

SOFTSKILLS GENERAL FRAMEWORK



SoftSkills4EU:
Promote your Soft Skills with Open Badges

Partner organization: Visoka poslovna škola PAR



FRAMEWORK

INFORMATION ABOUT OUTPUT

OUTPUT:

IO1 COMPETENCE FRAMEWORK

ACTIVITY:

IO1 A1: NEEDS ASSESSMENT

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

TABLE OF CONTENT

INTRODUCTION.....	5
SOFTSKILLS FRAMEWORK	6
SOCIAL SKILLS FRAMEWORK	9
TOPIC 1: Conflict Management	11
TOPIC 2: Communication Skills	12
TOPIC 3: Intercultural Skills	12
TOPIC 4: Presentation Skills	14
TOPIC 5: Accountability.....	15
PERSONAL SKILLS FRAMEWORK	16
TOPIC 1: Handling stress.....	18
TOPIC 2: Self-awareness	19
TOPIC 3: Personal development.....	20
TOPIC 4: Self-management	21
TOPIC 5: emotional intelligence	22
ORGANISATIONAL SKILLS FRAMEWORK	23
TOPIC 1: Customer service orientation.....	26
TOPIC 2: Time management	27
TOPIC 3: Critical thinking	28
TOPIC 4: Strategic planning.....	29
TOPIC 5: Leadership	30
COOPERATIVE SKILLS FRAMEWORK.....	31
TOPIC 1: Teamwork management.....	32
TOPIC 2: Team building.....	33
TOPIC 3: Flexibility and adaptability.....	34
TOPIC 4: Working styles	35
TOPIC 5: Collaboration and networking	36
CREATIVE THINKING SKILLS FRAMEWORK.....	38
TOPIC 1: Innovativeness.....	40
TOPIC 2: Constant improvement	41
TOPIC 3: Analytical thinking.....	42
TOPIC 4: Implementing changes.....	43



TOPIC 5: Fostering creativity 44

CONCLUSION 45



INTRODUCTION

GENERAL INFORMATION REGARDING THE NEEDS ANALYSES

To become and remain competitive in today's changing business environment, it is crucial to employ highly skilled and motivated workforce. It is widely accepted and acknowledged the importance of hard skills among potential and existing employees, but it is becoming more and more recognized the importance of soft skills, as they were too often undervalued and there were no training or similar educations for soft skill learning.

The main aim of the SoftSkills4UE project is to identify the key soft skills within the competencies defined in the Europass Tool and then develop a standardized soft skills reference framework, which would be useful as a validation tool for those soft skills competences. It will bring an added value and more credibility to the already widely used Europass and can also be a starting point for a direct improvement of Europass. The impact will be visible for both, job seekers to credibly show their competencies; for employers (employing organizations) simplifying the selecting procedure or helping to more efficiently distribute already employed people to workplaces; for career counsellors to better and easier recognize the competencies thus, making counselling more efficient.

During the project SoftSkills4EU, two surveys were conducted, with the aim to understand and recognise the need for soft skills among job seekers and employers, or human resource departments. Each of the five partners conducted two surveys, including at least 70 participants, with the total of at least 350 respondents for the project.

Based on the survey results, conducted in five partner countries the partnership decided to develop five different modules: social skills, personal skills, organisational skills, cooperation and creativity skills. We have used the already established and EU-recognizable term "soft skills" to name the modules, although the framework covers not only skills but also knowledge and competence according to the The European Qualifications Framework (EQF).

We used already mentioned European Qualifications Framework (EQF) to prepare the project framework and took into account the classification of knowledge, skills and competence on three levels (A, B, C). With the knowledge scale used, we wanted to bring the evaluation system closer to Europass tools.



SOFTSKILLS FRAMEWORK

SPOCC FRAMEWORK

Soft skills that were identified as important and crucial based on the project survey results are: social skills, personal skills, organisational skills, cooperation skills, and creativity skills. The soft skills framework abbreviation is SPOCC Framework.

The framework consists of five content areas, which includes five topics, with the description of each topic, aligned with the appropriate level of knowledge, and the learning outcome for each level. Levels are defined as Sufficient (A), Good (B) and Excellent (C). For each module, participants undertake a questionnaire with 50 questions, with the possibility to gain a soft skills badge for the module - scored as Sufficient, Good or Excellent level. If the participants gain five badges for all five modules, they have the possibility to receive the Full Soft Skills Badge - Sufficient, Good or Excellent level.

Level description:

- **Sufficient (A):** To have sufficient knowledge/skills regarding creative problem solving, analytical thinking, innovativeness, imagination and open minding in working environment. I am not able to use this knowledge/skill to reach/collect sufficient results/resources.
- **Good (B):** To have good knowledge/skills regarding creative problem solving, analytical thinking, innovativeness, imagination and open minding in working environment. I am able to use this knowledge/skill to reach/collect good results/resources.
- **Excellent (C):** To have excellent knowledge regarding creative problem solving, analytical thinking, innovativeness, imagination and open minding in working environment. I am able to use this knowledge/skill to reach/collect excellent results/resources.

SOFT SKILLS FRAMEWORK		
SKILL FIELD	SKILLS	TOPICS OF LEARNING OUTCOMES
SOCIAL SKILLS	Conflict management	<ul style="list-style-type: none"> - Solving conflicts - Analysing conflicts - Predicting conflicts
	Communication skills	<ul style="list-style-type: none"> - Business etiquette - Face-to-face meetings - Web-based communication
	Accountability	<ul style="list-style-type: none"> - Responsibilities and roles in organization - Identification of risks - Creating positive communication atmosphere
	Inter-cultural skills	<ul style="list-style-type: none"> - Social awareness - Fighting prejudices, stereotypes and negative personal believes - Effective communication between members of different cultures

SOFT SKILLS FRAMEWORK		
SKILL FIELD	SKILLS	TOPICS OF LEARNING OUTCOMES
	Public presentation	<ul style="list-style-type: none"> - Self-confidence - Face-to-face rhetoric - Audience engaging web-based presentations
PERSONAL SKILLS	Handling stress	<ul style="list-style-type: none"> - Resilience - Coping with difficult situations - Relaxation techniques in the workplace
	Self-awareness	<ul style="list-style-type: none"> - Personal strengths and weaknesses awareness - Self-concept - Personal limits awareness and changing
	Personal development	<ul style="list-style-type: none"> - Vision of personal development and self-motivation - Self-assessment of skills - Planning and development of new skills
	Self-management	<ul style="list-style-type: none"> - Balance between private and professional life - Management techniques for improving personal effectiveness - Improvement of self-management skills
	Emotional intelligence	<ul style="list-style-type: none"> - Integrity - Self-regulation - Empathy
ORGANISATIONAL SKILLS	Customer Service Orientation	<ul style="list-style-type: none"> - Patience and Attentiveness - Efficiency and positivity - Persuasiveness and perseverance
	Time management	<ul style="list-style-type: none"> - Personal Goal setting - Prioritization - Keeping a To-Do List
	Critical thinking	<ul style="list-style-type: none"> - Analysis - Self-reflection - Logical reasoning
	Strategic Planning	<ul style="list-style-type: none"> - Defining long term goals - Problem-solving and Making decisions - Planning and assigning resources, monitoring
	Leadership	<ul style="list-style-type: none"> - Leadership style and delegation - Responsibility and Risk-taking - Negotiation
COOPERATIVE SKILLS	Teamwork management	<ul style="list-style-type: none"> - Forming high performance teams - Creating an action plan - Monitoring the team



SOFT SKILLS FRAMEWORK		
SKILL FIELD	SKILLS	TOPICS OF LEARNING OUTCOMES
	Team building	<ul style="list-style-type: none"> - Team building importance - Team building techniques - Fostering positive working atmosphere
	Flexibility and adaptability	<ul style="list-style-type: none"> - Adjusting to changes - Respectfulness in teamwork - Reliability in teamwork, support and helping others
	Working styles	<ul style="list-style-type: none"> - Assessment of working styles - Tasks adjustment to working styles - Creating action plan
	Collaboration and networking	<ul style="list-style-type: none"> - Efficient communication with partners - Efficient internal communication - Networking importance in company development
CREATIVE THINKING SKILLS	Innovativeness	<ul style="list-style-type: none"> - Producing new ideas and Brainstorming - Convergent and Divergent Thinking - Phases of creative thinking
	Constant improvement	<ul style="list-style-type: none"> - Importance of quality in creative thinking - Implementing Deming circle (PCDA) at work – action plan - Willingness to gain new skills
	Analytical thinking	<ul style="list-style-type: none"> - Data, information gathering - Analysis of information using critical thinking (different points of view) - use new knowledge (or new ideas) in problem-solving
	Implementing changes	<ul style="list-style-type: none"> - Awareness of importance of implementation changes - Self-initiative - Creative strategies within the process of implementing changes
	Fostering creativity	<ul style="list-style-type: none"> - Using creativity to increase competitiveness - Fostering creativity in teamwork - Fostering creativity in individual work



MODULE 1. SPOCC FRAMEWORK

SOCIAL SKILLS FRAMEWORK

General description of module:

Social skills are the skills we use to communicate and interact with each other, both direct (verbally) and indirect (non-verbally). Some people have better social skills than others and this has led to detailed investigations into the nature and function of interpersonal interaction. Developing social skills is about being aware of how we communicate with others and the messages we send. The communication can be more efficient and effective if the person changes the methods he uses.

This module will present 5 topics of social skills. Specifically, the conflict management, the communication, the inter-cultural skills, presentations and the accountability skills will be presented in detail.

MODULE 1: SOCIAL SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
A: To have sufficient knowledge regarding social skills in the working environment and be able to use this knowledge to reach sufficient results.	1.1. Conflict management	<ul style="list-style-type: none"> ✓ I am able to analyse and understand the key practical and theoretical concepts of managing and resolving conflicts ✓ I am able to identify the types of conflict management styles ✓ I am able to explain the importance of good communication skills; analyse the influence of gender and cultural differences, persuasion, perception and power in conflict resolution am able
	1.2. Communication skills	<ul style="list-style-type: none"> ✓ I am able to communicate effectively orally and in writing ✓ I am able to use social media for communication purposes ✓ I am able to apply effective communication skills in a variety of public and interpersonal settings
	1.3. Accountability	<ul style="list-style-type: none"> ✓ I am able to take ownership of understanding my role, my goals and responsibilities
B: To have good knowledge regarding social skills in the working environment and be able to use this knowledge to reach good results.		

MODULE 1: SOCIAL SKILLS

Main objective of module and levels	Skills	Learning Outcomes
C: To have excellent knowledge regarding social skills in the working environment and be able to use this knowledge to reach excellent results.		<ul style="list-style-type: none"> ✓ I am able to identify risks and do what needs to be done to mitigate or overcome roadblocks before they impact my work ✓ I am able to use this skillset as often as possible so that others learn to expect it from me and trust me to work in this manner no matter whom I am working with
	1.4. Inter-cultural skills	<ul style="list-style-type: none"> ✓ I am able to understand <i>my own cultural background and how that impacts my values, beliefs, and assumptions (self-awareness)</i> ✓ I am able to understand and utilize frameworks that can help make sense of cultural differences and similarities (Awareness of others) ✓ I am able to understand and analyse the process of stereotype formation and the manifestations of prejudice, discrimination, and “-isms,” such as sexism and racism
	1.5. Public presentation	<ul style="list-style-type: none"> ✓ I am able to deal with nerves and think more positively about public speaking ✓ I am able to consider ways of grabbing the listener's attention, holding their interest, and concluding strongly ✓ I am able to deliver an enthusiastic and well-practised presentation

TOPIC 1: CONFLICT 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>
Sufficient (A): Referring to EQF level 3-4	✓ Introduction to conflict and why they need to be addressed.	✓ Logical Thinking Skills	✓ Be able to define conflict ✓ Understand why conflicts require immediate attention.
Good (B) Referring to EQF level 5	✓ Identify the nature of conflict.	✓ Problem Solving Skills ✓ Empathy	✓ Be able to define the reason behind a conflict in the workplace.
Excellent (C) Referring to EQF level 6	✓ Understand the five conflict management styles.	✓ The ability to know when and how to use each style. ✓ Creative Thinking. ✓ Problem Solving Skills.	✓ Be able to use the five conflict management styles to resolve a conflict.

*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: COMMUNICATION SKILLS

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
Sufficient (A): Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <ul style="list-style-type: none"> ✓ Basic Concepts of Communication 	<p><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></p> <ul style="list-style-type: none"> ✓ Logical Thinking Skills 	<p><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></p> <ul style="list-style-type: none"> ✓ Be able to define communication. ✓ Understand what requires for a successful communication. ✓
Good (B) Referring to EQF level 5	<ul style="list-style-type: none"> ✓ How to get the right message across effectively. 	<ul style="list-style-type: none"> ✓ Interpersonal Skills 	<ul style="list-style-type: none"> ✓ Be able to use verbal communication to get the right message across. ✓ Be able to use non-verbal communication to get the right message across. ✓ Be able to use written communication to get the right message across.
Excellent (C) Referring to EQF level 6	<ul style="list-style-type: none"> ✓ Difference between active listening and hearing. 	<ul style="list-style-type: none"> ✓ Interpersonal Skills ✓ Listening Skills ✓ Critical Thinking 	<ul style="list-style-type: none"> ✓ Demonstrate active listening

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

TOPIC 3: INTERCULTURAL SKILLS



Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<p><i>Sufficient (A):</i> Referring to EQF level 3-4</p>	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <ul style="list-style-type: none"> ✓ Understand why intercultural skills needed. ✓ Theory behind culture 	<p><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></p> <ul style="list-style-type: none"> ✓ Logical Thinking ✓ Critical Thinking 	<p><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></p> <ul style="list-style-type: none"> ✓ Be able to understand and explain the concept of culture and how it affects our behaviour.
<p><i>Good (B)</i> Referring to EQF level 5</p>	<ul style="list-style-type: none"> ✓ Cultural Self-awareness 	<ul style="list-style-type: none"> ✓ Self-Reflection ✓ Critical Thinking ✓ 	<ul style="list-style-type: none"> ✓ Be able to examine how your cultural background affects your behaviour.
<p><i>Excellent (C)</i> Referring to EQF level 6</p>	<ul style="list-style-type: none"> ✓ Understand the Ladder of Inference 	<ul style="list-style-type: none"> ✓ Communication Skills ✓ Critical Thinking ✓ The ability to use this tool when required. 	<ul style="list-style-type: none"> ✓ Be able to apply the Ladder of Inference when interacting with people from diverse cultural backgrounds.

*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: PRESENTATION SKILLS

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>
<i>Sufficient (A):</i> Referring to EQF level 3-4	√ Definition of presentation skills and introduction to the phases of presentation.	√ Logical thinking	√ Be able to define what presentation skills are. √ Be able to describe the phases of a presentation.
<i>Good (B)</i> Referring to EQF level 5	√ How to effectively prepare a presentation.	√ Critical Thinking √ Creative Thinking √ Digital Skills	√ √ Be able to prepare and create an effective presentation.
<i>Excellent (C)</i> Referring to EQF level 6	√ How to deliver a great presentation.	√ Interpersonal Skills.	√ Be able to deliver an effective presentation.

**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: ACCOUNTABILITY

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A):</i> Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <p>✓ Definition of accountability and why is important.</p>	<p><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></p> <p>✓ Logical Thinking.</p>	<p><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></p> <p>✓ Be able to define accountability and understand why is important.</p>
<i>Good (B)</i> Referring to EQF level 5	<p>✓ How accountable are you?</p>	<p>✓ Testing your own accountability skills</p> <p>✓ Self-reflection</p> <p>✓ Critical Thinking</p> <p>✓</p>	<p>✓ Understand the differences between individuals with high and low accountability.</p> <p>✓ Be able to reflect on how accountable are you as a person.</p> <p>✓</p>
<i>Excellent (C)</i> Referring to EQF level 6	<p>✓ How to develop high accountability</p>	<p>✓ Willingness to develop and learn</p> <p>✓ Critical Thinking</p>	<p>✓ Be able to use different tips and strategies to develop your accountability.</p>

**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.*

MODULE 2 VAN HET SPOCC FRAMEWORK

PERSOONLIJKE VAARDIGHEDEN

General description of module:

Personal skills are skills which relate to the approach of people's actions and their manner of expressing. They are reflected in the everyday attitudes and behaviours of people, from their behaviour in work or school, to their behaviour in everyday activities.

This module presents 5 topics of personal skills: Handling stress, Self-awareness, Personal development, Self-management and Emotional intelligence.

MODULE 2: PERSONAL SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
<p>A: To have sufficient knowledge regarding personal skills in the working environment and be able to use this knowledge to reach sufficient results.</p>	1.1. Handling stress	<ul style="list-style-type: none"> ✓ I am able to say no to additional responsibilities and identify and limit exposure to factors which induce stress. ✓ I am able to examine and reframe stressful situation and try both to anticipate stressful conflicts and to view problem in a more positive way. ✓ I am able to focus on what I can control and to choose my own reactions to stressful circumstances to grow from these experiences.
	1.2. Self-awareness	<ul style="list-style-type: none"> ✓ I am able to assess my attitude and how it helps or hinders my achievements. ✓ I am able to handle situation, not magnifying positive and minimizing the negative, seeing the reality of a situation. ✓ I am able to evaluate my own definition of success, taking into account my attitude, actions and acknowledgements.
	1.3. Personal development	<ul style="list-style-type: none"> ✓ I am able to review my goals, and make an honest assessment of my progress towards them. ✓ I am able to review what I have learned and to think about what I have done considering also what I have learned about myself,
<p>B: To have good knowledge regarding personal skills in the working environment and be able to use this knowledge to reach good results.</p>		

MODULE 2: PERSONAL SKILLS

Main objective of module and levels	Skills	Learning Outcomes
<p>C: To have excellent knowledge regarding personal skills in the working environment and be able to use this knowledge to reach excellent results.</p>		<p>my priorities and goals.</p> <ul style="list-style-type: none"> ✓ I am able to set personal development strategies based on my own attitude and working preferences.
	<p>1.4. Self-management</p>	<ul style="list-style-type: none"> ✓ I am able to recognize role and responsibilities in the activities in the activities in which I am involved ✓ I am able to track my progresses in relation to my expectations and to ask for help if I need it. ✓ I am able set the priorities and the goals I have to achieve, taking into account my own attitude and working preferences. ✓
	<p>1.5. Emotional intelligence</p>	<ul style="list-style-type: none"> ✓ I am able to identify and understand my own emotion and feelings. ✓ I am able to understand other people are feeling and recognize how I would feel in their shoes. ✓ I am able to interact socially with other people and to successfully navigate social situations.



TOPIC 1: HANDLING STRESS

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>
<i>Sufficient (A):</i> Referring to EQF level 3-4	√ Common factors which induce stress.	√ To identify stressors in everyday life experience	√ To limit exposure to factors which induce stress and to say no to additional responsibilities.
<i>Good (B)</i> Referring to EQF level 5	√ Reframing techniques	√ Anticipating stressful conflict √ Viewing problems in a positive way	√ To examine and reframe stressful situation
<i>Excellent (C)</i> 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

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>
<i>Sufficient (A):</i> 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
<i>Good (B)</i> 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
<i>Excellent (C)</i> 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

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>
<i>Sufficient (A):</i> Referring to EQF level 3-4	✓ Progresses Assessment	✓ Reviewing goals ✓ Analysing progresses	✓ To self-assess progresses towards goals
<i>Good (B)</i> Referring to EQF level 5	✓ Progresses Review	✓ Analysing progresses according to priorities and goals ✓ Reviewing learning path	✓ To review actions according to personal priorities
<i>Excellent (C)</i> Referring to EQF level 6	✓ Personal development strategies	✓ Setting-up personal development strategies	✓ To set up personal development strategies based on attitude and preferences

*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

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>
<i>Sufficient (A):</i> Referring to EQF level 3-4	√ Differences in roles and responsibilities	√ Adaptability to a specific role or responsibility	√ To recognize role and responsibilities in which the person is involved
<i>Good (B)</i> Referring to EQF level 5	√ Progress tracking	√ Analysing Progresses-Expectations balance	√ To track progresses according expectations
<i>Excellent (C)</i> 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

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A):</i> Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <ul style="list-style-type: none"> ✓ Influence of emotions and feelings on actions 	<p><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></p> <ul style="list-style-type: none"> ✓ To identify different emotions and feelings 	<p><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></p> <ul style="list-style-type: none"> ✓ To understand personal emotions and feelings
<i>Good (B)</i> Referring to EQF level 5	<ul style="list-style-type: none"> ✓ Empathy ✓ Human emotional behaviour 	<ul style="list-style-type: none"> ✓ To understand other people emotional status 	<ul style="list-style-type: none"> ✓ To recognize emotions and feelings behind people actions
<i>Excellent (C)</i> Referring to EQF level 6	<ul style="list-style-type: none"> ✓ Social interaction 	<ul style="list-style-type: none"> ✓ To choose the most appropriate approach to social situation 	<ul style="list-style-type: none"> ✓ 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.

MODULE 3. SPOCC FRAMEWORK

ORGANISATIONAL SKILLS FRAMEWORK

General description of module:

This module is aiming at developing general skills that are needed in every commercial and non-commercial organisation. Like investigating what the internal or external customer is expecting and delivering good service to meet those needs, working within limited time scales, prioritizing and concentrating on the task to deliver good results. It is also about finding solutions to problems, planning and delegating more long-term activities, keeping schedules and reporting progress. In general, organisational skills are about quality, effectiveness and efficiency of things you do to achieve something. This module covers the 5 following topics: Customer Service Orientation, Time Management, Critical Thinking, Strategic Planning and Leadership.

MODULE 3: ORGANISATIONAL SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
A: To have sufficient knowledge regarding organisational skills in	1.1.Strategic Planning	<ul style="list-style-type: none"> √ I am able to analyse a problem and identify which actions are needed to achieve a successful solution. √ I am able to analyse what is conditional for successfully executing an action, in terms of needed time, money or other factors √ I am able to determine in which order actions must be conducted and by whom, to achieve a successful end result.

MODULE 3: ORGANISATIONAL SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
<p>the working environment and be able to use this knowledge to reach sufficient results.</p> <p>B: To have good knowledge regarding organisational skills in the working environment and be able to use this knowledge to reach good results.</p> <p>C: To have excellent knowledge regarding organisational skills in the working environment and be able to use this knowledge to</p>	1.2. Leadership	<ul style="list-style-type: none"> ✓ I am able to build relationships, motivate and lead a team and help team members to develop themselves ✓ I am able to manage company politics, calculate and take risks, make decisions, successfully manage change ✓ I am able to take responsibility, to show self-awareness, drive and integrity and I know how to adapt to a changing environment
	1.3. Customer Orientation	<ul style="list-style-type: none"> ✓ I am able to really listen to a customer, understand emotional states they can be in, and stay calm under pressure. ✓ I am able to communicate in a clear, convincing and efficient way and formulate using positive language. ✓ I am able and willing to perform the necessary actions to create customer satisfaction

MODULE 3: ORGANISATIONAL SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
reach excellent results.	1.4. Critical thinking	<ul style="list-style-type: none"> ✓ I am able to deduct, induct or abduct conclusions from one or more premises. ✓ I am able to find and study relevant sources and analyse facts. ✓ I am able to evaluate and reflect on my thinking process.
	1.5. Time management	<ul style="list-style-type: none"> ✓ I am able to set priorities in the activities for which I am responsible. ✓ I am able to control the time I spend on a certain activity. ✓ I am able to reduce the time I need to complete an activity.



TOPIC 1: CUSTOMER SERVICE ORIENTATION

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>
<i>Sufficient (A)</i> Referring to EQF level 3-4	✓ Understand the importance of using positive language; having basic knowledge of customer service orientation	✓ Be able to communicate patiently	✓ Be attentive
<i>Good (B) *</i> Referring to EQF level 5	✓ Understand the factors that create customer satisfaction; having intermediate knowledge of customer service orientation	✓ Be able to really listen to a customer ✓ Be able to stay calm under pressure	✓ Be able to create customer satisfaction
<i>Excellent (C) **</i> Referring to EQF level 6	✓ Understand the factors that are important to convince a customer; having advanced knowledge of customer service orientation	✓ Be able to understand the emotional states a customer is in; being able to communicate in a clear, convincing and efficient way and formulate using positive language	✓ Be able to change customer behaviour

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

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

TOPIC 2: TIME MANAGEMENT

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A)</i> Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <p>√ Knowing the concept of a to-do list is; having basic knowledge of time management</p>	<p><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></p> <p>√ Be able to follow the activities from a to-do list</p>	<p><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></p> <p>√ Be able to report on the activities carried out</p>
<i>Good (B) *</i> Referring to EQF level 5	<p>√ Knowing what elements should be included in a to-do list; having intermediate knowledge of time management</p>	<p>√ Be able to create a to-do list for a particular project</p>	<p>√ Be able to monitor and control the actions and time needed to complete a small project</p>
<i>Excellent (C) **</i> Referring to EQF level 6	<p>√ Having advanced knowledge of different time management techniques</p>	<p>√ Be able to create a to-do list for a complex project</p>	<p>√ Be able to monitor and control the actions and time needed to complete a larger project</p>

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

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

TOPIC 3: CRITICAL THINKING

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A)</i> referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <p>√ Knowing what an informed opinion is; having basic knowledge of the concept of critical thinking</p>	<p><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></p> <p>√ Be able to find and study relevant sources</p>	<p><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></p> <p>√ Be able to form an own opinion based on basic (re)search</p>
<i>Good (B) *</i> referring to EQF level 5	<p>√ Having knowledge of the process of self-reflection; having intermediate knowledge of the concept of critical thinking</p>	<p>√ Be able to explain the Dunning-Kruger effect; being able to analyse facts and draw conclusions</p>	<p>√ Be able to evaluate your thinking process</p>
<i>Excellent (C) **</i> referring to EQF level 6	<p>√ Knowing the difference between deduction, induction or abduction; having advanced knowledge of the concept of critical thinking</p>	<p>√ Be able to draw a causal graph that explains a problem; being able to deduct, induct or abduct</p>	<p>√ Be able to reflect on your thinking process</p>

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

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

TOPIC 4: STRATEGIC PLANNING

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>
<i>Sufficient (A)</i> Referring to EQF level 3-4	√ Having basic knowledge of the process of strategic planning	√ Having the ability to analyze a smaller problem and identify which actions are needed on a short term	√ Be able to define personal goals
<i>Good (B) *</i> Referring to EQF level 5	√ Having intermediate knowledge of the process of strategic planning	√ Having the ability to analyze a problem and identify which actions, time and money is needed to achieve a successful solution for the intermediate term	√ Be able to define goals for a project or a department
<i>Excellent (C) **</i> Referring to EQF level 6	√ Having advanced knowledge of the different techniques for strategic planning	√ Having the ability to design complex and long-term plans	√ Be able to define long term goals for a larger project or a whole organisation

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

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

TOPIC 5: LEADERSHIP

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>
<i>Sufficient (A)</i> Referring to EQF level 3-4	✓ Having basic knowledge of the concept of leadership	✓ Recognising different leadership styles	✓ Having the ability to take responsibility, to show self-awareness, drive and integrity and I know how to adapt to a changing environment
<i>Good (B) *</i> Referring to EQF level 5	✓ Knowing the concept of risk analysis; having intermediate knowledge of the concept of leadership in general	✓ Choosing a leadership style that suits the occasion, evaluating risks	✓ Having the ability to build relationships, motivate and lead a team and help team members to develop themselves
<i>Excellent (C) **</i> Referring to EQF level 6	✓ Knowing different negotiation strategies; having advanced knowledge of the concept of leadership	✓ Switching leadership styles whenever needed, managing risks and being able to negotiate on an Excellent level	✓ Having the ability to manage company politics, calculate and take risks, make decisions, successfully manage change

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

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

MODULE 4. SPOCC FRAMEWORK

COOPERATIVE SKILLS FRAMEWORK

General description of module:

Cooperative skills have impact on interpersonal relations and ensure successful communication. Teamwork skills are very important because within work we face tasks that dependent on a group of people rather than individuals. Because people are different, we have to take into account different work styles and be flexible and adaptable. Contacts with external partners are very important for the development of companies, thus we highlighted networking skills in this module.

This module presents 5 topics of cooperative skills: Teamwork management, Team building, Flexibility and adaptability, Working styles, Collaboration and networking.

MODULE 4: COOPERATION SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
A: To have sufficient knowledge regarding teamwork management and teamwork improvement in working environment and be able to use this knowledge to reach sufficient results.	1.1. Teamwork management	<ul style="list-style-type: none"> ✓ I am able creating working teams based on skills of each member ✓ I am able delegate tasks between of team members adequate to their competences and ✓ I am able to create and monitor action plan for implementation of tasks within the team
	1.2. Team building	<ul style="list-style-type: none"> ✓ I am aware of team building importance ✓ I am able to use adequate team building techniques ✓ I am able to foster positive working atmosphere (trust building)
B: To have good knowledge regarding teamwork management and teamwork improvement in working environment and be able to	1.3. Flexibility and adaptability	<ul style="list-style-type: none"> ✓ I am able to work with members of team in respectful way ✓ I am able to encourage support and helping others within the team thus ensuring reliability in teamwork ✓ I am able to adjusting to changes and to foster importance of adjusting to the changes within members of team

MODULE 4: COOPERATION SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
<p>use this knowledge to reach good results.</p> <p>C: To have excellent knowledge regarding teamwork management and teamwork improvement in working environment and be able to use this knowledge to reach excellent results.</p>	1.4. Working styles	<ul style="list-style-type: none"> ✓ I am aware of my own working style ✓ I am able to assess working styles of members of team ✓ I am able to adjust tasks to working styles
	1.5. Collaboration and networking	<ul style="list-style-type: none"> ✓ I am aware of importance of networking for company development I am able to efficiently communicate with partners ✓ I am able to efficiently communicate within company (internal communication) I am able



Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A):</i> Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <ul style="list-style-type: none"> ✓ Key components of effective feedback. ✓ Importance of teamwork. 	<p><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></p> <ul style="list-style-type: none"> ✓ Identifying the common and needed skills in the working team. 	<p><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></p> <ul style="list-style-type: none"> ✓ Giving effective feedback.
<i>Good (B)</i> 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. ✓
<i>Excellent (C)</i> 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.*



Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p>	<p><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></p>	<p><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></p>
<p>Sufficient (A): Referring to EQF level 3-4</p>	<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.
<p>Good (B) Referring to EQF level 5</p>	<ul style="list-style-type: none"> ✓ Perfect team features. 	<ul style="list-style-type: none"> ✓ Listening to new ideas. ✓ Creating positive messaging. 	<ul style="list-style-type: none"> ✓ Actively building trust in the team using 7 different methods.
<p>Excellent (C) Referring to EQF level 6</p>	<ul style="list-style-type: none"> ✓ Common mistakes in communication within the working team. 	<ul style="list-style-type: none"> ✓ Using rules of good communication. ✓ Presenting a study case on good communication. 	<ul style="list-style-type: none"> ✓ Leading team building activities in 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.*

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	<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>	<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>
Sufficient (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.
Good (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.
Excellent (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.

*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.



Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A):</i> Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <p>✓ Working style definition and importance in the work environment.</p>	<p><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></p> <p>✓ Taking advantage of the strengths of each working style.</p>	<p><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></p> <p>✓ Recognising your own working style.</p>
<i>Good (B)</i> Referring to EQF level 5	<p>✓ Working style types and characteristics.</p>	<p>✓ Handling different working styles among employees.</p>	<p>✓ Creating an action plan.</p>
<i>Excellent (C)</i> Referring to EQF level 6	<p>✓ Value of diversity of working styles.</p>	<p>✓ Balancing teamwork taking into account different working styles.</p>	<p>✓ Adjusting tasks based on working styles. ✓ Assessing working styles.</p>

*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.

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
<i>Sufficient (A):</i> Referring to EQF level 3-4	<p><i>In the context of EQF, knowledge is described as theoretical and/or factual.</i></p> <ul style="list-style-type: none"> √ Importance of collaboration and networking. 	<p><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></p> <ul style="list-style-type: none"> √ Identifying the right partners for the company. 	<p><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></p> <ul style="list-style-type: none"> √ Improving internal communication in the company.
<i>Good (B)</i> Referring to EQF level 5	<ul style="list-style-type: none"> √ Networking importance in company development. √ Elements of a communication strategy plan. 	<ul style="list-style-type: none"> √ Testing your own networking skills. 	<ul style="list-style-type: none"> √ Effective communication with business partners.
<i>Excellent (C)</i> Referring to EQF level 6	<ul style="list-style-type: none"> √ Interest and power stakeholder`s matrix. 	<ul style="list-style-type: none"> √ Securing and strengthening relationships with business partners. 	<ul style="list-style-type: none"> √ 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.



MODULE 5. SPOCC FRAMEWORK

CREATIVE THINKING SKILLS FRAMEWORK

General description of module:

Creativity simply means being able to come up with something new. Therefore, creative thinking is the ability to consider something – a conflict between employees, a data set, a group project – in a new way. It is the very definition of “thinking outside the box.” Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious.

Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes unorthodox, perspective to their work. This way of thinking can help departments and organizations move in more productive directions. For these reasons, they are extremely valuable to a company.

You can develop creative thinking by solving riddles, being aware of (and letting go of) your assumptions, and through play. Play connotes anything unstructured and relaxing such as daydreaming.

MODULE 5: CREATIVE THINKING SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
A: To have sufficient knowledge/skills regarding creative problem solving, analytical thinking, innovativeness, imagination and open mindedness in working environment. I am not able to use this knowledge/skill to reach/collect sufficient results/resources.	1.1 Innovativeness	<ul style="list-style-type: none"> ✓ I am always having a goal in mind, I can imagine what success looks like at the end, and I have willingness to consider all changes. ✓ I am constantly looking for better methods and options in order to achieve the goal, I am able to make action plans, I am getting things done in time. ✓ I am able to identify opportunities by understanding trends, patterns and future areas of growth and cultivate the mind set of curiosity or a compelling desire to learn or experience something new.
	1.2. Constant improvement	<ul style="list-style-type: none"> ✓ I am able to adapt to new environment, and am focused on goal, and changing work place is not strange thing.



MODULE 5: CREATIVE THINKING SKILLS		
Main objective of module and levels	Skills	Learning Outcomes
<p>B: To have good knowledge/skills regarding creative problem solving, analytical thinking, innovativeness, imagination and open minding in working environment. I am able to use this knowledge/skill to reach/collect good results/resources</p>		<ul style="list-style-type: none"> ✓ I am able to implement Deming circle (PCDA) at work – and accept all changes in action plan. ✓ I have willingness to gain new skills every day at the work place and in private life.
	1.3. Analytical thinking	<ul style="list-style-type: none"> ✓ I have ability to collect and analyse information, problem-solve and make decisions, quickly and effectively. ✓ I am able to gathering relevant information and identifying key issues related to this information. ✓ I am able to compare sets of data from different sources, identify possible cause and effect patterns, and draw appropriate conclusions from these datasets in order to arrive at appropriate solutions.
	1.4. Implementing changes	<ul style="list-style-type: none"> ✓ I am aware of importance of implementation changes that happens in work environment. ✓ I am Self-initiative, I am able to produce new ideas, and I able to express my own opinion. ✓ I am able to create strategies within the process of implementing changes.
<p>C: To have excellent knowledge regarding creative problem solving, analytical thinking, innovativeness, imagination and open minding in working environment. I am able to use this knowledge/skill to reach/collect excellent results/resources.</p>	1.5. Fostering creativity	<ul style="list-style-type: none"> ✓ I am able to use may creativity to increase competitiveness. ✓ I am able to foster creativity in teamwork. ✓ I am able to foster creativity in individual work.



TOPIC 1: INNOVATIVENESS

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
Sufficient (A): Referring to EQF level 3-4	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i> ✓ Acquisition of the key components of innovation activities. ✓ Importance of innovation.	<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> ✓ Identifying the common and needed skills for innovation and innovation activities.	<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> ✓ Giving effective feedback about new and improved ways of working and thinking.
Good (B) Referring to EQF level 5	✓ Application of innovation activities and techniques. ✓ Innovation planning.	✓ Task assignment to workers based on their skills and on planned activities.	✓ Active use of innovation activities and techniques. ✓ Monitoring (planned) work of the team.
Excellent (C) Referring to EQF level 6	✓ Conduct and deliver effective innovation activities and to generate new ones.	✓ Ability to create innovation and to generate quality workers and teams. ✓ Evaluating basic innovation skills among workers.	✓ Assessing team roles based on planned innovation and idea generation. ✓ Creating and conducting an strategic innovation 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: CONSTANT IMPROVEMENT

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
Sufficient (A): Referring to EQF level 3-4	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i> ✓ Definition of work improvement. ✓ Importance of constant improvement in business.	<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> ✓ Encourage the improvement techniques among the team.	<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> ✓ Active use of improvement techniques.
Good (B) Referring to EQF level 5	✓ Improvement techniques. ✓ Constant improvement.	✓ Listening the new improvement ideas. ✓ Self improvement.	✓ Actively building improvement among the team.
Excellent (C) Referring to EQF level 6	✓ Application of improvement techniques. ✓ Constant seek for knowledge.	✓ Improving skills and techniques among the team. ✓ Presenting a study case on constant improvement.	✓ Leading and implementing constant improvement and innovations in 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.

TOPIC 3: ANALYTICAL THINKING

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
Sufficient (A): Referring to EQF level 3-4	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i> ✓ Definition of analytical thinking. ✓ Elements of analytical thinking.	<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> ✓ Recognising features of a flexible person. ✓ Improving personal reliability qualities.	<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> ✓ Making flexibility visible with the use of different techniques.
Good (B) Referring to EQF level 5	✓ Importance of analytical thinking in company. ✓ Phases of analytical thinking.	✓ Encouraging analytical thinking among workers. ✓ Using analytical techniques in the working environment.	✓ Creating a mind opened and positively critical team.
Excellent (C) Referring to EQF level 6	✓ Importance and definition of analytical thinking implementation.	✓ Overcoming obstacles thought analytical way of reasoning.	✓ Fostering analytical thinking and implementing it in the team.

*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: IMPLEMENTING CHANGES

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>
Sufficient (A): Referring to EQF level 3-4	√ Definition of change and it's implementation.	√ To be able to understand and accept change.	√ Recognising positive and negative change elements.
Good (B) Referring to EQF level 5	√ Definition of change management.	√ Handling different working change situations among employees.	√ Creating an change/crisis plan.
Excellent (C) Referring to EQF level 6	√ Implementing answers to changes. √ Implementing change.	√ Improving working atmosphere and capabilities during changes and when different situations occur.	√ Capability of handling and reacting to change √ Implementing needed changes in the working environment without resistance.

**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: FOSTERING CREATIVITY

Level	KNOWLEDGE	SKILLS	COMPETENCE (RESPONSIBILITY AND AUTONOMY)
Sufficient (A): Referring to EQF level 3-4	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i> ✓ Importance of creativity and idea generation.	<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> ✓ Generating new or improved ideas/ways of working.	<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> ✓ Improving creativity and working atmosphere in the company.
Good (B) Referring to EQF level 5	✓ Definition of creativity . ✓ Fostering creativity.	✓ Developing new creativity skills.	✓ Effective and creative ideas among the team.
Excellent (C) Referring to EQF level 6	✓ Implementation of creativity activities.	✓ Improving and helping creativity among the team and partners.	✓ Developing a creativity plan for weekly or monthly creativity improvement.

*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.

CONCLUSION

Soft skills are defined as personal attributes, traits, social cues, and specific communication abilities needed for business success. Soft skills often characterize how a person interacts in his or her relationships with others, especially in the working environment.

Unlike hard skills that are learned, soft skills are similar to emotions or insights that allow people to “read” others. These are much harder to learn, at least in a traditional classroom. They are also much harder to measure and evaluate. Soft skills are sometimes referred to as transferable skills or professional skills. As this term implies, these are skills that are less specialised, less rooted in specific vocations, and more aligned with the general disposition and personality of a candidate.

After the SoftSkills4EU project surveys, conducted in five countries, Slovenia, Italy, The Netherlands, Cyprus and Croatia, few main soft skills modules were deducted and identified: social skills, personal skills, organisational skills, cooperation and creativity skills. Each of the identified soft skills modules consist of five topics, which were deducted after analysing the survey answers for all included countries. Based on the survey answers, soft skills topics and afterword main modules were identified, brainstormed and included in the final soft skills framework - SPOCC. The soft skill framework should be useful for future soft skills trainings, guidelines and possible pre employment testing.

