

GENERAL JOB DESCRIPTION OF THE TUTOR (REFERENCE BOOK)

	<i>Technical competences</i>	<i>Transversal skills</i>				
		Communication	Leadership	Organization	Problem solving	Reporting
U1. Before arrival	<p>Contribute to the recruitment of the apprentice</p> <p>Description "to formalize the content of the mission in relation to the needs and values of the company". This competence takes place in the context of staff recruitment and in compliance with the legal rules of non-discrimination and the respect of companies' codes and values</p> <p>Knowledge, technical know-how, interpersonal skills, organizational know-how</p> <p>To collaborate with one or several internal and / or external human resources' departments within the</p>	<p>Be able to:</p> <ul style="list-style-type: none"> • Present clear information about the training company • Apply interview techniques • Clearly explain the requirements and expectations of the company • Inform trainee about the needs of the company and its expectations • Understand the expectations of the trainee • Clearly communicate to trainees about the path and 	<p>Be able to:</p> <ul style="list-style-type: none"> • Ensure that correct training has been undertaken to become qualified as a trainer/tutor • Present objectives of the company to the student • Ensure that support mechanisms are in place should the student require them • Ensure student is aware of Health and Safety • Define the right selection criteria and take them into account 	<p>Be able to:</p> <ul style="list-style-type: none"> • Establish a function profile • List the information that is required to undertake a training programme. • Read and analyse CVs • Select the candidate based on CVs and requirements of the company • Clarify the meaning of any document that is presented to the trainee • Create and detail 	<p>Be able to:</p> <ul style="list-style-type: none"> • Prepare training and ensure that problems are solved prior to training taking place • Define the job description to the trainee to ensure clarity and understanding • Give to the trainee a list of possible problems to avoid them in the future (a preventive plan) 	<p>Be able to:</p> <ul style="list-style-type: none"> • Identify a company hierarchical chart to ensure the trainee understands the roles of individuals • Deconstruct previous experiences of learners to identify better methods of teaching and understanding of the individual

	<p>recruitment's framework: employment services, ...</p> <p>Prepare the arrival of the apprentice in the company</p> <p>Knowledge, technical know-how, interpersonal skills, organizational know-how</p> <p>Identify the role of the tutor in the welcoming and integration phase</p> <p>Ask for the resources made available by the company (badge, clothes, participation in transport, ...)</p>	<p>interlocutors</p> <ul style="list-style-type: none"> • Perform clear communication with stakeholders • Redaction and posting of a job's offer using the right communication channels • Perform constructive dialogue • Ask the right questions to find out the motivation of the potential apprentice • Master the phone, email and social media communication 		<p>the training plan</p> <ul style="list-style-type: none"> • Describe the objectives in the training plan • Be aware of the obligations as a tutor and respect it • Enrol all administrative documents and procedures of engagement • Plan the recruitment phases 		
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U2. Welcoming Process	<p>Welcoming the apprentice at his/her arrival within the company</p> <p>Description</p> <p>Informative contacting of apprentice before entering the work training place via: written correspondence, e-mail, phone call. This initial contact is important for obtaining confidence between tutor and apprentice</p> <p>Informing the apprentice about the current business situation in the company, current important orders, news and used painting technologies and workplace materials where he/she will work</p> <p>Determination of training work tasks on the first day at the workplace and the following days of the introductory week with gradually increasing</p>	<p>Be able to:</p> <ul style="list-style-type: none"> • assemble a team of colleagues and inform them of apprentice's arrival • Plan an information meeting • Master communication with a team • Communicate about the values of the organisation • Clearly explain everything from organizational goals to specific tasks, duties • Prepare the company visit • Clearly and effectively communicate, orally and in writing • Utilizing the communication tools ICT 	<p>Be able to:</p> <ul style="list-style-type: none"> • Lead and motivate the co-working • Coordinate speakers • Identify skills of staff members/ colleagues to find the right tutor • Coordinate works • Delegate tasks • Lead and motivate young people • Deliver instructions • Master teamwork • Master time management • Prioritise tasks accordingly to different levels of importance 	<p>Be able to:</p> <ul style="list-style-type: none"> • Coordinate the apprentice arrival • Assign tasks to colleagues/ staff members • Prepare the workplace • Process the work plan of the initial week • Process the check-list • Know and mediate the information on work organization in the company • Recognize the breach of technological proceedings or usage of proper materials • Undertake decisions on editing of the procedure, or correction 	<p>Be able to:</p> <ul style="list-style-type: none"> • Conflict management lead by example • Reproducing and summarizing company related information • Mediate problematic discussion • Facilitate discussion • Understanding/ misunderstanding of provided information 	<p>Be able to:</p> <ul style="list-style-type: none"> • Create check-list • Create welcoming documentation • Propose and create questionnaires/ feedback forms

		<ul style="list-style-type: none"> • Master verbal and non-verbal communication • Deliver a speech • Present the contractual matters in an easy manner • Present the company, the services and the team • Translate the unclear questions or words in a relevant context 				
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U3. Training	<p>Use professional situations to develop the learning process Accompany the reflective analysis of learning situations Description of the competence: Invite him/her to describe the work situations, his/her actions, the difficulties encountered, the means used to overcome them, and the result he/she has reached</p> <p>Knowledge, technical know-how, interpersonal skills, organizational know-how Knowledge of the techniques, methods, and tools needed to perform the professional tasks.</p> <p>Follow the pathway with the training centre Description of the competence: "To contribute to the organization of the pathway and to the follow-up of the</p>	<p>Be able to:</p> <ul style="list-style-type: none"> Conduct an individual interview Adapt own attitude to the interlocutor Facilitate the contact Active listening: (ability to feel the feelings, values and preoccupations / expectations of the interlocutor) Clarification – ability to make sure we understand well and are well understood Transmit, inform, explain, propose, advice, find information, convince Written communication: Written reports, recommendations about the training 	<p>Be able to:</p> <ul style="list-style-type: none"> Accompany the trainee into the apprenticeship of good practices Replace the job of the apprentice in the general functioning of the company; the tutor must reveal the coherence of the overall Make the future apprentice able to assume his/her responsibilities Make sure the tutor confronts the trainee to the reality of his/her job or function Help the trainee to take initiatives Help the trainee in problem solving Design the progression path of the trainee: <ul style="list-style-type: none"> Define the professional 	<p>Be able to:</p> <ul style="list-style-type: none"> Prepare the process related to the training Anticipate in order to facilitate the training process Manage time correctly to avoid stress Ensure the respect of the planning and progression Choose the right learning situation that permits the trainee to learn appropriate techniques, linked to the progression path 	<p>Be able to:</p> <ul style="list-style-type: none"> Identify the nature of a problem or a need Analyse the factors or causes contributing to the unwanted solution Generate a set of alternatives Evaluating the solutions Implementation plan Assess the effectiveness of the decisions Ask for a behavioural changing Master intergenerational management Think creative Manage team working (input of others) Demonstrate emotional intelligence 	<p>Be able to:</p> <ul style="list-style-type: none"> Conduct a follow-up interview Report difficulties or progresses, whoever the interlocutor (training centre, trainee, parents, workers, ...) Participate to production of documents linked to the trainee's pathways To analyse results and give feedback Pay attention to the communication channels (ICT)

	<p>learning by participating in pedagogical meetings and by visiting the places of learning to the trainer(s) of the training centre, including means and resources of the company</p> <p>Knowledge, technical know-how, interpersonal skills, organizational know-how</p> <p>«Identify the difficulties impacting the continuity of the apprenticeship's contract»</p> <p>"Work in a team with the internal and external persons involved in the apprentice's pathway. "</p> <p>Organize the pathway within the company</p> <p>"Explain to the tutors the planning and pedagogical progression planned by the training programme, related to the production of the company"</p> <p>Support the development of apprenticeships and professional autonomy</p> <p>Performance criteria</p>	<p>path</p> <ul style="list-style-type: none"> • Interpersonal communication: communicate information, concepts, results; stimulate a mutual trust relationship and of cooperation; convince on the legitimate of a solution; obtain the adhesion to a project; help the apprentice to understand his/her responsibilities • Communication in group: relay information at the occasion of meetings • Communication in management situation: feedback; participate to group work; decide in group; consult the staff; animate a team meeting 	<p>behaviours required for the position</p> <ul style="list-style-type: none"> • Design the path for the skills acquisition • Accompany and train : <ul style="list-style-type: none"> • Know and choose the appropriate pedagogical methods linked to the objectives • Establish a relationship based on trust, conducive to the transmission: <ul style="list-style-type: none"> • Find the right distance, establish a trust relationship to achieve the objectives <ul style="list-style-type: none"> • Formalize each step of progression • Valorise the learning outcomes and encourage the progression of 		<p>(recognize emotions)</p> <ul style="list-style-type: none"> • Risk management • Manage decision making strategies • Conduct a follow-up evaluation or scoring interview • Act or react in case of unsuitable behaviour, absence, decline of motivation, non-compliance with rules • Express correctly and constructively a complain to the trainee • Manage its own emotional reactions (angry for example) 	
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	The apprentice's expression on his/her own learning path is facilitated.		<p>the trainee</p> <ul style="list-style-type: none"> • Allow mistakes and propose correction methods • Encourage the trainee to do information research • Follow the evolution of the trade (Lifelong learning perspective) 			
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U4. Validation of the L.O.	Knowledge of formal requirements regarding evaluation standards in the country, including evaluation in work situations (in company). <ul style="list-style-type: none"> Knowledge of appropriate legislation, evaluation charts and valuation criteria Knowledge of appropriate partners participating in the evaluation process Knowledge of his/her role in the evaluation system/organization 	Capacity of finding right documentation (hard copies, internet); Identification of information resources (training centre, professional organization, internet); Capacity of learning with all available documentation.		Be aware of importance of the preparation process and related capacity of anticipation.	Capacity of managing time to be dedicated to information.	Capacity of reporting difficulties when preparing evaluation.
	Practical formal evaluation of learning outcomes: Knowledge of realistic methods applicable to work based situations. <ul style="list-style-type: none"> Knowledge of different examination procedures. Knowledge of the tools necessary for on-the-job evaluation. Capacity to prepare necessary tools for evaluation of learning outcomes with regard to the company's requirements and the certification objectives. Be able to measure what was learnt with regard to the company's requirements and the certification objectives. Be able to check the understanding of the evaluation procedure by learners and to 	Capacity of finding right documentation (hard copies, internet). Identification of information resources (training centre, professional organization, internet). Capacity of learning with all available documentation. Maintaining positive and constructive climate during evaluation processes thanks to appropriate communication	Speaking in public. Resolving relational incidents. Mastering mediation methods as a leader of evaluation process. Managing interfaces between all the partners participating in the evaluation in company. Mastering resistance and pressure to stress. Credibility, clarity and diplomacy in action (in line with authority).	Capacity of anticipation. Capacity of using sketches and guidelines to facilitate evaluation processes. Mastering time and reducing stress. Ensuring the respect of the planning of evaluation.	Capacity of managing time to be dedicated to information on evaluation processes to avoid problems during evaluation (anticipation of problems to avoid them). Identify potential risks of misunderstanding of recommendations. Interacting, understanding and motivating learners for evaluation (to be	Report potential difficulties to appropriate partners and institutional bodies. Producing documents and guidelines (together with training centres or professional bodies).

	<p>correct mistakes if necessary.</p> <ul style="list-style-type: none"> • Be able to suggest short-term remedies and solutions to be implemented in future. 	<p>methods.</p> <p>Establishing his/her authority during evaluation processes.</p> <p>Activating capacities of observation and listening.</p>			<p>considered as a learning act for their own progress).</p>	
	<p>Formalization of evaluation results: preparing or participating in preparation of evaluation reports to certification bodies.</p> <ul style="list-style-type: none"> • Provide documentation related to the evaluation as required by certification and qualification bodies. • Review evaluation results with regard to company objectives (matching learning outcomes and potential progression in the job with regard to the qualification obtained (if relevant)). • Produce conclusions for further follow-up in company and for in-job next training (if relevant). 		<p>Knowing of basic motivation.</p>		<p>Finding solutions.</p>	<p>Capacity of formalizing in writing (with digital methods and modern tools of communication). Collecting and communicating right information. Good ability for analysis and synthesis.</p>
	<p>Communication of evaluation results to the learner having been evaluated to make him/her able to identify his/her own learning outcomes and progress still to be done.</p> <ul style="list-style-type: none"> • Be able to perform a positive appraisal, turn errors to good account, appraise all progress 	<p>Capacity of positive transmission of messages.</p> <p>Processing information to make decisions.</p> <p>Activating</p>	<p>Capacity of motivation: demonstrate ability to use motivational techniques and interact with emotional intelligence by inspiring learners</p>	<p>Capacity of anticipation.</p> <p>Capacity to prepare learners to reactivity: recognize strengths and points to be improved as a result of self-assessment.</p>	<p>Capacity of positioning situations in various contexts (with the aim of finding appropriate solutions). Identifying of potential gaps and</p>	<p>Capacity of formalizing orally and in writing (with digital methods and modern tools of communication). Capacity of interpreting results.</p>

	<p>achieved.</p> <ul style="list-style-type: none"> • Be able to specify concrete meaning of the evaluation results (positive and negative) for the learner (formal and informal impact on his/her future career). • Help the learner in the design of the next improvement (if necessary or relevant), together with appropriate training centres (lifelong learning roadmap). 	<p>capacities of observation and listening.</p> <p>Be able to analyses one's own feelings and emotions to communicate better and make the message accepted.</p>	being evaluated.		<p>proposing new learning situations. Designing plans for corrective actions.</p>	
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