



SoftSkills4EU:
Promote your Soft Skills with Open Badges

Partner organization: RIC Novo mesto

COMPETENCE FRAMEWORK FOR SOFT SKILLS

OUTPUT:

IO1 COMPETENCE FRAMEWORK FOR SOFT SKILLS

ACTIVITY:

IO1 A2: COMPETENCE FRAMEWORK

PROJECT:

SoftSkills4EU: Promote your Soft Skills with Open Badges

PROJECT TITLE:

Promote your soft skills with open badges

ACRONYM:

SoftSkills4eu

PROJECT NO.:

2018-1-SI01-KA204-047088

PROJECT COORDINATOR:



DEVELOPMENT
AND EDUCATION
CENTRE NOVO MESTO



PAR
Visoka poslovna škola
UNIVERSITY COLLEGE



Promimpresa srl

Emphasys
CENTRE



Dienst Uitvoering Onderwijs
Ministerie van Onderwijs, Cultuur en
Wetenschap

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

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TOPIC 1: TEAMWORK MANAGEMENT

Level	KNOWLEDGE <i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	SKILLS <i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	COMPETENCE (RESPONSIBILITY AND AUTONOMY) <i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</i>
Basic (A): Referring to EQF level 3-4	<ul style="list-style-type: none"> ✓ Key components of effective feedback. ✓ Importance of teamwork. 	<ul style="list-style-type: none"> ✓ Identifying the common and needed skills in the working team. 	<ul style="list-style-type: none"> ✓ Giving effective feedback.
Intermediate (B) Referring to EQF level 5	<ul style="list-style-type: none"> ✓ Teamwork monitoring techniques. ✓ Action plan elements. 	<ul style="list-style-type: none"> ✓ Task assignment to workers based on their skills. 	<ul style="list-style-type: none"> ✓ Active use of monitoring techniques. ✓ Monitoring work of the team.
Advanced (C) Referring to EQF level 6	<ul style="list-style-type: none"> ✓ Concept of Team roles by Meredith Belbin. 	<ul style="list-style-type: none"> ✓ Ability to create high performing teams of workers. ✓ Evaluating basic soft skills among workers. 	<ul style="list-style-type: none"> ✓ Assessing team roles based on the Belbin test. ✓ Creating an action plan.

*Knowledge, skills and competencies on level C include points from level A and B.
 Knowledge, skills and competencies on level B include points from level A.

TOPIC 2: TEAM BUILDING

Level	KNOWLEDGE <i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	SKILLS <i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	COMPETENCE (RESPONSIBILITY AND AUTONOMY) <i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</i>
Basic (A): Referring to EQF level 3-4	<ul style="list-style-type: none"> ✓ Definition of team building. ✓ Importance of team building. ✓ Elements of a positive working environment. 	<ul style="list-style-type: none"> ✓ Expressing gratitude and giving positive feedback. 	<ul style="list-style-type: none"> ✓ Active use of team-building techniques.

Intermediate (B) Referring to EQF level 5	√ Perfect team features.	√ Listening to new ideas. √ Creating positive messaging.	√ Actively building trust in the team using 7 different methods.
Advanced (C) Referring to EQF level 6	√ Common mistakes in communication within the working team.	√ Using rules of good communication. √ Presenting a study case on good communication.	√ Leading team building activities in the company.

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Knowledge, skills and competencies on level B include points from level A.*

TOPIC 3: FLEXIBILITY AND ADAPTABILITY

Level	KNOWLEDGE <i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	SKILLS <i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	COMPETENCE (RESPONSIBILITY AND AUTONOMY) <i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</i>
Basic (A): Referring to EQF level 3-4	<ul style="list-style-type: none"> ✓ Expectations of employers towards employees. ✓ Elements of flexibility and adaptability. 	<ul style="list-style-type: none"> ✓ Recognising features of a flexible person. ✓ Improving personal reliability qualities. 	<ul style="list-style-type: none"> ✓ Making flexibility visible with the use of different techniques.
Intermediate (B) Referring to EQF level 5	<ul style="list-style-type: none"> ✓ Importance of respectfulness in the workplace. ✓ Phases of teamwork development. 	<ul style="list-style-type: none"> ✓ Encouraging mutual respect in the workplace. ✓ Using approaches for improving flexibility and adaptability. 	<ul style="list-style-type: none"> ✓ Strengthening respect in the team.
Advanced (C) Referring to EQF level 6	<ul style="list-style-type: none"> ✓ Importance and definition of reliability in teamwork. 	<ul style="list-style-type: none"> ✓ Overcoming obstacles to effective teamwork. 	<ul style="list-style-type: none"> ✓ Fostering flexibility and adaptability among workers.

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 Knowledge, skills and competencies on level B include points from level A.

TOPIC 4: WORKING STYLES

Level	KNOWLEDGE <i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	SKILLS <i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	COMPETENCE (RESPONSIBILITY AND AUTONOMY) <i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</i>
Basic (A): Referring to EQF level 3-4	✓ Working style definition and importance in the work environment.	✓ Taking advantage of the strengths of each working style.	✓ Recognising your own working style.
Intermediate (B) Referring to EQF level 5	✓ Working style types and characteristics.	✓ Handling different working styles among employees.	✓ Creating an action plan.

Advanced (C) Referring to EQF level 6	✓ Value of diversity of working styles.	✓ Balancing teamwork taking into account different working styles.	✓ Adjusting tasks based on working styles. ✓ Assessing working styles.
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Knowledge, skills and competencies on level B include points from level A.*

TOPIC 5: COLLABORATION AND NETWORKING

Level	KNOWLEDGE <i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	SKILLS <i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	COMPETENCE (RESPONSIBILITY AND AUTONOMY) <i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.</i>
Basic (A): Referring to EQF level 3-4	√ Importance of collaboration and networking.	√ Identifying the right partners for the company.	√ Improving internal communication in the company.
Intermediate (B) Referring to EQF level 5	√ Networking importance in company development. √ Elements of a communication strategy plan.	√ Testing your own networking skills.	√ Effective communication with business partners.
Advanced (C) Referring to EQF level 6	√ Interest and power stakeholder`s matrix.	√ Securing and strengthening relationships with business partners.	√ Developing a communication strategy plan for the company.

**Knowledge, skills and competencies on level C include points from level A and B.
Knowledge, skills and competencies on level B include points from level A.*