Develop methods and tools for competence evaluation

(ILPO55: *Output 6, Activity 1 O6-A1)*

NIBE-SVV
Final Version September ,2106

Structure of report on this output

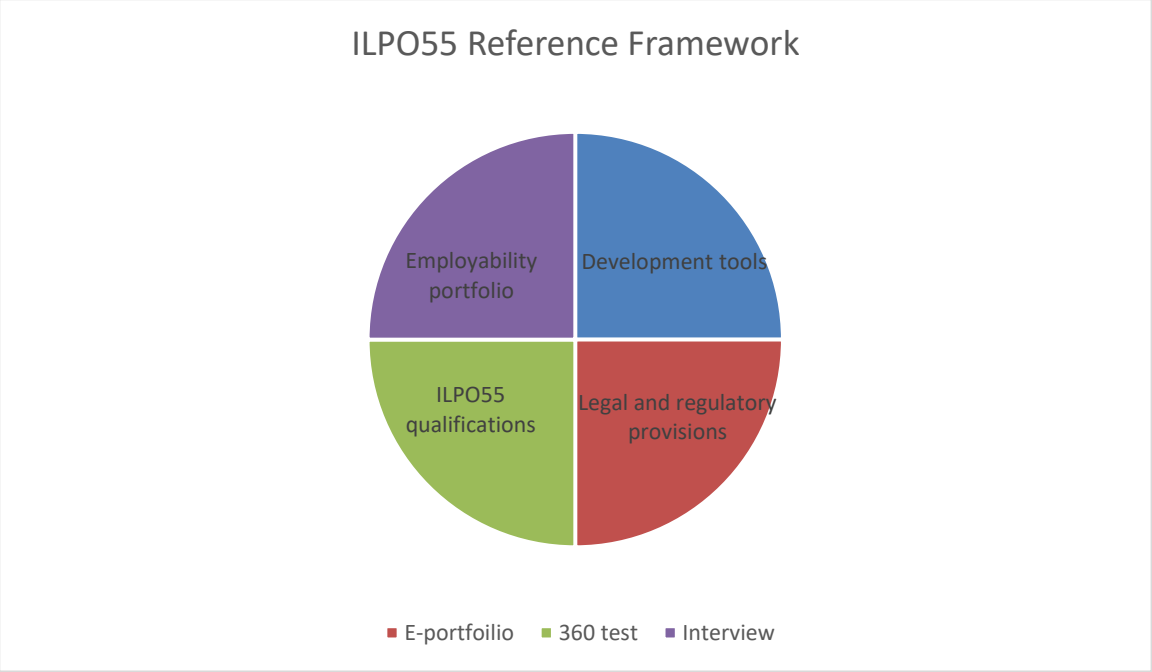
Based on the discussions in the 4th and 5th Transnational Partners meetings in March 2016 in Barcelona and September 2016 in Hilversum and several Virtual Partner Meetings.

Output	Identification: O6-A1 Title: Develop methods and tools for competence evaluation Type: Methodology guidelines Period: 01-10-2015 / 30.09.2016
Description	As part of the ILPO55 Reference Framework, Partners will provide commonly shared instruments and tools to evaluating professional and personal competences. These will be either collected during the Analysis phase or if missing, produced during this activity phase. Therefore, the results of this activity will be a set of "ready to use" instruments and tools for evaluating competencies of the over 55 employees within the FSS.
Activity leading partner	NIBE-SVV
1. Methodology	• Describe the aim for ILPO55 Employability Portfolio as part of the ILPO55 Reference Framework; • Define the pre-conditions for the instruments and tools; • Describe the sort of the available instruments and tools; • Make a list of instruments/tools available and conform the criteria; • Make "ready to use" instruments/tools available to the target group;
2. Why the ILPO55 Employability Portfolio and the ILPO55 Reference framework?	• Evaluating competences/skills (strengths and weaknesses) • Insight own situation/motivation; • Insight skills gap with other professional profiles; • Help for further professional development; • Giving possible future career guidance; • Presenting professional profile for future positions.
3. Pre-conditions methods ILPO55 Employability Portfolio	• Instruments/tools developed by the partners • Developing guidelines for the use of external instruments (free available or against low costs); • Efficient and effective; • Available in different languages; • Easy to access and user friendly
4. Methods ILPO55 Employability Portfolio	• ILPO Self-assessment test on line • E-portfolio: available tools and guidelines • Feedback tests: available tools and guidelines • Interviews: Questions and guidelines • ILPO55 Employability Portfolio
5. ILOP Self-assessment	Annex 1: Self-assessment
6. (E-)portfolio	Annex 2: Partner countries
7. 360° feedback test	Annex 3: Partner countries

Introduction

One of the main objectives of ILPO55 is to develop the **ILPO55 reference framework.** This framework will consist out of 4 pillars:

1. Develop methods and tools for competence evaluation
2. Design methodologies for supporting the professional development
3. Provide recommendations for acquiring the ILPO55 qualifications
4. Analyse the legal and regulatory provisions

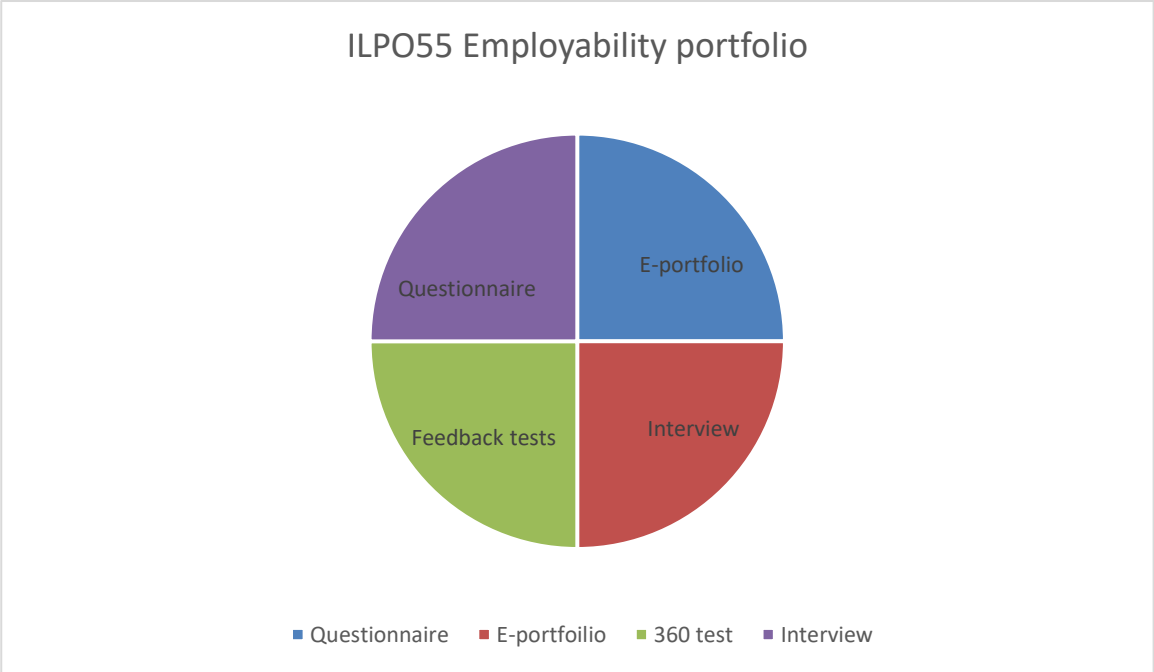


The first pillar of this framework is developing and adapting methods and tools for competence evaluation. Together with the other pillars of this framework will:

- Give insight in the situation/motivation of the over 55 individual;
- Give insight in the possible gap with other professional profiles and especially with the ILPO55 qualifications;
- Help for further professional development;
- Giving possible future career guidance;
- Presenting professional profile for future positions.

A pre-condition for enhancing the employability of over 55 and help further professional development is that the individuals and the employer have a clear picture and insight of the knowledge, skills and competences of the individual. That is why the first pillar of the framework has as ultimate objective a clear competence and skill profile of the over 55 individual. Together with the other pillars of the framework individual can take concrete steps to enhance their employability.

To end up with a clear skills/competence profile an individual **ILPO55 Employability portfolio** will be developed according to the following steps:



Step 1 is an on-line self-assessment questionnaire based on the skills/competences described in the survey of Output 3 A2. This questionnaire will be presented on-line in the different partner languages using the same software as used for the survey.
The questionnaire will result in an individual competences/skills profile of the participant what will be analysed by the ILPO55 project partners for the individuals in their own country. the input for the other methods which will result in concrete action towards enhancing employability.

The follow-up (step 2) should take place in the country of the participant with advice to the individual to develop a professional portfolio based on existing (e-) portfolio tools in the different countries.

Step 3 is to take if possible to take a feedback test (Annex 3) also using national available tools in the respective partner countries.

The results of the first 3 steps will be the input for an interview with the over 55 individual to complete his/her ILPO55 portfolio.
At least one of these instruments should be use be the participant. We advise to adopt more than one instrument.
This individual portfolio will be concluded by a motivated advice how to use the other pillars of the framework.

For the piloting of the ILPO reference framework each partner involved in the national piloting activities will select a certain number of over 55 and invite them to take part in developing an individual ILPO55 portfolio.

We will now elaborate on the different steps of ILPO55 Employability portfolio.

<u>Step 1: ILPO Competence Evaluation Tool Over 55</u>

Deadline: Available on ILPO55 website June 2016

Description tool: On–line questionnaire / pdf questionnaire

Languages:
English, Romanian, Spanish, Italian

Accessibility:
Via Project Website ILPO 55, on-line or downloadable pdf

Description for use
Participants will be invited to take the online questionnaire and each national partner will analyse the results and write a short report with conclusions.

See attached Annex 1

Step 2: Making of an (e-) portfolio

An electronic portfolio (also known as an eportfolio, e-portfolio, digital portfolio, or online portfolio is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression. If they are online, users can maintain them dynamically over time.
There are three main types of e-portfolios, although they may be referred to using different terms:

- developmental (e.g., working)
- assessment
- showcase

A developmental e-portfolio can show the advancement of skill over a period of time. The main purpose is to provide an avenue for communication between a potential employer and the job seeker. An assessment portfolio will demonstrate skill and competence in a particular domain or area. A showcase portfolio highlights stellar work in a specific area, it is typically shown to potential employers to gain employment. When it is used for job application it is sometimes called career portfolio. Most e-portfolios are a mix of the three main types to create a hybrid portfolio.

In respect to ILPO55 a career portfolio is most suitable.
Career portfolios are used to plan, organize and document education, work samples and skills. People use career portfolios to apply to jobs, apply to college or training programs, get a higher salary, show transferable skills, and to track personal development. They are more in-depth than a resume, which is used to summarize the above in one or two pages. Career portfolios serve as proof of one's skills, abilities, and potential in the future. Career portfolios are becoming common in high schools, college, and workforce development. Career portfolios help with a job or acceptance into higher education institutes. A career portfolio should be personal and contain critical information. Items that should be included include (but are not limited to) personal information, evaluations, sample work, and awards and acknowledgments. Career portfolios are often kept in a simple three-ring binder or online as an electronic portfolio and updated often. A career portfolio is used as a marketing tool in selling oneself for personal advancement. In some industries, employers or admission offices commonly request a career portfolio, so it is a wise idea to have an updated one on hand.
In the 21st century web technology has filtered its way into portfolios especially in the digital work place job market. While traditional C.V. style portfolios still dominate the portfolio world it is common to back it up with a website containing personal statements, contact details and experience.
More and more job seekers are building personally branded websites to validate and distinguish their skills, accomplishments, and experiences. Social web sites such as LinkedIn have become popular, as have services from websites which offer to host portfolios for clients. These web services provide users the tools to include all forms of digital media in their websites, including documents, images, videos, and audio files.

Participants will be invited to make an (e-) portfolio using tools selected by the national partner (see annex 2)

This portfolio should besides the normal information (personal information, education, qualifications, working experience etc. also includes a collection of samples of work and/or evidence of employment achievements. Preferably it also should also include a description of the ideal job of the participant.

The national ILPO partner will analyse the portfolio and use this as input for the interview.

Step 3: Take a feedback test or ask for feedback

Introduction

Although no one enjoys being criticized, we should try to view criticism as useful feedback. At best, we may learn about habits or traits that we need to change. And at the very least, we will better understand the other person's viewpoint. Critical feedback can help you improve, both personally and professionally.

How can I invite people to criticize me?
A few unpleasant people enjoy heaping harsh criticism on everybody. But many well-intentioned folks are reluctant to provide helpful feedback for fear of creating conflict. To overcome this reluctance and initiate a useful feedback discussion, try these suggestions:

Assess yourself.
First, take a long, hard look in the mirror. What are your strengths and where could you improve? Identify specific areas where input from others would be helpful.

Prepare some inviting questions.
You want to help the other person feel comfortable about providing feedback, so your questions need to be open, specific, and completely non-defensive. Here are some examples:
- If you had to make two suggestions for improving my work, what would they be?
- How could I handle my projects more effectively?
- What could I do to make your job easier?
- How could I do a better job of following through on commitments?
- If you were in my position, what would you do to show people more appreciation?
- When do I need to involve other people in my decisions?
- How could I do a better job of prioritizing my activities?

Select helpful people. Good "criticizers" are people who (1) know you well enough to have an informed opinion, (2) are not out to get you, and (3) do not feel compelled to be relentlessly positive about everything.

Set the stage. Since people expect any criticism to immediately produce defensiveness, you need to begin this conversation by inviting honest opinions. Show that you really want their suggestions and describe the context of ILPO55, that makes it clear what your intention is.

Do not debate or argue. When someone offers suggestions, do not debate or try to explain your behavior. Since you asked for an opinion, you need to listen and remain non-defensive. If you disagree, just say "I really appreciate your telling me that." And if you don't fully understand, ask for more information. But the best response is usually just to say thanks.

Should I include my boss?
Absolutely! You need to know what your boss is thinking. As the person who is ultimately responsible for evaluating your performance, your manager can have a significant impact on your career. When asking your manager for critical feedback, keep these points in mind:

You may be surprised by what you hear, because managers frequently fail to share all their concerns. Inviting critical feedback from your boss can help you avoid pitfalls that you didn't even know existed. Even if you have regular performance reviews, your manager may have additional feedback to offer. Because performance reviews are official documents, managers often omit some critical comments.

You are not asking for a performance appraisal. The purpose of a critical feedback discussion is to enhance your professional development, while the purpose of a performance review is to evaluate your contributions during a specific time period. Do not try to discuss performance ratings during this conversation.

Your manager's opinions may differ from those of others. This does not mean that your manager is wrong. Different people see your job from different perspectives, depending on how your position relates to theirs. Your boss has a unique vantage point.

Feel free to also ask what you are doing well! You don't have to limit this discussion to critical feedback.

Concrete steps
If the relation with the participant and the national/organisational context makes it possible, the participant will be invited to ask feedback of relevant persons. There are several possibilities:

1. Ask the participant if he/she can find 2/3 relevant persons (manager, colleague, customer) to fill in the questionnaire of Annex 1 to assess the skills of the participant
2. The participant will be invited to take 180/360 feedback test selected by the national partner (see annex 3). The selection of these tests should be made considering the category of skills defined in the questionnaire of annex 1.
3. Ask the participant to ask oral feedback taken into account what is described above and report on this.

Each national partner will analyse the results and write a short report with conclusions and use this as input for the interview.

Step 4: Have an interview
Based on the results/reports of the first 3 steps the participant will be invited for an interview to discuss the results of the previous steps.

Main interview questions/items:

- Conclusion regarding strength and weaknesses regarding skills/competences;
- Finalisation e-portfolio including professional accomplishments/evidence performance claims;
- Definition goals of professional development;
  - Continuing working in the same function
  - Looking for another function in the same organisation
  - Complement working in the same organisation with other activities (trainer, mentor, coaching, CSR facilitator, intergenerational activities, social activities)
  - Looking for a job outside the present organisation
- Define possible skills gap based on goals professional development;
- Discuss planning next step in professional development using results O6-A2, 3, 4;

Duration of the interview: Maximum 60 minutes
Interviewer: Human resource expert national ILPO55 partner
Output: Short report covering aspects above

Step 5 Complete your ILPO55 Employability portfolio

This portfolio should contain the summary of results of the previous steps.
Table of contents:

- The strength and weaknesses regarding skills/competences
- A record of the professional accomplishments
- Providing evidence for performance claims
- Goals and planning for further carrier
- Define possible skill/competences gaps

This portfolio forms the input to make a career development plan (O6-A2) and take decisions regarding the ILPO55 qualifications (O6-A3) and how to use provisions and national regulations (O6-A4)

ANNEX 1

ILPO55 Competence Evaluation Questionnaire over 55

ILPO55 project is a three-year European project, funded with the support of the European Commission that aims at creating an Intergenerational Learning Partnership (ILPO55) that will support the employability and reduce the skills mismatch of over 55 employees from the Financial Services Sector and new/existing employees.

The following questionnaire aims at evaluating the competences of the individual over 55 years employee in the Financial Services Sector. The result of this questionnaire is important input to define your individual **ILPO55 portfolio**. After completing this questionnaire you will be invited to complete this portfolio by making an e-portfolio, take a 360 feedback test and an interview. Based on this **ILPO55 portfolio** concrete actions for enhancing your employability will be defined together with the ILPO55 partner in your country.

For further specific information on the ILPO55 project, please check our website at: http://www.ilpo55.eu/

From part A to E are closed questions and part F and G are a combination of open and closed questions. The questionnaire takes a total time of 10-15 minutes. The rating of the closed questions is from 1 to 5, when 1 is low level of the skill/competence and 5 is high level of the skill/competence.

All data gathered will be treated confidentially.

The questionnaire consists of the following parts:

Part A) MANAGEMENT SKILLS
Part B) TECHNICAL SKILLS
Part C) SOCIAL SKILLS
Part D) PERSONAL/BEHAVIOURAL SKILLS
Part E) INFORMATION AND COMMUNICATION TECHNOLOGIES SKILLS

GENERAL INFORMATION

Please provide the following information:

a) Position/job title:

b) Gender:

c) Country where your institution is based:

d) What type/sector of organisation you work in:

e) Education background:

f) Experience in the company:

PART A –MANAGEMENT SKILLS

How do you assess your own skills/competences regarding the following topics?

	1 - Low	2	3	4	5 - High
Strategic planning and formulation					
Strategy implementation					
Delegation of tasks to teams and individuals					
Performance management in terms of planning, conducting, follow up and assessment					
Environmental scanning and analysis for decision-making					
Managing internal and external relationships with key stakeholders					
Change management					
Risk identification and management					
People Management					
Cultural diversity Management					
Financial management					
Conflict management					
Time management					
Others					

PART B – TECHNICAL SKILLS

How do you assess your own skills/competences regarding the following topics?

	1 - Low	2	3	4	5 - High
Technical banking skills					
Other financial services skills (excluding banking)					
Strategy formulation and implementation					
Market and competitor analysis					
Project development					
Planning					
Assessing financial products/services					
Budgeting					
Reporting					
Quality					
Conducting meetings					
Key performance indicators/criteria for definition and analysis					
Key performance indicators/criteria for monitoring					
Customer oriented					

PART C – SOCIAL SKILLS

How do you assess your own skills/competences regarding the following topics?

	1 - Low	2	3	4	5 - High
Dialogue and persuasion capacity					
Organizational awareness					
Relationship building and Networking					
Impact and influence					
Leading, developing and managing people					
Team leadership					
Social commitment					
Market orientation					
Participation in Cooperation Programmes					

PART D – PERSONAL/BEHAVIOURAL SKILLS

How do you assess your own skills/competences regarding the following topics?

	1 - Low	2	3	4	5 - High
Self-control and confidence					
Flexibility					
Organizational commitment					
Analytical thinking					
Conceptual thinking					
Initiative/creativity					
Understanding of the organization					
Achievement orientation					
Team working and collaboration					
Concern for order, quality and accuracy					
Time management					
Emotional Intelligence					
Stress Management					

PART E – INFORMATION AND COMMUNICATION SKILLS

How do you assess your own skills/competences regarding the following topics?

	1 - Low	2	3	4	5 - High
Office tools					
Presentations with new PPT social tools					
eLearning					
Advanced excel tools					
Social media tools					
Videostreaming					
Verbal communication					
Non Verbal communication					
Written communication					
Smart tools					
Communication tools: Skype, others					

Thank you for your collaboration

Annex 2: E-portfolio

Deadline partners input: May 20th 2016

1. Available tools in partner countries

The Netherlands

Name	Costs	Characteristics	Provider
Portfolioforall	Free	Conform NEN 2035-norm	www.e-portfolioforall.nl
Mijnportfolio	Free	Conform NEN 2035-norm	www.mijnportfolio.nl
Mijneportfolio	Free	Conform NEN 2035-norm	www.mijneportfolio.nl

Spain

Name	Costs	Characteristics	Provider
E-portfolio	Free		http://www.e-portfolio.es/herramientas.php

Italy

Name	Costs	Characteristics	Provider
ePortfolio	Free	Web application for CIOFS-FP Piemonte & BILCO	https://www.eportfoliobilco.it/it/

Malta

Name	Costs	Characteristics	Provider

Romania

Name	Costs	Characteristics	Provider

Annex 3 Feedback test

Deadline partners input: May 15th 2016
Deadline guidelines: June 1st 2016

1. Available tools in partner countries

The Netherlands

Name	Costs	Competences	Output	Provider
TMA Competence	€50	Maximum 25 competences	Report	www.360-feedback.nl
360meting	€50	Maximum 20 competences	Report	www.360meting.nl
Easy360	€45	Maximum 20 competences	Report	www.easy360.nl

Spain

Name	Costs	Competences	Output	Provider
Questionnaire Selfassessment by the Chambers of Commerce	0	360 model 20 competencies	Report	http://www.quieroempleo.com/web/common/competences/CompetenceLevel.aspx
Questionnaire Selfperception by the University Jaume I	0	SWOT Analysis 25 competencies	Report	http://www3.uji.es/~jsegarra/talantem/test_1ac/competencias1.html

Italy

Name	Costs	Competences	Output	Provider
				http://www.psyjob.it/feedback-valutazione-manager-360-gradi.htm
				http://www.ebcconsulting.com/test-feedback-360.html
				https://www.survio.com/modello-di-questionario/questionario-360-gradi

Malta

Name	Costs	Competences	Output	Provider

Romania

Name	Costs	Competences	Output	Provider