SOFT SKILLS

FACILITATION TECHNIQUES

Soft skills

Facilitating the vocational integration of people with low levels of qualifications

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FACILITATION TECHNIQUES

PREAMBLE

These techniques are designed to help the trainer/ technical supervisor/ tutor/assessor to support their trainees in the phase of consolidation in a work situation (last step of the soft skills acquisition process). They have been developed within the framework of the Erasmus/ Soft skills project.

The Erasmus+ Soft skills project follows the approach of facilitating access to soft skills for people with low levels of qualification in order to accelerate their professional integration. Indeed, mastering a professional activity does not only require the implementation of technical skills specific to the job (hard skills), it also relies on the mobilization of soft skills. To do so, the partnership has developed a method as well as pedagogical tools for training in soft skills. For more information, do not hesitate to contact us (contact details on the last pages).

The "soft skills facilitation techniques" gathers ideas how to put soft skills into practice in the daily work, to act as role models and to advise trainees. The trainer should read them before beginning the phase of consolidation in a work situation to be able to help his trainees. These techniques are suggestions and are not exhaustive.

Additional materials

Additional materials have been developed to facilitate the appropriation of the soft skills project by all trainers, technical supervisors, tutors and assessors and to allow them to train and assess soft skills independently.

- The **"European catalogue of soft skills references"** gives an overview of the soft skills approach the project followed: it contains the list of soft skills defined within the framework of the project, the levels of acquisition and their definitions as well as a description of the soft skills acquisition process and the placement and assessment linked to it;

- The **"training kit for the implementation of soft skills"** gives all the keys to prepare and implement the soft skills training in any organisation with any trainees. It describes the training method and program in detail and provides summary sheets of training courses by level. It also gives suggestions concerning the pedagogical tools to be used in each step of the training or the posture to adopt as a trainer.

- The **"tool cards to train soft skills"** presents a collection of more than 80 tools that can be used to train soft skills. The tools are based on the experience of the project partners (tools they have learned in their initial training or throughout their professional career, as well as tools developed and/or adapted more specifically for this project). These tools require few equipment and can be easily applied to different contexts. The training kit suggests their use.

- The **"soft skills placement and assessment protocol"** gives you all the keys to assess and attest the acquisition of a soft skill. It describes the different moments and methods of assessment and gives you tools to do the placement and assessment properly.

- The "**training for trainers**" is a program and a training content for trainers, technical supervisors, tutors and assessors who wants learn how to use the project and the tools that result from it and to train in Soft Skills without problems.

- The **"soft skills checklist for trainers"** allows trainers, technical supervisors, tutors and assessors to verify their knowledge related to soft skills after a training of trainers but also to have a global view on the materials and tools necessary for the implementation of placements, trainings or soft skills assessments within their organization.

You will find all these materials in free access on our website: www.softskills-project.eu

Zerobarrier

Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by the organization Solivers with the help of the different partners they worked with during several European projects.

On this platform, users can easily search for the tools we developed during the soft skills project, keep a track of the training sessions, record the different results of the placement test or assessments and generate CV and skills portfolios.

The platform is divided into 3 parts:

- **Mobitools**: on Mobitools, you can find the European catalogue of soft skills references, the training kit, the toolbox publication (as well as the individual tool cards), the non-structured strategies publication, the placement and assessment protocol, the 6 occupational standards that have been linked to soft skills, the wheels and the pictograms as well as the soft skills base. It is a database accessible to everyone.

- **Mobitrain**: on Mobitrain, it is possible to keep a track of all the training and consolidations followed by each learner which is very useful when the soft skills acquisition process is not taking place in the same organization or if a trainee changes of organization.

- **Mobipass**: it is possible to find the occupational standards we linked to soft skills (…) as well as the Soft Skills occupational standard. At the same time, it is possible to record the results of positioning and assessments and to automatically generate CVs and skill portfolios.

If you want to know more about the platform and sign in, contact Solivers: contact@zerobarrier.eu or visit directly the application www.zerobarrier.eu
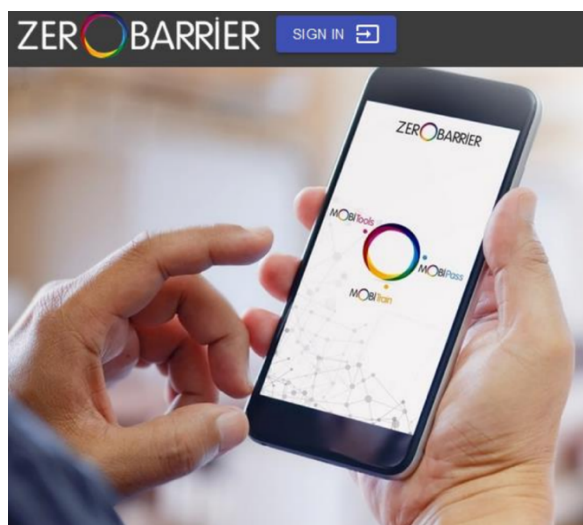
INTRODUCTION

The efficient development of Soft Skills and their regular assimilation into people's behaviour requires insistence and recurrent implementation in everyday life. The facilitation techniques completes the training that is discribed in the training kit in which the main focus of the activity is the Soft Skills themselves.

The list of facilitation techniques
The following facilitation techniques suggest to the trainer/ technical supervisor/ tutor/assessor in charge of the trainee's work, resources to reinforce the implementation of the soft skills in a training or work context.
They are designed to be applied when the main focus of the activity that a person is carrying out is not the development of soft skills per se, but a task of another type, normally related to the technical-professional area.
The list covers issues that can be applied both in a VET learning context and in a productive work context.

Our postulates
- Soft Skills are not only developed in a laboratory situation such as a classroom.
- Soft Skills need to be worked on and applied in real life situations repeatedly in order to produce a behavioural habit.
- Some techniques can help the trainers, technical supervisors, tutors and assessor to consolidate the trainees' soft skills in everyday life.

How to proceed
The trainer, technical supervisor, tutor, assessor should be aware of these techniques and:
- Take them into account in order to use them in daily activities.
- Use the list of techniques as a resource that will reinforce the structured exercises found in the Training Kit and in the Tool Box which goal is to prepare, introduce and work specifically on Soft Skills.
- Remember that a soft skill must be developed and applied in real situations.

Soft skills must be reinforced in all daily activities:
- Getting people used to behave according to this soft skill.
- Thus, the teacher/mentor has to accompany the activities they perform, giving suggestions and instructions according to the defined skills.

Opportunities and risks to be taken into account

- **Opportunities**
  - The use of these techniques is the key to consolidate, in habits, most of the Soft Skills.
  - The techniques described in this document do not imply starting from scratch in this aspect, since, generally, teachers/mentors tend to apply strategies of these characteristics in their training or work dynamics. In fact, it will be normal that some of the methodological proposals are already being applied in the contexts where the process is carried out.

- **Risks**
- The techniques lack precise temporal moments for their application and, therefore, there is a risk of forgetting their implementation, since the main objective of the moments for which they are defined is different from what is intended to be worked on with them.
- As a consequence, the techniques depend to a very high degree on the teacher's involvement and awareness of the need to carry them out. As well as on their memory to remember to put them into practice in the appropriate situations.

THE SOFT SKILLS BASE

As a reminder, here is the list of Soft Skills and their definitions. You will find a detail of this list in our European catalog of Soft Skills references on www.softskills-project.eu

Category	Soft skills	Easy-to-read	Definitions
Growth mindset Being able to question yourself and to progress	Learning to learn	Learning from your own successes and failures	Ability and desire to continuously acquire and update knowledge and competences
	Autonomy	Doing tasks without any help from other people	Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position
	Accepting professional remarks	Accepting remarks	Ability to accept remarks and to take them into account to improve your job
	Adaptability	Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way
Self awareness Know yourself (Socrates "Know thyself")	Self-reflection	Understand your own feelings and behaviour	Ability to put things into perspective, to think about your own feelings and behaviour
	Self-confidence	Believing in yourself	Ability to appreciate your personal qualities and resources, which builds a sense of confidence
	Emotional intelligence	Control your emotions	Ability to use the emotional information to identify the appropriate way to manage your emotions, depending on the situation
	Presentation	Taking care of your appearance	Ability to adapt your image and appearance to your position
Commitment Be a creative force. Actively tackle work and connected tasks	Sense of organisation	Structuring your work in a methodical way	Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation
	Sense of responsibility	Being aware of your duties	Ability to take responsibility for the consequences of your decisions and actions, to feel responsible for the missions entrusted to you
	Taking initiative	Taking action by yourself	Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace
	Ability to anticipate	Getting prepared before acting	Ability to look to the future, to work with perseverance and to prepare according to the needs
Reliability Inspire trust thanks to your actions and your professional attitudes	Respect of the rules	Respecting the rules	Ability to respect the rules related to the context in which the activity is being developed
	Efficiency	Reaching your objectives on time	Ability to deliver expected results and to meet objectives on time
	Conscientiousness at work	Behave appropriately	Ability and willingness to adopt the appropriate behaviour in the workplace and to make the necessary efforts to achieve goals
	Sense of ethics	Being true to the values of your job	Ability to act according to the values of the job, to adopt a deontological attitude towards given situations
Interactions Have the necessary language resources to understand and be understood. Show consideration and listening skills	Communication	Know how to express yourself	Ability to express yourself clearly and effectively, to know how to structure your ideas, adapt your vocabulary and message to the person you are speaking to
	Leadership	Leading a group in a chosen direction	Ability to influence and bring together a group in order to achieve a common goal, in a relationship of mutual trust and without exceeding your authority
	Team work	Collaborating with others	Ability to undertake missions together in mutual respect to achieve common goals
	Assertiveness	Expressing yourself with confidence	Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others

THE FACILITATION TECHNIQUES

In the following pages, you will find suggestions of techniques that can help the trainer to accompany the trainee in the implementation of Soft Skills in a work situation.

Thus, trainers will have at their disposal facilitation techniques related to each level of each soft skill. It is up to the trainer to make good use of them and to read the ones that concern the trainee carefully before starting the phase of consolidation in a work situation.

LEARNING TO LEARN	
Show the importance of planning before working and explain the consequences of not planning.	Remember and understand
Give written parameters of the work that is to be done.	Remember and understand
Explain what the error margin (we cannot overpass) is when executing the task.	Remember and understand
Clearly define the critical points where mistakes may occur.	Remember and understand
Go over all necessary questions to be clear on what must be done and verify the comprehension of it.	Remember and understand
Make a table with identified operations that must be carried out.	Apply
Follow the designed plan and register it on the determined tables. Implying the users (trainer/students) in this process.	Apply
Informing them of the advantage of identifying the operations needed to carry out a task.	Analyse and evaluate
Showing, as part of the work planning process, the importance of following an order in the performance of a work.	Analyse and evaluate
Educate them on the beneficial approach of defining the means used to do a good work.	Analyse and evaluate
Analysing the work to understand what tools are most adequate.	Analyse and evaluate
Underline that every tool has a purpose and must be used exclusively for that purpose. Remind them of the consequences of misusing them.	Analyse and evaluate

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Once the project or product is finished, revise and evaluate the plan designed for it, implying the users (trainer/students) in this process.	Analyse and evaluate
Brainstorm on the operations needed to the carry out the task.	Create

AUTONOMY	
Point the students in the right direction if they cannot find it on their own. Explain the different ways to look at the information.	Remember and understand
Show the importance of planning before working and explain the consequences of not planning.	Remember and understand
Give the written parameters of the work that is to be done.	Remember and understand
Go over all necessary questions to be clear on what must be done and verify the comprehension of it.	Remember and understand
Determine a given timeframe for each task that must be done by the students.	Remember and understand
Explaining to the students the following principles in case of problem: a. Analyse the problem b. Look for solutions c. Ask the trainer before carrying out any action	Remember and understand
The student must do some research on their own about the information needed for the completion of the task. It'll allow us to evaluate if the student has the competences to carry out this task.	Apply
Organizing group or pair activities where they look for information needed to complete the work.	Apply
Consider the materials/tools/machines needed to the carry out of the task.	Apply
The trainers must help the students by guiding their thinking, without giving concrete solutions.	Analyse and evaluate
Ask the students to do a periodic follow up of their advances with the help of controlled elements (in order to make sure that what is being done corresponds to what has been requested).	Analyse and evaluate
Follow the designed plan and register it on the determined tables. Implying the users (trainer/students) in this process.	Analyse and evaluate

This long about the consequences of not being able to do research on their own.	Create
Reflect on the tendency to look for more autonomy.	Create
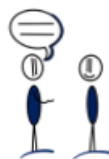
ACCEPTING PROFESSIONAL REMARKS	
Talk about how nobody is perfect and, thus, how work can always be improved upon.	Remember and understand
Visualizing and understanding the reasons that motivate the respect of the established norms.	Remember and understand
The trainer must make sure that the respect of social relationships exists amongst the group during the activities performed.	Remember and understand
Express constructive criticism every time, if possible.	Apply
Explaining and practicing self-control techniques (counting backwards, getting away from the conflict...) when faced with a conflict.	Apply
Dialogue and debate of the pros and cons of not respecting the professional directions, both in labour and learning environments.	Apply
Teaching the need of being reasonable during a debate and not wanting to impose one's ideas.	Apply
Think with the students on the convenience of taking given advice gracefully, and how that can help with the work that is being executed.	Analyse and evaluate
Explicitly valuing the auto demanding behaviour during the tasks that leads to performing as well as possible.	Analyse and evaluate
Educating on how this kind of behaviour is valued in the working space and how it makes the achievement of tasks easier.	Analyse and evaluate
Give positive feedback when the working ambience is good.	Analyse and evaluate
Make the exigences for a task clear to the students before they carry it out.	Analyse and evaluate

Thinking of a possible incident: causes, consequences, and ways to avoid it.	Analyse and evaluate
Using the roleplay technique to put the student in the trainer's shoes ("Well then, if you were in my shoes, what would you do? I mean if you were a trainer and had my responsibility").	Create
Pushing this thinking in order to see the trainers' point of view and logic.	Create

ADAPTABILITY	
Warn of the need to work at a higher rhythm.	Remember and understand
Bring change in the activities, if the conditions are good and the changes are not forced.	Apply
Taking advantage of possible situations of relevance, in order to vary the fixed program of the subject (current themes, teaching activity relevant problems or situations…).	Apply
Dialogue and debate the common aspects between the tasks and teach about the possibility of applying learned skills to tasks that have never been done before.	Apply
Question the reasons that make the students stop the task's execution and achieve conclusions in order to adapt to the new situation.	Apply
Thinking of the advantages of flexibility and adaptation to the changes in the working context.	Analyse and evaluate
Demand and verify through standardized registrations the application of what is considered already learned with a minimal quality, in a new task.	Analyse and evaluate
Thinking about the current labour market, working conditions, and about the need to be able to face them.	Analyse and evaluate
The trainers must give advice on the search for alternatives.	Analyse and evaluate
With the task already started, changing some of its specificities (randomly): change the size, the number of pieces to make, some of the materials, the execution deadline…	Create
Program tasks with an execution deadline that implies a higher rhythm than usual.	Create
Demand and verify the search of alternatives to the fixed order in the planification of the task in case of an alteration of the fixed conditions, in order to prevent the task from blocking.	Create

SELF-REFLECTION	
Reflect on avoiding a conflictive situation. And, for that cause, avoiding serious alterations of behaviour.	Remember and understand
To raise awareness of the advantages of identifying the difficulties we are going through and the importance of overcoming them: reasoning on the loss of control.	Remember and understand
Reflect on the importance of persevering with your goals.	Remember and understand
Raising awareness of the importance of reaching for help when deemed necessary.	Remember and understand
Trying to calm the temper as a first measure in severe cases of conduct alterations (rage explosions, aggressions, disproportionate anger, etc.).	Apply
The trainer makes a plan that includes participants who have problems with self-control. Depending on the specifics of the participants and the content of the task, they set specific goals.	Apply
Establish pacts with the specific students who have problems of self-control, establishing the concrete conditions of the pact according to the characteristics of the students with whom it is performed and the context of the task.	Apply
Actively reprimand a serious disturbance of conduct. Determining sanctions adapted to the specific situation, if necessary.	Apply
When a participant calms down, explain to him the consequences of what could have happened. For example, if he behaves in this way towards co-workers' superiors he may be punished or lose his job.	Analyse and evaluate
Value positively and explicitly those students that keep a behaviour without any severe behaviour alterations.	Analyse and evaluate
Advice each student on how to prevent being part of a conflict (avoid the relationship with any other student that has severe relationship struggles, go away from somewhere they know a conflictive situation will happen and warn the authorities…).	Analyse and evaluate
Assess positively the application of behavioural control techniques as valid alternatives to loss of control	Analyse and evaluate
Analyse and dialogue with the students about the situation that they want to modify and explain how their change of behaviour will mainly benefit themselves.	Analyse and evaluate
Reflect collectively about the behaviour that has provoked a sanction, once it has been redirected and, in private, explain why this sanction was chosen and what it is intended to correct.	Analyse and evaluate

Conclude a written contract setting out the terms of the agreement reached.	Create
Establish a system of rewards, that do not involve a comparative injury with their peers, in case of achieving a predetermined progress in controlling their behaviour (allowing them to do something that pleases them, etc.).	Create

SELF-CONFIDENCE	
Reflect collectively about the importance of not being dragged by the opinion of others if we disagree with it.	Remember and understand
Give, in writing, the parameters of the work to be done. Adjusting them if necessary. (easy to read, symbols…)	Apply
Ask all the questions we can think of to ensure everyone understands what needs to be done and how	Apply
Give responsibility to the students, make them participate in tasks with greater responsibility.	Apply
Demand an individual his/her accomplishment of a task that lies within the scope of the subject's own possibilities	Apply
Require students to monitor the progress of the task on a regular basis, using control elements (check that what has been done so far meets the requirements planned for the task)	Apply
Support the individual's decision to confront the group, if it is a reasoned and positive one.	Apply
Let the students perform tasks known to the teacher to be in their capabilities or not. Observe the student's reaction.	Analyse and evaluate
Explicitly praise personal decisions, especially when it differs from the group's opinion.	Analyse and evaluate
Reflect collectively about the desirability of thinking for yourself while not letting go of the collective opinion of the group. Use the argument that members of a group will not always be with him/her, and everywhere.	Analyse and evaluate
Raising young people's awareness of their real situation in the world.	Analyse and evaluate
Advise on postures to take in different situations in their social and socio-professional life in adequacy with their virtues and flaws.	Analyse and evaluate
Specify reinforcement and the evaluation thereof	Analyse and evaluate
Organize groups or work couples, in which there is a positive atmosphere, and in which students, who tend to be influenced, are involved, as a way of countering a negative group influence.	Create

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EMOTIONAL INTELLIGENCE

Remind the young person of situations in which he has felt the same feelings and talk about how that young person is affected now (angry, sad, enraged, disappointed, …)	Remember and understand
Requiring the trainer to be a significant model and protagonist of controlling behaviour in conflict situations. He must therefore be the first to avoid serious disturbances of behaviour (avoid disproportionate shouting, not respond with aggressive forms, outbursts of anger, etc.), and if it does happens, try to verbalize the reasons that have led to such behaviour, with the students.	Apply
Reflect collectively about accepting and respecting other people's different opinions, if they do not violate our own rights.	Apply
Calm the mood in the face of serious behavioural disturbances (outbursts of anger, aggression, disproportionate anger, etc.), as a first step.	Apply
Talk about the sentiments involved when self-control has been lost and recognize them.	Apply
Put in practice techniques of self-control (count backwards, breathe deeply, withdraw from the scene of the conflict, …) before conflict situations arise.	Apply
Explicitly value the thoughtful and successful ideas expressed by a young person in a dialogue or debate.	Analyse and evaluate
Be very aware of moments when students, less valued by their peers, express a positive opinion or idea, emphasize it explicitly and praise them for it, in front of their peers. Focusing on evaluating the idea, not the student personally, to avoid the opposite effect.	Analyse and evaluate
Reflect collectively about the ways to solve a new conflict situation or about the negative feelings that this situation has created in another person.	Analyse and evaluate
Talk to the students in person, once control and calm has been restored, about the consequences that the loss of control can cause, both at the formative level, as well as at the personal or work level.	Analyse and evaluate
Analyse and reflect with the specific students about the situation they want to change. Explain verbally that the main beneficiary of this change will be themselves. Mention the problems they may have every day, if they do not change their behaviour.	Analyse and evaluate
Positive assessment of students who maintain a well-balanced behaviour as well as the students who apply techniques to work on their loss of control in the past.	Analyse and evaluate
Raise young people's awareness of their real situation in the world	Analyse and evaluate

Advise on postures to take in different situations in their social and socio-professional life in adequacy with their virtues and flaws.	Analyse and evaluate
Raise awareness of the importance of reaching out for help when necessary.	Analyse and evaluate
Discuss certain specific issues, involving numerous people, so that there are different opinions in the dialogue.	Create
Promote the organization of activities in groups or couples, in order to make dialogue something common in the formative dynamic. And supervise the respect in their relationships.	Create
Perform informal role-playing by placing students in the position of the trainer ("well, then, if you were in my place, what would you do, that is, if you were the trainer and had my responsibility").	Create
Use the same technique to place them in other people's situations (partner, supplier, customer, …)	Create

PRESENTATION	
Specify the minimum clothing required and how to use them properly to perform the task.	Remember and understand
Distinguish between good and bad habits of hygiene	Remember and understand
Actively control the image of the students and notify any aspect that could be harmful in the development of their daily activities (earrings, rings, hair not tied when manipulating machinery, feeding…)	Apply
Require a strict maintenance of working clothes.	Apply
In the face of repeated hygiene problems, it is forbidden to start work until the problems have been remedied.	Apply
Prohibit the performance of any activity in case of risks to physical integrity or hygiene, explain why.	Apply
Reflect collectively about the need to have a suitable image in adequacy of the requirements of their task. Assess possible consequences of a bad image and set priorities.	Analyse and evaluate
Reflect collectively by comparing the requirements of the workplace in terms of personal hygiene (Poor impression to the customer, colleagues, superiors…)	Analyse and evaluate

SENSE OF ORGANISATION	
Explain the different roles people can have in an organization	Remember and understand
Compulsory use of corporate working clothes with the logo of the company, if it exists.	Remember and understand
Indicate to each person the role he or she will play in each task	Apply
Participate in different forums around work-debates, exhibitions… related to the domain of student's (future) context.	Apply
Demand a day-to-day follow-up for the achievement of the short or medium-term objectives.	Analyse and evaluate
Carry out with the students a "brain storming", on the improvement of their work or training course and their satisfaction with them.	Create

SENSE OF RESPONSIBILITY	
Require a strict maintenance of working clothes.	Remember and understand
Verbalize to students the safety requirements necessary to perform a task.	Remember and understand
Revisit the safety rules concerning the task at hand and review the possible incidents if these rules are not followed.	Remember and understand
Assigning the tasks in a way that matches the involvement demonstrated by each student. In addition to other factors (acquired skills, …), rewarding those who demonstrate commitment.	Remember and understand
Evaluate publicly the different degrees of involvement of each student in order to motivate the ones with a high degree and encourage the others to do better.	Apply
Require the people responsible for the task to explain the cause of the error, to own responsibility for it, and to cite the consequences that arose from it.	Apply
Not admitting comparison arguments as an excuse to justify a mistake (example: "The fact that others also make mistakes sometimes, does not mean you'll make them too, and besides, we are not dealing with those cases, we are dealing with this one in particular").	Apply
Focus on the situation under analysis.	Apply
Recognize and correct faults in the task until the required quality level is reached.	Apply
In the event of mistakes affecting the quality of the task, underline the need to find solutions and to correct them, before the work is finished.	Apply
Replace damaged and lost clothes.	Apply
In case of serious lack of hygiene, the possibility of installing specific hygiene measures in the centre itself (cleaning, hand cleaning, shower), if possible.	Apply

Plan tasks in advance, with explicit provision for risk forecasting and means to address them.	Apply
Immediately suspend the performance of the task if it is being carried out without adequate security measures, reasoning with the students about the possible causes thereof.	Apply
Allow the resumption of the task as soon as the security problem has been addressed.	Apply
Keep a daily record of student attendance.	Apply
Inform in advance of an absence, explaining its cause.	Apply
Ask for a written proof in case of any absence, as well as an immediate explanation in case of a lack of punctuality	Apply
Start the planned activity at the right time, regardless of the number of students present	Apply
Reflect collectively about the time lost at work in case of low involvement in the execution of the task.	Apply
Analysis and joint verification of the existence of differences between the characteristics of what is required and the reality.	Analyse and evaluate
Analyse together the causes of errors.	Analyse and evaluate
To evaluate and record in some standardized support the results of the tasks performed by the students, that allow an assessment and control of the results of the tasks on the part of the trainer and the students.	Analyse and evaluate
Review by the trainer each task or project entrusted as well as the minimum level of requirement to complete it.	Analyse and evaluate
Distinguish between good and bad habits in hygiene and the consequences that this may have for the final result of the task.	Analyse and evaluate
Talk about punctuality standards, both in training and in the workplace, explaining the consequences that this behaviour can have.	Analyse and evaluate
Evaluate positively when creating a good working environment.	Analyse and evaluate
Make a preliminary list of likely risks associated with a task.	Create

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TAKING INITIATIVE	
Explain the intention of the strategy that can lead to a greater autonomy	Remember and understand
"Explain the following operating principle in the event of a problem:	Apply
1st Analysis of the problem	Apply
2nd Proposal of possible alternatives to solve the problem and choose the best one	Apply
3rd In case of doubt, consult with the trainer and inform him of the problem and the solutions currently considered.	Apply
Comply with the previous strategy as the primary response to unexpected problems in the task and denial of aid, except in exceptional cases, if as a first option this strategy has not been followed	Apply
Notice when a student unnecessarily refuses aid when it has been offered repeatedly, due to a sense of insecurity.	Apply
Helping when the demand is there without ever facilitating the solution, but by guiding the subject's reasoning in the right direction.	Apply
Dialogue with the students on the importance of taking initiative in helping other. Have every student share their opinion about this fact.	Apply
Discuss the decisions taken in the group and analyse their viability.	Analyse and evaluate
Demand compliance with agreed strategies in the context of the task.	Analyse and evaluate
Monitor the performance of the skill in terms of faculty.	Analyse and evaluate
Reflect collectively about the need to make the most of time, eliminating possible down times	Analyse and evaluate
Verbalize the authority's confidence in people and their trust in resolving the situation on their own	Create

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Explicitly reiterate the previously expressed confidence in his/her possibilities, once the task has been successfully completed	Create
Reflect collectively on the idea of helping others on their own initiative in a dialogue based on respect.	Create

ABILITY TO ANTICIPATE	
Express the authority's confidence that people can resolve the situation on their own	Remember and understand
Dialogue with students on the importance of providing assistance on their initiative and of sharing their reflections.	Remember and understand
Help, if asked, by guiding the subject's reasoning in the right direction, but never facilitate the solution	Apply
Explicitly reiterate the previously expressed confidence in the student's possibilities, once the task has been successfully completed	Apply
Discuss the decisions made in the group and analyse their viability.	Apply
Demand compliance with agreed strategies in the context of the task.	Analyse and evaluate
Monitor the skill performance by faculty.	Analyse and evaluate
Verbalize to the students our confidence of them, and our trust in their ability to handle the situations on their own	Analyse and evaluate
Show students their possibilities once the task has been successfully completed.	Analyse and evaluate
Review with them the principle of assisting others, on their own initiative, and in a dialogue based on respect.	Create
Define, together with the trainer, the best way to solve a problem before continuing the task. Make the aid disappear progressively, so that the students reach a greater autonomy.	Create

RESPECT OF THE RULES	
Specify the minimum clothing required and how to use them properly to perform the task.	Remember and understand
Verbalize to students the safety requirements necessary to perform a task.	Remember and understand
Inform in advance if there will be no assistance, explain why.	Remember and understand
Allow the resumption of the task as soon as the security problem has been addressed.	Apply
Replace damaged and lost clothes.	Apply
Distinguish between good and bad habits in hygiene and the consequences that this may have for the final result of the task.	Apply
In case of serious lack of hygiene, the possibility of installing specific hygiene measures in the centre itself (cleaning, hand cleaning, shower), if possible.	Apply
Keep a daily record of student attendance.	Apply
Ask for a written proof in case of absence, as well as an immediate explanation in case of lateness.	Apply
Start the planned activity at the right time, regardless of the number of people present.	Apply
Revisit the safety rules concerning the task at hand and review the possible incidents if these rules are not followed.	Analyse and evaluate
Immediately suspend the performance of the task if it is being carried out without the adequate security measures. Reflect collectively about the possible consequences of carrying out a task without the adequate security measures.	Analyse and evaluate
Require a strict maintenance of working clothes.	Analyse and evaluate
Reflect collectively about punctuality standards, both in training and in the workplace, explaining the consequences that this behaviour can have.	Analyse and evaluate

Evaluate positively and explicitly and, thus, create a good working environment.	Analyse and evaluate
To evaluate and record - on some standardized support - the parameters that allow an assessment and a self-assessment on the respect of the norms.	Analyse and evaluate
Make a preliminary list of likely risks associated with a task.	Create
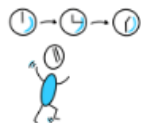
EFFICIENCY	
Communicate, with facts, the priority of the result of a task over the mere realization of it.	Remember and understand
Reflect collectively on the level of requirement (marked by the utility and quality required) the final stage of the task, once performed, will have.	Remember and understand
Determine a temporary period of execution for each task.	Apply
Have an inventory of the tools available and check its condition daily.	Apply
Encourage the reuse of the material whenever it is possible.	Apply
Eliminate, as far as possible, noise and other distracting elements in the work area.	Apply
Repeatedly correct the defects in the task until the required level of quality is reached, especially if this is due to errors in the work process.	Apply
Demand an increase of the level of quality before the accomplishment of similar tasks.	Apply
Require increased pace of work on similar tasks previously performed.	Apply
Forbid the complete abandonment of a task, when time is strictly observed, without worrying about the consequences of such an abandonment.	Apply
Work with control sheets listing the critical variables of a task, to be completed by the students.	Apply
Require that after the use of a tool or machinery it is left in perfect condition (clean it if necessary, remove the material cuts, …) and in its place.	Apply
Demand that after completing a task or a day's work, the place where the work has been carried out, is cleaned and organized by those who have used it.	Apply
Check, before performing a task, whether the student can independently search for the information necessary for the development of his task.	Analyse and evaluate

Advise on the different ways of searching information, if the student is not able to search for information autonomously.	Analyse and evaluate
Require a good performance of the task, depending on the minimum levels of requirement determined by its usefulness and/or the standards defined by the trainers	Analyse and evaluate
Require that work planning considers the option of making the best use of the material needed to carry out the work	Analyse and evaluate
In the event of errors affecting the quality of the task, require the search for solutions, before the work is finished	Analyse and evaluate
Have self-assessment and self-monitoring tools of the performance of tasks by students and trainers, in order to record and evaluate the tasks performed.	Analyse and evaluate
Review each task or project entrusted with the students and review the minimum level of result required.	Analyse and evaluate
Provide students with a clear assessment by the teaching staff on each task performed	Analyse and evaluate
Monitor, throughout the development of the task, the performance.	Analyse and evaluate
Compare tasks with similar demands in order to differentiate levels of efficiency and quality of results	Analyse and evaluate
Assess the status of the work at the end of the deadline if it has not been completed and mention the reasons for the delay.	Analyse and evaluate
Check the quality of the work completed, compare the result with the students	Analyse and evaluate
Reflect collectively on the negative consequences that might result from a delay in completing a task	Analyse and evaluate
Mention the completed tasks, the errors that have occurred and its correction.	Analyse and evaluate
Reflect collectively on the fact that the goal should never be the completion of the task in any condition, but its execution of it, in the best way possible	Analyse and evaluate
Reflect collectively on the time lost at work when a necessary tool was lost for a while and use this argument as the main reason for ordering tools.	Analyse and evaluate
Publicly praise those who successfully clean up their workspace	Analyse and evaluate
Check the quality of the finished works, compare the final result and the required tolerance	Analyse and evaluate
Reflect collectively on the criteria of the evaluation of the task. Make at the end of the task, an assessment of the possible mismatches and the time set. Reflect on the causes, drawing operational conclusions.	Analyse and evaluate

Organize some activities in groups or work couples where they must look for the information necessary to perform a task.	Create
Faced with a decline or stagnation in the quality of the work, consider the possibility of returning to basic techniques that may not be consolidated in practice	Create
In the event of undertaking tasks that require an excessive amount of time for completion, the performance of a small tasks interspersed may be considered, if it's appropriate.	Create
In the case of excessively repetitive and/or monotonous work, the tasks may be performed alternatively between different components of the working group, if appropriate.	Create

| CONSCIENTIOUSNESS AT WORK	
Explain the different roles that people can have in an organization, job.	Remember and understand
Explain the importance of having satisfied customers.	Remember and understand
Perform tasks we know you are and are not able to do to see what your reaction is to these	Apply
Explain the different roles to perform and make sure each person performs one	Apply
Indicate to each person the role he or she will play in each of the tasks	Apply
Compulsory use of corporate working clothes with company logo identification, if any.	Apply
Demand the fulfilment of the work every day, for the achievement of the short-medium term objectives.	Apply
Raise people's awareness of their real situation in the world	Analyse and evaluate
Advise on postures to take in different situations of the student's socio-professional life depending on their virtues and flaws.	Analyse and evaluate
Evaluate the behaviour or tasks of the student.	Analyse and evaluate
Evaluate the behaviour or work of a student, observe if they can properly identify their virtues and/or flaws.	Analyse and evaluate
Hold talks with different types of people to ask about their work experiences.	Create
Develop a questionnaire with students and its subsequent analysis	Create

SENSE OF ETHICS	
Remind the students of situations in which they have felt the same way (angry, sad, enraged, disappointed, …)	Remember and understand
Make sure there's respect in the groups' relations, during the performance of the tasks.	Apply
Carry out a system of rewards based on the tasks performed	Apply
Implement a task allocation system that considers the involvement demonstrated by the individual, as well as other factors (acquired skills, …	Apply
Give responsibility to each person by involving them in tasks of greater responsibility.	Apply
Have self-assessment and self-monitoring tools of the performance of tasks by students and trainers, in order to record and evaluate the tasks performed.	Apply
Communicate, with facts, the priority of the result of a task over the mere realization of it.	Apply
Reflect collectively about the need for rationality to prevail in a debate, rather than the imposition of ideas.	Analyse and evaluate
Reflect collectively about the feelings that someone's action has generated in other people.	Analyse and evaluate
Evaluate publicly the different degrees of involvement of each student in order to motivate the ones with a high degree and encourage the others to do better.	Analyse and evaluate
Reflect collectively about the time lost at work in case of low involvement in the execution of the task.	Analyse and evaluate
Provide students with a clear assessment of the teaching staff on each task performed.	Analyse and evaluate
Review by the trainer of each task or project entrusted and minimum level of result required to complete it.	Analyse and evaluate
Compare tasks with similar demands in order to differentiate levels of efficiency and quality of results	Analyse and evaluate

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Reflect collectively about the level of requirement marked by the utility and quality required in the final destination that will have the task to execute	Analyse and evaluate
Give, for a task well performed, the standards defined by the trainers (according to the minimum levels of requirement determined by their usefulness).	Analyse and evaluate
Promote the organization of activities in groups or couples, in order to make dialogue something common in the formative dynamic. And supervise the respect in their relationships.	Create
Perform informal role-playing by placing students in the position of the trainer ("well, then, if you were in my place, what would you do, that is, if you were the trainer and had my responsibility").	Create
Use the same technique to place them in other people's situations (partner, supplier, customer, …)	Create
Find different alternatives to solve a conflict situation.	Create
Repeat and correct defects in the task until the required quality level is reached.	Create
Find solutions and correct errors before the end of the work	Create
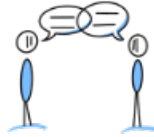
COMMUNICATION	
Maintain and explicitly mark youth intervention times informally	Remember and understand
Define the importance of not forgetting vital communication issues.	Remember and understand
Reflect collectively about the loss of effectiveness of attention, which entails the attempt to perform two tasks simultaneously.	Remember and understand
Communicate the instructions of the tasks in suitable places that create the correct listening space.	Remember and understand
Comment on the possibility of asking a colleague for help if he or she considers that he or she is the right person to solve your problem.	Remember and understand
Detail those situations in which the request for permission is essential	Remember and understand
Ask for clarification, what exactly is the object of the permit, if this is not sufficiently specified.	Remember and understand
Reprimand and not allow untimely interventions, calling for them to take place in due course.	Apply
Ensure that all members of the group intervene and express their views on the topic of the activity.	Apply
If vital elements are missing in the communication, explicitly question people for them (e.g., "But what are you talking about?)	Apply
Insert direct questions into the conversation.	Apply
Require team members to work in a coordinated manner.	Apply
Be aware when students need help in their homework.	Apply
Stimulate students to request assistance when they feel they need it, without fear.	Apply

In situations where the educator realizes that he or she has done wrong, he or she should endeavour to apologize to those who may have been affected by his attitude.	Apply
Refuse permission until it is clear what is needed.	Apply
Require students to ask permission properly, to their peers, or the authority and rebuke the attitude of they don't do so.	Apply
Explain the proper way of making a complaint, even if the complaint is addressed directly to the trainer. First help the student to make the complaint correctly and then respond to it.	Apply
When a complaint is incorrectly filed(wrong place, tone or content of the communication), deny to respond, and explain the reason for that attitude and proposing the alternative for a response.	Apply
Address and respond to all well-raised complaints with respect and reasoning	Apply
Reflect collectively on the need to differentiate listening and intervention times as a fundamental means of establishing a balanced communication.	Analyse and evaluate
Explicitly praise the provision of aid where it is deemed necessary and appropriate	Analyse and evaluate
Assess a situation that requires an apology.	Analyse and evaluate
Assess collectively the alternative conduct that could have prevented the act that was the subject of the apology.	Analyse and evaluate
Evaluate the situation that has brought the student to apologize and try to make the student understand that same situation from the other person's point of view.	Analyse and evaluate
Reflect together with the student on a proper way to apologize and promote his realization.	Analyse and evaluate
Reflect collectively about the errors detected in the way to ask permission, talk about the right way to do it, urging students to use that strategy when they need to ask permission for something.	Analyse and evaluate
Reflect on the coexistence of filing a complaint versus doing nothing.	Analyse and evaluate
Program activities to be carried out in small groups or pairs when it is convenient.	Create
Ask questions to check if the students have understood the message transmitted.	Create
Jointly search for alternatives that alleviate the consequences of the error and actively involve the students in this process. The student must think about how to resolve the situation, or at least propose some solution.	Create

TEAMWORK	
Not to start an activity without the minimum conditions required for it, it is preferable to lose 1 minute in ensuring the right environment, to accustom the group to function, allowing alterations of elements that hinder the execution of the task.	Remember and understand
Talk to the group so that they realize they have a shared responsibility on the quality of execution of the task.	Remember and understand
Explain the importance of respecting the ideas of other people that may be different from our own, if they do not violate our rights.	Remember and understand
In the case of a task requiring a high degree of concentration, locate it, if possible, away from acoustic distractions or high-activity.	Apply
Conduct of teamwork.	Apply
Open a dialogue between students and trainers in which they share their reflections on the benefits of teamwork.	Apply
Discuss certain specific issues, involving the students, so that there are diverse opinions in the dialogue.	Apply
Reflect with students about the positive or negative consequences knowledge or not working as a team can have at work.	Analyse and evaluate
Positively value the maintenance of a healthy working environment.	Analyse and evaluate
Review with them the principle of assisting others, on their own initiative in a dialogue based on respect.	Analyse and evaluate
Reflect collectively about the illogical idea that one's point of view is right and the other one is wrong.	Analyse and evaluate
Ensure the presence of respect in the relationships of the working groups during the implementation of the activities carried out.	Analyse and evaluate
Be very aware of a student, little valued by his companions, expressing an opinion or a positive idea. Emphasize his expression explicitly and praise him for it in front of his companions. Focus on valuing his opinion, not him personally, to avoid the opposite effect.	Analyse and evaluate
Evaluate the reasoned and successful ideas expressed by a young person in a dialogue or debate.	Analyse and evaluate

Organize the task by pairs or groups, in which the combination of the individuals who form them does not favour elements of distraction or the failure to perform it.	Create
Create balanced and heterogeneous working teams.	Create
Reflect and debate on the feelings an action can generate in another person.	Create
Search and specify with the team, the solutions to the situation.	Create

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ASSERTIVENESS	
Reflect collectively on the desirability of willingly accept advice that aims to improve the task.	Remember and understand
Advise the students, who frequently create conflict, to not make jokes or make fun of others.	Remember and understand
Express constructive criticism whenever possible.	Apply
Talk about how nobody is perfect and, thus, how work can always be improved upon. Using that argument as a principle to assimilate and accept constructive criticism.	Apply
Avoid the inclusion in constructive criticism of elements that may personally affect the recipient and distort the content.	Apply
Enhance personal decision-making, especially when these are different from group thinking.	Apply
Make a joint list of students and trainers on the most appropriate ways to respond to jokes.	Apply
Intervene immediately between parties of a conflict, calm the situation, and then look for the causes and jointly propose possible alternatives.	Apply
Require the parties to resolve the conflict by avoiding violence.	Apply
Avoid, consciously on the part of the teacher, criticizing or rebuking the students, using personal insults or contempt, and to direct the conflict towards the actions that provoke it and not towards the people as such.	Apply
Intervene when a student is the subject of mean jokes and insults, without responding in any way to these jokes and insults.	Apply
Respond immediately to situations involving physical aggression, with the execution of penalties commensurate with the seriousness of the action.	Apply
Avoid jokes that involve some kind of humiliation (physical or verbal).	Apply
Immediately reprimand those who have this attitude, when it is taking place.	Apply

Positively assess the self-exigence in the tasks, which entails the attempt to make them the best possible tasks.	Analyse and evaluate
Argue the importance of not being dragged down by the opinion of others, especially if we disagree with them.	Analyse and evaluate
Discuss the desirability of thinking for yourself and not be influenced by the current group without rationally assessing their thoughts.	Analyse and evaluate
Take the role of responding to a situation, defending the most convenient way.	Analyse and evaluate
Urge, in hindsight and in private, a more active approach to conflict resolution on future occasions, always avoiding physical confrontation.	Analyse and evaluate
Draw conclusions together, about the large number of jokes of this kind that then end up in real conflicts.	Analyse and evaluate
Practice self-control techniques with students (counting backwards, breathing deeply, leaving the scene of the conflict, etc.) in the face of conflict situations.	Create
Give examples to illustrate the influence the group (or a part of it) has on the behaviour of others.	Create
Organize groups or work couples, in which there is a good atmosphere, and in which students, who have a tendency to be influenced, are involved as a way of countering a negative group influence.	Create

LEADERSHIP	
Specify the need for reinforcement and the evaluation thereof.	Remember and understand
Give responsibility to a student by involving him in tasks of greater responsibility.	Apply
Convey the importance of a good group or working management.	Apply
Carry out group work by appointing a responsible person.	Apply
Assimilate by students the importance of positive leadership when carrying out a task.	Analyse and evaluate
Evaluate the work done by the team leader, summarize their skills and actions as a team leader.	Analyse and evaluate
Work out various dynamics to internalize the importance of positive leadership and evaluate it in more efficient tasks.	Create
Plan the tasks to be performed and list them to allow good comprehension.	Create

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