



Leonardo da Vinci
Pilot Projects



ZURFLÜH-
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FRENCH EVALUATION OF THE
METHODOLOGICAL GUIDE FROM BFZ
**Stimulating and supporting
learning processes at work**
**Self-evaluation of employees as a core
element of workplace-accessible learning**

In France, the evaluation was carried out by 3 types of organisations :

- an expert in the competencies strategy who animates the Competence Club of the MEDEF Franche-Comté and by his experience represents the remarks on behalf of the firms which he follows. He will bring to the project the reference in the transfer in French firms of these self-evaluation modules on the Work place
- two experts in the field of the methodological aspects, who are used to create and implement innovative and constructive methodologies concerning the competencies steps. They bring an added value to this possible transfer to firms in France
- two experts from the Trade-unions as core representatives of the employees and which will focus on the needs of the employees and the impact of this methodology for French employees.

This synthesis stems from the remarks of meetings which have been organised.

The critical point lays in the definition of this methodology, dedicated at the promotion and the fostering of the learning processes at work. Indeed, for the firms that we contacted, this methodology is rather a methodology for resolution of problems whose solutions are found by the employees themselves. For them, it could have been entitled such as “Managing a project” or “Team Projects in the workplace”.

Types of firms

The first remark which is done concerns the category of firms which could experiment this methodology. Indeed, all “evaluators” focused on the fact that this methodology is rather usable in **industrial firms** which are organised under “posted work”. The aim of this methodology will then to start from a **taylorist culture** in which prescribed work is the main point to a strategy aimed at providing more autonomy for all teams of work.

According to the time which should be dedicated for the implementation of the methodology, only firms with large added value will be interested in implementing it or only if the **objectives are well defined** and corresponding to the firm contexts.

Objectives of the methodology

For example, it could lead to the preparation of a Quality Strategy, or the evolution of an organisation focused on «posted work» to the creation of more polyvalent and autonomous teams,...

The entry key words could be :

- industry
- change in the organisation
- suppression of an intermediate operator
- development of initiatives and autonomy
- transfer of competencies from a position to another one
- structure of key competencies.

But whatever the project starts from, it must be **validated by the firm** in the way it will be implemented :

- Concerns of the project
- Analysis, search for solutions
- Working plan
- Implementation
- Evaluation.

The access to external resources of the group or workshop should be possible : other operators, engineers,...

Type of methodology

This Self-Training notion initially has to be declined through non formal processes. This is not the case in the following methodology as it corresponds to vocational training with an external consultant, leading to Self-Training. Nevertheless, if we want to interest a major number of firms we should present this training methodology to Self-Training as a **wider set of actions** which should be more diversified, such as tutoring, training of trainers, training in a department or a workshop by other related workshop, facilitating internal communication processes by the implementation of adequate places, cafeteria,... reflection groups on the systematic articulation between training and self-training,....

We can add that a training methodology which will not be composed of a Self-Training aspect, or which not lead to a dynamic of Self-Training would failed. The life-Long Learning illustrates this process and shows the links between initial training, vocational training and production of competencies.

Aim of the methodology

Rather than a methodology of recognition of competencies using the promotion of training and auto-evaluation as a mean to reach this objective, this methodology aims at **promoting the will to learn** among employees.

The relation Project – Training – Self-Training has to lead to the structuring of the competencies. But, the stress is put on the acquisition of “knowledge ». Indeed, if the critical path of the strategy is clearly underlined, behaviour aspects of the cognitive process are not sufficiently defined.

The **notion of competence** is then to be clearly identified as a mix of knowledge, know-hows and behaviour elements.

Target Public of the methodology.

No information is transmitted on the target public on which this methodology will be implemented. Indeed, the way to implement it will be different according to the following criteria :

- number of employees implicated in the “learning”?
- homogenous or heterogeneous group ?
- the implication of the managing sphere ?
- a voluntary strategy ? or imposed by managers ?
- the competencies of the consultant initiating the process and the link with an internal trainer

Organisation of the modules

This methodology seems to be relatively rigid in the sense that it follows a linear scheme, starting from module 1 up to module 6. In order to adapt it to various firms, the purpose would have been to personalise the entry in the process by the module which corresponds better to the needs of the firm.

As far as the duration of the methodology is concerned, this 6 modules methodology seems quite heavy for many firms. Each module lasts 1 day but there is no information on the duration of the whole methodology which, in order to reach the objectives which are planned, self-Training and Self-Evaluation, should leave more time between each module to be acquired by the employees.

This point stresses the fact that the methodology should not only plan time for employees to experiment by their own the contents of each modules so as to get enough feed-back on their own but also to develop and implement new ways of transmission of the training which will be rather more self-organised.

Working phases in groups are vital in the sense that it brings to all employees the pedagogical and the dynamic of the group, but it should privilege more interactive and computerised training elements such as e-learning methods, composed of Self-Training elements as well as accompaniment in presence, by an external expert.

Content of the modules

The content of the modules do not always expresses what was announced in the introduction of each module.

The modules need to be more precise and for example to link the objectives to the information contents. A simple frame could be :

- General frame of the Self-Training
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- Training Grid
- Tools linked to identified elements from the grid
- Internal animator of the firm
- process of Self-Evaluation and capitalisation of results

To conclude, the architecture of the training seems very general (communication, Training, tools put at the disposal of employees,...) and in that sense can be implemented in any kind of firms but it is rather restrictive to serve specific situations in firms. A module for help of construction of adequate tools should be appropriate but needs a previous diagnostic and validation by the firm.
