



TOOL KIT FOR GUIDANCE COUNSELLORS



Tool Kit – SUMMARY

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Cap 1: Training needs analysis

Articulation of the analysis

Training needs analysis is aimed to focus which competencies need to be achieved by a particular target. Mainly, this activity must point out the gap in competencies between those already had and those required for a specific professional skill.

So, training needs analysis focuses exactly the training needs of final beneficiaries, for a correct and detailed focus on training goals and on definition of planning needs.

Training needs analysis is divided into two steps:

1. DESK ANALYSIS:

- ❖ **Environmental analysis**

(referring market, main competitors and their development strategies)

- ❖ **Organizational structure analysis**

(organigram, mansions, workflows)

- ❖ **Company development strategies**

(strategic plan, programmes for innnovation and development)

2. FIELD ANALYSIS:

- ❖ **Individual interview face to face**

(to point out the main area of interest)

- ❖ **Survey based on samples**

(to analyze the employees needs)

- ❖ **Focus group**

(to go in deep on some specific needs)

1.1.Tools

Here there are the main tools used to survey on training needs:



- **Individual interviews face to face:** they are individual meetings which focus are the needs on training that the interviewed explains for himself or for other people in the organization in which he is working. The focus can be to explore or to go in deep.
- **Individual interviews face to face with opinion leader or best performer:** in this case the interviewed is selected according to his role, to the knowledge about the training needs in the workplace or to the qualitative standard he represents about competencies and, then, performances.
- **Interview of critical incident:** they are individual or group interviews in which is asked to tell about one or more incidents that have determined positively or not the working position and the professional success or failure. From these events, critical competencies affecting performances are pointed out and they must be developed.
- **Individual interviews on the phone:** it's an individual interview face to face, but it's shorter and more targeted. It can be structured filling a telephone questionnaire.
- **Focus group:** a reflection on training needs is proposed to a group (from four to eight people) selected by the researcher that, after introducing the argument, is the moderator of the debate. The presence of an observer is guarantee of the survey from many points of view. With this tools it's possible to understand how the company environment appreciates training.
- **Meetings:** the responsible of the analysis introduces an on-going report on the results of the activity to the referents of the organization, stakeholders of training. This meeting is aimed in collecting feedbacks, suggestions and integrations.
- **Self-filled questionnaire:** it's a paper or electronic questionnaire filled by the interviewed autonomously
- **Questionnaire filled by the researcher:** it's a paper or electronic questionnaire filled by the researcher according to the answers given by the interviewed.
- **Diary of activities and critical events:** people from the organization are invited to note the working activities in which they are involved and/or in particular the failures and the critical aspects that focused gaps in competencies.
- **Analysis of the contents:** it's the evaluation of the documents to trace significant indications for training needs analysis.



- **Direct observation:** this is a research involving many people and resources to be realized and so it's difficult to manage, especially for it could be confused with a sort of "inner control". Although this, it's particularly effective because it lets the analysis of some aspects not visible to interviewed people.

Obviously, the tools described above start from radically different approaches. Questionnaire is, for instance, the best tool for quantitative research. Focus group can, instead, underline qualitative data, because it gives space to subjectivity and is aimed to understand in deep what interviewed wants to tell. Integration of the qualitative and quantitative approach is the best method, because it makes a more realistic picture of reality. This integration can happen, for instance, through three different tools:

1. a focus group to build up wider investigation areas for the questionnaire (qualitative data)
2. giving the questionnaire (quantitative data)
3. individual interview face to face (qualitative data)

Information coming from needs analysis can focus on training needs of people working into the organization. To use effectively the results of this survey, all the data must be collected into a research report. it's a written document that contains both results achieved and observations and commentaries (McConnell, 2003). The shift coming after writing the report is the spread of results. All the actors of the organization (project group, chief, participants, trade unions, employees of the organization) must be considered beneficiaries of this communication (Quaglino, 2005).

1.1.1 Focus group

Focus group is a method for qualitative survey particularly effective in explorative researches, used to collect information, evaluations, opinions about a result, a process, a product/service. It can be used for investigation and also in strategies for organizational improvement, because it's aimed to point out behaviour and attitudes to some products/services, to explain matters that could hardly be explained by a survey.

Unlike other tools, focus group can start group dynamics, interactivity that let be more spontaneous attitude of participants and, consequently, a better comprehension of problems, expectations and real opinions on the argument of debate.

A focus group meeting must have a well defined subject, through a preliminary question, containing the core argument. Two or three more questions to explain better the aim can be used to stimulate discussion and to go in deep with the debate. Participants can be 6 or 10, and they must have the socio-economical requirements of the referring target of the research, and the length of the meeting must be among 90 to 120 minutes.

Management of the focus group is generally made by two people: a master, that is leader of the discussion, and an observer that examines relations in the group and that remembers discussions, taking notes in a structured way, with a grid, and ensuring registration on ICT support.

The leader introduces the elements to discuss, respecting times but giving to each participant the possibility to express his own opinion. Communication in the workgroup is free and participated, with a strong attitude to listen each other.

To better assess the focus group, four main phases must be settled: warm up, relation, strength, detachment.

First phase, warm up, is the most delicate one, because leader and observer can be perceived with some diffidence and so it's necessary to promote a favourable welcome, easing the sharing of aims and goals of the focus group itself.

In the relation phase, once the climate in the group is positive, the argument of the focus group is debate, through a shared and participated reflection that let everybody say his think in a reciprocal growth. The strength phase points out the most felt problems, critical points grow up from the group and there is biggest attention to pay for strengthening relation. In the end, in the detachment phase, there is a small debriefing, to avoid delusion in participants, and thanking them for the attention and the participation, the focus group ends.

Obviously, this methodology can be barely changed according to the organizational environment and to the aims to achieve with the focus group.



1.1.2 Grid for the interview

EXAMPLE OF GRID FOR INTERVIEW TO TOP MANAGEMENT FOR TRAINING NEEDS ANALYSIS

1. Which are the values and the company culture in Your organization?

2. Which values must be addressed by training?

3. Which is the mission of Your organization?

4. How training can influence on building up and sharing the mission of Your organization?

5. Which is the vision of Your organization?

6. How training can influence on building up and sharing the vision of Your organization?

7. Which are strategies of Your organization?

8. How training can influence on building up and sharing the strategies of Your organization?

9. How training is lived in Your organization?



10. Which are, in the next 2-5 years, the external issues that will lead to change for the field/business in which Your organization works?

11. Which are the main changing processes that Your organization will start in the next 2-5 years (for instance new technologies, product innovation, HR management, new settles, International expansion, agreements)?

12. Which are the competencies that employees of Your organization should develop?

13. Regarding to contents, in this contingency, which kind of training should be more effective to achieve company goals, the management one, the technical one, or both?

14. Regarding to organizational processes You consider more important, which is the “key position” for empowering their performances?

15. In Your opinion, which are the “key” groups or roles to train?

1.1.3 Questionnaire

An useful tool for training needs analysis is the questionnaire.

It's a tool used to gain information on a specific problem, so the answers, once analyzed and interpreted, could lead to a better comprehension.

Questionnaire can be given in three different ways:

- **Interview in presence** (it let to verify the effectiveness of the answers, because the interviewer can watch also non-verbal communication, manners, face expressions, etc.)



- **Telephone interview** (it let verify the effectiveness of the answers only through the analysis of verbal communication - inflexion of the voice, etc.)
- **E-mail** (it doesn't allow to collect many feedbacks about communication, compared to the questions in the questionnaire).

Questionnaire can have different levels of structuration:

a) high structuration (usually used for censuary surveys):

- ❖ Set of formalized and closed questions
- ❖ Given in the same way to all the interviewed
- ❖ Aimed to get answers with regard to a limited set of alternatives

b) non structured questionnaire (usually used in face to face interviews):

- ❖ Open questions
- ❖ Conversation style
- ❖ Questions made according to the interviewed.

In the first kind of questionnaire, there is a majority of open questions, in the second one there are more closed questions.

Open question has the following features:

- ❖ The interviewed must have an high motivation to answer and he must say his thinking
- ❖ It is aimed to verify what is important for the interviewed
- ❖ It's very used in preliminary researches.

For instance:

Which issues would you like to go in deep during training?

Closed question has the following features:

- ❖ It's aimed to verify the frequency of a phenomenon and its importance
- ❖ It needs less cognitive effort of the interviewed, but it cannot give a long list of alternatives
- ❖ It's used when there are many empirical data



- ❖ Answers can be easily codified.

For instance:

Which issues, among the following, would you like to go in deep during training (max 3 answers):

- 1) Security
- 2) Accountability
- 3) Marketing
- 4) Strategy
- 5) Quality
- 6) Other (specify)_____

In closed questions, it's necessary to have always an issue "other" or "no answer".

"Other (specify)" must be used when alternatives don't end the possible answers

"No answer" is used when questions about an opinion foresee a graduate scale. There is always an intermediate position, not agree or disagree, that is absence of opinion.

Although this, "no answer" can have two distortions:

- The interviewed's opinion is not clear
- The refuse of having publicly a position.

In questions with graduated answers, variables can be analyzed using different scales

- a) Nominal scale (male, female)
- b) Ordinal scale (1°, 2°, 3°....)
- c) interval scale (when there is a continuous variable)
- d) scale ratio (x/y is the frequency an event occurs)

Ordinal scale can be made of:

- ❖ **An odd number of elements** (poor, poor, sufficient, good, excellent): in this case, the answers tend to focus on average
- ❖ **An equal number of elements** (not at all, just very, very much), in which case even those who would choose an intermediate value (enough) will be forced to choose positive or negative.

The choice between the two kinds depends on the aims of investigation. The one that allows to collect the required information will be chosen.

Questions can be asked directly or indirectly:

- ❖ Claim:



❖ Would you have training during weekend?

❖ Indirect question:

❖ Do you think your colleagues would have training during weekend?

If you have questions about “sensitive” topics as the one above, it is more appropriate to make indirect questions: the interviewee express a thought, without being questioned.

To introduce a new topic in the questionnaire, it’s better to use a filter-question. (For instance: Would you study home through e-learning?)

Control question, to be made after 3-4 questions from the filter-question, is used to test the reliability of the answers (if interviewee never made researches on internet, probably will never use e-learning)

(For instance: Have you ever used internet home to go in deep with issues related to your job?).

Here there are some “golden” rules to follow in making questions in a questionnaire:

1. Interviewee must understand the questions, so:

- ❖ a simple language must be chosen
- ❖ unusual or rare words must be avoided
- ❖ keep using the vocabulary used by the sample

2. Questions must be specific, related to particular issues of the research

(For instance: Do you use regularly/often internet for insights? Answer: YES –NO)

3. Question must be short

- don’t use long phrases
- break complex questions in more pieces, each one dedicated to a specific issue

How do you evaluate skills of your employees in a rank 1 to 5 and how do you think it’s possible to make it better? (They are 2 questions)

5 Avoid questions in the third person (you will need to refer to what the interviewee has learned from his experience) except in cases told above

6 Don’t trust in memory, because the interviewee must have the ability to respond

Here it is the sequence to make questions:



1. Short introduction to the aims of the interview

The presentation is used to obtain cooperation from the interlocutor, and his involvement.

2. Introduction questions

These questions create the relationship between interviewer and interviewee, therefore:

- They must be exciting
- They must be designed to put at ease the other person
- They can be very significant for the investigation

3. **The topics considered taboo or “sensitive”** should be treated in the central part of the questionnaire or even in the final part (or if you have established a certain relationship with the interviewee)

4. The questions on the issues that respondents considered related to **self-esteem** (honesty) should be formulated in an impersonal

5. **applications for pure classification** must be ordered for the last (age, sex, marital status, income, etc.).

Always include a brief comment on questions that require personal information in order to explain the reasons for the request.

In writing the questionnaire the following mistakes should be avoided:

- ❖ formulate complex questions, subjective interpretation
- ❖ use applications that require a major effort of memory
- ❖ Use a conditioning language
- ❖ enter expressions aggressive or too direct on sensitive issues
- ❖ influence with a request to answer questions later
- ❖ structure the questionnaire so chaotic and ineffective for the interviewer and who will compile the results
- ❖ take some time to interview too long, introducing questions that are not strictly related to the objectives of the survey

If the number of subjects belonging to the reference population is small, the questionnaire is given to all the population, if that is not possible it's necessary to interview a representative proportion of the population. This choice is called sampling. There are different types of sampling:



Probability sampling:

- ❖ Features random units
- ❖ The randomness involved in the selection of units and is therefore linked to the design of sampling and the sample size

Random sample:

- ❖ It is simple, but also the least used in reality as it is often expensive and difficult to implement
- ❖ it does not take into account any available information on the study population

Reasoned sampling:

- ❖ • The sample is made of units selected to resemble the population from which it derives
- ❖ it is more reliable as many information on which the choice can be made
- ❖ Can not use the tools based on the theory of probability

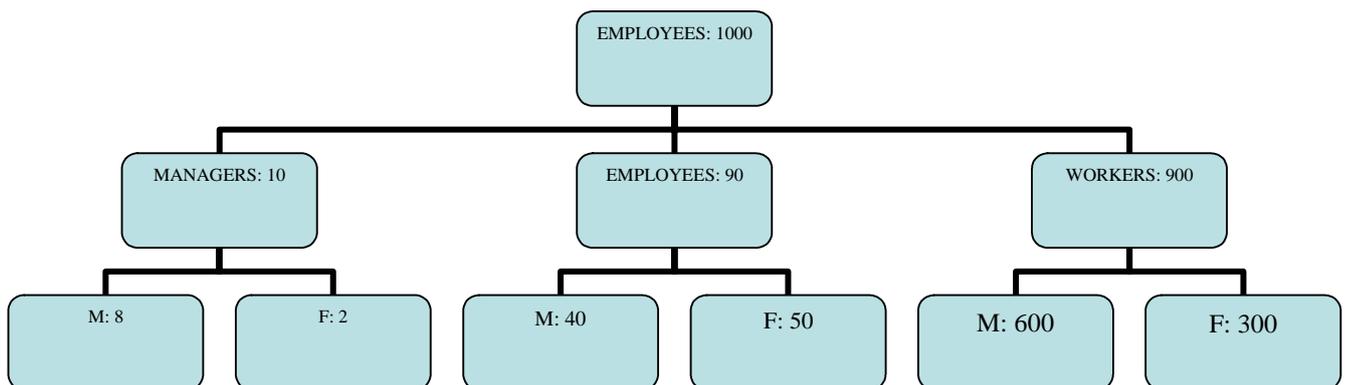
Stratified sample (it is the most used):

It means to:

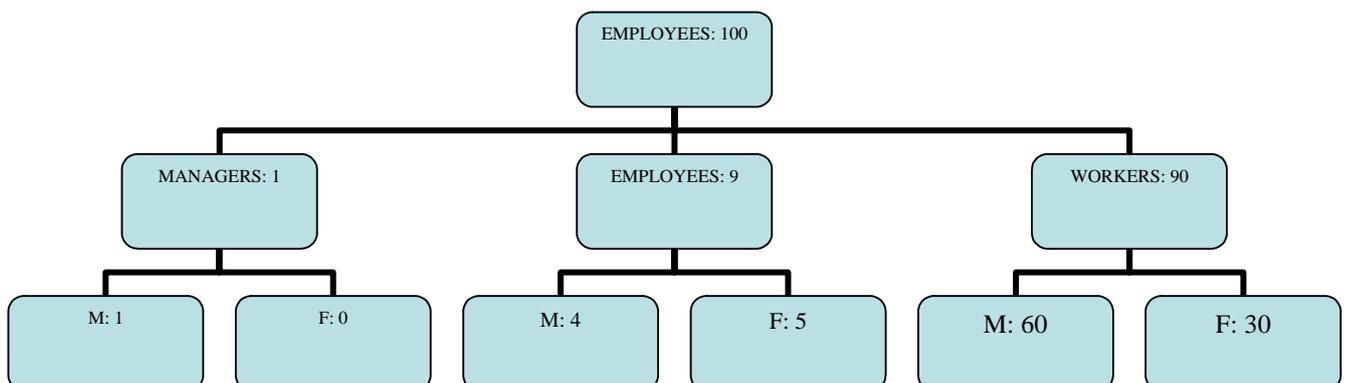
- ❖ divide the population into subsets (strata) as homogeneous as possible with respect to the variable to estimate, using a variable related to it
- ❖ take a simple random sample from each stratum
- ❖ samples of each layer combine to form the aggregate sample

Instance of a stratified sample

Company population



Sample 10%:



Here there are some “practical rules” for building the sample:

- ❖ The sample to interview depends on the size of the target population and the availability of financial resources and time available
- ❖ A good rule is that for a population that can be considered infinite (thousand persons), a significant sample consists of at least 3% of the population
- ❖ The test of the questionnaire must be made at least 10% of the sample

Cap. 2: Tools for gathering competencies¹

There are several tools used in the company to better manage human resources:

1. The positions evaluation
2. The potential evaluation
3. The competencies evaluation
4. The performance evaluation.

The position evaluation is the tool through which each organizational position, after being analyzed, is evaluated and compared with other positions in the structure. The object of evaluation is represented exclusively by the tasks, activities, links from other functions, from its responsibility, its complexity, from some features, such as the rarity of the position in the labor market, proximity to the core business, requirements and ability, regardless of the level of performance delivered by the person filling the position. In the construction of the career paths of individuals is essential to analyze the skills needed to fill the new positions they could aspire to and compare them with the skills currently possessed by the subject and / or with the potential that this subject can express.

Potential evaluation is a development tool, which aims to assess the potential capacity of a person, that is, the attitudes that can enable him/her to perform functions other than the present. This tool allows the evaluator to know the human capital available. Subject analysis skills are “latent” of an individual who, with appropriate development actions produce growth for the person and, if spent in the company, growth of productivity.

Competencies evaluation is a tool aimed to manage own “competencies portfolio”, and this need was born from the consideration that companies are increasingly passing from labour/capital intensive to knowledge intensive.

In this evaluation, knowledge and skills applied to a specific occupation are investigated. This type of evaluation is aimed to:

- take over the responsibilities held individually and collectively;
- manage the processes and systems maintenance and development of skills identified;
- define the skills required by business to professional groups, and roles to the key figures of the system;

¹ Source: M. Giovanna Rotondi. – Valutare il potenziale – Le metodologie, il processo e le tecniche – IPSOA Editore s.r.l. – 2003- pag. 1-37.



Performance evaluation is a process by which we arrive to an assessment value of the contribution given by each member of the organization. The purpose of this tool is to generate improved operating results through improved performance. The identification of the results expected from each individual within his role, and the subsequent comparison of expected results and achievements, can implement appropriate corrective actions. The benefits from this tool are orientation and enhancement of the contributions made by employees to the roles. There are three models: the one that focuses exclusively the results, the one that focuses on behaviors and skills adopted to accomplish a given goal, and the mixed one, which investigates both components.

2.1. Tools for gathering competencies

The tools used for objectively gathering skills are different and may be used in combination, in different stages of the measurement process.

- a. Personality questionnaires
- b. Motivation questionnaires
- c. Questionnaires on skills
- d. In-basket
- e. Role-playing
- f. Group exercises
- g. Interview on Feedback

a. Personality questionnaire

The personality questionnaire gives a profile to fix personality traits of an individual.

b. Motivation questionnaire

This questionnaire gives a profile in which the focus is on needs and value of the individual's motivational asset.

c. Questionnaire on skills

The questionnaire provides a cross-profile on how the subject is self-perceived and how he is seen by others about his skills.

d. In- basket

In-basket is a tool that presents a complex situation requiring an immediate solution using the information contained in the text. This type of tool allows to review the basic organizational



capacity, the sensitivity of the candidate on the issues and his ability and decision rules. It explores the area of problem solving, and then the candidate mode, and the interest in finding solutions.

e. Role-playing

The role playing is a simulation of real situations with predefined roles. The conditions of this assessment tool stems from the “theater of spontaneity” and psychodrama, and it’s based on the idea that a problem can act dramatically to bring out behaviors and attitudes concealed by other means, focusing on verbal and rational aspects.

f. Group exercise

The group exercise is a tool that allows to put in practice decision-making processes at minimal and calculated risk. Setting corresponds to a preparation in which the risk is minimized. The goal is that the subjects, while they are “playing”, are tested in a simulated situation, and learnt skills are put in practice. This evaluation approach is used to explore the interpersonal features of the subjects, participation in discussion and the quality of assistance.

g. Interview on feedback

This interview is aimed to discuss and outline the different stages of simulation, giving and receiving feedback and suggestions in order to obtain / provide incentives and advice on what to improve. Other interviews are those of feedback on the profiles generated from the completed questionnaires in order to validate the results.



1.1.3 Examples of competencies profiles

Macro-areas of competence

Areas	Sales manager	Production manager
Ideation	Analytical thinking; technical capacity; identification of schemes and models.	Analytical thinking, conceptualization, creativity; strategic thinking.
Relation	Direct persuasion, negotiation; organizational awareness.	Personal impact, direct persuasion; organizational awareness, building interpersonal relationships.
Realization	Tenacity; orientation to efficiency, leadership, results oriented, team management.	Achievement; initiative, control; team management, development of employees.
Uncertainty management	Self-control, flexibility, decision-making.	Confidence, decision-making.

Source: A. De Vita, La certificazione delle competenze nelle PMI, Franco Angeli, 2002 p. 43

Competencies profile of a sales manager

	Competencies	0	1	2	3
1	Analytical thinking				
2	Conceptualization				
3	Creativity				
4	Strategic thinking				
5	Personal impact				
6	Direct persuasion				
7	Organizational awareness				
8	Building of interpersonal relationships				
9	Achievement				
10	Initiative				
11	Control				
12	Team management				
13	Development of employees				
14	Self-confidence				
15	Decision making				

essential



successful



Competencies profile of a production manager

	Competencies	0	1	2	3
1	Analytical thinking				
2	Technical capacity				
3	Individuation of schemes and models				
4	Direct persuasion				
5	Negotiation				
6	Organizational awareness				
7	Tenacity				
8	Orientation to efficiency				
9	Leadership				
10	Results oriented				
11	Team management				
12	Self-control				
13	Flexibility				
14	Decision making				

essential



successful



2.1.2 Evaluation test on transversal competencies

EVALUATION TEST ON TRANSVERSAL COMPETENCIES

(Psycho-social resources)

Exercise in pairs: in turn attaches to each partner on a scale of 1 to 5 assessing skills / abilities related to the seven categories considered

Name and surname (of evaluated).....

Age

CompanyRole.....

Psycho-social resources	1	2	3	4	5
1. COMMUNICATION (process essential to develop any kind of human activity, through which individuals transmit and receive, compare, know information)					
2. PERSONAL RESPONSABILITY (ability to respond, to account and to be aware of the consequences of conduct)					
3. CONFLICTS MANAGEMENT (ability to face issues arising in horizontal and diagonal relationships within an organization)					
4. MOTIVATION (need, trend or aspiration that drives an individual to assume a certain behavior or take certain decisions, is the engine of his actions)					
5. STRESS MANAGEMENT (ability to tolerate and to deal with high stress situations or with specific factors of stress, which may come up during the work within an organization and in contact with other people)					
6. RELATIONSHIPS CAPACITY (next to and complementary to communication, it's the ability to create, build and manage relationships with the environment, with other people and with the different contexts of life)					
7. CHANGE MANAGEMENT (ability to become flexible according to external dynamics, to relate in a curious and active way against the changes in its scope)					

Name and surname (of evaluator).....

1 = absent; 2 = sufficient; 3 = fairly good; 4 = good; 5 = excellent



2.1.3 Self-evaluation test based on job-skill model

Model job/skill

Name and surnameAge.....

CompanyRole.....

JOB	SKILL		
	KNOW	DO	BE
<i>List of jobs</i>			
1.			
2.			
3.			
4.			
5.			



2.1.4 Self-evaluation test on performance, position, potential

SELF-EVALUATION TEST

NAME

AGE

COMPANY

ROLE.....

<p>A. Description of the actual role (results from the role - ACTUALLY)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>B. Description of performance in the last year (results achieved by the person – PAST)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>C. Description of the potential (possible results - FUTURE)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



2.2 Competence assessment

Demand Analysis

The considerable dimensions and macro benchmarks for the analysis are:

- The expectations toward work and budget (unrealistic, contradictory, unclear, not conforming bid, etc.)..
- The knowledge available to the person in relation to the type of problem or need advice proposed in (entry, vocational rehabilitation or development), for example about: the labor market, organizational structures and roles, skills required by companies or processes development of the role, and so on (inadequate, stereotyped, unrealistic, etc.)..
- The ability of management and access to information and opportunities in the context of reference (insufficient knowledge about where or how to do research, poor research skills, etc.)..
- The personal situation both in the constellation of motivational and self, both in terms of the “objective” aspect of his personal situation (lack of motivation, difficulty to take action, negative experience of their socio-professional skills perceived as little configuration expendable in the context and market, etc.)..
- The social situation in which is the problem of transition or development (economic problems, difficult family situation, etc.)..
- Demand analysis should, as told above, produce an agreement about the usefulness, relevance and feasibility of the path.

The points on which the consultant must pay attention are:

- To create a climate of trust and transparency
- To provide accurate information on the path, emphasizing the “value” and stressing the commitment required for its implementation
- To collect information on the areas told above and to reorganize them, comparing them with the range of results obtained through the assessment
- To propose the subject of reflection and revision analysis of the relationship between the range of information and the types of results, contents and methods used in the path.

Structure of the synthesis document

The considerable dimensions and macro benchmarks for the analysis are:



- Contents of the request made by the subject
- Professional experiences
- Extra- Professional experiences
- School and training experiences
- Competencies description
- Project of educational and professional development
- Action plan.

2.2.1 Balance report

BALANCE REPORT	
1. GENERAL DATA	Counsellor: Period of activity: Date: Dates of meetings: total hours:
2. PERSONAL DATA	Name and Surname: Date of birth: Address: Phone: E-mail:
3. REASONS FOR THE BALANCE REQUEST	
4. DEVELOPMENT OF BALANCE CAREER	
5. EDUCATIONAL AND PROFESSIONAL CAREER	
5. a. Educational experiences (Form 1)	
5. b. Professional experiences (Form 2)	

6. PERSONAL CHARACTERISTICS	
6. a. Interests (Form 3)	
6. b. Aptitudes/transferable skills (Form 4)	
6. c. Personality traits (Form 5)	
6. d. Technical knowledge and skills (Form 6)	
7. PROFESSIONAL PLAN (Form 7)	
8. MORE CONTACTS	

Cap. 3: Tools for job seeking

Job seeking is based on a comparison of supply and demand. From the supply point of view, the main tools for the job search are: databases, specialized websites, employment agencies, newspapers, official publications. From the demand point of view, there is great interest for the analysis of “informal” skills as well as “certified” ones, especially for profiles with low educational level. The analysis to carry out then from the demand point of view concerns two types of skills. From the the demand point of view the person can also be supported in looking for job with an help in preparing the interview.

3.1 Grid of questions for counselor

Before drawing up a list of competencies it’s important to start a fact-finding phase. One of the tools that can be used at this stage is a grid of questions.

GRID



Generally

- “Why did you choose to attend school X (or the faculty or other) rather than another school (or faculty or other)?”

On personal abilities and features

- “What skills or personal characteristics do you believe can be successfully spent in the current labor market?”
- “Tell me about you.”
- “What do you think you have more than the other candidates for the position you aspire?”
- “Please, describe a frustrating experience and how do you have dealt with (and eventually resolved).”
- “Tell me about your experiences as leader.”
- “Why the company should choose you?”
- “What was the person you have been more difficult to treat with and how have you dealt with the situation?”
- “Can you think to a specific situation that makes the idea of your capacity for initiative?”

On working aims

- “Which are your long-term aims and how do you think to achieve them?”
- “Why are you interested in this company and/or in this role?”
- “What do you think to do in the next 3-5 years?”

Extracurricular experiences

- “Please, describe the most grateful experience at school/university.”
- “If you could review your education /university, what would you manage differently?”

Academic Curriculum

- “Which were your favourite subjects and which not?”
- “What was your average?”
- “Are you satisfied of your education?”
- “In what subjects did you have difficulties?”



- “How do you think your educational curriculum have you prepared for this working role?”

Work experience

- “What did you like best of your previous works?”
- “Which one was the most significant work experience?”
- “Which are your strength and weakness regarding to the role you aspire to?”

Achieved results

- “What would you focus to your employer to let him take a more proper decision?”
- “What results are you proud of?”

Knowledge of the organization

- “Why have you chosen this company?”
- “What motivated you to contact the organization and / or look for to this role?”
- “What do you know about this organization/role?”
- “Why do you think you would like to work for this organization and / or role?”

Work values

- “What features do you usually take into account considering a job offer (salary - colleagues - benefit)?”

Another tool the counselor can use in approaching the client, very useful in a first guidance interview, is the grid for interview below. It's made of two parts: the first one has the data of the counsellor and of the client, the second one has to be filled with the results merged in the guidance interview. This second part is divided in different sections, that let collect information on the following issues:

- formal competencies,
- informal competencies,
- self-representation,
- relations with others,



- behaviours,
- strengths and weaknesses,
- analysis of actual position,
- competencies required by the position,
- motivational issues,
- values,
- professional aims /goals,
- aims and development actions in short and medium term.

This tool can be used integrally or in a “short” version, that could let investigate only on some issues written above. This choice is strictly linked to the specific aims of the interview to realize.



Interview grid FIRST GUIDANCE INTERVIEW

DATA	
Client	Name: _____ Surname: _____ Number: _____ Company/Organization: _____ Role in the company: _____ Years in the role: _____
Counsellor	Name: _____ Surname: _____ Company/Organization: _____ Role in the company: _____
Date of guidance interview	Date of the first interview: _____
Eventual notes	_____

Considerations made after the guidance interview

FORMAL COMPETENCIES
Education/Training
Professional experiences
Qualifications
INFORMAL COMPETENCIES
Interests / volunteer activities / sport/ artistic skills / experience in using software
SELF-REPRESENTATION
Self-representation
RELATIONS WITH OTHERS
Perception of other people on his/her work (coordinator, colleagues, subordinates)
BEHAVIOURS
Behaviours
STRENGTHS AND WEAKNESSES
Strengths of the client
Weaknesses of the client
ANALYSIS OF THE ACTUAL SITUATION
Activities
COMPETENCIES REQUIRED BY THE POSITION
Technical competencies
Transversal competencies
Skills/abilities needed
MOTIVATIONAL ISSUES
Motivational issues in the work
Demotivational issues in the work
VALUES
Values
PROFESSIONAL AIMS /GOALS
Professional aims /goals
AIMS AND DEVELOPMENT ACTIONS IN SHORT AND MEDIUM TERM
Aims for development
Development activities to start

Signature of the counsellor _____



3.2 European CV format

The curriculum vitae is the first tool that can be used to highlight certificate skills of an individual in a business context (in the Professional Experience and Education and training) and informal skills (in the personal skills and competences). Therefore, the preparation of curriculum vitae must be accurate and aimed at highlighting the specific characteristics possessed, which the company considers essential to play a certain role. These skills will be further discussed during the interview. Preparatory time for the preparation of curriculum vitae is competences assessment.



**Europass
curriculum vitae**

Insert photograph. Remove heading if not relevant (see instructions)

Personal information

Surname(s) / First name(s)

Surname(s) First name(s)

Address(es)

House number, street name, postcode, city, country

Telephone(s)

(remove if not relevant, see instructions)

Mobile: (remove if not relevant, see instructions)

Fax(es)

(remove if not relevant, see instructions)

E-mail(s)

(remove if not relevant, see instructions)

Nationality(-ies)

(remove if not relevant, see instructions)

Date of birth

(remove if not relevant, see instructions)

Gender

(remove if not relevant, see instructions)

**Desired employment / Occupational
field**

(remove if not relevant, see instructions)

Work experience

Dates

Add separate entries for each relevant post occupied, starting from the most recent. (remove if not relevant, see instructions)

Occupation or position held

Main activities and responsibilities

Name and address of employer

Type of business or sector

Education and training

Dates

Add separate entries for each relevant course you have completed, starting from the most recent. (remove if not relevant, see instructions)

Title of qualification awarded

Principal subjects/Occupational skills covered

Name and type of organisation providing education and training

Level in national or international classification

(remove if not relevant, see instructions)



Personal skills and competences

Mother tongue(s)	Specify mother tongue (if relevant add other mother tongue(s), see instructions)
Other language(s)	
<i>Self-assessment</i>	
<i>European level</i> ^(*)	
Language	
Language	
Social skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Organisational skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Technical skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Computer skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Artistic skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Other skills and competences	Replace this text by a description of these competences and indicate where they were acquired. (Remove if not relevant, see instructions)
Driving licence(s)	State here whether you hold a driving licence and if so for which categories of vehicle. (Remove if not relevant, see instructions)
Additional information	Include here any other information that may be relevant, for example contact persons, references, etc. (Remove heading if not relevant, see instructions)
Annexes	List any items attached. (Remove heading if not relevant, see instructions)

^(*) Common European Framework of Reference (CEF) level

3.3 Recruitment websites

One of the main tools used by those who “employs” are recruitment sites listed below.

These sites allow an individual to select the jobs best suited to their professional profile.

webite	note	web
Assodonna	It offers opportunities for integration and consulting curricula. It also provides information on training opportunities.	http://www.assodonna.it/
Banca Lavoro	The information section is very rich in insights and links on the job. The jobs are divided by type (first job, temporary work, work abroad, etc.). They are active services newsletter (every week in the e-mail service to those who sign up receive free news and	www.bancalavoro.net

webite	note	web
	job vacancies BancaLavoro) and area forums.	
Banca Professioni	It has the jobs area of interest. It is proposed as a meeting point between demand and supply of labor.	http://www.bancaprofessioni.it/
Bollettino lavoro	The site is entirely devoted to temporary work. On-line is a list of 50 companies authorized by the Ministry of Labour to take fixed-term contracts and starting work on farms. The service is divided by regions, is free.	www.bollettinodellavoro.it
Cambio Lavoro	It aims to promote contact between the company and the aspiring worker. It offers a section full of tips on how to prepare your curriculum vitae both in Italian and English.	http://www.cambiolavoro.it/
Confindustria	Where navigation is permitted without the use of passwords, you can access the periodic assessments that the Centro Studi Confindustria public on the national economy, in its self-activity analysis of the main variables of the Italian economy. In the section devoted to the Centro Studi Confindustria you can find a lot of data on national industrial, labor market, the welfare state, on the monetary and fiscal policy and so on. Also, if you are young graduates with an excellent curriculum and a keen interest in economic research can contact the Centro Studi Confindustria for information on internships and fellowships it offers.	http://www.confindustria.it
Corriere lavoro	The insert of the Corriere della Sera on the world of work is also online: news first on traditional and emerging work.	www.corriere.it/lavoro
Europa Lavoro	Europa Lavoro is the site of the European Social Fund and is responsible, of course, training and work. There you will find many interesting facts, from the links to access the training courses by region until the text of Law 44 on youth entrepreneurship. Surfing this site is not easy, even if it's worth a little patience because the information within are so many. There are even a library of texts available and a "newspaper site" accompanied by electronic search engine.	http://www.lavoro.gov.it/Lavoro/EuropaLavoro/
Guida Lavoro	A site on guidance for all persons seeking employment or who needs to choose a profession. A very detailed guide on all aspects of job search including a series of fact sheets to download for personal tutorials.	www.guidalavoro.net

webite	note	web
<i>Il sole 24 ore</i>	Many of the economic and job seekers there is the information on public tenders. On this site are, in fact, the texts of many competitions published by the Official Gazette.	www.ilsole24ore.com
<i>Italia Lavoro</i>	Italia Lavoro website, a company formed under the directive of Government of 13 May 1997, whose controlling share package was given to the Treasury. The company has the task of designing and developing initiatives for active policies for employment, consistent with the employment plan prepared by the Government and the lines of action defined by the European Community. The site includes information about the sectors in which it operates, the those involved, the method of intervention, ongoing projects, the results achieved.	http://www.italialavoro.it/wps/portal/italialavoro/
<i>Job Italy</i>	It features job ads from companies and research firms and selection of personnel by sector areas. It offers in-depth sections and public tips to find summer jobs, and the laws on sites selected by experts. The free services are reserved for those who enter their CV.	http://www.jobitaly.com/
<i>Job Net</i>	It's one of the most active research staff. Anyone who wants can receive free job postings every day, should only join the site by sending an e-mail.	www.job-net.it
<i>Jobdirect</i>	Original site that allows, after registration, to receive directly in your inbox all jobs relating to areas shown at registration. The only drawback of the service: You can not specify any post-graduate while entering your data. The service has over 155,000 members.	http://www.jobdirect.it/
<i>Jobtel</i>	Website of the Ministry of Labour and Social Affairs that deals with a very friendly editorial line issues of orientation and training. There are practical exercises on drafting the curriculum, how to sustain a job interview, the skills assessment and development of potential, plus much more.	http://www.jobtel.it/
<i>Miojob</i>	The latest news from the world of work, curriculum integration, online surveys and in-depth dossier.	http://miojob.repubblica.it/
<i>Lavoro e Web</i>	Specialized in computer work. Post your resume for free. All offers of IT companies.	http://www.lavoroeweb.com/
<i>Mercurius</i>	It offers services for businesses, for graduates and for graduates. Curricula and hosts ads.	http://www.mercurius.it/

webite	note	web
Monster	The job search can be detailed on different sectors and different geographical areas of Italy. E 'can choose the timing of receipt of the e-mail alerts for new listings added to match the selected criteria. It 'a section called "Communication" in which companies and candidates can meet exchanging views on various topics. Within this area there are forums and chat.	www.monster.com
Okkupati	It 's the site of Rai transmission. It deals with training, new economy, volunteering and competitions, business creation. There are ads on the request of staff.	www.okkupati.rai.it
Profili e Carriere	The site is aimed at businesses and candidates. You can enter your resume and view job opportunities offered by the site, select by region and category.	http://www.profiliecarriere.it
Stepstone	Option to place their CVs, applications and job offers, area "classified ads" for temporary jobs and a mailing list to be informed of vacancies on the area of interest.	www.stepstone.it
Talent Manager	Talent Manager is the first European company of online recruitment specialist in young manager. The target is made by young people between 25 and 35 years and mostly graduates with significant work experience. The services are many: inclusion of CVs and cover letters customized search for keywords in job offers and save your search agent so as to receive directly on your e-mail the most interesting offers.	www.talentmanager.it



3.4 Interview with S.T.A.R. method

Another useful tool for understanding the person-oriented and exchange of information is the interview method STAR

The following is an example of interview method STAR

A) When possible, get used to the candidate to answer using specific examples to support what he says. Use the acronym S.T.A.R. (Situation, Task, Action, Result).

1. SITUATION: to present the context in which there was (situation).
2. TASK: Describe a project that has been responsible (task).
3. ACTION: Explain how it was decided to tackle the task (action).
4. RESULTS: to discuss the results of its operations, reporting any awards (result).

COUNSELOR MUST GET USE THE CANDIDATES TO:

- ❖ Place out the most important aspects of their personal and professional curriculum;
- ❖ Explain how he believes that the skills developed in other contexts can be transferred into the new working environment;
- ❖ Report a positive previous work experience and their employers;
- ❖ Not be afraid to talk about what he believes to be capable and awards received.

The counselor should remind the candidate that any new employer or the actual boss will have no way of knowing the quality and expertise if he will not be able to express and report!

FEATURES OF S.T.A.R. METHOD

Among the information an interviewer collects on a candidate, there are those related to previous experiences: in general it is assumed that past behavior is the best predictor of future behavior.

It may be useful for a candidate, then, to learn a system of argumentation of the answers, organized in four steps:

- situation
- job assigned
- action made
- achieved results

For instance: “have you ever had the responsibility to persuade a group of people of the usefulness of your idea?”



STAR answer:

S “when I...”

T “I was asked to ...”

A “then I decided to ...”

R “finally I achieved ...”