

REBOOT HANDBOOK

FOR EMPLOYMENT TRAINERS AND ORGANISATIONS



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Finnish National Agency for Education is hosting the national agency for the European Union's education and youth programmes.

Reboot Handbook for Employment Trainers and Organisations

Project Title

Rebooting, Re-rooting and Re-skilling Unemployed and Underemployed Higher Education Graduates for Work 4.0

Project Acronym

Reboot

Programme

ERASMUS + Strategic partnership – Adult Education

Project Number

2018-1-FI01-KA204-047188

Project Duration

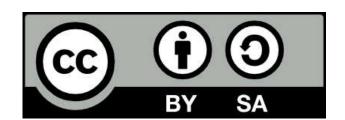
1.9.2018 - 31.10.2020

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Project website

http://reboot-project.eu/



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DEAR EMPLOYMENT TRAINERS,

This handbook for employment trainers and facilitators will assist you to implement Reboot training on soft skills and Reboot self-tests for the benefit of unemployed and underemployed higher education graduates to help them to:

- Recognise, upskill and develop relevant soft skills and competencies needed in work life.
- Showcase soft skills to a potential employer using portfolios.
- Adapt and combine soft skills with experiences, professional competencies into career flexibility and new professional opportunities.
- Increase their employability potential.

This handbook will provide you with tools, materials, examples of lesson plans and information for using Reboot training in blended and virtual trainer-led training together with the Reboot training platform, and increasing your skills as a trainer of soft skills. It is complementary to the learner's handbook, unemployed and underemployed higher education graduates, for self-learning online.

The trainer's handbook is for all employment trainers and facilitators who support the employability of higher education graduates, including higher education institutions and career counsellors, continuing education and vocational and unemployment training organisers, unemployment offices, higher education professors and teachers, key-actors in human resources management and employment areas.

Reboot Training

Structure of the

Handbook

This handbook is divided into four parts following the structure of Reboot training:

- The first part "Re-skill Yourself" provides information about Reboot training, its benefits and structure, how to use and access Reboot training, and how to assess learners.
- The second part "Re-root the Soft Skills" focuses on soft skills. First on the self-test to identify soft skills, then what soft skills are, why they are important, and how to recognise and develop soft skills, and lastly, on Reboot soft skill modules.
- The third part "Reboot Your Career" focuses on career and competency flexibility, and on portfolio development.
- The last part of the handbook includes trainer and learner testimonials, tips, and the Reboot syllabus.

The first three parts provide information on how to guide learners through training. The module sections additionally include tools, material and information for the delivery of Reboot training.

RE-SKILL YOURSELF

This part of the handbook provides information about Reboot training, what it is, what are its benefits, what is its structure, how to use Reboot training, the assessment of training, and how to access and start the Reboot journey. It guides you through the structure of the training and provides information about the role of the trainer, in order to re-skill learners.

Re-skilling Higher Education Job Seekers

Labour markets are in continuous evolution at an increasing pace. New professions are born while existing ones disappear, and automatisation is replacing jobs. At the same time, soft skills are increasingly important in work life and needed in work life as they help to deliver the work and create flexibility between work tasks, jobs and professions. These challenges and changing conditions of work life apply to higher education graduates too, and unemployment and underemployment among them has also increased.

The target group of Reboot training are all unemployed and underemployed higher education graduates regardless of their background. Reboot training aims to increase their employability potential by upskilling and developing their soft skills needed in work life. The training material is the same for all higher education job seekers. Yet, it is useful to apply the training and its materials, exercises, discussions, examples and delivery of training according to the needs of the learners. The needs can be: physical-for example the distance, linked to employment and work experience, personal, or combinations of these.

Among the groups with the most challenges with employment are:

Young graduates. The lack of experience often impedes them obtaining employment and opportunities to gain experience.

Unemployed graduates with a long history of experience and who are over 45-year old. This group has plenty of experience, which can create two challenges: they might have applied for a job for the last time round 20 or 30 years ago, and hence being also able to point out own soft skills and success factors. Secondly, they can also be regarded as too experienced and hence expensive in job application situations.

Graduates from certain educational sectors. The educational sector may cause precarious employment, temporary and short-term jobs. This may hinder networking and gaining experience from their own sector while creating underemployment and periods of employment.

Underemployed. How to get back to their own sector and to prove to be up-to-date with it? What benefits does the underemployed position bring?

Returners to work after long-term unemployment, for instance, women who return from maternity leave. The long absence from the labour markets may cause employers to think whether the person is up-to-date with the sector's development and information.

Migrants. The lack of language skills of the country of residence, for instance, may hinder obtaining employment. Yet migrants learn and usually have other strong points.

Career changers. Moving from one sector to another may also be challenging due to the lack of experience in the field.

These challenges can be tackled further in training using Reboot materials. For example, you as a trainer can help underemployed graduates identify what skills and contents of their own field they are using in their current underemployed position or what they can bring from there to their own sector. For example, a designer working as a babysitter can learn plenty about needs and ergonomics for children and their parents.



The online training for the programme is available on the **Reboot platform**. To get started, register onto the Reboot training platform at **www.reboot- project.eu.**

- The learners use the online platform and the learner handbook.
- The trainers use the online platform and the trainer handbook with trainer materials, such as module PowerPoints, portfolio example PowerPoints, examples of lesson plans to help to plan training sessions, and the Reboot syllabus. The learners' handbook is also available for the trainers.

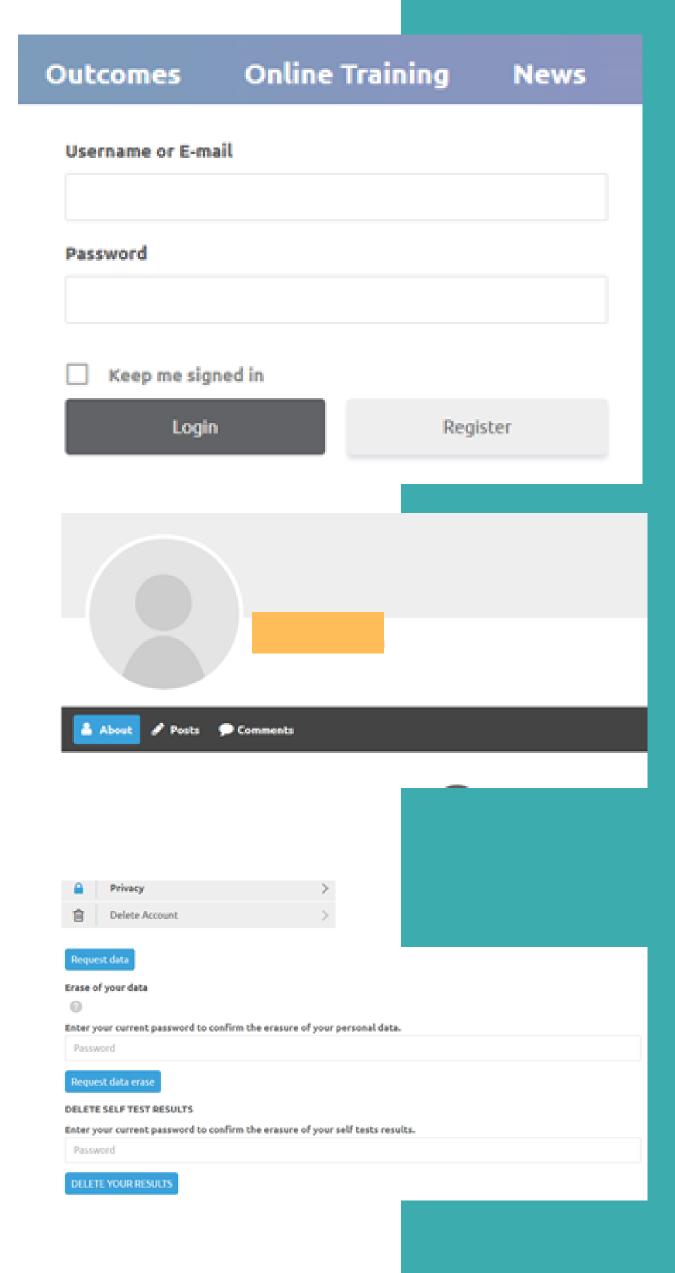
Reboot training can be delivered as:

- Online self-learning (virtual learning). This is the option for independent learning by the learners. This creates flexibility and allows learners to test, learn and exercise skills at their own pace and time. The learner handbook focuses on this option.
- Trainers-led blended learning or virtual learning. This trainer handbook focuses on these two options.

REGISTRATION AND TECHNICAL SUPPORT

For any technical support, contact us: info@militos.org & info@reboot-project.eu

- To get started, trainers also register first onto the Reboot training platform, where the training material is available, from **Online**Training on the upper right corner of the main page.
- You are first guided to create a profile and you are guided to your profile page. Here you have the following sections: **About**, **Posts** and **Comments**.
- You can view and edit your profile, log out and cancel your profile from cogwheel drop down selection. In My Account you can edit the settings, including privacy settings, and change the password too. Here you can also erase your data and delete self-test results.



There are Reboot training forms for the six modules and a self-test of soft skills to be taken at the beginning and end of the training. Three of the Reboot modules are soft skills modules containing 22 soft skills units. The modules help learners understand how to analyse and develop their soft skills, provide sufficient knowledge of skills, exercises, examples and reflection activities. Each module and soft skill unit indicates the materials needed for the exercises.

The module structure is progressive: first soft skills are explained, then learners practise soft skills, and finally soft skills are applied into a career context and showcased with portfolios. The structure of the soft skill modules and units is also progressive. The modules start from reflecting on self-related soft skills 'How I work', then on to soft skills related to the other people at work 'How we work', and finally applying skills at work 'Into action'. Each skill unit has two levels of exercises: the first one observes the skill within oneself while the second one advances and applies the skill into practice in a work or other setting. These are preceded by a skill description and open educational resources. Finally, the learner is asked to provide an example where they have applied the soft skill in practice.

YOUR JOURNEY

The table of levels:

Level 1	Level 2	Level 3
Understanding the importance and benefits of a skill in work-place contexts and professional life. Ability to provide a short definition of a skill, including its main elements. Acquiring readiness for applying a skill in real-life contexts.	Ability to apply a skill based on basic knowledge about what a skill entails (drawing from Level 1) Ability to monitor the application of a skill, in order to further develop mastering of a skill (leading to Level 3)	Deeper understanding of a skill, involving increased levels of abstraction, systems thinking and complexity. Ability to apply a skill by deploying techniques, tools, and strategies. Ability to evaluate results of an action based on skills application and identify optimal ways of application. Ability to transfer/adapt skills to different professional settings and across different jobs/sectors (identifying and exploiting soft skills as transversal skills).
Corresponding section(s) within each skills unit:	Corresponding section(s) within each skills unit:	Corresponding section(s) within each skills unit:
Introduction to the soft skill	Exercise 1	Exercise 2
Why is this an		Next steps
important skill?		Evidence based story
Open educational resources		







Initial Self Test

Learners assess their skills through a self-test which will build a picture of their current skill set before entering to the training.



Module 0: Introduction to Soft Skills

Learners gain knowledge of what are soft skills, why they are important and how to detect them.









Module 1 - About me: How I Work

This module encourages learners to reflect on what skills, talents, dispositions and capabilities they bring to employment contexts.











Module 2 - Context: How We Work

Learners will be encouraged to reflect on skills they may have gained in a variety of settings and contexts which could transfer into work contexts and offer value to potential employers.











Module 3 - Into Action: Get to Work

Learners will be invited to reflect on the key skills identified by employers as being important for the modern workforce.









STEP 06

Module 4: Career and skills flexibility

This module develops individual's flexibility in a career path and the ability to adapt their own competencies into new occupational realities, professions, jobs and careers.









Final Self Test

Learners reflect on their skills improvement after completing training programme, and assess application of soft skills in practical working situations.



Module 5: Portfolio creation

This module give learners the opportunity to develop their own portfolio to help them showcase their skills in process of applying for work.







Start your journey

- 1. Learners start their journey by testing their soft skills with the two-part self-test. This helps them to identify their stronger and weaker soft skills and which ones to pay more attention to. Hence, it is important to have the skills tested before starting to work on them. Trainers are advised to pay attention to soft skills that learners are not strong at.
- 2. The soft skill introduction module is advised to take place first as it provides basic information about soft skills and creating the basis for the soft skills modules (About me: How I Work, Context: How We Work, and Into Action: Get to Work), and helps learners to understand and identify the soft skills in those modules better.
- 3. Having created a deeper understanding of soft skills, learners are ready to work on the 3 soft skills unit modules (About me: How I work; Context: How We Work; Into Action: Get to Work). Learners can go through the modules in the given order or select units of skills which require the most training, supported by trainers. Each soft skill unit has two exercises that are designed to prompt learners to reflect on soft skills and build their portfolio. The learners will be encouraged to identify in some detail how unrecognised skills might enhance their employability and

A more detailed course structure and module and skills description are available on the syllabus in the handbook section

'Reboot Training Programme Syllabus'.

create opportunities for work.

- 4. At the end of each soft skill unit, learners are asked to provide an example of how and where they have demonstrated and applied this soft skill in practice. This does not only increase their understanding of soft skills, but it can also provide examples for a job interview or to present in a portfolio. This evidence can be from past work or personal settings. It is useful to encourage learners to think about experiences where they have shown soft skills outside of the workplace, such as societies, sports, or education to name a few.
- 5. After training and having created an understanding of their own soft skills, learners can move on to the career and skills flexibility module, which includes the idea of productisation of own skills.
- 6. Before portfolio structuring, learners take the soft skills self-test again. Learners can compare the results of the initial to this second time to see their improvement.
- 7. Lastly, learners think about how to showcase their own skills, experiences and competences with portfolios using the portfolio structuring module. Portfolios concretise the competences to be 'marketed' towards potential employers.

This handbook provides instructions for the sessions with the following structure:

- The aims and objectives
- Lesson plan
- How to deliver the session
- Materials to use at the session

Soft Skills

MODULE 1 About me: How I Work



Self-awareness



Understanding change



Curiosity



Openness



Resilience



Adaptability



Self-efficacy



Motivation

MODULE 2 Context: How We Work



Teamwork



Interpersonal skills



Tolerance and Culture



Negotiation skills



Networking



Leadership



Interdisciplinary skills

MODULE 3 Into Action: Get to work



Taking initiative



Creativity



Time management



Change management



Learning from experience



Problem solving



Planning

Blended and Virtual Training Delivery

Trainer-led Reboot training can be delivered as blended or virtual learning according to the purpose, situation, the nature and needs of the participants and the general situation. For instance, in order to enable participation of job seekers in sparsely populated areas or under special conditions, such as the COVID-19 pandemic in 2020. This section of the handbook provides tips for both blended and a fully virtual delivery of training at a generic level. Each module section of this handbook contains materials and lesson plan examples to be adapted for these training delivery options. In case learners would not have access to computers, training can be adapted to face-to-face delivery.

How to support learners

The role of the trainer is to support, facilitate and enable learners to discover and manifest their soft skills, and showcase them with portfolios. Trainers support learners to make discoveries and gain insight as they might not always be aware of their potential and how skilled they actually are. Examples, stories, narrations and asking questions are powerful tools for this. Unemployment and underemployment can be sensitive topics to higher education graduates. Hence, supportive and ice-breaking approaches during training are useful.

Seven Rules to Support Learning

- Oldon Create trust, and an open environment and atmosphere are important. Use ice-breaking activities and point out that there should be no judgement, no shame, no shaming, and no feeling of failure at the sessions.
- O2 Create emotional and experience-based points in common between participants. This helps with breaking the ice and sharing experiences. For instance, a group with similar backgrounds can easily find things in common.
- O3 'Activating' the learners during the training is useful. Make learners help each other, support sharing experiences and peer learning.
- O4 Support your learners to express themselves during reflection and dialogue.
- 05 Focus on positive and turning things into a positive.
- O6 Think about the premises. A smaller or emotionally softer classroom can open minds and make participants feel more comfortable.
- O7 Find links to work life and the workplace. The training material helps learners to think about themselves in the workplace, create moments of self-discovery, reflect on experiences and strengths, develop skills for work, and activate learners as job seekers.

Practical issues for all training delivery formats:

- Find out your learners' needs before planning sessions.
- Prepare all printed and other materials and equipment before the session and check the Internet connection.
- Provide information and materials to learners, for instance, timelines, session descriptions, online links to sessions, materials and communication platforms.
- Agree on procedures and practicalities with learners.
- Encourage your learners to come prepared to the sessions, for instance, studying the given materials before and preparing questions for sessions.
- Show your learners practical examples.
- Inform about the evaluation methods.
- Provide technical assistance when needed.
- Maintain contact with the learners between the sessions to maintain interest and support learners.
- Offer a certificate of participation to learners to increase commitment.

Blended Learning

Blended learning provides a more engaging and social learning experience, exchange of perspectives between the learners, in-class extra activities and workshops, action learning, and close assistance from the trainer than a fully virtual delivery.

Here are three useful suggestions for session delivery:

1. Keep sessions social active and promote peer learning:

Leave time for discussions, sharing experiences and examples of applications of soft skills. These include workshops which allow learnersto go through exercises together. These can also include peer learning and time for opening up about the topics and soft skills. The learners may also recognise soft skills in each other.

2. A full cycle – Open and close a module during a face-to-face session:

Use face-to-face sessions for introducing a new module to learners, discuss the content with them and make exercises or have workshop activities together to open their minds and present new perspectives for the module. Give further theory and other exercises as homework.

At the beginning of the next session, talk about the homework, the topic of the module, and what the learners have learnt. Discuss also about the examples of using soft skills in their own life.

3. Home is for homework, self-study and reflection:

Give theory, open educational resources (OER) and exercises as homework. OERs can be used for discussions and learning diaries. You can add your own exercises and other activities as homework. It is also suggested that learners keep learning diaries of their learning process to increase reflection. Creating their own portfolio and the productising of their own skills are also good homework as they might require longer processing and independent work.

Examples of methods for face-to-face sessions

Action learning, group work, workshops, role play, simulation, co-creation, individual and group coaching with a mentor, discussion with peers, cases from real life, storytelling, talks from employers, experts and alumni.

Virtual Trainer-led Training Delivery

Reboot training can also be delivered fully virtually also when trainer-led. It enables participation to training regardless of the physical location of the learners. Sessions can be scheduled online through a conference software and participants can be encouraged to work on the content independently in their own time.

During a fully virtual training, it is highly important that the trainer keeps in contact with the participants between sessions to solve any questions and reflections of the learners.

Working on exercises, ice-breaking and activating learners online might be challenging. Here are five useful suggestions for adapting the training for a fully online delivery:

1. Keep virtual sessions social, active and promote peer learning:

Leave sections for discussions, sharing experiences and examples of applications of soft skills and other issues. As chatting and active participation during an online session might be challenging, here are some ideas:

- Organise an online ice breaker session with other learners.
- Increase sharing thoughts between the learners.
- Encourage participants with positive tips on how to maintain their interest.

• Activate learners using different methods, for instance, Padlets, chats, discussions, videos, applied participation, writing during sessions, memos and voting.

This requires more preliminary preparation for sessions and perhaps limited groups sizes, but it aims to activate and encourage learners to share their ideas and experiences, and consequently peer learning.

2. A full cycle – Open and close a module during virtual sessions:

Use virtual sessions for introducing a new module to learners, discuss it with them to open their minds and encourage new perspectives about the module's topic.

Give and discuss homework before closing the session.

Open a new session with the last session's topic, homework, what the learners learnt-gaining insight to the topic and their own soft skills. Remember to discuss the examples of applying soft skills in their own life and work situations.

3. Exercises as homework

Give theory, open educational resources (OER) and exercises as homework. OERs can be used for discussions and learning diaries. You can add your own exercises and other activities as homework. It is also suggested that learners keep learning diaries of their learning process to increase reflection. Creating their own portfolio and the productising of their own skills are also good homework as they might require longer processing and independent work.

4. Follow-up

Carry out online follow up sessions where discussions take place or exercises such as Mentimeter (www.mentimeter.com) are used.

5. Use social media, chats and email

Use social media, chats and email to support learners in their journey and provide them with an opportunity to share ideas outside of the virtual sessions. Remember to animate and use ice-breaking methods on these platforms too.

Assessment

Assessment in Reboot training is personal and self-reflective supported by the trainer focusing on soft skills, their development and application. It takes places at three levels:

The self-test provides information to learners about their level of mastering and developing soft skills, and their stronger and weaker soft skills. Trainers are advised to reflect on the self-test results with the learner,-which skills to develop further, which skills units to take and how skills could be developed.

Exercises: how is soft skills application, comprehension and development manifesting. Trainers support and mentor learners during this process.

Learning diary: Learners are encouraged to keep a learning diary of their development, ideas, insights, understanding, and attitudes towards soft skills and their application to work life. Trainers can discuss with learners about learners' processes and findings. Learning diaries should be updated regularly, for example, daily, when studying, or getting an idea or insight. They should write:

- Any findings related to soft skills and what they think of them.
- If they find something easy or difficult.
- Observations of others around them.
- Any other findings.



RE-ROOT THE SOFT SKILLS

This part of the handbook focuses on the first part of the training journey, the self-test on soft skills, introduction to soft skills - what they are, why they are important, how to recognise and develop them, and lastly, soft skills unit modules where learners train 22 soft skills through theory, exercises and examples.

Introduction to Reboot Training

For either virtual of blended delivery of the Reboot training, it is recommended that you have an introduction to training. This can be delivered for instance, as a session or as an introductory package to training. Among the issues to be covered at the session are:

- Learning about the learners and running ice-breaking activities
- Presenting Reboot training and the platform
- Going through the training course, its parts, and any other application used
- Agreeing on rules, practicalities and proceedings with the learners
- Needs and wishes of the learners
- Taking the first self-test and talking about the results

The aims and objectives

The aims and objectives of the session are:

Aim:

• To introduce the Reboot training and platform to learners for a smooth participation in training and to test the entry level of the learners' soft skills with the initial self-test in order to define learning paths and to target learning.

Objectives:

- To create basis for the training course for the learners.
- To introduce the Reboot training and its benefits to learners.
- To discover the entry level of soft skills, and strong and weaker soft skills of the learners to a create basic understanding of those for the learners.
- To create deeper understanding of the main needs for learning and how to address training.

Lesson Plan

Below is an example of a lesson plan for the introductory session. It can be modified according to the situation and learners' needs.

Lesson duration: 2.5h

Time	Theme	Description
10 min	Introduction to training and the session	 Introduction to training and the session with practicalities Aims and objectives of this session Evaluation Certificate
30 min	Introduction of the participants and ice-breaking activities	 Introduction of the participants and needs/motivation to training An ice-breaking exercise
10 min	Agree on rules and roceedings with the learners	Email and other practical issuesChat platform
20 min	Presentation of the platform	 Introduction of the Reboot platform and the training course with discussion
10 min	Break	
50 min	Self-test	 Learners take the first self-test and talk about the results.
15 min	Introduction to soft skills module presentation	 Presentation of the soft skills introduction module Giving homework
5 min	Conclusions and closing	 Summing up the work covered in the session Reminder of homework and the next session

How to deliver the session

Below is an example for the delivery of the session.

1. Before the session

Make sure that everyone is aware where and when the first session will be held. Send them the address of the physical or virtual location and any other essential information. Prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the training and the session

Give a brief introduction to the session and training including the purpose, aims, objectives and evaluation of the training, the timeline of the day and the training, what will happen during the sessions and what learners will do at home, and what is the role of different platforms.

Discuss the practicalities of training and about the online platform, how many times one should be present at the sessions and what is the certificate.

Have this all in a written format (e.g. PPT or other) and send it to the learners.

3. Introduction of the participants and ice-breaking activities

Let participants introduce themselves and introduce yourself. Participants can tell the group about their motivations/needs to take part in training. You can also use ice-breaking activities (see materials below). It is important that everybody would feel comfortable and safe during the sessions.

4. Agree on rules and proceedings with the learners

It is important to agree on the common rules and proceedings with the learners. This can include anything from answering style (e.g. 'answer also as seeing things as opportunities', 'use empathy', etc.) and communication issues, (e.g. email heading, where to answer to what, general communication style) to practical issues. You can also agree about the use of email and communication applications, such as WhatsApp, and other communication platforms, such as LinkedIn or Facebook.

5. Presentation of the platform

Introduce the Reboot platform and its different areas to the learners, have a general discussion about it. Make sure that the learners feel comfortable surfing on the training platform.

Check with them any issues related to logging in, passwords, and creating a profile. You can also create an example character which you can use to demonstrate how to login and use the platform.

6. Self-test on soft skills

It is good to make learners take the initial self-test during the introduction session. This will clear any uncertainties and make learners feel more comfortable. In addition, you can discuss the results immediately. Make sure that everyone has access to the Internet and the test and there are enough computers or equipment available.

Instruct the test and tell the group about its purpose (see the next section of the handbook). Makesure that the learners take it as a self-evaluation and discovery. Try to lower the level of their self-criticism on this. Give them time.

After the self-test, talk about their findings on a general level. What was easy? What was difficult? Was something surprising? What is their approach to training after this? Has the perspective on the expectations changed? You can adapt the study plan for learners based on the results, for instance, which skills require more attention, workshop methods used, or individual mentoring.

7. Presenting Module 0 - Introduction to Soft skills

Present the Module 0 - 'Introduction to soft skills' to learners and talk about soft skills with learners to make sure that they feel comfortable starting work on the module and soft skills.

Give Open Educational Resources and theory as homework. Depending on the delivery format, give them the exercises as homework or save them for the next session (especially if a F-2-F session). You can also give only one exercise as homework. You can also give them the learning journal to work on at this session.

8. Conclusions and closing

Sum up the session and the work done. Tell the group where all materials will be, and remind them of homework and the topic for the next session:

- Theory and OER of the Module 0 'Introduction to Soft Skills'
- Starting to write a learning journal.

Materials and resources

- PowerPoint presentation
- Reboot platform
- Reboot self-test
- Learner's handbook

• Ice-breaking exercises to choose from

a. Two truths and 1 lie:

Each participant has a turn to tell three statements about themselves. For example, 'I used to play ice-hockey'. Two of these are true and one is a lie. The others need to spot which one is a lie.

b. A song from a word:

Give each participant a word. They need to find a song using that word. For example, 'Mamma', the associated song can be Mamma Mia by ABBA.

c. Word associations:

Go around the participants with word associations. Give the first one (e.g. hammock) to the first participant who must say an associated word for your word within a few seconds. Then the next one will say one for her/his word, etc. Go through all participants.

d. Favourite things:

Show (a picture) or tell them about your favourite thing. It can be a landscape, a moment, a cat's purr, etc. Ask each participant to do the same at their turn.

e. Name adjectives:

Ask each participant to spell their (first) name with an adjective for each letter of their name. Willingly, the last word can be a subjective. For example, Anna – adorable, natural, nasty, admiral.

The Reboot self-test

This section provides insight into how to deliver the selftest. Reboot self-test helps learners to test their level of awareness and the mastering of soft skills. This can help them, with the guidance from the trainer, to identify which soft skills require the most attention.

The aims and objectives

The aims and objectives of the self-test are:

Aim:

• To test the level of mastering of soft skills at the beginning of training and end of training in order to understand which skills to continue to develop and see how one has improved soft skills during training.

Objectives:

- To test the entry level of soft skills of the learner.
- To identify soft skills requiring more training.
- To develop understanding of learning paths of the learners.
- To get an insight of how soft skills manifest in different jobs, and other, situations.
- To test the level of soft skills of the learner at the end of training.
- To identity the change and/or improvement in soft skills between the initial and the final self-test.
- To develop an overall understanding of the mastering of soft skills between the perceived (Self-test part 1: Check you soft skills understanding) and practise-related situations (Self-test part 2: Soft skills in practice).

Lesson Plan

There is no separate lesson plan for the self-test as the entry level, the initial self-test, will be part of the Introduction session to be performed at the session or as homework, and the final self-test will be performed after the **Career and Skills Flexibility** module, in order to reflect on the results at the portfolio module session.

How to use the Self-Test

Reboot self-test helps learners to test their level of awareness and mastering of soft skills. This can help them to identify which soft skills require more attention for training.

Self-test is performed twice during Reboot training:

- 1. At the beginning of training in order to understand and measure the entry level of learner's soft skills.
- 2. After the training modules, before the portfolio module. This aims to measure the level of mastering soft skills of the learners at the end of training, and the improvement of soft skills mastering as the results from the initial and final self-test will be compared.

Learners log onto Reboot training platform and start the self-test at http://reboot-project.eu/online-training/. It is time for the first self-test.

The self-test is in two parts:

- A multiple-choice test to measure how you understand the soft skills and its benefit at work, called 'Check you soft skills understanding'.
- Narrative questions of work life scenarios which test the application of soft skills in work life (and also other) situations, called 'Soft skills in practice'.

The trainer discusses about the results and the skills to train with the learners.

The Reboot Self-test

Practical steps

1. The initial self-test

The initial test will be taken before starting to work on the soft skills modules. This can be done at the introduction session or as homework of the introduction session. The trainers indicate the place of the self-test at the session and present the test and the assessment method (see the PPT of the Session 1.)

First learners will take the first part of the self-test, 'Check you soft skills understanding', and then the second part, 'Soft skills in practice'. The test can be showcased to learners with an example character. Tell them also, that when answering the questions, they can draw ideas from their professional life, everyday life, times when they received feedback, or even a relevant training experience.

Self-test part 1: Check your soft skills understanding

The test will take approximately 10 minutes.

It is a multiple-choice test with 22 questions, one for each Reboot soft skill. For each question, learners have to choose one of four statements. The statements reflect their level of understanding and readiness for application for each soft skill, and how they perceive them with just the name of the skill but without a description of the skill. The levels are:

- Level 1. I am not sure what this skills is about, and I cannot demonstrate or apply this skill.
- Level 2. I think I can grasp what it is about, but I cannot clearly demonstrate or efficiently apply this skill.
- Level 3. Although I am not fully aware of the elements and components of this skill, I feel that I can demonstrate and apply this skill at some extent (as personal trait by "nature" or "intuition")
- Level 4. I can fully identify and grasp this skill and I am able to efficiently demonstrate and apply this skill in an organised and conscious manner.

There are no right and wrong answers. The objective of this part is to have a self-evaluation-based feedback on how learners 'claim' levels of understanding and their ability to apply soft skills. Once they have answered all the questions, learners can submit their answers.

Having completed the first part of the self-test learners can continue to the second part of the self-test.

Self-test part 2: Soft skills in practice

The test will take approximately 20 minutes.

In the second part of the self-test learners' perceptions of soft skills are tested through narrative practise-based scenario questions. There are 22 questions, one for each soft skill. Each question has three options to choose from. Learners should choose the one that, in their opinion, is the most suitable one for the presented situation. However, each question has one right answer, and in the results, learners will see how well they answered.

Once they have answered all the questions, learners can submit the answers.

2. The final self-test

The final self-test will be performed after the Career and Skills Flexibility module, but prior to the portfolio module.

PART 2: RE-ROOT THE SOFT SKILLS

The Reboot Self-test

Results and how to learn from

the chesults

Results of the first and second part of the self-test are in different forms and they can be saved.

Results self-test part 1: Check your soft skills understanding

Once all answers have been submitted, learners will receive the results in a spider diagram showing their level for each skill.

The spider-graph consists of 4 concentric circles, each expressing a level of performance of the skill (levels 1-4) which show the level of understanding and readiness for skills application. Soft skills are around the outer circle, and each circle represent a value linked to the earlier selected answer:



The value levels are:

Level 1: I am not sure what this skill is about, and I cannot demonstrate or apply this skill.

This response means that the learner is not familiar with the soft skill and its meaning, and cannot therefore associate this skill with a behaviour or action.

Level 2: I think I can grasp what it is about, but I cannot clearly demonstrate or apply this skill.

This response means that the learner understands what the soft skill is, but is not able, or does not feel confident enough, to apply the skill in work situations or is able to demonstrate this skill as part of their own competencies.

Level 3: Although I am not exactly sure what this skill is about, I feel that I can demonstrate it and I already apply this skill by nature or intuition.

The learner understands the skill through its practical application although not yet through a theoretical understanding as the ability to reflect on the skill and apply it in a fully conscious way is lacking. However, the learner is confident with own ability to apply this skill and demonstrate it as part of the overall competence profile and personality as an intuitive response to a situation, but not as the result of a conscious course of action. The learner has experiential knowledge and understanding of the skill.

Level 4: I can fully identify and grasp this skill and I am able to effectively demonstrate and apply this skill in an organized and conscious manner.

The learner fully understands and masters a certain skill with the ability for a structured course of action by a conscious deployment of a skill is present. These results will be saved to the profile of the learner. Learners can also share their results and soft-skills test experience on their Facebook page by clicking on the button 'Share your experience'.

Results self-test part 2: Soft skills in practice

The learners will receive the results automatically to the e-mail address they gave at registration and they use for logging in. Contrary to the first part, each question of the second part has one right answer, and in the results, learners will see how well they answered.

Once having submitted their answers, learners will receive two kinds of results:

The first results give a score based on the number of correct answers ('You answered 12 question/questions out of 22 questions correct.') and suggestions on how to best use the Reboot training material on the online platform. There are five groups of correct answers in total. These groups respond to their soft skills understanding and readiness of the person. The suggested pathways in learning are indicative.

Correct	Meaning and tips See the score description on the test results
20 - 22	Learners who score 20-22 demonstrate a comprehensive understanding of soft skills and their manifestation in practice. You can suggest to them to focus on Career and Skills Flexibility to strengthen their productisation into portfolios. You are also recommended to use this result for assessment during sessions, in order to understand how learners actually behave in real life.
15 - 19	Learners who score 15-19 demonstrate a satisfying level of soft skills understanding and application, yet they are unconfident with some skills or some exercises. You can encourage them to rework on skill-unit's exercises that they are not comfortable and satisfied, as well as support them to harness deeper understanding on those areas of skills.
10 - 14	Learners who score 10-14 demonstrate the semiunderstanding of skills and their application. They might not work across all skills, but choose what are interesting to learn. As a trainer, you can figure out why they are uncomfortable with those inadequate skills, and encourage learners to set priorities to work on both theoretical and empirical knowledge of those skills.
6 - 9	Learners who score 6-9 demonstrate the lack of significant understanding of skills at both theoretical and empirical levels. It might be because they are not acquainted with the self-test tool and are in need of help. You can support them from the start on how to use the Self-test and motivate them to work hard on the theories of skills including Open Educational Resources before doing exercises.
0 - 5	Learners who score 0-5 demonstrate the severe lack of of significant understanding of skills at both theoretical and empirical levels. It might be because they are not acquainted with the self-test tool, demotivated to do exercises alone etc. You are recommended to explore what are the actual challenges to learners and support them step-by-step from scratch on how to process the Training, how to do the Selftest; and provide guidance in definitions, exercises, examples and reflection activities.

The second set of results shows how one answered the questions. The selected answer in blue colour. If the answer is right, it is marked with a green mark. If it is wrong, it is marked with a red cross.

1. SELF AWARENESS

Binge watching TV series is a modern phenomenon, thanks to the rise in online streaming platforms. Sadie spends most of her weekend binge watching TV. When she is not watching TV, she tends to feel sad about her job and her relationships. In order to avoid these painful feelings, she believes that it is better that she watches TV which allows her to feel a range of more positive emotions.

Is Sadie self-aware? Consider the following options and choose the most applicable:

- 1. Sadie is not self-aware as she is hiding from her true emotions by binge watching TV. Whilst she is watching TV she is able to shut off the painful feelings that she is currently experiencing. This type of binge watching is not healthy as it prevents you from taking care of yourself and your real-life responsibilities. Sadie should resolve the issues in her life that are making her sad and then she will gain some self-
- 2. Sadie is self-aware because she is able to recognise that when she is not watching TV she feels sad about her job and relationships. No one wants to feel sad, and therefore Sadie ensures that she can avoid this painful feeling by engaging in some enjoyable activities such as watching TV.
- 3. Sadie is taking the easiest option of binge watching TV. By choosing the thing that easily gives her the most pleasure she is showing that she is self-aware because she is ensuring that she has a pleasant time during the weekend. The fact is that everyone is a pleasure seeker, and Sadie is no exception.

Comparing and learning from the results

At the end of training, having performed the final self-test, learners should compare the results of the entry level and final self-tests. Have their results improved? Which skills? Or have skills deteriorated? For example, one might have claimed a high level of understanding in one or more skills in the initial self-test, but failed to provide the right answer for the skill in the final self-test and vice-versa.

The role of the trainer in the results

- 1. Go through the results of the self-test 1 of the entry level test with learners and reflect with them on the learning area and paths to take. This will indicate which skills are strong and which require training. Based on the results, the trainers can suggest the skills units for learners and also additional exercises. Guide learners towards the right skills units in modules ABOUT ME (How I work) CONTEXT (How we work) INTO ACTION (Get to work!)
- 2. Discuss with the learners the results of the initial and final self-test and help learners to identify the reasons for development. You can also give additional exercises to learners to practise those skills which still require further attention.
- 3. You, as a trainer, can go through the wrong answers with the learners of the self-test part 2 after having studied the soft skill in question and discuss with them what additional knowledge, which could explain their initial answers, they have gained during training.

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Module 0 – Introduction to Soft Skills

This section focuses on the preliminary module, the <u>Soft</u> <u>skills introduction module</u> of the Reboot training. The module provides information to learners on what are soft skills and how to recognise them, in order to facilitate the learning in the following modules of the training. Before starting with Module 0, learners should have taken the first self-test to measure the starting point of their soft skills.

The aims and objectives

The aims and objectives of the self-test are:

Aim:

• To develop the learners' understanding of soft skills and their benefit in order to apply this information in work life and use this information to deliver the following modules of training.

Objectives:

- Understand of what soft skills are and why they are important.
- Create a base understanding for the rest of the Reboot Training modules.
- Understand how soft skills develop in work life.
- Increase the ability to detect soft skills in the self and others.
- Increase the ability to develop soft skills

Lesson Plan

Below is an example of a lesson plan for the Introduction to Soft Skills session. It can be modified according to the situation and learners' needs.

Lesson duration: 3h

Time	Theme	Description
5 min	Introduction to the session	• Introduction to the session
15 min	Reflection on the entry level self-test	 Discussion and reflection on the entry level self-test
20 min	What are soft skills and why are they important	 Presentation of soft skills in general, why are they important, what are they, examples where they manifest in daily life Presentations of Reboot Soft skills
20 min	How soft skills manifest in work life Soft skills helping to find employment	 Presentation and discussion (and/or a workshop/brainstorming) how soft skills manifest in real life 3 personal examples Presentation and discussion how soft skills can also help finding employment (as part of life skills)
20/40 min	How to detect soft skills	 Presentation and discussion Brainstorming or workshop on how to detect soft skills
10 min	Break	
40/20 min	How to develop soft skills in general and at work	 Presentation and discussion Brainstorming on how to develop soft skills

Time	Theme	Description
15 min	How can soft skills be proved	 Presentation and discussion Brainstorming/workshop on how to prove soft skills
15 min	Exercises of the module	 Presentation of exercises of soft skills introduction module for homework with discussion and an example case for both exercises
15 min	Presentation of MODULE 1: About Me: How I Work	 Presentation of the soft skills module About Me: How I Work and its eight soft skills
5 min	Conclusions and closing	 Sum up the work of the session Giving homework

How to deliver the module

Below is a training delivery suggestion for the module. It can be altered according to the situation, learning delivery method, aim and the nature and needs of the learners.

1. Before the session

Make sure that everyone knows where and when the session will be held, prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the session

Give a brief introduction to the session including the schedule.

3. Reflection on self-test 1

Discuss with learners about the initial self-test with the learners: how learners felt about it, did they learn something new about themselves and how this has changed their perspective to soft skills. This can create a bridge to soft skills.

In case you have already finished with the self-test at the last session, you can use this time for soft skills.

4. What are soft skills and why are they important

Presentation of soft skills with examples, what are they and how do they manifest in daily life. Do learners know them? How have learners have used them in life, during studies and at work? You can start from the OERs of the session (given as homework at the previous session), and then move on to the definition of soft skills, which is available on the session PowerPoint presentation, slide 6, and in the learner's handbook.

Along with the definition, also discuss the importance of soft skills, and why (see bullet points of the text used for the learner guide below). You can also discuss and present examples how someone has obtained a job because of soft skills or how someone's work performance is better because of soft skills? These are available on the session PowerPoint presentation, slide 6, and in the learner's handbook.

5. How soft skills manifest in work life and How can they help in finding employment

Present and discuss with participants how soft skills manifest in real life at work. You can add a short workshop/brainstorming activity here (see materials below). Discuss with participants about different scenarios and work situations where soft skills have been used. Try to make them discover those. To inspire them and break the ice, you can show the three examples on the PPT, slide 8 (these are the same as for the learners) how soft skills are important to boost employability.

As well as in work tasks and for delivering the work, soft skills are needed for career and skills flexibility and for job search. For instance, creativity can be used for detecting new employment opportunities or adapting into new career paths. Then briefly discuss with learners how soft skills can help in finding employment. See slides 8-10 on the PPT presentation.

6. How to detect soft skills

First present a general list with example cases of how to detect soft skills. There are plenty of these on the module exercises and the session PPT. Also address the importance of self-awareness in detecting soft skills, and the two main ways to recognise soft skills: (1) self-reflection and (2) others' reflection on your skills.

You can run this part of the session as a 20- or 40-minute activity (it is advised to balance this with the next part of the session). The shorter version can focus more on presentation, discussion and a brief brainstorming.

The longer delivery can include a workshop/ group work activity which you can find the materials of this section. PPT slides 11-15. The PPT slide 13 includes the full list with explanations of where to detect soft skills in the comments of the slides.

Refer to exercise 1 of the module when talking about this part.

The PPT slide 14 includes the full description of characters and their issues in the comments of the slide.

7. How to develop soft skills in general and at work

First present a general list with example cases of how to develop soft skills. There are plenty of these on the module exercises and the session PPT. Look at the session PPT slide 18.

Use these as the starting point for discussions and brainstormihat else comes in mind? Are there any concerns?

Think with learners also, how to keep developing soft skills when already employed using the following (from learner materials and on PPT slide 19.)

You can run this part of the session as a 20- or 40-minute activity (it is advised to balance this with the previous part of the session). The shorter version can focus more on presentation, discussion and a brief brainstorming. The longer delivery can include a workshop/group work activity. Look at this in the materials section below. The exercise is on slide 20 of the session PPT.

Furthermore, refer to the Reboot soft skill unit modules where learners can practise specific soft skills (PPT slide 21)

- Module 1 About me: How I Work
 http://reboot-project.eu/online-training/module-1/
- Module 2 Context: How We Work http://reboot-project.eu/online-training/module-2/
- Module 3 Into Action: Get to Work http://reboot-project.eu/online-training/module-3/

8. How can soft skills be proved?

First, present a general list with example cases of how to prove soft skills. There are plenty of these on the module exercises and the session PPT. Look at the session PPT, slides 22-23.

Run a brief brainstorming/workshop activity, using the exercise on PPT slide 24. This can be done as a whole group or in smaller groups

9. Exercises soft skills introduction module

Having discussed the soft skills and their different dimensions, learners can be introduced to the two exercises of the module: Exercise 1: Soft Skills Spotting, and Exercise 2: Probing Soft Skills. Make sure that the learners feel comfortable starting to work on the exercises as these will be given as homework..

10. Presentation of Module 1 - About Me: How I Work

Present the first soft skills unit module 'About Me: How I Work' and its eight soft skills, and OERs. Discuss it with the learners and make sure that the learners feel comfortable starting work on it.

11. Conclusions and closing

Sum up the work of the session and its main findings. Give homework:

- 2 exercises of the soft skills introduction module
- Theory and OER of Module 1 'About Me How I Work'
- Continue writing the learning journal

Materials and resources

- PowerPoint presentation
- Reboot platform
- Learner's handbook
- Workshop/brainstorming activity on soft skills manifestation in work life
 - Workshop/brainstorming on good and bad soft skills manifestation and the impact.
 - Select soft skills, e.g. 3-5
 - Self-awareness, Understanding change, Openness,
 Resilience, Adaptability, Self-efficacy, Motivation
 - Teamwork, Interpersonal skills, Tolerance and culture, Negotiating skills, Networking, Mobilising others, Interdisciplinary skills
 - Taking initiative, Creativity (spotting opportunities),
 Learning from experience, Planning, Time management,
 Change management, Problem-solving
 - List for each selected skill how these manifest in work life:
 - In a good way
 - In a bad way
 - Write consequences for both.
 - Look at the results and discuss them.

- Workshop/exercise/brainstorming activity on How to detect soft skills
 - Identify soft skills and experiences which bring a competitive edge of the list of characters. This can be done in one group or smaller groups. If smaller groups, time for presenting the results should be left. Focus on the characters (on the PPT) which most match the participants.
 - Present the task and the characters, and (if needed) divide the group.
 - Start generating ideas all together or in groups. There should be one person all the time who writes the ideas down.
 - Lastly, present the outcomes and discuss them.
- Workshop/exercise activity on How to develop soft skills:
 - General ideas for the same characters as on the previous exercise, how can they develop their soft skills. You can personalise characters further for increased outcomes. This can be done in one group or smaller groups. If smaller groups, time for presenting the results should be left.
 - Present the task and the characters, and (if needed) divide the group.
 - Start generating ideas all together or in groups. There should be one person all the time who writes the ideas down.
 - Lastly, present the outcomes and discuss them.
- o Workshop/exercise activity on How can soft skills be proved
 - General ideas for the same characters as on the previous exercise, how can they prove their soft skills. You can personalise characters further for increased outcomes. This can be done in one group or smaller groups. If smaller groups, time for presenting the results should be left.
 - Present the task and the characters, and (if needed) divide the group.
 - Start generating ideas all together or in groups. There should be one person all the time who writes the ideas down (e.g. white board, post it notes, paper).
 - Lastly, present the outcomes and discuss them.

Module 1-About me: How I Work

The overall aim of **Module 1 – About me: How I Work** is to give learners the opportunity to gain a better understanding of themselves and how they function. By focusing on enhancing eight person-specific soft skills which can be beneficial for succeeding in the workplace, learners will be able to reflect on their attitudes and approach to work, people and life in general.

The aims and objectives

The aims and objectives of the self-test are:

Aim:

• To develop learners' understanding of person-specific soft skills which can be beneficial for succeeding in the workplace and showcase them in employment contexts, and learn to identify those in themselves and others.

Objectives:

- To provide learners with the opportunity to gain a better understanding of and ability to identify, and develop their person-specific soft skills linked to work delivery.
- To gain a more in-depth comprehension of various aspects of themselves, including their strengths, weaknesses, beliefs, emotions and motivations.
- To familiarise learners with tools and methods linked to person-specific soft skills and their impact in a workplace
- To increase person-related soft skills to enable working in general.

Lesson Plan

Below is an example of a lesson plan for module 1. It can be modified according to the situation and learners' needs.

Lesson duration: 3h

Time	Theme	Description
5 min	Introduction to the session	• Introduction to the session
15 min	Reflection of homework from the Introduction to Soft Skills Module	 Discussion and reflection of the homework and learning of the soft skills from the Introduction to Soft Skills Module
30 min	Presentation to Module 1 – About me: How I work	 Presentation of the module and its 8 soft skills in general, what are they, with a few examples (can be discussed) where they manifest in daily life, and why are these important in work life Reflections based on theory and Open Educational Resources of the module.
40 min	Exercise 1	 Workshop activity with a level 1 exercise selected from the module.
10 min	Break	
50 min	Exercise 2	• Workshop activity with a level 2 exercise selected from the module.
20 min	Presentation of Module 2: 'Context: How We Work'	 Presentation of the soft skills module 'Into Action: Get to Work' and its seven soft skills
10 min	Conclusions and closing	 Sum up the work of the session Giving homework

How to deliver the session

Below is a training delivery suggestion for the module. It can be altered according to the situation, learning delivery method, aim and the nature and needs of the learners.

1. Before the session

Make sure that everyone knows where and when the session will be held, prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the session

Give a brief introduction to the session including the schedule.

3. Revision of homework from the Introduction to Soft Skills Module

Discussion and reflection of the homework from the 'Introduction to Soft Skills' Module. What did learners learn? Were any insights created? What was easy and what was difficult? What was unexpected? Did their ability to detect soft skills increase? Do they feel more comfortable now moving on to Modules 1-3?

4. Presentation to the theme About me: How I Work

Presentation of the module and its 8 soft skills, what the module and skills are about, and why are these important in work life. Use examples when presenting the topic and let participants tell their examples of these soft skills, including good and bad examples (when not present or poorly present). Use OERs to animate the discussion. You can, for example, ask what caught their eye in the OERs.

Each skills unit has different OERs. Discuss them separately. The session PPT has a basic description of each skill. You can choose the ones which best suit the purpose.

5. Exercise 1

Choose one level 1 exercise of this soft skills module to go through with the learners as a workshop/ group work activity. Decide on which one, based on the nature of the group – their need and the session delivery method (virtual or face-to-face).

You can adapt the activities to a workshop/group work activity. For instance, any role play and acting methods can be powerful for some of the activities in this module. The PPT provides some example. You can also delete these, replace with other options or go through with them the online training platform.

Present and reflect on the results and findings together. What has been learnt?

6. Exercise 2

Choose one level 2 exercise of this soft skills module to go through with the learners as a workshop/group work activity. Decide on which one, based on the nature of the group – their need and the session delivery method (virtual or face-to-face).

You can adapt the activities to a workshop/group work activity. You can also delete these, replace with other options or go through with them the online training platform.

Present and reflect on results and findings together. What has been learnt?

7. Presentation of Module 2 - Context: How We Work

Present the second soft skills unit module 'Context: How We Work' and its seven soft skills, and OERs. Discuss these with the learners and make sure that the learners feel comfortable starting work on it.

8. Conclusions and closing

Sum up the work of the session and its main findings. Give homework:

- The remaining exercises of the module 'About me: How I Work'
- Theory and OER from Module 2 'Context: How We Work'
- Continue writing the learning journal

Materials and resources

- PowerPoint presentation
- Reboot platform and Module 1
- 2 exercises from the soft skills module 'About me: How I Work'
- Materials indicated in the exercises of the soft skills module 'Context: How We Work'
- Learner's handbook

Module 2 – Context: How We Work

Module 2 - Context: How We Work is linked to soft skills which are linked to working with others. Being able to work well with others is a crucial skill in the modern workplace, especially in increasingly globalised economies where many organisations may require their employees to work with individuals from different cultures and backgrounds.

The aims and objectives

The aims and objectives of the self-test are:

Aim:

• To develop the learners' understanding of soft skills linked to interpersonal activities, communication at work and in daily life, how it impacts the work environment and the delivery of work, and learn how to identify those in themselves and others.

Objectives:

- To provide learners with the opportunity to gain a better understanding of and develop their interpersonal soft skills.
- To gain a more in-depth comprehension of various aspects of themselves, including their strengths, weaknesses, beliefs, emotions and motivations in interpersonal situations and activities linked to work.
- To reflect on their attitudes and approach to work, people and life in general based on the seven interpersonal soft skills of the module.
- To familiarise with tools and methods linked to interpersonal activities and approaches in the workplace.
- To increase skills to work with others regardless of their background.

Lesson Plan

Below is an example of a lesson plan for Module 2. It can be modified according to the situation and learners' needs.

Lesson duration: 3h

Time	Theme	Description
5 min	Introduction to the session	• Introduction to the session
15 min	Revision of homework from the Module About Me: How I work	 Discussion and reflection of the homework and learning of the soft skills from the module About Me: How I Work
30 min	Presentation to the theme Context: How we work	 Presentation of the module and its 7 soft skills in general, what are they, with a few examples (can be discussed) where they manifest in daily life
		 Why are these soft skills important in work life Reflections based on theory and Open Educational Resources of the module.
40 min	Exercise 1	 Workshop activity with a level 1 exercise selected from the module.
10 min	Break	
50 min	Exercise 2	• Workshop activity with a level 2 exercise selected from the module.
20 min	Presentation of MODULE 3: 'Into Action: Get to Work'	 Presentation of the soft skills module 'Into Action: Get to Work' and its seven soft skills
10 min	Conclusions and closing	 Sum up the work of the session Giving homework

How to deliver the session

Below is a training delivery suggestion for the module. It can be altered according to the situation, learning delivery method, aim and the nature and needs of the learners.

1. Before the session

Make sure that everyone knows where and when the session will be held, prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the session

Give a brief introduction to the session including the schedule.

3. Revision of homework from the soft skills Module 1 - About Me: How I work

Discussion and reflection of the homework and learning of the soft skills from the module About Me: How I Work. Trainers can discuss about general findings for the exercises, what was easy and what was difficult. What was unexpected? What did the learners learn and how did their perspectives change? What kind of examples of the application of the skills of the module did learners come up with? What can others learn about these?

4. Presentation to the theme Context: How we work

Presentation of the module and its 7 soft skills, what the module and skills are about, and why are these important in work life. Use examples when presenting the topic and let participants tell their examples of these soft skills, including good and bad examples (when not present or poorly present). Use OERs to animate the discussion. You can, for example, ask what caught their eye in the OERs.

5. Exercise 1

Choose one level 1 exercise from this soft skills module to go through with the learners as a workshop/group work activity. Decide on which one, based on the nature of the group – their needs and the session delivery method (virtual or face-to-face). You can adapt the activities to a workshop/group work activity. For instance, any role play and acting methods can be powerful for some of the activities in this module.

Present and reflect on results and findings together. What has been learnt?

6. Exercise 2

Choose one level 2 exercise from this soft skills module to go through with the learners as a workshop/group work activity. Decide on which one, based on the nature of the group – their needs and the session delivery method (virtual or face-to-face). You can adapt the activities to a workshop/group work activity.

Present and reflect on results and findings together. What has been learnt?

7. Presentation of Module 3 - Into Action: Get to Work!

Present the soft skills unit module 'Into Action: Get to Work!' and its seven soft skills, and OERs Discuss these with the learners and make sure that the learners feel comfortable starting work on it.

8. Conclusions and closing

Sum up the work of the session and its main findings. Give for homework:

- The remaining exercises of the module 'Context: How We Work'
- Theory and OER from the Module 3 'Into Action: Get to Work'
- Continue writing the learning journal.

Materials and resources

- PowerPoint presentation
- Reboot platform and Module 2
- 2 exercises from the soft skills module 'Context: How We Work'
- Learner's handbook

Module 3 – Into Action: Get to Work

The overall aim of <u>Module 3 - Into Action: Get to Work</u> is to provide learners with information to develop the necessary skills required on a daily basis in the workplace. This module relates to how individuals can take their existing skills and translate them into an efficient, effective and successful performance of professional responsibilities

The aims and objectives

The aims and objectives of the self-test are:

Aim:

• To develop the learners' understanding of soft skills linked to the delivery and activities of work and its content, such as problem-solving and time management, and learn to identify those in themselves and others.

Objectives:

- To provide learners with the opportunity to gain a better understanding of and develop their action and work delivery related soft skills.
- To gain a more in-depth comprehension of various aspects of themselves, including their strengths, weaknesses, beliefs, emotions and motivations in action and work delivery related soft skills.
- To reflect on their attitudes and approaches to work, people and life in general based on the eight soft skills of the module.
- To familiarise with tools and methods linked to action and work delivery related soft skills in the workplace.
- To develop action and work delivery related soft skills to work in a productive way.

Lesson Plan

Below is an example of a lesson plan for Module 3. It can be modified according to the situation and learners' needs.

Lesson duration: 3h

Time	Theme	Description
5 min	Introduction to the session	• Introduction to the session
15 min	Revision of homework from the Module 2 Context: How we work	 Discussion and reflection of the homework and learning the soft skills of the module - Context: How We Work
30 min	Presentation of Module 3 – Into Action: Get to Work	 Presentation of the module and its 7 soft skills in general, what are they, with a few examples (can be discussed) where they manifest in daily life Why are these soft skills important in work life Reflections based on theory and Open Educational Resources of the module.
40 min	Exercise 1	 Workshop activity with a level 1 exercise selected from the module.
10 min	Break	
50 min	Exercise 2	• Workshop activity with a level 2 exercise selected from the module.
20 min	Presentation of Module 4 - Career and Skills Flexibility	 Presentation of the Career and Skills Flexibility module
10 min	Conclusions and closing	Sum up the work of the sessionGiving homework

How to deliver the session

Below is a training delivery suggestion for the module. It can be altered according to the situation, learning delivery method, aim and the nature and needs of the learners.

1. Before the session

Make sure that everyone knows where and when the session will be held, prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the session

Give a brief introduction to the session including the schedule.

3. Revision of homework of the soft skills Module 2 - Context: How We Work

Discussion and reflection of the homework and learning of the soft skills from the module 'Context: How We Work'. Trainers can discuss about general findings for the exercises, what was easy and what was difficult. What was unexpected? What did the learners learn and how did their perspectives change? What kind of examples of the application of the skills of the module did learners come up with? What can others learn about these?

4. Presentation to the theme Into Action: Get to Work

Presentation of module and its 7 soft skills, what the module and skills are about, and why are these important in work life. Use examples when presenting the topic and let participants tell their examples of these soft skills, including good and bad examples (when not present or poorly present). Use OERs to animate the discussion. You can, for example, ask what caught their eye in the OERs.

5. Exercise 1

Choose one level 1 exercise from this soft skills module to go through with the learners as a workshop/group work activity. Decide on which one, based on the nature of the group – their needs and the session delivery method (virtual or face-to-face). You can adapt the activities to a workshop/group work activity. For instance, any role play and acting methods can be powerful for some of the activities in this module.

Present and reflect on results and findings together. What has been learnt?

6. Exercise 2

Choose one level 2 exercise from this soft skills module to go through with the learners as a workshop/group work activity. Decide on which one, based on the nature of the group – their needs and the session delivery method (virtual or face-to-face). You can adapt the activities to a workshop/group work activity.

Present and reflect on results and findings together. What has been learnt?

7.Presentation of Module 4 - Career and Skills Flexibility

Present the upcoming theme of module Career and Skills Flexibility and its information and OERs. Discuss these with the learners and make sure that the learners feel comfortable starting work on it.

8. Conclusions and closing

Sum up the work of the session and its main findings. Give for homework:

- The remaining exercises of the module 'Into Action: Get to Work'
- Theory and OER from the Module 'Career and Skills Flexibility'
- Continue writing the learning journal.

Materials and resources

- PowerPoint presentation
- Reboot platform and Module 3
- 2 exercises from the soft skills module 'Into Action: Get to Work!'
- Learner's handbook



Identifying and improving soft skills alone is not enough to give a boost to a career. It is also important that one is able to demonstrate their own skills and experience. Looking at and analysing one's experiences, career, jobs, skills and competencies through a different lens, and productising and visualising all this into an easily understandable form may create a difference and catch the eye of a potential employer.

Module 4: Career and skills flexibility

This section provides information for delivering the **Career and Skills Flexibility** module. It covers how to adapt own skills, competencies and experiences towards new opportunities and how to productise your own skills and competencies for potential employers of different natures. It is supported by the session PPT, module materials, and the learners' handbook.

The aims and objectives

The aims and objectives of the module are:

Aim:

• To develop the learners' flexibility in a career path and the ability to adapt their own competencies into new occupational realities, professions, jobs and careers, hence increasing one's empowerment over one's own career.

Objectives:

- To develop the ability, mental flexibility and agility to observe own skills from a new perspective.
- To increase an understanding of your own soft and hard skills and how these can be combined.
- To enable the learners to see how their own skills can be transferred into new occupational realities, professions, jobs and careers hence creating flexibility in career paths.
- To facilitate transitions between jobs.

Lesson Plan

Below is an example of a lesson plan for Module 4. It can be modified according to the situation and learners' needs.

Lesson duration: 3h

Time	Theme	Description
5 min	Introduction to the session	Introduction to the session
15 min	Revision of homework from the Module 3 Into Action: Get to Work!	 Discussion and reflection of the homework and learning the soft skills of the module - Into Action: Get to Work!
20 min	Presentation of the Career and skills flexibility module.	 Presentation of the topic, career and skills flexibility and why it is important What is needed for it Examples of career and skills flexibility with the personas and characters Soft and hard skills
20 min	Exercise A and presenting exercise 1 Skills Analogies	 Exercise A as group work Encouraging reflection on own skills and their flexibility Explain and give exercise 1 Skills Analogies (on the learning platform) as homework.
15 min	Reflection on own skills and career flexibility	 Individual reflection on their own skills detected during Reboot training, and other skills and competencies and their flexibility Introduction by the trainer Post its or similar tools used depending on the delivery format

10 min	Break	
40 min	Productisation of skills	 Presentation of the productisation of own skills Examples Introduction to the SCAMPER exercise (exercise 2) and trialling it together with an imaginary example person Exercise on own skills
40 min	Final Soft skills self-test	The final soft skills testDiscussion
10 min	Presentation of the Portfolio Creation module	 Presentation of the portfolio module and potential individual portfolio mentoring
5 min	Conclusions and closing	 Sum up the work of the session Giving homework

How to deliver the session

Below is a training delivery suggestion for the module. It can be altered according to the situation, learning delivery method, aim and the nature and needs of the learners.

1. Before the session

Make sure that everyone knows where and when the session will be held, prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the session

Give a brief introduction to the session including the schedule.

3. Revision of homework of the soft skills Module 3 - Into Action: Get to Work!

Discussion and reflection of the homework and learning of the soft skills from the Module 3 – 'Into Action: Get to Work!'. Trainers can discuss about general findings for the exercises, what was easy and what was difficult. What was unexpected? What did the learners learn and how did their perspectives change? What kind of examples of the application of the skills of the module did learners come up with? What can others learn about these?

4. Presentation to the Career and skills flexibility module

Presentation of the topic, career and skills flexibility, and why it is important. Why it is needed with examples of people changing their career and how different skills and interests were transferred into this. How situations and interests have created new opportunities for career flexibility and an example of hard/soft skills transfer in career transferability. Examples can be found on the session PPTs slides 8-10 and the learner's handbook. You can add your own examples and participants can present their own examples. You can also talk about the following examples of how experiences, passions, interests and situations have opened avenues for new careers and competitive advantage. Observe how a new career is something more than just the studies. You can spend some time with the learners discussing examples on career flexibility,



people who may have changed their career and what and how they did it, what inspired them or was it just an occasion? Write them down together on a whiteboard.

Slide 13 provides an empty table where you can create an example together with the learners.



Combinations of skills towards career flexibility

This part includes the starting point to career flexibility including soft and hard skill combinations.



Career and skills flexibility might be a challenging topic for unemployed and underemployed higher education graduates. We all naturally do it, but when it comes to looking into our own skills and experiences and how to see them from new eyes, like in every similar situation, it might take a while to see oneself from the outside.



Have your soft skills been identified and how strong you are you in them?

Has your work history been identified? This can include any job, even as a babysitter – after all, it may develop your people skills, empathy, user-understanding and communication skills

In career flexibility it is good to understand how soft and hard skills and substance knowledge mix in different jobs. This can be simply done by analysing them from different work experiences and other experiences, and finding common factors between these. This can create new openings for career flexibility.

Unlike hard skills, soft skills are almost symbiotic. They are multidimensional, complex, interconnected, needed in delivering other soft skills, and they complement each other.

For example, creativity and problemsolving go hand-in-hand, but so do interpersonal skills, communication and creativity too. In addition, seemingly 'opposing' soft skills are often needed simultaneously to deliver the work, such as planning with creativity, or people orientation with understanding of profitability. It is important to know what kind of soft skills combinations you need to deliver in a job or its area.

Both soft and hard skills are important in delivering work: while hard skills could be perceived as tools, soft skills are the force that moves the tools. Thus, soft skills are needed for delivering hard skills and substance knowledge. For instance, theory is not enough for a psychologist to help people, but also people and communication skills are needed.

Take the examples that people discussed earlier during the session and discuss what kind of skills combinations they may have. You can also use the John Stone example from the PPT, slide 27, or the previous table and work on an imaginary character. Let them additionally discuss their own skills combinations.

65

5. Exercise A and presenting exercise 1 Skills Analogies

Exercise A supports exercise 1 Skills Analogies on the learning platform. As learners might find the Skills Analogies exercise difficult, it is good to train them and start with exercise A.

You can go through this together with the learners using an imaginary character. Then go through the idea (phases) Skills Analogies exercise and make sure that learners have understood it and feel comfortable with it as it will be given as homework.

EXERCISE A

Materials:

Pens of different colours, paper and post it notes.

Instruction

- Write on separate papers (or on a post it note as a heading) an employment, employment situations and life experiences that could be interesting, any job, university project, trusty position... Do this for 1-3 different cases. The idea is just to open your mind.
- Take a different colour and start brainstorming soft skills for each case.
- Take a new colour and start brainstorming hard/substance skills for each case.
- Start analysing your experiences and skills now.
 - What similarities in the skills are there?
 What kind of career
 flexibility could this create?
 - What are the differences in skills? What kind of career flexibility could this create?
 - Make new combinations of your skills, leaving something out too. What kind of career flexibility could this create?

6. Reflection on own skills and career flexibility

Ask participants to reflect on their own soft skills which they have detected during Reboot training. If in class, you can give them, for instance, paper, pens and post it notes. They can write skills on the notes and then group them on the paper. Having them on post it notes make it easy to move them around as needed. This refers to skills and career flexibility.

If online, try to use a software for post its or notes or mind mapping to create the same phenomenon.

You can ask the learners to keep this and use it for portfolio structuring.

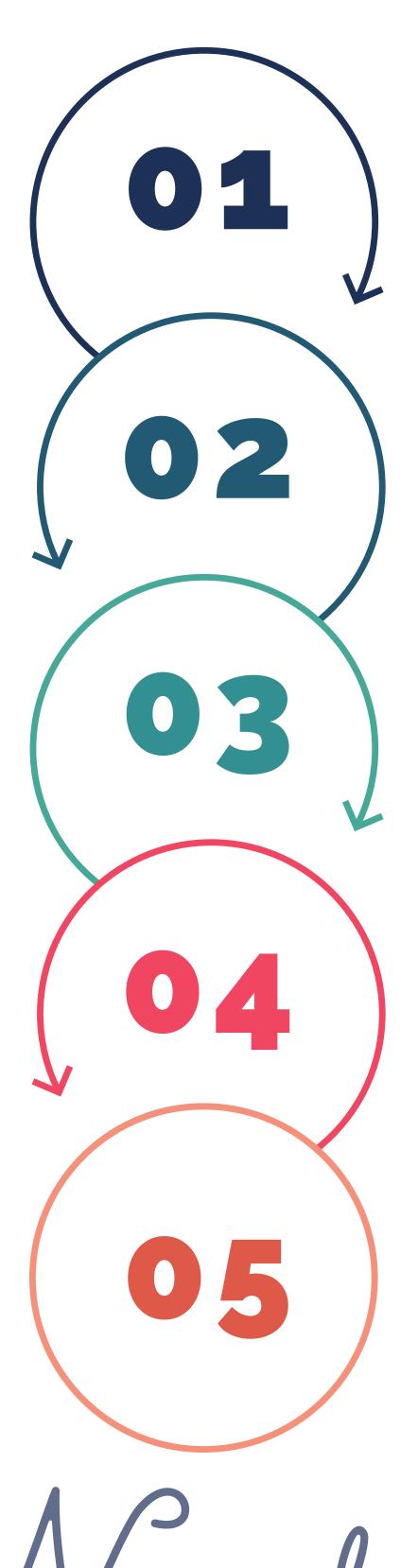
It is essential to talk about how they are harnessing their own experiences, skills and competencies for new professional realities, careers and opportunities. This requires understanding the surrounding society, oneself, own competencies, skills and history, and the ability to see own skills and competencies in different contexts and from a new perspective, hence, skills flexibility. Any experiences, from temporary jobs during studies and hobbies to long careers, are more than useful and a source of new opportunities.

7. Productisation of skills

Present the idea of productising their own skills and discuss it through with learners to make sure they understand it. Here is the process (also available on the session PPT, slides 20-25):

After recognising their own soft and hard skills, characteristics and experiences, learners can productise these for different professional purposes, potential jobs and employers. In productisation, a competitive product with an added value is created and brought to markets, in this case to labour markets. Often a product is adapted to different markets due to their different conditions. Similarly, learners can productise themselves, their competencies and skills, to be offered to

The steps for productising skills, competencies and experiences are:



CONTEXT

Understanding the context – how is the society, what are societal trends and developments, what is needed in work life in general, what educational institution and location have provided me? What do employers want? What is professional competition? You can find these, for instance, by observing media, social media and job advertisements.

DISCOVERY

Discovering own soft skills, hard skills, competences, qualities, experiences and other elements, such as networks, and discovering own professional offer to potential employers.

INSIGHT

Creating insight of own soft skills, hard skills, competences, qualities, experiences and other elements, such as networks, comparing these to the CONTEXT information, discovering need of potential additional training and certification of competences, and deepening understanding of own professional offer to potential employers.

DEVELOPMENT AND DELIVERY

Customising own skills and professional offer to specific potential employer based on what the employers are looking for and how are these employing organisations. Select the suitable soft and hard skills, experiences and other elements, and express these on a Curriculum Vitae and portfolio (more information on the next chapter) which are also styled according to the employer and position.

IMPROVEMENT

Continuous LEARNING, developing and improvement from employment and job search experiences.

Discuss the process with the learners and present a few examples. One could compare productising to clothing: you are always you with all your closet content, but you choose different clothes for different purposes and occasions.

Next move on to the short version of the SCAMPER exercise together with learners as they might have difficulties working alone. The short version:

Skills SCAMPER

In the Skills SCAMPER exercise the learners will combine what they did in exercise 1 above with the productising principle:

- Have your own skills listed and think about how they work
- Think about your own aim
- Then start adapting your own skills according to your own aim.

Do this first on an imaginary person, so the learners will get used to it. Then the learners can do it for themselves.

Here they can use their skills on post it notes they wrote earlier during the module session. In addition, they can also write experiences and other issues on post it notes of another colour.

Having completed this short exercise, introduce the SCAMPER exercise on the platform to them and ask if they still would have any doubts working on it.

8. Final soft skills self-test

Next, the learners should do the final soft skills evaluation in order to have the results and a comparison to the initial self-test ready before moving on to the portfolio module.

Discuss the findings with the group. What has changed? Has there been any improvement? Or have the learners become more critical towards their soft skills? Are there any discoveries?

You can also book mentoring sessions with each learner to go through their results together. This would be highly beneficial for the learners and it can help with their portfolios.

9. Presentation of the portfolio module

Present the portfolio module and a few examples of portfolios and CVs for comparison. Ask the learners to prepare themselves for the portfolio session. You can also mention the individual portfolio mentoring possibility. More about this in the next section..

10. Conclusions and closing the session

Sum up the work of the session Giving homework:

- The exercises of the 'Career and skills flexibility' module
- Theory and OER of the 'Portfolio Creation' Module
- Reflecting on own skills and competencies and aims for the portfolio session
- Continue writing the learning journal.

Materials and resources

- <u>Power Point Presentation</u>
- 'Career and Skills Flexibility' module
- The exercises of 'Career and Skills Flexibility' module
- Materials indicated in the exercises of the 'Career and Skills Flexibility' module
- Learners' handbook
- Exercises (as in the description and the PPT)

Portfolio Creation

Module 5 - Portfolio Creation focuses on how to create portfolios. In addition, the module provides tools and tips for this. Portfolios are essential when showcasing work and its results. It opens up the real content and nature of the work done for a potential employee.

The portfolio is designed to support learners in job applications or interview scenarios. Many employers will ask for evidence of skills relating to past work and personal settings. The portfolio attempts to bridge this gap, giving learners the opportunity to connect their experiences with evidence of soft skills.

The aims and objectives

The aims and objectives of the module are:

Aim:

• To create insight and skills to develop your own portfolio and adapt it according to a job application, and how to facilitate this process for learners

Objectives:

- To develop understanding of a portfolio and how it can be used for showcasing skills and experiences to a potential employer.
- To obtain practical skills to independently develop portfolios for different jobs, contexts, sectors and professions.
- To become aware of online tools for portfolio creation.

Lesson plan

Below is an example of a lesson plan for Module 4. It can be modified according to the situation and learners' needs.

Lesson duration: 3h

Time	Theme	Description
5 min	Introduction to the session	• Introduction to the session
15 min	Revision of homework from the from the Career and skills flexibility module	 Discussion and reflection of the homework and learning the soft skills of the module Career and skills flexibility module
30 min	Presentation of the Portfolio Creation module and Portfolios and why they are important	 Presentation of the module Presentation of the concept of a portfolio Difference between a portfolio and a CV The power of visuality Examples of different portfolios Why portfolios are important Discussion
20 min	Illustrating different things with portfolios	 Examples of this are on the PPT Examples of illustrating soft skills on portfolios Have a look at these and discuss them through Discussion-what can be expressed with portfolios in different sectors
10 min	Break	
30 min	Mood board of the self	 A short workshop on creating mood boards Discussion of the mood boards. Alternatively these can be given as homework from the last session and discussed here Workshop of portfolio creation and discussion of results
60 min	Developing a portfolio	 Presentation of the phases and steps of portfolios Discussion Workshop of portfolio creation and discussion of results
10 min	Conclusions and closing, Portfolio mentoring session booking, certificates	 Sum up the work of the session and training with potential certificates. Agreeing on portfolio mentoring session

How to deliver the session

Below is a training delivery suggestion for the module. It can be altered according to the situation, learning delivery method, aim and the nature and needs of the learners.

1. Before the session

Make sure that everyone knows where and when the session will be held, prepare all materials and platforms ready for the session and check that technology works.

2. Introduction to the session

Give a brief introduction to the session including the schedule. Discuss how the module links to an understanding of own skills and history, and why therefore it is done after the skills modules and the final self-test. The module also links closely with career flexibility, as portfolios are often, like CVs, created and adapted for different purposes.

3. Revision of homework of the Career and Skills Flexibility module

Discussion and reflection of the homework and learning of the soft skills from the 'Career and skills flexibility' module. Link this to portfolio creation.

4. Presentation of Portfolios and why they are important

Present first the concept of a portfolio and why it is important – its benefits (available on the session PPT). As everything in this module is based on the understanding of a portfolio, it is worth discussing the differences between a portfolio and a curriculum vitae (on the session PPT) and the benefits of portfolios. Look also at different examples of portfolios. You can find these on the session PPT, online in training materials, learners' handbook and on the Reboot Pinterest account: www.pinterest.com/rebootproject2020.

5. Illustrating different things with portfolios

Discuss these portfolios and generate ideas for different professions, even those in your group, and what one could express on a portfolio to open their minds. You can also go through the examples in "Are Portfolios only for Creative or Product-related sectors?" on the session PPT and module.

Learners may find new and challenging ways of what can be expressed visually and what can be expressed in portfolios from different sectors. People often tend to look at only the most obvious sectors, while, for instance, vets and teachers have a world full of opportunities to showcase on a portfolio.

Discuss these and have a look at the examples on the session PPT. You can find there soft skills illustrations and other illustrations. Further illustrations are on links to existing online portfolios.

Make learners generate ideas of things to express on portfolios from their own sectors. They can provide interesting ideas to each other as they can see each other's' sectors from a different viewpoint.

6. Mood boards about themselves and their professional self

A mood board exercise is a warmup exercise for the portfolios. The aims are to start learning how to express something visually and to start concretising their own 'mood'.

A mood board is a visual collage to present the essence, the idea of something. For example, a perfect summer day, a dream to reach or a person. It can have images, text, materials, objects or other resources. Hence it can also be of the personal self and the professional self- including soft skills.

Run a mini workshop on mood board creation on learners' own soft skills.

- The aim of this exercise is to learn how to express concepts visually in a communicative way and to learn about the power of visuality. Ask the learners to create a mood board of their career aim, strengths or other elements linked to work. They can also bring these to the session. Alternativity you can bring materials to the session which they can use to create mood boards, e.g. magasines, glue, paper, and pens of different colours.
- Discuss of the mood boards in groups. Let others guess what the idea is that transmits from the mood board and let the maker then tell them what it is about. Discuss this.
- Ask the makers to keep the mood boards and use them as dream boards to remind them about their goals.

7. Developing a portfolio

It is time for the learners to start working on their portfolios. The time here is not enough, but they should understand the steps towards creating one, where to get assistance from and start drafting ideas for their own portfolio.

Present the portfolio creation process from the session PPT. You can also show them where to get materials for it.

Discussion of different phases and the initial ideas and concepts they have for this, but also of tips (more information in the Portfolio Creation module and the Learners' handbook).

You can show them different examples in general on what something is told in a few words (e.g. a long text) and how much more it tells with a visual display.

The session PPT has more infographics to showcase visuality.

The Portfolio module provides detailed instructions for portfolio creation and the examples provide more ideas. In addition, the following can be helpful:

- Go through with them individually, or let them work in pairs or groups on their skills and experiences. Often people do not perceive all of their potential. They might also need to discover what they can showcase in their sector.
- Det them also discover who they are, what is their philosophy in the sector and what they want to tell about themselves.
- Go through the section "Key elements for creating a portfolio and look at different employment situations" with the learners.
- Present and browse different tools for portfolio creation from platforms and websites to help with infographics and icons. You can also see websites where one can find copy right free images to use.
- Det them work and check the progress every now and then, give tips and let them peer review portfolios with each other or by someone they know to detect any potential issues in portfolios.
- 8. Conclusions and closing, Portfolio mentoring session booking, certificate Sum up the work of the session and training with potential certificates (or given at a later time). You can distribute certificates at the sessions too or later. It can be a good idea to organise individual portfolio mentoring sessions. Agree on a time with learners for these. Leave some time between this session and the individual sessions for the leaners to be able to work on their portfolios.

Materials and resources

- <u>Power Point Presentation</u>
- Reboot platform
- 'Portfolio Creation' module
- Exercises of 'Portfolio Creation' module
- Learner's handbook
- Materials indicated in the exercises of the portfolio creation module
- Examples of Portfolio Creation on Different Employment Realities
- Lesson plan for individual portfolio mentoring

Example of a lesson plan for individual portfolio mentoring: The duration

Time	Theme and Description	
15 min	Discussion of the career interests of the learner • Reflection of their own skills etc. against career interests of the learner	
25 min	How to adapt their own skills to the selected sector in the portfolio • A reflective and organic discussion about the skills and how they could be adapted to the selected sector	
20 min	How to express and deliver their own portfolio (the type of portfolio, technical tools) • A reflective discussion about how to express and deliver their own portfolio including the type of portfolio, technical tools, etc.	

Examples of Portfolio Creation on Different Employment Realities

Have a look also at the examples of how higher education graduate characters representing different employment situation have worked on their portfolios. Pay attention to how different all the examples are visually and how they reflect the person, person's experiences, and the aim. You can use these too as supporting materials for the portfolio steps and expression of soft skills.

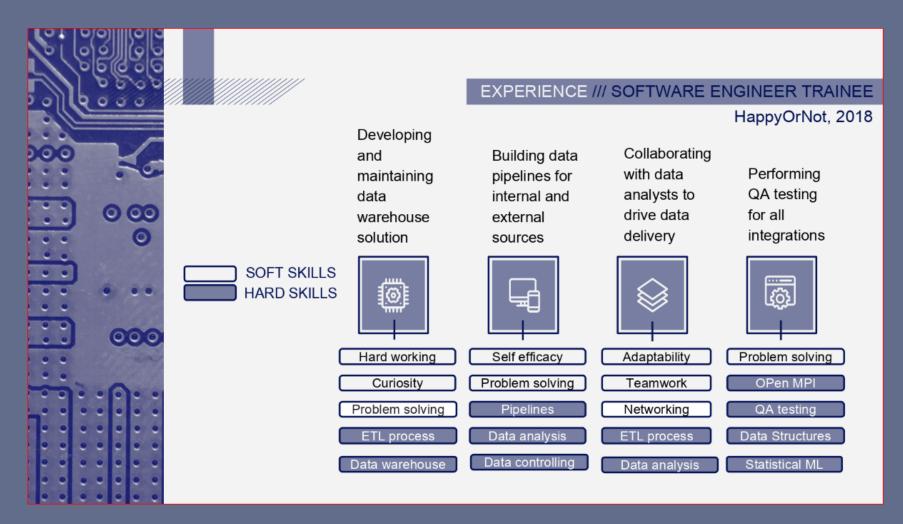
The characters are:

- Unemployed young recent graduate
- Unemployed graduate with a long experience
- Location changer
- Career changer
- Underemployed

The four first ones represent detecting soft skills from experiences with a visual theme. Please note that these are not final portfolios as they do not provide showcases of work, but a process of skills and experience analysis which is used in the portfolios. These elements can used as part of a portfolio. The last case of the underemployed provides a work process description, work showcase and work outcome examples too.

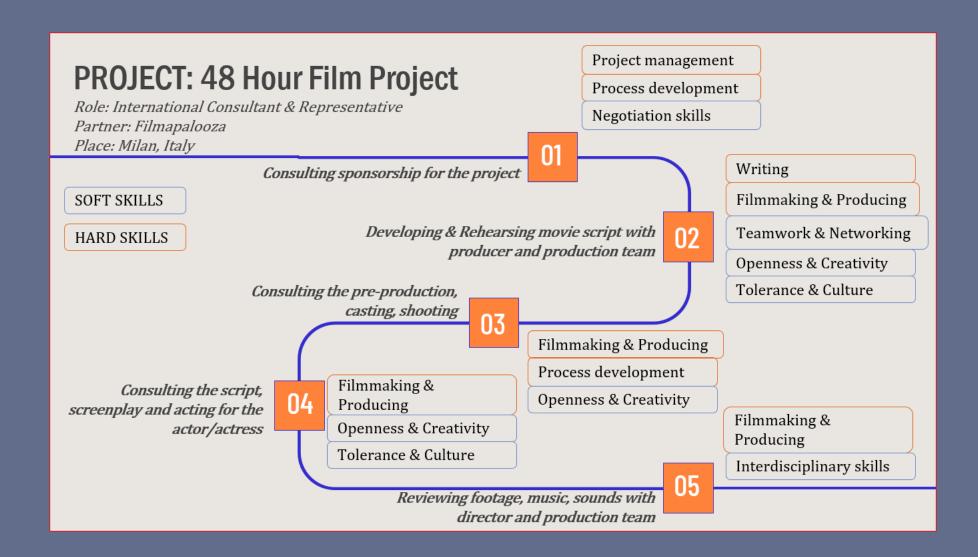
Unemployed young recent graduate

Xi Ming has just graduated from university in software engineering. He is an introvert who enjoys his own space, drawing, and making videos and pictures. He also likes learning about space, galaxies, the origin of the universe, questioning himself and looking for answers and solutions.



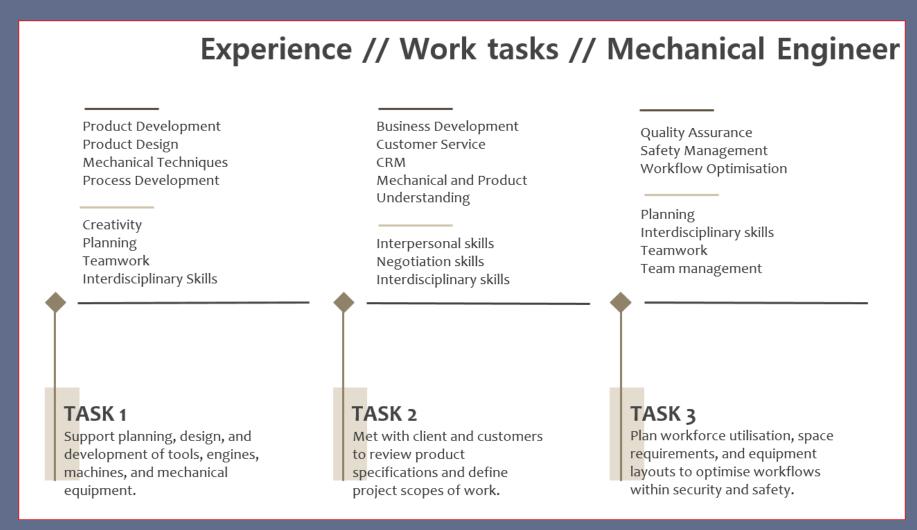
Unemployed graduate with a long experience

Anna Nyback has 9 years of experience in the filmmaking industry. She just had her first baby, which had changed her life dramatically. Everything needs to be organised and planned, and at the same time anything can happen.



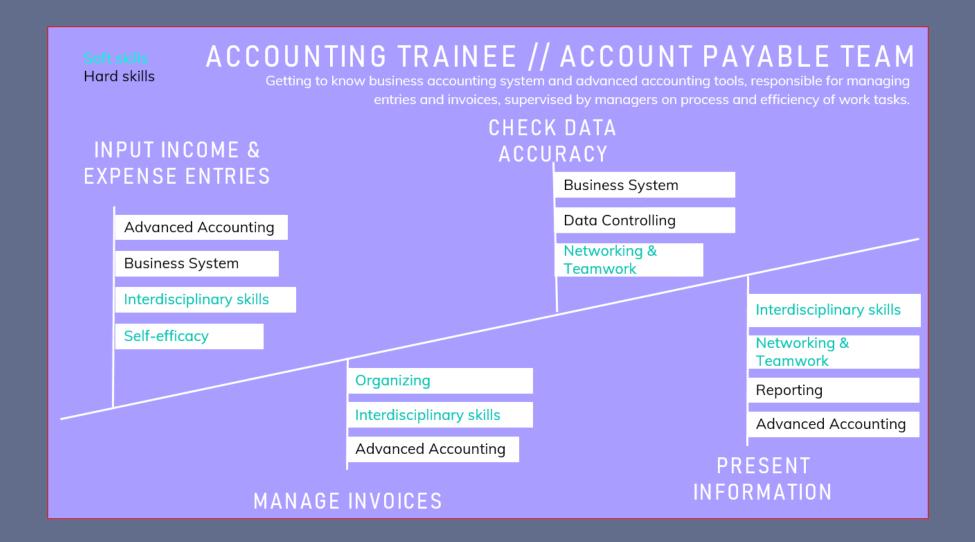
03 Location changer

Robert has had over 25 years of experience as a mechanical engineer in Japan. Living abroad in a highly disciplined and collectivist country, and various events in life, also negative ones, have formed a clearer vision of himself and have forced him to plan and organise life.



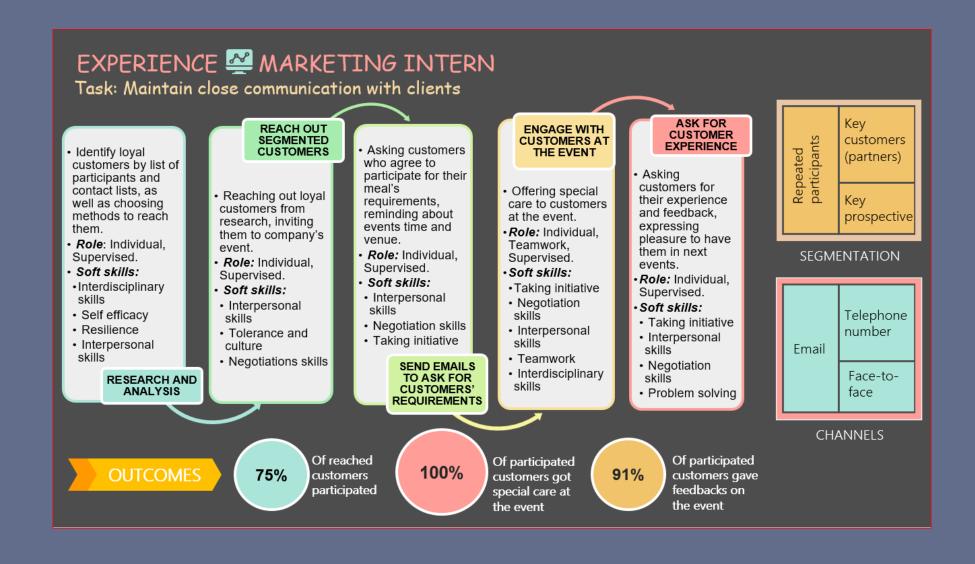
04 Career changer

After 12-years as a biology scientist, Petra decided to pursue her dream as an accountant. She loves investing in businesses and numbers, stock markets and solving problems. She is detailed-oriented, result-driven, precise and always on time.



05 Underemployed

Ha Nguyen is a young marketing graduate working as a sushi worker. She is outgoing and loves networking with new people and working in teams. She thinks that every person is important and she tries to walk in other people's shoes also in work situations and working styles.





EXPERIENCES AND RESOURCES

Testimonials and Recommendation for Future Users of

Reboot Training

Here is what the Reboot learners have said about the training:



Country: Belgium Male / Female: Male

Subject Studied: Business Administration

Professional Situation: Unemployed

1. Why did you participate in this training?

The main reason why I decided to participate in this training was to boost my career and increase my employability.

2. What was the main outcome/benefit of the Reboot training to you? First of all I think I have learned new skills and above all their importance in the professional world and how I can improve them.

3. Describe your experience during the training? Did you learn something new?

Due to the current situation we went through the training has not been what I expected. Since I imagined something face-to-face and much more participatory. However, as I said before, I have learned new and useful things.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

As a business administrative, I believe that all the soft skills related to the organization will be the most useful for me.

5. What are your professional aspirations?

Well, right now my aspirations are to get a job in mi field where I can develop both personally and professionally.



Country: Belgium
Male / Female: Male

Subject Studied: Journalism

Professional Situation: Underemployed

1. Why did you participate in this training?

I decided to participate in this training to learn more about soft skills and explore about my strengths and weaknesses.

2. What was the main outcome/benefit of the Reboot training to you?

The main benefit I have gained from this course is the deeper knowledge about soft skills which was a topic I was completely unaware of and I really think that if I work on it, it can help me to improve my employability and my current professional situation.

3. Describe your experience during the training? Did you learn something new?

As I said before, I have learned many new things about soft skills. The whole experience has been good. I've had the chance to meet people who were in a similar situation to me and that's something that's quite encouraging.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Given the characteristics of my profession, I believe that the soft skills that have to do with teamwork and interpersonal skills, are the ones that can help me the most. In a personal way, another soft skill that I think I will work on more from now on is time management.

5. What are your professional aspirations?

I am currently in a position far below my capabilities. I would like to work in the editorial department of the local newspaper, specifically in the international news section.



Country: Finland

Male / Female: Female

Subject Studied: Reboot online training

Professional Situation: Student

1. Why did you participate in this training?

To learn more of the different skills that are needed when apply for jobs and which ones I am good at and are important for me and my field Mindset The portfolio which I have to do.

2. What was the main outcome/benefit of the Reboot training to you? The portfolio session. The change to meet others and listen to their stories and ideas.

3. Describe your experience during the training? Did you learn something new?

Identify all the different soft skills and how I could use them While applying jobs and internship.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Toolset to use when I do apply for jobs. To be myself and show my talents.

5. What are your professional aspirations?

To find job that are better suited to my education and skills, Start own projects.



Age: -

Country: Finland Male / Female: -

Subject Studied: Business

Professional Situation: Unemployed

1. Why did you participate in this training?

I needed help to explain my skills for job applications.

2. What was the main outcome/benefit of the Reboot training to you?

I understood points from my skills that I need to improve. Also, how I can create an interesting soft skills portfolio for job opportunities.

3. Describe your experience during the training? Did you learn something new?

During this training, I faced a lot of changes in my own life, and at the same time coronavirus pandemic happened. These gave even more point of views to think in the course assignments and also maybe pushed me to think even deeper some points during the course. Our teacher was amazing, she really used the time to explain topics and points.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

I do not think one is over another. These listed skills are more like start to find out other soft skills and teach how to observe different skills. Like for myself, I learned that I am a planner and fixer, but not really a doer.

5. What are your professional aspirations?

My aspirations professionally mostly are towards to study more of the topics I think I want to do as a life career, such as corporate responsibilities. Also, I will probably start my own business.



Country: Greece

Male / Female: Female

Subject Studied: Communication and Mass Media Professional Situation: Unemployed / Underemployed

1. Why did you participate in this training?

I knew that soft skills are as important as hard skills but I didn't know that there is a kind of training about soft skills, so I found this opportunity interesting.

2. What was the main outcome/benefit of the Reboot training to you?

The main benefit was that I discovered soft skills which I didn't know I had. Also I learned that there are a lot more soft skills which I didn't know and the most important was that I had the opportunity to discover and improve my soft skills 'set'.

3. Describe your experience during the training? Did you learn something new?

I learned a lot of new things. The training is very interesting but if you want to study almost everything you have to spent a lot of time. I hope that I have the opportunity to complete the training and compose my 'soft skills cv'.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Time Management, Understanding Change, Self Awareness.

5. What are your professional aspirations?

I am at a pivotal point in my career, where it is vital to strengthen and expand my skills so that I will be able to continue to work in my field, ensuring stable and well-paid employment.



Country: Greece

Male / Female: Female

Subject Studied:

Professional Situation: Unemployed hoping to find a job

1. Why did you participate in this training?

I participated in this training in order to find my strengths and weaknesses, so that I can work on possible issues to help me finding a job.

2. What was the main outcome/benefit of the Reboot training to you?

I got to know people and also training programmes that can help me in getting out of unemployment.

3. Describe your experience during the training? Did you learn something new?

The most important thing I learned was how to integrate soft skills in my CV.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Time management and persistence were the most important for me.

5. What are your professional aspirations?

To find a job that makes me feel good and be peaceful with myself.



Country: Greece

Male / Female: Female

Subject Studied: Theatrical studies Professional Situation: Unemployed

1. Why did you participate in this training?

I participated to enhance understanding of soft skills and their importance in professional and personal development.

2. What was the main outcome/benefit of the Reboot training to you?

I found out about skills that I possess and others that I actually don't, so that I can build on those I already have and get better in the ones I lack.

3. Describe your experience during the training? Did you learn something new?

My experience was very positive and constructive, especially due to the availability of many resources about soft skills and the tests as well. I understood the importance of soft skills which might be even greater than that of hard skills.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Active listening was the most important skill for me. Learning how to better listen deeply to what is articulated, including non-verbal communication and interpreting it all.

5. What are your professional aspirations?

I am interested in the field of human resources and recruitment. Finding the right persons for the right position and tasks, especially regarding soft skills.



Country: United Kingdom Male / Female: Female

Subject Studied: Psychology BSc

Professional Situation: Employed with short term contract (about to be made redundant)

1. Why did you participate in this training?

To learn more about soft skills and why they are important in the modern labour market.

2. What was the main outcome/benefit of the Reboot training to you? I was able to recognise my skills and feel confident in my ability.

3. Describe your experience during the training? Did you learn something new?

I learnt how important it is to reflect on past situations and how you handled them and what skills you used successfully. This allows you to see just how many soft skills you have and perhaps the areas that may need some more improvement.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Self-efficacy. This is essential in life as we are the only ones who can drive our behaviour to reach our dreams! This skill is applicable to personal as well as professional life and will help you overcome many challenges.

5. What are your professional aspirations?

My professional aspirations are to help people, whatever form that may take, and to be successful at it. The world is a crazy place and it is hard to face challenges alone. My current role assists in providing the necessary support for people within the organisation to be able to perform their role effectively and feel comfortable at work.



Country: United Kingdom Male / Female: Female

Subject Studied: Economics

Professional Situation: Underemployed

1. Why did you participate in this training?

It was offered as a part of our consulting work. It sounded interesting.

- 2. What was the main outcome/benefit of the Reboot training to you? It was a refresher and more than that was a reflector. It helped me remember small thing that matters in the professional career.
- 3. Describe your experience during the training? Did you learn something new?

It was good, the training delivery was passionate. Learnt how these institutions are using to boost employability of youth and others by letting them focus on soft skills too.

4. Taking into account all the soft skills you have learned in this course, which one do you think will help you the most in your future, including your career?

Leadership.

5. What are your professional aspirations?

Be a policy maker, excellent one.



Country: Belgium
Male / Female: Male

Subject Studied: Economics

Professional Situation: Higher Education Teacher

1. Why did you participate in this course?

When CONEXX-EU came to our university to present Reboot project I thought that it could be a good opportunity that will allow me not only to work in my own soft skills and build strongest relationships with the students but also to transfer this knowledge to them since they are going to experience the entrance into the labor market in the very near future and sometimes they manifest their concerns about this next step of their professional and personal lives.

2. Why are soft skills important to recent graduates?

I believe that in the current working environment full of unemployed overqualified job seekers, differentiate from others is not only a matter of technical knowledge but most times a matter of personality, or in other words of soft skills. On the other hand, there is no point in waiting until you are graduated to develop these skills. Soft skills awareness should be trained throughout the whole life of the students, specially during their education, as it will not only provide them with better working perspectives but with a better life quality.

3. Taking into account all the soft skills included in the training, which are the most important for graduates?

I cannot say which skill is more important than other. It depends on the kind of job that the graduates are to perform, and which skills they have less developed or which one is not intrinsic to their inner personality. Sometimes we focus too much in gaining an skill that might be very difficult to master for us and forget to exploit other in which we may get better easier.



4. Describe your experience during the training? Did you learn something new? How could you put your knowledge into practice in order to help graduates to improve their career?

I learn lots of new things that I took for granted before. Small things that we might not realize as how important creativity is, because we focus too much in other skills like time management or organization. This is something that, as a teacher myself is very important. Every student is different and has different aptitudes that I have to award and encourage and not always focus on the typical "stereotype" skills: organization for instance. Even though it is very important, sometimes forget others such as tolerance, resilience or creativity. If I want my students to differentiate, equally valorising all skills is a must. This course has been eye-opener in this sense.

5. What would you recommend/change in delivering Reboot training?

To get a bigger picture, seeing a practical implementation of this training with a real classroom and not only behind a screen would make a difference. I guess this was not possible given the Covid-19 and the limited time we had.

6. What are your recommendations to the future users of Reboot training? Use more practical examples, case studies and exercises of self-reflection throughout the modules.



Country: Finland
Male / Female: Male

Professional Situation: Teacher

1. Why did you participate in this course?

To learn about soft skills.

2. Why are soft skills important to recent graduates?

To be able to understand that a diploma is not telling everything about one's skills.

3. Taking into account all the soft skills included in the training, which are the most important for graduates?

To understand how to present the skills and to whom.

4. Describe your experience during the training? Did you learn something new? How could you put your knowledge into practice in order to help graduates to improve their career?

One learning outcome is that it is important to make students aware of soft skills, and give examples along ongoing courses.

- 5. What would you recommend/change in delivering Reboot training? How to keep the interest alive if it is on-line.
- 6. What are your recommendations to the future users of Reboot training? Be reflective, learn to see your soft skills.



Country: Greece

Male / Female: Female

Professional Situation: Career coach

1. Why did you participate in this course?

I am interested in soft skills as they are enablers for individuals and organizations to develop & succeed. I also love experimenting with digital platforms and participating in European projects. Most of all I enjoy learning new things and contributing to team work that aims at improving employability of the young people.

2. Why are soft skills important to recent graduates?

They do not have training opportunities in soft skills although they have been recognized as the most sought after skills by employers.

3. Taking into account all the soft skills included in the training, which are the most important for graduates?

Self awareness, interdisciplinary skills, resilience and networking.

4. Describe your experience during the training? Did you learn something new? How could you put your knowledge into practice in order to help graduates to improve their career?

I have now a clear picture of what the soft skills are, and how I can demonstrate them, I also got useful exercises and resources to expand this knowledge. As a career coach I have the opportunity to help my clients recognize which soft skills they have and support them to develop any of them that they identify as important.



5. What would you recommend/change in delivering Reboot training?

It would be very useful to integrate the results of self test 2 with the portfolio of soft skills and provide automated templates that will be completed according to these results. It would be also worth providing a few templates for diffrenet sectors, eg engineering jobs, sales, marketing, finance etc. It would be also useful to add a flavour per country based on the specific characteristics of the labour market.

6. What are your recommendations to the future users of Reboot training?

Since in our team we had an experienced sociologist, I realized the value that someone with this academic background can enhance the training by providing a deeper perspective. I would suggest that the training could be delivered by someone who has the experience from the business world in cooperation with someone with background in humanitie, eg in sociology or psychology.



Country: Greece

Male / Female: Female

Professional Situation: Trainer, Coach, Mentor

1. Why did you participate in this course?

To take part in this European project.

2. Why are soft skills important to recent graduates?

To find purpose in their life, find the job they want and maintain it.

3. Taking into account all the soft skills included in the training, which are the most important for graduates?

Goal - Setting, Problem Solving, Communication, Teamwork.

4. Describe your experience during the training? Did you learn something new? How could you put your knowledge into practice in order to help graduates to improve their career?

How could you put your knowledge into practice in order to help graduates to improve their career? New ways of teaching.

- 5. What would you recommend/change in delivering Reboot training? More practical tools.
- 6. What are your recommendations to the future users of Reboot training? To follow it!



Country: UK

Male / Female: Female

Professional Situation: Employment trainer

1. Why did you participate in this course?

I participated in this course because I have previous positive experiences of attending training programmes that Inova has facilitated. In addition, in my current role, I support a range of individuals to gain fulfilling employment opportunities. Therefore, I felt certain that I would learn something interesting during this course.

2. Why are soft skills important to recent graduates?

Soft skills are important to everyone who is working or attempting to gain employment, this importance is not limited to recent graduates. Recent graduates will have a lot of knowledge and may have some strong hard skills, but often they have not had the opportunity to develop their soft skills.

3. Taking into account all the soft skills included in the training, which are the most important for graduates?

As every graduate is different, they will have their own strengths and weaknesses. Therefore, there is not soft skill which is more important for all graduates. Training programmes should cater to the specific needs of participants. In order to do this, facilitators need to get to know the participants.



4. Describe your experience during the training? Did you learn something new? How could you put your knowledge into practice in order to help graduates to improve their career?

I learned lots of new things in the training programme. I am eager to focus on soft skill development with my clients in the future.

5. What would you recommend/change in delivering Reboot training? As the programme was held completely online due to Covid-19, it might be a good idea to have some face to face sessions. However, I felt that the online training was a great introduction to the project and the training programme.

6. What are your recommendations to the future users of Reboot training? Take some time to get to know the soft skills and better understand their applicability in our everyday lives.

How to Help Graduates Prepare for an Interview

Here are some questions to help higher education graduates prepare for their interviews:

- ? How do graduates prepare for an interview?
- How do graduates respond to tricky questions in an interview if they are not used to that area?
- How the STAR technique can be used in an interview?
- Do graduates research the company before the interview?
- ② Do graduates prepare answers for different situations before the interview, for example, how to solve problems and react on practical issues and scenarios?
- Oo graduates practise answers?
- Po graduates practise job interviews?
- Are graduates prepared for practical questions about work?
- Are CV/resume, portfolio, examples of work and references ready?
- How do graduates prepare for the interview situation physically, e.g. attire, note book, any documents and material to show, address and arrival?

Reboot Syllabus

Reboot Syllabus

The Reboot Training

The Reboot Training will assist unemployed and underemployed higher education graduates to develop their competencies in recognising, upskilling, developing and showcasing soft skills needed in work life in order to foster their employability potential, ability to reinvent their work careers and boost the confidence and adaptability in potential labour markets.

Who is it for?

Unemployed and underemployed higher education graduates of any sector.

Learning objectives

After completing this course, the learners are expected to have:

- Increased knowledge and understanding about soft skills and portfolio creation
- Ability to recognise own and others' soft skills
- Understanding and ability to apply soft skills in different work situations and tasks, and in connection with field-specific skills and hard skills
- Flexibility to apply soft skills in new jobs, new professions, work contexts and in job search
- Ability to demonstrate and showcase soft skills for job search (e.g. portfolio)

Reboot course description

Reboot training is formed of six modules and a self-test on soft skills to be taken at the beginning and the end of the training. Three of the Reboot modules are soft skills modules containing 22 soft skills units. The blended learning delivery begins with an introductory session.

The structure of the Reboot training:

REBOOT TRAINING

SKILLS ASSESSMENT AND RECOGNITION

Self-test part 1 and part 2

Module 0: Introduction to Soft Skills

DEVELOPING SOFT SKILLS

Module 1 About me: How I Work

Self-awarness

Understanding change

Curiosity

Openness

Resilience

Adaptability

Self-efficacy

Motivation

Module 2 Context: How We Work

Teamwork

Interpersonal skills

Tolerance and culture

Negotiation skills

Networking

Leadership

Interdisciplinary skills

Module 3
Into Action: Get to Work!

Taking initiative

Creativity

Learning from experience

Planning

Time management

Change management

Problem solving

PRODUCTISATION AND MARKETING OF OWN SKILLS

Module 4: Career and Skills Flexibility

Self-test part 1 and part 2

Module 5: Portfolio Creation

The Training Course

1. Skills Assessment and Recognition:

Here learners are invited to assess their skills through an initial soft skills self test. This will build a picture of their current skill set. This will help to identify any skills which need improvement and also any strengths they already possess. The learners will also take part in the Introduction to Soft Skills module to gain an understanding of soft skills for the Reboot Training Programme.

The Self Test

The initial Self Test invites learners to test their levels of soft skills. It will help them identify any strengths and weaknesses, and this will show them how they have improved over the course of the training programme after they take part in the Self Test again in the Productisation and Marketing of Own Skills part.

Introduction to Soft Skills - Module 0

This module offers an introduction to what soft skills are, how to identify them and where they can be developed. It includes 2 exercises.

This module provides a base understanding for learners to create a foundation for their knowledge on soft skills for the rest of the Reboot Training Programme. This module is effective to take part in prior to starting the course. Learners will reflect on their skills during this.

2. Developing Soft Skills:

Module 1 - About Me: How I Work encourages learners to reflect on personal skills, talents, dispositions and capabilities which could serve them in employment contexts.

It contains eight separate skills units.

- 1. Self-awareness
- 2. Understanding change
- 3. Curiosity
- 4. Openness
- 5. Resilience
- 6. Adaptability
- 7. Self-efficacy
- 8. Motivation

Module 2 - Context: How We Work provides themed skills to enable collaboration with others and encourage team working.

It contains seven themed skills.

- 1. Teamwork
- 2. Interpersonal Skills
- 3. Tolerance and Culture
- 4. Negotiation Skills
- 5. Networking
- 6. Leadership
- 7. Interdisciplinary Skills

Module 3 - Into Action: Get to Work! helps learners obtain advanced skills to tackle work challenges and complex situations and to deliver work content.

It contains seven themed skills.

- 1. Taking initiative
- 2. Creativity
- 3. Learning from experience
- 4. Planning
- 5. Time management
- 6. Change management
- 7. Problem-solving

3. Productisation and marketing of own skills:

Learners will take part in the second Self Test after completing the training, in order to reflect on their skills improvement. Learners will have an opportunity to create their own portfolio to showcase their skills. Learners will take part in the Career and Skills Flexibility and the Portfolio Creation module.

Module 4 - Career and Skills Flexibility

Career and skills flexibility module focuses on how own skills and experiences can be seen from angles and transformed into new career and employment opportunities in constantly changing labour markets. Hence, it develops empowerment over one's own career and increases employability potential of the graduates.

The Final Self Test

The Self Test is carried out for the second time by the learners in order to help them identify the skills which they have improved. The answers of this Self Test and the comparison to the answers from the initial Self Test will be beneficial to know which modules to revisit.

Module 5 - Portfolio Creation

The aim of this module is to learn how to create a portfolio which can be used in the job application process and other professional settings. This module invites learners to understand the concept of portfolios and guides them to create an own portfolio. The module provides additional resources and examples of portfolios to support learners in creating a portfolio.

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Course delivery

The Reboot Training can be used:

- Online self-learning (virtual learning). Learners will engage in independent learning. This encourages flexibility and allows learners to test, learn and exercise skills at their own pace and whenever the time suits best.
- By trainers to be delivered as blended learning or virtual online learning. If needed, the training can also be adapted to face-to-face delivery.

The materials and activities are designed to be used by all underemployed and unemployed higher education graduates. In particular, reflective activities will encourage them to draw on life experience from their personal to work lives.

Course learning methods

The Reboot training uses different learning methods, such as narration, examples, real-life orientation, videos, infographics, reflective questioning, journal keeping, among other things. Work life scenarios will help learners to understand how soft skills manifest and how they are used at work.

The module structure is progressive, leading learners gradually to the topic: first the soft skills are explained, then learners practise these soft skills, and finally soft skills are applied into a career context and presented in portfolios.

The structure of soft skill modules and units is also progressive. The modules start from reflecting on self-related soft skills 'How I work', then on soft skills related to the other people at work 'How we work', and finally applying skills at work 'Into action'. Each skill unit has two levels of exercises with a constructive purpose as well: the first one observes the skill within oneself while the second one advances and applies the skill into practice in a work setting or any other appropriate setting. These are preceded by a module topic description and open educational resources (OERs). Finally, one is asked to provide an example where they have applied the soft skill of the module theme in practise. This helps them to discover previous applications of soft skills in their own lives.

Specific methods are indicated in each module and soft skill unit.

The duration of the course

As self-learning, Reboot-training can be performed at a learner's own schedule and pace. As blended learning, the duration of the course follows timing indicated by the trainer. For example, it can be between 12 and 16 weeks, leaving approximately two weeks between the sessions, or alternatively it could be an intensive short course. Further instructions can be found in the trainer handbook.

The approximate time for the completion of each part of the training, including the exercises and open educational resources, can be found in the tables below:

The Self test

Self test	Duration
The initial Self-test	30 minutes

Module 0 - Introduction to Soft Skills

Theme	Duration
Introduction to Soft skills	90 minutes

Module 1 - About Me: How I Work

Skill	Duration
Self awareness	30 minutes
Understanding change	35 minutes
Curiosity	30 minutes
Openness	45 minutes
Resilience	100 minutes
Adaptability	55 minutes
Self-efficacy	26 minutes
Motivation	45 minutes

Module 2 - Context: How We Work

Skill	Duration
Teamwork	28 minutes
Interpersonal skills	36 minutes
Tolerance and Culture	30 minutes
Negotiation skills	60 minutes
Networking	45 minutes
Leadership	90 minutes
Interdisciplinary skills	60 minutes

Module 3 - Into Action: Get to Work!

Skill	Duration
Taking Initiative Creativity	15 minutes 160 minutes
Learning from experience Planning	60 minutes 90 minutes
Time Management Change Management	60 minutes 140 minutes
Problem Solving	90 minutes

Module 4 - Career and Skills Flexibility

Theme	Duration
Career and Skills Flexibility	80 minutes

The Self test:

Self Test	Duration
The final Self Test	30 minutes

Module 5 - Portfolio Creation

Theme	Duration
Portfolio Creation	70 minutes

Assessment (criteria and methods)

The assessment in the Reboot training is personal and self-reflective. The trainer is encouraged to support the learner during the process and to focus on the learners' soft skills, development and application. The assessment takes place in three levels:

- 1. The initial Self Test will provide information and understanding of the skill set of the learners. Both the trainer and the learner will find out about any strong and weaker skills and the learners level of mastering and developing these skills. The trainer should reflect on these findings with the learner in order to assess which skills units will be most beneficial for the learners' personal growth.
- 2. The Exercises in the modules allow the trainer and learner understand the ability to apply soft skills, comprehension and development manifesting. The trainers are encouraged to provide support and mentor the learner in the application of soft skills.
- 3. The Learner Diary is an opportunity for the learner to keep track of their development, ideas, insights, understanding, and attitudes towards soft skills and their application to professional life. The findings of the learners can be then discussed between the trainer and the learner. Learning diary can be written regularly. This can be daily, when working on the Reboot training, or simply when an opportunity arises (e.g. gaining new insights). The learners can write:

- a. Any findings related to soft skills and what their thoughts and ideas are about them
- b. If something is easy or difficult
- c. Observations of others around them
- d. Any other findings

Detailed course information

Skill assessment and recognition

Self test

Description

The Self Test is an important part of the Reboot Training Programme as they allow reflection on the learners skill set and provide an overview of the development of soft skills after the completion of the Reboot Training Programme.

The Self Test is divided into 2 parts:

- A multiple-choice test to measure how you understand the soft skills and its benefit at work
- Narrative questions of work life scenarios which tests the application of soft skills in work life (also other) situations.

Self Test will be performed twice during training:

- 1. First, prior to starting the Reboot Programme training modules. Learners first assess their skills through an initial soft skills Self Test which will build a picture of their current skill set. This will help to identify any existing strengths and skills which need improvement.
- 2. Last, after the training, but before portfolio structuring. The self test is carried out to help the learner understand their development of soft skills as a result of the Reboot Training programme and to feed into the module 6 (portfolio creation). The idea behind the Self Test being carried out prior to the portfolio creation module is that it will allow the learner to have an idea of their skill set which will help them during their development of the portfolio. Furthermore, the learners will have an opportunity to revisit any skills they wish to increase prior to finalising their portfolio.

The objectives of the Self-test

The objectives of the Self Test are to provide learners with an understanding of their skill set and identify any skills they need to work on as it will help learners identify their weaknesses and strengths. They are tools to indicate the level of understanding of a learner regarding soft skills, according to the learner's own perceptions.

The objective is to help the learner understand their development of soft skills as a result of the Reboot Training programme by comparing the results of the initial Self Test and the final Self Test.

Module 0 - Introduction to Soft Skills

Description

This module introduces the learner to the concept of soft skills. The module includes 2 exercises to help the learner start to think about soft skills, what they mean, why are they important, how to detect and develop soft skills.

The module focuses on the introduction of soft skill by providing a definition, information on why it is important, how to recognise them, exercises to help understanding, and reflection on the skill.

The module defines soft skills as innate and non-cognitive traits which can be further developed to serve different purposes in personal life to work life.

The objectives of the module

The overall aim of this module on Soft Skills is to give learners the opportunity to gain a better understanding of what soft skills are and understand the variety of contexts where they can be obtained. The aim is to provide a base understanding before learners get deeper knowledge of the training modules on skills. The learners will also I understand that soft skills can be learnt and developed through experience in personal, professional and educational settings. This understanding will be useful, for example, when the learners provide examples how of they have used soft skills in practice.

The objectives of this module are:

- Understand what soft skills are and why they are important
- Create a base understanding for the rest of the Reboot Training modules
- Understand how soft skills manifest in work life
- Increase the ability to detect soft skills in self and others
- Increase the ability to develop soft skills

Developing soft skills

Module 1 - About me: How I work

Module description

The focus of this module, "About me: How I Work", is on person-specific aspects, attributes, dispositions and attitudinal responses of an individual which create the base layer of soft skills that any interpersonal or operational soft skill build on. This module serves as a baseline assessment to enable deep reflection on the self, on what individuals bring to any workplace or operational setting.

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The module is divided into 8 skills, comprising of a soft skill; the definition, why it is important, open educational resources and 2 exercises (16 exercises in total) to help development, and reflection on the skill through an example. Upon completion of the module (and its 8 units) learners will have developed their abilities regarding the following soft skills:

- 1. Self-awareness
- 2. Understanding change
- 3. Curiosity
- 4. Openness
- 5. Resilience
- 6. Adaptability
- 7. Self-efficacy
- 8. Motivation

The objectives of the module

The aim of the "About Me: How I Work" module is to develop self-specific soft skills, dispositions and attitudinal responses of an individual which create the base layer of soft skills that any interpersonal or operational soft skills on.

The unit specific learning objectives are:

1. Self-awarness

- Consciousness about oneself and abilities
- Recognise own feelings, behaviours and characteristics, and to understand the cognitive, physical and emotional self

On the successful completion of the **Self-awareness** unit the learners will have gained a more in-depth comprehension of various aspects of themselves, including their strengths, weaknesses, beliefs, emotions and motivations. The aim of this unit is to develop an honest and thorough understanding of their individual abilities in different relevant situations.

2. Understanding Change

- Openness to change, ability to embrace it and harness it into new opportunities
- Anticipate and manage change, including personal adaptation

On the successful completion of the **Understanding change** unit the learners will have gained greater awareness regarding change that will help enable them to better adapt to new and different work environments and circumstances. It will also help learners to adapt to new professional situations.

3. Curiosity

- Desire to explore and learn (as life-long element)
- Seek out new knowledge and/or apply knowledge in new ways

• Acquire an inquisitive 'nature' and reflect on existing curiosity and interests

On the successful completion of the **Curiosity** unit the learners will have gained skills and qualities regarding seeking new opportunities and viewpoints and will understand the benefits of having a desire to learn. They will be able to exploit this curiosity in work situations.

4. Openness

- Be imaginative, open to experience, welcoming and seeing the benefits of novelty, variety and diversity
- Challenge the familiar, conventional and traditional
- Move beyond, or temporarily set aside, own presumptions

On the successful completion of the **Openness** unit the learners will have gained openness in attitude hence welcoming diversity and new approaches. They will have gained skills to help them to challenge the familiar and be open to diverse ideas and experiences in work-related situations.

5. Resilience

- Withstand changes and adapt to adverse conditions
- Positively and proactively respond to difficult situations
- Find inspiration, motivation and strength to rise above challenges

On the successful completion of the **Resilience** unit the learner will have gained a set of skills that enables them to respond positively and proactively to adversity. The aim of the unit is to raise awareness in the learner in how to effectively face various challenges and difficulties that might arise during their professional life. This will help to raise awareness in the learner of their existing resilience and which resources or responses they could mobilise when faced with various challenges, for example turning them into opportunities and solving problems.

6. Adaptability

- Confront and deal with change in a constructive way
- Adapt plans to achieve goals in light of change
- Ability to think flexibly and develop different attitudes/opinions in different situations

On the successful completion of the **Adaptability** unit the learners will have gained a set of skills that help them to adapt in different situations, by having a more flexible mindset and having a constructive attitude towards new perspectives. This will help them to find creative solutions to issues that arise in work-related situations.

7. Self-Efficacy

- Identify and assess individual strengths and weaknesses, and harness them in delivering a task/performance
- Show appropriate belief in your ability to influence the course of events despite uncertainty, setbacks and failures

On the successful completion of the **Self-efficacy** unit the learners may develop a greater belief in their capability to successfully perform a specific task or responsibility and will understand the importance of this soft skill. The aim of the unit is to learn to approach tasks with enthusiasm and motivation and to understand how self-belief could increase chances of success. This unit will demonstrate to learners the value of self-belief and show the role that confidence and self-efficacy plays both in the workplace and during the job application process.

8. Motivation

- Show determination, initiative and an ability to act in order to achieve either to solve problems or to exploit opportunities
- Be committed to short-, mid- or long-term goals
- Remain motivated under pressure or when facing adversity, setbacks, challenges or problems

On the successful completion of the **Motivation** unit the learners will have gained the skills required to successfully pursue their individual goals, improve their abilities, remain optimistic and take the initiative in the workplace. Working and reflecting on their self-motivation skills will give learners the opportunity to review their self-confidence, self-efficacy and adaptability. Learners will further their understanding of their own individual motivations and reflect on their motivation to gain or change employment.

Module 2 - Context: How we work

Module description

The focus of this module, "Context: How We Work", is on soft skills which are related to other people, hence forming a link between the self and others.

The module is divided into 7 skills, the definition, why it is important, open educational resources and 2 exercises (14 exercises in total) to help development, and reflection on the skill through an example. Upon completion of the module (and its 7 units) learners will have developed their abilities regarding the following soft skills:

- 1. Teamwork
- 2. Interpersonal skills
- 3. Tolerance and Culture
- 4. Negotiation skills
- 5. Networking
- 6. Leadership
- 7. Interdisciplinary skills

The objectives of the module

The overall aim of the "Context" module is to provide learners with soft skills which are related to other people, hence forming a link between the self and others. Being able to work well with others is a crucial skill in the workplace, especially in the current climate which is becoming increasingly globalised and many organisations employ individuals from different cultures and backgrounds.

The unit specific learning objectives are:

1. Teamwork

- Work together and cooperate with others to develop ideas or take action
- Gain an understanding of how to create a team of people who can work together

On the successful completion of the **Teamwork** unit the learners will be aware of the importance of being able to work effectively in a team. They will be given information to help them understand the benefits of teamwork and its increasing importance in multidisciplinary or multicultural teams. The aim of the unit is to learn to value others' strengths and understand their weaknesses, whilst working productively. Learners will also understand how their interests may sometimes differ from the interests of the team as a whole, and how different experiences and perspectives are ultimately beneficial as they could be harnessed to reach better outcomes.

2. Interpersonal Skills

- Communicate ideas to others persuasively by using different methods
- Produce narratives and scenarios that motivate, inspire and guide people
- Take part in constructive discussions with others about ideas
- Understand and present user-friendly solutions

On the successful completion of the **Interpersonal Skills** unit the learners will have experienced the importance of understanding others' points of view, needs and be able to empathise as required. The objective is to develop a positive attitude and communication towards others in general, including colleagues and co-workers, to understand the benefits that this behaviour brings and to create user-oriented solutions where needed.

3. Tolerance and culture

- Show respect for others, their background and situations and support diversity
- Address intolerance, drawing from cultural/personal aspects
- Value diversity as a possible source of ideas and opportunities
- Work with people who represent different work and social cultures than their own and having empathy and tolerance for beliefs and practices that differ, or even conflict, with their own

On the successful completion of the **Tolerance and culture** unit the learners will be able to reflect on tolerance, diversity and cultural differences, adding value to the workplace.

4. Negotiation Skills

- Create and maintain a dialogue between two or more people/parties
- Reach understanding and finding resolution and overcome resistance from others
- Effectively pitch and put forward a convincing argument
- Conduct effective questioning to diagnose and elicit needs and, where possible, create win/win solutions

On the successful completion of the **Negotiation Skills** the learners will have assimilated techniques that can be useful in creating and maintaining dialogue, persuading others and managing conflicts. Being able to negotiate to obtain a positive or satisfactory outcome for both parties.

5. Networking

- Openness and ability to establish new contacts, relationships and cooperation with others.
- Maintain and manage contacts and use a network to bring together different perspectives maximising engagement
- Understand the importance of good workplace relationships as foundations for positive and productive work environments

On the successful completion of **Networking** unit learners will be more aware of the importance of networking and how it is integral to many workplaces. This therefore makes it necessary to develop the skills to be able to enlarge their networks, aim to build solid and trustworthy work relations, and be able to establish, maintain, manage and use contacts, networks and relationships.

6. Leadership

- Inspire, enthuse and mobilise others
- Gather support where needed to achieve valuable outcomes
- Demonstrate effective communication, persuasion and negotiation
- Lead by example, harnessing empathy to support others to reach desired outcomes

On the successful completion of the **Leadership** unit the learners will have an increased understanding of what makes an effective leader. Learners will reflect on their ability to demonstrate leadership skills, including their ability to act decisively, mobilise and motivate others. They will also learn the value of an effective leader and how this can positively impact on a team and its productivity and effectiveness.

7. Interdisciplinary Skills

- Combine and harness knowledge from multiple sectors to produce effective solutions
- Analyse and think critically, using various approaches
- Evaluate and challenge pre-existing concepts/biases in themselves and others

On the successful completion of the **Interdisciplinary skills** unit, learners will have gained an understanding of how to incorporate approaches from different disciplines and sectors in order to deliver effective, high-quality work. Learners will understand the role of interdisciplinary skills in finding new approaches and solutions when problem-solving.

Module 3 - Into Action: Get to Work!

Module description

The focus of this module is the theme "Into Action: Get to Work!". The module focuses on soft skills which enable the delivering of work and outcomes using self-related skills in collaboration with a range of other skills.

The module is divided into 7 skills, comprising 2 exercises per skill (14 exercises in total). Each unit focuses on a soft skill; the definition, why it is important and exercises to aid the development of, or reflection on, the skill. Upon completion of the module (and its 7 units) learners will have developed their abilities regarding the following soft skills:

- 1. Taking initiative
- 2. Creativity
- 3. Learning from experience
- 4. Planning
- 5. Time management
- 6. Change management
- 7. Problem-solving

The objectives of the module

The overall aim of the "Into Action" module is to provide learners with soft skills which enable the delivering of work and outcomes using self-related skills in collaboration with a range of other skills which relate to facing and solving problems, spotting opportunities and being eager to continuously learn and adapt to changes in the external environment.

The unit specific learning objectives are:

1. Taking Initiative

- Spot opportunities and initiate processes
- Take up challenges

- Act and work independently to achieve goals
- Stick to intentions and proactively carry out planned tasks

On the successful completion of the **Taking initiative** unit the learners will have gained abilities regarding taking responsibility for their performance. The aim of the unit is to enable learners to gain decision-making skills and learn how to proactively respond to situations where problems may arise. Learners will understand the importance of spotting opportunities, leading on decisions, taking ownership of their responsibilities and being accountable for their work.

2. Creativity

- Approach and view things from different or unconventional angles
- Use imagination to develop creative and purposeful ideas and to identify opportunities
- Identify and combine knowledge, connections and resources to achieve value

On the successful completion of the **Creativity** unit, learners will have developed their ability to apply creative and innovative thinking to harness at work, for example solving problems and searching for new opportunities in work situations. This will positively impact the learners' understanding of planning and organisation skills and mental agility needed for effective problem-solving and idea creation. Learners will increase their understanding of the role that creativity plays in the workplace and its added value.

3. Learning from Experience

- Use experiences as learning opportunities
- Learn with and from others and reflect on your learning
- Reflect and learn from both success and setbacks (your own and other people's)

On the successful completion of the Learning from experience unit, the learners will have gained a better comprehension on how to apply the lessons they have learnt from failures (both personal and professional) to their future experiences. Learners will use their previous experiences of positive experiences and setbacks to consider how they can turn these into positive learning outcomes.

4. Planning

- Set long, medium and short-term goals for the future
- Define priorities, deadlines and action plan, according to workload
- Deliver intended outcomes within agreed quality standards and deadlines
- Adapt to unforeseen changes and adjust plans accordingly

On the successful completion of the **Planning** unit the learner will have gained the ability to set a strategic vision and work plans that encompass resource planning for goals in both their professional and personal life. For example, being able to view the whole scope of a project, the smaller tasks within it and prioritise these tasks according to the situation.

5. Time Management

- Use time effectively to achieve goals
- Help others to manage their time effectively
- Develop and apply time-management techniques

On the successful completion of the **Time management** unit the learner will have gained abilities on how to effectively prioritise tasks and responsibilities, possibly deal with unexpected changes or situations and to maximise the time available, in order to increase productivity and efficiency.

6. Change Management

- Understanding the 'bigger picture' by using analytical thinking to identify issues in the environment
- Adapt actions according to changes perceived to achieve outcomes
- Seek input from others, research, other sources of information to enhance decisions
- Identify next steps and purposeful actions in fast-moving situations

On the successful completion of the **Change Management** unit, learners will have gained the skill set needed to successfully advise on decision-making in change situations and anticipate change. Learners will evaluate information and decide on actions, in pursuit of more work-related opportunities.

7. Problem-Solving

- Identify and define a problem
- Use knowledge, previous experiences, data and other sources of information to contribute to solving a problem
- Develop and evaluate alternative solutions
- Select the optimum solution

On the successful completion of the **Problem-solving** unit the learners will have gained knowledge on how to detect, face and solve challenges. Learners will understand the importance of problem-solving, be able to reflect on situations where they have solved problems in the past, selecting a range of methods for use.

Productisation and Marketing of own skills

Module 4 - Career and Skills Flexibility

Module description

The focus of this module is Career and Skills Flexibility. Career and skills flexibility refers to an individual's flexibility in a career path and the ability to adapt their own

competencies into new occupational realities, professions, jobs and careers, then increasing one's empowerment over one's own career. This includes the mental agility and openness to see one's own competencies from a new perspective, reflecting what soft skills one has developed in different settings, and a person's ability to select and apply specific skills and competencies in different professions and when searching for a job.

The objectives of the module

The aim of this module is to develop the learners' flexibility in a career path and the ability to adapt their own competencies into new occupational realities, professions, jobs and careers, hence increasing one's empowerment over one's own career

The objectives of this module are:

- To develop the ability, mental flexibility and agility to observe own skills from a new perspective
- To increase understanding of own soft and hard skills and how these can be combined
- To enable the subjects to see how own skills can be transferred into new realities new occupational realities, professions, jobs and careers hence creating flexibility in career paths
- To facilitate transitions between employments

Module 5 - Portfolio Creation Module

Module description

The module develops understanding what is a portfolio, why and how are they used, and how to create a portfolio It also sheds light to the difference between a portfolio and a Curriculum Vitae. The module contains one exercise which guides learners to produce their own portfolios step-by-step and provides useful resources to support this process.

The objectives of the module

The overall aim of this "Portfolio Creation" module is to provide learners with an understanding of what is a portfolio, and why a portfolio is needed in a professional setting. It teaches learners how to showcase own skills, experiences and expertise on a portfolio, and how to create a portfolio.

Objectives:

- To develop understanding of a portfolio and how it can be used for showcasing skills and experiences to a potential employer
- To provide practical skills to independently develop portfolios for different jobs, contexts, sectors and professions

About Reboot

Reboot training on soft skills has been developed and co-funded under an EU Erasmus+ programme, sub-programme Strategic partnership - Adult Education. Reboot project, Rebooting, Re-rooting and Re-skilling Unemployed and Underemployed Higher Education Graduates for Work 4.0. in a collaboration between four countries: Belgium, Finland, Greece and the UK. This aims to contribute in increasing employability potential of unemployed and underemployed higher education graduates by upskilling and developing relevant soft skills and competencies for Work 4.0, as well as the ability of higher education graduates to recognise and demonstrate these skills and adapt them for their career development.

Read more about the project at <u>www.reboot-project.eu</u>

You can read more about the employment challenges in Europe of the Reboot research report (Employment Challenges and Training Needs of Unemployed and Underemployed Higher Education Graduates in Europe (Findings from the Reboot Project)) online.

We would like to thank the European Commission for the support and the opportunity to develop the Reboot training material, carry out the Reboot piloting and this handbook. We would also like to thank all parties who have contributed to the development of the handbook by taking part in research conducted under the Reboot project and Reboot pilot training and helping us to improve it by sharing their experiences and opinions.







