

COMPETENCE FRAMEWORK FOR SOFT SKILLS

MODULE: PERSONAL SKILLS

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SoftSkills4EU:

Promote your Soft Skills with Open Badges

Partner organization: Promimpresa srl

NATIOAL REPORT (TEMPLATE)

NATIONAL REPORT OF ALREADY EXISTING SYSTEMATIZATION OF SOFT SKILLS

COMPETENCE FRAMEWORK FOR SOFT SKILLS

INFORMATION ABOUT OUTPUT

**Output:**

IO1 Competence framework for soft skills

**Activity:**

IO1 A2: Competence framework

PROJECT INFORMATION

**Project:**

SoftSkills4EU: Promote your Soft Skills with Open Badges

**Project title:**

Promote your soft skills with open badges

**Acronym:**

SoftSkills4eu

**Project No.:**

2018-1-SI01-KA204-047088

**Project coordinator:**

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



PERSONAL SKILLS FRAMEWORK

TOPIC 1: HANDLING STRESS

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| Level | KNOWLEDGE  *In the context of EQF, knowledge is described as theoretical and/or factual.* | SKILLS  *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).* | COMPETENCE (RESPONSIBILITY AND AUTONOMY)  *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.* |
| ***Basic (A):***  Referring to EQF level 3-4 | * Common factors which induce stress. | * To identify stressors in every day life experience | * To limit exposure to factors which induce stress and to say no to additional responsibilities. |
| ***Intermediate (B)***  Referring to EQF level 5 | * Reframing techniques | * Anticipating stressful conflct * Viewing problems in a positive way | * To examine and reframe stressful situation |
| ***Advanced (C)***  Referring to EQF level 6 | * Different reaction to stress | * Growing-up from stressful experiences | * To choose the appropriate reaction to stressful circumstances |

*\*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: SELF-AWARENESS

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| ***Basic (A):***  Referring to EQF level 3-4 | * Attitude influence on achievements accomplishment | * Managing achievements according to personal attitude | * To self-assess attitude and how it helps or hinders my achievements |
| ***Intermediate (B)***  Referring to EQF level 5 | * In-life events analysis | * To not magnify positive and minimize the negative aspects in evaluating a situation | * To handle a situation seeing its reality |
| ***Advanced (C)***  Referring to EQF level 6 | * Different definition of success | * Taking into account attitude in defining success | * To evaluate success taking into account attitude, actions and acknowledgements |

*\*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 3: PERSONAL DEVELOPMENT

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| ***Basic (A):***  Referring to EQF level 3-4 | * Progresses Assessment | * Reviewing goals * Analysing progresses | * To self-assess progresses towards goals |
| ***Intermediate (B)***  Referring to EQF level 5 | * Progresseses Review | * Analysing progresses according to priorities and goals * Reviewing learning path | * To review actions according to personal priorities |
| ***Advanced (C)***  Referring to EQF level 6 | * Personal development strategies | * Setting-up personal development strategies | * To set up personal development strategies based on attitude and preferencies |

*\*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 4: SELF-MANAGEMENT

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| ***Basic (A):***  Referring to EQF level 3-4 | * Differences in roles and responsibilities | * Adaptability to a specific role orresponsibility | * To recognize role and responsibilities in which the person is involved |
| ***Intermediate (B)***  Referring to EQF level 5 | * Progress tracking | * Analysing Progresses-Expectations balance | * To track progresses according expectations |
| ***Advanced (C)***  Referring to EQF level 6 | * Prioritization | * Balancing goals and working preferences | * To set priorities and goals to achieve |

*\*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 5: EMOTIONAL INTELLIGENCE

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| ***Basic (A):***  Referring to EQF level 3-4 | * Influence of emotions and feelings on actions | * To identify different emotions and feelings | * To understand personal emotions and feelings |
| ***Intermediate (B)***  Referring to EQF level 5 | * Empathy * Human emotional behaviour | * To understand other people emotional status | * To recognize emotions and feelings behind people actions |
| ***Advanced (C)***  Referring to EQF level 6 | * Social interaction | * To choose the most appropriate approach to social situation | * To successfully navigate social situations |

*\*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.*