Mediating Soft Skills at Higher Education Institutions

Guidelines for the design of learning situations supporting soft skills achievement

Version 1.0
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On terminology

To get a comprehensive insight in the basic terminology we use in this handbook and we mainly derived our key definitions from, we recommend consulting the following resources:

- Bologna Glossary: http://bologna.owwz.de/home.html?&L=2
Objectives of the project Modernising Higher Education through Soft Skills

From 1999 to 2010, the Bologna Process members aimed at creating the European Higher Education Area (EHEA), that became reality with the Budapest-Vienna Declaration of March, 2010. The next decade will be aimed towards consolidating the EHEA (http://www.ehea.info/) so that universities may become engines for change and innovation. One strategic action is reform of curricula to tailor higher education institutions to the requests coming from the labor market (cfr. "New Skills for New Jobs", EUROPE 2020, Communication from the Commission, COM(2008) 868, 16 December 2008).

However, weaknesses are still evident. The study programmes of most universities in Europe are still rooted in traditional scientific learning methods and little time is given to soft and complementary skills.

This project is aimed at the integration of a common European programme on soft skills across the various academic curricula and in the diploma supplement already awarded by some higher education institutions. This new curriculum will enrich students' capabilities with new employment-oriented skills (such as leadership, capacity for generating new ideas, creativity etc...) and draws on the expertise from both universities and the corporate sector.

Mediating Soft Skills at Higher Education Institutions: Objectives & Target Groups

Soft skills that complement subject-specific knowledge and skills are commonly demanded by employers of entry-level employees and are therefore an important factor in increasing students’ employability. However, soft skills have yet to be adequately taught in schools and universities. This might be due to the fact that the term soft skill is ill-defined, especially in relation to the more widely used term ‘competence’.

Based on research with companies and best practices in universities and in halls of residence, we wrote some guidelines intended to assist teachers at higher education institutions and trainers at educational institutions to design and set up learning environments that support learning activities suitable for achieving the desired soft skills related learning outcomes. We did not ask how soft skills can be taught but rather identified three main questions that underpin the development of the presented guidelines:

- What do I want my students to learn about a specific soft skill?
- How do students learn a specific soft skill?
- How do I design a learning experience for my students to develop a specific soft skill effectively?
These questions encourage the definition of clear learning outcomes, without which a choice of teaching and assessment cannot be made (Ko, 2010).

These guidelines present 22 soft skills that are considered to be most relevant both by companies’ representatives dealing with employment as well as universities’ representatives such as curricular working groups, higher education institutes, instructors, teachers or tutors.

**Document structure**

The first part (part A) of this book presents a “hands-on” approach to soft skills development. The importance of support from teachers is discussed and the ModEs soft skills are further defined with proposals for learning outcomes and teaching and assessment methods. Furthermore, a mini-curriculum consisting of a cluster of soft skills is presented. Proposals for teaching methods supporting development of soft skills development can be found in Appendix A.

Part B gives details of the scientific and pedagogical foundations for the elaboration of the ModEs soft skills. Terms such as soft skills or learning outcomes are defined, the methodology for the composition of soft skills and learning outcomes is presented, and design considerations of the mini-curriculum are laid out. In Appendix B, learning outcomes of the ModEs soft skills and the sources used for the composition of learning outcomes are collected.

Part C, gives details of “best practice” examples of soft skills development. All relevant references to literature are contained in the last chapter.
PART A: Mediating Soft Skills
In this part, teachers, tutors and other staff interested in facilitating soft skills attainment can find resources to support the development of soft skills in their courses and projects. Chapter 2 contains an overview of the ModEs soft skills. Learning outcomes, teaching and assessment methods are proposed for each soft skill. In chapter 3, a mini curriculum is outlined.

1. Enabling Soft Skills Achievement

Working with corporate representatives and university lecturers we identified 22 soft skills: Communication, Customer/User Orientation, Teamwork, Learning Skills, Creativity/Innovation, Decision Making, Analysis Skills, Management Skills, Adaptability To Change, Leadership, Commitment/Identification with the organization, Results orientation, Continuous improvement, Negotiation, Professional ethics, Tolerance To Stress, Self-awareness, Life Balance, Conflict management, Cultural adaptability, Contact Network, Research and Information Management Skills.

Subsequently, we identified three core attitudes within this set of soft skills, namely commitment, professional ethics and self-awareness.

These are attitudes and values interwoven in the development of soft skills as compiled in the ModEs-project.

In the next section, we have highlighted the core attitudinal qualities required by the facilitator, that support the development of the aforementioned attitudes and, therefore also, the achievement of soft skills.

After this, we present the ModEs Soft Skills. We list learning outcomes for each skill and propose appropriate teaching and assessment methods. Each teaching method mentioned is described concisely in Appendix A following a teaching method description template.

On being an enabling facilitator

After to the separation of attitudes and values as well as the presentation of the ModEs soft skills, a teacher, instructor, tutor, facilitator of learning may ask:

- How can I support the development of attitudinal aspects such as self-awareness?
- How can I contribute to the establishment of a climate suitable for the development of soft skills?

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1 For a more detailed description of soft skills, see: Part B, Chapter 4 „Methodology“ – Compilation of the ModEs Soft Skills

2 For more information on the process of separating these attitudes/values, see: Part B, Chapter 4 „Methodology“ – Clustering of Soft Skills
Carl Rogers, one of the best known American psychologists and founder of a person-centered approach in psychotherapy researched related concerns beginning in the 1950th. He explored how a climate can be characterized where persons are able to mature, improve functioning, develop (Rogers, 1958).

Rogers saw the goal of education in the facilitation of change and learning. “The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world (Rogers, 1983, p. 120).”

A major implication of the person-centered approach for education is that if certain attitudinal qualities are met in a personal relationship on the side of the facilitator and perceived by the learner, significant learning can occur (Rogers, 1967). Significant learning is more than collecting facts. It is learning that makes a difference – in the behaviour, the attitudes or values, or perhaps even in the personality of the learner (Rogers, 1961[1973/2004], p. 274). “Significant learning combines the logical and the intuitive, the intellect and the feeling, the concept and the experience, the idea and the meaning. When we learn in that way, we are whole ...(Rogers, 1983, p. 20).”

The three attitudes or core conditions that are basic to relationships in which persons can unfold, develop, are:

- Genuineness or Realness in the facilitator of learning

“When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or façade, she is much more likely to be effective. This means that the feelings that she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them, and able to communicate them if appropriate (Rogers, 1983, p. 121).”

Real individuals interact in extensional ways with themselves (internal), others (relational) and the world (systemic). Extensionality refers to the “personal perceptual practice of seeing and being aware of experience itself, or factual, low-inference reality” as well as “the development of critical-creative thinking which holds and evaluates multiple experiential viewpoints (Cornelius-White, 2007[2], p. 198).” Thus, real persons may take in the viewpoint of an organization they work in beside the viewpoint of the project team or the customers and evaluate these subjectively to find a creative way to a solution.

- Prizing, Acceptance, Trust

This attitudinal quality is described as “prizing the learner, prizing her feelings, her opinions, her person. It is a caring for the learner, but a nonpossessive caring. It is acceptance of this other individual as a separate person, having worth in her own
right. … The facilitator’s prizing or acceptance of the learner is an operational expression of her essential confidence and trust in the capacity of the human organism (Rogers, 1983, p. 124).”

In a climate where students feel accepted, they tend to take responsibility for their own interpretations and insights. A result of this self acceptance is a notable enhancement of their interpersonal relationships to others(Rogers, 1951[1983/2005], p. 342).

- Empathic Understanding

“When the teacher has the ability to understand the student’s reactions from inside, has a sensitive awareness of the way the process of education and learning seems to the student, then … the likelihood of significant learning is increased (Rogers, 1983, p. 125).” Metaphorically, this attitude can be described as “standing in the other’s shoes, … viewing the world through the student’s eyes(Rogers, 1983, p. 125).”

There is an element of reciprocity in these qualities or dispositions meaning that if a facilitator embodies them consistently and this is perceived by learners both learners and facilitators are able to mature and develop (Rogers, 1980, p. 117; Rogers, 1983, p. 131).

Another highly important aspect of significant learning is that learners engage in personally relevant challenges. They are committed to finding solutions to personally meaningful problems (Rogers, 1961[1973/2004], p. 275/276; Rogers, 1983, p. 148).

If a working climate can be established and sustained that is characterised by trust, realness, transparency and empathic understanding and significant learning occurs, students will, for example (Rogers, 1983, p. 202/203):

1. miss fewer days of class
2. have increased scores in self-concept measurements, indicating more positive self regard
3. demonstrate improvements in scores for creativity
4. be more spontaneous and use higher levels of thinking

The effects of significant learning in educational environments have been studied extensively by David Aspy and Flora Roebuck (Rogers, 1983, p. 199-217), Reinhard and Anne-Marie Tausch (Rogers, 1983, p. 217-221) and in a meta-analysis by Jeffrey Cornelius-White (2007).

In summary, a facilitator of learning is a person that tries to establish a highly threat-free learning atmosphere by being genuinely real in the relationships to fellow learners, feeling and expressing unconditional positive regard towards learners and by trying to empathically understand them in their needs and fears. Further, a facilitator of learning provides personal or material learning resources supporting learners in engaging in learning they perceive as relevant for their development.
The ModEs Soft Skills

This section outlines a toolbox for teachers, instructors, tutors and facilitators who want to integrate development of soft skills into their courses. The ModEs Soft Skills are divided into the following categories: personal, content-reliant/methodological, and social.

To a large extent the teaching methods presented match those concerning the affective domain in Bloom’s taxonomy of learning³ (Weston and Cranton, 1986, p. 278).

Additional tutorials and resources for the design of courses that facilitate the development of soft skills can be found in the project “The Importance of Soft Skills at the Labour Market - Curriculum for a Labour Market Oriented Awareness Raising Measure” that has been supported by the Leonardo Da Vinci - Programme of the European Union⁴.

**Soft Skill Template**

<table>
<thead>
<tr>
<th>Soft Skill:</th>
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<tbody>
<tr>
<td>Title of Soft Skill</td>
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<table>
<thead>
<tr>
<th>Related Soft Skills:</th>
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<tr>
<td>Related Soft Skill</td>
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<table>
<thead>
<tr>
<th>Definition:</th>
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<tbody>
<tr>
<td>The definition of the Soft Skill in the ModEs-project</td>
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<table>
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<tr>
<th>Learning Outcomes:</th>
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<tbody>
<tr>
<td>Students are able to…</td>
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<tr>
<td>List of learning outcomes</td>
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<tr>
<th>Proposed Teaching and Assessment Methods:</th>
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<tbody>
<tr>
<td>Teaching and assessment methods suitable for the achievement of the soft skill.</td>
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<tr>
<td>Descriptions and tutorials for presented teaching methods can be found in Appendix A.</td>
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</table>

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<tr>
<th>“Best Practice” Examples</th>
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<tr>
<td>Titles of “best practice”-examples that are located in Part C of this document.</td>
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³ Domains of Bloom’s Taxonomy of learning: Cognitive, Affective, Psychomotor
⁴ [http://www.best.at/download2.php?f=541&h=6f0284c25d06de4693cd50977f04dd77](http://www.best.at/download2.php?f=541&h=6f0284c25d06de4693cd50977f04dd77)
Personal

Soft Skill: Tolerance to stress

Related Soft Skills:

Definition:
The ability to show endurance in complicated or stressful situations, and when facing barriers in the way, workloads or a pace of working different from usual while maintaining the same quality level in the tasks accomplished.

Learning Outcomes:
Students are able to...
1. identify positive and negative effects of stress and that stress is a reaction to positive experiences as well as negative experiences, and is a part of life.
2. detect the symptoms of chronic stress overload.
3. map actions that increase stress.
4. employ techniques to help manage stress.
5. create a plan for work and home to help reduce and manage stress.

Proposed Teaching and Assessment Methods:
Discussion, Personal Reflection, Case Study Method, (Online) Role-Playing

“Best Practice” Examples
“El director y el hombre” (“Manager and person”). IPADE Business School (Mexico City).

Soft Skill: Life balance

Related Soft Skills:
Definition:
The ability to manage successfully the frequent conflicts between life and work, personal and corporative goals, and between personal and corporative values.

Learning Outcomes:
Students are able to...
1. identify difficulties facing an effective reconciliation of work and family life.
2. establish a balance in time sharing between different personally meaningful life aspects.
3. improve workload management with techniques and approaches to planning time, interact with co-workers and understanding themselves.

Proposed Teaching and Assessment Methods:
Personal Reflection, Case Study Method, Project-based Learning

“Best Practice” Examples
“El director y el hombre” (“Manager and person”). IPADE Business School (Mexico City).

Soft Skill: Creativity/Innovation

Related Soft Skills:

Definition:
The ability to contribute with new ideas to develop improvements in the products or services of the organization as well as in the activities performed in the job, with the aim of responding to the needs of evolution of the organization.

Learning Outcomes:
Students are able to...
1. apply new methods for completing required tasks, eventually finding a "better way".
2. employ strategies to deal with the constantly changing professional landscape.
3. improve their ability to respond practically and creatively to problems and opportunities.
4. use frameworks and strategies for enabling a supportive environment for creativity and innovation, e.g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support.
Proposed Teaching and Assessment Methods:
Brainstorming, Problem-based Learning

“Best Practice” Examples
Video contest “Message in a bottle” – EUCA (European Union of College Association) Entrepreneurship Initiative (M’Imprendo Project) - Collegio Don Mazza and Confindustria, Padova (Italy)

Soft Skill: Learning Skills

Related Soft Skills:

Definition:
The ability to provide a self-assessment of the necessities of knowledge (theoretical or practical) and take measures to acquire and implement this knowledge, while maintaining a flexible and open attitude towards learning throughout the professional life.

Learning Outcomes:
Students are able to…
1. set goals with success criteria for their development and work.
2. make judgements and draw conclusions.
3. connect their own and others’ ideas and experiences.
4. respond positively to change, seeking advice and support when needed.
5. plan ahead by creating a schedule that includes all your commitments relating to study, work, and personal or social life for the next few days/weeks/months.
6. Students are able to develop individual learning strategies in order to acquire new knowledge (focus on how to learn versus what to learn).
7. identify their learning needs and plan actions to close the gap between what they learn and what they need to know in order to have a good work performance

Proposed Teaching and Assessment Methods:
Project-based Learning, Problem-based Learning, Discussion, Personal Reflection

“Best Practice” Examples
Study strategies and learning skills for University Students – Arces, Palermo (Italy)
Social

**Soft Skill: Communication**

**Related Soft Skills:**

**Definition:**
The ability to transmit ideas, information and opinions clearly and convincingly both verbally and in writing, while listening and being receptive to the proposals of others.

**Learning Outcomes:**
Students are able to...

1. communicate transparently as a result of increased congruence or confidence.
2. practice active listening.
3. present clearly and confidently to an audience.
4. monitor and manage communication patterns in a group.
5. communicate expressively and effectively in face-to-face and online settings.
6. communicate expressively and effectively in written communication

**Proposed Teaching and Assessment Methods:**
- Project-based Learning
- Problem-based Learning
- Active Listening Training
- Peer Learning
- Report
- Personal reflection

**“Best Practice” Examples**
- Person-Centered Communication, Web engineering
- Personal Communication and Public Speaking at Luiss Guido Carli University – Rome
- “Oratory for university students” - Colegios Mayores and Universidad Complutense de Madrid

**Soft Skill: Teamwork**

**Related Soft Skills:**
Definition:
The ability to build relationships of participation and cooperation with other people. It involves sharing resources and knowledge, harmonizing interests and contributing actively to reach the objectives of the organization.

Learning Outcomes:
Students are able to...

1. evaluate their own performance in communication, conflict resolution, and decision-making
2. use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively.
3. conduct a self-evaluation of themselves as team members and identify specific areas for improvement.
4. interact and work effectively with others.

Proposed Teaching and Assessment Methods:
Team-based Learning, Problem-based Learning, Project-based Learning, Jigsaw-Method, Peer Learning, Pre-/Post-tests (of students’ conception of teamwork skills), Self Assessment, Peer Assessment, Post-course Focus Group Interviews, Questionnaires (concerning the team experience), Reports

“Best Practice” Examples
Team working – Arces, Collegio Segesta, Palermo (Italy)
Laboratory of theatre improvisation for soft skills development - Collegio Don Mazza, Padova (Italy)
International Undergraduate Skills Programme - Colegio Mayor Castilla. IESE Business School (Spain)

Soft Skill: Contact Network

Related Soft Skills:
**Definition:**
The ability to develop, maintain and foster contacts both at an internal and external level with the aim of reaching the best results for the organization while watching over its image.

**Learning Outcomes:**
Students are able to…
1. understand the purpose of networking and the skill sets involved.
2. apply the core skills needed for building relationships.
3. foster the contact with existing or potential members of their network.
4. manage and administer their network effectively.
5. behave motivated and target oriented.

**Proposed Teaching and Assessment Methods:**
Peer Learning, Build-your-own Team-Building Activity, My Name

**“Best Practice” Examples**
Social networking for management education – Management Engineering Degree-University of Pisa

**Soft Skill: Negotiation**

**Related Soft Skills:**

**Definition:**
The ability to argue clearly and coherently and conciliate different opinions to reach an
agreement that satisfies everyone with the aim of achieving the proposed goals.

**Learning Outcomes:**

Students are able to…

1. prepare a negotiation plan and strategy.
2. establish a positive and constructive atmosphere at the negotiation table.
3. be open to modify the own point of view.

**Proposed Teaching and Assessment Methods:**

Case Study Method, Role-Playing, Guided Discussion, Problem-based Learning

**“Best Practice” Examples**

Negotiation
Poland Soft Skills Training Sessions – WUT (Warsaw University of Technology)
Euca – Rajk László College Study Exchange Programme

**Soft Skill: Conflict Management**

**Related Soft Skills:**

```
Conflict Management

- Active Listening
- Advanced Empathic Reflection
- Confrontation
- Summarising
```

**Definition:**

The ability to manage conflict, which means stimulating, regulating or resolving conflict between two or more parties.

**Learning Outcomes:**

Students are able to…

1. demonstrate a clear understanding of the notion of intra- and interpersonal conflict, as well as related areas such as frustration and intra- and interpersonal stress.
2. demonstrate an awareness of the link between personality and conflict management style.
3. utilize cultural resources for enhancing collaboration and dealing with conflict in particular cultural contexts.
4. apply existing and newly acquired skills such as active listening, advanced empathic reflection, confrontation and summarising to conflict management and resolution.

**Proposed Teaching and Assessment Methods:**

Case Study Method, Active Listening Training, Discussion, Dialogue, Peer Learning,
Soft Skill: Leadership

Related Soft Skills:

Definition:
The ability to motivate and guide others to get them to contribute effectively and adequately to the attainment of the objectives.

Learning Outcomes:
Students are able to…
1. explain how leadership operates and is understood in organizations.
2. identify their own strengths and development needs as a leader.
3. describe important qualities and behaviours of effective leaders.
4. work effectively in diverse settings by applying leadership techniques related to specific situations.

Proposed Teaching and Assessment Methods:
Case Study Method, Role-Playing, (Giving/Taking)Feedback, Discussion, Project-based Learning, Self Assessment

“Best Practice” Examples
Leadership and Meritocracy – Collegio di Milano (Italy)
Women in Leadership: Role models and Self-empowerment– Collegio Nuovo, Pavia (Italy)

Soft Skill: Culture Adaptability

Related Soft Skills:
Definition:
The ability to carry out managerial and entrepreneurial processes in multicultural environments.

Learning Outcomes:
Students are able to...
1. portray the value of cultural diversity.
2. interact flexibly and adaptive in new environments.
3. describe the relationship between culture and communication.
4. employ sensitivity in cultural encounters.

Proposed Teaching and Assessment Methods:
Case study Method, Active Listening Training, Dialogue, Guided Discussion, Reports, Role-Playing, Project-based Learning, Self Assessment, (Cross Cultural Adaptability Inventory) Test

“Best Practice” Examples
Volunteering course building a kindergarten in Burma (Myanmar), Netherhall House (Great Britain)
Promoting a Responsible European Citizenship (Project) by EUCA (European Union of College Association)

Content-Reliant/Methodological

Soft Skill: Adaptability to Changes

Related Soft Skills:
Definition:
The ability to redirect the course of action to meet the goals in a new situation

Learning Outcomes:
Students are able to...
1. recognize changes in their environment.
2. identify the nature of change.
3. judge how these changes affect the current (working) situation and organisation strategy in terms of risks and opportunities.
4. identify and analyse diverse aspects of a situation that are important to achieve a specific goals and to estimate how and to what extend these aspects have to be adapted due to changes.
5. evaluate possible efforts related to a change process.

Proposed Teaching and Assessment Methods:
Problem-based Learning

“Best Practice” Examples
Global Mindset – Fondazione Rui, Italy

Soft Skill: Customer/User Orientation

Related Soft Skills:

Definition:
The ability to identify, understand and satisfy efficiently the needs of both the existing and potential customers.
**Learning Outcomes:**
Students are able to…

1. assess the areas where the organisation has adopted a customer orientation and to evaluate how and where this can be developed.
2. involve customers in developing realistic objectives or time frames.
3. ask questions to identify customers' needs, expectations and level of satisfaction or to determine customers' awareness of the full range of available services.
4. take a variety of actions to fully understand and meet a customer's needs.
5. respond to customers with an appropriate level of urgency.

**Proposed Teaching and Assessment Methods:**
Project-based Learning, Problem-based Learning, Active Listening Training, Role-Playing

**“Best Practice” Examples**
Seniores on-line (project) – Collegio Einaudi, Torino (Italy)

**Soft Skill: Continuous Improvement**

**Related Soft Skills:**

![Diagram of related soft skills]

**Definition:**
The ability to perform the activities, duties and responsibilities inherent to the job under quality standards and look for the continuous improvement by proposing the adaptation and modernization of the process and techniques in use.

**Learning Outcomes:**
Students are able to…

1. set goals, measurables and objectives.
2. find a quality variation’s root cause.
3. determine the time frames, tasks, responsibilities and resources required to achieve the improvement goals identified.
4. measure the result of improvement against the expected performance indicators.

**Proposed Teaching and Assessment Methods:**
Project-based Learning, Problem-based Learning
**“Best Practice” Examples**
FIRE programme – Collegio Torleone, Fondazione Rui, Bologna (Italy)
Soft skills project – Collegio Einaudi, Torino (Italy)
International Undergraduate Skills Programme - Colegio Mayor Castilla. IESE Business School (Spain)

**Soft Skill: Results Orientation**

**Related Soft Skills:**

**Definition:**
The ability to make the organizational efforts profitable while having always in mind the goals pursued. It involves optimizing time management, prioritizing the future activities and using tools or techniques that make easier to develop them.

**Learning Outcomes:**
Students are able to…

1. utilize tools and techniques to ensure projects remain on target.
2. initiate actions to optimize resources for the achievement of results.
3. maintain the required process orientation for quality results and to contribute to improving the processes.
4. maintain team work and team building particularly on the work involving interdependencies.
5. develop and utilize measures to assess goal attainment and outcome achievement.
6. accelerate decision making while assuring risks are minimized and make specific changes in work methods and skills to improve personal performance and organizational results.

**Proposed Teaching and Assessment Methods:**
Problem-based Learning, Project-based Learning

**“Best Practice” Examples**
Seniors Activity Project: Making the Bench - Kelston Club and Study Center (NEA)

**Soft Skill: Analysis Skills**

**Related Soft Skills:**
Definition:
The ability to draw conclusions and forecasts for the future by getting information from different sources and establishing cause and effect relationships.

Learning Outcomes:
Students are able to…
1. identify and analyze problems in difficult situations and to make a justifiable evaluation.
2. find ideas and look for alternative solutions.
3. make conclusions based on valid proof.
4. formulate ideas of a concept as a result of the reading, researching, discussing and brainstorming in highly specific, subject-focused work.
5. apply the relevant theory to source material.
6. place specific events and/or problems into wider contexts.
7. give proof and / or counterexamples.

Proposed Teaching and Assessment Methods:
Problem-based Learning, Project-based Learning, Case study Method, Exploratory Discussions, Explore-Describe-Apply

“Best Practice” Examples
Complementary Study “Problem Solving Competency” at the University of Augsburg
Online Problem Solving in Electromagnetism – Campus Bio-Medico University, Rome

Soft Skill: Decision Making

Related Soft Skills:
The ability to make the decisions needed to achieve the objectives quickly and proactively. Decision making uses the relevant information to make the choice of the best alternative easier (by consulting the most appropriate sources, checking and implementing that alternative) and involves considering the assumption of some risks in conditions of uncertainty.

**Learning Outcomes:**
Students are able to…
1. recognize the decision opportunity.
2. consider the consequences.
3. evaluate the quality of information given.
4. clarify the nature of the problem before deciding on an action.
5. look for alternatives / identifying alternatives.
6. evaluate the quality of the results after decision-making.

**Proposed Teaching and Assessment Methods:**
Problem-based Learning, Project-based Learning, Case Study Method, Brainstorming

**“Best Practice” Examples**
Complementary Study “Problem Solving Competency” at the University of Augsburg
Medical Humanities at Campus Bio-Medico University of Rome

**Soft Skill: Management Skills**

**Related Soft Skills:**

**Definition:**
The ability to set goals and priorities by the selection and distribution of the tasks and resources, follow-up of the evolution in the execution of those objectives and act on the deviations from the initially planned that may occur.

**Learning Outcomes:**
Students are able to…
1. develop and reflect on the development of management skills in a team and concerning tasks.
2. document and manage changing requirements.
3. manage time and resources effectively.
4. collaborate effectively with diverse individuals, team members, with peers, groups and/or organizations.
5. apply project management tools, techniques, and methodologies, including associated enabling ICT (information and communication technology).
6. evaluate performance of self and others as team members.

**Proposed Teaching and Assessment Methods:**
Problem-based Learning, Project-based Learning, Peer Learning, Enquiry-based Learning, Personal Reflection, Self Assessment, Peer Assessment

**“Best Practice” Examples**
Complementary Study “Problem Solving Competency” at the University of Augsburg
Sustainable innovation, management and soft skills development - Colegios Mayores (Spain)
Poland Soft Skills Training Sessions – WUT (Warsaw University of Technology)
Social networking for management education – Management Engineering Degree-University of Pisa

**Soft Skill: Research and Information Management Skills**

**Related Soft Skills:**

**Definition:**
The ability to find information in the literature, to distinguish between primary and secondary sources or literature, to use the library - in a traditional way or electronically - to find information on the Internet, to use various research methods and evaluation techniques.

**Learning Outcomes:**
Students are able to...
1. find needed information effectively and efficiently.
2. evaluate the information they find on the internet.
3. understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.
4. recognize the need for information and determine the nature and extent of the information needed.
5. organize, manage and present information.
6. use information effectively to accomplish a specific purpose.

**Proposed Teaching and Assessment Methods:**
Enquiry-based Learning, Problem-based Learning

**“Best Practice” Examples**
2. Mini Curriculum

Since the introduction of the Bologna Process educational structure (bachelor, master and PhD program), the importance of soft skills supplementing subject-specific skills has increased. Employers expect academics coming from university not only to be experts in their field of study but also to be experienced in soft skills (Bologna Communiqué Leuven, 2009; Kohler, 2004; Welbers, 2004; Harvey, 1999; Vukasovic, 2006). Learning skills, teamwork, communication, creativity and other soft skills rate as core employability criteria (Tuning Educational Structures, 2006[2007]).

Hence, in tertiary educational institutions the question arises: How do our students, especially in bachelor or master programs, succeed in the labour market?

In this chapter, a mini curriculum composed of three modules of social soft skills is presented. The modules are interrelated and Bologna conformable.
Module: Communication, Conflict Management and Culture Adaptability

<table>
<thead>
<tr>
<th>Official Code</th>
<th>Title</th>
<th>ECTS Credits</th>
<th>EQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication, Conflict Management and Culture Adaptability</td>
<td>5</td>
<td>6.7</td>
</tr>
</tbody>
</table>

**Description**
This module is designed to:

- a, develop basic communication skills such as active listening or empathic reflection which the learner will require both in his/her field of study and subsequently as a professional;
- b, offer a climate of reflected cultural awareness and diversity;
- c, experience of dealing with and resolving conflict situations.

**Module Coordinator**
Recommended

**Pre-requisite Learning**
Module Recommendations
Not Applicable

**Requirements**
Not Applicable

**Learning Outcomes**
On successful completion of this module the learner will be able to

1. communicate transparently as a result of increased congruence or confidence.
2. communicate expressively and effectively in face-to-face and online settings.
3. practise existing and newly acquired counselling skills such as active listening, advanced empathic reflection, confrontation and summarising, e. g. for conflict management and resolution.
4. improve his/her communication in a group.
5. be sensitive in cultural encounters.
6. utilize cultural resources for enhancing collaboration and dealing with conflict in particular cultural contexts.

**Structure of Module**

<table>
<thead>
<tr>
<th>Type</th>
<th>Method(s)</th>
<th>Average Weekly Learner Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Dialogue, Active Listening Exercises, Case studies, Group work</td>
<td></td>
</tr>
<tr>
<td>Independent &amp; Directed Learning (Non-contact)</td>
<td>Student reading, online tutorial sessions</td>
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</tbody>
</table>

**Intended Duration of Module**
1 Semester

**Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Outcome addressed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Written personal experiences of the</td>
<td>1, 5</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>Topic in the context of cultural diversity and conflict; Milestone Presentation and Peer Review of final work</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Portrayal of personal conflict management style; illustration of a situation in which this style was used; costs and benefits using this style of conflict management</td>
<td>4, 5, 6</td>
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### Module: Teamwork

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<th>Title</th>
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<th>EQF Level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teamwork</td>
<td>5</td>
<td>6,7</td>
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</table>

**Description**

This module is designed to:

a) develop team-working skills that the learner will need both in his/her academic life and in professional work;
b) support the sharing of resources among learners;
c) motivate the learner for collaboration and cooperation.

**Module Coordinator**

Recommended

**Pre-requisite Learning**

Module Recommendations

Module: Communication, Conflict Management and Culture Adaptability

**Learning Outcomes**

On successful completion of this module the learner will be able to

1. evaluate his/her own performance in communication, conflict resolution, and decision-making.
2. effectively use a wide range of team processes (brainstorming, structured organisation, meetings, ...) effectively.
3. conduct a self-evaluation of themselves as team members and identify specific areas for improvement.
4. build a qualified rapport, interact and work effectively with others.
5. understand and play the role of a leader and follower alternately.

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<th>Structure of Module</th>
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<tbody>
<tr>
<td><strong>Type</strong></td>
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<td>Seminar</td>
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<tr>
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<tr>
<td>1 Semester</td>
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<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Module: Leadership, Negotiation and Contact Network</th>
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<tbody>
<tr>
<td><strong>Official Code</strong></td>
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<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td>This module is designed to: a, develop skills in leadership, negotiation and sustaining relationships which the learner will require both in his/her academic and subsequently professional career; b, provide an atmosphere to gain experience in personal leadership styles and negotiation strategies; c, promote establishing and preserving contacts between learners.</td>
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<tr>
<th>Module Coordinator</th>
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<td>Recommended</td>
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<tbody>
<tr>
<td>Module Recommendations</td>
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<tr>
<td>Requirements</td>
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<tr>
<td>Communication, Conflict Management and Culture Adaptability</td>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>On successful completion of this module the learner will be able to</td>
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</table>
1. work effectively in diverse settings by applying situational leadership, leadership appropriate for the particular situation, and negotiation techniques
2. describe what negotiation is and what components constitute the negotiation process
3. identify his/her own strengths and development needs as leaders.
4. improve the core skills needed for building relationships.
5. establish a positive and constructive working atmosphere.
6. facilitate team effectiveness through, e. g., empowerment, motivation and inspiration of others.

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<th>Structure of Module</th>
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<td>Seminar</td>
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<tr>
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<tr>
<th>Language (optional)</th>
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**Acknowledgement**

We thank the panel of experts for the handbooks evaluation and valuable input to this part (June, 2011).
Appendix A

In the following section, we present teaching methods stemming from a constructivist approach that can be applied to support soft skills development. Most are based on teaching methods which were systematically described in the project PROLIX\(^5\). The Teaching Method Description Template is modelled on the Teaching Method Description Template developed in the \(iCoper\)-Project\(^6\).

**Teaching Method Description Template**

**General Information ("Teaser")**

**Name**: Name of teaching method. (*Example: Jigsaw*)

- **Author & Copyright**: Name and optional contact information of the person who filled out this teaching method description, as well as copyright information. (*Example: Petra Oberhuemer, University of Vienna, petra.oberhuemer@univie.ac.at; Copyright: Creative Commons*)

- **Summary/Thumbnail**: Overview of teaching and learning activities in this teaching method; quick information about key points of the teaching method. (*Example: Ten-Plus-Two method is used to break long presentations. Instructor presents for ten minutes, learners then reflect two minutes. Repeat.*)

- **Rationale for teaching method**: Goal of this teaching method, why and when is the method being used? (*Example: To foster active participation of and communication between students.*)

- **Subject/Discipline\(^*\)**: In what (topical) area of study can this teaching method be used? (*Example: Civil engineering, geotechnics and hydraulic engineering*)

---

\(^{5}\) [http://www.prolix-project.eu/](http://www.prolix-project.eu/)

\(^{6}\) [http://www.icoper.org/](http://www.icoper.org/)
Learning outcomes*: The intended goals for learning. (*Example: Learners are able to calculate forces on dams.*)

Group size*: The approximate number of participants suitable for this teaching method. (*Example: The method is ideal for 15-20 participants, max. 30 participants*)

Duration*: The amount of time it takes to complete the teaching method when it is being used/implemented (e.g.: 2 hours, if it is a large group 3 hours)

Learner Characteristics*: Description of the “target group” of this teaching method, i.e. the learners’ age, level within the curriculum, previous knowledge, special attributes, or qualities. (*Example: 15-35 years of age, introductory stage in college, high knowledge of technology*)

Type of Setting: The setting in which the teaching method is intended to be implemented. (*Example: Distance learning, blended learning, face-to-face*)

Detailed Information

Graphical Representation*: A depiction of the teaching method. (*Example: flow chart, activity diagram, swim lanes*)

This is an example of graphically representing the One-minute-paper method. Replace it with your own.
Download software for modeling teaching methods at http://sourceforge.net/projects/opengl/.

**Sequence of Activities**: Detailed description of all activities (including assessment) performed by the participants as part of the teaching method as well as the activities’ temporal sequence. *(Example: 1. [Presenter] Present the concepts to be learned for ten minutes; 2. [Learner] Share and reflect together with another learner what has been presented in the last ten minutes; 3. [Presenter] Repeat steps 1 and 2 as necessary.)*

**Roles**: Name and short description of roles that the participants take within the teaching method. *(Example: tutor, moderator, discussion participant, expert)*

**Type of Assessment**: The intended method for assessing learners’ progress and learning outcomes. *(Example: portfolio, multiple-choice test, oral exam)*

**Resources**: Detailed description of the requirements for implementing the teaching method including room equipment, IT infrastructure, software, virtual learning environment, personnel resources, learning materials, and other supports. *(Example: flip chart, projector, forum or chat, at least 5 tutors, facilitator’s toolkit, study guide)*
Alternatives: Description of possible variations of the teaching method. (Example: To ensure that all participants contribute ideas during brainstorming, you may use note cards for collecting ideas instead of contributing ideas by shouting. Each participant writes their ideas on note cards and then shares them publicly.)

Comments*: Any comments from people who have read or applied the teaching method.


* = optional
Please send the completed template to petra.oberhuemer@univie.ac.at

Team-based Learning

General Information (“Teaser”)

Name:
Team-based Learning

Author & Copyright:
Author: David Haselberger
Copyright: Creative Commons Attribution-Noncommercial-Sharealike 3.0 Austria licence (http://creativecommons.org/licences/by-nc-sa/3.0/at)

Summary/Thumbnail:
TBL is designed to provide students with conceptual and procedural knowledge. Students are organised into permanent groups for the term. They prepare for course units (usually 5 - 7). Every unit begins with the readiness assurance process (RAP), a short test on the key ideas from the material students had to learn. The test is completed individually. After completion, the same test is taken again as a team, coming to consensus on team answers. Finally, there is a lecture (usually short and always very specific). After the RAP, the learning unit is spent on in-class activities and assignments that require students to practice using the course content.
Rationale for teaching method:
To increase the ability to apply knowledge of the particular content in solving authentic problems

Group size:
applyable in large classes

Duration:
2 - 6 hours per unit

Learner Characteristics:
Academia and business management

Type of Setting:
Blended Learning, Face-to-Face

Detailed Information

Graphical Representation:
This is an example of graphically representing the Team-based Learning method.

Sequence of Activities:
- [Learner] Individual Study
- [Learner] Individual Test
- [Team Member] Team Test
- [Team Member] Written Appeals (from teams)
- [Instructor] Instructor Feedback
- [Team Member] Application-Oriented Activities
- [Learner] Simultaneous Reports of Team Activities
### Roles:
learner, discussion participant, team member

### Type of Assessment:
- Individual Multiple-Choice Test
- Team Multiple-Choice Test
- Team Assignments

### Resources:
- Test materials
- Immediate Feedback Assessment Technique sheets
- At least 1 Instructor
- Handouts for Team Assignments

### Alternatives:
If the test is taken online, an appropriate learning platform is needed; moreover, the Immediate Feedback Assessment Technique could be implemented online as well

### References:
Michaelsen, Larry K./Sweet, Michael: „The Essential Elements of Team-Based Learning,“ *New Directions for Teaching and Learning*, n166, 2008, pp. 7 – 27.
http://teambasedlearning.apsc.ubc.ca/

### Problem-based Learning

#### General Information (“Teaser”)

**Name:**
- Problem-based Learning

**Author & Copyright:**
- Author(s): Susanne Neumann
- Copyright: Creative Commons Attribution-Noncommercial-Sharealike 3.0 Austria licence (http://creativecommons.org/licences/by-nc-sa/3.0/at)

**Summary/Thumbnail:**
In problem-based learning (PBL), complex, real-world problems motivate students to discover connections between important concepts and in doing so acquire essential skills. These skills include teamwork, problem solving, information retrieval and analysis, and communication.

**Rationale for teaching method:**
- Problem-based learning is used for heuristic tasks rather than procedural tasks or memorisation of factual information.
- Must be based on a well-conceived problem scenario.
- Should be used only when the kind of learning (see learning objectives) has a significant bearing on the development of the skills in question.
- Learners and Trainer must be receptive to this approach to learning with its shift in roles and power relationships.
Learning begins with a problem that is important and relevant to the learners (Reigeluth & Moore, 1999).

Learning Objectives:
- Develop knowledge on particular contents in complex domains
- Problem-solving skills
- Critical thinking skills
- Communication skills
- Training for having multiple perspectives
- Self-directed learning skills
- Creativity
- Transfer of knowledge

Group size:

Duration:

Learner Characteristics:
Academia

Type of Setting:
Blended Learning, Face-to-Face, Distance Learning

Detailed Information

Graphical Representation:

This is an example of graphically representing the Problem-based Learning method.

Sequence of Activities:
- [Tutor] Develop Problem: Develop an authentic problem or project scenario to anchor instruction and learning activities.
- [Learner] Prepare Collaboration: Overview the collaborative problem-solving process.
- [Tutor] Prepare Collaboration: Overview the collaborative problem-solving process.
  Provide instruction and practice in group process skills.
- [Group Member] Establish Group Guidelines: After group formation (small, heterogeneous groups), establish operational guidelines for your group. Discuss how you want to work together and keep track of the results of this discussion.
- [Group Member] Define the problem:
  Negotiate a common understanding of the problem.
  Identify learning issues and goals.
  Brainstorm preliminary solutions or project plans.
  Select and develop the initial design plan.
  Identify sources of needed resources.
  Gather preliminary information to validate the design plan.
  Afterwards: Identify the principle roles needed to complete the design plan. Negotiate the assignment of roles.
- [Group Member] Iterative Problem Solving:
  Refine and evolve the design plan.
  Identify and assign tasks.
  Acquire needed information, resources, and expertise.
  Collaborate with tutor to acquire additional resources and skills needed.
  When acquired, disseminate acquired information, resources, and expertise to the other group members.
  Develop solutions, and conduct formative evaluations of the solution.
  Report regularly on individual contributions and group activities.
  Participate in inter-group collaborations and evaluations.
- [Tutor] Support Groups: Support the groups in the acquisition of needed resources and skills. Regularly request and collect reports on individual contributions and group activities. Facilitate inter-group collaborations and evaluations.
- [Group Member] Finalise solution: Draft the preliminary final version of the solution.
  Conduct the final evaluation or usability test of the solution. Revise and complete the final version of the solution.
- [Learner] Reflect experience: Identify learning gains from the engagement in the solving process. Debrief experiences and feelings about the process. Reflect on group and individual learning processes.
- [Tutor] Support Reflection: Support learners in the reflection of their learning experience during the problem solving process.
  Help learners to:
  identify gains in learning.
  debrief experiences and feelings about the process.
  reflect on group and individual learning processes.
- [Tutor] Evaluate Solutions: Evaluate the products and artefacts created by the groups. Evaluate the processes that the groups used. Give feedback to groups.

Roles:
Tutor, Learner, Group Member

Type of Assessment:
Products, Artefacts, Personal Reflection
### Alternatives:

<table>
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<th>Alternatives:</th>
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### References:


### Project-based Learning

#### General Information (“Teaser”)

**Name:**

Project-based Learning

**Author & Copyright:**

Author(s): Susanne Neumann/David Haselberger  
Copyright: Creative Commons Attribution-Noncommercial-Sharealike 3.0 Austria licence ([http://creativecommons.org/licenses/by-nc-sa/3.0/at](http://creativecommons.org/licenses/by-nc-sa/3.0/at))

**Summary/Thumbnail:**

“Project-based Learning is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks (Project based Learning Online).”  
Similar to problem-based learning, project-based learning works with rich context, authentic environments, yet is task-driven rather than problem-driven. It starts with an enquiry-question instead of a problem.

**Rationale for teaching method:**

“Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills (Project based Learning Online).”

**Group size:**

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<th>Group size:</th>
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**Duration:**

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<th>Duration:</th>
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</table>

**Learner Characteristics:**

| Academia |
**Type of Setting:**

Blended Learning, Face-to-Face

**Detailed Information**

**Graphical Representation:**

This is an example of graphically representing the Project-based Learning method.

![Graphical Representation](image)

**Sequence of Activities:**

- **[Trainer] Present Topic:** introduce the topic at hand.
- **[Learner] Begin Project:** first, brainstorm your prior knowledge and experiences related to the topic at hand. Then, categorise the results. Using the categorisations, research prior knowledge misconceptions, sifting and sorting results. Together with trainer, create a topic “web”. In preparation for the project work, develop questions to be answered in the investigation.
- **[Trainer] Assist the project start:** facilitate a brainstorming session, where learners brainstorm their prior knowledge and experiences related to the topic at hand. Assist in the categorisation of results of the brainstorming. Learners ought to research prior knowledge misconceptions, sifting and sorting results. Together with the learners, create a topic web. Then, assist learners in developing questions that are suitable for making an investigation.
- **[Learner] Develop the project:** Ask secondary and tertiary questions evolving from the enquiry question. Perform investigation via fieldwork/study and survey of expert opinion. Analyse results from the enquiry. Synthesise results. Reflect on results. Provide documentation of found results. Make documentation of results visible within the learner group (form of presentation varies, e.g. paper or presentation). Discuss the found results. If needed, restate for your team members or learners of the group. If necessary, repeat the steps of this activity.
- **[Trainer] Support project development:** Assist learners in enquiry process. Help to make documentation of learners' enquiry results visible within the groups (form of presentation can vary). Initiate discussion among learners about the found results.
- **[Learner] Project Wrap-up:** Share results of investigations publicly, for example, share them with local experts or other stakeholders. Reflect on results and presentations. Consider any new insights into the initial line of enquiry.
**Roles:**
Trainer, Learner

**Type of Assessment:**
Products, Artefacts, Self-Assessment, Personal Reflection

**Alternatives:**

**References:**
Project-based Learning Online: http://pbl-online.org/ (last visited: 14/05/2011).

---

**Active Listening Training**

**General Information (“Teaser”)**

**Name:**
Active Listening Training

**Author & Copyright:**
Author(s): David Haselberger
Copyright: Creative Commons Attribution-Noncommercial-Sharealike 3.0 Austria licence (http://creativecommons.org/licences/by-nc-sa/3.0/at)

**Summary/Thumbnail:**
Active Listening Training is a way of listening where the listener takes an active part in the communication process trying to understand the other.

**Rationale for teaching method:**
To facilitate authentic, accurate communication

**Group size:**
The training is suited for groups of 3 people; but several groups can be formed.

**Duration:**
40-60 Minutes

**Learner Characteristics:**
High School, University, Work

**Type of Setting:**
Face-to-Face
Detailed Information

Graphical Representation:
This is an example of graphically representing the active listening training.

Sequence of Activities:
- [Facilitator] Facilitator gives introduction to active listening training
- [Learner] Students form groups of 3 persons and start active listening, every 5 Minutes roles are changed
- [Learner] Students express their experiences in the group with the facilitator
- [Learner] Students write a reflection of the active listening training (online)

Roles:
Listener, Client, Observer, Facilitator

Type of Assessment:
Personal Reflection

Alternatives:
2 students form a group, there is no observer

References:

Dialogue

General Information (“Teaser”)

Name:
Dialogue
Summary/Thumbnail:

Learners improve their ability to hold many different views in suspension following an interest in the creation of a shared meaning.

Rationale for teaching method:

To foster:
- Collective learning
- Creativity
- Clear Expression
- Active Listening

Group size:

10-20 participants

Detailed Information

Graphical Representation:

This is an example of graphically representing the Dialogue method.

Sequence of Activities:
- [Participant in Dialogue] Participate in Dialogue: Contribute to the Dialogue. Basic to dialogue are the capacities:
  - Listening
  - Respect
  - Suspension (of personal thoughts to be open for what others share)
  - Articulation

- [Participant in Dialogue] Present views: Present views in dialogue and express personal perception either orally or in writing at the end of the dialogue.

**Roles:**

- Participant in Dialogue

**Type of Assessment:**

- Report (written or oral presentation), Personal Reflection

**Alternatives:**

**References:**


**Discussion**

**General Information ("Teaser")**

**Name:**

- Discussion

**Author & Copyright:**

- Author(s): Susanne Neumann/Michael Derntl/David Haselberger
- Copyright: Creative Commons Attribution-Noncommercial-Sharealike 3.0 Austria licence (http://creativecommons.org/licenses/by-nc-sa/3.0/at)

**Summary/Thumbnail:**

- Learners are compelled to first examine their personal opinions, suppositions or assumptions and then visualize alternatives to these assumptions.

**Rationale for teaching method:**

- The goal of the discussion is to give learners a chance to develop critical thinking, clear oral expression, as well as experience in posing and responding to questions.
- To foster:
  - critical thinking
- clear oral expression
- posing clear questions
- responding to questions
- analytical thinking
- reflection

**Group size:**
15-20 participants

**Duration:**

**Learner Characteristics:**
High School, University, Work

**Type of Setting:**
Face-to-Face, Blended Learning, Distance Learning

**Detailed Information**

**Graphical Representation:**
This is an example of graphically representing the Discussion method.

![Graphical Representation]

**Sequence of Activities:**
- [Moderator] Moderate Discussion: Moderate the discussion by giving guidelines and reflective feedback.
- [Discussion Participant] Discuss: Contribute to the discussion. Offer responses or questions to the other participants’ contributions as a means of broadening the discussion’s scope.
- [Discussion Participant] Present views: Present your views either orally or in writing at
the end of the discussion.

Roles:
Discussion Participant, Moderator

Type of Assessment:
Report (written or oral presentation)

Alternatives:

References:

Exploratory Discussion

General Information ("Teaser")

Name:
Exploratory Discussion

Author & Copyright:
Author(s): Susanne Neumann
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Summary/Thumbnail:
Exploratory discussion assists learners by honing their analytical skills to arrive at alternative explanations in a variety of real-world scenarios. Learners first examine their personal opinions, suppositions or assumptions, and then visualize alternatives to these assumptions.

Rationale for teaching method:
To foster:
- critical thinking
- clear oral expression
- posing clear questions
- responding to questions
- analytical thinking
- reflection

Group size:
Duration:

Learner Characteristics:
High School, University, Work

Type of Setting:
Face-to-Face, Blended Learning

Detailed Information

Graphical Representation:
This is an example of graphically representing the Exploratory Discussion method.

![Graphical representation of Exploratory Discussion method]

Sequence of Activities:

- [Trainer/Moderator] Pose question: Pose a problem that requires learners to consider - in context - the premises or ideas that they have been discussing.
- [Discussion Participant] Assess opinions and visualize alternatives: Assess your beliefs or opinions. Evaluate how alternatives to these beliefs and opinions apply in a variety of real situations. Visualize these alternatives to the other participants.

Roles:
Discussion Participant, Trainer/Moderator

Type of Assessment:
Report
Guided Discussion

General Information (“Teaser”)

Name:
Guided Discussion

Author & Copyright:
Author(s): Susanne Neumann/Michael Derntl
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Summary/Thumbnail:
Teacher-guided discussions give learners a chance to develop critical thinking, clear oral expression, as well as experience in posing and responding to questions.

Rationale for teaching method:
The goal of guided or directed discussion is to give learners a chance to develop critical thinking, clear oral expression, as well as experience in posing and responding to questions
- Critical thinking
- Clear oral expression
- Formulating and posing questions clearly
- Responding appropriately to questions

Group size:

Duration:

Learner Characteristics:
High School, University

Type of Setting:
Face-to-Face, Distance Learning, Blended Learning
Detailed Information

Graphical Representation:
This is an example of graphically representing the Guided Discussion method.

Sequence of Activities:
1. [Trainer] Pose questions: Pose a discussion question to the whole training group. Give guidelines on discussion etiquette and criteria for evaluation.
2. [Discussion Participant] Discuss: Contribute an original answer in response to the discussion question. Offer responses or questions to the other participants' contributions as a means of broadening the discussion's scope.
3. [Discussion Participant] Present views: Present your views either orally or in writing at the end of the guided discussion.

Roles:
Discussion Participant, Trainer

Type of Assessment:
Oral or written report

Alternatives:

References:

(Taking/Giving)Feedback

General Information (“Teaser”)

Name:

(Taking/Giving)Feedback
Summary/Thumbnail:
Reinforce or correct actions performed by participants.

Rationale for teaching method:
Giving and receiving feedback are essential competences.
- Reflection
- Awareness of own behaviour
- Judge own behaviour as it is seen by others
- Awareness how one’s own behaviour affects others
- Reception and evaluation of feedback provided by others

Learner Characteristics:
High School, University, Work

Type of Setting:
Face-to-Face, Distance Learning, Blended Learning

Detailed Information

Graphical Representation:
This is an example of graphically representing the (Taking/Giving)Feedback method.
Sequence of Activities:

1. **[Feedback Receiver]** Request feedback on specific kinds of behaviours, about which you wish to be informed how they affect others.
2. **[Feedback Provider]** Provide feedback about the behaviour in question. Give feedback limited to no more than the acts in question; do not judge the person.
3. **[Feedback Receiver]** Ensure understanding: Make sure you understand the feedback being given to you. Ask questions for comprehension where necessary, for instance, by reformulating the points that the feedback provider made. Analyze what is new to you in what was stated in the feedback. Only then reflect the meaning that the feedback may have for you.
4. **[Feedback Receiver]** End feedback: Inform the feedback provider, how the feedback affected you and if the feedback was helpful to you. Be critical when accepting feedback. Can the feedback be verified? Have you heard similar feedback before? Ask other group members for their impressions. Are they able to verify, modify or correct any feedback? Remain critical to yourself: Do you receive too much or too little feedback? Do you tend to contradict yourself? Do you tend to respond in a confrontational manner? Are you prone to misunderstanding or misinterpretation?

**Roles:**

Feedback Provider, Feedback Receiver

**Type of Assessment:**


**Alternatives:**


**References:**


**Case Study Method**

**General Information (“Teaser”)**

Name:
## Case Study Method

### Author & Copyright:

| Author(s): Susanne Neumann/Michael Derntl  
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### Summary/Thumbnail:

The case-study method is used to train and improve decision-making skills. Case studies must be prepared thoroughly, well-structured, and concise, so that the situation presented is not overwhelming. The method was developed in business education.

### Rationale for teaching method:

The case-study method works with structured content and learning contexts of reduced complexity to primarily train decision-making skills.
- Decision-making
- Analytical thinking
- Creativity

### Group size:

| |

### Duration:

| |

### Learner Characteristics:

| Academia |

### Type of Setting:

| Face-to-Face, Distance learning |

### Detailed Information

### Graphical Representation:

This is an example of graphically representing the Case Study method.
Sequence of Activities:

1. [Learner] Study the case: Read the case quite quickly the first time to get an overview of the situation and the factors involved. Read through the case again more slowly, making notes about the case and your thoughts as you proceed. Define the central issue. Many cases will involve several issues or problems.

2. [Learner] Define major issues: Identify the most important problems as distinct from less important ones. After identifying what appears to be a major underlying issue, examine related problems in the functional areas (for example, marketing, finance, personnel, and so on). Functional area problems may help you identify deep-rooted problems such as problems that pertain to the responsibility of senior management.

3. [Learner] Define goals: Define the goals for the institution. For instance, inconsistencies between a firm's goals and its performance may further highlight the problems discovered during the definition of the central issue. At the very least, identifying the firm's goals will provide a guide for the remaining analysis.

4. [Learner] Define constraints: Identify the constraints to the problem. The constraints may limit the solutions available to a firm. Typical constraints in business include limited finances, lack of additional production capacity, personnel limitations, strong competitors, relationships with suppliers and customers etc.

5. [Learner] Solve the case: Suggest solutions, but at the same time consider your identified constraints when suggesting a solution. Identify all the relevant alternatives. The list should include all the relevant alternatives that could solve the problem(s) that were identified during your definition of the central issue. Even when solutions are suggested in the case, you may be able to suggest better solutions. Select the best alternative. Evaluate each alternative in light of the available information. If you have carefully taken the proceeding steps, a good solution to the case should be apparent. Resist the temptation to jump to this step early in the case analysis. You will probably miss important facts, misunderstand the problem, or skip what may be the best alternative solution. Explain the logic you used to choose one alternative and reject the others.

6. [Learner] Plan implementation: Develop an implementation plan. The final step in the analysis is to develop a plan for effective implementation of your decision. Lack of an implementation plan even for a very good decision can lead to a disaster for a firm and for you. Be prepared to give reasons for your implementation strategy.

7. [Trainer] Question implementation: Ask learners to explain how to implement the decision.

Roles:

Learner, Trainer

Type of Assessment:

Report, Discussion on implementation (oral exam)
### Alternatives:


### References:


### (Online) Role Playing

#### General Information (“Teaser”)

**Name:**

(Online) Role Playing

**Author & Copyright:**

Author(s): Susanne Neumann  
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#### Summary/Thumbnail:

Role-Playing is a “dramatized case-study”. The purpose of role-playing is to have members of a group act out roles surrounding a situation, condition, or circumstance. The different perspectives on the issue are made visible by having each role act according to their interest group. Online role-playing has the advantage that members are anonymous, thus the participants cannot associate characteristics of the person playing the role with the role itself.

#### Rationale for teaching method:

To foster:  
- collaboration  
- reflection  
- process-oriented thinking  
- awareness of multiple perspectives

#### Group size:


#### Duration:


#### Learner Characteristics:

High School, University

#### Type of Setting:

Face-to-Face, Distance learning
Detailed Information

Graphical Representation:

This is an example of graphically representing the Online Role Play method.

Sequence of Activities:

1. [Moderator] Prepare role-playing: Give participants a short background scenario, in which the role-playing takes place. Assign roles to participants in accordance with scenario.
2. [Role Play Participant] E-mail sign-up: Sign-up with free email provider (to ensure anonymity) and notify Moderator of your email address.
3. [Moderator] Publish email addresses: Publish or email document with email addresses of the roles (not persons).
4. [Role Play Participant] Research your role: Research your role and collect documents that may support the view of your role. Write a brief role and personality description for public consumption. Share this brief description on a website/ in the Learning Management System. Also write a private description about particular motivations that are important regarding your role. Email this private document to the Moderator. Provide the moderator with any additional thoughts about the intended approach for agreement before beginning.
5. [Moderator] Give feedback: Give feedback directly to the person on private documents if needed, or if there are concerns regarding the assumptions about the role. Have participants agree on the outlined process.
6. [Leader] Define tasks: Start the process for all participants by defining tasks.
7. [Role Play Participant] Discuss in forum: Discuss in a forum the issue at hand and construct the task according to real world expectations.
9. [Role Play Participant] Summarize & reflect: Produce a product that represents the outcome of the role play and submit it for assessment. Write up a reflection on the task and the way it was achieved. Reflect on the successes and failures of the group to get the task completed.

Roles:

Role Play Participant, Leader (Role Play Participant), Moderator

Type of Assessment:
Enquiry-based Learning

General Information (“Teaser”)

Name:
Enquiry-based Learning

Author & Copyright:
Author(s): Susanne Neumann
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Summary/Thumbnail:
The essence of enquiry-based learning is that learners participate in the planning, development and evaluation of projects and activities.

Rationale for teaching method:
There are four main parts to the model: posing questions for enquiry, finding relevant resources, interpreting information, and reporting on the findings.
To foster:
- critical thinking
- analytical skills
- presentation skills

Group size:

Duration:

Learner Characteristics:
High School, University

Type of Setting:
Detailed Information

Graphical Representation:

This is an example of graphically representing the Exploratory Discussion method.

Sequence of Activities:

1. [Learner] Pose questions: Pose questions about a situation or problem such as: What do I want to know about this topic? What do I know about my question? How do I know it? What do I need to know? What could an answer be?
2. [Learner] Find resources & interpret: Find resources to support the questions. Interpret the information you found asking questions such as: How is this relevant to my questions? What parts support my answer? What parts do not support my answer? How does it relate to what else I know? Does it raise any new questions?

Roles:

Learner

Type of Assessment:

Report (written or oral presentation)

Alternatives:

References:

Peer Learning
General Information (“Teaser”)

Name:
Peer Learning

Author & Copyright:
Author(s): Susanne Neumann
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Summary/Thumbnail:
Peer Learning provides learners an opportunity to instruct each other on relevant topics. Learners experience higher self-efficacy, which has been shown to be positively related to performance in a task.

Rationale for teaching method:
- Knowledge of specific contents & skills
- Social competence
- Communication
- Self-efficacy

Group size:

Duration:

Learner Characteristics:
University, Work

Type of Setting:
Blended Learning, Face-to-Face

Detailed Information

Graphical Representation:
This is an example of graphically representing the Peer Learning method.
Sequence of Activities:

1. [Peer Tutor 1] Prepare Topic: You now have the role of the instructing tutor. Prepare to explain to your peer a topic you determine, or to speak about a topic or question your peer chose.
2. [Peer Tutor 1] Present & Discuss topic: Present the topic to your peer, and engage in a discussion of the topic presented. When you are finished presenting and discussing the topic with your peer, switch roles.
3. [Peer Tutor 2] Discuss topic: Listen to your peer's presentation regarding the topic. Engage with him or her in a discussion on the topic presented. When you are finished with the discussion, switch roles with your peers.
4. [Peer Tutor 2] Prepare topic: You now have the role of the instructing tutor. Prepare to explain to your peer a topic you determine, or to speak about a topic or question your peer chose.
5. [Peer Tutor 2] Present & Discuss topic: Present the topic to your peer, and engage in a discussion on the topic presented.
6. [Peer Tutor 1] Discuss topic: Listen to your peer's presentation regarding the topic. Engage with him or her in a discussion on the topic presented.

Roles:

Peer Tutor 1, Peer Tutor 2

Type of Assessment:

Peer Assessment

Alternatives:

References:

Jigsaw Method

General Information (“Teaser”)

Name:

Jigsaw Method
The jigsaw-method proceeds as follows 1., upon an initial task description, learners self-study material, 2., expert groups are formed around predefined discussion topics, 3., home groups are formed where each expert represents a different topic and teaches other group members about the specific topic. Studies have shown that the Jigsaw-Method is an efficient strategy for teaching in computer supported collaborative learning (CSCL) environments.

„First and foremost, it is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task (Aronson 2011).“

Group size:
5-6 persons per group for 5-6 topics

Duration:
If group size is about 5-6 persons at least 3 hours

Learner Characteristics:
High School, University, Work

Type of Setting:
Blended Learning, Face-to-Face, Distance learning

Detailed Information

Graphical Representation:
This is an example of graphically representing the Jigsaw method.
Sequence of Activities:

1. [Trainer] Assign home teams: Assign learners to home teams of 4 or 5 learners.
2. [Home Team Learner] Number off: Assign numbers to each team member.
3. [Trainer] Prepare expert round: Assign study topics to each home team member by giving each person a (different) assignment sheet, or by listing their numbers and corresponding roles on the board. Have learners move to expert-groups where everyone in the group has the same topic as himself or herself.
4. [Expert Group Learner] Expert work: read about and/or research your assigned topic. Discuss with your group members to make sure that each group member understands the topic. Prepare a short presentation and decide how you will teach your topic to your “home” team. These posters (or other forms of presentation) can contain important facts, information, and diagrams related to the study topic. When you finish the study of your topic and preparation of the presentation, return to your home team.
5. [Home Team Learner] Teach the home team: The persons in your home team take turns teaching the other home team members the material in which they are an expert. Meanwhile, take notes on the information taught during this teaching process. Complete a graphic organiser or chart with the new information.
6. [Trainer] Discuss & Assess: Involve the class in a whole-group review of all the content you expect them to master in assessment. Then, administer individual assessments to arrive at individual grades.
7. [Home Team Learner] Review & take test: Together with the trainer, review all the content that you are expected to master in assessment. Then, take an individual assessment test.

Roles:

- Trainer
- Expert Group Learner
- Home Team Learner

Type of Assessment:

- Group review, individual assessment test

Alternatives:

References:

- Aronson, Elliot: Jigsaw Classroom. [14 May, 2011]

Ice Breaker – My Name
General Information (“Teaser”)

**Name:**

| My Name |

**Author & Copyright:**

| Author(s): Susanne Neumann  
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**Summary/Thumbnail:**

Ice breaker activity in which learners explain what they know about the origin of their name.

**Rationale for teaching method:**

Getting to know the training group

**Group size:**

| |

**Duration:**

| |

**Learner Characteristics:**

| High School, University, Work |

**Type of Setting:**

| Face-to-Face |

**Detailed Information**

**Graphical Representation:**

This is an example of graphically representing the My Name method.
Sequence of Activities:

1. [Learner] Tell about your name: Take turns explaining what you know about the origin of your name. This could be why you were given your particular first or middle name, or you could describe a little about the history of your family name.

Roles:

| Learner |

Type of Assessment:


Alternatives:


References:
Part B: Scientific basis
Chapter 4 provides definitions of core concepts used in ModEs, e.g. learning outcome. Chapter 5 describes in detail the methodology applied for the development of these guidelines.

3. Key concepts, definitions and pedagogical foundations

What are we actually talking about when we talk about soft skills? The term soft skill suffers from a plurality of meaning. In literature a variety of different descriptions of the term „soft skills” can be found. Paying attention to the diversity of what is understood when talking about soft skills in different nations and cultures and considering that there seems to be a common perception of what soft skills are in many cultural areas, it becomes more intelligible, why a clear ascertainment of the meaning of this term appears to be demanding. Furthermore, one needs to take into account the difference between soft skills and competences. In the European Qualification Framework\(^7\), the TUNING-Project\(^8\) as well as in the European Adult Learning Glossary\(^9\) the term competence is widely used. In general, competence is described as a synergy of knowledge, personal attitudes and abilities, skills. Such skills are for example the capacity to read and understand the content of a text, but also the ability to continually adapt to new situations.

**Key Concepts and Definitions**

**Soft Skills**

Soft Skills represent a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills and ethical values. Soft Skills help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life.

**Teaching method**

A teaching method consists of a learning outcome oriented set of activities to be performed by learners and learning facilitators. Examples for teaching methods are the lecture method, problem-based learning, and the think-pair-share method. Typically, teaching methods are generic descriptions of activities, independent of specific content or an application context.

**Assessment method**

---


The assessment method describes the assessment methodology applied, completely specifying all the features that characterize the different dimensions of the assessment process.

**Learning outcome**

A learning outcome refers to statements of what a learner knows, understands, and is able to do on completion of a learning opportunity. The concept of learning outcome is core to the *ModEs* project and thus for the current “guidelines for the design of learning situations supporting soft skills achievement”. It is therefore necessary to propose and to use consistently a learning outcome sentence structure.

![Figure 1 Learning Outcomes Sentence Structure; courtesy of Sonja Kabicher](image)

**Pedagogical Foundations**

The foundation of teaching and learning in these guidelines comprises three learning theories that share commonalities, yet differ slightly, namely constructivism, situated learning and significant, person-centered learning.

The theoretical focus of constructivism lies in the creation of cognitive structures such as mental models, concept maps or schemata as well as the reorganisation of cognitive patterns by interacting with the environment and others (von Glasersfeld, 1996, p. 187/195-199; Schmidt, 1987, p. 13/18; Dewey, 1930; Vygotsky, 1978). These knowledge construction processes are perpetuated actively by individuals, and thus, cannot be imposed on them. “Learning is active mental work, not passive reception of teaching (Motschnig-Pitrik and Rohliková, 2011, p.2).”

In a constructivist setting, the instructor becomes a coach helping learners by forming a learning environment where they can gain insights themselves and by applying teaching methods that facilitate individual knowledge acquisition (von Glasersfeld, 1997, p. 295).
As active learning processes of individuals are central to constructivism, this approach to teaching and learning seems highly valuable for soft skills development. This notion is supported by various studies: Aksal et al. (2008) state in their case study that constructivist methods facilitate building up soft skills of undergraduate students within a computer information technology program. Gruba et al. (2001) report successful application of constructivist methods in a course in communication. Motschnig-Pitrik and Holzinger (2002) elucidate: “In brief, the main goal of constructivism is competence, not knowledge as in cognitivism, or achievement as in behaviourism (p. 163).”

In the situated learning theory as promoted by Lave and Wenger (1990) the focus is set on co-construction of knowledge in a process of social interaction between individuals. “Situated learning theory shifts attention from individual minds to connections among minds (Yuan and Mckelvey, 2002, p. 2);”

Learning is situated because, as it usually occurs, it is embedded within activity, context and culture (McLellan, 1985, p.6). Learners are therefore not isolated individuals, but participants in communities of practice, groups of people who “engage in a process of collective learning in a shared domain of human endeavor (Wenger, 2006).” In a domain of shared interest, of shared competence, members of a community of practice are involved in joint activities and discussions, help each other, share information. They develop a shared repertoire of resources such as experiences, stories, tools, and ways of addressing recurring problems as means to enhance shared practice.

In situated learning, instructors take the role of expert coaches providing tools and assistance. They “know how to look at the domain and how the complex variables at play in the domain inter-relate with each other (Gee, 2008, p. 1/2).” They work together with learners on complex problems and join in dialogue with students.

Soft skills development can be seen as being grouped around situated learning (Shakespeare et al., 2007, p. 2). Communication, teamwork or learning skills are basic to collective learning in communities of practice. From an organisations’ point of view, learners are requested to employ soft skills in work situations. Hence situated learning is suited for soft skills development as it is learning in context.

Significant, person-centered, whole person learning “is based on the hypothesis – experienced and expressed as trust – that students who are given the freedom to explore areas based on their personal interests, and who are accompanied in their striving for solutions by a supportive, understanding facilitator not only achieve higher academic results but also experience an increase in personal values, such as flexibility, self-confidence and social skills (Motschnig, 2010, p. 3).”

Carl Rogers, an American psychologist and founder of the person-centered approach, expresses his thoughts and sentiments on teaching and learning in his
book “Freedom to learn” (1969/1983). Here he describes key characteristics of significant learning:

“It has a quality of personal involvement – the whole person in both feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. It is pervasive. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. It is evaluated by the learner. She knows whether it is meeting her need, whether it leads toward what she wants to know, whether it illuminates the dark area of ignorance she is experiencing. The locus of evaluation, we might say, resides definitely in the learner. Its essence is meaning. When such learning takes place, the element of meaning to the learner is built into the whole experience (Rogers, 1983, p. 20).”

“… the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator and the learner (Rogers, 1983, p. 121).”

If an instructor, teacher or better facilitator of learning is perceived by learners at least to some degree as being genuinely real, trusting and understanding, significant learning can take place.

Person-centered educators aim at establishing and sustaining constructive interpersonal relationships with and among learners. Most of their preparation time for courses is spent preparing and making available resources to feed learners’ interests, e.g. by providing books, articles, movies, or by inviting people from the community who are experts in fields students are concerned with or by arranging a clearly structured personal lecture (Rogers, 1983, p. 141/148/149). Under prevailing circumstances and if they feel comfortable with it, person-centered facilitators tend to be rather non-directive in their relationships to learners, though they may at times apply various teaching methods if learners request that (Rogers, 1951[1983/2005], p. 341/345).

The main insight of constructivism seems to be that “knowledge serves the organization of the experiential world and thus the construction of knowledge is the primary activity supported. There is a clear focus on assimilating/accommodating/constructing knowledge (Motschnig-Pitrik and Rohliková, 2011, p. 8).”

In situated learning the social process of collective knowledge construction seems to be central.

Person-centered learning highlights assimilation of experience. “… organismic … experience guides, better motivates … the organization of the self structure that can be thought to fluently organize knowledge (of very different kinds, partly tacit) that
In situated learning attention is paid to the contextualisation of values, feelings and thoughts in collective, cultural, historical forms of located, interested, conflictual, meaningful activity (Murphy 2003, p. 1).

A constructivist coach may primarily wonder: “What tools can I provide that help learners in their individual knowledge construction processes? How can I assist them giving birth to their knowledge?” In situated learning the instructor may also ask: “How can I support learners in the community in refining their practice?” If a teacher, instructor, tutor or coach is person-centered, he/she will be concerned with all these questions at some point, but he/she mainly wonders: “How can I establish a climate in my relationships with learners and among them that facilitates their personal growth?”

All three learning theories value the effects of learning through personal experience. In constructivism learners are seen as searching viable solutions for complex problems. In situated learning they improve their knowledge and skills in an area of personal interest. Significant learning occurs when learners are involved cognitively, socially and with their feelings in problems that are personally meaningful to them. Thus, dealing with real, authentic problems is a key element in all three learning theories.

The use of information and communication technology is appreciated to facilitate learning in constructivism, situated learning and person-centered learning. Communication platforms such as webforums or wikis are seen as valuable for personal exchange of experience and often implemented as assistive tools in blended learning settings (Bauer et al., 2006).

Blended learning refers to a way in which courses are delivered using a combination of face-to-face classes or lectures and online ‘e-learning’ facilities as well as workshops and other kinds of delivery methods.

*Seymour Paperts* (1993) microworlds, virtual learning environments where students can experiment in geometry, physics, biology or other scientific fields, stem from Piaget’s theory of accommodation and assimilation of knowledge (Papert, 1993, p. 120; Piaget, 1985). *Dziorny* (2005) compares characteristics of game based learning (Prensky, 2001; Malone, 1981; Jones, 1998) with key elements of situated learning (Norman, 1993; McLellan, 1985) and argues that it is a form of situated learning. Considerations on person-centered learning highly influence the formation of a framework of person-centered eLearning patterns, collections of conceptual models of learning scenarios that can be used to transparently design learning settings.
based on the person-centered approach (Derntl, 2005).  

![Diagram of Constructivism, Person-Centered Learning and Situated Learning]

Figure 2 Constructivism, Person-Centered Learning and Situated Learning

4. Methodology

Definition of Soft Skills

The working definition of Soft Skills in this document was derived by the following steps:

First, we skimmed literature to collect definitions of skills, soft skills and competences to get an overview of current interpretations in this thematic context. Peter Knight and Anna Page (2007) state that “wicked” competences are “typically non-determinate, in the sense that it is seldom possible to specify fully what it would

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10 PCeL Patterns on the web: [http://elearn.pri.univie.ac.at/patterns/?page=Intro](http://elearn.pri.univie.ac.at/patterns/?page=Intro)
Bologna Glossary: [http://bologna.ozww.de/home.html?L=1](http://bologna.ozww.de/home.html?L=1)
(Bullinger et. al., 2004/Dauser and Schulze, 2005/Eisenreich et al., 2002)
mean to be competent in, say, emotional intelligence (Knight and Page, 2007, p. 11).” Mantz Yorke (2006) notes that “‘Skills’ and ‘knowledge’ should not be construed in narrow terms (p. 8).”

As an exact definition of soft skills suitable for the ModEs-Project was not stated in literature, we merged several definitions deployed in other EU-projects and –articles. The definitions of life skills and new basic skills in the Adult Learning Glossary, Level 2, were particularly appropriate.

- Life Skills

„Abilities that help people to adapt and behave positively so that they can deal effectively with the challenges of everyday life. In OECD’s Adult Literacy and Life Skills survey (2002), the term particularly refers to problem-solving. “

- New Basic Skills

„Skills such as ICT, foreign languages, social, organisational and communication skills, technological culture, entrepreneurship.“

A definition of competences in the TUNING-Project was a starting point for a formulation of a definition of soft skills:

“Competence represents a dynamic combination of knowledge, understanding, skills and abilities.”

The final working definition of Soft Skills in these guidelines is:

Soft Skills represent a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills. Soft Skills help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life.

**Compilation of the ModEs Soft Skills**

The experts in professional skills from the different partner organizations involved in the ModEs-project (IAT-Andalusian Institute of Technology (Spain), CEFRIEL: Politecnico di Milano (Italy), SBAT: School of business Administration Turiba (Latvia), ITS Institute for Tourism Studies (Malta) and GEA College of Entrepreneurship (Slovenia)) have developed a list of skills and their definitions from a literature review and professional experience that have been the focus of the research. This list has been validated and reviewed within the project consortium, prior to validation by business.

Thus, the list and the definitions of the soft skills have been subject to an internal validation which provides:
- Validity: refers to whether the meaning of the skill is in line with the reality to be defined.
- Importance: the relevance of the skills in the business environment.
- Proposals inclusion: both observations and modifications to the soft skills included in the preliminary list, as well as the possibility to add, delete or merge skills.

In this way, from the preliminary list of 16, resulted a total of 21 soft skills.

To complement the information we have counted on the cooperation of people working in the area of human resources of companies, and persons responsible for staff professional development from different sectors, operating in Spain, Italy, Slovenia, Latvia and Malta. This stage has been developed through the design and provision to the companies of an on-line questionnaire. For this survey a Likert-type scale has been selected, which is a psychometric scale often used in research surveys.

In this way, a total of 246 companies operating in different sectors of activity (from Spain, Italy, Slovenia, Latvia and Malta) have assessed the importance of the skills included in the on-line questionnaire. The companies assessed the importance of the 21 soft-skills, thus validating the list prepared by the experts of the consortium.

Additionally, a total of 35 experts coming from different countries (Spain, Italy, Slovenia, Latvia and Malta) have determined the relative importance of the skills required and their grouping, according to the affinity of the actions that can be undertaken to contribute to their development. For this exercise, the experts were provided with the information on the results from the on-line questionnaires to the companies.

The profiles of the experts who participated in this stage have been primarily from the following areas:

- Academic: belonging to university research groups related to training and development and the business world.
- Consultancy: professionals in human resources, experts in business recruitment.

For the skills clustering activity, the Concept Mapping methodology (Trochim, 1989) was used: this method transforms qualitative data into quantitative information to be treated with statistical techniques. As part of the process, data are structured, quantified and analyzed using statistical methods including Multidimensional Scaling (MDS) and Hierarchical Cluster Analysis.

In the various participating countries different groupings have been made, ranging from the 3- group option, more heterogeneous, to the 5-group one. However, the selected tags bring together common aspects of the soft-skills grouped, such as:

- Aspects linked to interpersonal relationships, or social skills
- Aspects linked to the most attitudinal component of the skill, personal skills.
Aspects linked to the methodological aspects of work, both management and achievement and aspects related to innovation and change.

These common features fit into 3-cluster option obtained from the cluster analysis that partitioned the soft-skills map obtained by applying the MDS.

Figure 3 Groups of skills and importance

Each of these groups has a score that is obtained from the importance assigned to the skills that integrate them, and some "tags" characterizing each of the clusters have been attributed.

<table>
<thead>
<tr>
<th>SOCIAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Communication</td>
<td>4,48</td>
</tr>
<tr>
<td>2 Customer/User Orientation</td>
<td>4,36 3,70</td>
</tr>
<tr>
<td>3 Teamwork</td>
<td>4,10</td>
</tr>
<tr>
<td>10 Leadership</td>
<td>3,27</td>
</tr>
<tr>
<td>14 Negotiation</td>
<td>3,27</td>
</tr>
</tbody>
</table>
The research done by WP3 and WP4 suggested a list of 21 soft skills. In a second step we compared the identified 21 soft skills with those developed by the project TUNING – educational Structures in Europe, one of the first co-funded EU projects. On the basis of this comparison we added one soft skill to the ModEs-specific list:

<table>
<thead>
<tr>
<th>Soft Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The ability to transmit ideas, information and</td>
</tr>
</tbody>
</table>

Table 1 Clusters of skills and importance
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Customer/User Orientation</td>
<td>The ability to identify, understand and satisfy efficiently the needs of both the existing and potential customers.</td>
</tr>
<tr>
<td>3</td>
<td>Teamwork</td>
<td>The ability to build relationships of participation and cooperation with other people. It involves sharing resources and knowledge, harmonizing interests and contributing actively to reach the objectives of the organization.</td>
</tr>
<tr>
<td>4</td>
<td>Learning Skills</td>
<td>The ability to provide a self-assessment of the necessities of knowledge (theoretical or practical) and take measures to acquire and implement this knowledge, while maintaining a flexible and open attitude towards learning throughout the professional life.</td>
</tr>
<tr>
<td>5</td>
<td>Creativity / Innovation</td>
<td>The ability to contribute with new ideas to develop improvements in the products or services of the organization as well as in the activities performed in the job, with the aim of responding to the needs of evolution of the organization.</td>
</tr>
<tr>
<td>6</td>
<td>Decision Making</td>
<td>The ability to make the decisions needed to achieve the objectives quickly and proactively. Decision making uses the relevant information to make the choice of the best alternative easier (by consulting the most appropriate sources, checking and implementing that alternative) and involves considering the assumption of some risks in conditions of uncertainty.</td>
</tr>
<tr>
<td>7</td>
<td>Analysis Skills</td>
<td>The ability to draw conclusions and forecasts for the future by getting information from different sources and establishing cause and effect relationships.</td>
</tr>
<tr>
<td>8</td>
<td>Management Skills</td>
<td>The ability to set goals and priorities by the selection and distribution of the tasks and resources, follow-up of the evolution in the execution of those objectives and act on the deviations from the initially planned that may occur.</td>
</tr>
<tr>
<td>9</td>
<td>Adaptability To Changes</td>
<td>The ability to redirect the course of action to meet the goals in a new situation.</td>
</tr>
<tr>
<td>10</td>
<td>Leadership</td>
<td>The ability to motivate and guide others to get them to contribute effectively and adequately to the attainment of the objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Commitment/Identification with the organization</td>
<td>The ability to make a commitment to the organization and understand its specific characteristics by merging the individual behaviour and the professional responsibilities with the values, principles and goals of the organization.</td>
</tr>
<tr>
<td>12</td>
<td>Results orientation</td>
<td>The ability to make the organizational efforts profitable while having always in mind the goals pursued. It involves optimizing time management, prioritizing the future activities and using tools or techniques that make easier to develop them.</td>
</tr>
<tr>
<td>13</td>
<td>Continuous improvement</td>
<td>The ability to perform the activities, duties and responsibilities inherent to the job under quality standards and look for the continuous improvement by proposing the adaptation and modernization of the process and techniques in use.</td>
</tr>
<tr>
<td>14</td>
<td>Negotiation</td>
<td>The ability to argue clearly and coherently and conciliate different opinions to reach an agreement that satisfies everyone with the aim of achieving the proposed goals.</td>
</tr>
<tr>
<td>15</td>
<td>Professional ethics</td>
<td>The ability to take actions while bearing in mind the principles and ethics of the profession in the daily activities.</td>
</tr>
<tr>
<td>16</td>
<td>Tolerance To Stress</td>
<td>The ability to show endurance in complicated or stressful situations, and when facing barriers in the way, workloads or a pace of working different from usual while maintaining the same quality level in the tasks accomplished.</td>
</tr>
<tr>
<td>17</td>
<td>Self-awareness</td>
<td>The ability to grasp our real weaknesses and strengths, as well as the motivations and values behind our behaviour.</td>
</tr>
<tr>
<td>18</td>
<td>Life Balance</td>
<td>The ability to manage successfully the frequent conflicts between life and work, personal and corporative goals, and between personal and corporative values.</td>
</tr>
<tr>
<td>19</td>
<td>Conflict management</td>
<td>The ability to manage conflict, which means stimulating, regulating or resolving conflict between two or more parties.</td>
</tr>
<tr>
<td>20</td>
<td>Culture adaptability</td>
<td>The ability to carry out managerial and entrepreneurial processes in multicultural environments.</td>
</tr>
<tr>
<td>21</td>
<td>Contact Network</td>
<td>The ability to develop, maintain and foster contacts both at an internal and external level with the aim of reaching the best results for the organization while watching over its image.</td>
</tr>
</tbody>
</table>
Clustering of Soft Skills

A clustering of the ModEs Soft Skills can be arranged when sorting the soft skills by formal criteria (Chur 2004, p. 17):

Personal
- Learning Skills
- Professional Ethics
- Self-awareness
- Tolerance to stress
- Commitment
- Life balance
- Creativity/Innovation

Social
- Communication
- Teamwork
- Contact Network
- Negotiation
- Conflict Management
- Leadership
- Culture Adaptability

Content-reliant/Methodological
- Customer/User Orientation
- Continuous Improvement
- Adaptability to Changes
- Resultsorientation
- Analysis Skills
- Decision Making
- Management Skills
- Research and information management skills

We proceeded from this clustering by going through each of the proposed skills and discussed whether they could be mediated using teaching and assessment methods and if we could formulate learning outcomes for them. If this was not possible, we
classified these as being on a level below soft skills. Additionally, three researchers were asked to separate out soft skills that are integral to all other soft skills. All three filtered out the same skills. Based on these considerations, we separated Commitment, Professional Ethics and Self-awareness from the personal cluster and categorised them as rather attitudes or values.

Attitudes and values can be seen basic to and in relation to soft skills development. Several studies depict that living certain attitudes correlates with, e.g., communication in groups (Rogers, 1983, p. 204/Cornelius-White, 2007, p. 19).

The Personal Cluster can be arranged as follows:

**Personal**

- Learning Skills
- Tolerance to stress
- Life balance

We further distinguished between skills that could be taught in separate courses and skills that are preferably learned interwoven in regular courses.

<table>
<thead>
<tr>
<th>Separate</th>
<th>Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity/Innovation</td>
<td>Learning Skills</td>
</tr>
<tr>
<td>Communication</td>
<td>Tolerance to Stress</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Life balance</td>
</tr>
<tr>
<td>Negotiation</td>
<td>Contact Network</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>Culture Adaptability</td>
</tr>
<tr>
<td>Leadership</td>
<td>Customer/User Orientation</td>
</tr>
<tr>
<td>Management Skills</td>
<td>Continuous Improvement</td>
</tr>
<tr>
<td>Research and Information Management Skills</td>
<td>Adaptability to Changes</td>
</tr>
<tr>
<td></td>
<td>Resultsorientation</td>
</tr>
<tr>
<td></td>
<td>Analysis Skills</td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Before the assembly of learning outcomes, information related to learning outcomes of each soft skill was searched in pertinent sources. We tried to gather at least 3-4 sources for each soft skill.

Sources were rated according to their quality regarding the definition of the soft skill:

Q+ ➔ Academic sources: articles, books, university webpages

Q~ ➔ Sources with academic publications in references

Q- ➔ Sources without academic proposals, but with sufficient content that correlates with research findings/scientific articles

Q0 ➔ No appropriate sources found
Additionally, learning outcomes were directly deduced from the present definition. We then clustered the learning outcomes we found, aggregating similar proposals. Next, we generalised the learning outcomes and restated them to form a coherent structure appropriate to the definition of each skill in the ModEs-project. We tried to provide 5 to 6 learning outcomes for each soft skill. Learning outcomes could be found for all soft skills except Adaptability to Changes. We then composed a survey for the Consortium partners of the ModEs-project. The relevance of each learning outcome for the development of respective soft skill was rated by an international team of academic experts. For Adaptability to Changes learning outcomes were proposed. Finally, the learning outcomes were adapted by means of the results of the evaluation of the survey. We executed a frequency distribution and filtered out learning outcomes that were rated of minor or no relevance by at least 30% of the respondents. Learning outcomes proposed in comments were included, if they could be supported by literature. The learning outcomes are formulated globally. They can be put in concrete terms when applied in specific learning settings. All learning outcomes are phrased according to the syntax shown in figure 1. A list containing the learning outcomes for each soft skill as well as the sources used for the composition of learning outcomes proposed in the survey can be found in Appendix B.

**Mini Curriculum**

**Selection of Soft Skills**

The choice of Soft Skills for the mini-curriculum is based on two criteria. First, we wanted to compose the curriculum out of one complete cluster of ModEs Soft Skills. Second, we tried to integrate skills that can be trained in separate courses. Solely the social cluster is predominantly composed of soft skills that can be learned in discrete courses.

We clustered the social soft skills into three modules forming the mini curriculum.

**Design considerations**

The structure of the modules in the mini-curriculum is modeled after a template for a curricular soft skills module of the University of Cork12 and the general module description at the University of Vienna13.

12 Module Description: Creativity, Innovation & Teamwork
Online: [http://courses.cit.ie/index.cfm?action=downloadModule&moduleId=169](http://courses.cit.ie/index.cfm?action=downloadModule&moduleId=169)
The mini-curriculum is laid out for comparability and transparency of the curriculum, as teaching and assessment methods as well as student workload and EQF level are specified.

Acknowledgement

We thank all consortium members for supporting the data collection for the soft skills learning outcomes. Moreover, we would like to thank Susanne Neumann for her engagement in the elaboration of part B. Finally, we thank Andrew Hegarty and Piers Tattersall for the handbook language check.

13 http://senat.univie.ac.at/fileadmin/user_upload/senat/Arbeitsbehelfe/Kompendium_M%C3%A4rz_2011.pdf (german language)
## Appendix B

<table>
<thead>
<tr>
<th>Soft Skill</th>
<th>Learning Outcomes</th>
<th>Sources</th>
</tr>
</thead>
</table>
| **Tolerance to Stress** | 1. identify positive and negative effects of stress and that stress is a reaction to positive experiences as well as negative experiences, and is a part of life.  
2. detect the symptoms of chronic stress overload.  
3. map actions that increase stress.  
4. employ techniques to help manage stress.  
5. create a plan for work and home to help reduce and manage stress. | • Time Management & Stress Management in Child Welfare Practice, University of California ([http://calswec.berkeley.edu/CALSWEC/04_12_A_SelfCare_CWW_CLOs.pdf](http://calswec.berkeley.edu/CALSWEC/04_12_A_SelfCare_CWW_CLOs.pdf)) [Q-]  
| **Life balance**   | 1. identify difficulties facing an effective reconciliation of work and family life.  
2. establish a balance in time sharing between different personally meaningful life aspects.  
3. improve workload management with techniques and approaches to planning time, interact with co-workers and understanding themselves. | • Work/Life Balance: Challenges and Solutions, Concordia University ([http://chrcs.concordia.ca/programs/workshopseries/work-life-balance.php](http://chrcs.concordia.ca/programs/workshopseries/work-life-balance.php)) [Q+]  
• Work Life Balance, Peter Delves Associates ([http://www.delves.co.uk/courses/corporate-training/work-life-balance.html](http://www.delves.co.uk/courses/corporate-training/work-life-balance.html)) [Q-]  
| **Creativity/Innovation** | 1. apply new methods for completing required tasks, eventually finding a "better way".  
2. employ strategies to deal with the constantly changing professional landscape.  
3. improve their ability to respond practically and creatively to problems and opportunities.  
4. use frameworks and strategies for enabling a supportive environment for creativity and innovation, e.g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support. | • Creativity, Innovation & Teamwork, Cork Institute of Technology ([http://courses.cit.ie/index.cfm?action=downloadModule&moduleId=169](http://courses.cit.ie/index.cfm?action=downloadModule&moduleId=169)) [Q+]  
• Personal Competencies Dictionary, University of Dayton ([http://campus.udayton.edu/~hr/hrwesite/Performance%20Management/Competency%20Dictionary.pdf](http://campus.udayton.edu/~hr/hrwesite/Performance%20Management/Competency%20Dictionary.pdf)) [Q+]  
• Promoting creativity and innovation through education and training, Summaries of EU legislation ([http://europa.eu/legislation_summaries/education_training_youth/general_framework/ef0001_en.htm](http://europa.eu/legislation_summaries/education_training_youth/general_framework/ef0001_en.htm)) [Q+]  
• Creativity, Innovation and Technology, RMIT University ([http://www.rmit.edu.au/courses/014210](http://www.rmit.edu.au/courses/014210)) [Q+]  
• Masters in Creativity and Innovation, University of Malta ([http://www.um.edu.mt/create/notices/master](http://www.um.edu.mt/create/notices/master)) [Q+] |
| **Learning Skills** | 1. set goals with success criteria for                                                                                                                       | • A framework of personal, learning                                                        |
| --- | --- |
| 2. make judgements and draw conclusions. | • Develop effective study strategies, The Open University ([http://www.open.ac.uk/skillsforstudy/develop-effective-study-strategies.php](http://www.open.ac.uk/skillsforstudy/develop-effective-study-strategies.php)) [Q+] |
| 3. connect their own and others’ ideas and experiences. | • Learning-to-Learn Skills, Singapore Management University ([http://www.sis.smu.edu.sg/programme/learning_outcomes.asp#LO4](http://www.sis.smu.edu.sg/programme/learning_outcomes.asp#LO4)) [Q+] |
| 4. respond positively to change, seeking advice and support when needed. | |
| 5. plan ahead by creating a schedule that includes all your commitments relating to study, work, and personal or social life for the next few days/weeks/months. | |
| 6. Students are able to develop individual learning strategies in order to acquire new knowledge (focus on how to learn versus what to learn). | |
| 7. Identify their learning needs and plan actions to close the gap between what they learn and what they need to know in order to have a good work performance. | |

**Communication**

<table>
<thead>
<tr>
<th>1. communicate transparently as a result of increased congruence or confidence.</th>
<th>• Two Technology-Enhanced Courses Aimed at Developing Interpersonal Attitudes and Soft Skills in Project Management, University of Vienna (<a href="http://www.pri.univie.ac.at/Publications/2006/MOTSCHNIG_Renate_EC_TEL_2006.pdf">http://www.pri.univie.ac.at/Publications/2006/MOTSCHNIG_Renate_EC_TEL_2006.pdf</a>) [Q+]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. practice active listening.</td>
<td>• The Effects of Person Centered Education on Communication and Community Building, University of Vienna (<a href="http://eprints.cs.univie.ac.at/2232/">http://eprints.cs.univie.ac.at/2232/</a>) [Q+]</td>
</tr>
<tr>
<td>4. monitor and manage communication patterns in a group.</td>
<td>• Soft Skills Unit 2: Communication, Youth Connect (<a href="http://www.youthconnectthailand.org/transitions-program/curriculum/soft-skills/">http://www.youthconnectthailand.org/transitions-program/curriculum/soft-skills/</a>) [Q]</td>
</tr>
<tr>
<td>5. communicate expressively and effectively in face-to-face and online settings.</td>
<td></td>
</tr>
<tr>
<td>6. communicate expressively and effectively in written communication.</td>
<td></td>
</tr>
</tbody>
</table>

**Teamwork**

<table>
<thead>
<tr>
<th>1. evaluate their own performance in communication, conflict resolution, and decision-making</th>
<th>• BH2286 Effective Teamwork, Aston University (<a href="http://www1.aston.ac.uk/">http://www1.aston.ac.uk/</a>) [Q+]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively.</td>
<td>• Using Teamwork Skills, National Open College Network (<a href="http://www.nocn.org.uk/control/QCF_14/1/hb11qg038.pdf">http://www.nocn.org.uk/control/QCF_14/1/hb11qg038.pdf</a>) [Q+]</td>
</tr>
<tr>
<td>4. interact and work effectively with others.</td>
<td>• Graduate Skills: Standards of Achievement, Graduate Skills</td>
</tr>
</tbody>
</table>
| Contact Network | 1. understand the purpose of networking and the skill sets involved.  
2. apply the core skills needed for building relationships.  
3. foster the contact with existing or potential members of their network.  
4. manage and administer their network effectively.  
5. behave motivated and target oriented. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking Skills, Institute of Financial Accountants</td>
<td>(<a href="http://www.ifa.org.uk/members/onlin">http://www.ifa.org.uk/members/onlin</a> e-cpd-courses/networking-skills) [Q~]</td>
</tr>
</tbody>
</table>
| Negotiation | 1. prepare a negotiation plan and strategy.  
2. establish a positive and constructive atmosphere at the negotiation table.  
3. be open to modify the own point of view. |
| Written confirmation of proposed learning outcomes as intended learning outcomes for a course in negotiation at the technical university of Vienna by Mag. Johannes Getfinger [Q+] |
| Effective Negotiations in Projects and Procurement, United Nations Development Programme | (http://www.undp.org/procurement/do cuments/effective_negotiations.pdf) [Q~] |
| Course 159: Negotiation Skills, RioTraining | (http://www.trainingbyroi.com/100-199/159-%20Negotiation%20Skills.pdf) [Q+] |
| Conflict Management | 1. demonstrate a clear understanding of the notion of intra- and interpersonal conflict, as well as related areas such as frustration and intra- and interpersonal stress.  
2. demonstrate an awareness of the link between personality and conflict management style.  
3. utilize cultural resources for enhancing collaboration and dealing with conflict in particular cultural contexts.  
4. apply existing and newly acquired skills such as active listening, advanced empathic reflection, confrontation and summarising to conflict management and resolution. |
| Conflict Resolution Education: An Examination of Student Learning Outcomes, North Carolina A&T State University | (http://www.mediate.com/pdf/Rashid. pdf) [Q+] |
| Conflict Management-- Subject outline 2011/12, Kimmage Development Studies Centre | (http://www.kimmagedsc.ie/Conflict%20Management.pdf) [Q+] |
| Conflict Management, Further Education and Training Awards Council | (http://www.fetac.ie/doc/WelcomeSer vlet?DocId=0901df9e800021c7) [Q+] |
| Conflict and Conflict Management, Community Lifestyle Workshops | (http://communitylifestyle.ie/download s/CONFLICT-AND-CONFLICT-MANAGEMENT.pdf) [Q+] |
| Leadership | 1. explain how leadership operates and is understood in organizations. |
| Leadership Competency, Dominican University of California |
| Culture Adaptability | 1. portray the value of cultural diversity.  
2. interact flexibly and adaptive in new environments.  
3. describe the relationship between culture and communication.  
4. employ sensitivity in cultural encounters. | • Cultural Adaptability among American and European Business Students, Indiana University of Pennsylvania  
(http://www.aabri.com/manuscripts/08071.pdf) [Q+]  
• The Reflective Model of Intercultural Competency: A Multidimensional, Qualitative Approach to Study Abroad Assessment, Texas Christian University  
(http://www.frontiersjournal.com/documents/FrontiersXVIII-Fall09-TWilliams.pdf) [Q+]  
• UNIV 188A: Understanding Culture and Cultural Differences Fall 2009, University of Maryland  
(http://www.globalcommunities.umd.edu/UNIV-188A-Syllabus-2009-101.pdf) [Q+] |
| Customer/User Orientation | 1. assess the areas where the organisation has adopted a customer orientation and to evaluate how and | • Personal Competencies Dictionary, University of Dayton  
(http://campus.udayton.edu/~hr/hrwe/...
<table>
<thead>
<tr>
<th>Continuous Improvement</th>
<th>Results Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. set goals, measurables and objectives.</td>
<td>1. utilize tools and techniques to ensure projects remain on target.</td>
</tr>
<tr>
<td>2. find a quality variation’s root cause.</td>
<td>2. initiate actions to optimize resources for the achievement of results.</td>
</tr>
<tr>
<td>3. determine the time frames, tasks, responsibilities and resources required to achieve the improvement goals identified.</td>
<td>3. maintain the required process orientation for quality results and to contribute to improving the processes.</td>
</tr>
<tr>
<td>4. measure the result of improvement against the expected performance indicators.</td>
<td>4. maintain team work and team building particularly on the work involving interdependencies.</td>
</tr>
<tr>
<td>5. respond to customers with an appropriate level of urgency.</td>
<td>5. develop and utilize measures to assess goal attainment and outcome achievement.</td>
</tr>
<tr>
<td>6. take a variety of actions to fully understand and meet a customer’s needs.</td>
<td>6. accelerate decision making while assuring risks are minimized and make specific changes in work methods and skills to improve personal performance and organizational results.</td>
</tr>
<tr>
<td>7. respond to customers with an appropriate level of urgency.</td>
<td>8. Key Competences at Concordia – A reference guide for management and staff, Concordia University (<a href="http://hr.concordia.ca/eed/online_guides/pdf/hr_guide_KeyComp.pdf">http://hr.concordia.ca/eed/online_guides/pdf/hr_guide_KeyComp.pdf</a>) [Q+]</td>
</tr>
<tr>
<td>8. respond to customers with an appropriate level of urgency.</td>
<td>9. Results-oriented professional development – In search of an optimal mix of effective practices, University of Kentucky (Journal of Staff Development 15 (4), 1994, p. 42-50) [Q+]</td>
</tr>
<tr>
<td>10. respond to customers with an appropriate level of urgency.</td>
<td>11. Results Orientation, Office of Human Resources (<a href="http://hr.od.nih.gov/workingatnih/competencies/core/results.htm">http://hr.od.nih.gov/workingatnih/competencies/core/results.htm</a>) [Q~]</td>
</tr>
<tr>
<td>11. respond to customers with an appropriate level of urgency.</td>
<td>12. Results Orientation, Financial Careers in the Alberta Public Service (<a href="http://www.financialcareers.gov.ab.ca">http://www.financialcareers.gov.ab.ca</a>) [Q~]</td>
</tr>
<tr>
<td>Competency Group</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Analysis Skills</strong></td>
<td>1. identify and analyze problems in difficult situations and to make a justifiable evaluation. 2. find ideas and look for alternative solutions. 3. make conclusions based on valid proof. 4. formulate ideas of a concept as a result of the reading, researching, discussing and brainstorming in highly specific, subject-focused work. 5. apply the relevant theory to source material. 6. place specific events and/or problems into wider contexts. 7. give proof and / or counterexamples.</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td>1. recognize the decision opportunity. 2. consider the consequences. 3. evaluate the quality of information given. 4. clarify the nature of the problem before deciding on an action. 5. look for alternatives / identifying alternatives. evaluate the quality of the results after decision-making.</td>
</tr>
<tr>
<td><strong>Management Skills</strong></td>
<td>1. develop and reflect on the development of management skills in a team and concerning tasks. 2. document and manage changing requirements. 3. manage time and resources effectively. 4. collaborate effectively with diverse individuals, team members, with peers, groups and/or organizations. 5. apply project management tools, techniques, and methodologies, including associated enabling ICT (information and communication technology). 6. evaluate performance of self and others as team members.</td>
</tr>
</tbody>
</table>

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**Notes:**
- [Q-] Indicates a negative quality rating.
- [Q+] Indicates a positive quality rating.
- [Q~] Indicates a quality rating with a neutral position.

---

**Resources:**
- **Analysis Skills**
  - [Results orientation competency, International Telecommunication Union](http://www.itu.int/employment/Recruitment/itu_competencies.htm)
- **Decision Making**
  - [Analytic and Decision Making Competency, Dominican University of California](http://www.dominican.edu/academic/resources/catalog/2010-2012/undergradprogram/busadmin/slo.html)
  - [Decision-making / reasoning skills, University of Arizona](http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=decision_making)
  - [Decision Making Skills, University of Kent](http://www.kent.ac.uk/careers/sk/decisionmaking.htm)
- **Management Skills**
  - [Personal management skills, MBA Handbook](http://www.mba-handbook.com/pre_cource_skill_development/personal_management_skills/learning_outcomes_and_introduction.php)
  - [Management Skills, University of Wolverhampton](http://courses.wlv.ac.uk/Course.asp?code=BU029F01CWU&tab=lrngout#courseNav)
  - [Project Management Outcomes – Management, University of West Florida](http://uwf.edu/cutla/pmo.cfm)
<table>
<thead>
<tr>
<th>Research and Information Management Skills</th>
<th>Singapore Management University (<a href="http://www.sis.smu.edu.sg/programme/BSc/learning-outcomes.asp">http://www.sis.smu.edu.sg/programme/BSc/learning-outcomes.asp</a>) [Q+]</th>
</tr>
</thead>
</table>
| 1. find needed information effectively and efficiently. 2. evaluate the information they find on the internet. 3. understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally. 4. recognize the need for information and determine the nature and extent of the information needed. 5. organize, manage and present information. 6. use information effectively to accomplish a specific purpose. | • Research and Information Skills, University of Birmingham ([http://www.skills.bham.ac.uk/courses/infoskills.shtml](http://www.skills.bham.ac.uk/courses/infoskills.shtml)) [Q+]  
• Learning Outcomes LSE 100, London School of Economics and Political Science ([www2.lse.ac.uk/intranet/students/LS E100/LearningOutcomes.pdf](http://www2.lse.ac.uk/intranet/students/LS E100/LearningOutcomes.pdf)) [Q+]  
• Information literacy standards and learning outcomes, James Cook University ([http://www-public.jcu.edu.au/libcomp/assist/JCU PRD1_054301#_5._Information_literacy](http://www-public.jcu.edu.au/libcomp/assist/JCUPRD1_054301#_5._Information_literacy)) [Q+]  
• CHLS Information Competency Courses, Skills, and Learning Outcomes, California State University Long Beach ([http://www.csulb.edu/~sluevano/see ds/PDF/Delgado%20IC%20courses %20and%20learning%20outcomes.p df](http://www.csulb.edu/~sluevano/see ds/PDF/Delgado%20IC%20courses %20and%20learning%20outcomes.pdf)) [Q+]  
| Adaptability to Changes | 1. recognize changes in their environment. 2. identify the nature of change. 3. judge how these changes affect the current (working) situation and organisation strategy in terms of risks and opportunities. 4. identify and analyse diverse aspects of a situation that are important to achieve a specific goals and to estimate how and to what extend these aspects have to be adapted due to changes. 5. evaluate possible efforts related to a change process. |
Part C: Mediating Soft Skills - “Best Practices”
In this part, well-proven “best practice” examples show how creative and inspired teachers and facilitators of learning approached empowering soft skills development in their courses.

5. “Best Practice“ Examples

“Best Practice” Example – Template

Course: Title of the course
Contributor(s): Contributor(s) of the course
Description: Short course outline (optional)
Teaching Method(s): Teaching method(s) used; see Appendix A
Soft Skills assessment method(s): Assessment of soft skills
Type of setting: Face-to-face, online or blended learning
Implementation of teaching method(s) and soft skills assessment: Thorough explanation of the conduction of the course; sharing of experiences
Detailed information: Literature references and links to media

Well proven “Best practices”

Course: Web Engineering, University of Vienna, Faculty of Computer Science (CS)
Contributor(s): Renate Motschnig, Michael Derntl, Kathrin Figl
Description: A module on web engineering in the CS bachelor curriculum consisting of 2-hours-per-week lectures and parallel 2-hours-per-week lab courses for 20 students each. In the lab courses students can explore the techniques and theories presented in the lecture by working in a team on a project of personal interest.
Teaching Method(s): Problem-based learning
Soft Skills assessment method(s): Partner Team Evaluation, Self-Reflection
Type of setting: Blended learning
Face-to-face meetings are accompanied and complemented by online services related to project activities. For example, documents are uploaded, reviews are submitted, resources can be browsed and downloaded, issues can be discussed in online forums.
Implementation of teaching method(s) and soft skills-assessment:
At the beginning of the semester students assign themselves to teams of three according to personal interest and topic preferences. Teams assemble an initial project vision which is refined throughout the semester. Project visions are stated in a learning contract between the team and the instructor. Learning contracts can, for example, consist of following elements (Derntl, 2005, p. 385):
Instructor:
Team members with e-mail address:
Learning contracts offer an opportunity for learners to decide responsibly what they learn within institutional and content-related contexts, e. g., by choosing topics they want to investigate and proposing criteria of evaluation of their own contributions. Learning contracts provide a basis for qualitative and quantitative assessment of achievement (Rogers and Freiberg, 1994, p. 193).

After presenting the vision to the plenum, teams pair up with partner teams, so that, optimally, each team is evaluator of one other project and each project is evaluated by one other team. Then, the project is realised in three major phases or milestones: inception of the project, elaboration of the underlying concept and construction of a web application using technologies relevant to the course. Partner teams review and write evaluations for each project milestone. Teams read their evaluation report online and revise the milestone solution according to new insights. The teacher views comments, evaluations and revisions to check whether they are appropriate and correct. Students were instructed how to write peer reviews in the face-to-face unit preceding the first milestone evaluation. They were informed face-to-face and online e. g. to use appropriate language and give constructive feedback. To evaluate teamwork, students were asked to write milestone reflections online after each project milestone about how they were doing with their projects, their team mates and their partner teams. Submission of these reflections was requested, though not required. Questions concerning the partner team included:

„How satisfied were you with your partner team and their inputs?“
„What was helpful, what was redundant?“
„How did you communicate with the partner team?“

Detailed information: See (Derntl et al., 2006)

Course: Communication
Contributor(s): Renate Motschnig, University of Vienna

Description:
Teaching Method(s): Active Listening Training, Dialogue
Soft Skills assessment method(s): Peer Assessment, Self Assessment, Personal Reflection

Type of setting: Blended learning

Implementation of teaching method(s) and soft skills-assessment:
Course Information and lecture notes are published on a web platform. In an initial meeting, students are asked to fill out an online questionnaire and to read lecture notes, especially an article about active listening. The
first workshop is spent getting to know one another and elaborating and discussing issues. Students are asked to form teams of about three persons to work out one of 10 proposed small projects listed on the web platform in a self-organised way. Moreover, students form pairs and select, read, summarise and discuss an article included in the lecture notes. Summary and discussion are published in the in the course space on the platform.
The first meeting is followed by four half-day workshops that are spent with elaboration of topics in teams and subsequent presentations, group discussions, exercises in active listening, role play, watching a video of Carl Rogers, the founder of the person-centered approach. Beginning with the fourth workshop, students are acquainted with encounter groups. Subsequent person-centered encounter groups are scheduled to last one and a half days each and “provide wide space for experiencing one’s own and the group’s communication behavior (Motsching-Pitrik, 2006).”
After each workshop and encounter, students are asked to upload a reaction sheet to the web platform. These can be read before the next session by the other participants and can be discussed in the group in the next face-to-face meeting.
Finished team projects uploaded before the deadline to the course space on the web are evaluated by team members and students from other project teams. Each student reads and comments upon two other projects. In the last workshop, the experiences in the course are reflected and students are asked to fill out the final online questionnaire including questions on teamwork, interpersonal relationships, course elements and other elements of the course setting.
The grading procedure comprises self evaluation, the evaluation of the students’ project by peers and the facilitator as well as the facilitators assessment of each student’s participation in face-to-face and online activities.
Detailed information: Motschnig-Pitrik, 2006
Course: Negotiation
Contributor(s): Johannes Gettinger, Technical University of Vienna
Description:
Teaching Method(s): Discussion, Case Study Method, Role-Playing
Soft Skills assessment method(s): Peer Assessment, Self Assessment, Personal Reflection
Type of setting: Blended learning
Implementation of teaching method(s) and soft skills-assessment:
The course is designed to support experiential learning by following means:
literature and discussions on theoretical concepts and case studies
online personal negotiations
structured debriefing sessions on experiences during negotiations
individual reflection in a learning journal
By using web tools, students get the opportunity to negotiate with other learners in other countries. So, intercultural negotiation can be elaborated. Experiences in negotiations are shared and discussed in class.

Detailed information:  

Complementary Study “Problem Solving Competence” at the University of Augsburg  

Contributor(s): Thomas Sporer, Gabi Reinmann, Tobias Jenert, Sandra Hofhues, University of Augsburg

Description: Students engage in projects in a co-curricular field of learning and working to link theory with practice. A problem is seen as a situation to be transformed to a desired state. The main elements of the complementary study, social, practical and scientific problem solving, are characterised by their destination route. The contents of the study result from the main field of study combined with practical requirements of the projects.

Offered projects are organised and maintained by groups of students.

Examples of projects are:

„Kanal C“: a project group that organises and conducts a weekly educational programme in the local radio station „Radio Fantasy“ in Augsburg.

„Knowledgebay“: a project group that documents scientific events at the University of Augsburg and processes them in form and content using multimedia.

„Kreativität in Wort und Bild“: a project group providing tutorials about the usage of particular software and working techniques for first-year students.

„Mediatoren“: a project group that deals with conflicts between students as well as conflicts between students and instructors.

Teaching method(s): Problem-based learning

Soft Skills assessment method(s): Reports, Self-Reflections

Type of setting: Blended Learning

Implementation of teaching method(s) and soft skills-assessment:

Students can choose when they want to participate in projects and they can found new projects. The complementary study is organised independently and autonomously by the learners. Except for the three mentioned elements, there are no curricular demands.

These can be completed in several projects or in one project, if possible.

In each project, services to be performed are determined in agreement with the project leader. These need to be associated with social, practical or scientific problem solving. Achievements are documented in final reports, either separately for each of the three elements or in one report, if several tasks consistent with social, practical or scientific problem solving could be performed in a project. Personal experiences in the project are reflected in written, audio or video format and shared with other students. Reports and reflections are collected in an ePortfolio.

Each problem solving element comprises 180 hours of student work load. After completion of an element, students get a certificate including a description of accomplished tasks. Half of the total credits that can be earned by gaining certificates in social, practical and scientific problem solving can be accredited for courses in the main field of studies.
Course: Personal Communication and Public Speaking at Luiss Guido Carli - Rome

Contributor(s): Prof. Alberto Castelvecchi, linguistics and communication researcher, scientific coordinator for Public Speaking at Luiss Guido Carli University, Rome.

Description: The Castelvecchi method is a «hands on» teaching/learning experience. The course is structured in 5 modules, 8-12 hours each, that can be included in a whole programme or taught separately.

Intended Learning Outcomes:
On successful completion of this course the learner will be able to:
1. communicate transparently as a result of increased congruence or confidence;
2. practice active listening;
3. present clearly and confidently to an audience;
4. monitor and manage communication patterns in a group;
5. communicate expressively and effectively in face-to-face and online settings;
6. communicate expressively and effectively in written communication;
7. talk on video and on radio, attend a talk show;
8. take part effectively in a debate, defuse controversy, diminish or keep under control all verbal attacks or offenses.

For further learning outcomes see the contents of each module.

Teaching Method(s): Role play, simulation, problem based learning

Assessment Method(s): Self-assessment – Peer assessment

Type of Setting: Face-to-face

Implementation of Teaching and Assessment Method(s):
The programme includes 4 modules

1. Public Speaking with «Dynamic Tools»: Personal Communication, Speech & Body Awareness
2. Speechwriting & Speechreading Skills
3. Body Language Reading & Awareness
4. Public Debate & Media Training
5. Personal Branding

In the first module the student will be made aware of the energy of communication as a global process. This means self-perception, body awareness, full control and ability to address the audience on any occasion. Enhanced awareness stimulates body readiness, fluency and rhythm in spoken expression, fluid and beautiful gestural sequences. The module includes the following topics/skills: Talk about yourself; Introduce yourself; Present a plan; Talk in public; Talk in little groups or in circles; Power Point and other visual devices; Frontal, semicircular or circular room (or Conference Hall); Congress; Interview; Meeting; Informal Conversation

The tools used in this module are called «dynamic» because, after the training, the student will continue to elaborate, adapt and manage them on his/her own, and will be able to “wear them” and feel at ease in every moment. Here are the main Tools: speech methods and techniques, eye contact, voice and breath liberation and also the capacity of perceiving and managing the reaction of the audience.

The second module aims at the following skills: Strategic Speech Overview; Speech Writing; Speech Focusing; Speech Architecture; Creative Writing; Speech Rehearsal; In-Depth Research and Data Mining; OSINT; WEBINT; Context &
Location Intelligence; CULINT (Cultural Competitive Intelligence); Emergency Response under critical conditions (Crisis management for the Communication Staff).

In the **third module** the focus is on: Body Language Analysis; Motion Analysis; Lie detection; Instinctual Negotiation; Territorial Markers in the Office Environment; Personality Clues; Irritation and appeasement; Face motion analysis; Proximity Interaction; Cross-cultural understanding; Politeness and Diversity; Sex & Gender Body Signals.

The **fourth module** is aimed at teaching the techniques for talking on video and on radio, for attending a talk show, for influencing and managing our interviewer. Students will learn the techniques for taking part effectively in a debate, and you will learn to defuse controversy, to diminish or keep under control all verbal attacks or offenses. Among the main topics/skills: Video, TV and radio Presence; Speech Rhythm and Timely Response; Debating; Effective Attack Skills; Defensive Skills; Arguing; Mockery; Quotes and Support Data; Ready Response (for communication staff); Talk Show; Question Time.

In the last part of the programme (**fifth module**) will help participants to create an integrated project for their Personal Branding. Participants will discover themselves, focusing on their points of strength and improving their personal style. Techniques are taught for improving online communication: viral and conversational marketing, self-introduction videos on YouTube, video-tutorials, social networks, wikipedia, etc. Among the topics/skills: Personal Insight and Analysis; Self Auditing and Assessment; Strategic Personal Planning; Implementation, Lessons Learned, Focus; Web 2.0 Personal Strategies; Personal Style Definition; PB-based leadership; PB-based communication

**Detailed Information:**

**Course:** Web tools for Information Research and Management

**Contributor(s):** Maria Cinque – Campus Bio-Medico University, Rome, and other Italian Universities

**Description:** The course introduces and examines a range of technologies to assess the use of information and provides skills in the use of such technologies and in the design, conduct and analysis of social and considers the utilisation of such research in management and decision making.

The course was performed in different academic contexts:
- 2007/08 Rome – Nursing Students
- 2009/10 Pisa – Engineering Students
- 2010/11 Milano Bicocca University – Medicine Students
- 2010/11 Udine Pedagogy Students

**Intended Learning Outcomes:**
Expected learning outcomes refer not only the Research and Information Management area, but also to other soft skills such as: contact network, on-line communication, and learning skills.

At the end of the course students will be able to:

<table>
<thead>
<tr>
<th>Research and information Management</th>
<th>• find needed information effectively and efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• evaluate the information found on the internet.</td>
</tr>
<tr>
<td></td>
<td>• understand the economic, legal, and social issues</td>
</tr>
<tr>
<td>Area</td>
<td>Learning &amp; Communication Skills</td>
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<td>---------------------------------------------------------------------</td>
<td>---------------------------------</td>
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<tr>
<td>surrounding the use of information, and access and use information ethically and legally.</td>
<td>• set goals with success criteria for their development and work.</td>
</tr>
<tr>
<td>• recognize the need for information and determine the nature and extent of the information needed.</td>
<td>• develop individual learning strategies in order to acquire new knowledge (focus on how to learn versus what to learn).</td>
</tr>
<tr>
<td>• organize, manage and present information.</td>
<td>• identify their learning needs and plan actions to close the gap between what they learn and what they need to know in order to have a good work performance</td>
</tr>
<tr>
<td>• use information effectively to accomplish a specific purpose</td>
<td>• communicate expressively and effectively in online settings</td>
</tr>
<tr>
<td></td>
<td>• understand the purpose of networking and the skill sets involved.</td>
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<tr>
<td></td>
<td>• connect their own and others’ ideas and experiences.</td>
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<td></td>
<td>• respond positively to change, seeking advice and support when needed.</td>
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</tbody>
</table>

**Teaching Method(s):** Enquiry based learning; problem-based learning  
**Assessment Method(s):** Students are required to take an initial and a final assessment consisting in a test and in a project work  
**Type of Setting:** Blended learning  
**Implementation of Teaching and Assessment Method(s):**  
The main aim of the course is explores the processes involved in making sense of information found on the web and in generating new information through research. Information Research is the ability to identify possible sources of required information, and to execute a successful search for that information. This means identifying the nature of the information required, identifying and locating resources that will supply the required data, evaluating the data contained in the resources, and continuing the process until the information need is met. Information research requires the background skills of information searching, library skills and evaluating sources. The programme includes two areas: search strategies for the Internet; Personal Learning Environment and Personal Learning Network.  

PART 1. Search Strategies for the Internet  
1.1 Webquests and Enquiry Based Learning:  
  - how to define the topic;  
  - how to understand the scope of the topic,  
  - how to refine and narrow the topic;  
  - how to find a background on possible topics or to seek an overview  
1.2 Keyword and Booleans  
1.3 Google services and tools  
1.4 The alternatives to Google: search engines and databases  
1.5 Criteria to evaluate the credibility of web sites and resources  
1.6 Criteria to evaluate the credibility of Wikipedia
PART 2. PLE (Personal Learning Environment) & PLN (Personal Learning Network)
2.1 Collaborative information filters: web 2.0 tools to reduce the information overload
2.2 Top 10 (100) Tools for learning
2.3 How to create one’s own PLE (Personal Learning Environment)
2.4 How to create one’s own PLN (Persona Learning Network)

Detailed Information: Cinque 2011

Course: Social networking for management education – Management Engineering Degree- University of Pisa
Contributor(s): Antonella Martini (University of Pisa)
Description: Soft skills development is supported through seminars, team-based activities (competition on weekly base), problem-based and project-based learning. The course is blended. The institutional VLE – based on Moodle – has been integrated with a learning social space hosted on Ning - eduORG. We studied the effect on soft skills development performed by the use of the social space (eduORG) as part of the formal course of Management at the University of Pisa

Intended Learning Outcomes:
Learning Outcomes are related to the development of different areas (contact networks, teamwork, communication, learning skills, information and research management)
Students will be able to:
1. interact and work effectively with others;
2. use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively;
3. conduct a self-evaluation of themselves as team members and identify specific areas for improvement.

Teaching Method(s): lessons are of two types: basics and learning from errors. A Google calendar on the two web sites reports weekly the plan of the lessons.
Assessment Method(s): Self-assessment, Peer Assessment, Competition, Teacher Assessment (3-hour written test and 50-minute oral colloquium)

Type of Setting: blended learning

Implementation of Teaching and Assessment Method(s):
The course of Management is a compulsory course during the first year of the Management Engineering degree. The course is attended by almost 150-160 students per year. With such a large class, the challenge is to develop a sense of belonging and involve the individual student. In other terms, it is important to “put the student first”, to make him feel the protagonist of the course.
At the beginning of the course the students are divided into groups. During the semester a team competition takes place: every week each group has to solve a problem, proposed by the teacher, on the current course module. The teams have 3 to 4 day time to propose a solution and load a file with the answer on Moodle. On the last day, the teacher reviews the solutions and updates the standings of the competition on Ning. The evening ends with an online meeting in Ning, with the students waiting for the results and, afterwards, with a discussion on them. In the following lesson, the teacher in the classroom presents evidence of the proposed solutions, analyzing and commenting on the errors.

Detailed Information:

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14 Cinque, M. (2011); E-teaching. Scenari didattici e competenze dei docenti nell’evoluzione del web, Palumbo, Palermo
Publications
Martini A. (2009), “An Integrated Learning Environment for Managerial Education. The Case of eduORG2.0 at the University of Pisa”, poster in atti del VI Congresso Nazionale SIE-L “E-Learning, Creatività e Innovazione”, Salerno, Italy, September 16-18

Web site
EduORG site: http://eduorg.ning.com

Course: Medical Humanities at Campus Bio-Medico University of Rome
Contributor(s): Prof. P. Binetti (until 2006), Prof. V. Tambone, Prof. M.G. De Marinis
Description: Medical humanities is an interdisciplinary field of medicine which includes the humanities (literature, philosophy, ethics, history and religion), social science (anthropology, cultural studies, psychology, sociology), and the arts (literature, theater, film, and visual arts) and their application to medical education and practice. The humanities and arts provide insight into the human condition, suffering, and offer a historical perspective on medical practice. Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection -- skills that are essential for humane medical care. The social sciences help us to understand how bioscience and medicine take place within cultural and social contexts and how culture interacts with the individual experience of illness and the way medicine is practiced.

Intended Learning Outcomes:
At the end of the course students will be able to:
- ask questions to identify customers’ needs, expectations and level of satisfaction or to determine customers’ awareness of the full range of available services;
- take a variety of actions to fully understand and meet a customer’s needs;
- respond to customers with an appropriate level of urgency;
- recognize the decision opportunity;
- consider the consequences;
- identify and analyze problems in difficult situations and to make a justifiable evaluation;
- communicate transparently as a result of increased congruence or confidence;
- practice active listening.

Teaching Method(s): Seminars, Group discussions, Case studies
Assessment Method(s): Written test, Personal Reflection Journal
Type of Setting: Face-to-face
Implementation of Teaching and Assessment Method(s):
The courses are included – with different programmes and learning outcomes – in medicine, nursing and engineering curricula.

Some examples from the programmes of the last years:

“Illness and Health in Literature” is an interdisciplinary course that uses medical history and philosophical analysis of medical culture to shed light on literary works concerned with medical issues. The course is based on discussions concerning literary representations of physicians and how perceptions of physicians have evolved from the nineteenth century to the present time. Additionally, some other issues are explored such as: social and cultural issues related to the profession of medicine, including power dynamics in the doctor-patient relationship, how doctors and patients define health similarly and differently, and the impact of gender on a doctor’s practice of medicine, as well as the patient’s medical experience. To this end, readings of three novels, creative nonfiction written by three physicians, and many additional short stories and essays is required.

Images of the Medical Profession in Popular Films. Participants focus on the human and professional values expressed in some popular films, become aware of the recurring motifs, codes, and symbols common to films about the medical profession, and develop critical readings of the films based in part on triangulation efforts relating film sources, film critiques, and audience reaction. The teaching method is based on screening followed by discussion. Students are required to attend at all screenings, participate in discussions, and write 2-3 pages of personal reflection on the films.

Course: Online Problem Solving in Electromagnetism – Campus Bio-Medico University, Rome

Contributor(s): C. Mencuccini (full professor of General Physics) - R. Valenti (technical manager of the information systems) - R. Araneo (tutor and research assistant of Electrical Engineering)

Description: Classical Electromagnetism (for 2nd year Engineering students)

A form of automated on-line tutoring is created to help students develop analytical skills and critical thinking.

Intended Learning Outcomes:

<table>
<thead>
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<tbody>
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</tr>
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</table>

Teaching Method(s): Problem-based learning

Assessment Method(s): Written problem solving test and oral colloquium

Type of Setting: blended learning

Implementation of Teaching and Assessment Method(s):

A learning platform has been developed to improve the students’ skills in problem-solving. The Modular Object Oriented Dynamic Learning Environment (Moodle) is
used in remote access through Internet. A complete set of exercises is presented
with solutions available in delayed steps, accessible only on demand, after a strongly
recommended individual effort. After a two-year testing the results of the initiative are
encouraging.

**Detailed Information:** Valenti-Mencuccini 2010

**Course:** “El director y el hombre” (“Manager and person”). It is an anthropological
(philosophy of man) approach to business and entrepreneurial life.

**Contributor(s):** Contributor(s) of the course: IPADE Business School, Department of
Philosophy and Enterprise (Filosofía y empresa). Director of the Department: Prof.
Arturo Picos. Coordinator of the Anthropological program: Prof. Alejandro Armenta.
Five other professors teach in this program.

**Description:** Short course outline (optional)
The complete plan has 21 sessions, separated in 5 different modules. At least, the
first two modules are delivered in all the programs (see details infra).
There is a series of cases based on a young successful manager that helps to
understand the importance of balance in personal and professional development.
Other cases show the extension of the balance to group collaboration. The central
module faces love and work-family balance. The rest of the sessions take advantage
of the concepts already assimilated to go in depth in the development of virtues in
mature singles and institutions.

**Intended Learning Outcomes:**
As part of the programs of the Business School, it aims at developing the
consciousness of the human capacities that are most fostered by the case method
system. The classical notions of prudence and other virtues become useful
instruments to understand the nature and order of human passions within meaningful
personal and collective projects.

**Teaching Method(s):** Teaching method(s) used; Case method (75%), participative
lectures (25%)

**Assessment Method(s):** Assessment method(s) applied
See details below.

**Type of Setting:** Face-to-face, online or blended learning
Personal study of every single case, discussion of the case in small fixed groups
(30’), plenary session for the discussion of the case (80’), personal study of the
technical notes.

**Implementation of Teaching and Assessment Method(s):** Thorough explanation
of the conduction of the course; sharing of experiences

**Detailed Information:**
Material (cases, notes) is protected by IPADE Business School policies. Cfr.
www.ipade.mx

Aristotle, *Nicomachean Ethics* (especially books 4, 5, 6, 9, 10).
Aquinas, *Summa Theologiae*, 1-2: On man; 2-2: Virtues in depth
Technical notes prepared by the professors of the Department. About 30 notes.
1. full-time two years Master program (“Mede”). About 900 sessions, most of them
with case method system. The anthropological plan is developed in 9 sessions.
Average age of the attendants: 27.
Evaluation through participation during the sessions and a final written exam.
3. part-time Master (“Medex”). 500. About 6 sessions, most of them with case method
system. The anthropological plan is developed in xx sessions. Average age of the
attendants: 35.
Evaluation through participation during the sessions and a final written exam. There is an optional weekend program with 6 more sessions that completes the basic program. The Department is working on a proposal for a more comprehensive evaluation of the participants, both for the personal and collective work.

4. Advanced Management Programs. Programs adapted to several of them (D1, D2, AD1, AD2). No written evaluation required.

5. In-company programs. A basic proposal for the firms is a 12 sessions program. Periodicity recommended: 1 session per week.

Course: Global Mindset

Contributor(s): Fondazione Rui - University Teachers, Journalists, Reporters, Sociologists

Description:

In the current worldwide economic situation, being culturally aware and interculturally competent is a must for success in this highly competitive international market. Successful business people from all over the world are competing for top positions in international organisations. Being business savvy and having a good track record at home is no longer enough to secure the best roles in the global arena. According to new research (Harvard Business Review 2010), a ‘global mindset’ is what candidates need to be successful in a global role in which they will need to be capable of adjusting to different environments and have the ability to work effectively with international colleagues. This ‘global mindset’ is defined as having three key elements: intellectual, psychological, and social capital.

Intended Learning Outcomes: At the end of the course students will be able to:

- portray the value of cultural diversity;
- interact flexibly and adaptive in new environments;
- recognize changes in their environment;
- identify the nature of change;
- describe the relationship between culture and communication;
- employ sensitivity in cultural encounters;
- utilize cultural resources for enhancing collaboration and dealing with conflict in particular cultural contexts.

Teaching Method(s): Seminars and lectures

Assessment Method(s): Final written report

Type of Setting: Face-to-face

Implementation of Teaching and Assessment Method(s):

The course is part of the Jump Programme (see Best Practice Template n. ?) and has a different focus every year, with the intention to continually see the world in new and more complex and systemic ways. The main goal consists in better understanding the emerging economic, political, societal and environmental forces, their likely trajectory and their interdependence focusing on the promise and the reality from a multitudes of points of view.

The 2010/11 programme includes the following subjects:

- the role of USA in contemporary global scenario;
- the role of Media in democracy
- analyzing the emerging economies of “BRIC” countries: the case of India;
- economy crises challenges across Europe;
- migration and integration;
- the “Arab spring”
Course: “Emotional intelligence”
Contributor(s): Colegios Mayores (Spain). Recognition of 1 ECTS credit.
Description: Promoting emotional balance between private and work life, learning to use emotions for healthy and suitable actions and resolution of problems.

Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Life Balance</th>
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<tbody>
<tr>
<td>Students are able to:</td>
</tr>
<tr>
<td>- identify difficulties facing an effective reconciliation of work and family life</td>
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<tr>
<td>- establish a balance in time sharing between different personally meaningful life aspects</td>
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<tr>
<td>- improve workload management with techniques and approaches to planning time, interact with co-workers and understanding themselves</td>
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<table>
<thead>
<tr>
<th>Tolerance to Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to:</td>
</tr>
<tr>
<td>- identify positive and negative effects of stress and that stress is a reaction to positive experiences as well as negative experiences , and is a part of life</td>
</tr>
<tr>
<td>- detect the symptoms of chronic stress overload</td>
</tr>
<tr>
<td>- map actions that increase stress</td>
</tr>
<tr>
<td>- employ techniques to help manage stress</td>
</tr>
<tr>
<td>- create a plan for work and home to help reduce and manage stress</td>
</tr>
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<table>
<thead>
<tr>
<th>Leadership</th>
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<tbody>
<tr>
<td>Students are able to:</td>
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<tr>
<td>- identify their own strengths and development needs as a leader</td>
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<td>- describe important qualities and behaviors of effective leaders</td>
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<tr>
<th>Conflict Management</th>
</tr>
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<tbody>
<tr>
<td>Students are able to:</td>
</tr>
<tr>
<td>- demonstrate a clear understanding of the notion of intra- and interpersonal conflict, as well as related areas such as frustration and intra- and interpersonal stress</td>
</tr>
<tr>
<td>- demonstrate an awareness of the link between personality and conflict management style</td>
</tr>
<tr>
<td>- apply existing and newly acquired skills such as active listening, advanced empathic reflection, confrontation and summarising to conflict management and resolution</td>
</tr>
</tbody>
</table>

Teaching Method(s): Conference, Dialogue, Case studies, Groupwork
Assessment Method(s): self-assessment, teaching observation, pre-test and post-test.

Type of Setting: Face-to-face

Implementation of Teaching and Assessment Method(s):
Before the beginning of the classes, students should answer a pre-test in order to know the level and previous knowledge about the topics of the course. During the implementation of the course, there will be a theory part followed with the resolution of practical cases. So the students have the opportunity of put into practice what they have learnt by two ways:
writing how they would resolve a real situation related to each soft skills they are training
- answering a multiple choice test, whose responses are also linked with different situations of real and professional life

The teacher is in charge of the evaluation of both methods. Finally, after the conclusion of the course, students should respond a post-test, which answered them about the usefully of what they learnt. So the teacher can get some helpful information with the feedback of the participants.

**Detailed Information:** [http://www.consejocolegiosmayores.es/index.php](http://www.consejocolegiosmayores.es/index.php)

**Course:** “International Undergraduate Skills Programme”

**Contributor(s):** Colegio Mayor Castilla. IESE Business School, Lupicinio Eversheds, AENOR, DHL, UBS Spain, 4B Systems, Vaughan Systems, Mind Value, Ferrovial, AZ Capital.

**Description:** 4 weeks course with 4 classes per week and a 3-months follow-up programme with the possibility of a period of time working in a professional company

**Intended Learning Outcomes:** Providing students with the professional skills which are requested by companies and Universities, that are not developed: leadership, teamwork, continuous improvement management

**Teaching Method(s):** Seminars, Project-based learning, Stage

**Assessment Method(s):** Teacher observation of individuals working in group. Self Assessment, Peer Assessment

Certified by IESE Business School at the end of the course.

**Type of Setting:** Face-to-face, blended learning, on the job learning

**Implementation of Teaching and Assessment Method(s):** The 4 first weeks of the programme are divided into seminars of professional experiences with well-known economists, seminars of professional competences and practical resolution of cases of IESE Business School. The follow-up programme schedules a conclusive course-Project and the possibility of a stage in a company.

The structure of the program is:

- Weeks 1 to 3: implementation of the seminar of professional experience, seminar of soft skills and resolution of practical cases of IESE.
- Week 4: follow up and design of a economical/business project which should be defended in public. The follow up also considers the participation one time per month in a seminar about professional soft skills until the end of the academic course.

**Detailed Information:** [http://www.consejocolegiosmayores.es/index.php](http://www.consejocolegiosmayores.es/index.php)

**Course:** “Oratory for university students”

**Contributor(s):** Colegios Mayores and Universidad Complutense de Madrid (recognition of 3 ECTS credits).

**Description:** The 2 month course is aimed at providing techniques for using the voice and corporal language while speaking, discourse structures and construction of the message.

**Intended Learning Outcomes:**

<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>- communicate transparently as a result of increased congruence or confidence</td>
</tr>
<tr>
<td>- present clearly and confidently to an audience</td>
</tr>
<tr>
<td>- communicate expressively and effectively in written communication</td>
</tr>
</tbody>
</table>
**Teamwork**

Students will be able to:
- evaluate their own performance in communication, conflict resolution, and decision-making
- use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively
- interact and work effectively with others

**Teaching Method(s):** Theoretical and practical classes. Conferences.

**Assessment Method(s):** Teacher observation. Self Assessment, Peer Assessment

**Type of Setting:** Face-to-face

**Implementation of Teaching and Assessment Method(s):** Oratory or public speaking or is the art or practice of making a speech before an audience. Speaking is often the primary medium for presenting and selling products or ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as personal life.

The activity begins with a brainstorming with students the reasons for writing and practicing formal speech. The easiest and perhaps most effective way to do this is to have them brainstorm or list on paper five occasions where they might now (or in the future) be asked to give a speech.

Another great warm-up activity is called Table Topics. This is impromptu speaking where random topics are placed on small pieces of paper into a box. Students in turn come up and choose a topic from the box and then speak for one minute about it. Students are timed and if the time is exceeded, the timer lets the speaker know that the time is up by starting the audience clapping.

The second phase is that of planning and writing the speech. When students have given careful thought to their subject, their audience, their own personality, and the occasion, they are ready to plan and write the speech itself.

Students should first select their general purpose. Do they wish to present factual information only, or to inform? Do they wish to change beliefs or actions, or persuade? Or do they wish to amuse, or to entertain? With their general purpose in mind, they should prepare a brief statement of their specific purpose. The next step should be devoted to select the main ideas, or main divisions, of the subject as stated in the specific purpose. After selecting the main ideas, they should choose supporting material. This includes such things as description, narration, comparisons, examples, testimony, statistics, visual aids (charts, diagrams, demonstrations, slides, maps, motion pictures, photographs, samples, or working models), and repetition (restatement of important ideas to increase the chance that they will be remembered). The selection of main ideas and supporting material completes the body (main part) of the speech.

Students should next plan the introduction. This usually has two parts, the opening and the statement of the specific purpose. In the opening, speakers catch the attention of their audience and arouse interest in their subject. They can do this by telling a joke or story, or by providing a fact or statistic.

Next comes the preparation of a conclusion. In informative speeches, this part should be a summary of the main ideas and specific purpose. In persuasive speeches, the conclusion should combine a summary with a final appeal to the audience to accept the arguments offered. Entertaining speeches usually end on a point of great amusement, without any type of formal conclusion.

After all these steps, the students should prepare an outline. An outline is simply a listing of the ideas to be elaborated upon in the order in which they will occur.
Students may deliver their talks directly from the outline, or they may use the outline as the basis for a written speech. Skilled speakers usually prefer to speak from the outline, without writing the whole speech down.

**Detailed Information:** [http://www.consejocolegiosmayores.es/index.php](http://www.consejocolegiosmayores.es/index.php)

**Course:** “Seniores on-line” Project

**Contributor(s):** Collegio Einaudi – Torino

**Description:**
The project is focused on young people using their technology expertise to help those over 64 to use the internet and social networks. While building relationships between the generations, the project is also designed to be mutually beneficial for both age groups (young people will acquire leadership, communication customer/user orientation and culture adaptability skills). The initiative was created in 2005 and 6 editions have been performed so far.

**Intended Learning Outcomes:**
Expected learning outcomes affect different areas:

<table>
<thead>
<tr>
<th>Culture Adaptability</th>
<th>1. portray the value of cultural diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. interact flexibly and adaptive in new environments</td>
</tr>
<tr>
<td></td>
<td>3. describe the relationship between culture and communication</td>
</tr>
<tr>
<td></td>
<td>4. employ sensitivity in cultural encounters</td>
</tr>
<tr>
<td>Customer/User Orientation</td>
<td>1. assess the areas where the organisation has adopted a customer orientation and to evaluate how and where this can be developed</td>
</tr>
<tr>
<td></td>
<td>2. involve customers in developing realistic objectives or time frames</td>
</tr>
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<td></td>
<td>3. ask questions to identify customers’ needs, expectations and level of satisfaction or to determine customers’ awareness of the full range of available services</td>
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<tr>
<td></td>
<td>4. take a variety of actions to fully understand and meet a customer’s needs</td>
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<tr>
<td></td>
<td>5. respond to customers with an appropriate level of urgency</td>
</tr>
<tr>
<td>Leadership</td>
<td>1. explain how leadership operates and is understood in organizations</td>
</tr>
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<td></td>
<td>2. identify their own strengths and development needs as a leader</td>
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<tr>
<td></td>
<td>3. describe important qualities and behaviors of effective leaders</td>
</tr>
<tr>
<td></td>
<td>4. work effectively in diverse settings by applying situational leadership techniques</td>
</tr>
<tr>
<td>Communication</td>
<td>1. communicate transparently as a result of increased congruence or confidence</td>
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<tr>
<td></td>
<td>2. practice active listening</td>
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<tr>
<td></td>
<td>3. present clearly and confidently to an audience</td>
</tr>
<tr>
<td></td>
<td>4. monitor and manage communication patterns in a group</td>
</tr>
<tr>
<td></td>
<td>5. communicate expressively and effectively in face-to-face and online settings</td>
</tr>
</tbody>
</table>
Teaching Method(s): Students learn through teaching to elder people
Assessment Method(s): Self-assessment and peer assessment
Type of Setting: Face-to-face
Implementation of Teaching and Assessment Method(s):
Detailed Information:

Course: Laboratory of theatre improvisation for soft skills development
Contributor(s): Collegio Don Mazza – Padova. Teacher: Giuseppe De Meo, actor, trainer and theatre director.
Description: The course introduces a guideline to integrate soft skill training using improvisation theatre games. First of all teachers and students choose the topic (and its learning objective) they would like to train / talk about. Secondly they identify the appropriate game (e.g. choose from existing catalogue or look for a new one); finally the participants have to define the story that glues game and learning objective together. The course includes 75 hours and is credited (3ECTS) for students of Literature and Humanities. The goal of the course is to enhance student learning through the benefits that improvisation can bring to teamwork, creativity, communication and listening skills, and problem solving

Intended Learning Outcomes:
Expected outcomes refer at different soft skills, mainly at:

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<th>Teamwork</th>
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<td>Students will be able to:</td>
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<td>1. evaluate their own performance in communication, conflict resolution, and decision-making</td>
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<tr>
<td>2. use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively</td>
</tr>
<tr>
<td>3. evaluate themselves as team members and identify specific areas for improvement</td>
</tr>
<tr>
<td>4. interact and work effectively with others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negotiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. establish a positive and constructive atmosphere at the negotiation table</td>
</tr>
<tr>
<td>2. be open to modify the own point of view</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Conflict Management</th>
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<tbody>
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<td>1. demonstrate a clear understanding of the notion of intra- and interpersonal conflict, as well as related areas such as frustration and intra- and interpersonal stress</td>
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<td>2. apply existing and newly acquired skills such as active listening, advanced empathic reflection, confrontation and summarizing to conflict management and resolution</td>
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<tr>
<th>Creativity/Innovation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
</tr>
</tbody>
</table>
1. improve their ability to respond practically and creatively to problems and opportunities
2. use frameworks and strategies for enabling a supportive environment for creativity and innovation, i.e., facilitate team processes in an atmosphere of mutual respect and support

**Teaching Method(s):** Role play (improvisation theatre games)
**Assessment Method(s):** Peer assessment and Self-assessment
**Type of Setting:** Face-to-face
**Implementation of Teaching and Assessment Method(s):** The course will introduce the basic elements of the actor's work, through direct experience and scenic development of adequate tools of expression. The trail will aim to harmonize the efforts of the preparation (techniques, training) with a taste for discovery and the pleasure of participation in the belief that the training of a technical background, along with a personal creative contribution, is a prerequisite for an organic skill development.

As recent research has demonstrated (Aylesworth, 2008; Smrczek, 2009) many concepts inherent in improvisation apply to skills and concepts that play a large role in soft skill development and training:

1. “build community and group expression”. A foundation for improvisation and/or teamwork to happen. It’s inherent and critical for all improvisational concepts as one must feel free and open to improvise, while if improvising with others, there must be unconditional group support;
2. “pay attention and be present”
3. “make your product look good”. Just like the teamwork needed in an improvisational show to make everyone look good, the focus of many in innovation, through creativity, new product development, and product improvements, needs to make everyone and the product look good;
4. “don’t censor yourself and say the obvious thing- the first thing that comes to mind-there are no wrong answers”. Often, people overanalyze, dredging over and over a point where sometimes the most basic and obvious ideas are lost.
5. Say “Yes, and……” instead of “Yes, but…….” and Build (accept what is said and build on it.). Argumentation or contradiction often only degenerates into a political-based fray, where egos are involved instead of solving problems. One should build upon the ideas of others, accept the “gift” and proceed from there while also giving “gifts” to help others to build.
6. listen generously. This is extremely important in all facets of work, from interpersonal communication with a co-worker all the way to gathering feedback from customers.
7. take risks, embrace failure, and relinquish control. Similar to “Saying Yes, and…..” it’s often counterproductive to stay safe and under control. It’s also beneficial to relinquish control and follow others’ lead- this builds trust and teamwork.

The course will develop in two modules of a total of 75 hours the following contents:
- the actor’s presence;
- the body dimension;
- the voice dimension;
- the Improvisation;
- analysis and interpretation of the text.

In the final phase, the laboratory will be directed to the preparation of a play or assembling improvisation material for a final demonstration work in the form of a performance.

**Detailed Information:** [http://www.collegiomazza.it/formateatro](http://www.collegiomazza.it/formateatro)


**Course:** Entrepreneurship Initiative (M'imprendo Project)

**Contributor(s):** Collegio Don Mazza and Confindustria, Padova

**Description:** The M’Imprendo project began in 2009 offering students of the University of Padua the chance to have a formative experience in the course of their academic career, being in contact with local Companies. Thanks to this scheme, students have had the opportunity to work for companies in the Veneto Region that are seeking innovative and fresh solutions and that are looking to develop their services and products.

**Intended Learning Outcomes:**
Expected outcomes refer at different soft skills, mainly at:

**Creativity/Innovation:** Students will be able to
1. apply new methods for completing required tasks, eventually finding a "better way"
2. employ strategies to deal with the constantly changing professional landscape
3. improve their ability to respond practically and creatively to problems and opportunities
4. use frameworks and strategies for enabling a supportive environment for creativity and innovation, e. g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support

**Analysis skills**
Students will be able to:
1. identify and analyze problems
2. find ideas and look for alternative solutions
3. make conclusions based on valid proof
4. formulate ideas of a concept as a result of the reading, researching, discussing and brainstorming in highly specific, subject-focused work
5. apply the relevant theory to source material
6. place specific events and/or problems into wider contexts
7. give proof and / or counterexamples

**Results Orientation**
Students will be able to:
1. utilize tools and techniques to ensure projects remain on target
2. initiate actions to optimize resources for the achievement of results
3. maintain the required process orientation for quality results and to contribute to improving the processes
4. maintain team work and team building particularly on the work involving interdependencies
5. develop and utilize measures to assess goal attainment and outcome achievement
6. accelerate decision making while assuring risks are minimized and make specific changes in work methods and skills to improve personal performance and organizational results

**Teaching Method(s):** Project-based learning

**Assessment Method(s):** The final participating projects are assessed by a jury formed by Confindustria, Collegio Don Nicola Mazza and members of the academic staff of the University of Padova.
Type of Setting: Blended but mainly on-line. All the projects are carried out and presented by internet-based working teams, thanks to an expressly created web site.

Implementation of Teaching and Assessment Method(s):
In the past, every company taking part in M’Imprendo selected a team of up to four students and tasked them with developing a specific project (or sector, or department) of the company. The outcome has been extremely positive in terms of planning skills, innovations and results. The feedback from both managers and students has been very encouraging, and all have expressed the wish that this should continue in the future.

The aim of the project is to take this initiative to the next level, by extending it internationally. To develop and innovate in the global economy, companies must look beyond their national borders.

The students will be assigned a local professor to act as their tutor, who will also have been involved in selecting them. The tutor may also devise tasks for the students to complete, especially during the first stages of the project.

Course: JUMP (Job-University Matching Project) – Triennial Minicurriculum

Contributor(s):
Promoter: Fondazione Rui
Partners: Università Cattolica di Milano, ESCP Europe Business School, Consel (and his partners, for ex.: Accenture, Enel, Eni, IBM, Sky, Telecom, Hp, etc.).

The Faculty of the programme is composed by University teachers, Company managers, International legal consultants, Training experts, Coaches and Counsellors.

Description: Jump is a triennial programme of integrative education for University students. Its main goal is to enhance academic knowledge by placing students in a dynamic environment, similar to that of their future profession. Students not only solve real case problems but get a chance to meet high skilled professionals.

Jump is a well proven best practice: the programme started in the academic year 2003/04 and has involved - up to now –more than 1200 participants (150 students per year). Tested first in the Milanese halls of residences, it is now also developed in Rome and other colleges of Fondazione Rui.

Intended Learning Outcomes: The programme aims at developing different soft skills, included in the personal, interpersonal and content reliant/methodological clusters. The intended learning outcomes address to all the 22 ModEs Soft Skills, except Customer/User Orientation.

On successful completion of this curriculum, a certificate is awarded to students who:

- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

15 The description of learning outcomes follows that of Dublin descriptors (2004). In this case I think it could be useful to describe the learning outcomes both with Dublin Descriptors and with ModEs learning outcomes.
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy

At the end of the curriculum students will be able to:
- identify their own strengths and development needs and set measurable, objective goals
- determine the time frames, tasks, responsibilities and resources required to achieve the improvement goals identified
- measure the result of improvement against the expected performance indicators
- apply the core skills needed for building relationships
- communicate transparently as a result of increased congruence or confidence
- practice active listening
- evaluate their own performance in communication, conflict resolution, and decision-making
- use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively
- interact and work effectively with others
- demonstrate a clear understanding of the notion of intra- and interpersonal conflict, as well as related areas such as frustration and intra- and interpersonal stress
- employ strategies to deal with the constantly changing professional landscape

**Teaching Method(s):** Lectures, Business/Legal Cases, Business Games, Coaching, Individual and group works, conferences and meetings

**Assessment Method(s):** Individual soft skills mapping (self-assessment). Project works.

**Type of Setting:** Face-to-face, blended learning

**Implementation of Teaching and Assessment Method(s):**
Jump is a modular programme structure that includes three kind of activities:
- interdisciplinary courses
- specific activities
- coaching

Each semester students follow two courses: an interdisciplinary one and one based on specific activities. Furthermore each student has a coach and a personal development plan.

Among the interdisciplinary courses are:
- Anthropology
- Ethics
- Bioethics
- Global Mindset
- Learning to Learn: Study Strategies
- Multimedia Communication and Languages
- Social History
- Theories of Personality Development
- Creative Thinking
- Entrepreneurship
- Innovation and new technologies
- Citizenship and social responsibility
- Work/family balance
- Market and Economy
Directions, depending on local circumstances in terms of student population, have the freedom to design specific initiatives. For example:
- Business cases
- Business games
- Legal cases
- Supplementary courses in law for engineers;
- Supplementary courses for medical students

**Detailed Information:**
Website of the programme: [http://jumponline.it/](http://jumponline.it/)

**Course:** Promoting a Responsible European Citizenship (Project)
**Contributor(s):** EUCA (European Union of College Association)
**Description:** The year-long project (2009/2010) involved four national teams of young EUCA collegiate students working on the Charter of the Responsible European Citizenship. Team members had to coordinate with their peers to carry on the survey among their fellow university students nationally.

**Intended Learning Outcomes:**

<table>
<thead>
<tr>
<th><strong>Negotiation</strong></th>
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<tbody>
<tr>
<td>- prepare a negotiation plan and strategy</td>
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<td>- work effectively in diverse settings by applying situational leadership techniques</td>
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**Teaching Method(s):** Brainstorming, Discussions, Conferences
**Assessment Method(s):** N/A
**Type of Setting:** Face-to-face, blended

**Implementation of Teaching and Assessment Method(s):** The preparatory sessions involved a lot of brainstorming and planning ahead the future steps of the work. The analysis of the survey results was divided into four parts each focusing on a different topic: immigration, media, democracy and voluntarism.
During the actual workshops students had to present a power point presentation analysing and discussing the results of their research. This kind of work required students to put into practice communication as well as public speaking skills to communicate their topic effectively and professionally to the audience.

The four workshops held in London, Rome, San Sebastian, and Warsaw gave the opportunity to meet experts from different field of study and work. Students had also the chance to interact with peers from other European countries and to deepen their understanding of certain social and cultural dynamics all over Europe. The workshops and the final event in Brussels were a unique occasion to promote and disseminate the results of EUCA’s participation to such European projects as the Platform on Multilingualism and the ModEs project. Language and soft skills education, in fact, are fundamental for the education of responsible European citizens. The combination of the two fosters intercultural understanding, communication as well as leadership in problem solving-oriented individuals who can act effectively to improve their communities’ well-being.

EUCA students benefited from the intercultural dialogue that the project fostered. Further, they were asked to reflect about and conceptualize the notion of Responsible European Citizenship that was defined as civic participation, awareness of traditions and other cultures and as involving respect of the environment and of equal opportunities. Responsible Citizenship also involves intergenerational dialogue and civic solidarity.

**Detailed Information:** [http://euca.eu/eu-project-promoting-responsible-european-citizenship](http://euca.eu/eu-project-promoting-responsible-european-citizenship)

**Course:** Message in a Bottle (video contest)

**Contributor(s):** EUCA (European Union of College Association)

**Description:** In 2009, EUCA launched the first international and intercollegiate video contest, “Message in a bottle”, to celebrate the European creativity year. Collegiate students had to team up to make a video on the European project. A second edition of the project has been launched in 2011.

Students had to brainstorm for their idea with one or two other collegiate fellows and communicate their project to their peers to involve them in the shooting of the videos. Making the videos required students to put into action creativity, communication and team working skills.

Working on a challenging project as Message in a bottle required students to manage their time effectively to meet the deadline and develop the creative as well as the explanatory part of the project.

**Intended Learning Outcomes:**

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<td>Students will be able to:</td>
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<td>- improve their ability to respond practically and creatively to problems and</td>
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<td>- use frameworks and strategies for enabling a supportive environment for</td>
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<td>creativity and innovation, e. g. exchange ideas in web-forums, facilitate team</td>
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<td>processes in an atmosphere of mutual respect and support</td>
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Teamwork

Students will be able to:
- evaluate their own performance in communication, conflict resolution, and decision-making
- use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively
- interact and work effectively with others

Teaching Method(s): Brainstorming, Discussions, Conferences
Assessment Method(s): N/A
Type of Setting: Face-to-face, blended

Implementation of Teaching and Assessment Method(s): To celebrate the European Year of Creativity, the students of the EUCA Colleges were invited to take up the theme of Europe, creativity and innovation by making an original piece of work which will be both entertaining and able to engage the young people of the EU. Groups were made up of students from within the same EUCA College. The groups were made up of either 2 or 3 people living in the same College and each College Foundation could take part with more groups provided that they worked on different subjects.

The main goal of the competition was to develop creativity and the ability to innovate in the context of modern modes of communication with reference to the principles, values and objectives of the European Union, promoting and stimulating the debate among young people about their participation in the activities of civil society.

The competing groups were invited to submit a video which creatively tackles an aspect of communication or information lasting a maximum of 3 minutes.

The video submissions were judged by a specially formed Panel composed of representatives of EUCA, European officials and experts in communication. The submissions were assessed on the basis of their response to the themes and aims of the competition as well as for creativity, originality, effective communication, technical methods used, coherence and completeness.

Video participating in the contest: [http://www.euca.eu/video/75](http://www.euca.eu/video/75)

Course: Women in leadership: role models and self-empowerment
Contributor(s): Collegio Nuovo di Pavia; WEW (Womens' Education Worldwide); guest speakers from different fields (scientific domain, economy, social sciences and humanities, communication, companies).
Description: The programme is aimed at developing leadership in young women through “role models” and training courses. Between 2003 and 2011, more than 40 important women, who contributed in different fields of knowledge and of society, were invited to tell their stories and share their experiences. Furthermore specific initiatives were undertaken, explicitly targeted at women education. Once a year students from Collegio Nuovo participate in the WEW Conference, that was held in Pavia in 2011.

Intended Learning Outcomes: Expected outcomes refer both at the life balance area and at leadership development

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16 WEW members are accredited colleges and universities and organizations across the globe that have as a primary mission the education and advancement of women
Student will be able to:
- identify difficulties facing an effective reconciliation of work and family life
- establish a balance in time sharing between different personally meaningful life aspects
- improve workload management with techniques and approaches to planning time, interact with co-workers and understanding themselves

**Leadership**

Students will be able to:
- understand how leadership models are put into practice personally, locally, and globally
- explain how leadership operates and is understood in organizations
- identify their own strengths and development needs as a leader
- describe important qualities and behaviors of effective leaders
- work effectively in diverse settings by applying situational leadership techniques

**Teaching Method(s):** Conferences, guided discussions and laboratories

**Assessment Method(s):** Pre-Test and Post-Test Questionnaire

### Pre-Test (Example for Communication)

| Q1 | Define the following term: Effective Communication |
| Q2 | I am able to demonstrate effective communication strategies when working with a group (rated on a Likert scale) |
| Q3 | Please list 2 strategies for effective communication when working with a group |

### Post-Test

| Q1 | As a result of participating in a challenge course, I have an improved understanding of the concept of how effective communication relates to a group’s success (rated on a Likert scale) |
| Q2 | As a result of participating in a challenge course, I am better able to demonstrate effective communication strategies when working with a group (rated on a Likert scale) |
| Q3 | Please list 2 strategies you learned for effective communication when working with a group as a result of the challenge course experience |

**Type of Setting:** Face-to-face, online.

**Implementation of Teaching and Assessment Method(s):**

The mission of Women in Leadership Programme is to share best practices, to collect and disseminate data about women playing a leadership role in various fields, to foster exchange among various institutions (Universities, Halls of residence etc), and to advocate for women’s education worldwide (WEW).

The WEW international initiative was founded in 2003 by Mount Holyoke and Smith Colleges, two of the original "Seven Sisters" of U.S. higher education--a group that itself has long benefitted from collaboration at the national level.

Furthermore the programme aims at developing personal leadership through various courses. For example “how to develop role competences”, “how to prepare for a job interview”, “self-empowerment”.

As far as the conference series are concerned, among the most important guests:
- **Scientific domain:** Rita Levi-Montalcini (Nobel Prize), Amalia Ercoli Finzi (aerospace engineer and university teacher), Michela Bertero (Scientific Project Manager CRG - Centre de Regulació Genòmica Barcellona); Rossella
Palomba (Ambasciatrice per le Pari Opportunità nella Scienza, Unione Europea), Natalia Lugli (biologist, University of Geneve).

- **Social sciences, literature and communication:** Silvana Arbia (International Court of Justice - Aja), Paola Profeta (Bocconi University), Fiorenza Vallino (IO Donna newspaper), Rosanna Massarenti (Altroconsumo), Maria Latella (Magazine A), Giuliana Sgrena, Stella Pende, Sylvie Coyaud, Benedetta Tobagi (journalists) Antonia Arslan, Simonetta Agnelllo Hornby, Silvia Avallone, (writers), Liliana Cavani and Cristina Comencini (film directors), Marina Tesoro, Alessandra Ferraresi e Maria Luisa Betri (University teachers).

- **Managerial world:** Margherita Gorio (Enterpreneur), Maria Cristina Bombelli (EWMD, European Women's Management Development), Elena Paola Lanati (ex Business Unit Director UCB Biopharma).

**Detailed Information:**
http://colnuovo.unipv.it/incontri_2008_ita.pdf
http://www.mtholyoke.edu/proj/wew/pavia.html
http://www.mtholyoke.edu/proj/wew/wslc2011.html

**Course:** Seniors Activity Project: Making the Bench

**Contributor(s):** Kelston Club and Study Center (NEA)

**Description:** A group of students made a garden bench from scratch. Meanwhile, another group - unbeknown to the builders – was preparing an animation video of their efforts (a plasticine animation)

**Intended Learning Outcomes:** Expected outcomes may refer to different areas of soft skills development, such as teamwork, results orientation, communication, creativity/innovation

<table>
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<td>7. conduct a self-evaluation of themselves as team members and identify specific areas for improvement</td>
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<th>Results Orientation</th>
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<td>7. utilize tools and techniques to ensure projects remain on target</td>
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<td>8. initiate actions to optimize resources for the achievement of results</td>
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<tr>
<td>9. maintain team work and team building particularly on the work involving interdependencies</td>
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<tr>
<td>10. develop and utilize measures to assess goal attainment and outcome achievement</td>
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<tr>
<td>1. monitor and manage communication patterns in a group</td>
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<th>Creativity/Innovation</th>
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<tbody>
<tr>
<td>1. apply new methods for completing required tasks, eventually finding a “better way”</td>
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</table>

**Teaching Method(s):** Brainstorming, Project-based learning; Problem-based learning. All participants undertook manual labour both in the building of the bench and in the preparation of the plasticine characters for the animation

**Assessment Method(s):** Video recordings, Self-assessment

**Type of Setting:** Face-to-face; Outdoor activities, Computer animation

**Implementation of Teaching and Assessment Method(s):**
For the building of the bench, after a brief initial brainstorming, each participant contributed without asking the tutors for further information.

The video animation was done with plasticine characters. The activity included three phases:

- a) initial brainstorming to create a storyboard
- b) making of plasticine characters
- c) video animation

The process used to add computer backgrounds on stop-motion plasticine animations is as follows:

1. Plasticine animation is filmed against a uniform background (preferably blue or green, although white also works). (Animation process 1).
2. Background of the animation is digitally removed. (Animation process 2).
3. A computer background is generated using a graphics software. (Animation process 3).
4. The computer background is then combined with the plasticine animation to get the final result. (Animation process 4).

**Detailed Information:**
Website: [http://www.kelston.org.uk/html/activities.html](http://www.kelston.org.uk/html/activities.html)

**Course:** Soft Skills Project

**Contributor(s):** Collegio Einaudi – Torino

Among the teachers: Pamela Melato (Psychologist and Human Resources Manager); Roberto Zunino (Actor and Public Speaking Coach)

**Description:** The project does not involve all the soft skills identified by the ModEs Project, but focuses on specific areas: self-management, anxiety management and tolerance to stress. Furthermore, communication and public speaking skills are enhanced through theatre improvisation, a practice which is useful for many other soft skills. The basic idea is that effective soft skill training needs to transfer knowledge about soft skills into new practical experiences. It thus requires experiencing and acting out the (newly developed) skills by the participants.

**Intended Learning Outcomes:**

<table>
<thead>
<tr>
<th>Tolerance to Stress</th>
<th>1. identify positive and negative effects of stress and that stress is a reaction to positive experiences as well as negative experiences, and is a part of life</th>
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<tbody>
<tr>
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<td>2. detect the symptoms of chronic stress overload</td>
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<td>3. map actions that increase stress</td>
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<td>4. employ techniques to help manage stress</td>
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<td>5. create a plan for work and home to help reduce and manage stress</td>
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<th>Life balance</th>
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4. monitor and manage communication patterns in a group
5. communicate expressively and effectively in face-to-face and online settings
6. communicate expressively and effectively in written communication

**Teaching Method(s):** workshops, labs and theatre improvisation
**Assessment Method(s):** Self-assessment and peer assessment
**Type of Setting:** Face-to-face
**Implementation of Teaching and Assessment Method(s):**
The main skills the course aims at are the following
- self-management, which refers to methods, skills, and strategies by which students can effectively direct their own activities toward the achievement of objectives, and includes goal setting, decision making, focusing, planning, scheduling, task tracking, self-evaluation, self-intervention, self-development
- anxiety management, which refers to tolerance to stress, i.e. “the ability to show endurance in complicated or stressful situations, and when facing barriers in the way, workloads or a pace of working different from usual while maintaining the same quality level in the tasks accomplished”. A key stress management skill which they have identified is the ability to recognise the mental, emotional and physical habits that contribute to, or even cause, our stressful responses. Yet, for some people, even taking this observation on board is a stretch. Since it requires an openness to the possibility that we play a part in our becoming stressed - a suggestion that many people might be unhappy about.

**Course:** Volunteer Trip to Burma (Myanmar)
**Contributor(s):** Alvaro Tintore, Fr Joseph Evans and residents of Netherhall House
**Description:** Volunteering course building a kindergarten in Burma
**Intended Learning Outcomes:** The primary goal of the project was to build a school. This was not a project designed for learning but learning was an inevitable part of the process of carrying out the project. Consequently expected outcomes may refer to various areas of soft skills development: teamwork, negotiation, conflict management, cultural adaptability.

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<td>5. apply existing and newly acquired skills such as active listening, advanced empathic reflection, confrontation and summarising to conflict management and resolution</td>
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<td>6. utilize cultural resources for enhancing collaboration and dealing with conflict in particular cultural contexts</td>
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Cultural adaptability
5. portray the value of cultural diversity
6. interact flexibly and adaptive in new environments
7. describe the relationship between culture and communication
8. employ sensitivity in cultural encounters

Teaching Method(s): Project-based learning; Problem-based learning
All participants undertook manual labour in the building of a school which did require knowledge of building in tropical conditions which I understand was provided by local building engineers.

Assessment Method(s): Structural assessment of the building throughout and at the end of the project. As far as learning outcomes are concerned, self-assessment and peer-assessment were conducted through personal and group reflection.

Type of Setting: Face-to-face: a building site in Burma (Myanmar)

Implementation of Teaching and Assessment Method(s): The activity, carried out between the 10th and the 30th of July 2009 is part of Netherhall social project in Thailand. Previously, Netherhall has completed social projects in Nicaragua and South Africa.

The 2011 Netherhall's Summer work-camp was held in the outskirts of Mae Sot, near the Thai-Myanmar border in Thailand. The objective of the project was to provide a nursery classroom and two toilets for 80 children. This would mean that the nursery class is separated from the main learning centre and that a more effective learning process is provided in a better environment for older children.

The work camp offered a unique opportunity to: make a real difference to the lives of people in need; gain an understanding of the impact of poverty; learn about the Burmese refugees in Thailand and their culture; be involved in the organisation of a humanitarian project.

Detailed Information:
Website:
http://www.nh.netherhall.org.uk/socialprojectcs.html
Video on Youtube
http://www.youtube.com/watch?v=32FJ63NLoOA
Facebook Group (with photos):

Course: Leadership and Meritocracy
Contributor(s): Collegio di Milano, Teachers from different Milan Universities, Experts17

17 Tutor: Prof. Luciano Fasano (Scienza politica e Istituzioni politiche - Università degli Studi di Milano)
Teachers and Experts
Prof. Lorenzo Sacconi - Economista, Docente di Economia delle istituzioni e Cattedra UniCredit Banca in Economic Ethics and Corporate Social Responsibility, Università degli Studi di Trento, Direttore di EconomEtica (Inter-university Center of Research) Dr.ssa Silvia Gilardi - Psicologia del Lavoro e delle Organizzazioni – Università di Milano
Dr. Davide Jabes - Psicologo dell'organizzazione, Università degli Studi di Milano e IULM
Prof. Mario Rodriguez – Esperto di comunicazione politica e istituzionale, Titolare di MRCom, società di consulenza in comunicazione, docente a contratto di Comunicazione politica e Public Speaking nell'Università degli Studi di Padova
Dr. Claudio Lucchiarì - Psicologia cognitiva - Università degli Studi di Milano
Dr. Simone Comi - Responsabile Desk Nordamerica di Equilibri.net. e Coordinatore del Center for North American Studies (CNAS).
Description: The programme has been developed at Collegio di Milano for three semesters, with different activities and courses each time, but with a general purpose: to create a ‘space’ to reflect on leadership and social responsibility for young people who will be employed in managerial roles. The programme includes also laboratories to learn some useful techniques.

Intended Learning Outcomes: Expected outcomes refer at leadership development, communication skills and decision making.

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<td>- recognize the decision opportunity</td>
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<tr>
<td>- evaluate the quality of information given</td>
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<tr>
<td>- clarify the nature of the problem before deciding on an action</td>
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<tr>
<td>- look for alternatives / identifying alternatives</td>
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<tr>
<td>- evaluate the quality of the results after decision-making</td>
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</table>

Teaching Method(s): lectures, case studies, exercises and laboratories, interviews.

Assessment Method(s): Students have produced different outputs according to their interests. These outputs can be categorized in three main categories: a) interviews to leaders and managers of big companies; b) organization of meetings for university students (residential and non-residential); writing of articles and papers on different aspects of leadership. The outputs were evaluated by some tutors.

Type of Setting: face to face

Implementation of Teaching and Assessment Method(s): The course was developed for three semesters with different contents.

2nd semester 2008-09

The main goal of the semester was to investigate the relationship between leadership and meritocracy in two main domains: politics and economics. The programme included two kind of activities:
- lectures on leadership and merit
- leadership case studies

Students’ project work were focused on:
- “investigating leadership in the past” reading the biographies of ‘eminent’ men
- “investigating leadership today” through interviews to leaders (in different fields)

1st semester 2009-10

The main goal of the programme was to introduce students to decision making.
techniques and strategic analyses methods that are commonly used by people who are at the top management of a company or are responsible for a large team. The main themes were concerned with the following issues: how to front a crisis in a company or a political, international crisis; how to present and illustrate choices and critical decisions to the public; how to analyze the ethical issues of critical decisions. The programme included lectures and laboratories on both theoretical and practical aspects, such as public speaking, decision making, problem solving and analytical skills. At the same time case studies were brought for the discussion, concerning decisional models and ethical issues in the political and economical domains.

2nd semester 2009-10

The course was aimed at different objectives: a) analysis of the leadership choice process in different contexts; b) study of the different techniques and methods useful for leadership in team building, for team empowerment and motivation, and in problem solving; c) competence, competency and merit in leadership; d) leadership, business ethics and corporate social responsibility. Also in this case a multimodal approach was chosen for teaching and learning: case studies, interviews, seminars and laboratories.

**Detailed Information:** http://www2.collegiodimilano.it/index.php?out_corsi_current


Cavalli, L. (1981) Il capo carismatico: per una sociologia weberiana della leadership, Bologna, il Mulino (che è anche essere nella bibliografia allegata; tenga conto che questo è un classico della sociologia politica italiana sul tema).

**Course:** Team working

**Contributor(s):** Collegio Segesta (Arces) – Tutors and professionals

**Description:** The course details the key skills required by anyone who leads a team or is part of a team. The main subject areas of the course are team building, team management, the individual’s roles within the team, communication and problem solving methods.

**Intended Learning Outcomes:**

At the end of the course students will be able to:

- raise skill levels to produce effective practical knowledge of methods and techniques
- understand the nature, purpose and structure of a working team and the individual requirements which contribute to its success
- make an effective use of a range of tools and techniques to improve communications and relations within the team
- understand the differences and effectiveness of different types of communication
- use different techniques to build an effective structure and team process that can be used to deliver professional results for the team on a consistent basis
- understand and be aware of how to solve problems within a team

**Teaching Method(s):** Presentations, discussions, exercises, class workshops and demonstrations

**Assessment Method(s):** Self-assessment, Peer assessment

**Type of Setting:** Face-to-face

**Implementation of Teaching and Assessment Method(s):**
The course usually is carried out in three meetings

**Day 1**

- Introduction / •Investing in Teamwork / •Team building / •Planning / •Structure / •The common goal / •Team Goals / •Action plan Goals / •Assessment of Team / Effectiveness

**Day 2**

*Teamm Management*
- Establishing Team Rules / •SWOT analysis / •Building on individual Strengths and improving weaknesses / •Motivation / •Delegation / •The individual within the team.

*Communication*
- Oral, written and visual / •Within and out with the Team / •Establishing Roles within the team / •Class workshop

**Day 3**

*Characteristics of a Team*
- Awareness of unity / •Team Creativity / •Team Decisions / •Interpersonal team relationship

*Problem Solving*
- Methods and techniques / •Resolving issues / •Course summary and close

**Detailed Information:**

**Course:** Euca – Rajk László College Study Exchange (Programme)

**Contributors:** EUCA (European Union of College Association) and Rajk László College

**Description:** The EUCA- Rajk László College study exchange is the first common program of collaboration between the Colleges of the European University College Association and the Rajk László College for Advanced Studies, Hungarian College for Corvinus University of Budapest. It aims at widen the relative international relations, giving students the possibility to meet peers and share activities in a Collegiate environment.

**Intended Learning Outcomes:**

<table>
<thead>
<tr>
<th>Negotiation</th>
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<tr>
<td>- prepare a negotiation plan and strategy</td>
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<td>- establish a positive and constructive atmosphere at the negotiation table</td>
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<td>- be open to modify the own point of view</td>
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<tr>
<th>Cultural Adaptability</th>
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<tr>
<td>- portray the value of cultural diversity</td>
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<tr>
<td>- describe the relationship between culture and communication</td>
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<td>- employ sensitivity in cultural encounters</td>
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**Communication**

Students will be able to:
- communicate transparently as a result of increased congruence or confidence
- present clearly and confidently to an audience
- communicate expressively and effectively in written communication

### Teamwork

Students will be able to:
- evaluate their own performance in communication, conflict resolution, and decision-making
- use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively
- interact and work effectively with others

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**Teaching Method(s):** Brainstorming, Discussions, Conferences  
**Assessment Method(s):** N/A  
**Type of Setting:** Face-to-face, blended  

**Implementation of Teaching and Assessment Method(s):** The late-2000s crisis often referred to as the Great Recession brought up new questions about the relationship between state and market. The media hype surrounding the crisis predicted the end of capitalism, what radically decreased the public’s confidence in state institutions. These two phenomena caused serious debates in social sciences, especially in political economic theory, which is one of the main focus of the exchange programme, which is also aimed at developing students’ soft skills and their knowledge of foreign countries, cultures and languages.

Building on the language of differentiation and integration, the project aims at developing in students a “global mindset”. We could define a global mindset as one that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to synthesize across this diversity." The simultaneous focus on developing a deep understanding of diversity and an ability to synthesize across diversity.

Before the exchange, participating students are expected to read approximately 70 pages of articles and other materials regarding the topic in order to prepare for the seminars and the debate. The course will consist in professional activities and cultural activities.

**Professional activities:**
- Block Seminar (4 seminars, 2-3 hour-long)  
- Oxford Debate

**Cultural activities:**
- Introduction Program: Describe your college.  
- European Night: present your country with traditional drinks and dishes.  
- Folklore Night: Hungarian music and dance.  
- Sightseeing Tour in Budapest.


**Course:** “Sustainable innovation, management and soft skills development”  
**Contributor(s):** Colegios Mayores (Spain). In collaboration with: Universidad de Mondragón (Basque Country), Engineering School of Bidart (ESTIA) and regional government. Recognition of 2 ECTS credits.  
**Description:** A 3-days journey. The main goal is to develop a soft skills training directly in a specific organizational environment, a company staff or social group.  
**Intended Learning Outcomes:**
Creativity/Innovation

Students are able to:
- employ strategies to deal with the constantly changing professional landscape
- improve their ability to respond practically and creatively to problems and opportunities
- use frameworks and strategies for enabling a supportive environment for creativity and innovation, e.g. exchange ideas in web-forums, facilitate team processes in an atmosphere of mutual respect and support

Adaptability to Change

Students are able to:
- recognize changes in their environment
- identify the nature of change
- judge how these changes affect the current (working) situation and organisation strategy in terms of risks and opportunities
- identify and analyze diverse aspects of a situation that are important to achieve a specific goals and to estimate how and to what extend these aspects have to be adapted due to changes
- evaluate possible efforts related to a change process

Management skills

Students are able to:
- develop and reflect on the development of management skills in a team and concerning tasks
- document and manage changing requirements
- manage time and resources effectively
- evaluate performance of self and others as team members

Teaching Method(s): Conferences by business professionals.
Assessment Method(s): Written report of professional experiences
Type of Setting: Face-to-face
Implementation of Teaching and Assessment Method(s): A sustainable project management has to consider people and their creative attributes as central elements of project. People are the fundamental element to generate creativity and innovation. To achieve sustainability, we must abandon the mechanistic view of organizations. Participants must submit a pre-proposal of 3-4 pages highlighting the contents of their project as well as the theoretical references, the methodology used and the analysis of the results and proposals or suggestions.
Each project is evaluated according to three main topics:
Innovation: applications, principles, collaboration in earlier phases, anthropology uses, future uses, ecological and social perspectives, innovated models business…
Management: new organizational forms, evaluation criteria for the control, facilitation of human creativity, innovation, semi-autonomous organizations…
Soft Skills Developing: Employee involvement, attitudes, skills and behaviours, ability to work with others.
A Committee is in charge of evaluating the educational efforts of the participants who have designed projects.
Detailed Information: http://www.consejocolegiosmayores.es/index.php

Course: FIRE (Formazione Integrata per le Relazioni e l'Eccellenza; i.e. Integreted Formation for Relations and Excellence). – Annual Minicurriculum (tested in Bologna Residences from 2006 to 2011).
Contributor(s): Fondazione Rui – University teachers – Company Managers
**Description:** FIRE is a development programme for soft skills, which was created and developed by a team of experts in pedagogy and human resource management who also worked with well-known professionals and executives. The focus of this project was a group of well-motivated university students who were given access to skills training, information and professional networks. The dual purpose of FIRE is to demonstrate to participants the value of good relations in professional work as well as the need to put into practice the most useful aspects of what one has learned using a combination of individual coaching sessions and group meetings.

**Intended Learning Outcomes:** The programme aims at developing different soft skills, included in the personal, interpersonal and content-reliant/methodological clusters. The main intended learning outcomes address to many different soft skills areas: Continuous Improvement, Leadership, Creativity and Innovation, Communication, Teamwork, Conflict management, Negotiation.

On successful completion of this module, the student will be able to:
- identify their own strengths and development needs;
- set measurable, objective goals;
- determine the time frames, tasks, responsibilities and resources required to achieve the improvement goals identified.
- measure the result of improvement against the expected performance indicators.
- apply the core skills needed for building relationships;
- communicate transparently as a result of increased congruence or confidence.
- practice active listening
- evaluate their own performance in communication, conflict resolution, and decision-making
- use a wide range of team processes (brainstorming, structured organization, meetings, ...) effectively.
- interact and work effectively with others;
- demonstrate a clear understanding of the notion of intra- and interpersonal conflict, as well as related areas such as frustration and intra- and interpersonal stress.
- employ strategies to deal with the constantly changing professional landscape.

**Teaching Method(s):** Coaching, Individual and group works, conferences and meetings

**Assessment Method(s):** Individual soft skills mapping (self-assessment at the beginning, during and at the end of the course). Project works.

At the end of the individual coaching process the coach prepares a *Coaching report*, which is composed by the following parts:
- analytical description of the skills that the coachee (student) has chosen to develop;
- analytical description of set goals and intended outcomes;
- synthetic assessment of the results, comparing the initial and the final self-assessment of soft skills mapping.

**Type of Setting:** Face-to-face, blended learning

**Implementation of Teaching and Assessment Method(s):**

During the individual sessions each student is encouraged to:
- make his/her own goals achievable
- focus on concrete targets for developing one or more skills
- increase awareness of his own abilities
- develop a sense of responsibility for achieving desired goals.
Helped by a coach, each student is required to set personal goals for continuous improvement. Through this process the student is able to explore his/her own areas of development, set “SMART” (i.e. Specific, Measurable, Attainable, Relevant and Time-bound) goals as well as identifying the best tools to achieve. At regular intervals students – together with their coaches - monitor their progresses through an assessment.

Group meetings take place twice a month where students address, alternatively.

**Sections on specific skills.** Each section is covered in two consecutive meetings guided by experts in the relevant fields.
The topics cover a wide range of skills including:

- Personal and relation leadership
  - Elegance
  - Wine culture
  - Creativity
  - Team work
  - Negotiation
  - Conflict management

- Communication
  - Effective communication
  - Public speaking
  - Assertiveness
  - Diction

- HR Management
  - Methods for personnel selection
  - Assessment and development of human resources

**Annual meetings cover different subjects including:**

- Leadership and Self Management
- Professional Ethics

These concern two different but complimentary points of view of the same topic, namely the foundations of human behaviour. These are particularly useful for those students who will go on to be responsible for people and relational disputes.

**Meetings with guests:** students are given the opportunity to meet with well-known managers, entrepreneurs and professionals who offer advice on possible paths through university.

These meetings give students the opportunity to gain an understanding of a wide panorama of relational skills that are highly prized by various industries and often necessary for high-level jobs.

**Detailed Information:**

Website of the programme: [http://www.programmafire.it/](http://www.programmafire.it/)
Blog of the courses: [http://programmafire.blogspot.com/](http://programmafire.blogspot.com/)

**Course:** Poland Soft Skills Training Sessions

**Contributor(s):** WUT, Warsaw University of Technology

**Description:** WUT organises several trainings for the members of the Students’ Union. The Career’s Office at WUT provides a wide range of soft skills development programs based both on formal courses (face-to face courses on “how to do a good presentation”, “how to design and apply for international projects”, “how to mediate intercultural conflicts”) and outdoor training activities. Many of these trainings are held
by alumni and focus on such topics such as: “how to be a good leader in your organization”, “how to integrate people,” “how to communicate within your organization.”

**Intended Learning Outcomes:**
Expected outcomes vary according to the type of training. Many areas of soft skills development are involved such as leadership, communication, cultural adaptability, analytical skills, management skills.

**Teaching Method(s):** Action learning, Game-based learning, Project based learning

**Assessment Method(s):** N/A

**Type of Setting:** Outdoor trainings, Face-to-face, blended learning

**Implementation of Teaching and Assessment Method(s):**
These trainings are retreats organised in the countryside usually held in the weekends. On the first day of the training days, there are also orienteering games done in small groups. Students, split in groups of 20, are engaged in several training sessions. The latter depend on the issues and problems that the committees detect. For instance, if a major communication problem emerges within the halls of residence or between the committee and the administration, students bring it up and the exercises and simulations proposed during the training sessions help to resolve it finding alternatives and reflecting upon it and on the attitudes people should have. The trainings are usually very interactive. All the time, there is an integration part. For instance, one of these initial integration games aims at making students work together to build a landing ship for an egg that should not break. During the short time that is given to build the ship and complete the assignment, students cannot talk. Therefore, this implies that they need to find alternative ways of communicating such as hand gestures or writing. It is harder, but they discover they can make it. Usually, during these types of activities a group leader emerges and, therefore, students are led to think about the leadership process and the features and skills of a good leader.

Another one of these games, for instance, consists in building a bridge between two chairs or two tables resistant enough to bear the weight of a toy car or a small ball. Students have only five minutes to decide the best way of building the bridge. After completing the exercise, they discuss what decisions have been made and what were not, and so, they have the chance to analyze the problems they had during the process. A third type of a popular game involves several students one having a ruler or any other object and the others listening to the description made by the former without looking at the object. So the latter, based on the details given during the description, have to draw this object.

As these short descriptions show, these integration games involve multiple skills. Negotiation, for example, is put in practice by dividing the students into two groups that have to simulate a situation lived in the Students’ Union such as the request for funds to sponsor a specific concert during the Juvenalia to the Cabinet of the University. The trainings will ultimately help students to be patient while communicating, to reflect on the strategies used to describe and argue for one’s point.

Formal trainings are given as well. For instance, students are taught how to do a good presentation, how to design and apply for international projects, as well as to mediate intercultural conflicts that may arise with international students due to the clash of different cultures. These latter sessions, therefore, tend to teach what is normal in one country or culture may be perceived as ‘strange’ or ‘impolite’ in another; yet, knowing these cultural differences can certainly help to overcome these conflicts.
The Career Services Office usually gives support to those students organizing the trainings. Brainstorming and analysis sessions are central to the trainings as students need to interact to develop ideas for projects and activities and to be able to analyze their decision-making process. Delegation and team working are taken into consideration as well as they are fundamental to the everyday activity of the Students’ Union.

Therefore, one may conclude that the main object of the training sessions is to transfer soft-skills in the everyday life of the organization to make students more mature and able to face the challenges and responsibilities of their work to build a relaxed and cooperative learning environment within the university.

**Detailed Information:** [http://www.pw.edu.pl/](http://www.pw.edu.pl/)

**Course:** Study strategies and learning skills for University Students  
**Contributor(s):** Tutors and Teachers of Residence Segesta (Arces, Palermo)  
**Description:** The course is designed to assist students in adapting and thriving in university studies. The main goal is to teach students how to be efficient and effective at university, and how to apply the techniques to regular courses.  
**Intended Learning Outcomes:** At the end of the course students will be able to:
- set goals with success criteria for their development and work  
- make judgements and draw conclusions  
- connect their own and others’ ideas and experiences  
- respond positively to change, seeking advice and support when needed  
- ahead by creating a schedule that includes all your commitments relating to study, work, and personal or social life for the next few days/weeks/months  
- develop individual learning strategies in order to acquire new knowledge (focus on how to learn versus what to learn)  
- identify their learning needs and plan actions to close the gap between what they learn and what they need to know in order to have a good work performance  

**Teaching Method(s):** Lectures, simulations, exercises  
**Assessment Method(s):** Self-assessment, tests  
**Type of Setting:** Face-to-face  
**Implementation of Teaching and Assessment Method(s):** The course focuses on three areas: organization, learning strategies, and test-taking skills. Topics covered within the Organizational component include organization of notebooks and school materials (notes, hand-outs, tests, parent-teacher correspondence, etc.), and time management (breaking long-term assignments into smaller parts, scheduling time properly to study for tests, etc.). Topics covered within the Learning Strategies component include how to use memory to best advantage, mnemonics, reading comprehension techniques, and classroom etiquette. Topics covered within the Test-Taking component include how to prepare for tests, how to takes tests, and a relaxation technique. The strategies taught are considered "best practice" in the field.  
**Detailed Information:** [http://www.arces.it/portale/adDetail.asp?cat_parent=56&cat_group=3&cat_id=56&ad_id=537](http://www.arces.it/portale/adDetail.asp?cat_parent=56&cat_group=3&cat_id=56&ad_id=537)
References


(Motschnig-Pitrik and Rohlíková, 2011) Motschnig-Pitrik, Renate, Rohlíková, Lucie: *Constructivist and Person-Centered Learning in Higher Education – A dialogue between practitioners*. (accepted)


