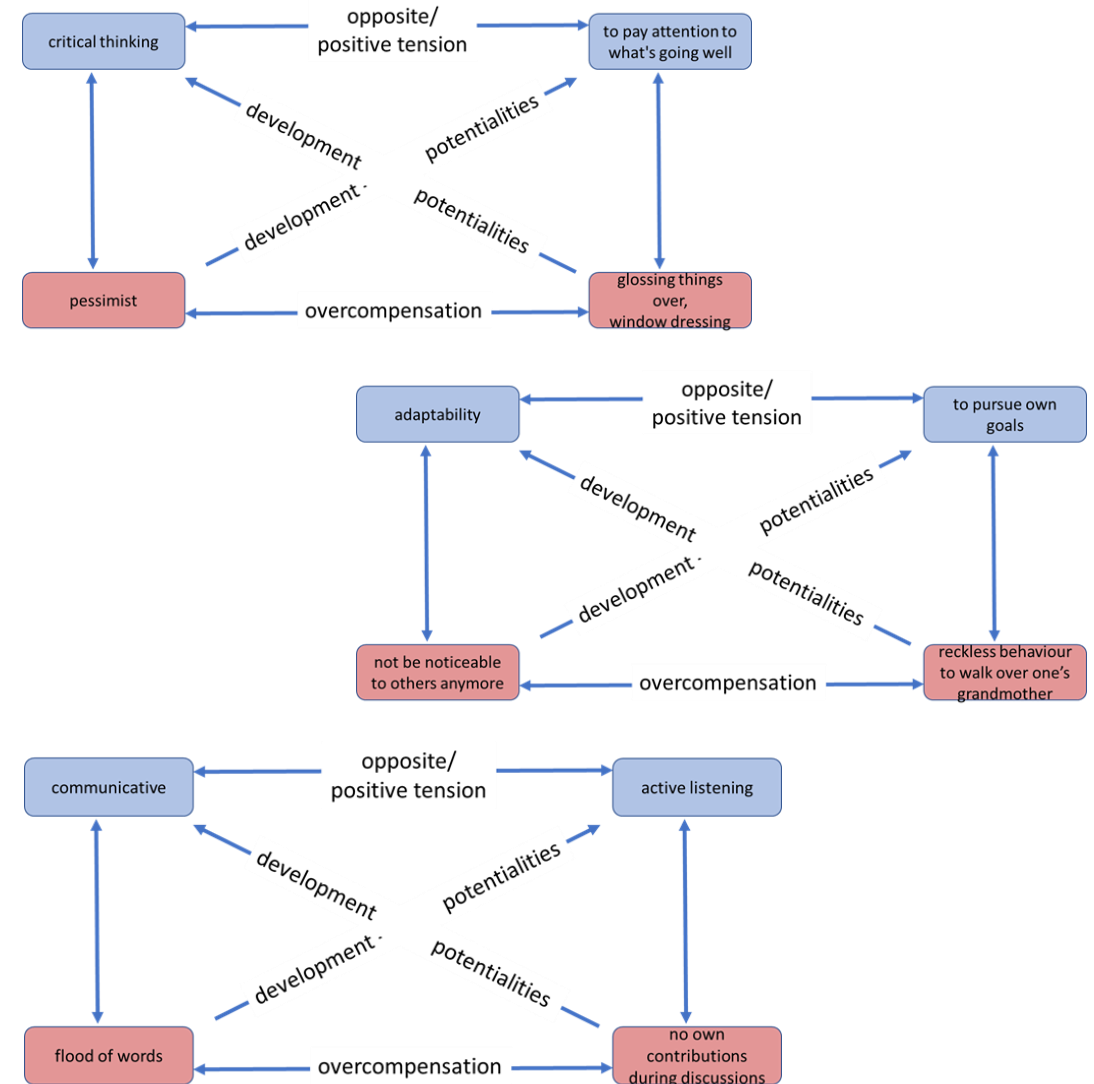
Soft Skills Profile



Background, Theories and Practice

Square of values concept

- The square of values was used to structure an understanding related to each one of the soft skills identified by VET_GPS partnership (please see the *Soft Skills Profile*)
- The squares of value structured were used to prepare the soft skill self-assessment tool and works as a common framework of approaching these soft skills in the project.
- The squares of value should be used to explore the trainees' perspective about the soft skills in analysis.



Soft Skills Profile



Motivational Interviewing

Definition

- Defined as a client-centered, but directive counselling approach with the goal of building intrinsic motivation to change behaviour.
- Motivation should be achieved by exploring and resolving ambivalence.

Background

- Based on Rogers' approach of non-directive, client-centered conversation (Carl Rogers, 1946) that considers that an individual strives for self-responsibility and development.
- Builds on the theory of self-perception by Daryl J. Bem (1972). Its basic postulate assumes that attributions and attitudes follow open behaviour.
- VET_GPS approach comes from the concept originally developed by William Miller and Stephen Rollnick in 1991 for advice to people with addiction problems.

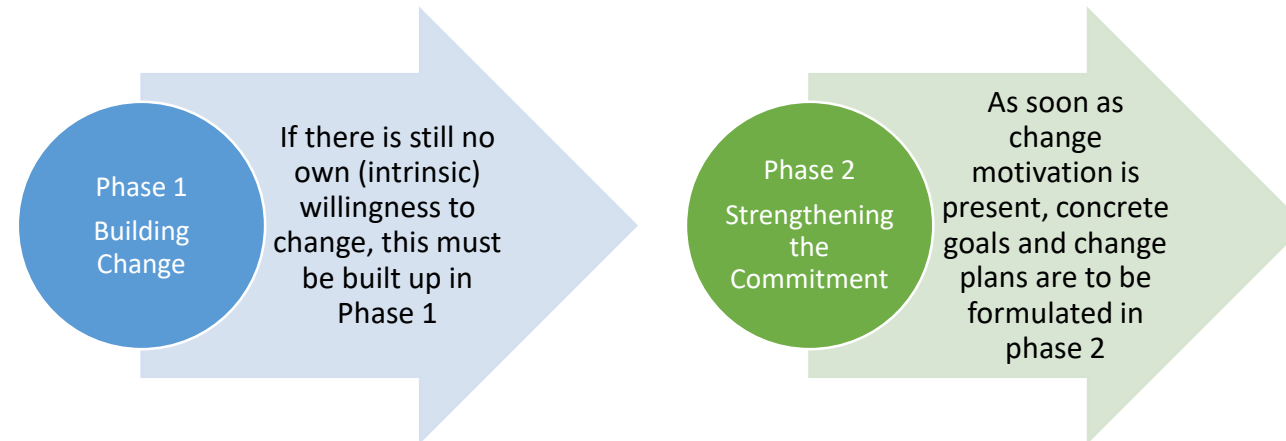


Soft Skills Profile



Motivational Interviewing

- aimed primarily at people with low or ambivalent readiness for change;
- it can be used in the field of psychotherapeutic work, general medical treatment, health promotion and social work;
- based on the idea that every person has good reasons for and against a certain behaviour as well as advantages and disadvantages of changing this behavior;
- comprises two phases:



- The two phases are widely described and characterized in the *Soft Skills Profile*.

Soft Skills Profile



The Soft Skills Profile

- The main goals of the *Soft Skills Profile* are:

To provide facilitators or other professionals with a systematic approach when assisting individuals.

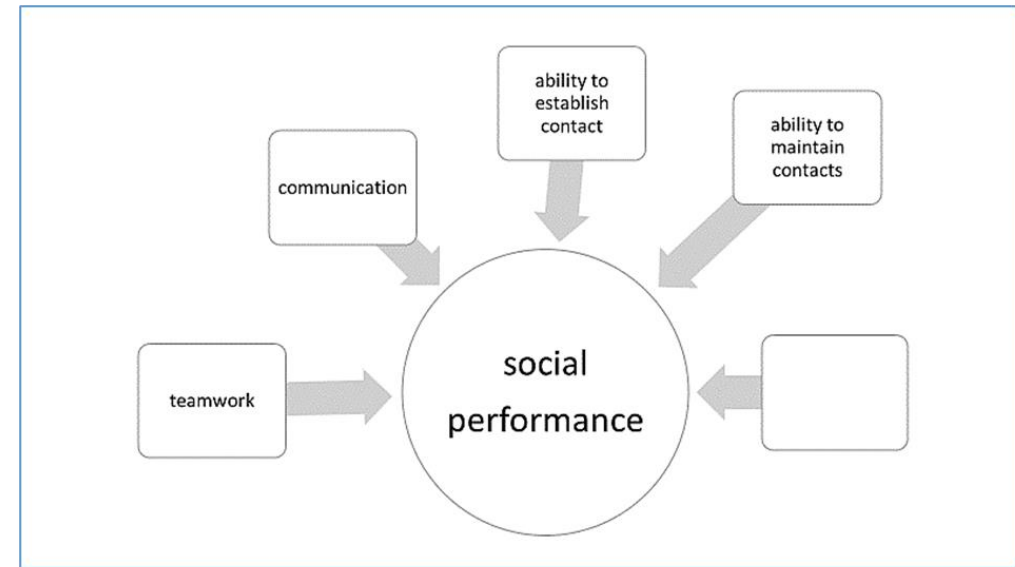
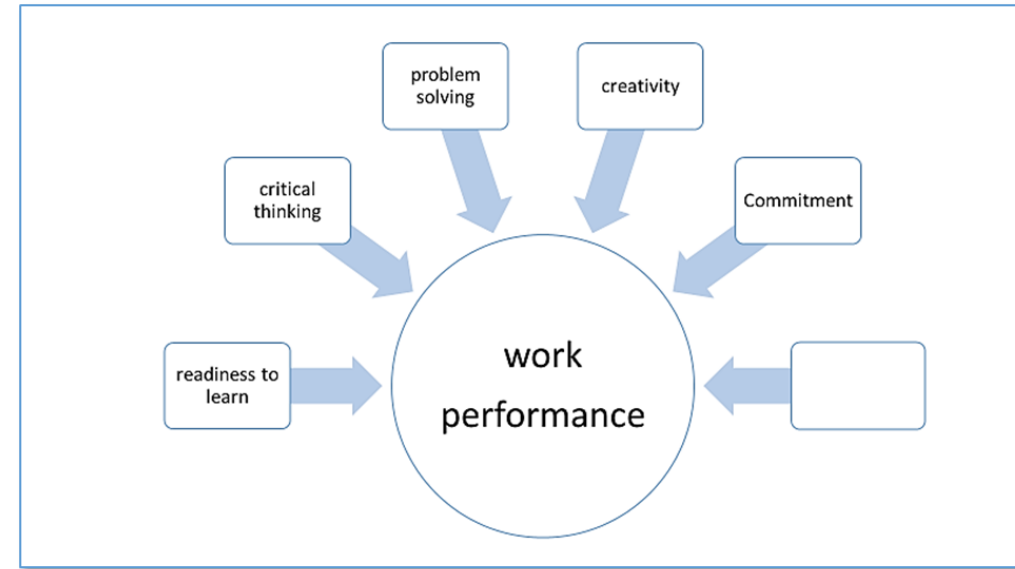
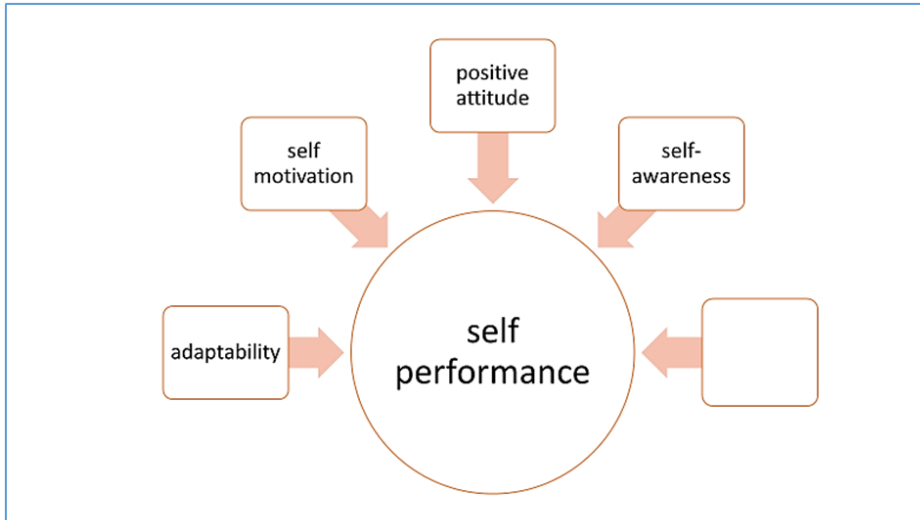
To assist individuals by offering them the opportunity of participating in a systematic approach that will help them make decisions about their own lives and enhance their soft skills.

- *Soft Skills Profile* is an interview scheme for counsellors and other professionals to use while guiding trainees who need to enhance their soft skills in order to maximise their opportunities in life.
- It is highly recommended that interview strategies are carefully followed the first time the Soft Skills Profile is used but can be adapted in the following interventions.
- In the *Soft Skills Profile*, the dialogue between the counsellor/facilitator and the trainee is based on thirteen clusters, presented on three different diagrams allocated to the main topics of our soft skills model: self-performance, social performance and work performance.
- The diagrams include clusters that are essential to discuss when working on assisting a trainee in developing his/her soft skills.

Soft Skills Profile

The Soft Skills Profile

- The three diagrams and the thirteen clusters:

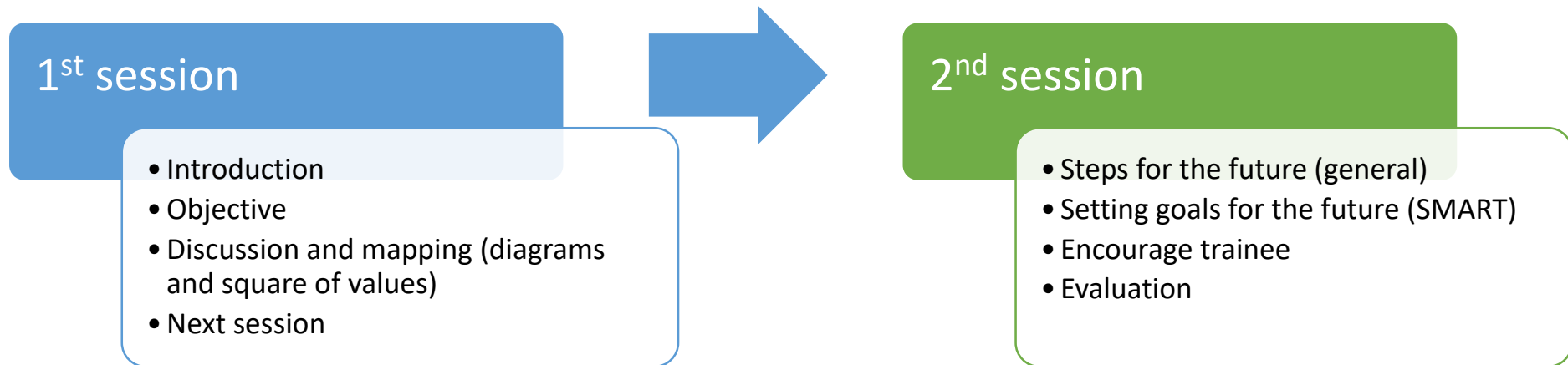


Soft Skills Profile



The sessions with trainees

- Once knowing trainees' results, counsellors will establish a first session with each one of the trainees to transmit the results and explore it;
- The *Soft Skills Profile* requires the counsellor to meet the trainee at least twice:
 1. A first one to collect information
 2. A second one with some future steps in order to better meet the needs of the trainee



- The counsellor can decide to have one, two or more sessions in the case is needed.

Soft Skills Profile



A challenge for you!



2 elements of the group will work together to prepare a simulation of the 1st session



As part of the simulation, the group needs to show how the diagrams and square of values can be used in the session with trainee



The group will have 10 minutes to present the simulation



The other participants will discuss about the simulation





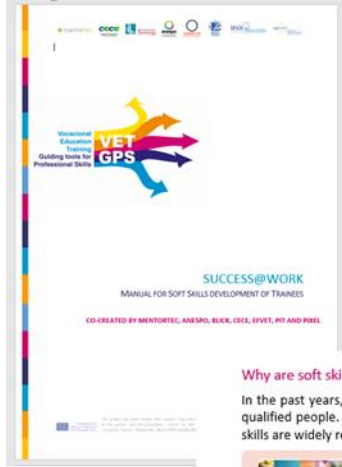
Success@work manual

Success@work manual



What is the objective of the manual and to whom is addressed?

- Success@work is a manual providing guidelines, information and resources, allowing VET trainees to successfully assess and (continuously) develop their soft skills .
- The manual is structured to be easily used by VET trainees and the idea is that they do the activities of the manual outside their VET centre and classes, by their own, at any place and time.
- The manual is available online and trainees can download it.
- Despite being structured to be used by trainees, counsellors can support them in understanding, selecting and implementing activities.



Why are soft skills so relevant?

In the past years, soft skills are considered crucial and quite relevant, particularly to young qualified people. Among the diversity of reasons for its relevance in the actual society, soft skills are widely recognised as strategic to:

- Personal life and development
- Be succeed during education and training
- Find and keep a job
- Professional success and career progression

Success@work activities

Select your activities

No.	Name	Type	Duration	Soft Skills/ approach	Short description
1	Ms. X hates me	Practical	30 minutes	Problem solving & creativity	Analysing a problem and looking for a solution
2	My problem, MY solution	Self-reflection	10 minutes	Problem solving & creativity	Identify a real-life problem you are currently facing and work towards a solution to that problem.
3	Take the lead	Practical	30 minutes	Problem solving & creativity	Share your opinion and convince the group.
4	5 questions... 1 answer	Practical	15 minutes	Problem solving & creativity	Create and write down 5 questions that have the same answer.
5	Crime and Punishment	Practical	45 minutes	Readiness to learn & critical thinking	Read an article about crime and punishment. Then, take a different perspective of the people described and formulate your own opinion at the end of this activity.
6	Identifying usefulness	Practical	5-15 m per day for 1 week	Readiness to learn & critical thinking	Define an object. Once per day for one week define two different uses of the same object. In the end of the week you should have 10 different uses for that object.
7	Am I really willing to learn?	Self-reflection	30 minutes	Readiness to learn & critical thinking	In this activity, you will find a self-assessment questionnaire that will allow you to know your awareness related to your readiness to learn skills.
8	If I could change?	Self-reflection	2h for the worksheet	Readiness to learn & critical thinking	In this activity you are challenged to identify behaviours that you would like to change on you and think in a strategy and plan to change it.
9	Do I have adaptability?	Self-reflection	30 minutes	Adaptability	With this activity you will be able to understand if you have adaptability or not.
10	I tell or do not tell	Self-reflection	1h	Adaptability	This activity is related to moral dilemmas and after implementing it you will be better prepared to deal with similar situations, developing flexibility and adapting to different realities.
11	What Would Happen?	Self-reflection	30 minutes	Adaptability	In this activity you will be challenged to think about your feelings, thought and reaction to unexpected situations.

Success@work manual



How is it structured?

- The manual is organised in four main sections:

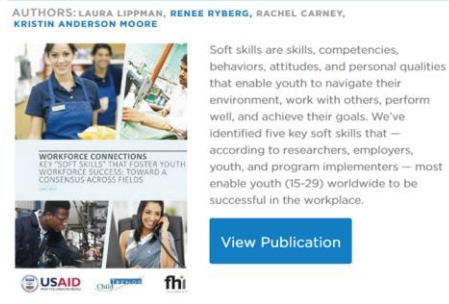
Welcome to Success@work

- Section in which you can know more about the goals and structure of the manual



Learning about soft skills...

- Here you can find more information about Soft Skills, namely definition and examples of soft skills



How to use Success@work?

- The section in which you can find information about how you can use this manual



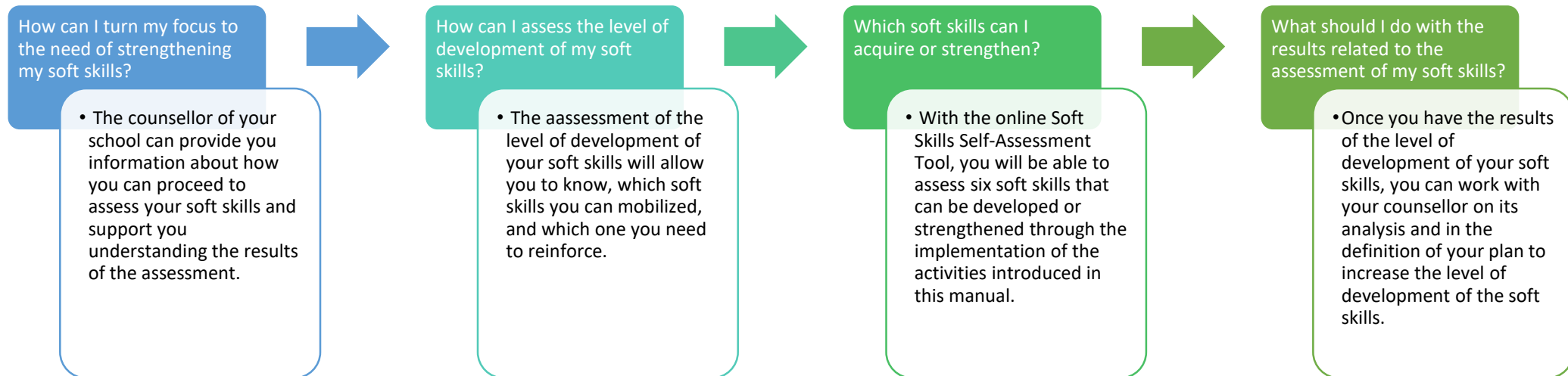
Success@work activities

- Where are introduced the activities for the development of your soft skills, in which you also find all the supporting materials to do the activities



Learning about Soft Skills...

- The manual has a section dedicated to soft skills, in which trainees can understand its concept and check the soft skills approached in the VET_GPS project.
- Additionally, Success@work define the 4 steps fostering the assessment and development of trainees' soft skills:



Success@work manual



How can it be used?

- Trainees should use the manual and implement its activities, after knowing the level of development of their soft skills.
- The manual relies on the idea that VET trainees can autonomously identify, prepare and implement an activity matching their soft skills needs, expectations and preferences.
- Despite being prepared to be used independently, this manual and activities can be done with VET trainees' colleagues or with the guidance of their counsellor or trainer(s).
- As a complement to the activities of the manual, trainees can also, identify other activities that, in their perspective, can be useful for reinforcing their soft skills and, based in the methodology behind the activities introduce in the manual.

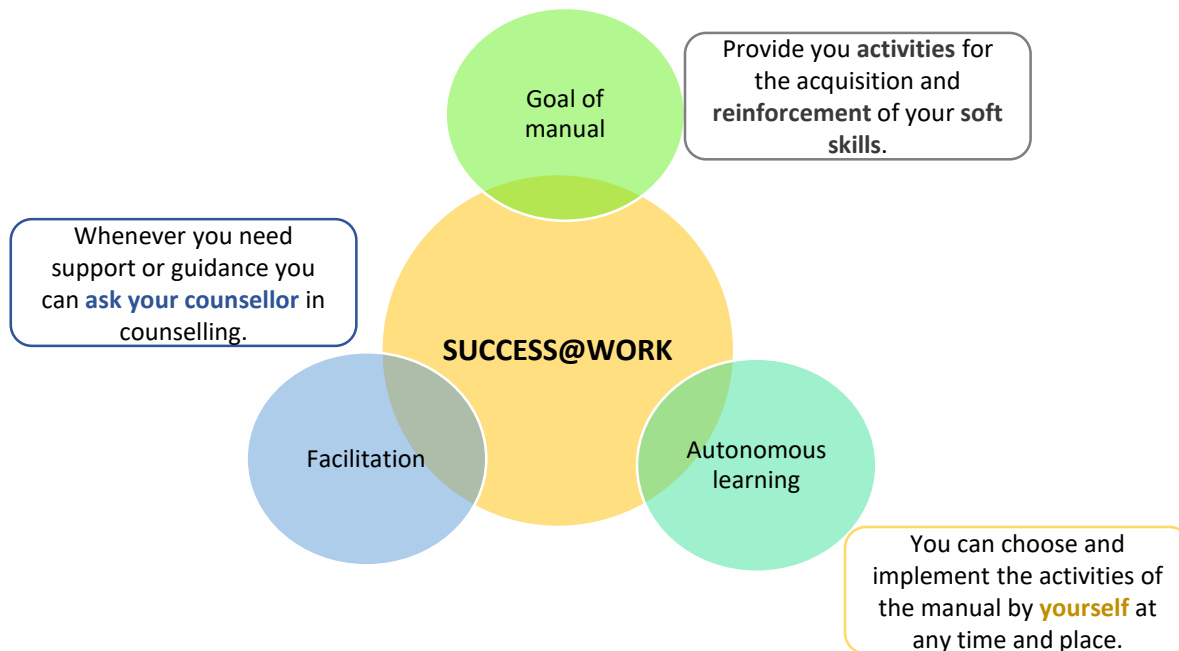


Success@work manual



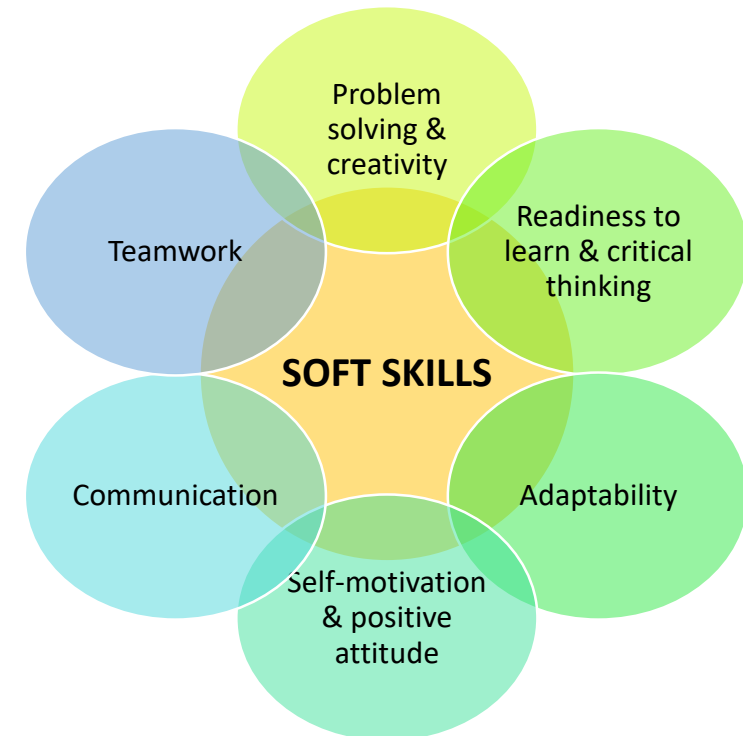
How can it be used?

Which are the key-concepts behind the manual?



How are activities organized?

25 activities to promote the acquisition and the development the following 6 soft skills:



Success@work manual



How can it be used?

- The manual provides a step by step approach for the selection of activities by trainees:

What is your level of development for each one of the soft skills?	
From the ones that you need to reinforce, which one is more relevant to you at personal, social, educational or professional level?	
From the activities of the manual, which ones approach the soft skill you identified in the previous point?	
From the activities approaching the selected soft skills, which ones can you implemented?	
From the activities you can implement, which ones you like the most?	

- By answering to these questions, trainees will be able to identify the soft skill(s) to be developed or reinforced.

Problem solving & creativity	<ul style="list-style-type: none">• Ability to think and identify a solution to a complex situation and problem, using imagination or original ideas.
Readiness to learn & critical thinking	<ul style="list-style-type: none">• Readiness to learn is related to the availability of a person to seek and invest in learning and in behaviour change. Critical thinking is related to the ability of analysing situations and information and make a reasoned judgement about it.
Adaptability	<ul style="list-style-type: none">• Ability to change and to be able to adjust to new situations, conditions, and contexts, without compromising our beliefs, ideas and personality.
Self-motivation & positive attitude	<ul style="list-style-type: none">• Ability that drives a person to do things without the influence from other people, with a positive mental attitude that focuses on the bright side of life and a mindset that envisions favorable results.
Communication	<ul style="list-style-type: none">• Ability to interact with others in several contexts, to exchange information, ideas, knowledge, expertise, etc.
Teamwork	<ul style="list-style-type: none">• Cooperation between the members of a group of people to achieve a common goal.

Final remarks

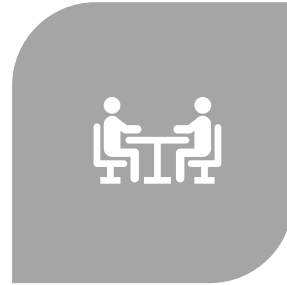
Final remarks



Unit summary



**SOFT SKILLS SELF-ASSESSMENT
ONLINE TOOL!**



SOFT SKILLS PROFILE



SUCCESS@WORK MANUAL

Final remarks



Recommended Reading

- ☞ VET_GPS partnership. (2018). *National validation of VET_GPS Soft Skills list..* Available [here](#).
- ☞ Skills Panorama Glossary, CEDEFOP, European Union, Available [here](#).
- ☞ VET_GPS partnership. (2019). *Youth Empowerment – Soft skills guide for trainers.* Available [here](#).
- ☞ VET_GPS partnership. (2018). *The Soft Skills Profile – Guidelines to counsellors and/or trainers.* Available [here](#).
- ☞ VET_GPS partnership. (2019). *Success@work – Manual for Soft Skills development of trainees.* Available [here](#).

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Website: <https://www.vetgps.eu>

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