

## Guideline for Assessment with tool „Transparency of Competencies”

### Step 1: Identification of subjects of further training

In our case it was the subject “Dealing with complaints” in hotel business. So the whole assessment process was based on a seminar on “dealing with complaints”. For your assessment procedure you can refer also to further training in your branch.

### Step 2: Using Transfer list for course contents

Within the seminar the participants create a transfer list (see annex) for the communicated contents. It contains targets for the transfer of learning to the work place. The fixed descriptions about the activities form the basis for a later certifying.

Overview over the steps which have to be done by the employees:



### Step 3: Transfer phase and self-evaluation

Use of competence transfer list, self-evaluation instrument and transfer minute (see annexes)  
Annexes must be modelled to your needs and contents.

Time period: 3 months

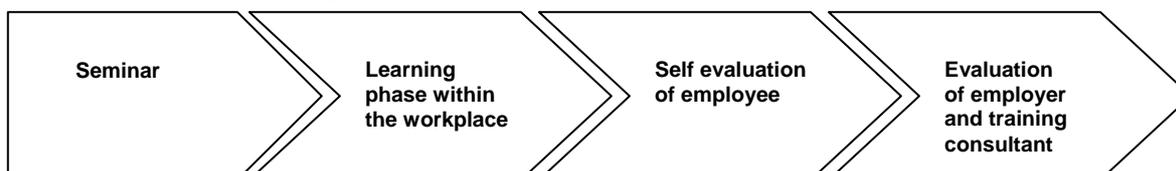
### Step 4: Identification of achievement of objectives

The training consultant offers on the base of the transfer evaluation proposals for a certificate.

### Step 5: Certification

The final assessment/certification is done in cooperation of training consultants and employer (see annexes – they also have to be modelled to your needs and contents).

Overview over the whole process:



## Transparency of Competencies (TC): Activity-oriented certificates in vocational training

- ? How often does it happen that somebody gets a certificate for further training, which he/she cannot put to use because the documented abilities do not indicate how they can be transferred into work experience?
- ? And how often does it happen that further training is not transferred into the context of work, since links for transfer cannot be found, or because routine is an obstacle?

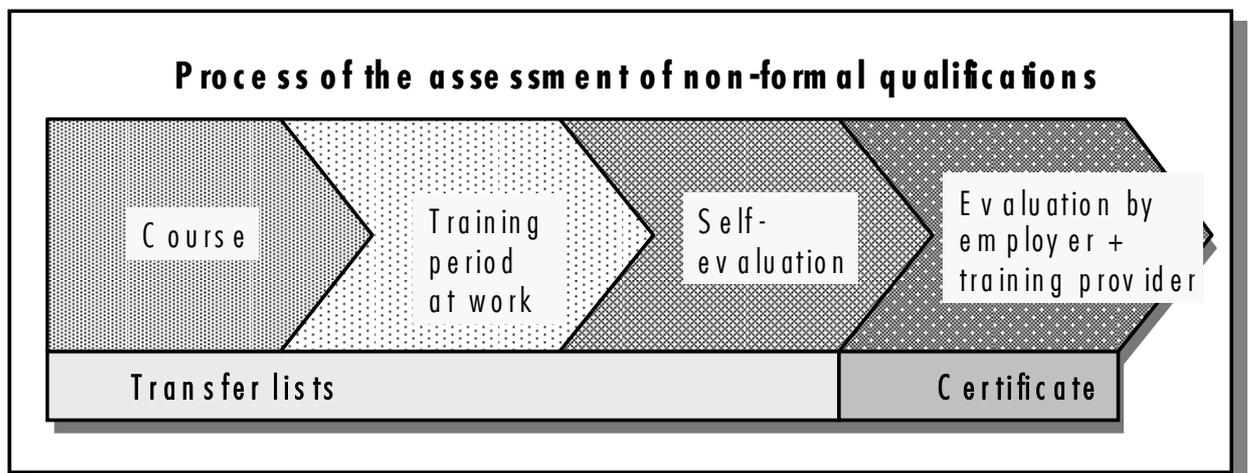
Within the pilot project „*Transparency of competencies*“<sup>1</sup> a new way is tested: a certification process that promotes and documents the transfer of training content into practice. With this method learners obtain confirmation of the activities that they master in their occupational practice. The content of these certificates is derived from vocational activities and is independent from the form of learning, that is to say, a course will be certified in the same manner as learning at work.

### The process

Designing a transfer list	Within the context of vocational training, participants develop a transfer list of the training content to include targets of its application in their work practice. Objectives are to be formulated in the form of descriptions of practical activities. Such descriptions build the basis for the subsequent certification.
(Self-)reliance for transfer	During the following working period, participants commit themselves to utilise training themes in their everyday work. This is supported by the transfer list from the course.
Self-evaluation	Continuous self-evaluation takes place: participants note tasks, activities, and the newly transferred learning content on a form sheet.
Assessing the achievement of objectives	Whether the objectives were met will be assessed on the basis of the form sheet and other notes/observations from the practice period. This assessment will take place at the end of a transfer period of several weeks, which can be internally supported (through managers or experienced colleagues). Objectives that were not addressed or unsuccessfully attempted will be cancelled and do not appear in the finalised certificate.
Support by the training provider in formulating the certificate	In order to support and validate this process, the training provider starts to be engaged as a service point, according to bilateral negotiations. Its function is to request the transfer evaluation forms of the participants and to propose a draft certificate that includes an activity orientated description of the achieved learning/training objectives.
Issuing the agreed certificate	The finalised certificate will then be issued by the training

<sup>1</sup> Project funding body: Forschungsinstitut Betriebliche Bildung (f-bb) gGmbH, URSULA KRINGS. Research assistance: Büro für Qualifikationsforschung (BFQ), CHRISTIANE KOCH. The pilot project runs from June 2002 until May 2006. It is sponsored by the BMBF and professionally accompanied by the BIBB.

	<p>provider as well as signed by the employer.</p> <p>Those activities that have been learnt and mastered in practice will be described in detail and listed in the certificate.</p>
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### Expected advantages of the process

- 👍 It is practical, easy to handle and not overly time-consuming.
- 👍 It is precise.
- 👍 It involves learners in an active application of the learning content and in a process of certification that is based on work experience.
- 👍 It certifies concrete work practice.
- 👍 It partially relieves businesses from their duties of certification.
- 👍 It provides information for personal recruitment in a business.
- 👍 It assures transfer from further training into work practice and contributes towards training-management.

## Transparenciy of Competencies (TC): **Transfer list for course contents**

You should formulate targets below for the transfer of the course content into your own work practice.

Please answer following questions while creating the list.

Delete certain proposition as appropriate or supplement further targets.

### **Questions for self-assessment:**

What I am not able to do?

What difficulties occur?    What do I have to learn?

What do I need to consider?

What is difficult for me?    What are my deficits?

### **Personality aspects:**

I would like to

- ↑ improve on coping with stress
- ↑ keep patience
- ↑ feel not personally offended
- ↑ have the right attitude: to search for solutions instead of being right
- ↑ take on positive formulations
- ↑
- ↑
- ↑

### **Behavioural-/conversational techniques:**

**I would like to**

- ↑ react adequately towards a complaint
- ↑ take a customer and his/her concerns seriously
- ↑ show understanding of the problem
- ↑ shift the conversation in a positive direction
- ↑ assess the significance of complaints
- ↑ make suggestions for solutions and decisions
- ↑ thank customers for the possibility of improvement
- ↑ acknowledge complaints as a chance for improvement
- ↑
- ↑

Please keep on utilising your transfer list at your work place.

Try to apply your targets towards your work.

Vary routines, try also something new!

Do not be discouraged by a failure.

Please fill in your outcomes in the activity report.

## Transparenciy of Competencies (TC): Activity report for the course “Dealing with complaints“

Name: _____	Time: _____
Employer/ supervisor: _____	
Field of application, task: _____	
Date: _____	Duration: _____

<u>Topic:</u>
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<b><u>Conversation:</u></b>
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<b><u>Outcome:</u></b>
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<b><u>Comments:</u></b>
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# Dealing with Complaints

The activities listed below were successfully transferred into the work place:



## Basics

- Knowledge of complaints and their causes
- Knowledge of the problem of a factual and emotional level
- Expectations of a customer
- Recognising consequences/ effects of complaints
- Acknowledging complaints as chance for improvements

## Personality aspects

- Coping with stress
- Keeping the inner balance
- Feeling not personally offended
- The right attitude: searching for solutions instead of being right
- Using positive formulations

## Behavioural/conversational techniques

- Right reactions towards complaints / correct acceptance of complaints
- Taking the customer and his/her concerns seriously
- Showing understanding for the problem
- Shifting the conversation in a positive direction
- Assessing the significance of complaints
- Searching for solutions / making propositions for solutions and making decisions
- Thanking customers for the possibility of improvements
- Forwarding complaints to the people in charge

Supplements for further activities:

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