

**Core Skills Development -  
The Capacity of Changing People Lifestyle**

*Handbook for trainers*

*To our dearest friend Marie Therese Amadiou  
- "the core" of European Partnership*

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## Partner's Description

### **Chamber of Commerce, Industry and Agriculture of Bistrita-Nasaud County**

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The Chamber of Commerce, Industry and Agriculture of Bistrita-Nasaud County is an autonomous NGO of public utility, established in 1990 at the initiative of the county businessmen.

The activities developed for promoting, supporting, representation and information in order to dynamize the socio-economic regional aspects. Through its Professional Training Center, CCIABN provides professional and vocational training services and personal skills development.

This year CCIABN was ISO certified for assistance and consultancy services for companies and for professional training services.

### **Bistrita-Nasaud County**

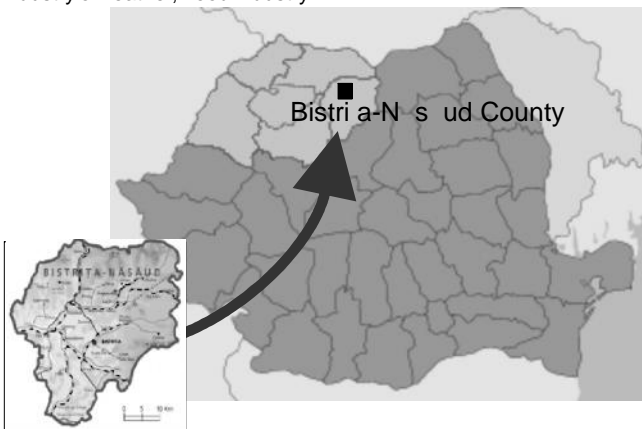
Bistrita-Nasaud County is situated in the Northern part of Romania at the contact area of Oriental Carpathians with Transylvania Plateau, and it is one of the territorial-administrative units of the North-West Development Region.



Residence of the county: Bistrita, 82081 inhabitants (1st July 2005); first documentary proofing is dated 1264, being a former Saxon burg.

Touristical attractions: Rodnei Mountains and Calimani Mountains National Parks, Borgo Valley with Bram Stocker's Dracula Castle, Colibita Lake, Somesului Valley, Salauta Valley, Sangeroz Bai - a spa and resort for the gastric diseases

Distinctive economical fields: Metallurgical and Metallic Structure Industry; Industry of Machines and Equipments, Industry of Plastics, Wood and Related Products Industry, Industry of Textiles and Knitwear, Industry of Leather, Food Industry.



## Partner's Description

### ACARE Environnement

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Acare Environnement develops a socio-professional productive activity setting the economic activity insertion of labour force in order to:

- provide the employability of social and professional disadvantaged people;
- facilitate social and professional inclusion of disadvantaged people for sustainable labor insertion

#### Objectives:

- Development of productive activity in the benefit of local communities that allows self-assessment of employees along their entire professional route. Everything is accomplished by respecting the art rules.
- Increasing the employability of disadvantaged people supporting them to identify the gaps to the employability and assist them towards sustainable professional insertion.



## Partner's Description

### CRIDF-PACA

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The CRIDF in Provence Alpes Côte d'Azur brings together seven informative centres dealing with women's rights; in order to supply an adequate answer concerning the needs expressed by women about information that will provide support in every area they are concerned with, such as: family, worker's rights, legislation, professional integration.

The CRIDF animates the several informative centres in Provence Alpes Côte d'Azur regarding women's rights in relation to CNDFF (National centre of information on women's rights and families).

The CRIDF proposes individual help in order to find and to create firms directed by women.

The CRIDF tries to promote social and professional ascension and therefore offers them the access to a good citizenship, in the very perspective to promote a real chance equality between men and women.





## Partner's Description

### Club Amici di Quasimodo

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The Association "Club Amici Salvatore Quasimodo" has been created in 2003 to promote the work of poet Salvatore Quasimodo, literature Nobel Prize 1959. It has a non-profit agency of management of the web for the literary park Salvatore Quasimodo of Roccalumera.

The Association got further experiences: obtained the funds for the creation of a professional orientation center (guideline), and for criminality and drug use preventing services, recreational and educational services, through the Sicilian Region.

### Messina Region

The most important economical field is food industry: production of olive oil, citrus fruits and their by products (jam, verdicello), wine, sweets, cheese (Rricotta Pecorino).





## Partner's Description

### Lawton School

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Lawton School is a company specialised in language training, business and vocational studies. Lawton School centres are approved by the Dirección General de Formación del Gobierno del Principado de Asturias and are ISO 9001 qualified. Since its foundation in 1973, Lawton School has developed language communication skills projects for clients from a wide range of companies, professional associations, trade unions and official bodies. Participants range from management to technical or secretarial staff. The company has brought a European dimension to its professional activity by means of cooperation and transnational initiatives aimed at developing vocational training through language competences leading to NVQ qualifications in areas such as Advanced-level Secretarial Studies, Rural Tourism and Equestrian Studies and by the use of new technologies for on-line and blended learning. Lawton School partners Grundtvig and Leonardo da Vinci pilot and mobility projects with institutions throughout the E.U. Currently it is involved in the design and implementation of on-line language learning modules for visually impaired people.

### ASTURIAS Region

Located in the north of Spain, the principality of Asturias, is one of the 17 Autonomous Regions of Spain. The most important cities are the provincial capital, Oviedo, the seaport and largest city Gijón, and the industrial town of Avilés. It has a surface area of 10.604 Km<sup>2</sup> and a population of 1,076,896 of which 80% is concentrated in the central metropolitan area. The key features of Asturian geography are its rugged coastal cliffs, sandy beaches, coves and natural sea caves and the mountainous interior. Summers are generally humid and warm, with considerable sunshine. Winters are very mild but with some cold spells.

Regional GDP per capita is 19,503 euros. Distribution of gross added value by sectors is as follows: 61% the services sector, 23% the industrial sector, construction 14% and the primary sector 2%. The sector that employs most people is services, with 64.6%, followed by industry with 18.4%, construction with 11.5% and the primary sector with 5.5%. Asturias has 70,115 active companies, representing 2.2% of the national total. As regards size, there is a clear predominance of small companies in the Asturian business environment, as 95% of companies are SMEs.



## Introduction of the Project

### II. Introduction of the Project

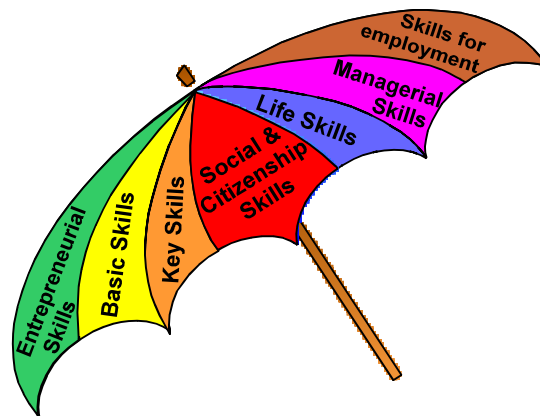
#### Core Skills Development - The Capacity of Changing People Lifestyle

The target group for the project has been determined as: training and lifelong learning organisations; trainers; human resources departments in enterprises; bodies involved in the promotion of entrepreneurship.

The final beneficiaries of the project will be people already in gainful employment or self-employed and unemployed people, actively seeking employment or self-employment.

The context for the selection of the target group is that of globalisation and technological change, with a competition increase in developing countries. This is the context of the re-launched Lisbon Partnership for Growth and Jobs and the European Union's strategy of Corporate Social Responsibility (CSR) as laid out in, for example, the 'Communication from the Commission to the European Parliament, the Council and the European Economic and Social Committee' (Brussels, 22.3.2006).

"Sustainable growth and more and better jobs" are the twin challenges the EU must now address faced to global competition and an ageing population, to safeguard our model for European society, based on equal opportunities, high quality of life, social inclusion and a healthy environment.



The revised Lisbon strategy promotes growth and jobs in a manner that is fully consistent with sustainable development, that remains an overarching long term goal for the European Union. Enterprises, as the motor of economical growth, job creation, and innovation, are key actors in delivering the Lisbon and sustainable development objectives.

CSR is no longer seen as a responsibility on the part of an employer to ensure job security or a job for life, but rather, among other factors, as:

- "investment in skills development, life-long learning and employability ..."

- "better innovation performance as a result of more intensive interaction with external stakeholders and the creation of working environments more conducive to innovation;"

The same document states that:

"CSR becoming a mainstream business practice, the right knowledge and skills need to be developed among future entrepreneurs, business leaders, company managers and employees. CSR is also a lifelong learning issue. The collective impact of CSR as practiced by SMEs is critical if the potential of CSR to contribute to growth, jobs and sustainable development in Europe is to be fully harnessed. The Commission recognises that a specific approach is needed to foster CSR amongst SMEs. Such an approach requires greater recognition to what many SMEs already do in the field of CSR. It also requires the active cooperation of mainstream SME intermediary organisations and support providers. The Commission will facilitate the experience exchange about how to encourage CSR amongst SMEs in Europe."

### Field Research on Project Method

#### Theoretical aspects

First activity of the project's second year was the development of the "project method" to stimulate the world-of-work reality & personal development of people, based on transferable skills development.

Project method is a new work and learning approach, promoted at international level. Its principles are applicable to most projects, most of the time, and that, there is widespread consensus about their value and usefulness. But that does not mean that they should be applied uniformly on all projects; the project management team is always responsible for determining what is appropriate for any given project.

According to "project method", project is every activity with the following characteristics:

- Performed by people;
- Constrained by limited resources;
- Planned, executed, and controlled;
- They are temporary, that means that every project has a definite beginning and a definite end.
- They are unique that means that the product or service is different in some distinguishing way from all similar products or services.

We can consider as a project a large number of activities from, for ex. developing a presentation to constructing a building or implementing a new business procedure or process.

Project management is the application of knowledge, skills, tools, and techniques to project activities in order to meet or exceed stakeholders needs and expectations from a project. That involves:

- Scope, time, cost, and quality.
- Identified requirements (a.k.a. needs) and unidentified requirements (expectations).
- Stakeholders with different needs and expectations.

The main principles of the project-method are:

1. Problem orientation
2. Participant control
3. Interdisciplinary coherence
4. Theory-practice relations

#### Methodology

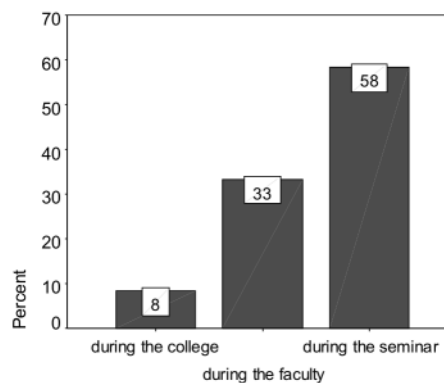
In order to answer and analyze the level of understanding for the project method in companies and to find out to what extent trainers can use this method we carried out a survey. The instrument that we used was a questionnaire, composed by 5 open and mixed questions.

It was applied to 12 adult trainers during an experimental seminar on training methods, organized in October 2006.

#### Results

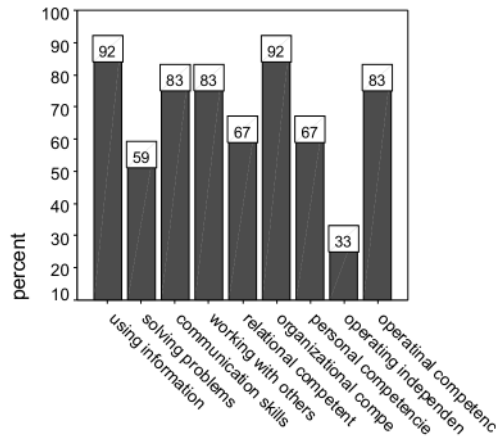
Most of the adult trainers heard for the first time about the project method and its principles during the seminar, as we can see in the graphic 1. This means that project method started to be used only from a very short time (2 or 3 years ago)

Although the majority of the persons had contact with this method very recently, they considered its importance and the usefulness.



Graph. 1 Contact with project method

## Introduction of the Project



Graph. 2 Skills developed by project method

As benefits of using this method the trainers remind: innovation, knowledge, organization, good problems' understanding, developing professional projects, clear and specific presentation of a problem, structuring the materials for a presentation, solving the problems, skills development, practicing, finding solutions, transition from theory to practice, structuring any kind of projects, efficient development of a training course.

Among the skills that this method develops, the questioned persons considered as most important: using information skills, organizational competencies,

communication skills, working with others skills, operational competencies. (see graph. 2)

As domains of applicability, the trainers specified: projects' field, training, business, technical domain, medical domain, artistic events, and political field.

## Group Centred Learning Method

In order to set the basis for the development of the in-company training model, there were analysed existing systems in the European Union. The background, differences and training needs of the target group in each project partners' country were analysed and the difference in approach between systems in the West and new member states were noted. It was pointed out the pendulum swing from one system to another but it was suggested that the best attributes in the old system should not be discarded but rather a balance should be found, respecting the best attributes of each system in order to achieve a common framework.

The characteristics of the old, teacher centred system were found to be:

- \* The teacher is the source of information
- \* The teacher transmits the information
- \* There is a lack of interaction
- \* There is no exchange of opinion
- \* The knowledge is applied
- \* The knowledge is reproduced
- \* Positive or negative results are achieved
- \* It develops technical skills only.

The characteristic of the new learner centred system were found to be:

- \* It develops transversal skills
- \* A group spirit is formed
- \* The teacher is a facilitator
- \* There is interaction
- \* There is a sharing of experience
- \* The learners source the information
- \* The learners produce
- \* There is a two way communication

## Introduction of the Project

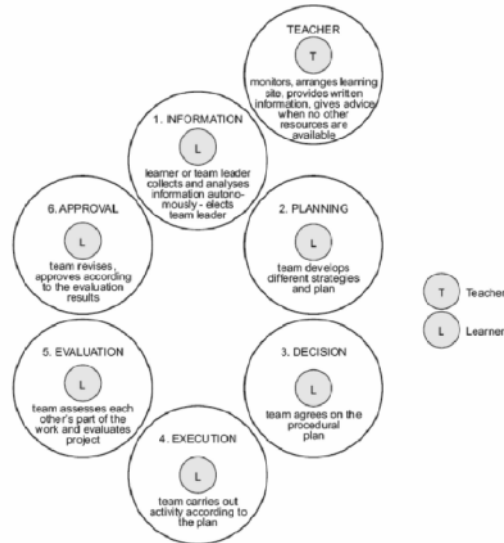
\* There is an evaluation of knowledge  
The principles of a proposed system are:

- \* Concentrated on common interests
- \* The trainer acts as a coach and mentor
- \* A group spirit is developed
- \* The trainer's authority is maintained
- \* There is interaction
- \* Learners and trainer share experiences
- \* There is a final evaluation

### \* Results

As a result of this analysis and further discussion, it was decided the following Training Module: Group Centred Training Model - Steps:

1. A) Familiarization with the Working Environment of the group
  - B) Definition of the target group
  - C) Characteristics of the trainer
2. Training needs analyses for the target group
3. Establishing training Objectives
4. Establishing the training plan
  - I. Curricula
  - II. Learning instruments
  - III. Mid term assessment
5. Building the group spirit
6. Setting the means of delivery according to learners expectations and needs
7. Acting and adapting
8. Evaluation
9. Results
10. Certification
11. Label of quality



## Field Research on the new Learning Model

### III. Field research on the group centred learning model

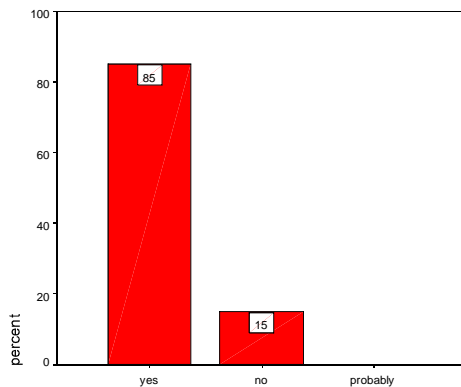
In order to develop an active and clear learning model there was carried out a field research on the stakeholders. This research enabled the team to develop and to continuously improve the project materials and structure, to take into consideration the feedback provided.

There were 20 companies' representatives (managers, human resources managers, representatives of human resources departments) and 20 trainees who filled in the questionnaire. They considered that the most interesting features of the project in order to create a new training model are:

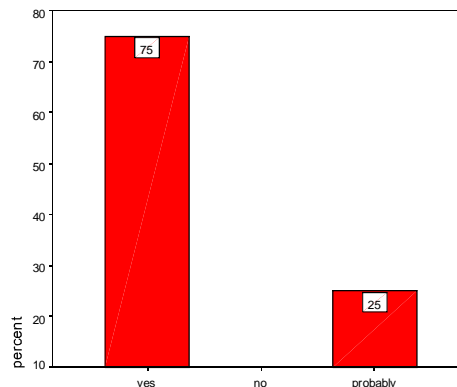
- Students individual work and learning skills development
- Developing of individual skills
- New methodology
- Alternative training model
- Student centralised learning
- Being facilitator
- Interactive model creation
- Shared experience between trainer and learner
- Student based training

The only added idea was, in fact a recommendation: the model to be practical.

As far as the utility of this training model, most of the companies and trainees thought that there is a need of it. (see graph 3 & 4)



Graph. 3 - Utility of the new training model  
- companies' answers



Graph. 4 - Utility of the new training model  
- trainees' answers

All the questioned persons prefer student based course.

The points of concern identified by the questioned persons can be counted as follows:

- skills development
- methodology development
- teaching methodology
- practical everyday use
- time needed
- costs of the training
- new approach for the student
- work in teams

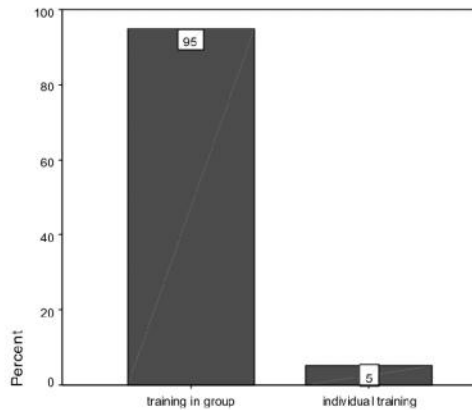
## Field Research on the new Learning Model

- learn to work efficiently
- practical use
- time for study next to normal work

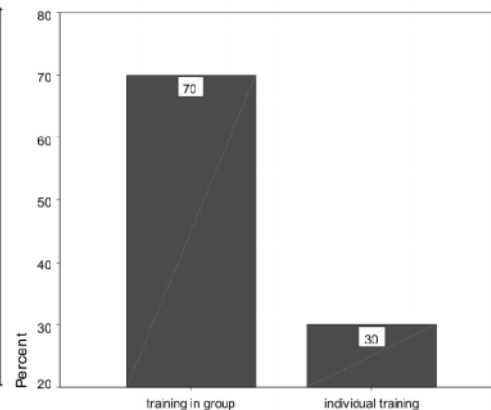
The individual needs that people wanted to be covered in our project are:

- integration in the market
- personal development
- learn new practical models
- practical tools
- professional integration in the work market
- personal development
- develop students skills

One of the questions referred to the preference of people for individual or in group trainings. One can see, in the graph below, the opinions' distribution:



*Graph. 5 - Type of training  
- companies' answers*



*Graph. 6 - Type of training  
- trainees' answers*

As far as the skills that questioned people want to improve or to be improved in their companies are concerned, we can include:

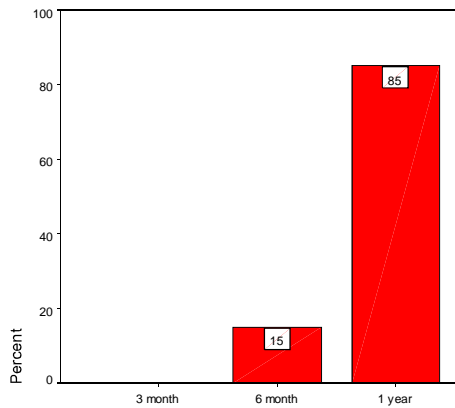
- teaching to work as facilitator
- professional skills
- practice training
- individual study methodology
- coaching skills
- pedagogic tools
- team work
- individual work
- distance learning
- coaching skills
- new alternative ways of teaching
- the way education is transferred

## Field Research on the new Learning Model

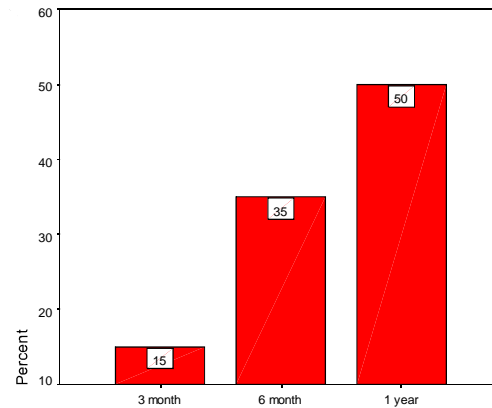
- problem solving
- more practical models

A half of the companies' representatives find the new model attractive and they are considering to use it and the other half might use it, depending on the outcome and the practical use.

Concerning the duration of the trainings in general, the opinion of the questioned persons can be seen in the following graphs:

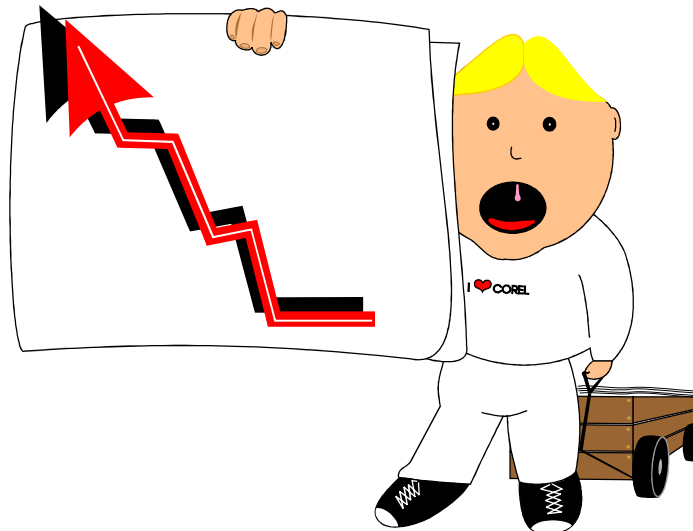


Graph. 7 - Duration of the training  
- companies' answers



Graph. 8 - Duration of the training  
- trainees' answers

All questioned persons preferred European training and availability for people with special needs.





## **Familiarization with the Working Environment**

### **IV. Familiarization with the working environment of the group**

#### **Interview with Human Resource Management to establish the company's training policy**

##### **Model Form for the interview (This list is a guideline for users)**

1. What is the main activity of the company?
2. How many employees do you have?
3. Is there a company policy for training?
4. How many people are trained in a year?
5. Is there a difference between the method of organising training for management and for workers?
6. On a scale from 1 to 10, how important is training of the employees for this company:

1      2      3      4      5      6      7      8      9      10

7. Are there training possibilities every year?
8. What qualifications do you have to select the trainees?
9. How often can they apply for a training course?
10. Are they free to choose the training course?
11. Can you oblige them to follow a certain training course?
12. Do you work with special training companies?
13. What do you do if the training company cannot handle a course?
14. How many days may a training last?
15. Are there special rules for trainees (such as staying in the company for a certain time)
16. Does the company pay 100% for the training course?
17. Do you prefer individual training or training in a group?
18. How have you organised the evaluation?
19. What happens if someone fails?
20. Do you pay more after an employee has added special skills?
21. Are you aware of the new training methodologies?
22. Are you willing to use them?



**Familiarization with the Working Environment**

**Checklist for trainers**

Date:

Training:

Training place:

Trainer:

Yes	Material	Number	Information
	lap top		
	beamer		
	screen		
	usb stick		
	plugs etc		
	paper		
	memo's		
	writing material		
	markers		
	pins		
	tape		
	big tape		
	pens		
	scissors		
	books		
	1		
	2		
	3		
	brochures		
	1		
	2		
	3		
	flyers		
	1		
	2		
	3		
	promotion material		
	1		
	2		
	3		
	trainers material		
	1		
	2		
	3		
	extra		
	1		
	2		
	3		

## Establishing Training Objectives

### V. Establishing training objectives

The lifelong learning is a fundamental goal of the European Union in order to promote the society of knowledge and the economic competitiveness of our Members States.

It considers both the personal fulfillment and the new training systems based on the new communication and information technologies and the acquisition of languages.

The goal of a successful training would imply innovative help through following steps:

- A shared diagnose between learner and teacher.
- A mutual decision upon development of the action including interchanging phases
- The co-assessment of the way towards social and professional autonomy
- The valuation of progressions and experience accepted on European level.

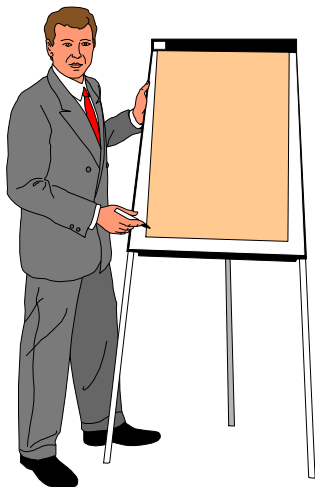
- The training of the employees at work: confirmation of capabilities, developing the know-how, and motivation rising by making the team efficient and the crew operational.

- The devices used throughout the training (specific plan of fundamental training) are summed up on the board below.



*In common:* (between yards)

- security, gesture and posture
- image and look
- techniques and seeking for an employment
- family expenditures



*The specific part of each kind of building:* (in-yard)

Environment

- use of machines: chainsaw, brushwood clearer
- security, hygiene, help
- the technique of clearing the brushwood selectively
- trimming, ornaments and fruit trees
- the plantations
- technique for small sheds- garden

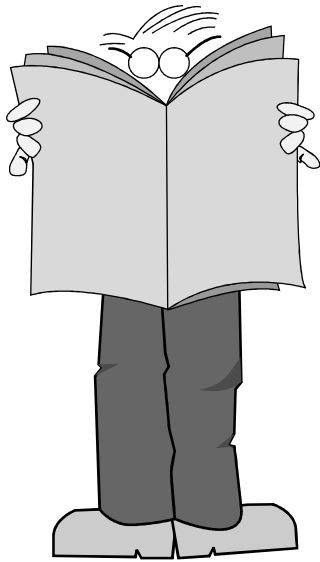
National heritage restoration work:

- the use of machines, building materials
- hygiene, security, help
- wedging
- dry stone walling
- Frontage plastering

*Personal training*

- Basic knowledge, language teaching, specific training for sustainable know-how; bringing skills in accordance to the careers needed by the employers on

## Establishing Training Objectives



the market, in the region and depending on the skills and capabilities of the building worker or his professional plan.

-validation of the required skills, gained from the experience with the partners.

The general training is overall similar for all the site employees. A part is intern (gestures and postures, safety, TRE, data processing and Internet...).

The specific trunk is particular with each site, and the training given connected with the productive activity led on the site is collective. This basic training comes to supplement that exempted by the foreman. If the time of training and realization of a productive technic (calade creation,...) is regarded as significant in time, it is considered all while drawing on evaluation charts and autoevaluation given by the foreman and under the control of a trainer, to give the employee site a professional skills certificate. Double individual and collective objective : the employee acquires additional skills, skills validated by the professionals on the one hand, and on the other hand a better mobilization of the whole of the employee team in a step « quality » of realization of the work in accordance to the code of

practice.

Individual training is developed according to the « situation » of each employee taking into consideration his professional project and his asset, while taking account of the possibilities of work - trades under pressure - on the selected basins of employment.



**VI. Personal Development Plan**

**Profile of competences**

Profile of competences from	
Name of Tutor	
Date	

This list is classified in 30 competences, in 7 themes. Each competence has several questions that have to be answered. The answer can be written in the box "Reaction" in front of every question:

The themes and competences are as following:

**A. Entrepreneurship**

- Competence 1 Customer orientation
- Competence 2 Market climate orientation
- Competence 3 Vision
- Competence 4 Creativity
- Competence 5 Professional activities

**B. Teaching**

- Competence 6 Pedagogical acting
- Competence 7 Profession didactical acting
- Competence 8 Group management
- Competence 9 Taking care of differences
- Competence 10 Orientation of student's results
- Competence 11 Cooperation with colleagues
- Competence 12 Internal communication
- Competence 13 Imagine in others

**D. Personal effectivity**

- Competence 14 Systematic
- Competence 15 Handling stress
- Competence 16 ICT
- Competence 17 Oral language skills
- Competence 18 Written language skills

**E. Result orientation**

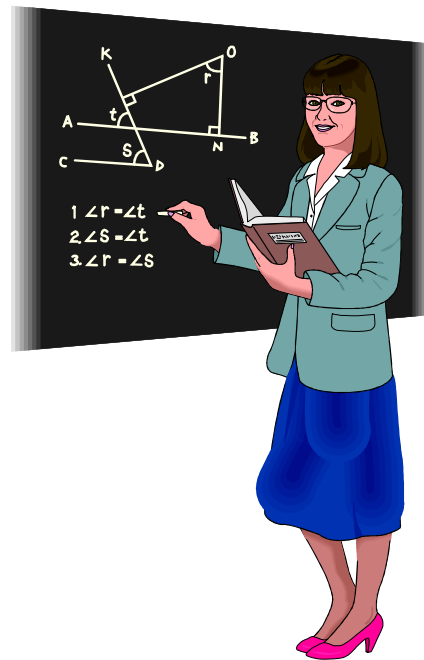
- Competence 19 Need for quality
- Competence 20 Organisational skills
- Competence 21 Decision making
- Competence 22 Progress awareness
- Competence 23 Leading people
- Competence 24 Coaching

**F. Development**

- Competence 25 Innovations
- Competence 26 Professionalizing/development
- Competence 27 Learning capabilities

**G. Representation**

- Competence 28 Loyalty
- Competence 29 Representation
- Competence 30 Profession identity



## Personal Development Plan

### A. Entrepreneurship

#### Competence 1 Customer orientation

Reaction	
	Is open to customers and provides sufficient service
	Can see consequences of own actions
	Keeps interests, position and responsibility of the customer in mind
	Anticipates to specific wishes and needs of the customer
	Translates the needs of the customer into possible services or products
	Is able to develop and carry out a marketing strategy

#### Competence 2 Market climate orientation

Reaction	
	Is aware of the importance of the market environment
	Has periodical contact with colleagues that are responsible within the market
	Undertakes initiatives to improve and keep good relations
	Is active in meetings and contributes
	Is able to persuade or influence the surrounding people
	Contributes enough in meetings when decisions have to be made

#### Competence 3 Vision

Reaction	
	Is able to estimate the influence of new developments
	Contributes new ideas concerning the environment of the market
	Gives a concrete vision and develops specific, realistic and measurable targets
	Translates his own vision in a simple understandable language
	Communicates the internal and external vision clear and at the right time
	Takes care of the involvement of all employees in the process of developing the vision
	Inspires the employees on a base of vision and creates common targets

#### Competence 4 Creativity

Reaction	
	Makes existing matters and processes open to discussion
	Makes proposals for new working methods
	Combines new ideas with existing methods
	Breaks through existing ways of thinking

## Personal Development Plan

### Competence 5 Professional activities

Reaction	
	Changes the method of acting if the situation requires this
	Is informed about the latest trends and developments
	Undertakes extra enriching activities
	Is able to see the relation between present and future needs
	Puts knowledge out of relating sources concerning the subject to discuss or to advise
	Keeps the long term targets of the organisation in mind at all the time

### B. Teaching

### Competence 6 Pedagogical acting

Reaction	
	Observes the behaviour of students during different times and activities
	Invites students to discuss and think about own experiences
	Is able to see development or behavioural problems and knows the proper ways of support
	Knows the situation of each student and their processes and continuation
	Knows the problems that appear in the teaching environment
	Adjusts the individual and Group activities to the possibilities of the students
	Creates a challenging, structuring and stimulating learn and live climate
	Justifies pedagogical conceptions and the consequences for the students
	Has a solid base of relevant theoretical and methodical insights

### Competence 7 Profession didactical acting

Reaction	
	Is able to make assignments for the students without making mistakes itself
	Gives positive feedback to the students about the way they work and how to improve this
	Knows the development of every single student and the way to optimise this
	Clarifies properly which learning goal each assignment carried within
	Knows and follows the learning line of the method
	Deviates from the learning method when it's really necessary
	Uses a variety of different methods of assignments and resources, like ICT a.o.
	Makes sufficient room for own initiatives in working methods
	Has a solid base of relevant theoretical and methodical insights

## Personal Development Plan

Competence 8  
Group management

Reaction	
	Makes clear appointments with the group about the way to work and the use of materials
	Able to see what's happening in the group; listens to students and reacts if necessary
	Creates a neat working environment
	Gives students handles to work through the learning material independently
	Gives students room to make lessons individual
	Creates learning situations in which students are optimally involved
	Is aware and can describe the patterns of communication and the social proportions in the group
	Can describe the social way of acting with and between students
	Has a solid base of relevant theoretical and methodical insights

Competence 9  
Taking care of differences

Reaction	
	Develops skills to take respectfully care of social, physical and religious differences
	Can see specific problems in situations that students are in
	Is aware of the understanding from the learning materials by each- student
	Uses different materials and appliances to teach the students
	Gives students instruction and assignments that fit their possibilities
	Uses different solving strategies for the assignments
	Creates several learning strategies for the students to make their assignments
	Stimulates students to discuss their assignments in common

Competence 10  
Orientation of student's results

Reaction	
	Through exams and observation the potency of each student is followed
	Can link the results with the expected results
	Differentiates in instructing students and the supervision of the students
	Knows the learning goals and targets defined by the school or the company
	Relates his own acting on his/her own knowledge of the learning goals and targets

C. Cooperation

Competence 11  
Cooperation with colleagues



## Personal Development Plan

Reaction	
	Follows appointments
	Can work with others
	Contributes on achieving the common goal
	Accepts the variety of positions and responsibilities in the association and acts that way
	Takes initiative to discuss and improve the cooperation with colleagues
	Organises and implements ways of cooperation learning between professionals
	Has a leading role in activities to improve the social contact and the cooperation

### Competence 12 Internal communication

Reaction	
	Is clear in handling and passing messages
	Gives comment on the work and behaviour of colleagues
	Takes part in meetings and contributes
	Collects information, reads information and asks questions
	Makes clear what is understood and gives non-verbal signs
	Tells what's on his/her mind concerning work, communication or cooperation
	Gives supporting and correcting feedback and stimulates the interaction
	Tries to improve the communication level and skills

### Competence 13 Imagine in others

Reaction	
	Is interested in other people
	Is an active listener and gives clear feedback
	Keeps the circumstances in mind at specific situations
	Is aware of the influence of own actions towards the other
	Can adjust own behaviour to this

## D. Personal effectivity

### Competence 14 Systematic

Reaction	
	Search and creates order and efficiency in own work
	Plans own activities
	Find or asks for relevant information when the process requires this
	Reacts properly to unexpected developments or changes by adjusting own planning
	Can separate main points from other points
	Translates the chosen strategy into an introduction plan
	Can make plans of policy, introduction and implementation for the organisational tasks/routes

## Personal Development Plan

Competence 15  
Handling stress

Reaction	
	Doesn't get upset when he/she makes a mistake
	Keeps structure in his/her work when different people or tasks ask attention at the same time
	Keeps calm when capacitance is given
	Reacts good and calm at a changing environment
	Takes measures to improve stress capability of others

Competence 16  
ICT

Reaction	
	Has knowledge and capability level as asked by the organisation for the specific job
	Uses existing techniques and ICT possibilities
	Is informed about the latest ICT trends in his/her function area
	Researches what tasks can be made with which ways of ICT
	Looks over the borders of own job to look for new or improved ICT matters
	Makes proposals for ICT that are based on ICT knowledge

Competence 17  
Oral language skills

Reaction	
	Formulates correct and easy sentences
	Keeps good contact with the conversation partner(s) during the conversation
	Has a good line and structure in his conversation
	Uses clear examples to support his/her point
	Keeps in mind which message has to be given
	Adjust the conversation to the audience

Competence 18  
Written language skills

Reaction	
	Uses grammar rules and orthography at the right time and in the right way
	Follows the writing policy of the organisation
	Is able to make clear points in letters or essays
	Can asses written communication from others and if necessary correct it

## Personal Development Plan

### E. Result orientation

#### Competence 19

##### Need for quality

Reaction	
	Is able to be critical about own behaviour and functioning
	Looks sharp at own delivered work quality
	Does proposals or takes measures to improve own work and acts that way
	Is able to make clear quality demands for own work
	Can work in the quality system that is used in the organisation
	Asks customers and colleagues about their opinion concerning quality about the delivered work
	Stimulates, organises and implements integral quality policy to improve this within the company
	Translates quality demands into actions

#### Competence 20

##### Organisational skills

Reaction	
	Creates personal conditions to optimise the own working climate and labour conscription
	Has clear working procedures
	Is able to show and justify labour conscriptions towards his/her superiors
	Analyses the situation and gives handles which methods or instruments are the best to use
	Is able to make a budget to realise a goal
	Can defend actions and decisions made to achieve the goal
	Is involved in the way the organisation can reach their chosen strategy
	Formulates and describes this strategy in a clear way
	Aims at reaching the results by using people and materials in the right way

#### Competence 21

##### Decision making

Reaction	
	Provides an active and constructive contribution in decision making points during the meetings
	Is good informed about the different opinions during the phase of opinion making meetings
	Formulates correct and clearly the proposals that need decisions
	Knows which decisions has to be taken, can make a decision
	Motivates and justifies decisions taken
	Has control that the decision taking process isn't delayed unnecessary
	As a superior he/she takes responsibility to make the decisions

## Personal Development Plan

### Competence 22 Progress awareness

Reaction	
	Creates measure points in advance or follows existing measuring points
	Controls at specific moments the progress of own working processes
	Anticipates to bottlenecks and finds a solution
	Asks others to report back agreed activities
	Asks others when process information is left behind or doesn't live up to the set targets
	Controls the progress and results of the total process or project
	Can work on organisational level with prognoses and numbers concerning the own job area

### Competence 23 Leading people

Reaction	
	Gives support and feedback at the right time
	Can leave responsibilities to others, improves self confidence
	Makes a link between individual and team work on one side, and the goals of the school/organisation and the results on the other side
	As a leader he/she is aware of the fact that there is a difference in positions and responsibilities between employees but that they have a common goal
	As a superior he/she defends and implements the policy of the organisation

### Competence 24 Coaching

Reaction	
	Is prepared to receive support, asks for help if necessary
	Gives tasked aimed feedback
	Makes a difference with tasked aimed feedback in observed behaviour and the own interpretation of that behaviour
	Asks questions that increase the learning- and develop possibilities of others
	Gives suggestions to improve functioning by fitting goals and results for others
	Is able to make counselling at work
	Uses organisational aspects when coaching individuals
	Is aware of signals given by employees and takes action if the situation requires this
	Is active in handling sickness, absence and reintegration of employees

## Personal Development Plan

### F. Development

#### Competence 25 Innovations

Reaction	
	Is open minded towards improvements and new things
	Is able to fit improvements or changes in personal working methods
	On a base of experience he/she makes proposals for improvements
	Takes initiative to implement new working methods, services or products
	Translates developments from outside into the organisation
	Creates a base for innovations and is actively involved
	Does research to the feasibility of new working methods, services and products
	Takes decisions about the setting-up of new working methods, services and products

#### Competence 26 Professionalizing/development

Reaction	
	Signals what the personal development possibilities are within the own function
	Is active in developing his/her own function
	Reads relevant literature and applies this in his/her own function
	Prepares for new tasks by learning and studying
	Knows the most important developments in his/her personal working area
	Provides professional help and support for employees to help develop them
	Organises activities within the organisation to improve the development
	Makes proposals to improve the development in the organisation

#### Competence 27 Learning capabilities

Reaction	
	Reflects own handling
	Improves his-/herself on a base of self-reflection and feedback
	Stimulates the learning capabilities of others
	Encourages initiatives and communicates that it's ok to make a mistake sometimes
	Creates good learning situations

## Personal Development Plan

### G. Representation

#### Competence 28

##### Loyalty

Reaction	
	Apprehends rules, appointments and procedures that apply in the organisation
	Can see the goals of the organisation besides own goals and targets
	Reflects on initiatives or policy and filtrates own consequences
	Carries out the policy of the organisation to external contacts
	Supports others with policy matters
	Develops and stimulates a culture and structure of broad professionalism among the employees

#### Competence 29

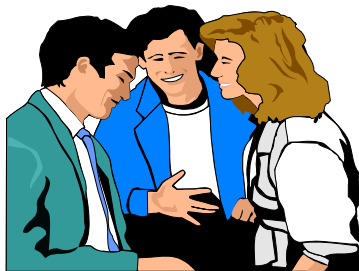
##### Representation

Reaction	
	Handles according the ethnical codes of the company
	Is precise in appointments with external contacts
	Represents on a dignified way the external contacts of the organisation
	Is an example for other employees
	Takes action to improve the image of the organisation

#### Competence 30

##### Profession identity

Reaction	
	Treats others with respect
	Talks correct
	Acts according to a moral responsibility



## **VII. Establishing the training plan**

### **Acare Environment's experience**

#### **1. Context of this approach**

In the latest years assistance for employment and training are increasingly complementary and training « throughout the life » seems a major element to allow the access and the maintenance in the labour market. In this context, Acare Environnement Association brings into discussion the problem of establishing the training plan: trainees and tutors implication, aims and targets during or at the end of the training.

In a context of globalisation, the companies, in particular small SME's, must be increasingly reactive and adaptable to face the economic development. The individual professional development, the adaptability to different the working situations, and of training take all their dimensions. Moreover technological development generates a need of skills whose development makes possible the survival of companies and the increasing of their competitiveness. Meanwhile, we can observe a reinforcement of the labour market, selectivity in particular to the detriment of the most vulnerable employees. They are primarily the persons with a low level of qualification: the young people, the old employees without qualification and socio-professional disadvantaged people. This fast evolution of the trades and the needs can generate a certain inadequacy between the initial diplomas and companies' expectations.

Facing to such evolutions, reaching a long lasting employment period requires imperatively the longlife learning - it is a need!

The dynamics of partnerships proposed by ACARE allow an offer of quality training, always in order to allow the people to reach or to be kept employed that we can call « the employability ».

#### **2. Goal and objectives of this approach**

The aim of the training « throughout the life » is to allow people to acquire, maintain and develop their skills within the framework of a route towards the long lasting employment, and



## Establishing the training plan

which must continue throughout their active life. It can be a question in particular of a complementary qualification, recognized, which can enhance initial teaching and supplement it in order to develop the potential of employees' « employability ». But first of all it allows the employees to be autonomous in the management of their socio-professional life, to be reactive to not only be competitive, but also to be maintained in employment.

The developed approach goes beyond the simple internal framework of the SIAE, and is based on a systemic step. The SIAE works like a specific system organized, finalized and opened. This more or less complex system, more or less easy to control, is crossed by flows of explanatory information heavy with explanations which must be « transversal » put in term of working. Work imply a sequence of the decisions in an environment of constraints (external/ interns) in order to achieve one or more goals and sub-objectives, mobilizing means in a space-time dimension and taking into consideration the transformations. The diagram hereafter shows the approach in terms of inter-relationships or inter-dependences (interfaces or zones of exchanges) with other systems (and actors) upstream and downstream, placing the employee I the centre of he whole.

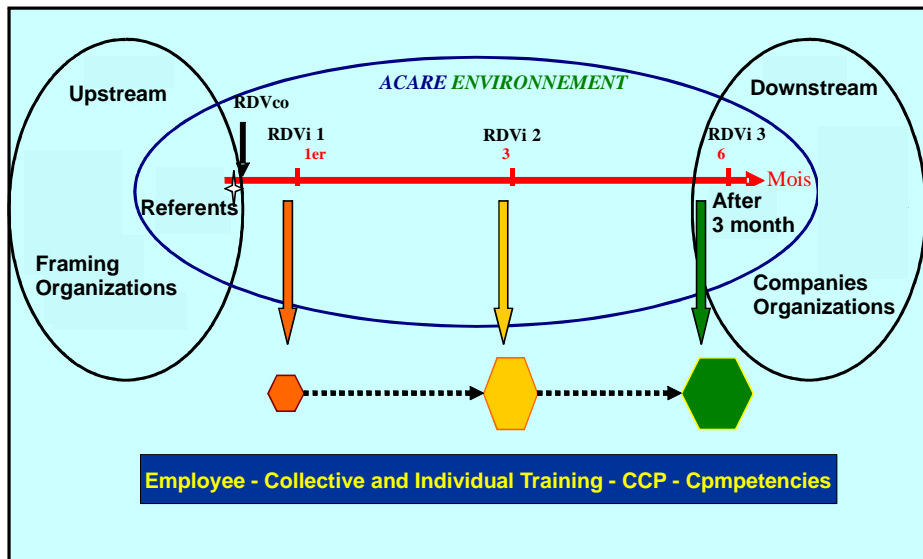


Diagram 1: Transverse approach or « red wire » of the training throughout his life (RP Beylier, 2007)

Hence, the approach is based on the principle of coherence of governorship, transversality of the systems, of the interface between systems and of the relevance of the route towards the employment in term of measurement « employability ». Its transparency, its coherence, its legibility for the internal actors (employees, framing, members association) and external actors (from referents of the institutional partners and financial organisations, the socio-economic actors, persons in charge for the employment, policies of the local authorities, companies) should allow the shared use of such system and its transposition in term of employment policy, led actions through long lasting development of citizenship and of equality of opportunities and, finally, of tangible results in terms of employment. This step falls under the transverse and global approach of policies developed by the communities of urban centres and the communities of small territorial divisions.



## Establishing the training plan

### 3. The « Course towards employment » within the SIAE Acare Environment. Beyond an approach, a tool of emancipation or adaptability!

The partners have to find the « red wire » of the course towards the employment that means non stop training, in the middle of the new social question:

- The words « qualifications » and « skills », hide behind them new labour management trends, expressed, in particular, in terms of social welfare? Isn't the training throughout the life in the middle of the debate about the « security »?

- non-stop training or continuous education? Whereas continuous education aims at the citizen in general, the non-stop training concerns the citizen producer/worker. Can these two topics be confused? Why and how to organize their complementarity?

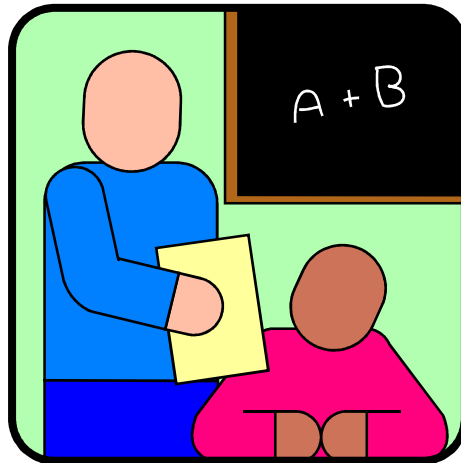
- initial training of the young people or non-stop training of the adults? A student capitalizes his/her assets and after that begins non-stop training - the way to knowledge. Are the answers of the school contract sufficient? What is about basic knowledge in the context of non-stop training?

- non-stop training and study course - an inseparable couple from now on?

The study course is a process that must start early, at school and is marked of stage - crossroads of life. If study course education is essential, the adult must, always, increase his/her free choice later on and be the subject of his/her professional life. What conditions must be accomplished in school and after to allow the citizen to make a success of his socio-professional transitions?

- to attest, validate, confer a degree: who does what? For what? What is the role of the stakeholders, owners and trade unions?

There is, in the French Community, a public device of skills validation managed on an equally represented basis. The « Bologne » decree and the recent initiative about an European framework of certifications, suppose from this point of view, new connections between initial teaching, professional training, short and long term training. How to organize these connections?



#### 3.1. The partnership throughout the « course towards the employment » in Acare Environment

This transverse approach joins the partners « Upstream » from the course - elected officials with the technicians and persons in socio-professional charges - and the partners « downstream » potential employers and elected officials, actions responsible and employment policies, and all the organizations or structures that make the development easier for employability and allowing the recruiting on the basin of employment. One of these framing team missions of the AE is to weave strong bonds in these interface places: zones of exchanges, shared actions and direction given for the interest of the employee in his course towards employment.

#### 3.2. Employee training: to confirm skills, develop know-how, motivate to make the team efficient and operational

The tools of training (essential training in this device) implemented throughout the course

## Establishing the training plan

are summarized in the following table that also contain , examples of training activities «throughout the life » related to the course towards employment:

CORE SYLLABUS (Inter building site)	<p>Safety, gesture and posture Image and look Data processing and internet Technics and search for employment Family budget</p>		
SPECIFIC PART OF EACH TYPE OF SITE (Intra site)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Environment: -Use of machines: slicer, treedozer -Safety, hygiene, help -Technic of selective clearing of undergrowth -Trim, ornament, fruit-tree -Plantations... -Technic small frames - garden</p> </td> <td style="width: 50%; border: none;"> <p>Old built inheritance: -Machines use, materials -Hygiene, safety, help -Technics calade -Technics dry stone walls Technics coats of frontage</p> </td> </tr> </table>	<p>Environment: -Use of machines: slicer, treedozer -Safety, hygiene, help -Technic of selective clearing of undergrowth -Trim, ornament, fruit-tree -Plantations... -Technic small frames - garden</p>	<p>Old built inheritance: -Machines use, materials -Hygiene, safety, help -Technics calade -Technics dry stone walls Technics coats of frontage</p>
<p>Environment: -Use of machines: slicer, treedozer -Safety, hygiene, help -Technic of selective clearing of undergrowth -Trim, ornament, fruit-tree -Plantations... -Technic small frames - garden</p>	<p>Old built inheritance: -Machines use, materials -Hygiene, safety, help -Technics calade -Technics dry stone walls Technics coats of frontage</p>		
<p>Individual training: To know basic, language teaching, specific trainings to turn professional and to be qualified according to trades under pressure on the basin of employment, in the area and according to skills and abilities of the site employee, or of his professional project. Validation of the assets by the experiment with the partners.</p>			
<p>Establishing C.C.P. - Certificates of Professional Competences or module or u.c. (Attesting Unit example - CFPPA) in partnership with the training organizations. training carried out by the foreman with the control of a trainer from a training organisation approved and with a convincing time of developing on the site - setting in situation and acquisition gestures and technics- for the employee, whocan have a degree or a skills degree, validated by the professionals</p>			

### 4. Devices implemented by the reform of the professionnall training

The contract of professionalisation, in effect since 2004, aims at supporting the access to a diploma or a professional qualification of young people 16-25 years leaving the education system and of applicants for jobs. Only these kinds of contracts, more often signed by the young people and the applicants for jobs, give people access a recognized qualification, by combining periods of teaching with the exercise of activity in company.

The period of professionalisation aims to support, by training, the maintenance in the employment of employees who signed a contract on unspecified duration and in particular those whose qualification is insufficient.

Labor market maintenance allows the employee to be the « actor of his professional evolution ». By means of a maintenance which takes place once in two years, the employee formulates his requests for training and gives a progress report on his professional route. This confers the companies the opportunity of co-building - together with the employee - the projects of training and co-development of training plan.

The individual right to training allows the employees to attend, at their initiative, training activities carried out during, or apart from the working time, in accordance to the provisions of a collective agreement.

The individual leave of training is the right to go away from his working station to follow a

## *Establishing the training plan*

training of his choice.

The validation of the assets is legal and allows any person, whatever his age, his level of studies, his statute, to ask for the validation of his professional experience.

The assessment of skills allows an employee to take stock on his skills, capacities and motivations and to define a professional or training project.

### **5. Conclusion**

The improvement of the qualitative practices of work, that brings along a reflexion on the improvement of the working relationships, is a major element of the dynamic of contingency management oriented to more effectiveness and results.

The employee must appropriate his « course towards employment », being the pilot responsible for the check - lists established at the time of appointments and formalized on the « employability area » map. The procedure « COM » is the red wire of the course towards employment.

The guiding team - tutors of employee on the course, pushes and draws, according to method « KANBAN », in the same direction; therefore thus effectiveness and synergy. But beyond the guiding team, there are a lot of actors from the basin of employment that work with the employee for the achievement of the objectives in accordance to the public and private employment policies, the economic policies and the labour market.



## ***Building the group spirit***

### ***VIII. Building the group spirit***

Objective:

- Adult trainees to feel comfortable to share experiences and learn

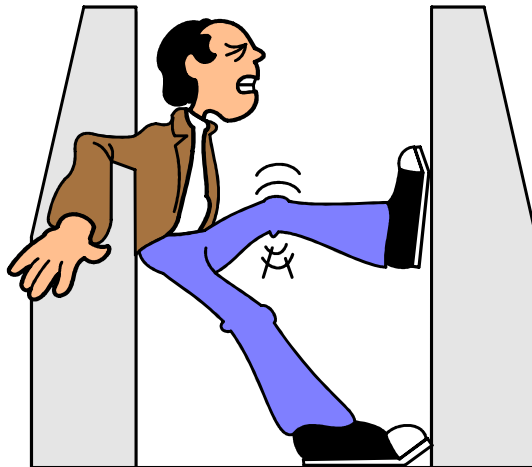
Main steps:

#### **1. Facilitating self-knowledge, knowing of each other and self-reveal.**

Every group takes an adapting period when people familiarize with each other and work together. In this step is recommended for the trainer to use icebreakers and get-to-know-you activities.

#### **2. A group or a team should have an accepted goal, clearly identified.**

Most of the time, groups or teams are compared to sport's teams. As a member of the group you have to know all about the game, you have to know the rules. The players have different roles: some of them are good in defensive, some of them in offensive but there are never 5 goalkeepers. Every player works for the team.



3. Every person is unique and motivational techniques should be adapted to their needs. **Building of a positive psycho-social atmosphere** is required.

Some persons are enthusiastic, while others are more introverted. All need to be taught the importance of a positive attitude, and what a tremendous impact it can have on other participants. And, the coach also needs to realize that his or her mood and attitude strongly affect the others! Loyalty comes from all of the above. When persons feel their participation is valued, they want to continue to participate. The stronger the team concept, the more persons want to remain a part of it.

#### **4. Identifying group rules and norms**

It is not easy to join a group because it costs your independence. As a group member you have to follow its rules and norms, you have to act and to behave in an accepted manner.

5. **Identifying common characteristics** in order to facilitate communication. We are tempted to communicate more often with the persons who are very much alike.

#### **6. Showing motivation for group activities**

More minds produce more and better than one mind. In a group, work skills are combining, activities and information are exchanged. A group values more information than each member separately. In a group one member can add value to another's idea. From interaction and combination we can obtain an innovative result. Also, group situation become a potential source of action, emphatic mobilization, and contagion phenomena.

### 7. Presenting efficiency conditions.

- Cooperating attitude
- Honesty
- Objectivity
- Open minded to opinions and ideas
- Constructive criticism of ideas, and not to persons
- Being receptive to other's ideas does not mean to give up your ideas, only if other's arguments are stronger than yours
- Active listening
- Clemency and understanding effort
- Open relations with group members.
- Members should support each other and wish to work together in achieving the objectives
- Relationships based on trust
- Potential destructive conflicts should be analyzed and solved
- Procedures and process of making decision should be efficient
- Team management to be adapted to members' needs. The trainer should act as energies catalyst and to facilitate the express possibilities of members
- Team should make mile stone analysis
- Team should learn from members' experience
- The relationship with other groups should be opened and cooperative.



8. **Identifying leaders**, identifying psychological characteristics and pre-established relationships of the leaders. The leader bases on him/her own status, leadership style and relationships and translates them **the** group.

### 9. Trust Building

Trust is a core psychological and interpersonal issue. Trust building activities help people to develop mutual respect, openness, understanding, and empathy, as well as helping to develop communication and teamwork skills.

Trust building activities can break down barriers and build deep feelings of trust and reliance between individuals and within small groups.

Avoid doing trust activities too soon. As we already explained, initially, try icebreakers and get-to-know-you activities before introducing trust building activities. If trust activities are introduced too early or too fast, emotional and/or physical harm can occur, with trust broken rather than built. Group members should already have come to accept each other and demonstrated individual responsibility before tackling trust building activities.

Much depends on the role played by the trainer who should act as a facilitator. Since participants are being asked to take psychological and physical risks by trusting other people, it is important to establish a serious, concentrating, caring atmosphere. The facilitator also needs to step in assertively if he/she observes or senses that full care isn't being taken. In some cases it may be preferable to stop a trust activity and do a simpler exercise if a significant lack of trust and responsibility is evident. Make sure that the entire group is aware that there is no room for any anti-trust behaviour including jokes or comments. Something that seems

## ***Building the group spirit***

harmless to an individual and can easily be perceived as horrifying to the person. For ex. a person who is about to fall off a table into the group's waiting arms does not want to hear some tasteless comment about "Hope we don't drop you."

These activities are for the whole group to come together and it doesn't do that well, if you have to remove group members, but if the rest of the group is ready for these activities and are being held back by only one or two people, remove them. Consider removing them right out of the room so that they are unable to interfere in any way with the group.

Processing, reflecting on, and communicating about trust experiences can help participants to explore and better understand their feelings and reactions to trust building activities and their relationships with others involved in the activities

### **10. Team building. Trainer's role**

The building up of a team starts with the trainer. What he or she does to make trainees feel like a part of the group makes all the difference in the world. Not every trainee can win the gold medal, but all can contribute positively to the team effort. Some do this through hard work, by challenging themselves and their team-mates to improve. Others are great leaders. The more the coach can do to acknowledge and appreciate all positive contributors, the stronger they all identify with the team.

The team, uniforming such distinctive signs, helps build up the concept of team.

Team building activities are stimulating problem-solving tasks designed to help group members develop their capacity to work effectively together. Team building exercises can be adapted for virtually any setting, young or old, large or small, and across cultures.

Much depends on the role played by a facilitator. Different team building activities facilitated in different ways with different groups can and will lead to a wide variety of different experiences and different outcomes. In the hands of an excellent facilitator, even the simplest game can become a significant experience for participants; with a poor instructor, even a well-designed activity can go wrong.

An important part of team building exercises is participants' reflection and discussion about the activity, how they approached the situation, and possible points of learning. For example, a group could be videoed during an activity and the video watched, analyzed and discussed, to help extract potential learning from team building exercises.



## IX. Evaluation system

### Evaluation of Non Formal and Informal Learning

The **French** "Bilan de compétence" (CEDEFOP 1997, Perker/Ward 1994, 1996) distinguishes between a *preliminary* phase, intended to lead the candidate to define and analyze his or her needs; an *investigative* phase which should help the candidate to state his or her values, interests and aspirations, general and occupational knowledge, skills and aptitudes and identify motivation; and a *concluding* phase in the form of personal interviews where the aim is to review the results with the candidate.

The **British** "Accreditation of Prior Learning " (APL) differs from the "bilan" as it leads to the award of a **formal** recognition such as a diploma/certificate, or in the form of a partial recognition (relative to the NVQ or SVQ-system). The procedure (CEDEFOP 1994) starts with general information about the APL process. In a succeeding session the candidate - assisted by a mentor - has to reflect on his or her experience, relevant skills and knowledge. Finally, the candidate's portfolio is assessed by an assessor who may interview the candidate and may ask questions to test the candidate's understanding of the work.

The central element of the **Dutch** assessment approach (Bom/Klarus/Nieskens 1997), currently under testing in different sectors, is a predefined task, carried out in an actual or simulated situation. The central elements of the competence in question have to be represented in the task, thus allowing the candidate to show if he or she actually commands the necessary skills in a realistic context. Upon completion of the task, the candidate must reflect on how the task was performed and how other tasks within the same domain could have been solved by the same or related methodologies and approaches.



These examples show that a combination of *interviews*, *diagnostic assessments*, *self-assessments* and *tests* are used in assessing knowledge. Most commonly, the approaches may lead to a portfolio or as a certificate. The **French**, British and Dutch examples are oriented towards guided processes, using dialogue as an inherent approach in the assessment process.

The same can be said of several other approaches such as the **Irish, Australian and Canadian** examples (CEDEFOP 1997).

To balance the dialogue and to use self-assessment (and self-understanding) as a way to improve the quality of the assessment-process seems to be basic. The systems described also seem to recognize the individual and context-specific character of the person being assessed.

#### **The assessment Process**

The key factor in this **assessment process** is that it is led by learners and encourages them to take responsibility for their own learning.

They progress at a pace that suits them, closely monitored by their tutors.

Learners need a comprehensive induction so that they fully understand the assessment

## Evaluation system

requirements.

Sufficient time has to be set aside for supportive tutorial activities, and learners need free access to resources in order to develop their background knowledge.

Work-based learning providers need to develop effective systems to monitor and evaluate learners' progress, ensuring that they do not fall behind.

Work-based learning providers can involve employers in the assessment process by using additional evidence from the workplace.

During induction, tutors give learners:

- A) a complete descriptor of the module
- B) a clear explanation of how they will be assessed.

### **Step One**

#### **Internal Verification - Interview**

Questionnaire or interview to establish learners previous training and skills record.

#### **Diagnostic assessments**

- \* The candidate defines and analyses his or her needs
- \* The candidate states his or her values, interests and aspirations, general and occupational knowledge and reflects on his or her experience, relevant skills and knowledge, skills and aptitudes and identifies motivation.

### **Step Two**

#### **Self-assessments and tests are used in assessing knowledge**

Learners use a **self - assessment checklist sheet** to record their practical activities or progress, referencing them to outcomes/actions or modules. Tutors initial the record to confirm that the activity has taken place, and add their comments.

Formal assessments take place during the training module and are led by the learners in the sense that they have to plan and book their own assessments at least a few days in advance.

Before assessment takes place learners must also complete the appropriate **record of assessment sheet**. Learners have to identify and record what range and performance criteria they expect to cover during the assessment. Learners need a good understanding of the requirements and the whole assessment process. If they do not complete the record of assessment sheet, then no assessment will take place.

### **Step Three**

At the start of each lesson the tutor discusses the planned assessments with learners to ensure that they are still happy to be assessed, and communicate with the rest of the group so that everyone knows who is being assessed, and the learner's performance is observed during the lesson.

#### **Methods of Assessment:**

- \* Naturally Occurring
- \* Direct Observation
- \* Product Inspection
- \* Project/Assignment
- \* Oral Questions
- \* Written Questions

Learners receive constructive individual feedback after an assessment. The tutor:

- asks questions on the outcome assessed
- records the answers
- records the outcome of the assessment by making a comment on the **Record of Assessment Sheet**, ticking competent or not yet competent, and signing it.
- Completes the **Tutor assessment record**

### **Step Four**



Learners evaluate how the assessment went and record this on the record of assessment sheet.

Learners keep a record of these assessments on their **Evidence Diary Sheet** completed with their name and planned activity, referenced to the outcome/action and Module and assessors signature.

This makes the assessment process a more realistic reflection of what happens in the workplace. Learners are more responsible for their own learning than would normally be the case, and gain the confidence to decide when they are ready to be assessed.

The whole assessment process is closely linked to regular tutorial sessions. Tutors monitor the assessments and encourage learners to progress at a pace suited to their abilities. If learners get behind with the expected number of assessments, action plans are developed to get them back on track.

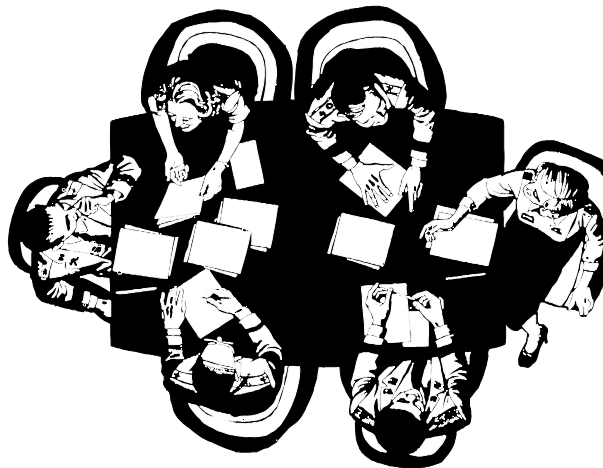
### **Step Five**

To complete outcomes, learners must answer background knowledge questions (tests) according to a well-planned structure of taught background knowledge lessons.

Learners generally answer the questions after these taught lessons, but can do so at any time throughout the training course. Tutors do, however, encourage learners to answer the questions as soon as they can – especially where they are close to completing a unit.

### **Documents**

1. Module Descriptor and Assessment Procedure – ANNEX 1
2. Candidate Interview Record – ANNEX 2
3. Needs Analyses
  - Diagnostic assessments - ANNEX 3
  - Skills analyses – ANNEX 4
4. Self - assessment checklist sheet - ANNEX 5
5. Record of assessment sheet - ANNEX 6
6. Tutor assessment record – ANNEX 7
7. Evidence Diary Sheet – ANNEX 8
8. Observation Report – ANNEX 9
9. Assignment Sheet – ANNEX 10
10. Final Report – ANNEX 11



**Evaluation system**

**ANNEX 1**

MODULE DESCRIPTOR	
Reference	TITLE

DESCRIPTION
<p><b>Purpose</b> This module is designed to enable the learner to acquire skills and knowledge required to.....</p> <p>It is aimed at those who wish to develop their abilities as/in.....</p>

LEARNING OUTCOMES
<p>The learner should:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>

ASSESSMENT PROCEDURES
<p>(Performance) Criteria</p> <p>For each outcome the criteria must be set.</p> <p>Instruments of Assessment</p> <ol style="list-style-type: none"> <li>a) The learner is set an assignment to test the application of knowledge and skills requires to fulfil the outcome.</li> <li>b) Where appropriate the assessment may be carried out with the aid of an observation checklist.</li> <li>c) This also applies for product inspection.</li> <li>d) Oral questions may be asked or learner is required to explain the outcome.</li> <li>e) Written questions are put to the learner</li> <li>f) Assignment</li> </ol> <p>Acceptable performance in the module will be satisfactory achievement of all the (Performance) criteria specified for each outcome.</p>

	NAME	DATE	SIGNATURE
Set by/revised by			
Approved			

**Evaluation system**

CALENDAR/PROGRAMME		
Modular Course		
REQUESTS		
Duration	Hours	Work Practice
Didactic Materials and Publications		
Trainer Profile		Learner Profile
RECOMENDATIONS		

**ANNEX 2**

**CANDIDATE INTERVIEW RECORD**

Candidate Name .....

Assessor Name .....

Interviewer Name .....Module.....


I agree that the contents of this form may be shared with my assessor.

Candidate signature ..... Date

Interviewer Signature..... Date

DIAGNOSTIC ASSESSMENT

SKILLS ASSESSMENT - GENERAL

Score yourself out of 10 for each skill and behaviour. At the same time agree whether each skill is essential or desirable for the effective performance of your role, or your next job if you are seeking advancement. Your personal development priorities are therefore the lowest scores in the essential skills.

	Skills and work competency areas	Score/10	
		Self-assessment	Essential Desirable
1.	Using and developing my knowledge.		
2.	Financial understanding and commercial ability.		
3.	Researching, investigating and problem-solving.		
4.	Communicating outwardly: face-to-face, phone, email, etc		
5.	Listening and interpretation, establishing rapport, understanding needs.		
6.	Developing solutions and agreeing things with people.		
7.	Speaking and presenting to groups.		
8.	Helping or coaching or teaching or training others.		
9.	Using information and communications technology (ICT or IT).		
10.	Technical appreciation and use of equipment /tools/machinery for my area and related areas.		
11.	Understanding and making the most of my relationships with people and groups.		
12.	Competitor/industry awareness and consideration of these factors in planning, decision-making, etc.		
13.	Taking initiative and responsibility, e.g., decision-making, project management, running meetings.		
14.	Visioning, creating, and inspiring others with my ideas.		
15.	Managing time, planning, being effective, efficient, productive, and reliable.		
16.	Appreciating/applying sustainability, humanity and ethical considerations.		

Candidate signature..... Interviewer Signature..... Date.....

**BEHAVIOUR ASSESSMENT - GENERAL**

Score yourself out of 10 for each skill and behaviour. At the same time agree whether each behaviour is essential or desirable for the effective performance of your role, or your next job if you are seeking advancement. Your personal development priorities are therefore the lowest scores in the essential behaviours.

		Score/10		
	Behaviours, attitudes and personal style	Self-assessment	Essential	Desirable
1.	Striving for personal development.			
2.	Taking personal responsibility to resolve problems, even those not of my own making.			
3.	Understanding the way people really feel.			
4.	Developing positive relationships.			
5.	Keeping focused and productive, reliable and dependable.			
6.	Planning how to achieve my work and personal goals.			
7.	Managing stress and conflict.			
8.	Managing upwards and sideways (my managerial superiors and my peers).			
9.	Contributing positively to team/company morale and spirit.			
10.	Seeking and picking up responsibility that I see waiting to be filled.			
11.	Team-working.			
12.	Having compassion and care for others.			
13.	Using integrity and ethics in my judgement about work and organisational issues.			

Candidate signature.....

Interviewer Signature.....

Date.....

**SKILLS ANALYSIS FORM****Self Appraisal**

Listed below are various skills that are grouped into categories. Please check all skills in all categories that you actually have or have used in the past. Whether you received compensation for using your skills does not matter. If you have the skill, check it off.

In this analysis the evaluation scale is from 1 to 5, 1 being very under-developed and 5 being highly developed.

**CANDIDATE NAME** .....

<b>BASIC SKILLS</b>					
Verbal Capacity,	1	2	3	4	5
Numerical Capacity	1	2	3	4	5
Spatial Capacity	1	2	3	4	5
Logical Capacity	1	2	3	4	5

<b>EMOTIONAL INTELLIGENCE</b>					
Self-awareness	1	2	3	4	5
Self-management	1	2	3	4	5
Motivation	1	2	3	4	5
Empathy	1	2	3	4	5
Social Skills					
Confidence in yourself	1	2	3	4	5
The ability to encourage development in others	1	2	3	4	5
Initiative	1	2	3	4	5
Influence, the skill to lead teams and influence policy	1	2	3	4	5

<b>ATTENTION TO DETAIL AND RESISTANCE TO ROUTINE</b>					
	1	2	3	4	5
Meticulousness	1	2	3	4	5
Consistency	1	2	3	4	5
Quantity of work	1	2	3	4	5
Diligence	1	2	3	4	5
Willingness	1	2	3	4	5
Resistance in terms of routine tasks	1	2	3	4	5

**Evaluation system**

**ANNEX 4**

<b>INITIATIVE AND ORGANISATIONAL CAPACITY</b>					
Creativity	1	2	3	4	5
Initiative	1	2	3	4	5
Planning	1	2	3	4	5
Problem analysis	1	2	3	4	5
Decisions	1	2	3	4	5
Communication in the native tongue	1	2	3	4	5
Communication in a foreign language	1	2	3	4	5
Organisation	1	2	3	4	5
Forcefulness	1	2	3	4	5

<b>SKILL AND ANALYTICAL CAPACITY</b>					
Mental agility	1	2	3	4	5
Knowledge of the work	1	2	3	4	5
Multitasking	1	2	3	4	5
Quality of work	1	2	3	4	5
Adaptability	1	2	3	4	5
Stability	1	2	3	4	5

<b>DISCIPLINE AND COLLABORATION</b>					
Acceptance	1	2	3	4	5
Appearance and good manners	1	2	3	4	5
Attendance and punctuality	1	2	3	4	5
Respect for the rules	1	2	3	4	5
Cooperation	1	2	3	4	5

Signature of Candidate:.....

Date.....

**ANNEX 5**

**SELF ASSESSMENT CHECKLIST**

Module:.....

Name of Learner.....

Ref	Outcome - Key Indicator	Met Yes/No	Action
1.			
2.			

Checked by (Name)..... Date.....

Signature.....





**TUTOR ASSESSMENT RECORD**

Module:.....

Date: .....

Session : ..... Assessor:.....

Learner Name	Outcome No	Competent	Not Yet Competent	Assessor's Comments & Initials

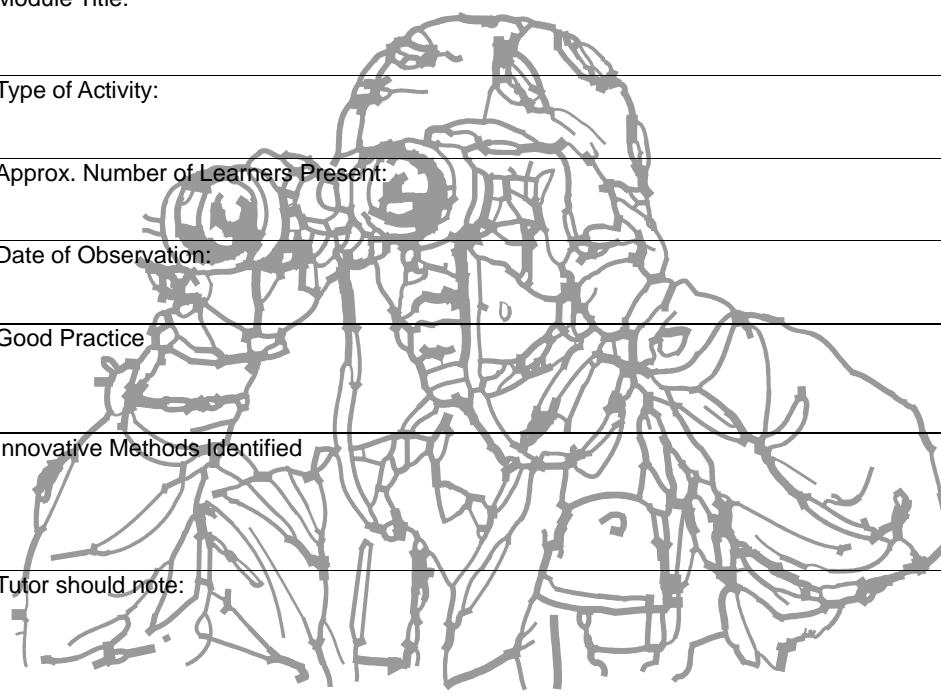
**EVIDENCE DIARY SHEET**

Learner name:.....

Evidence gathered in relation to:				
Date	Tasks	Outcome	9 8	Assessors initials and comments

**Observation Report Form**

Name of Observer/Module Reviewer:
Name of Person Observed:
Module Title:
Type of Activity:
Approx. Number of Learners Present:
Date of Observation:
Good Practice
Innovative Methods Identified
Tutor should note:



Signed: \_\_\_\_\_ (Observer)

Date: \_\_\_\_\_

**ASSIGNMENT SHEET**

**NAME OF LEARNER:**.....

**Date:**.....

<b>1. GENERAL INFORMATION</b>	
Title	Start Date
	Finish Date
Participants:	

<b>2. BACKGROUND</b>
Aim
Content
Expected Results

<b>3. EXECUTION</b>
Achievement
Limitations
Stakeholders involved (where applicable)

<b>4. CONCLUSIONS AND RECOMMENDATIONS</b>

Signature of Tutor.....

Date.....

**Evaluation system**

**ANNEX 11**

**FINAL REPORT**

**MODULE**.....  
**LEARNER**.....

Start Date	Finish date
------------	-------------

Module Aims

OUTCOMES	Instruments of Assessment Results ( C = competent    NYT = Not Yet Competent)				
	Assignment	Observation	Inspection	Oral Questions	Written Questions
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

This evaluation scale is from 1 to 5, 1 being very low and 5 being high

MOTIVATION						
Progress	1	2	3	4	5	
Attitude	1	2	3	4	5	
Degree of Interest	1	2	3	4	5	
Attendance	1	2	3	4	5	
Punctuality	1	2	3	4	5	
Quality of work	1	2	3	4	5	
Participation	1	2	3	4	5	
Initiative	1	2	3	4	5	
Relation to the Tutor	1	2	3	4	5	
Relation to the other learners	1	2	3	4	5	

**Observations**

Tutor.....Date.....  
 Signature of Tutor.....  
 Signature of Learner.....