



Co-funded by  
the European Union



# MEMO

# Work-Based Learning

# 2024





The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Version : 29th January 2024



**Co-funded by  
the European Union**

# Table of contents

## 1. Introduction

1.1 What is Work-Based Learning (WBL) ?	4
1.2 How to assess skills acquired in a Work-Based Learning process ?	6
1.3 10 principles in favor of Work-Based Learning applied to Soft Skills	7

## 2. Work-based learning (WBL) engineering diagram

8

5.1. Identification of Soft Skills linked to the work activity	
	9

5.2 Positioning	
	10

5.3 Development of an individual learning pathway	
	11

5.4 Organisation of the work situation	
	12

5.5 Course of the work situation	
	13

5.6 Reflexive sequences	
	14

5.7 Assessment of the training achievements	
	15

## 3. Annexes

16

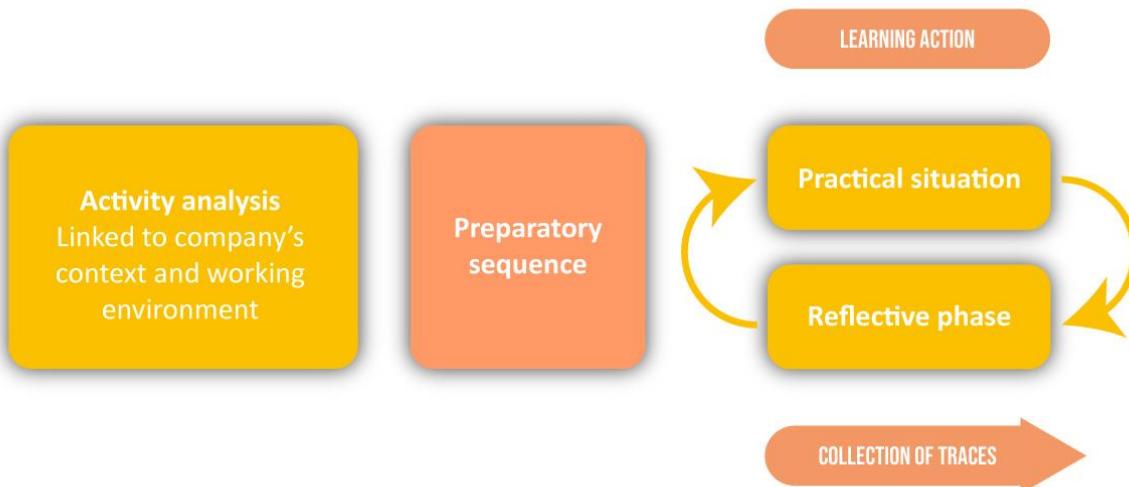
# 1. Introduction

## 1.1 What is work-based learning (WBL)?

Employment serves as a vital trigger for the cultivation of competencies, nevertheless often developed quietly within organizational contexts. Work-based learning's (WBL) aim is to formalise this informal learning, which generally takes place "on the job", by introducing an intentional, planned and organised approach to continuing professional development.

WBL is a training act, which takes place directly in the workplace, mobilises an internal or external trainer and an employee in the course of his or her work. The main teaching material is derived from the work situation itself.

WBL is based on an in-depth analysis of the work situation, and this analysis is the key element in the whole process. Its main aim is to identify expectations in terms of skills and thus to define the essential objectives that working learners will have to achieve through the training.



**Table 1 : European work-based learning process**

The WBL process, as proposed in the project, consists of two separate but complementary pedagogical sequences, which are at its core:

First phase: a situation designed for didactic purposes

In this phase, the employee is placed in a real production situation, with a predefined pedagogical intention of which he or she is informed. The setting consists of proposing a scenario that requires reflection on the part of the employee.

Second sequence: reflective phase

Work experience does not automatically guarantee the development of skills that can be transferred to other contexts. A reflective phase, distinct from the production phase and guided by a trainer, is therefore essential. This phase makes it possible to analyse what has happened, to identify gaps between expectations, achievements and skills acquired, and to consolidate and explain what has been learnt.

The WBL process calls for the situational and reflective sequences to be repeated iteratively and with sufficient frequency. The purpose of this repetition is to help the employee gradually grasp the intended lessons, by integrating them into their daily tasks. Thanks to this recurrent approach, the employee strengthens its ability to mobilise skills in an adaptive and effective way, and can therefore transfer them to other work contexts.

## 1.2 How to assess skills acquired in a work-based learning process ?

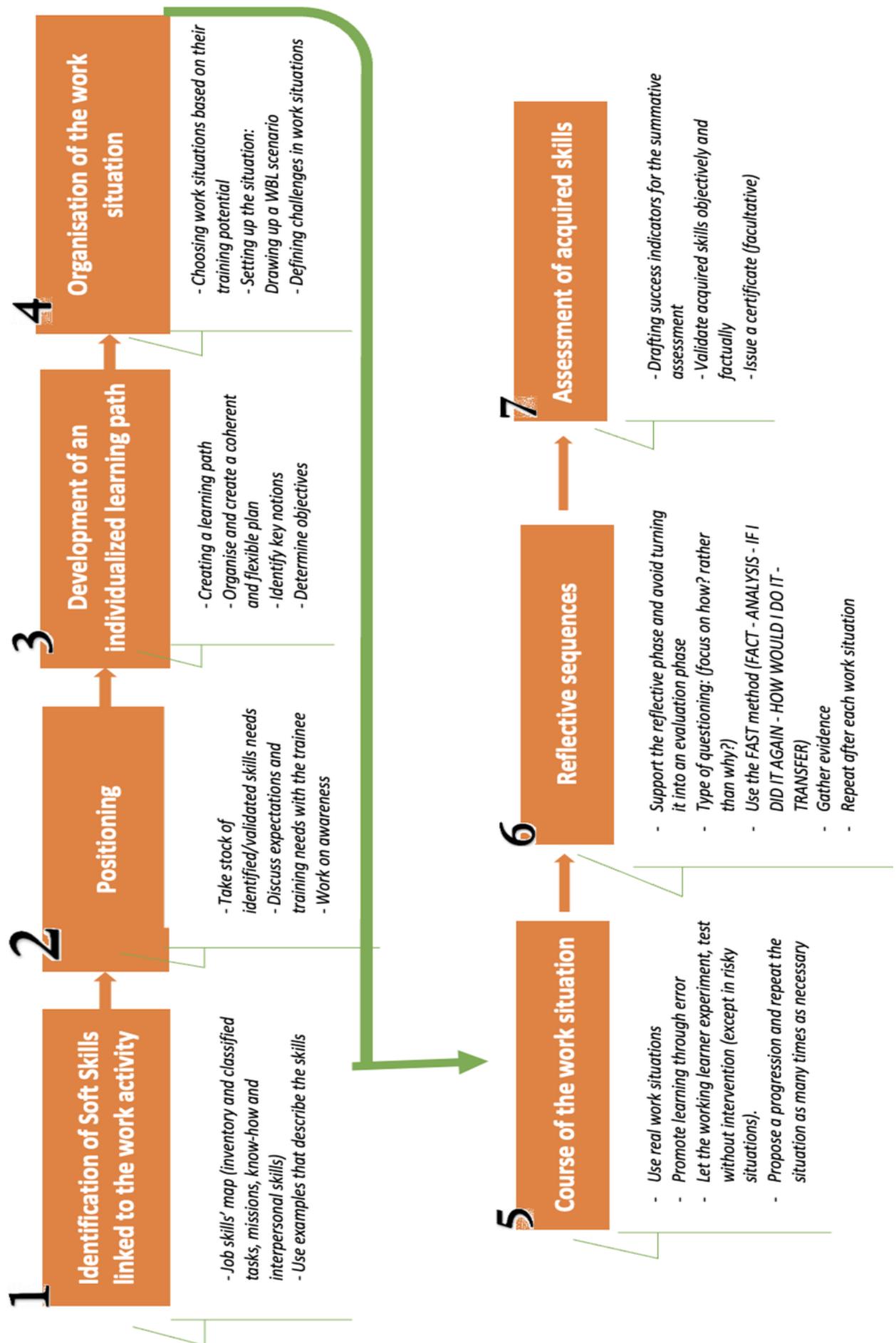
- WBL assessment entails observing and evaluating an individual's skills within an actual professional environment. It measures the ability to apply acquired knowledge and skills in practice and provides a direct assessment of the performance at work.
- The aim is to assess an individual's ability to transfer skills to authentic work situations. The aim of this process is to measure the working learner's actual ability to apply Soft Skills. To ensure accurate assessment, clear and specific indicators need defining, limiting subjective interpretations and ensuring an objective and relevant evaluation. WBL assessment can result in the validation of successfully acquired skills by awarding a certificate.
- When applying work situation assessment to the WBL centred on Soft Skills, it's vital to acknowledge that observable behaviours can sometimes be broad and challenging to measure accurately. To address this, aligning assessment with learning objectives, typically more contextualised and specific, may be beneficial. To overcome this challenge, it may be useful to link assessment to learning objective, which are usually more contextual and specific. Learning objective define what the working learner should be able to do or demonstrate at the end of the training course. They act as a guide for assessment, offering a framework for more accurate evaluation of competencies and gauging the working learner's ability to apply Soft Skills in real work situations. It is also important to note that, in a WBL focused on Soft Skills, assessment can only be carried out by observation. Soft Skills are behavioural competencies, and their assessment relies on the demonstration of these behaviours in authentic work situations. This direct observation is essential to reliably assess the working learner mastery of Soft Skills.

## 1.3 Principles for successfully training Soft Skills in a WBL setting

- Link between Soft Skills and hard skills: In work contexts, Soft Skills are usually linked to technical skills (hard skills). For this reason, we use an activity related to hard skills as a starting point for creating a situation simulation.
- Multiple Soft Skills in a scenario: A scenario is designed to allow the development of several Soft Skills at the same time, provided that they are applied in a meaningful way.
- Contextual adaptation: The variability of Soft Skills levels depending on the professional context is taken into account. The trainer is empowered to adapt the training content accordingly.
- Positioning and feedback for personalization: Although not mandatory, initial positioning of the employee followed by feedback is strongly recommended. This enables the employee to become aware of his or her level of Soft Skills, and the trainer to create an individualised rather than a standardised learning path.
- Progression in difficulty: Scenarios are repeated with a progression in complexity, allowing a gradual development of Soft Skills.
- "Challenging situations" to stimulate reflection: The design of the work situation includes a problem situation, creating a trigger for reflection during the situation setting phase.
- Observation without specific tools: The observation of the work situation is carried out without the use of specific tools. It merely entails faithfully transcribing what has occurred, such as by taking notes.
- Guidance without preconceived direction: In the reflective phase, there is no predetermined list of questions to be asked. The aim is to encourage reflection without giving it predetermined direction.
- Assessment and feedback on specific dates: While positioning is offered over a period of observation (1 to 3 months), assessment, or at least the feedback that follows, is scheduled on specific dates.

*In conclusion, WBL is legally defined by three essential components in France: analysis of the work situation, the use of work situations for didactic purposes, and reflective phases. However, it is important to remember that WBL remains first and foremost a training action. For maximum effectiveness, it's recommended to include an initial assessment to tailor the approach, develop a structured learning plan for progression, and assess acquired skills to measure outcomes or confirm the level of Soft skills achieved. These aspects enhance the educational process of WBL, ensuring it addresses training requirements and complies with legal standards.*

## 2. Work-Based Learning (WBL) engineering diagram



# **1 IDENTIFICATION OF SOFT SKILLS LINKED TO THE WORK ACTIVITY**

## **WHAT IS IT?**

The identification of Soft Skills has to be based on the work-place analysis In the Soft Skills projects the partners have developed work-place analysis for seven occupational standards (check the Soft Skills list and data base, ref page 17-24).

The analysis involves a detailed examination of work tasks and interactions within a specific environment. It involves observing actual practices in the workplace to understand how Soft Skills are applied in real work contexts.

It extends beyond more tasks description emphasising practical aspects, work methods and the Soft Skills utilised to execute tasks.

## **WHAT IS IT FOR?**

Analysing work activity is crucial as it enables us to accurately identify the Soft Skills and levels required in the actual workplace.

By defining how Soft Skills are mobilised on a daily basis, workplace analysis aims to clearly define what is expected in terms of Soft Skills in the workplace.

## **SPECIFIC APPLICATION FOR SOFTS SKILLS**

As part of a WBL focusing on the development of Soft Skills, the workplace analysis is based on the job reference framework. The activities in the workplace are examined in relation to the Soft Skills required in order to achieve the targeted professional competences. This repository provides a solid basis for identifying the Soft Skills required in a given professional context (ref page 25).

It's vital to acknowledge that performing the same role in various work settings can result in differences in the expected level of Soft skills. Thus, a more adaptable analysis allows for a more nuanced adjustment to a particular work environment.

**WHAT IS IT?**

The positioning of a trainee in an WBL situation consists of an initial assessment of the level of mastery of one or more Soft Skills held by a working learner. This is a preliminary stage in order to establish the initial situation prior to the start of the WBL. The placement can be an observation or an interview.

**WHAT IS IT FOR?**

Positioning is essential in a WBL situation because it enables the training course to be tailored to the specific needs of each working learner. By understanding their starting point, trainers can tailor content and duration to optimise training effectiveness. This ensures a personalised learning experience that is better aligned with the Soft Skills that have to be acquired in the workplace.

**SPECIFIC APPLICATION FOR SOFTS-SKILLS**

Positioning in an WBL situation focused on Soft Skills is essential but complex:

**Level 1:** The working learner has a sustained understanding of the key principle of Soft Skills

**Level 2:** The working learner applies the key principles of the Soft Skills in easy situations in his/her daily work

**Level 3:** The working learner solves complex situations in his/her work by identifying the internal components of the situation and giving them meaning (potential problems, resources to be used)

**Level 4:** The working learner puts things into perspective, taking ethical criteria into account. The working learner cross-references information and reasoning coming from different Soft Skills

- ☒ The working learner must give specific examples that illustrate Soft Skills and allow for an accurate assessment of Soft Skills
- ☒ The trainer can consult colleagues working with the same working learner to share valuable information that can clarify expectations and facilitate mutual understanding
- ☒ An alternative is for working learners to do a self-positioning
- ☒ Levels 3 and 4 are not always observable because they are not necessarily required in some jobs (which does not mean that the working learner does not have them)

### **3 DEVELOPMENT OF AN INDIVIDUAL LEARNING PATH**

#### **WHAT IS IT?**

The individual progress of assimilating competencies. In a WBL scenario, creating an individualized learning pathway entails logically organizing and planning content, aligning it with its context, and considering the specific needs of each working learner. This requires careful identification of the key notions to be taught. At the same time, it is necessary to set clear, measurable objectives that are adapted to each individual, thus promoting personalised learning progress.

#### **WHAT IS IT FOR?**

The WBL personalized learning journey is a structured sequence, serving as a planning tool for a logical, tailored progression for each working learner. It guides the learning process systematically, making it a strategic planning tool within the WBL framework

#### **SPECIFIC APPLICATION FOR SOFTS-SKILLS**

The development of the learning pathway must be done in correlation with the positioning (phase 1). The design of the itinerary should include a gradual increase in the difficulty of the activities, enabling the employee/trainee to take on challenges appropriate to its skill level.

It can also be designed to address multiple Soft Skills at the same time.

One aspect of the development of an individual learning pathway is the definition of training objectives and the communication about them with the learner prior to the start of the training. These objectives are formulated according to the level of Soft Skills required. This transparency from the outset ensures that the employee/trainee understands and shares the expectations and fosters his or her commitment to the learning process. In short, this step guarantees a personalised, progressive and transparent approach.

It is particularly important to carry out this phase with the active participation of the working learner in defining his/her learning pathway.

.

# 4

# ORGANISATION OF THE WORK SITUATION

## WHAT IS IT?

The essential step to arrange the work situation(s) to optimise conditions for the intended objectives. Developing the work situation for WBL purposes means ensuring that the Soft Skill to be addressed is inherently present in the professional context. Integrating challenges within work situations provides an effective means of involving working learners in contextualized tasks, allowing them to directly apply the targeted Soft Skill. It's about establishing, not fabricating a fictional scenario, which is vital for embedding the targeted Soft Skills into the working learner's daily working situations.

## WHAT IS IT FOR?

The design and organisation of the WBL work situation must offer a challenge and opportunity for self-improvement, ensuring a safe environment conducive to experimentation. The design of the work situation is the central pedagogical aspect of WBL. It is imperative that the working learner is not subjected to pace constraints or dangerous experiential situations. This process must provide an environment where the working learner has the freedom to make mistakes, thereby encouraging genuine experimentation and discovery of Soft Skills. It is equally crucial that the trainer remains in the background during this phase, allowing the working learner to explore, reflect and apply his or her knowledge autonomously. It is also important to use a variety of situations in order to cover different aspects of the Soft Skills in question and to constantly adapt to the individual needs of the working learner.

## SPECIFIC APPLICATION FOR SOFTS-SKILLS

In fact, developing Soft Skills in the workplace has distinct features. Typically, a professional scenario focuses on a hard skills – technical abilities directly related to the task. Thus, the working learner naturally engages in a specific technical tasks. The challenge is to ensure that the targeted Soft skills is a genuinely essential for the effective and complete execution of the assigned task. This demands thorough analysis to pinpoint where the behavioural aspect becomes pivotal. The greater variety of scenarios, the more they will showcase the diverse facets and impacts of the targeted Soft skills.

# 5

## COURSE OF THE WORK SITUATION

### WHAT IS IT?

Developing the work situation for didactic purposes in WBL means ensuring that the soft-skill to be worked on is intrinsically present in the professional context. Integrating problem situations into these scenarios offers an effective way of engaging working learners in contextualized challenges, where they can concretely apply the targeted Soft Skill. It's a question of setting up, not creating, a fictitious situation, which is crucial for anchoring the targeted Soft Skills in the working learners' everyday working lives.

### WHAT IS IT FOR?

Active observer: The trainer adopts the posture of an active observer, focusing on the working learner's actions and interactions. This stance enables the trainer to gather valuable information about the Soft Skills of the working learner.

Non-interventionist (except risky situations): The trainer avoids direct intervention in the course of the work situation, except when there's a risk involved. This allows the working learner to learn from their own mistakes.

Creating a trusting environment: The trainer strives to establish a trusting environment where the working learner feels at ease experimenting, making mistakes, and learning from them without fear of judgement.

Flexibility and adaptability: The trainer establishes a flexible and adaptable situation, able to adjust the scenario to the working learner's needs and learning place. They create a training path with progressively challenging scenarios, repeatable as needed;

### SPECIFIC APPLICATION FOR SOFTS-SKILLS

The trainer's approach is crucial for the work situation's success. They must be attentive and committed, using an observation grid or recording the sequence for post-event review. These methods provide an objective account of the real work situation. It's essential to decide which skill (hard or soft) to observe during the simulation.

Observation differs from assessment; it should encompass all aspects of the situation, from task execution to the outcome. The trainer should focus not only on mistakes but also on successes. These elements are then analysed in the reflection phase.

Incorporating "problem" scenarios into work situations enhances the learning experience and fosters learner engagement. This approach allows them to directly apply the soft skill in a specific context. The aim is to ground soft skills in learner's everyday work activities.

# 6

## REFLEXIVE SEQUENCES

### WHAT IS IT?

The reflective phase for WBL is a problem-solving approach and a integral part of the learning process. During this phase, working learners are encouraged to reflect on their actions and become aware of and develop Soft Skills in professional contexts. It is not a time for evaluation but this phase aims to encourage awareness and understanding of the work place. During this phase, the facilitator has a crucial role. He or she can accompany the working learner's reflection with open-ended questions, focusing on the "how" rather than the "why". These discussions will help the working learner to understand his or her duties. An important point is that the working learner has to explain properly to the facilitator how he or she reacted and performed the tasks related to the working environment.

### WHAT IS IT FOR?

.The reflective phase has several aims:

- It encourages the working learner to reflect in depth on the experience, enabling him or her to identify the Soft Skills mobilized and understand their impact on the course of the activity,
- It helps the working learner understand their operating mode and in analyzing successes and errors,
- It encourages the working learner to correct himself or herself if necessary. The working learner is encouraged to identify his or her areas for improvement and formulate strategies for adjusting his or her behavior in the future related to the corporate culture.

### SPECIFIC APPLICATION FOR SOFTS-SKILLS

Monitoring the working learner's learning process is a crucial for their awareness of the skills there progress. The trainer must guide them in analysing their actions and help deepen their reasoning. The goal isn't to provide a pre-set-questionnaire questionnaire, but to assist their thinking by adjusting and enabling them to respond to open-ended questions.

To facilitate the reflective phase, you can use the FAST process (FACT - ANALYSIS - -IF I HAD TO DO IT OVER AGAIN - TRANSFER).

This approach can be divided into 4 steps:

- Fact: Start by identifying the objective facts of the situation (What happened during the scenario? What happened?)
- Analysis: Explore the reasons behind each action or reaction (What were the thoughts, emotions or factors that influenced the working learner's behaviour?)
- If I had to do it over again: Encourage the working learner to consider alternatives (How could he or she have handled the situation differently?)
- Transfer: Consider how the learnings from this experience can be applied in other contexts (What did you learn from this experience? How can the skills acquired be transferred to your work?)

**WHAT IS IT?**

Assessment occurs at the end of a learning or training module as a summative assessment of objective and measurable criteria.

It is an individual process that requires preparation by both the trainer / assessor and the working learner. The assessment takes place in a particular testing scenario within a standardised framework, a defined environment and measuring tools for the respective Soft Skill and level (like the assessment grid).

The assessor must be objective and base the assessment on work-based learning situations and indicators known by the working learner.

**WHAT IS IT FOR?**

The validation serves to certify acquired soft skills against predefined criteria and indicators and to issue a certificate, if desired. It is not mandatory but it can be seen as an opportunity to gain a recognition/certificate for Soft Skills, which usually are not validated in the same way as hard skills.

Due to the transferability of Soft Skills, a certificate can be a valuable asset when searching or applying for a job. It can enrich the portfolio of applicants and their CV

**SPECIFIC APPLICATION FOR SOFTS-SKILLS**

In the context of assessing Soft skills, several considerations come into play :

- Level 1, concerning comprehension, proves challenging to assess in the work situation due to its cognitive nature.
- Accurate assessment of behavioural skills necessitates specific indicators.
- The observation phase adheres to predefined settings (such as time, soft skill level, and work context).
- Participants are assured that assessment offers a chance to obtain a certificate, with the option for reassessment if needed.
- Post assessment guidance may include suggestions for further improvement, timing for training in another soft skill, job applications
- The timing and level of detail of assessment vary according to the organisation's preferences.

# **ANNEXES**

# 3.1 Soft Skills and levels



"Soft skills" is an Erasmus+ project aiming at facilitating access to soft skills for people with low levels of qualifications and/or with disabilities, in order to favour their vocational and even social inclusion, and equal opportunities.

Co-funded by the  
Erasmus+ Programme  
of the European Union



## GROWTH MINDSET



### ADAPTABILITY

#### ADAPTING TO CHANGE

Ability to integrate changes to adapt to people and the environment, in a positive way.



### AUTONOMY

#### DOING TASKS WITHOUT ANY HELP FROM OTHER PEOPLE

Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the workplace.



### ACCEPTING PROFESSIONAL REMARKS

#### ACCEPTING REMARKS

Ability to accept remarks and take them into account to improve your job.



### LEARNING TO LEARN

#### LEARNING FROM YOUR OWN SUCCESSES AND FAILURES

Ability and desire to continuously acquire and update knowledge and competences.



### PRESENTATION

#### TAKING CARE OF YOUR APPEARANCE

Ability to adapt your image and your appearance to your position.



### SELF-CONFIDENCE

#### BELIEVING IN YOURSELF

Ability to appreciate your personal qualities and resources, which builds a sense of confidence.



### EMOTIONAL INTELLIGENCE

#### CONTROL YOUR EMOTIONS

Ability to use the emotional information to identify the appropriate way to manage your emotions, depending on the situation.



### SELF-REFLECTION

#### UNDERSTAND YOUR OWN FEELINGS AND BEHAVIOURS

Ability to put things into perspective to think about your own feelings and behaviours



### SENSE OF ORGANISATION

#### STRUCTURING YOUR WORK IN A METHODICAL WAY

Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation



### TAKING INITIATIVE

#### TAKING ACTION BY YOURSELF

Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace.



### SENSE OF RESPONSIBILITY

#### BEING AWARE OF YOUR DUTIES

Ability to take responsibility for the consequences of your decisions and actions, to feel responsible for the missions entrusted to you. ICATIO



### ABILITY TO ANTICIPATE

#### GETTING PREPARED BEFORE ACTING

Ability to look to the future, to work with perseverance and to prepare according to your needs.



### RESPECT OF THE RULES

#### RESPECTING THE RULES

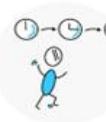
Ability to respect the rules related to the context in which the activity is being developed.



### SENSE OF ETHICS

#### BEING TRUE TO THE VALUES OF YOUR JOB

Ability to act according to the values of the job, to adopt a deontological attitude towards given situations.



### EFFICIENCY

#### REACHING YOUR OBJECTIVES ON TIME

Ability to deliver expected results and objectives on time.



### CONSCIENTIOUSNESS AT WORK

#### BEHAVE APPROPRIATELY

Ability and willingness to adopt the appropriate behaviour in the workplace and to make the necessary efforts to achieve goals.



### COMMUNICATION

#### KNOW HOW TO EXPRESS YOURSELF

Ability to express yourself clearly and effectively – to know how to structure your ideas, adapt vocabulary and message to the person you are speaking to.



### ASSERTIVENESS

#### EXPRESSING YOURSELF WITH CONFIDENCE

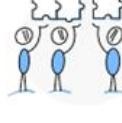
Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others.



### LEADERSHIP

#### LEADING A GROUP IN A CHOSEN DIRECTION

Ability to influence and bring together a group in order to achieve a common goal, in a relationship of mutual trust and without exceeding your authority.



### TEAM WORK

#### COLLABORATING WITH OTHERS

Ability to undertake missions together in mutual respect to achieve common goals.



Category	Soft skill	Definition	Level of soft skills acquisition (neutral)	Related life situations to help the positioning	Observable behaviours (neutral)
<b>Remember and understand</b> He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	<b>Ability and desire to continuously acquire knowledge and competences</b> Ability and desire to continuously acquire knowledge and update and update knowledge and competences	<b>Learning to learn</b> Learning from your own successes and failures	<b>Apply</b> He/She actively participates in a training process and training activities, asks questions and performs training tasks.	Any learning context: school, training, music or sport practice, etc.	- He/She participates in a learning process and related activities - He/She speaks about his/her missteps, mistakes or failures - He/She identifies his/her behaviours that need to be improved
<b>Create</b> He/She multiplies the channels of information and learning opportunities for the same competence (self-learning), involves other persons in a learning process.	<b>Remember and understand</b> He/She remembers and understands the work environment and his/her position.	<b>Apply</b> He/She applies the process and tasks that allow the work to be performed autonomously.	<b>Analyse and evaluate</b> He/She identifies and expresses situations of failure or success that have helped him/her to progress.	Any learning context: school, training, music or sport practice, etc.	- He/She participates in a learning process and related activities - He/She asks questions to support his/her learning process - He/She identifies specific failures and successes and what he/she has learned from them - He/She sums up his/her learning journey or process - He/She evaluates his/her learning journey or process
<b>Create</b> He/She proposes new processes for him/her and the group.	<b>Remember and understand</b> He/She recognizes and accepts remarks from co-workers or from team leader.	<b>Apply</b> He/She accepts and uses remarks to improve his/her job.	<b>Analyse and evaluate</b> He/She analyses new or unknown situations, transfers and uses his/her skills and knowledge.	Any situation in which actions have to be taken to reach a certain goal, work or task.	- He/She describes the task(s) he/she is responsible for in a given work situation - He/She describes the next steps in his/her journey or learning process - He/She exchanges with others to improve his/her learning experience
<b>Create</b> Any situation in which someone is receiving feedback. For instance: * learning context: trainer-trainee interactions, group project	<b>Remember and understand</b> He/She makes decisions when the need arises to facilitate the work. He/She links new or unknown situations with well-known processes or procedures He/She asks for support in new or unknown situations only when he/she realises that he/she cannot cope with the situation alone	<b>Apply</b> He/She takes into account others when they make constructive remarks to him/her. He/She respects what his/her colleagues and superiors tell him/her. He/She accepts the instructions given by his/her colleagues or superiors.	<b>Analyse and evaluate</b> He/She makes decisions when the need arises to facilitate the work. He/She decides on his/her own to try new or unusual solutions/approaches to reach a goal He/She takes responsibility for his/her actions/decisions without blaming others in case of difficulties	- He/She takes into account others when they make constructive remarks to him/her - He/She respects what his/her colleagues and superiors tell him/her. - He/She accepts the instructions given by his/her colleagues or superiors.	- He/She accepts constructive comments from his/her colleagues and/or supervisors - He/She takes into account remarks/feedback in a constructive way - He/She takes remarks/feedback of others into account in his/her activities and interactions

Self awareness	Growth mindset
<p><b>Confidence in yourself</b></p> <p>Ability to appreciate your personal qualities and</p>	<p><b>Accepting prof. Accepting myself into account to improve your job</b></p> <p><b>Analyse and evaluate</b> He/She compares and contrasts his/her professional behaviour after receiving remarks and uses this information to be self-critical.</p>
<p><b>Self-reflection</b> Understand your own feelings and behaviour</p> <p>Ability to put things into perspective, to think about your own feelings and behaviour</p>	<p><b>Adaptability</b> Adapting to change</p> <p>Ability to integrate changes to adapt positively to people and the environment, in a positive way</p> <p><b>Remember and understand</b> He/She identifies new situations and is able to describe the changes.</p> <p><b>Apply</b> He/She identifies the changes and adapts his/her behaviour in a positive way.</p> <p><b>Analyze and evaluate</b> He/She contrasts the new situation with the old one and appraises the context before making any decision.</p> <p><b>Create</b> He/She conjectures about possible changes and designs strategies to affront them.</p> <p><b>Remember and understand</b> He/She understands that it is important to pay attention to his/her own feelings and behaviour.</p> <p><b>Apply</b> He/She regularly reflects on his/her own feelings and behaviour.</p> <p><b>Analyze and evaluate</b> He/She analyses the reasons behind his/her own feelings and behaviour.</p>
<p><b>Remember and understand</b> He/She trusts and believes in him/herself and understands that it is the basis of any successful work.</p> <p><b>Create</b> He/She uses self-reflection to improve and make better decisions for him/her and the group.</p> <p><b>Apply</b> He/She feels confident about his/her responsibilities and recognizes the importance of his/her contributions to his/her work environment.</p>	<p><b>* work context: supervisor-worker interactions, team work</b></p> <ul style="list-style-type: none"> <li>- He/She asks himself/herself what he/she can learn from professional remarks/feedback</li> <li>- He/She analyses the causes leading to the remarks/feedback</li> <li>- He/She relates feedback/remarks to a certain behaviour and not to his/her personality</li> </ul> <p><b>Analyse and evaluate</b> He/She actively asks for feedback/remarks from others</p> <ul style="list-style-type: none"> <li>- He/She changes his/her way of performing a task or changes his/her behaviour according to professional remarks</li> <li>- He/She identifies lessons learned to improve his/her practice</li> </ul> <p><b>Remember and understand</b> He/She describes the change(s) related to new or unknown situations</p> <p><b>Apply</b> He/She asks questions linked to new or unknown situations</p> <p><b>Analyze and evaluate</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Create</b> He/She adapts his/her behaviour to the change(s), assimilating new knowledge</p> <p><b>Remember and understand</b> He/She shows confidence and strength in adapting to the change(s)</p> <p><b>Apply</b> He/She identifies lessons learned to improve his/her practice</p> <p><b>Analyze and evaluate</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Create</b> He/She adapts his/her behaviour to the change(s), assimilating new knowledge</p> <p><b>Remember and understand</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Apply</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Analyze and evaluate</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Create</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Remember and understand</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Apply</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Analyze and evaluate</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p> <p><b>Create</b> He/She identifies his/her role in new or unknown situations, prioritizes task(s) accordingly</p>

		Self awareness Know yourself (Socrates "Know thyself")	Emotional intelligence Control your emotions	Self-cor... Believing in... resources, which builds a sense of confidence
Organisation in a methodical way	Presentation Taking care of your appearance	<p><b>Create</b> He/She relies on him/herself and others to solve unexpected difficult situations and uses his/her experience and lessons learned.</p> <p><b>Remember and understand</b> He/She understands the importance of awareness and emotional control.</p>	<p><b>Apply</b> He/She shows his/her emotions appropriately in different social situations and controls his/her behavioural impact on the social climate of the working environment.</p> <p><b>Analyse and evaluate</b> He/She explores and tests various emotional responses to improve the success of relationships.</p>	<ul style="list-style-type: none"> <li>- He/She identifies basic emotions (fear, anger, joy, grief, happiness, ...)</li> <li>- He/She sets for himself/herself ambitious but achievable goals and works hard to achieve them</li> <li>- He/She looks for other or innovative solutions after unsuccessful attempts, involving the group if necessary</li> </ul>
Ability to plan, prioritize and coordinate the	<p><b>Remember and understand</b> He/She understands the importance of having an appearance that meets the expectations of his/her position.</p> <p><b>Apply</b> He/She has an appearance that meets the requirements of his/her position.</p> <p><b>Analyse and evaluate</b> He/She uses his/her knowledge and observations to distinguish the different levels of presentation required and adopts his/her presentation to all work situations.</p>	<p><b>Create</b> He/She gets his/her colleagues to ensure presentation standards are respected in the work context.</p> <p><b>Remember and understand</b> He/She remembers his/her daily tasks without needing any reminder, knows where to find what he/she needs and understands the importance of tidying up.</p>	<p><b>Apply</b> He/She uses an organizational system that allows him/her to process tasks in a consistent order.</p>	<ul style="list-style-type: none"> <li>- He/She analyses his/her abilities, skills and knowledge and areas of development/improvement</li> <li>- He/She relates his/her own behaviours, strengths to the success of the tasks(s)</li> <li>- He/She compares his/her strengths and weaknesses with those of others without judgement</li> </ul>
				<ul style="list-style-type: none"> <li>- He/She faces unexpected, unknown or new tasks and situations with confidence</li> <li>- He/She names strong emotions that have to be regulated in a professional context</li> <li>- He/She recognizes that certain situations, interactions and/or statements can cause certain emotions</li> </ul>
				<ul style="list-style-type: none"> <li>- He/She acts in work situations in a way that does not provoke strong emotions in others</li> <li>- He/She shows empathy</li> <li>- He/She controls his/her emotions and adapts her emotional reactions to the specific social context</li> <li>- He/She takes responsibility for his/her emotional reactions</li> <li>- He/She recognizes and assesses his/her own negative emotions and analyses their impact on himself/herself and on others</li> <li>- He/She evaluates the appropriateness of his/her emotional reactions in a work situation</li> <li>- He/She deliberately takes appropriate actions to change his/her negative emotions to neutral or positive ones</li> <li>- He/She shares strategies to control emotions with colleagues</li> <li>- He/She contributes to a positive working atmosphere with his/her emotional response</li> </ul>
				<ul style="list-style-type: none"> <li>- He/She describes the presentation required to meet the expectations of his/her position</li> <li>- He/She properly uses the (personal protective) equipment necessary to his/her position</li> <li>- He/She applies specific presentation's instructions or rules related to his/her position</li> <li>- He/She recognizes that presentation does not only rely on clothing</li> <li>- He/She meets the requirements of his/her position in terms of presentation</li> <li>- He/She describes the (personal protective) equipment necessary to his/her position</li> <li>- He/She properly uses the (personal protective) equipment necessary to his/her position</li> <li>- He/She applies specific presentation's instructions or rules related to his/her position</li> <li>- He/She adapts his/her presentation to different work situations</li> <li>- He/She evaluates the need to make changes in his/her presentation in new or unknown work situations</li> <li>- He/She adequately makes changes in his/her presentation</li> <li>- He/She makes continuous effort to adopt an appropriate presentation in all work situations</li> <li>- He/She advises colleagues and draws their attention to the importance of respecting presentation standards</li> <li>- He/She inspires his/her colleagues and becomes a role model in terms of presentation</li> <li>- He/She lists the task(s) he/she has to perform in a given work situation</li> <li>- He/She knows where to find what he/she needs to perform the task(s)</li> <li>- He/She tidies up after completing the task(s)</li> <li>- He/She plans methodically his/her task(s) according to the instructions given</li> <li>- He/She gathers everything he/she needs before doing the task(s)</li> <li>- He/She completes the tasks following a consistent and logical order</li> </ul>

Commitment		Commitment	
Be a creative force. Actively tackle work and connected tasks		Be a creative force. Actively tackle work and connected tasks	
anticipate id before acting	<b>Taking initiative</b> Taking action by yourself	Sense of responsibility Being aware of your duties	Sense of orientation Structuring your world
Ability to look to the future, to work with uncertainty and risk	<p><b>Create</b> He/She has an informed vision of his/her mission or role, delegates or assigns tasks(s) to the right team members if necessary.</p> <p><b>Analyse and evaluate</b> He/She evaluates the required task(s) to be performed and manages his/her time according to constraints, priorities and emergencies.</p>	<p><b>Remember and understand</b> He/She knows the level of responsibility required by the different tasks to be performed.</p> <p><b>Apply</b> He/She behaves assuming with responsibility the tasks to be carried out, in different contexts.</p> <p><b>Analyse and evaluate</b> He/She makes sure to have the right material to perform the tasks and to coordinate them in a proper way, and analyses the causes of errors taking responsibility for them.</p>	<ul style="list-style-type: none"> <li>- He/She expresses clearly his/her role and mission</li> <li>- He/She delegates a task or several tasks to the appropriate team member(s)</li> <li>- He/She organizes the work of others efficiently</li> <li>- He/She shows commitment to his/her job</li> </ul>
Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace	<p><b>Apply</b> He/She goes beyond his/her regular tasks to achieve better results.</p> <p><b>Analyse and evaluate</b> He/She adapts his/her tasks to new requirements in case the objectives and/or timing changes, on his/her own initiative.</p>	<p><b>Remember and understand</b> He/She understands which actions are useful and necessary to carry out the tasks inherent to his/her position and the rules of the workplace.</p> <p><b>Create</b> He/She defines the responsibility of each member of the team and encourages the team to be more responsible.</p>	<ul style="list-style-type: none"> <li>- He/She carries out the tasks that he/she is responsible for autonomously and consistently</li> <li>- He/She arrives on time to perform his/her duties</li> <li>- He/She shows different levels of responsibility in different contexts</li> <li>- Any activity in which someone has to be in charge or take responsibility for something.</li> <li>- He/She recognizes his/her mistakes and takes responsibility for them without blaming others</li> <li>- He/She analyzes his/her responsibility in failures or mistakes and faces the consequences</li> <li>- He/She controls his/her tasks and regulates them appropriately</li> <li>- He/She defines the responsibility of his/her colleagues related to different tasks and makes sure the tasks are completed successfully</li> <li>- He/She encourages his/her colleagues to be more responsible</li> <li>- He/She minimizes the consequences of possible mistakes by anticipating them and proposing solutions</li> <li>- He/She explains what taking initiative means in his/her work environment</li> <li>- He/She names rules of the workplace and his/her scope of action</li> <li>- He/She lists the quality criteria and deadlines for the task he/she is responsible for</li> </ul>
Ability to find innovative solutions to reach the objectives and encourages others to do the same.	<b>Create</b> He/She finds innovative solutions to reach the objectives and encourages others to do the same.	<p><b>Remember and understand</b> He/She can mentally describe an action before carrying it out.</p> <p><b>Apply</b> He/She considers the next steps of his/her mission based on projections, reflecting on potential risks and benefits before acting.</p>	<ul style="list-style-type: none"> <li>- He/She identifies the specific tasks he/she is responsible for</li> <li>- He/She plans efficiently his/her schedule to perform all the required task(s)</li> <li>- He/She sets priorities in case of an emergency or a specific request room, one's clothes tidy</li> <li>- He/She adapts to unusual situations in an efficient way</li> <li>- He/She prepares ahead of time his/her tasks</li> <li>- He/She memorizes the chronological sequence of a work phase</li> <li>- He/She transmits the new procedures/approaches to his/her colleagues or superior without being asked</li> <li>- He/She describes the different steps required to carry out an action or a task</li> <li>- He/She shares innovative ideas, reflections or proposals with his/her colleagues or superior without being asked</li> <li>- He/She asks questions about the next steps related to his/her work and collects information</li> <li>- He/She plans his/her tasks to complete them on time</li> <li>- Any activity in which someone has to plan and take actions according to this plan. For instance</li> </ul>

Reliability			
		Ability to prepare according to the needs	
Business at work appropriately	<p><b>Create</b> He/She channels his/her resources to build a coherent and complete image of the future project.</p> <p><b>Remember and understand</b> He/She remembers and understands the rules and regulations that are relevant in a specific work context.</p> <p><b>Apply</b> He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).</p> <p><b>Analyse and evaluate</b> He/She evaluates the compliance to and the adequacy of the rules and guidelines within the work context.</p> <p><b>Create</b> He/She modifies existing rules or creates new ones, either to improve existing work situations or to regulate new situations and/or procedures.</p> <p><b>Remember and understand</b> He/She remembers and understands the objectives related to the job.</p> <p><b>Apply</b> He/She reaches the objectives and meets the deadlines requested without wasting resources.</p> <p><b>Analyse and evaluate</b> He/She adapts his/her objectives and deadlines if the work situation requires it.</p> <p><b>Create</b> He/She sets objectives and deadlines for him/herself and for the group.</p>	<p><b>Respect of the rules</b> Respecting the rules</p> <p>Ability to respect the rules related to the context in which the activity is being developed</p> <p><b>Create</b> He/She modifies existing rules or creates new ones, either to improve existing work situations or to regulate new situations and/or procedures.</p> <p><b>Remember and understand</b> He/She remembers and understands the objectives related to the job.</p> <p><b>Apply</b> Any situation in which someone interacts in a community which has its own rules and regulations. For instance:  <ul style="list-style-type: none"> <li>* educational context: school regulations</li> <li>* family context: respecting regulations issued by adults</li> <li>* sport context: rules in competitions or tournaments</li> <li>* social context: respecting laws</li> </ul> </p> <p><b>Create</b> He/She achieves his/her objectives without wasting resources. He/She completes his/her work and meets the required deadlines He/She carries out the instructions in compliance with the requirements</p> <p><b>Analyse and evaluate</b> He/She adapts his/her objectives and the deadlines if the work situation or the available resources requires it He/She accepts the changes in his/her routine He/She modifies how he/she carries out the tasks when confronted to a new situation that requires it</p> <p><b>Create</b> He/She sets the objectives and deadlines for him/herself and for the group in accordance with the available resources</p> <p><b>Remember and understand</b> He/She understands the importance of appropriate behaviour to reach the objectives of his/her position.</p>	<p>* preparing for an exam or a competition, a small construction project for school, etc.</p> <p>- He/She makes decisions on the basis of his/her projections and can justify those decisions - He/She adapts his/her actions and behaviour to the environment - He/She reacts to new or unusual situations in a calm and reasonable way</p> <p>- He/She presents several courses of action based on different hypothesis - He/She shares the decisions he/she has made and makes sure all team members are aware of them - He/She is proactive in planning new tasks or actions</p> <p>- He/She explains why he/she has to follow the rules and regulations related to his/her activity and work context - He/She names the existing rules to carry out an activity - He/She repeats the instructions given to carry out his/her activity</p> <p>- He/She follows the existing rules and guidelines when implementing an activity - He/She describes the existing rules and guidelines to others - He/She knows the consequences of breaking the rules</p> <p>- He/She evaluates the adequacy of rules and guidelines in a specific work context - He/She identifies behaviour of himself/herself and/or of others that does not comply with the rules - He/She criticizes non-compliant behaviour in a respectful way and offers a constructive explanation</p> <p>- He/She requires his/her colleagues to comply with existing rules and regulations - He/She imagines alternative rules and guidelines to those established in a specific work context if necessary - He/She negotiates new rules or guidelines relevant for the work environment</p> <p>- He/She describes what is needed to meet his/her objectives in an organized way - He/She explains why respecting deadlines is important</p> <p>- He/She achieves his/her objectives without wasting resources - He/She completes his/her work and meets the required deadlines - He/She carries out the instructions in compliance with the requirements</p> <p>- He/She adapts his/her objectives and the deadlines if the work situation or the available resources requires it - He/She accepts the changes in his/her routine - He/She modifies how he/she carries out the tasks when confronted to a new situation that requires it</p> <p>- He/She sets the objectives and deadlines for him/herself and for the group in accordance with the available resources</p> <p>- He/She adapts and sets new and appropriate goals and deadlines for him/her and the team when necessary - He/She improves his/her behaviour or task with more organization and effectiveness</p> <p>- He/She names duties and appropriate behaviours requested in his/her position - He/She shows the willingness to make efforts - He/She recognizes careless behaviour of himself/herself or his/her colleagues</p>
Ability and willingness to adopt the appropriate behaviour in the	<p><b>Apply</b> He/She makes the necessary efforts and fulfills the duties related to his/her position.</p>	<p>Any situation in which someone has to deliver a work piece, provide a service or accomplish a task. For instance:  <ul style="list-style-type: none"> <li>* learning context: producing</li> </ul> </p>	<p>- He/She meets his/her commitments and completes his/her tasks on time - He/She fulfills his/her duties carefully</p>

Interactions		Reliability	
Language resources to understand and be understood. Show consideration and listening skills		Inspire trust thanks to your actions and your professional attitudes	
Conscientiousness Behave appropriately	<p>make the necessary efforts to achieve goals</p> <p>workplace and to He/She suggests or takes part in the identification of new ideas/strategies to improve conscientiousness in his/her work.</p> <p><b>Create</b></p> <p>He/She analyses his/her strengths and weaknesses in his/her current professional practice.</p>	<p><b>Analyse and evaluate</b></p> <p>Being true to the values of your job</p> <p>Ability to act according to the values of the job, to adopt a deontological attitude towards given situations</p> <p><b>Apply</b></p> <p>He/She relies on his/her knowledge of the code of conduct to choose the most appropriate response in his/her daily tasks.</p> <p><b>Analyse and evaluate</b></p> <p>He/She analyses his/her actions posteriori according to their level of compliance with the expected code of conduct.</p>	<p>homework, papers, preparing for exams</p> <ul style="list-style-type: none"> <li>* family context: contribute to housekeeping tasks</li> <li>* social context: volunteering</li> </ul> <p>- He/She acts as a positive example as far as his/her attitude to work is concerned</p> <p>- He/She takes the initiative to bring improvement ideas to the attention of his/her superior or colleagues</p> <p>- He/She increases his/her efforts if necessary</p>
Leadership a chosen direction	<p>Ability to influence and bring together a group in order to achieve a common</p> <p><b>Create</b></p> <p>He/She increases his/her repertoire such as wording, technical terms, levels of formality, as well as communication techniques like active listening.</p> <p><b>Remember and understand</b></p> <p>He/She understands the role, tasks and responsibilities of a leader.</p>	<p><b>Communication</b></p> <p>Know how to express yourself</p> <p>Ability to express yourself clearly and effectively, to know how to structure your ideas, adapt your vocabulary and message to the person you are speaking to</p> <p><b>Apply</b></p> <p>He/She pays attention to the person he/she is speaking to and adapts his/her messages regarding the wording, tone, structure, etc.</p> <p><b>Analyse and evaluate</b></p> <p>He/She identifies the different levels/meanings of a message and realises if the communication is not effective.</p> <p><b>Create</b></p> <p>He/She facilitates exchanges within the group, secures a respectful work environment and contributes to the management of social climate.</p>	<p><b>Remember and understand</b></p> <p>He/She understands that communication is a bi-directional process and that a message is not automatically understood.</p> <p><b>Apply</b></p> <p>Any situation in which someone interacts verbally with one or more persons. For instance:</p> <ul style="list-style-type: none"> <li>* informal contexts: family, friends</li> <li>* formal contexts: classroom, work environment, public authorities, ...</li> </ul> <p><b>Analyse and evaluate</b></p> <p>He/She summarises a message, be it sent or received, with his/her own words.</p> <p>- He/She refers to misunderstandings and ambiguities, if they occur in a conversation</p> <p>- He/She changes his/her communication when he/she realises that his/her message is not understood</p> <p><b>Create</b></p> <p>He/She asks for clarification until he/she is sure that the message is clear</p> <p>- He/She repeats a message in other words, to improve the understanding and prevent ambiguity</p> <p>- He/She speaks about communication (meta-communication)</p> <p><b>Remember and understand</b></p> <p>Any situation in which someone has to take the lead to make something</p> <p><b>Apply</b></p> <p>He/She distributes tasks fairly to achieve a common goal</p> <p>- He/She waits his/her turn before speaking and allocates speaking time fairly</p> <p>- He/She takes action or speaks to ease tensions</p>

### Interactions

Have the necessary language resources to understand and be understood. Show consideration and listening skills

Have the necessary lan

		Leading a group in goal, in a relationship of mutual trust and without exceeding your authority
<b>Assertiveness</b> Expressing yourself with confidence	<b>Team work</b> Collaborating with others	<b>Analyse and evaluate</b> He/She identifies the potential of each team member to get the best out of them and bring the group together.
<b>Create</b> He/She inspires commitment to improve the performance of the team and reach the expected results, thanks to his/her posture, attitude and presence.	<b>Remember and understand</b> He/She knows the role of each team member and understands the value of collaboration.	<b>Analyse and evaluate</b> He/She accepts his/her responsibilities and stands by his/her commitments to the team.
<b>Create</b> He/She pays attention to other team members, fosters mutual aid, and contributes to move the work forward.	<b>Apply</b> Any situation in which someone does not act alone but is part of a group that wants/has to achieve a common goal. For instance: <ul style="list-style-type: none"> <li>* learning context: group work</li> <li>* cultural context: being part of a theatre group or an orchestra</li> <li>* peer group context: carrying out a project with a group of friends</li> </ul>	<b>Analyse and evaluate</b> He/She actively takes part in the problem-solving process by being a creative driving force in the team.
<b>Remember and understand</b> He/She remembers and understands that he/she has the right to say or do what he/she wants as long as he/she is considering the rights, needs and wants of others and does not violate them.	<b>Apply</b> Any situation in which someone has to express what he/she needs, wants or feels. For instance <ul style="list-style-type: none"> <li>* in class to select a topic for a work project</li> <li>* in any debate</li> </ul>	<b>Analyse and evaluate</b> He/She expresses his/her feelings, needs and wants confidently and in a respectful way without violating someone else's feelings and/or needs.
<b>Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others</b>	<b>Apply</b> Any situation in which someone has to express what he/she needs, wants or feels. For instance <ul style="list-style-type: none"> <li>* in class to select a topic for a work project</li> <li>* in any debate</li> </ul>	<b>Analyse and evaluate</b> He/She recognises situations in which his/her needs and wants are not met or in which he/she violates the feelings or needs and wants of others.
<b>Create</b> He/She takes the initiative to meet his/her own needs while considering the needs and wants of others.	<b>Analyse and evaluate</b> * happens in a group, in instance <ul style="list-style-type: none"> <li>* a school project</li> <li>* a competition, etc.</li> </ul>	<b>Analyse and evaluate</b> He/She helps solve disagreements between team members
		- He/She explains, shows and allocates tasks to team members depending on their strengths and weaknesses - He/She anticipates the needs, strengths and weaknesses of the team and makes decisions accordingly - He/She supports other team members in case they ask - He/She fulfills his/her part of the team work on time - He/She takes the floor and participates in discussions - He/She does not interfere with the tasks of others - He/She describes his/her own tasks and responsibilities within the team - He/She describes the roles and responsibilities of the team members - He/She helps others to finish their tasks when he/she has finished his/her own work - He/She helps the team make decisions offering ideas or proposals - He/She identifies obstacles and mentions them in a constructive way - He/She makes proposals to (re-)organise tasks and to solve problems within the team - He/She includes all team members in discussions and encourages them to participate - He/She is actively involved in the organisation and cohesion of the group - He/She expresses him/herself with confidence - He/She identifies his/her own needs, wants and rights - He/She stands up for his/her own needs, wants and rights in a respectful way - He/She speaks about his/her own needs and wants - He/She refers to the needs and wants of others when they concern him/her - He/She acknowledges the rights, needs and wants of others - He/She recognises when his/her or others' needs and wants are not met in a given situation - He/She realises when he/she may have been aggressive while expressing himself/herself - He/She sets goals to make sure everyone's rights are respected - He/She expresses in a clear and confident way what he/she needs from others to reach a goal and/or to improve a situation - He/She discusses unsatisfactory situations matter-of-factly to find a better/other solution for all partners involved - He/She creates win-win situations

## 3.2 Tools for each step of the Work-based learning process

### 1. IDENTIFICATION OF SOFT SKILLS LINKED TO THE WORK ACTIVITY

EXISTING TOOL

**Workplace analysis (example of the first step) for Cleaning service operative considering Soft Skills based on the ECVET professional occupational standard "Cleaning service operative"**

Occupational standard: the real workplace situation (part 1)		Link between the occupational standard and Soft Skills level				
ULO: Units of Learning Outcomes	Main activities	Soft Skill	Definition of Soft Skill	Level	Definition of the level	Observable behaviour for the level
Consolidation of several professional activities which are interconnected	Observable and measurable professional actions dealing with the Unit	Soft Skills level linked to the activity (max 3 Soft Skills level for each activity)				
ULO1 Preparing the working area(according to the cleaning tasks specified, reducing potential hazards and respecting the environment)	U1.A1. Preparation of the tools	Autonomy	Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position	2 - Apply	He/She applies the process and tasks that allow the work to be performed autonomously.	<ul style="list-style-type: none"> <li>- He/She applies standard procedures to perform tasks without additional guidance from start to end</li> <li>- He/She is aware of his/her field of intervention set within the framework of his/her work</li> <li>- He/She asks for support only if he/she cannot cope with a situation on his/her own</li> </ul>
		Respect of the rules	Ability to respect the rules related to the context in which the activity is being developed	2 - Apply	He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).	<ul style="list-style-type: none"> <li>- He/She follows the existing rules and guidelines when implementing an activity</li> <li>- He/She describes the existing rules and guidelines to others</li> <li>- He/She knows the consequences of breaking the rules</li> </ul>
		Efficiency	Ability to deliver expected results and to meet objectives on time	2 - Apply	He/She reaches the objectives and meets the deadlines requested without wasting resources.	<ul style="list-style-type: none"> <li>- He/She achieves his/her objectives without wasting resources</li> <li>- He/She completes his/her work and meets the required deadlines</li> <li>- He/She carries out the instructions in compliance with the requirements</li> </ul>
	U1.A2. Preparation of cleaning products	Autonomy	Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position	2 - Apply	He/She applies the process and tasks that allow the work to be performed autonomously.	<ul style="list-style-type: none"> <li>- He/She applies standard procedures to perform tasks without additional guidance from start to end</li> <li>- He/She is aware of his/her field of intervention set within the framework of his/her work</li> <li>- He/She asks for support only if he/she cannot cope with a situation on his/her own</li> </ul>
		Sense of organisation	Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation	2 - Apply	He/She has an appearance that meets the requirements of his/her position.	<ul style="list-style-type: none"> <li>- He/She meets the requirements of his/her position in terms of presentation</li> <li>- He/She properly uses the (personal protective) equipment necessary to his/her position</li> <li>- He/She applies specific presentation's instructions or rules related to his/her position</li> </ul>
		Respect of the rules	Ability to respect the rules related to the context in which the activity is being developed	2 - Apply	He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).	<ul style="list-style-type: none"> <li>- He/She follows the existing rules and guidelines when implementing an activity</li> <li>- He/She describes the existing rules and guidelines to others</li> <li>- He/She knows the consequences of breaking the rules</li> </ul>
	U1.A3. Preparing the technical and safety equipment	Autonomy	Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position	2 - Apply	He/She applies the process and tasks that allow the work to be performed autonomously.	<ul style="list-style-type: none"> <li>- He/She applies standard procedures to perform tasks without additional guidance from start to end</li> <li>- He/She is aware of his/her field of intervention set within the framework of his/her work</li> <li>- He/She asks for support only if he/she cannot cope with a situation on his/her own</li> </ul>
		Sense of organisation	Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation	2 - Apply	He/She has an appearance that meets the requirements of his/her position.	<ul style="list-style-type: none"> <li>- He/She meets the requirements of his/her position in terms of presentation</li> <li>- He/She properly uses the (personal protective) equipment necessary to his/her position</li> <li>- He/She applies specific presentation's instructions or rules related to his/her position</li> </ul>
		Respect of the rules	Ability to respect the rules related to the context in which the activity is being developed	2 - Apply	He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).	<ul style="list-style-type: none"> <li>- He/She follows the existing rules and guidelines when implementing an activity</li> <li>- He/She describes the existing rules and guidelines to others</li> <li>- He/She knows the consequences of breaking the rules</li> </ul>

Available for Green area maintenance, Welder Boilermaker, Help cooker, Seller restocker, Biology assistant

**Occupational standard: the real workplace situation  
(part 2)**

<p>Set of skills necessary to the implementation and the achievement of an activity</p>	<p>Outcome of the assimilation of the information through learning (principles, theory, practices that are related to the job)</p>
Skills / Competences 'be able to'	Knowledges 'necessary knowledge to apply'
U1.A1.C1. S/he's able to select and to use cleaning tools according to the work environment and the type of service requested	<p>U1.A1.C1.S1. S/he knows the features of different cleaning tools</p> <p>U1.A1.C1.S2. S/he knows the characteristics of surfaces to be cleaned</p>
U1.A2.C1. S/he's able to identify products' features through labelling and to adapt them to the type of surface to be cleaned	U1.A2.C1.S1. S/he know pictograms, pH, types of surfaces
U1.A2.C2. S/he's able to prepare the equipment, tools and products according to the intervention	U1.A2.C2.S1. S/he knows the cleaning protocols and what s/he needs in order to apply them
U1.A2.C3. S/he's able to dose the right quantity of cleaning products according to their characteristics and in order to avoid waste	U1.A2.C3.S1. S/he can identify the dosage information according to products labels
U1.A3.C1. L1 S/he's able to wear the right equipment. L2 S/he's able to identify the right protection s/he needs to wear, according to the intervention. S/he's able to apply safety standards linked to the use of PPE according to the different working conditions and working protocols	U1.A3.C1.S1. S/he knows the basics of environmental risks and the different types of PPE
U1.A3.C2. S/he's able to take and set the right danger signs in the work spaces in order to reduce potential hazards.	U1.A3.C2.S1. S/he knows the different types of danger signs, colour codes and pictograms
U1.A3.C3. S/he's able to check and to anticipate the supply of cleaning products and the degree of equipment's obsolescence	U1.A3.C3.S1. S/he knows the quantities of products required for intervention

## 2. POSITIONING

EXISTING TOOL

### Soft Skills DATABASE

Category	Soft Skill	Definition	Level of Soft Skills acquisition (neutral)	Related life situations to help the positioning	Observable behaviours (neutral)
Growth mindset Being able to question yourself and to progress	Learning to learn Learning from your own successes and failures	Ability and desire to continuously acquire and update knowledge and competences	<b>Remember and understand</b> He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	Any learning context: school, training, music or sport practice, etc.	- He/She expresses curiosity and his/her desire to learn - He/She speaks about his/her missteps, mistakes or failures - He/She identifies his/her behaviours that need to be improved
			<b>Apply</b> He/She actively participates in a training process and training activities, asks questions and performs training tasks.		- He/She participates in a learning process and related activities - He/She asks questions to support his/her learning process - He/She does tasks necessary to gain practice
			<b>Analyse and evaluate</b> He/She identifies and expresses situations of failure or success that have helped him/her to progress.		- He/She identifies specific failures and successes and what he/she has learned from them - He/She sums up his/her learning journey or process - He/She evaluates his/her learning journey or process
			<b>Create</b> He/She multiplies the channels of information and learning opportunities for the same competence (self-learning), involves other persons in a learning process.		- He/She searches for learning opportunities (information, course, practice...) on his/her own - He/She describes the next steps in his/her journey or learning process. - He/She exchanges with others to improve his/her learning experience
	Autonomy Doing tasks without any help from other people	Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the work position	<b>Remember and understand</b> He/She remembers and understands the work environment and his/her position.	Any situation in which actions have to be taken to reach a certain goal, work or task.	- He/She describes the task(s) he/she is responsible for in a given work situation - He/She understands that he/she has to ask for permission/guidance for certain actions in some work situations - He/She identifies the roles of other people involved in his/her work environment
			<b>Apply</b> He/She applies the process and tasks that allow the work to be performed autonomously.		- He/She applies standard procedures to perform tasks without additional guidance from start to end - He/She is aware of his/her field of intervention set within the framework of his/her work - He/She asks for support only if he/she cannot cope with a situation on his/her own
			<b>Analyse and evaluate</b> He/She analyses new or unknown situations, transfers and uses his/her skills and knowledge.		- He/She analyses his/her scope of action, and when he/she needs to involve others - He/She links new or unknown situations with well-known processes or procedures - He/She asks for support in new or unknown situations only when he/she realises that he/she cannot cope with the situation alone
			<b>Create</b> He/She proposes new processes for him/her and the group.		- He/She makes decisions when the need arises to facilitate the work. - He/She decides on his/her own to try new or unusual solutions/approaches to reach a goal - He/She takes responsibility for his/her actions/decisions without blaming others in case of difficulties

# POSITIONING

**JOB:** Premises maintenance

Employee's name: Samira Barrila

Trainer's name: Patrice Vitaly

Observation period: 11/02/2024

## SOFT SKILL TO OBSERVE

## LEVELS

## JUSTIFICATION

Anticipation

2  3  4

Checks the product stock and the condition of the equipment before starting the service

Autonomy

1  2  3  4

Waits for the boss to finish the task, doesn't help colleagues. Doesn't know what to do.

Respect rules

1  2  3  4

Arrives on site early, pays attention to instructions and applies them rigorously

READY TO BE  
USED

## POSITIONING

**JOB:** \_\_\_\_\_

Employee's name: .....

Trainer's name: .....

Observation period: .....

**SOFT SKILL TO OBSERVE**

**LEVELS**

**JUSTIFICATION**

∅ **2** **3** **4**

∅ **2** **3** **4**

∅ **2** **3** **4**

## POSITIONING FEEDBACK

**Employee's name and job :**

*Samira Barrila, Premises maintenance*

**Soft Skills to work on and their level in line with expectations :**

*Autonomy (discussion about the awareness) - Level 2*

**Summary of the constructive exchange :**

Date

Trainer's signature

Employee's signature

READY TO BE  
USED

## POSITIONING FEEDBACK

**Employee's name and job :**

**Soft Skills to work on and their level in line with expectations :**

**Summary of the constructive exchange :**

**Date**

**Trainer's signature**

**Employee's signature**

### 3. DEVELOPMENT OF AN INDIVIDUAL LEARNING PATH

#### LEARNING PATH

**JOB:** Premises maintenance

Employee's name : Samira Barrila

Trainer's name: Patrice Vitaly

##### Soft Skills to work on

Work situation	Reflexive Phase	  	  	<i>Autonomy (level 2)</i> <i>Taking the initiative (level 2)</i> <i>Ability to adapt (level 2)</i>
----------------	-----------------	--	--	--

##### Pedagogical objectives

# LEARNING PATH

**JOB:** \_\_\_\_\_

Employee's name: .....

Trainer's name: .....

## Soft Skills to work on

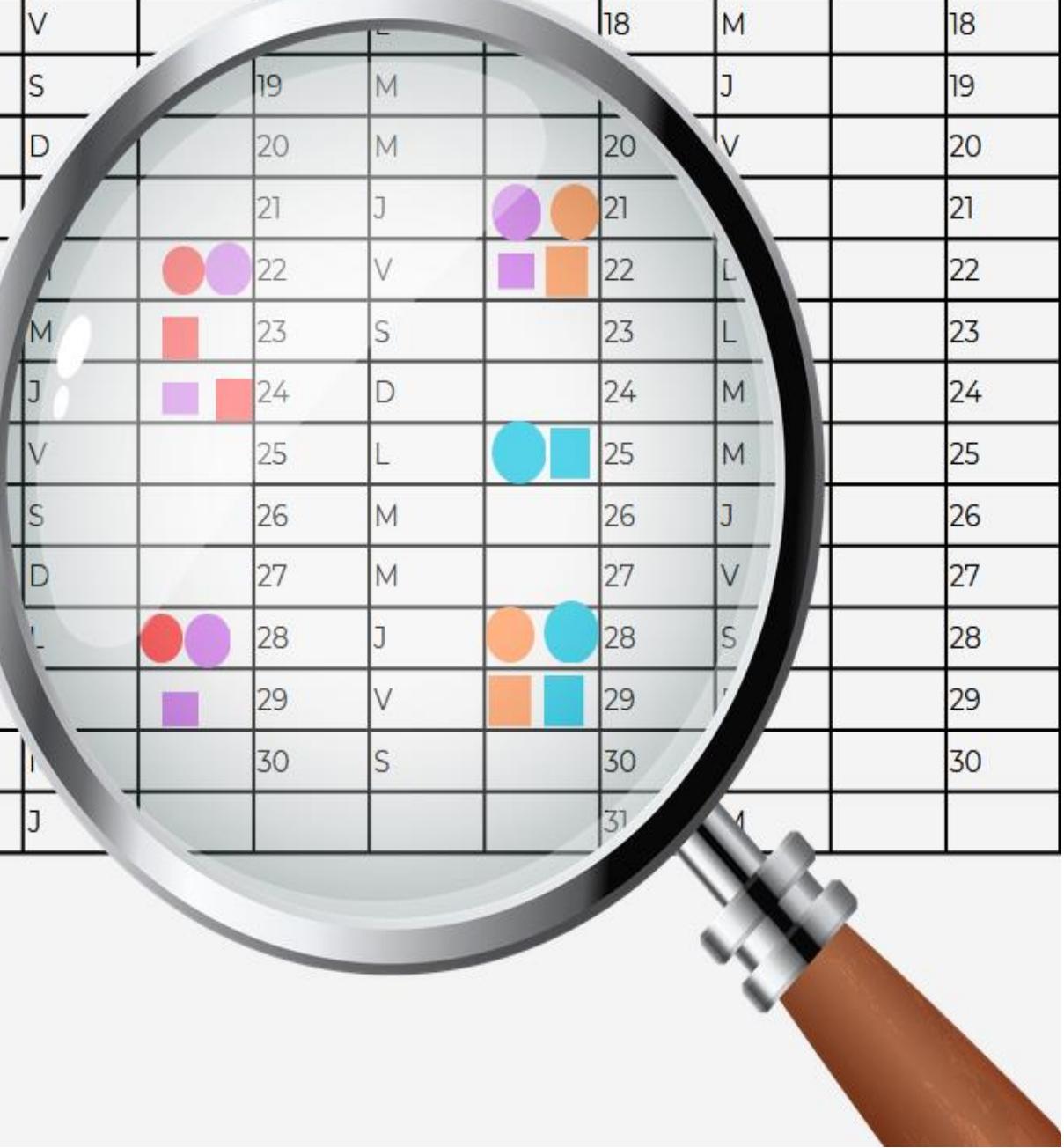
Work situation	Reflexive Phase
●	■
○	■
○	■
●	■

## Pedagogical objectives

I refer to the definition of level

*On completion of the course, the employee will be able to ...*

17	1	17	D	17	M	17
18	V			18	M	18
19	S	19	M		J	19
20	D	20	M	20	V	20
21		21	J	21		21
22	I	22	V	22	L	22
23	M	23	S	23	L	23
24	J	24	D	24	M	24
25	V	25	L	25	M	25
26	S	26	M	26	J	26
27	D	27	M	27	V	27
28	I	28	J	28	S	28
29		29	V	29		29
30	I	30	S	30		30
31	J			31	4	



# 4. ORGANISATION OF THE WORK SITUATION

<b>ORGANISATION OF THE WORK SITUATION (CLEANING)</b>						
IDENTIFY WORK SITUATIONS		DEFINE TRAINING OBJECTIVES		PREPARE THE WORK SITUATION SIMULATION		TIMELINE
CHOICE OF MISSION =  MAIN ACTIVITY	TARGETED Soft Skills	OBJECTIVE OF THE WORK SITUATION SIMULATION	OBSERVABLE BEHAVIORS	LOGISTICAL ORGANIZATION	PROBLEMS TO SOLVE	SCHEDULE: 45MIN
Prepare the cleaning cart for an office cleaning service	Autonomy  Sense of organization	<p>At the end of this time, the working learner will be able to:</p> <ul style="list-style-type: none"> <li>- Apply skills and knowledge to a new job site</li> <li>- Implement office maintenance protocol and handle tasks in a coherent order</li> </ul>	<ul style="list-style-type: none"> <li>- He/she methodically plans his/her tasks according to given instructions.</li> <li>- He/she gathers everything he/she needs before carrying out tasks</li> <li>Completes tasks in a coherent, logical order</li> <li>- He/she analyzes his/her field of action and the moments when he/she needs to involve others</li> <li>links new or unfamiliar situations with well-known procedures</li> <li>Asks for help in new or unfamiliar situations only if he/she can't cope alone</li> </ul>	<ul style="list-style-type: none"> <li>- Go to a new site (similar to the one he/she is usually in charge of)</li> <li>- Set up different products and equipment than usual</li> </ul>	<ul style="list-style-type: none"> <li>- Unlabeled product: how to identify the use of an unlabeled product?</li> <li>- Carpet' floor covering: how to clean this type of floor when the person is used to working on a tiled floor?</li> <li>- Include equipment/tools that the employee doesn't necessarily need, and see if the employee uses them, finds a use for them or not.</li> <li>- Use a different cleaning cart from the one usually available to employees</li> </ul>	<ul style="list-style-type: none"> <li>- Setting and explaining objectives: 10m</li> <li>- Recall the safety climate (right to make mistakes, experimentation, etc.): 10m</li> <li>- Explain tasks to be accomplished: 5m</li> <li>- Conduct and observation of the situation: 20m</li> </ul>

READY TO BE  
USED

### ORGANISATION OF THE WORK SITUATION (JOB)

IDENTIFY WORK SITUATIONS		DEFINE TRAINING OBJECTIVES		PREPARE THE WORK SITUATION SIMULATION		TIMELINE
CHOICE OF MISSION =  MAIN ACTIVITY	TARGETED Soft Skills	OBJECTIVE OF THE WORK SITUATION SIMULATION	OBSERVABLE BEHAVIORS	LOGISTICAL ORGANIZATION	PROBLEMS TO SOLVE	SCHEDULE:

## 5. REFLEXIVE SEQUENCES

### Concrete example:

#### Application of the reflexivity method in a green spaces job using WBL

**Context:** Paul works in green area maintenance for a local authority and needs to develop his skills in terms of autonomy and compliance with rules. Paul is in charge of managing a planting project, planning his work and selecting plants, while ensuring strict compliance with the rules of the job. The department uses WBL to reinforce Soft Skills.

First, Paul and his tutor examine typical situations in the maintenance of green area, in particular those where autonomy and compliance with rules are essential.

Paul's tutor then suggest appropriate scenarios.

After the simulations, Paul and his tutor meet to discuss how Paul approached the situation. Together, they analyse how Paul has managed his autonomy and respected the rules for the tasks he has carried out.

**To encourage Paul's reflective phase, the tutor can ask him the following questions:**

- How have you organised your activity ? Are there any aspects of your activity that you could approach differently next time?
- If you had to do this activity again, what would you change?
- What challenges did you encounter when working alone and how did you overcome them?
- How did you make sure you followed all the rules during your activity? Did any of the rules make the work more difficult?
- Can you give an example of when you had to adapt to the rules in order to get the job done?
- What did you learn about yourself while managing this project?
- Were there aspects of the project that conflicted with your values or your way of working? How did you deal with this?

## **The method of cross self-confrontation:**

The cross self-confrontation method can be used to effectively develop Soft Skills in working learners by promoting awareness and critical reflection on their own practices and the expected standards.

### **Step 1: Preparation**

Identify the key Soft Skills to be developed such as communication and teamwork.

Film working learners in simulated situations that require the identified Soft to be put into practice.

### **Step 2: Individual self-confrontation**

Each working learner watches their recording, focusing on their behaviour and reactions.

Comment on actions, choices and identification of strengths and areas for improvement in terms of Soft Skills.

### **Step 3: Cross-confrontation**

Group viewing of the recordings to encourage exchanges between peers and with the tutor.

Sharing of observations on one's own behaviour and that of peers, stimulating critical analysis and the identification of possible solutions and adaptations.

### **Step 4: Tutor analysis**

The tutor will lead the discussion, providing constructive feedback and encouraging reflexivity. The tutor will identify standards and specific behaviours used by working learners to meet them, and will discuss their impact in a professional context.

### **Step 5 : Developing a personalised action plan**

Each working learner will create an individualised plan to improve their Soft Skills based on feedback from the session. The tutor will schedule follow-up sessions to assess progress and adjust action plans.

Personal reflections	Observations and comments from peers
Feedback for the tutor	
Personal action plan	

READY TO BE  
USED

HOW DID YOU FEEL DURING THIS EXERCISE ?



**WHAT IS  
YOUR  
POSITION  
ON THIS  
TREE ?**

SYMPA-SYMPA.COM



Cofinancé par  
l'Union européenne

## Soft skills 2.0

Facilitating the vocational integration of  
people with low levels of qualifications



## Reflective Phase:

Subject of the session: \_\_\_\_\_

Surname : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date : \_\_\_\_\_

- 1 The facts: How did you proceed?

---

---

---

---

---

---

---

---

---

- 2 The analysis: Which choices did you make, which decisions, what were their effects?  
What went well and what did not?

---

---

---

---

---

---

---

---

---

- 3 The solutions: If you were to do the exercise again, what would you change?

---

---

---

---

---

---

---

---

---

- 4 The transfers: How can you use this soft skill in another situation?  
In a general manner, are the lessons learned?

---

---

---

---

---

---

---

---

---

# 6. ASSESSMENT OF THE TRAINING ACHIEVEMENTS

EXISTING TOOL

	Autonomy	Acquired	Sense of organisation	Acquired	Respect of the rules	Acquired	Efficiency	Acquired
U2. Cleaning furniture (desks, closets, tables, doors, etc. taking care about electronic appliances)	Definition	He/She applies the process and tasks that allow the work to be performed autonomously.	Level2 He/She uses an organizational system that allows him/her to process tasks in a consistent order.	Level2 He/She behaves according to the existing rules and/or guidelines and complies with the instructions of his/her superior(s).	Level2 He/She reaches his objectives and meets the deadlines requested without wasting resources.			
U2.A2. Deinfection of contact areas U2.A3. Cleaning flat surfaces, furniture and furniture items	Observable behaviours	He/She does his/her work without supervision	He/She respected the chronological order of office cleaning	He/She applies appropriate cleaning protocols related to the maintenance of an office	He/She refers to the conditions of use of the products according to the type of surface to be cleaned	He/She provides a service of high quality and delivers it on time		
Evaluation of soft skills linked to the units of learning outcome	Observed behaviour in a first time work situation	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:		
U2. Cleaning furniture (desks, closets, tables, doors, etc. taking care about electronic appliances)	Observed behaviour in a second time work situation	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:		
Observed behaviour in a third time work situation		Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:	Date: Place: Acquired:		

# EVALUATION

**JOB:** Premises maintenance

Employee's name: Samira Barrila

Trainer's name: Patrice Vitaly

Observation period: 11/02/2024

**SOFT SKILL TO OBSERVE****LEVELS****JUSTIFICATION**

*Take initiatives*

**2**  **3**  **4**

*Samira goes beyond her usual tasks to achieve better results*

*Autonomy*

**2**  **3**  **4**

*Samira applies the procedures and tasks that enables her to work independently*

*Respect rules*

**2**  **3**  **4**

*Samira assesses the compliance and appropriateness of rules and guidelines in the work context*

READY TO BE  
USED

# EVALUATION

**JOB:** \_\_\_\_\_

Employee's name: \_\_\_\_\_

Trainer's name: \_\_\_\_\_

## Observation

Overall job performance: **EXCELLENT** **GOOD** **FAIR** **Poor** **Very Poor**

Job knowledge: **Excellent** **Good** **Fair** **Poor** **Very Poor**

Ability to work with others: **Excellent** **Good** **Fair** **Poor** **Very Poor**

Ability to handle emergencies: **Excellent** **Good** **Fair** **Poor** **Very Poor**

Ability to work alone: **Excellent** **Good** **Fair** **Poor** **Very Poor**

# HOW TO CONTACT US ?

## Régie des Écrivains

11 Rue de Lisbonne  
67300 Schiltigheim, France  
[projets@scic-ecrivains.eu](mailto:projets@scic-ecrivains.eu)

## Work'Inn

Rue Saint Lambert 84  
4040 Herstal, Belgium  
[eft.workinn@aigs.be](mailto:eft.workinn@aigs.be)

## Le Plope asbl

Rue Vert Vinâve 60  
4041 Herstal, Belgium  
[info@leplope.be](mailto:info@leplope.be)

## Discovia

17 Rue de la Boucherie,  
67120 Molsheim  
[contact@discovia.fr](mailto:contact@discovia.fr)

## Chance B Gruppe

Franz-Josef-Straße 3  
8200 Gleisdorf, Austria  
[office@chanceb.at](mailto:office@chanceb.at)

## Peñascal kooperatiba

Carretera Bilbao-Galdakao, 10048004 Bilbao, Spain

[info@grupopenascal.com](mailto:info@grupopenascal.com)

## CUDV Draga

Draga 1  
1292 Ig, Slovenia  
[center.draga.ig@center-db.si](mailto:center.draga.ig@center-db.si)

With the participation of:

