



## Innovative WBL Painting Talents - IN PAINT



### WP4 - Pedagogical materials to WBL Developer

#### *Toolkit*



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# INTRODUCTION

This toolkit is intended to help for preparing at the WBL Developer qualification. It is not a classic textbook with a summary of theoretical definitions and precepts but rather a tool to show those interested in the WBL Developer qualification the path to take and what to know for working in that position. It is based on units of learning outcomes that define the WBL Developer qualification. This overview of knowledge and skills is supplemented at each point by a proposal of tasks that the candidate can accomplish in his environment. The selected tasks will prepare candidates to work independently with needed knowledge and skills in the sector.

The WBL Developer is the facilitator aimed to develop cooperation between the professional associations and the schools/VET Centres structures and the companies to precise placement of trainees. He/she will be the contact for schools/VET Centres, companies and young people / young adults.

This activity will contribute to:

Facilitate the transition from school / education to businesses

Reduce youth unemployment

Reduce skills shortage for companies.

In the framework of WBL, the tasks of the WBL Developer include (among others):

## **Apprenticeship (dual vocational training):**

- Inform about current market developments
- Matching training content with developments in company practice
- Developing and / or providing information about training opportunities for trainers / teachers
- Inform about current pedagogical approaches
- Promote collaboration between school/VET Centres and Professional associations business and industry
- Inform about developments and demands of the European labour market of Support in the training(e.g. help offers such as tuition)
- Consulting and job placements (if no offer of employment after completion of the training is possible)

## **School-based VET with learning stages in the workplace:**

- Inform, advise and coordinate as in apprenticeship
- Creation and coordination of the requirement profiles between trainee and company aiming the selection and recruitment
- Consultation and placement of internships in specialized companies of the painting trade

## **WBL at school:**

- Provide information and advice as in the apprenticeship training and school-based vocational training with learning phases on the workplace
- Support of projects from the world of work

- Help create an authentic work environment
- Networking with companies (and customers → projects)

The toolkit does not mention the unit of Professional competence in the painting trade, we expect that he/ she has already these knowledge and skills.

## OVERVIEW OF UNITS OF LEARNING OUTCOMES

<b>UNITS OF LEARNING OUTCOMES</b>	<b>U1</b>	<b>Professional competence in the painting trade</b>
	U1.1	Measurement and calculation, mathematics
	U1.2	Health, safety, environment
	U1.3	Dealing with information and communication technology, customer orientation
	U1.4	Plan workflows and set up workplaces
	U1.5	Materials and tools, equipment, facilities
	U1.6	Working method, coating techniques
	U1.7	Surface tests (test methods)
	U1.8	Surface treatments
	U1.9	Coatings (construction), working and coating processes
	U1.10	Decorative design
	U1.11	Apply wallcoverings
	U1.12	Protective and special coatings
	U1.13	Standards and quality control
	<b>U2</b>	<b>Business administration (commercial management) and law</b>
	U2.1	Business concept, objectives, culture, strategy
	U2.2	Analysis of market, location, competition, business
	U2.3	Business planning and organisation
	U2.4	Project management
	U2.5	Legal forms
	<b>U3</b>	<b>Communication</b>
	U3.1	Language (mother tongue, foreign languages)
	U3.2	Marketing
	U3.3	Communication styles
	U3.4	Digitization
	U3.5	Intercultural communication
	<b>U4</b>	<b>Human resource management</b>
	U4.1	Workforce planning, management, development
	U4.2	Human resources management
	U4.3	Vocational education and workplace training
	<b>U5</b>	<b>Quality management including occupational safety, health protection and environmental protection</b>
	U5.1	QM systems and quality assurance
	U5.2	Work safety, health protection and environmental protection
	<b>U6</b>	<b>Soft Skills (Social Skills, Personal Competence, Methodological Skills)</b>

## **U2 Business administration (commercial management) and legislation**

His/Her aim is to acquire knowledge and skills in order to understand how a successfully business is set up, run and developed and to be able to carry out the basic tasks of corporate governance, applying basic rules.

### **U2.1 Business concept, objectives, culture, strategy**

He/She needs to study these concepts to acquire needed knowledge and skills:

- the structure and essential contents of the business concept
- knows the significant company goals
- characteristics of corporate culture and the corporate social responsibility
- corporate strategy and business models

## Task:

### Business plan

Create a business plan for establishing a painting company:

business name

company founder

date of establishment of the enterprise

core business idea

financial analysis

mission of the company

purpose of the business plan

contact information

## **U2.2 Analysis of market, location, competition, business**

He/She needs to study these concepts to acquire needed knowledge and skills:

- the process and the areas of corporate planning
- SWOT analyses
- methods of market research
- customers surveys
- customer data evaluation
- analyses of business documents
- analyses of sales and procurement market
- methods for the decision-making procedure (market analysis and market research, analysis of location, competition, business)



## Task:

### SWOT analysis

Build a SWOT analysis for the company you last worked for.

1. Strengths:

2. Weaknesses:

3. Opportunities:

4. Threats:

## **U2.3 Business planning and organisation**

He/She needs to study these concepts to acquire needed knowledge and skills:

### Establishment, planning, company succession

- trade in the national economy
- structure of the Chamber of Crafts or Association and membership
- personal, family and professional requirements for an entrepreneur
- social security systems, insurance, pensions
- essential characteristics of acquisition, shareholding and start-up of a company
- financing and support services, special offers for crafts
- criteria for business acquisition, legal succession, legal regulations
- tools and principles of the company
- business processes, organizational charts
- adjustments of the organizational design of business

### Administration and office organisation

- document management
- modern information and communication tools
- company accounting

## Task:

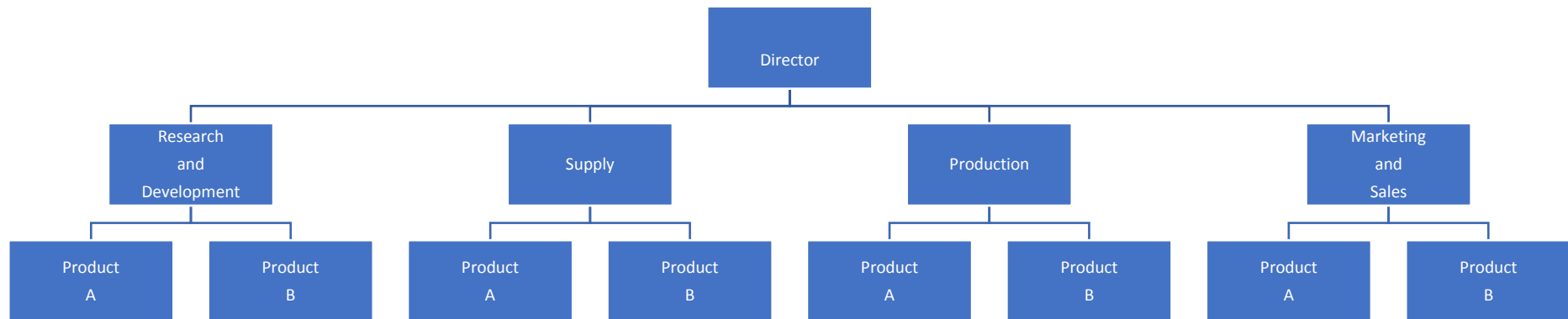
### Kinds of business

1. Name business types
2. For which group of reporting trades it is sufficient to meet the general conditions:
3. Name the minimum registered capital for a limited company in your country:
4. Which group of trades does the operation of a painting company include?
5. List the kinds of reporting trades:
6. What kind of business company is it in your country?
  - a) All partners are liable for personal property .....
  - b) Deposits are sold freely .....
  - c) The maximum number of partners is .....
  - d) All partners may represent the company .....
7. List the general conditions for the creation of a trade in your country.
8. Name the person engaged in successful activities under special regulations.

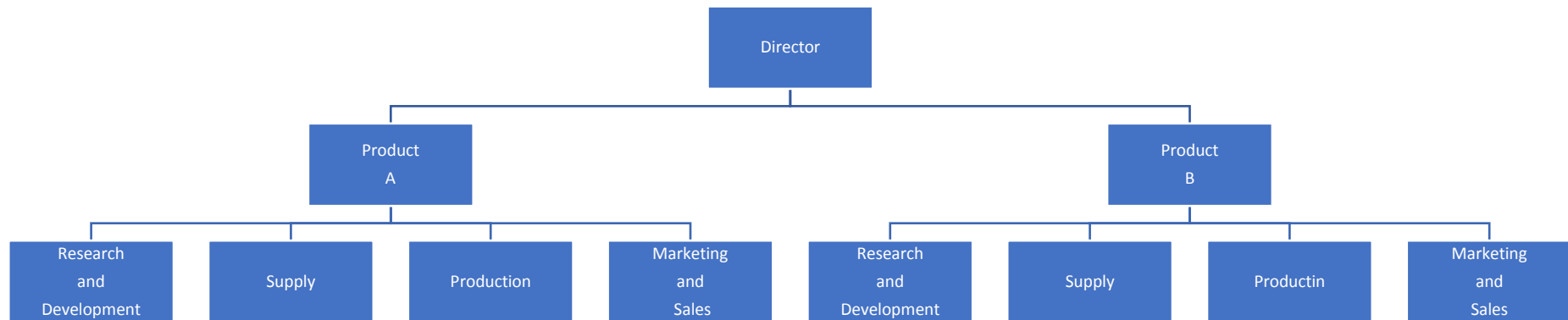
## Task:

# Organizational structures of enterprises

## 1. Functional organizational structure



## 2. Product organizational structure



## Task:

1. Compare these organizational structures.
2. Determine the advantages and disadvantages of both organizational structures
  - a / Functional
  - b / Product
3. Design an organizational structure for the company that will carry out painting, varnishing and wall papering work.

## Task:

### Working time models

Describe the advantages and disadvantages for the following working time models:

Model	Advantages	Disadvantages
Free working time		
Default working time		
Shiftwork		

## Task:

## Costs

Indicate which fixed and variable costs could have a company that performs decorating, painting and wall papering work. The company has 5 employees.

Fixed costs:

Variable costs:



## **U2.4 Project management**

He/She needs to study these concepts to acquire needed knowledge and skills:

- order processing and its implementation
- business competition
- marketing conceptions
- quotation processing, pricing
- contract, procurements procedures
- customers claims
- contractings
- material procurement and delivery
- project tracking
- modern project management methods
- actions for initiating, planning, directing, controlling, and completing projects

## Task:

### SMART method

When setting goals, it is possible to use the SMART method, which is a set of rules that help us to correctly define / formulate a project goal.

#### SMART Goal Planning Form

Specific – WHO? WHAT?
Measurement/Assessment – HOW?
Attainable/Achieve – REASONABLE?
Relevant – EXPECTED RESULT?
Time – WHEN?

## U2.5 Legal forms

He/She needs to study these concepts to acquire needed knowledge and skills:

### Legal forms, statutes of association

- characteristics of the different legal forms
- statutes of association
- basic provisions on the classification of the legal system (private and public law, contract law, property law, tax law, legal requirements for company creation)

### Industrial law, trade law, commercial law, competition law

- legal requirements for the independent exercise of a trade
- legal consequences of unauthorized practice
- particular duties of merchants on the design of business processes
- feasibility/admissibility of market strategies in the context of competition law

### Labour law and social law

- employment relationships
- rights and obligations resulting from employment relationships
- basic elements of the social security system
- payroll and tax system

### EU legislation

- areas of activity of the EU, summarised EU legislation and the Treaty of Lisbon
- policies in which the EU is active and the relevant institutions, legislation and documents, such as: Internal market, business, competition
- reform of EU data protection rules 2018

## Task:

## GDPR

Try to write an employee privacy notice for a painting company (according to GDPR) using following points:

Data protection principles
How to collect your data
Why to process your data
Special categories of data
Criminal records data
If you do not provide your data
Sharing your data
Protecting your data
How long your data are kept
Your rights in relation to your data

## **U3 Communication**

His/Her aim is to acquire knowledge and skills in order to successfully go through the classical functions of a general school education, which are: qualification (preparation for later life requirements in occupation, private life and social functions), socialization (mediation of socially desired behavior), selection (selection and allocation of a social position or authorization), legitimation (mediation of basic social values for security loyalty) and integration (sociology).

### **U3.1 Language (mother tongue, foreign languages)**

He/She needs to study these concepts to acquire needed knowledge and skills:

#### 1. Mother tongue

- flexibility in formulating ideas with different linguistic means
- complete grammatical fluency
- express thoughts spontaneously with a natural flow of speech in lengthy speeches and handle difficulties smoothly
- means of intonation and non-verbal means in communication

#### 2. Foreign language

- broad range of language resources to speak in clear descriptions or reports on most general topics
- grammar
- fluent conversation
- English as a foreign language according to the level B2

## Task:

### English test level B2

1. Would you like some more coffee? There's still ..... left.  
a) a little  
b) little  
c) a few  
d) few
2. She's already ..... her mother.  
a) so tall than  
b) as tall than  
c) so tall as  
d) as tall as
3. Mary wants to know if she can bring a friend of ..... to the party.  
a) her  
b) him  
c) hers  
d) his
4. My brother, ..... lives in Spain, is coming to visit us.  
a) which  
b) that  
c) what  
d) who
5. If you ..... soon, we'll miss the start of the film.  
a) aren't coming  
b) don't come  
c) won't come  
d) wouldn't come
6. I don't allow my children ..... so badly.  
a) that they behave  
b) behave  
c) to behave  
d) behaving
7. I ..... watching that programme because it's very interesting.  
a) amuse  
b) please  
c) smile  
d) enjoy
8. .... that you would be at the meeting.  
a) I was said  
b) It was said me  
c) I was told  
d) It was told me
9. I'll ring you when I ..... the hotel.  
a) arrive at  
b) will arrive at

- c) arrive to
- d) will arrive to

10. She's got a much more interesting ..... in the company now.

- a) job
- b) work
- c) employ
- d) reward

11. Can you lend me ..... scissors?

- a) a
- b) two
- c) a couple of
- d) a pair of

12. It will cost a lot of money to have .....

- a) that work done
- b) that work made
- c) done that work
- d) made that work

13. I ..... have tea than coffee.

- a) would like more
- b) prefer
- c) had better
- d) would rather

14. Good ..... ! I hope you win.

- a) sort
- b) wish
- c) luck
- d) chance

15. Take an umbrella ..... it rains while you are out.

- a) if
- b) in case
- c) because
- d) for

16. I couldn't hear what she was .....

- a) telling
- b) saying
- c) talking
- d) speaking

17. You nearly had an accident. You ..... drive more carefully.

- a) would
- b) ought
- c) should
- d) had to

18. That's the hotel ..... we stayed last year.

- a) which

- b) that
- c) what
- d) where

19. I had fallen asleep and didn't realise at first that the phone .....

- a) rang
- b) was ringing
- c) has rung
- d) had rung

20. I broke a ..... while I was doing the washing-up.

- a) glass wine
- b) wine glass
- c) glass for wine
- d) glass of wine

21. Can you let me know \_\_\_\_ ?

- a) when will he come
- b) as soon as he came
- c) until he doesn't come
- d) if he will come

22. I'll write him a note ..... he'll know where we are.

- a) that
- b) so
- c) for
- d) as

23. That man ..... my purse.

- a) robbed me
- b) stole me
- c) robbed
- d) stole

24. They ..... on holiday and ..... in love.

- a) found ... got
- b) knew ... became
- c) met ... fell
- d) saw ... grew

25. I'll take some supplies with me in case \_\_\_\_ enough food to feed all the people who turn up.

- a) there is not
- b) they didn't have
- c) there was not
- d) there won't be

26. They will never agree because they hate ..... other.

- a) each
- b) each to
- c) one to
- d) to one

27. The furniture for their house has cost them a large ..... of money.



- a) lot
- b) amount
- c) number
- d) piece

28. He's going to have a new ..... made to wear at the wedding.

- a) dress
- b) clothes
- c) cloth
- d) suit

29. I'm going to the supermarket..... a few things.

- a) to buy
- b) for buy
- c) for buying
- d) in order buy

30. I'll be sad when I have to give ..... playing tennis.

- a) off
- b) in
- c) out
- d) up

Correct answers:

1a, 2d, 3c, 4d, 5b, 6c, 7d, 8c, 9a, 10a, 11d, 12a, 13d, 14c, 15b, 16b, 17c, 18d, 19b, 20b, 21d, 22b, 23d, 24c, 25a, 26a, 27b, 28d, 29a, 30d

## U3.2 Marketing

He/She needs to study these concepts to acquire needed knowledge and skills:

- estimation of type and size of potential customer groups and needs, potential orders and sales figures
- design of products, prices, means of communication and distribution channels
- business model on the basis of customer benefit and unique selling points
- creation of a marketing concept
- overview of marketing fields and tools
- consequences of marketing decisions
- procurement processes and analyses weak points
- measures for customer acquisition and customer retention
- designs and applies presentation documents
- design and application of presentation documents
- corporate identity
- creation of customer-friendly offers
- CRM (Customer Relationship Management)

## Task:

### Marketing study

A marketing study of a new ecological color is needed. Include the following points for this study:

Goal setting strategy formulation:

Competitive Factors:

Target Market Selection:

Price level:

Distribution:

Sales promotion:

### **U3.3 Communication styles**

He/She needs to study these concepts to acquire needed knowledge and skills:

- factors that are crucial for the success of speeches, structures and presentations
- use of voice and body language
- structure of speech, the different forms of speech, the argumentation structure and rhetorical styles
- basis of communication (different communication models, negotiation and communication styles, methods of direct and indirect conversation control), can use body language (effect, meaning, unconscious expressive elements, and patterns of behaviour)
- communication strategies and targeted question techniques and techniques of active listening

## Task:

### The body language

Write the numbers of the described non-verbal manifestations into free frames for each image to match what they see in the drawing.

1. I don't understand what's going on
2. I feel quite safe behind these flowers.
3. I disagree with you and I don't even like you
4. It's not true when I say I can deliver it within two weeks
5. Great, I get what I want
6. I'm still listening to you, but I've already decided
7. You just won't change my mind
8. I'm sure of myself and I'm the master here
9. I think you're not quite honest
10. I don't really want to listen to it
11. Hmmmm ..... I don't know if I should agree with you
12. I am thinking and i am making a decisions
13. I'd like to hit you
14. But no, it's going to be a mess again
15. Help me! it's going to be a mess again
16. You have nothing better then me anyway



A15, B2, C12, D14, E10, F1, G11, H9, I4, J8, K13, L16, M3, N5, O6, P7

Template Solutions:

### **U3.4 Digitization**

He/She needs to study these concepts to acquire needed knowledge and skills:

- possibilities of digitisation
- use of smartphones, tablets, laptops
- analysis and networking of large amounts of data (enables more efficient production, new products and business models, target group-oriented customer approach, new sales channels, greater profitability, lean internal processes)

### **U3.5 Intercultural Communication**

He/She needs to study these concepts to acquire needed knowledge and skills:

- intercultural competence and ability to communicate well with fellow foreign human beings, assessment of needs, values and expectations of the foreign counterpart
- successful adaptation of behaviour to the needs of the foreign counterpart
- knowledge of the cultural characteristics of certain countries and different backgrounds
- social skills such as empathy, openness to new things, communication skills, willingness to break new ground, tolerance, willingness to change, a purposeful handling of stress and unclear situations, collaborative work or active listening.

## Task:

A 35-year-old man from Ukraine is applying for work in a painting company. He has experience in the construction industry but is not trained as a painter or varnisher. His language skills are minimal. Suggest a procedure for integrating him in the labour market and in the company.

## **U4 Human resource management**

His/Her aim is to acquire knowledge and skills in order to understand how communicate fairly and openly, advise and support all parties involved in work-based learning, based on their personal experience of learning, reflection and self-assessment.

### **U4.1 Workforce planning, management, development**

He/She needs to study these concepts to acquire needed knowledge and skills:

- fundamental developments in personnel management (development phases, current situation)
- reference models of human resource management
- procedural models for the development of organization-specific solution patterns in personnel management.
- trends in personnel management
- personnel planning
- core task of personnel development



## Task:

## How to write a good CV

Julie has brought her CV with her to the lesson. She is not sure whether it is correct or not.

CURRICULUM VITAE	
<b>Personal data:</b>	
First name:	Julie
Surname:	Smirnova
Date of birth:	05.07. 1980
Nationality:	Russian
Marital status:	married
Phone:	+420 776 111 111
E-mail:	smir777@seznam.cz
<b>Education and courses:</b>	
	1986-1995 Elementary School, Russia
	1995-1999 Grammar school number 12, Russia
	1999-2004 College of Architecture and Civil Engineering, Moscow, Russia Specialisation: Building Structures
	2010-2011 Charles University, Department of Language and Special courses, Prague Course of Czech for foreigners
<b>Language skills:</b>	
	Russian – native speaker Czech – very advanced English – a bit advanced
<b>Work experience:</b>	
	2004- 2007 Construction company „ABC“, Moscow, Russia <u>Civil engineer</u>
	2008-present: Cleaning lady, Prague
<b>Other skills:</b>	
	<u>Computer skills:</u> I can use the computer quite well. Especially programmes like Microsoft Office, Auto Cad, SCAD, Kros Plus Reliability and responsibility Organisational skills Thoroughness Detail orientated Communication skills  Driving licence, type B
<b>Interests:</b>	I like travelling to foreign countries, singing, reading and sport.
<b>References:</b>	From Russia

## Your task:

*Try to help Julia write a good CV. Look at her CV and answer the following questions:*

**1. Is the information in the CV appropriately structured?**

**2. Is it necessary to state all the information written in Personal Data section?**

**3. Are all the schools listed in the Education section of the same importance?**

**4. Is the information about work experience sufficient? If not, what is missing?**

**5. Is the description of the language skills specific enough? If not, what would you specify?**

**6. What should Julia change about the graphic layout of her CV?**

## Requirements for a job position

Imagine that you are a director of a company. What should an ideal applicant for a job in your company be like? Why would you choose him or her?

### Your task:

*In newspapers or on the internet, find a job advertisement from your trade. Read the job specification and requirements.*

*Now try to think as a company director. What should be an ideal applicant for this position like? Again look at the requirements and job specification in the advertisement. Which requirements are the most important ones? Which activities should the applicant have experience with? And what experience is not that important?*

*Describe the ideal candidate:*

The candidate must:

---

---

---

The candidate should:

---

---

---

The candidate does not have to (but it is an advantage if he or she does):

---

---

---

## Compare the job requirements and your CV

How does your CV fulfil the requirements that you have listed? For example, if you listed the work experience as the most important requirement – is your work experience written at the top of your CV?

### Your task:

*Compare your CV with the list you have written in the diary. Does it fit the employer's requirements? Do you have experience with this kind of work? Is your prior work experience suitable for the position?*

*Write your answers in the thermometer. Through that, you will find out how well you fit the employer's expectations, what you fulfil and what you don't, and what you might change.*

**Write in the coloured frames**

Requirements that I fully fulfil (above the +50 grade)  
Requirements that I fulfil partially (between grades 0 and +50)  
Requirements that I don't fulfil (between grades -50 and 0)

•

•

•

•

+50

+25

0

-25

-50

•

•

•

•

•

•

•

•

**Is there a requirement that you don't fulfil? What can you do about it? Put down your ideas.**

**Example:** I cannot speak English: I will enrol in a language course.  
I cannot use the computer: I will ask a friend to teach me how to use it.  
I don't have enough prior work experience: I will look for an internship or work as a volunteer.

## **U4.2 Human resource management**

He/She needs to study these concepts to acquire needed knowledge and skills:

- basic leadership activities and tools of Human Resource Management
- different leadership styles

## Task:

### Management styles

Explain management styles.

Name examples of businesses or institutions that are characterized by these management styles:

Autocratic style:

Democratic style:

Liberal style

### **U4.3 Vocational education and workplace training**

He/She needs to study these concepts to acquire needed knowledge and skills:

- objectives and tasks of vocational education and training
- advantages and benefits of education
- planning of corporate training
- structure of VET systems
- functions and goals of training regulations
- personal and professional aptitude for the recruitment and training of adolescents
- goal and content of an in-company training
- implementation of the training schedules
- criteria and procedures for selecting trainees
- rights and obligations of the trainer and the trainee
- documentation of stays abroad
- design company-based learning and work tasks
- apprentices with learning difficulties
- legal requirements for examinations, re-examination or supplementary examinations
- written testimonials based on performance assessments
- career adviser<sup>1</sup>

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<sup>1</sup> See (Košťálová 2017) for an overview on career advice.



## Task:

Use of Personality test

### Myers-Briggs Personality Test<sup>2</sup>

Please start by taking the test, and then follow these directions. The test will take approximately 30-45 minutes.

1. Take the piece of paper that is numbered 1-70. Write your answers from the test onto this sheet.
2. Answer the questions from your “base” nature. Don’t answer what you wish you were, or what you think you should be or what the “right” thing to do is, but what is your “base” preference. For example, with the question that asks “You are at a party... do you interact with many, even strangers, or interact with a few friends?”
3. There is no right or wrong answer.
4. There are a couple questions on the test that are worded awkwardly... here is some clarification for you:
  - a. #9: Are you more sensible than idealistic or idealistic than sensible? (think: sensible equals practical)
  - b. #33: Are you more often cool headed or warm hearted? (think: cool headed is rational, logical, principally driven, warm hearted is relatively driven, subjective)
  - c. #59: Are you drawn more to fundamentals or overtones? (Fundamentals: details, the trees; overtones: the forest, the bigger picture)
5. Transfer your answers from the answer sheet to the grid box. Pay attention to the way the numbers flow in the grid box. (Left to right, rather than top to bottom)
6. Do the math. (Add the numbers in the columns; follow the right arrows to add them up.)
  - a. Your score should be clear in letters: E/I, S/N, T/F, T/J
7. Share your scores.
  - a. We need to see your numbers too. For example, if you are 11S and 9N or if you are 5E and 5I, that is important for us to know!

The Kiersy Temperament Sorter II<sup>3</sup>

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<sup>2</sup> See Myers and Briggs (2019), retrieved from:

[http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwiVktCJwKXiAhUMZ1AKHQK\\_mDlqQFjACegQIBBAC&url=http%3A%2F%2Fyourjourney.tv%2Fwp-content%2Fuploads%2F2017%2F12%2Fmyers-briggs-test.doc&usq=AOvVaw3oVNOWTIjFT-9LCOKzJZp](http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwiVktCJwKXiAhUMZ1AKHQK_mDlqQFjACegQIBBAC&url=http%3A%2F%2Fyourjourney.tv%2Fwp-content%2Fuploads%2F2017%2F12%2Fmyers-briggs-test.doc&usq=AOvVaw3oVNOWTIjFT-9LCOKzJZp)

Decide on answer A or B and write the letter on your numbered answer sheet. There is no right or wrong, good or bad answers since about half of the population agrees with whatever answers you choose. Try to identify your “base tendency” or your “natural inclination”. If you do not understand a question or the meaning of a particular word, please look it up or ask the test facilitator for greater clarity, as this can affect the outcome of the examination.

1. When the phone rings do you:  
\_\_\_\_(a) hurry to get it first answer  
\_\_\_\_(b) hope someone else will
2. Are you more:  
\_\_\_\_(a) observant than introspective  
\_\_\_\_(b) introspective than observant
3. Is it worse to:  
\_\_\_\_(a) have your head in the clouds  
\_\_\_\_(b) be in a rut
4. With people, are you usually more:  
\_\_\_\_(a) firm than gentle  
\_\_\_\_(b) gentle than firm
5. Are you more comfortable in making:  
\_\_\_\_(a) critical judgments  
\_\_\_\_(b) value judgments
6. Is clutter in the workplace something you:  
\_\_\_\_(a) take time to straighten up  
\_\_\_\_(b) tolerate pretty well
7. Is it your way to:  
\_\_\_\_(a) make up your mind quickly length  
\_\_\_\_(b) pick and choose at some
8. Waiting in line, do you often:  
\_\_\_\_(a) chat with others  
\_\_\_\_(b) stick to business
9. Are you more:  
\_\_\_\_(a) sensible than idealistic  
\_\_\_\_(b) idealistic than sensible
10. Are you more interested in:  
\_\_\_\_(a) what is actual  
\_\_\_\_(b) what is possible

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<sup>3</sup> See Keirse (1998).

11. In making up your mind, are you more likely to go by:  
 \_\_\_\_ (a) data \_\_\_\_ (b) desires
12. In sizing up others, do you tend to be:  
 \_\_\_\_ (a) objective and impersonal \_\_\_\_ (b) friendly and personal
13. Do you prefer contracts to be:  
 \_\_\_\_ (a) signed, sealed and delivered \_\_\_\_ (b) settled on a handshake
14. Are you more satisfied having:  
 \_\_\_\_ (a) a finished project \_\_\_\_ (b) work in progress
15. At a party, do you:  
 \_\_\_\_ (a) interact with many, even strangers \_\_\_\_ (b) interact with a few friends
16. Do you tend to be more:  
 \_\_\_\_ (a) factual than speculative \_\_\_\_ (b) speculative than factual
17. Do you like writers who:  
 \_\_\_\_ (a) say what they mean  
 symbolism \_\_\_\_ (b) use metaphors and
18. Which appeals to you more:  
 \_\_\_\_ (a) consistency of thought \_\_\_\_ (b) harmonious relationships
19. If you must disappoint someone, are you usually:  
 \_\_\_\_ (a) frank and straightforward \_\_\_\_ (b) warm and considerate
20. On the job, do you want your activities to be:  
 \_\_\_\_ (a) scheduled \_\_\_\_ (b) unscheduled
21. Do you more often prefer:  
 \_\_\_\_ (a) final, unalterable statements  
 statements \_\_\_\_ (b) tentative, preliminary
22. Does interacting with strangers:  
 \_\_\_\_ (a) energize you \_\_\_\_ (b) tax your reserves

23. Facts:  
\_\_\_\_(a) speak for themselves                      \_\_\_\_ (b) illustrate principles
24. Do you find visionaries and theorists:  
\_\_\_\_(a) somewhat annoying                      \_\_\_\_ (b) rather fascinating
25. In a heated discussion, do you:  
\_\_\_\_(a) stick to your guns                      \_\_\_\_ (b) look for common ground
26. Is it better to be:  
\_\_\_\_(a) just                      \_\_\_\_ (b) merciful
27. At work, it is more natural for you to:  
\_\_\_\_(a) point out mistakes                      \_\_\_\_ (b) try to please others
28. Are you more comfortable:  
\_\_\_\_(a) after a decision                      \_\_\_\_ (b) before a decision
29. Do you tend to:  
\_\_\_\_(a) say what's on your mind                      \_\_\_\_ (b) keep your ears open
30. Common sense is:  
\_\_\_\_(a) usually reliable                      \_\_\_\_ (b) frequently questionable
31. Children often do not:  
\_\_\_\_(a) make themselves useful enough  
enough                      \_\_\_\_ (b) exercise their fantasy
32. When in charge of others, do you tend to be:  
\_\_\_\_(a) firm and unbending                      \_\_\_\_ (b) forgiving and lenient
33. Are you more often:  
\_\_\_\_(a) a cool-headed person                      \_\_\_\_ (b) a warm-hearted person
34. Are you more prone to:  
\_\_\_\_(a) nailing things down                      \_\_\_\_ (b) exploring the possibilities

35. In most situations, are you more:  
\_\_\_\_(a) deliberate than spontaneous  
deliberate  
\_\_\_\_(b) spontaneous than  
deliberate
36. Do you think of yourself as:  
\_\_\_\_(a) an outgoing person  
\_\_\_\_(b) a private person
37. Are you more frequently:  
\_\_\_\_(a) a practical sort of person  
\_\_\_\_(b) a fanciful sort of person
38. Do you speak more in:  
\_\_\_\_(a) particulars than generalities  
\_\_\_\_(b) generalities than particulars
39. Which is more of a compliment:  
\_\_\_\_(a) "There's a logical person"  
person"  
\_\_\_\_(b) "There's a sentimental  
person"
40. Which rules you more:  
\_\_\_\_(a) your thoughts  
\_\_\_\_(b) your feelings
41. When finishing a job, do you like to:  
\_\_\_\_(a) tie up all the loose ends  
\_\_\_\_(b) move on to something else
42. Do you prefer to work:  
\_\_\_\_(a) to deadlines  
\_\_\_\_(b) just whenever
43. Are you the kind of person who:  
\_\_\_\_(a) is rather talkative  
\_\_\_\_(b) doesn't miss much
44. Are you inclined to take what is said:  
\_\_\_\_(a) more literally  
\_\_\_\_(b) more figuratively
45. Do you more often see:  
\_\_\_\_(a) what is right in front of you  
\_\_\_\_(b) what can only be imagined
46. Is it worse to be:  
\_\_\_\_(a) a softy  
\_\_\_\_(b) hard-nosed

47. In trying circumstances are you sometimes:  
\_\_\_\_(a) too unsympathetic                      \_\_\_\_ (b) too sympathetic
48. Do you tend to choose:  
\_\_\_\_(a) rather carefully                      \_\_\_\_ (b) somewhat impulsively
49. Are you inclined to be more:  
\_\_\_\_(a) hurried than leisurely                      \_\_\_\_ (b) leisurely than hurried
50. At work, do you tend to:  
\_\_\_\_(a) be sociable with your colleagues                      \_\_\_\_ (b) keep more to yourself
51. Are you more likely to trust:  
\_\_\_\_(a) your experiences                      \_\_\_\_ (b) your conceptions
52. Are you more inclined to feel:  
\_\_\_\_(a) down to earth                      \_\_\_\_ (b) somewhat removed
53. Do you think of yourself as a:  
\_\_\_\_(a) tough-minded person                      \_\_\_\_ (b) tender-hearted person
54. Do you value in yourself more that you are:  
\_\_\_\_(a) reasonable                      \_\_\_\_ (b) devoted
55. Do you usually want things:  
\_\_\_\_(a) settled and decided                      \_\_\_\_ (b) just penciled in
56. Would you say you are more:  
\_\_\_\_(a) serious and determined                      \_\_\_\_ (b) easy going
57. Do you consider yourself:  
\_\_\_\_(a) a good conversationalist                      \_\_\_\_ (b) a good listener
58. Do you prize in yourself:  
\_\_\_\_(a) a strong hold on reality                      \_\_\_\_ (b) a vivid imagination
59. Are you drawn more to:  
\_\_\_\_(a) fundamentals                      \_\_\_\_ (b) overtones

60. Which seems the greater fault:  
 \_\_\_\_ (a) to be too compassionate  
 \_\_\_\_ (b) to be too dispassionate
61. Are you swayed more by:  
 \_\_\_\_ (a) convincing evidence  
 \_\_\_\_ (b) a touching appeal
62. Do you feel better about:  
 \_\_\_\_ (a) coming to closure  
 \_\_\_\_ (b) keeping your options open
63. Is it preferable mostly to:  
 \_\_\_\_ (a) make sure things are arranged naturally  
 \_\_\_\_ (b) just let things happen
64. Are you inclined to be:  
 \_\_\_\_ (a) easy to approach  
 \_\_\_\_ (b) somewhat reserved
65. In stories, do you prefer:  
 \_\_\_\_ (a) action and adventure  
 \_\_\_\_ (b) fantasy and heroism
66. Is it easier for you to:  
 \_\_\_\_ (a) put others to good use  
 \_\_\_\_ (b) identify with others
67. Which do you wish more for yourself:  
 \_\_\_\_ (a) strength of will  
 \_\_\_\_ (b) strength of emotion
68. Do you see yourself as basically:  
 \_\_\_\_ (a) thick-skinned  
 \_\_\_\_ (b) thin-skinned
69. Do you tend to notice:  
 \_\_\_\_ (a) disorderliness  
 \_\_\_\_ (b) opportunities for change
70. Are you more:  
 \_\_\_\_ (a) routinized than whimsical  
 \_\_\_\_ (b) whimsical than routinized

## The Kiersy Temperament Sorter II

1.

26.

51.

- |     |     |     |
|-----|-----|-----|
| 2.  | 27. | 52. |
| 3.  | 28. | 53. |
| 4.  | 29. | 54. |
| 5.  | 30. | 55. |
| 6.  | 31. | 56. |
| 7.  | 32. | 57. |
| 8.  | 33. | 58. |
| 9.  | 34. | 59. |
| 10. | 35. | 60. |
| 11. | 36. | 61. |
| 12. | 37. | 62. |
| 13. | 38. | 63. |
| 14. | 39. | 64. |
| 15. | 40. | 65. |
| 16. | 41. | 66. |
| 17. | 42. | 67. |
| 18. | 43. | 68. |
| 19. | 44. | 69. |
| 20. | 45. | 70. |
| 21. | 46. |     |
| 22. | 47. |     |
| 23. | 48. |     |
| 24. | 49. |     |
| 25. | 50. |     |

### Answer Sheet

Enter a check for each answer in the column for A or B

A	B	A	B	A	B	A	B	A	B	A	B	A	B
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- Meet people easily
- Recharged by parties
- Easily distracted
- Prefer to be center of attention

- Meet people cautiously
- Recharged by time alone
- Easily focused
- Prefer less attention

2. How do you receive information? (S or N?)

Sensing

- Learn through step-by-step methods
- Tend to be specific, literal
- Learn by imitation, observation
- Rely on facts
- Prefers predictable relationships

Intuitive

- Value imagination, inspiration, and innovation
- More general, use metaphors, analogies
- Learn through concepts
- Rely on hunches
- Enjoys change in relationships

3. How do you decide? (T or F?)

Thinking

- Desires truth
- Make decisions using head
- Feelings valid if logical
- Question others – they might be wrong
- Tolerate queries as to my emotional state

Feeling

- Desires harmony
- Make decisions using heart
- All feelings are valid
- Agree with others – they're worth hearing
- Appreciate queries as to my emotional state

4. How is your lifestyle ordered? (J or P?)

Judging

- Enjoy finishing things
- Prefer making decisions
- Dislike surprises
- See time as finite, deadlines important
- Desires organization

Perceiving

- Enjoy starting things
- Prefer options open
- Enjoy surprises
- See times as renewable, deadlines elastic
- Desires spontaneity

## **U5 Quality management including occupational safety, health protection and environmental protection**

His/Her aim is to acquire knowledge and skills in order to successfully format as well as the autonomous management and further development of a company, and implement the basic tasks of quality management (QM) including health, safety and environment and to apply basic rules.

### **U5.1 QM systems and quality assurance**

He/She needs to study these concepts to acquire needed knowledge and skills:

- areas, tools, tasks and goals as well as the principles of a corporate Quality Management System
- effects of quality management on the planned business development
- principles and definitions of DIN EN ISO 9000 Quality Management Systems, principles of the current QM standard<sup>4</sup>
- importance of an integrated QM for securing the future of the company
- certification procedure
- forms and types of AUDITS
- principles of TQM (Total Quality Management)

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<sup>4</sup> See for instance TÜV SÜD (2015).

## Task:

### Quality management

What is the current ISO 9001 standard?

What are quality management principles?

What are ISO 9001 requirements?

## **U5.2 Work safety, health protection and environmental protection**

He/She needs to study these concepts to acquire needed knowledge and skills:

- main hazards for painters (danger of falling, dangerous substances, working method, electric current, fire)
- employer's obligations and the employees' duties to cooperate
- risk assessment plans
- accident insurance institutions for workers and trainees
- EU safety signs (warning, mandatory action, prohibition, first-aid and fire protection signs)
- main legal provisions (e.g. employment restrictions, preventive check-ups, workplace guidelines)
- workplace health and safety
- environmental hazards caused by (internal and external) painting works
- essential legal provisions (environmental laws such the VOC directive and the Circular Economy and Waste Act such as the Waste Ordinance)

## **Task:**

### **Work safety**

Why is important to know how to manage dangerous substances at work?

Could you name some of the most relevant EU legislation and where you can find it?

Could you try to apply some information and guidance from EU legislation in certain workplace you might place apprentices.

## **U6 Soft skills**

His/Her aim is to acquire knowledge and skills in order to understand how to take control of reality in communication and interaction situations according to the needs of parties involved in work-based learning development.

### **U6.1 Soft Skills**

#### **(Social Skills, Personal Competence, Methodological Skills)**

He/She needs to study these concepts to acquire needed knowledge and skills:

- areas of competence (Units) for each Level of the Painting qualifications
- definition and explanation of the essential elements of social competences person-related and job-related
- essential skills needed for work and business (business skills)
- profile of the WBL developer

## **Task:**

### **Getting to know people**

#### **Pencil drawing in a pair**

Time: 45 minutes

Goal: Getting to know each other when working together

Used methods: drawing in a pair

Tools: paper (A4), pencil

#### **Session progress:**

The group splits into pairs that sit at the table against each other. Each pair gets one paper and one pencil which they hold together. They get the task of drawing a simple picture together (house, tree, dog, possibly fish, castle, boat). After the drawing, trainees sign on the drawing. Then the pairs alternate and draw the same task on the new paper. Ideally, trainees should draw each with everyone. In their own drawing, trainees cannot talk verbally, but they communicate only non-verbally. During the game, trainees perceive their partners' tendency to control and manage, or perceive tendency of submissiveness. There may be impatience, stubbornness, and inadaptability. Some couples may again experience harmony and a sense of success. Thus, trainees can compare differences in collaboration with different members groups. This is the subject of the final reflection with the group discussion.

#### **Questions for final reflection:**

How did I work in different pairs?

Who did I agree with and who I did not get along with?

How do I explain this? What could it have caused?

Did we adapt to each other during the drawing?

What are the feelings of this game?



## Task:

### How to find out what I can

#### Your task:

Into the ovals in the picture, write 6 of your strong points or skills (for example, communication skills, organisational skills, team cooperation, logical thinking, creativity, etc.)  
Into the rectangles in the picture, write specific activities for each of your strong points; how you use the strong points in your life. Try to use sentences like I can... I know... I am able to...

Is there anything new you want to learn? Write your plan into the little clouds in the picture.  
Now, try to evaluate each strong point with numbers 1-6, according to the instructions in the box. How good are you at your skills and abilities? Is the point developed fully or is there still some place for improvement?

1. No experience. I am not able to do it at all.
2. Very little experience. I am able to do it a bit.
3. I am able to do it to some extent.
4. I am able to do it quite well, but I have to improve.
5. I am able to do it very well.
6. I am very good at it; I am better than others.

#### Example:

I have good communication skills. I evaluate them with number 5.

I can express myself clearly.

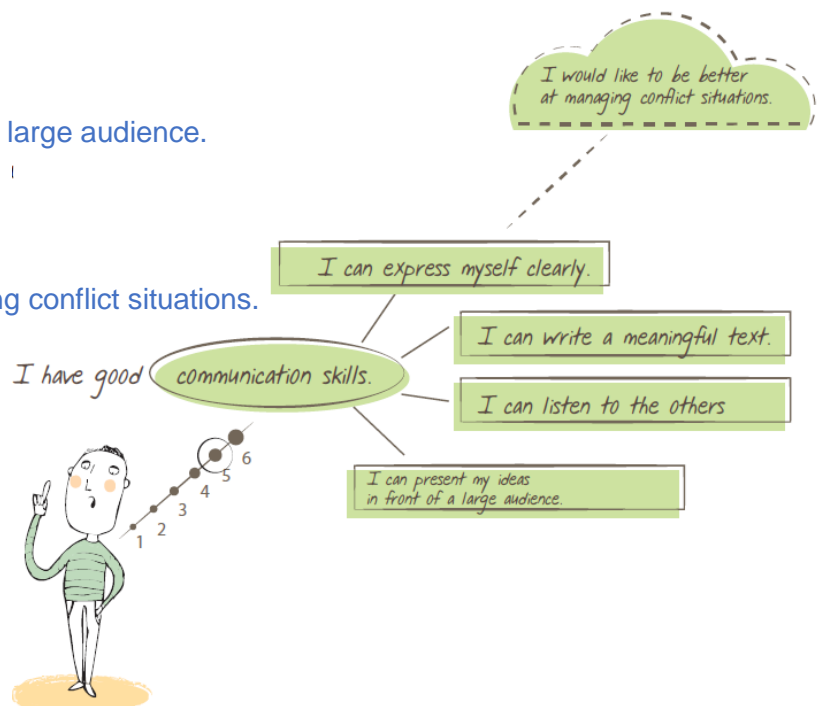
I can write a meaningful text.

I can listen to the others.

I can present my ideas in front of a large audience.

#### I want to improve:

I would like to be better at managing conflict situations.





## Task:

## Creativity

### Your task:

#### The base of brainstorming

Time: 45 minutes

Goal: Get acquainted with the method of free and creative production of ideas, get practical with it experience.

Used methods: brainstorming, reflection on joint action

Aids: stationery and note papers, flipchart, markers

### Session progress:

The lecturer will explain to trainees the concept of brainstorming, in literal translation as "brainstorm". It is a method of creating ideas that supports group creativity. The tutor will outline the main principles of this method:

- produce as many ideas as possible, regardless of their quality
- do not evaluate or criticize ideas for their creation
- write down all the ideas, though many of them may seem strange or stupid
- get influenced and enriched by ideas that have already been heard (inspiration)

Brainstorming needs to be explained in words that are both understandable and at the same time motivate, arouse their interest. For example: ideas are unknown, no one will tell you that is stupidity. Don't be afraid to invent. At the same time, it is advisable to stick to the chosen topic.

The tutor suggests several topics for brainstorming to trainees. For example: What should be in school taught? What will we do at the end of the school year?

After selecting the theme, they will take place in a circle individual rounds producing ideas that the tutor writes. He is committed to compliance principles. Finally, trainees assign points to their ideas according to their meaning 5 most significant, 3 average significant, 1 minor significant.

Before it is good, the same or similar ideas to merge. The lecturer then together with the trainees summarize the results of the creation of ideas and suggests a solution.

(e.g. how we prepare for a job).

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Střední škola stavební a strojní, Teplice (CZ)



*In cooperation with:*

*UNIEP (LU), Landesinnung Der Maler Und Tapezierer Niederösterreich (AU), Confederatie Bouw (BE), Cech maliru, lakyrniku a tapetaru CR z.s. (CZ), Bundesverband Farbe Gestaltung Bautenschutz (DE), SBG (DE), IMANOVATION (PT), OZS - The Chamber of craft and Small Business of Slovenia (SI), PDA - Painting and Decorating Association (UK)*



*Associated partner:*

*SMEunited*

