



Pearson

Teaching in- demand soft skills effectively

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Which one(s) are you?

Teacher A

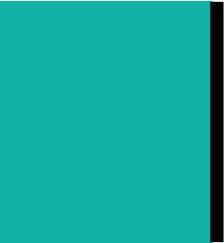
“It’s not my job to teach soft skills, I’m a language teacher.”

Teacher B

“I’m already teaching soft skills in my lessons.”

Teacher C

“Sounds interesting but I’d need support to teach these skills.”



Overview

Part 1

What are soft skills? Why is it important to teach them?

Part 2

Activities to help learners develop their soft skills in English.

Definition

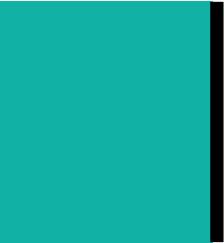
"Soft skills are character traits, attitudes and behaviours rather than technical aptitude or knowledge."



Nice to meet you too, Izabela.

Source: Robles, M. M. (2012).
Business Communication Quarterly, 75(4), 453-465.





Integrating soft skills into the BE classroom



Language skills



Business skills



Soft skills

➤ *What
are you
good at?*



Image: Business Partner A2 Unit 8

1. Self-inventory

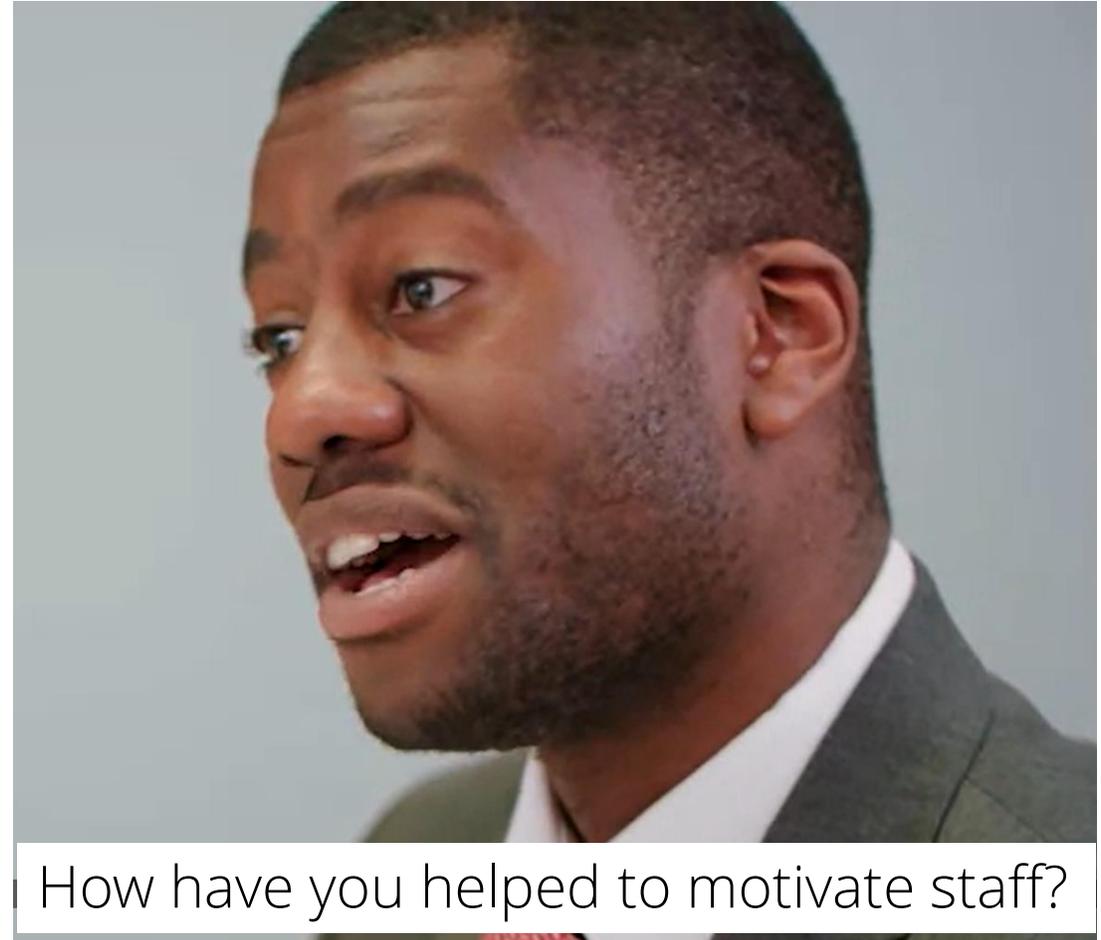
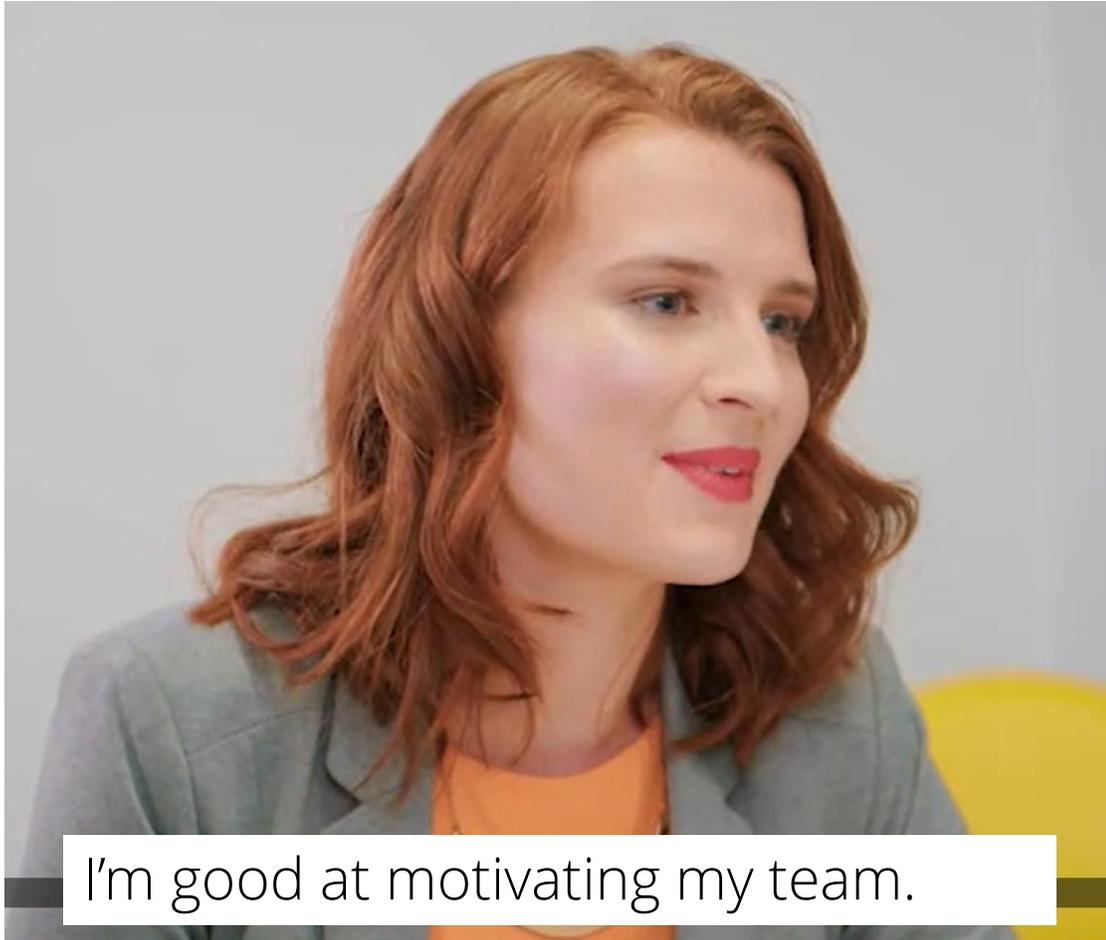
Vocabulary: Skills and personal qualities

Complete the questionnaire with your own examples.

What employers want	Tick (✓) your rating		Your examples
	I'm good at this.	I need to work on this.	
analytical			
communication skills			
hard-working			
IT skills			
language skills			
motivated			
organised	✓		<i>On Monday morning I always make a plan for the week.</i>

Source: Business Partner A2 Unit 8

2. Model of successful performance



3. Relevant to real-life

Supporting a colleague

Lesson outcome

Learners can support a colleague who has had a disappointment at work and use a range of expressions to encourage and motivate him/her.

A: You had your proposal to present at a conference turned down.

B: Try to support your disappointed colleague.

Observer(s): How does Speaker B support Speaker A?

Supporting a colleague



4. Shared reflection

Think about how you support people who have had a disappointment. In pairs, discuss the questions.

- 1 Whose style is closest to your own – Thiago's, Azra's or Alex's?
- 2 How could you become better at this skill? What do you need to learn?



I know how important it was to you.

5. Focus on language *and* behaviour



Encouraging and motivating

1. I'm sorry.
2. I understand.
3. Stay positive. *"You can always try again."*
4. Learn and look to the future.

6. Practice



I know how important it was to you.

Speaker 1 You've had a disappointment at work and you're feeling low about it.

Speaker 2 Talk to your partner. Think about the most important things you can say and/or do to make her/him feel better.

Observer(s)

Observer feedback form

How well does speaker 2

- say how sorry she/he is?
- show that he/she understands how speaker 1 feels?
- encourage speaker 1 to stay positive?
- advise speaker 1 to learn and look to the future?



7. Peer observation and formative feedback

Why?

- Good quality feedback can have a positive effect on soft skills.
- Students engage with the course material more deeply.
- Students learn to give and receive constructive feedback and develop a useful life skill.

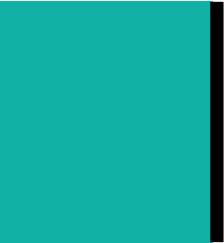


Peer observation and feedback



Some considerations

- Tell students the rationale for doing peer feedback.
- Give them training and support, e.g. checklists and rubrics
- Relate feedback rubrics to lesson outcomes.
- Keep it simple, e.g. four to six items on a list
- Make sure students receive feedback from multiple peers.
- Be prepared to give input and feedback on students' feedback to each other.



Influencing

Are you good at influencing people?

There are two main influencing styles known as 'push' and 'pull'.

With a **push** style, people try to influence through the strength of their ideas and opinions, their status, by listing benefits for the other person, and by getting the right people to support them.

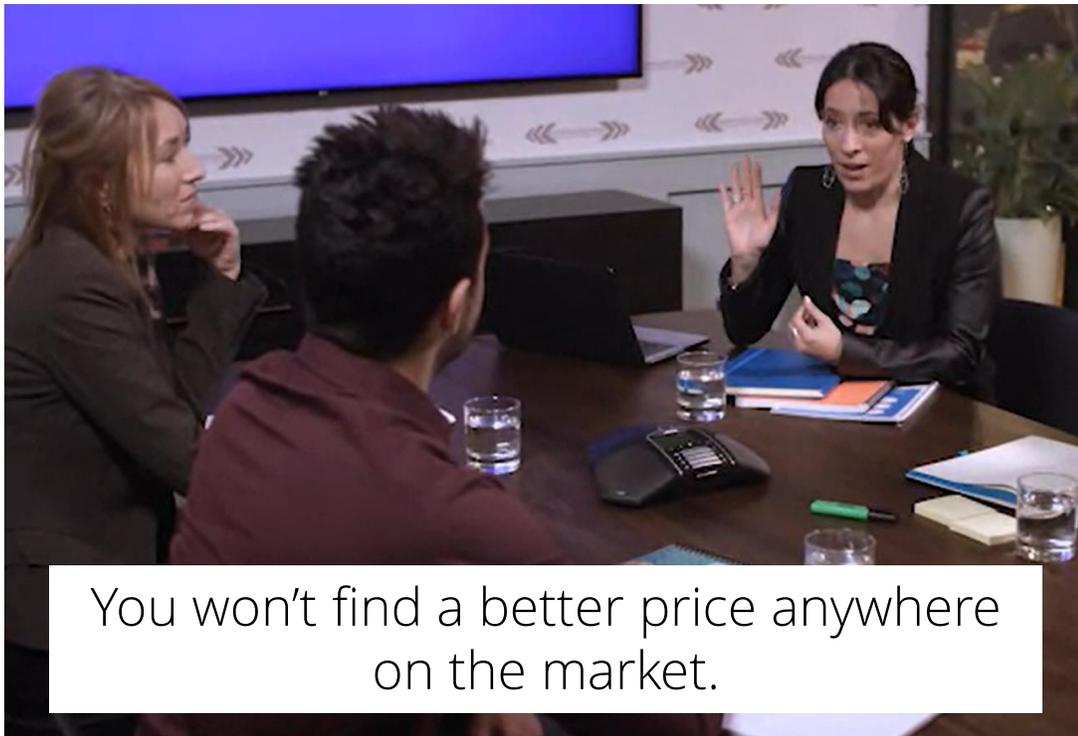
With a **pull** style, people show empathy and focus on finding out more about the other person's needs, interests and challenges. Together, they try to find a common direction.

Are you a **pusher** or a **puller**?

Influencing

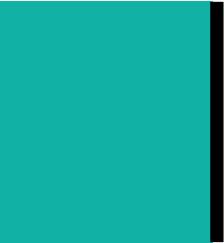
Lesson outcome

Learners are aware of different ways to influence other people and can use a range of phrases for dealing with objections.



Would that be a good solution for you?

A close-up shot of the woman in the black blazer. She is looking towards the camera with a slight smile and her hands are open in a questioning gesture. The background is slightly blurred, showing the same meeting room setting.



Takeaways: Teaching soft skills effectively

1. Clear learning outcomes
2. Personalization
3. Activities relevant to real-world needs
4. Successful models of behaviour
5. Explanation of the behaviour
6. Opportunities to practise the behaviour
7. Peer observation and feedback
8. Personal reflection on behaviour and desired outcome

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