



Skill sets and areas

Organisational	Communication	Technical
<ul style="list-style-type: none">1. Building their career objectives2. Organising their activity3. Working in a group and a team	<ul style="list-style-type: none">4. Verbalising their skills5. Interacting verbally6. Taking social and cultural codes into account7. Interacting in writing	<ul style="list-style-type: none">8. Using IT resources9. Using their maths skills10. Following instructions and rules

ORGANISATIONAL SKILL SET



1. Building their career objectives		2.
Skills descriptors	Indicators	Assessment tools
1. Describes one or more career path ideas	<ul style="list-style-type: none"> - Mentions one or more ideas, business sectors and/or jobs that interest them. - Describes their career objectives to professionals using keywords: advisers, trainers, recruiter, etc. 	⇒ Questions: <ul style="list-style-type: none"> - What business or sector interests you in Belgium? - What job are you interested in? ⇒ For the trainer, if the person has difficulty expressing themselves: Using pictures, show the different types of jobs, choose and explain.
2. Compares their experiences with local constraints and opportunities	<ul style="list-style-type: none"> - Discovers the jobs and sectors, lists the jobs' tasks and activities - Meets professionals: information sessions, internships, MISIP (work placement), training centre visits, etc. - Compares their knowledge and experiences with the reality of the sector - Lists the obstacles and opportunities 	<ul style="list-style-type: none"> - What do you know how to do in the role of:? - Do you know about the sector you want to work in? Do you know what a business sector is? - What do know about the job market in Belgium (jobs requested/not requested)? - Have you ever worked in Belgium? - Do you know anyone who works in Belgium/who does the job you want to do? - What do you need to do this job in Belgium, what knowledge/know-how do you need? Was it the same in your country?
3. Defines and explains realistic objectives	<ul style="list-style-type: none"> - Takes their experience, skills and motivations into account, - Takes into account their personal obstacles (e.g. practical aspects: availability, mobility, etc.) and the job market realities - Develops one or more realistic career path ideas 	<ul style="list-style-type: none"> - What do you like about this job? - What would be difficult for you in this job? - Do you have a driving licence/car? - Do you think you can do this job without a licence/car? - How do you think you will travel if you get a job? - Do you know of companies where you can do this job? - Have you seen adverts for this job? - Do you have a different job/career path idea?
4. Plans actions to achieve their career objectives	<ul style="list-style-type: none"> - Defines the actions to put in place and the priorities to advance in their career objectives - Defines how long it will take to complete these actions, concretely and realistically - Explains the stages in their career objectives and the actions to carry out 	<ul style="list-style-type: none"> - (Following the information session, what do you think training will bring you in terms of your career objectives) - Can you explain what you are going to do to achieve your career objectives? - Can you tell me (again) what the next action to take is? (rephrasing?) - When do you think you will do it?

2. Organising their activity

Skills descriptors	Indicators
1. Identifies the elements that structure the organisation of the activity planned	<ul style="list-style-type: none"> - Lists the aspects to be taken into consideration to organise an activity (documents relating to the job or internship or setting up a job)
2. Adopts the organisational methods planned for their activity	<ul style="list-style-type: none"> - Follows the stages to carry out their tasks and meets deadlines. (signs up for an information session, gathers the material required for a task at work, drafts their CV before sending it to an employer, etc.) - Gathers the documents required for an interview
3. Adapts their organisational methods to the requirements of a given situation	<ul style="list-style-type: none"> - Changes their schedule, adapting it to the requirements of the situation (postpones a personal meeting to make themselves available). - Changes the order of task completion depending on the context
4. Plans and organises their short- and medium-term activity	<ul style="list-style-type: none"> - Develops their personal schedule by planning their activity over 1 to 3 months - Incorporates their action plan in their schedule - As soon as possible, follows the stages to reach their career objectives

3. Working in a group and a team	
Skills descriptors	Indicators
1. Identifies the people and their role(s) within the group	<ul style="list-style-type: none"> - Names the people and their role(s)
2. Takes part in group work and collaborates with others	<ul style="list-style-type: none"> - Describes the assigned group task and accomplishes it - Understands the work instructions and explanations given to the group - Listens to and understands the proposals made by other participants relating to the work to be done - Has a respectful attitude towards all group members - Supports the others and accepts their help
3. Makes proposals and negotiates them if necessary	<ul style="list-style-type: none"> - Rephrases instructions, explanations and suggestions made to the group or the team - Makes their own suggestions to the group or the team and justifies them - Accepts arguments and suggestions formulated by others - Takes into account the group arguments and suggestions and reviews their proposal if necessary to allow the group work to advance
4. Contributes to the group work by varying their place and role including as a mediator	<ul style="list-style-type: none"> - Varies their role in a group based on tasks and interactions - Clarifies the work methods in the group and justifies them - Establishes mediation to deal with any disputes in the group or team - Proposes, and argues in support of, solutions to the difficulties encountered in group or team work - Involves all the group members and facilitates communication between them.

COMMUNICATING SKILL SET

4. Verbalising their skills	
Skills descriptors	Indicators
1. Partially talks about their career in response to questions	<ul style="list-style-type: none"> - Describes some their professional experience in dribs and drabs - Answers specific questions more easily than talks about themselves - Sometimes has to repeat themselves to be understood
2. Describes useful experiences and lessons and places them in time	<ul style="list-style-type: none"> - Briefly explains current and/or past activities - Places a few activities in time (in 2005, 15 years ago or for the past 3 months) - Uses only a few time markers, connecting activities in time
3. Describes their experience and skills in structured, chronological order, in varied situations	<ul style="list-style-type: none"> - Explains their career path chronologically in connection with their life path - Chooses relevant examples of their career to explain their skills - Specifies the skills acquired or developed (during an internship, course or in work) - Specifies skills to be acquired or developed (to carry out their career objectives, for example)
4. Adapts the ways of presenting their experience according to their intention and the person they are speaking to	<ul style="list-style-type: none"> - Selects the useful elements of their experience according to the context - Structures their speech and highlights the elements (skills, experiences) useful given the context - Summarises their career precisely, adapting it to the context and the person they are speaking to

5. Interacting verbally

Skills descriptors	Indicators
1. Communicates a little in face to face conversation	<ul style="list-style-type: none"> - Gives their contact details (last name — first name — address) and some information about their family and social situation - Understands short and simple messages - Gives one or more ideas of jobs using isolated, very frequent words
2. Talks about and refers to familiar topics in interactions	<ul style="list-style-type: none"> - Talks about their activities, family, the social and professional steps they have taken and their leisure activities - Answers simple questions on these topics at an interview - Knows how to ensure they are understood, using sentences that may include unconjugated verbs - Makes simple requests (requests an appointment, etc.) in familiar, daily situations
3. Interacts according to their needs in varied situations	<ul style="list-style-type: none"> - Requests different types of information in various contexts (public institutions, associations, training centres, public transport, etc.) - Answers a question using syntactical structures suited to the message. (E.g. 'I didn't come because I was ill')
4. Adapts their way of communicating to the purpose of the interactions	<ul style="list-style-type: none"> - Communicates easily and changes their speech according to the situation (request for information, support interview, recruitment interview, internship application, etc.) and the people they are talking to (advisor, trainer, employer, friend, stranger, etc.) - Expresses their opinion using formal expressions, suitable for the people they are talking to: 'if I may'

6. Taking social and cultural codes into account	
Skills descriptors	Indicators
1. Identifies the basic codes of their surrounding environment	<ul style="list-style-type: none"> - Knows greeting and courtesy rules and customary attitudes - Notices the difference between an informal and formal register - Knows dress customs
2. Applies conventions in their usual environment	<ul style="list-style-type: none"> - Applies and follows customary greeting and courtesy rules - Adopts suitable behaviour for familiar situations - Uses an informal or formal register properly - Wears suitable clothing
3. Follows the codes of behaviour expected in varied situations	<ul style="list-style-type: none"> - Observes and follows the customs applicable in a specific environment - Acts according to the usual codes of behaviour and according to situations - Perceives the use of implicit codes of behaviour - Adopts the appropriate degree of closeness in relationships
4. Adapts how they act in unforeseen, simple or complex situations.	<ul style="list-style-type: none"> - Adopts the suitable social and cultural codes, including implicit codes, in unforeseen or complex situations.

7. Interacting in writing

Skills descriptors	Indicators
<p>1. Identifies the key elements of a very short, informative written text. Writes a few words about their context and their professional situation</p>	<ul style="list-style-type: none"> - Understands and completes simple written entries about their identity (forms) - Identifies words, logos and icons relating to the stakeholders involved: its name, the name of an institution, etc. - Recognises document types: invitations, invoices, explanatory flyers, etc.
<p>2. Identifies relevant information in simple texts in their environment. Writes short informative texts about their professional context</p>	<ul style="list-style-type: none"> - Understands the overall message of a simple document, in their surrounding environment: post (invitation to a meeting), administrative document, adverts, medical certificate, work instructions, email, etc. - Writes a short message: requests information or a meeting, list of tasks/skills, with help if necessary
<p>3. Uses most of the written texts necessary for their activity Writes documents about their activity and their context</p>	<ul style="list-style-type: none"> - Clearly understands various documents relating to work or finding a job/training (purchase orders, explanatory notes, instructions, various forms, job adverts, training adverts, etc.) - Writes various longer and more complex texts (information, application, brief cover letter, CV, etc.)
<p>4. Manages and handles complex and varied texts Produces elaborate texts</p>	<ul style="list-style-type: none"> - Understands complex texts: internship or employment contract, wage slip, work procedure, etc. - Adapts and highlights their qualities and experiences in a personal piece of writing: cover letter, CV, depending on the job, etc.

TECHNICAL SKILL SET

8. Using IT resources	
Skills descriptors	Indicators
1. Performs basic tasks with a known IT tool	<ul style="list-style-type: none"> - Visits websites with their smartphone - Uses a computer (keyboard and mouse) and does basic searches on the internet (Google Maps, public transport, etc.) with help if necessary
2. Uses the basic functions of a few IT tools, with or without help	<ul style="list-style-type: none"> - Writes emails (on a smartphone or PC) - Forwards an attachment to an email - Uses a few word processing functions to edit a document (CV) - Creates, names, moves and saves files (CV or letter)
3. Regularly uses digital resources based on the context	<ul style="list-style-type: none"> - Uses the internet and a few office programs (Word, Excel, etc.) independently - Adapts their job search tools and can apply for positions - Manages a diary
4. Personalises the IT resources to their situations and needs	<ul style="list-style-type: none"> - Carries out effective searches, adapted to their needs with IT or communication tools (social networks) - Uses tools that may be useful (social networks and internet platform, etc.) - Learns to use a specific software program in relation to their work (stock management, etc.)

9. Using their maths skills

Skills descriptors	Indicators
1. Performs simple calculations involved in recurring situations	<ul style="list-style-type: none"> - Performs simple additions and subtractions (mental and written) - Recognises simple geometric shapes - Looks for and identifies the information needed to solve calculations and/or resolves simple logical situations (time measurement, cost measurement, etc.) - Reasons and/or calculates partially, with help
2. Applies operations and takes measurements in situations relating to their surrounding environment	<ul style="list-style-type: none"> - Performs multiplication and division of integers (mental and written) - Performs simple distance, surface and time calculations, and uses the right units - Can give rough estimates and rounds off (distance, surface, quantities, etc.) - Correctly uses measurement tools (measuring jug, tape measure, watch, scales, etc.)
3. Chooses operations and reasoning to resolve common situations	<ul style="list-style-type: none"> - Applies the reasoning specific to each situation and performs the operations necessary to solve problems - Performs basic operations with decimal numbers and fractions (length of a journey, cost of a product, amount to pay and change to give) - Performs cross multiplication (converting a currency to another, etc.)
4. Varies reasoning depending on the situation encountered	<ul style="list-style-type: none"> - Adapts their operations according to the recipient and the situation - Explains the strategies used to find the solution(s) - Guides calculation by third parties - Checks reasoning and calculations and rectifies if necessary

10. Following instructions and rules

Skills descriptors	Indicators
1. Identifies instructions and rules	<ul style="list-style-type: none"> - Knows and cites the main rules relating to a surrounding environment: family, work and training, etc. - Recognises the most common icons (in public places and on public transport, etc.)
2. Applies instructions and rules	<ul style="list-style-type: none"> - Applies the known or given rules in a given situation - Follows instructions (work, safety, etc.)
3. Incorporates instructions and procedures in their activity	<ul style="list-style-type: none"> - Adapts to rules, even in unknown places or situations - Knows the risk of not following instructions and rules in a given situation
4. Follows and checks the application of instructions and procedures	<ul style="list-style-type: none"> - Explains instructions, work rules and how they are applied to someone who does not know them - Ensures that instructions and procedures are applied - Assesses and adapts instructions and procedures to situations