ReTraVaSSEV
Training Soft Skills Trainers

ReTraVaSSEV

Recognition, Training and
Validation of Soft Skills for
Employability of Vulnerable Groups

VALIDATION TOOLS

Partners:

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Instituto para a Qualificação Professional, IP-RAM, Funchal, Madeira, Portugal

Zetva na znaenje, Prilep, North-Macedonia

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DOREA Educational Institute, Limassol, Cyprus[1]

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[1] Initially the Scottish Wider Access Programme (SWAP) was a partner in this project, but it has been declared "invalid" by the NA of the UK and was replaced by partner from Cyprus DOREA.

Table of Contents

INTRODUCTION

Today we are witnessing fast changes, what is true today may not be true tomorrow and the world we know today will certainly be very different in the future. One of the post-modern concepts in education is lifelong learning.

In a dynamic and constantly changing society, education systems must take lifelong learning in a multidisciplinary perspective that facilitates diversity and adaptability to the various educational paths of citizens and simultaneously equips individuals with competences adapted to the needs of the specialized world we live in.

Lifelong learning is not limited to only economic aspects. It facilitates the enhancement of individuals' personal goals by promoting inclusiveness to citizenship and tolerance. It is thus important to create a system that values and recognizes formal, non-formal and informal learning by rewarding the continuous learning and built-in knowledge of accomplished experiences.

Today, in education, we talk a lot about skills and about working for skills. But we must not forget that competences are acquired in different contexts of life (formal, informal and non-formal). In a modern society, it becomes imperative to recognize those competences that, as a rule, are not recognized by any educational system. Making visible non-formal and informal learning is a way to motivate and stimulate those who belong to vulnerable groups.

The most disfavoured adults live, in general, situations that make them walk through visible cycles of social reproduction. They have a low self-esteem and weak belief on their abilities which lead them not to take advantage of the existing training opportunities and / or which are often forbidden to them. The validation of competences is thus an instrument that can and should be used by governments in order to provide the recognition of learning by attributing value in the form of recognition by a certificate.

The UNESCO guidelines for validation define Validation as a confirmation by an approved body, that learning outcomes or competences acquired by an individual have been assessed against reference points or standards through pre-defined assessment methodologies[2].

Validation is not a simple process, and it easily faces several obstacles and requirements. Validation should not be regarded as "the greatest solution" to sub certification problems, nor should it be overlooked or secondarily simplified. The first step is to recognize that all adults undergo lifelong

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[2] Nico B., Nico L., Fereira F.R.,"As Novas Núpcias da Qualificação no Alentejo", Accessed July 2019, https://dspace.uevora.pt/rdpc/bitstream/10174/2853/1/BN.C.47a.pdf

learning processes, that we are constantly in learning processes and that we cannot separate knowledge in several disciplines or areas.[3]

VALIDATION TOOLS

The validation of competences implies the inclusion in the Portfolio of each candidate the activities that can lead to the achievement of the validation. These activities should be anchored in the candidate's experiential itinerary and deservedly envisaged in the light of their future projects.[4]

In the preparation phase for the validation, the candidate carries out the self-evaluation of the portfolio, with the support of the technical-pedagogical team. The trainer also validates the process and achievements of the learners.

During the project, project partners decided to create and use several tools that will allow us to evaluate the whole learning process of soft skills:

In this booklet you can find all the forms created during Erasmus+ KA2 " project and used to validate the learning process of 6 soft skills:

1. **Evaluation forms for trainers**

Trainers will evaluate the learners training process and outcomes of it using the evaluation form (Form 1.) The evaluation form consists of 4 main and 4 optional sections. Each section has 2-3 statements/questions. The questions are evaluated using the scale from 1 and 5 and then medium is calculate for each section and written in the portfolio. The trainer's assessment is conducted by the trainer. *The form is different for each tool used.*

2. **Self-assessment forms for learners**

Learners will also have an opportunity to evaluate themselves and their learning process by filling the self-evaluation form (Form 2). The evaluation form has the same sections and statements/questions as the trainer's form. The questions are evaluated using the scale from 1 and 5 and then medium is calculate for each section and written in the portfolio. This gives us the overview of how the trainer and learner evaluate the same learning process from 2 different perspectives.

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[3] Unesco Guidelines, "The recognition, validation and accreditation of the outcomes of non-formal and informal learning", last modified 2012, https://unesdoc.unesco.org/ark:/48223/pf0000216360

[4] Nico B., Nico L., Fereira F.R.,"As Novas Núpcias da Qualificação no Alentejo", Accessed July 2019, https://dspace.uevora.pt/rdpc/bitstream/10174/2853/1/BN.C.47a.pdf

Self-assessment is conducted by each learner individually. Trainer should explain the learners how to fill in self-assessment form as well as clarify statements/questions/concepts if needed. *The form is different for each tool used.*

3. Evaluation form for the lessons/tools

This form was designed to evaluate the workshop/lesson quality allowing trainers to improve professionally and adapt the workshop to the specific learners needs in the future (Form 3). *The form is the same for each workshop delivered/tool used.*

4. Portfolio

The portfolio is one of the main document learners will receive after the workshops (Form 4). The document will be used by trainers – to advice the learners about the future steps for improvement in some specific areas, if needed, as well suggestions for future career development (career counselling), considering the skills they possess and areas they are "'good at" and are interested in. The learners will be able to use portfolio as annex together with the CV while looking for employment.

The portfolio is filled both by the trainer and the learner. *The portfolio structure is the same for each tool used. If the person has attended the workshops that presented more than one tool – each tool should be described in portfolio separately (copy/paste relevant tables).*

5. Certificate of attendance

The certificate of attendance will specify the training course/workshop learner took part in and include – hours of training, location, date and issuing organisation (Form 5). *The certificate's structure is the same for each tool used.*

The forms can also be easily adapted and used to validate other soft skills.

In order to bring validation as close as possible to the standards of UNESCO guidelines for validation, project partners decided to integrate **elements of complexity** that will help the candidates and the mediators / trainers in the process of validation of competences.

These elements of complexity are the following:

Type I - Identification;

Type II - Comprehension;

Type III - Intervention,

The validation should be always based on the criteria of evidence of each module of the 6 soft skills using the elements of complexity. It is important to conduct the process in a way to avoid incurring normative judgments. In a markedly inter-subjective context, the aim of this exercise will bring new perspectives into light through the resonance that the knowledge of his/her portfolio provides. At the end of the validation preparation phase, the candidate should re-examine his personal, professional and educational projects.

The validation of soft skills must comply stricter formalization and objectification criteria that, without jeopardizing the individual's development, gives a broad social legitimacy. In this case, it is the validation of competences system that, being an original and innovative process, will not fail to seek the necessary recognition and acceptance of a wide range of social actors and institutions, without them it will lack credibility and thus social utility.[5]

The evaluation should take into consideration a credit system as a key reference by which the candidate and the trainers can be guided throughout the preparation process of the Portfolio and, on the other hand, validation support themselves for their decision-making. This means that, for the purposes of obtaining a diploma/ certificate, trainers must ensure that the candidate completes a number of credits by rebuilding (and explaining) his / her own competences.

In recent years, the credit system has been adopted by more and more European training systems - as a key element in the European reform of higher education launched by the Bologna Treaty - and has advantages for the recognition of workers' qualifications at international level, and thus for their mobility and employability. On the other hand, it also provides employers with an important standard measure in the recruitment, management and skills assessment processes.

In addition, the credit system relies on the autonomy and qualification of trainees, in the sense that it recognizes different ways in which individuals can obtain and validate their competences. As in the case of the European Credit Transfer System (ECTS) implemented in higher education across Europe, each credit to be obtained by training corresponds to a

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[5] Marques F., "Reconhecimento e validação de competências", Accessed July 2019, http://www.cnedu.pt/content/antigo/files/pub/AprendizagemVida/9-ReconhecimentoValidacaoCompetencias.pdf

workload of 25 to 30 hours depending on the country, which may include interview / meeting periods, self- learning, formal training, portfolio development, etc.[6]

The booklet is available in English, Dutch, Greek, Macedonian, Portuguese and Swedish languages

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[6] European Commision, "European Credit Transfer and Accumulation System (ECTS)", Accessed July 2019, https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

ReTraVaSSEV
Training Soft Skills Trainers

1.CUSTOMER SERVICE

Tool 1 - Face to Face Communication

Tool 2 - Dealing with customers on the phone

Tool 3 – Handling complaints and solving problems

CUSTOMER SERVICE: FACE TO FACE COMMUNICATION

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
T FACE TO FACE COMMUNICATION	**AWARENESS**	
	The learner understands the definitions of customer service	1 2 3 4 5
	The learner understands the body language tips	1 2 3 4 5
	The learner comprehends the "do's" and "don'ts" of face to face communication	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can define customer service	1 2 3 4 5
	The learner understands body language tips	1 2 3 4 5
	The learner knows how to use useful phrases for customer service	1 2 3 4 5
	PARTICIPATION	
	The learner interacts in different role plays, putting into practice the skills acquired regarding face to face communication	1 2 3 4 5
	The learner resolves simple exercises related to face to face communication	1 2 3 4 5
	The leaner actively participates in all activities	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner is attentive and proactive during his/her learning process	1 2 3 4 5
	The learner shows initiative to engage in all the activities	1 2 3 4 5
	The learner is able to share his/ her own personal experiences to improve the activities	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	The learner demonstrates the capacity to work with others	1 2 3 4 5
	The learner shares ideas and experiences with the team	1 2 3 4 5
	DECISION MAKING SKILLS*	
	The learner shows initiative when a decision is needed	1 2 3 4 5
	The learner is able to solve problems	1 2 3 4 5

CREATIVITY*	
The learner demonstrates ingenuity through all the activities	1 2 3 4 5
The learner shares creative inputs	1 2 3 4 5

Optional sections

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

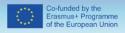| EVALUATION CRITERIA	EVALUATION
AWARENESS	
I understand the definition of customer service	1 2 3 4 5
I understand the body language tips	1 2 3 4 5
I comprehend the "do's" and "don'ts" of face to face communication	1 2 3 4 5
ABILITY TO USE KNOWLEDGE IN PRACTISE	
I can define customer service	1 2 3 4 5
I understand the body language tips	1 2 3 4 5
I know how to use useful phrases for customer service	1 2 3 4 5
PARTICIPATION	
I interact in different role plays, putting into practice the skills acquired regarding face to face communication	1 2 3 4 5
I resolve simple exercises related to face to face communication	1 2 3 4 5
I actively participate in all activities	1 2 3 4 5
DEDICATION/INNITIATIVE	
I am attentive and proactive during my learning process	1 2 3 4 5
I show initiative to engage in all the activities	1 2 3 4 5
I can share my personal experiences to improve the activities	1 2 3 4 5
ABILITY TO WORK AS A TEAM MEMBER*	
I demonstrate capacity to work with others	1 2 3 4 5
I share ideas and experiences with the team	1 2 3 4 5
DECISION MAKING SKILLS*	
I show initiative when a decision is needed	1 2 3 4 5
I am able to solve problems	1 2 3 4 5
CREATIVITY*	
I demonstrate ingenuity through all the activities	1 2 3 4 5
I share creative inputs	1 2 3 4 5

(Left vertical label: FACE TO FACE COMMUNICATION)

* Optional sections

CUSTOMER SERVICE: DEALING WITH CUSTOMERS ON THE PHONE

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

<table>
<tr><td rowspan="22">DEALING WITH CUSTOMERS ON THE PHONE</td><td colspan="2">EVALUATION CRITERIA</td><td>EVALUATION</td></tr>
<tr><td colspan="2">AWARENESS</td><td></td></tr>
<tr><td colspan="2">The learner understands the importance of proper customer service when answering a phone call</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner knows the correct phrases when dealing with a customer on the phone</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner knows how to make arrangements</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO USE KNOWLEDGE IN PRACTISE</td><td></td></tr>
<tr><td colspan="2">The learner knows how to fill out a form when receiving a phone call</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner uses the correct phrases when dealing with a customer on the phone</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner is able to make arrangements with customers</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">PARTICIPATION</td><td></td></tr>
<tr><td colspan="2">The learner actively participates in all activities</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner engages actively with the other learners</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner helps other learners to understand the concepts, instructions, etc.</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">DEDICATION/INNITIATIVE</td><td></td></tr>
<tr><td colspan="2">The learner is attentive and proactive during his/ her learning process</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner shows initiative to engage in all the activities</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner is able to share his/ her own personal experiences to improve the activities</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO WORK AS A TEAM MEMBER*</td><td></td></tr>
<tr><td colspan="2">The learner demonstrates capacity to work with others</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner shares ideas and experiences with the team</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">DECISION MAKING SKILLS*</td><td></td></tr>
<tr><td colspan="2">The learner shows initiative when a decision is needed</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner is able to solve problems</td><td>1 2 3 4 5</td></tr>
</table>

CREATIVITY*	
The learner demonstrates ingenuity through all the activities	1 2 3 4 5
The learner shares creative inputs	1 2 3 4 5

Optional sections

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
DEALING WITH CUSTOMERS ON THE PHONE	**AWARENESS**	
	I understand the importance of proper customer service when answering a phone call	1 2 3 4 5
	I know the correct phrases when dealing with a customer on the phone	1 2 3 4 5
	I know how to make arrangements	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I know how to fill out a form when receiving a phone call	1 2 3 4 5
	I use the correct phrases when dealing with a customer on the phone	1 2 3 4 5
	I am able to make arrangements with customers	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all activities	1 2 3 4 5
	I actively engage with other learners	1 2 3 4 5
	I help other learners to understand the concepts, instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I am attentive and proactive during my learning process	1 2 3 4 5
	I show initiative to engage in all the activities	1 2 3 4 5
	I am able to share my personal experiences to improve the activities	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I demonstrate capacity to work with others	1 2 3 4 5
	I share ideas and experiences with the team	1 2 3 4 5
	DECISION MAKING SKILLS*	
	I show initiative when a decision is needed	1 2 3 4 5
	I am able to solve problems	1 2 3 4 5
	CREATIVITY*	
	I demonstrate ingenuity through all the activities	1 2 3 4 5
	I share creative inputs	1 2 3 4 5

* Optional sections

CUSTOMER SERVICE: HANDLING COMPLAINTS AND SOLVING PROBLEMS

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
HANDLING COMPLAINTS AND SOLVING PROBLEMS	**AWARENESS**	
	The learner can give a proper response when dealing with problems and complaints	1 2 3 4 5
	The learner understands the "5 C's" of customer service	1 2 3 4 5
	The learner has the tools to deal and solve problems and complaints	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner understands the LAST method	1 2 3 4 5
	The learner knows how to use useful phrases for customer service	1 2 3 4 5
	The learner knows how to write an apology letter/ email	1 2 3 4 5
	PARTICIPATION	
	The learner actively participates in all activities	1 2 3 4 5
	The learner engages actively with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner is attentive and proactive during his/ her learning process	1 2 3 4 5
	The learner shows initiative to engage in all the activities	1 2 3 4 5
	The learner is able to share his/ her own personal experiences to improve the activities	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	The learner demonstrates capacity to work with others	1 2 3 4 5
	The learner shares ideas and experiences with the team	1 2 3 4 5
	DECISION MAKING SKILLS*	
	The learner shows initiative when a decision is needed	1 2 3 4 5
	The learner is able to solve problems	1 2 3 4 5

CREATIVITY*	
The learner demonstrates ingenuity through all the activities	1 2 3 4 5
The learner shares creative inputs	1 2 3 4 5

Optional sections

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
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5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
HANDLING COMPLAINTS AND SOLVING PROBLEMS	**AWARENESS**	
	I can give a proper response when dealing with problems and complaints	1 2 3 4 5
	I understand the "5 C's" of customer service	1 2 3 4 5
	I have the tools to deal and solve problems and complaints	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I understand the LAST method	1 2 3 4 5
	I know how to use useful phrases for customer service	1 2 3 4 5
	I know how to write an apology letter/ email	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all activities	1 2 3 4 5
	I actively engage with other learners	1 2 3 4 5
	I help other learners to understand the concepts, instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I am attentive and proactive during my learning process	1 2 3 4 5
	I show initiative to engage in all the activities	1 2 3 4 5
	I am able to share my personal experiences to improve the activities	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I demonstrate capacity to work with others	1 2 3 4 5
	I share ideas and experiences with the team	1 2 3 4 5
	DECISION MAKING SKILLS*	
	I show initiative when a decision is needed	1 2 3 4 5
	I am able to solve problems	1 2 3 4 5
	CREATIVITY*	
	I demonstrate ingenuity through all the activities	1 2 3 4 5
	I share creative inputs	1 2 3 4 5

* Optional sections

2. INTERCULTURAL COMMUNICATION

Tool 1 – The spider in the web

Tool 2 – Role play

Tool 3 – The pitch

Co-funded by the
Erasmus+ Programme
of the European Union

ReTraVaSSEV
Training Soft Skills Trainers

INTERCULTURAL COMMUNICATION: THE SPIDER IN THE WEB
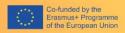
FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

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2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
THE SPIDER IN THE WEB	**AWARENESS**	
	The learner understands the concept of 'the spider in the web'	1 2 3 4 5
	The learner is aware of his/her own network (people, institutions, companies, etc.)	1 2 3 4 5
	The learner is aware of his/her own central role in his web/network	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner understands how his/her network affects him	1 2 3 4 5
	The learner knows that he/she can change and control his/her network	1 2 3 4 5
	The learner knows how his/her network can help him/her achieve goal(s)	1 2 3 4 5
	PARTICIPATION	
	The learner participates actively in 'the spider in the web' exercise	1 2 3 4 5
	The learner engage with the other learners	1 2 3 4 5
	The learner helps other learners to understand (the instructions of) 'the spider in the web' exercise	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner knows what steps to take in order to use his/her network	1 2 3 4 5
	The learner knows who or what he/she needs to take these steps	1 2 3 4 5
	The learner is enthusiastic about taking these steps	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner has the ability to work individually (during the first assignment)	1 2 3 4 5

ABILITY TO WORK AS A TEAM MEMBER*	
The learner has the ability to work as a team member (during the second assignment)	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner is aware that changing his/her network has certain consequences	1 2 3 4 5
The learner can assess the consequences of making changes in his/her network	1 2 3 4 5
The learner considers how he/she can use contacts in his/her network that support him/her in achieving his/her goals	1 2 3 4 5
CREATIVITY*	
The learner shows creativity in the first assignment	1 2 3 4 5
The learner shows creativity in the second assignment	1 2 3 4 5

Optional sections

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
THE SPIDER IN THE WEB	**AWARENESS**	
	I understand the concept of 'the spider in the web'	1 2 3 4 5
	I am aware that I have a network (people, institutions, companies, etc.)	1 2 3 4 5
	I am aware of my central role in my web/network	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I understand how my network affects me	1 2 3 4 5
	I know I can change and control my network	1 2 3 4 5
	I know that my network can help me to achieve my goal(s)	1 2 3 4 5
	PARTICIPATION	
	I participate actively in 'the spider in the web'	1 2 3 4 5
	I engage with the other learners	1 2 3 4 5
	I help other learners to understand (the instructions of) 'the spider in the web'	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I know what steps to take in order to use and activate my network	1 2 3 4 5
	I know who or what I need to take these steps	1 2 3 4 5
	I am excited to take these steps	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can work individually during the first assignment	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I can work as a team member on the second assignment	1 2 3 4 5
	DECISION MAKING SKILLS*	
	I am aware that changing my network has certain consequences	1 2 3 4 5
	I can assess the consequences of making changes in my network	1 2 3 4 5
	I consider how I can use contacts in my network that support me in achieving my goals	1 2 3 4 5

CREATIVITY*	
I show my creativity in the first assignment	1 2 3 4 5
I show my creativity in the second assignment	1 2 3 4 5

Optional sections

INTERCULTURAL COMMUNICATION: ROLE PLAY

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
R O L E P L A Y	**AWARENESS**	
	The learner understands the concept of role-playing	1 2 3 4 5
	The learner is aware of his/her own role in the situation(s)	1 2 3 4 5
	The learner is aware of the other(s) in the situation(s)	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner recognises that his/her action has triggered a reaction from another person	1 2 3 4 5
	The learner knows that each action gives a different reaction	1 2 3 4 5
	The learner knows that he/she can influence the situation by what he/she says or does	1 2 3 4 5
	PARTICIPATION	
	The learner participates actively in 'the role-play'	1 2 3 4 5
	The learner is actively involved in the role-plays of the other learners	1 2 3 4 5
	The learner helps other learners to play their role	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner is not afraid to face a difficult situation	1 2 3 4 5
	The learner knows how to react in difficult situation in order to achieve his/her goal(s) in a difficult situation	1 2 3 4 5
	The learner has confidence in being able to respond to difficult situations	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner is able to reflect as an individual on the role-play with audience	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	The learner is able to reflect within the group on the role-play with audience	1 2 3 4 5

DECISION MAKING SKILLS*	
The learner is able to play his/her role convincingly	1 2 3 4 5
The learner is able to find a solution to the problem	1 2 3 4 5
CREATIVITY*	
The learner is able to make himself/herself understood in spoken language	1 2 3 4 5
The learner uses body language	1 2 3 4 5

Optional sections

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

<table>
<tr><td rowspan="22">ROLE PLAY</td><td colspan="1" align="center">EVALUATION CRITERIA</td><td align="center">EVALUATION</td></tr>
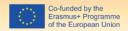<tr><td colspan="2" align="center">AWARENESS</td></tr>
<tr><td>I understand the concept of role-playing</td><td>1   2   3   4   5</td></tr>
<tr><td>I am aware of my own role in the situation(s)</td><td>1   2   3   4   5</td></tr>
<tr><td>I am aware of the other(s) in the situation(s)</td><td>1   2   3   4   5</td></tr>
<tr><td colspan="2" align="center">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td>I see that my action has triggered a reaction from another</td><td>1   2   3   4   5</td></tr>
<tr><td>I know that each action gives a different reaction</td><td>1   2   3   4   5</td></tr>
<tr><td>I can influence the situation by what I say or do</td><td>1   2   3   4   5</td></tr>
<tr><td colspan="2" align="center">PARTICIPATION</td></tr>
<tr><td>I take an active part in the role-play</td><td>1   2   3   4   5</td></tr>
<tr><td>I am actively involved in the role-plays of the other learners</td><td>1   2   3   4   5</td></tr>
<tr><td>I help other learners play their roles</td><td>1   2   3   4   5</td></tr>
<tr><td colspan="2" align="center">DEDICATION/INNITIATIVE</td></tr>
<tr><td>I am not afraid to face a difficult situation</td><td>1   2   3   4   5</td></tr>
<tr><td>I know how to react in a difficult situation in order to achieve my goal(s) in a difficult situation</td><td>1   2   3   4   5</td></tr>
<tr><td>I am confident that I can respond to difficult situations</td><td>1   2   3   4   5</td></tr>
<tr><td colspan="2" align="center">ABILITY TO WORK INDIVIDUALLY*</td></tr>
<tr><td>I am able to reflect as an individual on the role-play with audience</td><td>1   2   3   4   5</td></tr>
<tr><td colspan="2" align="center">ABILITY TO WORK AS A TEAM MEMBER*</td></tr>
<tr><td>I am able to reflect within the group on the role-play with audience</td><td>1   2   3   4   5</td></tr>
<tr><td colspan="2" align="center">DECISION MAKING SKILLS*</td></tr>
<tr><td>I am able to play my role convincingly</td><td>1   2   3   4   5</td></tr>
<tr><td>I am able to find a solution to the problem</td><td>1   2   3   4   5</td></tr>
</table>

CREATIVITY*	
I am able to make myself understood in my spoken language	1 2 3 4 5
I use body language	1 2 3 4 5

Optional sections

INTERCULTURAL COMMUNICATION: THE PITCH

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
THE PITCH	**AWARENESS**	
	The learner understands the purpose of the pitch	1 2 3 4 5
	The learner understands the preparations needed for the pitch/final presentation	1 2 3 4 5
	The learner understands which topics are part of a successful pitch	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner knows which competencies and achievements he/she can mention in his/her pitch	1 2 3 4 5
	The learner can indicate in his/her pitch which steps he/she is going to take to accomplish set goal(s)	1 2 3 4 5
	The learner knows who or what he/she can implement to achieve his/her goal	1 2 3 4 5
	PARTICIPATION	
	The learner works actively on his/her pitch	1 2 3 4 5
	The learner helps others to prepare their pitch	1 2 3 4 5
	The learner gives feedback about the pitch of the other learners	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner has ideas on how to use the pitch to achieve his/her goal(s)	1 2 3 4 5
	The learner can incorporate feedback from others in his/her pitch	1 2 3 4 5
	The learner is enthusiastic about using the pitch to achieve his/her goal(s)	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner is able to give his own pitch for a group	1 2 3 4 5

ABILITY TO WORK AS A TEAM MEMBER*	
The learner is able to give feedback to an individual within the group	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner knows which competencies are needed to achieve his/her goal(s)	1 2 3 4 5
The learner can choose which of his/her competencies and achievements to mention in the pitch	1 2 3 4 5
The learners can decide which tools to use for his/her pitch	1 2 3 4 5
CREATIVITY*	
The learner's spoken language is understood by everyone	1 2 3 4 5
The learner uses body language	1 2 3 4 5
The learner uses tools, such as a mood board, a photo collage or a PowerPoint presentation	1 2 3 4 5

*Optional sections

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
THE PITCH	**AWARENESS**	
	I understand the purpose of the pitch	1 2 3 4 5
	I understand the preparations needed for the pitch/final presentation	1 2 3 4 5
	I understand which topics are a part of a successful pitch	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I know which competencies and achievements I can mention in my pitch	1 2 3 4 5
	I can indicate in my pitch which steps I am going to take to accomplish my goal(s)	1 2 3 4 5
	I know who or what I can implement to achieve my goal	1 2 3 4 5
	PARTICIPATION	
	I am working actively on my pitch	1 2 3 4 5
	I help others prepare their pitch	1 2 3 4 5
	I give feedback on the pitch of others	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I have ideas on how to use the pitch to achieve my goal (s)	1 2 3 4 5
	I can incorporate feedback from others in my pitch	1 2 3 4 5
	I am enthusiastic about using the pitch to achieve my goal (s)	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I am able to give his own pitch for a group	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I am able to give feedback to an individual within the group	1 2 3 4 5
	DECISION MAKING SKILLS*	
	I know which competencies are needed to achieve my goal(s)	1 2 3 4 5
	I am able to choose which of my competencies and achievements to mention in my pitch	1 2 3 4 5
	I can decide which tools to use for my pitch	1 2 3 4 5

CREATIVITY*	
My spoken language is understood by other learners	1 2 3 4 5
I use body language	1 2 3 4 5
I use tools, such as a mood board, a photo collage or a PowerPoint presentation	1 2 3 4 5

Optional section

ReTraVaSSEV
Training Soft Skills Trainers

3.LEARNING TO LEARN

Tool 1 - Competence Cards

Tool 2 - Thinking Images

Tool 3 - OsmAnd App

LEARNING TO LEARN: COMPETENCE CARDS

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

<table>
<tr><th colspan="2">EVALUATION CRITERIA</th><th>EVALUATION</th></tr>
<tr><td rowspan="17" style="writing-mode: vertical">COMPETENCE CARDS</td><td colspan="2">AWARENESS</td></tr>
<tr><td>The learner understands the meaning of competencies and skills</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner understands the specific vocabulary</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner understands the usefulness of finding out his strengths and challenges</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td>The learner can reflect on his strengths and challenges</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner can write a personal development plan</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner can take the necessary steps to implement the personal development plan</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">PARTICIPATION</td></tr>
<tr><td>The learner actively engages in all the workshop's activities.</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner is willing to open up</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner is open to criticism</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">DEDICATION/INNITIATIVE</td></tr>
<tr><td>The learner actively uses the personal development plan</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner regularly reflects and adjusts himself/herself</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner asks for support when needed</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO WORK INDIVIDUALLY*</td></tr>
<tr><td>The learner can use the competence cards without support.</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner can adjust the personal development plan without support</td><td>1 2 3 4 5</td></tr>
</table>

ABILITY TO WORK AS A TEAM MEMBER*	
The learner is willing to engage in a peer to peer conversation with another learner	1 2 3 4 5
The learner is willing to engage in a group conversation with other learners	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner can decide without guidance which set of cards match his future role	1 2 3 4 5
The learner can decide without guidance what actions he/she has to take in order to reach his/her goal(s)	1 2 3 4 5
CREATIVITY*	
The learner tries to convert his/her challenges in as many actions as possible.	1 2 3 4 5
The learner can use his/her imagination in order to choose cards outside of his comfort zone.	1 2 3 4 5
The learner can respond with clear answers	1 2 3 4 5

Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
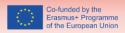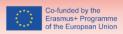**5 (advanced)** = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
COMPETENCE CARDS	**AWARENESS**	
	I understand the meaning of competencies and skills	1 2 3 4 5
	I understand the specific vocabulary	1 2 3 4 5
	I understand the usefulness of finding out my strengths and challenges	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can reflect on my strengths and challenges	1 2 3 4 5
	I can write a personal development plan	1 2 3 4 5
	I can take the necessary steps to implement my personal development plan	1 2 3 4 5
	PARTICIPATION	
	I actively engage in all the workshop's activities	1 2 3 4 5
	I am willing to open up	1 2 3 4 5
	I am open to criticism	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I actively use the personal development plan	1 2 3 4 5
	I regularly reflect on and adjust myself	1 2 3 4 5
	I ask for support when needed	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can use the competence cards without support	1 2 3 4 5
	I can adjust my personal development plan without support	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I am willing to engage in a peer to peer conversation with other learners	1 2 3 4 5
	I am willing to engage in a group conversation with other learners	1 2 3 4 5

DECISION MAKING SKILLS*	
I can decide without guidance which set of cards match my future role	1 2 3 4 5
I can decide without guidance what actions I have to take in order to reach my goal(s)	1 2 3 4 5
CREATIVITY*	
I try to convert my challenges in as many actions as possible	1 2 3 4 5
I can use my imagination in order to choose cards outside of my comfort zone	1 2 3 4 5
I can respond with clear answers	1 2 3 4 5

*Optional section

LEARNING TO LEARN: THINKING IMAGES

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

<table>
<tr><td rowspan="20">THINKING IMAGES</td><td colspan="2" align="center">EVALUATION CRITERIA</td><td align="center">EVALUATION</td></tr>
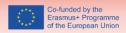<tr><td colspan="3" align="center">AWARENESS</td></tr>
<tr><td colspan="2">The learner understands the usefulness of working with the thinking images</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner understands the concept of the thinking images</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner understands what thinking image to use for a specific task</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3" align="center">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td colspan="2">The learner can reflect on his/her thinking process</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner can use the thinking images in the given exercise</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner spontaneously uses the thinking images in various situations</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3" align="center">PARTICIPATION</td></tr>
<tr><td colspan="2">The learner actively engages in all the workshop's activities</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner accepts guidance from the trainer or other learners</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner is open to criticism</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3" align="center">DEDICATION/INNITIATIVE</td></tr>
<tr><td colspan="2">The learner actively uses the thinking images to activate his/her thinking process</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner regularly reflects and adjusts himself/herself</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner asks for support when needed</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3" align="center">ABILITY TO WORK INDIVIDUALLY*</td></tr>
<tr><td colspan="2">The learner can use the thinking images without support</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">The learner can adjust the personal development plan without support</td><td>1 2 3 4 5</td></tr>
</table>

ABILITY TO WORK AS A TEAM MEMBER*	
The learner is willing to engage in a peer to peer conversation with another learner	1 2 3 4 5
The learner is willing to engage in a group conversation with other learners	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner can decide without guidance what thinking image to use	1 2 3 4 5
The learner can apply the thinking images in other lessons	1 2 3 4 5
CREATIVITY*	
The learner can use his/her imagination to structure his/her thought process.	1 2 3 4 5
The learner can take a structured approach to different matters	1 2 3 4 5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

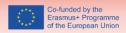|	EVALUATION CRITERIA	EVALUATION
THINKING IMAGES	**AWARENESS**	
	I understand the usefulness of working with the thinking images	1 2 3 4 5
	I understand the concept of the thinking images	1 2 3 4 5
	I understand what thinking image to use for a specific task	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can reflect on my thinking process	1 2 3 4 5
	I can use the thinking images in a given exercise	1 2 3 4 5
	I spontaneously use the thinking images in various situations	1 2 3 4 5
	PARTICIPATION	
	I actively engage in all the workshop's activities	1 2 3 4 5
	I am willing to accept guidance from the trainer or other learner	1 2 3 4 5
	I am open to criticism	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I actively use the thinking images to activate my thinking process	1 2 3 4 5
	I regularly reflect and adjust myself	1 2 3 4 5
	I ask for support when needed	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can use the thinking images without support	1 2 3 4 5
	I can adjust my personal development plan without support	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I am willing to engage in a peer to peer conversation with another learners	1 2 3 4 5
	I am willing to engage in a group conversation with other learners	1 2 3 4 5
	DECISION MAKING SKILLS*	
	I can decide without guidance what thinking image to use	1 2 3 4 5
	I can apply the thinking images in other lessons	1 2 3 4 5

CREATIVITY*	
I can use my imagination on how to structure my thought process	1 2 3 4 5
I can take a structured approach on different matters	1 2 3 4 5

Optional section

LEARNING TO LEARN: OSMAND APP

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
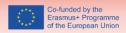**5 (advanced)** = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
OSMAND APP	**AWARENESS**	
	The learner understands the opportunities offered by the app	1 2 3 4 5
	The learner understands the specific vocabulary	1 2 3 4 5
	The learner understands the task given	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner knows which points of interest are relevant to his/her situation	1 2 3 4 5
	The learner can find the points of interest on the map in the app	1 2 3 4 5
	The learner can take the necessary steps to implement the information about the points of interest (contact details)	1 2 3 4 5
	PARTICIPATION	
	The learner actively engages in all the workshop's activities	1 2 3 4 5
	The learner is willing to use the app in his search for work or better integration	1 2 3 4 5
	The learner is willing to accept guidance from the trainer or other learner	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner actively uses the OsmAnd app	1 2 3 4 5
	The learner regularly reflects and adjusts himself/herself	1 2 3 4 5
	The learner asks for support when needed	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner can use the OsmAnd app without support	1 2 3 4 5
	The learner can find the relevant points of interest in different situations	1 2 3 4 5

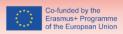| ABILITY TO WORK AS A TEAM MEMBER*	
The learner is willing to engage to help other learners	1 2 3 4 5
The learner is willing to engage in a group assignment with other learners	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner can decide without guidance which points of interest to implement, matching his/her own needs	1 2 3 4 5
The learner can decide without guidance what actions he/she has to take in order to reach his/her goal(s)	1 2 3 4 5
CREATIVITY*	
The learner can use his/her imagination in order to find points of interest matching his/her own needs	1 2 3 4 5
The learner knows how to use all the functionalities of the app	1 2 3 4 5
The learner uses the app to gain a better understanding of local traffic and traffic rules	1 2 3 4 5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
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4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

<table>
<tr><td rowspan="28">OSMAND APP</td><td colspan="2">EVALUATION CRITERIA</td><td>EVALUATION</td></tr>
<tr><td colspan="3">AWARENESS</td></tr>
<tr><td colspan="2">I understand the opportunities offered by the app</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I understand the specific vocabulary</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I understand the task given</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td colspan="2">I know which points of interest are relevant to my situation</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I can find the points of interest on the map in the app</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I can take the necessary steps to implement the information about the points of interest (contact details)</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3">PARTICIPATION</td></tr>
<tr><td colspan="2">I actively engage in all the workshop's activities</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I am willing to use the app in my search for work or better integration</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I am willing to accept guidance from the trainer or another learner</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3">DEDICATION/INNITIATIVE</td></tr>
<tr><td colspan="2">I actively use the OsmAnd app</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I regularly reflect and adjust myself</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I ask for support when needed</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3">ABILITY TO WORK INDIVIDUALLY*</td></tr>
<tr><td colspan="2">I can use the OsmAnd app without support</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I can find the relevant points of interest in different situations</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3">ABILITY TO WORK AS A TEAM MEMBER*</td></tr>
<tr><td colspan="2">I am willing to engage to help other learners</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I am willing to engage in a group assignment with other learners</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="3">DECISION MAKING SKILLS*</td></tr>
<tr><td colspan="2">I can decide without guidance which points of interest to implement, matching my needs</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">I can decide without guidance what actions I have to take in order to reach my goal(s)</td><td>1 2 3 4 5</td></tr>
</table>

CREATIVITY*	
I can use my imagination in order to find points of interest matching my own needs	1 2 3 4 5
I learn to use all the functionalities of the app	1 2 3 4 5
I use the app to gain a better understanding of local traffic and traffic rules	1 2 3 4 5

Optional section

ReTraVaSSEV
Training Soft Skills Trainers

4.MOTIVATION

Tool 1 - My personal manual

Tool 2 - Self-awareness and reflection about external and internal motivation

Tool 3 - Triggers and routines

MOTIVATION: MY PERSONAL MANUAL

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
PERSONAL MANUAL	**AWARENESS**	
	The learner can explain the concept of motivation	1 2 3 4 5
	The learner can explain the concept of self-awareness and motivational exploring	1 2 3 4 5
	The learner knows how to create a personal manual and can explain the concept of internal motivation	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can reflect on one's strengths and attitudes regarding their own internal motivation	1 2 3 4 5
	The learner can reflect on the areas for improvement	1 2 3 4 5
	The learner can identify his/her own role in increasing motivation	1 2 3 4 5
	PARTICIPATION	
	The learner actively participates in all the workshop activities	1 2 3 4 5
	The learner engages actively with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner knows which skills/areas they need to improve in and can make a personal manual	1 2 3 4 5
	The learner has tools/ideas how he/she can continue to improve in the future	1 2 3 4 5
	The learner is excited/eager to continue improving in the future	1 2 3 4 5
	DECISION MAKING SKILLS*	
	The learner actively takes initiative during the workshops	1 2 3 4 5
	The learner actively takes initiative in writing down one's own thoughts	1 2 3 4 5
	CREATIVITY*	

The learner is creative in making the personal manual	1 2 3 4 5	
The learner is creative in decorating the personal manual	1 2 3 4 5	
The learner is creative in writing about one's own motivation	1 2 3 4 5	

Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE
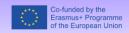
1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
PERSONAL MANUAL	**AWARENESS**	
	I can explain the concept of motivation	1 2 3 4 5
	I can explain the concept of self-awareness and motivational exploring	1 2 3 4 5
	I know how to create a personal manual and can explain the concept of internal motivation	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can recognise my strengths and attitudes regarding my own internal motivation	1 2 3 4 5
	I know the areas for improvement	1 2 3 4 5
	I can identify my own role in increasing motivation	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all the workshop activities	1 2 3 4 5
	I engage actively with the other learners	1 2 3 4 5
	I help other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I know which skills/areas I need to improve in and can make a learning plan	1 2 3 4 5
	I have tools/ideas how to continue to improve in the future	1 2 3 4 5
	I am excited/eager to continue improving in the future	1 2 3 4 5
	DECISION MAKING SKILLS*	
	I take initiative during the workshops	1 2 3 4 5
	I take initiative in writing down my own thoughts	1 2 3 4 5
	CREATIVITY*	
	I am creative in making the personal manual	1 2 3 4 5
	I am creative in decorating the personal manual	1 2 3 4 5
	I am creative in writing about my own motivation	1 2 3 4 5

* Optional section

MOTIVATION: INTERNAL AND EXTERNAL MOTIVATION

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

<table>
<tr><td colspan="2">EVALUATION CRITERIA</td><td>EVALUATION</td></tr>
<tr><td rowspan="14">INTERNAL AND EXTERNAL MOTIVATION</td><td colspan="2">AWARENESS</td></tr>
<tr><td>The learner can explain the concept of internal and external motivation</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner can explain the differences between external and internal motivation</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner knows about different driving forces and can explain how they affect one's own motivation</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td>The learner can reflect on one's strengths and attitudes regarding changing external to internal motivation</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner can reflect on the areas for improvement</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner can identify one's own role in changing their approach toward boring chores</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">PARTICIPATION</td></tr>
<tr><td>The learner actively participates in all the workshop's activities</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner engages actively with the other learners</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner helps other learners to understand the concepts, trainer's instructions, etc.</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">DEDICATION/INNITIATIVE</td></tr>
<tr><td>The learner knows which skills/areas they need to improve in and can make a personal manual</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner has tools/ideas how he/she can continue to improve in the future</td><td>1 2 3 4 5</td></tr>
<tr><td>The learner is excited/eager to continue improving in the future</td><td>1 2 3 4 5</td></tr>
</table>

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
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<table>
<tr><th colspan="2">EVALUATION CRITERIA</th><th>EVALUATION</th></tr>
<tr><td rowspan="15">INTERNAL AND EXTERNAL MOTIVATION</td><td colspan="2">AWARENESS</td></tr>
<tr><td>I can explain the concept of internal and external motivation</td><td>1 2 3 4 5</td></tr>
<tr><td>I can explain the differences between external and internal motivation</td><td>1 2 3 4 5</td></tr>
<tr><td>I know about different driving forces and I can explain how they affect my own motivation</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td>I can recognise my strengths and attitudes regarding changing external to internal motivation</td><td>1 2 3 4 5</td></tr>
<tr><td>I know the areas for improvement</td><td>1 2 3 4 5</td></tr>
<tr><td>I can identify my own role in changing my approach toward boring chores</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">PARTICIPATION</td></tr>
<tr><td>I actively participate in all the workshop activities</td><td>1 2 3 4 5</td></tr>
<tr><td>I engage actively with the other learners</td><td>1 2 3 4 5</td></tr>
<tr><td>I help other learners to understand the concepts, trainer's instructions, etc.</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">DEDICATION/INNITIATIVE</td></tr>
<tr><td>I know which skills/areas I need to improve in and can make a learning plan</td><td>1 2 3 4 5</td></tr>
<tr><td>I have tools/ideas how to continue to improve in the future</td><td>1 2 3 4 5</td></tr>
<tr><td>I am excited/eager to continue improving in the future</td><td>1 2 3 4 5</td></tr>
</table>

MOTIVATION: TRIGGERS AND ROUTINES

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
TRIGGERS AND ROUTINES	**AWARENESS**	
	The learner can explain the concept of triggers	1 2 3 4 5
	The learner can explain the concept of routines	1 2 3 4 5
	The learner knows how to change a habit and can explain how it can lead to new routines	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can reflect on one's strengths and attitudes regarding triggers and routines	1 2 3 4 5
	The learner can reflect on the areas for improvement	1 2 3 4 5
	The learner is be able to identify his own role in group work	1 2 3 4 5
	PARTICIPATION	
	The learner actively participates in all the workshop's activities	1 2 3 4 5
	The learner engages actively with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner knows which skills/areas they need to improve in and can make a learning plan	1 2 3 4 5
	The learner has tools/ideas how he/she can continue to improve in the future	1 2 3 4 5
	The learner is excited/eager to continue improving in the future	1 2 3 4 5

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
TRIGGERS AND ROUTINES	**AWARENESS**	
	I can explain the concept of triggers	1 2 3 4 5
	I can explain the concept of routines	1 2 3 4 5
	I know how to change a habit and I can explain how it can lead to new routines	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can recognise my strengths and attitudes regarding triggers and routines	1 2 3 4 5
	I know the areas for improvement	1 2 3 4 5
	I can identify my own role in group work	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all the workshop activities	1 2 3 4 5
	I engage actively with the other learners	1 2 3 4 5
	I help other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I know which skills/areas I need to improve in and can make a learning plan	1 2 3 4 5
	I have tools/ideas how to continue to improve in the future	1 2 3 4 5
	I am excited/eager to continue improving in the future	1 2 3 4 5

* Optional section

5.TEAMWORK

Tool 1 - 9 Belbin Team Roles

Tool 2 - Communication Cards

Tool 3 - NLP techniques

TEAMWORK: 9 BELBIN TEAM ROLES

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
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5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
9 BELBIN TEAM ROLES	**AWARENESS**	
	The learner can explain the concept of teamwork	1 2 3 4 5
	The learner can explain the concept of team player	1 2 3 4 5
	The learner knows and can explain the existing 9 roles in the group work	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can reflect on one's strengths and attitudes as a team player	1 2 3 4 5
	The learner can reflect on areas for improvement	1 2 3 4 5
	The learner can identify his own role in group work	1 2 3 4 5
	PARTICIPATION	
	The leaner actively participates in all the workshop activities	1 2 3 4 5
	The learner actively engages with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner knows which skills/areas they need to improve in and can make a learning plan	1 2 3 4 5
	The learner understands how he/she can continue to improve in the future	1 2 3 4 5
	The learner is excited/eager to continue improving in the future	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner can (independently) express individual (his/her) thoughts	1 2 3 4 5
	The learner can effectively generate ideas to advance the exercise	1 2 3 4 5
	The learner takes an active role in the construction of the tower	1 2 3 4 5

ABILITY TO WORK AS A TEAM MEMBER*	
The learner can produce an inclusive response as a member of the team	1 2 3 4 5
The learner can be used effectively as a resource for the completion of the exercise.	1 2 3 4 5
The learner is able to collaborate for the building of the tower	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner can successfully follow instructions and form a response in the timely manner	1 2 3 4 5
The learner can use the instructions and make decisions to complete exercises	1 2 3 4 5
The learner can provide (a) strategy/solutions to build a tower	1 2 3 4 5
CREATIVITY*	
The learner demonstrates innovative thinking in the word association exercise (ex.1 Teamwork Definition)	1 2 3 4 5
The learner contributes to create an interesting prefect team member character (ex. 2 Perfect Team Member	1 2 3 4 5
The learner can create a unique tower	1 2 3 4 5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
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5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
9 BELBIN TEAM ROLES	**AWARENESS**	
	I can explain the concept of teamwork	1 2 3 4 5
	I can explain the concept of team player	1 2 3 4 5
	I know and can explain the existing 9 roles in the group work	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can recognise my strengths and attitudes as a team player	1 2 3 4 5
	I know the areas for improvement	1 2 3 4 5
	I can identify my own role in group work	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all the workshop activities	1 2 3 4 5
	I engage actively with the other learners	1 2 3 4 5
	I help other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I know which skills/areas I need to improve in and can make a learning plan	1 2 3 4 5
	I have tools/ideas on how to continue to improve in the future	1 2 3 4 5
	I am excited/eager to continue improving in the future	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can express my thoughts	1 2 3 4 5
	I can generate ideas to advance the exercise	1 2 3 4 5
	I take an active role in the construction of the tower	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I can produce an inclusive response as a member of the team	1 2 3 4 5
	I can be a valuable resource for the team towards completing the exercise	1 2 3 4 5
	I am able to collaborate with others to complete the tower	1 2 3 4 5

DECISION MAKING SKILLS*	
I can successfully follow instructions and provide a response in a timely manner.	1 2 3 4 5
I can use the instructions and make decisions to complete exercises	1 2 3 4 5
I am able to provide a strategy/solution how to build the tower	1 2 3 4 5
CREATIVITY*	
I demonstrate innovative thinking in the word association exercise (ex.1 Teamwork Definition)	1 2 3 4 5
I contribute to creation of an interesting perfect team member character (ex. 2 Perfect Team Member	1 2 3 4 5
I can create a unique tower design	1 2 3 4 5

*Optional section

TEAMWORK: COMMUNICATION CARDS

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
COMMUNICATION CARDS	**AWARENESS**	
	The learner understands the difference between the three levels of communication.	1 2 3 4 5
	The learner understands how improved communication can be applied to real life problem solving	1 2 3 4 5
	The learner understands the importance of effective communication in teamwork	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can provide examples of the three levels of communication	1 2 3 4 5
	The learner can identify and properly react to the secret emotional reaction.	1 2 3 4 5
	The learner is able to solve the scenario chosen (exercise 3)	1 2 3 4 5
	PARTICIPATION	
	The learner actively separates and categorizes the three levels of communication	1 2 3 4 5
	The learner participates in the exercises and follows discussions	1 2 3 4 5
	The learner contributes to problem solving of communication cards scenarios (exercise 3)	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner is dedicated to the role and actively participated in the discussions	1 2 3 4 5
	The learner knows which skills/areas he/she needs to improve in and can make a learning plan	1 2 3 4 5
	The learner has tools/ideas how to continue to improve in the future	1 2 3 4 5

ABILITY TO WORK INDIVIDUALLY*	
The learner can express his/her thoughts	1 2 3 4 5
The learner can generate ideas to advance the exercise	1 2 3 4 5
The learner can create positive solutions	1 2 3 4 5
ABILITY TO WORK AS A TEAM MEMBER*	
The learner collaborates with other team members in the categorization	1 2 3 4 5
The learner is able to play out the scenario with the rest of the team	1 2 3 4 5
The learner contributes effectively in the given group discussion	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner can successfully follow instructions and provide a response in a timely manner	1 2 3 4 5
The learner can use the instructions and take decisions to complete exercises	1 2 3 4 5
The learner is able to conclude with a possible positive solution	1 2 3 4 5
CREATIVITY*	
The learner has interesting thoughts about the three levels of communication.	1 2 3 4 5
The learner plays out the scenario in a creative fashion.	1 2 3 4 5
The learner is able to act and contribute outside of the box for given scenarios	1 2 3 4 5

Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
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5 (advanced) = applies the competence in the full range

<table>
<tr><td colspan="2">EVALUATION CRITERIA</td><td>EVALUATION</td></tr>
<tr><td rowspan="16">COMMUNICATION CARDS</td><td colspan="2">AWARENESS</td></tr>
<tr><td>I understand the difference between the three levels of communication</td><td>1 2 3 4 5</td></tr>
<tr><td>I understand how improved communication can be applied to real life problem solving</td><td>1 2 3 4 5</td></tr>
<tr><td>I understand the importance of effective communication in teamwork</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO USE KNOWLEDGE IN PRACTISE</td></tr>
<tr><td>I can provide examples of the three levels of communication</td><td>1 2 3 4 5</td></tr>
<tr><td>I can identify and properly react to the secret emotional reaction.</td><td>1 2 3 4 5</td></tr>
<tr><td>I can provide the solution for the given scenario (exercise 3)</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">PARTICIPATION</td></tr>
<tr><td>I actively separate and categorized the three levels of communication.</td><td>1 2 3 4 5</td></tr>
<tr><td>I actively participate in the exercises and followed discussions</td><td>1 2 3 4 5</td></tr>
<tr><td>I contribute to problem solving of communication cards scenarios (exercise 3)</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">DEDICATION/INNITIATIVE</td></tr>
<tr><td>I am dedicated to the role and actively participated in the discussions</td><td>1 2 3 4 5</td></tr>
<tr><td>I know which skills/areas I need to improve in and can make a learning plan.</td><td>1 2 3 4 5</td></tr>
<tr><td>I have tools/ideas how to continue to improve in the future</td><td>1 2 3 4 5</td></tr>
<tr><td colspan="2">ABILITY TO WORK INDIVIDUALLY*</td></tr>
</table>

<table>
<tr><td>I can express my thoughts</td><td>1 2 3 4 5</td></tr>
<tr><td>I can generate ideas to advance the exercise</td><td>1 2 3 4 5</td></tr>
<tr><td>I can create positive solutions</td><td>1 2 3 4 5</td></tr>
</table>

ABILITY TO WORK AS A TEAM MEMBER*	
I collaborate with other team members to complete exercises	1 2 3 4 5
I can play out the scenario with the rest of the team	1 2 3 4 5
I contribute effectively in the group discussion	1 2 3 4 5
DECISION MAKING SKILLS*	
I can successfully follow instructions and provide a response in a timely manner	1 2 3 4 5
I can use the instructions and make decisions to complete exercises	1 2 3 4 5
I am able to conclude with a possibly positive solution	1 2 3 4 5
CREATIVITY*	
I have interesting thoughts about the three levels of communication	1 2 3 4 5
I play out the scenario in a creative fashion	1 2 3 4 5
I am able to act and contribute outside of the box for given scenarios	1 2 3 4 5

*Optional section

TEAMWORK: NLP TECHNIQUES

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
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3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
NLP TECHNIQUES	**AWARENESS**	
	The learner understands the concept of perceptual positions	1 2 3 4 5
	The learner understands the concept of active listening and its techniques	1 2 3 4 5
	The learner understands the concept of the Feedback model	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can use perceptual positions to solve difficult situations	1 2 3 4 5
	The learner is able to use active listening to create productive discussion	1 2 3 4 5
	The learner is able to give constructive feedback	1 2 3 4 5
	PARTICIPATION	
	The learner is active in the given perceptual position and shared feedback	1 2 3 4 5
	The learner is involved and invested in the conversation (exercise 2)	1 2 3 4 5
	The learner actively contributes to the execution of the exercises	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner is eager to try all perceptual positions, active listening techniques and give constructive feedback	1 2 3 4 5
	The learner immerses in the activity and wants to contribute further than is required.	1 2 3 4 5
	The learner knows which skills/areas he/she needs to improve in and can make a learning plan	1 2 3 4 5

ABILITY TO WORK INDIVIDUALLY*	
The learner is able to express the required information and feedback in the given time	1 2 3 4 5
The learner follows the instructions for his/her individual role as given	1 2 3 4 5
The learner is able to cope with the task of producing/giving the answer	1 2 3 4 5
ABILITY TO WORK AS A TEAM MEMBER*	
The learner is able to share effectively his/her insights and feedback with others	1 2 3 4 5
The learner contributes to the team discussion	1 2 3 4 5
The learner can be a valuable resource for the team towards completing the tasks	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner can think of a difficult situation from his experience and uses it for the perceptual positions exercise (exercise 1)	1 2 3 4 5
The learner is able to direct the conversation to a productive outcome (exercise 2)	1 2 3 4 5
The learner is able to decide the appropriate way to use the feedback model (exercise 3)	1 2 3 4 5
CREATIVITY*	
The learner thinks of an interesting situation and gave insightful impact	1 2 3 4 5
The learner is able to talk of something of interest and keep the conversation lively (exercise 2)	1 2 3 4 5
The learner gives creative feedback to the proposed scenarios (exercise 3)	1 2 3 4 5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
NLP TECHNIQUES	**AWARENESS**	
	I understand the concept of perceptual positions	1 2 3 4 5
	I understand the concept of active listening and its techniques	1 2 3 4 5
	I understand the concept feedback model	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can use perceptual positions to solve difficult situations	1 2 3 4 5
	I am able to use active listening to create productive discussion	1 2 3 4 5
	I can give constructive feedback	1 2 3 4 5
	PARTICIPATION	
	I am active in the given perceptual position and shared feedback	1 2 3 4 5
	I am involved and invested in the conversation (exercise 2)	1 2 3 4 5
	I actively contribute to the execution of the exercises	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I am eager to try all perceptual positions, active listening techniques and give constructive feedback	1 2 3 4 5
	I am immersed in the activity and want to contribute further than is required	1 2 3 4 5
	I know which skills/areas I need to improve in and can make a learning plan	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I am able to express the required information and feedback in the given time.	1 2 3 4 5
	I follow the instructions for my individual role as given	1 2 3 4 5
	I am able to cope with the task of producing/giving the answer	1 2 3 4 5

ABILITY TO WORK AS A TEAM MEMBER*	
I am able to share effectively my insights and feedback with other learners	1 2 3 4 5
I contribute to the team discussions	1 2 3 4 5
I can be a valuable resource for the team towards completing the tasks	1 2 3 4 5
DECISION MAKING SKILLS*	
I can think of the difficult situation from my experience and use it for the perceptual positions exercise (exercise 1)	1 2 3 4 5
I can direct the conversation to a productive outcome (exercise 2)	1 2 3 4 5
I am able to decide the appropriate way to use the sandwich feedback model (exercise 3)	1 2 3 4 5
CREATIVITY*	
I think of a relevant situation and gave insightful impact (exercise 1)	1 2 3 4 5
I am able to talk about something of interest and keep the conversation lively (exercise 2)	1 2 3 4 5
I give creative feedback to the proposed scenarios (exercise 3)	1 2 3 4 5

*Optional section

6.CONFLICT MANAGEMENT

Tool 1 - Recognizing & handling types of team conflict: auditory

Tool 2 - Recognizing & handling types of team conflict: visual

Tool 3 - Recognizing & handling types of team conflict: kinesthetic

CONFLICT MANAGEMENT: AUDITORY LEARNING

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
AUDITORY LEARNING	**AWARENESS**	
	The learner knows and can explain the types of conflicts	1 2 3 4 5
	The learner can graphically and textually represent the types of conflicts	1 2 3 4 5
	The learner can explain what leads to a conflict and how a conflict can be resolved	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner can interpret and illustrate the types of conflicts with possible solutions for them	1 2 3 4 5
	The learner can predict and suggest possible solutions to a given conflict	1 2 3 4 5
	The learner can express his opinion to others	1 2 3 4 5
	PARTICIPATION	
	The leaner actively participates in all the workshop activities	1 2 3 4 5
	The learner engages actively with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner knows how to choose an option to resolve a given conflict	1 2 3 4 5
	The learner can point out ideas / give suggestions for his/her own improvement and improvement of others	1 2 3 4 5
	The learner shows a desire and commitment for constant self-improvement	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner can present and argue his/her own attitude / proposal / idea	1 2 3 4 5
	The learner shows consistency, patience and responsibility	1 2 3 4 5

ABILITY TO WORK AS A TEAM MEMBER*	
The learner understands the importance of working as a member of a team	1 2 3 4 5
The learner understands and knows his/her role in a team	1 2 3 4 5
The learner respects the other's opinion / idea / preposition and responsibility	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner shows initiative for overcoming and presenting conflict situations	1 2 3 4 5
The learner can indicate an appropriate solution / behaviour for a given conflict	1 2 3 4 5
The learner can indicate how to handle a conflict situation	1 2 3 4 5
CREATIVITY*	
The learner can propose at least one idea of presenting each type of conflict	1 2 3 4 5
The learner can indicate in an appropriate way a resolution to a given conflict situation	1 2 3 4 5
The learner can discuss and argue how conflicts arise and how they can be resolved	1 2 3 4 5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
AUDITORY LEARNING	**AWARENESS**	
	I know the types of conflicts	1 2 3 4 5
	I can graphically and textually represent the types of conflicts	1 2 3 4 5
	I can explain what leads to a conflict and how it can be resolved	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can interpret and illustrate the types of conflicts with possible solutions for them	1 2 3 4 5
	I can foresee and point out possible solutions to a given conflict	1 2 3 4 5
	I can express my opinion to other learners	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all the workshop activities	1 2 3 4 5
	I actively cooperate with other learners	1 2 3 4 5
	I help others to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I can assess what skills I need to solve a given conflict	1 2 3 4 5
	I can point out ideas / give suggestions for my own improvement and improvement of others	1 2 3 4 5
	I have a desire for learning and constant self-improvement	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can present my own attitude/ proposal/idea to others	1 2 3 4 5
	I am consistent, patient and responsible	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I understand the importance of working as a member of a team	1 2 3 4 5
	I understand and know my role in a team	1 2 3 4 5
	I respect the opinion / idea / proposal of others	1 2 3 4 5

DECISION MAKING SKILLS*	
I am self-sustained in presenting conflict situations	1 2 3 4 5
I can point to an appropriate solution / behaviour for a given conflict	1 2 3 4 5
I know how to act in a conflict situation	1 2 3 4 5
CREATIVITY*	
I can suggest at least one idea of presenting each type of conflict	1 2 3 4 5
I can point out appropriate ways to resolve a conflict.	1 2 3 4 5
I can discuss how a conflict arises and how it can be resolved with others	1 2 3 4 5

*Optional section

CONFLICT MANAGEMENT: VISUAL LEARNING

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = Shows very little evidence of the competence of the skill
2 (partial) = Shows some competence of the soft skill under the guidance of the trainer
3 (acceptable) = identifies the competence and uses it on basic level
4 (thorough) = understands the competence and uses it on the moderate range
5 (advanced) = applies the competence in the full range

	EVALUATION CRITERIA	EVALUATION
VISUAL LEARNING	**AWARENESS**	
	The learner knows and can explain the types of conflicts	1 2 3 4 5
	The learner can graphically and textually represent the types of conflicts	1 2 3 4 5
	The learner can explain what leads to a conflict and how a conflict can be resolved	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner connects the types of conflicts with possible solutions for them	1 2 3 4 5
	The learner predicts and suggests possible solutions to a given conflict	1 2 3 4 5
	The learner adjusts possible solutions to the type of conflict	1 2 3 4 5
	PARTICIPATION	
	The leaner actively participates in all the workshop activities	1 2 3 4 5
	The learner engages actively with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner knows how to choose an option to resolve a given conflict	1 2 3 4 5
	The learner can point out ideas / give suggestions for his/her own improvement and improvement of others	1 2 3 4 5
	The learner shows a desire and commitment for constant self-improvement	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	The learner presents and argues his/her own attitude / proposal / idea	1 2 3 4 5
	The learner shows consistency, patience and responsibility	1 2 3 4 5

ABILITY TO WORK AS A TEAM MEMBER*	
The learner understands the importance of working as a member of a team	1 2 3 4 5
The learner understands and knows his/her role in a team	1 2 3 4 5
The learner respects the other's opinion / idea / preposition and responsibility	1 2 3 4 5
DECISION MAKING SKILLS*	
The learner shows initiative in solving conflict situations	1 2 3 4 5
The learner can indicate an appropriate decision / behaviour for a given conflict	1 2 3 4 5
The learner understands/knows how to act in a conflict situation	1 2 3 4 5
CREATIVITY*	
The learner proposes at least one idea of presenting each type of conflict	1 2 3 4 5
The learner visually constructs the appropriate behaviour in a given conflict situation	1 2 3 4 5
The learner discusses and argues how conflicts arise and how they can be resolved	1 2 3 4 5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
VISUAL LEARNING	**AWARENESS**	
	I can recognize the types of conflicts	1 2 3 4 5
	I can visually present the types of conflicts	1 2 3 4 5
	I can explain what leads to a conflict and how a conflict is resolved	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can associate the types of conflicts with possible solutions for them	1 2 3 4 5
	I know and point out possible solutions to a given conflict	1 2 3 4 5
	I can adapt the possible solutions to the type of conflict	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all the workshop activities	1 2 3 4 5
	I actively cooperate with other learners	1 2 3 4 5
	I help others to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I can assess what skills I need to solve a given conflict	1 2 3 4 5
	I can point out ideas / give suggestions for my own improvement and improvement of others	1 2 3 4 5
	I have a desire for learning and constant self-improvement	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can present my own attitude/ proposal/idea to others	1 2 3 4 5
	I am consistent, patient and responsible	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I understand the importance of working as a member of a team	1 2 3 4 5
	I understand and know my role in a team	1 2 3 4 5
	I respect the opinion / idea / proposal of others	1 2 3 4 5

DECISION MAKING SKILLS*	
I am self-sustained in presenting conflict situations	1　2　3　4　5
I can point to an appropriate solution / behaviour for a given conflict	1　2　3　4　5
I know how to act in a conflict situation	1　2　3　4　5
CREATIVITY*	
I can suggest at least one idea of presenting each type of conflict	1　2　3　4　5
I can visually construct the appropriate behaviour in a given conflict situation	1　2　3　4　5
I can discuss and argue how a conflict arises and how it can be resolved	1　2　3　4　5

*Optional section

CONFLICT MANAGEMENT: KINESTHETIC LEARNING

FORM 1. TRAINER'S EVALUATION FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
5 (advanced) = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
KINESTHETIC LEARNING	**AWARENESS**	
	The learner understands and can name the types of conflicts	1 2 3 4 5
	The learner can practically demonstrate the types of conflicts	1 2 3 4 5
	The learner presents how a conflict is resolved through role play	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	The learner points out and performs types of conflicts with possible solutions for them	1 2 3 4 5
	The learner can interpret possible solutions to a given conflict	1 2 3 4 5
	The learner can adjust possible solutions to the types of conflict	1 2 3 4 5
	PARTICIPATION	
	The leaner actively participates in all the workshop activities	1 2 3 4 5
	The learner engages actively with the other learners	1 2 3 4 5
	The learner helps other learners to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	The learner shows commitment and initiative in presenting conflict situations	1 2 3 4 5
	The learner has a desire to show / demonstrate appropriate solution / behaviour in a given conflict	1 2 3 4 5
	The learner knows how to act in a conflict situation	1 2 3 4 5

ABILITY TO WORK INDIVIDUALLY*					
The learner presents and argues his/her own attitude / proposal / idea	1	2	3	4	5
The learner shows consistency, patience and responsibility	1	2	3	4	5
ABILITY TO WORK AS A TEAM MEMBER*					
The learner understands the importance of working as a member of a team	1	2	3	4	5
The learner understands and knows his/her role in a team	1	2	3	4	5
The learner respects the other's opinion / idea / preposition and responsibility	1	2	3	4	5
DECISION MAKING SKILLS*					
The learner shows initiative in solving conflict situations	1	2	3	4	5
The learner can indicate an appropriate decision / behaviour for a given conflict	1	2	3	4	5
The learner understands/knows how to act in a conflict situation	1	2	3	4	5
CREATIVITY*					
The learner proposes at least one idea of presenting each type of conflict	1	2	3	4	5
The learner visually constructs the appropriate behaviour in a given conflict situation	1	2	3	4	5
The learner discusses and argues how conflicts arise and how they can be resolved	1	2	3	4	5

*Optional section

FORM 2. SELF-ASSESSMENT FORM

EVALUATION SCALE

1 (minimal) = *Shows very little evidence of the competence of the skill*
2 (partial) = *Shows some competence of the soft skill under the guidance of the trainer*
3 (acceptable) = *identifies the competence and uses it on basic level*
4 (thorough) = *understands the competence and uses it on the moderate range*
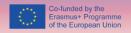**5 (advanced)** = *applies the competence in the full range*

	EVALUATION CRITERIA	EVALUATION
KINESTHETIC LEARNING	**AWARENESS**	
	I can name the types of conflicts	1 2 3 4 5
	I can practically demonstrate the types of conflicts	1 2 3 4 5
	I participated in role play used to resolve conflict	1 2 3 4 5
	ABILITY TO USE KNOWLEDGE IN PRACTISE	
	I can show and role play the types of conflicts with possible solutions for them	1 2 3 4 5
	I can interpret possible solutions for a given conflict	1 2 3 4 5
	I can adapt by giving possible solutions to the type of conflict	1 2 3 4 5
	PARTICIPATION	
	I actively participate in all the workshop activities	1 2 3 4 5
	I actively cooperate with other learners	1 2 3 4 5
	I help others to understand the concepts, trainer's instructions, etc.	1 2 3 4 5
	DEDICATION/INNITIATIVE	
	I show commitment and initiative in presenting conflict situations	1 2 3 4 5
	I can show / demonstrate an appropriate solution / behaviour in a given conflict	1 2 3 4 5
	I know how to deal with a conflict situation	1 2 3 4 5
	ABILITY TO WORK INDIVIDUALLY*	
	I can present my own attitude/ proposal/idea to others	1 2 3 4 5
	I am consistent, patient and responsible	1 2 3 4 5
	ABILITY TO WORK AS A TEAM MEMBER*	
	I understand the importance of working as a member of a team	1 2 3 4 5
	I understand and know my role in a team	1 2 3 4 5
	I respect the opinion / idea / proposal of others	1 2 3 4 5

DECISION MAKING SKILLS*	
I actively participate in the presentation of conflict situations	1 2 3 4 5
I can point to an appropriate solution / behaviour for a given conflict using my previous experience	1 2 3 4 5
I have the knowledge and know the facts about dealing with a conflict situation	1 2 3 4 5
CREATIVITY*	
I can suggest at least one idea of presenting each type of conflict	1 2 3 4 5
I can point out appropriate ways to resolve a conflict situation	1 2 3 4 5
I can discuss and argue how a conflict arises and how it can be resolved	1 2 3 4 5

*Optional section

FORM 3. EVALUATION FORM FOR THE LESSONS/TOOLS

MODULE

- o Learning to Learn
- o Team working
- o Customer Service
- o Intercultural Communication
- o Motivation
- o Conflict Management

PURPOSE

PURPOSE OF THE TRAINING WAS…	TOTALLY AGREE	AGREE	NOT AGREE	TOTALLY NOT AGREE
clear at the start of the module				
clear at the end of the module				

TRAINING

YOUR OPINION ABOUT THE TOOLS	TOTALLY AGREE	AGREE	NOT AGREE	TOTALLY NOT AGREE
The explanation/theory in the workbook was clear to me				
Tool 1 .... was useful				
Tool 2: .... was useful				
Tool 3: .... was useful				
The extra elements like video, roleplay, apps, cards, dice etc. were helpful				
There was enough variation between theory and exercises				

OVERALL
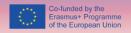
What have you learned the most from this training?

What was the most difficult part of this training?

What was the easiest part of this training?

Did you miss anything in this module?

What can -or will- you put into practice immediately?

CAN YOU GIVE A TIP & A TOP ABOUT THIS TRAINING?

Top *(compliment about the training)*

Tip *(what can be improved?)*

FORM 4. PORTFOLIO

<table>
<tr><th colspan="8">KEY COMPETENCES DEVLOPED BY THE LEARNER, DURING THE WORKSHOP (SELF EVALUATION) IN COMPARISON WITH THE EVALUATION FROM THE /TRAINER</th></tr>
<tr><td colspan="2">Trainer
(Name/Surname)</td><td></td><td colspan="2">Student/trainee
(Name/Surname)</td><td colspan="3"></td></tr>
<tr><td colspan="8">Title of the module:</td></tr>
<tr><td colspan="8">Title of the tool:</td></tr>
<tr><th colspan="2">AWARENESS</th><th colspan="2">ABILITY TO USE SOFT SKILL</th><th colspan="2">PARTICIPATION</th><th colspan="2">DEDICATION/INNITIATIVE</th></tr>
<tr><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><th colspan="2">ABILITY TO WORK INDIVIDUALLY</th><th colspan="2">ABILITY TO WORK AS A TEAM MEMBER</th><th colspan="2">DECISION MAKING SKILLS</th><th colspan="2">CREATIVITY</th></tr>
<tr><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td><td>Self-assessment (score)</td><td>Assessment of the trainer (score)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

WORKSHOP PLAN				
TITLE OF TOOL	**CONTENT AND CONCEPTS**	**LEARNING OUTCOMES**	**LEARNING METHODS USED**	**NUMBER OF HOURS**

TRAINER'S OPINION OF THE STUDENT/TRAINEE

STUDENT'S OPINION OF THE LEARNING JOURNEY

PROFESSIONAL QUALIFICATIONS OF LEARNER

PREVIOUS WORKING EXPERIENCE

DATE (FROM-TO)	NAME AND ADDRESS OF EMPLOYER, INSTITUTION	TYPE OF ACTIVITY, SECTOR OF ACTIVITY, INDUSTRY	OCCUPATION AND FUNCTION HELD	ACTIVITIES PERFORMED, TERMS OF REFERENCE

EDUCATION /INCLUDING COURSES AND TRAINING/

DATE OF COMPLETION	NAME OF THE EDUCATIONAL ESTABLISHMENT	THE SCOPE OF EDUCATION, PROFESSION, SKILLS	TITLE OR DIPLOMA RELEVANT TO THE TRAINING OBTAINED

ADDITIONAL INFORMATION

• Extra activities (volunteering, clubs, events organised/attended, hobbies, etc.)

KNOWLEDGE OF LANGUAGES

• Title of Language, level (e.g. A1, A2 etc. or basic, intermediate, etc.), certificate if there is any.

SOCIAL SKILLS

• Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.
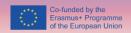
ORGANISATIONAL SKILLS

• Organizational skills are some of the most important and transferable job skills an employee can acquire. They encompass a set of capabilities that help a person to plan, prioritize, and achieve his or her goals.

TECHNICAL SKILLS

• Technical skills are the abilities and knowledge needed to perform specific tasks. They are practical, and often relate to mechanical, information technology, mathematical, or scientific tasks. Some examples include knowledge of programming languages, mechanical equipment, or tools.

…………………………………………………………………….   …………………………………………………………………..

LEARNER's signature   Trainer's signature

SUGGESTIONS FOR PORTFOLIO

CUSTOMER SERVICE

WORKSHOP PLAN				
TITLE OF TOOL	CONTENT AND CONCEPTS	LEARNING OUTCOMES	LEARNING METHODS USED	NUMBER OF HOURS
FACE TO FACE COMUNCICATION	• Learn how to behave in a face to face situation with a customer • Give simple tips so that the learner could develop basic skills to communicate face to face with a customer	The learner will be able to: • Use basic socializing language • Connect with the customer	• Presentation • Group and individual work • Discussions	3
DEALING WITH CUSTOMERS ON THE PHONE	• Learn how to deal with customers on the phone • Give simple tips and show some multimedia contents so the learner could develop basic skills to deal with customers on the phone	The learner will be able to: • Be courteous on the phone • Make himself/ herself understood • Make arrangements	• Presentation • Group and individual work • Discussions	4
HANDLING COMPLAINTS AND SOLVING PROBLEMS	• Learn how to deal with problems and complaints; • Give simple methods so the learner could develop basic skills to deal with problems and complaints	The learner will be able to: • Apply the LAST method • Write an apology letter considering the five Cs of customer care	• Presentation • Group and individual work • Discussions	3

INTERCULTURAL COMMUNICATION

		WORKSHOP PLAN		
TITLE OF TOOL	**CONTENT AND CONCEPTS**	**LEARNING OUTCOMES**	**LEARNING METHODS USED**	**NUMBER OF HOURS**
SPIDER IN THE WEB	• Awareness-raising positive use of your network. • Daring to enter into confrontation. • To convince people and institutions to cooperate in realizing your goal.	• The learners are made aware of important influences of persons and institutions in their lives and judge whether they want to change these. • They will also consider how to use supportive contacts to achieve their goals.	• Interplay	4
ROLE PLAY	• Learning to resolve difficult situations. • Learn how to deal with others. • Learn to stand up for yourself. • Learning to work together. • Language skills.	• The learners in the game are forced to react to an emotional situation in everyday life. As a result, they are challenged to react ad inhibit. Language has an important role to play here, but body language is also very important.	• Presentation	3
THE PITCH	• Being able to identify your competencies. • Being able to make a presentation in which your competencies, diplomas, work experience are mentioned. • Profile yourself.	• Learners learn to identify their competencies. • Learners learn to make a presentation in which their competencies, diplomas, work experience are mentioned. • Learners learn to profile themselves before an audience.	• Presentation	2

LEARNING TO LEARN

WORKSHOP PLAN				
TITLE OF TOOL	**CONTENT AND CONCEPTS**	**LEARNING OUTCOMES**	**LEARNING METHODS USED**	**NUMBER OF HOURS**
COMPETENCE CARDS	• Use positive communication skills (appreciative dialogue and unifying communication techniques) so the learner will be motivated to explore and appreciate his talents and challenges. • Awareness-raising positive use of your network. • Daring to enter into confrontation. • To convince people and institutions to cooperate in realizing your goal.	The learner will … • be aware of one's strengths and challenges • be aware of one's learning process and needs • be able to identify available opportunities • be able to identify and overcome obstacles in order to learn successfully • be able to gain, process and assimilate new knowledge and skills • be able to seek and make use of guidance • gain self-awareness to deal with variable situations, stress, and fear • personal development plan	• conversation o in peers o in group	5

THINKING IMAGES	Thinking Images, visual learning strategies.
	
	Visualising the reflection process in a creative manner and going over all the steps in the reflection process.
	
	• Thinking Images exist of visual models that help start the thinking process with learners.
	• Thinking Images try to make the learners think actively and in a problem-solving manner from diverse perspectives.
	• There are 10 visual models that bring on a personal thinking
		The learner will …
		• be able to gain, process and assimilate new knowledge and skills
		• learn to build on prior learning and life experiences
		• use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training
		• improve his self-modulating learning capacity
			• educational conversation
			• brainstorm
			  o individual
			  o in peers
			  o in group
			• group exercises
			• individual exercises
			• guided independent learning
				3

	process. The structure of the model defines the structure of thinking.			
OSMAND APP	GPS Tool OsmAnd: explore and locate POI's (Points of Interest) in your local environment. The learners will do research on relevant organizations during their search for education and work, such as educational institutions, public services, library, employment office, banks, driving schools …	The learner will … • be able to gain, process and assimilate new knowledge and skills • learn to build on prior learning and life experiences • use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training • explore and expand his personal network • be able to find his way in local traffic •gain a better understanding of local traffic and traffic rules.	• theoretical introduction • educational conversations • individual exercises using an electronic device	2 (download and installation not included!)

MOTIVATION

WORKSHOP PLAN				
TITLE OF TOOL	**CONTENT AND CONCEPTS**	**LEARNING OUTCOMES**	**LEARNING METHODS USED**	**NUMBER OF HOURS**
PERSONAL MANUAL	• Self-awareness and motivational exploring. • The personal manual is a book in which the learner write down thoughts and results from testing different tools. This book will be used throughout the course. This tool helps the learner to start and get used to writing down reaction patterns, problem areas, self-reflecting thoughts, new ideas, new solutions, results from tests etc. and helps them in finding a way to their internal motivation.	The learner will … • create a personal manual. • be aware of his thoughts about his own definition of motivation. • start to reflect on what effect music, creativity and exercise can have on his own motivation.	• Individual work • Creativity	2,5
INTERNAL & EXTERNAL MOTIVATION	• Self-awareness and motivational exploring. The personal manual is a book in which the learner write down thoughts and results from testing different tools. This book will be used throughout the course. This tool helps the learner to start and get used to writing down reaction patterns, problem areas, self-reflecting thoughts, new ideas, new solutions, results from tests etc. and helps them in finding a way to their internal motivation.	The learner will … • create a personal manual • be aware of his thoughts about his own definition of motivation. • start to reflect on what effect music, creativity and exercise can have on his own motivation.	• Individual work with questions • Theory lecture • Group conversations	3 + 1

TRIGGERS AND ROUTINES	• To understand what triggers are and how they can be used to start activities that we often procrastinate. To practically use some triggers in order to build new routines. • Let the learners try to use different triggers and changing some habits. Be aware of if triggers and changing habits could lead to new routines and increase the internal motivation.	The learner will … • Learn about triggers • Gain self-awareness to deal with procrastination • Be able to try different triggers • Be aware of his own morning-routines • Start changing routines for a long-term goal	• Theory lecture • Group conversations • Individually work	2,5 + 1

TEAMWORK

	WORKSHOP PLAN			
TITLE OF TOOL	**CONTENT AND CONCEPTS**	**LEARNING OUTCOMES**	**LEARNING METHODS USED**	**NUMBER OF HOURS**
9 BELBIN TEAM ROLES	During the workshop learners will be introduce to a teamwork and team member concepts. They will raise their understanding of strengths and attitudes needed to be a team player. The learners will also be introduced to 9 Belbin Team Roles that will help them to identify and understand their own and others role in the team.	The learner will: • Raise understanding of definitions and essential elements of team and teamwork • Raise understanding of the skills needed for team player and teamwork • Discover one's own strengths and areas to improve to become a better team player • Discover what role he/she and other learners play in the group work	• Presentation • Group and individual work • Discussions	3
COMMUNICATION CARDS	During the workshop learners will be introduce to a 3 communication types. This will increase learners' awareness of one's own communication and behaviour in team. It will also point out the need to have good communication skills in order to solve problems/issues arising at work as well as personal life.	The learner will: • learn about the 3 communication types • be aware of its own communication – strengths and areas that needs improvement • be aware of its own and others' communication in a team • see communication as a tool to foster effective teamwork and reach goals • develop communication & problem-solving skills	• Presentation • Group work • Discussions • Role play	4
NLP TECHNIQUES	Effective communication is crucial between all the team members in order to achieve goals. Thus, during the workshop learners will be introduce to several Neuro-linguistic programming (NLP)	The learner will: • Learn about NLP techniques • Learn how to see things/situations from other perspectives in order to avoid/solve conflicts • Improve one's active listening skills	• Presentation • Group work • Discussions • Role play	3

	techniques to continue improving communication skills (perceptual positions, active listening, feedback model).	• Improve one's feedback giving skills • Understand the importance of open communication in team • LEARNERs learn to profile themselves before an audience.		

CONFLICT MANAGEMENT

	WORKSHOP PLAN			
TITLE OF TOOL	**CONTENT AND CONCEPTS**	**LEARNING OUTCOMES**	**LEARNING METHODS USED**	**NUMBER OF HOURS**
AUDITORY LEARNING	• Get to know your potential to learning and understanding others • Become more effective communicators in order to establish better relationships The activity provides explanation of the types of conflicts and how to overcome them. One of the learners is reading aloud while others follow the reading, each for themselves. Together they present the types of conflicts and methods of their dismissal - graphically, using forms, colours, drawings, symbols.	The learners will... • be able to recognize different types of conflicts • gain competencies to overcome the different types of conflicts • be aware for adequate approaches for overcoming conflicts • be able to perceive the importance of the appropriate way of learning about conflicts • able to perceive the importance of the appropriate way of communication in resolving conflict situations. • be aware for any trends or patterns of when conflicts arise among the students	• Game-based learning • Learning by Teaching • Collaborative learning • Discussion Boards • Problem-solving • Brainstorming • Demonstration • Poster presentation	3
VISUAL LEARNING	• Get to know your potential to learning and understanding others • To become more effective communicators in order to establish better relationships The LEARNERs are presented with 5 situations of conflict types through a comic book and the same ones without dialogues and empty dialog boxes. Within the group they need to understand what conflict type is	The learners will... • be able to recognize different types of conflicts • gain competencies to overcome the different types of conflicts • be aware for adequate approaches for overcoming conflicts • be able to perceive the importance of the appropriate way of learning about conflicts • be able to perceive the importance of the appropriate way of communication in	• Game-based learning • Learning by Teaching • Collaborative learning • Discussion Boards • Problem-solving • Brainstorming	4

	presented, they are discussing how it came to it and how it can be solved. Then, they are adding new dialogues to the situations suggesting how to overcome the conflict.	resolving conflict situations		
KINAESTHETIC LEARNING	• Get to know your potential to learning and understanding others • To become more effective communicators in order to establish better relationships In this activity are given 5 descriptions of conflict situations that the LEARNERs will need to play/ demonstrate. They should briefly agree upon their roles and the way of demonstration.	The learners will... • be able to recognize different types of conflicts • gain competencies to overcome the different types of conflicts • be aware for adequate approaches for overcoming conflicts • be able to perceive the importance of the appropriate way of learning about conflicts • be able to perceive the importance of the appropriate way of communication in resolving conflict situations • be aware for any trends or patterns of when conflicts arise among the students	• Game-based learning • Role play • Collaborative learning • Discussion Boards • Problem-solving • Demonstration	3

FORM 5. CERTIFICATE OF ATTENDANCE

CERTIFICATE OF PARTICIPATION

No. yyyy-country code and number

This certifies that:

Name and surname

participated in the training course designed as a part of Erasmus+ KA2 "ReTraVaSSEV" project (2017-1-BE02-KA204-034799) tittled:

Title of module/lesson

Provided by

Organisation title

that took place in City, Country from dd until dd of month year.

The training consisted of xx hours of theory and practice (equal to x ECTS credits)

Name, Surname of the legal representative of organisation

Place, Date

Signature & Stamp

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VALIDATION TOOLS

2019