

Le Soft Skills Lab

Guide to discovering, experimenting, practicing
or setting up a space dedicated to the
development of SFC (behavioral skills) & Co

Produced by Forem, AID and the University of Luxembourg as part
of the European Next Step4-SFC project.



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Why this guide e? How do I use it?

This
guide
will
enable
you to
discover,
experiment,
practice or

support the development of Soft Skills in an innovative facility:
the Soft Skills Lab.

The Soft Skills Lab offers you the opportunity to experiment with a methodical approach and tools for tackling

g
Behavioral Skills (BS)
in
vocational
training
and
in
supporting
job
seekers.
From
an
open-
minded
perspective,
the
generic
terminology
of Soft
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covers
the
concepts
of
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This
guide
is
divide
d into
4
parts,
each
of
which
explai
ns the
“Soft
Skills
Lab”
conce
pt.

Depending on your objective, you can either go straight to the chapter(s) of the guide that interests you, or take a step-by-step tour of the development process.

Each section begins with a typical

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you to
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Expression of thanks

This guide is the concrete result of a study carried out as part of a European SFC project: **Next Step4-SFC (NS4SFC)** <https://next-step4-sfc.eu/>

Developed by Forem, AID and the University of Luxembourg, it is the fruit of joint work with all project partners: in Belgium, Bruxelles Formation; in Italy, COOSS; in Spain, Esplai; in France, CRIF and Reconnaitre. We would particularly like to underline the collaborative and benevolent dynamic that led to its development, and to thank the consortium for its invaluable assistance.

We would like to express our gratitude to the adult vocational training centers for their contributions. They enabled us to identify needs in the field and adapt our system as our work progressed.

We would also like to thank Formaform for its invaluable pedagogical support in the experimentation of Soft Skill Labs.

We would also like to thank the Fab labs and pedagogical innovation workshops, in particular Trakk in Namur, the Fab lab in Charleroi and the MakerHub in Technobel, for taking the time to present their innovative and inspiring systems to us.

We would like to thank the heads of the Digital Factories in the Walloon Region and Forem's Digilearn Studio for their help in analyzing the prospects for integration and collaborative dynamics.

We would also like to thank all the people in the partner countries who took the time to respond to the relevance surveys we carried out to build this new system.

Finally, this project would not have been possible without the support of the European Union, which has enabled us to co-build a more citizen-friendly Europe. It's a challenge to work on such a complex theme and requires a constant adaptation to needs.

Thanks to all of you, through your contributions, it seems we have been able to put the "Soft Skill Lab" concept. Commitment and collaboration are essential to the success of this project.

The NS4SFC project was conceived as a federator and incubator of a community of reflexive practices on SFC. This community is materialized through the networking of some 4,000 members of the SFC Mooc, the Reconnaître humhub, subscribers to our FB and LinkedIn pages and our various partners.

Thank you for your interest, and don't hesitate to join us!

Projects history



The development of the “behavioral know-how” (SFC) concept is not new, and the work of the NS4SFC project www.next-step4-sfc.eu (2022-2024) builds on the developments of two previous European projects: OPC- SFC outils pédagogiques clés-savoir-faire comportementaux www.opc-sfc.eu de (2013-2015) and Step4-SFC www.step4-sfc.eu (2016-2019).

En effet, dès 2010, le Communiqué de Bruges et sa traduction dans les plans régionaux ont suscité, chez les partenaires belges, la création

d'outils permettant de « de s'adapter à un environnement en changement ». En 2013, s' des recruteurs qui incitent d'insertion socio-professionnelle cette dimension comporter les acteurs de l'enseignement cette thématique au centre l'année des compétences compétences non technique cadre européen des compétences Conseil de l'Education et de pédagogique au sein de Formation).

Le constat de départ est de dimension non technique. acteurs de la formation s'emparer de cette question terrain. Tout d'abord il faut méthodes pour y arriver. I partis du postulat de de compétences non technique métier.

The aim of the three successive European projects has always been to equip those involved in socio-professional integration to identify, develop and assess vocational skills - including behavior or behavioral know-how.

The consortium of partners (vocational education and guidance services), training



***Have you ever heard of SFC (savoir-faire comportemental)?
What does it make you think of?***

In our approach, terminology refers to contextualized behavior and is associated with know-how. It doesn't matter if you're messy in your daily life, but you can't escape being tidy in your job as an event organizer, for example.

The NS4SFC project and its members



academic world, training of trainers) both public and private. They all develop initiatives aimed at the sustainable integration of a wide variety of people, some of whom are very vulnerable and far from employment.

For Belgium

Le Forem, Office wallon de la formation et de l'emploi AID, Actions intégrées de développement
Bruxelles Formation, public body responsible for vocational training for jobseekers and French-speaking workers in the Brussels-Capital Region.

For France

CRIF Formation et Conseil, Research Center for Integration through Training and Consulting
Recognize Open Recognition Alliance, non-profit association created following the publication of the Bologna Open Recognition Declaration.

For Italy

COOSS social providing care, Marche region.



For Spain

Esplai foundation and digital inclusion



For Luxembourg

Université du Luxembourg, Duchy of Luxembourg, focused on research with a human face.



Viens liker notre page photos de l'équipe



I'm discovering - “Curious” profile



Our approach is not to pit digitalization against the human dimension, but rather to bring them together in a space where digital technology supports human development.



My job advisor told me about a space called the “Soft Skills Lab” to improve my SFC, and especially my communication and team spirit. SFC? Soft Skills Lab? What does it mean? Kezako ?

1. Why Soft Skills in orientation, training and integration?

« Soft Skills, a major asset in your skills portfolio! »



In 2018, the World Economic Forum points to the importance of Soft Skills as fundamental to socio-economic integration. In 2020, the Covid crisis is precipitating changes in our behavior at work. Everyone needs to reinvent themselves, to be adaptable and responsive. The need for digitalization, social contact, cooperation and networking is essential. Le contexte actuel, marqué par des successions de crises, oblige les institutions actives dans le domaine de l'insertion socioprofessionnelle à s'adapter et créer des solutions innovantes

visant le développement
chercheurs d'emploi en p
méthodologie et les outils S

The role of behavioral skill
technological advances ar
obsolescence of technical s
or do not yet exist..

2. The SFC approach in a competency-based approach

« Behavioral know-how, an essential skill resource »



The Competency-Based Approach has been in use since the 1980s. It is a learning methodology focused on the skills to be mastered in a given context. It is in the tradition of socio-constructivism. This method marks the transition from an education based on structured subject content to a



*How do you shop? Online?
In local shops? At the supermarket? Do you use a scanner or do you prefer a cashier? Have you thought about your choices and what you prefer, and why?*

learning logic articulated a “learning by doing”.

Professional competence is to a precise plan of action (accomplished), it is verified resources: knowledge, technical we have called “behavioral professional gesture.



The relevance of behavioral skills lies in their development and evaluation in professional situations as part of the learning process.

We have developed a methodology and tools to work on behavioral know-how, with a view to enhancing talent, creating human wealth and complementing diversity..



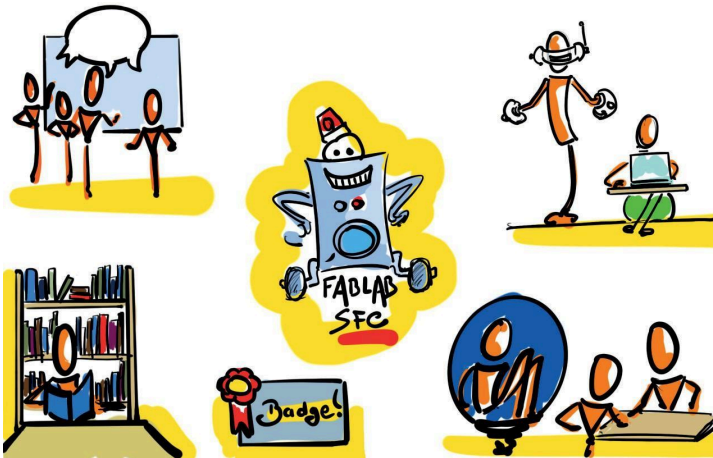
Based on the principle that there is no such thing as a “turnkey” solution to the problems associated with Soft Skills, but that they are built up gradually over a lifetime, we felt it was essential to create a facility dedicated exclusively to this work of building Soft Skills, inspired by the Fab Lab model.

💡 Our visits to Fab labs conceive a few fundamental Soft Skills Lab. We see it as:

- A third place,
- A space with the following
 - Provision of material a
 - Prototyping, trial and e

3. Modeling the Soft Skills Lab from the FAB Labs

« Soft skills are built in »



- Learning by doing,
 - Designed for a wide range of audiences,
 - Polymorphic,
 - Careful, secure, value-driven,
 - Generates network effects and disruption,
 - Integration or belonging,
 - Collective response to an individual need,
 - Community of practice where achievements are capitalized on,
- A system that puts projects and requests at the heart of its actions:
 - Promoting action-based learning,
 - Offering a different kind of coaching posture,
 - Using a collaborative learning method
- Proposant une autre forme de posture dans l'accompagnement,



Some resources :

- <https://www.devinci.fr/le-p>
- <https://vignan.ac.in/subject>
- <https://besmart.informagic>
- <http://officineideaproject.it>
- <https://www.ac-ies.eu/index>
- <https://www.ludolabo.com>
- <fablabs.brussels>
- <https://www.imal.org/fr/fab>
- <http://formalab.fr>

4. Soft Skills Lab Charter

« *The Soft Skills Lab, a great place to relax* »



Following the example of Fab Labs, we have drawn up a charter of values for Soft Skills Labs. Respecting this charter is the first step in building any Soft Skills Lab.

Soft Skills Lab values

General principle: all our actions encourage the active participation of all in the (co)-building of individual or collective projects, through mutual aid and sharing.

We are committed to providing the resources and environment necessary to create and innovate, nurture talent and encourage imagination.

We are committed to creating a safe working and relational environment that supports the development of soft skills. We guarantee a caring and respectful working environment that offers protection and permission within groups. Everyone's work must be recognized.



We're committed to encouraging free exchange and the pleasure of being and creating together.

We are committed to seeing mistakes as an opportunity for learning and continuous improvement, where everyone is welcomed where they are in their journey.

We are committed to providing a space for exchange and interconnection, where everyone can contribute their skills, experience and resources to the continued growth of each other.

5. A shared definition

We offer you the definition of 'harmony with our partners'

Soft Skills Lab is a facility and recognition of soft skills designed as an open, inclusive multi-modal third place where we worked on in concrete actions: experimentation, practical view to socio-professional form of a physical, virtual environment and eco-inclusive teaching practices.

We are committed to accepting the uniqueness of each individual, to actively listening to them, and to being attentive to their needs within a common framework.



Imagine a third place where, above all, we'll make sure you feel good, and where everyone will respect these values. A space where you can get to know yourself better and showcase your talents, where you can meet, exchange ideas, document, share, train remotely or face-to-face, experiment and test solutions without fear of making mistakes. It's a real community, where everyone is considered to have part of the best answer. Are you interested? What would be the overriding value for you in the Soft Skills Lab?

I experiment - “Explorer” profile



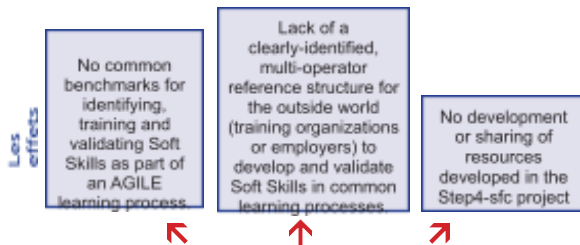
I'm planning to train trainees in the behavioral skills needed to become a truck driver. How can the Soft Skills Lab help me?

1. Why set up a Soft Skills Lab?

« *A dedicated venue for a special theme!* »



At the start of our work, we noted that there was a plethora of tools and resources dealing with Soft Skills, transversal competencies, behavioral competencies, soft skills, know-how, professional know-how, etc., but we couldn't find a learning dynamic to orchestrate all these resources.



Convinced by the principles of social interaction and mutual learning, we decided to develop a learning dynamic, a documentary and human resources to continue exploiting the Soft Skills Lab.

2. To do what?

« *The “learning by...”* »

The main idea of the project is to solve a problem, a request, a project and to build a prototype in order to solve a problem is considered a learning process. The construction of the ecosystem is a learning process.

Here's an example of a pro...

But y

Les causes

Many tools, methodologies, approaches and reference frameworks have been developed to address soft skills, whether at national or European level => many resources, but no structuration and integration of these resources into learning dynamics.

Lack of awareness or training of supervisory staff (advisors, trainers) and DEs or trainees in new ways of learning and assessing soft skills.

methodological developments. Enable all our stakeholders to work together
collective intelligence in order to respond to the realities of the job market and to the development of talents in AGILE learning systems.

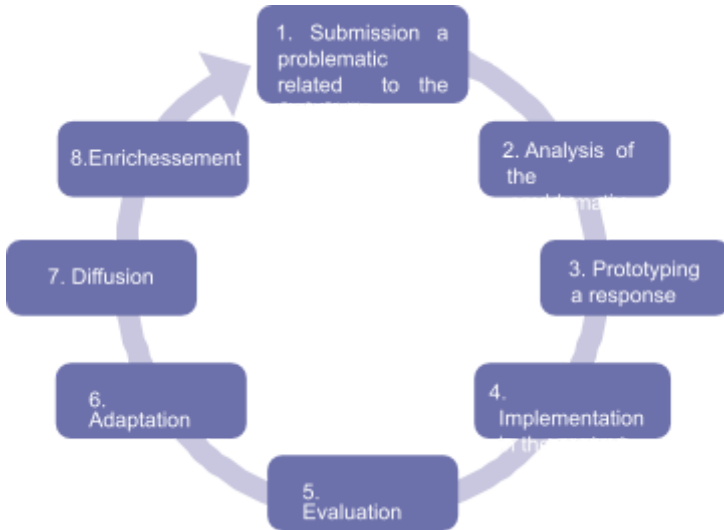
To integrate tools into one's practices;

- To enhance their value : badges.

So, if the aim is to raise trainees to be!

The probleme :
No apprenticeship dynamic or recognition of Soft

As in a Fab lab, the first step is to define the problem, then to prototype a solution with the help of the community. Participants can then implement it in their own context, evaluate it, improve it and disseminate it to the growing community.



3. Who is it with? The “Lab'compagnateur-trice”

« *It's people who make places.* »



The “Lab'compagnateur-trice” is a contraction of the word “Lab” and the word “accompagnateur”. Its purpose is to qualify the posture of this person within the Soft Skills Lab.

In this environment, where the Lab'compagnateur-trice's main posture consists of someone to go where he or

Its main role is to:

- Support participants in the
- Take care of the environm
- Ensure safety and equipm
- Facilitate interaction and r
- Direct participants towards

- Ensure compliance with Soft Skills Lab values,
- Capitalizing on achievements,
 - Contribute to the organization of federative events.

To be able to provide support, he or she must have a good knowledge of the Soft Skills Lab's resources, but not necessarily be an expert.

He or she accompanies peers, trainers, trainees, course leaders, advisors, companies, sector fund representatives, technical or pedagogical experts,

center managers, HR representatives, etc. He or she must be able to share their experiences, and to support and develop all these talents. He or she must be able to work in a leadership position (communication, organization, management, problem-solving skills, team spirit, reliability)

However, it's not always easy to find the right person so vital to the smooth running of the Lab. It's an activity that can help the Lab

GUARDIAN OF TIME:

- You ensure that available time is used efficiently.
- You draw attention to the risk of falling behind schedule..

SCRIBE :

- On the shared workspace (e.g.: flip chart), you note important ideas, outstanding questions and patterns that emerge during discussions, but without imposing your own points of view.
- You manage the flip chart sheets so that useful information is visible to all team members.
- And don't forget to take part in the discussions!

SECRETARY :

- You produce a summary of the key points arising from the discussions: those that need to be retained for further work.
- You record all the information needed to continue the work
- decisions taken, deadlines set, upcoming meetings, collective and/or individual work plans, etc.
- You circulate your productions and other documents to all team members.
- Don't forget to take part in discussions!

SPEECH CIRCULATOR :

- You make sure that every member of the team has a say.
- You encourage team members in the background to speak up; you don't forget the scribe or the secretary!
- You prevent one or other team member from taking the floor to the detriment of the others.



Does the « Lab'compag »
Digital skills are cross-disciplinary
Soft Skills. Today, they
need to have the digital
in the development of
up Soft Skills Labs in
appropriate equipment, i

4. What spaces for Soft Skills Lab?

« An
incubator
for
developing
soft
skills »

According to our
definition, the Soft
Skills Lab can take
the form of a space
where

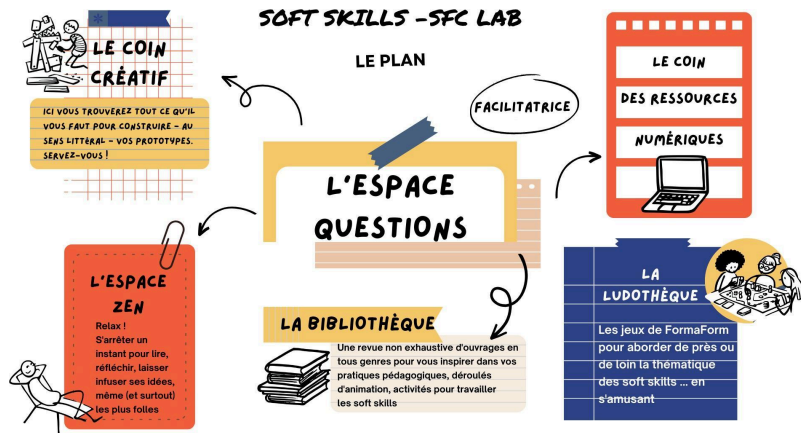
physical,
virtual,
hybrid,
itinerant



But in all
cases,
the
environ-
ment
and
equipme-
nt must
enable
the
develop-
ment of
inclusive
teaching
practices

We could therefore
imagine it in any location
where these
these conditions. And
why not even in an
ephemeral location ?

In our experiments, we were able to implement different spaces represented by this illustration and the photos below.



? What's the best place for a candidate's stress management? What added value of the Soft Skills Lab?

The ideal context in which to implement a learning ground - in this case, the Soft Skills Lab.

The Soft Skills Lab is a rich source of resources with peers and mentors that should be identified and used in the process, to take stock and learn from the experience.

Challenge

You want a unifying behavioural of any trade?

3. I practice -



« Practitioner » profile

This perspective was developed by the French association. “Reconnaître”, a partner in the NS4SFC project. Each axis corresponds to a posture assumed by the learner. Identifying the type of posture is a collective affair: we possess a skill when we recognize that we possess it, and when a community of people practicing in the same context recognizes it.



I'd like to develop activities with job seekers to encourage the emergence of their talents. How can the Soft Skills Lab help me ?

1. The SFC, maturity matrix, badges

« *Posture rather than performance* »



As a reminder, SFC (Skill, Knowledge, Know-How) is a fundamental skill in the same way as knowledge. It is developed and measured through observable indicators. In this context, for each profession and as a result, it translates the SFCs open to the public, including mastery of the core

The SFCs can also be broken down from a recognition perspective according to a maturity matrix comprising 4 axes (que (which we have applied to this guide).

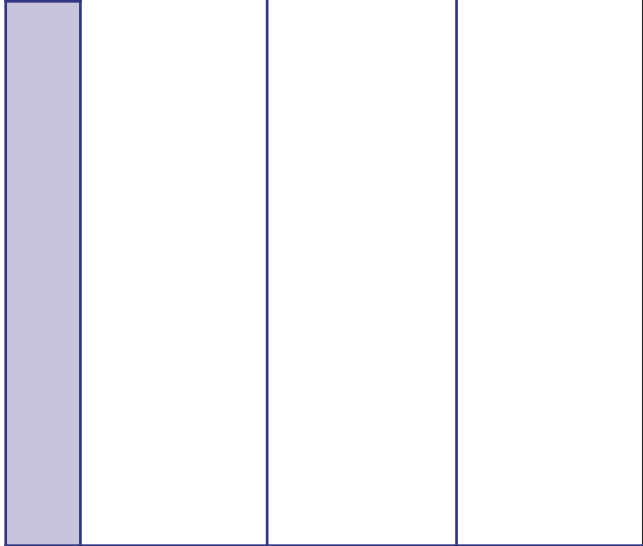
The approach therefore covers CFSs via badges based on

	I discover	I
Intention	From zero intention (I was told to come...) to curiosity	In an in-si
	I'm interested- and I'd like to-learn more about it	I'm al- m- m- ga- be- S- ex- ex-
Posture	I become the importance of CFS	I e- C- st- w- I s- cr- op-

	practice and develop develop them	environment to their full expression. expression.	
--	---	--	--



Examples applied to trainee commis chefs	<p>I realize that CFS exists and has an importance in my future profession.</p> <p>Self-control seems to me to be essential to carry out my tasks in the brigade.</p>	<p>Through my exploration, I understand the implications of CFS in the work of a brigade, as well as in my learning and my life.</p> <p>Every move I make, each of my tasks, can be accomplished in a more or less structured more or less structured and organized, and I'm beginning to see what that means in concrete terms.</p>	
--	---	--	--



On the contrary, here, people are actors in the development of their skills and reconnect skills to each other and to themselves.



2. Animation meeting


« Soft skilling network »

Phasing and duration

For complete information on this approach and the maturity matrix, please refer to the Reconnaître et Esplai partners' production no. 2 on "SFC recognition via badges".



With this strategy, we aim to make visible the people who embody the skills, the badges and the community of practice to which they contribute. This approach positions everyone as knowledgeable contributors to an open recognition ecosystem, rather than as passive recipients of

 Let's take a look at the experiments before you practices and run the system

1. Identify and analyze the problem
2. Submit the problem for understanding through experiments

recognition
awarded by a
“knowing
expert”.

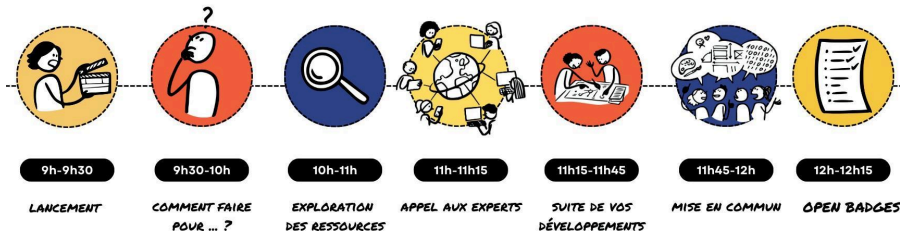
Moreover, by
adopting these
four structuring
postures of the
community of
practice, we
avoid the trap
of considering
the individual
as a sum of
attributes and
impose a
loss-making
model “I don't
have the
badge, I'm
incompetent”.

- *Prototype responses in the form of learning activities (awareness-raising, training and development, valorization and recognition, etc.) using the human or pedagogical resources of the Soft Skills Lab;*
- *Evaluate the impact of the prototype;*
- *Integrate it into business practices;*
- *Enrich the community;*
- *Possibly offer recognition of developments with open badges*

If you want to organize this over a first half-day, these different stages can be represented as follows:

SOFT SKILLS -SFC LAB

LIGNE DU TEMPS



From our experiments, we have noted that half a day is not enough, but it can be a kick-off in a longer, iterative process, depending on needs. Note that it's not always easy to mobilize the community, and that it would be interesting to plan Soft Skills Lab attendance as part of the orientation,

An example of a half-day sequence :

Horaire	Durée	Activités/objectifs	Modalités	Ressources et supports
9h-9h15	15'	Presentation	Each person introduces themselves with 3 SFCs they possess and think would be interesting to mobilize for the duration of the Soft Skills Lab. The facilitator collects each post-it note and assembles them into a "talent map" on a flipchart.	Post-it
9h15-9h30	15'	Soft Skills Lab operation + testing context	Mini plenary session led by animators	· Timeline · Poster roles · Resource plan
9h30-10h	30'	Sharing difficulties/identifying issues to be addressed Composition of sub-groups (SG)	Individual cards: "How do I...? (cf. project sheet) Walk and meetings 2/2=> composition of groups by affinity/needs	Cardboard or sheet
10h-11h	1h	Exploration in SG and search for answers	Free exploration with animator support	Resource map/listing Resources available at Soft Skill Lab locations

	Libre	1 question to the e
11h15-11h45	30'	Co-construction of
11h45-12h00	15'	Pooling the results
12h00-12h15	15'	Behind the scenes on the system and improvement Option to issue a t

If you can take advantage of a stages of meeting participant prototyping solutions.

Example of a one-day sequence

Time	Duration	Title
09:00	10'	Welcome
09:10	15'	Ice breaker
09:25	10'	Presentation and p

Soft Skills Lab ▶▶▶▶

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29

Soft Skills Lab ▶▶▶▶

09:35	40'	Speed dating problematic	Exchange
10:15	15'	Pooling	Exchange
10:3	15'	Pause	
10:45	10'	Presentation of a tool for grouping	Transmissive
10:55	20'	Formulate problems (if possible common ones) in a framework	Exchange
11:15	20'	Pooling	
11:35	20'	Presentation of tools to meet specific needs	Sub-group
11:55	30'	Working on the use of the tool in relation to the problem (1st part)	Sub-group
12:25	45'	Pause lunch	Exchange
13:10	60'	Working on the use of the tool in relation to the problem (continued)	Sub-group
14:10	15'	Time to clean up	Sub-group
14:25	15'	Pause	Exchange
14:40	30'	Pooling	Plénière
15:10	30'	Open badges	Organisation
15:40	10'	Evaluation	Individuel
15:50	10'	Conclusion	Exchange

We have gathered together a number of resources which we have classified according to the 4 degrees of maturity of Soft Skills development:

1. I'm

discovering:
I'm becoming
aware of the
importance of
Soft Skills for
professional
and social
integration.

2. I
experiment: I
explore my
Soft Skills,
those I have
mastered or
need to
develop, and
find
opportunities
to develop and
practice them.

3. I
practice: I
master the use
of my Soft
Skills, taking
into account
my strengths
and
weaknesses in
order to adapt
and adapt
myself.

4. I
support: I can
support people
in the

development
of their Soft
Skills, and
organizations
in facilitating
their
expression
and
development.

H
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4. Specific tools 1

Thanks to successive pro
developed a series of tool
are the main ones :

3. Sheets and tools to support the animation process

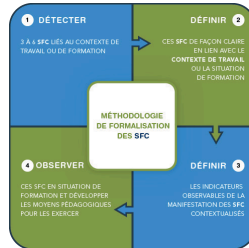
To help you define the problem and build a prototype response, we suggest the following template.:

The image shows a template for a 'PROBLEMATIC SHEET'. At the top left, there is a small logo with the text 'PROBLEMATIQUE' next to it. The title 'PROBLEMATIC SHEET' is centered at the top. Below the title, there are four main sections defined by black borders:

- TITRE :** A small box at the top left.
- CONTEXTE :** A large rectangular box below the title.
- CAUSES :** A rectangular box on the left side, below the context box.
- CONSEQUENCES :** A rectangular box on the right side, below the context box.
- OBJECTIF FINAL :** A wide rectangular box at the bottom, spanning the width of the causes and consequences boxes.

The form consists of a header area with a logo, followed by two large empty rectangular boxes. The bottom section contains a list of checkboxes on the left, a rounded rectangular box on the right, and a larger rounded rectangular box at the bottom right.

The 4-part methodology for an SFC-by-business approach



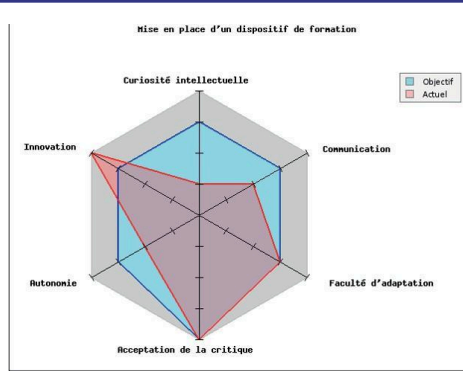
The perfect job” training
scheme for job seekers

A platform for issuing
badges



*If you had to choose two
would they be and how w
Pick up your "I integrate*

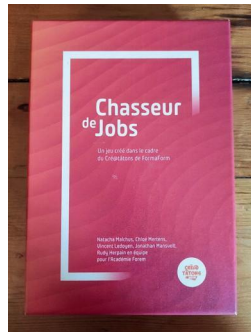
Visio SFC: an application for positioning, observing and evaluating SFC



The MOOC: online training in SFC methodology and tools



Job hunter game raises awareness of CFS in a fun way



Online training for
badge issuers



SPICE
**Les SFC, la
reconnaissance et
les open badge**

COMMUNAUTÉ DE PRATIQUES

5. R e c o g n i t i o n a n d c o m m u n

i t y o f p r a c t i c e

A community of practice is a group of people who share a common interest, passion or area of expertise, and who collaborate on a regular basis to deepen their knowledge, share ideas and improve

their skills.

The NS4SFC project has been designed as a community of practice under construction. It fosters interconnections between different systems: the Soft Skills Lab, the SFC Mooc, the Reconnaître humhub, members of the FB community, linkedin, Epale,...

Here are some tools to help

The identity of our community of practice is built around the exploration of Soft Skills, including SFC (behavioral know-how). Indeed, these skills can only be expressed through the social or professional practices that condition their development.

Thinking in terms of community reduces the pitfall of asymmetry between “us” (the supervisors) and “them” (the participants) to that of a progression where the participants are potentially future supervisors in the “I accompany” axis, for example.

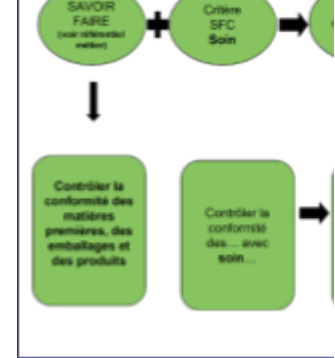
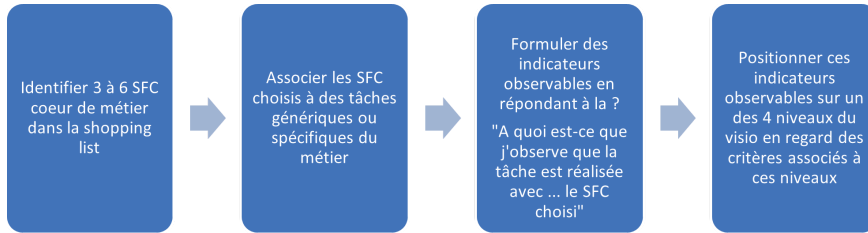
It is in this context that we have considered recognition. As things stand at present, we have 2 tools that make the development of Soft Skills or SFC visible.

The Visio SFC tool, which takes the form of a radar, enables SFCs to be identified by trade in the shopping-list, and expectations to be set by observable indicators on 4 levels. This tool is particularly suited to in the context of formative evaluation. It provides visual, easy-to-understand feedback on progress and supports learning. It can therefore be used as a basis for discussion between or as a teaching aid within a learning process: a medium for sharing and common re-flexivity.



NB: this work of identifying SFCs by trade and formalizing them in Visio SFC has been carried out at Forem level for around a hundred trade training courses. These tools are referenced on Forem's Hacord platform.

If you decide to create your visio for your own context, here are the main steps in the process :

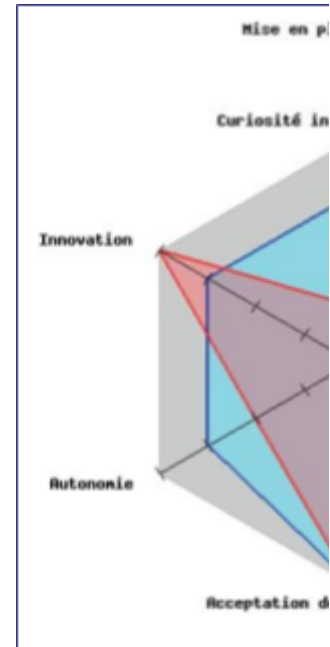


Formulation des indicateurs observables :

- A quoi est-ce que j'observe le SFC ?
- En verbe d'action, verbes opérateurs liés à des comportements observables
- En « je » car il est prévu que le stagiaire s'autoévalue
- Significatifs et compréhensibles pour les formateurs



Niveaux de performance pour une compétence		1 : Débutant	2 : Élémentaire	3 : Indépendant	4 : Expérimenté
Descripteurs de performance		Un apprenant peut exécuter une compétence seulement si guidé, partiellement et irrégulièrement, dans des situations simples et familières	Un apprenant peut exécuter une compétence de façon autonome, partielle et régulière, mais toujours dans des situations familières simples.	Un apprenant peut exécuter une compétence de façon autonome, régulière et complète, dans des situations plus complexes mais familières.	Un apprenant peut exécuter une compétence de façon autonome, régulière et complète, dans des situations complexes, aussi bien que nouvelles.
Façon	de guidée à autonome	Guidée	Autonome		
	de irrégulière à régulière	Irégulière	Régulière		
	de partielle à	Partielle	Complète		




The second tool for highlighting and recognizing Soft Skills is the Open Badge system.

These badges will recognize each

person's position within the community with regard to the 4 postures for mastering behavioral know-how. These postures will be documented in the development trajectory by evidence that will enable the chosen badge to be endorsed.

Challenge

Join the community and o

 To find out more, go to the

4. I accompany - Profile « Mentor »



I want to
set up a
Soft
Skills
Lab and
take part
in the
Soft
Skills
Labs
network.
How do I
go about
it?

1. Why set up this system?

« *Let's
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sow*

Forces :

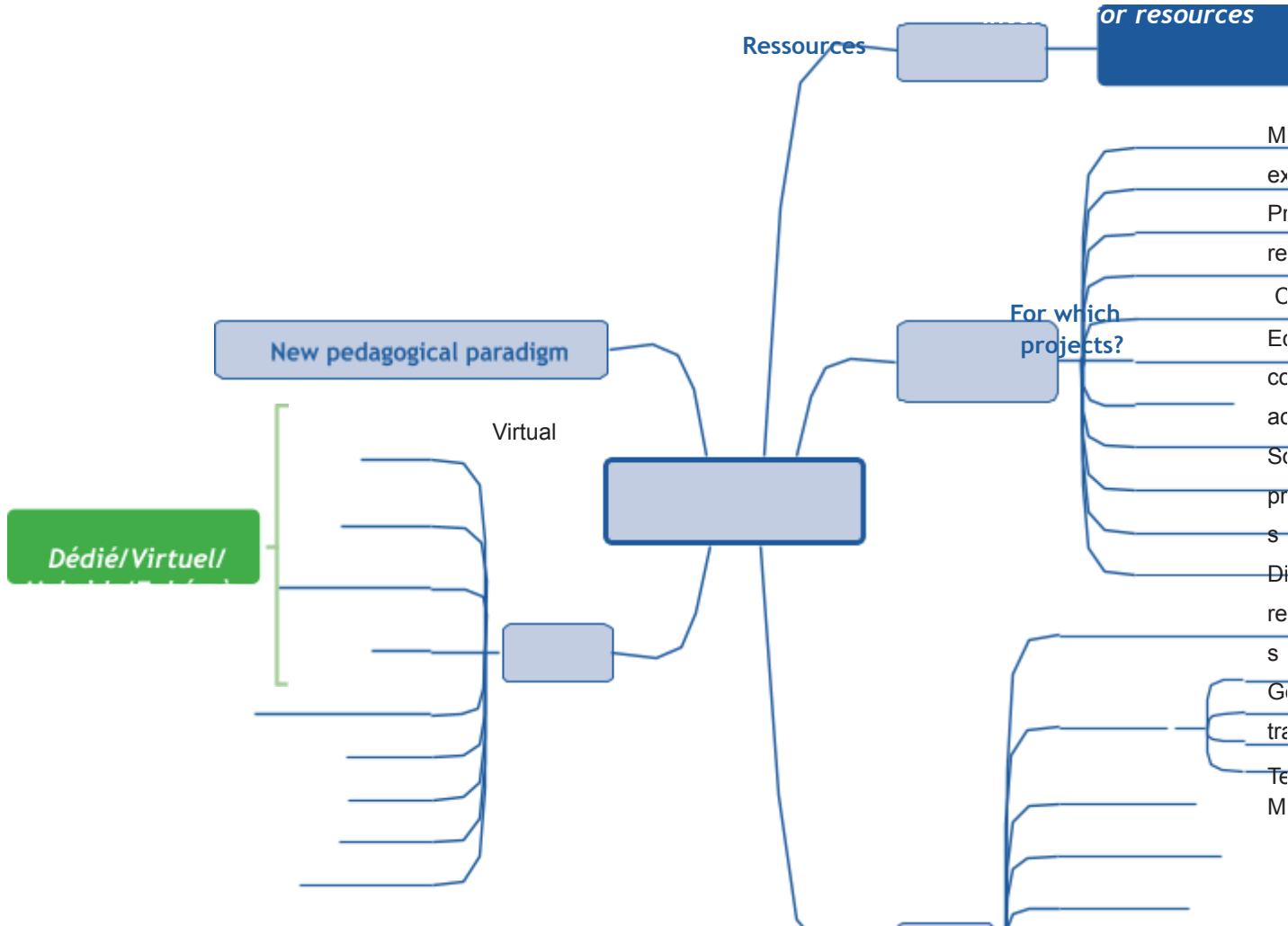
- -Existing community
- Methodology and tools
- Educational and technological resou
- Spaces for Soft Skills labs
- Public awareness of the importance Skills
- Integration of SFC into training prog (e.g. included in Forem's quality mar
- Support from local, regional, nationa political institutions
- Common concern of socio-professio training and business organizations

Opportunities :

- Multi-operator reference structure
- Expansion of the system to include companies
- Support for socio-professional integr
- Support for political decision-makers
- Sharing with different operators
- Openness, inclusion, recognition
- Creation of a Soft Skills eco-system
- Networking Soft Skills Labs
- - European interest

**oppo
rtuni
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for
Soft
Skill
s
grow
th! »**

To set up this system, it is crucial to clearly define the mission of the “Soft Skills Lab” and the values that drive it. As a reminder, the Soft Skills Lab is a space dedicated to the development and recognition of soft skills. It is relevant to people seeking to integrate socially and professionally. It is designed to help them achieve their goals, solve



Soft Skills Lab

Formes

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Jobseekers

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Multi-operators

Learners

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Logistic

The Soft Skills Lab is designed to be as close as possible to the realities of each individual. It can take the form of a fixed or itinerant location (a bus, a Soft Skills Lab truck, a Soft Skills Lab suitcase...), ephemeral (the Soft Skills Lab as the seasons change, the Soft Skills Lab by profession...) or permanent (in a Digital Factory, a third location, in training centers...), physical, virtual or hybrid.

However, at the very least, it must have the exchange and work spaces we described in Chapter 4, "What spaces for the Soft Skills Lab? The structuring of the space must also be adapted to the different activities, which sometimes require very different layouts.

In our experiments, we were able to organize these different spaces in a room dedicated to the Soft Skills Lab, and equip it with the necessary equipment: computers, modular equipment (tables, chairs, armchairs, cushions), flip chart, projector, etc.

Last but not least, it's essential to welcome participants so that they feel welcome and confident enough to participate actively.

Implementation

A priori, Soft Skills Labs could be set up in any institutions or equipped third-party locations that are able to accommodate them. In the Walloon region, we have identified the digital Factories as an ideal space, with all the necessary logistical and digital equipment. This would be a great meeting place for the development of cross-disciplinary digital and human skills.

Our hope is that, through these regional, national and European implementations, we can bring a community of practice to life. Following the example of Fab Lab network meetings, these different entities could meet at regular intervals for a federative sharing event.

Fréquentation

It should be possible to use the surveys we have carried out on a regular schedule for orientation training, it would be interesting to follow the rhythm of training during training, at the end of

Communication

It's important to define your communication strategy carefully, so as to federate and involve the community, and create connections with the aim of meeting, learning, and personal and collective enrichment.

To this end, a communication plan must be drawn up to publicize the system and clarify its missions.

Communication aims to create links and offer value-added content for participants. For example, after-work sessions, conferences, round-table discussions, networking cocktails, themed breakfasts, success stories, writing workshops, fun workshops, etc. are all encouraged.

Training

The training of the staff accompanying the system, in both digital and soft skills, should not be overlooked. Indeed, the lab'compagnateur-trice must be able to act as a link between all the stakeholders, accompany the animation, be at ease with digital tools, know the educational resources, the institutional contexts in which Soft Skills will be deployed, master the Soft Skills approach and be a

force for proposals to build

Soft Skills such as organiza
intellectual curiosity and an

Partners

The Soft Skills Lab aims to
those involved in soft skills
be inclusive and open to a
trainers, advisors, trainers,


For the system to achieve it
their share of commitment t
Exemplarity and commitme
development and recognitic

All partners, including le
participate in the Soft Skills

3. Values

Acronyme à retenir pour ne jamais oublier les 6 valeurs du Soft Skills Lab :

- 3CBDP**
- TRUST
 - CONVIVIALITY
 - CREATIVITY
 - BENEVOLENCE
 - RIGHT TO ERROR
 - SHARING

 ***In this collective intelligence approach to the Soft Skills Lab, what steps would you take if a participant raised the fact that they didn't feel confident in the Soft Skills lab you had implemented?***

There's no magic formula, but here's an essential hint: you need to be able to hear the participant's discomfort and identify the causes so that we can work together to remedy it. To do this, you can use the "trust" value of the commitment you've made to identify the element(s) that create(s) this lack of trust. "We are committed to creating a safe working and relational environment. We ensure that groups operate in a caring and respectful way, offering protection and permission. Everyone's work must be recognized". It is the role of the Lab'compagnateur to ensure that this framework is respected..

 **Challeng**

Identify 5 partners
Skills lab.

5. Conclusions

Although Soft Skills have been the subject of numerous developments, there are few references on the global dynamics of their learning. And yet, the development of Soft Skills is fully justified in today's ever-changing world, where today's professions may no longer exist tomorrow, and will have to evolve or be reinvented.

It is also essential to define what the term "Soft Skills" covers in terms of fields of action. Initially, we were attached to the SFC (Savoir-Faire Comportemental) terminology, which reflected our desire to work on the behavioral dimension linked to the job. However, we've come to realize that if we create a system linked to the development of Soft Skills, it's up to us to integrate other approaches. Thus, the development and recognition of Soft Skills is part of an inclusive socio-professional integration objective.

At a time when algorithms and robotization are sometimes replacing human contact, when digitalization is becoming essential and offers real added value in learning, the Soft Skills Lab aims not only to make

every citizen autonomous in their skills, but also to create a unifying link in a complex part of an eco-system linked to Soft Skills.

Pedagogically, Soft Skills are in both a reflective and becomes a "meta" soft skills.

The Fab Lab model was the development and recognition build collective intelligence open recognition in the

The Soft Skills Lab is a rationalize and optimize integration between equipment place in shared spaces Factories, for example.

Its ambition is to federate a community already well fed by various platforms such as the Mooc SFC, the Reconnaître humhub and the various existing networks around the theme of Soft Skills.

A To you, the reader, the curious, the practitioner, the decision-maker, we submit this innovative, ambitious and unifying project of the **Soft Skills Lab**. We invite you to join us in taking up the **challenge of developing** and **recognizing** Soft Skills!

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