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## **BETTER BUILDING**

**Certifying VET teachers as Energy Saving Advisers**  
**A transfer system into three different European societies**

**Guidelines – Italy**





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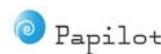
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## Preface

This publication represents the final outcome of a series of activities carried out as part of the project titled "*Better Building - Certifying VET teachers as energy saving advisers. A transfer system into three different European societies*", which meets the aims of the European programme titled "*LifeLong Learning 2007-1013 – Leonardo da Vinci – Multilateral Projects Transfer of Innovation*".

In accordance with the programme's specific measure concerning transfer of innovation, the aim of the project is to adapt and integrate the results and innovative content of previous *Leonardo da Vinci* experiences or initiatives carried out on national, regional, local or sectoral levels.

In the specific case of *Better Building*, dissemination is now underway for the material developed within the Leonardo da Vinci project titled "*ECOES-A – European Community-oriented energy saving – ADVISED*" (RO / 04/B/F/PP 175045), realised in 2004/2005.

This project developed a training programme, which was carefully detailed in a number of teaching modules, with the relative objectives and content, and then experimented in two European states, Romania and Bulgaria.

The *Better Building* project was therefore conceived for the purpose of adapting the *Ecoes-A* teaching programme and materials in order to heighten energy efficiency-related knowledge among the technicians that work regularly as teachers and advisers within the building industry.



The European countries concerned by this new transfer are Italy, Turkey and Slovenia. Each country is represented by both a partner with an active role in the project and a series of key local economic and institutional stakeholders, whose involvement in this adaptation activity – the former on an operational level, the latter in a supporting role - is designed to ensure it is carried out in accordance with the country's specific needs, thereby guaranteeing effective innovation transfer.

The country's needs have been identified through a research action investigating the factors that determine the distinguishing features of the interventions, such as, for example: the situation of the building sector in the area concerned; the feasibility of certain energy efficiency measures (whether motivated by financial incentives or by the need to meet energy and building standards); the tools offered by higher education and existing vocational training with respect to the training objectively required for an energy adviser training programme, and therefore the vocational qualification needs of the people involved in the building industry, especially at managerial level<sup>1</sup>.

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<sup>1</sup> Surveyors, engineers, and architects, in particular, but also site foremen and anyone with a supervisory and liaison role on a construction site.



## Introduction

The analyses which IAL CISL Emilia Romagna carried out (in its capacity as the *Better Building* project holder and also representative partner for Italy) were intended to enable modifications and supplements to be introduced to the project according to the needs of the Emilia Romagna region. This work has resulted in a revision of the training curriculum and teaching materials developed in the *Ecoes-A* project, with the focus on this particular region.

The materials have been submitted to the local stakeholders in order to obtain validation of the training programme and materials (Do they meet the specific needs of the area? Do they focus on the most innovative energy efficient techniques?).

Various parties have been called upon, from local institutions, universities, training centres and schools to businesses and trade associations operating in the building sector and/or energy sector.

The training programme offers, on average, 180 hours of lessons aimed at operators in the building sector who either want or are required to obtain qualification relating to energy performance of buildings. Most concerned are those involved in training and advisory activities, who will then be able to provide sector members with awareness raising and specialised training on energy efficiency of building stock.

Participants who have completed the programme will be able to:

- provide general advisory services concerning energy saving measures and use of building materials suitable for a mixed target group, such as, for example, property management firms, architects, engineers, site foremen, members of building associations, VETs for the building trade, etc;



- transmit technical know-how to a class of users, regardless of their entry level and prior vocational training, i.e. to people, for example, with either basic or advanced vocational qualifications or in need of refresher courses;
- suggest energy savings measures;
- draw up cost/use quotes for house and flat-owners;
- formulate models and incentives for renewal;
- draft engineering plans for energy efficient construction and renewal projects.

To guarantee these skills, it is important for participants to be familiar with the topics outlined below:

- EU, national and - where applicable - local legislation on building construction/renovation;
- the most innovative construction techniques for high energy performance;
- working methods concerning the engineering, management and maintenance aspects of building work;
- the performance characteristics of the energy resources (including alternative options), with reference to the building industry.

A detailed, systematic description of these skills can be found in the publication titled "Modular Curriculum".

This is a modular training approach based on the division of cross-disciplinary technical knowledge and skills into sub-topics, in order to examine specific, non-general objectives and content. Teaching materials have been identified and can be found in the accordingly named output ("Teaching Materials").

To complete the detailed description of the programme and the appendices containing the teaching support materials, a further instrument has been produced, the "Guidelines", which is designed to provide an overview of the



stages and objectives of the advisory and teaching processes, as well as the methodological concepts underlying these knowledge and skills transmission processes.

These Guidelines are not an exhaustive teaching tool and should not be held to contain all there is to know on energy efficiency in building.

It would be extremely presumptuous to assume a single training course, which is by its very nature circumscribed and finite, could provide such total understanding.

The framework of skills required to work in the planning and/or management of building activities with an energy-saving approach is further complicated by a contextual factor: the energy situation is constantly evolving, in terms of both legislation (i.e. new opportunities and restrictions) and technological innovation, which is currently developing at an exponential rate.

Finally, there is a factor contingent to the building sector which makes the technical situation even more complicated: building firms operate on a process and team-based approach, at all levels, which means different teams, with different roles and members, work to produce a single product (the building), and each team has different performance goals, some of which may even conflict with other teams’.

Tackling this complexity requires a particular mindset though. Before any know-how can be acquired (of which you can never have too much), a specific way of approaching knowledge is needed. This approach involves an all-embracing desire to learn more, mixed with ongoing experience to enable the learner adapt formulas, abstract concepts and content to their circumstances.

Another fundamental component for dealing with the complexity of the skills is a cultural background in which sharing plays a key role. Close association between work, study and experimentation methods fosters understanding of the



importance of clarity and learning transfer which can facilitate and improve research and experimentation activities.

This is why the training is aimed, first of all, at a target group involved in advisory and teaching activities, who should understand the *mission* that the transfer of innovation to the construction, renovation and maintenance community represents.

From this perspective, these Guidelines should represent the groundwork on which the building industry can base its work to improve energy performance levels.

## 1) The training process

### 1. The process model

The training model is divided into processes, which will be outlined in the following pages, accompanied by the guidelines therefore (in *italics*).

The training programme must be organised into different processes:

1. definition of the training/educational needs
2. definition of the general objectives and policies
3. definition of the learning objectives
4. definition of the human resources, infrastructures and teaching tools
5. definition of the training programme curriculum and methods
6. definition of the training programme curriculum validation process and relative methods



7. definition of the analysis procedures and the improvement procedure for the training programme curriculum
8. training programme curriculum contents
9. definition of the training programme assessment
10. definition of the analysis procedure and the improvement procedure for the training programme curriculum
11. dissemination and communication

For each process or sub-process identified, the following information must be provided:

- process or sub-process objectives;
- process sequentiality (specifying, for example, processes for which the outputs of the process in question constitute inputs for other processes and processes whose outputs constitute inputs for the process under consideration).

The chart below provides an example of this (see Chart 1.1 - Training Programme management processes).

**Chart 1. TP management processes**

Processes	Sub-processes (level I)	Sub-processes (level II)	Objectives	Sequentiality and interaction		Management procedure documentation
				with input processes from .....	with output processes to....	
<i>Identification and definition of user/client needs</i>			<i>Identify and define user/client needs</i>			
	<i>Identification and definition of learner needs</i>		<i>Identify and define learner needs (both training and non-training-</i>		<i>Definition of the general objectives; Definition of the learning objectives; .....</i>	



...	<i>Identification and definition of teacher needs</i>	...	<i>related)</i>	...	...	...
<i>Identification of the Learning Community (i.e. the trainers/teachers directly involved in the TP validation process)</i>			<i>Permanent validation of the TP in terms of content, and teaching methods.</i>		<i>Suggestions for recalibration</i>	
...	...	...	...	...	...	...

### 1. Definition of the training/educational needs

The training/educational needs can be summed up as a set of knowledge and abilities which represent the gap between initial and final skills, and include both the personal needs (lifelong learning) of the workers/students and the trainers/teachers and the contextual needs.

***Basic needs which the training programme must meet:***

- *emphasising all organisational levels of training (education, vocational training, on-the-job training...) through the promotion of training rather than 'learning as you go';*
- *developing the role of teachers by emphasising the importance of applying and researching new methods for teaching the topics, in addition to passing on the standard knowledge expected. The teacher becomes both an educator and a methodology researcher.*
- *identifying vocational needs, taking into account both personal and contextual needs.*



### 2. Definition of the general objectives and policies

3.

The training programme must define and document the general objectives of the learners requiring training, in accordance with the training/educational needs.

***General needs which the definition of the general objectives must take into account:***

- *guaranteeing that focus is placed on the workers/students; highlight the educational needs to be considered when defining the training programmes and the methodological instruments*
- *focussing on the cognitive and meta-cognitive capacities rather than physical abilities and traditional learning processes.*
- *analysing and experimenting methodological instruments and communication techniques that combine strictness and simplicity throughout the training activity; guiding learners through their study, in order to enable them to express themselves with scientific rigour, using an approach based on transferability of social, scientific and technical knowledge, as well as rationality and quality of actions ("learning how to learn...to do it");*
- *offering workers/students an overview and a logically structured programme, specifying skills and abilities they will obtain;*
- *enabling workers/students to progress independently and take control of their learning (the dignity that comes with knowing 'how to', together with the resulting self study and 'teach-yourself' abilities, and the self-esteem);*
- *identifying methods for monitoring and assessment of workers/students' learning level, which not only emphasise the objective techniques acquired but also subjective concepts such as knowledge and know-how;*



- *updating the teacher's professional skills;*
- *improving the teacher's ability to discover the worker/student's implicit knowledge/skills, in order to be able to emphasise them in the training actions (researching by teaching);*
- *identifying the methods for monitoring and assessing teachers' updating levels, taking into account their training experience and their self-governing ability in the flexible use of teaching methods based on strict techniques and tools (technical/scientific) adaptable to different learning levels (university, vocational training, life-long learning, employment agreements featuring training provisions, e.g. apprenticeships, etc...);*
- *the training programme must have a European dimension.*
- *To ensure major impact, the training programme must be easily adaptable to the technological fields taught in vocational schools/colleges and in businesses.*

### 3. Definition of the learning objectives

The training programme details the learning and individual objectives (according to the general needs and objectives) and the appropriate training methods (modules, teaching units, work projects, etc...). The training programme must specify the content and the required level of knowledge and skills, as well as the prerequisites and objectives of each stage of the training programme

The training programme must identify the ways in which to assess the worker/students (in terms of the general objectives and the required level of knowledge and skills), as well as the knowledge and skills certifications, credits acquired, etc



#### 4. Definition of the human resources, infrastructure and training tools

The training programme must specify the personnel required for the training activity and an appropriate training support figure (who has expertise in the area of study and, at the same, familiarity with the teaching methods for the topics covered by the training) in order to attain the learning objectives effectively with the methodology identified and the general objectives. The training programme must specify the training support personnel. The identification of the training methods entails the definition of infrastructures, as well as hardware and software tools (e-learning platforms, hypertext, workshops...)

#### 5. Definition of the training programme curriculum and methods

The definition of the training programme curriculum and the relative methods represents the last step before provision. Therefore, this step is crucial for teachers and sharing methodological tools and suggestions is fundamental.

#### ***Guidelines which the training programme curriculum must follow***

- *Identify the fundamental and cross-disciplinary knowledge for each training programme: "core knowledge", organised in modular form, in terms of content, abilities and skills (inventory of fundamental information). As well as representing the business's cultural assets, these should also be used as the epistemological principles around which the teaching materials are based.*
- *Identify the intermediate and final learning objectives, which should be used to build a tree path of logically linked topics, by selecting a suitable presentation sequence featuring one or more iterations (vertical approach).*



- *Detail the tree path, starting from the learning objectives at the various levels, working backwards towards the basic knowledge, with levels highlighting the demonstrations (with relative hypothesis and thesis), the definitions, the application examples and the logical links between the different branches of the tree (horizontal approach).*
- *Perform an initial assessment of the learners' (workers/students) levels to establish knowledge levels and logic/linguistic skills.*
- *Break down the training programme curriculum into stages featuring different paces and content: First the logic/linguistic training, i.e. the 'slow' phase (with little scientific content) which is designed to reinforce quality and scientific rigour of the contents, followed by a 'fast' stage (typical of crash courses for teachers), during which the mass of topics covered is far greater than in the traditional model (of linear growth over time) and the level of understanding is much higher due to the previous, less intense, phase.*
- *Identify, and share with the network of trainers, tools and procedures for:*
  1. *improving both oral and written language skills*
  2. *helping learners (workers/students) ensure there is a logical order to the various steps they produce*
  3. *enabling guided study and self-assessment*
  4. *enabling the application of deductive methods and the construction of conceptual methods concerning technical/scientific processes or effects*
  5. *guiding learners (workers/students) towards an examination of problem-solving processes*
  6. *assessing learners (workers/students)*
- *Prepare appropriate material for the specific training activities planned.*



### **6. Definition of the training programme curriculum validation process and relative methods**

The validation of the training programme verifies/confirms the procedures, which, in this case, are the methods: context, focus groups, questionnaires, interviews, learning communities, hardware and software facilities, etc.. The validation process concerns various aspects of the process and the different stakeholders involved. Results collection must be organised to enable the results analysis process.

### **7. Definition of the analysis procedure and the improvement procedure for the training programme curriculum**

This process involves the definition of the procedures and indicators to be used to compare the results of the training programme curriculum validation process and also provides better alternatives.

### **8. Provision of the training programme curriculum**

This process is the actual provision of the training programme to the learners (students/workers) either in the classroom or via e-learning platforms, etc. Calendars, resources, collection and processing methods for feedback on levels of satisfaction, attractiveness, and internal/ external effectiveness of the training programme



### **9. Definition of the training programme assessment**

The training programme assessment includes ways to collect results and process feedback on levels of satisfaction, attractiveness, and internal/ external effectiveness of the training programme.

### **10 Definition of the analysis procedure and the improvement procedure for the entire training programme**

This process defines the procedures and indicators for analysing the results of the training programme assessment in terms of levels of satisfaction, attractiveness, and internal/ external effectiveness of the entire training programme and suggests better alternatives.

### **11. Dissemination and communication**

The dissemination and communication process concerns all stages of training. The documentation process must be kept active both to preserve all the documents produced and to support the dissemination and information plans, in order to keep the various communities concerned up to date (enhancement seminars, meetings, websites, etc.)



## 2) Needs Analysis

### 1. Description of the activities

#### Purpose

The purpose of the service described is to diagnose workers' needs for skills, and consequently, for training in order to **define a training project which is in line with these** in terms of objectives, content and methods and can **offer an appropriate response to the training needs**.

'Diagnosing skills needs' refers to activity **to identify the requirements of the intended trainees**; therefore, the needs expressed by corporate management must obviously also be taken into account.

The training needs diagnosed will be linked, consequently, to the "strategic" objectives and the organisational skills that require updating/adjustment via further work on them.

So, because of the very purpose of the skills and training needs diagnosis, the **properties** that the analysis will **focus** on are the job skills<sup>2</sup>, i.e. an analytical category which proves particularly appropriate, as both a means and an end, for the development and adjustment of needs in relation to current trends and gaps revealed. Of the various components of the job skills, the following<sup>3</sup> are

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<sup>2</sup> A 'job skill' can be defined as a recognised ability to act (made up of three components: knowledge, ability, attitude) within a given work context.

<sup>3</sup> A further two components of a job skill (although not considered relevant for the aims pursued at this stage) are: ATTITUDES = a component of a skill that may be either innate or the result of environmental/social influences in the individual's cultural/ethical sphere (PSYCHOLOGICAL ATTITUDES = personal traits, mindsets; SOCIAL ATTITUDES = life experiences, empathy, motivations); METASKILLS = cross / learning ability = the reflective component of the skill.



examined as they are considered fundamental for the purposes of diagnosing training needs:

1) **KNOWLEDGE** (theoretic, symbolic, and abstract aspects of the skill), which can be divided into:

- **theoretic** (declarative) **knowledge**: factual representation, abstraction based on objective events and on propositional, codifiable, and transferable knowledge; *know why, know what*;
- **procedural knowledge**: symbolic representation of the execution of an action and carrying out precise tasks; *know how*.

2) **ABILITIES** (practical, enabling, decision/action aspects, contextualisation of the skill), which can be divided into:

- **intellectual abilities**: diagnosis, strategy, decision, problem solving;
- **operational / technical abilities**: knowing 'how to', attaining objectives/expected results, performance;
- **organisational/distinguishing abilities**: communication, confrontation, exchange within a (formally identified) context of belonging, and teamwork;
- **relational abilities**: communication, confrontation, exchange, and settlement within an open system.

The **skills** will be analysed and diagnosed in terms of the various **components** described above, from two different viewpoints; firstly, the skills **possessed**, which therefore pertain to the **role played** and secondly, those **required**, which pertain – on the other hand – to the **role expected**.



Another property examined due to its importance for the purposes of the service is the characteristics of the role of the worker in terms of their contribution to the execution of the corporate process in which they are involved, which can take any of the following forms:

- **operational**, the worker carries out the process through repeated application of the same action pattern;
- **regulatory**, the worker controls the course of the process according to the selection of a set, limited variety of action patterns;
- **orienting**, the worker steers the course of the process on the basis of an innovative combination of action patterns.

### Specific objectives

The **specific objectives** of the activity can be structured as follows:

- **identification of the characteristics of the role** expected and played;
- **diagnosis of the components of the job skills possessed according to the role played;**
- **diagnosis of the components of the job skills required according to the role played;**
- **identification of the skills and work to use as a project reference** for the definition of objectives and content of the training projects;
- **identification of appropriate training methods** (an objective that can be reached thanks to the analysis of the various job skills, each of which has certain characteristics which make certain type of training methods more suitable)

Whether or not the service is created and the purposes and aims envisaged are attained depends on a variety of complex factors, which cannot always be



foreseen and which may have determining implications for the effectiveness of the procedures and instruments proposed.

Starting with a brief analysis of the working environment, the skills needs diagnosis aims to involve the workers in establishing their training needs (in terms of job skills), which will be used as references for drafting the Training Project or by the company to define its own training strategies. To this end, the approach proposed is to compare the **expected role** and the relative components of the job skills required with the **role played** and the relative components of the job skills possessed. In other words, working from a segmentation of the professional system into areas, processes and roles, two different diagnosis procedures are intended to be implemented:

1. **diagnosis of the components of the professional job skills possessed on the basis of the role played in relation to the process (operational, regulatory and orienting)** and then in relation to the priority objectives and the key organisational skills to develop.
2. **diagnosis of the components of the professional job skills required on the basis of the role expected in relation to the process (operational, regulatory and orienting)** and then in relation to the priority objectives and the key organisational skills to develop;

The first procedure is aimed at individual workers who are potential **targets** for the training, and are able, therefore, to map out the role played on the basis of their daily work activities and the relative skills possessed.

The second diagnosis procedure is aimed at **managers in the corporate area** affected by the need for skills adjustment and development (corporate training demand), in order to map out their role and the relative skills expected and necessary to meet corporate objectives. This second procedure is motivated (as with the case of an individual worker accessing the diagnostics service in order to establish their Personal Training Programme) by the need to



share the latter with the company and to establish a relationship between the needs diagnosis and the actual context within which the individual works. Nevertheless, it may be replaced/completed (depending on the detail in which the tasks/activities are described) by the analysis of the job description, if this exists.

The functional value of carrying out the two diagnostics procedures consists in the resulting ability to identify the **skills gaps between the expected role and the role played**, which makes it possible to obtain the information about the job skills needed for use as a reference in terms of training objectives.

The diagnosis of both the professional skills possessed (role played) and the professional skills required (expected role) are based on the priority objectives and **organisational skills** to be developed within the context in question. In relation to this, the following aspects will be examined:

- the **characteristics of the role**, in other words, the nature of the services required of and offered by the worker in relation to the process that represents the system of activity, which may be: 1) *operational*, the role in the process being the repeated application of the same action pattern; 2) *regulatory*, keeping the process on course according to the selection of a set, limited variety of action patterns; 3) *orienting*, steering the process on the basis of an innovative combination of action patterns;
- **the components** (theoretic and procedural knowledge, intellectual abilities, operational/technical-specific abilities, organisational and managerial abilities, communication/relational abilities) **and the relative level of the professional skills** respectively required and provided by the different forms the professional contribution services take.

To carry out the two diagnostics procedures outlined above, **two dedicated interview tools** are envisaged, one for diagnosing the role played and one for diagnosing the expected role (both detailed below). These tools must be used



according to a strictly structured and guided course, with the presence of a facilitator (the interviewer) who - given the complexity of the objectives pursued – must be competent and able to interpret the interview outputs in terms of the skills (made up of the various components) identified in relation to the role played and the role expected.

These interview tools are modular in design, i.e. made up of various self-contained sections, each one of which may or may not be used, as required. The interviewer's task is to use the sections appropriate for the corporate context and the demand that has emerged, developing the tool in an *ad hoc* manner according to the needs identified.

As far as these tools are concerned, it has been established that particular focus must be placed on IT and language skills, in response to the considerable demand in the business, services, and tourism sectors for training of this kind. The way in which these skills are assessed in these fields should be considered indicative and replicable for other areas, subject to obvious adaptation needs.

### **“Role played diagnosis questionnaire” (tool 1.)**

This tool is aimed at workers in the company who require the service in order to determine their own training programme, in other words, the potential targets of any training activities envisaged by the company. Its purpose is to build the skills profile (in terms of the various components described above) of the role played, i.e. the job skills possessed, in relation to the organisational skills concerned by the adjustment and development interventions. The section below describes the tool, with particular reference to the individual modular sections, the objectives each of these pursues, and the completion methods.



### 1. Personal profile

The aim of this first section is to obtain the interviewee's personal details, in order to build their profile in terms of age, nationality, and level of education, thereby "contextualising" the interview. Furthermore, the aim of this first section is to analyse the interviewee's previous corporate training experiences, in order to establish their attitude towards training activities and to identify and assess their liking for training, as well as their opinion thereof and interest therein. This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

### 2. Professional profile

The aim of this second section is to build the interviewee's professional profile within the company and is, once again, designed to "contextualise" the interview, by gathering information on the interviewee's **role and position within the company**.

The interviewee is then asked to state the corporate sector/area/department in which they carry out their activity, their position as specified in their employment agreement, their professional profile within the business, and the characteristics of the role played.

This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

### 3. Mapping out the role played

The aim of this third section is to map out the **role played in terms of the various components of the job skills possessed**. Through comparison with the resulting map of the expected role (tool 2), the analysis will reveal the gap



between required skills (expected role) and the job skills possessed (role played), thereby identifying the training needs of the service's targets and providing information which is fundamental to establish the training objectives, content and methods.

The interviewee will be asked to specify the areas of activity in which they operate in their work and to state any other areas of activity (organisational skills) in which they operate; the purpose of this is to map out the role played, in terms of activity, as accurately and in as much detail as possible.

Next, for each of the activities (organisational skills) in which they participate and on the basis of the components of the job skills revealed by the diagnosis of the expected role, the interviewee will be asked to state the knowledge and abilities they believe they have and assess their level thereof (from a choice of 5 levels: none, little, sufficient, good, excellent), thereby reinterpreting the role played in skills terms.

In addition, the interviewee will be asked to state any other skills that have not been included which they feel help to describe their role within the business with respect to the activities specified.

Finally, the interviewee is asked to state which of the knowledge and abilities specified they feel need to be improved through training and to what extent (from a choice of 5 levels: not at all, a little, somewhat, greatly, essential).

The knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.



### 4. Basic IT skills used

The aim of this section is to map out the role played in terms of the **basic IT skills possessed and used by the interviewee in their job**. Through comparison with the resulting map of the expected role (tool 2), this analysis will reveal the gap between required skills (expected role) and the job skills possessed (role played), thereby identifying the training needs of the service's targets as regards IT skills and providing information which is fundamental to establish the training objectives, content and methods.

To this end, the interviewee is asked to state which (if any) basic IT tools they use in their work, and to state the knowledge and abilities they have in these skills and assess their level (from a choice of 5 levels: none, little, sufficient, good, excellent), on the basis of the expected basic IT skills revealed by the diagnosis.

The knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a *back office* procedure.

### 5. Language skills

The aim of this section is to map out the **role played in terms of the basic foreign (i.e. not Italian) language skills possessed and used by the interviewee in their job**.

Through comparison with the resulting map of the expected role (tool 2), this analysis will reveal the gap between required skills (expected role) and the job skills possessed (role played), thereby identifying the training needs of the service's targets regarding foreign language skills and providing information which is fundamental to establish the training objectives, content and methods.



To this end, the interviewee is asked to state which (if any) foreign languages they use in their work, and to state the knowledge and abilities they have in these skills and assess their level (from a choice of 5 levels: none, little, sufficient, good, excellent), on the basis of the expected language skills revealed by the diagnosis.

The knowledge and skills described by the interviewee will be divided into the various components by the interviewer (as defined in section a. of this stage) in a back office procedure.

### “Expected role diagnosis questionnaire” (tool 2.)

This tool is designed for the manager of the corporate process/area concerned or considered priority, and its purpose is to build the skills profile (in terms of the various components described above, of the expected role, i.e. the job skills **required**, in relation to the organisational skills affected by the adjustment and development interventions. The section below describes the tool, with particular reference to the individual modular sections, the objectives each of these pursues, and the completion methods.

#### 1. Personal profile

The aim of this first section is to obtain the interviewee’s personal details, in order to build their profile in terms of age, nationality, and level of education, thereby “contextualising” the interview. Furthermore, the aim of this first section is to analyse the interviewee’s previous corporate training experiences, in order, in particular, to establish their attitude towards training activities, to identify and assess their liking for training, as well as their opinion thereof and interest therein. This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.



### 2. Professional profile

The aim of this second section is to build the interviewee's professional profile within the company and is, once again, designed to "contextualise" the interview, by gathering information on the interviewee's **role and position within the company**.

The interviewee is then asked to state the corporate sector/area/department in which they carry out their activity, their position as specified in their employment agreement, their professional profile within the business, and the characteristics of the role played.

This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

### 3. Mapping out the expected role

The aim of this third section is to use the objectives identified as priority and the relative organisational skills identified as concerned by the adjustment and development needs to map out the **expected role in terms of the various components of the job skills required**.

In relation to the following aspects:

- the corporate process/area needing skills adjustment/development;
- objectives identified for this corporate process/area as priority;
- areas of activity, in other words, organisational skills which are critical and those that require adjustment/development;

The interviewee will be asked to state the various components of the skills (knowledge and ability) they feel are necessary to attain the corporate objectives specified, thereby mapping out the expected role.



With respect to the knowledge and abilities identified as essential for attaining the priority corporate objectives, the interviewee is asked to state which they believe exist within the company (i.e. are possessed by those who operate within their own sector/area) and to what degree (from a choice of 5 levels: not at all, little, sufficient, good, excellent), and which skills they feel need to be developed, i.e. on which training should focused.

The knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.

#### 4. Basic IT skills expected

The aim of this section is to map out the expected role in terms of the **basic IT skills needed to attain the company's priority objectives**.

To this end, the interviewee is asked to specify which (if any) basic IT tools are used within their corporate area/process, to state the knowledge and abilities required of those who use these skills and to assess the degree to which they are used (from a choice of 5 levels: not at all, little, sufficient, good, excellent) in order to attain corporate objectives; they are also asked which skills they feel need to be developed, i.e. on which training should focused.

The knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.

#### 5. Expected language skills.

The aim of this section is to map out the expected role in terms of the **foreign (i.e. not Italian) language skills needed to attain the company's priority objectives**.



To this end, the interviewee is asked to specify which (if any) foreign languages are used within their corporate area/process, to state the knowledge and abilities required of those who use these skills and assess the degree to which they are used (from a choice of 5 levels: not at all, little, sufficient, good, excellent) in order to attain corporate objectives; they are also asked which skills they feel need to be developed, i.e. on which training should focused.

The knowledge and skills described by the interviewee will be divided into the various components by the interviewer (as defined in section a. of this stage) in a back office procedure.

### Outputs

The outputs of the activities connected to the service consist in the two questionnaires answered as described above, namely:

- **“Role played diagnosis questionnaire” (tool 1);**
- **“Expected role diagnosis questionnaire” (tool 2).**

The main expected result is the identification of the job skills to be used as a **reference for defining the objectives and the training curriculum**. By comparing the skills required revealed by the ‘expected role questionnaire’ with the skills possessed revealed by the ‘role played questionnaire’, the target’s training needs can be established.



## 2. Operating tools

### Tool n. 1: Role played diagnosis questionnaire

#### 1. Personal profile

1.1 First name: \_\_\_\_\_ Last name: \_\_\_\_\_

1.2 Year of birth: \_\_\_\_\_

1.3 Nationality: \_\_\_\_\_

*If not Italian, please specify:*

1.3.1 Level of Italian language<sup>4</sup> \_\_\_\_\_

1.3.2 Native language \_\_\_\_\_

1.3.3 Other languages

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1.3.4 How long have you been in Italy (state year of arrival)? \_\_\_\_\_

1.4 Level of education<sup>5</sup>: Please specify

- No elementary school certificate
- Middle school certificate
- Vocational qualification \_\_\_\_\_
- High school certificate \_\_\_\_\_
- University diploma \_\_\_\_\_
- First-level degree \_\_\_\_\_
- Second-level degree \_\_\_\_\_
- Degree \_\_\_\_\_
- Masters/Postgraduate Degrees \_\_\_\_\_
- Doctorate \_\_\_\_\_

1.5 Have you even taken part in vocational training activities organised by your employer?

Yes  No

If no, why not?

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<sup>4</sup> Cf. Europass Language Passport

<sup>5</sup> If this is a foreign qualification, please specify whether it is valid in Italy.



If yes, please briefly outline the training programme curriculum, duration and methods?

Programme Curriculum/Title	Duration	Training method

Please give us an appraisal of the training activity in which you participated, stating both positive aspects and any shortcomings.

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### 2. Professional profile

2.1 In which company sector/department/area do you currently work?

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2.2 What is your current position within your company?

- Member of the Management                       Specialised technician  
 Sector Manager/Director                       Blue-collar worker  
 Department head                                       White-collar worker  
 Other \_\_\_\_\_

2.3 What is your professional profile within your company?

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2.4 Which of the following do you feel best describes your role in the company?

- operational  
 regulatory  
 orienting



**3. Mapping out the role played**

3.1 With respect to the following objectives and activities in the business management area/process in which you work, which are you responsible for?

Corporate process/area	Priority objectives	Areas of activity (organisational skills)	Activities carried out
	1.	1.	
	2.	2.	
	3.	3.	
	4.	4.	
	5.	5.	
	6. Other:		

3.2 In relation to the activities stated above, which you carry out as part of your work, please tell us about your knowledge and skills and the levels thereof. Please also specify what you feel you should know about and what skills you need to acquire in order to deliver better results.

SKILLS	POSSESSED					IN NEED OF IMPROVEMENT				
	None	Little	Sufficient	Good	Excellent	Not at all	A little	Somewhat	Greatly	Essential
<b>KNOWLEDGE</b>										
1.										
2.										
<b>ABILITIES</b>										
1.										
2.										

**4. Basic IT skills used**

4.1 For the activities stated above, which you carry out as part of your work, do you use any basic IT tools?

- YES       NO

4.2 If yes, what do you use?

\_\_\_\_\_



4.3 With regards to the use of this/these tool/s, please tell us about your knowledge and skills and the levels thereof. Please also specify what you feel you should know about and what skills you need to make better use of the tool(s) in question.

SKILLS	POSSESSED					IN NEED OF IMPROVEMENT				
	None	A little	Sufficient	Good	Excellent	Not at all	A little	Somewhat	Greatly	Essential
<b>KNOWLEDGE</b>										
1.										
2.										
Other:										
<b>ABILITIES</b>										
1.										
2.										
Other:										

## 5. Language skills used.

5.1 For the activities stated above, which you carry out as part of your work, do you use any foreign languages?

YES       NO

5.2 If yes, which do you use?

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5.3 With regards to the use of this/these language/s, please tell us about your knowledge and skills and the levels thereof. Please also specify what you feel you should know about and what skills you need to make better use of the language(s) in question.

SKILLS	POSSESSED					IN NEED OF IMPROVEMENT				
	None	A little	Sufficient	Good	Excellent	Not at all	A little	Somewhat	Greatly	Essential
<b>KNOWLEDGE</b>										
1.										
2.										
Other:										
<b>ABILITIES</b>										
1.										
2.										
Other:										



### *B.2 purposes of use*

The tool's purpose is to build the skills profile (in terms of the various components)<sup>6</sup>, of the role played, i.e. the job skills possessed by those who work in the corporate process/area identified as priority/strategic and affected by the adjustment and development interventions.

#### *B1.use/application method*

The questionnaire is designed to be used following a strictly structured course guided by the interviewer, since the complexity of the objectives pursued requires a facilitator who is competent in the identification of the training needs and able to interpret the interview outputs in skills terms.

The tool is aimed at and must be used with workers who operate within one of the important processes/areas within the company's organisation.

The functional value of using this tool is strictly linked to the use of the "**Expected role diagnosis questionnaire - Tool 2'**" and consists in the resulting ability to identify the skills gaps between the expected role and the role played, which makes it possible to obtain the information about the job skills needed for use as a project reference in terms of training objectives, and consequently content and method.

This tool is modular in design, i.e. made up of various self-contained sections each one of which may or may not be used, as required. The interviewer's task is to use the sections appropriate for the corporate context and the demand that has emerged, developing the tool in an *ad hoc* manner according to each specific need.

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<sup>6</sup> The different components are the knowledge elements (theoretical and procedural) and abilities (intellectual, operational/technical, organisational/distinguishing, relational).



### *B2. degree of importance and priority*

High and essential

### *B3. results obtainable from application of the tool*

Analysis of the two questionnaires can furnish important information about the characteristics of the target trainees, the most appropriate training methods to use, and the organisation methods to take into account.

The various modular questionnaire sections serve different purposes:

#### 1. Personal profile

This part provides information which is useful to describe the "Targets of the training actions" in terms of their personal details (e.g. age, level of education, etc.).

#### 2. Professional profile

This part is extremely important for the description of the "Targets of the training actions" as it provides a clear overview of the participants' professional characteristics.

3. Mapping out the role played / 4. Basic IT skills used / 5. Language skills used.



These sections, which - as mentioned earlier - will be used according to the different contexts and situations, provide information that is fundamental for the training project and concerns the following aspects:

- *"Critical issues which the project will tackle"*, as the training needs revealed by the diagnosis represent a part of the critical issues to deal with, for which solutions need to be found via the Training Project;
- *"Objectives and priorities"*, since the training needs identified and to be met help to define the objectives and priorities;
- *"Provisional training content, preparatory actions, expected results"* - since the aim of diagnosing the training needs is to analyse and examine the job skills which will be used as a project reference, thereby helping to define content and expected results;
- *"Training Project duration"* - since this also depends on the critical issues to tackle and the objectives that have to be attained to meet the needs identified.

Finally, with respect to the Training Project, these sections help to define the following fields:

- *"Training methods and tools"* - as the needs identified in terms (as mentioned) of the various skills and their components necessarily determine which training methods must be used (i.e. the most appropriate to attain the training objectives established).
- *"Description of the intervention"* – as the identification of the training needs (in terms of skills to use as a project reference) allows the project structure to be described in terms of training objectives, content, and relative training hours, as well as intervention structure and process, and criteria and methods for monitoring and assessing the activities.



### *B4. input data*

Significant input for the use of the tool may include the results of any previous surveys and analysis of the training demand or other documents highlighting the company's strategic objectives and priorities, as well as the key organisational skills (activities) considered concerned by skills adjustment / development needs.

Other fundamental input includes the results of the expected role diagnosis questionnaire, which provides essential information with respect to the various job skill components to be used as a reference for diagnosing the skills possessed.

### *B5. output data*

The information obtained via the questionnaire allows a profile to be built of the role played (in terms of skills possessed) by those who work in the corporate process/area concerned by the training programme. This result is handy for diagnosing the training needs, as the gap that emerges between the required skills (expected role) and the job skills possessed (role played) allows the training needs of the training project targets to be identified, and then the training objectives and content to be established.

Furthermore, the questionnaire also provides significant information about the characteristics of the target trainees, the most appropriate training methods to use, and the organisation methods to take into account, which is important for the detailed programme.



As regards the training project, the tool supplies information concerning the following aspects:

- "*Critical issues which the project will tackle*" - as the training needs revealed by the diagnosis represent a part of the critical issues to deal with, for which solutions need to be found via the Training Project
- "*Objectives and priorities*" - since the training needs identified and to be met help to define the objectives and priorities
- "*Provisional training content, preparatory actions, expected results*" - since (as already explained in detail) the aim of diagnosing the training needs is to analyse and examine the job skills which will be used as a project reference, thereby helping to define content and expected results
- "*Targets of the training actions*" - as this concerns the personal details of the intended participants of the training (e.g. age, level of education, professional characteristics)
- "*Training Project duration*" - since this also depends on the critical issues to tackle and the objectives that have to be attained to meet the needs identified.

As far as the detailed programme is concerned, the questionnaire supplies information concerning the following aspects:

- "*Training methods and tools*" - as the needs identified in terms (as mentioned) of the various skills and their components necessarily determine which training methods must be used (i.e. the most appropriate to attain the training objectives established).
- "*Targets of the intervention*"
- "*Description of the intervention*" – as the identification of the training needs (in terms of skills to use as a project reference) allows the project structure to be described in terms of training objectives, content, and relative training hours, as well as intervention structure and process, and criteria and methods for monitoring and assessing the activities.



### *B6. Explanatory outline of the items contained*

**Item 1. Personal profile:** the aim of this first section is to obtain the interviewee's personal details, in order to build their profile in terms of age, nationality, and level of education. The section also analyses any previous corporate training experiences had by the interviewee, in order to establish their attitude towards training activities, i.e. to identify and assess their liking for training, as well as their opinion thereof and interest therein. The interviewee must state their first and last names, age, nationality and level of education, specifying - where possible - the qualification obtained. The interviewee is also required to state and describe any training courses organised by their company that they have attended (including those attended under previous employers), highlighting the positive and/or negative aspects. If they have never taken part in any training, they are asked to explain why (bearing in mind that this could be a personal choice, in which case they are asked to describe their attitude towards training activities).

This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

**Item 2. Professional profile:** the aim of this second section is to build the interviewee's professional profile within the company by gathering information on the interviewee's role and position within the company.

The interviewee is required to state the corporate sector/area/department in which they carry out their activity, their position as specified in their employment agreement, their professional profile within the business, and to specify the characteristics of the role played, choosing one of the following options:

- *operational*, if they feel their role entails carrying out a series of repeated actions following a preset pattern



- *regulatory*, if they feel their role has an influence on the course of the process as they can choose from a series of possible preset action patterns, or *orienting*
- *orienting*, if they steer the course of the process on the basis of innovative action patterns which they have identified.

This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

**Item 3. Mapping out the role played:** the aim of this third section is to use the objectives identified as priority during the supply analysis stage and the relative organisational skills identified as affected by the adjustment and development needs, in order to map out the role played in terms of the various components of the job skills possessed. Through comparison with the resulting map of the expected role, the analysis will reveal the gap between required skills (expected role) and the job skills possessed (role played), thereby identifying the training needs of the target trainees to include in the training project, in relation to the following:

- corporate process/area - the objectives identified as priority for the said process/area and areas of activity, i.e. the organisational skills considered critical and those that require job skills adjustment/development

The interviewee will then be asked to specify the areas of activity in which they operate in their work and to state any other areas of activity (organisational skills) in which they operate (which must be in line with the priority objectives defined, even if they may not have emerged during the analysis of the demand and the expected role); the purpose of this is to map out the role played (in terms of activity) as accurately and in as much detail as possible.



Next, for each of the activities (organisational skills) in which they participate and on the basis of the components of the job skills revealed the diagnosis of the expected role, the interviewee will be asked to state the knowledge and abilities they believe they have and assess their level thereof (from a choice of 5 levels: none, little, sufficient, good, excellent), thereby mapping out the role played in skills terms.

In addition, the interviewee will be asked to state any other skills that have not been included which they feel help to describe their role within the business with respect to the activities specified.

Finally, the interviewee is asked to state which of the knowledge and abilities specified they feel need to be improved through training and to what extent (from a choice of 5 levels: not at all, a little, somewhat, greatly, essential).

This section is considered applicable if any organisational skills within the technical/professional sphere have been identified as in need of development / adjustment.

It is important to note that the knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.

**Item 4. Basic IT skills used:** The aim of this section is to map out the role played in terms of the basic IT skills possessed and used by the interviewee in their job, again, on the basis of the results of the corporate requirements analysis. Through comparison with the resulting map of the expected role, the analysis will reveal the gap between required skills (expected role) and the job skills possessed (role played), thereby identifying the basic IT skills training needs (of the target trainees) to address in the training project.



To this end, the interviewee is asked to state which (if any) basic IT tools they use in their work, and to state the knowledge and abilities they have in these skills and assess their level (from a choice of 5 levels: none, little, sufficient, good, excellent).

Furthermore, the interviewee is asked to state any other knowledge and abilities they possess in relation to the IT tool in question, and to state, once again, which they feel need to be improved (from a choice of 5 levels: not at all, a little, somewhat, greatly, essential).

This section is considered applicable if any basic IT skills-related organisational skills have been identified as in need of development / adjustment.

It is important to note that the knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.

**Item 5. Language skills:** The aim of this section is to map out the role played in terms of the basic foreign (i.e. not Italian) language skills possessed and used by the interviewee in their job. Through comparison with the resulting map of the expected role, the analysis will reveal the gap between required skills (expected role) and the job skills possessed (role played), thereby identifying the Foreign language skills training needs (of the target trainees) to address in the training project.

To this end, the interviewee is asked to state which (if any) foreign languages they use in their work, and to state the knowledge and abilities they have in these skills and assess their level (from a choice of 5 levels: none, little, sufficient, good, excellent), on the basis of the expected language skills revealed by the diagnosis (and therefore the knowledge and abilities fields in chart 5.1 will already have been filled in).

Furthermore, the interviewee is asked to state any other knowledge and abilities they possess in relation to the foreign languages in question, and to



state, once again, which they feel need to be improved (from a choice of 5 levels: not at all, a little, somewhat, greatly, essential).

This section is considered applicable if any organisational skills related to foreign languages have been identified as in need of development / adjustment.

It is important to note that the knowledge and skills described by the interviewee will be divided into the various components of the skill concerned by this stage by the interviewer in a back office procedure.

### Tool n.2 : Expected role diagnosis questionnaire

#### 1. Personal profile

1.1 First name: \_\_\_\_\_ Last name: \_\_\_\_\_

1.2 Year of birth: \_\_\_\_\_

1.3 Nationality: \_\_\_\_\_

*If not Italian, please specify:*

1.3.1 Level of Italian language<sup>7</sup> \_\_\_\_\_

1.3.2 Native language \_\_\_\_\_

1.3.3 Other languages

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1.3.4 How long have you been in Italy (state year of arrival)? \_\_\_\_\_

1.4 Level of education<sup>8</sup>: \_\_\_\_\_ Please specify

No elementary school certificate

Middle school certificate

Vocational qualification \_\_\_\_\_

High school certificate \_\_\_\_\_

University diploma \_\_\_\_\_

First-level degree \_\_\_\_\_

Second-level degree \_\_\_\_\_

Degree \_\_\_\_\_

Masters/Postgraduate Degrees \_\_\_\_\_

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<sup>7</sup> Cf. Europass Language Passport

<sup>8</sup> If this is a foreign qualification, please specify whether it is valid in Italy.



Doctorate \_\_\_\_\_

1.5 Have you even taken part in vocational training activities organised by your employer?

YES       NO

If no, why not?

If yes, please briefly outline the training programme curriculum, duration and methods?

Programme Curriculum/Title	Duration	Training method

Please give us a appraisal of the training activity in which you participated, stating both positive aspects and any shortcomings.

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## 2. Professional profile

2.1 In which company sector/department/area do you currently work?

---

2.2 What is your current position within your company?

- Member of the Management       Specialised technician  
 Sector Manager/Director       Blue-collar worker  
 Department head       White-collar worker  
 Other \_\_\_\_\_

2.3 What is your professional profile within your company?

---

2.4 Which of the following do you feel best describes your role in the company?

- operational  
 regulatory  
 orienting



**3. Mapping out the expected role**

3.1 With respect to following objectives, defined as priority by the company’s management for the process/area for which you are responsible, and the areas of activity defined critical, please state what knowledge and skills you need in order to attain the said objectives?

Company process / area	Priority objectives	Areas of activity	Necessary abilities and knowledge
	1.	1.	
	2.	2.	
	3.	3.	
	4.	4.	
	n.	5.	
		Other	

3.2 With reference to the knowledge and skills which you have specified in the previous point, please state which you feel are possessed within the company and to what degree, and which – in your opinion – need to be developed and improved?

SKILLS	LEVEL					In need of improvement
	Not at all	A little	Sufficient	Good	Excellent	
KNOWLEDGE						
ABILITIES						

**4. Basic IT skills expected**

4.1 To carry out the activities discussed, do you need to use any basic IT tools?

YES       NO

4.2 If yes, which tool(s)?

\_\_\_\_\_



4.3 With regards to the use of this/these tool/s, please tell us what knowledge and skills you need (and the levels thereof) to attain the objectives of the business management area/process for which you are responsible.

SKILLS	LEVEL					In need of improvement
	Not at all	A little	Sufficient	Good	Excellent	
KNOWLEDGE						
ABILITIES						

**5. Expected language skills**

5.1 To carry out the activities discussed, do you need to use any foreign languages?

YES       NO

5.2 If yes, which language(s)?

\_\_\_\_\_

5.3 With regards to the use of this/these language/s, please tell us what knowledge and skills you need (and the levels thereof) to attain the objectives of the business management area/process for which you are responsible.

SKILLS	LEVEL					In need of improvement
	Not at all	A little	Sufficient	Good	Excellent	
KNOWLEDGE						
ABILITIES						



### *B1.purposes of use*

The tool's purpose is to build the skills profile (in terms of the various components<sup>9</sup>), of the expected role, i.e. the job skills required of those who work in the corporate process/area identified as priority/strategic in relation to the *objectives and organisational skills* concerned by adjustment and development interventions.

The “**Expected role diagnosis questionnaire**” is part of the skills needs diagnosis service and is a fundamental tool for identifying workers’ training needs and therefore defining training objectives, content and methods to include in the implementation project.

### *B2.use/application method*

The questionnaire is designed to be used following a strictly structured course guided by the interviewer, since the complexity of the objectives pursued requires a facilitator who is competent in the identification of the training needs and, above all, able to interpret the interview outputs in skills terms.

The tool is aimed at and must be used with the **manager of the corporate process/area** concerned by skills adjustment/development needs.

The functional value of using this tool is strictly linked to the use of the “**Expected role diagnosis questionnaire - Tool 1**” and consists in the resulting ability to identify the **skills gaps between the expected role and the role played**, which makes it possible to **obtain the information about the job skills needed for use as a design reference in terms of training objectives, and consequently content and method.**

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<sup>9</sup> The different components are the knowledge elements (theoretical and procedural) and abilities (intellectual, operational/technical, organisational/distinguishing, relational).



Finally, this tool is modular in design, i.e. made up of various self-contained sections, each one of which may or may not be used, as required. The interviewer's task is to use the sections appropriate for the corporate context and the demand that has emerged, developing the tool in an *ad hoc* manner according to specific needs.

### *B3. degree of importance and priority*

High and essential

### *B4. results obtainable from application of the tool*

Analysis of the two questionnaires can furnish important information about the characteristics of the target trainees, the most appropriate training methods to use, and the organisation methods to take into account.

The various modular questionnaire sections serve different purposes:

#### 1. Personal profile

This part provides information which is useful to describe the "Targets of the training actions" in the implementation project in terms of their personal details (e.g. age, level of education, etc.).

#### 2. Professional profile

This part is extremely important for the description of the "Targets of the training actions" as it provides a clear overview of the participants' professional characteristics.

#### 3. Mapping out the role played / 4. Basic IT skills used / 5. Language skills used.

These sections, which - as mentioned earlier - will be used according to the different contexts and situations, provide information that is fundamental for the following aspects:



- *"Critical issues which the project will tackle"* - as the training needs revealed by the diagnosis represent a part of the critical issues to deal with, for which solutions need to be found via the Training Project;
- *"Objectives and priorities"* - since the training needs identified and to be met help to define the objectives and priorities of the programme;
- *"Provisional training content, preparatory actions, expected results"* - since the aim of diagnosing the training needs is to analyse and examine the job skills which will be used as a project reference, thereby helping to define content and expected results;
- *"Training Project duration"* - since this also depends on the critical issues to tackle and the objectives that have to be attained to meet the needs identified.

Finally, with respect to the Training Project, these sections help to define the following fields:

- *"Training methods and tools"* - as the needs identified in terms (as mentioned) of the various skills and their components necessarily determine which training methods must be used (i.e. the most appropriate to attain the training objectives established).
- *"Description of the intervention"* – as the identification of the training needs (in terms of skills to use as a project reference) allows the project structure to be described in terms of training objectives, content, and relative training hours, as well as intervention structure and process, and criteria and methods for monitoring and assessing the activities.

### *B5.input data*

Significant input for the use of the tool may include the results of any previous surveys and analysis of the training demand or other documents highlighting the company's strategic objectives and priorities, as well as the key



organisational skills (activities) considered concerned by skills adjustment / development needs.

### *B6. output data*

The information obtained via the questionnaire allows a profile to be built of the role expected (in terms of skills possessed) of those who work in the corporate process/area concerned by the training programme. This result is handy for diagnosing the role played, with which it is then compared and contrasted: the gap between the required skills (expected role) and the job skills possessed (role played) that emerges from the diagnosis allows the training needs of the training project targets to be identified, and then the training objectives and content to be established.

Furthermore, the questionnaire provides significant information about the characteristics of the target trainees, the most appropriate training methods to use, and the organisation methods to take into account, which are important for the detailed programme.

As far as the Training Project is concerned, the tool supplies information about the following aspects:

- *"Critical issues which the project will tackle"* - as the training needs revealed by the diagnosis represent a part of the critical issues to deal with, for which solutions need to be found via the Training Project
- *"Objectives and priorities"*, since the training needs identified and to be met help to define the objectives and priorities
- *"Provisional training content, preparatory actions, expected results"* - since the aim of diagnosing the training needs is to analyse and examine the job skills which will be used as a project reference, thereby helping to define content and expected results



- "*Targets of the training actions*" - as this concerns the personal details of the intended participants of the training (e.g. age, level of education, professional characteristics)
- "*Training Project duration*" - since this also depends on the critical issues to tackle and the objectives that have to be attained to meet the needs identified.

As far as the Implementation Project is concerned, the questionnaire supplies information about the following aspects:

- "*Training methods and tools*" - as the needs identified in terms of the various skills and their components necessarily determine which training methods must be used (i.e. the most appropriate to attain the training objectives established).
- Targets of the intervention.
- "*Description of the intervention*" – as the identification of the training needs (in terms of skills to use as a project reference) allows the project structure to be described in terms of training objectives, content, and relative training hours, as well as intervention structure and process, and criteria and methods for monitoring and assessing the activities.

### *B7. Explanatory outline of the items contained*

**Item 1. Personal profile:** The aim of this first section is to obtain the interviewee's personal details, in order to build their profile in terms of age, nationality, and level of education. The section also analyses any previous corporate training experiences had by the interviewee, in order to establish their attitude towards training activities, i.e. to identify and assess their liking for training, as well as their opinion thereof and interest therein. The interviewee must state their first and last names, age, nationality and level of education, specifying - where possible - the qualification obtained. The interviewee is also required to state and describe any training courses



organised by their company that they have attended (including those attended under previous employers), highlighting the positive and/or negative aspects. If they have never taken part in any training, they are asked to explain why (bearing in mind that this could be a personal choice, in which case they are asked to describe their attitude towards training activities).

This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

**Item 2. Professional profile:** The aim of this second section is to build the interviewee's professional profile within the company by gathering information on the interviewee's role and position within the company. The interviewee is required to state the corporate sector/area/department in which they carry out their activity, their position as specified in their employment agreement, their professional profile within the business, and to specify the characteristics of the role played, choosing one of the following options:

- *operational*, if they feel their role entails carrying out a series of repeated actions following a preset pattern;
- *regulatory*, if they feel their role has an influence on the course of the process as they can choose from a series of possible preset action patterns, or *orienting*
- *orienting*, if they steer the course of the process on the basis of innovative action patterns which they have identified.

This section is considered universally applicable, as it serves as preparation for diagnosing the training needs.

**Item 3. Mapping out the expected role:** The aim of this third section is to use the objectives identified as priority during the demand analysis stage and the relative organisational skills identified as affected by the adjustment and development needs in order to map out the expected role in terms of the various components of the job skills possessed.



In relation to the following aspects:

- the corporate process/area needing skills adjustment/development;
- the objectives identified for this corporate process/area as priority;
- the areas of activity, in other words, the organisational skills which need job skills adjustment/development.

The interviewee is asked to state the various components of the skills (knowledge and ability) they feel are necessary to attain the corporate objectives specified, thereby mapping out the expected role. To this end, the interviewee will be asked to state any other areas of activity (organisational skills) where they feel training and development are needed to attain the corporate objectives (even if they have not been highlighted by the demand analysis); the purpose of this is to map out the expected role as accurately and in as much detail as possible.

With reference to the skills and abilities identified as essential to attain the priority corporate objectives, the interviewee is asked to state which they feel exist within the company and therefore are possessed by those who work in their own sector/area, and to what degree (from a choice of 5 levels: not at all, little, sufficient, good, excellent), and which skills they feel need to be developed, i.e. on which training should be focused.

This section is considered applicable if any organisational skills within the technical/professional sphere have been identified as in need of development / adjustment.

It is important to note that the knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.



**Item 4. Basic IT skills expected:** the aim of this section is to map out the expected role in terms of the basic IT skills needed to attain the company's priority objectives.

To this end, the interviewee is asked to specify which (if any) basic IT tools are used within their corporate area/process, to state the knowledge and abilities required of those who use these skills and to assess the degree to which they are used (from a choice of 5 levels: not at all, little, sufficient, good, excellent) in order to attain corporate objectives; they are also asked which skills they feel need to be developed, i.e. on which training should focused.

This section is considered applicable if any basic IT skills-related organisational skills have been identified as in need of development / adjustment.

It is important to note that the knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.

**Item 5. Expected language skills:** the aim of this section is to map out the expected role in terms of the foreign language skills needed to attain the company's priority objectives.

To this end, the interviewee is asked to specify which (if any) foreign languages are used within their corporate area/process, to state the knowledge and abilities required of those who use these skills and to assess the degree to

which they are used (from a choice of 5 levels: not at all, little, sufficient, good, excellent) in order to attain corporate objectives; they are also asked which skills they feel need to be developed, i.e. on which training should focused.

This section is considered applicable if any organisational skills related to foreign language skill/ use have been identified as in need of development / adjustment.



It is important to note that the knowledge and skills described by the interviewee will be divided into the various components by the interviewer in a back office procedure.

### 3) Teaching methods

#### 1. Classroom management

##### Course system

LEARNING is the objective of a training course.

To effectively achieve this objective the “downstream” variables must be monitored and the elements that arise “during” classroom management must be correctly managed.

The diagram below describes the variables and actions involved.

#### COURSE SYSTEM CLASSROOM

The application of this diagram to a course for adults implies the following:

1. The preparation of a **detailed programme** that goes beyond the scheduling of the provisional project prepared, for example, in the case of financed courses; this programme must focus on the characteristics of each single sector or target group and on the peculiarities of the context in which a company or the companies involved operate.



2. It is extremely important to know the **type of participants**, so detailed forms must be prepared to be filled in by the company reference person. The form must not only include information on general details and training history of a participant but also information such as: function, task description, level of autonomy and responsibility, mention of any critical points, etc.
3. **The identification of the most suitable teachers** by a corporate trainer is strictly related to the detailed programme because the teaching method to be adopted in each phase of the training programme, as well as the content level, influences the choice.
4. The **location and classroom layout**, in other words the layout of the desks, are of particular importance according to the teaching method to be adopted. A welcoming classroom that favours socialisation and communication and offers the opportunity to adopt teaching techniques that will draw in and motivate the participants.

For example, where possible, try to avoid “conference room” layouts, “school classroom” layouts, “raised” desks, and favour horseshoe, semicircle or island layouts.

5. The role of the trainer or tutor in **classroom management** is of great importance especially in programmes with a number of modules; the trainer or tutor will work alongside the teacher, monitoring and fine tuning the training programme step by step.
6. Not all content experts are automatically competent as regards **teaching techniques**. The identification of teachers capable of effectively transferring the content is a key element for the success of the course.



7. Both the Tutor and the Teacher have the task of creating an **environment** that supports the course participants. This diagram suggests that in corporate training all course participants must be considered as “learning adults”; it is therefore very important not recall the school environment during classroom management. School experiences, even positive ones, represent a setting in which students depend on the teacher who has the knowledge and power. This training activity must be totally different from school experience, especially in psychological terms. Adult learning means partly changing one’s knowledge, behaviour and often attitude; which means course participants may be curious and interested in the themes of the course, but also somewhat anxious about the new and collective situation and therefore may adopt a cautious approach to the activities proposed.

However, if the teacher is capable of creating and maintaining an environment where superiority is replaced by empathy and support, course participants will not use their mental energy to passively take part in the course, basically refusing to learn, but will become involved and actively take part in the activities; in this way participants will be able to transfer what they have learnt to their working world.

8. There is a wide range of **teaching methods** available that can be adopted for adult courses:
- a. Classical method
  - b. Active method
  - c. Psychological method applied to vocational training
  - d. Creative method
  - e. Cooperative Learning
  - f. Problem-Based Learning
  - g. Holistic methods



Some of these methods are described in detail later.

9. The last element for the management of the course system is **assessment**:
  - h. assessment of learning at various levels and from different points of view
  - i. assessment of level of satisfaction of direct participants and other subjects involved

An objective and transparent approach in the various assessment levels is necessary in order to modify and adapt the interventions in an objective and useful way.

### Key factors and training programme

The teacher will take different criteria and factors that arise during learning into account in the choice of the training programme and relevant methods.

In his book "Facilitare l'apprendere" (making learning easier), Rotondi examines the following key factors:

### Motivational scouting

This is the need to consider, in a constant and timely way, the level of motivation of the people being trained. The natural need and desire to learn, which is very strong in a pre-school child, may have been altered by schooling and life in general. Therefore, it is important not to take the participants' level

of willingness and motivation for granted and to exploit any motivation they may have, however weak it may be. A total lack of motivation will inevitably prejudice the potentially educational experience.



### Mind-heart polar oscillation

This is the need to alternate proposals for the logical mind with proposals for self-awareness, combining “thinking” with “feeling”. Methods and approaches aimed at creating training that develops the **feeling area** can be adopted, alongside methods and techniques that stimulate the **cognitive area**. For example, the so-called “feeling-based approach” includes transactional analysis, bioenergetics, body-oriented counselling groups, psychosynthesis and others.

### Biological learning

The three main functions are:

- Reception: listen to messages, receive inputs, perceive
- Action: move, use language, create outputs
- Elaboration/thinking/remembering: create new thoughts, elaborate models, reorganise and modify what has been learned previously.

It is useful to stimulate all three functions, remembering however that the transition from one to the other is not automatic or fast; it requires training and assistance. Reflective teaching models, professional check-ups and self-empowerment techniques can be useful to transfer the different theories that take into account these functions. Kolb’s work in this area is worthy of note.

### Multi-planarity

It is important to take into account that learning takes place at four inter-dependent levels which influence each other:

- logical-rational (prefigure, know, understand)
- emotional-relational (good environment, constructive relationships, conflict management, anxiety control)
- energetic (activation, participation)
- physical (logistic aspects)



### Global relations

Communication is at the basis of every intervention and training process. While communication involves all channels (hearing, sight, smell, taste, touch), this is not often the case in training, which privileges hearing and sight.

Training is a global experience which cannot be fractioned. It is influenced by stimuli that come from all channels, which can favour or disturb the learning experience.

### Classroom environment and learning

As previously mentioned adult learning during vocational training is strongly influenced by the atmosphere; in fact, active participation depends on whether the course participant feels at ease or not.

In a classroom where the attitude of the tutor and/or teachers recalls a traditional school experience (teachers that judge and are in a position of superiority), course participants will inevitably be cautious as regards the training proposed; they may pose *resistance* to the activities (probably perceived as moments of assessment) and will try not to get involved in the contents proposed. In this case participants will be formally present but will probably transfer very little into their working world.

In fact, in this type of classroom, maybe with a "conference" layout, the behaviour of teachers and the relationship dynamics that develop will stimulate the participants' to adopt defence mechanisms and any motivation to take part

in the course will probably be blocked by the feeling of uneasiness experienced in this situation.

On the other hand, a welcoming and "supportive" atmosphere, a layout that favours communication and socialisation, teachers that respect the participants as adults.....provide the participants with a feeling of faith in the training event,



favouring their learning and consequently the possible effectiveness/transferability of this experience and its contents over time.

## 2. Classical method

**Learning areas: cognitive knowledge – technical operational knowledge – ethical knowledge**

This approach is based on the concept of

<b>TO TEACH</b> = introduce, impart knowledge
---

which puts the learner in a position of receiver, “listener”.

This method is particularly effective when the teaching aim is to increase the cognitive patrimony or transfer technical-operational skills or values or professional deontological rules.

In other words, it is effective when certain knowledge and rigorous or restrictive behaviour models are proposed (for example in technical training, training on rules or compulsory behaviour).

These teaching techniques focus on the concept of “filling”, in other words of filling the knowledge gaps or partial cognitive and/or operational deficits or inadequacy, in terms of behaviour in relation to the present role covered or future role.

This method, the so-called “traditional” method, is based on the belief that it is *not necessary* to examine and query the behaviour, attitudes and motivations of the subjects involved because the key-element to stimulate participants to put the new knowledge into practice is their belief in the *need/usefulness* of



integrating new knowledge and skills in order to fulfil their social or professional role in a qualitative manner.

Interest and motivation to learn are prerequisites for the effectiveness of this method; interest and motivation stimulate participants to listen carefully, re-elaborate the contents offered and **decide** to use them in their working world.

The TECHNIQUES AND TOOLS listed below belong to this type of educational approach; some of these are also included in other methods (active, cooperative learning, etc.); their use “**after**” providing theoretical inputs characterises them as cognitive or applicative, a support to what has been presented. If these techniques were proposed “before” a lesson (e.g. group work, topics for discussion) they would belong to other methods, such as the active method.



### Classical method: Techniques and tools

- lesson – report – personal experience
- reading of texts, sheets, articles, etc.
- deepening group work (see annex 1)
- practical activities
- audiovisual material - projections
- slides (overhead projector or video projector)
- flip chart
- distance learning

### 3. Active method

#### Learning areas:

- Operational knowledge
- Relational knowledge
- Self awareness
- Ability to handle complex situations

The theories of reference of this approach are based on learning effectiveness through active participation, through the learner's desire to be the protagonist INDUCED by existing knowledge and direct experience, positive or negative, with the relevant feelings and attitudes that accompany past experiences.



This method is known as "MAIEUTICS" (To educate = bring forth what is already there)

The active method focuses on the skills related to a role and, in particular, on overall cross-role skills (communication, management of institutional and interpersonal relationships, analysis, elaboration, decision-making, ...).

The starting point of the active method is the participant's knowledge, experience, ideas, and values, therefore a certain level of motivation to learn is a prerequisite; participants must *accept* and *agree with* the training carried out in order to be *open* and *available* to discussions and changes. When this approach is proposed, the careful definition of the initial "training agreement" for the course is essential.

One of the main objectives of this method is to favour the "individual-group-organisation" connection, by helping participants to develop the ability to carry out appropriate diagnoses and interventions in relation to their environments and roles and to help them to understand the complexity of various social systems in particular that of the working world.

The understanding and management of such complex situations is almost impossible to "teach" with a traditional method (lessons, practical activities, etc.) because participants' subjectivity is essential.

The classroom atmosphere is therefore of great importance, in fact a "supportive" environment must be created to help learners lower their defences and experience wellbeing, stimulating them to be profitably involved.

The active method can be exercised at different levels, from the more 'comfortable' system (classroom research, discussion groups,...) to more complicated systems, such as the simulation of a critical situation to be managed. In these cases, the active method approach is related to the



psychological (psychosocial) approach because there are no strict behavioural models of reference, so a participant is stimulated to discover or create their own models and compare them with those of other participants through a discussion which may not always be easy in emotional terms.

It can be said that the use of active-psychosocial training in a company represents “...an intervention to understand the structural and organisational problems of the social context and favour change processes through the analysis of the professional, organisational and social phenomenology” (F. Avallone, 1986).

Considering the maturity required to take part in training that focuses on understanding and on the changes of intra-organisational and interpersonal dynamics, psychosocial training in a company should target participants with experience in the social system concerned, so that the training can use references to the working world with which the participants are familiar and to which they can relate.

The TECHNIQUES AND TOOLS described below are the most common ones (there are also others) adopted in the “active” approach. However, it should be pointed out that it is often useful in a training programme to *mix* these techniques with those of other methods in order to achieve the educational aim. These techniques are complementary not an alternative.



### Active method: Techniques and tools

- Classroom research
- Small group work (see annex 1)
- Individual and collective practical activities
- Writing
- Simulations, role-playing
- Case studies – personal cases
- Lessons (afterwards), theoretical systematization
- Creativity techniques (see annex 2)
- Analogical educational games (see annex 3)
- Holistic techniques (indoor, outdoor, body learning)
- Theatre techniques
- Business games
- Interactive distance learning
- Follow-up
- Supervision – on the field assistance
- Training – internship



### 4. The psychological approach applied to the training and social sphere

#### Learning areas:

- Self-awareness
- Self-diagnosis skills
- Emotional management skills
- Ability to handle complex situations
- Ethical knowledge

The purpose of the psychological method in training is to “*stir things up*”, i.e. of allowing the intra-psychic and interpersonal dynamics to emerge without providing solutions to deal with them.

This approach derives from clinical psychology and psychoanalysis and the training session is used as a moment to “discover oneself”, of “self-awareness”, by activating one’s psycho-emotional energies.

However, unlike clinical psychology, the training approach does not tackle the *causes* of one’s behaviour and only deals with the “effects”, i.e. how specific behaviour can favour or hinder relationships with others or management of a complex situation.

The first and most well known psychological intervention technique in social systems was the “T-Group” (Training Group). It was conceived by Kurt Lewin in 1946 and developed in the following years by him and Carl Rogers through his “Encounter groups”.

Over the years other techniques have been added (theme workshops, semi-structured programmes, body techniques, etc.) based on the same founding principles:



### 1) Reflectivity

Space and time to reflect on oneself, one's emotions, attitudes and behaviour and to become aware of these elements, recognise them and decide how to handle them.

### 2) Need for feedback

Self-consciousness through the hetero-perception communicated.

### 3) "Here and now"

Behaviour is analysed with reference to what happens in that context (training setting), in that specific situation (event occurred), in that precise moment.

The concept at the basis of the use of the psychological method in organisations is based on the theory that *a system only evolves through the evolution of individuals.*

In other words change is achieved first of all through a change in "attitudes", i.e. through the analysis and re-elaboration of one's way of interpreting life, of attributing meanings and of one's system of values...in other words through the analysis and re-elaboration of one's "mentality"

The application of this method in the social sphere, including also the working world, involves training that reaches relatively deep levels (but not the profoundest though, as it is not an analytic-therapeutic programme) of the individual's emotional and affective dynamics in their relationship with the rest of the social system (the other subjects, the roles, the institution).

A training action of this type does not guarantee in any way that participants will totally or partially modify their social and organisational behaviour; in fact,



relationship habits are – unfortunately - so fossilized and standardised that they are exercised automatically almost unconsciously.

However, the psychological approach is actually based on the possibility of *raising awareness of the habits*, through reflection and feed-back individuals can *review and decide to reorganise*, if they wish, the attitudes and behaviour they have during the interaction with their roles and company/organisation, in order to improve the company/organisation as well as themselves and their wellbeing.

The TECHNIQUES presented must be in part (even if not all) handled by experts specifically trained.

Some of these techniques can be profitably included in training programmes that mainly use the other two approaches, with a view to integrating different methods.

### Psychological approach: techniques and tools

- Personal cases
- Practical activities (auto-hetero perception, use of body techniques)
- Sociogram
- Personalised counselling-assistance
- Psychodrama
- T-Group, family group, conference
- Semi-structured self-centred groups (personal development workshop, managerial development workshop,...)
- Theme experiential workshops
- Stress and anxiety control sessions
- Learning body



### 5. Group work

Group work is a technique that can be used as part of the traditional method (**after** a lesson with the aim of going over and reinforcing what has been explained) and as part of the active method **before** the teacher explains the theory, with the aim of focusing on the theme *starting from* the participants' previous knowledge and/or experience.

In both cases, learning is favoured when the group work is organised with a “**grid**” that makes the work more effective (level and quality of the attainment of the objective) and efficient (time necessary to attain the objective in a qualitative way).

A *grid* is the identification of certain *prompts for reflection and discussion* suggested by the participants that represent the context to be deepened by the group work.

A grid has the objective of favouring – according to the collective learning level - the description or analysis, elaboration, decision, planning of contents, by supplying **indicators** which all participants can refer to.

As this tool focuses on the specific content concerned and targets a precise group of participants that have reached a specific level of learning, the grid must always be “**personalised**” for each “in-depth study group”.



For example, a simple grid to favour group discussion **after a lesson** could contain the following prompts for reflection:

- what has struck/interested me the most?
- what has puzzled me?
- what isn't sufficiently clear?

A group that prepares a communication or written paper on "The tasks of a teacher/trainer" could be helped with the following grid:

*Referring to your experience and what you imagine identify the following:*

- 1. tasks in organisational terms*
- 2. tasks in terms of management of relations and the atmosphere created*
- 3. tasks in terms of management of individual problems.*

A basic tool for this technique is a FLIP CHART, which requires a skilful use to be effective.

## 6. Creativity-based techniques for classroom management

### Mind-mapping

#### INSTRUCTIONS FOR USE

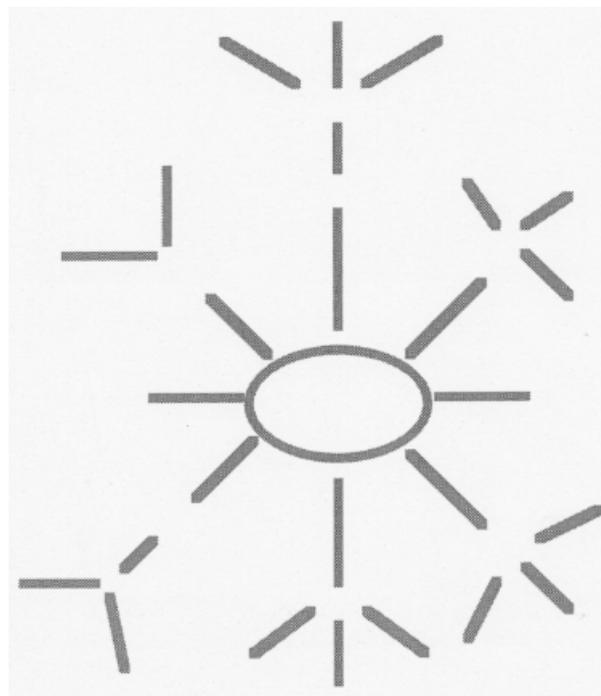
- Write the key-word of the argument on which to look for new ideas in a circle in the centre of a page.
- Then, respecting the "rules of the game", write a series of associations initially stimulated; write them around the circle and connect them to the central word with a line (spider graph).

- Then continue connecting each word with the others (no longer the central word) organising them in homogeneous groups. Aggregation criteria are subjective.

### Tricks of the trade

The person leading the group should stimulate the group to fully develop **all** the branches created (for example: "Which words could be associated to...?"). Once the first circle of words arranged radially around the central word has been created, the problem of finding words with a clear connection with the central word has been overcome. The theory behind this technique is that our mind "fishes" in our memory to find associations that we created at a given time even if later we deleted the reason that made us connect them to each other.

Mind map example





### Brainstorming

Within a training programme, it may be useful at times to ask a group to work on problem solving situations to exercise the skills of comparing oneself and in-depth study; this is a “diverging” phase that comes before the converging phase in which a group has to agree a decision. The brainstorming technique encourages the production of a great number of ideas in a short time and helps to learn not to judge each other’s ideas; it stimulates the free association of ideas and opens new possibilities in the participants’ minds.

Brainstorming can be used for classroom management for the following reasons:

- increases involvement and participation
- reduces the temptation to judge an idea early on
- avoids the formation of subgroups, dyads or triads
- allows leadership to be distributed among the participants
- helps to manage position-related conflicts
- it only requires a limited amount of time despite being highly productive
- the rhythm of a session stimulates “energy” in the participants.

**Basic rules** in the use of brainstorming:

1. it is necessary to focus on a very **specific** problem
2. judgements or **critical evaluations** are not allowed
3. it is necessary to be open minded therefore “**censuring**” -even of one’s own ideas - must be overcome
4. the **quantity** of ideas is important not the quality
5. it is useful to “hook onto” someone else’s idea to **develop or multiply** it



6. a supportive **atmosphere** where people listen to each other must be promoted
7. **all** ideas must be recorded.

Once the brainstorming session has ended the ideas must be grouped into “categories” and this is the material on which to work; depending on the teaching objectives, the work can continue with further elaborations or certain ideas can be examined more in detail or a common decision can be taken.

### Criteria and advantages of brainstorming

CRITERIA	ADVANTAGES
<ul style="list-style-type: none"> <li>- to encourage the association of the ideas suggested</li> <li>- use specific questions (what, why, where, when, who and how)</li> <li>- exercise group thinking</li> <li>- forget how things are done today</li> <li>- express one’s ideas freely</li> <li>- do not make judgements</li> </ul>	<ul style="list-style-type: none"> <li>- broadens consent concerning two or more ideas</li> <li>- stimulates the production of ideas</li> <li>- helps to focus our ideas just by expressing them</li> <li>- stimulates ideas using the creativity of others (and vice versa)</li> <li>- helps to avoid “mental laziness”</li> <li>- helps to find innovative alternatives</li> <li>- helps to overcome factors that inhibit creativity</li> <li>- allows participants to express their creative potential</li> </ul>

### Teaching games and their effectiveness in VET

*"The most important thing is to generate curiosity, attention, concentration, suspense and amazement: to create the atmosphere of a ritual. It is important that the participants feel they are taking part in something that is fun but also important which therefore should be lived with attention and sensitivity: the risk of transforming the event into something grotesque or banal is always latent"*  
(G. Contessa)



These types of games have an analogical or metaphoric function in terms of contents.

They create situations in which participants experiment emotions, roles and dynamics which can be analysed *as if* they were caused by real life situations.

The involvement of the participants in the game allows the group to observe and therefore a game becomes an important teaching tool.

### Objectives of socialisation games

- WARM-UP
- APPROACH
- GETTING TO KNOW EACH OTHER
- COMMUNICATION AND FEEDBACK

### Objectives of role playing

- increase awareness of the role taken on and relevant behaviour
- offer the possibility to try different roles
- observe the effect of the roles assigned on the actor and the context
- increase the ability to take on different roles and face different situations

### Objectives of decision-making games

- analysis of the mechanisms and variables of group decision-making
- analysis of the attitudes and mechanisms that favour or hinder the group's efficiency
- experimentation of conflict situations and of how to tackle them



- experimentation and understanding of personal emotional experiences in relations with others when upholding one's personal point of view
- experimentation of contractual decisions
- learning and using negotiation and mediation

### Useful tips for a successful game

- evaluate the length of time of the game according to the number of participants so that who listens is not bored
- do not force anyone to take part, let participants be freely involved
- create and preserve a peaceful atmosphere without evaluations in order to reassure the participants
- present the game "step by step" so that the participants do not create any defences and to avoid any confusion due to too many instructions
- fix a time limit
- make sure that the game is played in a place which is sufficiently large and peaceful.

## 7. Personalisation and individualisation of training: The paradigms

The reasons behind this emerging trend:

- efficacy: made to measure for the individual
- effectiveness: training that "mediates" less
- quality: increased customer satisfaction
- company time: harmonise company time/training time
- L.L.L.
- (Life long learning): you no longer start from scratch
- technology: great availability of multimedia technologies.

The word "personalisation" means the adaptation of training to the requirements of one or more participants.



“Individualisation” means the construction of a complex programme (made of information, consultancy, training, introduction into a job, etc) suitable to the specific needs and requirements of a subject.

Personalisation is the process through which the course coordinator, or other figure, plans and applies changes and/or differences in teaching terms to a standard programme to suit the characteristics of the participants.

Individualisation is the process through which an adviser, coordinator or operator of a training agency organises a made-to-measure programme with a structured sequence of actions, which may include standard ones, created to meet the needs of a single individual.

The adaptation of the training interventions can for example:

- enhance the potential of the participants
- increase learning
- provide a targeted introduction to a job
- develop skills for lasting employability

The following must be produced for a personalised training project:

- a "standard" programme with a part of the programme tailored to suit the characteristics of the participants;
- a set group of participants;
- training activities in common for the whole group and activities for subgroups or individuals;
- common learning objectives and differentiated ones according to the participants.

The following is necessary to plan and develop individualised interventions:

- made-to-measure individual programmes;
- individual activities and activities carried out within other groups even different ones;



- “standard” activities (one or more catalogue training modules, apprenticeship, distance learning course, project work,...),
- specific objectives defined according to individual characteristics.

Training operators must have the following skills for both approaches:

- be able to recognise and assess the participants’ resources, skills and skills;
- be able to identify potential or partially developed skills that require particular attention;
- be able to pick out the skills required by the production system;
- be able to coordinate complex courses/programmes also in parallel;
- be able to network the different opportunities available in a given area

The paradigm of a new VET model depends on the teacher’s ability to adapt the training solutions to the individuality and learning style of each participant by diversifying the training programmes.

	<b>Traditional model</b>	<b>Emerging model</b>
	<b>Course paradigm</b>	<b>Service paradigm</b>
Main service	Planning and development of training courses	Planning and development of personalised/individualised programmes and services
Peripheral service	<ul style="list-style-type: none"> <li>- analysis of training requirements as preliminary planning phase</li> <li>- standardised course programmes and projects</li> <li>- packages which tend to be uniform and unchanged over the training period.</li> <li>- structure, processes, organisational roles and teaching environments suitable for the supply of the courses</li> </ul>	<ul style="list-style-type: none"> <li>- input analysis of the skills and requirements, personalised/individualised projects and training contracts</li> <li>- profitable training units that can be combined in terms of programmes and teaching methods</li> <li>- diversified and integrated guidance, training, job/school mix and job placing services</li> <li>- structure, processes, organisational roles and teaching environments suitable for the supply of personalised/individualised services</li> </ul>

The training structure must therefore consolidate intervention models that aim to guarantee:



- dissemination of models to analyse, describe evaluate and certify skills according to a credit-based system;
- use of skills for the personalisation/individualisation of programmes;
- development of interventions to analyse/evaluate initial skills and planning of a personalised/individualised programme.
- organisation of back-up and support services for personalised programmes; integration of different teaching methods in schools, e-learning and situation learning;
- development and dissemination of the use of educational and multimedia technologies and of distance learning;
- production and use of teaching tools to support the users of training processes, created on the basis of effective teaching communication solutions;
- use of organisational solutions and operational techniques typical of project management and service management;
- integration of the training organisation with other service centres in the area;
- existence of an organisational structure and expertise suitable to achieve the model outlined.



### 4) The advisory process

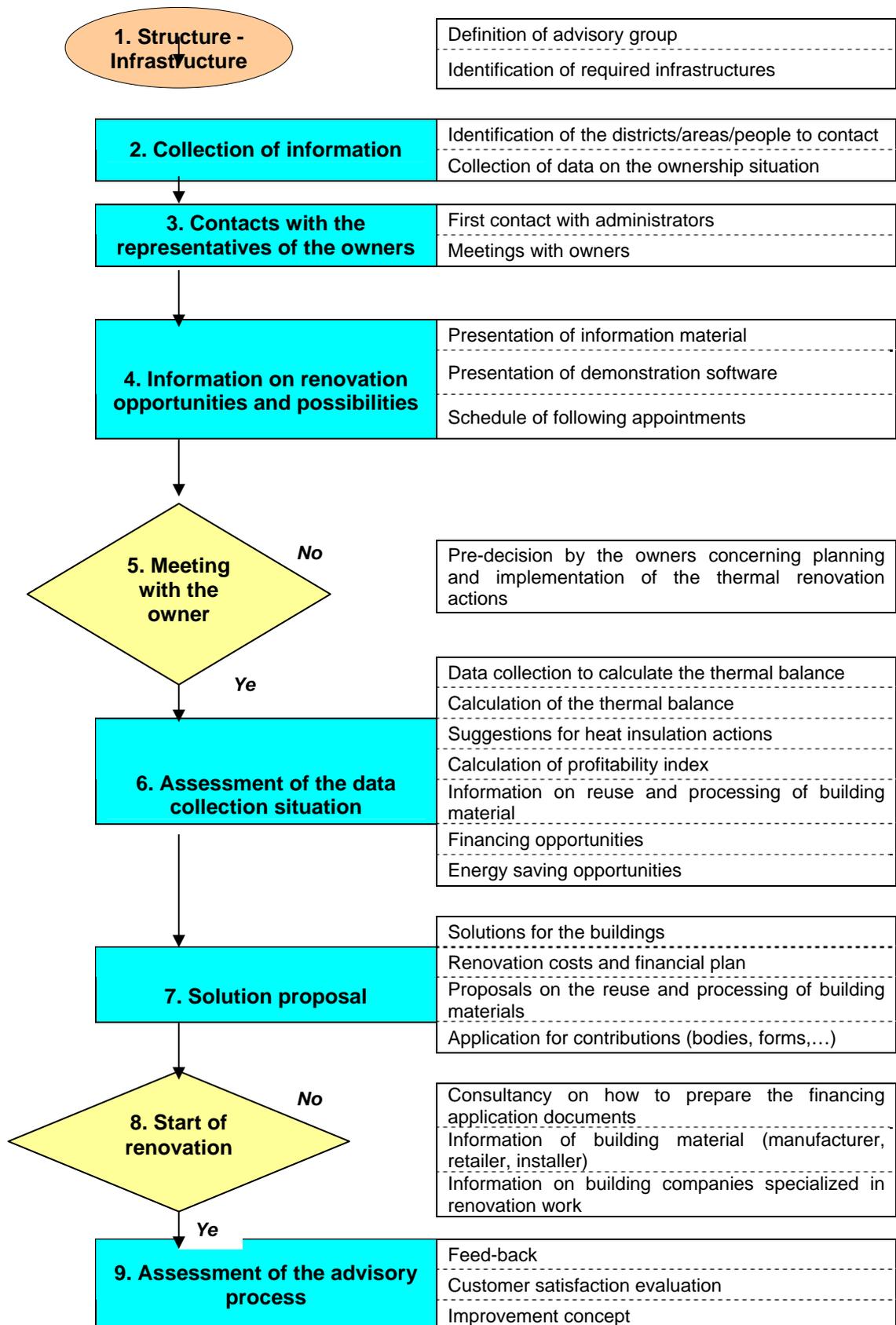
#### Introduction

This chapter should be read with the same spirit as the rest of the document, not as a set of technical elements or methods but rather as a guideline for teachers and trainers who may also, in the right context, act as advisers for people who wish to carry out renovation in energy saving terms.

This chapter must therefore be mainly considered as a description of the advisory process understood as a possible completion of a training programme which starts from the analysis of a context, then moves onto information and awareness raising and ends with practical advice on materials, techniques, suppliers, efficiency and efficacy of renovation and financing opportunities.



## 1 – Process





## 2 – Phases of the process

### Phase 1: Building of infrastructures

#### Description of the activities

- Definition of the group of consultants
- Supply of equipment

#### Tools and materials

- Appointment of a consultant by the consultancy company or building company and his/her accreditation. The consultant decides the interventions methods (individual and/or group) and defines the objectives and contents of the action coherently with the context and user requirements.
- Supply of tools (PC, information material, etc.).

### Phase 2: Collection of information

#### Description of the activities

- Identification of the districts and areas for the intervention and of the people to contact.
- Collection of information on the dwelling situation (ownership).

#### Tools and materials

- Contact with potentially interested subjects (potential customers)
- Location and state of the building object of the intervention
- Contact with property owner associations.



### Phase 3: Contact with the owners (1<sup>st</sup> meeting)

#### Description of the activities

- First meeting with the property managers;
- Contact with the representatives of the owners.

#### Tools and materials

Documentation from sites, projects and available sources

### Phase 4: Information on renovation possibilities (2<sup>nd</sup> meeting)

#### Description of the activities

- Presentation of information material
- Presentation of demonstration software
- Schedule of following meetings

#### Tools and materials

- Documentation from sites, projects and available sources
- Demonstration software
- Written agreements and meeting reports

### Phase 5: Information on thermal renovation possibilities (3<sup>rd</sup> meeting)

#### Description of the activities

Pre-decision by the owners concerning planning and implementation of the thermal renovation actions

#### Tools and materials

- Written considerations on the actual interest in thermal renovation
- Decision:



- If **YES** – (at least 80% of the owners involved) the project moves onto the next phase > data assessment
- If **NO** – a further meeting for more detailed advice is recommended.

### Phase 6: Data evaluation and preparation

#### Description of the activities

- Collection of data to calculate the thermal balance
- Calculation of the thermal balance
- Suggestions for heat insulation actions
- Calculation of the profitability index
- Information on the reuse and processing of building material
- Financing opportunities
- Energy saving opportunities.

#### Tools and materials

- Calculation of the thermal balance
- Calculation of the effects of heat insulation using different materials and methods
- Calculation of the costs and savings that derive from the use of different insulation methods, calculation of depreciation
- Suggestions on the reuse of building materials according to real needs
- Suggestions of the reuse of materials
- Financing opportunities
- Suggestions on further energy saving opportunities (thermal conditioning, renovation of heating systems, floor heating, district heating, heat pumps, solar panels, etc.).



### Phase 7: Solutions proposals (4<sup>th</sup> meeting)

#### Description of the activities

- Solutions for the buildings
- Renovation costs and financial plan
- Proposals on the reuse and processing of building material
- Application for contributions (bodies, forms,...)

#### Tools and materials

- Presentation of different building methods (according to the requirements)
- Calculation of the profitability of renovation actions
- Application for financing (institutions, forms, documentation)
- Support in the request for contributions (forms, timing, documentation,...)
- Reuse of materials according to needs (storage, transport...) and processing of materials
- Suggestions on further energy saving opportunities (thermal conditioning, renovation of heating system, floor heating, district heating, heat pumps, solar panels, etc.).

### Phase 8: Preparation and start of thermal renovation

#### Description of the activities

- Consultancy on how to prepare the financing application documents
- Information on building materials (manufacturer, retailer, installer)
- Information on building companies specialised in renovation work.

#### Tools and materials

- Letter of intent signed by all parties concerned
- List of reliable suppliers and builders
- Distribution of questionnaire to assess the effectiveness of the work carried out.



### Phase 9: Assessment of the advisory process

#### Description of the activities

- Feed-back
- Customer satisfaction evaluation
- Improvement concept.

#### Tools and materials

- Distribution of questionnaire to assess the effectiveness of the work carried out
- Customer satisfaction, elaboration and analysis of the results of the questionnaires
- Distribution and presentation of material on good practice with the support of relevant associations
- SWOT analysis of the experience
- Improvement of the advisory action.



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