



TRANSVERSAL SKILLS 1
Communicate orally in the professional world



TRANSVERSAL SKILL 7
Use social codes related to the professional context



TRANSVERSAL SKILLS 8
Work in a group and as a part of a team



TRANSVERSAL SKILLS 9
Learn and train yourself throughout life



TRANSVERSAL SKILLS 10
Build your professional career

Skill 10: Build your professional career

Methodological proposal



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The proposed system has been **designed for the classroom** and is therefore particularly attentive to **using the group as a resource for learning** (socioconstructivism perspective).

For example, at the level of training techniques: give priority to role-playing, approaches that integrate debates and arguments from different points of view, comparisons of strategies, individual working times and then subgroups, etc...

For example, at the level of structuring the approach. :

- **Take stock of what we already know**: teaser and/or emergence of pre-representations;
- **Open the debate / broaden the vision** : compare points of view within the group, enrich the group's representations based on external contributions (testimonies, videos, documents),
- **Structuring learning outcomes** : synthesise, go to the essential,
- **Take ownership of what has been achieved** : reformulate, reinvest in another activity...

The approach is given as an example.

Other techniques or approaches are possible;

everyone remains free to choose their own pedagogical proposal.



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Level 1

Submit one or more ideas for your professional career

2 objectives for this topic

- List one or more career ideas: 1 activity
- Identify the requirements and realities of the targeted sector: 2 activities



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State one or more career ideas

Through " profession photos ", the trainer for each participant will identify one or more professional projects.



Type of activity:

Individual choice and reflection, then presentation to the rest of the group.

Conduct:

Each participant chooses one of the pictures presented and explains to the rest of the group what they think is the profession depicted in the picture and what attracts them to this profession.

Participants and the trainer are invited to ask questions, to question the choices of others. This may allow a questioning or at least an exchange of views that may lead to further reflection.

Support: professional pictures

Time frame : 1h30



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Identify the requirements and realities of the targeted sector

From the proposed sentences, the facilitator will outline the participants' representations of the requirements and realities of the chosen work sector

1st activity:

Sub-group discussions, exchanges, debates

Conduct:

The trainer forms sub-groups of 3 or 4 people and distributes 15 sentences to them related to the home help profession.

Each subgroup must determine from the 15 sentences proposed:

- ° 3 sentences with which it agrees
- ° 3 sentences with which it disagrees
- ° 3 sentences for which it has no opinion



To reach an agreement, it is "prohibited" to vote. The group must debate, discuss, explain his choices.

Each sub-group should prepare for the sharing by writing down the elements of answers so that they can argue and explain their choices to the other participants.



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Identify the requirements and realities of the targeted sector



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Large group sharing:

Discussion on the choices of each sub-group

The trainer introduces the debate and leads the discussion for each sentence, asking in which category the group placed it, why, whether the decision was easy to make, on what criteria they based themselves, and compares it with the choices of the other groups.



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The trainer reopens the debate with each sentence.



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Support:

- sentences to be classified (PDF)
- Audio file with questions to relaunch the debate. See [C10_1 Audio sentences to be classified](#)
- [Comments on sentences \(PDF\)](#) to correct some of the participants' misconceptions



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Time frame: 2h to 2h30



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Identify the requirements and realities of the targeted sector

2nd activity:

In groups, formalisation and deepening of the characteristics of the home help profession.



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Conduct:

Based on the notes of each sub-group and the discussions that emerged, the trainer centralises and formalises the information on the board or on a panel.

In large groups, they complete the following information about the home help profession:



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- Working hours
- Possible places of work
- Tasks
- Qualities required
- Qualification/title required
- Salary
- Other requirements



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The trainer completes and/or corrects the information collected and can, if necessary, rely on videos and job descriptions.



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Time frame: 45 min (even more if using videos or business cards)



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Identify the requirements and realities of the targeted sector

Individually, clarification of the professional choice of each participant

Type of activity:

Individual interview, personal assessment

Conduct:

The trainer meets each participant in an individual interview at the end of level 1 in order to clarify his or her choice of professional orientation, based on the job descriptions that have been made in this level.

Participants are encouraged to keep a written record of the information related to the trade and what justifies their choice of professional orientation in order to build the portfolio evaluated at level 4.



Only participants who confirm that they want to move into the home help trade are invited to continue the process.



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Level 2

Confront your project with socio-economic constraints and realities

2 objectives for this topic:

- Learn about the activities and skills needs associated with your career plan: 4 proposed activities
- Analyse the relevance of your wish in the light of the realities observed: 1 activity

Learn about the activities and skills needs associated with your career plan



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The trainer leads the participants to question the realities of the home help profession



We propose here 3 interdependent activities and advise the facilitator to carry out the first and/or second in order to prepare the third.

1st activity:

Collectively and on the basis of testimonies, preparation of questions to ask to professionals.

Conduct:

- The trainer presents one or more testimonies (videos or writings) of home helpers in which the emphasis is placed on the tasks and constraints and difficulties of the trade.
- The participants take note of what surprises them, what challenges them.



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Learn about the activities and skills needs associated with your career plan

- After taking individual notes, the trainer forms sub-groups of 3 to 4 people and asks them to write 5 to 8 questions they would like to ask a home helper about the **tasks, constraints, difficulties** specific to the work of home helper.
- Each group presents its questions to the rest of the participants and the trainer takes note of all the (relevant) questions proposed and keeps them for the subsequent meeting with a professional.

Support: videos, written testimonies of home help

Time frame: 1h30 to 2h

2nd activity:

The facilitator proposes **role plays** that lead to discussion of relational aspects in the helping relationship.

The focus is not on tasks but on communication, boundaries, ethics and difficulties that can arise in the helping relationship.

Learn about the activities and skills needs associated with your career plan



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Conduct:

Each situation requires the voluntary participation of 2 or 3 participants who will play the role of home help and beneficiary(ies).

While the actors perform the scene, the other participants are **observers**.

After each scene, the trainer gives the floor to the actors and observers.

After debriefing each role-play, the trainer forms sub-groups of 3 or 4 participants who write 5 to 8 questions that they would like to ask a home helper as a result of the situations they have played.

Each sub-group presents its questions to the rest of the participants and the trainer takes note of the questions and keeps them for later meeting with a professional.

Supports:

- proposal of **scenarios (PDF)** for the sceneries
- audio instructions for role-play animation and debriefing

see **C10_2 Audio role-playing games**

Time frame: 1h30 to 2h

Learn about the activities and skills needs associated with your career plan



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The trainer leads the participants to confront their questions with the testimonies of professionals

3rd activity:

Visit/meeting with a professional

Conduct:

The facilitator brings a professional into the group or organises a visit to a home help service.

Participants have the opportunity to meet a family caregiver who testifies to his or her daily work.

Participants ask the questions they have prepared previously, which allow them to address both the "technical" and "relational" aspects of the profession.

Participants are invited to note in their portfolio the questions and answers provided by the professional(s) they met.

Support: list of questions previously prepared by participants.

Learn about the activities and skills needs associated with your career plan



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4th activity:

Linking the different activities of the level and developing conclusions in large groups.

At the end of these 2 or 3 activities at level 2, the trainer works with the group to draw up a **summary of the requirements of the profession** in terms of required skills, diplomas or training and working conditions.

Participants are invited to note in their portfolio the joint synthesis.

Time frame: 1h

Analyse the relevance of your wish in terms of of the realities observed



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Each participant evaluates the feasibility and relevance of his professional project by comparing the synthesis with his individual situation



Type of activity:

Introspection, individually.

This activity does not necessarily have to be done in person.

Conduct:

Each participant completes the proposed table by noting against each competency/requirement

- if he thinks he owns it.
- if, for him, it is a brake or an asset
- and what would be the avenues to address them.

Support: [job requirements table \(PDF\)](#) to be completed

Time frame: 1h à 1h30

Analyse the relevance of your wish in terms of of the realities observed



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Type of activity:

In groups, sharing and exchange on the basis of the completed table.

Conduct:

Once all participants have completed the table, the trainer brings them together and a large group discussion takes place.

Several volunteers read and explain what they have noted in the table.

The trainer encourages the group to interact by highlighting common elements of response or different visions of the same situation. The group's contribution is essential because it will make it possible to question each other's projects with regard to the difficulties mentioned, but also to exchange best practices and advice in terms of possible approaches to be implemented.

Time frame: 1h to 1h30



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Level 3

Define a realistic and achievable project



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2 objectives for this topic:

- Formulate a realistic professional project that is consistent with your profile: 2 activities
- Make the link between training objectives and professional objectives: any training needs related to the professional project are identified: 1 activity



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TRANSVERSAL SKILLS 10
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Formulate a realistic and coherent professional project with its profile



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The trainer leads each participant to identify the skills they have been able to develop in their experience.



1st activity:

In person, individual introspection work, then discussion.

Conduct:

- Each participant lists the jobs and occupations (volunteering,...) he has had in his life. For each occupation, he starts from a typical day (if repetitive work) or a typical week (if varied work) and reflects on all the **skills** he has had the opportunity to develop in this occupation.
- Once this individual work is completed (for a profession), the trainer forms pairs. One participant presents to the other the skills he has identified in his professional background and the other takes note of them and classifies them into know-how and interpersonal skills. Then they switch roles.

Si certains participants ont eu plusieurs emplois ou occupations dans leur vie, ils terminent le travail individuellement chez eux afin d'arriver à une liste complète des compétences qu'ils ont développées dans leur parcours antérieur.

Support: [skills table \(PDF\)](#) to be completed

Time frame: 1h30 à 2h

Formulate a realistic and coherent professional project with its profile



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2nd activity:

Individually, individual questioning on the relevance of the professional choice

Conduct:

Each participant answers in writing to the following 2 questions:

- What skills have you acquired in your career that are assets to the job and make you think you will be a good home helper, that you are made for this job?
- What are the obstacles/lacks/constraints (identified in level 2) that could block you in the realisation of your project?

The trainer can restart the reflection with questions.

Participants are invited to note in their portfolio the answers to these 2 questions

Support: questions to relaunch the reflection - see **C10_3 Audio assets and obstacles**

Time frame: 45 min

Formulate a realistic and coherent professional project with its profile



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- A pooling of obstacles is proposed but not mandatory. Each voluntary participant explains to the rest of the group what difficulties they identify in achieving their objective.

If several participants have identified the same type of obstacles, they can form a subgroup to carry out the next step of the activity.

- For each identified barrier, participants look for remediation/solutions adapted to their situation.

It may be interesting during this part of the activity for participants to have internet access in order to be able to do research. If this is not the case, the concrete search for remediation paths can be done individually at a later date. The exchange of practices can also be interesting in working in sub-groups.

Time frame: 1h

Make the link between training objectives and professional objectives: any training needs related to the professional project are identified



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The trainer leads each participant to identify their possible training needs



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Type of activity: individual interview.

Conduct:

The trainer meets each participant in an **individual interview** to review the acquired skills identified by each, his educational and training background and compare this with the requirements related to the job (requirements in terms of diploma and/or training depending on the country, mobility requirement,...).



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Ideally, each participant emerges from the interview with concrete leads (addresses, start dates,...) to have access to the training necessary to carry out his project (whether in terms of basic (French) or qualifying training or appendices, such as the driving licence).



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Level 4

Determine the implementation step(s) for your professional career

2 objectives for this topic

- Choose, with justification, your path to employment: 1 activity
- Orally report on a specific commitment for your project: 1 activity

Choose and justify your access to employment



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The trainer leads each participant to formalise, individually and in writing, the steps of his action plan

Type of activity: individual reflection, in person.

Conduct:

The trainer invites each participant to develop his or her **plan of action** to achieve his professional objective. On the basis of all the information provided to the during the previous 3 levels, each one will list the **steps** that he considers necessary and the **order** in which he sees himself passing through them.

This is indeed an individual and personal task, but the presence of the trainer is important to enable those who would feel blocked in the implementation of their action plan to be reactivated.

Participants are invited to record all their thoughts and actions in their portfolio in order to present it to the rest of the group.

Time frame: 1h



Orally report on a specific commitment for his project



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Each participant presents his or her action plan to the rest of the group.



Type of activity:

Oral presentation to the group.

Conduct:

Each participant presents orally and dynamically to the rest of the group his or her **overall action plan** to achieve his or her professional objective, as well as the results of his or her reflections, research and conclusions regarding the project.

It is important that the trainer ensure that the group is **caring** and **respectful**. Other participants and the trainer are invited to ask questions and interact with the portfolio presenter to have them explain in detail how they plan and justify the next steps in the implementation of their action plan.

Time frame: 15 to 20 min per personne



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Suggestions for the evaluation of skills acquired





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At the end of the 4 levels, the trainer will evaluate the acquired skills on the basis of the portfolio built and presented orally by each participant.



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At the end of level 1:

The trainer verifies that everyone has, in their portfolio, **justified their choice of professional orientation**, based on information relating to the profession.



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At the end of level 2:

The trainer checks that each participant has completed in a complete in a relevant way in their own portfolio the **table on the obstacles/advantages and remediation paths**.



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At the end of level 3:

The trainer checks that each participant has been able to identify at least **3 skills acquired** in his or her previous path and which will be useful to him for his project as well as **2 obstacles / lacks** and, for each one, one **concrete solution/remediation path**.



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At the end of level 4:

Each participant is evaluated on the basis of its **action plan**.

The facilitator ensures that it is realistic, coherent and concrete and that everyone is able to explain the steps orally.



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Audio resources

C10_1 Audio sentences to classify

Level 1 : Identify the requirements and realities of the targeted sector.

➔ Questions to revive the debate.



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C10_2 Audio role-playing games

Level 2 : Learn about the activities and skills needs associated with your career plan.

➔ Audio instructions for the animation and debriefing of role-playing games.



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C10_3 Audio assets and obstacles

Level 3 : Formulate a realistic professional project that is consistent with your profile.

➔ Questions to revive the reflection.



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Good work !