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Inclusive & Practical Assessment Tools for Guidance Practitioners

COMPETENCE ASSESSMENT CARDS FOR LOW SKILLED ADULTS



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

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2018-1-ES01-KA204-050779

Competence Assessment Cards for Low Skilled Adults

July 2019

This tool has been developed within the framework of the project “Inclusive & Practical Assessment Tools for Guidance Practitioners - 2018-1-ES01-KA204-050779”. This tool is open and available for any interested stakeholders.

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**Inclusive & Practical
Assessment Tools
for Guidance Practitioners**

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Introduction

These cards have been created to help intermediary professionals identify their clients' competences as a first step for a tailored, more empathic and efficient approach to recruiting and counselling. To meet this objective, two sets of cards have been developed, one for adults and one for guidance professionals. Through pictures, simple descriptions of the competences and realistic scenarios, the adult users will be supported in the self-assessment of their skills. On the other side, the set for guidance professionals, enriched with questions based on the STAR interview technique, will help them to save time and be as close as possible to reality when assessing their clients' competences.

Who is this tool for?

This tool has been developed in order to support career advisors, guidance professionals and recruiters in their daily work with low-skilled adults. Therefore, it has been created based on interviews conducted with these stakeholders, taking into account the challenges they face while working with their clients. Then, the cards have been tested by the professionals and their evaluation has been used in order to make the cards even more tailored to their needs.

How have the competences been selected?

The competences included in the cards have been selected based on a research led in the local context of 5 countries (England, Italy, Romania, Slovakia and Spain) which led to a Transnational Research Report. They correspond to the competences which are the most important for low-skilled adults in order to find a job in each context. This study has been conducted with professionals who have experience with low-skilled adults by organizations from these 5 countries: Asociația Consultanților și Experților în Economie Socială România (Romania), CESIE (Italy), Europersonal (Slovakia), Fundación Coremsa (Spain) and Inova (UK). The participants in this research were university professors, educators, employees/president/project managers/volunteers/intern in NGO or public/private work guidance organizations, vocational education counsellors, psychologists, recruiters (HR experts and employers active in the fields of catering, manufactory, agricultural and building industries, machinery distribution, warehouse and goods delivery), socio-labour insertion technicians, social workers and trainers, career advisors and coaches. This diversity of profiles offered an opportunity to collect information from two main categories that may have different points of view on the crucial skills needed by low-skilled adults: on the one hand, some of the participants help low-skilled adults to make a CV, find a job and/or develop their basic skills. On the other hand, recruiters try to evaluate their skills during the recruitment process.



What does this tool include?

This tool includes two different sets of cards. Each of them is composed by 5 different types of cards which are:

1. Personal skills
2. Social skills
3. Digital skills
4. Professional skills
5. Hobbies

These categories have been chosen in order to include the competences which are most often required when you are a low-skilled adult looking for a job, considering soft as well as hard skills. In order to help guidance professionals discover their clients' hidden skills, cards with hobbies have also been included in order to connect activities that their clients do in their spare time and that may help develop competences that are useful for a job. Therefore, this tool has also been conceived to facilitate the assessment of skills acquired in a non-formal and informal setting.. There are 53 competence cards and 12 hobby cards.

In addition to the cards, the Evidence Toolkit (a guide on how to use the Star interview technique) has been developed for guidance professionals. This tool is meant to be used to help them use the cards with their clients. On the one side, it will support them in the assessment of the adults' competences and on the other side, it will provide them with an opportunity to prepare their clients to job interviews using behavioural questions that are more and more often used by employers during the recruitment process. A Skills Portfolio has also been produced for the adults in order to support them in their learning path and help them reinforce their future candidatures.

Characteristics of these cards

These cards are a very flexible tool. It covers a large diversity of competences that can be used in different sectors according to the profile of the adult. Moreover, the variety of the hobbies also allows the guidance professional to connect the personal interests of his/her client to specific competences, answering their individual needs. This way, these cards can lead to very different assessment paths! The connections suggested with other competences on each card make their use fast, fluid and more adaptable to the time constraints of the session. They are user-friendly and very easy to use thanks to the pictures and the scenarios presented in the form of small quizzes.



The composition of the cards

The target user is indicated of the front of each card under the names of “Adults” and “Professionals”.

The elements on the back of the cards are different according to the target user. The cards for adults include:

- A description of the characteristics you need to possess in order to have a competence (A).
- A scenario under the form of a quiz (B).

The cards for guidance professionals include:

- A description of the characteristics his/her client needs to possess in order to have a competence (A).
- Questions based on the STAR interview technique in order to help the client understand if he/she possesses the competence (B).
- Suggestion of other competences to which the competence under study could be connected (C).

Cards for Adults

PERSONAL SKILLS

(A) ← I HAVE THIS SKILL IF...

- I am able to plan.
- I finish every task on time.
- I don't forget my tasks, meetings or deadlines.
- I am able to prioritise my tasks.
- I invent methods to avoid forgetting things if it happens to me (with to-do lists, etc...).

(B) ← WHAT WOULD YOU DO?

You start working as a caregiver for an elderly person. His/her family explains you which medicines he/she should take and at what time. Then, they also tell you about a few doctor appointments for which you will have to take him/her. You:

- Don't take any note. That is not useful, you have the best memory ever, you will remember everything.
- Take notes in the calendar of your mobile phone/ in your day planner. This way, you are sure not to forget anything. Also, medicines and doctor appointments are not things to joke about.

Cards for Professionals

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to plan.
- He/she finishes every task on time.
- He/she doesn't forget his/her tasks, meetings or deadlines.
- He/she is able to prioritise his/her tasks.
- He/she invents methods to avoid forgetting things if it happens to him/her (with to-do lists, etc...).

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had many tasks to carry out at the same time. How did you ensure to do everything in due time?

If your client needs to be guided:

- Tell me about a time you had many tasks to carry out at the same time. How many tasks were they and what did they consist of? (TASK)
- How much time did you have? Who gave you the tasks? Did you have to carry them out on your own? (SITUATION)
- How did you proceed in order to ensure having time to do everything? Did you use any tool or strategy? (ACTIONS)
- In the end, did you manage to do everything in due time? In hindsight, would you do things differently? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Autonomy (n°3)
- Self-discipline (n°4)
- Sense of responsibility (n°16)
- Professionalism (n°17)
- Ability to observe a schedule (n°19)



How to use the cards?

To use the set for adults, the users may start reading the characteristics that define the competence to understand if he/she could possess it or not. If the user thinks he/she may possess it or has a doubt, he/she can proceed with the scenario to understand how he/she would behave in a precise situation. He/she can share the behaviour he/she would adopt with the guidance professional in order to get an interpretation of the result.

The set for professionals includes the same elements of definition of the competence in order to help them follow and support their clients. The cards include questions based on the STAR interview technique. To check they really possess a competence, they can choose to ask the behavioural question a recruiter would ask. It would also be a preparation for the job interviews their clients will face. However, if their clients need to be guided a bit more in order to answer these questions in a structured and clear way, the professionals can ask the several questions corresponding to the different steps of the STAR interview technique. The Evidence Toolkit comes as an additional tool to the cards in order to help professionals use this technique with their public.

Each card has a number inside of each category in order to help the users navigate easily between the competence cards and make connections.

The steps to follow

After reading the introduction and the Evidence Toolkit about the STAR technique, you should follow these steps:

1. Read carefully your client's CV.
2. Try to identify the most crucial skills for the type of jobs your client could apply for (according to your client's profile).
3. Based on the CV, select the most appropriate cards from the "Professional skills" category (choose up to 3 different competence cards). If you have a hard time identifying relevant "Professional skills" or if you want to discover especially skills developed in an informal setting, you may start with the "Hobbies" as an alternative.
4. Provide the client with the cards and clarify the approach and objectives. Explain how to use the cards.
5. Let the client read the elements of definition and clarify the terms if needed.
6. Ask the client to read the scenario and to tell you what he/she would do in this situation.
7. If the client answers using examples from his/her CV or past experiences, you do not need to use the behavioural questions on the card for Professionals. If not, ask these questions to further assess the client's skills.
8. After completing steps 5 to 7, feel free to skip to another competence card using the suggestion of connections on the cards for Professionals or continue with another competence identified in step 2.
9. At the end of the assessment, complete the Skills Assessment and Evolution Table (within the Skills Portfolio) together with your client.



10. Help your client complete the Learning Table (within the Skills Portfolio) in order to identify activities that he/she can participate in in order to improve the competences identified as areas for improvement.

Notes:

- You could carry out steps 1 to 3 before starting the assessment session or during.
- Do not forget to take notes in order to complete the Skills Portfolio together with your client at the end of the session.
- Try to limit the number of cards used in one session (i.e. 10 cards, depending on the time available) in order to keep focused on the most important skills.
- In relation to step 10, your client can then continue to fill in the Learning Table on his/her own.
- These steps aim to help you use the cards. However, they are a tool that should support you in your daily practice, so you are free to use it in another way according to your needs!

Competences included in the Tool

Number	Competence
Personal skills	
N°1	Understanding of ones' own preferred learning strategies
N°2	Perseverance
N°3	Autonomy
N°4	Self-discipline
N°5	Flexibility and adaptation
N°6	Ability to follow rules/instructions
N°7	Ability to cope with stress and frustration and to express them in a constructive way
N°8	Ability to judge and identify one's strengths and weaknesses
N°9	Ability to problem solve
N°10	Motivation and determination to meet objectives
N°11	Being on time
N°12	Acceptance of feedback
N°13	Being organized
N°14	Will to discover and learn
N°15	Accuracy and attention paid to details
N°16	Sense of responsibility
N°17	Professionalism
N°18	Patience
N°19	Ability to observe a schedule
N°20	Self-confidence
N°21	Hard-working





Social skills	
N°1	Ability to communicate effectively both orally and in writing
N°2	Interest in interaction with others and to establish interpersonal relationships
N°3	Understanding of the codes of conduct and manners generally accepted in different societies and environments
N°4	Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture
N°5	Tolerance
N°6	Express and understand different points of view
N°7	Negotiate and create confidence
N°8	Empathy
N°9	Ability to value diversity and respect of others
N°10	Reliability
N°11	Ability to work collaboratively in team
N°12	Positivity
N°13	Politeness
N°14	Active listening
N°15	Customer service skills
Professional skills	
N°1	General manual competences
N°2	General and basic mechanical knowledge
N°3	Basic selling skills
N°4	Warehouse management
N°5	Basic mathematical skills
N°6	Knowledge of the main hygiene and alimentary norms
N°7	Basic knowledge of care
N°8	Warehouse systems knowledge
N°9	Parts catalogue knowledge
N°10	Ability to work shifts
Digital skills	
N°1	Search on the Internet
N°2	Use the phone
N°3	Use a mailbox
N°4	Use social networks
N°5	Basic use of a computer
N°6	Make a CV
N°7	Ability to learn how to use basic software
Hobbies	
N°1	Sports/Team games
N°2	Manual creative and artistic activities, handicrafts
N°3	Artistic activities
N°4	Social networks
N°5	Interest in foreign languages
N°6	Animal care and gardening
N°7	Reading
N°8	Cooking and bakery



N°9	Volunteering
N°10	Computer games
N°11	Social games
N°12	Activities in nature (seaside, mountain)

Instructions to stamp the cards

The cards have been designed in order to make them easy to print and use. In order to get an optimal result, please select both “Print in both sides” and “Flip in the short edge” options in the “Settings” tab of the “Print” dialogue box. We advise you to print these cards on heavy weight paper or card paper.





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N°2

INTEREST IN INTERACTION WITH OTHERS
AND TO ESTABLISH INTERPERSONAL RELATIONSHIPS

SOCIAL SKILLS

SOCIAL SKILLS

N°1
ABILITY TO COMMUNICATE EFFECTIVELY
BOTH ORALLY AND IN WRITING



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N°4

AWARENESS OF BASIC CONCEPTS RELATING TO
INDIVIDUALS, GROUPS, WORK ORGANIZATIONS,
GENDER EQUALITY, NON-DISCRIMINATION,
SOCIETY, CULTURE

SOCIAL SKILLS

SOCIAL SKILLS

UNDERSTANDING OF THE CODES OF CONDUCT
AND MANNERS GENERALLY ACCEPTED
IN DIFFERENT SOCIETIES AND ENVIRONMENTS

N°3



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1111 1111 1111

SAVE
OUR
EARTH

I HAVE THIS SKILL IF...

- I am able to express myself, to understand and give meaning to concepts, thoughts, feelings, facts and opinions while listening, speaking, reading and writing.
- I am able to interact with people from different cultures and in various everyday life situations.

WHAT WOULD YOU DO?

You are withdrawing money from an ATM, but there is a problem and it takes your card. You:

- Are able to explain to the bank clerk what happened;
- You understand from what he/she tells you how the problem can be solved and to act accordingly;

If you had to write a written request, you:

- Could explain everything in writing as well;
- Would be able to read and understand written documents you may have to sign.

I HAVE THIS SKILL IF...

- I can observe and recognise the behaviours that are accepted in a given context/environment.
- I am able to adjust my behaviour according to what people expect from me.
- I can adapt to the norms of my environment: way to express myself, clothes, rules, hierarchy...

WHAT WOULD YOU DO?

At home, you are used to take your shoes off and talk out loud on the phone. On the train/at work, you:

- Do the same, changing your behaviour would mean not being yourself and that would not be right.
- Adapt your behaviour to what is required (explicitly or implicitly, by observing how the others behave) in the place you are, thus you don't take off your shoes nor talk out loud on the phone.

I HAVE THIS SKILL IF...

- I like meeting and talking to other people.
- I am able to adopt a positive attitude when talking to others.
- I easily establish relationships with the others.

WHAT WOULD YOU DO?

When you go to a place where you don't know anyone, you:

- Smile and try to start talking to someone, he/she may be your future friend!
- Smile and would like to talk to them, but you need to get less shy!
- Stay on your own, you don't feel any need to meet new people.

I HAVE THIS SKILL IF...

- I am aware that society is made of people who are different from each other.
- I accept and I respect differences (gender, sexual orientation, culture...).
- I am aware of the main rights and duties of individuals and private organisations.

WHAT WOULD YOU DO?

You're sitting on the bus. A transgender person enters and seems to be about to sit next to you. You:

- Don't like transgender people, they scare you: you put your bag on the seat next to you to prevent him/her from sitting there.
- Behave as you would do with any other person and let him/her sit next to you. After all, humans are all equal and respect is a base to society!



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N°6

EXPRESS AND UNDERSTAND DIFFERENT
POINTS OF VIEW

SOCIAL SKILLS



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N°8

EMPATHY

SOCIAL SKILLS

N°7

NEGOTIATE AND CREATE CONFIDENCE

SOCIAL SKILLS

N°5

TOLERANCE

SOCIAL SKILLS



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I HAVE THIS SKILL IF...

- I am aware that different people may have different views on the same issue.
- I am able to put myself in the other person's shoes to understand why his/her view differs from mine.
- Thinking of an issue, I am able to imagine different situations that could trigger different points of view.

WHAT WOULD YOU DO?

You are talking to a colleague, and it comes out that you have different political opinions as he/she is more left/right-wing whereas you are more right/left-wing. You:

- Try to convince him/her that your view is the only valuable one on the issue discussed. You also think he/she is stupid to agree with these left/right-wing politicians!
- Understand that his/her particular situation and experience can have led him/her to have a different view from yours. You try to understand why he/she disagrees with you instead of refusing difference.

I HAVE THIS SKILL IF...

- I accept that other people may have opinions different from mine.
- I respect the others' beliefs, behaviours, ways of life even if they are different or contrary to my own.
- Even if I disagree with them, I want the others to have the right to express their ideas.

WHAT WOULD YOU DO?

You are a Christian/Muslim and you meet your sister's new boyfriend. It comes out that he is Muslim/Christian. He explains that his religious belief, which is different from yours, is the right one whereas you are mistaken. You:

- Get angry: he is the one mistaken whereas your religious belief is the right one, and you need to convince him.
- Explain that there is no right or wrong regarding beliefs, and that he should not speak this way: everyone is free to believe what he/she thinks to be true but has to respect what others choose to believe.

I HAVE THIS SKILL IF...

- I am able to reach an agreement with other people.
- I am good at convincing people.
- I am able to make people feel at ease.
- I pay attention and truly listen to what the others have to say.
- I am good at reassuring people.

WHAT WOULD YOU DO?

Someone has contacted you to see your car that you're selling. When he/she arrives, he/she shows interest but tries to lower the price. You:

- Had prepared for this possibility: your price was higher than what you wanted to get from the selling: you accept to lower it a bit to get at least what you expected. You underline all positive aspects of the car in order to prevent lowering the price further.
- Refuse to negotiate the price, and your potential client is terribly rude to try. You tell him/her that he/she should accept your price or leave.

I HAVE THIS SKILL IF...

- I try to see the world through the other person's eyes.
- I listen with attention and try to understand the other.
- I listen without judging.
- I try to put myself in the other person's shoes and to understand his/her feelings.
- I try to understand the reason why the other acts as he/she does and what can be his/her objectives.

WHAT WOULD YOU DO?

Today, you have a lot of things to do at work, but your colleague arrives and he/she seems to be much less cheerful than usual. What are you going to do?

- You have too much work to start talking. If he/she really has a problem, he/she will talk to you anyway, but if you can avoid losing time, it is better this way.
- He/she may have a problem, you decide to ask him/her if everything is fine and to offer your help. You will lose a bit of time, but what would a workplace be without caring?

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Realizing the Power of Diversity and Inclusion



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N°11

ABILITY TO WORK COLLABORATIVELY IN TEAM

SOCIAL SKILLS

N°9

ABILITY TO VALUE DIVERSITY AND RESPECT OF OTHERS

SOCIAL SKILLS

SOCIAL SKILLS

POSITIVITY

N°12

RELIABILITY

N°10

SOCIAL SKILLS



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I HAVE THIS SKILL IF...

- I think that diversity and respect of the others are important.
- I understand why diversity and respect are positive in a society/group.
- I accept that the others can be different from me.
- I don't undermine the others because of their differences.
- I recognize we are all equal even if we are different.

WHAT WOULD YOU DO?

You are on the train, going back from work. During the journey, several men start making fun of a black woman, saying to her racist and sexist comments. You:

- Approach them and tell them they are being racist and sexist and have no right to speak this way to anyone. You try to explain that respect is crucial and that this woman is their equal.
- Don't really care: there is no need to approach them as they are only talking, they are not hitting her. Anyway, racist and sexist comments are not a serious lack of respect.

I HAVE THIS SKILL IF...

- I am able to express my opinion and to listen to the one of the others.
- I accept compromising.
- I don't get angry if the others disagree with me.
- I am able to trust the people with whom I work.

WHAT WOULD YOU DO?

You are a carpenter and you have to work on the creation of a piece of furniture in a team with other colleagues. You propose an idea but your colleagues, even if they like it, want to modify it in order to avoid some defects. You:

- Are offended, your idea was very nice and did not have all these defects.
- Get angry: how can they disagree with you? It was the best idea! They probably want to modify your proposal because they don't like you...
- Take into account their comments on your proposal. They will help you to improve it together with the others.

I HAVE THIS SKILL IF...

- I stick to what I say – I keep my word.
- I always strive to carry out my tasks the best I can.
- Usually, people consider that they can trust me.
- It is always possible to count on my support.
- I always keep secrets when I am asked to.

WHAT WOULD YOU DO?

When your employer recruited you as a seller in his/her shop, you promised that you could close the shop in case of emergency even if it was not planned. Today, he/she was supposed to do it but there is a flood at his/her home so he/she asks you to think about it. You had planned to go shopping with your sister. You:

- Consider that this is an unforeseen problem. Moreover, you have given your word, and you are the kind of person to respect it. You will go shopping another day, there will be other occasions!
- Refuse to do the closing: your employer should organise in another way as it was not planned this way and you already have plans.

I HAVE THIS SKILL IF...

- I am able to find positive elements in any situation.
- I see things in a positive light and use it to motivate myself and the others.
- I am able to relativise failures and to keep on trying.

WHAT WOULD YOU DO?

Your boss refused the piece of furniture you made in a team with your colleagues and he asked you to make another version. You:

- Tell the others you have learnt from your boss's comments and will be able to do better next time!
- You had told them your initial idea, the one they chose to modify, was the best one.... If they had agreed on it, your boss may have liked the piece of furniture!



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Integrating & Promoting Inclusive Skills for Economic Empowerment

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N°15

CUSTOMER SERVICE SKILLS

SOCIAL SKILLS



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N°13

POLITENESS

SOCIAL SKILLS



N°14

ACTIVE LISTENING

SOCIAL SKILLS



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I HAVE THIS SKILL IF...

- I know how to behave in specific contexts.
- I know which language level and vocabulary corresponds to each context.
- I am able to control my emotions and reactions in order to stay calm and polite even in front of angry or rude clients.
- I can control myself and remain polite even with people I don't like or if my supervisor makes a comment that upsets me.

WHAT WOULD YOU DO?

You are working as a waiter/waitress in a restaurant. A client gets angry with you because his/her dish is not hot enough, it lacks pepper to his/her taste and you took too long to bring it. You:

- Take a breath, smile and tell him/her you will bring it back to the kitchen and solve the problem as soon as possible.
- Tell him/her that he/she is being very rude and you will not attend to him/her. That's true, it is not believable to be that unpleasant!

I HAVE THIS SKILL IF...

- I am willing to help and advise people.
- I know the products of the organisation.
- I truly listen to people, their wishes and requirements.
- I am good at communicating and expressing myself clearly.
- I am extremely attentive to the client's satisfaction.
- My objective is to retain the clients.

WHAT WOULD YOU DO?

You are an employee in a grocery store. A client is looking for a specific spice but is very annoyed because he/she does not remember the name. You:

- Tell him/her there is no problem: you will find together what spice it is. You start asking questions, carefully listening to the details he/she gives you and make him/her smell what you think that spice could be.
- Tell him/her there is no way to find that spice without the name: you have too many spices in your grocery store. He/she should first find the name and then come back with it.

I HAVE THIS SKILL IF...

I focus on what my interlocutors are saying.

- I am able to show my interest with my words or behaviour.
- I usually ask questions about what has been said.
- I try to listen without judging nor preparing the answer while the other is still talking.

WHAT WOULD YOU DO?

A client is explaining a problem he/she has faced with the machine you sold a few days ago. You:

- Try not to laugh while he/she is talking: you think he/she may be a bit stupid to face problems using such a simple device.
- Try to listen carefully about what he/she tells you: it is only this way that you will be able to understand if the challenge is serious or not and to help your client in the most suitable way.



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Integrating People, Processes, Products, and Perspectives

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N°2

GENERAL AND BASIC MECHANICAL KNOWLEDGE

PROFESSIONAL SKILLS



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Integrating People, Processes, Products, and Perspectives

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N°4

WAREHOUSE MANAGEMENT

PROFESSIONAL SKILLS

PROFESSIONAL SKILLS

N°3

BASIC SELLING SKILLS

N°1
GENERAL MANUAL COMPETENCES

PROFESSIONAL SKILLS



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I HAVE THIS SKILL IF...

- I am interested in understanding how machines work.
- I often fix things when there is any malfunction.
- I know and I am used to using the main tools used in mechanics.
- I have at least a basic mathematical knowledge.

WHAT WOULD YOU DO?

Your brother asks you to have a look at his car because it doesn't work anymore to see if there is anything you can do.

- Of course you will! Every time there is this type of problem, people ask you to have a look. Mechanics is your field! It doesn't take you long to understand the problem of his car and to fix it.
- You can have a look, but you're not a specialist. Mechanics interest you so you may identify the problem and find a solution, but you may not find a solution. It depends on its level of complexity.
- What a strange idea! You don't know anything about cars or mechanics, there is no way you can help him. You advise him to ask for someone else's help.

I HAVE THIS SKILL IF...

- I have a driver's license and I am used to drive.
- I have already used lifting machinery or I can learn it quickly because I am already used to driving different types of vehicles (cars, go-karts, trucks, etc.).
- I am careful, I pay attention to what surrounds me and I scrupulously respect safety regulations.

WHAT WOULD YOU DO?

It is your first day at work. You are asked to move heavy crates with lifting machinery. You:

- Are at ease with this type of machinery as you already have used it previously. It will be done in a few minutes!
- Can try to do it as you are used to drive different types of vehicles. You just need someone to explain to you how to use the different commands of this precise machinery because you are not used to lifting materials.
- You have an idea about how to drive a car, but you have not been using yours for a while. You have no idea about how lifting machinery can work concretely.

I HAVE THIS SKILL IF...

- I have a basic mathematical knowledge.
- I have good customer service skills.
- I am friendly and I like being in contact with many people.
- I can acquire a good knowledge of the products offered.
- I am able to negotiate if necessary.

WHAT WOULD YOU DO?

You are a salesperson in a clothing store. A client asks you for a jacket he/she has seen on the website but cannot find it in the shop. You:

- Understand immediately the item he/she refers to as you have a very good knowledge of all the products. You have some items left in stock, you ask his/her size and go to collect it.
- Have no idea about the item he/she refers to. You need to ask a colleague or to search on the website. There may be some items left in stock but as you don't want to look for it in vain, you give the client a jacket that has the same size in order to try it on. If it fits well, you will look for the one he/she has asked you for, hoping one is left in stock.

I HAVE THIS SKILL IF...

- I am used to doing things with my hands.
- I have already been paid for a job requiring me to work with my hands.
- I am good at doing things with my hands: I am precise and I pay attention to detail.
- I always have new ideas and I like to be creative.
- I am able to carry out tasks using my hands for long periods of time.

WHAT WOULD YOU DO?

You just got a job in an artisanal pottery factory. You are asked to make embossments on a jar in order to draw little flowers and animals with specific tools. You:

- Have no problem with it. You are used to drawing ornaments or carrying out tasks that necessitate a high level of precision with your hands.
- Are a bit in doubt. You are used to using your hands to make jars or other objects, but you are not used to carry out work that necessitate a lot of precision.
- You are not used to using your hands at all. Usually, people even say you are a bit clumsy. You are more at ease when you have to talk to other people than when you need to use your hands.



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PROFESSIONAL SKILLS

N°6 KNOWLEDGE OF THE MAIN HYGIENE AND NOURISHMENT NEEDS



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PROFESSIONAL SKILLS

N°8 WAREHOUSE SYSTEMS KNOWLEDGE



PROFESSIONAL SKILLS

N°5 BASIC MATHEMATICAL SKILLS



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PROFESSIONAL SKILLS

N°7 BASIC KNOWLEDGE OF CARE



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I HAVE THIS SKILL IF...

- I have knowledge of the basic behaviours to adopt or to avoid in case of a wound, fall, intoxication etc.
- I am able to carry out simple actions in case of common incidents, like the disinfection of a wound.
- I care for the well-being of other people and I am able to carry out simple actions to meet it (e.g. wash children or old people).
- I know the emergency numbers to call in case of a more severe incident.

WHAT WOULD YOU DO?

You are a childminder. As the weather is sunny and the child you have to take care of wants to go cycling, and as his/her parents gave you the authorisation to accompany him/her to do this activity, you bring him/her to the park. After a few minutes, he/she falls and scratches a bit of his/her skin on the arm. You:

- Bring him/her home. It is a little wound, but it needs to be disinfected anyway.
- That is nothing. You tell him/her that there is no reason to cry for that and let him/her go on cycling but more carefully.

I HAVE THIS SKILL IF...

- I am able to count and I understand the different orders of magnitude (dozen, hundred, thousand, million, billion).
- I am able to perform simple calculations (additions, multiplications, subtractions, divisions).
- I am able to perform the easiest calculations in my head.

WHAT WOULD YOU DO?

You work in a warehouse. Your employer asks you to count the number of crates that contain nails. There are many, but they are stowed in line on one another. You:

- Count every crate one by one. After a while, you will finish the task, even if it takes time.
- Count the number of lines and the number of columns and make a multiplication. If a few ones are missing in one line, you will subtract them at the end.

- Will never manage to do it. There are too many and you don't know where to start. Even if you count one by one, you will probably get confused.

I HAVE THIS SKILL IF...

I have knowledge of the basic warehouse systems and / or I have already worked in a warehouse.

- I know how to use the different devices to manage a warehouse (e.g. pallet stacking, Mezzanine platform system, automated storage equipment,...).

WHAT WOULD YOU DO?

This is your first day as a worker in a warehouse. Your manager asks you to put the objects that have just arrived in the right place. To do so, you have to use a Mezzanine platform system. You:

- Only have to follow the instructions he/she gave you: anyway, you already know how to use this system.
- You listen carefully to his/her instructions: you haven't used this precise system yet but you can understand how it works and carry out the task.
- You listen but don't really understand how to do it, you have never used this type of device. It would be better if he/she could show you first.

I HAVE THIS SKILL IF...

- I have already been working in a place where there were hygiene and/or nourishment needs.
- I have already attended a training on hygiene and nourishment needs and I have the certificates that may be compulsory.
- I am aware of the risks a mistake or negligence could have on people's health.

WHAT WOULD YOU DO?

You are a cook's helper in a restaurant. At lunchtime, you notice that the bottle of sauce you need to put in the preparation has been opened for a few days and forgotten at the back of the fridge. However, you have forgotten to write the exact day you opened it and are not sure that the use by date indicated on the bottle has expired. You:

- Decide to use it anyway. It would be a shame to throw it away, anyway it has not been opened more than a week ago.
- Decide to throw it away. As you have forgotten to write the date on it, you are not sure about the day you opened it. As a client could get food poisoning if the sauce has expired, you do not want to take any risk.

CLIENT

6°N
PARTS CATALOGUE KNOWLEDGE

PROFESSIONAL SKILLS

PROFESSIONAL SKILLS

N°10
ABILITY TO WORK SHIFTS

CLIENT

I HAVE THIS SKILL IF...

- I have a good sleep and I am able to go to bed at different times, even in the middle of the day if necessary.
- I can resist tiredness and have no problem about working at night.
- I am able to understand when my attention and alertness reduces too much and I need to take a rest.

WHAT WOULD YOU DO?

You have been working at night since the beginning of the week. To reach your minimum amount of sleep to be alert and vigilant, you know you need to sleep for at least 7 hours, which means you should go to bed right now. However, you notice you have forgotten to do the laundry. You:

- Do it anyway. You need to have clean clothes!
- Will do it tomorrow, it is not going to change much and you need to be alert in order to avoid sleepiness at work and while driving, it would be dangerous.

I HAVE THIS SKILL IF...

- I have a good memory.
- I am interested about the products that the enterprise I work in sells.
- I want to be able to be quick when a client asks me about a particular product, which I think I can be only if I know every product as much as possible.

WHAT WOULD YOU DO?

You work as a seller in a hardware store. A client asks you about specific screws. You:

- Have no doubt about what he/she is talking about and that they are sold in the store. You only need to check whether they are in stock at the moment.
- The store may offer them, but you need to check in order to be sure about which product the client is talking about. Then, you will need to check the availability as well.



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Nº2

PERSEVERANCE

UCS

ST. JOHNS

UCS

PERSONAL SKILLS



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Nº4

SELF-DISCIPLINE

PERSONAL SKILLS

PERSONAL SKILLS

Nº3

AUTONOMY



Nº1

UNDERSTANDING OF ONE'S OWN PREFERRED
LEARNING STRATEGIES

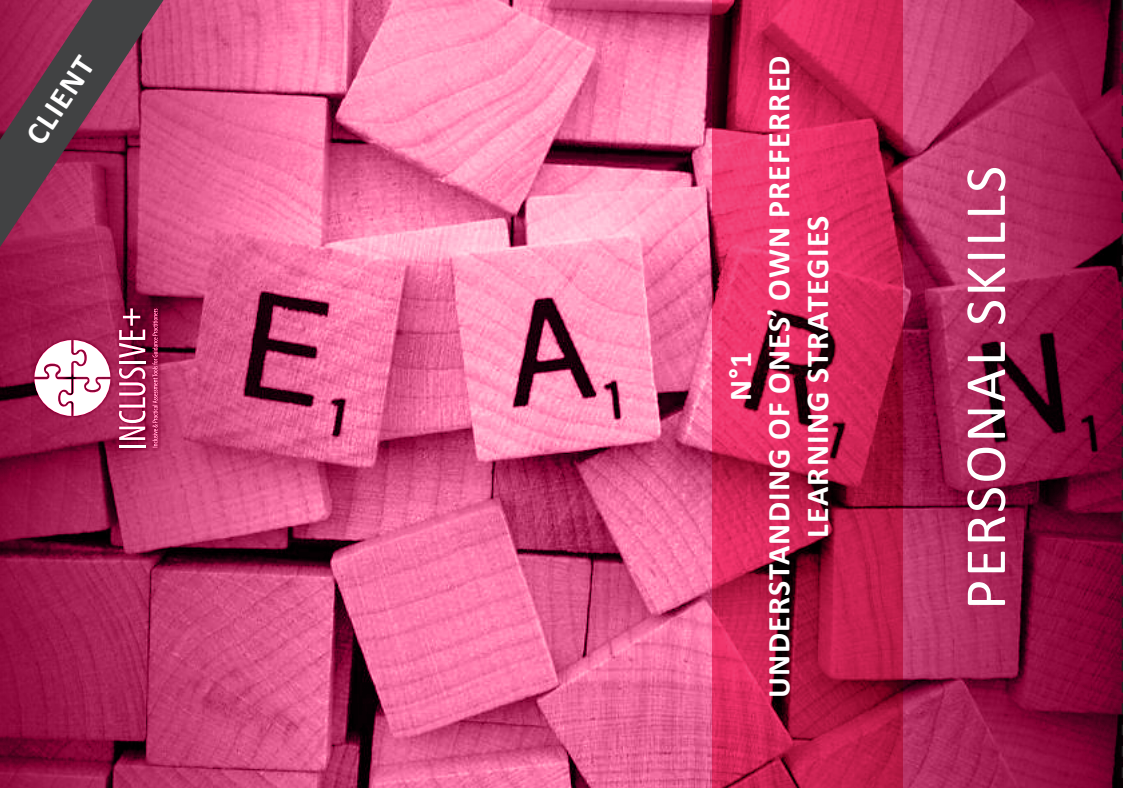
PERSONAL SKILLS



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I HAVE THIS SKILL IF...

- I can control my will and resist temptations, make efforts in order to reach objectives that will bring benefits on the long more than the short-term.
- I am able to carry out what I have started.
- I am able to do what I have planned in time.
- I can obligate myself to do what I am responsible for.

WHAT WOULD YOU DO?

Your boss asked you to write a document for tomorrow. It is annoying and you would prefer to chat on Facebook, but you have not finished yet. You:

- Will not chat before you have finished. If you start chatting, it will distract you and you may not be able to finish in time or to write it well.
- Decide to chat anyway. It is your boss's fault, he/she gives you too many annoying things to do.

I HAVE THIS SKILL IF...

- Difficulties and obstacles don't stop me if I have set a target.
- When I want to succeed in something but fail, I go on working to succeed the next time I will try.
- I never give up on something I want and keep on trying.

WHAT WOULD YOU DO?

You have had at least 10 interviews with employers in order to get a job, in vain. You:

- Stop trying. Anyway, after 10 failures, you will never succeed. The only way for you to find a job would be through your network.
- Don't give up: after every failure you understand what went wrong and how to improve. In the end, you will find a job, even if you have to make dozens of attempts!

I HAVE THIS SKILL IF...

- I am able to act relying only on myself.
- I don't always ask for someone else's help when I have a problem: I try to find the solution by myself first.
- I can manage a task without any outside help, even if I make mistakes.

WHAT WOULD YOU DO?

Your boss asked you to write a document in a word processing programme. You need to make a table, but you don't manage to adjust the cells as you wish. You:

- Ask your colleague/your boss for help.
- Look for some information on the Internet and try to find a solution using the different tools of the programme. If you cannot find any solution, you ask someone for help.

I HAVE THIS SKILL IF...

- I am aware that I like some ways to learn more than others.
- I am aware of the methods that motivate me to learn.
- I understand which type of learning corresponds to me (visual, auditory, read and write, kinesthetic).
- I am aware of the learning strategies that correspond to my type of learning (reading, tables, working in groups, repeating, explaining, recopying, writing lists, reformulating,...).
- I know if I prefer to learn online, on the job or through lessons.

WHAT WOULD YOU DO?

You are a waiter/waitress in a restaurant. There is an important event tomorrow. Therefore, you shall be able to answer any question about the Menu and the ingredients of the dishes. To do so, you:

- Try to memorise by reading the ingredient lists, this is the best way to learn something.
- Are aware that in your case, you could read the list of ingredients one thousand times without memorising it. Therefore, you recopy it while repeating it out loud, as you have understood that in this way you remember things.



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Nº6
ABILITY TO FOLLOW RULES/INSTRUCTIONS

PERSONAL SKILLS



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Nº8
ABILITY TO JUDGE AND IDENTIFY ONE'S STRENGTHS
AND WEAKNESSES

PERSONAL SKILLS

Nº5
FLEXIBILITY AND ADAPTATION

PERSONAL SKILLS

Nº7
ABILITY TO COPE WITH STRESS AND FRUSTRATION
AND TO EXPRESS THEM IN A CONSTRUCTIVE WAY

PERSONAL SKILLS



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I HAVE THIS SKILL IF...

- I am able to oblige myself to certain constraints and to rein what infringes them.
- I am able to adapt my behaviour and to control myself according to general constraints.

WHAT WOULD YOU DO?

You are a waiter/waitress in a restaurant. Once, you have been surprised by your manager while using your mobile phone during your service. He/she told you it was forbidden. However, today there are not many clients in the restaurant and you are waiting for a message from your boyfriend/girlfriend to organise an outing tonight. You:

- Take a look at your phone. Anyway, there are only a few clients, you can read and send a message without any damage to the clients.
- Wait for the end of your service. Even if you are not that busy, you should respect the rules. You have already mistaken once and you don't want to do it twice.

I HAVE THIS SKILL IF...

- I am aware of what I do best and what I could improve.
- I am able to think about a situation and understand what I did well and what I could have done better.
- I am able to listen and analyse the others' feedback on my work.
- I understand when I make a mistake and I try to identify why I made it in order to avoid it in the future.

DO YOU KNOW THAT?

You do job interview simulations with your career advisor. At the end, he/she asks you what you did right and wrong, and gives you his/her point of view on your strengths and weaknesses. You:

- Had already identified the main strengths and weaknesses he/she has noticed. You listen to his/her point of view and start thinking and asking for advice about how to improve.
- Identified less strengths/weaknesses than him/her. You listen to his/her point of view but don't agree. Anyway, he/she doesn't like you, and all the weaknesses listed are only a proof of that.

I HAVE THIS SKILL IF...

- I am able to understand why I am stressed.
- I know the strategies to adopt in order to resist stress and prevent it from having negative effects on me.
- I am able to manage my stress and use it to be more effective.
- I am able to focus on the positive aspects in a frustrating situation in order to calm down.
- If I am too stressed out or frustrated, I am able to explain and discuss it peacefully.

WHAT WOULD YOU DO?

You are a waiter/waitress in a restaurant. It is lunchtime, the place is full of clients and you are running to prevent them from waiting for too long. After one hour at this pace, you're feeling completely stressed out. You:

- Go on this way, even if you know that in the end, you may break a plate, fall or burst into tears.
- Think about a way to calm down quickly in order to go on more effectively and without any incident. You will manage to serve every client in a pleasant way as always, maybe after a glass of water and a one-minute breathing exercise.

I HAVE THIS SKILL IF...

- When something changes in my life or in my environment, I can easily adjust to it.
- I feel quickly at ease when changes occur.
- I accept and manage changes even when things are already planned.
- I stay calm when faced with changes.
- I accept the others' opinion and can adapt accordingly.

WHAT WOULD YOU DO?

You are a waiter/waitress in a restaurant. The prominent figure who was supposed to come next week for dinner anticipated his/her visit. You have two days left instead of five to prepare everything. You:

- Completely panic. You tell your employer it is impossible to change plans and anticipate that much.
- Take a breath and start imagining solutions to succeed in spite of this last minute change.



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INSTRUMENTO DI VALUTAZIONE DEI RISULTATI DELL'INTERVENTO

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N°10

MOTIVATION AND DETERMINATION
TO MEET OBJECTIVES

PERSONAL SKILLS



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INSTRUMENTO DI VALUTAZIONE DEI RISULTATI DELL'INTERVENTO

CLIENT



N°12

ACCEPTANCE OF FEEDBACK

PERSONAL SKILLS

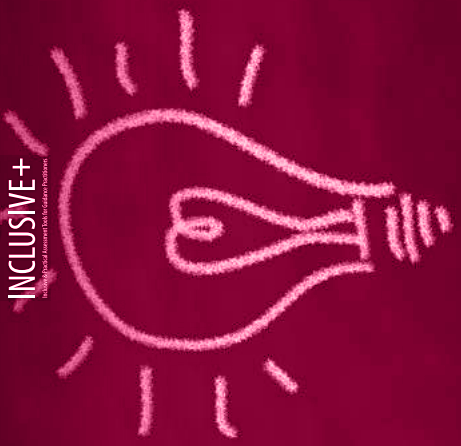
PERSONAL SKILLS

BEING ON TIME
N°11



PERSONAL SKILLS

ABILITY TO PROBLEM SOLVE
N°9



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INSTRUMENTO DI VALUTAZIONE DEI RISULTATI DELL'INTERVENTO

CLIENT

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INSTRUMENTO DI VALUTAZIONE DEI RISULTATI DELL'INTERVENTO

I HAVE THIS SKILL IF...

- I can focus my energy on the completion of a task.
- I can impose rules upon myself in order to meet objectives.
- I can make efforts to reach a target.
- My actions stick to my decisions.
- I don't give up at the first sign of difficulty.

WHAT WOULD YOU DO?

DO YOU HAVE THIS SKILL?

You are a cook in a restaurant. Your objective is to prepare a perfect dish for a prominent figure who has booked a table for next week. It will be an opportunity for you to get noticed by that person and your employer. You:

- Study and train as much as possible even after your working hours in order to avoid any mistake, until you have reached the perfect result you targeted.
- Train a bit but you're tired after your working hours, so you prefer to have a rest at home, even if your dish may be a bit less perfect. There will be other opportunities to improve and show your talents.

there is no doubt you will succeed.

Keep on trying even if it goes beyond the safety regulations. Anyway, you are a good mechanic,

- Decide to have a look to find out where the problem could come from, but respecting the safety regulations. However, if it is not enough, you who is in charge of solving these types of problems.

Decide to have a look to find out where the problem could come from, but always respecting the safety regulations. If you cannot find a solution without infringing them, you call your colleague

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You are a worker in a factory. The machine you are working on stops functioning. It is a big, complicated and potentially dangerous machine. You:

- Decide to have a look to find out where the problem could come from, but always respecting the safety regulations. If you cannot find a solution without infringing them, you call your colleague

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I HAVE THIS SKILL IF...

- I am able to listen to the others' opinions on my work.
- I consider feedback from more experienced people as an opportunity to improve.
- I pay attention to feedback and try to integrate them into my daily practice.
- If I don't understand or disagree with feedback, I don't get angry but talk peacefully to its author in order to understand it and avoid frustration.

DO YOU HAVE THIS SKILL?

You are a server in a restaurant. Before you leave, he/she asks you for some minutes to talk about your performance. He/she tells you that you do your job well, but that you should hold the plates in another way so that they are more stable and you can walk faster. You:

- Thank him/her for the advice. You will try to do as he/she showed you tomorrow. It is also a chance to improve your own practice in the future.
- Thank him/her but feel offended. Where is the problem with the way you hold the plates? You're already fast enough. You will go on doing it your way.

earlier in order to be able to wake up more easily.

- Face up to your responsibilities and get up anyway. You cannot be the cause for any loss of your enterprise. Next time, you may leave the party a bit earlier in order to be able to wake up more easily.

Set it to get off after 15 more minutes. You will be a bit late, but you're too tired. Anyway, there are not many clients on a Friday morning and you will be more effective if you sleep a bit more.

- Set it to get off after 15 more minutes. You will be a bit late, but you're too tired. Anyway, there are not many clients on a Friday morning and you will be more effective if you sleep a bit more.

You work in a clothing store. Today, you are in charge of the opening, but yesterday you had a party with your friends. When your alarm clock goes off, you are too tired to get up. You:

- Set it to get off after 15 more minutes. You will be a bit late, but you're too tired. Anyway, there are not many clients on a Friday morning and you will be more effective if you sleep a bit more.

You cannot be the cause for any loss of your enterprise. Next time, you may leave the party a bit earlier in order to be able to wake up more easily.

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PERSONAL SKILLS

N°14

WILL TO DISCOVER AND LEARN



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PERSONAL SKILLS

N°16

SENSE OF RESPONSIBILITY

PERSONAL SKILLS

N°15

ACCURACY AND ATTENTION PAID TO DETAILS

PERSONAL SKILLS

N°13

BEING ORGANISED



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I HAVE THIS SKILL IF...

- I always take time to think before acting.
- I always assess the consequences of my acts, for the others and myself.
- I accept and recognize my mistakes, I don't blame someone else for them.
- I don't escape my duties.

WHAT WOULD YOU DO?

You are a childminder, and you have to take care of a 10-year-old child. He/she complains about a stomach ache. He/she wants to take a medicine you don't know but that he/she has in his/her bedroom as he/she says that it is the one his/her parents give him/her for this type of pain. You:

- Try to call the parents in order to check if it's right. If they don't answer, you don't want to take the risk to give the child a medicine you don't know and prefer to provide him/her with another one you know. Anyway, you had asked for a precise list of the medicines the child is allergic to, so you cannot make any mistake.
- Try to call the parents in order to know if it is right. If they don't answer, you read the package leaflet of the medicine and if it may correspond to his/her symptoms, you give it to him/her.

I HAVE THIS SKILL IF...

- I am attracted by what is new for me.
- The unknown does not scare me.
- I consider novelty as an opportunity to learn and improve.
- I consider learning as a way to broaden my horizons.
- I am motivated to learn as I believe that it is an opportunity to develop myself.

WHAT WOULD YOU DO?

You are offered a job in a restaurant, but the employer explains you that you will have to take the orders using a tablet. You have never used this type of device and you have no idea about how it can work. You would see it as:

- A challenge you would like to take up as it is an opportunity to acquire a new competence!
- How unfortunate! It scares you a bit and may make you refuse the job...

I HAVE THIS SKILL IF...

- I observe a lot people and things around me.
- I often notice little changes before the others.
- I listen carefully to what people tell me.
- I don't hesitate to provide complementary information in my written/oral communications.
- I don't hesitate to give examples in order to precise my speech.

WHAT WOULD YOU DO?

A new employee arrives in the restaurant where you work. Your employer asks you to act as a mentor with him/her and to explain what he/she cannot do, what is expected from him/her and to provide advice. You:

- Need only a few minutes of observation to understand the kind of person he/she is, how he/she feels and to personalise your mentoring. You precisely explain how this workplace works and provide many examples to illustrate the whole list of prohibitions you have shared with your new colleague.
- Talk a bit with the person to know him/her better. You provide him/her with some examples of the worst prohibitions in this workplace according to you. Then you go back talking about something that interests you more.

I HAVE THIS SKILL IF...

- I am able to plan.
- I finish every task on time.
- I don't forget my tasks, meetings or deadlines.
- I am able to prioritise my tasks.
- I invent methods to avoid forgetting things if it happens to me (with to-do lists, etc...).

WHAT WOULD YOU DO?

You start working as a caregiver for an elderly person.

His/her family explains you which medicines he/she should take and at what time. Then, they also tell you about a few doctor appointments for which you will have to take him/her. You:

- Don't take any note. That is not useful, you have the best memory ever, you will remember everything.
- Take notes in the calendar of your mobile phone/ in your day planner. This way, you are sure not to forget anything. Also, medicines and doctor appointments are not things to joke about.

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N°17

PROFESSIONALISM

PERSONAL SKILLS

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N°18

PATIENCE

PERSONAL SKILLS

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N°19

ABILITY TO OBSERVE A SCHEDULE

PERSONAL SKILLS

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N°20

SELF-CONFIDENCE

PERSONAL SKILLS

I HAVE THIS SKILL IF...

- I always assume that I have the capacity to do what I am asked to.
- I am not afraid to fail because I think I have or can acquire the resources to reach my objectives.
- I don't excessively doubt or hesitate in front of challenges or novelty: they do not prevent me from trying.
- Even if I am not able to reach my objective yet, I believe that it will change if I learn and work.

WHAT WOULD YOU DO?

Your career advisor tells you about a competitive examination to become a caregiver in the public sector. It could be a real opportunity for your future. However, you are aware that you will need to study in order to have a chance to pass it successfully. You:

- Decide to take up the challenge and to do your best. If you study seriously, there is no reason why you couldn't have a chance to succeed. Moreover, it is an annual examination. If you don't pass it this time, you will try again next year.
- Decide to ignore it. It may be an opportunity, but it is not for you. You're not good at learning and you have a bad memory. You will never succeed, so it is useless to waste time trying.

I HAVE THIS SKILL IF...

- I don't get angry when facing difficulties.
- I can keep calm if I am the victim of a mistake, problem or inconvenience.
- I am able to give others time to carry out their tasks.
- I am able to wait in order to reach my objectives.

WHAT WOULD YOU DO?

You work as a cook in a restaurant. A new cook's helper has just arrived. At the most stressful moment of the day, when the whole team needs to be very coordinated and effective, he/she gets confused. You:

- Get angry. This morning you had explained where all the tools and ingredients were stowed. His/her confusion is not legitimate.
- Take a breath. It is normal that he/she confuses a bit at the beginning. You quickly indicate where are the things he/she doesn't find. After a few days, he/she will settle in better and handle stressful moments better.

I HAVE THIS SKILL IF...

- I am able to manage my time in order to finish all my tasks before the deadline.
- I am not late at work and I don't leave before the scheduled time.
- I don't hesitate to record planned appointments to avoid forgetting or missing them.
- I am able to identify the most relevant tools to record appointments in line with my daily practice (phone, electronic or paper calendar, etc.).
- I am able to include last minute meetings/events in my schedule.

WHAT WOULD YOU DO?

You work as a childminder and have to take care of four children. You have to pick up two of them at school, and to take each of them to his/her activities in the afternoon, that start and finish at different times and differ from one day to another. You:

- Have a day/weekly planner in which you have registered the time of every appointment and activity of each child in order to be always on time and avoid forgetting anything.
- Have not written anything down. It is useless, you always remember everything and the children know when they have their activities too, so there is a dual safety.

I HAVE THIS SKILL IF...

- I am willing to do my job impeccably.
- I am able to adapt my behaviour to a work context.
- I always do my best to show the best image of myself and of the organization where I work.
- I am able to control myself in order to always respect the rules, manage my emotions and avoid brutal reactions.

WHAT WOULD YOU DO?

You are a waiter/waitress in a restaurant. A client you have just served calls you back angrily saying there is sauce in his/her dish whereas he/she had asked to withdraw it. You know he/she forgot to tell you about this detail and you don't like his/her unpleasant attitude. You:

- Excuse with a smile and propose to bring the dish back to the kitchen and to ask for another one without sauce.
- Tell him/her it is his/her fault as he/she forgot to tell you. You add that you may bring it back as a favour if he/she stops being unpleasant.



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N°21
HARD-WORKING

PERSONAL SKILLS

I HAVE THIS SKILL IF...

- I can work a lot in order to reach objectives.
- I am ready to make efforts if there is a period with more work than usual.

WHAT WOULD YOU DO?

You have decided to take a competitive examination in order to improve your situation and get a stable job. It is in two months and you know there is a lot to study in order to succeed. You:

- Make a revision timetable in order to organise your study so that all the topics of the programme are covered. Anyway, you will revise as much as you can, every time you will have a free moment. Your timetable is a minimum reference point.
- Try to find time to study between two outings with your friends. Anyway, if you spend too much time studying, you're not effective anymore. You have to wait to be in the right mood in order to learn.





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Network & Project Management Tools for Gender Equality

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N°2

MANUAL CREATIVE AND ARTISTIC ACTIVITIES,
HANDICRAFTS

HOBBIES



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CLIENT



N°4

SOCIAL NETWORKS

HOBBIES

HOBBIES

ARTISTIC ACTIVITIES
N°3

SPORTS/TEAM GAMES
N°1

HOBBIES



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THIS HOBBY INCLUDES THAT...

- I like to play in team with other people, in a club or not.
- I play sports/games in which it is necessary to work together and trust each other to win.
- I am able to bring my contribution to the game and to a general positive atmosphere.
- Even if I may like competition, I always remain respectful of the opponent.

EXAMPLES OF SPORTS YOU MAY

PRACTICE:

- football
- basketball
- handball
- rugby
- relay races
- volleyball
- ice hockey
- aqua ball
- tennis

THIS HOBBY INCLUDES THAT...

- During my spare time, I play music, dance, sing, do theatre.
- I use dance/music/theatre etc. as a way to express my emotions.

EXAMPLES OF ACTIVITIES YOU

MAY DO:

- playing a musical instrument
- dancing
- singing
- acting
- writing (stories, poetry, comics...)
- creating music using electronic programmes

THIS HOBBY INCLUDES THAT...

- I love to create objects with my hands, to be used or only for decorating.
- I have a lot of inspiration and always new ideas to realise.
- Sometimes I sell things that I have created by myself.
- I am very accurate and pay attention to detail.
- I have a strong sense of the aesthetic.

EXAMPLES OF ACTIVITIES YOU MAY DO:

- pottery
- painting
- drawing
- sewing
- knitting
- carving (any material)
- making objects for a daily life use (DIY)
- decorating existing objects
- assembling objects/materials together to create something new

THIS HOBBY INCLUDES THAT...

- In my spare time, I spend time on social networks.
- I use social networks in order to keep in touch with the people I already know and to get to know new people.
- I use social media to share and get information (photos, messages etc.) from other people.
- I know how to use social media: I can upload content as well as access/download content created by others.

EXAMPLES OF SOCIAL NETWORKS YOU MAY USE:

- WhatsApp
- Youtube
- Messenger
- Facebook
- Twitter
- Instagram
- LinkedIn
- Viadeo
- Snapchat
- Pinterest
- Google+

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Integrating Diversity, Accelerating Growth, Enriching Your Business



N°5

INTEREST IN FOREIGN LANGUAGES

HOBBIES

CLIENT



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N°7

READING

HOBBIES

CLIENT



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N°6

ANIMAL CARE AND GARDENING

HOBBIES

CLIENT



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N°8

COOKING AND BAKERY

HOBBIES

THIS HOBBY INCLUDES THAT...

- In my spare time, I like to listen to other languages (e.g. songs in a foreign language, videos/films/computer games with subtitles, etc.).
- I like to meet people who speak another language and I try to communicate with them.
- I have followed or I am interested in following foreign language lessons.
- Foreign languages fascinate me.

EXAMPLES OF ACTIVITIES YOU

MAY DO:

- going to multilingual events
- participating in a tandem project
- listening to songs in a foreign language
- watching movies/videos in a foreign language (without subtitles)
- playing online games that imply communication with players from other countries
- following foreign language lessons
- reading books in bilingual versions
- travelling to foreign countries (with the intention to learn at least some words)

THIS HOBBY INCLUDES THAT...

- I love to read one or more types of materials.
- I am able to concentrate on what I am reading for a while.
- It may happen that I try to read in different languages/bilingual books.

EXAMPLES OF MATERIALS YOU

MAY READ:

- novels
- magazines
- newspapers
- comics
- specialised journals/periodicals
- blogs

THIS HOBBY INCLUDES THAT...

- I have plants at home and I can spend time to prevent them from dying.
- If my plants seem in a bad shape, I try to understand what is wrong and to do the necessary to cure them.
- I have pets/animals at home and I spend time and energy to look after them and ensure their health and well-being.
- If my pets/animals are sick, I try to understand what is wrong; I may bring them to the vet if necessary and give them medicine even if it takes time.
- If I meet an animal in bad shape in the street, I try to help it.

EXAMPLES OF ACTIVITIES YOU MAY DO:

- water the plants
- cultivate and treat plants
- feeding animals
- observing animals
- giving medicines to animals
- taking animals to the vet
- volunteering in an animal welfare association
- volunteering as a foster carer for abandoned animals

THIS HOBBY INCLUDES THAT...

- I like to cook and/or bake in my everyday life.
- I like to follow recipes but also to invent new ones.
- Usually, people like what I cook/my culinary innovations.

EXAMPLES OF ACTIVITIES YOU MAY DO:

- Deliver cooking classes
- Attend cooking classes
- Organise culinary events for tourists
- Cook for friends and family events and parties

CLIENT



N°10

COMPUTER GAMES



HOBBIES



CLIENT



N°12

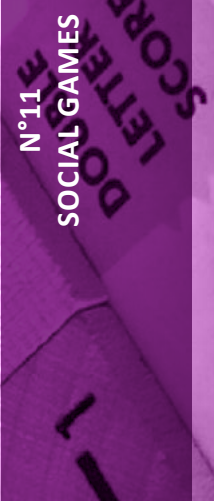
ACTIVITIES IN NATURE (SEASIDE, MOUNTAIN)



HOBBIES



HOBBIES



N°11
SOCIAL GAMES



N°9

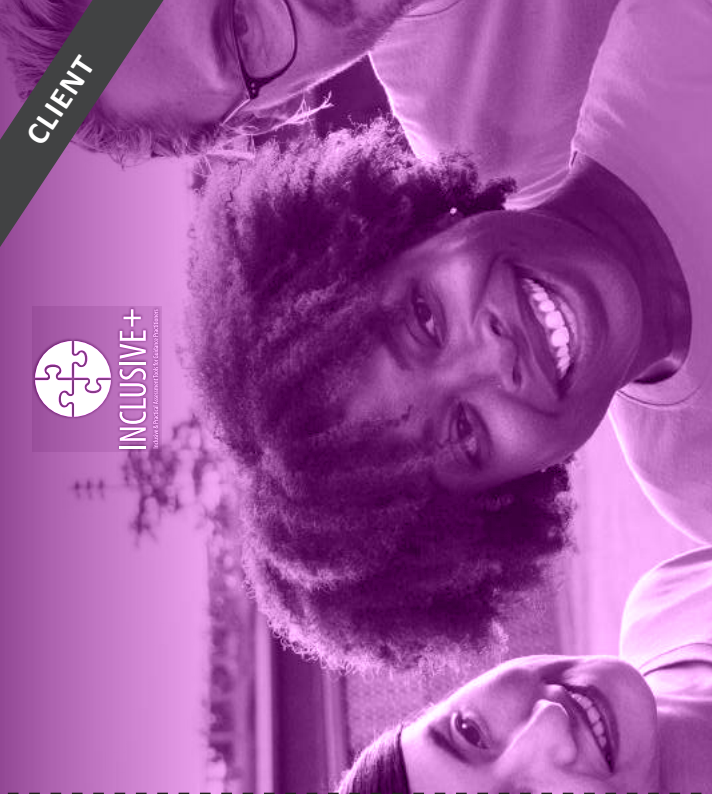
VOLUNTEERING



HOBBIES



CLIENT



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THIS HOBBY INCLUDES THAT...

- I can give time for things in which I believe/to act in line with my convictions.
- I have already been involved in an association/given time for specific causes that are important to me.

EXAMPLES OF CATEGORIES OF ASSOCIATIONS YOU MAY VOLUNTEER

IN:

- Animal protection associations
- Intercultural dialogue associations
- Intergenerational dialogue associations
- Environment protection associations
- LGBT associations
- Pacifist associations
- Associations for the protection of women and/or children
- Human Rights associations
- Associations providing aid for the most deprived
- Associations supporting community development and neighbourhood life

THIS HOBBY INCLUDES THAT...

- I like to play games that require interaction, collaboration, communication with other people.
- I like multiplayer games that imply to manage (e.g. manage time or money), to guess (e.g. try to understand/communicate the right information), etc.
- I play games that require developing strategies and/or anticipating what my opponent will do in order to win.

EXAMPLES OF TYPES OF GAMES YOU MAY PLAY:

- Games with cards (e.g. poker, Uno)
- Games with pawns (e.g. Battleship, Monopoly)
- Games with questions (e.g. Trivial Pursuit)
- Guessing games (e.g. Taboo, Pictionary)
- Games with roles (e.g. Cluedo)
- Games with letters (e.g. Scrabble)
- Strategy games (e.g. Chess, checkers)

THIS HOBBY INCLUDES THAT...

- I like to play computer games in my spare time.
- I play games that are played online in collaboration with other people.
- I play games that require to administrate available resources.
- I play games that require me to negotiate with others.
- I like games that require to build a strategy/to solve a problematic situation to win.

EXAMPLES OF TYPES OF GAMES YOU MAY PLAY:

- platform games (e.g. Mario, Sonic)
- role playing games (e.g. Dungeons and Dragons, Final Fantasy)
- Infiltration/espionage games (e.g. Metal Gear Solid)
- Reflexes, puzzles and detective games
- Simulation and strategy (e.g. Minecraft, The Sims, PAC MAN)
- Creativity and simulation games (e.g. music, dance, karaoke, cooking games)
- Massively Multiplayer Online Role-Playing Game or MMORPG (e.g. World of Warcraft)

THIS HOBBY INCLUDES THAT...

- I have practiced seaside activities/sports that help me acquire technical knowledge and skills.
- I am used to doing sport/activities in the mountains that allowed me to develop my knowledge about it (e.g. nice places to see, where to go for trekking, names of the plants and animals etc.).

MAY DO :

EXAMPLES OF ACTIVITIES YOU

- sailing
- trekking/hiking
- skiing
- surfing
- snowboarding
- snowshoeing
- climbing
- windsurfing
- water-skiing
- motorboating
- diving
- paragliding

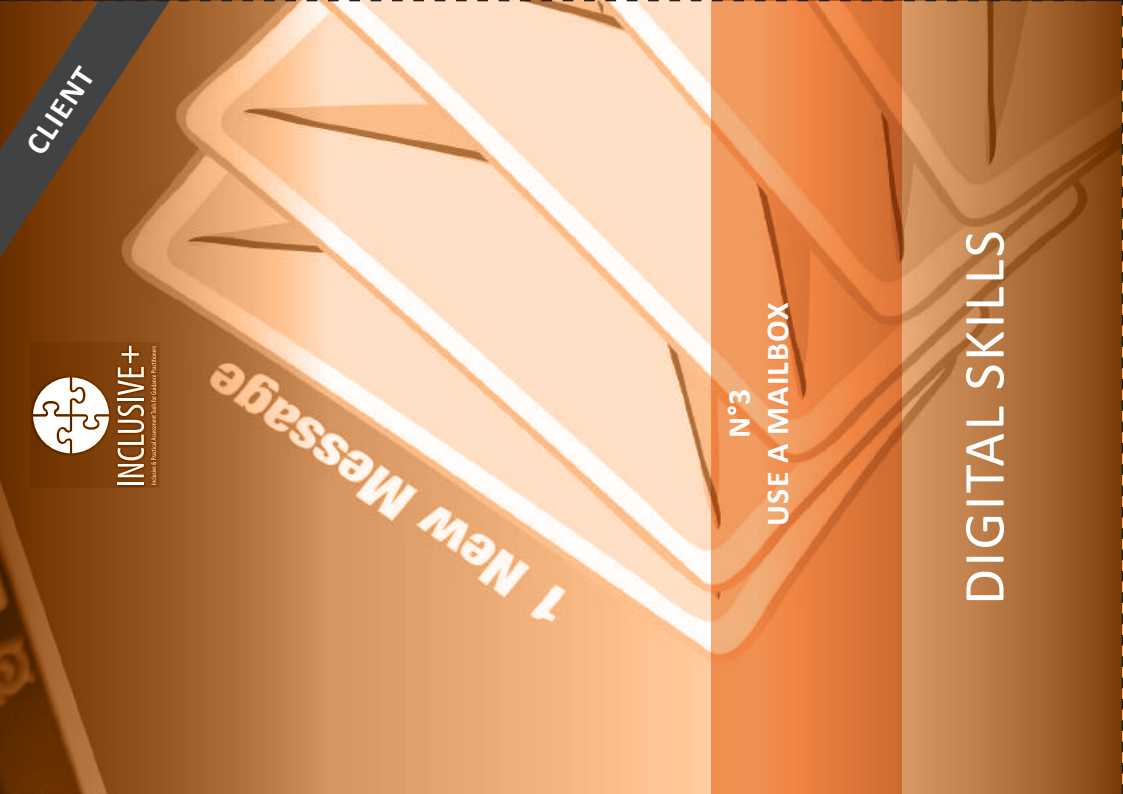
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N°1
SEARCH ON THE INTERNET

DIGITAL SKILLS

CLIENT



N°3
USE A MAILBOX

DIGITAL SKILLS

CLIENT



N°2
USE THE PHONE

DIGITAL SKILLS

CLIENT



N°4
USE SOCIAL NETWORKS

DIGITAL SKILLS

I HAVE THIS SKILL IF...

- I am able to use common applications (WhatsApp, Telegram, Messenger, Facebook, LinkedIn, etc.).
- I am aware of the risks that can be linked to the use of social networks and I know how to protect my personal data.
- I am aware of the benefits I can get from the utilisation of social media (access targeted information, find a job, etc.).

WHAT WOULD YOU DO?

You are starting to work in a new enterprise. Your colleagues tell you that if you are late or sick, they use a group on WhatsApp to communicate. You:

- Already have all social networks on your phone. You only need to give your phone number in order to be added to the group, you know how it works.
- You need to install the application on your phone, but you know how to upload it. Then, you already use other social networks, so it shouldn't take too long to learn how to use it.
- You don't have WhatsApp nor any other social network and you have no idea about how to get it on your phone. You have to ask your colleagues to install it for you and to show you how to use it.

I HAVE THIS SKILL IF...

- I am able to create an e-mail address (on my own or with someone else's help).
- I know how to send an e-mail and how to attach a document.
- I can use the basic functions of a mailbox: I am able to read the e-mails I received, to check the ones I sent, to register drafts and to manage the spam.

WHAT WOULD YOU DO?

You want to candidate for a job online, but you need an e-mail address in order to send your CV. You:

- Give up. You don't know how to create an e-mail address nor how to send your CV. You would waste too much time and anyway, you prefer to go to the shops and directly leave your CV to potential employers.
- Create an e-mail address. It will not take so much time because you already know what kind of mailbox you would prefer to have and how to create an address. Once created, you type an e-mail, attach your CV and send it to the right address.

I HAVE THIS SKILL IF...

- I am able to call with a smartphone.
- I am able to text and to access the messages I receive.
- I am able to listen to the vocal messages people leave me.

WHAT WOULD YOU DO?

You have just been texted by your phone company to inform you that someone left you a vocal message. You:

- Access your phone company's written message and get the information. You easily manage to access and listen to the voice message.
- Access your company's written message but you ask someone for help as you cannot manage to access the vocal message.
- Ask someone for help because you meet difficulties accessing your phone company's written message.

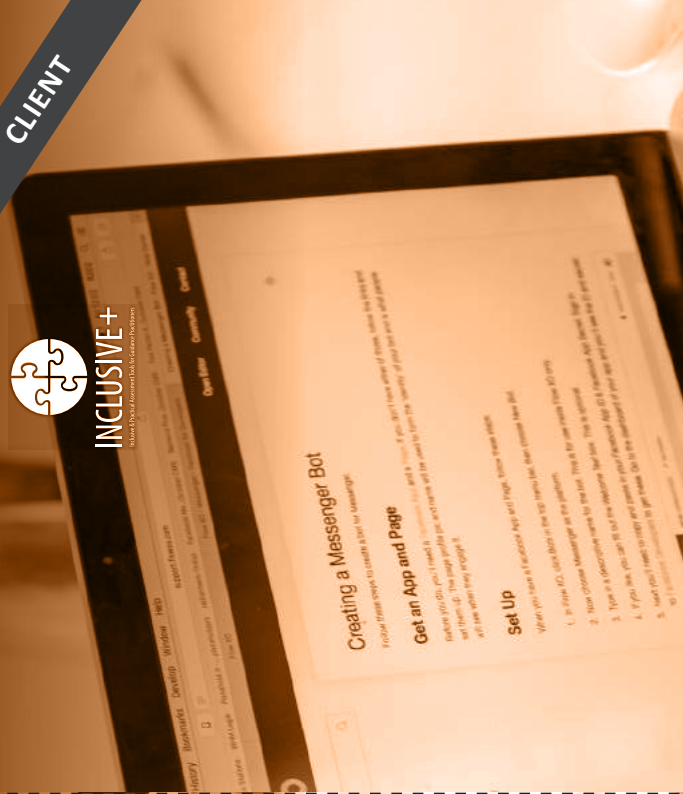
I HAVE THIS SKILL IF...

- I am able to use a keyboard.
- I am able to check whether I have an Internet connection.
- I know the different search engines.
- I am able to identify the key words to type in order to get relevant results.
- I am able to select the type of material I need (textual information, images, videos, books, etc.).

WHAT WOULD YOU DO?

You are a seller in a clothing store. A client asks you for a product he/she has seen on the brand's website but that you don't know. To help him/her, you:

- Search for the brand's website on the Internet (on your phone or on the computer) and ask the client to indicate which product he/she has in mind. It will be done in a minute!
- You're not sure about how to search for it on the Internet. You prefer to ask a colleague or the client to search for it and show you the product.



N°7

ABILITY TO LEARN HOW TO USE BASIC SOFTWARE

DIGITAL SKILLS

N°5

BASIC USE OF A COMPUTER

DIGITAL SKILLS



DIGITAL SKILLS

N°6
MAKE A CV

I HAVE THIS SKILL IF...

- I am able to use a keyboard and I know simple combinations of keyboard keys (e.g. to copy and paste).
- I know how to use basic programmes: I can write a text in through a word processing programme, save and print a document, etc.
- I can find the documents, images, audios I saved in the computer.
- I know how to surf on the Internet.

WHAT WOULD YOU DO?

Your employer asked you to copy the job offer he wrote by hand through a word processing programme to find another seller in the shop. Then, you will have to print it in order to put it on the front door. You:

- Have no problem with it: It takes you five minutes to copy it through a word processing programme, save it in the documents and print it.
- Are able to copy it, but it may be difficult to print it.
- Will meet difficulties opening the programme and copy the job offer correctly. You're not used to write on the computer, and you have no idea about how to print a document. You have to ask someone to remind/show you how it works.

I HAVE THIS SKILL IF...

- I am interested in technology and I am always willing to learn more about how to use it.
- I am not afraid of using new tools.
- I believe that technological devices can help me be more effective in my work and make me save time.

WHAT WOULD YOU DO?

You have to interview clients about their shopping experience in a store. Before, you had to fill in paper questionnaires according to what the clients told you.

Today, your employer told you that you will have to use a tablet and therefore to fill in electronic questionnaires. You:

- Are a bit upset: it worked very well with paper questionnaires and it was very simple. Why does your employer want to make things more complicated? You don't know how to use a tablet and you don't want to!
- Are curious about this new tool and how it will change your daily work. Let's learn how to use it!
- You're already familiar with tablets, it's going to be child's play!

I HAVE THIS SKILL IF...

- I know what information is to be included in a CV.
- I am aware of the tools that exist in order to help me make my CV (e.g. Europass).
- I am able to update my CV by uploading the file on a specialized tool like Europass or opening it in a word processing programme.
- I am able to adapt my CV according to each job offer.

WHAT WOULD YOU DO?

You have found the perfect job offer and you want to submit your candidature. However, the employer asks you to attach your CV, and you don't have any. You:

- Know what information you need to include and you are able to write a nice one through a word processing programme. If you meet any difficulty, you know how to use the Europass tool in order to have it ready quickly!
- Don't know how to make a nice CV through a word processing programme but you know how to use the Europass, so there is no problem!
- Don't know what to include in a CV nor how to structure it. You have never heard of any tool to help you write one easily.



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Nº2

INTEREST IN INTERACTION WITH OTHERS
AND TO ESTABLISH INTERPERSONAL RELATIONSHIPS

SOCIAL SKILLS

SKILLS

Nº 1
ABILITY TO COMMUNICATE EFFECTIVELY BOTH
ORALLY AND IN WRITING



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Nº4

AWARENESS OF BASIC CONCEPTS RELATING TO
INDIVIDUALS, GROUPS, WORK ORGANIZATIONS,
GENDER EQUALITY, NON-DISCRIMINATION,
SOCIETY, CULTURE

SOCIAL SKILLS

SKILLS

UNDERSTANDING OF THE CODES OF CONDUCT AND
MANNERS GENERALLY ACCEPTED
IN DIFFERENT SOCIETIES AND ENVIRONMENTS

Nº 3



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SAVE
OUR
EARTH

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is aware that society is made up of people who are different from each other.
- He/she accepts and he/she respects differences (gender, sexual orientation, culture...).
- He/she is aware of the main rights and duties of individuals and private organisations.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which you had to interact with people who had a different culture/religion/sexual orientation from yours. What interaction did you need to carry out with that person? (TASK)
- In which context did the interaction take place? What was it precisely about? Was it the first time you met that person? How did you know about your difference?(SITUATION)
- What did you do in order to manage your difference?How did you feel about it? (ACTIONS)
- In the end, did you manage to have a normal interaction, as with anyone else? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Understanding of the codes of conduct and manners generally accepted in different societies and environments (5.ºn) (3.ºn)
- Tolerance (5.ºn)
- Ability to value diversity and respect of others (6.ºn)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she can observe and recognise the behaviours that are accepted in a given context/environment.

- He/she is able to adjust his/her behaviour according to what people expect from him/her.

- He/she can adapt to the norms of his/her environment: way to express him/herself, clothes, rules, hierarchy...

A QUESTION YOU COULD ASK TO HELP...

- Háblame de una situación en la que se diera cuenta de que su conducta y comportamiento estaban distanciados de los aceptados donde usted se encontraba. ¿Cómo lo gestionó?

If your client needs to be guided:

- Tell me about a situation in which you realised there was a gap between your conduct and manners and the ones accepted in the place where you were. What did you need to do in order fill in the gap? (TASK)
- What type of place was it? What made you infringe its codes? Did you notice it on your own or did someone else tell you? (SITUATION)

- Did you change your conduct or manners in order to adapt? What did you exactly do? (ACTIONS)
- In the end, did you manage to fill in the gap? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture (n°4)

Personal skills:

- Flexibility and adaptation (n°5)
- Ability to follow the rules/instructions (n°6)
- Being on time (n°11)
- Self-discipline (n°4)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to express him/herself, to understand and give meaning to concepts, thoughts, feelings, facts and opinions while listening, speaking, reading and writing.
- He/she is able to interact with people from different cultures and in the various everyday life situations.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a job interview you have experienced. How did you try to convince the recruiter you were the person he/she was looking for?

If your client needs to be guided:

- Tell me about a job interview you have experienced. What did the recruiter ask you to tell him/her? (TASK)
- What was the specific context in which you had this job interview? For what position? (SITUATION)
- What did you do to convince the recruiter? How did you answer his/her questions and defend your profile?(ACTIONS)
- In the end, did you convince him/her? Did you get the job or not? Why? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Customer service skills (n°15)
- Negotiate and create confidence (n°7)
- Ability to work collaboratively in team (n°11)
- Interest in interaction with others and to establish interpersonal relationships (n°2)

Professional skills:

- Basic selling skills (n°3)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to express him/herself, to understand and give meaning to concepts, thoughts, feelings, facts and opinions while listening, speaking, reading and writing.
- He/she is able to interact with people from different cultures and in the various everyday life situations.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your first day in a new workplace. How did you manage to integrate?

If your client needs to be guided:

- Tell me about your first day in a new workplace. did you need to do in order to establish relations with your colleagues? (TASK)
- How many people were there in that workplace? Did you work mainly on your own or in team? Were there moments to talk to the others? (SITUATION)
- What did you do to establish relations? To get to know the others? (ACTIONS)
- In the end, did you effectively establish relations with your colleagues? Did you integrate that workplace?(RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Customer service skills (n°15)
- Negotiate and create confidence (n°7)
- Ability to work collaboratively in team (n°11)

Professional skills:

- Basic selling skills (n°3)



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N° 5
TOLERANCE
SOCIAL SKILLS



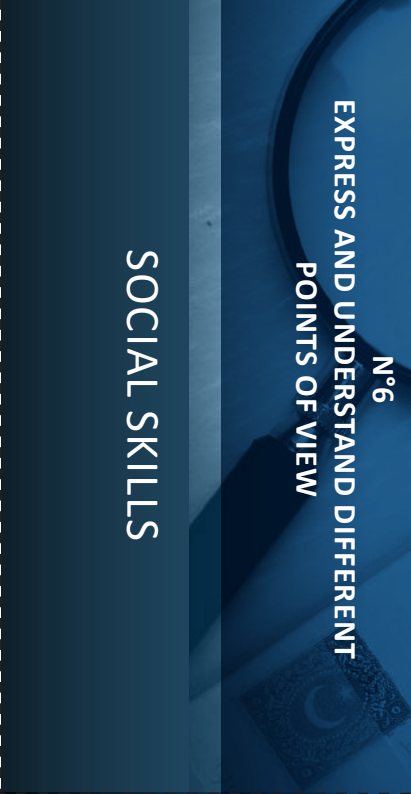
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N° 7
NEGOTIATE AND CREATE CONFIDENCE
SOCIAL SKILLS



SOCIAL SKILLS

N° 6
EXPRESS AND UNDERSTAND DIFFERENT
POINTS OF VIEW



SOCIAL SKILLS

N° 8
EMPATHY



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WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she tries to see the world through the other's eyes.
- He/she listens with attention and tries to understand the other.
- He/she listens without judging.
- He/she tries to put him/herself in the other's shoes and to understand his/her feelings.
- He/she tries to understand the reason why the other acts as he/she does and what can be his/her objectives.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you saw someone who was in trouble. How did you react?

If your client needs to be guided:

- Tell me about the last time you saw someone who was in trouble. What should you have done to help him/her? (TASK)
- In which context did you see this person? What kind of trouble was he/she facing? Did you already know that person? (SITUATION)

What did you do? (ACTIONS)

- In the end, did you help that person? Did you provide him/her with any kind of support? Did you manage to get him/her out of trouble? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Customer service skills (n°15)
- Active listening (n°14)
- Interest in interaction with others and to establish interpersonal relationships (n°2)
- Ability to value diversity and respect of others (6.n) (n°2)

Professional skills:

- Basic knowledge of care (7.n) (n°1)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to reach agreement with other people.

- He/she is good at convincing.

- He/she is able to make people feel at ease.

- He/she pays attention and truly listens to what the others have to say.

- He/she is good at reassuring.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you debated with other people. How did you manage it?

If your client needs to be guided:

- Tell me about the last time you wanted to sell/buy something and tried to negotiate the price. Explain what you exactly aimed at. (TASK)

- In which context was the selling/purchase? Who did you negotiate with? What did you want to buy/sell? (SITUATION)

- How did you proceed in order to reach your objective? Did you adopt a strategy to get what you wanted? (ACTIONS)

- In the end, how was the negotiation concluded? Did you get what you aimed at? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Customer service skills (n°15)
- Interest in interaction with others and to establish interpersonal relationships (n°2)
- Ability to communicate effectively both orally and in writing (n°1)

Professional skills:

- Basic selling skills (n°3) Personal skills:
- Self-confidence (n°20)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is aware that different people may have different views on the same issue.
- He/she is able to put him/herself in the other's shoes to understand why his/her view differs from his/hers.
- Thinking of an issue, he/she is able to imagine different situations that could trigger different points of view.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you debated with other people. How did you manage it?

If your client needs to be guided:

- Tell me about the last time you debated with other people. What did you need to do in order to have a good debate? (TASK)
- In which context did the debate take place? What was it about? Whom were you debating with? (SITUATION)
- What did you do in order to express your point of view? To understand the one of the others? (ACTIONS)
- In the end, did you manage to keep calm in spite of the disagreement? How did the debate finish? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Tolerance (n°5)
- Ability to work collaboratively in team (n°11)
- Ability to value diversity and respect of others (6.n) (n°12)

Personal skills:

- Acceptance of feedback (n°12)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she accepts that other people may have opinions different from his/hers.

- He/she respects the others' beliefs, behaviours, ways of life even if they are different or contrary to his/her own.

- Even if he/she disagrees with them, he/she wants the others to have the right to express their ideas.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which you confronted with someone who had opinions/beliefs that were contrary to yours. How did you handle that?

If your client needs to be guided:

- Tell me about a situation in which you had to interact with a person who had a different culture/religion/sexual orientation from yours. What interaction did you need to carry out with that person? (TASK)

- In which context did the interaction take place?

- What was it precisely about? Was it the first time you met that person? How did you know about your difference? (SITUATION)

- What did you do in order to manage your difference? How did you feel about it? (ACTIONS)

- In the end, did you manage to have a normal interaction, as with anyone else? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Ability to value diversity and respect of others (n°9)
- Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture (n°4)
- Express and understand different points of view (n°6)
- Ability to work collaboratively in team (n°11)
- Empathy (n°8)



PROFESSIONAL



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N°11

ABILITY TO WORK COLLABORATIVELY IN TEAM

SOCIAL SKILLS



N°9

ABILITY TO VALUE DIVERSITY AND RESPECT OF OTHERS

SOCIAL SKILLS



N°12

POSITIVITY

SOCIAL SKILLS



N°10

RELIABILITY

SOCIAL SKILLS



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WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to find positive elements in any situation.
- He/she sees things in a positive light and use it to motivate him/herself and others.
- He/she is able to relativise failures and to keep on trying.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a bad situation in which you had to motivate other people. How did you manage to do so?

If your client needs to be guided:

- Tell me about a bad situation in which you had to motivate other people. What did you need to do in order to succeed? (TASK)
- In which context was it? Who were the people you had to motivate? What bad situation was it? (SITUATION)
- How did you proceed in order to motivate them? (ACTIONS)

- In the end, did you effectively manage to motivate them? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Ability to work collaboratively in team (n°11)
- Interest in interaction with others and to establish interpersonal relationships (2.n)

Personal skills:

- Self-confidence (n°20)
- Persistence (2.n)

- Acceptance of feedback (n°12)
 - Ability to cope with stress and frustration and to express them in a constructive way (n°7)
 - Flexibility and adaptation (n°5)
- Personal skills:
- Interest in interaction with others and to establish interpersonal relationships (n°2)
 - Express and understand different points of view (n°6)
 - Negotiate and create confidence (n°7)

YOU COULD LINK THIS SKILL TO...

- Social skills:
- Ability to communicate effectively both orally and in writing (n°1)

- Interest in interaction with others and to establish interpersonal relationships (n°2)

- Express and understand different points of view (n°6)

- Negotiate and create confidence (n°7)

- Acceptance of feedback (n°12)

- Ability to cope with stress and frustration and to express them in a constructive way (n°7)

- Flexibility and adaptation (n°5)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she sticks to what he/she says – he/she keeps his/her word.
- He/she always strives to carry out his/her tasks the best he/she can.
- Usually, people consider they can trust him/her.
- It is always possible to count on his/her support.
- He/she always keeps secrets when he/she is asked to.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time your employer/manager/someone asked you a favour. How did you manage it?

If your client needs to be guided:

- Tell me about a time your employer/manager/someone asked you a favour. What did he/she ask you to do? (TASK)

- What was the context? Did you already have different plans? (SITUATION)

- What did you do? Did you accept to carry out the task?(ACTIONS)

- In the end, did you do exactly what had been required from you? Did you do it as seriously as anything else/as you would do something for yourself? (RESULTS)

YOU COULD LINK THIS SKILL TO...

- Social skills:
- Self-discipline (n°4)
 - Ability to follow the rules/instructions (n°6)
 - Being on time (n°11)
 - Sense of responsibility (n°16)

- Awareness of basic concepts relating to individuals, groups, work organisations, gender equality, non-discrimination, society, culture (n°4)
- Express and understand different points of view (n°6)
- Ability to work collaboratively in team (n°11)
- Empathy (n°8)
- Tolerance (n°5)

Personal skills:

- In the end, how did the situation end up? (RESULTS)

- Why?(ACTIONS)

- What did you do? Did you react in any way?

- In which context was it? What kind of discrimination did you witness? (SITUATION)

- Tell me about a time you witnessed a situation of discrimination. Explain what you could have done.(TASK)

- If your client needs to be guided:

- Tell me about a time you witnessed a situation of discrimination. How did you react?

- Tell me about a time you witnessed a situation of discrimination. Explain what you could have done.(TASK)

- If your client needs to be guided:

- Tell me about a time you witnessed a situation of discrimination. How did you react?

- Tell me about a time you witnessed a situation of discrimination. Explain what you could have done.(TASK)

- If your client needs to be guided:

- Tell me about a time you witnessed a situation of discrimination. How did you react?

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- If your client needs to be guided:

- Tell me about a time you witnessed a situation of discrimination. How did you react?

- Tell me about a time you witnessed a situation of discrimination. Explain what you could have done.(TASK)

- If your client needs to be guided:

- Tell me about a time you witnessed a situation of discrimination. How did you react?

- Tell me about a time you witnessed a situation of discrimination. Explain what you could have done.(TASK)



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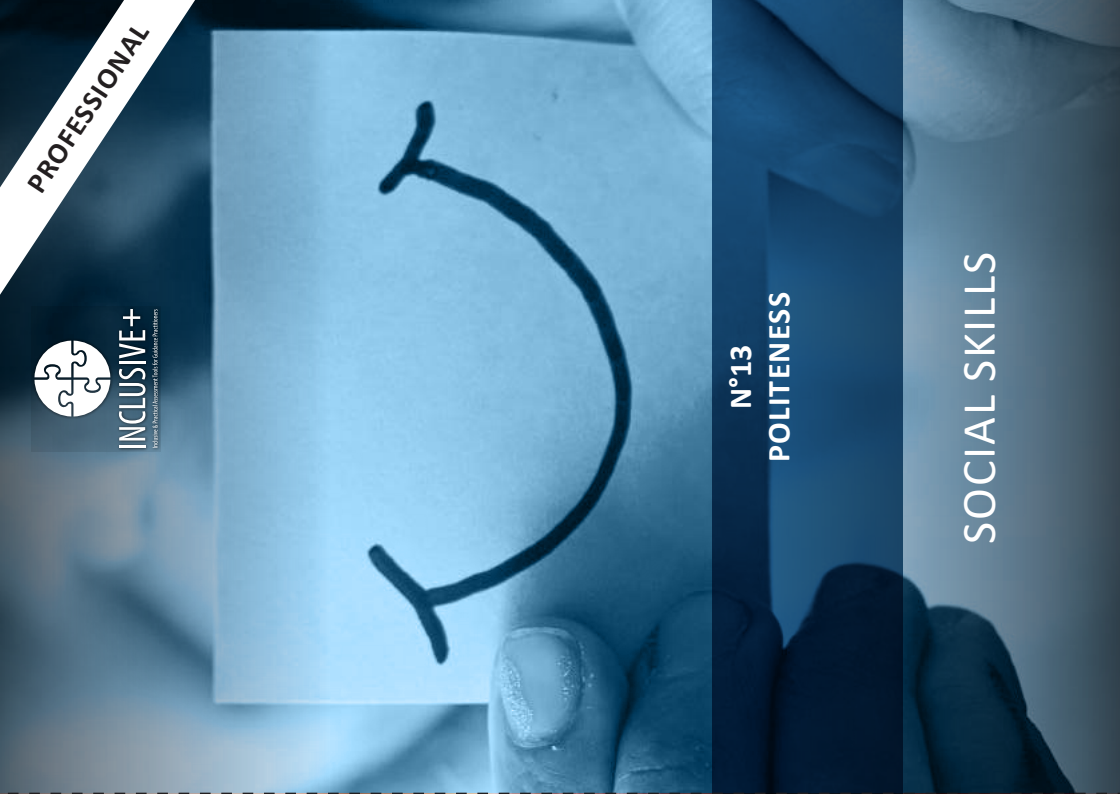
Integrating & Promoting Inclusion in All Development Activities

PROFESSIONAL

N°15

CUSTOMER SERVICE SKILLS

SOCIAL SKILLS



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Integrating & Promoting Inclusion in All Development Activities

PROFESSIONAL

N°13

POLITENESS

SOCIAL SKILLS



INCLUSIVE+

Integrating & Promoting Inclusion in All Development Activities

PROFESSIONAL

N°14

ACTIVE LISTENING

SOCIAL SKILLS

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she knows how to behave in specific contexts.
- He/she knows which language level and vocabulary corresponds to each context.
- He/she is able to control his/her emotions and reactions in order to stay calm and polite even in front of angry or rude clients.
- He/she can control him/herself and remain polite even with people he/she doesn't like or if his/her supervisor makes a comment that upsets him/her.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which a client/your manager/ someone talked to you rudely. How did you manage it?
- If your client needs to be guided:

- Tell me about a situation in which a client/your manager/ someone talked to you rudely. What should you have done? (TASK)
- In which context was it? Who talked to you rudely? Why? What did he/she tell you? (SITUATION)
- What did you do, how did you react in front of this behaviour? (ACTIONS)
- In the end, did you manage the situation? Did you keep calm and polite? Did it end up with a conflict? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Customer service skills (n°15)

Personal skills:

- Self-discipline (n°4)
- Professionalism (n°17)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she focuses on what his/her interlocutors are saying.
- He/she is able to show his/her interest with his/her words or behaviour.
- He/she usually asks questions about what is said.
- He/she tries to listen without judging nor preparing the answer while the other is still talking.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which you have been required to listen carefully. How did you manage to do so?
- If your client needs to be guided:

- Tell me about a situation in which you have been required to listen carefully. (TASK)
- In which context was it? Who asked you to do it? Why? (SITUATION)
- How did you proceed in order to listen carefully? What did you do while the person was talking, and after he/she had talked? (ACTIONS)
- In the end, did you manage to listen carefully? Did you remember what had been said? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Interest in interaction with others and to establish interpersonal relationships (n°2)

Negotiate and create confidence (n°8)

- Empathy (n°8)
- Ability to work collaboratively in team (n°11)
- Customer service skills (n°15)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is willing to help and advise people.
- He/she knows the products of the organisation.
- He/she truly listens to people, their wishes and requirements.
- He/she is good at communicating and expresses him/herself clearly.
- He/she is extremely attentive to the client's satisfaction.
- He/she has the objective to retain the clients.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which a client was particularly satisfied with the way you served him/her. Could you explain why?
- If your client needs to be guided:

- Tell me about a situation in which a client was particularly satisfied with the way you served him/her. (TASK)
- In which context was it? What kind of service did you deliver? (SITUATION)
- How did serve him/her to satisfy him/her that much? How did you behave and communicate with him/her? How did you answer eventual questions or requests? (ACTIONS)
- In the end, did the client come back? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Interest in interaction with others and to establish interpersonal relationships (n°2)

- Negotiate and create confidence (n°7)
- Politeness (n°13)
- Active listening (n°14)

Personal skills:

- Professionalism (n°17)

Professional skills:

- Basic selling skills (n°3)



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Integrating People, Processes, Products, and Perspectives

PROFESSIONAL

N°2

GENERAL AND BASIC MECHANICAL KNOWLEDGE

PROFESSIONAL SKILLS



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Integrating People, Processes, Products, and Perspectives

PROFESSIONAL

N°4

WAREHOUSE MANAGEMENT

PROFESSIONAL SKILLS

PROFESSIONAL SKILLS

N°3

BASIC SELLING SKILLS

N°1
GENERAL MANUAL COMPETENCES

PROFESSIONAL SKILLS



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Integrating People, Processes, Products, and Perspectives

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Integrating People, Processes, Products, and Perspectives



WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has a driver's license and he/she is used to drive.
- He/she has already used lifting machinery or he/she can learn it quickly because he/she is already used to driving different types of vehicles (cars, karts, trucks, etc.).
- He/she is careful, pays attention to what surrounds him/her and he/she scrupulously respects safety regulations.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had to drive in a hectic environment. How did you handle it?

If your client needs to be guided:

- Tell me about a time you had to drive in a hectic environment. Explaining precisely what you needed/were required to do? (TASK)
- What was the specific context? What did you have to drive? Why do you define the environment as hectic? (SITUATION)
- How did you proceed in order to do what you needed to do without any incident? (ACTIONS)
- In the end, did you manage to drive without an incident? Did you carry out your tasks successfully? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Ability to follow the rules/instructions (n°15)
- Accuracy and attention paid to details (n°16)
- Sense of responsibility (n°16)

Professional skills:

- Basic mathematical skills (n°8)
- Warehouse systems (n°4)
- Ability to work at shifts (n°10)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is interested in understanding how machines work.
- He/she often fixes things when there is any malfunction.
- He/she knows and is used to use the main tools used in mechanics.
- He/she has at least a basic mathematical knowledge.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you faced a mechanical malfunction. How did you handle it?

If your client needs to be guided:

- Tell me about a time you faced a mechanical malfunction. (TASK)
- What was the specific context? What did you need to fix it? Were you at work? Were you on your own? Was it the first time you needed to make it? Was it for work? (SITUATION)
- What did you do in order to have it fixed? Did you know precisely how to proceed? (ACTIONS)
- In the end, did you manage to fix it? Did you do it on your own or with the help of someone else? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Ability to follow the rules/instructions (n°6)
- Ability to problem solve (n°9)
- Motivation and determination to meet objectives (n°10)
- Will to discover and learn (n°14)
- Accuracy and attention paid to details (n°15)
- Sense of responsibility (n°16)

Professional skills:

- Basic mathematical skills (n°5)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has a basic mathematical knowledge.

- He/she has good customer service skills.

- He/she is friendly and likes being in contact with many people.

- He/she can acquire a good knowledge of the products offered.

- He/she is able to negotiate if necessary.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you sold something (in your job or personal life if you have never worked in the retail sector). How did you handle it?

If your client needs to be guided:

- Tell me about a time you sold something (in your job or personal life if you have never worked in the retail sector). (TASK)
- What was the specific context? What did you sell? Was it for work? (SITUATION)
- How did you proceed? How did you communicate and behave with your client? (ACTIONS)
- In the end, was your client satisfied with his/her experience? Did he/she come back? Did you face any trouble? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Professionalism (n°17)
- Basic mathematical skills (n°5)
- Ability to communicate effectively both orally and in writing (n°1)
- Interest in interaction with others and to establish interpersonal relationships (n°2)
- Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)
- Negotiate and create confidence (n°7)
- Customer service skills (n°15)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is used to do things with his/her hands.
- He/she has already been paid for a job requiring to work with his/her hands.

- He/she is good at doing things with his/her hands: he/she is precise and pays attention to details.

- He/she always has new ideas and he/she likes to create.

- He/she is able to move for long periods of time.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you carried out an activity that required you to make something with your hands. How did you handle it?

If your client needs to be guided:

- Tell me about a time you carried out an activity that required you to make something with your hands. (TASK)
- What was the specific context? What did you need to make? Was it the first time you needed to make it? Was it for work? (SITUATION)
- How did you proceed? What were you careful about while making it? What were the main points to respect according to you? (ACTIONS)
- In the end, did you manage to make it? Did you do it on your own? Were you and/or the person who asked you to make it satisfied with the result? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Accuracy and attention paid to details (n°15)
- Motivation and determination to meet objectives (n°10)



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Integrating People, Improving Performance, Increasing Productivity

PROFESSIONAL

N°6
KNOWLEDGE OF THE MAIN HYGIENE
AND ALIMENTARY NORMS
PROFESSIONAL SKILLS



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Integrating People, Improving Performance, Increasing Productivity

PROFESSIONAL

N°8
WAREHOUSE SYSTEMS KNOWLEDGE
PROFESSIONAL SKILLS

PROFESSIONAL SKILLS

PROFESSIONAL SKILLS

N°5
BASIC MATHEMATICAL SKILLS

N°7
BASIC KNOWLEDGE OF CARE



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PROFESSIONAL



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Integrating People, Improving Performance, Increasing Productivity

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WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has a knowledge of the basic warehouse systems and/or he/she has already worked in a warehouse.
- He/she knows how to use the different devices to manage a warehouse (e.g. pallet stacking, Mezzanine platform system, automated storage equipment...).

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which you have been required to arrange parcels using a warehouse system. How did you handle it?

If your client needs to be guided:

- Tell me about a situation in which you have been required to arrange parcels using a warehouse system. (TASK)
- What was the specific context? What type of system was it? Was it the first time you had to use it? (SITUATION)

- How did you proceed? (ACTIONS)

- In the end, did you manage to arrange the parcels? Did you learn on your own or did you need to ask for help? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Professional skills:

- Warehouse management (n°4)
- Parts catalogue knowledge (n°9)
- Ability to work at shifts (n°10)

Personal skills:

- Ability to follow the rules/instructions (n°9)

Digital skills:

- Ability to learn how to use basic software (L6)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has a knowledge of the basic behaviours to adopt or to avoid in case of wound, fall, intoxication etc.

- He/she is able to carry out simple actions in case of common incidents, like the disinfection of a wound.

- He/she cares for the well-being of other people and is able to carry simple actions to meet it (e.g. wash children or old people).

- He/she knows the emergency numbers to call in case of more severe incident.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you were with a child and he/she got a scratch. How did you handle it?

If your client needs to be guided:

- Tell me about a time you were with a child and he/she got a scratch. (TASK)

- What was the specific context? Were you on your own with the child? How did it happen? (SITUATION)

- How did you react? What did you do in order to handle it? (ACTIONS)

- In the end, did you manage to provide him/her with basic care? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Interest in interaction with others and to establish interpersonal relationships (n°2)

- Empathy (n°8)

- Active listening (n°14)

Personal skills:

- Ability to follow the rules/instructions (n°6)
- Accuracy and attention paid to details (n°15)
- Sense of responsibility (n°16)
- Professionalism (n°17)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has already been working in a place where there were hygiene and/or alimentary norms.
- He/she has already attended a training on hygiene and alimentary norms and he/she has the certificates that may be compulsory.
- He/she is aware of the risks a mistake or negligence could have on people's health.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which you have been required to follow hygiene/alimentary norms. How did you handle it?

If your client needs to be guided:

- Tell me about a situation in which you have been required to follow hygiene/alimentary norms. (TASK)
- What was the specific context? Why did you need to respect these norms? Was it for work? (SITUATION)
- How did you proceed in order to be sure to follow them? (ACTIONS)
- In the end, did you manage to respect them? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Ability to follow the rules/instructions (n°6)
- Accuracy and attention paid to details (n°15)
- Sense of responsibility (n°16)
- Professionalism (n°17)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to count and to understand the different orders of magnitude (dozen, hundred, thousand, million, billion).

- He/she is able to perform simple calculations (additions, multiplications, subtractions, divisions).

- He/she is able to perform the easiest calculations in his/her head.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which you had to calculate but had no device at your disposition to help you. How did you handle it?

If your client needs to be guided:

- Tell me about a situation in which you had to calculate but had no device at your disposition to help you. (TASK)

- What was the specific context? What type of calculation did you need to do? (SITUATION)

- How did you proceed in order to calculate without any device? (ACTIONS)

- In the end, did you manage to get the right result? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Professional skills:

- Basic selling skills (n°3)
- General and basic mechanical knowledge (n°2)

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Instituto Português de Apoio ao Desenvolvimento das Capacidades Profissionais

N.º 9

PARTS CATALOGUE KNOWLEDGE

PROFESSIONAL SKILLS

PROFESSIONAL SKILLS

ABILITY TO WORK SHIFTS

N.º 10

INCLUSIVE+



PROFESSIONAL

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has a good sleep and he/she is able to go to bed at different times, even in the middle of the day if necessary.
- He/she can resist tiredness and has no problem about working at night.
- He/she is able to understand when his/her attention and alertness reduce too much and he/she needs to take a rest.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have done something during shifts. How did you handle it?

If your client needs to be guided:

- Tell me about a time you have done something during shifts. (TASK)
- What was the specific context? What did you need to do? Was it for work? Was it exceptional or regular? (SITUATION)
- How did you manage it? What did you do in order to deal with it successfully? (ACTIONS)
- In the end, how did you feel? Were you tired? Did it influence the way you acted (e.g. lowered your attention/effectiveness)? Would you do it again? Could you do it on a regular basis? (RESULTS)

YOU COULD LINK THIS SKILL TO ...

Professional skills:

- Warehouse management (n°4)
- Basic selling skills (n°3)

Personal skills:

- Self-discipline (n°4)
- Flexibility and adaptation (n°5)
- Ability to judge and identify one's strengths and weaknesses (n°8)
- Sense of responsibility (n°16)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she has a good memory.

- He/she is interested about the products that the enterprise he/she works in sell.

- He/she wants to be able to be quick when a client asks him/her about a particular product, which he/she thinks he/she can be only if he/she knows every product as much as possible.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a situation in which a client asked you about the parts catalogue. How did you handle it?

If your client needs to be guided:

- Tell me about a situation in which a client asked you about the parts catalogue. (TASK)
- What was the specific context? What did he/she exactly want to know about? (SITUATION)
- How did you react to the client's request? What did you do? Did you have to check or could you answer right away? (ACTIONS)
- In the end, did you manage to provide him/her with the information he/she needed? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Professional skills:

- Warehouse management (n°4)
- Basic selling skills (n°3)

Personal skills:

- Understanding of one's own preferred learning strategies (n°1)
- Professionalism (n°17)
- Patience (n°18)

Social skills:

- Customer service skills (n°15)



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Nº2

PERSEVERANCE

UCS

ST. JOHNS

UCS

PERSONAL SKILLS



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Building a Social Enterprise that is Inclusive and Sustainable

PROFESSIONAL



Nº4

SELF-DISCIPLINE

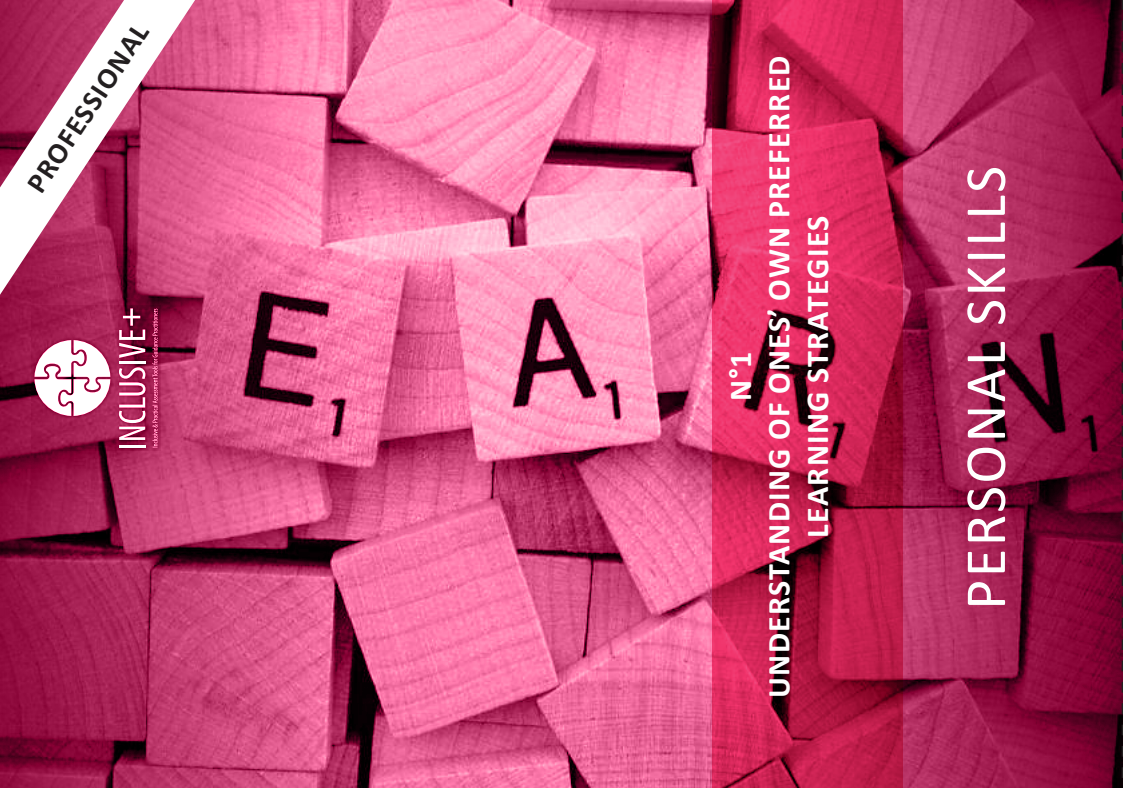
PERSONAL SKILLS



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Nº1

LEARNING STRATEGIES

UNDERSTANDING OF ONE'S OWN PREFERRED

PERSONAL SKILLS



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Nº3

AUTONOMY

PERSONAL SKILLS

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she can control his/her will and resist temptations, make efforts in order to reach objectives that will bring benefits on the long more than the short-term.
- He/she is able to carry out what he/she has started.
- He/she is able to do what he/she has planned in time.
- He/she can obligate him/herself to do what he/she is responsible for.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been entrusted with a task you did not like at all. How did you react and proceed?

If your client needs to be guided:

- Tell me about the task you had been entrusted with (TASK):
- What was the specific context in which you had been entrusted with it? Was it at work? Who gave you the task? (SITUATION)
- How did you choose to proceed in order to carry out the task, what did you do? (ACTIONS)
- In the end, did you manage to complete the task successfully? Did you do it without exceeding the time limit? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Perseverance (n°2)
- Ability to follow the rules/instructions (n°9)
- Motivation and determination to meet objectives (n°10)
- Being organised (n°13)
- Sense of responsibility (n°16)
- Professionalism (n°17)
- Ability to observe a schedule (n°19)
- Hard-working (n°21)
- Social skills:
- Understanding of the codes of conduct and manners
- Generally accepted in different societies and environments (n°3)
- Politeness (n°13)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- Difficulties and obstacles don't stop him/her if he/she has set a target.
- When he/she wants to succeed in something but fails, he/she goes on working to succeed the next time he/she will try.
- He/she never gives up on something he/she wants and keeps on trying.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you tried something to reach an objective and failed. How did you react?

If your client needs to be guided:

- Tell me about the last time you tried something to reach an objective and failed. What should you have done to reach this objective? (TASK)
- What was the specific context in which you had/wanted to reach this objective? Did you or someone else set the target? Was it the first time you tried? (SITUATION)
- What did you decide to do (which actions) after having failed to reach the target? (ACTIONS)
- In the end, did you keep on trying? Did you manage to reach the target? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Motivation and determination to meet objectives (n°10)
- Patience (n°18)
- Self-confidence (n°20)
- Hard-working (n°21)
- Social skills:
- Positivity (n°12)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to act relying only on him/herself.
- He/she doesn't always ask for someone else's help when he/she has a problem: he/she tries to find the solution by him/herself first.
- He/she can manage a task without any outside help, even if he/she can make mistakes.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you faced a difficulty at work. What did you have to do when this difficulty emerged? (TASK)

If your client needs to be guided:

- Could you tell me about a time you faced a difficulty at work. What was the specific context in which you were carrying out the task when it emerged? (SITUATION)
- Which actions did you chose to carry out in order to overcome it? (ACTIONS)
- In the end, did you manage to overcome the difficulty? Did you complete your task successfully? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Ability to follow the rules/instructions (n°6)
- Ability to problem solve (n°9)
- Sense of responsibility (n°16)
- Ability to observe a schedule (n°19)
- Self-confidence (n°20)
- Hard-working (n°21)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is aware that he/she likes some ways to learn more than other ones.
- He/she is aware of the methods that motivate him/her to learn.
- He/she understands which type of learning corresponds to him/her (visual, auditory, read and write, kinesthetic).
- He/she is aware of the learning strategies that correspond to his/her type of learning (reading, tables, working in groups, repeating, explaining, recopying, writing lists, reformulating,...).
- He/she knows if he/she prefers to learn online, on the job, through lessons.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last exam/competitive exam you passed or the last time you have been required to know something perfectly. How did you prepare for it?

If your client needs to be guided:

- Tell me about the last exam/competitive exam you passed or the last time you have been required to know something perfectly. What did it require you to know, in terms of content and amount of information? (TASK)
- What was the specific context in which you had to learn it and was it on your own/within a structure that supported you? (SITUATION)
- What did you effectively do in order to learn everything you were required to know, did you think of a strategy for it? (ACTIONS)
- In the end, how did your learning go? Did you learn everything you needed to know? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Autonomy (n°3)
- Ability to judge and identify one's strengths and weaknesses (n°8)
- Motivation and determination to meet objectives (n°10)
- Will to discover and learn (n°14)

Nº6
ABILITY TO FOLLOW RULES/INSTRUCTIONS

PERSONAL SKILLS

Nº8
**ABILITY TO JUDGE AND IDENTIFY ONE'S STRENGTHS
AND WEAKNESSES**

PERSONAL SKILLS

Nº5
FLEXIBILITY AND ADAPTATION

PERSONAL SKILLS

Nº7
**ABILITY TO COPE WITH STRESS AND FRUSTRATION
AND TO EXPRESS THEM IN A CONSTRUCTIVE WAY**

PERSONAL SKILLS

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to oblige him/herself to certain constraints and to rein what infringes them.
- He/she is able to adapt his/her behaviour and to control him/herself according to general constraints.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a task you had to carry out following specific steps. How did you proceed to overcome it?

If your client needs to be guided:

- Tell me about the task you had to carry out and the steps you had to follow (TASK):
- What was the specific context in which you had to carry it out? Was it at work? Do you know why you had to follow these steps? (SITUATION)
- How did you effectively proceed to carry out the task? (ACTIONS)
- In the end, did you manage to complete the task successfully? Did you respect the steps required? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°16)
- Being on time (n°11)
- Sense of responsibility (n°16)
- Professionalism (n°17)

Social skills:

- Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is aware of what he/she does best and what he/she could improve.
- He/she is able to think about a situation and understand what he/she did well and what he/she could have done better.
- He/she is able to listen and analyse the others' feedback on his/her work.
- He/she understands when he/she makes a mistake and he/she tries to identify why he/she made it in order to avoid it in the future.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you read a job offer. How did you manage to understand if you could correspond to the profile required or not?

If your client needs to be guided:

- Tell me about the last time you read a job offer. What were the competences and qualities required that you had to assess? (TASK)
- What did this offer consist of? Were you actively looking for a job? Did you find it on your own or did someone recommend it to you according to your profile? (SITUATION)
- What did you do in order to compare the skills required to the ones you have? How did you proceed in order to assess yours? (ACTIONS)
- In the end, did you manage to understand whether the job could correspond to your profile? Did you send your CV? Did you receive an answer from the enterprise? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Will to discover and learn (n°14)
- Acceptance of feedback (n°12)

- Positivity (n°12)

Social skills:

- Self-discipline (n°4)
- Self-confidence (n°20)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Self-confidence (n°20)

Social skills:

- Positivity (n°12)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to understand why he/she is stressed.

- He/she knows the strategies to adopt in order to resist stress and prevent it from having negative effects on him/her.

- He/she is able to manage his/her stress and use it to be more effective.

- He/she is able to focus on the positive aspects in a frustrating situation in order to calm down.

- If he/she is too stressed out or frustrated, he/she is able to explain and discuss it peacefully.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a task you had to carry out within a very tight deadline while having also other things to do. How did you manage it?

If your client needs to be guided:

- Tell me about a task you had to carry out within a very tight deadline while having also other things to do. What did it consist of? (TASK)

- What was the specific context in which you had to carry it out? Was it at work? Were the other things urgent too? (SITUATION)

- What did you do in order to carry it out in time? (ACTIONS)

- In the end, did you manage to complete the task without exceeding the deadline? Did you complete it successfully? (RESULTS)



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MOTIVATION AND DETERMINATION TO MEET
OBJECTIVES

Nº10

PERSONAL SKILLS



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ACCEPTANCE OF FEEDBACK

Nº12

PERSONAL SKILLS

PERSONAL SKILLS

ABILITY TO PROBLEM SOLVE

Nº9



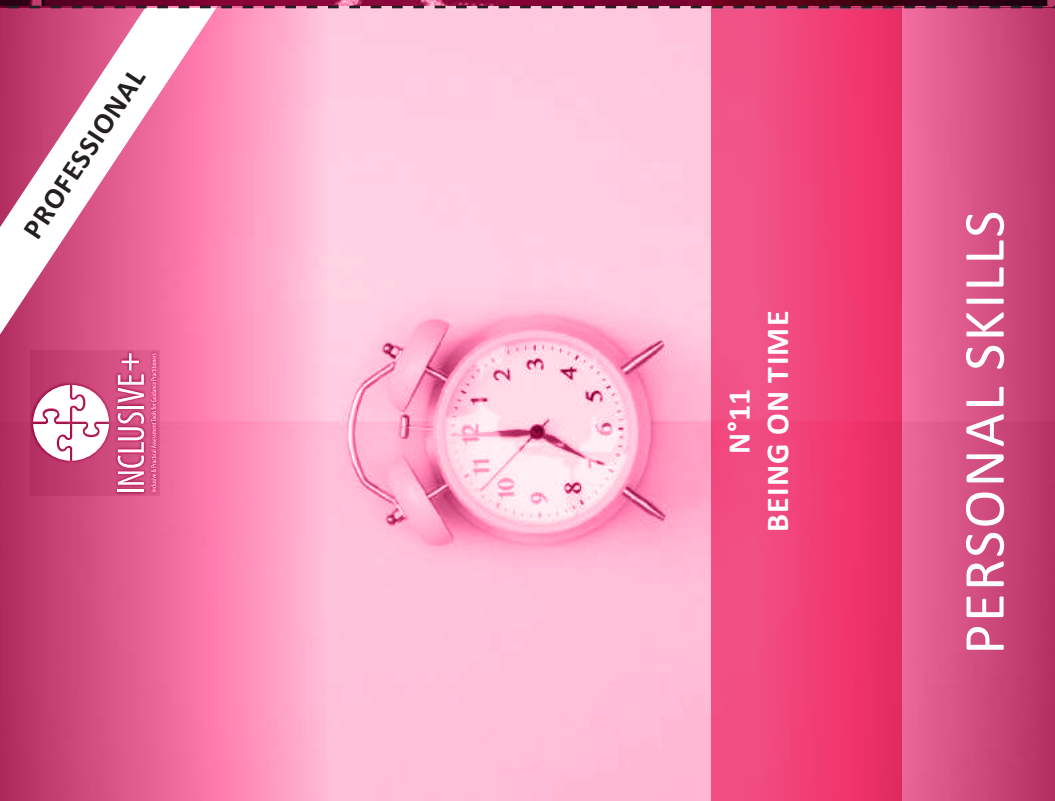
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BEING ON TIME

Nº11

PERSONAL SKILLS

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to listen to the others' opinions on his/her work.
- He/she considers feedback from more experienced people as an opportunity to improve.
- He/she pays attention to feedback and tries to integrate them in his/her daily practice.
- If he/she doesn't understand or disagree with a feedback he/she doesn't get angry but talk peacefully to its author in order to understand it and avoid frustration.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you carried out a task and your manager asked you to change some things because they could be done better. How did you manage it?

If your client needs to be guided:

- Tell me about a time you carried out a task and your manager asked you to change some things. What task was it? What did you need to do in order to satisfy his/her request? (TASK)
- Why wasn't he/she completely satisfied with your job? Did he/she tell you? Was it the first time he/she told you to do so? (SITUATION)
- How did you react to his/her feedback? Did you modify according to his/her request? (ACTIONS)
- In the end, did you manage to satisfy him/her? After it, did you take his/her comments in consideration in your daily practice? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Flexibility and adaptation (n°5)
- Will to discover and learn (n°13)
- Professionalism (n°16)
- Professionalism (n°17)

Social skills:

- Ability to work collaboratively in teams (n°10)
- Positivity (n°19)
- Ability to express and understand (n°18)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she can focus his/her energy on the completion of a task.
- He/she can impose rules upon him/herself in order to meet objectives.
- He/she can make efforts to reach a target.
- His/her acts stick to his/her decisions.
- He/she doesn't give up at the first sign of difficulty.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about an objective that was very important to you. How did you proceed in order to reach it?

If your client needs to be guided:

- Tell me about an objective that was very important to you. What did you need to do in order to reach it? (TASK)
- What objective/kind of objective was it? Was it in your professional or personal life? Were there obstacles to overcome? (SITUATION)
- What did you effectively do in order to reach it? (ACTIONS)
- In the end, did you manage to reach it? Did you do overcome all obstacles? Did you have to try several times? How long did it take? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Perseverance (n°2)
- Self-discipline (n°4)
- Ability to cope with stress and frustration and to express them in a constructive way (n°7)
- Sense of responsibility (n°16)
- Professionalism (n°17)
- Ability to observe a schedule (n°19)
- Hard-working (n°21)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- It is important for him/her to always respect the rules about time.

- He/she cares about the deadlines.

- He/she understands when he/she needs to hurry up in order to respect a deadline.

- He/she understands that it can be a problem for the others if he/she is late.

- He/she thinks that it is not professional to be late.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you had an appointment. How did you make sure to remember and respect the time?

If your client needs to be guided:

- Tell me about the last time you had an appointment. What did you need to do? Were you required to arrive in advance? To prepare something before? (TASK)

- What kind of appointment was it? With whom? (SITUATION)

- What did you do in order to avoid forgetting it or being late? (ACTIONS)

- In the end, did you manage to remember it? To be on time, having ready the potential things you had to prepare? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Flexibility and adaptation (n°5)
- Ability to follow the rules/instructions (n°6)
- Being organised (n°13)
- Sense of responsibility (n°16)
- Professionalism (n°17)

- Ability to observe a schedule (n°19)

Social skills:

- Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)

- Reliability (n°10)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to analyse a situation.

- He/she is good at searching for solutions.

- He/she understands if it falls under his/her competence to solve a problem and if not, he/she is able to identify the right person to ask for help.

- He/she is able to evaluate the risks that would be triggered by the way he/she chooses to solve the problem.

- He/she is able to take decisions.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a problem you faced while carrying out a task. How did you manage it?

If your client needs to be guided:

- Tell me about a problem you faced while carrying out a task. What did the task and the problem consist of? (TASK)

- What was the specific context in which you had to carry it out? Was it at work? Were you on your own or with other people? (SITUATION)

- What did you do in order to solve the problem and go on with your task? (ACTIONS)

- In the end, did you manage to solve the problem/to have it solved? Did you do it on your own or not, why? How long did it take? (RESULTS)



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WILL TO DISCOVER AND LEARN

N°14

PERSONAL SKILLS



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SENSE OF RESPONSIBILITY

N°16

PERSONAL SKILLS

PERSONAL SKILLS

ACCURACY AND ATTENTION PAID TO DETAILS

N°15

PERSONAL SKILLS

BEING ORGANISED

N°13

Weekly
Organiser

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WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she always takes time to think before acting.
- He/she always assesses the consequences of his/her acts, for the others and him/herself.
- He/she accepts and recognises his/her mistakes, he/she doesn't blame someone else for them.
- He/she doesn't escape his/her duties.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a task you had to carry out that entailed a strong responsibility. How did you handle that?

If your client needs to be guided:

- Tell me about a task you had to carry out that entailed a strong responsibility. What did the task consist of? (TASK)
- Why was the responsibility so strong? What were the risks entailed? Whom asked you to carry it out? Did you have to carry it out on your own or with other people? (SITUATION)
- What did you do in order to handle this responsibility while carrying out the task? Did you change the way that you decide, you behave, you think? (ACTIONS)
- In the end, did you carry out the task successfully? Did you withstand the pressure linked to responsibility? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Self-discipline (n°4)
- Ability to follow the rules/instructions (9°n)
- Being on time (n°11)
- Being organised (n°13)
- Professionalism (n°17)
- Ability to observe a schedule (6°n)

Social skills:

- Reliability (n°10)
- Politeness (n°13)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is attracted by what is new for him/her.
- The unknown does not scare him/her.
- He/she considers novelty as an opportunity to learn and improve.
- He/she considers learning as a way to broaden his/her horizons.
- He/she is motivated to learn as he/she believes that it is an opportunity to develop him/herself.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you were required to use a software you didn't know yet. How did you manage to use it properly?

If your client needs to be guided:

- Tell me about a time you were required to use a software you didn't know yet. What did you have to do with it? (TASK)
- Why was it required to use a software instead of traditional tools (paper, pen,...)? Was it at work? (SITUATION)
- How did you proceed in order to learn how to use it? How did you feel about it? (ACTIONS)
- In the end, did you manage to use it at least enough to carry out your tasks correctly? Did you decide to learn more on your own? Did you enjoy it? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Understanding of ones' own preferred learning strategies (n°1)
- Autonomy (n°3)
- Motivation and determination to meet objectives (n°10)
- Hard-working (n°21)

Digital skills:

- Ability to learn how to use basic software (n°7)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she observes a lot of people and things around him/her.
- He/she often notices little changes before the others.
- He/she listens carefully to what people tell him/her.
- He/she doesn't hesitate to provide complementary information in his/her written/oral communications.
- He/she doesn't hesitate to give examples in order to precise his/her speech.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had to describe something as precisely as possible. How did you handle that?

If your client needs to be guided:

- Tell me about a time you had to describe something as precisely as possible. What did it consist of? (TASK)
- Why were you required to describe it? Whom asked you to do so? Was it in a professional context? (SITUATION)
- What did you do in order to be very precise, how did you proceed? (ACTIONS)
- In the end, did you describe it precisely enough, were the people who asked you to do so satisfied? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Professionalism (n°17)

Social skills:

- Active listening (n°14)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to plan.
- He/she finishes every task on time.
- He/she doesn't forget his/her tasks, meetings or deadlines.
- He/she is able to prioritise his/her tasks.
- He/she invents methods to avoid forgetting things if it happens to him/her (with to-do lists, etc...).

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had many tasks to carry out at the same time. How did you ensure to do everything in due time?

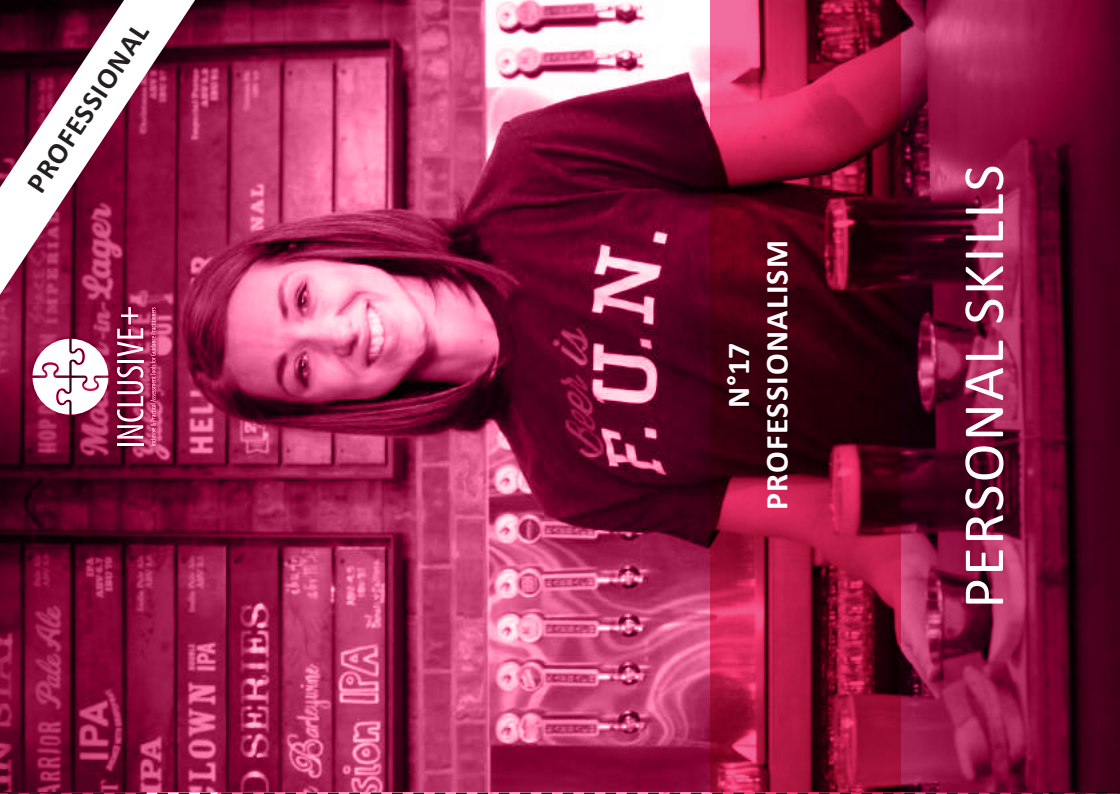
If your client needs to be guided:

- Tell me about a time you had many tasks to carry out at the same time. How many tasks were they and what did they consist of? (TASK)
- How much time did you have? Who gave you the tasks? Did you have to carry them out on your own? (SITUATION)
- How did you proceed in order to ensure having time to do everything? Did you use any tool or strategy? (ACTIONS)
- In the end, did you manage to do everything in due time? In hindsight, would you do things differently? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Autonomy (n°3)
- Self-discipline (n°4)
- Sense of responsibility (n°16)
- Professionalism (n°17)
- Ability to observe a schedule (n°19)



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N°17
PROFESSIONALISM

PERSONAL SKILLS



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PROFESSIONAL

N°18
PATIENCE

PERSONAL SKILLS



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N°19
ABILITY TO OBSERVE A SCHEDULE

PERSONAL SKILLS



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N°20
SELF-CONFIDENCE

PERSONAL SKILLS

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she always assumes that he/she has the capacity to do what he/she is asked to.
- He/she is not afraid to fail because he/she thinks he/she has or can acquire the resources to reach his/her objectives.
- He/she doesn't excessively doubt or hesitate in front of challenges or novelty: they do not prevent him/her from trying.
- Even if he/she is not able to reach his/her objective yet, he/she believes that it will change if he/she learns and works.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been requested to carry out a task you had never done before. How did you manage that?

If your client needs to be guided:

- Tell me about a time you have been requested to carry out a task you had never done before. Explain in detail the task you had to carry out. (TASK)
- Was this task a bit similar to something you had already done before? Was it completely different? Who gave you this task? Do you know why? (SITUATION)
- How did you react? How did you do in order to carry it out successfully anyway? (ACTIONS)
- In the end, did you manage to complete the task successfully? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Perseverance (n°2)
- Autonomy (n°3)
- Motivation and determination to meet objectives (n°10)
- Will to discover and learn (n°14)

Social skills:

- Ability to work collaboratively in team (n°11)
- Politeness (n°13)
- Active listening (n°15)
- Customer service skills (n°15)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she doesn't get angry when facing difficulties. He/she can keep calm if he/she is the victim of a mistake, problem or inconvenience.
- He/she is able to give the others time to carry out their tasks.
- He/she is able to wait in order to reach his/her objectives.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had to wait for someone. How did you handle that?

If your client needs to be guided:

- Tell me about a time you had to wait for someone. What did you have to do with this person? (TASK)
- Who was the person you were waiting for? Did he/she told you he/she would be late? Did he/she give a reason? Was it at work? (SITUATION)
- How did you react? Did you say or do anything? (ACTIONS)
- In the end, did you manage to wait until he/she arrived? Did it make you very upset? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Perseverance (n°2)
- Self-discipline (n°4)
- Motivation and determination to meet objectives (n°10)
- Professionalism (n°17)

Social skills:

- Ability to work collaboratively in team (n°11)
- Politeness (n°13)
- Active listening (n°14)
- Customer service skills (n°15)

- Reliability (n°10)

Ability to work collaboratively in team (n°11)

Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)

Professionalism (n°17)

Sense of responsibility (n°16)

Being organised (n°13)

Being on time (n°11)

Motivation and determination to meet objectives (n°10)

Self-discipline (n°4)

Autonomy (n°3)

Personal skills:

YOU COULD LINK THIS SKILL TO...

Ability to work collaboratively in team (n°11)

Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)

Professionalism (n°17)

Sense of responsibility (n°16)

Being organised (n°13)

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Motivation and determination to meet objectives (n°10)

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Personal skills:

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Being organised (n°13)

Being on time (n°11)

Motivation and determination to meet objectives (n°10)

Self-discipline (n°4)

Autonomy (n°3)

Personal skills:

Ability to work collaboratively in team (n°11)

Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)

Professionalism (n°17)

Sense of responsibility (n°16)

Being organised (n°13)

Being on time (n°11)

Motivation and determination to meet objectives (n°10)

Self-discipline (n°4)

Autonomy (n°3)

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Professionalism (n°17)

Sense of responsibility (n°16)

Being organised (n°13)

Being on time (n°11)

Motivation and determination to meet objectives (n°10)

Self-discipline (n°4)

Autonomy (n°3)

Personal skills:

Ability to work collaboratively in team (n°11)

Understanding of the codes of conduct and manners generally



PROFESSIONAL


INCLUSIVE+
Ministero delle Politiche Regionali e del Mezzogiorno

N°21
HARD-WORKING

PERSONAL SKILLS

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she can work a lot in order to reach objectives.
- He/she is ready to make efforts if there is a period with more work than usual.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been required to carry out a very high amount of work. How did you handle that?

If your client needs to be guided:

- Tell me about a time you have been required to carry out a very high amount of work. Explain in detail what this work consisted of. (TASK)
- Was it something exceptional or regular? Were you the only person who had to carry out this amount of work or did everyone have a lot to do? (SITUATION)
- What did you do in order to be able to carry out all your tasks? (ACTIONS)
- In the end, did you manage to complete all your tasks successfully and in due time? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Understanding of ones' own preferred learning strategies (n°1)
- Perseverance (n°2)
- Self-discipline (n°4)
- Ability to cope with stress and frustration and to express them in a constructive way (n°7)
- Motivation and determination to meet objectives (n°10)
- Will to discover and learn (n°14)



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Integrating People Through Quality Inclusive Experiences

PROFESSIONAL



N°2

**MANUAL CREATIVE AND ARTISTIC ACTIVITIES,
HANDICRAFTS**

HOBBIES



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N°4

SOCIAL NETWORKS

HOBBIES

HOBBIES

**N°1
SPORTS/TEAM GAMES**



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HOBBIES

**N°3
ARTISTIC ACTIVITIES**



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WHAT YOUR CLIENT MAY DO...

- In his/her spare time, he/she spends time on the social networks.
- He/she uses the social networks in order to keep in touch with the people he/she already knows and to get to know new people.
- He/she uses social media to share and get information (photos, messages etc.) with other people.
- He/she knows how to use social media: he/she can upload content as well as access/download content created by others.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your use of social networks. What could you say about it?
- If your client needs to be guided:
Tell me about your use of social networks. What do you usually need to use them for? (TASK)
- What is the specific context in which you use it? Which social networks do you use? How often? Do you use them only for leisure or are they also a way to make money (e.g. do you have a YouTube channel etc.)? (SITUATION)
- What do you effectively do with them, what type of actions do you carry out? Which elements characterise the way you use them? (ACTIONS)
- In the end, what are you able to do with them? Do you reach the purpose you used them for? (RESULTS)

... TO THINK ABOUT...

- Personal skills:
- Will to discover and learn (n°14)
- Social skills:
- Ability to communicate effectively both orally and in writing (n°1)
 - Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)
- Digital skills:
- Search the Internet (n°1)
 - Use the phone (n°2)
 - Use social networks (n°4)
 - Basic use of a computer (n°5)
 - Ability to learn how to use basic software (n°6)

WHAT YOUR CLIENT MAY DO...

- During his/her spare time, he/she plays music, dances, sings, does theatre.
- He/she uses dance/music/theatre etc. as a way to express his/her emotions.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your practice of an artistic activity. What could you say about the conditions in which you practice it?

If your client needs to be guided:

- Tell me about an artistic activity you practice. What does it usually require you to do? (TASK)
- What is the specific context in which you practice it? Which activity is it? Is it in a club or on your own? Do you practice it regularly? Do you practice it only for leisure or is it also a way to make money? (SITUATION)
- What do you effectively do when you are practicing this activity? Which elements characterise you when you practice it? What are you careful about? (ACTIONS)
- In the end, what are you able to do? Which level have you reached? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Understanding of one's own preferred learning strategies (n°1)
 - Perseverance (n°2)
 - Motivation and determination to meet objectives (n°10)
 - Will to discover and learn (n°14)
 - Accuracy and attention paid to details (n°15)
 - Self-confidence (n°20)
- Social skills:
- Ability to communicate effectively both orally and in writing (n°1)
 - Ability to work collaboratively in team (n°11)

WHAT YOUR CLIENT MAY DO...

- He/she loves to create objects with his/her hands, to be used or only for decorating.
- He/she has a lot of inspiration and always new ideas to realise.
- Sometimes he/she sells things that he/she has created by his/herself
- He/she is very accurate and pays attention to detail.
- He/she has a strong sense of aesthetic.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your practice of a manual creative or artistic activity. What could you say about the conditions in which you practice it and the way you proceed?

If your client needs to be guided:

- Tell me about a manual or artistic activity you practice. What does it usually require you to do? (TASK)
- What is the specific context in which you practice it? Which activity is it? Is it in a club or on your own? Do you practice it regularly? (SITUATION)
- What do you effectively do when you are practicing this activity? What are your objectives? Which elements characterise you when you practice it? What are you careful about? (ACTIONS)
- In the end, what type of products/objects are you able to make/create? Have you ever tried to sell them? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Professional skills:

- General manual competences (n°1)
 - Basic selling skills (n°3)
- Personal skills:
- Ability to follow the rules/instructions (n°6)
 - Accuracy and attention paid to details (n°15)
 - Patience (n°18)

WHAT YOUR CLIENT MAY DO...

- He/she likes to play in team with other people, in a club or not.
- He/she plays sports/games in which it is necessary to work together and trust each other to win.
- He/she is able to bring his/her contribution to the game and to a general positive atmosphere.
- Even if he/she may like competition, he/she always remains respectful of the opponent.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your practice of sports or team games. What could you say about the way you play and see team activities?

If your client needs to be guided:

- Tell me about a sport or game you practice in a team. What is usually your role in the team? (TASK)
- What is the specific context in which you practice it? What sport/game is it? Is it in a club or only for leisure? Do you practice it regularly? (SITUATION)
- What do you effectively do when you play in team? What are your objectives? What attitudes characterise you when you play in team? (ACTIONS)
- In the end, does your behaviour influence the game/atmosphere? How do you react if you win/lose? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Social skills:

- Interest in interaction with others and to establish interpersonal relationships (n°2)
 - Ability to value diversity and respect of others (n°9)
 - Reliability (n°10)
 - Ability to work collaboratively in team (n°11)
 - Positivity (n°12)
- Personal skills:
- Perseverance (n°2)
 - Ability to follow the rules/instructions (n°6)
 - Motivation and determination to meet objective (n°10)
 - Self-confidence (n°20)

PROFESSIONAL



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N°5

INTEREST IN FOREIGN LANGUAGES

HOBBIES

HOBBIES

ANIMAL CARE AND GARDENING

N°6



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N°7

READING

HOBBIES

HOBBIES

COOKING AND BAKERY

N°8



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WHAT YOUR CLIENT MAY DO...

- He/she likes to cook and/or bake in his/her everyday life.
- He/she likes to follow recipes but also to invent new ones.
- Usually, people like what he/she cooks or his/her culinary innovations.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you cooked for many people. What could you say about it?

If your client needs to be guided:

- Tell me about a time you cooked for many people. (TASK)
- In which context was it? Was it in a professional context, at home or for leisure? For how many people did you need to cook for? Did you attend any training? Have you ever practiced it in a club, with other people? (SITUATION)
- How did you proceed in order to be successful? Could you tell me what characterises you as a cook? How often do you cook in your daily life? What type of products do you usually cook? (ACTIONS)
- In the end, did you manage to cook for all these people? Were they and yourself satisfied with the result? Have you ever used your talents for cooking in order to earn money? (RESULTS)

YOU COULD THINK THIS SKILL TO...

Personal skills:

- Ability to follow the rules/instructions (n°9)
- Will to discover and learn (n°14)
- Accuracy and attention paid to details (n°15)

Social skills:

- Customer service skills (n°15)

Professional skills:

- General manual competences (1° n)
- Basic selling skills (n°3)
- Basic mathematical skills (n°5)
- Knowledge of the main hygiene and alimentary norms (9° n)

WHAT YOUR CLIENT MAY DO...

- He/she has plants at home and he/she can spend time to prevent them from dying.
- If his/her plants seem in a bad shape, he/she tries to understand what is wrong and to do the necessary to cure them.
- He/she has pets/animals at home and he/she spends time and energy to look after them and ensure their health and well-being.
- If his/her pets/animals are sick, he/she tries to understand what is wrong, he/she may bring them to the vet if necessary and give them medicine even if it takes time.
- If he/she meets an animal in a bad shape in the street, he/she tries to help it.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had to care of an animal/plants. What could you say about it?

If your client needs to be guided:

- Tell me about a time you had to care of an animal/plants. What did you precisely need to do? (TASK)
- In which context did you have to care of them? Whose were they? Were you paid for it? (SITUATION)
- What did you effectively do in order to care of them? Did they get in a bad shape/sick at any moment or did you face any difficulty? If yes, how did you deal with it? (ACTIONS)
- In the end, did you manage to take care of them? (RESULTS)

YOU COULD THINK THIS SKILL TO...

Personal skills:

- Motivation and determination to meet objectives (n°10)
- Ability to follow the rules/instructions (n°6)
- Ability to problem solve (n°9)
- Accuracy and attention paid to details (n°15)
- Patience (n°18)

Social skills:

- Empathy (n°8)

WHAT YOUR CLIENT MAY DO...

- He/she loves to read one or more types of materials.

- He/she is able to concentrate on what he/she is reading for a while.

- It may happen that he/she tries to read in different languages/bilingual books.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last material you read. What could you say about it and what characterises you as a reader?

If your client needs to be guided:

- Tell me about the last material you read. (TASK)
- In which context did you read it? Were you required to read it or was it your own choice? What type of material was it? (SITUATION)
- How do you proceed in order to read effectively? Could you tell me what characterises you as a reader? How often do you read? (ACTIONS)
- In the end, did you manage to finish reading the material? How long did it take you? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Will to discover and learn (n°14)
- Accuracy and attention paid to details (n°15)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)

WHAT YOUR CLIENT MAY DO...

- In his/her spare time, he/she likes to listen to other languages (e.g. songs in a foreign language, videos/films/computer games with subtitles, etc.).
- He/she likes to meet people who speak another language and he/she tries to communicate with them.
- He/she has followed or he/she is interested in following foreign languages lessons.
- Foreign languages fascinate him/her.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your interest in foreign languages. What could you say about it?

If your client needs to be guided:

- Tell me about your interest in foreign languages. What would you need to do so that this interest can result in concrete actions? (TASK)
- Is there a specific reason why you are interested in them? Which languages are you particularly interested in? (SITUATION)
- What does this interest result in in terms of actions? Did you try to learn them? How do you proceed? Why do you choose to learn them the way you do? (ACTIONS)
- In the end, what languages are you able to speak/understand? Are you able to speak/understand/read/write? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Understanding of ones' own preferred learning strategies (n°1)
- Perseverance (n°2)
- Autonomy (n°3)
- Self-discipline (n°4)
- Motivation and determination to meet objectives (n°10)
- Will to discover and learn (n°14)
- Self-confidence (n°20)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Interest in interaction with others and to establish interpersonal relationships (n°2)



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PROFESSIONAL



N°10

COMPUTER GAMES

HOBBIES



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PROFESSIONAL



N°12

ACTIVITIES IN NATURE (SEASIDE, MOUNTAIN)

HOBBIES



HOBBIES

N°11
SOCIAL GAMES



N°9
VOLUNTEERING

HOBBIES



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Italiano • English • Français • Deutsch • Español

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WHAT YOUR CLIENT MAY DO...

- He/she has practiced seaside activities/sports that helped him/her acquire technical knowledge and skills.
- He/she is used to doing sport/activities in the mountain that allowed him/her to develop his/her knowledge on it (e.g. nice places to see, where to go for trekking, names of the plants and animals, etc.).

A QUESTION YOU COULD ASK TO HELP...

- Tell me about your most significant experience with nature activities. What could you say about it?

If your client needs to be guided:

- Tell me about your most significant experience with nature activities. (TASK)
- What activity was it? In which context was it? Was it in a professional context or for leisure? Did you practice it on your own or with other people? Have you ever practiced it in a club or followed a training? How often do you practice it in your daily life? (SITUATION)
- How did you proceed in order to be successful with this activity? Were there particular techniques or knowledge you needed to apply? Did you have any goals to reach? (ACTIONS)
- In the end, did you manage to do what you wanted to do to reach particular objectives, to apply particular techniques/knowledge etc.?(RESULTS)

... TO THINKS SHI KNTI DTNOO NOU

Personal skills:

- Perseverance (n°2)
- Autonomy (n°3)
- Ability to follow the rules/instructions (n°6)
- Ability to problem solve (n°9)
- Motivation and determination to meet objectives (n°10)
- Will to discover and learn (n°14)
- Accuracy and attention paid to details (n°15)
- Sense of responsibility (n°16)
- Self-confidence (n°20)

Social skills (if in collaboration with others):

- Ability to communicate effectively both orally and in writing (n°1)
- Reliability (n°10)
- Ability to work collaboratively in team (n°11)

WHAT YOUR CLIENT MAY DO...

- He/she likes to play computer games in his/her spare time. He/she plays games that are played online in collaboration with other people.
- He/she plays games that require to administrate available resources.
- He/she plays games that require him/her to negotiate with others.
- He/she likes games that require to build a strategy/to solve a problematic situation to win.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you played a computer game. What could you say about it?

If your client needs to be guided:

- Tell me about the last time you played a computer game. What were the main tasks you had to carry out in that game? (TASK)
- What type of game was it? Why did you like this game? Did you play with other people or on your own? In your daily life, how often do you play computer games? (SITUATION)
- How did you proceed in order to carry out these main tasks effectively? Which words could characterise the way you played? (ACTIONS)
- In the end, did you manage to carry them out effectively? Which words could characterise the way you played? (RESULTS)

YOU COULD THINK THIS SKILLS TO...

Personal skills:

- Perseverance (n°2)
- Ability to follow the rules/instructions (n°6)
- Ability to problem solve (n°9)
- Motivation and determination to meet objectives (n°10)
- Patience (n°18)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Reliability (n°10)
- Ability to work collaboratively in team (n°11)
- Digital skills:
 - Search on the Internet (n°1)
 - Basic use of a computer (n°5)
 - Ability to learn how to use basic software (n°7)

WHAT YOUR CLIENT MAY DO...

- He/she likes to play games that require interaction, collaboration, communication with other people.

- He/she likes multiplayer games that imply to manage (e.g. manage time or money), to guess (e.g. try to understand/communicate the right information), etc.

- He/she plays games that require developing strategies and/or anticipating what his/her opponent will do in order to win.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about the last time you played a social game. What could you say about it?

If your client needs to be guided:

- Tell me about the last time you played a social game. What did this game require you to do? (TASK)

- In which context was it? With whom did you play? What game was it? Did you propose to play or was it someone else? Was it a game to be played in team or individually? What were the main rules and objectives to meet in order to win? In your daily life, how often do you play social games? (SITUATION)

- How did you proceed in order to be successful? Which words could characterise the way you played? (ACTIONS)

- In the end, did you manage to carry out the activities required by the game? Which words could characterise the way you played? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Ability to follow the rules/instructions (n°6)
- Ability to problem solve (n°9)
- Motivation and determination to meet objectives (n°10)

- Professional skills:
 - General manual competences (n°1)
 - Basic selling skills (n°3)
 - Basic mathematical skills (n°5)
 - Knowledge of the main hygiene and alimentary norms (n°6)

- Social skills:
 - Ability to communicate effectively both orally and in writing (n°1)
 - Interest in interaction with others and to establish interpersonal relationships (n°2)
 - Ability to work collaboratively in team (n°11)
 - Positivity (n°12)

WHAT YOUR CLIENT MAY DO...

- He/she can give time for things in which he/she believes/to act in line with his/her convictions.

- He/she has already been involved in an association/ given time for specific causes that are important to him/her.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you volunteered. What could you say about it?

If your client needs to be guided:

- Tell me about a time you volunteered. What activities did you have to carry out as a volunteer? (TASK)

- In which context was it? In which organisation? Why did you decide to start volunteering with that specific organisation? For how long did you volunteer for? (SITUATION)

- How did you proceed in order to carry out your activities? Could you tell me what behaviours characterise you as a volunteer? (ACTIONS)

- In the end, did you manage to carry out your activities? Did this experience influence you? What did the people say about you in that organisation? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Motivation and determination to meet objectives (n°10)
- Sense of responsibility (n°16)
- Self-confidence (n°20)
- Hard-working (n°21)

- Social skills:
 - Ability to communicate effectively both orally and in writing (n°1)
 - Interest in interaction with others and to establish interpersonal relationships (n°2)
 - Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture (n°4)
 - Tolerance (n°5)
 - Empathy (n°8)
 - Ability to value diversity and respect of others (n°9)
 - Reliability (n°10)
 - Ability to work collaboratively in team (n°11)
 - Positivity (n°12)

PROFESSIONAL



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Google

Wild, Free photo, madcaps, am

MacBook Air

N°1

SEARCH ON THE INTERNET

DIGITAL SKILLS

DIGITAL SKILLS

USE THE PHONE

N°2



INCLUSIVE+

PROFESSIONAL

PROFESSIONAL



INCLUSIVE+

1 New Message

N°3

USE A MAILBOX

DIGITAL SKILLS

DIGITAL SKILLS

USE SOCIAL NETWORKS

N°4



INCLUSIVE+

PROFESSIONAL

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to use common applications (WhatsApp, Telegram, Messenger, Facebook, LinkedIn, etc.).
- He/she is aware of the risks that can be linked to the use of social networks and he/she knows how to protect his/her personal data.
- He/she is aware of the benefits he/she can get from the utilisation of social media (access targeted information, find a job, etc.).

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been required to do something on a social network. How did you manage it?

If your client needs to be guided:

- Tell me about a time you have been required to do something on a social network. What did you precisely need to do? (TASK)
- What was the specific context? Was it for work or in your personal life? Did you already use that social network? (SITUATION)
- How did you proceed in order to do what you were required to? (ACTIONS)
- In the end, did you manage to do what you were required to? Did you do it on your own or need to ask for help? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Digital skills:

- Search on the Internet (1°n)
- Use the phone (2°n)
- Basic use of a computer (5°n)

Social skills:

- Ability to communicate effectively both orally and in writing (1°1)
- Interest in interaction with others and to establish interpersonal relationships (2°n)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to call with a smartphone.
- He/she is able to text and to access the messages he/she receives.
- He/she is able to listen to the vocal messages people leave him/her.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been required to send a message to someone. How did you handle it?

If your client needs to be guided:

- Tell me about a time you have been required to send a message to someone. (TASK)
- What was the specific context? Did you have to send it through a particular application? (SITUATION)
- How did you proceed in order to send it? Did you download an application for that? (ACTIONS)
- In the end, did you manage to send it? If not, why? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Digital skills:

- Use social networks (n°4)

Social skills:

- Ability to communicate effectively both orally and in writing (1°n)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to create an e-mail address (on his/her own or with someone else's help).

- He/she knows how to send an e-mail and how to attach a document.

- He/she can use the basic functions of a mailbox: he/she is able to read the e-mails he/she received, to check the ones he/she sent, to register drafts and to manage the spam.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you had to send an e-mail with a file attached. How did you handle it?

If your client needs to be guided:

- Tell me about a time you had to send an e-mail with a file attached. (TASK)
- What was the specific context? Was it for work? (SITUATION)
- How did you proceed in order to attach the file and send it? (ACTIONS)
- In the end, did you manage to do it on your own? Did you need to ask for help? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Digital skills:

- Search on the Internet (n°1)
- Use social networks (n°4)
- Basic use of a computer (n°5)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Understanding of the codes of conduct and manners generally accepted in different societies and environments (n°3)

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to use a keyboard.
- He/she is able to check whether he/she has an Internet connection.
- He/she knows the different search engines.
- He/she is able to identify the key words to type in order to get relevant results.
- He/she is able to select the type of material he/she needs (textual information, images, videos, books, etc.).

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have needed to search for information on the Internet. How did you handle it?

If your client needs to be guided:

- Tell me about a time you have needed to search for information on the Internet. Can you explain precisely what you had to do? (TASK)
- What was the specific context? What kind of information was it? (SITUATION)
- How did you proceed in order to find the information you needed? (ACTIONS)
- In the end, did you find it? If not, why? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Digital skills:

- Use a mailbox (n°3)
- Use social networks (n°4)
- Basic use of a computer (n°5)
- Make a CV (n°6)

PROFESSIONAL

Nº7

ABILITY TO LEARN HOW TO USE BASIC SOFTWARE

DIGITAL SKILLS

PROFESSIONAL

Nº5

BASIC USE OF A COMPUTER

DIGITAL SKILLS

DIGITAL SKILLS

Nº6
MAKE A CV

PROFESSIONAL

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is able to use a keyboard.
- He/she knows how to use basic programmes: he/she can write a text in a word processing programme, save and stamp a document, etc.
- He/she can find the documents, images, audios he/she saved in the computer.
- He/she knows how to surf on the Internet.

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been required to write, save and stamp a document on the computer. How did you handle it?
- If your client needs to be guided:
 - Tell me about a time you have been required to write, save and stamp a document on the computer. What did you precisely need to do? (TASK)
 - What was the specific context? Was it for work or in your personal life? (SITUATION)
 - How did you proceed in order to do what you were required to? (ACTIONS)
 - In the end, did you manage to do everything? Did you do it on your own or did you need to ask for help at least for one thing? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Digital skills:

- Search on the Internet (n°1)
- Use a mailbox (n°3)
- Use social networks (n°4)

Social skills:

- Parts catalogue knowledge (n°9)

Personal skills: Autonomy (n°3)

- Ability to judge and identify one's strengths and weaknesses (n°8)

Personal skills:

- Autonomy (n°3)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Search on the Internet (n°1)
- Basic use of a computer (n°5)

YOU COULD LINK THIS SKILL TO...

Digital skills:

- Search on the Internet (n°1)
- Basic use of a computer (n°5)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)

Personal skills:

- Autonomy (n°3)
- Ability to judge and identify one's strengths and weaknesses (n°8)

Personal skills:

- Parts catalogue knowledge (n°9)

A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have needed to write your CV. How did you handle it?
- If your client needs to be guided:
 - Tell me about a time you have needed to write your CV. (TASK)
 - What was the specific context? Was it for a specific job offer? Was it the first time you had to write it? (SITUATION)
 - How did you proceed in order to write and format it? (ACTIONS)
 - In the end, did you manage to make it? Were you satisfied with what it looked like? Did you do it on your own or need to ask for help? (RESULTS)

Social skills:

- Ability to communicate effectively both orally and in writing (n°1)
- Search on the Internet (n°1)
- Basic use of a computer (n°5)

- He/she is aware of the tools that exist in order to help him/her make his/her CV (e.g. Europass).

- He/she knows what information is to be included in a CV.

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

WHAT YOUR CLIENT SHOULD BE ABLE TO DO...

- He/she is interested in technology and he/she is always willing to learn more about how to use it.
- He/she is not afraid of using new tools.
- He/she believes that technological devices can help him/her be more effective in his/her work and make him/her save time.

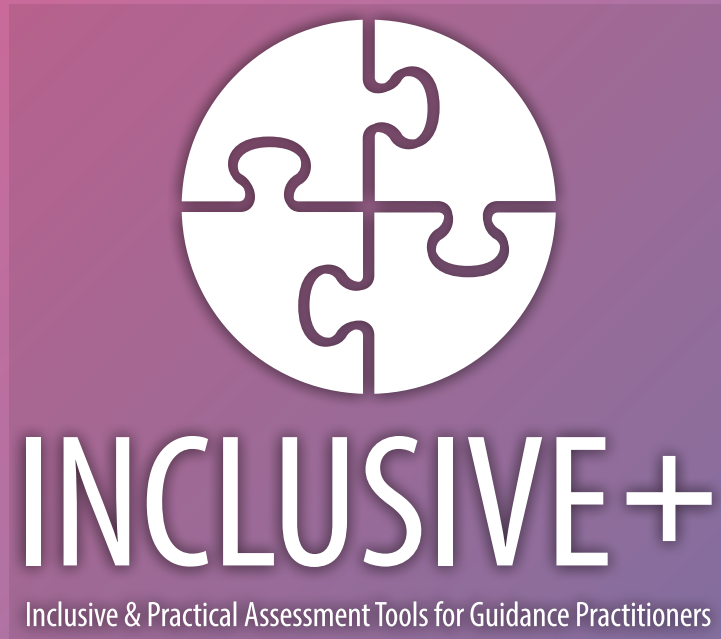
A QUESTION YOU COULD ASK TO HELP...

- Tell me about a time you have been required to use a software you did not know. How did you handle it?
- If your client needs to be guided:
 - Tell me about a time you have been required to use a software you did not know. (TASK)
 - What was the specific context? What software was it? Was it at work? Why did you need to use it? (SITUATION)
 - How did you feel and react in front of this requirement? How did you proceed in order to use it effectively? (ACTIONS)
 - In the end, did you manage to use it? (RESULTS)

YOU COULD LINK THIS SKILL TO...

Personal skills:

- Understanding of one's own preferred learning strategies (n°1)
- Flexibility and adaptation (n°5)
- Will to discover and learn (n°14)
- Self-confidence (n°20)



ADDITIONAL TOOLS

MY SKILLS PORTFOLIO

The **Skills Portfolio** is a tool that aims to support you in your learning path. In this perspective, this tool is particularly useful if you keep on using and enriching it on the long-term, throughout your experiences. In the end, you may also use it in order to write or adapt your CV according to your experiences and the competences improved/acquired!

First, the *Skills Assessment and Evolution Table* will allow you to **keep evidence of your skills assessment** with a focus put on **what you do best** and **what you could improve**. The Observation part will give you an opportunity to get **advice from the professional** who supports you and to have an **idea of your evolution** from one meeting to the next one. This way, it will be easier for you to **keep in mind the competences you may focus on** and to **set concrete targets to reach** as a first step for improvement.

Then, the *Learning Table* will provide you with an **opportunity to design and keep evidence of your improvement path**. Indeed, it has been designed **to identify, for each competence you focus on, some activities** you can do in order to improve. You can think about these activities on your own or ask the professional who supports you for advice or more ideas. He/she may also help you to **choose the most adapted activity** among the ones you identified. These activities can include participation in trainings, MOOCs, internships, inscription in a specific course or even readings, etc. You are invited to think about the **documents you could ask for or keep as evidence** for the activities carried out. These documents can include certificates, programmes of the trainings you attended, letter of reference from the employer/tutor (former job, volunteering, internship, etc.), titles of the books (to which you may add a few lines about what the book brought to you), etc.

In order to keep evidence of this learning path that will also **show your motivation to reach objectives, determination, perseverance and will to learn and improve** – qualities that employers value very positively – you can attach all the certificates, letters and similar documents to your Skills Portfolio. When you will have a job interview, you may present them to the recruiter in order **to reinforce your candidature!**

My Skills Assessment and Evolution Table

Date of the Meeting	My strengths	What I can improve	Observations (any comment or advice the professional wants to provide the adult with)

My Learning Table

Competence that could be improved	Activities foreseen in order to improve it	Activities carried out to improve it (type, place, duration, organisation, etc.)	Description of the activities (content, steps) carried out	Certificates/evidence that the activity has been carried out

EVIDENCE TOOLKIT

Why the STAR interview technique?

During a job interview, the recruiter may ask behavioural questions in order to understand if the client effectively has the competences he/she claims to have and can corresponds to the job. These questions require the candidate to place him/herself in a specific situation that he/she has experienced to know how he/she acted and the results he/she reached. The main risk for your clients would be to start telling a story, and therefore answer with an unstructured speech that does not provide the recruiter with the information he/she wanted and also makes a bad impression. Finally, it can also be a tool for you to assess low-skilled adults' skills by learning more about their behaviour in specific situations in which they should mobilize them.

How to use it?

In order to avoid the risks linked to behavioural questions, you can help your client prepare in two ways:

1. You can ask him/her the same type of questions, or you can ask them in a more structured way in order to teach them how to build an answer to these questions through practice.

Example 1: A recruiter's question may be: "Tell me about your first day at a new workplace. How did you manage to carry out your first task?"

However, in order to prepare your client, you can first lead him/her in the answers he/she can provide:

Example 2: "Tell me about the first task you had to carry out during your first day at a new workplace (TASK):

What was the specific context in which you had to do it? (SITUATION)

What did you effectively do (which actions) in order to carry it out? (ACTIONS)

In the end, did you reach the expected result/what results did you reach? (RESULTS)".

The first case and the second case go together. Indeed, the second example shows the steps the client should follow in order to provide a structured and satisfying answer to the recruiter. As such, asking them behavioural questions through this second example will train them to answer according to a model they will be able to replicate then, even when they will be asked the question as in ex. 1.

2. You can teach your client about the STAR interview technique as well. This means that you will teach them more theoretically in a first time the technique to answer such questions, that is to say:

 **S**= Situation: your client has to explain the precise situation in which the experience took place. In this sense, he/she has to explain if it was at work (which is always better) or in other daily life situations, whom were the other people involved and

the links between them (if they had any kind of authority on him/her, if they were pairs,...).

-  **T** = Task: your client has to be able to explain more precisely the task he/she was asked to carry out (to type a document? To fix a machine? To serve a special client?).
-  **A** = Action: your client has no longer to explain the task he/she was asked to carry out but to focus on how he/she effectively managed to carry it out, through which actions.
-  **R** = Result: your client should talk about the result he/she reached through the actions he/she carried out. He/she may underline if he/she was complimented for it.

To take the example given before, a good answer could be:

Example: “Tell me about your first day at a new workplace. How did you manage to carry out your first task?”

S= I just started to work in a warehouse but I had already been working in another one before. It was the second time I met my manager while my colleagues were already working.

T= He asked me to use lifting machinery in order to move parcels from the warehouse to the truck that was waiting outside together with my colleagues.

A= I sat in the engine and started it. I drove very carefully and paying a lot of attention to what happened around me because with all our engines, the environment was hectic. I moved the parcels one after the other.

R= I completed my task perfectly as I did not create any collision nor made any parcel fall down. Then, the manager even told me I had been quite quick, so to carry on this way.

Additional tips

In order to prepare for an interview, your client should think of his/her previous work experiences. He/she may prepare a list of situations that correspond to common questions asked by employers in order to have them in mind during the interview, such as:

-  A difficulty faced in his/her work and that he/she managed to solve
-  An achievement (at work) he/she is particularly proud of
-  A time a client complained and behaved rudely and he/she managed to keep calm and satisfy his/her requests
-  A time he/she lost motivation and handled to regain it
-  A time in which he/she found him/herself in a new situation and managed to adapt quickly
-  A time he/she had to change plans but did it without problem
-  A time he/she particularly satisfied a client with his/her service
-  A task he/she carried out in a team with success and his/her role in it
-  A time he/she had to work within tight deadlines and did everything on time
-  A task he/she had to carry out in a very stressful environment

- ✚ A time you met new people in a working environment and built positive interpersonal relations

The type of situations to prepare for may change from a job and a professional sector to another, and will depend on the skills and qualities required for the specific position. Therefore, you should rely on the job offer in order to establish the list of situations to prepare. For example, if your client is looking for a position as a waiter/tress, the emphasis will probably be put on client service skills and stress management whereas for a job as a mechanical, he/she will be more likely to be asked questions about problem solving or capacity to work within tight deadlines. However, always refer to what is written in the job offer!

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Erasmus+ Programme
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