**"Innovative ways of including low qualified ex offenders and ex prisoners to labour market"**

2016-1-LT01-KA204-023242

# GUIDELINES

# "Training of Trainers"

## C1 LEARNING EVENT

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# INFOREX PROJECT

Training of disadvantaged groups, e.g. marginalized low qualified adult ex prisoners and ex offenders that have never seen their competences certified due to not completion of any kind of training is becoming increasingly important. These target groups, by their nature or because of the life paths they've done, show some difficulty in attending "standardized" training courses.

Lack of appropriate vocational and social skills increase their social exclusion and they are at high risk of long–term unemployment.

- **TARGET:** adult trainers and low qualified adult ex prisoners.
- **AIM:** to enhance basic skills of key competences of low qualified adult ex prisoners and ex-offenders and to provide certification of both formal and informal skills.
- **GOAL:** to create a new active and practical training methodology and certification system.
- **OUTPUTS:**
    - ❖ IO4 – Definition of Training and Certification Model - CASCAID
    - ❖ IO5 – Training of Trainers - COLLEGIUM BALTICUM
    - ❖ IO6 – Pilot Training Courses - LAZZARELLE
    - ❖ C1 – Learning Event – GINSO

*IO4 DEFINITION OF TRAINING AND CERTIFICATION MODEL*

 **"Training Model".** The training model includes the methodology of the training for adults trainers and the contents which will have to be addressed to shape and develop the appropriate skills of those who will be trainers of final beneficiaries of INforEX.

**"Skills Certification"**

- Criteria for certification
- Guidelines on how to submit the measures on the target group (ex prisoners)
- Tools for the assessment of adult skills
- Practical example for the completion of the assessment

*IO5 TRAINING OF TRAINERS*

- 6 training courses for entrepreneurs and tutors to train them and develop necessary competencies to become on the job trainers of low skilled people
- 5 full days (40 training hours) with 15 participants (12 entrepreneurs and 3 tutors)
- Later they participate in the pilot training

*IO6 PILOT TRAINING COURSES*

- 12 entrepreneurs will train and certificate 2 people (all in all 144 beneficiaries);
- 5 months training (a total of 320 training hours per person);
- Evaluation after the pilot training;
- Finalization of the training course handbook and certification system handbook by CASCAID.

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*LEARNING / TEACHING/ TRAINING ACTIVITY (C1)*

*"Training of Trainers" Programme*

Further below you may find the plan of the 5 days training which was organised in Spain (on 9-13 of October 2017). The materials from the training have been collected and are provided in this document.

| DAY | TOPIC | ACTIVITY |
|---|---|---|
| **Monday 9 October**<br>**18.00 - 19.00** | • Participants welcome and registration<br>• Presentation of the project and objectives<br>• Presentation of the training objectives and aims<br>• Presentation of the agenda of training days<br>• Update on the handbook | |
| **Tuesday 10 October**<br>**9.15 - 11.00**<br>**11.00 - 11.30 Coffee break**<br>**11.30 - 13.00**<br>**13.00 - 14.30 Lunch break**<br>**14.30 - 17.00**<br>**19.00 Dinner** | "*How to be an affective coach*"<br>• The characteristics of effective coaching<br>• Communication skills: how to communicate with ex-offenders<br>• Psychological and social factors when you work with ex-offenders<br>• Some recommendation for working with low skills adults<br>• Evaluation questionnaire | Workshop<br>Role play exercise<br>Group discussion |
| **Wednesday 11 October**<br>**9.15-11.00**<br>**11.00 - 11.30 Coffee break**<br>**11.30-13.00**<br>**13.00-14.30 Lunch break**<br>**14.30-17.00**<br>**19.00 Dinner** | *"How to evaluate competencies and skills"*<br>• The Competencies-Based training<br>• Labour competencies and skills for the employment<br>• INforEX certification methodology<br>• Open discussion for question that could worry employers<br>*Open Discussion on: "How trainers should deliver the training in their country/context"*<br>• Evaluation questionnaire | Workshop<br>Role play exercise<br>Group discussion |
| **Thursday 12 October**<br>**9.15 - 11.00**<br>**11.00 - 11.30 Coffee break**<br>**11.30 - 13.00**<br>**13.00 - 14.30 Lunch break**<br>**14.30 - 17.00**<br>**19.00 Dinner** | *"How to develop a checklist for labour competencies"*<br>• Setting up a checklist that can be useful for employers during the training assessment<br>• 5 days full review, feedback and open discussion<br>• A handbook for Employers and training providers - presentation of the training methodology and assessment process: **Ella Bujok**<br>*Open discussion on: "Possible challenges trainers may face"*<br>• Evaluation questionnaire | Workshop |
| **Friday 13 October**<br>**9.15-11.00**<br>**11.00 - 11.30 Coffee break**<br>**11.30-13.00** | *Visit GINSO minor centre: meeting trainers*<br>• Open discussion with GINSO training<br>• Learning form trainers<br>• Delivery of Europass Mobility Certificate | Visit<br>Group discussion |

# HOW TO BE AN EFFECTIVE COACH?

## GENERAL OBJECTIVES

*Learn about the possibilities that this methodology has, coaching, to help with training and labour insertion of people with low qualifications, favouring the process of job training, through the empowerment of employment and personal skills with which to improve their employability and at the same time their personal growth, through work experience, depending on the theoretical model of the project.*

**"We cannot teach anything to people; We can only help them to discover what is inside them" Galileo Galilei.**

## SPECIFIC OBJECTIVES

1. Know the coaching technique and its contribution to the project.
2. Know the basic principles necessary to apply this methodology.
3. Know some techniques or strategies to be an efficient coach.
4. Address effective communication techniques.
5. Know the profile of the beneficiaries of the program. Social and psychological factors.
6. 6. Recommendations for working with adults with low qualification.

➢ **ACTIVITIES**

See video:
− **VIDEOS ABOUT TESTIMONIALS WITH DIFFICULTY TO FIND WORK**

https://youtu.be/O4mb2g-XVjs

− **DO YOU DARE TO DREAM?**

https://www.youtube.com/watch?v=HhFxQlDPjaY

**Objectives:**

**Be aware of the changes.**

The state of comfort where you are (move in the same area), must be mobilized to leave the comfort zone, overcoming fears and expanding the area of learning.

Videos are very useful to work with users and also for professionals to know and identify the fears that users have towards change and how to mobilize them to launch themselves to try new things and experiences.

## WHAT IS THE COACHING?

Coaching is a methodology, focused on **"helping to learn"**, very different from teaching. **Its purpose is to encourage the self-discovery of personal skills and/or potentialities**, to help set goals and objectives that help personal growth.

The coach (facilitator) is not someone who tells the coach (client) what to do. Their task is not to judge, to give advice, it's to facilitate self-discovery and to define the route project.

The aim is that *each person achieve their own understandings, live with more awareness and authenticity, and become a master of himself.*

**"The important thing is to recover the knowledge of the person and transfer it to other realities."**

In a process of labour insertion of people with low qualifications it is important to act as a facilitator, guide or support, which serve to initiate or mobilize toward personal change.

From the awareness of their abilities and allow the person to arrive, from where he is towards the goal that he wants to achieve.

**I WISH TO GO**

**WHERE I AM**

The coaching offers strategies and above all an attitude or posture to understand the very effective learning to work with these adults. These adults require an **external**

**referent who believes in them**, who mobilizes them to set goals and above all to help them discover their potentialities.

➢ **ACTIVITIES**

- Brainstorming about what is the coach.
- Discussion groups, if applicable to this population. Benefits and difficulties, coaching vs traditional training.

## BASIC PRINCIPLES OF COACHING

The key to proper coaching is to create a positive relationship of trust and acceptance of the person.

Feeling UNDERSTOOD, ACCEPTED and NOT JUDGED is the premise to be able to rely on the coach or mentor for the coaching or effective coaching.

Authors, like Roger, 2002, argue that *"we have to ask ourselves if we favour experiences of trust, authenticity and humanity in our institutions or intervention". "If people feel heard and welcomed, if we approach with respect to their stories and emotions experience".*

The experiences of the users have to be that they are SUBJECT SINGULAR, KNOWN AND APPRECIATED, by the people who accompany them.

## HOW TO BE AN EFFICIENT COACH

More than technical, the key to efficient coaching is the attitude maintained with the user, key to generating the link.

**Recommendations:**

1. *Individualized and respectful treatment in relationships.*
2. *Know how to listen (active listening) and welcome him in his process (emotional accompaniment).*
3. *Take care of the spaces of face-to-face relationship with the participants.*
4. *Have a moment of reflection and awareness. Show interest not only for work, but personal aspects, as it feels ...*
5. *Give a positive picture of your progress.*
6. *Get away from victimized looks and postures.*
7. *BELIEVE AND TRUST in the capacities and possibility of the other.*
8. *Avoid the experiences of loneliness or isolation, help seek social support network.*
9. *Generate SPACE FOR DIALOGUE AND MUTUAL RECOGNITION.*

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10. *Promote relationships of TRUST.*

## COMMUNICATION TECHNIQUES

What is an **EFFECTIVE COMMUNICATION**: it is a form of communication, which ensures that who transmits the message does so in a clear and understandable way for its interlocutor, without generating confusion, doubts or misinterpretations.

**Components of the communication:**

➢ **Verbal communication**

- ▪ Words (what we say)
- ▪ Tone of our voice

Users have a significant deficit of communication, hence the importance of the message content, is adjusted to him, his comprehension and understanding. Adjust the message to their level, without being vulgar, it is crucial as it ensures understanding, offers proximity and transmits acceptance (I accept you as you are).

➢ **Non-verbal communication**

- ▪ Visual contact
- ▪ Facial gestures (facial expression)
- ▪ Arms and hands movements
- ▪ Posture and body distance

It is important to control both. Our non-verbal communication must convey attention, interest and be consistent with what is said or listened to.

Nonverbal communication has a great weight in communication, to get a well message and encourage the communication process.

9

The users tend to look for signs of disapproval, which makes them susceptible to any gesture they interpret in disregard, hence the importance of taking care of our non-verbal communication.

## EFFECTIVE COMMUNICATION TECHNIQUES WITH EXPRISIONERS

The key to communication is that there is an exchange of messages, so it is important to SPEAK = LISTEN.

The message must be LISTENED and UNDERSTOOD.

## ➢ Active Listening

Conscious effort to understand what the other person means with his words.

- Put me in place of the other.
- What feelings expresses. Emotional Content.

> **Strategies to improve active listening**
>
> 1. Look at the person: VISUAL CONTACT.
>
> 2. OPEN QUESTIONS: show interest in what you say.
>
> 3. Do not interrupt: knowing the right time to intervene.
>
> 4. Do not change the subject in an improvised way.
>
> 5. Show EMPATHY by the speaker.
>
> 6. Do not control the communication. Encourage RECIPROCITY and DIVERSITY.
>
> 7. Respond verbal and nonverbal.

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> **Paraphrasing:** making a summary, synthesizing the transmitted message, ensures that it has arrived correctly.

For example:

*If I understand correctly ... what you mean ..."*

*"I know you believe you have understood what I have said, but what you have heard is not what I meant."*

> **Reinforce,** show attention, with expressions such as: *"Good", "ok", "Aha".*

The attention fluctuates during the message, but it pays less attention half conversation, so it is important to express reinforcement, encouraging continuing communication. **Important to use in moderation and do not interrupt.**

> **The problem is not people.** In the workplace, it is important that the message is clear and assertive, focused on the actions, referring to the problem (prevent it from feeling hurt). Use DO for being.

For example:

"The report would have to be finished" by *"You are ineffective".*

The labels should be used only if they are positive, the negatives do not produce a change.

> **Do not let the subjects pass.** Accumulating the problems, will cause the subject to explode and impede effective communication, since the reactions will be exaggerated, causing surprise and a distorted vision.

Important:

**Address the issues when they occur, especially the negatives**

> **Avoid reproaches of the past.**

WORK ≠ HOME

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Every day new challenges, sharing previous mistakes or insisting on unsolved problems is ineffective.

Resolve the conflict: Define the problem, establish alternatives for resolution, evaluate the most appropriate and execute.

➢ **BE SHORT, CONCISE AND DIRECT.** In the workplace must be concise, not to waste time and be effective.

It is important to express brief, concise and direct approaches so that the message is not diluted by irrelevant information.



➢ **ACTIVITIES**

‒       Self-assessment questionnaire of active listening skills.

‒ Video of Active listening: 6 Tips for Active Listening #LittleThings. https://www.youtube.com/watch?v=oWe_ogA5YCU.

‒ PROPOSED ACTIVITY ON ACTIVE LISTENING: the person 1 speaks for 10 ', while person 2 listens. Then, they change shifts. Eliminate any distraction, give yourself that time of attentive listening, sit in front of the other in a comfortable distance and in a relaxed position and one of you will talk for 10

minutes and the other will listen. Then you will change the turn and the one who has spoken will practice listening attentively:

**Do you start? Are you the person who is going to speak?** Well, during those 10 minutes explain everything, any reflection is good, there are no good or bad subjects, could be scattered thoughts, you could talk about your current situation, your hopes, your dreams ... if you run out of ideas before they run out, the 10 minutes does not matter, you stay silent.

**And the listener what should you do?** That person listens in silence, paying attention to the other to capture their feelings, their needs, to connect with that person. When you are listening, it is normal for you to start distracting yourself or to unintentionally judge the speaker, nothing happens. You take a deep breath, and you can redirect your attentive listening to the other without judging, also you watch your nonverbal language, which it must be as relaxed and neutral as possible. You can not make weird faces.

## BENEFITS OF EFFECTIVE COMMUNICATION

- It creates a **climate of trust** and closeness that facilitates mutual understanding.

- The acceptance can be communicated and thus increase the **motivation** of the user.

- It reduces the **tension**, the differences of criteria.

- **Learn** from the other.

- **Reducing conflict** is facilitated.

- Helps make **better decisions and more safety**.

- You **learn to work better**.

- You get **time to think**.

- **The cooperation** is encouraged.

## WHY IT IS IMPORTANT TO TAKE CARE OF COMMUNICATION WITH THIS POPULATION

1. They have deficits in communication, both in skills and in understanding. This situation makes it very difficult the communication and therefore the work.
2. Offer communication model, we are a model, from which they can acquire new skills (help to order message, to reflect, to attend ...)
3. They show some susceptibility, a weak image of themselves, it is important to take care of non-verbal communication, not feeling judged.

4. The language has focused on the task, the personal attributions will promote a weakened image of themselves and their image may be weakened.
5. It is important to give positive and reinforcing messages. First, the coach must start with what is done well and then the tasks to be improved must be remarked.

## CONFLICT RESOLUTION

Among the most important strategies for confronting a conflict is:

1. Keep calm, reduce the level of anxiety or anger of the worker.
2. To approach in a safe place and without witnesses to reduce the aggressiveness, if there was.
3. Show empathy for your emotional state and discomfort, helping to reduce the level of activation.
4. Encourage communication, which helps emotional expression and define the problem.
5. Help define the problem and/or conflict, from a non-emotional perspective.
6. To emphasize the responsibility and role of each actor. Avoid victimizing positions.
7. Provide alternatives for conflict resolution.
8. Help identify which strategies to use: talk to a partner ...
9. Encourage assertive communication, reject communication that is aggressive or disrespectful towards others.
10. Mediate the conflict when it is between colleagues. To foment the assertive communication, to define the problem and commitments of both for its resolution.

➢ **ACTIVITIES:**

1. Group dynamics. "Game of conflict resolution."
2. Role-playing

## PROFILE OF PRISONERS AND EXPRISONERS

Without forgetting that individuality must be respected and care should be as individualized as possible. In general, we can establish a profile of traits or characteristics more common among this population:

➢ **Psychological areas**

· Tendency to impulsivity (cognitive and behavioural).

- Difficulties to self-regulate emotionally.

- Low self-esteem.

- Difficulties in emotional management (low tolerance for frustration, explosion of anger).

- Difficulty solving problems (new tasks due to impulsiveness, learning by self-instruction).

- Difficulties to persist and maintain effort.

> **Social**

- Limited repertoire of social skills. Own codes.

- Insecurity in social environments different from yours. Importance of being integrated.

- Lack of team values, individualism and some suspicion. Importance to work values such as group collaboration and cohesion. Teamwork, your role within the team.

- Material values, rewarding the immediacy of the delay of the reward.

- Assertive conflict resolution and non-aggressive.

- Communication skills.

## RECOMMENDATIONS

- ✓ **Important to create a LINK, through a deal: INDIVIDUALIZED, DO NOT JUDGE and feel ACCEPTED.**
- ✓ **Being a MODEL, what is said must be consistent with what is done. Be the best example, at work.**
- ✓ **Promote integration in the company.**
- ✓ **Adjust the communication and demands to your profile.**
- ✓ **Take care of the communication, both content and form. Focused on the task, not on personal attributions.**
- ✓ **Important in conflict resolution, DO NOT CRITICIZE PEOPLE.**

# HOW TO EVALUATE COMPETENCES AND LABOUR SKILLS

## SPECIFIC OBJECTIVES

- The application of "FOUR STEPS": To communicate, to show, to make and to check.
- To know the methodology "Teaching by competences"
- To know the basic communication skills in the formative-labour contexts.
- The ability of identify labour skills and specifics personality traits on users.
- Teamwork video: https://www.youtube.com/watch?v=1iayUeiP2gM&feature=youtu.be

## WHAT ARE THE "LABOR COMPETENCES"?

We define the "labour competences" as "performance", and this can be expressed in three levels:

- Skills in very high practical and programmed tasks: AUTOMATION.
- Modify pre-established rules in an unexpected situation: FLEXIBILITY.
- Knowledge, comprehension and use of techniques to solve problems, as well as find solutions to new situations: SOLVING PROBLEMS.

## CLASSIFICATION OF LABOR COMPETENCES

- **Level 1:** Competence for automatic, predictable and varied job.
- **Level 2:** Ability to make a significant and varied range of work activities which are complex, can be developed in different contexts and require collaboration and teamwork.
- **Level 3:** Ability to make diverse work activities with large variety in context, most of them complex and non-routine tasks which requires responsibility and autonomy, in addition to be provided of control and orientation to others.
- **Level 4:** Wide range of technically complex work activities; carried out in different contexts and a high degree of autonomy and responsibility. Usually requires responsibility for other jobs and distribute resources.
- **Level 5:** Ability to make a high range of basic principles, sophisticated technical, unpredictable and with variety of contexts. Important level of autonomy and responsibility in the work of others as well as the resources

distribution. This requires personal ability in analytical and diagnose, design, planning, execution and assessing matters.

- The instruction is directed to the development of each competence, and there is an individual evaluation for each competence.
- The evaluation takes account the knowledge, personal attitude, and the development of the competence as the main source of evidence.
- The progress will be individualized adapted to each user, according to the demonstrated competences.

## SOME GUIDELINES

- The instruction is individualized as much as possible.
- The learning experience is guided by a frequent feedback.
- The emphasis is placed on the achievement of concrete results.
- The rate of progress in the training is individual, the time is irrelevant.
- The competence to teach has to be carefully planned and systemized. Continuous assessment.
- Avoid the training in big groups.
- Teaching should be less directed to exposing themes and more to the learning process of individuals.
- Facts, concepts, principles and other types of knowledge should be an integral part of the tasks and functions.

1. Without knowledge/ Without skills to do it.
2. With knowledge/ Without skill to do it.
3. With knowledge/ With skills to do it.
4. Without knowledge / With skills to do it.

The assessment phase starts with collection of information to build a professional profile and a situation diagnosis of the person, and become familiar with the analysis of information and the main factors than benefit or obstruct in the integration procedure.

| ASSESMENT OF ENVIRONMENT | ASSESMENT OF PERSONAL ASPECTS AND COMETENCES |
|---|---|
| • **Needs: Socials, economic, housing, mobility, etc.**<br>• **Cultural factors: A key of integration.**<br>• **Support: Labour insertion (social network, relevant persons, facilitators etc.)**<br>• **If is getting benefits.**<br>• **Family responsibilities.** | • Evaluate competencies (technical and transversal), skills, knowledge, skills and attitudes.<br>• Assessment of self-steem, self-concept and self–image.<br>• Know the labor expectations.<br>• Motivation and attitude respect to the job.<br>• Previous work experience (CV).<br>• Preference shift and adjusted expectations.<br>• Knowing leisure activities and free time (personal interests, tastes). |

## WHY IS IMPORTANT TO MAKE A GOOD WORK LABORATION VALUATION?

1. Knowing the degree of employability, i.e. possibilities that a person has to find a job, considering its personal situation, social situation, psychosocial, health, formation, experience, work experience, availability, work centres, work preferences…).

2. Facilitators and barriers in the environment of the person, as to enhance or limit its performance with a view to the objective of the labour insertion.

## FACILITATOR FACTORS IN THE LABOUR INSERTION

- Motivation of the person to be incorporated to the labour market (R. E. Drake and Bond, 2008; Grove & Membre, 2005)
- The previous Labour experience (W. A. Anthony & Jansen, 1984 McGurk, Mueser Harvey, La Puglia & Mader, 2003).
- Adjusted Expectation to the labour market reality.
- Having participated successfully in training programs or other integration processes, such as the development of skills in simulated or protected work environments (W. A. Anthony & Jansen, 1984).

- Positive Self-concept related to the worker role (W. A. Anthony & Janses. 1984) "Believe in yourself" (Grove & Membrey, 2005).
- Development of basic social skills. These competences improve significantly with the development of a work activity and make a positive impact on the self-esteem and self-confident (Grove & Membrey,2 005).

## SOME SUCCES PREDICTORS IN THE LABOUR INSERTION

### 1. Based in the person

| Previos labour experience | |
|---|---|
| Formation | LABOUR SKILLS |
| Adaptability to the task | TECHICAL COMPETENCES |
| Flexible hours | |
| Empowerment. | |
| Having succesfully completed the rehabilitation process | |

### 2. Based in the attitude

| Motivation | |
|---|---|
| Expectation | Vocational Adjustment |
| Willingness | Labour martket - oportunities |
| Self-Concept | |

| SESSIONS | CONTENT |
|---|---|
| **EVALUATION OF COMPETENCES** | • Registration of job search skills.<br>• Survey of motivational aspects.<br>• Labour adjustment. |
| **SESSION 1** | • Self- knowledge to find a job.<br>• Identification of own capacities.<br>• WOST<br>• Self- knowledge Pyramids. |
| **SESSION 2** | • Self-knowledge and Self-motivation.<br>• How I learn.<br>• 10 abilities you to have to have, to get a job. |
| **SESSION 3** | • Approach to le labour market and business structure.<br>• Profile of competences. |

10 LABOR COMPETENCES MORE VALUABLE

I. Autonomy
II. Organisation
III. Implication and motivation
IV. Responsibility and compromise
V. Worktime
VI. Empathy
VII. Communicative skills
VIII. Social skills
IX. Self-control
X. Capacity for mediation and conflict resolution
XI. Capacity to anticipate
XII. Adaptability and flexibility
XIII. Initiative
XIV. Innovation
XV. Decision making

INforEX PROJECT METHODOLOGY

- The project is based on a model of Learning by experience of Kolb 1984.
- Main objective: To develop basic labour competencies in low-skilled people, through work performance, fulfilling the European certification criteria.
- Project phases:
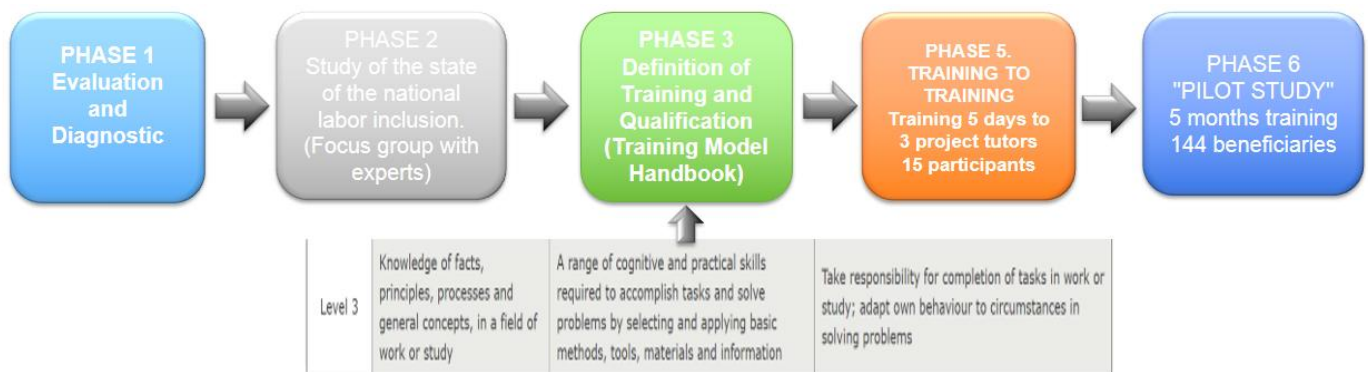


**PRACTICAL EXERCISES**

**1. SELF – KNOWLEDGE AND JOB SEARCH**
Think about the exercise

Why it is important to improve the Self-knowledge in the work insertion procedure?

**2. OPEN DISCUSSION ON:**
For question that could worry employers
How trainers should deliver the training in their country/context

# LABOUR COMPETENCIES

SPECIFICS OBJETIVES

- Define which are the basic labour competencies that improve the employability.
- How to evaluate them: interviews, questionnaires.
- How to strengthen the competencies.

WHAT ARE BASIC LABOR COMPETENCES?

What personal qualities are important to perform a job? (define among all)

## 1.1.    cognitive and personal skills

| Rigid thinking style |
| --- |

| Cognitive flexibility, ability to find new solutions |
| --- |
| Self-management |
| Entrepreneurship/Initiative (propose new ideas to innovate) |
| Autonomous Learning |
| Level of adaptation to changes |
| Job Knowledge |
| Communication capacity |
| Knowledge of ICT |

Attitude towards positive work

CLASSIFICATION OF LABOR COMPETENCES

**What social skills are important for a job?**

Skills for social interactions (team integration)

Capacity for teamwork

Leadership

Conflict management capacity (mediator)

Commitment to the team/company. Identification.
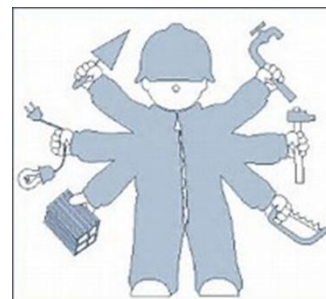
SPECIFIC COMPETENCES

**What are the SPECIFIC SKILLS necessary to improve employment?**

Knowledge of the task

Capacity to learn tasks

Capacity to solve problems. Innovation

Positive attitude towards tasks. Capacity to improve

Level of responsibility

Management capacity and coordination of work

**EXERCISE 1:**

You are an entrepreneur of the hotel trade, restaurant that you have meals and you need a waiter and a chef.
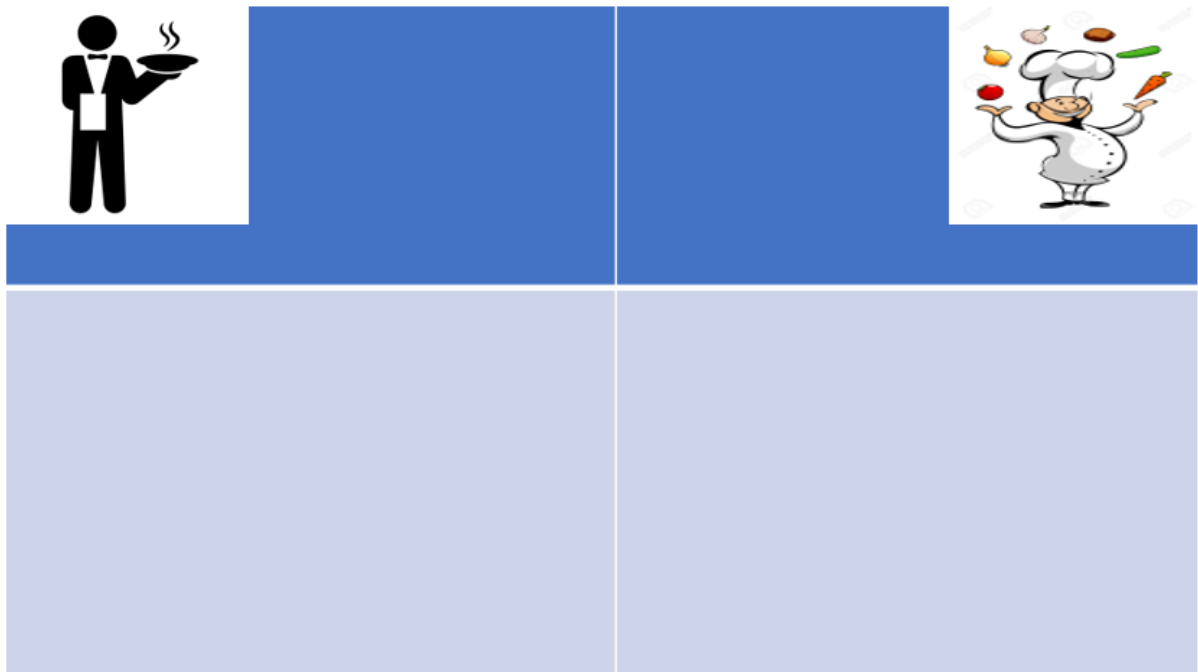
You must define what qualities must have candidates to be selected by the recruitment company you have hired.

WAITER                                          CHEF

| | | | |
|---|---|---|---|
| | | | |
| | | | |

## EXERCISE 2

You have incorporated a new waiter and a cook, inexperienced, who participate in a social project of labour insertion, with a lot of desire to learn, but without experience.

- How can you know if it is fit for the job?
- How are you going to evaluate?
- What qualities are essential? Can they be improved? How**?**

# ANNEXES