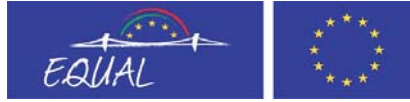




UNIÓN EUROPEA
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ESF-EQUAL II

Access²Work



EMPLOYABILITY



Final Documents of Access to Work Project

Final Documents of



EMPLOYABILITY

Introduction

The main objective of Access to Work, Work Package 3 is to examine the theme of ‘employability’, that is to identify the tools, processes and methods of the integration and reintegration of the members of the disadvantaged target group to the labour market. The key to long term employability is considered ‘adaptability’, that is life long learning focused to the needs of employers.

WP 3 aims at exchanging, sharing and assessing the new and existing methods and tools that promote labour insertion and long term employability, including training approaches and materials, in order to develop the target group to a recognizable standard of the labour market.

The model of the activity of Employability Work Package is illustrated in the figure of Ref. 1.

Employability

The level of employability of individuals of the group disadvantaged in the labour market is indicated by the so-called ‘work ladder’ developed by CEDRIS, the employers’ union of sheltered work shops (SWS) in the Netherlands. This work ladder discerns 7 levels of employability. Ranked from low to high, the 7 levels are:

1. fit for participation in social and well-being activities
2. fit for training in ‘sheltered work’
3. employable in sheltered work contracted by SWS
4. employable in teamwork outsourced to SWS
5. individually employable in work outsourced to SWS
6. employable in regular job, sustained by SWS
7. employable in regular job

SWS are involved in the activities on the levels 2 through 6.

The measures of government employment policy in the member states of EU aims at drastically increasing the throughput of employees to the regular labour market. It is demanded therefore to increase the employability level of disadvantaged employees, irrespective of the cause of their disadvantages.

Competence model

The first step of increasing employability is to define competencies according to the levels of employability. This is called the competence model.

Competencies are essential, dominant personal characteristics, skills, capabilities and behaviours needed in a given role or scope of activity, in order to achieve the expected level of accomplishment. Competencies can be used in all fields of human resources management, so practically in specifying the tasks of the scope of activity, in recruitment and selecting (assessments), in judgement of performance, in stimulating management (incentives), in planning career and replacement, in improving personnel, but they also play role in initiating, altering cultures, in its communication and handling.

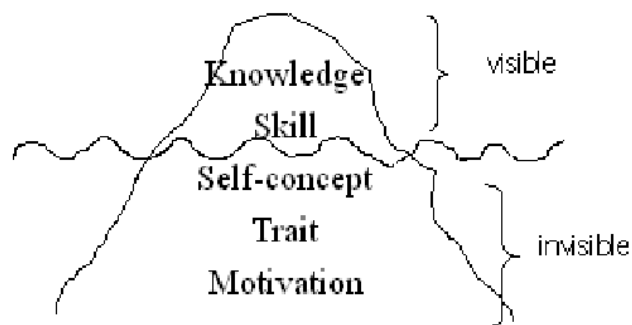
Definitions of competence in our approach:

“An underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.” (Spencer & Spencer, 1993).

“A mixture of knowledge, skills, abilities, motivation, beliefs, values, and interests.” (Fleishman, Wetrogen, Uhlman, & Marshall-Mies, 1995).

Levels of competence:

Iceberg-modell



Critical competencies determined as a part of the strategy of organization and as such being necessary to accomplish the strategy, appear in all systems of human resources, supporting the integrated cooperation.

The main point of the competence model is the conformity between the competencies required by the scope of activity and those of the performing person. Measuring the level of compliance, resp. realisation of the conformity is the aim of the selecting, performance judging, career supporting and staff improving human subsystem.

Competencies enable the extension of output evaluation covering all scopes of activity within the organization, as measurable output criteria can be determined in scopes of work with small numbers of staff only, but from the viewpoint of competencies, one can evaluate the behaviour and manner showed during the performance in all scopes of work activity. Competencies often appear as requirements of scope of activity.

Requirements of a scope of activity include qualification, training, experience, length of practice, authorization, specialised qualification, and also behavioural characteristics, competencies and personal traits necessary to complete the tasks of the scope of activity. Normally they indicate the minimum level that ensures the expected performance in a particular scope of work. In the daily work it is described in the terms of desirable “presentable effects”.

A general competence model fit for any SWS, has not been finalized yet. Several specific models are available and need to be integrated. Yet, all of these models lay heavy emphasis on ‘good employeeship’, rather than professional knowledge and skills. The latter competencies are only valuable if the former has been developed sufficiently. Moreover, the relative importance of ‘good employeeship’ grows with decreasing skill requirements and with increasing distance to the regular labour market. Hence, development of ‘good employeeship’ ranks first in the competence management programmes of SWS.

A handsome description of good employeeship is given below as an example. This description has been developed by Pantar Amsterdam¹, one of the SWS participating in the Structuur project. Good employeeship is defined by 6 competencies, quantified by 6 levels of 'demonstrable effects'. The six competencies are:

1. Effort made (to contribute)
2. Cooperation (in teamwork)
3. 'Live by the rule' (one's self-organizing ability)
4. Flexibility (multi-tasking ability)
5. Result orientation
6. Respect

Level 3 of effects on all 6 competencies is considered the minimum to be employable at level 7 of the work ladder, i.e. in the regular labour market. Pantar Amsterdam aims at developing all employees to level 2 on the competencies 2 through 5. The target level of competencies 1 and 6 is set higher.

The key to success though is not the competence model itself, but the way it is used in managing and enhancing the employees' competencies. This is called competence management. The two levels of competence management are the operative and strategic levels. The latter one is described extensively further below.

¹) Maas, Hans van der – Goed Werknemerschap, WRA-Groep, 2005

Competence management on operative level

Competence management is a well-known method in the profession of Human Resources Management (HRM), or more specifically, Human Resources Development (HRD). The method draws on a variety of instruments. The mainstream of their use is related to the following successive activities:

- Competence modelling as discussed above
- Competence assessment
- Personal Development Planning
- Education and training
- Coaching

The succession of activities provides the first steps of labour insertion.

The insertion itinerary²

Labour insertion must be realized by a plan as for the individual (the disadvantaged employee), the sheltered work shops as well as the mediating organisations of the regular labour market, considering the viewpoints of integrity, and the employers' demands. The insertion itinerary will be designed accordingly. The itinerary must contemplate the tasks in the following scopes:

A) Scope of Basic Benefits

The goal is to assure the basic necessities of lodging and eating.

B) Scope of Customized Support

It observes those methods of mediation that require a more customized and qualified treatment, tending to solve other problems that appear, either associate or not, to those of subsistence.

C) Scope of Training and Labour Improvement

It describes all those performances that tend to improve the qualification and competencies of the unemployed.

D) Scope of Access to Job

It includes all the conventional systems that contribute to the increase of employment.

The insertion itinerary contemplates the following contents characterized by their dynamics and evolution in time:

- Estimating the causes and circumstances that give rise to the problem
- Social, labour diagnosis
- Actions to be developed by the participants
- Predicted length and schedule of the performances
- The different intensity of the interventions

The elaboration of the insertion itinerary requires the active participation and implication of the employee, adjusting to and considering the actual circumstances, personal characteristics.

² AD EHLABE-HAZILAN project

This sort of approach demands creativity from the executors of the program (advisors, mentors, teachers, instructors etc.) regarding the didactic techniques, tools and resources for the attainment of the objectives determined in each case.

It also demands cooperation with all those organizations, institutions and services which participate in the process. It might involve keeping in touch with them (with their representatives) either personally or in writing, arranging periodical meetings, where all the participants of the program can report about their achievements, the current state of health, economy, housing etc. and also discuss the interventions into the process, the modifications of the itinerary.

When designing the itinerary the following aspects of methodology must be focused on:

Integrating character: Interventions will always have an integrating character: to guarantee effectiveness it is necessary to approach all the fields that can form a part of or negatively affect the insertion process, e.g. healthcare, education and housing. Customized supports that may contribute to the personal views affecting the employment opportunities must be also contemplated: improving the social skills, better understanding of the labour market, job approaching strategies.

The itinerary must be **active and dynamic:** the employees' active participation is needed in the identification process and also for the correction and modification of the itinerary stages that promote their insertion/reinsertion in social and labour aspects.

Requirement of flexibility: the contents, the duration and different elements of the itinerary must adapt to the necessities of the participants, from both the employees' and employers' viewpoint.

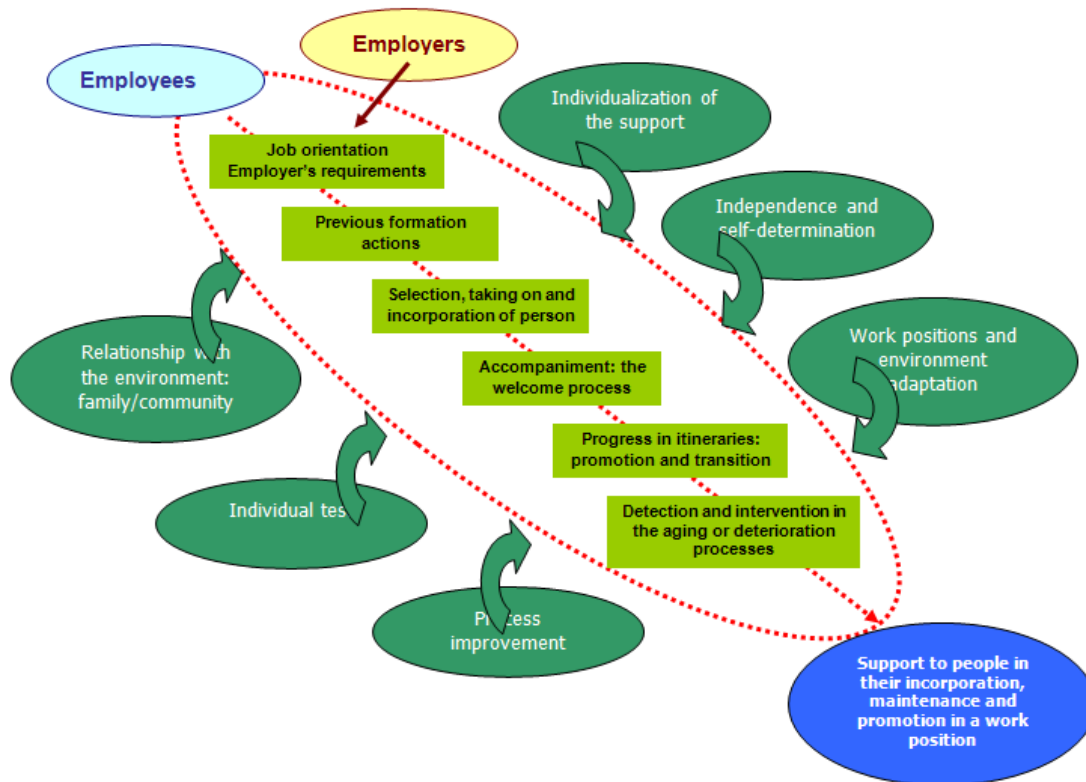
Requirement of utility: the itinerary must contain elements and strategies made available to employees that aim at providing skills to obtain an access to jobs.

The itinerary must ensure the **effectiveness** of the process, that is making changes in the employees' competencies, improving their cultural and social status, qualification, as well as facilitating the insertion into the employment organisation.

The itinerary must be **individualized**: it must focus on the employees to such extent that they should turn into the active protagonists of the process and learning, and therefore become adjusted to the employers' necessities, demands and peculiarities as far as possible. In the course of the itinerary employees must accept their own personal and professional careers for a source of learning and reflection. The itinerary must also be developed to raise the employees' curiosity and creativity and retain them during the whole process of the insertion.

Voluntary participation: participation in the program is entirely voluntary: individuals must show interest to participate and initiate a process of such kind. Participants must acquire commitment to the participation and responsibility.

The process of labour insertion³



³ AD EHLABE-HAZILAN project

Requirements of the employer and employee

In the process of labour insertion both employee's needs and employer's demands must be considered in order to achieve a long term employment. Therefore, requirements defined by the two parts serve as start-up points in the insertion system.

- *Employer's requirements*: the employee of the placement service must analyse – on both organisational and personal level – the particular work-area to define the job-requirements objectively.
- *Employee's needs*: competencies, experience, personality givens, motivation, values determine which jobs he/she is interested in or where he/she could be placed. These characteristics must be objectively analysed.

The optimal matching of these two parts is needed for success (entering employment), and this could be the basis of long-term employment as well.

Most of the organisations elaborate their own structural and operational regulations (or some different internal regulation), which considers the characteristics of activities carried out in a given place, to fit and function in the system of their complete human resource management. Based on this, one can work out the system of standard descriptions of scope of work and activity, a uniform system of competence of various organizations, as well as that of selection, evaluation of performance and supporting career. The employer's requirements in connection with filling a position – considering the former – are normally articulated through the mediating organisations of the labour market, job advertisements and job interviews. However, according to experience, in many cases even the employers cannot define their expectations in full measure. Therefore, the employers' requirements must be assessed at the beginning of the selection process.

The assessers of the employee's requirements might encounter the following attitudes:

- Requesting information, inquiring about the labour market and various training opportunities. In this case the employee receives general information, for example on the legal framework of employment, laws relating to his/her disabilities, available supports, allowances of social insurance, procedure of taking a job, possible courses.
- If the employee does not have any particular expectations in advance, his/her scope of interest and qualification must be assessed first. He/she should also be supplied with the information above, e.g. on the procedure of taking a job or possible courses. Finally, the employee has to get orientation, considering his/her competencies.
- Requesting assistance in taking a particular job/scope of activity. In this case the employee receives information on the offers of receiving workplaces. If there is demand from the employer's part for a particular job, the client also must be informed. Finally, it must be assessed, if the employee suits the job requirements, and he/she must be informed on the job requirements.
- If the employee seeks for a training provider or course to acquire a particular profession, he/she must be informed on the opportunities and conditions of registering.

However, in most cases the employee's requirements coincide with his/her competencies only partially. Therefore, in the process of selection, the employee's previously acquired competencies and knowledge must be assessed with great care, too.

The process of labour selection

In the process of selection to exclude subjectivity is of major consideration. The general goal of the process is to promote the insertion of the disadvantaged person into the regular labour market, with the application of a system of selection that is based on the principle of equal opportunities and prevents discrimination. Ruling out subjectivity is usually the employer's task, which – due to its prejudices deriving from some cultural-social-economic cause – discriminates job seekers from disadvantaged groups. The objective of the system of selection is to find “the right person for the right place”, that is to provide long-term employment.

Therefore a competence-based system of selection⁴ that considers the requirements of both sides of the labour market is structured as it follows:

1. work-analyser tool
2. psychological assessment tool: competence-based, modular structured, and it can assess a wide range of competencies.

These two tools are built upon each other, because the idea is to analyse the work-area at first, than the objective requirements will emerge with the required competencies, and then the psychological assessment tools will be used to measure them. The modular structure of the psychological tools allows that only the adequate (from the view of the given work-area) competencies from the wide range of competencies will be examined.

The Position and Role of Analysis of Scope of Activity in the System of Human Policy

Organizations have worked out a complex system of human policy consisting of sub-systems structured and inter-connected on one another, in order to carry out their human strategy. Once realized, the foundation stone of accomplishment will be the system of scope of activity analysis. However, in many cases, typically at small and middle-scale enterprises only a structural and operational regulation is established, if any. It is essential though, to acquire information on all scopes of activity of the organization, collected systematically and purposefully, so it can be a start-up point to work out various sub-systems of human resources management:

⁴ TEIS projekt

- The standard description of scope of activity postulates that we gather information on each scope of work activity based on the same criteria.
- The specific features of the content of scope of activity will determine the professional and behavioural requirements set up for the employees.
- The contents of the scope of activity must be taken into consideration when working out the system of evaluation of labour and behaviour, including its evaluation element and output criteria.
- Working out staff development-training programs is aimed at better eligibility to requirements of scope of activity and is directed to improve the main competencies.
- In order to define the professional and managerial career approaches essential for promoting a career, it is important to start from revealing the specifics of the scopes of activity and the necessary competencies.
- Information gathered on present contents of work, tasks and inter-connections among the various scopes of activity, serve as a prime factor in improvement of the organization, as well as we may also consider that such modifications in the organization should not lead to disadvantageous changes, e.g., improvement of the contents of the scope of activity (negative difference of level) or excessively increased requirements.

We have several methods to analyse the scope of work activity: analysis of documents, making photos or videos of a workday, observation, drawing a workbook, interviews, using inquiry format etc. Usually 2-3 methods are applied within an organization.

Analyses of Scope of Work Activity

The depth and particulars of analysis are determined by the purpose of what the information obtained, concerning the scope of activity, are intended to be applied for. The more detailed data we possess, the wider our possibilities will be to use them. We should not forget, however, that the more data of the scope of activity we want to gather, the more various methods must be applied jointly and the analysis will be more time-consuming as well. The results of the work – activity – scope analysis can only be used effectively in realization of the various human political functions within the organization, when they resulted in gathering information of the same type of each and every scope of activity. In order to reach this we must define the elements of the analysis, based on which we will gather the necessary information of the specific scopes of activity.

It is advisable to prepare such an instrument that enables us gathering the most important features, in order to economize the analysis. A questionnaire will serve this purpose, as the various specifics of the scopes of activity will be enlightened by the questions put up based on certain elements. Selecting and defining the elements of the analysis can be worked out by considering the specificity of the organization, as well as the various work activities within the organization and based on specifics of the previously elaborated samples of analysis.

It is also wise to execute the analyses of scope of activity with the inclusion of internal and/or external advisors. Organizing the tasks of the scope of activity, defined by the employer as demands, and paying attention to the requirements of the particular profession, the advisor prepares the individual analyses with possible special tasks (people with a changed ability). The method applied is the DACUM⁵.

DACUM system is one of many possible methods for the analysis of the scope of activity. The reason for its widespread use is that it can analyse the scope of activity, occupation, process or technology in a short length of time and on low expenses. The primary reasons for the advantages of being fast, efficient and inexpensive are the application of directed brainstorming techniques based on a collective knowledge, and the continuous, simultaneous presence of the professional (members of the committee) and methodological (facilitator) expertise. According to DACUM philosophy no one understands better the scope of activity to be analysed than the experts working in it.

⁵ A DACUM módszert Egyed László és Ádám Ferenc szakmai munkái alapján ismertetjük.

Their work within the DACUM committee is controlled and coordinated by the facilitator.

The term DACUM itself is an acronym, the abbreviation of the expression, Developing a Curriculum, but the real meaning is much more complex than that. The main point of the method is that it divides the whole scope of activity into groups of tasks, and then these groups are divided again into individual tasks. The task itself is one work unit with a definite beginning and ending, it can be observed, measured and classified. Each task consists of two or more actions and it results in a product, service or decision. The process of task analysis determines all the actions related to the task, the relevant pieces of knowledge, attitudes, standards of performance, tools and necessary materials, as well as the security regulations expected to be observed during the work activity.

The opportunities of dynamic modifications (continuous refinements, redefinitions, exchanges, repositionings, up- and downgradings), which derive from the method of analysis, create the beauty of the method in the technical sense. From the aspect of the content the fore-mentioned well-balanced and simultaneous presence of the professional and methodological expertise, the controlling and dynamic altering of various training techniques (free brainstorming, searching for consensus) in the course of the entire process, the simultaneous and continuous presence of practical, purposeful expressions deriving from the strict requirements for definitions, result in the effectiveness and efficiency of the method.

The purpose of the work is to define the competencies necessary for the successful practice in a certain field of profession or scope of activity. In the course of the DACUM workshop the tasks belonging to the competencies are also defined. Verbs describing actions are applied to define “what a worker does” within each particular group of tasks when he/she performs successfully in a certain work area. The final result is the DACUM chart, a chart of competence, describing a certain scope of activities with precision, consisting of the groups of tasks and the tasks included.

As the outcome of the development, a catalogue will be completed containing the tools for a scope of activity, all the knowledge and skills necessary for performing within the scope, and the predictable future tendencies related to that certain scope of activity. Moreover, a system of work connections (organization chart) for the person filling the position will be prepared.

With respect to its development in time, the DACUM process consists of three major stages:

- The *first stage*, following the emerging of the demand, is the preparation of the DACUM workshop. It involves the selection of experts, facilitator, location and necessary tools.
- The *second stage* of the process is the workshop itself, in the course of which the following activities take place, controlled by the facilitator:
 - ~ introducing the method to the members of the committee (orientation)
 - ~ identifying and interpreting the scope of activity and the occupation
 - ~ a brief description of the occupation and scope of activity, brainstorming a list of tasks related to the whole scope of activity
 - ~ preparing an organization chart representing the scope of activity
 - ~ determining the groups of tasks, according to the scope of activity
brainstorming
 - ~ determining the tasks belonging to the particular groups of tasks, based on a brainstorming, followed by reaching a consensus for a definition
 - ~ preparing the four (possibly five) catalogues related to the scope of activity:
 - Pieces of knowledge, skills
 - Behavioural patterns of the workers
 - Furniture, equipments, tools, raw materials
 - Future tendencies
 - If necessary: the explanation of occurring abbreviations, units of measurements etc.

- ~ comparing the ideas gained from the brainstorming at the beginning of the workshop with the chart and catalogues: have we covered all the previous ideas?
 - ~ specifying the definitions precisely, making refinements
 - ~ determining the final order of groups of tasks and the tasks based on the opinion of the committee members
 - ~ encoding the worksheets of groups of tasks and tasks, removing them from the wall (filing) with the other important items (catalogues, organization chart, output of the scope of activity brainstorming)
 - ~ assessing the workshop with the members of the committee, filling out the evaluation sheet
- The *third stage* of the process will follow the workshop when the DACUM chart will be finalized and validated with the inclusion of independent experts.

The Requirements of the scope of activity chart, worked out in the framework of the TSIA project, bears a great number of resemblances to the DACUM chart.

Applying the Scope of activity analysis questionnaire, developed as a product of the programme, the advisors execute the analysis of the scope of activity, determining the areas of the scope of activity with the employers, considering the following aspects:

- The purpose and tasks of the scope of activity
- Requirements of adequacy
 - ~ Knowledge: qualification, special knowledge (language, informatics etc.), managerial knowledge
 - ~ Experience, practice (professional, managerial)
- Requirements of contact
 - ~ Communicational requirements
 - ~ Levels of cooperation, requirements
- Scopes of responsibility: professional, managerial

- Problem and task solving
 - ~ Character of tasks: routine, new, simple, complicated etc.
 - ~ Independent work performance
 - ~ The method and quantity of obtaining and processing information necessary for work performance, required competencies
- Loading, power of endurance
 - ~ Physical
 - ~ Mental
 - ~ Deriving from work environment
 - ~ Length of working time
 - ~ Necessary competencies
- Managerial abilities
 - ~ Managerial decision making situations
 - ~ Steering of colleagues
 - ~ Necessary competencies

The assessment of capabilities of the employees, that is the competence-based testing, will be performed on the basis of the information deriving from the scope of activity analysis.

Competence based tests⁶

In the last decade personality testing instruments showed a certain kind of stagnation, despite it seems that the basic taxonomic problem of personalistic psychology is about to be solved (Goldberg, 1999). Researchers increasingly come to terms in determining the frames within which the most important structural characteristics of personality can be described (Digman, 1990; Saucier and Goldberg, 1996). Numerous personality-describing adjectives have been analyzed, even in various indo-European and other languages, through which they achieved a general structural representation of these personality features and which they most often call the Big Five. This taxonomy involves the most phenotypical personality characters. Research is however continued towards whether by what subfactors can the main dimensions be defined the best way. In this respect researchers haven't come to consensus yet. A certain part of the critics on this approach censured, that the personality is described by too few elements (Mershon, Gorsuch, 1988 in McCrae, John 1992) against which the answer was given (McCrae, John, 1992) that the five factors are not supposed to exhaust an overall description of the personality, however they represent the highest level in the hierarchy of the features.

The tests are based on the so called International Personality Item Pool's item collection, which was initiated and controlled by Lew Goldberg (University of Oregon Research Institute Oregon) and then worked out by joining scientific researchers from all parts of the world. The substance of this is that they created such a collection of items, that is independent from language and culture; connected to various approaches of describing personality; that means they collected items that serve to test more theories (e.g. Big Five concept, and the theory of Eysenck, Zuckerman) and more specific features (e.g. emotional intelligence, seeking excitements).

As the Big Five approach is widely spread and accepted among the representatives of personalistic psychology, so obviously also the collection of items list describing the main dimensions of this theory has been published within IPIP. Presently, one can find several hundreds of statements in it, that make one able to grasp and describe the basic personality dimensions, such as extroversion, nervousity, conscientiousness, openness and cooperation. As it is well known, the elements of the "Big Five" can be considered as general dimensions accepted in such a wide area, that a full detailed picture of the sound personality can be obtained by them. It is a basic presumption that these five elements form a sufficient and overall frame, so that we can get a reliable and overall characterization of personal peculiarities, as well as of the features of the normal

⁶ TSIA project

personality. Naturally, these five main elements can further be divided into subfactors, so accordingly to the classical interpretation (Costa and McCrae, 1992) various scales are available in order to draw a subtle picture of personality.

Returning to the five strongly marked dimensions: numerous personality researchers and theoreticians tried to frame homogeneously the most significant features, peculiarities, characteristics suitable to grasp the personality. In course of the historical review of the lexical approach (based on those language formulas enabling one to describe people, thus language-based and coded) we can see that researchers denominate practically similar dimensions, but occasionally more or less in numbers and accidentally they attach different labels to the elements having identical specific feature of content. Although the debate is still going on whether how many dimensions are needed to frame the thorough knowledge of the personality, but the effort to come to terms is presently “embodied” in the five main factors with the subscales belonging to them (Costa and McCrae 1992a) as follows:

1. extroversion: friendliness, gregariousness (company loving), self-assertion, level of activity, seeking excitement, cheerfulness
2. nervousity: hostility, depression can easily be hurt, anxiety, timidity, impulsive state
3. conscientiousness: regularity, skill, ambition for accomplishment, self-control, dutifulness, thoughtfulness, prudence
4. cooperation: altruism, modesty, trust, sincereness, willing to help, solicitude (care)
5. openness: fantasy, fine sense of ethics, flexibility in values and behaviour, wit/ingenuity, multicolours of emotion

The extroversion can be put into close relationship with dominance and fervour (warmth of heart). People characterized by this, are cheerful, talkative, social spirited, warm hearted, while the introverts ones are quiet, withdrawn, timid, humble, overcontrolling the impulses. Nervosity covers the different reactions to stress. Those reaching high marks are more inclined to nervousness, depression, consciousness of guilt, physical complaint, while those with low marks are more relaxed, calm, hard to be disturbed. Those characterised by openness to interesting experiences have fine senses for esthetical beauties, they have a demand to variety, live over distinct emotions, their scale of values are not conventional. People characterized to be cooperative of high grade, are altruistic, caring, human; contrary to those with low marks being often hostile,

have no care for others and can easily be hurt, they are the rival types. Conscientious people are performance centric, collected, diligent, precise-while on the counter side can not concentrate, are disorderly, have less self-control and self discipline.

The five elements of the Big Five can be considered as basic dimensions of personality, since (a) we get a similar structure when we have steady and more evaluating persons at the same time, (b) none of these elements can be omitted, (c) the factors are universal: can be found in both gender, age and culture, (d) the biological ground of these factors are proven by the fact that they are inheritable (Costa, McCrae 1992b). McCrae and Costa (1997) showed that the five factored personality structure can be found even in different language groups and cultures, which served as a proof of the universal character of these factors.

Based on the results of the many research work and analysis we can state that the aforementioned dimensions mass various personality models within one frame (Peabody and Goldberg, 1989) and actually relate to the five most significant areas of personality-functioning and-structure, which are as follows: 1. energy (extroversion), 2. emotion (nervosity), 3. intellect (openness), 4. Interpersonality (cooperation), 5. Labour (conscientiousness). By using these personality characters and special features belonging to these categories, anyone can be characterized and an overall, yet specific picture can be obtained of one. So this approach can be applied as a multipurpose one (e.g.counselling, labour-force-selection, organizing training programs) and can be used perfectly in the case of any other nation and culture and at any age.

Methodological considerations

So, people differ in their characteristic features and capabilities too. IN order to be able to grasp these differences, we need such means and methods, by which we can measure and demonstrate them. Testing methods based on psychological theories enable us to manifest the differences among people according to definite viewpoints. Testing, as a kind of psychological based analysis, can actually be regarded as a certain kind of sampling of the current behaviour, performance, the acquired skill, knowledge, resp. it is a sort of surveying the personality features at a given time. Such tests have outstanding significance, as by knowing the work activity and personality characters, we can fit work and person together and we can plan accomplish various tasks related to human resource-management (selecting, valuation of performance, determining the direction of training, managing career etc).

According to different approaches of personality theory (e.g. theories of features, lexically based theories of dimension) the personality has consistent characters that determine and guide the behaviour oral and other (motivational, emotional, etc.) manifestations of the personality. The basic personality dimensions and features which determine them refer to everybody, while the differences among individuals derive from the altering strength and advanced state of the dimensions. Theory related and test-forms grounding measuring presumptions build upon the fact that from certain dimensions and features one can characterize everybody by a given value and the stronger the feature is the more expressed is one's peculiarity, so determining and influencing one's behaviour, attitude, customs, work, manifestations, etc. selecting the character to be measured is also determined –besides theoretical considerations – by the purpose we wish to measure it. In the world of labour those features within personality will obviously be the most determining and significant which are connected to the performance of the given activity of work to the successful, good and regular productivity, to the attitude of work and other labour-related manifestations.

Analysing the scope of work activity can help us to determine the necessary competencies, and to select the proper measuring process test or questionnaire – when judging eligibility for a given scope of work. In the knowledge of the work activity and it is elements of contents, one can determine in each case of work activity-scope, what capabilities, skill, knowledge, attitude and behaviour are required to fit that. By this, competencies proving fit-indicators that can make successful conduct of labour, good production, so proving fit, make possible and predict it.

In each case, characters demanded to fit certain scopes of work, cover those main criteria connected with features and performance of the personality, which are absolutely necessary for fitting the given scope of activity. These determine the minimum competencies expected for the employee to be able to fit the given job, as well as those characteristics that are related to the successful work and efficient outstanding productivity. There are three basic fields of skill: knowledge, skill and capabilities. Knowledge means the quantity of information related to the given line and required to the proper performance of the work (special knowledge generally certified by qualifications and documents proving the practical experiences.) Skill covers the practically applied knowledge observable when one is performing the work (to what extent is the one's theoretical knowledge successful when doing practical work.). Capabilities cover the physiological (physical capacity) and psychological conditions. Within the psychological eligibility criteria we can enclose those characters of personality, interpersonal abilities, capabilities, which may appear as requirement when calling for vacancies, and in evaluating applicants, as part of the selection process.

About test in general

To correlate the System of analysis for scope of work activity, competence based tests are aimed to examine the level of the relevant competencies. The test results can help ranking the candidates in the selection process (but it could be used in a counselling process for job seekers as well).

Employment tests aim providing a fair, objective and reliable measure of an important qualification. The tests demonstrate what somebody knows, his/her skills, problem solving abilities, work accuracy etc. The way of performance in an employment test gives a prospective employer an indication of how well somebody can do on the job.

The tests applied in the TEIS project are standardised psychological tests: administered and scored in a standard manner.

One of the main advantages of standardized testing is that it is able to provide assessments that are psychometrically valid and reliable, as well as results that are generalizable and replicable. Another advantage is aggregation. A well-designed standardized test provides an assessment of an individual's mastery of a domain of knowledge or skill, which at some level of aggregation will provide useful information. The individual performance, individual characteristics become comparable with the mean scores of a group or population. Another advantage is that tests ensure that no candidate is treated in any way differently to any other, on grounds of age, gender or ethnicity (equal rights).

Tests are mainly based on the database of the IPIP and the I-V. factor is primarily built on the personality model of five elements. The number VI. factor, measuring managerial capabilities, was added with purpose of preparing a test package for not only the ordinary but typically for the managerial scopes of work, as well. Naturally it is wise to select also from the other test packages in accordance with the specifics of the scope of work, when testing manager applicants. Each competency is precisely defined, based on the "Dictionary of competencies" found in the project prepared by Szent István (Saint Stephan) University, Faculty of Economic and Social Sciences, Department of Management-science, in the year of 2001. Title of the project is: "A survey of the labour market's demand of skills in compliance with the European practice, serving the improvement of the Hungarian tuition-training."

Tests consist of 10-15-20 questions which are worded so that people with lower qualification can easily understand them. There are positive and negatively drafted items, so each test contains so called inversely evaluable items, too, which practically deny the existence of the special feature to be measured.

After such kind of questions (in this testbook) one finds a mark of minus in brackets: (-). In case of these sort of questions it is important to invert the original scalemark.

The following graph will help you to fill in properly:

Original scalemark	1	2	3	4	5
Transformed mark	5	4	3	2	1

For example, when one gave a question mark 4, but it is to be inversely evaluated, then it counts as mark 2 when summing up.

Preliminary standards, conceptual and evaluating aspects of the tests

To elaborate the evaluation categories of the test, the t-probe might be of help, which is generally needed to assess the average of a sampling. As the case is rare when we can gain data from the whole population, so we take a sample to be measured. We, then, analyse the so gained data and draw a conclusion concerning the various characters of the population. The t-probe is the most simple method to make an average of certain groups. When using this t-probe we presume that the given sample will not strictly follow the normal spread, but the t-probe is not influenced by this, so an analysis can be done even in this case. The t-probe is apt to give us an assessment of the average of the sample, even in case of a given error-limit. Generally the reliability of it (so called confidence interval) is considered to be 95%, so the assessment-error diminishes to 5%. So the typical average-values in a given sample are of 95% reliability, which can be seen in the “Average” line of the evaluation graphs, in each case. Anything above or below this can be considered “Above the average” or “Below the average”.

The preliminary standard of the tests was made based on more than a thousand data. Sex, age and qualifications were taken into consideration as demographic data. Age categories were based on modern career-psychology, due to which the walk of life consists of four phases:

1. phase of growing (0-14th year)
2. phase of evolving (unfolding) – inquiry (seeking), stumbling (15th-24th year)
3. career building phase: through 25th-44th year of age, consisting of the testing phase (25th-30th year) and stabilisation (31st-44th year)
4. maintaining and then declining phase through 45th-60th year of age

Qualifications were considered based on a general grading, which can be seen so in the questionnaire of the scope of activity too:

1. basic
2. secondary (specialised) school
3. secondary (vocational or grammar) school
4. college (high school)
5. high level (university)
6. else

After the question-lines of the tests, graphs placed before the three categories (above average, average, below average) valuation show the statistically processed data-results. Based on the tested person's characters, one can select the position of the person in the demographic character-line, as compared to the characteristic features of the normal population. There are lines where you will find no data; that means that in these cases we could not construe and process the data statistically. Here we suggest that the reader make a comparison to the values (figures) counted on the complete sample-summary, if needed.

Competency Factors and the Definition of Competency

1. Intellect, Openness, Culture

The reach of the scope of intellectual/spiritual interest: the depth and width of scope of interest; demand of education and widening the domain of knowledge.

Intellectual openness: to the receipt and acceptance of new experiences and to the deepening of knowledge.

Intellectual complexity: capacity of receipt and acceptance of greater and more complex spiritual activities.

Originality, innovation: inventive innovative, ingenious, peculiar, out of the ordinary spiritual activity.

Reflex, reflections: to make events, happenings, existing things etc., one's own; experimental, true to life processing them.

Competence, skill: capability of the use of existing knowledge, resultful learnings, reaction.

Speed (rapidity): rapidity of comprehension, depth of processing information, sight of substance, capability of solving problems.

Introspection: capability of observation of inner self and happenings, demand for undisturbed, tranquil solitude.

Creativity: capability of inventing and constructing new things, novelties.

Imaginative power: imagination of not yet existing things, fancy, capability of absorption in thoughts.

Verbal intelligence: sense of phrasing, preciseness of linguistic thought, ingenuity in expressing of idioms.

Material intelligence: mathematical, logical, basic calculating, reasoning and analytical power.

2. Energy, Activity, Extroversion

Activity: internal energy, drive on the long run.

Assertiveness: assertion of one's self.

Positive attitude, optimism: capability of foresight of future events, foreshadowing progress, positive people in one's environment.

3. Nervosity, Stress Tolerance, State of Balance

3.1. Psychic capabilities.

3.1.1. Internal control: capability of controlling one's emotions and acts.

3.1.2. Harmon: capability of forming and holding high-level balance of intellectual, emotional and habitual state.

3.1.3. Stability, emotional balance: transparent attitude to other people, one's emotional manifestations are proportionate to the situations and happenings of life.

3.1.4. Rationality, common sense: one's ability to guiding one's activity together with the consequences according to and in compliance with the real world.

3.1.5. Self control: controlling and regulating one's temper.

3.1.6. Stress tolerance: capability to endure the stress going with the everyday work and co-existence.

3.2. Personal Characters Supporting Success and Efficiency:

3.2.1. Sense of humour: aptitude and attitude to understand the adversities and awkwardnesses of life and readiness to desensitize and resolve them with serenity.

3.2.2. Self confidence: one's trust in one's self.

3.2.3. Capability of self improvement: to know one's deficiencies and the chances and dangers involved in them.

3.2.4. Self acquaintance (knowledge): one knows one's strong and weak sides, as well as the possibilities and risks lying in that.

3.2.5. personal dignity: capability of one's calling forth of the degree of acknowledgement and arousing respect due to one's personality.

4. **Work, conscientiousness**

4.1. Working and Technical Abilities

- 4.1.1. Preciseness: one is capable of doing precise, (almost) perfect work, to perform the job entrusted to him in the expected time and manner.
- 4.1.2. Purposiveness: capability of concentration of one's will to accomplish a task, on the long run.
- 4.1.3. Productivity: being capable to achieve internally or externally set targets.
- 4.1.4. Initiative: capability to initiate individual action on one's own and prompting other people to do so.
- 4.1.5. Organization of work: ability to organize one's work, the capability of performance based on predetermined steps of proceeding.
- 4.1.6. Innovation: capability of tasks in a new way, differently from the ordinary methods.

4.2. Abilities to influence the quality of performance.

- 4.2.1. Persistence: capability of sustaining energy-input demanded by the duty or goal, on the long run.
- 4.2.2. Critical view: capability of viewing and judging phenomena, objects of activity and persons, impartially.
- 4.2.3. Zeal (enthusiasm): joy felt toward work and tasks.
- 4.2.4. Attitude to work: expectation of tasks with interest and openness.
- 4.2.5. Capability of concentration: one's ability to be purposely independent from the effects of the environment, on the long run, in course of performing the tasks.
- 4.2.6. Flexibility: one's well adapting oneself to the varying tasks and situations.

5. Cooperation, Friendliness

5.1. Social Capacities

- 5.1.1. Adaptability: one's ability to form one's attitude to adapting to environmental changes.
- 5.1.2. Capability of cooperation: in the course of performing the tasks, achieving one's aim, the ability to work jointly with others.
- 5.1.3. Empathy: capability of showing behaviour that takes other people's emotions into consideration.
- 5.1.4. Compromising capacity: one's ability to come to terms based on mutual agreement and concessions.
- 5.1.5. Handling conflicts: capability of successful and resultful solving of conflicts, clashes of interests occurring in course of work and life situations.
- 5.1.6. Fairness to ourselves and others: the ability of judgement of one's own and others' values, the respect of dignity on equity basis.
- 5.1.7. Team spirit, openness to colleagues: to be prepared to collaborate with others, to be able and have to be a member of a team and work in it.
- 5.1.8. Helpfulness: to be altruistic and to show helpful attitude to others.
- 5.1.9. Tact (sense of fine feeling): capability of sense of fine distinctions and respecting other people's emotions in human relationship.

5.2. Capabilities related to ethics:

5.2.1. Uprightness: life conduct based on solid and fair moral principles.

5.2.2. Taking responsibility: the comprehension and undertaking of the long-term consequences of one's deeds.

5.2.3. Faith: drawing from one's own conviction, undertaking and certifying it in one's behaviour.

5.2.4. Loyalty: capability of commitment to persons, affairs and organization of work.

5.2.5. Firmness of conviction: forming and sustaining personal conviction even in adverse circumstances.

5.2.6. Openness: capability of acceptance and being straight to others in various situations.

5.2.7. Firm scale of values: capability of making decisions based on firm, consistent scale of values built on moral grounds.

5.2.8. Respect, honour: ability to subordinate his activity and relationship with others under moral standards.

5.3. Skill of Communication: One's having good communication skills; well comprehensible inner logics in one's conveyance of thoughts; striving and capable of understanding other people's thoughts; capability of judgement of situations, events, tasks, people – remaining free from emotions; to be able to make oneself through to others.

6. Managerial Abilities

- 6.1. Delivering duties: capability of delivering duties, committing changes and entrusting responsibilities to colleagues.
- 6.2. Capability of decision: one's ability to make selections among people, situations, possibilities.
- 6.3. Result-centre view (view of efficiency): one's ability to analyze and evaluate systems, course and people from view of the results.
- 6.4. Ability of progress: one's ability to arouse the demand of learning in oneself and in others, and capable to sustain it.
- 6.5. Definiteness: the explicitness of one's views, and one's firm attitude reflects prestige and respect.
- 6.6. Righteousness: one's ability to judge things objectively and impartially, free from emotions.
- 6.7. Motivation: one's ability to arouse the demand of accomplishment.
- 6.8. Orientation on success: one's efforts to reach successful results.
- 6.9. Ability of counselling: one's capability to give advice, ideas and possibilities to others with the joy of helping others to succeed.
- 6.10. Planning: capability of balancing, deliberating and pre-considering resources in space and time, as well as put it into writing in a proper manner.
- 6.11. Inclination for undertakings: capability of taking risks in action.
- 6.12. Emotional intellect: ability to recognize the meaning and relations of emotion, to think of solving problems based on this perception; the proper sense of one's own and others' emotions, to assimilate feelings connected to emotions and to be able to assess and understand the information involved in them.

Individual Insertion Itinerary

The Individual Insertion Itinerary is to be prepared after having performed the selection process. The itinerary needs to include the Individual Development Plan and the Professional Training Plan.

Individual Development Plan

The Individual Development Plan is designed by both the employer and the employee in order to clarify the possibilities for Human Talent Development by taking into consideration both the interests of the individual and the organization and in which personal developmental intentions of the employee are tuned with the organizational goals. The Individual Development Plan is an excellent instrument for monitoring and supporting the individual process of development in an effective and efficient way.

As stated before, understanding the goals and wishes of the employee is indispensable for the development of the Individual Development Plan. These goals and wishes are to be related to the goals and preferences of the employee. After having reconciled the goals on both sides agreements can be made about the necessary actions to be taken, that is to say, identify locations, deadlines, functions, objectives and agreements. Dates of developmental monitoring meetings are to be registered, since personal feedback made on these occasions helps the evaluation of process and personal development of the individual and makes it possible to make necessary changes and modifications on the plan. During the enforcement of the plan the individual may be supported by tutors, counsellors and advisers. Agreements made between the individual and tutors, counsellors, advisers need to be registered in the plan and involved in the enclosure of the plan.

The digital form of the Individual Developmental Plan, the e-PDP, is put into operation by the digital platform of Work Package 4.

Content of the Individual Development Plan

The Individual Development Plan is made up of 5 components:

- Intake
- Data of assessment, competence profile
- Development-process
- PDP (actions and agreements)
- Monitoring & evaluation

Intake includes personal information, such as name and address, data on the current situation of the labour market, professional education and training, and working experience. Information given here equals to that included in a curriculum vitae.

In the next part of the plan the psychological profile of the employee needs to be constructed. Personality, occupational preferences, motivators, external factors (debts, addictions etc.), competencies abilities, disabilities (physical, mental and psychological deficiency and up to what grade) of the employee is to be indicated. Results of the selection process can be applied finely.

The essence of the development process is to give the employee a perspective. The aim of the development process can be:

- Insertion into regular labour market or sheltered workshops
- Social activation; such as the development of social competences and the formation of a socially caring environment (day-care, shelter)
- Education
- Return to land of origin (refugees, asylum seekers)

In the PDP section main goals, agreements, actions and objectives are to be defined. Registration of the deadlines constitute an important part of PDP.

Monitoring and evaluating of the enforcement of the plan has to be continuous. On one hand it is essential to get a just picture of the development of the individual; on the other hand the only way to detect possible and necessary amendments is through continuous monitoring and assessment.

Training Plan

It is often considered to be a part of the individual's development plan, however, it stands its place in itself, too. The training plan also includes the particulars and competences, at the same time it is significant from the point of view of receiving a potential job after participating in the training.

The components of the training plan are:

- Input data
- Testing data, competence profile
- Adult educational services
- Training programs, teaching materials, modules
- Follow-up, monitoring

Compiling the training plan is done by the employee and the training consultant. They prepare the training plan in a way that regards the individual's comprehensive knowledge gathered from former experiences throughout his/her life, his/her professional knowledge and the scope of activity of a job (requirements of the employer). The training plan includes the modules, with the acquisition of which the competence gap can be diminished, and the candidate's ability to fulfil the requirements of the scope of activity is expected.

Adult education services⁷

The aim of adult education services is to support the individual's participation in a training that prepares him/her to successfully qualify for a job, or help him/her join the training process, last but not least to prepare him/her to be a successful actor of the labour market.

The aim is to make one's own competences conscious, to acquire new skills, professional and behavioural features, and employee attitudes with the help of which individuals will be able to adjust to the changing requirements of the economy.

⁷ PRKK, 2006

PRKK defines the following outlines as purposes of the services:

- To help the candidate's identification, to document and describe the knowledge, experiences and abilities that she/he gained through her/his former work experience;
- To help the candidate in selecting the adequate adult education program, in his/her decision making, that is to identify his/her general and professional knowledge, and to incorporate his/her professional skills with professional training programs;
- To provide information about the labour market, to define one's career aim and to help the candidate's return to the labour market the earliest possible;
- To inform about training possibilities, other support, financial aid and perspectives;
- To offer alternatives in order to find a job successfully, and to improve one's job searching chances taken into account the up-to date labour market situation and the individual's capabilities;
- Assisting to solve one's problem resulting from his/her personal failure of being unemployed, and which prevents the individual to find a job, to prevent permanent unemployment and the psycho-mental mechanisms that accompany it;
- To assist our clients with legal issues, especially with those that are related to employment and unemployment;

The service platform is therefore closely connected to adult education activities, it supports one's participation in trainings, helps his/her job searching activity. At the same time, these services work separately from adult education, as well.

One of the adult education services is the Prior Learning Assessment and Recognition (PLAR). It proves that comprehensive knowledge, competence and attitudes gained from life experience can be equivalent with accredited school-system education: it's measurable, can be assessed, and can be recognized by any training programs.

The PLAR is an assessment conducted by qualified experts with reliable and relevant tools. It is about what the individual learnt through not formal vocational training and former experience, and which is recognized by the training programs offered by adult education. In its present form it means the assessment of knowledge gained through life experience, work activity, learning, competence and attitudes altogether.

The aims of PLAR:

- To help individuals, who are devoted to learning, to identify, document and describe the knowledge, experience and abilities that they possess as a result of their former work experience.
- Once the areas, relevant from the view of learning, are defined and documented, the learner's knowledge, experience and capability are recognized professionally.

There is no PLAR method that can be applied in any situations, therefore the method that suits best the given circumstances should be chosen. The method selected should comply with the needs of both learner and the person doing the assessment.

Based on PLAR results, or else if they are not available, on the criteria (output requirement) defined by the committee of examiners (or the requirements of the exam, professional criteria), the instructor defines the areas to be assessed (according to the competence map).

The assessment offers two alternatives for the whole of the module or training: 'qualified' or 'not qualified'. In the case of the former, the learner does not have to attend the module, but he/she does not have to sit in for the exam only if it is not against the law in force. In the case of 'not qualified' result the learner has to participate in the module.

The 'Prior Learning Assessment and Recognition' can be carried out by:

- Testing
- The method of equivalence
- The combination of the two above methods

It is the instructor's decision to choose the assessment method most suitable for the professional area.

With PLAR assessment:

Individuals often acquire competence through not formal training, which can be best presented by the testing process. It is not necessarily the same as the final exam concluding a training, although the instructor tests the individual's knowledge about the material covered during the training. The PLAR is not exclusively an oral test or an exam carried out at one place at point of time.

A crucial point in the process is assessing the candidate's knowledge. According to the competence list the instructor compiles a series of tasks testing all kinds of competence comprehensively. These series of tasks are suitable for examining whether the candidate has all the necessary knowledge, skills and behavioural features that build up competence.

PRKK worked out the web-based PLAR testing process framework under the EQUAL project. The system is being tested currently from methodological point of view.

PLAR equivalence method

Occasionally, learners gain a solid knowledge, experience in their professional field resulting from their work activity, continued professional formation, military training and other activities. These activities are outside of the accredited school-system education, yet they provide the individual with a solid professional knowledge.

Equivalence is the assessment or recognition of not school-system trainings, certificates and practical experience by modules. Literally, equivalence does not test the individual's learning, but instead it describes what was assessed from the competences to be recognized by a training. (it is about a classical descriptive process) E.g. The PRKK certificate proves the participation in modules by themes.

The PLAR expert may choose to apply the equivalences with testing, if he can make a better decision about the prior knowledge of the candidate in that way.

In the literature of PLAR there are other methods to test and document knowledge, but they are so complicated that it is not advisable to apply them presently.

The *Validation of Prior Learning*, that is *VPL*, steps one level higher than *PLAR*. To the question, what *VPL* is, the answer is the following:

1. Recognition of competencies
2. Validation of competencies
3. Development of competencies

which equals with the linking of individual ambitions and the targets of organisations. Individually the application of the first two points may be sufficient, however, in other cases the application of all the three elements might be needed.

VPL intends to reach the following targets:

- Making learning more flexible
- Optimizing other forms of learning
- Steering demands (HR based)
- Employability and adaptability
- Enjoyability – the individual should be able to enjoy his/her profession, which promotes his/her personal and professional development
- Increasing career opportunities

Requirements necessary for the functioning of the system:

- Assessment facilities
- Accessibility to the procedures
- Quality assurance of assessment procedures
- Assessment standard
- Economic and legal frameworks
- The ensuring of national and international frameworks

Procedural requirements

- Defining clear goals (interest/commitment)
- Generating support and raising awareness
- Improving the procedure (general)
- Improving the procedure (individual)
- Evaluation
- Development

The background is ensured by the branch organisation of sheltered workshops with a staff of 9,000, which corresponds to approximately 100 sheltered workshops, employing 90,000 individuals from the target group.

The main target group of VPL are people who are moving towards the edge of the lower levels of the labour market, i.e.:

- According to the indications employable only for a sheltered workshop
- Working within a sheltered workshop
- Working in a sector of sheltered workshop
- Without a formal qualification
- With provable competencies that can lead to (re)integration

These individuals often possess multiple problems: psychological, psychiatric, mental, social-emotional disabilities. Also, they share the character of learning problems or difficulties, and not being able to function well within the regular school system.

Despite of all, they do possess particular, previously acquired capabilities, skills and work experience. Therefore, the goal of the process is to move the individuals at least one level higher from the recognised lower level of ability. This process is based on the recognition of previously acquired competencies, their identification and assessment. The process involves the participation of the individual, the „mentor” and/or the head of the workplace and results in the completion of a portfolio consisting of four elements. It contains various data, assesses the experience gained from the visits to the prospective workplace(s), includes the catalogue of the analyzed and assessed work competencies and also an interview with the individual (the latter one is not obligatory

though). The assemble of the portfolio is followed by the VPL report, which already contains a section of counselling. The structure of the report is:

1. Data of the candidate, (selected) company and its characteristics, area of speciality, core functional objectives.
2. Identification of the problem/questionnaire
3. On the basis of the portfolio, the acquired expertise of the candidate, professional skills and experience, other competencies, educational counselling based on the competencies and focusing on the profession and practical training, which makes it likely that the candidate is able to get a “qualification/diploma” in the particular area of speciality.
4. “Diploma” to the candidate and the company issued by the portfolio assessor, focused on the counselling and personal development.

Considering all the above, the target is not always the acquisition of a “formal” qualification, but the issuing of a “certificate” at the end of the VPL process. It enables both the person and the company to recognise the area of speciality where the candidate can be employed according to the competencies already acquired and developed as well as his/her professional expertise. From that point the task of the sheltered workshop is to move the individual to a level where he/she is able to find a job in the regular labour market. A period of three years is provided, when the employment is subsidized with two third of the wage. With the assistance of continuous monitoring it is ensured that the sheltered workshop complies with the requirements, and if it is possible, transfers the employee to the regular labour market even before the end of the third year. If the effort fails, after examining the responsibility of the sheltered workplace, the process starts all over again.

Career planning (and career replacement) is a process which helps one orientate in the world of professions. It is recommended for the unemployed searching for a job; however, it can also be useful for those considering changing their profession. Through career planning one can pick up new information on professions, actual labour market opportunities and widen one’s horizon. The target audiences addressed are young entrants having difficulties in making decisions and adults who find their situation hopeless and insecure with regard to lack of employment.

A great emphasis needs to be laid on the support and assistance of the age-group above forty years having been unemployed permanently and not having professional education, profession or any kind education at all.

Career planning is willing to help one carry out a well-chosen plan that is in accordance with the current demands of the labour market and suits one's personality, competences and interests. The final aim is to get those unemployed back to the labour market, who for any relevant reason are not ready or able to get involved in the labour market on their own.

Career replacement counselling is necessary when an individual has chosen a profession that turns out to be inadequate for various reasons and needs to be readjusted.

Nowadays, career planning is not a one-shot affair, but rather a process, since one seldom has the same profession throughout his whole life and not everyone is "lucky" enough to work at the same place his whole life. Due to rapid socio-economical changes, people are forced to change either their workplace or their career on several occasions. Thus, information, skills and competences necessary for career planning and career replacement are needed not only in the early stages of career building but during one's whole career life. Continuously updated knowledge and life-long learning are of vital importance; therefore developing learning competences is one of the main fields of career planning and career replacement.

Career replacement is different from career planning in that respect that the client already has a profession, perhaps professional experience as well, but since not being marketable he is unable to achieve his goals, that might relate to some social factors (education, domicile, social status, medical problems, etc.). The individual in that case needs to find new ways to get on, such as ease tension, support employment problems with professional arguments, avoid irrational notions and widen his options. By profound exploration a wide range of aptitude and talent of the clients can be detected through counselling. Thus, clients already possessing professional experience benefit from experiences acquired previously as they provide a reliable base upon which new experiences can be built when acquiring a new profession.

Assessment of the needs for professional training means the assessment and the bridging the gap between the actual knowledge of the individual and the surplus knowledge necessary for the individual to achieve career goals. The service is designed to determine what the most convenient for the applicant is to acquire competences and professional knowledge considering his career goals.

The service is to retain by those who

- have a clear-cut notion about their career goals (stepping into a position, higher education, professional progress, professional interests, academic development activities, hobby, etc.),
- have arrived at a decision about participating in professional retaining in order to accomplish their career goals,
- have already been informed about having to turn to an institution of adult education that also provides different services related to adult education or
- turn to the institution for such services as a result of utilizing a different service related to adult education

The service consists of the counsellor assessing the actual knowledge of the individual and confronting that with the desired learning goal by the application of comparative methods, and typifying the gap between the two of them with respect to competences, knowledge and aptitude. This gap is being filled by the curriculum of the individual's retaining program.

During counselling clients are being informed individually or in groups, personally, over the phone or by the internet about actual or realizable training opportunities with regard to individual preference.

The aim of training counselling is:

- to provide complex information according to individual needs, in view of the circumstances of the training programs
- to describe the possibilities of subsidy, financing and future progress besides the basic information about the training, to create a supply matching the skills and demands of the inquirer
- to provide alternative solutions and correct, detailed information
- to provide correct information about the current facilities of subsidy (state-aided free training, tender-financed trainings (partly or fully financed), other subsidies, allotments, instalment options in case of cost) in connection to the given trainings
- to prepare a training offer for the employer (customer)
- to provide correct and precise information about the terms of entering the training as well as about the training order

During the *employment counselling* the counsellor makes a proposal for the individual about tendering, writing a CV and preparing for a job interview by harmonizing the possibilities and demands and by delineating the hardships and pitfalls of getting a job.

The aim of counselling is to provide alternatives for students and inquiring customers in finding employment successfully. Counselling is based on the up-to-date labour market situation, it concerns individual aptitudes, either in group or individually, through personal, phone or online counselling. If it is justified counselling aims to orient the client towards trainings to improve his or her position in the labour market.

The *education of job-searching techniques* is the set of means and methods with which one can improve his or her chances in finding employment, and can prepare to give successful performance on the labour market.

By learning and using the techniques of finding employment one will be able:

- to locate his or her own place on the labour market
- to attain information about job opportunities matching his or her qualifications
- to write his or her own CV or tender
- to communicate properly and effectively on a job interview
- to become familiar with legal topics in connection with employment.

Rehabilitation counselling is a special form of training counselling, in the scope of which training opportunities related to employment rehabilitation (linked to the changes in the ability to work because of, either congenital or acquired, sanitary causes) are taken into consideration. Moreover, it tries to ensure such an access to those concerned that can build new ways towards realistic possibilities of finding back to the world of work.

In the course of the counselling conversation the disabled person is informed about training possibilities according to his state of health, and by discussing the personal problems related to one's state of health the consultant can have a realistic point of view of his prospects on the labour market. He will be able to form a rational judgement about his own values by revealing his interests and remained abilities.

Training programmes, curricula, modules⁸

Life-long-learning is one of the most often cited concepts of our age. More and more people are more and more often forced to change professions during their carriers. One's life long learning needs are mainly determined by the national economic objects. The prospering economic branches provide work labour and entrepreneur possibilities, what in itself lead self-education/ adult education into concrete directions. Looking at it from a wider perspective we should see that the global economic movements influence the national economic objects. Adult education should have a proper solution to these challenges. Adult educational programmes are adequate only if they meet the particular expectations of the employee and employer target audience completely. This can only be achieved by the most modern and flexible training programmes. The SCID is an excellent and well-tried method to create these kinds of programmes. (SCID – Systematic Curriculum and Instructional Development)

⁸ Based on Ferenc Ádám's professional studies

SCID phases

A – ANALYSIS	A-1 Conduct Needs Analysis	A-2 Conduct Job Analysis	A-3 Conduct Task Verification	
	A-4 Select Tasks for Training	A-5 Conduct Standard Task Analysis	A-6 Conduct Literacy Task Analysis	
B – DESIGN	B-1 Determine Competency Profile	B-2 Develop Learning Objectives	B-3 Develop Performance Measures	B-4 Develop Training Plan
C – DEVELOPMENT	C-1-a Develop Competency Profile	C-1-b Conduct Task Verification	C-3 Develop Supportive Media	
or	C-2-a Develop Learning Guides/Modules	C-2-b Develop Lesson Plans	C-4 Pilot-Test/ Revise Materials	
D – IMPLEMENTATIO N	D-1 Realize Training Plans	D-2 Implement Training	D-3 Conduct Formal Evaluation	D-4 Document Training
E – EVALUATION	E-1 Conduct Summative Evaluation	E-2 Analyse Information Collected	E-3 Initiate Corrective Actions	

Analysis

Planning a programme starts with the analysis of needs, possibilities and expenses. Job needs, labour market needs and the needs of the individual should be recognized. The question of profitability is a further viewpoint: do the need of training and the human and financial resources balance each other? In other words: is organizing the training profitable?

To specify the contents of training programmes a job analysis should be done, for which PRKK mostly uses – among different methods – the DACUM because of its several advantages. After confirming and validating the thus specified tasks we get the list of basic tasks for curriculum development. The task analysis should be done for the whole training program.

In the course of analysing the chosen job activities we should define the steps of completing the task, the necessary devices, equipment, themes, supplies, the necessary knowledge, basic skills, the factors of safe work, the possible employee decisions, their consequences and other data, circumstances, specific performance standards.

Design

The methods used in training should be chosen to serve effective learning completely. When choosing them we should set out from the interests and characteristics of the group. In our case we have adult students who take responsibility in their own individual studying. In such cases individual studying, designing the studying progress and decisions concerning it becomes appreciated. Training programmes and curricula reach their goal if they apply 'student-centred' methods and take into consideration the characteristics adult learners have:

- Personal life experience: most times adult learners have a significant amount of experience, which should not be neglected during the training. They receive totally new, unknown contents only with great reservations and at a low motivational level, so it is practical to connect new knowledge to existing one. The modern programme and the curriculum compulsorily contains a 'Testing and calculating preliminary knowledge' unit. The test defines the student's knowledge compared to the final requirements, then can absolve the student from studying the given module/syllabus, or unless the law provides otherwise, from taking the exam.
- The critical approach of the curriculum: adult learners are only motivated in studying if they see the point of it; see the usability of it in practice. Adults are not passive receivers of the curriculum, but active participants and directors of their own studying. Being aware of this the most effective educational technological tools should be used. The curriculum should provide a way to achieve the set educational aim for every participant. For this CBE (competency based education) - a vocational training based on competency and skills, developed with the help of the SCID method - gives an excellent opportunity. The CBE is a training, which aims to attain preset competencies. The student is aware of both the competencies to attain and the methods measuring and evaluating the attainment of these competencies. The knowledge and performance of the students are measured on individualised ways.
- Most adults studies besides working and raising a family, so the quality of learning environment can be significantly improved if the organization of the learning process adapts to the peculiar life and time-managing forces of

adults. Training systems with flexible starting and finishing times are usually more favourable for adults.

- For adult students the continuous and personal feedback is an important supportive-motivational element. The trainings aim at maximum effectiveness besides minimal amount of time spent on it. Because of this quick and objective feedback is crucial.
- Training of mentally handicapped people is one of the most difficult tasks. The training programme and curricula designed especially for them is purposeful, easily understandable, consists of short modules, or learning units.

The programme and curriculum development regarding its goal can be aimed at:

- updating the existing curriculum: as a result of technological developments the out of date parts of the curriculum are actualised
- making existing curriculum flexible: an improvement is made on the existing curriculum considering the needs of the given target audience
- adapting the existing curriculum to a new target audience: similarly to the previous paragraph the existing curriculum is completed considering the needs of the new target audience
- writing a new curriculum: a total curriculum development is done, which meets all demands

Learning aims drafted in terms of disadvantaged target audiences can be:

- To retrain the employees: it aims the training of people who, for some reason, intend to change their profession, their field or simply want to change their workplace, and to do this they need some complementary education
- To train temporarily inactive people: it aims, first of all, women on maternity leave or other special target audiences, who plan, simultaneously with their temporary disappearance from the labour market, to change their level or orientation of qualification. This training is a transition from further education to retraining.

- To provide vocational training for young people: it aims disadvantaged, dropout young people, or ones who, though took part in general secondary education, did not get vocational training after finishing their compulsory education, but need that to enter work. (As education is becoming multilevel the vocational training can become a part of basic education in the form of supplementary modules.)
- To retrain unemployed people: it aims those who has lost their jobs and need education to enter work again. This target audience is different from the one that takes part in regular trainings, since their education is a force of coping with the stress situation caused by losing their workplace.
- To socialize the unemployed: it is the training of people “prepared” for long-term unemployment, who cannot be put on again. The aim of the training is to make students able to take occasional jobs and to handle the peripheral living situations optimally.
- The aim of disabled people’s training is to help their labour market integration/reintegration.

To have a concrete and precise controlling is a basic term of *performance measurement*. The student should be informed in a clear and obvious way about the expectations. We should set a time limit, which agrees the real circumstances. The measured performance aims and criteria should be defined precisely. To define the level of acquisition of the competence precise, objectively set, unequivocally defined levels should be formed. In case of disadvantaged people, especially of mentally and physically disabled and of ones having disabilities in learning, their bounds should be taken into consideration. On the other hand, the requirements of acquiring competencies attached to training levels should not be neglected either.

A precise description is needed to prepare the *training plan*, and all the necessary circumstances should be indicated in the training programme. The general purpose of the training, its target audience, the list of acquirable competences, and the applied training method should be precisely formulated. The minimum and maximum number of students that can be enrolled to the training as well as the entry requirements; the methods and criteria of performance measurement should be defined. A list of materials, devices and equipments required during the course should also be made. Defining the personnel demands of the training programme and preparing the educational material are both parts of the training plan.

Development⁹

The preparation of *competence profile* begins with the validation of the tasks of the DACUM chart, the essence of which is to have only those tasks on the board that are truly essential to fulfil the job. The next step is to choose and analyse the important and regular tasks. By analysing the task we can reveal the competencies required to fulfil them successfully.

Competence is the most important and most often mentioned notion in SCID type programme and curricula development. Competence is a set of knowledge, skills and attitudes, which are essential to the successful fulfilment of a given professional task.

According to this its elements are the knowledge, the skills and the attitudes.

By *knowledge* we mean the knowledge of facts, concepts, descriptions, rules and laws. The levels of attaining knowledge are the following:

- Recognition: the ability to choose and identify the knowledge element.
- Denomination: the ability to name the knowledge element and to communicate it.
- Reproduction: the ability to name and to explain the essence of the knowledge element.
- Independent application: the ability to solve tasks by using the knowledge element(s).
- Creative application: the ability to generate new knowledge by using the knowledge element(s)

Skills are activities connected to subjects, enacted with a closed programme (algorithm). The elements of skills are: the taking, the movement, the operation-element and the operation. The levels of attaining skills are the following:

- Minimal practice
- Average practice
- Maximum practice

⁹ Based on the professional studies of József Nagy and László Zachár

The last phase of preparing the competency profile is to gather together the jointly teachable tasks, the ones that need similar competencies, with the help of the list of the necessary knowledge, skills and attitudes – in other words to list them into *modules*. The modular arranging of the curriculum ensures the free possibility to transfer into another programme by defining the compensatory of the modules.

The basic of operating a modern adult education system is the acquisition of the attitudes, the general working competence, all the professional knowledge necessary to fulfil the job by systemizing the “competency courses” and the consecutive modules.

The elaboration of the *training programmes* is designed with a performance-based approach. It is essential that it should adapt to the demands of the labour market, and that it should meet the requirements of life-long-learning.

The criteria of competency-based, practice-oriented and student-centred training and curriculum-development programme are the following:

- The content of the curriculum is developed after defining the job-analysis-based competency-profiles.
- The definition of the curriculum content is done with the help of standard task/competency-profile analysis. The modules, their consecutiveness and parallelism (the module map) and the necessary study-aids (studying audiences, e-learning curriculum) are formed during the analyses.
- Training programmes created with the help of systematic curriculum-development, the requirements of attaining knowledge, the method and demands of measuring performance are all introduced to the participants at the beginning of the training.
- The competency attaining of the participants is supported during the realization of the training programme on various levels; they are introduced to new learning styles and helped to succeed their own learning speed during attaining knowledge/competencies.
- The training participants are ensured, besides evolving professional competences, to become acquainted with and learn skills, behaviour and attitude necessary in employment.
- Performance – performing the competency – is regarded as the main proof of knowledge.

The development and elaboration of the necessary *curricula* of a given training, such as module-booklets, study-aids, guides, methodological handbooks and other training aids are essential conditions of arranging the training programme, or course. These curricula and supplementary material should closely connect to the developed programmes. The curriculum should provide the attaining of all the competences needed in achieving the goal defined in the programme.

For the student the most important element of the curriculum is the *module-booklet*. With the help of it he can prepare for the tasks in the given occupation through learning, attaining the most important theories needed for the job, too. Moreover, the module-booklet is suitable to motivate the student and, with the help of it, he can follow up the structure and content of the module, as well as his own development in the topic. (The module-booklet can be/ is complemented with different informational materials, aids, visual, auditive or multimedia material, separate test sheets, different measuring and controlling material and methodological handbooks.)

The module-booklet contains the set of learning tasks (instructions) regarding the student. Learning tasks are directions, during which the attaining of the intended knowledge element (fact, concept, connection, set of movement) is fulfilled. The student is informed about the knowledge elements attainable by performing prescribed activities as well as about the reason and importance of attaining those in the beginning of the module-booklet, or of its chapters. The learning tasks should be precisely and obviously formulated. So, the content of the curricula is made up of the algorithmic directions of activities done in favour of solving the learning task, and of the (theoretical) knowledge and information necessary for that. The basic standpoint of explaining the content part is that the curriculum should build up in small steps, and preferably, it should progress from the simple towards the complicated. Explanation, if possible, should be done in an inductive way, namely it should go from concrete experience towards the general.

The student should give feedback about the efficiency of accomplishing the learning task. Self-checks, test questions, sample exercises, checking lists and tests are attached to every learning task of the module, adjusted to prescribed level of attaining.

The annexes, aids, and external sources, illustrations, suggested literature helping to solve the learning tasks, though linked to the curriculum, can form a separate part. The separate editing, or separate publishing can help the continuous updating of their content.

The *course book* basically sums up the knowledge of the curriculum, but – depending on its type – can contain learning tasks, self-checking questions and their solutions etc.

The *aid* is a supplementary material, which helps solving the learning task, e.g.: description of methods helping the practise of skills or charts, dictionaries, etc.

The *visual aid* makes the better understanding and attaining of certain parts of the curriculum possible by visualizing and modelling them, and by the many-sided usage of media and informational tools.

The *guide* is an important tool of learning direction for the student, which sums up the instructions, methods, and procedures concerning the attaining of curriculum.

The *test-sheet* is an essential tool of self-check. The successful or unsuccessful results of the test-sheet are important feedback on the progress in the learning process. There is a key to the self-check sheet, which, in case of more complicated exercises, can contain the course of the answer, or its important elements, or even clues.

Other learning aiding tools are the ones, which, in addition to the above mentioned, orientate the student in the curriculum; make deeper understanding, clarifying and practising broader connections etc. possible.

The activity of the instructor or teacher is aimed basically towards the direction of and helping in the learning process which is realized through solving tasks. There is a need *to influence the tutorial activity*, as their work can have a crucial effect on the student's performance. Therefore *teacher resources* are also needed in attaining modular curricula. The elaboration of these can also be a part of the development, however it is not compulsory.

The *methodological guide* contains the most important information and instructions as well as methodological directions and suggestions regarding the tasks of the module training.

The *test-sheet* is the tool of teacher's check and feedback. This knowledge-measuring system develops the self-study skills as it can demonstrate the learning development and can provide feedback on the results.

The *teacher's book* is a brochure containing the "background information" connected to the professional part of the module, which provides help for the teacher in processing the essence of the curricula.

The curriculum package and tutorial aid of the module together make up a whole in respect of profession, content and education organization.

Implementation

The selection and schooling of participants is done on the basis of the completed documentation in accordance with the training programme. There is a possibility to take into account different previous module performances and to set the programme to the participant. This is provided by the flexibility of the training programme.

In case of new and self-elaborated training programmes the controlling of the participating colleagues, or the introduction of the programme through training could be necessary. The other side of personnel conditions is to provide teachers with qualifications and experience prescribed in the programme.

To arrange the training the tangible assets should be provided: devices, materials equipments, and suitable training site.

The timing of the course also belongs to the preparation of the training by indicating the place, the time and the instructor as well. The date of the tests, the probable date of checking the acquisition of the objects and side-objects should be appointed.

After the starting the training programme the training should be conducted according to definite criteria. Parallel to the training a continuous programme development is done – which means the analysis of the training experiences and the application of them in the rest of the training period. The most certain feedback is the level of knowledge acquisition of the training participants. The determined authentic tests should be done, these should be evaluated and a personal evaluation should be made, too. The formal evaluations should be performed the way it is defined in the planning and development phase of the programme.

The administrative jobs defined by the programme, the precise documentation of the training programme should be carried out during the whole training.

Evaluation

Using the experiences and observations gained during the execution of similar developing activities is a natural element of developing. The information of the evaluation should be used to improve programme development. The evaluation is done *on the bases of the collection, procession and analysis* of the process-, production-, survey- and expense-data gained during the training programme.

The collected data is analysed by the whole staff participating in the training programme, based on the opinions of the participants and other documented data. The aspects of *analysis* can be defined in advance (in this case the data collection should be done in accordance with this aim during the training programme) or after the programme, based on the collected data (in this case there is a chance of a global evaluation of the training programme, or of clarifying the questions emerged during the realization of the programme).

The evaluation helps:

- to make decisions in connection with the programme,
- to solve the problems emerged during the preparation and realization of the programme,
- the reporting on the realization of the programme towards the authorities and accrediting organizations,
- to define the changes in the plans
- further qualitative programme developing activities.

Based on the results of the evaluation the *corrective actions* could be done.

Mentor services¹⁰

Mentors participate in testing the developed services in practice and in supporting the “careers” of members of the disadvantaged target audience. Their jobs are the following:

I. Scope of duties: Finding the target audience and calling them into the project

Mentors, complying with the data protection law, try to find people belonging to the target audience mostly among the clients of the different labour-market service providers, the lobbies of the ones concerned and among the clients of other service providers, and choose the people to call in during a personal interview.

II. Scope of duties: Forming the personal motivation of the participants, and planning the “career”

One of the bases of the success of the “career” is forming and maintaining the appropriate motivation. Most of the participants have been away from the world of work for a long time and have experienced several failures. Therefore, the first step should be to rebuild their self-esteem and to form a realistic world-view. Otherwise, there is a constant need for this mental help.

III. Scope of duties: Calling in the disadvantaged employees to the developed service system in a personal way

In this scope of duty the mentor participates in several activities. In the first place he helps as a personal assistant in getting through to the surveying of abilities, to the training, to job finding and finally to the workplace itself. During this process he maintains an active relationship, moreover, he constantly consults the service performers and the clients, too, for the sake of coordinated and successful service providing, taking care of keeping the boundaries of competencies.

¹⁰ János Kövári, 2006

IV. Scope of duties: Keeping contact with the employers; taking part in working if necessary

Mentors participate in choosing the workplaces, too. One of the keys of finding a job successfully is to shape an appropriate work environment. This consist of three areas:

- preparing the employer to the special circumstances of employment
- technical adapting of the workplace considering the special needs of the future employee
- preparing the colleagues to form a “receiving” behaviour

If, for some reason, it is needed in the beginning the mentor helps in working – in a gradually decreasing degree –to help the client and his environment in overcoming the initial difficulties.

V. Scope of duties: Aftercare and changing managing

Mentors keep in touch with both the employee and the employer after finding a job, and, if it is necessary, they cooperate - in the well-known way - in the possible changes at the workplace. In case if it is unsuccessful, they cooperate in the tasks provided by the new career-building process.

Competence management at strategic level

The sheltered workshops (SWS) in Holland have entered an era of strategic change and face a strategic 'trilemma' in goal setting. Three purposes are imposed on them, viz.:

- A social purpose: to offer a first refuse (shelter) for the target group, i.e. people not able to maintain themselves at the regular labour market
- A production purpose: to make productive use of the remaining capacities of the target group
- A reintegration purpose: to upgrade the level of functioning of the target group, as to diminish their distance to the labour market as much as possible

The social purpose is the traditional reason for being of SWS. Even today, the prime sources of finance of Dutch SWS are all directly related to this purpose. Yet, in practice, the production purpose became the focus of vision of SWS over the past decades. This focus results in (business like) production activities. This production function (mostly of a capacity nature), goes along with competing on price. All too often, inevitable financial losses are taken for granted.

Over the past few years the newly imposed reintegration purpose raises increasing attention. This new purpose creates an additional source of income for SWS. It also offers a way-out of the price competition in production activities. Consequently, SWS are busy incorporating this new purpose into their businesses. It goes without saying that this implies a strategic change. The reach of this change hasn't been discovered yet. Nonetheless, it proves a vital one that will affect all levels of the organisation. Therefore, the change process calls for strategic competence management. 'Investors in People' (IiP) offers a comprehensive model that deals with all aspects of this change process, starting at the top.

IiP was developed in the United Kingdom (UK) in the 90's. It is a model of good practice derived from the joint experience of UK' employers, unions and stakeholders. IiP draws on a logic combination of quality management and change management practices, focused to achieving the organisations' objectives. In practice IiP offers a standard for developing organisations through developing its people. It covers all relevant aspects of this development process.

The standard is organised in the well-known PDCA-cycle (in simplified form: Plan, Do, Review) thus enabling the coupling to the annual planning process of the organisation,

see the below Figure 1. The Standard is reviewed all five years, to meet the needs of changing society. More information can be found at www.investorsinpeople.org.uk

Figure 1: Framework of the liP-Standard



Implementation

The implementation of change of SWS supported by IiP is considered an experiment due to the newness of this structured approach for SWS in general and the difficulty of developing (the employability of) the target group in particular. Support is organized at the following subjects:

- Organisation of the help of specialised advisors
- Financial support to reduce the cost of advice
- Improving the communication means through simplification of the official IiP-language
- Improving the communication means through priority setting with respect to the IiP-requirements
- Organisation of exchange of experience between participating SWS

The actual implementation starts with the measurement of the SWS's development performance compared to the (simplified) IiP-requirements. As a next step an action plan is derived to repair shortcomings. This action plan is taken forward along the successive steps of the process in Figure 1. Successful reviewing the results of the actions taken at the end of this process means that the organisation is ready to undergo an official assessment to be executed by an independent assessor. Passing this 'examination' implies that the respective SWS is called 'Investor in People' (an official quality mark). Hence, this SWS has proved to itself and others that its strategic competence management practices meet all requirements of a successful transition of a traditional SWS to a 'reintegration company'.

Experience so far

The implementation of IiP in the 3 participating SWS is only at the early stage of beginning. Hence, their experience is limited.

First of all, it is worth noting why the participants have chosen for IiP. It seems that change management requirements are not in the forefront of decision making. All three SWS motivate their participation on basis of a strong, social focus. All SWS express their strong care for people and IiP is considered a way to professionalize this care.

All three participants find themselves at a different stage of professionalizing employability development efforts. And, the understanding of the true meaning of IiP to support these efforts is not yet present. This is an experience that is well-known from other IiP-implementers in other sectors as well. IiP is chosen mostly on basis of an intuitive and supposed fit rather than objective arguments.

The way IiP is implemented is different in all three SWS. One SWS intends to introduce IiP in the entire organisation simultaneously. One SWS will conduct an experiment for a limited group of people only. And one will introduce IiP in different organisation units at subsequent stages. All SWS realize that the success of change management fully depends on the managers. The difficulty in communication with the target groups of employees makes the managers' task all the more difficult. This calls for a well-founded and careful design of the action plan, apart from the support Structuur is offering.

The 10 indicators of IiP all bear specific difficulty for the SWS in view of the change process they are undergoing. Below the envisaged difficulties are summarized:

1. Business strategy: most SWS only developed a preliminary strategy with respect to the reintegration purpose. The strategy is conceived in a way they are used to deal with the contracting of production work. Reintegration is not dealt with as a new product-market combination but considered an additional activity with potential negative impact on production activities.
2. Learning and development strategy: Learning and development needs are not well understood. This is due to an insufficient use of (yet available) learning and development instruments, which leave the competencies present (partly) unknown.

3. People management strategy: The social focus of SWS assure that the people management strategy is of sufficient quality. Yet, it is difficult to ascertain that all people have equal chances to be developed according to their potential, due to the communication difficulty with the target group. This requires extra attention, especially of middle managers.
4. Leadership and management strategy: The nature of sheltered work draws on Taylorism, i.e. the division of production labour according to available and required skills. Middle managers are work foremen and their competence is based on certain production skills. The new purpose requires new leadership and management and this, in turn, calls for coaching and development rather than production skills. These new skills need thorough attention and massive development effort.
5. Management effectiveness: The new purpose requires new focus and this is not yet fully understood by the managers (from top to bottom). Also their skills need to be developed accordingly. Consequently, the management effectiveness needs to be developed too.
6. Recognition & reward: Proper recognition and reward are vital too the motivation of employees. This, however, does not pose too much of a problem, due to the social focus of SWS. On the contrary, the reward structure of SWS is of such quality that it may hamper the staff from taking on jobs in the regular labour market. So, the new purpose may require new reward structures, which indeed have been introduced by some SWS.
7. Involvement & empowerment: The traditional target groups of SWS, i.e. physically and mentally disabled people, are highly involved with their work and are easily empowered. Yet, new target groups, for instance dropouts from the school system and long termed unemployed, are different. Therefore this aspect requires extra attention and development of new good practice
8. Learning & development: The new purpose, i.e. employability increase of target groups requires systematic learning and development effort by SWS. In this respect, the system and instruments to support such effort need to be developed first. Structuur will offer the best practices to be used by SWS

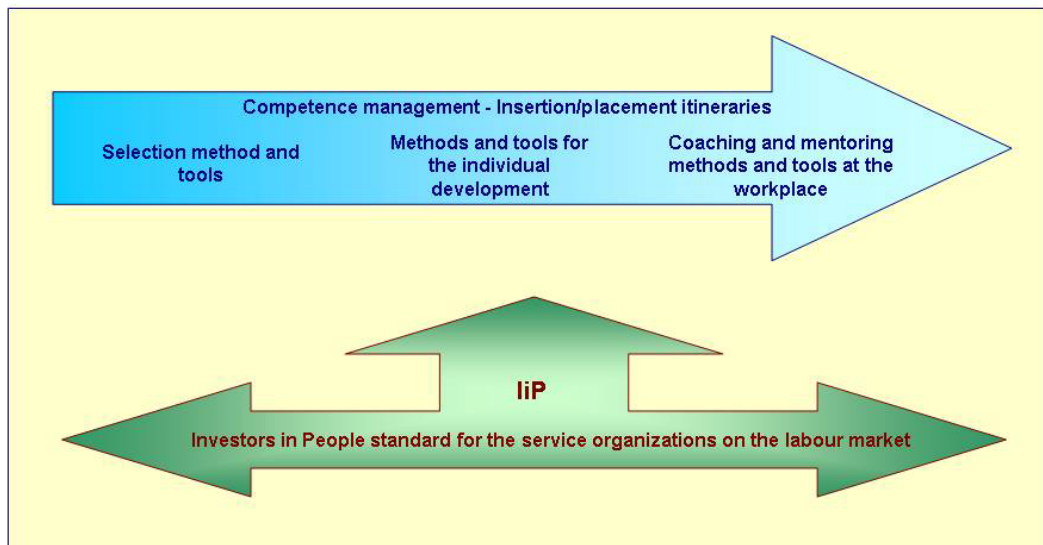
9. Performance measurement: Most SWS have little experience with performance measurement other than measurement of financial targets. Success nowadays requires the incorporation of measurement of all aspects of performance, first of all the effectiveness of development effort. This requires the definition and quantification of new targets of development effort and monitoring of the process of realisation. The system of business administration needs to be developed accordingly
10. Continuous improvement: Once all foregoing factors are paid sufficient attention to, the system is able to support continuous improvement in each new business cycle. The quality of continuous improvement largely depends on the feed-back mechanisms included. And this, in return, calls for an open culture. So cultural development of SWS is an issue.

Recommendation

As we stated previously, IiP is a quality management standard based on the main tools of self-assessment and change management. It focuses on the human resource of organisations, considering the various levels of company structure.

Therefore, taking the Dutch experience into account, we recommend the introduction of IiP to every organisation acting on the labour market, in areas related to labour insertion, employment exchange or training.

Annex I. Employability model



Hungarian Partnership of Access to Work Project

Pécsi Regionális Képző Központ

H-7634 Magyarország Pécs, Bázis út 10.

Dél-dunántúli Regionális Munkaügyi Központ

H-7621 Magyarország Pécs, Király utca 46.

Kerek Világ Alapítvány

H-7627 Magyarország Pécs, Gesztenyési u. 2.

Pécs-Baranyai Kereskedelmi és Iparkamara

H-7627 Magyarország, Pécs Majorossy I. u. 22.

Siklós és Vidéke Cigányokért Érdekvédelmi Szervezet

H-7800 Magyarország Siklós, Szent István tér 8.

OFA EQUAL Nemzeti Programiroda

1037 Magyarország Budapest, Lajos utca 80. II. emelet

Nemzeti Fejlesztési Ügynökség**Humán Erőforrás Programok Irányító Hatósága**

1133 Budapest, Pozsonyi út 56.

 equalhungary.hu



Netherlander Partnership of Access to Work Project

Kenteq Service bv

Postbus 81 1200 AB Hilversum

Cedris

Postbus 8151 3503 RD Utrecht

Centrum voor Werk en Inkomen

Naritaweg 1 1043 BP Amsterdam

Kenniscentrum EVC

Goldebaldkwartier 42 3511 DX Utrecht

Syntens/ Investors in People

Hogeweg 137 5301 LL Zaltbommel



Spanish Partnership of Access to Work Project

Gobierno Del País Vasco

C/ Donostia - San Sebastián, 1 1010 Vitoria-Gasteiz

Agrupación De Interés Económico Lantzen (AIE LANTZEN)

Iruña, 17 48014 Bilbao

Asociación De Personas Sordas De Bilbao Y Bizkaia

Santo Domingo de Guzmán 11, bajo 48006 Bilbao

Asociación De Esclerosis Múltiple De Vizcaya

Ibarrekolandia 17 Trasera 48015 Bilbao

Asociación De Municipios Vascos (EUDEL)

Plaza del Ensanche, Nº 5 48009 Bilbao

Asociación De Padres De Afectados De Autismo Y Otras Psicosis Infantiles De Vizc (APNABI)

pintor antonio guezala, 1-2 bajo 48015 Bilbao

Asociación Para El Progreso En Tecnología Social (APTES)

Pº Mikeletegi, 2 20009 San Sebastian

Asociación Vizcaina De Familiares Y Enfermos Psíquicos

Barriada Sarrikue s/n 48007 Bilbao

D.F. Gipúzcoa

Plaza de Gipuzkoa, s/nº 20004 DONOSTI

D.F. Vizcaya

Obispo Orueta, s/nº 48001 Bilbao

D.F. Álava

General Alava, 10, 5º 1005 VITORIA

Ehlabé

ARTXANDA KALEA, 7 48160 DERIO

Elkar Lan Promocion De La Economía Social S.L.

Gurutxegi 16 20018 San Sebastián

Elkar-Lan S.Coop. (ELKAR-LAN)

Camino de Uba 43 20014 San Sebastián

Federación Vasca De Asociaciones De Sordos Euskal Gorrak

Francisco Masia 4, 4º 48014 Bilbao

Federación Vasca De Asociaciones De Sordos Euskal Gorrak

Francisco Masia 4, 4º 48014 Bilbao

Fundación Eragintza

Iruña 17 48014 Bilbao

Fundación Fatronik

Pol. Ibaitarte 1 20870 Elgoibar

Fundación Inasmet

Mikeletegi 2 20009 San Sebastián

Fundación Ingema

Usandizaga 6 20870 San Sebastián

Fundación Lantegi Batuak

Txorierri Etorbidea, 12 48180 LOIU

Fundación Social Emaus (EMAUS)

Camino de Uba, 37 28014 DONOSTI

Katea Legaia S.L.L.

Pol. Ind. Txirrita Maleo, 1, 1º 20100 RENTERIA

Servicio Vasco De Salud (Gobierno Del Pais Vasco)

Alava, 45 1006 Vitoria

Sociedad Vasca De Minusválidos Bidaideak

Lehendakari Aguirre 5, 7 bajo 48014 Bilbao

Talleres Protegidos Gureak S.A.

Illara Bidea, 4 20018 Donosti

Usoa Lantegia S.A. (USOA)

ZUMALAKARREGI, 10 48903 Barakaldo

