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# Training course

| **Title** | Soft Skills | |
| --- | --- | --- |
| **Area** | | Technical and 3D drawing |  | | --- | --- | | Business management and entrepreneurship |  | | Social Media Management |  | | Self-awareness and self-efficacy & Critical Thinking and growth mindset | X | | |
| **Keywords (meta tag)** | soft skills, life skills, communication, empowerment, goal setting, social skills | |
| **Provided by** | Nýheimar Knowledge Center (NKC) | |
| **Language** | English | |
| **Description** | Research has shown that the job market recruitment criteria does not stop at hard skills (the specialist knowledge and technical ability). Employers seek out those who have leadership skills and communication skills, which is based on several key soft skills (Dixon, et al, 2010; Vasanthakumari, 2019). Hard skills and soft skills are complementary, and it is in the interplay between those two that we make progress. In this training course our focal points are empowerment, goal setting and social skills. These three important issues will overlap, as they interact and affect one another in practice. | |
| **Contents arranged in 3 levels** | | |
| **Module:** Soft skills  **Module goals:** 1. Participants gain confidence, identify and develop their strengths, learn and obtain new skills, and find the confidence to empower others in the same way.  2. Participants identify what motivates them in goal setting and increase their productivity (with the SMART goals tool and the IDEAL problem solving model).  3. Identify some crucial social skills, and which ones they have to improve. Participants develop their communication and networking skills.  **Unit 1: Empowerment**  **Section 1.1: Definition**  The concept of empowermentis twofold. It covers both a) the process of gaining power and freedom to follow your desires or to control what happens to you and b) the process of giving said power or freedom to a group of people (Cambridge University Press, n.d.)  **Section 1.2: Benefits**  Encouraging conditions have a positive impact on the individuals attitude (self-esteem) and capability (knowledge and skills). Empowerment practices boost organisational performance. Furthermore, task interdependence strengthens the impact of empowerment practices on performance outcomes. (Yin, et al, 2019; Shier, 2019). In other words, empowerment will make you confident, competent, and more productive!  Empowerment rests on three pillars (based on Shier, 2019):   * **Capability:** The knowledge and skills to do things. The autonomy and the responsibility to think and act for yourself. Being able to quickly learn from your own and others' experience. * **Mindset:** High self-esteem and self-confidence. Feeling capable. Feeling ready to join forces with other people to achieve your goal. The willingness and ability to defend your rights. * **Supportive context**: Conditions that favour your abilities. Being a part of a team or an organisation. Having the support of each given authority (teacher, boss, parents). Getting opportunities to set and reach goals.   A motivating context will foster an empowered capability and mindset of the people. The capability influences and enhances their positive mindset, and vice versa.  **Section 1.3: How to get there?**   1. **Acquire capability**. Get to know your community, its needs, and interests. Get to know different social groups and their needs and interests. Broaden and *use* your network. Stay curious and don’t be afraid to ask questions. 2. **Acquire the right mindset**. Recognise your own abilities and power. Recognise yourself as a human rights advocate. Trust your instinct. Use positive self-talk. Don’t be afraid to face challenges. 3. **Do what you can to improve conditions**. Discuss expectations with the given authority (teacher, boss, parents). Ask for task autonomy and for your ideas to be heard. Form groups/teams and establish teamwork (if the authority has not done so). 4. **Set reasonable goals.** When setting goals, you need to consider what you want to achieve. Use the SMART goals model and then commit to your goal. For a more specific action planning and goal setting, pay close attention to the next unit.   **Unit 2: Goal setting**  **Section 2.1: Definition**  The term goal setting is rather self-explanatory. It is about setting one‘s goal, or “the process of deciding what you want to achieve [...] over a particular period.“ (Cambridge University Press, n.d.).  **Section 2.2: Benefits**  According to goal-setting theory, a specific and appropriately challenging goal state generates high performance. Goal setting is a successful strategy when it comes to raising productivity and performance in different settings (McCarthy, 2018). It keeps your eyes on the prize and steadily moves you towards it.  **Section 2.3: How to get there**   * **Use the SMART model** when setting a goal. Keep your aim: * **S**pecific * **M**easurable * **A**ttainable * **R**elevant * **T**ime based  1. **Specific**. Example: I want to be able to run a marathon. 2. **Measurable**. Example: I can run for 45 minutes, 3 times a week. 3. **Attainable.** Example: I am used to running, I have been in sports for several years. 4. **Relevant.** Example: It makes sense for me to do this because I enjoy running and I need a challenge. 5. **Time based.** Example: I need to be ready on the day of the marathon, on April the 4th.   **Unit 3: Social Skills**  **Section 3.1: Definition**  Social skills can be defined as “a set of learned abilities that enable an individual to interact competently and appropriately in a given social context.“ (American Psychological Association, n.d.). In a Western cultural context, the most frequently identified social skills include communication and friendship-making skills, conflict resolution, the ability to regulate one‘s behaviour and feelings, coping and assertiveness (Ibid, n.d.).  **Section 3.1.1: Examples of Social skills**  Social skills are a wide variety of behavioural skills we adopt when interacting with others. To some, they come easily, but to others, they don’t. Like with other skills, social skills require practice in an appropriate context. In Western culture, some of the most frequently mentioned social skills are the following:   1. Assertiveness 2. Communication 3. Empathy 4. Conflict resolution/problem solving 5. Coping 6. Ability to regulate your behaviour and feelings   **Section 3.2: Benefits**  Having good social skills has countless benefits. However, let‘s list some concrete points.   1. It improves your communication, and good communication is the key to progress. 2. Nurturing your social skills improves your emotional intelligence. 3. It will make people around you feel heard, thus making teamwork easier. 4. Good social skills make you a better leader.   It is also worth mentioning that, according to research, frequent internet users experience increased depression and loneliness, and a dwindling social network. According to research, online relationships (via games and social media) and online social skills do not substitute meaningful offline friendships and relationships, in terms of perceived social support. Socially anxious people use online communication to compensate for lacking in-person relationships (Dupuis and Ramsey, 2011; O‘Day and Heimberg, 2021).  **Section 3.3: How to get there?**  **Section 3.3.1: Communication**  There are many ways in which you can improve your communication. One way is to think of communication skills as a two sided endeavour, and cultivate both sides: skills of enquiry and skills of persuasion.  Alan Barker has summarised skills of enquiry in several components:   1. Paying attention to what is being said 2. Treating the speaker as an equal 3. Cultivating ease and encouragement 4. Asking carefully thought and formulated questions 5. Rationing information 6. Giving positive feedback   (Barker, 2010)  Skills of persuasion is harder to summarise, but here are some key components:   1. Appeal to the audiences reason and emotions 2. Find the appropriate style in language, visuals and other non-verbal communication (considering who your audience are, what they already know, what the setting is and the time of your communication) 3. Identify the core idea, and arrange your ideas logically 4. Deliver your ideas 5. Use tools such as effective eye contact and metaphors   (Barker, 2010)  **Section 3.3.2: Empathy**  To nurture your empathic abilities, you must consider other people's feelings and emotions. A good idea is to read books. Read stories about people, both true stories and fiction, as they give you an insight into the protagonist's state of feelings and thoughts. Watch Brené Browns explanation on empathy: https://www.youtube.com/watch?v=1Evwgu369Jw  **Section 3.3.3: Assertiveness**  Assertiveness is a concept that entails the clarity of your principles and interests, as well as the ability to listen and respond to the needs of others. Map out your principles and your interests, and stay true to them. With assertive communication, you show respect to all parts, you don’t let yourself down OR anyone else.  **Section 3.3.4: Conflict Resolution**  For a successful conflict resolution, you need all of the above:   1. communication (active listening along with clear and respectful expression) 2. empathy (REALLY consider the other parts emotions) 3. assertiveness (stay true to your own emotions and principles)   A good tool to use when conflicts arise, is the IDEAL model:   1. identify the problem, 2. define it, 3. explore possible solutions, 4. act on it, 5. look back and learn from this process | | |
| **4 glossary entries** | | |
| **Soft skills.** It is a type of skills that are obtained throughout daily life, personal experiences and reflections. A combination of interpersonal skills and social skills, also called life skills (or people skills).  **Empowerment.** Gaining power and the freedom to follow your desires.  **Goal setting.** Deciding and planning what you want to achieve.  **Social skills.** A set of learned abilities that enable an individual to interact appropriately and successfully with others. | | |
| **Bibliography and further references** | | |
| American Psychological Association. (N.d.) Social Skills. *APA Dictionary of Psychology* (online). <https://dictionary.apa.org/social-skills>.  Barker,A. (2010). Improve your communication skills(2 nd end), London, Philadelphia  Cambridge University Press. (N.d.) Empowerment. *Cambridge Dictionary* (online). <https://dictionary.cambridge.org/dictionary/english/empowerment>.  Cambridge University Press. (N.d.) Goal setting. *Cambridge Dictionary* (online). <https://dictionary.cambridge.org/dictionary/english/goal-setting>.  Dixon, Jami; Belnap, Cody; Albrecht, Chad and Lee, Konrad. (2010). The Importance of Soft Skills. [*Corporate Finance Review*](https://www.proquest.com/pubidlinkhandler/sng/pubtitle/Corporate+Finance+Review/$N/46775/OpenView/751644804/$B/A34A421081BA45C9PQ/1;jsessionid=472057AFE2737C38B128739172108BEA.i-07461925b4ea6a318)*;* New York[Vol. 14, Iss. 6,](https://www.proquest.com/indexingvolumeissuelinkhandler/46775/Corporate+Finance+Review/02010Y05Y01$23May$2fJun+2010$3b++Vol.+14+$286$29/14/6;jsessionid=472057AFE2737C38B128739172108BEA.i-07461925b4ea6a318) (May/Jun 2010): 35-38.  Dupuis, E.C., & Ramsey, M.A. (2011). The Relation of Social Support to Depression in Massively Multiplayer Online Role-Playing Games. Journal of Applied Social Psychology, 41(10), 2479-2491.  McCarthy, Paul. (2018). Goal setting. In A. Mugford, & J. G. Cremades (Eds.), *Sport, Exercise, and Performance Psychology: Theories and Applications*(1st Edition ed.). Routledge .  O’Day, E. B., & Heimberg, R. G. (2021). Social media use, social anxiety, and loneliness: A systematic review. *Computers in Human Behavior Reports, 3*, 1-13. <https://doi.org/10.1016/j.chbr.2021.100070>  Shier, H. (2019). "Empowerment" of Children and Adolescents: What is it, how does it occur, and what is the adult supporter's role? Finding answers in the experience of young people organising with CESESMA in Nicaragua.  Steinberg, L.D. (2011). *Adolescence*. New York: McGraw-Hil.  Vasanthakumari, S. (2019). Soft skills and its application in work place. World. Journal of Advanced Research and Reviews, 3(2), 066-072.  Yin, Y., Wang, Y., and Lu, Y. (2019). Antecedents and outcomes of employee empowerment practices: A theoretical extension with empirical evidence. | | |
| **Five multiple-choice self-assessment questions** | | |
| **Question 1. What are the characteristics of soft skills?**  Option a: Soft skills are taught in formal education.  Option b: Soft skills are the skills that make you soft.  Option c: Soft skills are learned through daily life and interaction.  Option d: All are correct.  **Correct option: c**  **Question 2. What does empowerment bring?**  Option a: Confidence.  Option b: Increased productivity.  Option c: Freedom to choose your path.  Option d: All are correct.  **Correct option: d**  **Question 3. What is NOT an element of the SMART Goal Setting model?**  Option a: Choosing a specific goal.  Option b: Choosing a daring goal.  Option c: Choosing a measurable goal.  Option d: Choosing a time based goal.  **Correct option: b**  **Question 4. What does NOT characterise good communication?**  Option a: Delivering your ideas.  Option b: Using appropriate non verbal and verbal language.  Option c: Listening actively to what is being said.  Option d: Making assumptions.  **Correct option: d**  **Question 5. What is the IDEAL model?**  Option a: A problem solving tool.  Option b: An idea database.  Option c: A tool for making all your communication ideal.  Option d: All are correct.  **Correct option: a** | | |
| **Related material** | | Addressing the Soft Skills Crisis, by Mary Clarke |
| **Reference link** | | <https://www.emerald.com/insight/content/doi/10.1108/SHR-03-2016-0026/full/pdf?title=addressing-the-soft-skills-crisis> |
| **Video in YouTube format (if any)** | | <https://www.youtube.com/watch?v=0FFLFcB9xfQ> |

# Quest 1

| **Quest title** | Skill Development, Networking | |
| --- | --- | --- |
| 1. **Introduction: What’s this all about?** | | |
| **Introduction image** | | |
| **Drive URL of the image** | | <https://images.unsplash.com/photo-1545987796-200677ee1011?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxwaG90by1wYWdlfHx8fGVufDB8fHx8&auto=format&fit=crop&w=1470&q=80> |
| **Image title (including copyright information)** | | Low-angle photography of metal structure |
| **Do you have permission to use this image?** | | **Yes**, “Unsplash is internet’s source of freely usable images”. |
| **Introduction text** | | |
| Internet users experience increased depression and loneliness, and a dwindling social network. According to research, online relationships (via games and social media) do not substitute meaningful offline friendships and relationships, in terms of perceived social support. Socially anxious people use online communication to compensate for lacking in-person relationships (Dupuis and Ramsey, 2011; O‘Day and Heimberg, 2021).  Therefore it is important to interact face to face with other individuals, both those you are familiar with and new people. | | |
| 1. **Task: What’s the activity?** | | |
| **Activity image** | | |
| **Drive URL of the image** | | <https://images.unsplash.com/photo-1515169067868-5387ec356754?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxwaG90by1wYWdlfHx8fGVufDB8fHx8&auto=format&fit=crop&w=1470&q=80> |
| **Image title (including copyright information)** | | Five persons standing while talking |
| **Do you have permission to use this image?** | | **Yes**, “Unsplash is internet’s source of freely usable images”. |
| **Activity text** | | |
| On this occasion, you will have to do some active networking with people you don’t necessarily know. Networking as a face to face interaction, is great for the purpose of breaking the ice and practising your social skills. | | |
| 1. **Process: What am I going to do?** | | |
| For this task, you will:   1. Visit this site: <https://docs.google.com/document/d/1RxGqX8z_vRXOlGraCjx6ddPlcWAuf_Jb/edit> and pick out 5 questions *you* consider practical and insightful. 2. Stand up and find someone (preferably one you don’t know too well) and get permission to ask a few questions. If you are the first one to stand up, you just wait for the others to stand up too. 3. Use your 5 questions as a guideline in your conversation, but remember to answer if he/she asks you something back (using their chosen 5 questions). 4. Stay curious. If you suddenly have more questions for this individual, ask away. 5. When the conversation is finished, write down all the answers you remember receiving. 6. Draw a circle around the answers you feel you can relate to. Underline the answers you find interesting. 7. After everyone is done analysing their given answers, repeat this activity, as many times as the time frame allows. | | |
| 1. **Learning outcomes: What will I learn?** | | |
| **Knowledge Acquired** | | * You will know how to get started in networking * You will know how to analyse the compatibility of you and the one you spoke to |
| **Skills Acquired** | | * You will increase your communication skills, by actively listening and answering clearly * You will improve your self-awareness skills * Improve your opportunity spotting skills |
| **Attitude Acquired** | | * You will feel empowered by overcoming the fear of mingling face to face with strangers * You will feel you have broadened your network and thereby your possibilities |
| 1. **Conclusions: What will I take home?** | | |
| Did you find it difficult to socialise with people you don’t know? Know you are not alone with that feeling. This is an unease or anxiety you can overcome with practice.  Now that you know how to network in real life and spot how your ideas fit with other people's ideas, you could take it to the next level and team up with someone from your network to make an idea a reality.  You can also explore online platforms where people network for professional purposes, like for example Linkedin. | | |
| **6: Resources: What do I need?** | | |
| **Websites (URLs)** | | Questions for “speed networking” |
| <https://docs.google.com/document/d/1RxGqX8z_vRXOlGraCjx6ddPlcWAuf_Jb/edit?usp=sharing&ouid=105436197310710841492&rtpof=true&sd=true> |
| Online networking, for professional purposes |
| <https://www.linkedin.com/> |
| **Videos (from YouTube)** | | An Introverts Guide to Networking, TedTalk by Rick Turoczy |
| <https://www.youtube.com/watch?v=Cj98mr_wUA0> (you can start at 04:20) |
| Networking for the Networking Averse, TedEd by Lisa Green Chau |
| <https://www.youtube.com/watch?v=garadDEgkwU> |
| **Documents** | | Networking Analysis template |
| <https://docs.google.com/document/d/1fKIY54MWHXVj8u9Xv9I4l0Atxlpb8z2B/edit?usp=sharing&ouid=105436197310710841492&rtpof=true&sd=true> |

# Quest 2

| **Quest title** | Goal Setting and Public Speaking | |
| --- | --- | --- |
| 1. **Introduction: What’s this all about?** | | |
| **Introduction image** | | |
| **Drive URL of the image** | | <https://images.unsplash.com/photo-1544531586-fde5298cdd40?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxwaG90by1wYWdlfHx8fGVufDB8fHx8&auto=format&fit=crop&w=1470&q=80> |
| **Image title (including copyright information)** | | Man speaking in front of crowd |
| **Do you have permission to use this image?** | | **Yes**, “Unsplash is internet’s source of freely usable images”. |
| **Introduction text** | | |
| You are about to become the president of the world!  Writing and delivering your own election speech will allow you to develop your empowerment, goal setting AND social skills, all in one go. Overcoming your fears and doing a public speech on topics that matter to you, can be incredibly empowering. What would you do if you were the most powerful individual in the world for a year? What are your principles and goals in life (or what do you want them to be)? How will you convince the public that your way is THE WAY? | | |
| 1. **Task: What’s the activity?** | | |
| **Activity image** | | |
| **Drive URL of the image** | | <https://images.unsplash.com/photo-1522881451255-f59ad836fdfb?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxwaG90by1wYWdlfHx8fGVufDB8fHx8&auto=format&fit=crop&w=1572&q=80> |
| **Image title (including copyright information)** | | Person writing on white paper |
| **Do you have permission to use this image?** | | **Yes**, “Unsplash is internet’s source of freely usable images”. |
| **Activity text** | | |
| In this quest you will have to look inward and consider what goal you would choose as the most powerful political person in the world. What are your passions, interests and values? How would you want to change the world?   1. You have 5 minutes to point down an idea to change the world that aligns with your values. 2. You have 15 minutes to write a short speech about your (imagined) political aspirations; what you want to do, how you want to do it and why it would be beneficial to the people listening. You can use the template provided in the resources section as a guide (Election Speech Template). 3. Take turns to deliver your short speeches. | | |
| 1. **Process: What am I going to do?** | | |
| After choosing your goal as the president of the world, you lay it out in a speech. You might want to open the Election Speech Template (under *Resources*, here below). There you will be guided through the process. You should meet the following requirements in your speech text:   1. Make a *strong introduction* 2. Define your imagined political goal with the *SMART model.* 3. Illustrate the *benefits* of your plan. 4. Convince the public of *your* qualities and moral values. 5. End on an *assertive* note (not aggressive)   Deliver your short speech in front of the group. As a candidate/speaker, try to be convincing, and as an audience, remember to clap! | | |
| 1. **Learning outcomes: What will I learn?** | | |
| **Knowledge Acquired** | | * You will learn how to write a public speech * You will increase your knowledge of communication techniques and strategies * You will learn how to define SMART goals. |
| **Skills Acquired** | | * You will improve your goal setting * You will improve your social skills * You will improve your value of ideas and creativity |
| **Attitude Acquired** | | * You will be empowered after conquering your fear of public speaking * You will acquire an improved goal setting mindset |
| 1. **Conclusions: What will I take home?** | | |
| Writing and delivering a speech is no easy task, so if you've made it this far: congratulations!  This process teaches you that clear goal setting and ideology is crucial to the success of a speech. By writing your own speech, you will have a document that will allow you to revisit and use, in other circumstances of public speaking. You will realise how important communication techniques are when it comes to persuasion and introducing your ideas and goals. You will hopefully go home with a feeling of empowerment, which comes with overcoming your insecurities and fears that come with public speaking.  Remember to explore the resources section to learn more! | | |
| **6: Resources: What do I need?** | | |
| **Websites (URLs)** | | Speech Writing 101 |
| <https://pac.org/content/speechwriting-101-writing-effective-speech> |
| The Role of Body Language in Communication |
| <https://www.mcislanguages.com/the-role-of-body-language-in-communication/> |
| SMART Goals |
| <https://www.mindtools.com/pages/article/smart-goals.htm> |
| **Videos (from YouTube)** | | Confidence and Public Speaking |
| <https://www.youtube.com/watch?v=tShavGuo0_E> |
| **Documents** | | Election Speech Template |
| <https://docs.google.com/document/d/1SWulE-O8BvQdlmDO9RmEQt85ewktUaOA/edit?usp=sharing&ouid=105436197310710841492&rtpof=true&sd=true> |

# Quest 3

| **Quest title** | Solving a Conflict/Problem as a Team | |
| --- | --- | --- |
| 1. **Introduction: What’s this all about?** | | |
| **Introduction image** | | |
| **Drive URL of the image** | | <https://images.unsplash.com/photo-1600880292089-90a7e086ee0c?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxwaG90by1wYWdlfHx8fGVufDB8fHx8&auto=format&fit=crop&w=687&q=80> |
| **Image title (including copyright information)** | | Untitled |
| **Do you have permission to use this image?** | | **Yes**, “Unsplash is internet’s source of freely usable images” |
| **Introduction text** | | |
| The term *problem* usually connotes a negative complication, a hassle or a headache. A utopian world would surely be free from all problems and conflicts… or would it? Problems and conflicts are an inevitable and natural part of human interaction, and can be great opportunities for reframing, innovative thinking and to gain insight into diverse issues. Overcoming a problem/conflict is an opportunity for growth. Let’s solve some complications with quality tools and get wiser with every step! | | |
| 1. **Task: What’s the activity?** | | |
| **Activity image** | | |
| **Drive URL of the image** | | <https://images.unsplash.com/photo-1587093336587-eeca6cb17cf2?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxwaG90by1wYWdlfHx8fGVufDB8fHx8&auto=format&fit=crop&w=764&q=80> |
| **Image title (including copyright information)** | | 3x3 rubik's cube |
| **Do you have permission to use this image?** | | **Yes**, “Unsplash is internet’s source of freely usable images” |
| **Activity text** | | |
| This quest invites you to sharpen your problem solving skills. When moving towards a certain goal, chances are you will hit some kind of a barrier on the way. In this activity you will be given several problems/conflicts to work through in a purposeful (but respectful) way.  When all the groups/pairs have selected some solutions to these problems, you select one spokesperson for each group/pair, who introduces their solutions to the rest of the group and teacher. | | |
| 1. **Process: What am I going to do?** | | |
| You will be divided into groups of 2-3 participants.  You will be given several problems/conflicts to solve together, and use the IDEAL model as a helping tool. Because the problem is hypothetical, you might have to list more than one suggestion for every step of the IDEAL model.  You will find a short guide to the IDEAL model under *Resources* (The IDEAL model)*.*  Remember that while solving a conflict in a team, other conflicts might occur when you don’t agree on a solution. That is a normal part of the process, and a great opportunity for further practice.  The given conflicts/problems:   1. Your team owns and operates an art gallery together. A rich person was going to buy your most expensive piece as a wedding present. This expensive art piece was stolen last night .The wedding is tomorrow. 2. You are the bosses at a programming startup business. One of your employees is deaf and has a hard time following discussions at meetings. 3. You are working at a hotel reception and have heard rumours that the business needs to reduce costs and that you are therefore going to be fired. 4. You are producing and selling woollen clothes in three different stores. Suddenly your sales drop dramatically in one of the stores (not the others).   Write your (I)DEAL solution down. Select a spokesperson for the pair/group, who will tell the rest of the group about your thoughts.  Time of activity: 40 min | | |
| 1. **Learning outcomes: What will I learn?** | | |
| **Knowledge Acquired** | | * You will learn how to systematically solve a problem with the IDEAL model * You will increase your knowledge of conflict/problem solving * You will put yourself in other shoes and broaden your thinking |
| **Skills Acquired** | | * You will improve your goal setting and communication skills * You will improve your initiative * Your will improve your value of ideas and creativity, as well as your ability to listen actively to other people's ideas |
| **Attitude Acquired** | | * You will empower your mediating spirit * You will acquire an improved social and solutionist mindset * You will strengthen your empathy when considering the peoples position in each case |
| 1. **Conclusions: What will I take home?** | | |
| Solving a problem/conflict is never an easy task, even if we do see them as opportunities in disguise!  By solving these problems, along with a team, you have had a valuable lesson in problem solving and conflict resolution. You have hopefully realised that problems are there for us to solve them, and if you put your mind to it, you can. Furthermore you have worked on these cases in a team setting, and that in itself is a great exercise in communication.  Feel free to explore the resources section to learn more! | | |
| **6: Resources: What do I need?** | | |
| **Websites (URLs)** | | More Problem Solving Qualities |
| <https://www.mindtools.com/pages/article/newTMC_00.htm> |
| 27 Conflict Resolution Skills |
| <https://blog.hubspot.com/service/conflict-resolution-skills> |
| IDEAL Problem Solving |
| <https://transportfutures.institute/key-problem-solving-skills/> |
| **Videos (from YouTube)** | | Deeper insight into the IDEAL model, through Ryan Frank’s lecture on the problem solving model |
| <https://www.youtube.com/watch?v=JQ4iRWImAjY> |
| Conflict Resolution, by *Thats Easy Learning* |
| <https://www.youtube.com/watch?v=KY5TWVz5ZDU> |
| **Documents** | | The IDEAL model |
| <https://docs.google.com/document/d/1ehZeX-lxDTA8hBDPoK63gvebyIT49qcE/edit?usp=sharing&ouid=105436197310710841492&rtpof=true&sd=true> |

# Educator tips

| In this training, students will have to socialise in different ways, via casual networking talk, public speaking exercise and team work, adapting their mindset so that they are able to perform the proposed tasks.  Importantly they must try their best in participating, finding the courage to just go for it and learn from whatever the activities may bring.  **Quest 1**: in this task, students' social skills will be strengthened, and their self knowledge when it comes to values and goals in life. As it involves some active, face to face, networking, their social network will be broadened as a result.  **Quest 2**: a template for an election speech is proposed in this task, but it is not mandatory to follow. This activity may be stressful for students that have social anxiety.  **Quest 3**: the use of the IDEAL model is proposed in this task, and it is mandatory to follow. Time management is of importance with this teamwork and problem solving exercise, for it may stretch over a longer time than the allocated time. |
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