

SCAN - Skills and competences assessment – New career guidance and counselling approach (11310 1628)

Deployment and Testing – Report

This report compiles the results of testing the Kompetenzenbilanz (“KB”) in the respective national context of Slovakia and Luxembourg.

The work package aims were to deploy the KB coaching procedure to the target groups, to test the KB in national contexts and to assess its results to ensure applicability and acceptance and to ensure that all issues arising from the testing are acted upon.

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Introduction

○ Description of activities

After all partners representatives have been trained in the “original” KB-coaching-process and -method as well as in exercises apart therefrom by the Zukunftszentrum Tirol (“ZZ”) (June – July 2012), everybody had the chance during a pre-testing activity and period (December –March 2013) to exercise a KB-process and the “Kompetenzen orientierte Beratung” (“KOB”) as a coach under supervision of Dr. Kurt Seipel. The experiences and results have been discussed during the mid-term partner meeting in March 2013. The main adaptation work which has to be done for the testing activities has been translation-work of the handbook and integration of KOB-Tools in order to match with the target groups. During March and July 2013 certain partner-organisations realized the testing and deployment of the KB in national contexts.

○ Description of methodological and pedagogical framework

This description focusses on the settings, the steps to be realized as well as the tools made available by ZZ, as there are:

○ Setting

The usual settings are: **group** for the introduction workshop (see below) and **1:1** (beneficiary & coach) for the individual work on the personal topics. Between the individual sessions the beneficiary is supposed to make homework.

○ steps towards “the certificate”



The Kompetenzenbilanz in 4 steps

You are working at home alone and together in the ... (your company) with a coach



- The tools

The “Handbuch” (workbook or handbook) supposed to be given to the beneficiaries for enabling their homework as well as collecting the outcomes. With the following chapters

1. Introduction
2. My biographical collection
3. My life profile
4. My skills
5. My competences (4-field matrix)
6. My resume
7. My CV and other application documents
8. Today and tomorrow (transparent questionnaires)
 - a. My current situation
 - b. My person
 - c. My ideal situation
9. Next steps

Various tools of the “Toolbox”, which have been introduced for additional use with the “Handbuch” if necessary - focussed on the different target groups:

- 22 questions
- “Interests”
- Methods of peer-supervision
- Map of competencies
- Learning form models
- Next step – action plan
- Project results
- To find resources and stabilize them
- Resources in foundation process
- Strength (interview)
- Who am I?
- Value based interview
- Feedback from the coach (part of the certificate)

- The pedagogical framework

– As the testing partners exclusively worked with adults, the framework means the working method and the desired impact to the individual beneficiary:

- Learning by doing
- Learning by success
- Stimulation of the self-efficacy
- Telling about the biography
- Stimulation of a resources- and strength-orientation

Project partners who tested the KB

- Their supporting organisations and the respective target groups

Testing partner	Supporting organisation	Target group /beneficiaries
KABA Slovensko (Martin Kubis, Maria Kubisova)	Labour office in Martin	Unemployed
KABA Slovensko (Martin Kubis, Maria Kubisova)	Secondary Vocational School of Business and Services in Jahodniky, Martin	Students/Graduates in June 2013 entering the labour market
KABA Slovensko (Martin Kubis,)	Leonardo Mobility PLM, UK	Students (Mobility Participants)
OLSAF, Dunajská Streda (Timea Mészárosová)		Long-term registered job seekers
RDA Senec – Pezinok (Mária Chaloupková)	OLSAF, Malacky	Unemployed
RubiScon (Viviane Bisenius)	Labour office (ADEM), L-Diekirch	Long term unemployed with a low level of qualification
RubiScon (Christel Klapper)	Défi job a.s.b.l. “Naxi”	Inmates – semi-open prison – employees of job creation association Trainers / social workers in job creation association/Training organisation (potential disseminators)

- **The basic requirements to face in national contexts**

Regarding the partial quotation concerning the “Research – needs analysis report SCAN-Project WP 2” all testing partner had to have in mind the following aspects:

“

There are no specific requirements concerning the **supporting organisation**. The situation is similar in Luxembourg, Slovakia and Austria.

During the focus group some propositions have been suggested:

- Information about career guidance – KB - should be/could be proposed by companies, labour union, occupational medicine, social partners.

Luxembourg and Slovakia are agreed on the expected impact in supporting a career guidance process:

- Increase the quality of services provided
- Economic development in terms of higher employability
- Decrease of unemployment
- Quality of life of clients
- Professional and personal development

According to interviews and focus group in Luxembourg and Slovakia we can say that the requirements for **the target group** are:

- In Luxembourg :
 - o The materials should be in French, German, English and optionally in Portuguese and Luxembourgish.
 - o Materials adapted to all qualification level should be available : a toolbox where coaches can “choose” the adapted material
 - o Integrate career guidance process into a wider process will be necessary
 - o The “plus” of the KB will be that it will be the only training for coaches on the Luxemburgish market
- In Slovakia:
 - o Materials adapted to the qualification in order to minimize the time spend with the client
 - o Recognize one methodology
 - o Have professionals with appropriate education and training (also practical) in the field of career guidance
 - o Approval of strategy for Slovak career counselling at the ministries and approval of standards for guidance services and career counsellors

Luxembourg and Slovakia are agreed on the fact that **clients** should be motivated. Career guidance success depends on it.

- Requirements for Luxembourg :
 - o The materials should be in French, German, and English and optionally in Portuguese and Luxembourgish.
 - o Toolbox for all qualifications, profiles and sectors is needed
- Requirements for Slovakia :
 - o The materials should be in Slovakian or Hungarian. German and English are optionally.
 - o Toolbox for all qualifications, profiles and sectors is needed

Testing procedure

- o **Steps**

Every project partner presented a (pre-)testing plan which was supervised and agreed by Dr. Kurt Seipel. All partners orientated their coaching processes on the “Kompetenzenbilanz in 4 Steps” (see above) with some variances as follows:

KB 4-Steps	Intro- duction WS Group setting		Coach- ing 1	Coach- ing 2	Coach- ing 3	Certifi- cate	
KABA unemployed	✓		✓	✓	✓	✓	+ 2 single sessions/ certificate

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KABA students	✓		✓	✓	✓	✓	+ 1 meeting/ certificate
KABA mobility	✓		✓	✓	✓	✓	+ 1 meeting/ certificate
OLSAF	✓		✓	✓	✓	✓	+ 1 meeting/ certificate
RDA	✓		✓	✓	✓	✓	
RubiScon unemployed	✓	Individual introduction session to clarify objectives and to fix the time schedule	✓	✓	✓	✓	+ 2 sessions per client(introductory session; 4 th coaching session) 1x1extra meeting for start-up client
RubiScon inmates	✓	Repetition of intro individually	✓	✓	✓	✓	2-3 meetings extra (lesser time in single session)
RubiScon Trainers as beneficiaries	✓		✓	✓	✓	✓	Debriefing / check with their needs
RubiScon Trainers as coaches	✓		✓	✓	✓		Intro to editing of certificate

- **Time frame**

The time frame for 1 session/step was recommended of about 2 hours;

The 4 meetings should have taken place ideally in a time range of 8 weeks (every 2 weeks).

The writing of the certificate (if asked by the beneficiary or the supporting partner) takes about 3 hours (after a certain routine).

- **Homework**

The beneficiaries are asked to realise the exercises of the handbook or toolbox at home. The coaching sessions are intended to share the results, to discuss and to prepare the next process-step.

- **Methods**

The methods used means herein the exercises realised with the beneficiaries based on the handbook, the selected tools of the toolbox (s.a.) as well as individually selected tools of the respective coach/testing partner.

<i>partner</i>	<i>KABA</i>	<i>OLSAF</i>	<i>RDA</i>	<i>RubiScon</i>	
exercise				VB	CK
My biographical collection	✓	✓	✓	✓	
My life profile	✓	✓	✓	✓	✓
My skills	✓	✓	✓	✓	✓
My competences	✓	✓	✓	✓	✓
My resume	✓	✓	✓	✓	✓
Today and tomorrow	✓	✓	✓	✓	✓
Next steps	✓	✓	✓	✓	✓
22 questions	✓		✓	✓	✓
“Interests”					✓
Methods of peer-supervision					
Map of competencies					
Learning form models					
Next step – action plan			✓	✓	✓
Project results					
To find resources and stabilize them					
Resources in foundation process					
Strength (interview)	✓				✓
Who am I?					
Value based interview	✓	✓	✓		✓
Feedback from the coach (part of the certificate)	✓	✓	✓	✓	✓
Introduction WS presentation from Zukunftszentrum	✓				
KABAs materials	✓				
“Viviane’s” materials				✓	
“Christel’s”- materials					✓

Test results

○ Focus on the supporting organisation

As there weren't specific requirements of the named organisations, only the explicit remarks are listed:

○ RDA:

Office of Labour, Social Affairs and Family in Malacky was a silent partner in the project. Official cooperation contract was signed at the beginning of project implementation. Cooperation with OLSAF was good; they were involved mainly in selection of clients for testing. However, clients had right to refuse the recommendation to participate in KB.

○ K.A.B.A. Slovensko:

The cooperation with the Secondary Vocational School and the Labour office were excellent. From the beginning of the training they were interested in the process and the school also added the info on their website. We handed out the certificates at school in front of the class, so more students will learn about the KB. We also appreciate the attitude and the attendance since the Head of employment department was present during the final handing over the certificates with Unemployed. She was interested in the trainings and outputs of the project. They will follow up the clients in their success to find employment.

○ RubiScon (Viviane)

▪ Employment Agency:

The Employment Agency (ADEM) will probably implement the method KB into the measures offered for jobseekers to enhance their employability. Actually the criteria for the KB-applicants are defined.

○ RubiScon (Christel)

▪ Défi job a.s.b.l., Luxembourg:

The director as well as board members of Défi job expressed their irritation about the intensive exchange with the inmates without an immediately comprehensible "change". They considered the KB-processes as too long and time-consuming. Their partners "extra-muros" - asking for "bilan de competences" for each inmate/employee of Défi job - reviewed the KB-certificate as too much "individual" what they don't need or expect as an outcome of Défi's obligation.

▪ "Naxi", Luxembourg:

The person in charge of Naxi participated herself in the KB-Process as beneficiary in order to be able to judge the quality of KB for Naxi's clients; she appreciated every step done as well as the outcome. She will continue to work with KB internally.

○ Focus on beneficiaries

Testing partner	beneficiaries	Number of persons	KBs Certif.	Outcomes/ remarks “..” quotations <i>summarize of writer</i>
KABA (Martin Kubis, Maria)	Unemployed	6	6	“Explaining understanding of terms and

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Kubisová)				understanding what are competencies was crucial”
KABA (Martin Kubis, Maria Kubisová)	Students (Secondary Vocational School)	18	10	“New view of students on their personality, their future and the labour market. Students realized the importance of self-understanding and looking for competencies and skills which are in them. Many were surprised to find more than they expected and “learned” in school
KABA (Martin Kubis)	Students (Mobility Participants)	2	2	“Very quick understanding of the competencies and KB. Both ladies enjoyed the training and are using the results while looking for job at home.”
OLSAF, Dunajská Streda (Timea Mészárosová)	Long-term registered job seekers	12	12	1 person went abroad having a job; 1 person continues studies “Satisfied clients; enjoyable activities; active cooperation; positive atmosphere; positive feedbacks
RDA Senec – Pezinok (Mária Chaloupková)	Unemployed	9	6	<i>Reasons for drop-out:</i> “full of anxiety” “stress” “fear that...data could be misused..” “concentration on job search” “specific physical problems” “not motivated”
RubiScon (Viviane Bisenius)	Unemployed	11	10	<i>5 persons found a job 1 starts own business 1 person dropped out due to addiction problems Comprehensible motivation of all clients</i>
RubiScon (Christel Klapper)	Inmates – semi-open prison – employees of	11	7	<i>Reasons for drop out: 3 persons have been sent back to close prison before completion of the</i>

	job creation association			<i>data collection; 1 person lost interest after 2 meetings</i> “ all appreciated the contact with a person “extra-muros” (independent from prison-system) “1 proud presentation of the file and the certificate; happy with the feedback of the coach”
RubiScon (Christel Klapper)	Trainers / social workers in job creation association/Training organisation	5	5	<i>Everybody did her own KB with the professional learner-focus; all appreciated the outcomes;</i>

- **Focus on the procedure**

- RDA remarks

RDA did individual counselling with unemployed in cooperation with Labour Office in Malacky, who helped with selection of clients. It was quite challenging to find the right clients, willing to finish the whole process, which often exceeded the planned time frame. It was crucial to get their trust from the very beginning.

- K.A.B.A. Slovensko remarks

“Since this is really new method, the clients welcomed to start working in groups. They knew each other and shared experience from the start, and then they opened at individual sitting more than 1 on 1 from start. Regarding the procedure, we added more hours, since some parts of the KB homework the clients handled better doing with the coach.”

- OLSAFs remarks

“They did the testing mainly in groups, in order to show their clients that they are not alone, they can meet other people with the same problem. The individual work will come later.”

- RubiScon – (Viviane)

Individual coaching sessions with unqualified jobseekers registered at the Employment Agency in Luxembourg. The counsellors of the Employment Agency selected the potential clients. Regarding the procedure we added more hours an 2 sessions per client (individual introductory session to clarify the objectives of the client; 4th coaching session for the KB) since some parts of the KB were too difficult to be done in homework.

- RubiScon - Christel’s remarks

The inmates: *“The process to find a stable bonding with these persons dominated the work on the first steps of KB; even with the intellectual capacity and a sufficient time-frame, doing homework wasn’t attractive” most of them preferred the interview. Due*

to concentration difficulties the time frame of a session was reduced to 1 1/2 hour; due to frequent absences for health reason the whole process exceeded 8 weeks.

The trainers: *concerning the homework they “confessed” to having done last minute but the questions did a certain self- reflecting effect between the sessions; they are going to use KB with their clients after definition of pertinent criteria for potential KB-applicants.*

- **Focus on methods**

- RDA remarks

This method is (would be) excellent when working with motivated clients, who would like to change their career development, future self-employed people, jobless graduated young people, also for immigrants, etc. This method might be too complicated and difficult for people who are not psychically healthy, with fear to speak about their life cycle.

- OLSAF remarks

“This method was very useful for providing effective career guidance and counselling services in our Labour Office. It gave us opportunity to deal with our registered unemployed people in a deeper level; we got to know them better during the coaching sessions. Our clients needed these psychological oriented tools in order to support them in finding a job or to identify their employability factors.”

- K.A.B.A.Slovensko remarks

“We have spent a lot of time to explain what competencies are, clients were not familiar with this approach. For example the Work list: My competencies and 4-field matrix we have to do with everybody 1 example, but after that they were able to fill the remaining ones on their own at home.”

- RubiScon – Viviane’s remarks

“The 4-field-matrix is too complex for clients with a low qualification and less cognitive abilities; in 7 of 10 cases the work had to be done with the client in the coaching session; examples had to be adapted to the context of the client.” *The “Feedback of the coach” has been given on a very creative and nice way.*

- **Focus on adaptation**

- KABA Slovensko

We agree with the opinion of Christel from RubiScon above, we also adapted the exercises and methods into the form of individual and group counselling. For better understanding of several topics (e.g. division of Competencies, understanding Competencies and personality) we added some of our own KABA methodology to enrich the experience of the trainee.

- RubiScon (Viviane)

The KB was done in four sessions instead of three. I added to the introduction workshop (group session) an individual introductory session in order to clarify the objectives, to fix the schedule with the client and to reflect the role of the coach. The tools and methods for the 4th session (action plan and next steps) were adapted in function of the needs and objectives of the client. I integrated own coaching tools and adapted the examples of the KB-tools to the context and professional background of the client. The form of the KB- certificate was used, but the description and

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argumentation of the competencies is more extensive. The feedback to the client wasn't integrated into the certificate but given separately on a postcard.

- RubiScon (Christel)

Concerning the planned adaptation of the tools based on testing (beside the translation work realized for the handbook and some exercises) I decided while working with the clients, which methods are appropriate, which exercise should be done adapted to the clients' capacities and/or in which chronological order; and there have been integrated own exercises and concepts. Concerning the form of the certificate one the supporting partner asked an adaptation of the general text parts. So, adaptation could be named: decomposing the "basic KB-process-unit" and creation of a "SCAN-toolbox" with a specific "user-guideline" (as realized while working with trainers). The trainers asked for the right of beneficial use of "labelled materials".

Conclusion of test partners

As far as testing partners gave comments concerning their experiences, lessons learned and/or proposals they are quoted hereafter.

- **Lessons learned**

- K.A.B.A.Slovensko

It is important to follow step by steps the materials from ZZ and to explain to the client everything, be patient when they do not understand. Also, it was really helpful to try the KB on ourselves, thanks to Dr. Kurt Seipel we had unique opportunity to find something new to bring to Slovakia and enrich ourselves and the trainings we are doing at K.A.B.A.

- OLSAF

"We think that KB helped this disadvantaged group of job seekers, who are registered at labour offices at least 12 months to move on, to take new steps in their life. ...we will meet with them regularly after the project, so the final results of their development will come later."

- RDA – Maria Chaloupkova

"It was very exhaustive work to persuade not-motivated clients to continue and do their homework; really – some ladies who finished the work – were excited. I have tried to individualize the work. This method is very good, but for well-motivated clients."

- RubiScon (Viviane)

"1. The method of KB doesn't fit to:

- Clients who have difficulties in self-reflection or with less developed cognitive abilities
- Clients who suffer from depression and who are under supervision of a psychiatry or psychotherapist. It makes no sense to „mix“ different approaches. If the client insists to do the KB, his psychotherapist should be informed by the KB-coach
- Clients who don't want to analyze their biography.

2. It is very important to do an introductory session in order to clarify the motivation and objectives of the client and to make sure that the method fits to the needs of the client

3. It is very important to fix the frame of the KB and to clarify the role of the coach (no job counseling; no professional orientation; no therapy)”

- RubiScon (Christel)

With focus on beneficiaries, everybody appreciated the strengths-orientation of the KB as well as the individualized work. In all processes it was apparent: everybody is competent! But as far as self-protection-need led to resistance and/or the perspective-less life situation reduced the workflow-speed, the KB-method should better be embedded in a more complex counselling- or training-program. The flexibility of using the tools and methods (see above: focus on adaptation) leads to a valuable and inspiring workflow.

Applying KB and KOB with trainers every tool is an important opportunity to evoke somebody's self-reflection. The resolute focus on resources was an excellent way to reconsider one's view on clients or beneficiaries and to feel inspired to “verify” her/his mind-set.

Forecast concerning sustainability

- K.A.B.A.Slovensko

Sustainability of KB from the view of our organization: we are trying to implement KB into the further projects in Life Long Learning and our trainings and new training methods and activities in the area of human resources and education.

We can see much better application and effectiveness of KB within whole Slovakia while implementing it into consultancy/guidance services offered by national and local Labour Offices. Incorporate it into legislation by the Ministry of Labour, Social Affairs and Family, so that KB can be used for those, who really need it. We and our coaches want to try to find suitable way to adapt the KB, KOB and toolbox methods to everyday work of consultants at Labour offices while working with clients.

- RubiScon (Viviane)

There are ongoing negotiations with the Employment Agency to integrate the KB into the catalogue of measures offered by the ADEM to enhance the employability of the jobseekers. Actually we are defining the criteria for the different target groups who could take a benefit from the KB.

- RubiScon (Christel)

The foresight of KB (or if you don't mind: “SCAN-toolbox”) after the end of this project should be done by “player” during the testing:

- Supporting organisation:

With the financial and political willingness they should be prepared to consider specific offers for their relevant target groups integrating KB / SCAN-toolbox as a labelled product. There are ongoing negotiations with a Luxembourgish Organisation of employment activities (Centre d'Initiative et de Gestion Régional “CIGR”) to integrate SCAN-toolbox in an education and trainings program for their clients; the Psychologists' service (“SPSE”) of the Luxembourgish semi-open prison asked for a pilot-program of trainings with prisoners (inmates) and a train-the-trainer for their social workers (case manager) to learn about the “Kompetenzenbilanz”-process.

- Beneficiaries:

People who are principally open for counselling and who are prepared and able to invest time and money for personal development reasons could be addressed individually by the project partners.

- KB-coaches:

For every testing partner the KB-knowledge is usable as part of the professional description of oneself and part of one's offer.

Concerning the published article in the German "Counseling Journal" - Leonardo da Vinci und die Kompetenzenbilanz - a group of counsellor-friends asked for a presentation of the KB-process in their peer-group-meeting. An offer for the Institut für Humanistische Psychologie ("IHP") as part of their "Methoden-Workshops" is planned.

Résumé

*Summarizing all partners' testing results and comments sent, the transferred innovation, **the Kompetenzenbilanz, is an important and suitable enrichment for everybody's professional activity.***

Concerning the beneficiaries, **the Kompetenzenbilanz helps people** to better understanding of their individual development and background and helps to **encourage them** to manage autonomously their (professional) life. Even to the beneficiaries of the specific disadvantaged target groups **this coaching procedure fits well, if the public services, the consultancy companies providing career guidance or the training institutions are prepared and willing to invest in an adapted (time-consuming) KB-procedure.**

The high quality of the tools and the well-equipped tool-box allow everybody introduced and trained in the KB-Process to fulfil his tasks as a coach as well as to enlarge an existing own tool-box and to refine the personal working method of experienced coaches.

To some extent **the Kompetenzenbilanz seems to be accepted** on a general **national dissemination** level.

For **concrete dissemination and deployment negotiations**, the respective national experiences lead to **an argument-"cocktail"** in order to be transparent in front of a (potential) customer concerning: *beneficiary's needs (f.ex.: "urgencies") – beneficiary's self-reflection-experience – customer's mission (towards beneficiary) – customer's budget (towards coach) – customer's understanding of coaching process as well as of Kompetenzenbilanz.*

A long term impact of this high quality method is conceivable by having the political and financial intention to oblige public services and all "players" in the career guidance and counselling sector **to integrate the Kompetenzenbilanz as "standardized service"**. In connection with this, **the scientific basis** of the *Kompetenzenbilanz could have an important "leverage effect"*.