Chance 3000 Stärken erkennen

Handbook

Your Guide

for your

practical consulting tools!

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Introduction

Dear Trainer!

Dear Tutor!

Dear Consulter!

We are delighted that you are using our Consulting- and Assessment-Tools! You will see that all the elements will offer you support for a qualitative consulting.

This can be in regard of the further life of your customers or for assisting companies to find the persons, where their participants profile consistently agrees optimally with the job profile.

This Handbook includes practical methods which you can use in different stage during the consulting process. You get always a general explanation with references, where the method is coming from and a practical tool which is great to use. We integrate the factor that it could be that you work with migrants, so we integrated cultural oriented methods too.

We are looking forward to cooperate with you!

Title of the practice	BIS – Balance Of Social Integration
Target Group	Immigrants/migrants and social workers and other professionals involved in the integration process of immigrants
Aim	- Promote social integration of immigrants - Improving the knowledge and experience of professionals who work with immigrants, by implementing a methodology based on both the development of individual experiences, and the development of skills for services - Develop a training methodology that can be adapted and applied to other contexts - Promoting intercultural dimension of the organizations working with the immigrant population, to promote the concept of citizenship and respect for other cultures - Give confidence to immigrants with integration difficulties, assessing the capabilities of the parents so they can help their children in the integration process - Helping immigrants in those processes necessary for recognition of their knowledge and improve their professional skills
Focus area	- It is an innovative orientation tool, "Balance of social integration", taking into account cultural and ethnic diversity of the countries involved in immigration flows to recognize and value the professional skills and social skills immigrants - The focus is the promotion of the social cohesion and integration of migrants in order to avoid the marginality as a group
Kind of tools and instruments	Tools for social labour integration, including labour orientation, addressed to migrants: - Outline for first interview - Outline for second interview - Outline for meeting in groups
Innovation	The BIS tools aim to provide a concrete response to the need of implementing innovative tools for combating the migrants' marginality, promoting their integration and social cohesion. The project had developed an innovative guidance tool, called the "Balance of Social Integration", taking into account the ethnic and cultural diversities between those countries involved in the leaving migratory flows and those one involved in the entrance migratory flows, in order to recognize their knowledge and value migrants' professional and social competences. Moreover, the BIS project aims to improve knowledge and skills of social

	workers and other professionals involved in migrants' process of integration. The today reality in Europe shows us continuous migrants flows inside EU borders, but also new entrance from outside EU and the fact is that Europe needs these people on the labor market. If the people from outside Europe are mostly young people, the migrants from inside have all type of ages. Precisely these characteristics make BIS Project's outputs interesting to extent and use in the context of integration on the labor market of the unemployed persons from over 45 years old, which may be part of these migrations flows.
References	These tools were developed under the BIS project (Grundtvig multilateral) BIS PROJECT - Balance of Social Integration for immigrant people and Development and Self-Learning of the Intercultural Dimension inner to the learning organizations (Project N°. 517989-LLP-1-2011-1-IT-GRUNDTVIG-GMP).

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After each session the consulter makes notes according to the three outlines described above. At the end of each session the consulter summarizes the outcomes of the particular session and he/she makes a short evaluation with an eye to an upcoming session.	
Outline for first interview	Personal information like name*, birth place, qualifications, certifications or family composition* are collected in tables to get a transparent overview about the current status of the person. The consultancy uses the methodology of the narrative method and storytelling form, by giving the person enough space to talk about him/herself in a casual atmosphere (ref. to outline for the first interview). The consultant makes notes and categorizes them according to the field to which are they related: *qualification, plans, needs, problems, own personality, family, friends, children, reasons why the person is taking part in the consultancy, person's expectation and the person's awareness level about every point*.
Outline for second interview	The outline for the second interview uses among the storytelling form also tables with phrases formulated in advance, to get more value focused answers from the participants. If a person decides to have a second interview, it should be started with a personal question to let the client speak about him/herself. If the client may be a little bit indecisive, the free storytelling will warm her/him up. Try to avoid answers "yes" or "no".

Possible question to the user: *"In these days, do you have thought about the outcomes of first interview and the possible benefit of the consultancy for you? About what did you think in particular? Are there arguments that you would deepen? Did you speak of the interview to your family? What are the opinions of your relatives?"*

The next part is important both because it provides to the consultant information about the views of the person in relation to the context and the events and because stimulates the migrant to reflect on his/her vision and attitudes. The person is asked *how will his/her expectations come true* and has to chose if the given option (e.g. *by my determination to want they will happen; by luck; by my commitment; by the aid that I could have; by my ability to enhance my skills and my experience; by money that i could have; by the force that I could put in overcoming the difficulties; by chance; by my ability*) is true, false or neither of the two.

In the 2nd interview there is also a part that evaluates person's *social network*. The person is given a piece of paper and should write down the names of the people to which he/she is connected. The consultant shall stimulate a reflection on it, analyzing the roles and functions of the people and of the individual reality inducing the person to evaluate it: *"It is a poor or rich network? Is a network capable of providing support in difficulties? Which are the difficulties in building a solid network of reference?"*

Besides the consulter conduct the discovery of person's *competences* in the field of hobbies and interests; household and family; education and training. After this consulter organizes a *self evaluation* of these competencies and helps the person at this task. Possible questions are: *"What did I do in detail? How did I proceed? What I am able to do? What did I learn? In which other context did I use these abilities?"*

There is also an aspect that considers job. While paying attention to the need of a job (in order to survive, to help the family, to stay in the host country), the consultant shall carry out a thorough investigation of the aptitudes, interests and abilities of the person in order to orient him/her towards an eventual further development project (concrete and achievable). It is also necessary to consider the fact that to accept any job is often symptom a low level of self-esteem and feeling of isolation. *The question might be: "What do I look for in a job" and the answers given: "Physical environment (no risk of harmful factors, etc.); Human environment (positive relationships with colleagues, cooperation, etc.); Availability of free time; Flexibility of time; Safety of work (no risk of dismissal); Creativeness (opportunity to invent, to design, to elaborate, etc.); No repetition (no routine); Independence; Opportunity of leadership; Level of professionalism (enhancement of knowledge and skills)" with possibility of ranging (not at all, little, very, a lot).*

The persons should answer also to the questions such as *"What sort of job am I looking for? What are my skills regarding this? What should I improve?"*

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		The third session uses the methodology of synthesis on balance using open questions for the participants about future steps and deadlines. A timescale with defined tasks ends up the third session. The outline for Working in groups focuses on using meta cards, games, brain storming and storytelling facing and describing challenges in everyday life, personal networks, personal interest and immigration history.
Outline for meeting in groups		

Title of the practice	ROMAinEU
Target Group	Roma people in Europe
Aim	To develop social and civil competences among mediators, advisers and trainers working in school, social and/or labour integration of Roma people
Focus area	- Provide the target group with the necessary knowledge, skills and competences in order to promote an intercultural approach, the respect for differences and the educational, social and labour integration of Roma people. - Contribute and enhance socio-labour and educational integration of Roma people. - Raising awareness about the importance of respecting the social and cultural difference
Kind of tools and instruments	It is mainly addressed to mediators working in Roma communities but also to social workers, teachers and counsellors working in the labour or education field. The contents in the RomaInEU course was the following: - The role of mediators in Spain, Hungary, Romania and Bulgaria - Roma culture in Spain, Hungary, Romania and Bulgaria - Motivation - Communication - Conflict management - Decision making - Culture of Tolerance - Good practices in the integration of Roma minorities
Innovation	Innovative is the self-preparation integration for consulter. This tool may be used by mediators, advisers and trainers who work with unemployed people (no matter the ages, but it work especially with people who are looking for new perspective to their professional life) by focus them to create his/her own life project, beyond employers' and companies' long term strategies.
References	This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project nº: 2011-1-ES1-LEO05-36463.

Practical Tool

The verbal communication part is to be pointed out, since it is of the crucial meaning for the consulter.

a) Preparation for the communication: the consulter must answer these questions
   - *With whom will I communicate? About what?*
   - *What role do I play in this conversation?*
   - *What is expected from me? (a relief from burdening (the feeling that not too much is required from them and that they are not in a hurry to make a change); emotional support; enlightenment in the sense of enhanced awareness and better understanding of the situation; or guidance (suggestions, advices and recommendations, in case those are compatible with the service user's views). Sometimes the communication partner is expecting from the consulter to change his or her life in a short period of time. Be realistic about what your role is and what you can do.)*
   - *Do I plan to act as a professional, as a friend or as an authority? What personality traits of mine should be stressed during the communication? Do I want to be strict or lenient?*
   - *How do I want to formulate the question to the listener? What if it is not welcome?*
   - *What are his or her cultural backgrounds (he or she might belong to multiple cultural backgrounds), and how can I express respect to it?*

b) Mindful listening
   It is an active and manifold process. It is not just about hearing.
   First, you should select and organize information. You must be aware of the most important parts of the communication content. Also, you must try to understand your partner, and what he or she intends to say.
   Always eat something before a conversation to prevent yourself from keep thinking of how hungry you are. Do not engage in important conversations when you are tired, try to be sincere about the reasons, and postpone it. In case you have no choice, tell your partner that you are interested in what he or she says, and if you do not seem so, it is because of your fatigue.

c) Support
   During the whole communication process it is essential to continuously communicate support towards the other or the others.

d) Asking questions
   In order to gather information there are three types of questions to be used: narrow questions, broad questions and inner-person questions.
   - Closed questions:
   In case your goal is to gather factual information, closed questions are your best tool. Closed questions can be usually answered with either a yes or no, or a concrete piece of information.

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- Open questions:

Open questions are useful to receive more details about an issue and to have more extensive answers. If you really want to get to know your partners, you are encouraged to use those.

- Leading questions:

Leading questions are used to influence or put pressure on your partner, by including the answer you would like to hear. Examples include: *So you are going to forgive him, aren't you?*

YUSS

Title of the practice	YUSS
Target Group	Unemployed people
Aim	The Final Coaching Programme is the acquisition of knowledge, competences and qualifications, via coaching techniques that promote the personal development and active participation of people in working life. **Four skills** were identified: 1. Ability to adapt to organizational environment 2. Communication 3. Emotional Intelligence 4. Autonomy **And the following competencies**: 1. Competency for effective communication 2. Competency for co-operation 3. Competency for entrepreneurship 4. Competency for flexibility 5. Competency for customer orientation 6. Competency for efficiency 7. Competency for independence and decisiveness 8. Competency for solving problems 9. Competency for organizing and planning 10. Competency for life-long learning 11. Competency for proactive approach 12. Competency for stress resiliency 13. Competency for exploring and orientation in information 14. Competency for communication in foreign languages
Focus area	The definition of the core soft skills (ability to adapt to organizational environment, communication, emotional intelligence and autonomy) and final contents of the coaching programme.
Kind of tools and instruments	The training consist of: - Theoretical introduction - Practical example of one exercise from the particular competency - Discussion face-to-face sessions

Innovation	The training is oriented practically and makes use of the interactive training methods with the involvement of the participants. The project adheres to the J.A. Comenius´s "Learning by Playing" principle. Its methodology thus stems from the experiential learning principles. The greatest emphasis is put on the participants´ activity, their cooperation and communication, never on the classic form of interpretation and reading.
References	**The Be Sapiens coaching model** was developed under a project funded by the Equal Community Initiative, which aimed at developing training methodologies on the job, flexible and interactive, totally focused on professional and personal dynamics of each individual and supported by a process of organisational knowledge management. **The Be Competent methodology** is based on a training programme made for the evaluation and development of 14 selected competences. The entire training programme was fully tested on representatives target group (around 2000 adults and over 10000 pupils and trainees). Can be for everybody from childhood to old age, companies and their employees, unemployed people, teachers and students, school management. Originally, the Be Competent methodology was developed under the EQUAL project, Labour Market Competences.

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This model is an organizational and individual development program, based on coaching, which enhances performance aimed at objectives and skills development and thus promoting the individual and professional development and team performance by means of a personal supervision, which privileges collaborative environments.

One of the techniques included within it is Objectives, Reality, Options and Action definitions.

I. What is wrong? What difficulties can you find?
Define clearly the objectives to achieve… OBJECTIVES

II. What is really happening?
Explain clearly what in fact the difficulty is… REALITY

III. How can we solve the problem? What are the existing options? What are the most adequate?
Build options together with the coachee …. OPTIONS

IV. How long would it take to achieve it? SMART objectives
Clearly specify the way it is going to happen… ACTION

An action plan is to be created according to this point it needs to include:
   a) *Starting date*
   b) *Objective (The actions that allow me to achieve my objectives)*
   c) *Evaluation (How am I going to analyze my progress)*
   d) *Challenge (In what way these actions will challenge me)*
   e) *Support (Who will support me while I try to achieve my objectives)*

COMPUTIL

Title of the practice	**COMPUTIL – Competence for Public Utilities**
Precise theme/issue tackled by the practice	Sharing of internal know-how in the context of public utility services
Objectives of the practice	COMPUTIL is a model for programming, monitoring and management of training processes with the objective of sharing know-how in public utility companies and develop the skills needed to oversee the whole process of customer management
Best Practices Description	COMPUTIL Model is dived in 5 phases: • Analysis of the organizational context and the identification of key processes • Identification of training needs • Identification of key competencies and related behaviours • Design and delivery of training paths • Evaluation of the outcome of training The most interesting part of the model is the "Identification of key competencies and related behaviours of the best performers": the interview with the best performer. In fact, thanks to the interview, it is possible to identify key competencies and behaviours to all the workers of the front office or who, in same way, have direct contact with customers. It is a semi-structured interview which assumes an average degree of directivity. Through the interview, it's possible to identify the main macro-soft skills necessary for the proper management of the relationship with the customer. These are declined in micro-skills, the real key skills, connected to the behaviours adopted in problem situations. The interview is an analysis of real work situations: • Standard/routine situations: the system is in equilibrium, there aren't emergencies or threats to the system, involving the implementation of standard skills, knowledge and know-how. • Problem situations that occur most frequently: they generate in their repetition over time, a range of situations with related paths of action: procedural knowledge, derived from experience, action strategies designed and constructed over time. • Critical events that create unpredictable situations, for which there are no paths of action already available, in the experience of the worker, which therefore require the construction of unusual action strategies.

Tool	COMPUTIL model is based on the Behavioural Event Interview methodology which is based on an approach that uses the STAR model: "S" - situation, "T" - task, "A" - action, "R" result. During the interview, best performers are asked to respond by describing a situation or task they had to accomplish, the action they took to resolve the task and the result of the situation. Specifically, the items that the model helps to deepen through several situational questions, are the following: • Soft skills area (ex: ability to manage conflict situations); • Specific skill (ex: interact appropriately to aggressive behaviour); • Specific situation/task; • Specific actions undertaken; • Concrete results; • Evaluation indicators (that prove the actual resolution of the problem). This process allows to deepen knowledge but also the skills possessed by the best performer, and how these are reflected in his behaviour in standard situations and in problem situations. These skills are often latent, silent, difficult to describe by the worker, if not properly guided through an in-depth interview.
Transferability	This methodology is transferable to any context, although it is much more useful when applied to soft skills rather than technical ones, for which the classical training may be preferable.
Sustainability	This methodology is much more expensive in terms of time, energy and money compared to "catalogue" training, but it is also much more efficient, it allows the detection of the concrete effects of training on behaviour and the development of knowledge within organizations.
Innovation	BEI methodology is usually used for job interviews, and the basic premise behind behavioural interviewing is: the most accurate predictor of future performance is past performance in a similar situation. COMPUTIL model is innovative because it uses BEI methodology, but for identifying the main macro-soft skills necessary for the proper management of the relationship with the customer, and the micro-skills, the real key skills, connected to the behaviours adopted in problem situations. In this case, BEI methodology aims to bring out the latent skills of the best performers, and to use them for designing internal training paths.

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Practical tool: grid for the best-performer's interview

COMPETENCE AREA	SPECIFIC COMPETENCE	SITUATIONAL QUESTIONS	SITUATION	ACTIONS	RESULTS
Ability to manage situations of conflict	Properly interact with opposing and aggressive oppositions made by the client	What would/did you concretely do in a situation in which a client has pointed out a necessity or a complaint?			
	Efficiently and promptly react to unexpected situations involving internal and external clients				
	Understand the user's necessities in order to satisfy them				
Ability of cooperating and communicating within the company	Efficiently work in groups	Could you please describe me how the most significant working group you cooperated with was created?			
		What do you believe are the rules of group work? Please make an example			
	Properly collaborate with all the service personnel of the working context	How did you perceive yourself in relation to your colleagues? listened to/ not listened to accepted/opposed understood/ not understood			
		With what kind of company areas did/do you get in contact with during your work?			
	Develop constructive relationships with other colleagues	Could you please make an example of a situation when you felt efficient within a working group?			
	Use a clear, correct, coherent and adequate oral communication in relation to the workplace	What adjectives would you use to describe your colleagues in relation to the work environment?			
	Showing availability to work extra hours if necessary	How many extra hours would you work each month, should it be necessary?			
	Filter and catalogue requests				
	Organize and manage time				
	Being ready to work in different working environments	What is your territorial mobility? How many kilometers would you travel each day to get to work?			
	Deal with unpredicted situations				
	Interact adequately within situations of conflicts with colleagues	How do you manage a situation of disagreement with a colleague? And with a superior?			
	Propose to the person in charge actions that can improve organizational/administrative aspects				
	Identify priorities within working contexts				
Ability of communicating with an external client	Being capable of taking care of the client's requests	Could you describe with 3 adjectives the way you relate with a client?			
	In case of unpredicted events or complaints, act with self-control and responsibility				
	Undertake initiatives coherent with one's role in front of work-related problems				
	Have an empathic behavior (recognize other people's moods and act consequently)	What behavior would you adopt with each of the following types of client? 1. Aggressive 2. Confused and with			
	Being able to recognize the client's features				

COMPETENCE AREA	SPECIFIC COMPETENCE	SITUATIONAL QUESTIONS	SITUATION	ACTIONS	RESULTS
	Use different interaction modalities depending on the type of client in order to describe and valorize the offered service	difficulties in verbalizing 3. That doesn't speak your language 4. Demanding and technical 5. Eccentric 6. Unpleasant			
Problem solving	Having an overall vision of the problem	Please comment an important problem you have dealt with in your work			
	Analyzing the problem and identify it's real cause	How was the problem originated?			
	Identify priorities and select information	How did you deal with it?			
	Being able of reading the consequences				
	Select actions, timing and modalities of execution in terms of opportunities	What difficulties did you have to face? How did you overcome them?			
	Undertaking the most useful decision in order to solve the problem	What kind of solutions did you propose? Why?			
Organizational capacity	Autonomy in the management of own work and orientation to results	Please give an example of when you proposed an idea or a project in order to solve a problem.			
	Understand own role within the company's context and in the process of service supply	Please describe your professional role.			
	Activity planning	What decisions do you take every day?			
	Flexibility	How would you react in front of a sudden deadline?			
	Detailed knowledge of working process				
	Information research	What kind of supports do you use to find information you don't have?			
		Who do you ask tips to, what do you verify? How do you look for information?			
Capacity of managing emergencies	Promptly communicate the emergency to the technical office	How did you react in front of an emergency?			
	Adequately manage stress and own emotive reaction	In which situations did you perceive a high level of stress? Please make examples.			

V.A.R.C.O.

Title of the practice	V.A.R.C.O. - Valorizzazione, Adeguamento e Riconoscimento Competenze degli Occupati (Valorisation, Adaptation and Acknowledgment of Employees' Skills)
Precise theme/issue tackled by the practice	Marginalization caused by the "change" factor - and the inability to cope with change – for workers employed in the companies of local public services
Objectives of the practice	The aim of the project is reducing discrimination in access to learning opportunities for employed workers at risk of marginalization in local services of general interest. The critical issues to be addressed in order to determine the future strength of the companies of local public services are reclassifying organizational structures; building new organizational skill levels; and finding new working modalities.
Best Practices Description	A pillar of the V.A.R.C.O. methodology is the creation of a specific tool for the assessment of overall learning practice of the worker (formal, non-formal and informal learning), called *Individual Dossier for the transparency of learning*. The *Individual Dossier* is a tool for transparent and formalized documentation of data, information, certifications, to be used by the individual in his training throughout life (*lifelong and lifewide learning*), growth and job mobility. The Dossier is the identity card needed to move into the labor market through various learning experiences. The proposed training differs from traditional training methods and it's aimed at: enhancing the practical experience of the operators (managers of human resources) involved in innovation; supporting their reflection on the experience and the exchange of know-how; accompany active experimentation with activities of mentoring, coaching, and more.

Tool	In detail, this tool is useful:
	 • **For the employee**. The *Individual Dossier for transparency of learning*, is a communication tool that has three main objectives:
	   - To provide information on the subject and its curriculum of formal, non-formal and informal learning, to search for a job (job mobility) and for the transition from one educational system to another;
	   - To make recognizable and transparent the worker's skills, however acquired, and support employability and professional development;
	   - To help individuals maintain awareness of their own cultural and professional background also to guide their choices and future plans.

		• **For the labor market and the business system**. The *Dossier* is an information tool aimed at:
		- Highlighting in a homogeneous and reliable way, educational and professional history, giving visibility to the total assets of the person and his strengths;
		- Facilitating the recognition of skills and competencies within an insertion path (for example, apprenticeships) and labor mobility (for example, in the various forms of flexible contracts).
		• **For companies**. The *Dossier* is a guarantee tool aimed at:
		- Formalize and define minimum standards of service, useful to the practical application of experience and expertise of the individual worker, expressed in a synthetic picture for their better usability;
		- Guarantee transparency, readability of the information and data and professional training of the worker, starting from a shared business language skills;
		- Ensure the visibility of skills and experience gained by workers in a logic of geographical and occupational mobility and learning throughout life.
		The other pillar of the methodology is the transferability and usability of the tool within the company. To achieve this goal it has been created a training program that identified:
		1. The transfer of competences necessary for the transfer and usability of this device in the enterprise.
		2. A training/experiential path, able to support companies to manage the device.
Transferability		Good practice transferable preferably in the management of services. Less applicable in the manufacturing or production in general.
Sustainability		This good practice involves a very substantial initial investment in terms of time and energy, required to map business processes and identify the key competencies. After making this analysis, however, the practice is sustainable and very useful to the company.
Innovation		V.A.R.C.O. is an innovative model for the enhancement of Human Resources which, particularly in public utility companies, are the real capital and essential element for the implementation of services responding to the needs of citizens. In fact V.A.R.C.O. offers the opportunity to highlight present and past experiences of employees in order to build a map of the skills and expertise necessary for the rationalization and reorganization of Human Resources and the identification of training needs for lifelong learning.

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Practical tool: Individual dossier for the transparency of the worker's learning

SECTION 1	
1 – Personal information	
Name and Surname	
Fiscal code	
Sex	
Date of birth	_____/_____/_____
Municipality (or foreign country) of birth	
Province	
Nationality	
Address of residence	
Home address	
Telephone number	
Mobile phone number	
Fax number	
E-mail	
2 – Professional information	
Type of contract	
Beginning date of professional relation	_____/_____/_____
Ending date of professional relation	_____/_____/_____
Kind of work	
Economic sector	
Main activities	
Name of employer	
Address of employer	
3 – Education and training	
Title	
Year of attainment	
Name of institution/university	
Address of institution/university	
Vote	_____/_____ ☐ cum laudae
Last attended year	
Currently attending year	
Number of passed exams	
Stage duration	
Name of company hosting stage	
4 – Other training activities	
Kind of training activity	
If obtained during apprenticeship, indicate what kind of apprenticeship	☐ for right of duty ☐ professionalizing ☐ for high training
Obtained during integration contract	☐ yes ☐ no
Subject that has delivered training	
Year of finalization of training	
Duration of training activity	
Certification recognized by public entities	

Other type of certification	
Stage duration	
Name of company hosting stage	

SECTION 2				
Competences acquired during training				
Type*	Description	Context of acquisition	Period of acquisition	Documentation supporting the actual acquisition of competences

* In case of competences acquired in formal learning, specify the relation with basic, technical/professional and transversal competences. For basic competences refer to the following areas: language, technology, science, history, social, economics.

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Talentaged

Title of the practice	Talentaged
Precise theme/issue tackled by the practice	Demographic change, inclusion of older workers in the labor market.
Objectives of the practice	Improvement of senior employees' key competences and the support of their employability/mobility within the labor market by promoting professional re-entry/change and supporting the choice processes.
Best Practices Description	Talentaged is an integrated methodology of guidance to choices for aged workers developed on the basis of a structured comparison of the most significant policies and practices tested in 4 European countries on the subject of management of population change and active ageing promotion. It has been developed within project TALENTAGED (ESF, Article 6, Innovative Actions) that had the objective of developing and testing a new integrated training & guidance methodology designed to support and assist mature workers of both sexes during their professional choices. The methodological devices are strongly based on putting into the field the participants' experience and on their direct activation with activities mainly centred on shared consideration and on reconstruction of meaning through participatory methodologies. The first part of the path, aimed at sharing the sense of the training proposal is targeted at the activation of a work on the person in terms of analysis of her/his previous experiences, of the competences she/he possesses and of those she/he must acquire or strengthen. Competence assessment – predisposing the bases for the appropriation and the management of the learning path by female/male users – represents the base on which the new competences, needed to make the individual more suitable and successful in replying to her/his job and organization demands, can be developed. The subsequently developed training path, strongly imprinted on relational and process aspects, personalized in the definition of times, intensity, contents and in educational methods, is based on the initial, scrupulous record of the female/male worker's psycho-social characteristics and of her/his career projects, thus facilitating the subject's full involvement and her/his responsibility taking of her/his own working "fate". Training should have a strong centring on work and on the completion of specific tasks and then it should be based on the strict analysis of work (job and task analysis) according to a progression in terms of difficulty, from the simplest to the most complex. It must be developed starting

	from the experience the female/male worker already possesses maintaining an open dialogue between the background of already possessed competences and those that are going to be developed, outlining how and in which way they will be transferred into everyday job.
Tool	The methodology includes the integrated use of individual interviews, group sessions, individual work, direct confrontation with experts and witnesses; tools are cards and structured grids, questionnaires, self-evaluation cards, a summarising card and the professional project. • Competences assessment and professional project(Card CA 1) • Educational path recreation (Card CA 2) • Extra professional activity recreation (Card CA3) • My work experiences (Card CA4) • Most significant work experience analysis (Card CA5) • Structured questionnaire for the survey of professional skills for over 50 workers and managers (Card CA 6) • Strengths (Card CA7) • Weaknesses (Card CA8) • Description of the competences (Card CA9) • Curriculum vitae (Card CA10) • Action plan (Card CA11) • SWOT (Card CA 12)
Transferability	The methodology has already been transferred within an LLP Leonardo Da Vinci TOI project: the consortium has analyzed the situation of retention and re-employment of the ageing workforce, by acting through local work-teams composed by a training / guidance structure leading and testing the process and by a number of firms available to test the methodology. Each partner was asked to deepen the adaptation of the methodology in its country (Czech Republic, Slovenia, Slovakia, Germany and Romania), by focusing on local final beneficiaries for which stronger intervention is needed (mature workers hit by the crisis).
Sustainability	The methodology comes from a long experience and has been tested in very different contexts. It involves both workers, HR departments and public institutions. It is a flexible method that can be adapted (and has been) to various circumstantial settings. The methodology is also a part of CSR of enterprises. The EU experimental project had been immediately transferred into the local framework.

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Innovation	The innovative aspect of the methodology and its development lies in the combination of a series of characteristics that make it particularly easily adaptable to different contexts: modular nature and its flexibility adaptability to economic crisis context skills assessment matched with training multi-stakeholder approach (public and private) transnational approach

Practical tool: Card 6 - Structured questionnaire for the survey of professional skills for over 50 workers and managers

Name & Surname
A. Competences area
1. What skills do you think are your competitive advantages?
•
•
•
2. And among these, what are the ones you are not able to use in the workplace?
•
•
•
3. What skills do you think you need to improve?
•
•
•
4. What are the skills that you do not have and you would like to develop?
•
•
•
5. Do you think you can acquire / improve skills through the activities we offer?
• If yes, what?
• If no, why?

5. Do you think you possess skills that could be transferred in other working / professional environments?
• Yes… What?
• No

B. Company relationships area
1. Do you have employees depending you?
• Yes
• No
2. Are these co-workers younger than you?
• Yes
• No
3. Are they the same age?
• Yes
• No
4. Are these co-workers partially young and partially mature?
• Yes
• No
5. Are there moments of discussion in the team?
• Yes
• No
6. Are there generational tensions or conflicts?
• Yes
• No
If yes, what?
7. Have you got any else to add about this?
• Yes
• No

C. Professional expectations area
1. What are your main expectations today?
• Career progression
• Improvement in your professional competences in order to improve your professional position
• Research of a new job in a different environment
• Other
2. Have you got any professional plan for the future?
• Yes
• No
If yes, what?

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3. Do you think you can take advantage of benefits that can help you redesign a different professional position?

- Yes
- No

If yes, what?

D. "Aged" area

1. Have you ever heard anything about age management?

2. What do you think / what is your past experience with regard to workers' ageing?

3. How do you live your professional age?

- Uncomfortably
- Peacefully
- It's a resource
- I am only looking forward to retirement
- Other

4. Does your company endorse the experience you have because of your age in some way?

- Yes, because
- No, because

5. What kind of relation do you have with younger colleagues?

6. What actions, in your opinion, should companies implement to enhance the expertise of over 45 workers (ex. salary, mentoring, incentives, training, …)?

7. In your opinion, how could the presence of over 45 workers be an opportunity in your company?

8. In your opinion, how could the presence of over 45 workers be a constraint in your company?

E. Constraints and opportunities area

1. What are, in your personal life, the main everyday engagements you have to face?

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-
-

2. What are, in your personal life, the main supports for your professional and private activities?

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3. In case of a change of your working conditions or in undertaking further extra-working engagements (ex. training courses, etc...), what are your principal constraints?

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-
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Further notes and considerations

Thank you for your support for successful participation!

Your Stärken erkennen – Chance 3000 Team