

Key Skills & Employability for Young and Adult Learners

KeySTART2Work

INTELLECTUAL OUTPUT 04

Transferability Guidelines and Recommendations for a Service Creation



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1. Introduction

KeySTART2Work project mainly addresses VET learners, jobseekers, young and adult professionals interested in making the most of their transversal competences, and as a result, improve their employability. This is an important challenge since across the EU, a quarter of young people under 25 in the labour market are unemployed, the highest level in any region except the Middle East/North Africa (McKinsey, 2013).

The project also targets VET professionals and career guidance providers in the project target countries (Spain, Austria, Belgium, Greece, Italy, Poland) and beyond, interested in improving their know-how, by implementing new tools and training programmes.

The aim of the Service is facilitating VET learners transition into the world of work by providing access to up to date career information and by equipping unemployed young people with the most transversal competences required in the labour market. There is a general postulate that if these competencies were better known, better identified and better communicated, they could facilitate professional mobilities and contribute to secure the vocational paths.

Specifically, KeySTART2Work service will support the development of transversal competences and career management skills of jobseekers, allowing career practitioners to provide more in-depth and complex face to face support through a complete career guidance.

Career Guidance refers to *“a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counseling, competence assessment, support, and the teaching of transversal competencies and career management skills.”* (Council EU, 2008). Career guidance has been a priority in past decades within the European Union and beyond. The OECD work on guidance (2004) pointed out the need of integrating career guidance into the lifelong learning strategies, acknowledging the key role of it in supporting labour market and education systems to meet their goals.

Within this frame, KeySTART2Work aims to integrate the advantage of career guidance, face to face support and ICT tool to self-assess your own transversal competencies.

The integration of the technology in the provision of the career guidance services is not a new approach. The use of ICT had been introduced since the middle of 60s and it was used

as a tool, alternative tool and/or agent of change (Watts, 1986). During the years, given the technological evolution and the shift from an information to a knowledge society, the use of the ICT in guidance has diversified its roles and enhanced its impact.

Indeed, ICT has the potential to support the development and assessment of learners' key competences. Furthermore ICT may have the potential to support rapid assessment, timely and targeted feedback, the tracking of student progress and, interactive learning and assessment (Looney, 2010)

When integrated in career guidance, ICT aim to *"achieve more for less"* by providing access to information, advice, guidance, work-based learning opportunities, jobs and career education (Bimrose J. H.-A., 2011) and by providing a channel for communication and automated interaction (Hooley, 2010). Cogoi (2005) distinguishes between the use of ICT as a *medium* to enhance the communication between users and guidance practitioners via email, phone, chat, discussion groups and video conferences and as a *resource* to increase access to career information and to support informed career decisions.

(Hughes, 2009) by taking into account the needs and the expectations of the young people and by providing access to a new career guidance approach, while being a resource, a medium for communication and a mean to develop career materials (Bimrose J. B.-A., 2010). Analysing varying roles of ICT in developing lifelong guidance policies, (Kettunen, 2015) found that ICT's role is important and *"increasingly essential"* to the development of integrated career guidance services.

According to the *EU Guidelines for Lifelong Guidance Policies and Systems*¹ (2015, p.26), ICT might play five different roles when used in developing career guidance:

- tool which enhances traditional career guidance
- alternative to traditional approaches
- agent of change
- administrative agent
- integrative agent

Indeed, in a context of increased ICT access, lack of human resources and a constant pressure to reach to a higher number of learners, while reducing the costs, the development of quality ICT career guidance tools can be a reliable solution to provide more access to a flexible and cost-effective career guidance approach (Bimrose et al, 2010) (Bimrose J. K., 2015), to *"complement the traditional forms of guidance"* (CEDEFOP) and to diversify career services which target a generation *"that grew up with technology at their fingertips"* (Iacob, 2012).

KeySTART2work will take advantage of ICT strengths and mix them up with traditional career guidance tools to create a unique support service where youngs and adults could have the opportunity to assess TCs with different approaches.

¹ <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance/>

2. The Chamber of Commerce of Granada as the setting for the Pilot Implementation of the KeySTART2work Support Service.

The Chamber of Commerce of Granada has been playing an active role as operator in the education and training industry of Granada for many years. As a Chamber of Commerce, committed by definition with the development and growing of the companies in the province, the training offer of the Chamber has been always focused on the needs of companies and mainly addressed to the continuous training of workers.

In the last decade, the Chamber detected that the real need of the companies was to incorporate to their staff people with a high qualification but also flexible and able to get adapted to the reality of the small businesses. Therefore, the Chamber is participating in training programmes addressed to unemployed people and specifically to young people who have to access the labour market and who will be the tomorrow's staff of Granada businesses.

One of the main programmes run by the Chamber is the Integrated Qualification and Employment Programme (PICE) led by the Chamber of Commerce of Spain and implemented by the network of territorial Chambers among which the Chamber of Granada is included. It aims to reach a total of 16 600 contracts and 1 228 new companies for young people as well as 3 000 youth on mobility during 2016-18.

Funded by the European Social Fund (ESF), the Spanish Public Employment Service (SEPE) and the Ministry of Employment and Social Security, PICE is one of the programmes of the Spanish youth guarantee system. It targets young people aged 16 to 29 with or without qualifications or work experience who wish to receive adequate vocational training to improve their skills, find employment or start their own business.

Having the aim of insert young people in the labour market, the programme comprises a series of customised measures common to all youth guarantee programmes, classified into four categories.

- **Young people with neither education nor work experience:** training focuses on digital and employability skills. The goal is to acquire the basic skills to support access to higher education or dual training programmes.
- **Young people with work experience but no qualification:** the aim is to guide their aptitudes and attitudes towards skills recognised by the labour market to improve their work prospects, realigning their careers towards professions in greater demand and other employment niches.
- **Young people with qualifications but without work experience:** the purpose is to foster their employment by helping them acquire professional and practical experience through contacts with business, work placements or in-company training.

- **Young people with qualifications and work experience:** these receive guidance to improve their skills and employment opportunities by participating in European mobility programmes and receiving support in starting their own company or changing career path.

By accessing the programme at the nearest Chamber of Commerce, a young person can receive several and personalized actions comprising guidance, training and accompanying actions for the inclusion in the labour market.

All the process start with the registration of the young person in the programme once confirmed that he or she fulfil all the requirements and is active as beneficiary of the Youth Guarantee programme. The process continues with the vocational guidance report. A labour counsellor at the Chamber attend the young person and, by means of an interview, draws up a professional profile based on skills, interests and level of qualification. The counsellor then refers him/her to one of three programmes that make up PICE:

- training programme (plan de capacitacion), a comprehensive face-to-face training path delivered at the Chambers of Commerce and addressed to provide young people with the necessary skills to access the labour market.

Participants receive a transversal training on key competences for employment and techniques for effective job seeking. Then the participants can choose training on specific topics according to their preferences and interest. Apart from courses on business creation, the Chamber organizes courses on a wide range of issues, according to the needs and demands of the companies in the region.

- dual VET programme (plan de formación dual), where part of the programme is spent at the training centre (a number of hours or days) and the rest in a company through a training and apprenticeship contract;
- mobility programme (plan de movilidad) consisting of a three-month job placement in a European country, aiming to improve language and personal skills of the participants, supporting employability prospects and opportunities of finding a job abroad.

After completing the training phase, all participants are by default included in the monitoring and accompanying actions organised by the Chamber with the aim of bringing companies and employment seekers closer. The Chamber organises visits to employment workshops and also visits to companies to know their production process, the professional profiles they are looking for and their recruitment policy.

All the guidance and training programme is supported with grants to the companies which hire participants in the programme and also grants to those young people who start their own company and get self-employed.

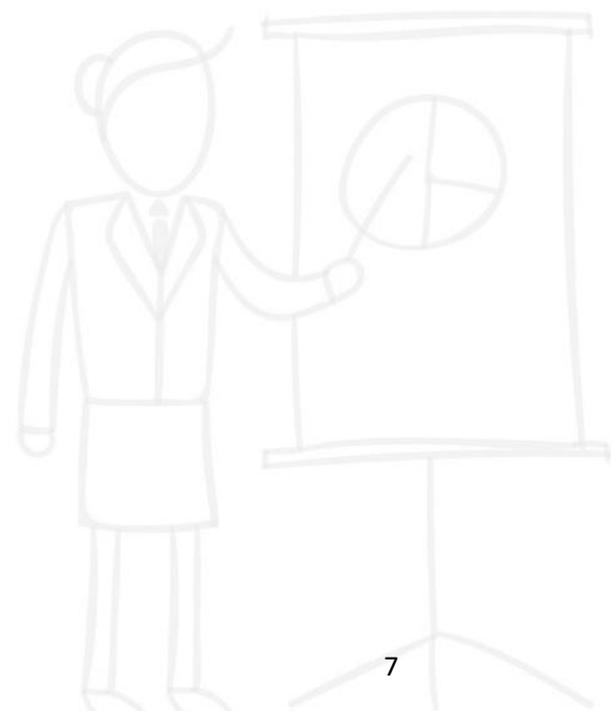
In the province of Granada, around 9.000 young people are potential beneficiaries of the PICE programme being under 30 and registered in the Youth Guarantee programme and since it was started until the end of 2016, a total of 800 young people were registered into the programme. 643 of them completed the vocational guidance activities, 386 of them

received transversal training and 336 followed specific training on issues identified as niches of employment.

Given the structure and scope of the programme, it is the perfect setting for the implementation of the KeySTART2work service, since the diagnosis of key competences of participants through the self-assessment tool can be the backbone of the guidance and training path to be followed by the young people in the programme.

The Keystart2work tool are powerful tools for the guidance and labour counsellors in the PICE programme

Additionally, the PICE programme offers a high opportunity for scalability. The tools will be spread and used by all the counsellors in the programme across the network of Spanish Chambers and once the use is consolidated it could be also transferred to other EU Chambers of Commerce implementing similar programmes for the young people of their regions.



3. European Best Practice

KeySTART2work aims at providing a self-learning pathway to promote self-awareness and personal development regarding Transversal Competencies: to do so, a review of the practices in the field is required, in order to design and develop a flexible and meaningful path, which can be easily integrated into education institutions.

To promote self-awareness and personal development of young and adult learners in order to equip them to access effectively to the world of work, collection of best practices is carried out to identify previous practices in the field that show elements of success. Research questions to this aim are:

1. How do institutions provide/promote self-awareness and personal development of young and adults learners?
2. How do young and adult learners prepare themselves to face the world of work?
3. In which way educational and career guidance is integrated into education learning and support systems?

<p>Germany, University of Münster - Career Service</p>	<p>The university's wide range of seminars, information, advice helps students to develop a professional profile, gather and reflect on practical experience, initiate contacts with employers, and acquire the skills necessary for successful future applications. This enables the students to prepare themselves for entering the world of work and to take this step successfully. Employers are cooperation partners for the Careers Service, providing the students with the possibility to obtain first-hand experience with the world of work. Career services for students include:</p> <ul style="list-style-type: none"> • Individual counselling • Semester course for students • Internships and practical projects • Network building • Soft skills and multidisciplinary skills • Application and selection • Carrer service à la carte <p>The services have a clear focus on application training, and soft skills, however individual career planning is available as well. The student is free to schedule the workshops, counselling and courses. Moreover:</p> <ul style="list-style-type: none"> • Provide flexibility to students • Not a programme, but voluntary services offered • Not a modular structure • Practical elements, meeting with world of work • It covers soft skills development (e.g. teamwork) and practical skills acquisition (e.g. searching job opportunities) • No test / exam
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	<p>www.uni-muenster.de/CareerService/</p>
<p>Greece, Aristotle University of Thessaloniki - Employment and Career Structure</p>	<p>The Employment and Career Structure (ECS) of AUTH is a permanent structure available throughout the studies and even after graduation. ECS provides many services, organises events and activities, offering a platform for students to get in contact with representatives of the market economy and familiarise themselves with the requirements needed to enter the labour market. A course is offered on entrepreneurship combining theoretical and practical knowledge, based on seminars, workshops and study visits. The services cover both educational guidance and career counseling while a course and extensive material on entrepreneurship is available for students. Services offered equip students with market knowledge and personal skills, much needed when entering the market. Moreover:</p> <ul style="list-style-type: none"> • Offers a wide range of services covering all stages and aspects of career planning • Very active on social media, posting events and information • Offers a lot of material posted on the website • Counseling offered by psychologists and other experts • Open employment positions are posted <p>http://career.duth.gr/portal/ (only in greek)</p>
<p>Ireland, Cork Institute of Technology - Careers & Employability Service (CES)</p>	<p>The Careers & Employability Service (CES) of CIT is Student-centered, careers education and guidance. It is offered for the benefit of the individual's personal, professional and employability skills development. Services offered in brief:</p> <ul style="list-style-type: none"> • One-to-one career appointments • Group Workshops (CV Preparation, Interview Technique) • Annual Careers & Employability Fair where students can meet potential employers <p>www.mycit.ie/careers</p>
<p>Ireland, Institute of Technology Tralee - Steps 2 Success</p>	<p>The Career Office of ITT is aimed to ensuring graduates are aware of career opportunities and to assist in progressing careers in the future. Services offered in brief:</p> <ul style="list-style-type: none"> • Online information (pdf. documents and videos) about: self-understanding (self-assessment, personality profiling), creating a profile (LinkedIn, Cvs, Portfolios), job seeking and networking, preparing for an interview, occupations linked to each course, volunteer opportunities, labour market and skills needs • Job vacancies announcement • Steps 2 success programme: is a careers education programme to assist in the transition to the work place. <p>The services cover basically career counselling with plenty of information available online. It is available online a pdf document which individuals can use for self-assessment, so that they will avoid under-selling themselves and be more aware of what skills they have.</p> <p>The "Steps 2 Success" Programme won the 2011 AHECS (Association for Higher Education Careers Services) Employability Award.</p> <p>www.ittralee.ie/en/CareersOffice/</p>
<p>Portugal, University Institute of Lisbon - Employment Office</p>	<p>On one hand, the Employment Office (GIP) of IUL is aimed to promoting graduates' insertion in working life and accompanying them in the beginning of their career path. On the other hand, the Laboratory of Cross Competencies (LCT) is conceived as a structure that supports the acquisition and development of cross competences in degrees curricula. Students have to achieve 6 ECTS (150 hours) in optative Cross Competences. In brief Services offered by GIP:</p>

<p>(GIP)</p>	<ul style="list-style-type: none"> • Internships for students in external companies • Job positions announcements • Job Fairs • Career Services: Career Week and Company presentations <p>The services efforts clearly are focused on employability, trying to put students in touch with the real business world.</p> <p>During the Career Week event former students share with current students their experiences in today's business world:</p> <ul style="list-style-type: none"> • Side By Side: an initiative in which students have the chance to make site visits to some of the biggest companies recruiting at IUL • My Daily Work: a programme in which former students with different kinds of jobs at different companies visit classes to explain, discuss and share ideas on the day-to-day tasks they perform in their jobs <p>http://iscte-iul.pt/servicos/insercao_profissional/apresentacao.aspx; http://iscte-iul.pt/cursos/competencias_transversais/apresentacao.aspx (only in Portuguese)</p>
<p>Portugal, University of Coimbra - Career Development</p>	<p>The Office of Professional Outlets (GAP) of UC offers a service of career counselling whose objective is to help students to develop competencies of personal career management, promoting the development of resources concerning professional integration and success. This process increases the individual's capability to face both current adversities and present and future opportunities.</p> <p>Career counselling is based on:</p> <ul style="list-style-type: none"> • Defining personal and professional objectives • Identifying personal and professional potentialities • Support to decision making concerning academic and professional choices • Development of behaviour competencies • Preparation for the world of work <p>The services cover those oriented to facilitate students the entry in the world of work (internships, job announcements, etc.) and career counselling (face to face appointments and events like Career Week).</p> <p>In addition, the UC offers an online course (3 ECTS) on Entrepreneurship and Innovation.</p> <p>www.uc.pt/academicos/insercao_profissional (only in Portuguese)</p>
<p>Slovenia, University of Maribor - Career Workshops</p>	<p>The university offers a programme composed by 8 thematic workshops, addressing</p> <ul style="list-style-type: none"> • Self-knowledge • Motivation and self-motivation • Job search • Networking • CV and job applications • Job interview • Social networks and online persona • "My first working day" <p>These are combined with additional workshops (at Faculty levels) and basic online inputs addressing three main areas, namely:</p> <ul style="list-style-type: none"> • Personality Traits and Abilities • Career Opportunities • Career Development <p>In each online section, free tools (e.g. online tests) are suggested.</p>

<p>Spain, University of Salamanca - Career Development</p>	<p>The Professional Insertion, Internships and Employment Office (SIPPE) of USAL aims to facilitate the employability of the students and graduates of the University of Salamanca. Services offered In brief:</p> <ul style="list-style-type: none"> • Internships for students in external companies • Employment agency: job placements, job ads, job fairs • Career counselling: personal and group counselling, guidelines, simulations, job-searching tools training, competences training • Entrepreneurship counselling <p>http://empleo.usal.es/sippe/index.php (only in Spanish)</p>
<p>Spain, Autonomous University of Madrid - Career Development</p>	<p>The Internships and Employment Guidance Office (OPE) aims to improve the employability of students and graduates of UAM. The services are focused in facilitating the employability of users with internships, posting job positions, training in competences, etc.; and supporting entrepreneur initiatives. A handbook with basic tools (CV, etc.) to use in job-search and other specific career handbooks by faculties are available. In brief services offered, are:</p> <ul style="list-style-type: none"> • Internships for students in enterprises • Job listings • Support to entrepreneur initiatives. • Career guidance • Short courses (1-3 ECTS) in competences <p>www.uam.es/ope/ (only in Spanish)</p>
<p>Spain, Camilo Jose Cela University - Career Guidance, Employment and Entrepreneurship Centre</p>	<p>The Career Guidance, Employment and Entrepreneurship Centre of UCJC facilitates internships, employment and career development to students and graduates of UCJC. Services offered In brief:</p> <ul style="list-style-type: none"> • Internships • Job finding • Career Guidance workshops • Programme “Empléate 10” (Employ yourself 10) : 6 ECTS course that provides training to all members of the university community in 10 competences that will allow trainees to undertake new projects with autonomy, enabling them to take risks and react with guarantees to the problems that may arise throughout their Career path. These competences are: self-confidence, assertiveness, emotional intelligence, communication skills, teamwork, organisation, leadership and motivation, initiative and self-improvement ability, persistence, and personal marketing. <p>www.ucjc.edu/practicas-y-empleo/ (only in Spanish)</p>
<p>United Kingdom, Liverpool John Moores University - World of Work Careers Centre (WoW)</p>	<p>The World of Work Skills Certificate is an employer-backed and employer-verified certificate available only to LJMU students, developed in partnership with leading employers. The WoW process has four stages:</p> <ol style="list-style-type: none"> 1. Stage 1 begins with a 90-minute web-based employability skills gap analysis. This is followed by a group or one-to-one workshop conversation with a WoW delivery team careers adviser or trainer to agree an action plan to address the gaps identified. 2. Stage 2 is a programme of development workshops, so students can understand what the missing elements mean and how to acquire them. 3. In Stage 3, students are asked to write a profile: if this doesn’t demonstrate that they have all the skills, they can go on to acquire them – for example, through a placement, voluntary work, or a further workshop. 4. The final WoW stage, stage 4, is a one-to-one filmed interview with a local employer partner.

<p>Netherland, Maastricht University - Career Services</p>	<p>www.ljmu.ac.uk/worldofwork/index.asp</p> <p>UM Career Services offers:</p> <p>Individual guidance</p> <ul style="list-style-type: none"> • Quick Career Advice (QCA): short interview to explore your career and study questions or to have your CV and letter of application checked. • Career counselling: individual in-depth guidance on all your questions about career and study choices by one of our career counsellors. It is required to have a Quick Career Advice prior to any appointment with the career counsellor. • Job interview simulation: one-on-one interview, video-taped and evaluated afterwards, preparing you for a current application. <p>Workshops</p> <ul style="list-style-type: none"> • Offered monthly in Dutch and English. • Examples of workshops: Job interview, CV & letter of application, Discover your competences, Personal Branding, Employment contract & negotiations, Assessment Centre, Make your network work, The art of choosing, Entrepreneurship, etc. <p>www.maastrichtuniversity.nl/web/show/id=717533/langid=42</p>
<p>Lithuania, Vytautas Magnus University (Vytauto Didžiojo Universitetas) - Career Designing Services</p>	<p>Career Designing Services at VMU are increasingly focused on training students' career planning, entrepreneurial and employability skills. The services offered consist of 4 main elements:</p> <ol style="list-style-type: none"> 1. Career counselling (individual or group), provided by VMU Career centre professionals. Students and graduates can get free consultations on various issues: designing career path, identifying skills and interest areas, transition from university to labour market, other career transitions, job search, etc. 2. Career education seminars/workshops for general skills' development (aimed at enhancing self-assessment, time management, creativity, dealing with conflicts, stress management,...) and for career planning skills (aimed at developing skills as creating career vision, setting career/life goals, writing resume/cover letter, defining job search strategies, interviewing, etc.). They are held by the VMU Career centre and recruitment companies' professionals, as well as employer representatives. 3. Career education seminars/workshops integration into curriculum, which are included in any study subject, depending on the demand from teachers, Career Centre specialists and/or students. Such practices consist of a short introduction to career planning (organized by Career centre) and acquaintance with their future professions (organized by Faculty). 4. Freely elective study subject "The Profession and Success in Career", aiming a.o. to enable and encourage students to look for insight into themselves and their needs, to identify career opportunities, etc. <p>www.karjera.vdu.lt (in Lithuanian)</p>
<p>ILO – International Labour Office</p>	<p>ILO's Know About Business (KAB): KAB, a training programme for vocational, secondary and higher education, is a modular course for students aged 15-18 years. The objective is to raise awareness of the opportunities and challenges of entrepreneurship and self-employment. Although the specific objectives of the KAB package are to: develop positive attitudes towards enterprises and self-employment among the population and provide knowledge and practice of the desirable attributes for and challenges in starting and operating a successful enterprise, this package has the potential to offer much more, such as:</p> <ul style="list-style-type: none"> • Facilitate the school-to-work transition as a result of a better understanding of functions and operations of enterprises; • Prepare students to become better employees through improved understanding of business and stronger positive and adaptive behavioral attitudes;

- Create a responsible, enterprising culture among young women and men - the entrepreneurs of tomorrow;
- Encourage qualities such as initiative, innovation, creativity and risk-taking among youth.
- Strengthen skills – how to apply professional skills to the realities of new jobs, now mostly generated by the private sector

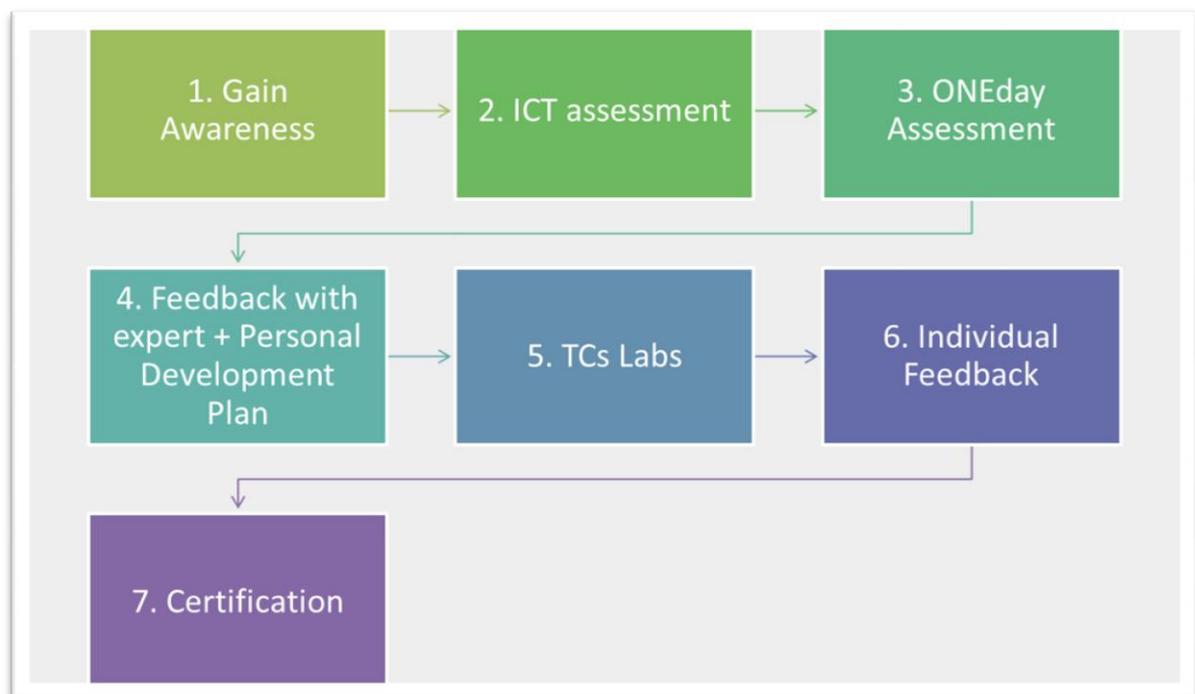
www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_159163.pdf



4. 7 Steps Process

To articulate a holistic judgment about each candidate and provide effective opportunities of development is essential to put in place a well-structured process. In this discussion is proposed an ideal process however modifications and adjustments are accepted to tailor it to the specific context, time and available resources. For instance, it is possible to minimize the step “Gain Awareness” as a brief introduction and general explanation of the Service before the Assessment session. Or even the step “ICT Assessment” could be combined with “ONEday assessment” if there are enough workstation provided with personal computers.

The 7Steps Process was designed to be the most flexible as possible to be adaptable to every learning situation. The duration and complexity of each step could be changed on the basis of the experience of the staff, participants’ needs, time and resources.



Otherwise some steps are impossible to be avoided. In the implementation of the process is critical to include:

- Assessment session
- Development Labs
- Feedback session (at least one)
- Certification

In particular the Assessment session is vital because in the appraisal context, assessment is very accurate and it also seen as fair and “face valid” by those who participate in it. In particularly face validity is concerned with perception: does the assessment centre appear to measure what it should? Will participants view it as fair? On the whole this is one of the assessment centre’s great strengths in that, if it has been designed properly, participants should feel that they have been exposed to the demands of the world of work. Thus face validity for assessment centres is generally very high.

Each step is examined in depth in the next sections.



4.1. Gain Awareness

“It is the hard skills that get you the interview and the soft skills that get you the job – and help you to keep it”

The KeySTART2work project aims to enhance young and adult unemployed awareness and understanding of **career development**. It aims to provide insight into how a career can be started or developed through reflecting on current competences, including transversal competences. By focusing on transversal competencies that are required for a vast array of jobs (O*NET)², it will highlight transferrable skills that apply across jobs and facilitate the entering in the world of work. As a matter of fact the critical importance of transversal competences in future employment is widely recognised. However, in most countries the educational practices are still under development and transversal competences are taught and assessed using different methods. This is why KeySTART2work Service aims beyond a learner’s awareness of their current transversal competencies level and will reveal potential career paths and the learning interventions needed to achieve them. Since often young and adult learners are not sufficiently self-aware on their vocations, ambitions, competences and skills to make decisions on their own future, KeySTART2work service could support them providing a learning pathway to promote self-awareness and personal development. This is motivated by the desire to provide a fundamental change in the way competency growth and career development is experienced, analysed, and supported. This target could be reached through a Career guidance path that, according to the OECD (2004) definition, helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them understand the labour market and the education system, and relate this to what they know about themselves.

In particular the service will be focused on Transversal competences since they are considered more and more important in today’s organisations because they need to become more agile to address business needs and to remain competitive. Employees need to be able to *adapt* to that need. Last but not least, improving awareness of transversal competencies, learning opportunities, and career development is not only beneficial for jobseekers but also for employees and organizations. For organisations it can aid better skill-matching and employee motivation. And this, in turn can result in reduced attrition rates, reduced loss of tacit knowledge, and increased competitiveness and growth. So, transversal competencies are becoming more and more critical for employees and employers and jobseekers need to develop them.

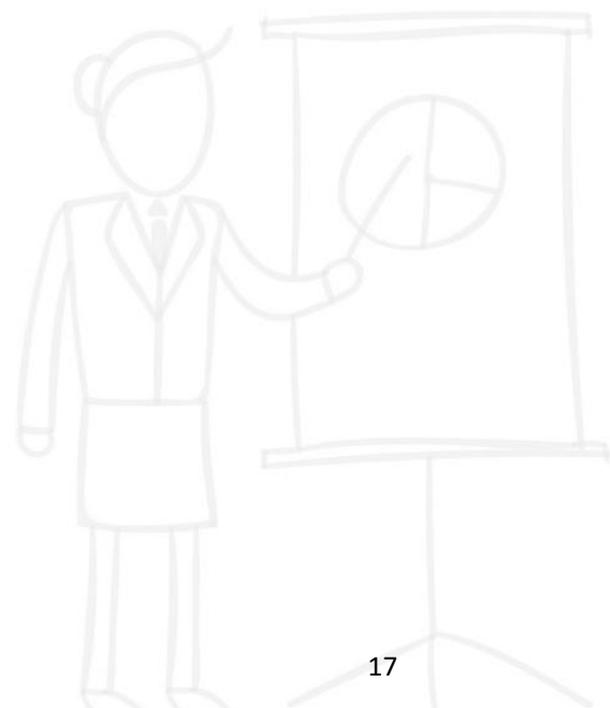
² www.onetonline.org The O*NET program is a primary source of occupational information. It is an online database made available by the U.S. Department of Labor to provide information about industry, work, and worker characteristics of many jobs in the U.S. economy.

Even if competences development is essential for increasing the productivity and sustainability of enterprises and improving working conditions and the employability of workers and job-seekers, many young job applicants are unaware or unable to demonstrate

the core work skills and competences sought, even if they do possess them (Brewer, 2013). Many of the regular activities done in the home, or in the community, recreationally provide the core skills needed for the world of work. It is a matter of understanding, documenting and relaying them to employers.

This, indeed, is the reason why the first step in the implementation of the service should include an **Introductory Session** to explain the importance of assessment of key competences or similar learning outcomes that emphasise not only knowledge but also skills and attitudes in relation to contexts intended as preparation for lifelong learning and job searching. During the Introductory Session is necessary explain the reasons why TCs are essential in order to secure a job, retain employment and advance in the labour market, individuals need to be able to continue to learn and adapt; read, write and compute competitively; listen and communicate effectively; think creatively; solve problems independently; manage themselves at work; interact with co-workers; work in teams or groups; handle basic technology, lead effectively as well as follow supervision. These core competences for employability are required by employers, and enhance an individual's ability to navigate in the labour market as well as engage in lifelong learning (Brewer, 2013)

The explanation of reasons why TCs are essential for employability could be reinforced through examples of young success stories, testimonials, case histories to make real the connection between TCs and the world of work.



4.2. ICT Assessment

We live in a knowledge society in which ICTs are embedded in daily activities and that over the last decade or two technologies have increasingly been used to support and shape assessment processes. Despite this trend, progress is still needed in the update of assessment methodologies. Most current assessment methods have a strong emphasis on knowledge and recall and do not sufficiently capture the crucial skills and attitudes dimension of transversal competences. Also the assessment of transversal competences and the assessment in the context of cross-curricular work appear inadequate.”(European Commission, 2009)³. Transversal competences are undoubtedly a challenge for existing assessment methods intended for narrower learning outcomes. The findings from Member States indicate that the two major challenges are accessing information about the components (knowledge, skills and attitudes) of each competence and about the range of contexts in which they are applied. The components need to be assessed in interaction rather than in isolation. Knowledge cannot be applied without skills, skills cannot be applied without knowledge and neither will be applied without supporting attitudes (based on underlying values).

Furthermore, information about one component cannot be accessed by simply assessing another component by proxy; the relationships between knowledge, skills and attitudes are neither uniform nor linear. Since TCs are intended to be motivating and to prepare learners for lifelong learning, they need to be applied in a range of relevant and real or authentic contexts. Assessment therefore needs to access information about learners’ application of competences in these contexts. (Pepper, 2011). The most important contribution may prove to be interactivity, including the simulation of realistic contexts. Within this framework, KeySTART2work aims to develop an innovative online self-assessment tool with the format of a Situational Judgment test that gives the possibility to address the range of contexts in which the competences are expected to be applied. Specifically, the meaning of these terms is:

Self-assessment: is the process of gathering information about yourself in order to help you make decisions based on a good self-understanding. *It results from the introspection of one's own qualities and past experiences and it is useful in discovering one's values and skills, and evaluating strengths and weaknesses.*

Self-assessment is the first step of the Career guidance process and is often conducted with the help of a Career Guidance professional. Tests are best used to assist you in gaining clarity about yourself. They are starting points only, as a mixture of tool is needed to build a picture big enough to represent one well.

³ As reported in “*The use of ICT for the assessment of key competences*” published by European Commission Joint Research Centre Institute for Prospective Technological Studies

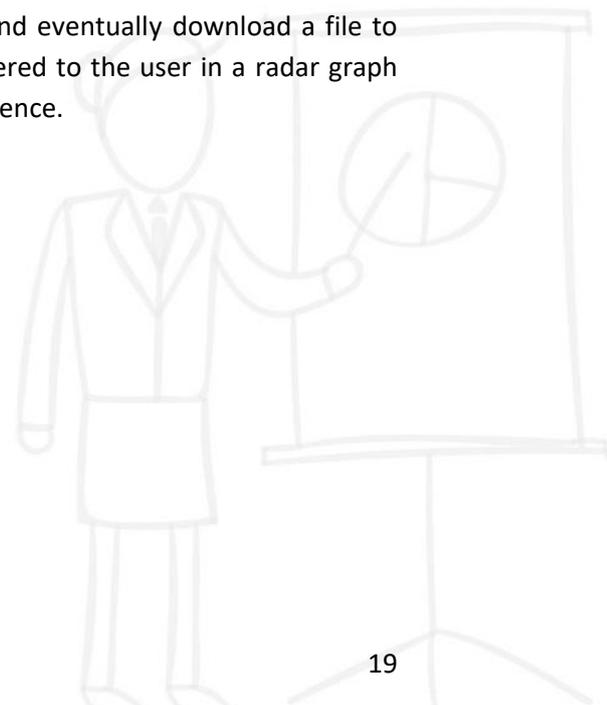
Situational judgment tests: are used to assess one's ability to choose the most appropriate action in daily life and workplace situations. They involve reading a scenario and selecting the response that most effectively deals with the situation. These kind of assessment is

designed to assess how you would handle situations that you could encounter in the job you are applying for. These samples of hypothetical behavior have been found to be valid predictors of future performance (Motowidlo, 1990).

The ICT tool built by KeySTART2work consortium is composed by a total of 36 short scenarios that is 3 scenarios per competence. Scenarios are **NOT** indicating to the user which competence they are assessing. Each competence can be assessed on the basis of:

- **1 real-life scenario:** the situational context is not necessarily related to any professional context; it may unfold while spending time with friends or family, being on holidays, during a party time, school-time, etc.
- **1 professional or pre-professional setting scenario:** related to the process of entering the job market either as a student, new-comer, or unemployed; it may unfold during the preparation procedure for entering the job market in terms of skills and competences, network, etc. (eg. during academic studies / apprenticeship, while volunteering in view of gaining job experience, etc.) or the actual process of seeking employment (including all steps from job seeking & job interview to job offer, etc.)
- **1 professional setting scenario:** related to the career development while being active in the job market, in view of increasing the employability potential and staying competitive into a fast-changing and increasingly demanding labour market or being upgraded in your job. In this sense it may deals with the issue of attending a training programme intended for professionals; career changing; even experimentation in the field of entrepreneurship or self-employment, etc.

At the end the user has the possibility to review results and eventually download a file to encourage self-reflection process. The results will be delivered to the user in a radar graph with a short explanation of the profile/level of each competence.



4.3. 7. ONEday Assessment

The first use of assessment centers dates back to World War I when Germany used the method to select their officers. During World War II, the practice was adopted by the United States' Office of Strategic Services (OSS) to help them objectively select both military and civilian recruits for espionage activities. Successively and until today the assessment center method is used by organizations all over the world as a means to better select employees and identify their areas for development. Nowadays the assessment center method is a proven, valid technique that is extremely effective for making selection and promotion decisions and for diagnosing employee development needs.

It is a standardized form of appraisal to evaluate future potential of a candidate based on a process employing multiple techniques to assess competences and skills of individuals by confronting them with a series of tool such as tests, activities, and simulation exercises. The tasks, activities, and problem scenarios candidates will face should all mimic real situations.

An Assessment Center therefore can be defined as "*a variety of testing techniques designed to allow candidates to demonstrate, under standardized conditions, the skills and abilities that are most essential for professional success*" (Coleman, 1987). This range of tools is used to make inferences about people's characteristics, capabilities, and future performance. The inferences should be reasonable, well-founded, and not based upon stereotypes. To do that is essential ensuring that scores are interpreted properly.

The KeySTART2work project Service through the use of assessment method aims to support VET learners and jobseekers in their career planning by:

- Measuring transversal competencies
- Aiding them in planning learning interventions enhancing those competencies

Perhaps the most important feature of the assessment center method is that it relates not to current performance but to future performance. By observing how a participant handles the problems and challenges (as simulated in the exercises), assessors get a valid picture of how that person would probably perform in the next future.

The term "Assessment Center" does not refer to a location, but to a process either as part of the recruitment process or for internal development and promotion. In this case Assessment, will be a part of a service to help VET learners to assess and develop TCs and at the same time it is chance to be evaluated through this method within a training context since assessment is being increasingly used by organizations for recruitment purposes. It is a very useful opportunity for young jobseekers to face with this appraisal method since it is utilized in a variety of settings including industry and business, government, armed forces, educational institutions, and safety forces to select individuals for supervisory, technical, sales, or management positions.

Furthermore this technique aims to complement more traditional assessment methods such as *assessment interviews* or *self-assessments* with the end goal of improving not only HR decision making but also career and competency development. Including Assessment center method into KeySTART2work Service will give the chance on one hand to screen groups of participants all at one time and on the other hand saving time and resources.

Assessment centers vary in length, time, and selection of exercises. Assessment usually can last anything from a few hours to several days depending on the level of complexity of competences and skills to be assessed. Within the framework of the KeySTART2work Service the assessment could last about 5/7 hours depending of the number of participants. The number of participants should not exceed 10 units to not compromise the integrity of the evaluation session.

Assessment should be run by multiple trained assessors applied to a group of participants using various aptitude diagnostic processes in order to obtain information about applicants' competences or development potential. In brief, several trained observers and techniques are used. The assessor must first be clear about what he/she wants to accomplish with the assessment program in order to select the proper tools to achieve those goals. Assessors also must be appropriately trained to observe, record, classify and make reliable judgement about the behaviours of those being assessed. Assessors' skills and experience are essential to the quality of the evaluations they provide. They can be very good predictors of job performance and behavior when the tests and procedures making up the assessment center are constructed and used appropriately. Judgments about behavior are made and recorded. These judgments are pooled in a meeting among the assessors or by an averaging process. The discussion results in evaluations of the performance of the assesses on the competences dimensions. Assessment is typically followed by validation and certification and therefore an individual report for each participant should be filled in.

Furthermore ensuring the administration staffs are properly trained is essential. Assessment instruments must be administered properly to obtain valid results. Only suitable staff should be selected. Administrators should be given plenty time to learn their responsibilities and should practice by administering tests to other staff before administering tests to applicants. Administration staff should also be trained to handle special situations with sensitivity and to ensure that testing conditions are suitable for all test takers. It is important to take into account there are various extraneous influences that may affect the reliability and validity of an assessment procedure. For example, noise in the testing room, poor lighting, inaccurate timing and damaged test equipment may negatively affect test takers. Staff should ensure that the testing environment is suitable and that administration procedures are standardized for all test takers. Moreover to ensure that qualified individuals with disabilities have an equal chance to demonstrate their potential, reasonable accommodations in the assessment process may be necessary.

Assessment Exercises

Assessment rely on well-structured assessment tools. However, no assessment tool is 100% reliable or valid; all are subject to errors, both in measuring level of competence and in predicting future performance. Moreover, a single assessment instrument only provides with a limited view of a person's qualifications. Using a variety of tools to measure competences provides with a solid basis upon which to make important career and employment-related decisions and minimizes adverse impact.

The assessment strategies and level of complexity of tools should be based on an understanding of the kind and level of population to be assessed. It is preferable to organize participants in most homogeneous groups as possible on the basis of level of education, age, past experience, etc ... Based on the premise that each type of exercise can be used for different purposes, the content, level of difficulty, and similarity of the exercises to the target job must be chosen carefully to achieve the goals of different assessment center programs.

Guidance about the appropriate number of exercises to use in an assessment center comes from specific research studies. Usually assessment centers that use a larger number of exercises and a wider variety of exercises tend to show more accuracy than centers with a small, narrow set of exercises. A variety of types of exercises is needed, but little is gained from having more than two of the same type. For example, it would be better to use two group discussion exercises and an in-basket and interview simulation than to use four group discussions.

Theoretical support for the use of multiple types of exercises comes from correspondent **Inference Theory** (Jones, 1965). This theory states that we explain other people's behavior by searching for stable qualities in individuals that are discernible across different situations. When we see that an individual behaves the same way in several different situations, we infer that the behavior is a function of stable attributes of the individual and not of the external situation.

Many different types of assessment techniques have been used in assessment centers, including mental ability tests, personality questionnaires, projective techniques, and background interviews, but the mainstay of the assessment center method is the simulation exercise. So an essential element of any assessment center is the observation of behavior in simulation exercises. There is a wide variety of **simulation exercises**.

Simulation exercises are situations that present participants with complex stimuli and call for complex behavioral responses. Each simulation affords assessors the opportunity to observe and evaluate the participant on a number of predetermined dimensions, such as written or oral communication, problem analysis, leadership, or initiative (Thornton G, 2006). This is why all simulation exercises and role plays contain two *sheets*: one for the candidate and another for the assessor to record evidences and behaviors.

Below, the description of the main simulation exercise:

1. In-Basket or In-Tray

Originally, the exercise known as the in-basket was a simulation of the paperwork that arrives in the mailbox of a typical clerical. In modern organizations, information comes through various electronic media, including voice, mail, fax, computer in-box, etc., and thus advanced assessment centers present the information in these forms. In whatever form the exercise takes, the information might include memos, letters, reports, announcements, requests, and irrelevant information that present personnel, financial, accounting, or procedural problems for the participant. The participant is given a calendar, background information, general instructions, and alternative means of responding (e.g., paper and pencil or email). The participant must write out instructions, draft letters, make decisions, and set up meetings, all within a relatively short time period. The time pressures force the participant to set priorities and make decisions. Time will be of the essence, as the candidate will not be able to read all the material thoroughly; be prepared to read enough to enable to come up with an understanding of the issues and be able to suggest a sensible solution which it could be justifiable. The written or typed responses to the in-basket materials can be the sole output scored by the assessors. More frequently, an assessor conducts a follow-up interview in which the participant explains the reasons for action taken. Whereas the written material provides recorded evidence of how the action will be seen by others, the verbal explanations provide valuable insight into the participant's thought processes. The in-basket exercise allows the assessment of a wide variety of dimensions and has a high degree of face validity.

2. Oral Presentation

Oral presentation exercise, either individual or group, are a common form of assessment activity. In this activity participants are asked to make a short, extemporaneous speech about a simple topic or a longer, formal presentation about a case study. A presentation exercise is a relatively easy exercise to construct and administer. Participants can be asked to talk on virtually any topic. Administrators can have a list of topics and use this exercise to fill time when other exercises move ahead of schedule. This exercise provides an excellent opportunity to assess or develop a particular facet of oral communication skill (i.e., the ability to make formal or semiformal presentations). In some assessment centers, the participants are provided materials such as flip charts, computer, presentation software, and an projector.

3. Role plays:

It is a kind of simulation exercise in which the participant talks with one or more persons playing the roles of a subordinate, colleague, or customer. An advantage of this exercise is that it is relatively short, requiring 15 to 30 minutes to prepare and only 8 to 10 minutes to execute. The role player might ask questions, make suggestions, answer questions, and even

act upset, depending on what the situation calls for. The participant must talk with the role player and resolve the problem while being observed by one or more assessors. The

interview simulation is particularly effective in revealing behaviors related to dimensions such as oral communication, empathy and tact, and problem-solving ability. Thus, several different interview simulations can be incorporated in an assessment program. Interview simulations are particularly appropriate for assessment centers for inexperienced supervisors, because they provide controlled situations for assessing and developing rudimentary communication and problem-solving skills.

4. Group Exercise

In a leaderless group discussion, four to eight participants are given several problems to resolve in a fixed period of time, say one hour. They are asked to discuss the problems and to prepare written recommendations that have been endorsed by all the participants. For example, the problems may involve a set of recommendations on how to handle organizational issues that have arisen in the educational context. In one form of the group discussion exercise, there are no roles assigned, and everyone cooperates in developing the best solution for the organization as a whole. In contrast, a more competitive situation can be simulated in which each participant is assigned the role of a head of special interest group trying to get a share of a federal grant or other sources of revenue. The climate and tone of the discussion can differ from one group to another, ranging from quite lively and challenging to quiet and subdued, depending on the composition and mood of the group.

Situation:

You and your team have chartered a yacht. None of you have any previous sailing experience, so you have hired an experienced skipper and two-person crew.

You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is slowly sinking. Your location is unclear because of the destruction of vital navigational equipment. The yacht skipper and crew have been lost to the fire. Your best guess is that you are approximately 1000 miles south-southwest of the nearest land.

Below is a list of 14 items that are intact and undamaged after the fire.

- Shaving mirror*
- 5 gallon can of water*
- Mosquito netting*
- A case of army rations*
- Maps of the Pacific Ocean*
- A seat cushion (flotation device approved by Coast Guard)*
- 2 gallon can of oil-gas mixture*
- A small transistor radio*
- Shark repellent*
- 20 square feet of opaque plastic sheeting*

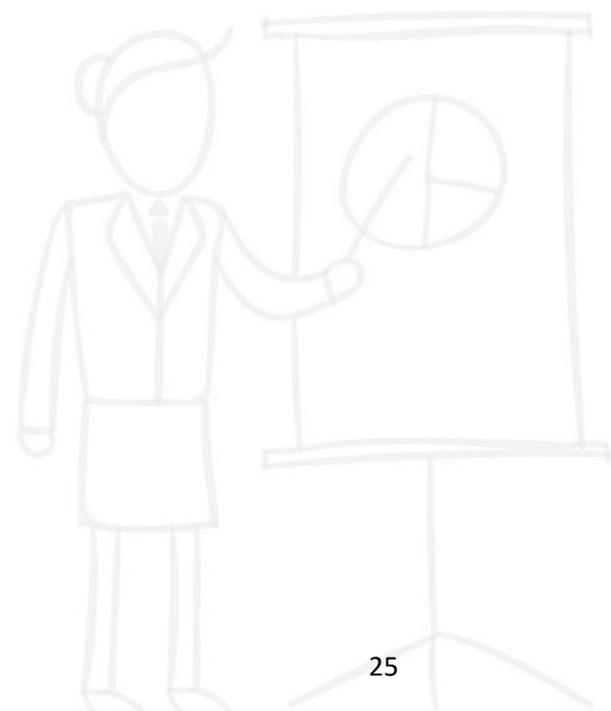
1 quart of 160 proof of Puerto Rican Rum
 15 feet of nylon rope
 2 boxes of chocolate bars
 A fishing kit

In addition to the above, you have salvaged a rubber life raft. The total contents of your team's pants pockets amounts to one package of cigarettes, three boxes of matches, and five pieces of paper currency.

Task:

Your task is to rank the 14 items above in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on to number 14, the least important.

YOUR CHANCES OF SURVIVAL WILL DEPEND UPON YOUR ABILITY TO RANK THESE 14 ITEMS
 IN THEIR RELATIVE ORDER OF IMPORTANCE.
 GOOD LUCK!



4.4. Assessment Organization within the Keystart2work Service

To assess each of the 12 Transversal Competence identified by Keystart2work partnership a table was designed to pinpoint which tool could be used in addition to the ICT Tool:

<u>COMPETENCE</u>	<u>ICT TOOL</u>	<u>ROLE PLAY</u>	<u>GROUP EXERCISE</u>	<u>ORAL PRESENTATION</u>
Intercultural skills & global awareness	X	X		X
Flexibility & adaptability	X	X	X	X
Strategical & innovative thinking	X	X	X	X
Organization & time management	X		X	X
Decision making	X	X	X	
Teamwork	X	X	X	
Empathy / ability to build relationship	X	X	X	X
Problem solving	X	X	X	
Learning orientation	X			
Negotiation skills	X	X	X	
Leadership	X		X	
Collecting and processing information	X		X	

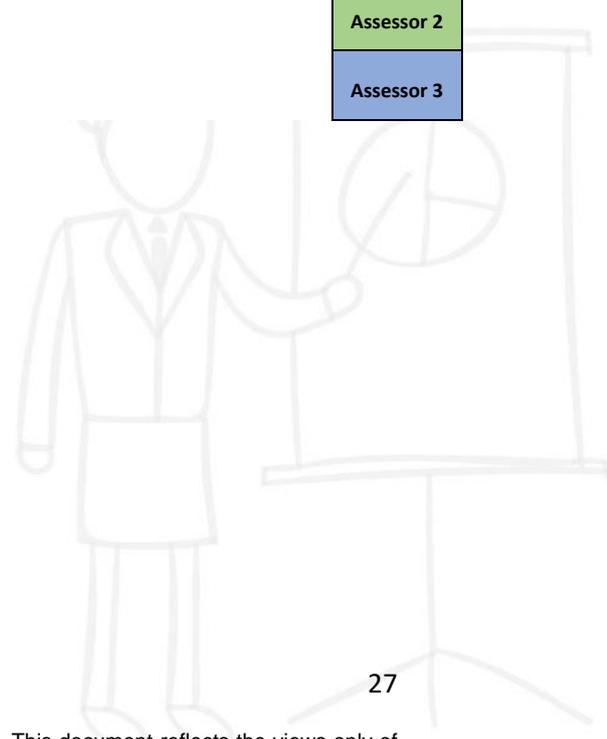
Role play, group exercise, oral presentation were chosen because are tools very simple to use and codify and there is a large range of example to search for. In tray exercise was excluded because it is very complex to prepare and organize and even if it is a really valid tool is more recommended to assess managerial and executive competences.

As far as concerns the time management of the assessment session a timetable was designed supposing a session including 8 participants and 3 Assessors. In this example organization of activities was spread in order to optimize time e human resources, as follows:

	Part. 1	Part. 2	Part. 3	Part. 4	Part. 5	Part. 6	Part. 7	Part. 8
9.00 – 9.30	WELCOME							
9.30 – 10.00	Group Ex.	Group Ex.	Group Ex.	Group Ex.	Role play	Preparation Presentation	Preparation Presentation	Preparation Presentation
10.00 - 10.30	Group Ex.	Group Ex.	Group Ex.	Group Ex.	Preparation Presentation	Role play		
10.30 – 10.45	Preparation Presentation	Role play	Preparation Presentation	Preparation Presentation			Presentation	Presentation
10.45 – 11.00		Role play			Presentation	Presentation		
11.00 – 11.15	BREAK							
11.15 – 11.45	Role play	Preparation Presentation	Preparation Presentation	Preparation Presentation	Group Ex.	Group Ex.	Group Ex.	Group Ex.
11.45 – 12.15		Role play			Group Ex.	Group Ex.	Group Ex.	Group Ex.
12.15 – 12.45			Role play				Role play	Role play
12.45 – 13.00	Presentation	Presentation	Presentation					
13.00 – 13.15				Presentation				

KEY

Assessor 1
Assessor 2
Assessor 3



4.5. TCs Labs

Despite the fact that competences comprise more than just taught knowledge, OECD (2005) suggests that a competency can itself be learned within a favourable learning environment. Individuals have the ability to think for themselves as an expression of moral and intellectual maturity, and to take responsibility for their learning and for their actions.

Within any learning process, there is a difference between the cognitive mobilization of knowledge and active learning. Facilitating the acquisition of competencies has been well described by the European Center for the Development of Vocational Training puts it: “The cognitive approach tends to emphasize the individual acquisition of certain kinds of learning, while approaches based on ideas of active learning tend to emphasize the dynamic role of social relationships and the situations in which learning takes place.”⁴

Felder and Brent (2009) define active learning as “anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes”:

You are doing active learning in your class when you ask a question, pose a problem, or issue some other type of challenge; tell your students to work individually or in small groups to come up with a response; give them some time to do it; stop them, and call on one or more individuals or groups to share their responses. You are not doing active learning when you lecture, ask questions that the same few students always answer, or conduct discussions that engage only a small fraction of the class.

Felder and Brent (2009) also suggested the basic active learning structure:

1. Tell the students to organize themselves into groups of 2–4 and randomly appoint a recorder in each group if writing will be required (e.g., the one born closest to the classroom, or the one farthest to your right, or the one who woke up earliest that morning,...). Alternatively, tell the groups to appoint their own recorders, preferably someone who has not yet recorded that day.
2. Pose a challenging question or problem and allow enough time for most groups to either finish or make reasonable progress toward finishing. The time you give them should normally be between 15 seconds and three minutes. If they will need much more time than that, break the problem into several steps and treat each step as a separate activity.
3. Call on several individuals or groups to share their responses, and ask for volunteers if the complete response you are looking for is not forthcoming. Then discuss the responses or simply move on with your planned lecture.

The active learning literature offers many variations of this approach. Here are three particularly effective ones.

⁴ European Center for the Development of Vocational Training (Cedefop): The shift to learning outcomes Policies and practices in Europe; Cedefop Reference series; Thessaloniki 2009; p. 35

Think-pair-share: Pose the problem and have students work on it individually for a short time; then have them form pairs and reconcile and improve their solutions; and finally call on several individuals or pairs to share their responses. This structure takes a bit more time than a simple group activity, but it includes individual thinking and so leads to greater learning.

Concept tests: Ask a multiple-choice question about a course-related concept, with distractors (incorrect responses) that reflect common student misconceptions. Have the students respond using personal response systems (“clickers”) and display a histogram of the responses. If clickers aren’t available and the class isn’t huge, have the students hold up cards with their chosen responses in large letters and scan the room to estimate the response distribution. Then have the students get into pairs and try to reconcile their responses and vote again. Finally, call on some of them to explain why they responded as they did and then discuss why the correct response is correct and the distractors are not.

Thinking-aloud pair problem solving (TAPPS): This is a powerful technique for helping students work through and understand a problem solution, case analysis, or text interpretation or translation. Have the students get into pairs and designate one pair member as the explainer and the other one as the questioner. Give the explainers a minute or two to explain the problem statement line by line (or explain the first paragraph of the case history or interpret or translate the first paragraph of the text) to their partners, and tell the questioners to ask questions when explanations are unclear or incomplete and to give hints when necessary. Stop the students after the allotted time and call on several individuals to explain things to you. Once you get a satisfactory explanation, have the pairs reverse roles and continue with the next part of the problem solution or case analysis or text interpretation or translation. Proceed in this manner until the exercise is complete. In the end, your students will understand the exercise material to an extent that no other instructional technique we know of can match.

There is also a wide range of exercise and techniques. For instance, with role plays participants can feel and see how their behaviour interacts with other people. Role play in the academic field is defined as a teaching method based on group dynamics, which uses a simulation focused on the interaction between students with different roles in several circumstances, generating meaningful learning close to real life. Role play works the teaching-learning process acquiring the skills through proposed simulated situations. The students face with unexpected events and seek out the best solution. The design of simulated situations should be selected according to whether the educational goal addresses knowledge, attitudes or skills. In the acquisition of communication skills for example, repeated opportunities with feedback permit the students to achieve an effective communication. Below, a well known example to help students to reflect and develop negotiation skill:

This **Ugli Orange Exercise** is a role play that simulates a conflict situation. (Adapted from George Mason University Institute for Conflict Analysis and Resolution Fairfax, Virginia 22030-444).

- 3 group (Dott. Roland + Dott. Jones + Observers)
- Before 2 groups working separately
- Then the 2 groups negotiate and observers take notes

Dott JONES:

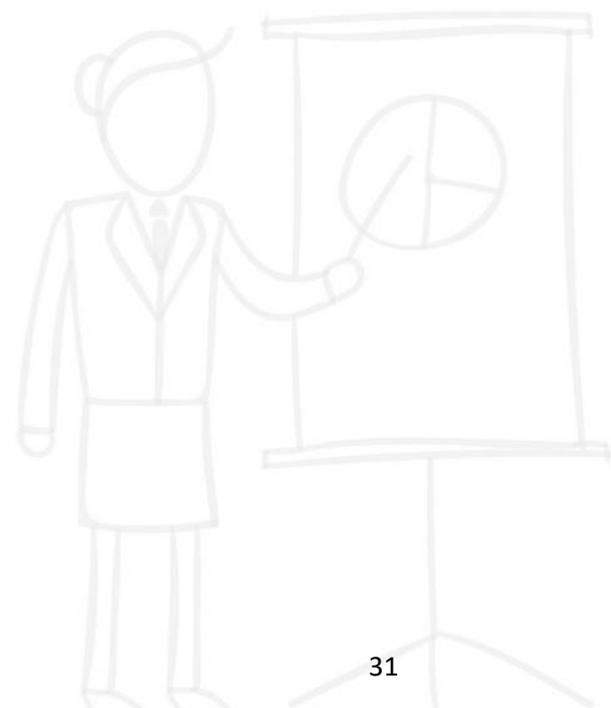
You are Dr. Jones, a biological research scientist employed by a pharmaceutical company. You have recently developed a synthetic chemical useful for curing and preventing Rudosen, a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. Recently, there has been an outbreak of Rudosen in your country and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed synthetic serum cures Rudosen in its early stages. Unfortunately, the serum is made from the Ugli orange which is a very rare fruit. Only about 4,000 of these oranges were grown in the whole world this season. No additional Ugli oranges will be available until next season, which will be too late to cure the present Rudosen victims. You have demonstrated that your synthetic serum does no harm to the pregnant women. There are no side effects. Unfortunately, the present outbreak of Rudosen was unexpected and your company had not planned on having the serum available for six months. Your company holds the patent on the synthetic serum and it is expected to be a highly profitable product when it is generally available to the public. You have recently been told a Mr. Cardoza, a South American fruit exporter, has 3,000 Ugli oranges. If you could obtain all 3,000 of these Ugli oranges, you could make enough serum from the juice of these oranges to both cure all the present victims and provide sufficient inoculation for the remaining pregnant women in your country. No other country currently has a Rudosen threat. You have been told that Dr. Roland is also urgently seeking Ugli oranges and is also aware that Cardoza has some of these special oranges. Dr. Roland is employed by a competitor pharmaceutical company. Roland has been working on biological warfare research for the past several years. There is a great deal of industrial espionage in the pharmaceutical industry. Over the past several years, Dr. Roland's company and your company have sued each other for infringement of patent rights and espionage law violations several times. You've been authorized by your company to approach Cardoza to purchase the 3,000 Ugli oranges. You have been told Cardoza will sell them to the highest bidder. Your company has authorized you to bid as high as \$250,000 (USD) to obtain the juice of the 3,000 available oranges. Before approaching Cardoza, you have decided to talk with Dr. Roland. Think carefully about what information you are willing to tell the other side, and what information you will not disclose.

Dott JONES:

You are Dr. Roland, a research biologist for a pharmaceutical company. Your company has a government contract to do research on methods to combat enemy uses of biological warfare, but the government has asked your company for assistance with an immediate problem. Recently, several old experimental nerve gas bombs were moved to a small Pacific island. While they were being moved, two of the bombs developed leaks. The leaks are presently controlled, but government scientists believe that within two weeks the gas will leak out of

bomb chambers and escape. There is no known method of preventing the gas from getting into the atmosphere and spreading to the coast. If the leak occurs, several thousands of people will die or incur serious brain damage. You have developed a synthetic vapor which will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the Ugli orange, a very rare fruit. You've heard that a Mr. Cardoza, a fruit exporter in South America, has 3,000 Ugli oranges. If you get all 3,000 Ugli Oranges you could make enough of the chemical from the rind these oranges to neutralize all of the gas if the serum is developed and injected efficiently. Your company has not been able to locate any more of these Ugli oranges. As far as you know, there are only 3,000 such oranges in the world crop this year. You have learned that Dr. Jones is also urgently seeking to purchase Ugli oranges and that Jones is aware that Cardoza has oranges available. Dr. Jones' company and your company are highly competitive, and there is a great deal of industrial espionage in the pharmaceutical industry. Your company and Dr. Jones' company have sued each other twice for infringement of patent rights. One law suit is still going on. You've been authorized by your company to approach Cardoza to purchase the 3,000 Ugli oranges. You have been told that Cardoza will sell them to the highest bidder. Your company has authorized you to bid as high as \$250,000 (USD) to obtain the oranges. Before approaching Cardoza, you have decided to talk to Dr. Jones. Think carefully about what information you are willing to tell the other side, and what information you will not disclose.

Solution: The secret to success in this simulation is the discovery that each negotiator needs only a part of each orange, rather than the whole orange. Dr. Jones needs only the juice of 3,000 oranges; Dr. Roland only needs the rinds of 3,000 oranges. (The J in Jones stands for Juice and the R in Roland stands from Rind.) Negotiators who discover the juice/rinds distinction are usually very pleased with themselves.



4.6. Feedback with expert + Personal Development Plan

“Planning is bringing the future into the present so that you can do something about it now.”

– Alan Lakein-

Personal development planning enables individuals to take charge of their own learning. Learning becomes a proactive as well as reactive process, designed and prioritised to support immediate development needs as well as longer term ambitions.

The main aim of creating a personal development plan is to document a process of self-analysis, personal reflection and honest appraisal of strengths and weaknesses. This should enable young and adults learners to evaluate their own actual situation value and to consider their development process and take into account future opportunities. Indeed creating a Personal Development Planning means:

- reflecting on your own learning, performance and achievements
- planning your all-round personal, educational and career development
- recording your achievements.

Futhermore, PDP can help youngs and adults learners to:

- increase their own self-awareness – who they are and what they want
- identify the skills and experience that they already have, and those that they need
- create a plan to acquire the skills and competences they may need for themselves or for their chosen career path
- keep a record of their achievements that they can draw on when they apply for further study or employment.

Since a PDP should enable young and adults learners to reflect upon your recent experience and to focus on the next stage of training and development. Prior to completing the Personal Development Plan the learner should undertake a skills analysis activity to determine their learning and development needs and identify development objectives to meet those needs.

A PDP should contains these three sections as follows:

Stage 1 – Analyse yourself. The first stage is designed to analyse your strengths and weaknesses. You will be able to draw heavily upon your career and the outcomes of courses that you may have attended. These should be supplemented by the perceived opportunities that will have been derived from your experience and any threats to your continued success.

Stage 2 – Set your goals. This involves setting new and clearly definable goals for yourself which are measurable.

Stage 3 – Set your personal Objectives. This stage involves setting out your personal objectives.

Stage 1 – Analyse yourself					
<i>Before setting your short medium and long term personal development plans, you should conduct a personal analysis: Eg - What are my strengths and weaknesses? What external opportunities or threats might affect any plans I might make?</i>					
Strengths					
Areas for further development					
Opportunities Threats					
Stage 2 – Set your goals					
What do I want to learn?	What do I have to do?	What support and resources will I need?	How will I measure success?	Target date for review?	What do I want to learn?
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
Stage 3 – Set your personal Objectives					
Short Term Goals (next 12 months)					
Medium Term Goals (next 2 – 3 years)					
Longer Term Goals (beyond 3 years)					

In the framework of KeySTART2work Service, VET learners are helped in completing PDP thanks to previous steps since they have gained awareness about themselves through the results from the ICT Tool and the feedback after assessment and TCs Labs.

The phase of feedback is critic since feedback is one of the most powerful tools for improving learning. An **evidence-based approach** should be used in order to make feedback the most

objective as possible and avoid the risk to give a personal judgment. Poteet and Kudisch (Poteet, 2003) suggested many techniques for assessors/development facilitators to use when giving feedback. These strategies are designed to maximize participants' acceptance of feedback.

- Foster open discussion and shared dialogue
- Provide practical help, teaching, and follow-up support
- Establish trust and identify needs and interests
- Give recipient ownership and accountability for change
- Demonstrate concern, interest, and empathy
- Link feedback and coaching to outcomes
- **Provide specific, behavioral feedback**
- Establish credibility
- Discuss themes
- Create realistic, actionable development plans
- Avoid being judgmental, inattentive, over-convincing, confrontational, and overly prescriptive



4.7. Certification

Since many of the regular activities done in the home, or in the community, recreationally provide the key competences needed for the world of work. It is a matter of understanding, documenting and relaying them to employers. It was widely highlighted how for example participation in sports builds teamwork, communication and problem-solving skills. The same can be said for volunteer work, hobbies, looking after siblings and so on.

KeySTART2work Service can assist job-seekers demonstrate their TCs by helping them develop a functional certification, which is designed for those who do not have a great deal of work experience or relevant experience. It is the preferred method for: students with little or no work experience; non-students with little or no work experience; people who are switching careers and lack experience in the new one; those who have been out of the workforce for some time and are now re-entering it. As non-formal and informal qualifications increase in importance, the validation of competences outside of the formal qualifications frameworks has to be addressed. The verification and classification of competences gained through work-experience will be especially important in the future work of VET learners.

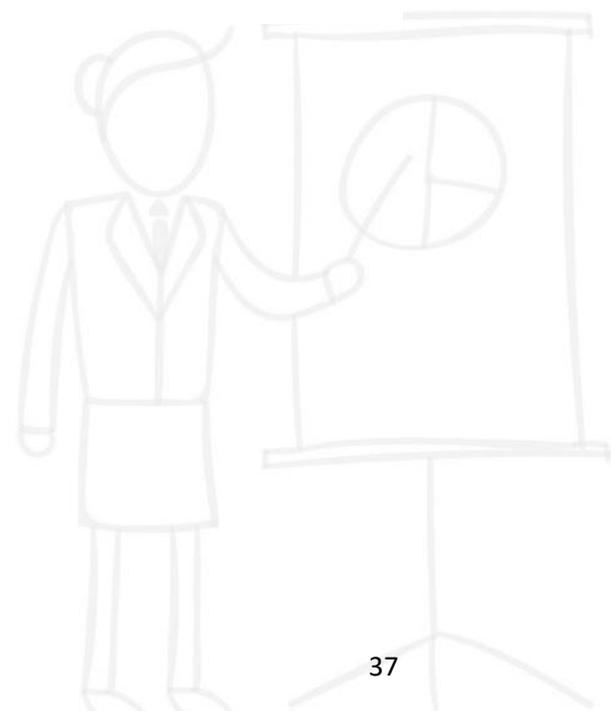
Finally the main output result of KeySTART2work Service should be an effective certification of actual level of 12 transversal competences key for employability. The score for each competence is calculated on the basis of the score in ICT Tool and assessment.

Assessment results are highly personal. Staff must respect the participant's right to confidentiality. Assessment results should only be shared with those who have a legitimate need to know. This would include staff involved in interpreting assessment results and making employment decisions. Personal information should not be released to other organizations or individuals without the informed consent of the participant.

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ANNEX 1: Instruction for participants

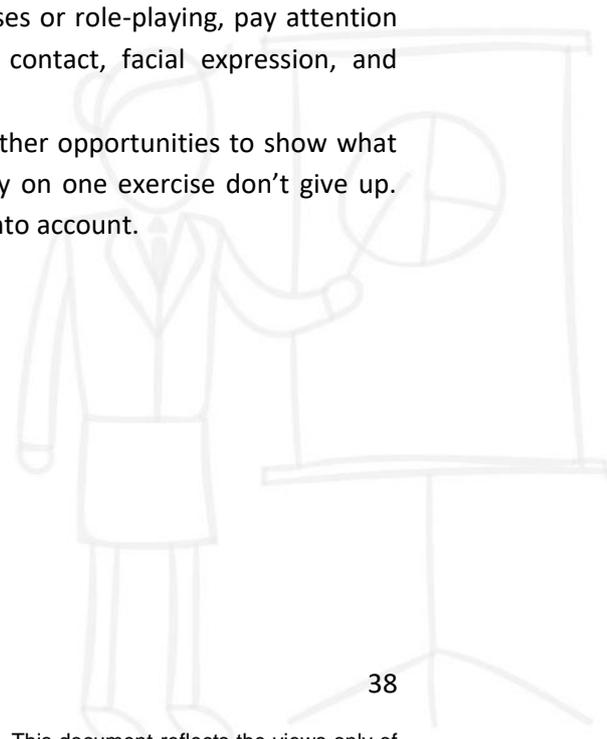
Assessment Center Exercises

These exercises are designed to simulate a particular task or scenario relevant to the target job and it should be clear what kinds of skills are being assessed.

During an assessment center a group of candidates take part in a range of exercises, which are observed by assessors. The assessors rate the performance of the candidates against the competencies required for the job.

During the Assessment

- When completing assessments online, read through the instructions carefully and complete any practice and example questions you are provided with. (ONLY IF THERE ARE SOME PCs AVAILABLE TO RUN ICT ASSESSMENT).
- When doing face-to-face exercises assessors will be looking at how you perform on the exercises themselves, rather than how well you understand the instructions, so listen carefully to the instructions you are given. Don't be afraid to ask if you are unsure about what you have to do.
- Don't make assumptions about how you should respond. If you try to guess what the assessors are looking for you may be wrong. It is best to be yourself, and respond honestly. Remember that it's not in your interest to take a job to which you are not well suited.
- If the assessment involves interviews, team exercises or role-playing, pay attention to your non-verbal communication such as eye contact, facial expression, and gestures.
- If there is more than one exercise, you will have other opportunities to show what you can do. If you feel you have performed poorly on one exercise don't give up. Your performance across all of them will be taken into account.



ANNEX 2: Group Exercise

The City Council

You are part of the municipal council. The town is located about a hundred meters above the bottom of a long, narrow valley. through the valley flows a stream and there is a street that connect the town to the main road through a recent, reinforced concrete bridge. In the town live about 5,000 inhabitants and they are mainly elderly and children. In the newer area of the town live about 3,000 people instead the historic old town centre is now almost completely abandoned but you can admire the seventeenth-century church. In the area within a range of 5 km there are a lot of old cottages and small farms scattered all around the town. There are also other buildings of public interest as the elementary school, the hospital, the police station and the bank. The town's economy is based on wood craftsmanship and emigrants saving accounts. For about two years on the other side of the valley a multinational has been building a winter holiday village. The huge building is almost completed and the bank as the largest shareholder of the investment is pushing for the upcoming winter season to take advantage of it. It is night. The chief of police call all Council member for an urgent session of the City Council but the mayor is away from the country and he could not chair the meeting. A terrible flood hit the entire valley. At a glance some buildings in the historical center have been overwhelmed by the landslide material detached from the mountain. The riverbed of the stream has been occupied by a layer of several meters of gravel and stones. Currently there are not confirmed dead but most of the population is in a state of shock. Gas, electricity and telephone services are interrupted. The radio transceiver of the police received a message from the emergency unit:

"The disaster has affected almost all the towns of the valley. The risk of further landslides and flooding is very high. All rescue teams are on their way but because of lacks communications and persistent bad weather they are not be able to reach you before of 12-15 hours. Anyway a helicopter will take off in 50 minutes and try to land nearby at your town, where you will feel more appropriate."

Write on the sheet-answers items you consider necessary to load on the helicopter. Consult the list and keep in mind that:

- The total load can not exceed a hypothetical weight of 30 tons;
- At this stage can not consult or talk to the other directors;
- Can only announce to the Council that ended his list.

When everyone has finished the individual task you can begin the task group of the Council Municipal.

Items Tons	Tons	Individual List	Common List
Blankets	4		
Medicines	2		
Electric generator	10		
Food	4		
Flashlights	1		
Water	4		
Kerosene	4		
Cableway quick mounting	10		
A Jeep	8		
Transceiver radios	1		
Guns and rifles	2		
Tents	9		
Ropes and shovels	1		
Milk powder	1		
Small field kitchen	8		
Mobile phones	1		
Other			

ANNEX 3: Role Play Exercise

INSTRUCTIONS

What follows is an outline of your role. You will need to improvise to some extent. Be creative, but try to stay within the bounds of what seems realistic.

This exercise is designed to evaluate your behaviour in one-to-one relationships. Your task is to read the information in the booklet, draw conclusions and then have a meeting with the Director (who will be played by a facilitator).

INFORMATIONS

After several sleepless nights, you have made an appointment to talk with the new graduate program director in your department. This professor is known as a champion of students—very pleasant and easy to talk to. You hope you are making the right decision, but you don't have any other ideas. Here is the problem. Your research advisor, John Doe, was invited to contribute to a forthcoming book, and you have been working on the book chapter with him. Originally Professor Doe gave you the letter inviting his participation, and he suggested that this would be a good project for you. You have the letter with Professor Doe's note scrawled across the bottom: "Take a stab at this. —JD" You have gathered your drafts; you have written so many, you're not sure you have all of the drafts, but you have at least five different versions. Each version is dated and has handwritten comments by Professor Doe in the margins that suggest revisions and additions; the handwriting matches the handwriting on the letter. These drafts show the evolution of the chapter, as you incorporated each of Professor Doe's suggestions in each successive version. At the end of the most recent version is a note saying, "This is fine. No more work will be necessary. —JD." You can offer all of these documents during your conversation; the other roleplayer will accept your claim that these documents are authentic. Your best friend works in the main office of the department. Last week your friend mailed a package for Professor Doe to submit the chapter to the editor of the book. Your friend told you that the chapter had the same title as the chapter that you had been drafting for months, but the only name listed as an author of the chapter was Professor Doe's. At first you couldn't decide what to do. Yesterday you went to see Professor Doe. You thought you handled the situation well. You asked about the chapter, and he told you not to worry about it. Finally you screwed up your courage and asked him when it would be published, because you would like to list the chapter on your resume as a co-author. His answer stunned you. He said (these are his exact words), "Oh, don't worry about that. This was a learning exercise. You'll get to co-author things later." You don't want any trouble with Professor Doe, but you feel that you have been unfairly deprived of credit for your work. You plan to talk with the graduate program director to figure out what to do.

Instructions for the Assessor who play the role and take notes.

1. What is the student trying to convey?
2. Did the student read the signals from the graduate program director well? What cues did you see?
3. Did the student listen carefully to the director?
4. What questions should have been asked but were not? What else could have been said?

ANNEX 4: Presentation Exercise

Beautiful YOU

Initially you will have 10 minutes to read all the information and prepare individually your presentation. Successively, you will have about 15 minutes to present your strategy to the Sales Manager of Beautiful YOU (who will be interpreted by the assessor).

You are working in the sales area in the Beautiful YOU. Beautiful YOU is a chemical-pharmaceutical company, with 300 employees. Its turnover is composed for 60% by prescription drug industry and it owns half a dozen patented medicines (which are the 25% of sales). However the most profitable area is skin products line. Even if skin products represent only the 15% of turnover, they are 25% of profit. SUNday is the most remunerative among skin products. SUNday is a sunblock lotion and it was launched in the European market 7 years ago. Your task is planning a strategy of the Beautiful YOU to effectively compete in the challenging market of sunblock lotion. Specifically you should decide if place on the market a new formula "EXTRA SUNday" or introduce different options.

You should take into account several factors such as advertising investment, in terms of expenditure, the communication media chosen and the message, the packaging and other aspects related to the presentation of the product, the pricing policy and any other consideration relating to the marketing or product development.

Summary of market investigation about EXTRA SUNday, SUNday, market leader product and the Sales Trends related to the previous 6 year:

	EXTRA SUNday	SUNday	Market leader
Sunburn Protection	8.0	8.1	7.4
Tan quality	8.5	7.0	8.6
Tan Duration	7.9	6.8	8.0
Pleasantness Parfum	7.4	6.4	7.5
Side Effects	15%	7%	8%
Price per 150 ml pack size	-	10.50	11.00
Market Share (last year %)	-	3.5	8.9

	1 year ago	2 year ago	3 year ago	4 year ago	5 year ago	6 year ago
SUNday sales volume (thousands of kms)	880	913	1045	967	701	572
Sales volume (%) respect to the total sales volume of Beautiful YOU	6.2	6.7	8.0	7.8	6.0	5.2
Advertising investment (%)	14.9	14.3	12.3	11.8	12.1	20.3
Market share (%) in the field of sunblock lotion in Europe	3.5	3.8	4.5	4.5	3.7	3.4

