



**FREE**

**TEACHERS' GUIDE**  
with sample pages

# SOFT SKILLS

For the changing world of work

A workbook to grow  
your human skills



**FW**  
**FACE.**  
**WORK**

# WHAT ARE THE SKILLS needed for the changing world of work?

## Forward

We have known for years that there is no such thing as *a job for life anymore*. Yet we have been slow in preparing young people with the transferable soft-skills and growth mindset they need now so they can have a rewarding and creative *life with many jobs*.



Stephen Carrick-Davies  
CEO of Facework

In part we are slow because of the lack of funding schools have to invest in good quality, independent careers advice and social and emotional support for students. There is also the underpinning factor that in the UK at least, we seem to be obsessed with teaching things which students can be tested and scored on, compared and labelled with. This is ironic given that teachers, parents and employers instinctively know that not all things of value can be measured in grades and as the sociologist, William Bruce Cameron reminds us:

*“Not everything that counts can be counted, and not everything that can be counted, counts!”*

And believe me, this topic does count, for we are seeing a massive disruption in the world of work with the growth of AI, globalisation and the gig economy, whilst at the same time seeing so many of our young people struggle with poor mental health and anxiety. Is it any wonder that new phrases such as *“Quiet Quitting”* are heard across our workplaces, on delivery bikes, social media and in ghost kitchens? (Something we cover in this workbook).

But we should not despair, for despite the uncertainty, many young people are showing incredible resilience and already have skills and ideas which are remarkable. What they need is support from us so they can grow their soft skills and recognise the qualities, attitudes and mindsets which will help them navigate and thrive in this uncertain future.

We hope this Facework Soft Skills book and the other resources we have co-designed with young people will help you *bring this topic to life* so together we can support to students make good transitions from education to work.

Stephen Carrick-Davies  
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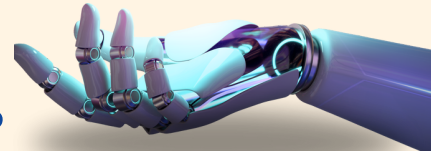


## Soft skills for the changing world of work

Check out this short film and workbook at  
[www.face.work/resources](http://www.face.work/resources)  
and full teachers resources at  
[www.face.work/teachers-resources](http://www.face.work/teachers-resources)



# WHAT ARE THE SKILLS needed for the changing world of work?



## Introduction

When most people think of the skills needed in the workplace they tend to list technical skills, the skills you usually gain through a qualification or apprenticeship. These skills are straight-forward to teach and assess and are essential when you work in specific workplaces using machines and computers, working with your hands, driving vehicles, applying technical skills in a job etc.

But in our changing world of work, technical knowledge alone is not enough to grow your career. Employers say they need staff who have an abundance of what are variously called **People Skills**, **Life Skills**, **21st Century Skills** and **Soft Skills**

However, in an age of Artificial Intelligence, Chat GPT and machine learning, perhaps a better phrase for these skills is simply **Human Skills!** That's because the jobs of the future will be those that differentiate us from machines; the non-technical skills of creativity, teamwork, service, curiosity, social intelligence, co-operation and applying knowledge to new areas and new challenges.

The good news is this book will show you how to grow these **Super-power skills**, improve your employment choices and discover your true gifts. This takes time and practice but if you commit to the hard work, you will grow your soft skills!

## HARD SKILLS

Hard skills are the **technical skills** required for a job. You usually have a qualification to prove you have gained them.



You master these skills after years of study or an apprenticeship.

They include skills such as being good with:

- Machines/computers
- Foreign languages
- Using your hands
- Making things



## SOFT SKILLS

Soft skills are the skills you acquire through experience. They are harder to quantify and measure.



They are required in most jobs and you usually show you possess them, by demonstrating them.

They include things like:

- Good communication skills
- Being a good team player
- Being able to take initiative
- Showing empathy



Hard skills may get  
you the job . . .

but soft skills  
will super-charge  
your career!



# TEACHERS' RESOURCES

FOR TEACHERS

Many schools find it is challenging to carve out valuable curriculum time to engage with young learners in subjects which aren't going to be formally tested and accredited. But preparing young people for the world outside the classroom is crucial and schools are so much more than test centres. As William Cameron said, **"Not everything that counts can be counted, and not everything that can be counted, counts."**

So Facework has produced a range of resources for teachers, including this booklet, which will help you bring this important subject of soft-skills to life. Here are 7 further ideas for schools.

## REAL WORLD LEARNING ACTIVITY

Running a real-world learning activity gives students in teams the opportunity to showcase their soft skills in either the school or local businesses. Examples could include:

- A car boot sale in the playground with students organising stalls.
- A pizza night with a local pizza chef training students and setting up a pop-up cafe.
- Linking students with businesses on a real world assignment see

## HARNESS THE POWER OF PARENTS

Engaging parents in employment skills training, for example students doing an assignment in which they ask those from a previous generation what they saw as the most important soft-skill when they were growing up and what students need now.

## COMPETITION FOR STUDENTS

Encourage students to create posters or short videos on advice about growing their soft skills in an age of AI. These can then be uploaded to the Facework site.  
[www.face.work/soft-skill-stories](http://www.face.work/soft-skill-stories)

## CLASSROOM ACTIVITY

Use the Facework interactive powerpoint to run a session with students introducing soft skills.  
(see next page)

## WHOLE SCHOOL EVENT

Hold a soft-skills celebration day with a range of activities, including assembly, soft-skills survey in which students vote for the most relevant soft skill needed in both the school and in their future careers. A different way of assessment.

## ENGAGE LOCAL EMPLOYERS

Invite employers to come into the school for employers' speed talking event where the pupils ask questions as to how the employers learnt their soft skills and grew their careers. See <https://worktree.org/>

## CHARACTER STRENGTH EXPLORATION

Introducing wider soft skills and character strength exercises such as The Jubilee Centre for Character Education, [www.jubileecentre.ac.uk](http://www.jubileecentre.ac.uk), or [www.viacharacter.org/resources/videos](http://www.viacharacter.org/resources/videos)



Check out these links to inspirational work being done to bring project-based learning inside schools, and real world learning outside school to life.

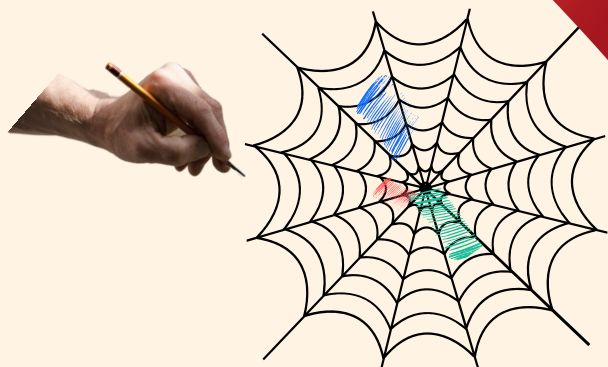
- Most Likely to Succeed** <https://teddintersmith.com/>
- Project based learning** [www.hightechhigh.org/](http://www.hightechhigh.org/)
- Real world Learning** [www.school21.org.uk/real-world-learning](http://www.school21.org.uk/real-world-learning)
- Alternative assessment** - [www.rethinkingassessment.com](http://www.rethinkingassessment.com)



Students in India at Facework session

# HOW TO USE THIS BOOKLET

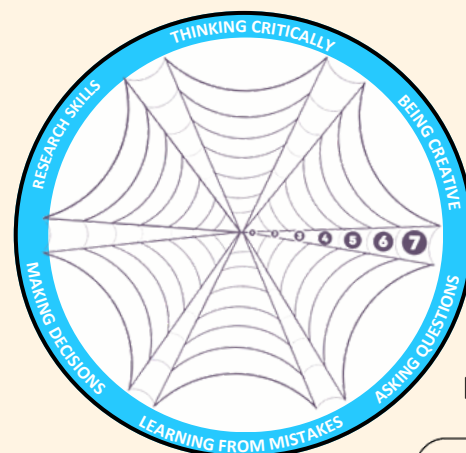
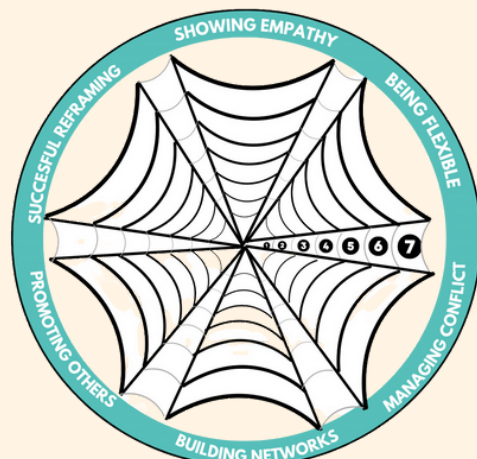
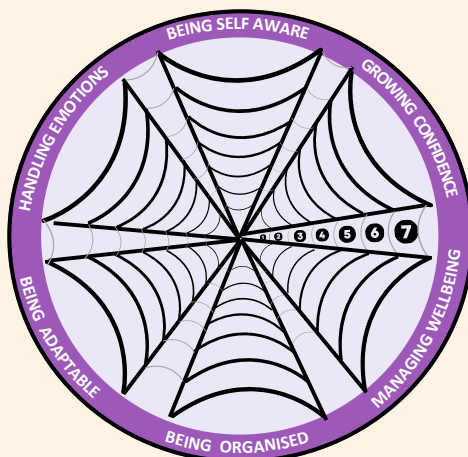
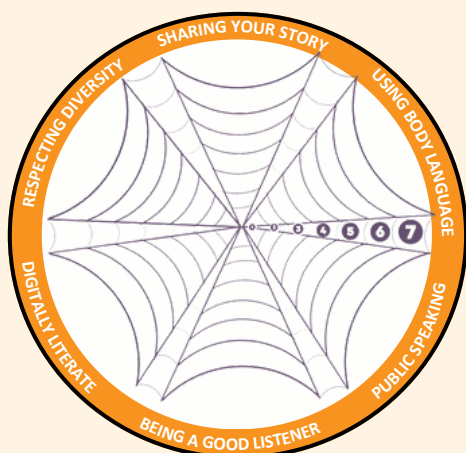
Most of the soft skills which you need for the changing world of work can be summarised in 5 families of skills:



In developing the STEPS model we have worked with young people to identify 6 specific sub-skills, attitudes or character strengths needed to be good in this area. Some of these are obvious, others are radical and reflect our changing society and work culture.

We begin each chapter asking the reader to assess their current level of competence in these skills through our 'spider's web' grid.

As you rate your ability 1-7 don't compare your scores with others, as this is personal and you may be a tougher 'judge' on your abilities than others. However, gaining perspective from others is important, and once you complete the worksheets, you can re-assess your level of ability in mastering these skills at the end of each chapter and track how you are growing these skills.



When you start the process of self-evaluation it is easy to feel you are judging yourself. A better way to view the process is to recognise and treasure what is already good, how far you have come and imagine your future self cheering you on in the 'not yet' parts!



Each of the sections has 3 elements:



**WHY?** Explaining why this skill is vital to work.

**EXERCISE** A practical activity which helps you you learn and grow this skill.

**ACTION** An ongoing action or habit which will help you integrate this skill in your life.

# HOW AND WHERE DO WE LEARN THESE SKILLS ?



Most schools don't include soft skills or employability training in their curriculum because there is an emphasis on prioritising the hard skills and subjects which can be measured in an exam. But there are wonderful ways schools can introduce these skills and we hope this workbook will be helpful for teachers in preparing students as they leave school.

All of us can find it hard to remember something we were taught in school many years ago. That's because, it is often the interactive and practical activities that help us retain information, especially when teaching others, something we term 'Teach once; learn twice.'

So in this resource there's an emphasis on:

- Learning in the real world
- Learning through doing
- Learning by teaching others

Sometimes we don't recognise exactly where or how we have learnt a new skill; maybe it was through a Youtube video, maybe playing sport.

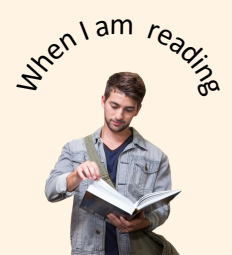
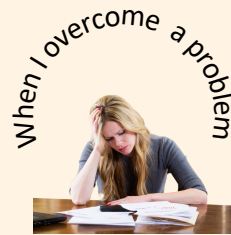
Once you discover where and how you learn best, and recognise that so much of soft-skill learning takes place outside of a formal classroom, you can help super-charge your learning, get feedback and measure your growth in confidence and ability.

## What is your preferred learning style?

- Visual - Retaining information through images, colour, diagrams.**
- Kinesthetic - Learning through an activity.**
- Aural - Retaining information through hearing, including music.**
- Social - Learning together and participating in study activities.**
- Solitary - Learning in quiet and reflective activities.**
- Verbal - Using the spoken word, rhymes, acronyms.**
- Logical - Enjoying activities which use logic and structure.**



There are some who argue that this is a simplistic approach and in reality most people have a combination of preferred learning styles and it can take time to discover yours. But it can still be useful to think about which environments in the **real world** you find yourself learning best in and acquiring new soft skills. For example:



# ARE THESE SKILLS TAUGHT OR CAUGHT?



In many ways, we shouldn't call these skills 'SOFT' skills because they are anything but! Perhaps **BRAVE** skills would be better, because they could be the hardest thing you learn as you develop your career. For example, soft skills include really challenging things like:

- Collaborating with others and solving problems
- Showing great flexibility and resilience in your work
- Influencing others and taking on leadership
- Keeping your mental health in balance
- Getting good at managing risks and thinking critically

It may be easier for some people to master these skills because of a range of factors including personality, upbringing and neurodiversity. However, the benefits of mastering these skills are enormous, not just for individuals but in organisations where old structures of 'top-down control' are being replaced by more collaborative cultures and openness to new ways of working.

We believe that these skills can be taught and the practical resources in this booklet can be used in the classroom, family home and workplace. Indeed these skills are mastered in the real world, where you make mistakes, get feedback and can see the progress you are making.

## Neurodiversity

Neurodivergent students are people with great strengths, some may have exceptional memorisation skills or hyper-focus abilities. Of course everyone has an individual experience of neurodivergence but neurodivergent students can benefit from additional support to develop successful strategies for entering employment.

We are aware that some neurodivergent students face challenges with social interactions, starting or finishing tasks, following instructions and being confident in new environments and with new activities. Transitioning to work can therefore be very stressful.

In producing this resource we have presented a selection of activities including checklists, discussion topics and reflection opportunities, as well as links to videos which we hope neurodiverse students will find helpful.

Employers are increasingly recognising that teams are made stronger through a diversity of learners and leaders, and we hope this resource will help neurodiverse learners access these opportunities. See [www.neurodiversityhub.org](http://www.neurodiversityhub.org) for resources for both learners, teachers and employers.



**“When a flower doesn't bloom, you fix the environment in which it grows, not the flower”**  
Alexander Den Heijer

*“Our young people are often given the impression that they have a world of choice. This can lead to feelings of being overwhelmed and anxious about weighing up decisions and risk in a world which is rapidly changing. For young people impacted by neurodiversity and inclusion issues the challenges are multiplied. We can start to appreciate how difficult it is for learning and support providers to practically help young people choose what to do after they leave school, often in the absence of external careers resources.*

*It is great to see this ground-breaking resource produced by practitioners working directly with young people in and out of schools and in a community workspace. The fact that they have co-created this workbook reflects a more holistic view of supporting young people where they are at. Whether you are a young person, a parent, teacher or ally working with 'pushed-out learners', this book will help you.”*

Kath Dunn, Careers Navigator and Education Consultant.

# TEACHERS' RESOURCES

## Working with 'Pushed-out learners'\*

The Facework project began in 2016 with funding from Nominet Trust which supported Stephen in co-designing employment training resources for young people in Alternative Education settings. Working with The Inclusion Trust, 30 students and staff from 6 Pupil Referral Units helped to codify which soft skills for work they already possessed, what they needed, and what was the best way to engage them in mastering these skills.

The project sought to create genuinely differentiated and personalised curricula that was co-designed with learners, which linked the acquisition of competencies and skills to their existing world, interests and dreams. Many of these "pushed-out learners" struggled to grow their academic skills and so the question of whether the current accreditation system is a good proxy for employability is particularly relevant.

"My dad says he will train me to be a plasterer and pay me £50 quid a day to be his apprentice, but instead I have to be in this hell hole!"

**Sleep Diary**

There is one aspect of our modern life which we believe affects our ability to self manage and master these soft skills more than anything else; that is **SLEEP** (or lack of). Most of us need about 8.5 hours of good quality sleep each night. When we don't get it we suffer!

The table below will help you monitor the amount of sleep you get over a week and helps you measure your levels of irritability, concentration, physical energy, memory and the way you feel about yourself based on how much sleep you get.

This is not an exact scientific experiment, but shows the importance that sleep has on our ability to self-manage ourselves, be resilient, ensure we protect our mental health and generally be our best selves - something which is so important when we start work.

Days of the week	Went to sleep	Woke up	Total hours slept	Irritability	Concentration	Physical Energy	Feeling good about yourself	Memory
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								
TOTAL FOR WEEK								

What was the impact on your scores (1-5) when you had a bad night's sleep?  
 How did you feel when you had a good night of sleep?  
 How long do you stay on your mobile phone when you are in bed?  
 What would help you get more quality sleep when you are in bed?  
 What happens when you rely on energy drinks to get you through the day?

**HABITS**

Habits are things we do regularly (often unconsciously) that break but the good news is that you can start new habits and have the following 5 steps which will help you until the new habit becomes your new identity.

- 1. ACTION**  
You have to be take action. What regular action are you going to do to make this habit a part of your daily routine?
- 2. CONSISTENCY**  
The key thing to building a habit is to be consistent. Keep a diary, notice your progress and build your habit.
- 3. IDENTITY**  
What is the evidence to you look for to prove that this new habit is part of a new you?

**UNDERSTANDING PROCRASTINATION**

Procrastination is the act of unnecessarily postponing decisions or actions. For example, a deadline is fairly common both among the procrastinator and around 20% procrastinate the point in their lives.

Procrastination is black hole that drains one's energy.

**Anti-procrastination habits**

1. Commit to a tiny first step
2. Time-management
3. Make tasks more enjoyable
4. Split the task up
5. Set goals

**WATCH YOUR WORDS**  
**WATCH YOUR ACTIONS**  
**WATCH YOUR HABITS**  
**WATCH YOUR CHARACTER**  
**WATCH YOUR BEHAVIOUR**

Some of these resources, including this sleep diary (above) are available at [www.face.work/teacher-resources](http://www.face.work/teacher-resources)

"Having been involved in behaviour management and school leadership for over 40 years, in both mainstream and Alternative Provision, I have always championed this topic of life skills and preparing young people for the world of work. However, more than ever our education system and exam regime is in danger of prioritising IQ at the expense of EQ, with the result that many students are ill-prepared for today's uncertain world when they step outside of the school gate.

But that's where this Facework resource could help fill some of the gaps. It's ideal for staff to use in discussions with students and introduces the importance of these skills, not in some theoretical way, but through practical exercises which help students see what they already have and how they can grow these skills required for the world of work and life in general.

It's great for tutor time, PSHE, mentoring etc and will be particularly useful in supporting staff who work directly with those young people who find mainstream school a challenge. I would also recommend it to youth workers, career practitioners, employers and even parents who want to inspire young people to grow and flourish. The free video/material downloads make this a very cost-effective resource and makes it stand out from the rest."

John Bradshaw OBE  
 Mainstream and Alternative Provision Principal (Retired).

\*The term 'pushed out' has been adopted from the work of Professor Eve Tuck (Associate Professor of Educational Foundations at the State University of New York). We use the fuller term 'pushed out learner' to emphasise that whilst these students may have been pushed out (or have pushed themselves out) of education, often through traumatic experiences, or undiagnosed special needs, they are still active learners and have a right to educational opportunities.



# TEACHERS' RESOURCES

FOR TEACHERS

Why not start by downloading Facework's free interactive powerpoint presentation which you can use to engage students on the importance of these soft-skills. Download at [www.face.work/teacher-resources](http://www.face.work/teacher-resources)



**"They don't teach you this stuff in school"**

**or do they? .....**

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**THIS PRESENTATION**

- **WHAT ARE 'SOFT-SKILLS'?**
- **WHY ARE THEY SO IMPORTANT IN THE WORKPLACE?**
- **WHERE DO WE LEARN THESE SKILLS?**
- **CAN YOU GROW THESE SKILLS?**
- **WHAT ARE YOUR BEST SOFT-SKILLS?**

**"NOT EVERYTHING THAT COUNTS CAN BE COUNTED, AND NOT EVERYTHING THAT CAN BE COUNTED COUNTS."**

**WILLIAM BRUCE CAMERON**

**ARE THESE SKILLS TAUGHT OR CAUGHT?**

**VOTE**

**ARE EXTROVERTS BETTER AT SOFT SKILLS?**

.....

**WHAT SUPER-POWERS DO INTROVERTS HAVE?**

.....

**In pairs answer the question:**

**What makes someone employable? (one sentence)**

.....

.....

**WHAT IS THE OPPOSITE OF A SOFT SKILL?**

**HARD SKILLS**

Hard skills are the technical skills required for a job. You usually have a qualification to prove you have gained them.

You master these skills after years of study or an apprenticeship.

They include skills such as being good with:

- Machines/computers
- Foreign languages
- Using your hands
- Making things

**SOFT SKILLS**

Soft skills are the skills you acquire through experience. They are harder to quantify and measure.

They are required in most jobs and you usually show you possess them, by demonstrating them.

They include things like:

- Good communication skills
- Being a good team player
- Being able to take initiative
- Showing empathy

**HOW DID THEY GET GOOD AT THESE SKILLS?**

When did you realise you were good at this skill?  
What advice would you give to your peers about mastering these skills?  
What is the best thing about having this skill?  
How did you get good at this skill?  
Do you think this skill could help you get your ideal job?

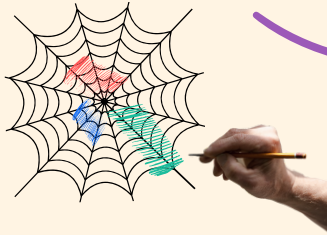
*"At the heart of all careers work is an awareness of who we are, our values and our worth. This wonderful workbook is designed to support young people to know and strengthen the soft skills they'll need to adapt and thrive in the future world of work (and life in general!). Written for young people, the workbook is warm, positive and engaging in tone, wise and current in its tips and insights, and encouraging of deep and thoughtful reflection. It is also an invaluable gift for career professionals, aiding the design of inspirational learning programmes and providing activities to use in career conversations."*

Liane Hambly, Author Creative Career Coaching.

# SAMPLE PAGES FROM THE BOOKLET

The workbook is structured around 5 core families of skills STEPS

The student is first encouraged to assess their levels of confidence in 6 areas.



We have then created 6 individual worksheets for each of the 6 sub skills:  
**WHY:** - Why this is important  
**EXERCISE:** - How to improve  
**ACTION:** - On going practice

Here are 2 sample pages

## S SELF-MANAGEMENT SKILLS

You can't manage other people or projects if you can't manage yourself. But there are many aspects of Self-Management. Start by rating your current skill level in these 6 areas of Self-Management by shading in spaces 1-7 showing your current ability in these areas.

Self-Assessments is an important part of learning and we hope it will give both a chance for self-reflection and a way to measure GROWTH. Don't compare your scores with others, as you may be a tougher 'judge' on your own abilities than others. However as you will see from this booklet getting perspective from others is important. On the following pages there are a range of activities which will help you grow and improve these skills. If you want to photocopy any of these sheets for use in an education setting please purchase the photocopy permissions pack.

**What do the scores represent ?**

- 1 I need lots of help here
- 2 I need some help and encouragement
- 3 I'm making progress but need guidance
- 4 I'm getting confident, but still learning
- 5 I'm quite skilled and can handle challenges
- 6 I'm competent and can work independently
- 7 I'm proficient and can mentor/help others grow

Which skill did you score highest on? \_\_\_\_\_

How did you get good at this skill? \_\_\_\_\_

What advice would you give to others about growing this skill? \_\_\_\_\_

If you re-name a skill as a 'super power' it helps you act on your strength and help others gain this strength! If you were to choose just one of the 6 self-management skills, which one would it be?

Which one did you score the lowest on? \_\_\_\_\_

Why do you think the score is low? \_\_\_\_\_

Who is the one person you know who could help you work on the skills where you scored lowest? \_\_\_\_\_

"I think self-discipline is like a muscle. The more you exercise it, the stronger it gets." Daniel Goldstein

Scan this code to access video advice on SELF MANAGEMENT

## S SELF-AWARENESS

**WHY?** Self-awareness is the ability to understand who we are and see ourselves clearly and objectively. As we become more self-aware we are able to recognize ourselves in different contexts, and understand our personal qualities, strengths and weaknesses, as well as be clearer about our values and beliefs. People who are self-aware tend to be good at being able to read other people and have a strong sense of identity, and pride in themselves.

**Why is understanding your personality type crucial to self-awareness?**

You may already recognise yourself as either an extrovert or introvert, but learning more about your personality can help you identify your **strengths** and **weaknesses**, learn more about yourself and even select occupations that are best suited to your personality types.

Knowing your personality type can help you understand your feelings and actions, and better control your behavior in different situations. For example, if you find out you score highly on the feeling and intuitive side and tend to be over-sensitive and sometimes vulnerable, a test can help you be more aware of your emotions and better equipped to control them.

Likewise, if you know that structure plays a big part in your life, you can see why having a schedule can really help you.

### EXERCISE 16 Personalities

**Have you ever thought about your personality ?**

The 16 personalities test (link below) is a great first step in self awareness. The 70 questions help you assess your personality type by asking questions on how you interact with your surroundings, people, nature, work and how confident you are.

<https://www.16personalities.com/>

**Before completing the 16 personalities test how would you describe your personality?**

.....

**From the 16 Personalities test what was your personality type ?**

.....

**Who else shares this personality type?**

.....

**Have you noticed how your personality can change over time and how different elements of your personality come out in different situations; work, home, with friends, when you are relaxed?**

**Do you think that some jobs suit people with a certain personality? yes/no**

**How could you go about discovering what professions and environments would bring out your personality?**

.....

**ACTION**

As you become more aware of your personality and recognise both your strengths and weaknesses, talk to 3 family members and/or friends this week about what you have learnt about your personality. Here are 3 questions which might help open up the conversation:

- What would you say were my main personality strengths?
- Where do you think I got my personality traits from?
- What jobs do you think would suit my personality?

Page 6

## S MANAGING EMOTIONS

**WHY?** Being able to master your emotions is a vital skill which can significantly impact your professional success and well-being. However, it is important to recognise it is a continuous journey and you grow in becoming more emotionally mature through reflecting on how you have coped in the past. Below are 6 actions you can take to get better at managing your emotions.

**EXERCISE**

- 1 Can you name the emotions you feel?  YES  NO  NOT SURE
- 2 Can you regulate and adapt your emotional responses in professional settings?  YES  NO  NOT SURE
- 3 Can you recognise patterns in your emotions and predict changes based on past experience?  YES  NO  NOT SURE
- 4 Can you see how your emotions impact on other people?  YES  NO  NOT SURE
- 5 Are you good at developing a script which you can use to help you manage your responses to criticisms, anger or others losing control of their emotions?  YES  NO  NOT SURE
- 6 Can you see how your emotions impact on other people?  YES  NO  NOT SURE

"I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them." Oscar Wilde

"Emotions can be fragile like bubbles, especially when they pop!"

"When you get angry, take a breath and count to 10. Throw a punch at 8. No one expects that! (It's a joke!)"

**ACTION**

**Who do you really trust?**

- Could you meet with \_\_\_\_\_
- How do you think \_\_\_\_\_
- Would you be brave \_\_\_\_\_
- Compare your answers \_\_\_\_\_

## S REVIEW AND TRACK YOUR PROGRESS

In this chapter on Self-Management, we have only skimmed the surface of areas to look at and work on but hopefully, you can already begin to see how you can grow these skills. Revisit the original marking you gave yourself on page 6 and review how you can prioritise the areas to improve.

One small step to improvement could make a big difference

Mark on the web any growth areas and priorities you will work on.

At the end of each chapter the student is encouraged to revisit their original scores and track their progress

# SAMPLE PAGES FROM THE BOOKLET

There are 30 individual worksheets which teachers can print out and use in the classroom. Here are 4 more sample pages from the Team work, Problem Solving, Enterprise and Speaking & Listening chapters

FOR TEACHERS

## T EMPATHY



**WHY?** Ever worked with a group of people where you feel you have no value, are laughed at when you make suggestions, where your ideas are ignored or worse still all your skills are used by others and your energy is sapped out of you? If so it's likely that the team leader is devoid of empathy. It's vital then that your team is led by an empathetic leader.

Colour in the artwork whilst you answer these 4 questions:



Many people can show sympathy, but it's only when we are vulnerable and open up our hearts and connect with the emotions of another that we are truly empathetic.

**EXERCISE**


- 1) Who has shown you empathy recently?
- 2) How did they show you empathy?
- 3) Who have you shown empathy to?
- 4) What feelings do you experience showing empathy?

**TINY HABIT**  
Try to go out of your way to show empathy to someone you know who is having a tough time and see what happens!


**"Empathy is seeing with the eyes of another, listening with the ears of another and feeling with the heart of another." - Alfred Adler.**

**ACTION** Scan this QR code to watch this brilliant short animation about Empathy and Sympathy.

Has anyone said "At least....." to you when you have shared a problem?




## E STAYING MOTIVATED



**WHY?** It is one thing to feel motivated when you start a project, or when you receive praise and positive feedback, but how do we stay motivated over time. We know that motivation can fluctuate, and it's normal to have periods of low motivation when things go wrong.


**Discovering what it is that really motivates you**

There are lots of factors which can motivate you: a high salary, improved status, a sense of achievement, following a dream or even doing what's expected of you! It can be complex.

**Don't ask kids what they want to be when they grow up, but WHAT PROBLEMS DO THEY WANT TO SOLVE?**

This changes the conversation from who do I want to work for, to WHAT DO I NEED TO LEARN TO BE ABLE TO DO THAT?

James Casap



The secret of staying motivated, - as this quote above reminds us, is to find out what it is that you want to change, or find a problem you want to solve. This is the 'fuel' which can help power our lives and find meaning and motivation in our work.

**EXERCISE** Here are 3 questions which can help you understand of your own personal motivation:

- 1) What are top 3 values in life? .....
- 2) What do you think motivated your parents when you were growing up? .....
- 3) What one thing do you want to see as a change this time next year? .....

**"Understanding motivation is one of the most important things we can do in our lives, because it has such a bearing on why we do the things we do and whether we enjoy them or not."**  
Clayton Christensen

**ACTION**

Here are three questions to answer this week. Once completed ask a close friend if they understand why you want to solve these problems.

**1** What problem do I want to solve in my personal life?

**2** What problem do I want to solve in a professional or work context?

**3** What problems do I want to solve in my wider community?

If you are motivated to work in this area you can call yourself a social entrepreneur.

## P MAKING DECISIONS



**WHY?** Being able to make decisions is a crucial skill in all of life, but we are rarely taught techniques or strategies on how to make decisions.

Let's share a true story to illustrate the challenges in making decisions. I once had a really important decision to make in my work. I had been working in a large non-profit organisation which was doing great work but I found the working environment and the way it was structured very stressful. I was out of my comfort zone and felt anxious about what to do. Should I stay or should I go? I went to see the chairman of this large charity and discussed with him that I was not sure what to do. The advice he gave me has stuck with me some 25 years later.

**"TOSS A COIN FOR IT"**

I couldn't believe he said this and replied:

"How can you reduce this decision to a simple toss of the coin?" To which he said, "Stephen, you are the sort of person who will make the best of things if you leave, and will do a great job if indeed you do decide to stay, what is crippling you is that you can't make the decision - so let the coin make the decision."

He was right. And I knew that I had to make a decision. Indeed, not making a decision - is making a decision! What I had to decide was that I was going to be brave enough to make the decision and have the right mindset to make the best of my decision.

**"Sometimes you make the right decision, sometimes you make the decision right."**  
Dr Philip McGraw



**EXERCISE**

This story reminds us that we can become paralyzed at the thought of making a decision and sometimes we have to ask for help and take a chance.

However, a better way is to follow systematic steps such as the 8 steps shown in this diagram. When you get to 8 don't be frightened of changing your mind and going back to 1!

**ACTION**

Think of a decision you have been putting off. Using the 8 step process, make that decision this week.

As well as asking people who know you, it can be life-changing to get advice from an independent, impartial career guidance professional. Especially if the people who know you are biased or label you for example, "Oh they are always getting into trouble."

1. Recognise you have to make a decision. *It won't go away by trying to avoid the challenge!*
2. Get as much information as you can about options. *Spend time identifying the alternative options.*
3. Identify the alternatives you can choose. *Spend time identifying the alternative options.*
4. List the positive & negatives of the alternatives. *Draw two columns with + and -*
5. Consult and listen to people who know you. *Don't just consult with your friends consult with independent people too*
6. Imagine having made the decision - how do you feel? *Live with the decision, does it feel right?*
7. Take action and make the decision. *Go for it!*
8. Review the decision and evaluate the choice made.

## S BEING A GOOD LISTENER



**WHY?** Listening is the most widely used communication skill and ironically, unlike speaking, reading and writing, very few people learn how to really listen well.

Because most people can hear, we think we listen well. However, research indicates that listening is less than 30 percent efficient and when we listen we should try to listen not just to the words but to the facts, the feelings, and emotions behind the words. The big word to grasp in listening is,

**Curiosity**

When we listen because we are really curious we don't simply listen to reply, or state our interest or opinion, but because we want to find out more. For this to be effective we need to ask questions to test our understanding of what has been said to clarify;

"So what you are saying is..."  
"Tell me more..."  
"What happened next?"  
"How did that make you feel?"



When you listen do you do so with the intent to understand, or simply the intent to reply?

**EXERCISE** How good are you at really listening?

	Always	Often	Sometimes	Never
I like to listen to others talk and generally think I listen well				
I am good at maintaining eye contact when I listen				
I let people finish what they are saying				
I use encouraging gestures when I am listening				
I would say I am attentive when listening and ask questions to clarify				
I would say I am a trusted listener and people find it easy to talk to me				
I feel I listen without prejudice or judgement				
When I listen I feel that people open up to me in honest ways				
When there is an important conversation I find a space where I will not be distracted or interrupted				

**ACTION** Next time someone is talking to you, try to concentrate on what they are saying and consciously put aside the thoughts and comments which come up in your head and which you want to share. Don't interrupt - just listen!

# About Facework

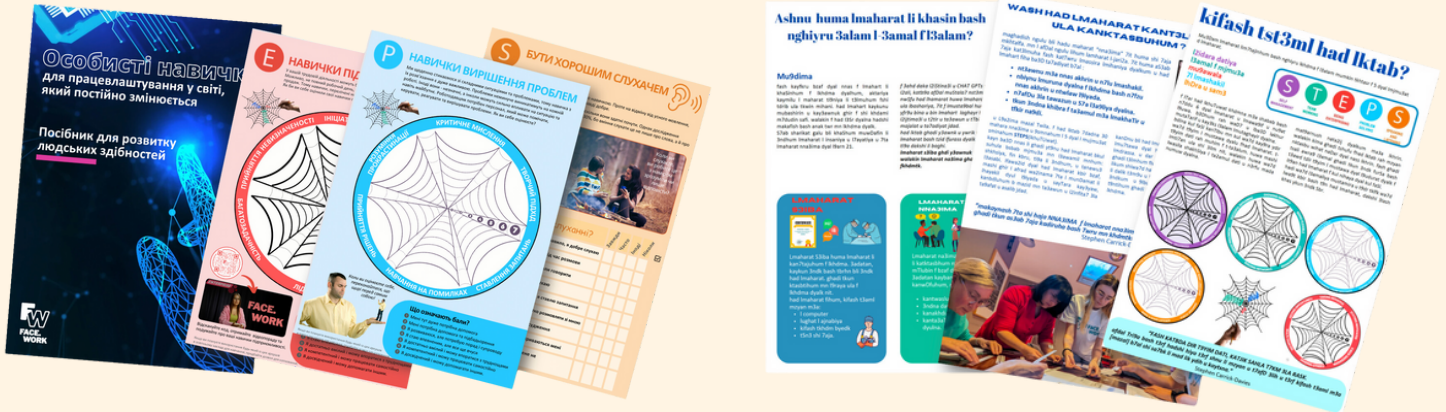
Facework is a social enterprise that equips people to face the changing world of work through skills training and by developing affordable workspaces where communities can learn, share and work together.

Facework is primarily interested in developing young people's capacities, character strengths, practical soft-skills, behaviours and mindsets, and we have begun to establish partnerships with others in different parts of the world including India and with over 200 Ukrainian refugees in London and Lviv .

If organisations in other parts of the world would like to work with us to translate this resource into different languages and invite us to share our model of student-co-designed soft-skills resources in your communities, please contact [info@face.work](mailto:info@face.work)



Facework team 2023



This booklet has been translated into Ukrainian and Moroccan vernacular Arabic, also known as Darija (الدارجة or الدارجة),



Training Ukraine refugees in Facework methodology in one of Facework's community workspaces, in South London.

## ACKNOWLEDGEMENTS

This booklet is the culmination of six years work by Stephen Carrick-Davies who has worked with young people around the world to produce this practical activity workbook. As such, this is very much a co-designed curriculum with many people contributing to ideas and activities. To those who have a part of this process we say a very big **"Thank You"**

The photos used are mostly of Facework activities in India, Ukraine and London and have been taken with full written consent of participants. Other photos are library photos from Canva which was used to design this booklet.

We are especially indebted to Tom Bulman who came up with the STEPS structure and has generously allowed us to use this framework for our curriculum. We are also grateful to The Inclusion Trust and Nominet Trust (now called Social Tech) which sponsored the initial research with excluded young learners.

# SOFT SKILLS

## For the changing world of work



### What people are saying about this book.

“This new publication on soft skills is a terrific resource co-developed with young people, for young people. It is content-rich, highly practical, and innovative. The focus on starting with an individual's preferred learning style is spot on and the activities that follow systematically build out from this. I love the emphasis on skills being viewed as 'superpowers' and encouraging young people to think about powerful questioning. There's something for everyone in this valuable resource. Stephen and the team at Facework go from strength to strength - thank you for all your hard work!”

Deirdre Hughes OBE

Hon Associate Professor, University of Warwick, Institute for Employment Research (IER)

“At its core, this guide is about human relationships. At work or in life, it doesn't matter. The Harvard longitudinal study showed the key to a healthy and happy life wasn't your job, your house or your qualifications. The key is your relationships, yet very little in our education systems, designed to teach so-called “hard skills,” reflects that.

Robots and AI trained in these skills are being developed to consistently perform most office and factory jobs based on rules or measurement. This is a good thing because we can automate the work and humanise the jobs. It's these jobs of the future that machines can't do. It turns out it's the so-called “soft skills”; how we relate to and communicate with each other, that are the hardest to learn. This is because these skills are uniquely ours, they are what makes us human and individually unique. They build our character and project our personality. Our value is in our differences and this guide provides valuable insights and self-directed learning for how we can relate to one another and get ahead together.”

Graham Brown Martin,

Author, public speaker and innovation coach

“This latest Facework resource is special. It's not just the relevance of its content, as we grapple with the automation and emotional challenges of our fast-changing world of work, but the brilliant clarity and brightness of its design. Simple, beautiful, powerful.”

Tom Bulman, Worktree

“This is a brilliant and powerful tool for young people and those around them to use. It gets to the very heart of some of the more expansive skills that we know young people need and breaks those down in a manageable, usable and accessible way. What I particularly like, is the focus on empowering young people to reflect on their learning themselves, and be part of their own learning journey.

Debates about what young people need in the system rage on. It is a complex and multidimensional topic. What Stephen and the team have done here is cut through that by making a practical, accessible and impactful tool that can get into action right now”.

Liz Robinson, CEO Big Education

This book is available as a PDF and E-book for £9.90 for single use or £35.00 for multiple use.

Download or order at [www.face.work/resources](http://www.face.work/resources)

Profits from the sale of this book support Facework's refugee employability programme



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