



it's time

Module 2

Analyzing & Assessing the Learner

Pedagogical Structure & Content description
Version 1 (English)

it's time
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Module objective

The overall objective of this module is: Analysing and assessing needs and potential of the individual and organization.

This module is about the analysis and assessment of the learner/worker as an individual. This encompasses aspects of analysing the existing level of competence and qualification and assessing developmental potential in accordance with the abilities of the learner as well as the needs of and opportunities offered by the organisation.

This module concerns an important task of the Workplace Tutor within the stage of analysis. Focusing on the analysis of the learners' needs and potential and balancing this with the needs and opportunities offered by the company, this module is very relevant to the day-to-day work of the Workplace Tutor.

Learning goals:

Learning goals – skills	Learning goals – knowledge
be able to analyse the students' entry level, learning style and developmental needs.	know how to find the balance between the training needs and the chances offered by the companies-
be able to assess needs and potential of individual learners in a job context	Knows how culture can effect learning
Be able to identify training needs and potential according to the student's PDP	Knows what kind of learning styles there are and what their implications are in practice
be able to identify possible learning difficulties in an adult student	know the professional competences required by the labour market.
be able to recognize trainees' individual learning styles, rythms, limitations and potential and possible difficulties	have knowledge of the sources there are of materials and courses for self-study/refreshment (live long learning).
be able to assess the possibilities of education within the company	
Knows how to personalize learning processes (in an on the job stituation) through work tasks	
know how to personalize learning processes when taking into consideration possible learning difficulties as well as a different cultural and social background	

Competence: K, S, C (A?).

→ zelfstandigheid

→ autonomie?



Contents

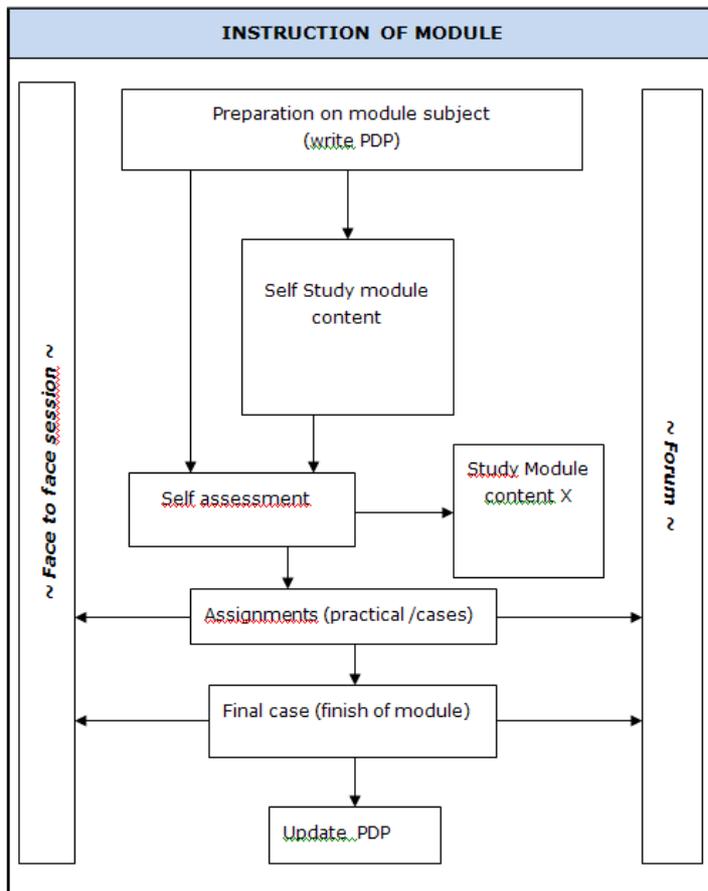
In order to equip the future Workplace Tutor with the competences to analyze and assess the learner needs and potential balanced with the organizational goals and possibilities, the module needs to address the following subjects:

- ☰ First impression
Johari-window (Luft & Ingham)
- ☰ Learnability
Iceberg model / what is learnable, what not?
- ☰ Expectations and expectation patterns
Stereotypes, prejudices, selective perception, halo/horns, (self-)projection
- ☰ Competences
- ☰ Personal characteristics / individual differences
Big Five
Values and norms / mentalities (e.g. Motivaction)
Social-cultural background (e.g. Hofstede)
- ☰ Differences in learning
Learning styles (e.g. Kolb)
Maturity
Competence-level
- ☰ Motivation
how does it work
types of motivation (e.g. Maslow)
- ☰ Position in the group
teamroles (e.g. Belbin)
- ☰ Goals and values of the organization
- ☰ Training plan
PDP in combination with possibilities of the organization
SMART goals
Learning activities / training course / selfstudy possibilities / coaching
Time plan



Method

The module is structured according to the following model:



The model describes the general learner activities and the ways they are related to each other. Below the learner activities are described. Since the module is competence-based, ... KSC ...

Basic to the whole course is the Personal Development Plan (PDP).

The following learner activities are selected:

Intake interview

At the start of the module an intake interview takes place. The intake interview is undertaken by the trainer with the learner (Workplace Tutor to be) and – if possible – his/her manager.

In the intake interview, the learner presents his/her PDP to the trainer (and his/her manager). The trainer will explain the contents and the structure of the module, and discuss the learner activities and the learning process. The goal of the interview is that a learning plan for the module is established, geared to the learner's needs and



abilities, including the possibilities of the organization in which the learner works. Special emphasis is to be placed on the execution of the final case, since the cooperation of two other employees is required.

 Face-to-face sessions

The learner has to attend at two separate face-to-face sessions, which are group sessions (maximally 10 learners).

The first session – whole day – is planned at the beginning of the module. The goal of this session is to introduce the learner to the contents of the module. Some subjects (see content parts) will be explained in more detail than others, in some cases a group assignment will be done. It is important that the learner knows what he/she can expect when studying the topics at home.

The second session – half a day – is planned at the end. The goal of this session is group reflection and evaluation.

 Selfstudy / e-learning / e-tutoring

For all topics in the module, the theoretical parts are available for selfstudy via the internet. Each theoretical part is accompanied by self-assessment questions – both entry questions and final questions. With the help of the entry questions, the learner gets advice of the system which parts of the theory he/she has to give special attention to. The final questions determine whether he/she has understood the theory in full. The focus of the selfstudy activity lies on 'Knowledge'.

The theory available is available in different (multimedia) formats: pictures, movies, text documents (as background information, to be printed out), webcontent.

In addition to the theory, a forum is provided for, on which the learner can confer with his/her trainer and/or fellow-learners.

The trainer is available in the background for online help, through e-mail and the forum. In addition the trainer may arrange (group) online sessions, if he/she thinks that there's need for extra explanation of a certain subject.

 On-the-job learning

For each topic in the module one or more assignments are developed, which can be executed at the workplace. Some of the assignments are obligatory, others can be chosen at will and/or on indication of the trainer (for instance, when the learner needs to develop certain competences more). Needless to say, assignments are always geared to the actual activities the Workplace Tutor should be able to perform.

It is important that the organization in which the learner works, takes care that an effective learning environment is created on the workfloor. This includes the supervision of the learner by his/her manager (or another appointed person), the cooperation of team members, the time allowance and work opportunities for the execution of the assignments.



 Final case

The final case is a large assignment, with which the learner finalizes the module. The learner integrates all topics, skills and competences into the final case. He/she may make use of earlier work done (for instance, earlier assignments). The final case is to be discussed with both the trainer and the manager.

 Reflection interview

At the end of the module a reflection interview takes place, in which the trainer prompts the learner and his/her manager to reflect on his learning process and outcomes. Based on the reflection interview, the learner has to update his/her PDP.



Assignments & final case

For each topic assignments are developed. There are four types of assignments, three of them are bound to be performed on-the-job. The code (O) means that the assignment is obligatory. The code (E) means that the learner – in agreement with the trainer – has to elect one of these assignment. The code (A) means that the learner may choose one or more of these additional assignments. The code (F) means that the assignment is executed during the face-to-face sessions.

The following list shows all assignments.

First impression

- Present your activities for this module as part of this training course for Workplace Tutor to your team members, in order to let them know what you are doing and to ensure their cooperation, if necessary. Check if they understand it. (O)
- Give a first impression of your fellow-students, in maximally two words. (F)
- Give a first impression of your trainer, in the form of answers to (three) of the following questions: “What is his/her age? What car does he/she drive? How is her house decorated? What type of vacation is he/she likely to have? What type of sports activities is he/she likely to perform? What hobby does he/she have?” Why do you give these answers? (F)
- Give a first impression of all your team members, in terms of personal characteristics and developmental possibilities (O).

Learnability

- Describe the issues you find important yourself: what goal do you want to reach as a Workplace Tutor? Which goals in training and education are important to you? What do you want to change in other persons and is it possible to change that? (A)
- Choose two colleagues with whom you will work (e.g. supervise, coach) as a Workplace Tutor in the course of this module. Why have you chosen them? (O)
- Assess the CVs of your two colleagues, especially on level of knowledge, expertise and experience. Describe your expectations of their learning and developmental potential within your organization. (A)
- Analyze the learner's PDP, in terms of developmental needs, possibilities and directions for personal and professional growth. (O)

Expectations and expectation patterns

- Let your two colleagues describe what they expect of you as a Workplace Tutor. (O)



 Competences

- Describe two colleagues in terms of the three most important competences (in terms of knowledge, skills and attitude). Can they develop these further, if so, in what way? Should they develop these further? (O).

 Personal characteristics / individual differences

- Administer the Big Five test to your two colleagues and discuss with them the results. (O)
- Administer the Motivaction mentality-test to your two colleagues, and discuss with them the results. (A)
- Discuss with your two colleagues (individually) what their values and norm are with respect to the following areas: time management, space, expertise, professionalism, independence, socializing, differences between persons (culture, character) and conflict management. (O).
- Discuss with your colleagues where they stand with respect to Hofstede's dimensions: power distance, individualism/collectivism, masculinity/femininity, uncertainty avoidance and long/short term orientation. (A).

 Differences in learning

- Administer Kolb's learning styles test (or another learning styles test, if more suitable) to your two colleagues, and discuss with them their results. (O)
- Describe for your two colleagues the style of supervision that suits them most. (O)

 Motivation

- Conduct an interview with your two colleagues about their motivation: What is it that motivates them in general, what is important to them with respect to their learning processes, how do they stay motivated? (O).
- Observe your two colleagues during their work: how can you see what motivates your colleagues? Does this match with what they said themselves in the motivation interview? Fill out the observation form. (A)
- Describe which tutoring interventions you can do in order to keep your colleagues motivated during the learning process. (O).

 Position in the group

- Administer Belbin's teamroles-test to your two colleagues, and discuss with them the results. (O).
- Describe which competences the two colleagues should develop further, and in what manner, based on the results of the teamroles-test. (A)

 Goals and values of the organization

- Investigate which job positions and accompanying competences are typical within your organization, and within your sector. Does the organization need



extra competences? What does this mean for your two colleagues (which positions can they grow into, in what time period – what competences should they develop and in which order?). (O)

- Describe the goals and values of your organization. What is considered important? How do the values of the organization match with the values your colleagues have expressed? Is there a difference between what is expressed overtly and the organization's covert values. If so, how do you cope with that in the supervision of your two colleagues? (O)
- Research a number of job descriptions, job advertisements, et cetera, of other companies/organizations in your sector. Describe the values of these companies/organizations and compare these to the values your colleagues expressed. (A)

Training plan

- Explore the possibilities the company offers to use in the tutoring. (O)
- Formulate the learning goals for your two colleagues, in SMART. Use the results of previous assignments. (O)
- Inventarise learning possibilities and training offers that are offered by external suppliers, including e-learning possibilities. (O)
- Select and/or devise learning activities that match the learning goals. These learning activities may both be internally organized (on-the-job learning), externally organized (training courses) or selfstudy. (O)
- Devise criteria how you will assess that the learner has reached the learning goals. (A)
- Devise a time plan for the learning process for both colleagues. (O)

Final case: Training plan

Choose two colleagues of different level and different character type. Write a training plan for each of them. Include the results of earlier assignments in this Module in the training plans.

Discuss the training plans with the two colleagues individually, and with your manager or Personnel Officer. Write a report of the discussions.



Time

The total duration of the module is 8 weeks, plus an additional 2 weeks for the execution of the final case (assessment), which makes a total of 10 weeks.

	Preparation	Execution	Trainer time
Intake interview (plan PDP) – <i>in-company</i>	2 hrs	2 hrs	2 hrs
Face-to-face session1 – <i>on location</i>	4 hrs	8 hrs	8 hrs
Selfstudy / self-assessment (e-learning) – <i>home</i>	-	24 hrs	-
e-tutoring (online sessions) – <i>home / workplace</i>	-	20 hrs	20 hrs
On-the-job learning (assignments) – <i>workplace / home</i>	8 hrs	20 hrs	-
Face-to-face session2 – <i>on location</i>	4 hrs	4 hrs	4 hrs
Final case – 2 weeks - <i>workplace / home</i>	4 hrs	16 hrs	4 hrs
Reflection interview (update PDP) – <i>in-company</i>	2 hrs	2 hrs	2 hrs
TOTAL	24 hrs	96 hrs	40 hrs

Investment time:

For the learner: 120 hrs = 12 hrs per week (on average), with the accent on the starting phase (with the intake interview and the first face-to-face session) and the last two weeks (final case and reflection interview).

For the trainer: 40 hrs = 4 hrs. per week (on average), with the accent on the starting phase (



Module overview

to be filled out later

	contents	assignments	learner activities
learning goals			



List of resources

to be added later



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