



Skill assessment
Leonardo da Vinci Partnerships

Diagnostic Tools

Germany



Different Assessment Methods of QPS

Our institution QPS is using a rash of longtime tested and approved methods about how to ascertain capacities.

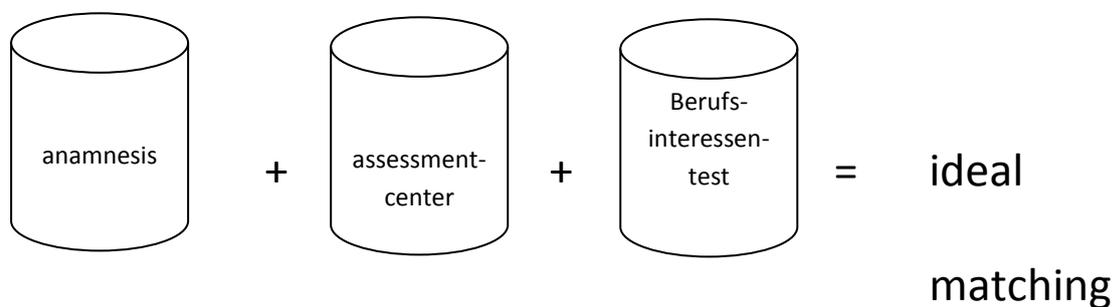
After the allocation of the participants by the job center the actual condition of the individual participants is captured (by the anamnesis of the application form of QPS).

Within our three-day Assessment –Center the competences of the participants are being observed and evaluated.

Afterwards an extended feedback of the observations and results is carried out and the participants get a certificate.

Then they make an occupational online test which gives information about their vocational interests (www.planet-berufe.de; Holland-Test).

That combination of their competences, their interests and abilities guarantees an improvement of the vocational integration in work.



You need different methods for reaching an ideal matching. The competences of someone can't be determined by a single testing method. There should be established a „general view“ of cognitive competences, key qualifications, social circumstances and interests to get a qualified statement about someone's career's ability.



Face

to

Face



Application Form

Date: _____

Measure: _____

Customer ID:

Placement officer:

Personal details

Surname: _____

Christian name: _____

Date of birth: _____

Street: _____

Postal code/town: _____

Tel.: _____ Mobile: _____

Nationality: _____ Country of origin: _____

Migrated themselves yes no Parents are migrants: yes no

Residence status: _____ until: _____

German knowledge: yes no

Marital status: single married/living together married/separated
divorced widowed since: _____

Children: yes no

Number: _____

Age: _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

thereof living in the household: _____

thereof not living in the household: _____

thereof adults: _____

thereof living with other parent: _____

thereof living with foster parents/in home: _____



Social network supportive hardly supportive

Cares for a person in need of care in household: yes, since _____

 No

Housing situation:

- unknown
- on their own from _____ until _____
- with relatives/parents from _____ until _____
- assisted living from _____ until _____
- home from _____ until _____
- hotel/guest house from _____ until _____
- other from _____ until# _____

Consultation / using other special services: yes no

What kind/institution:

- Counselling centre for children/youths/families
- Pro Familia
- Specialist department for domestic violence
- Counselling centre for sexual violence and abuse
- Debt counselling
- Addiction counselling
- Socio-pedagogical family assistance
- Probationary service
- Offender support
- Youth services
- Vocational counselling
- Other counselling centres _____

Debts: yes no _____

Amount of indebtedness: _____ *creditors:* _____

Previous convictions no yes reason: _____

Community service: no yes fulfilled at: _____

Financial penalties no yes amount: _____

Probation: no yes from-until: _____

Imprisonment no yes duration: _____



My skills – IT knowledge (e.g. office and graphic programmes, branch specific software etc.)	Basic knowledge	Further knowledge	Expert knowledge

My skills – licences, further education, certificates (z. B. instructor qualification, licence for transport of dangerous goods, welder certificate)	Acquired on	Valid until

Mobility:

Driving licence: yes no

Driving licence class(es) _____ vehicle: yes no

	1	2	3	4	5
	(very good)	(good)	(satisfactory)	(rather poor)	(poor)
Technical skills	<input type="checkbox"/>				

Social commitment for, since:

Other: _____



Personal strengths – my attributes...

Please tick those personal strengths which distinguish you in your vocation/occupation/private life

Please choose **5 at the most**.

<p><u>Analytical and problem-solving skills</u> I am capable of recognising and structuring (new) tasks, to collect information for them, to prioritise them and develop solution proposals.</p>			<p><u>Empathy</u> I can see things from other people's perspective</p>	
<p><u>Perception and intellectual grasp</u> I am capable of quickly conceiving and understanding new things.</p>			<p><u>Leadership ability</u> I can successfully lead a group of people task- and employee-oriented.</p>	
<p><u>Decision-making ability</u> I can objectively look at relevant alternatives, assess them and make a decision.</p>			<p><u>Communication ability</u> I am capable of expressing myself clearly and comprehensively and can debate convincingly.</p>	
<p><u>Holistic thinking</u> Whilst considering and planning I am capable of taking the effects on other fields into account.</p>			<p><u>Customer orientation</u> I am capable of facing customer requests openly and try to fulfil their wishes.</p>	
<p><u>Organisational ability</u> I can plan and develop procedures</p>			<p><u>Ability to work in a team</u> I can align myself and actively participate in a group to reach a joint goal.</p>	
<p><u>Resilience</u> I can deal with pressure and difficult labour situations.</p>			<p><u>Flexibility</u> I can quickly adapt to new working conditions/requirements</p>	
<p><u>Self-initiative</u> I can develop suggestions/solutions without external impulses</p>			<p><u>Creativity</u> I am imaginative and can develop new ideas.</p>	
<p><u>Motivation/commitment</u> I am capable to fully commit myself</p>			<p><u>Willingness to learn</u> I am interested in acquiring new knowledge</p>	
<p><u>Working independently</u> I can fulfil tasks with no further instruction/I can work independently</p>			<p><u>Diligence/accuracy</u> I can work accurately and subsequently check my work results.</p>	
<p><u>Purposefulness/Outcome-orientation</u> I am capable of consequently achieving my goals and don't let myself be distracted.</p>			<p><u>Reliability</u> I am capable of adhering to agreements.</p>	



School and vocational career

School-leaving qualification: yes no

Highest school-leaving qualification: _____ Date: _____

School qualification recognised yes no

Vocational education/Career advancement:

None aborted completed completed/not recognised

as: _____ from: _____ until _____

as: _____ from: _____ until _____

as: _____ from: _____ until _____

Employment:

Already worked in Germany : yes no

1. _____ at: _____

from _____ until _____ ended because _____

2. _____ at: _____

from _____ until _____ ended because _____

3. _____ at: _____

from _____ until _____ ended because _____

See CV

Repeater Number of measures at QPS _____ Number of measures at GBE _____
Number of measures elsewhere _____

Unemployed since _____ Receipt of benefits since _____

Minijob since: _____

Licences/further education/certificates:

1. _____ at: _____

from _____ until: _____

2. _____ at: _____

from _____ until: _____



Vocational conception:

Potential vocation:

Potential working hours:

from _____

until _____

Part-time

mornings
afternoons
evenings
flexible

yes
yes
yes
yes

no
no
no
no

Full-time

flexible
time restrictions

yes
yes

no
no

Shift work

yes

no

Minor employment

yes

no

Employment on the secondary labour market

yes

no

Occupation in a measure

yes

no

(e.g. language course or qualification)

Motives for searching for work, participating in a measure:

Expectations with regard to support:

What could regular work entail for you (positive and negative)?



Observation



ASSESSMENT procedure at QPS, GERMANY

The goal of QPS is to help people with confinements and barriers at labor exchange.

Therefore an accurately fitting vocational orientation is necessary, to combine the individual requirements and skills of the participants best possible with the workplace.

That's why we offer a 3day assessment –centre.

That assessment-centre isn't a selection method made by companies known during job interviews. It's a method, deployed in the Netherlands for young people in vocational orientation, which is in some federal states in Germany put to the test. In cooperation with associates from Berlin, the assessment method has been tailored to our target group.

In differently simulated work situations instructions are given, which are being observed. In this case, knowledge directly isn't examined but *how* existing knowledge is integrated in observation in behavior and personal characteristics (process-oriented diagnostic). The method of operation is essential for the job profile fitting to the participant.

The tasks have been specially developed by social educators and teaching staff.

During the 3-days assessment centre the following competences are monitored:

- mechanical skills/ fine motor skills
- ability to communicate
- teamwork
- willingness to learn/motivation
- ability to work under stress
- work organization
- language skills
- logical skills

The observer team exists of three social educators, who have been especially trained and prepared for the assessment.

After the evaluation the rating sheets are scaled in a self-evaluation. At the same time the observers make in team work an external evaluation. These two results are compared in a common conversation between the observer and the participant. A detailed feedback is given afterwards to the participant considering observations and results. The participants get a certificate reflecting the further vocational perspective. The results of the assessment-centre are also given to the participants' placement officer of the Agency of Employment for a better valuation.



	1.day		2.day		3.day	
	module	time	module	time	module	time
morning	Introduction Introducing the modules	8.30 - 9.00	Module language self evaluation	8.30- 10.00	Logical module self evaluation	8.30- 10.00
	module handcraft self evaluation	9.15 - 11.30	Team self evaluation	10.30 - 12.00	Team self evaluation	10.30 - 12.00
afternoon	Analysis: potential assessment		Analysis: language potential assessment		Analysis: logic potential assessment	



Work organisation

- understands the task
- proceeds methodically
- works target-oriented
- grasps the necessary work stages and their logical order
- uses all permitted resources and sources of information
- adheres to allotted time
- controls interim and final result
- cleans work place



Ability to cope with pressure

- works perseveringly
- shows persistence
- takes on tasks which he/she has difficulty in fulfilling
- corrects work, if necessary repeatedly
- explains patiently
- remains calm and concentrated
- can overview differing tasks simulatenously
- can allot time well
- remains calm under time pressure
- finishes a task even i fit poses difficulties
- shows frustration tolerance
- doesn't show avoidance and withdrawal
- doesn't show reactions of being un- or overchallenged
- recognises own limits of working under pressure and communicates them



Ability to work in a team

- Works with different partners (not necessarily with all of them)
- Adjusts him-/herself to slower/weaker participants
- Emphasises commonness
- Strengthens group feeling
- Encourages the notion of competition within the team
- Contributes to a good working atmosphere
- gives positive feedback
- helps others
- accepts help
- gives partners enough space to express and form their own ideas and suggestions
- picks up on partners' ideas/suggestions
- takes on responsibility for the process
- takes on responsibility for the results
- is able to deal with conflicts, can control him-/herself
- participates actively
- shows commitment



Commitment and willingness to learn

- is punctual at the start of work and after breaks
- occupies him-/herself (almost) exclusively with the task at hand
- uses the whole time just for the task
- takes initiative in the team for solving the task
- fulfils the task even if the planned time has expired
- works calmly and independently
- doesn't disturb others or let him-/herself be disturbed by others
- invites others to assist in working
- compensates other's lack of work performance with extra commitment
- if necessary undertakes more attempts at finding solutions
- shows commitment
- finds creative solutions
- shows flexibility
- is confident with regard to success
- is aware of performance
- shows pride with regard to results



Communication skills

- expresses own ideas and interests
- speaks politely and comprehensibly
- listens patiently and doesn't interrupt
- shows interest in other people
- enquires
- comes to agreement with others
- remains on factual level
- can express thoughts in words
- reacts appropriately to criticism
- speaks German/language of instruction

Certificate

for

.....

for participating in the
Assessment-Centre for competence analysis
 from

at
Q-Prints & Service gGmbH

Overall results fromwithin the fields:

- commitment/willingness to learn
- work organisation
- ability to cope with pressure
- ability to work in a team
- communication skills
- craftsmanship (clay)
- linguistic skills
- mathematic skills

Punkte
 (keine Schulnoten)

.....

.....

.....

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.....

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Key for points:

- 1 = definite need for improvement/scarce potential;
- 2 = below average/little potential
- 3 = average/normal potential
- 4 = above average/much Potential
- 5 = excellent/very much potential

A detailed list of the results of the Assessment Centre can be found on the next page.

We wish all the best for her personal and vocational future.

Pforzheim, 10.02.2015



The evaluation encompasses the 3-day Assessment Centre and reflects an average value.

Mrs. showed above average commitment and willingness to learn.

Mrs. came to work and returned to her work place after breaks punctually. She worked calmly and independently. She didn't let other participants disturb her and did not disturb them whilst fulfilling the task at hand. She was highly dedicated. She used all the time at her disposal for fulfilling the task and was completely devoted to it.

Mrs. showed flexibility and a high level of creativity. She undertook different attempts at finding solutions and took the initiative in the team.

Mrs. was aware of her own achievements. Her work was results-oriented.

Mrs. showed above average work organisation.

Mrs. proceeded methodically and worked very target-oriented. She comprehended the task and the necessary work stages in their logical order.

Mrs. used all permitted resources and sources of information. She was mindful of the allotted time. She controlled the interim and final result.

Mrs. was mindful of keeping her work place clean and organised it correspondingly.

Mrs. showed above average ability to cope with pressure.

Mrs. worked untiringly and persistently. She also undertook tasks which she found difficult. She also remained calm and concentrated whilst under time pressure.

Mrs. showed a high level of patience and corrected and explained things, if need be repeatedly.

Mrs. showed high frustration tolerance. She faced up to challenges and finished her tasks even if they proved to be difficult.

Mrs. showed no signs of being under- or overchallenged. She recognised her own limits and communicated them.

Mrs. showed above average ability to work in a team.

Mrs. worked together with different partners. She was capable of adjusting to slower and weaker partners.

She emphasised commonalities thus strengthening the group feeling. She contributed to a good working environment by being cooperative and giving her partners positive feedback. She coped well with conflicts. She remained calm never losing her self-control.

Mrs. played an active and dedicated part in the team. She allowed colleagues enough space to express and form their own ideas and suggestions. She took up and supported other ideas and suggestions whilst gladly accepting support in implementing her own ideas.

Mrs. showed above average communication skills.

Mrs. mastered the basic rules of communication. She spoke politely and comprehensibly. She listened patiently to others and didn't interrupt them. Mrs. showed interest in others and reached agreements with other participants. Mrs. looked for and kept eye contact in conversations.

Mrs. could verbalise her own thoughts. She spoke clearly at an appropriate volume.

In discussions Mrs. remained on a factual level. She didn't react to provocations whilst reacting appropriately to criticism.



Role Playing



Establish your own enterprise

Time frame: 1,5 hours

Gather your business ideas / plans in teamwork

Which interests, skills, abilities should own each member of your group, who are important for your student's enterprise? Which product you will agree on?

Gather a list of ideas

Write down all your proposals. When the list is closed, you should discuss about the advantages and disadvantages. Good proposals can be improved or combined as well.

Which is the business idea you decided on?

Which are the requirements concerning space and material?

Who are your clients?

Wherefrom do we get low priced materials or machines?

How is your enterprise called?

The name should be chosen carefully together with your team.

Design a logo.

The name

- has to be short and simple to pronounce.
- Abbreviations can be used, but avoid those which already own another meaning.
- Decide on a name, with which you can present yourself and of which you feel proud.
- Pay attention to not using existing brand names.

How is your internal job-sharing?

Define competences, vote persons.

Each member of your team should perform a meaningful activity.

Place Employment Contracts

Each student receives her / his own employment contract. (see Contract 1 in annexe)

Negotiate to sell your product!

Please note that you have to negotiate with "enterprise 2" to handle exercise 2, and you have to place a sales contract. (see Contract 2 in annexe)



CONTRACTS

Contract 1:

Employment Contract	
between:	
Student's enterprise:	_____
and:	
Employee:	_____
	Class: _____
Signature Employee:	_____
Signature Managing Director:	_____
Date:	_____

Contract 2:

Sales Contract	
between:	
Enterprise:	_____
Representative:	_____
Managing Director:	_____
Signature:	_____
and:	
Enterprise:	_____
Representative:	_____
Managing Director:	_____
Signature:	_____
Date:	_____



Educational Trip

Short Description:

A group of candidates receives the instruction to plan and arrange an educational trip. This includes also the developing of the concluding presentation.

Participants:

Max. 4 candidates in one group

Min. 2 observers

Preparation / Material / Supporting Documentation:

Candidate's exercise instructions

Time frame: 4 hours

Execution Advice:

General explanation:

Same as at the group discussion you have to build teams, each with four candidates.

In case an observation can be held by more than two colleagues, teams with six candidates can be built, too.

The number of six candidates is meant to be the maximum and should not be upgraded under no circumstances. Otherwise it is too difficult to observe and classify the behavior of the single participant in the whole context.

Each group has to solve a problem in a certain time, whilst being observed right from the beginning of the setting of a task till it's finishing.

Sometimes some exercises were given the day before to save time, because of potential elaborate preparatory works, e. g. providing of informative documents, literature and other materials.

Concerning this exercise:

Procuring of material is an integral part of this exercise. The quality and extend of the collected material is an important element to state the seriousness of each participant.

The participants are allowed to collect their material also outside, they were observed only inside the exercise room when they meet for further consultations.

Please pay attention to the participant's self-made time frames and the single outcomes. In comparison you will ascertain soon which one was working or only gone for a walk.

The four-hours time frame can be prolonged, if necessary in your opinion, because one of the poorer candidates has problems with the planning. It might be helpful in this case and for this team to cancel the part-exercise "Development of a Presentation" right from the beginning and should be worked out separately on the next day.

Support a supposed poorer team as less as possible, because it is expected to do everything by it's own.



Educational Trip

Together with your team you have to plan and arrange an educational trip.

Develop a presentation in addition to apply for your trip, try to make an attractive offer.

Though you have totally free hands to plan the trip, you should be orientated to the following requirements:

- Decide on the kind and content of the trip and choose a corresponding destination.
- Arrange an interesting program and develop an agenda, a travelling plan for each day.

- Get informed of the potential tourist features.

- Fix the duration of the trip and care for accommodations and means for transportation.

- Draw up a calculation and specify the travel package.

Time frame: 4 hours

You are allowed to leave the exercise room as well as the building for procuring material.

Fix a precise date when you meet again to go on team-working.



Castle Construction

Please construct a castle out of paper together with your team.

Use only the available materials.

Time frame: 20 minutes

Your mutual outcomes shall be presented by each member of your whole team afterwards.

Have a good time!



Bridge Building

Short Description:

A group of candidates obtains the order to build a bridge out of the available materials and tools. The bridge has to meet specified criteria.

Participants:

Max. 4 candidates in one group

Min. 2 observers

Preparation / Material / Supporting Documentation:

Per group:

- 1 instruction
- 3 sheets of semi-card, format: DIN A4
- 1 adhesive
- 1 scissors
- 1 measuring tape
- 2 lead pencils
- 3 sheets of note paper

Time frame: 1 hour

Execution Advice:

General explanation:

On the one hand side a construction exercise helps to ascertain competences and skills and on the other hand side to motivate participants and bring them out of their daily routines of fulltime measures with a great deal of lessons.

These practical trainings with their communication and interaction tend to reduce possible tensions between the participants.

Concerning this exercise:

Take care that the participants use only the available materials and tools.

Some participants try to cheat by using the note papers, build in the scissors or anything else they find in their bags or in the exercise room.

You can get along with the exercise in the above mentioned way, but then you have to ensure equal opportunities for all participants.



Bridge Building

Build a bridge while using the available paper sheet and adhesive.

You are not allowed to use the other materials, tools or implements for the building. They shall be used only for the planning of the construction.

The bridge must own the following criteria:

- minimum length of 60 cm
- a broad carrying area of minimum 6 cm
- This carrying area has to be at a point of min. 9 cm over the bottom shelf.
- The bridge must be able to carry a man's shoe at any carrying area.
- Try to build a bridge the most beautiful and fancy as possible.

Time frame: 1,5 hours



Water Tower

You are working as constructors in a construction enterprise. Suddenly your female chief, accompanied by a client, enters your department. On a factory tour the client got well informed about the condition of the constructional equipment and the machinery. He is planning to place an order of building a storage building. For this purpose he wants to test your creativity and flexibility in form of an exercise. In case you are able to master the exercise within the next 45 minutes, he will be convinced by your skills and you will receive his order.

Exercise:

- Construct a tower and use only the available wooden sticks and flexible rubber bands.
- It is not allowed to shorten the wooden sticks.
- Goal: The tower shall carry a cup (50% filled with water) which is at least 50 cm over the floor. This will be tested later on.
- On top of the tower shall wave a flag with your team's logo.
- Present your outcome in approx. 3 minutes to the other teams:
e. g. : What had worked good / bad. Why?; What did you enjoy most / less? Why?;
What would you improve the next time?

Materials:

50 wooden sticks
several rubber bands
paper sheet for the flag
cup for the water prove

Enjoy the constructing and try and error !



Role-playing-instructions for the Dardians

Situation:

You are a member of the Dardian people. Soon there will arrive some engineers who are experts in bridge building. Together with you they will build a bridge and will thereby teach you the techniques of bridge building.

Instructions:

As you know you need tools for bridge building as scissors, paper, ruler and adhesive. In opposite to the experts you don't know any of the construction techniques and you don't have the materials as well. These will be given to you by the experts.

Within 30 minutes you have to read and train the rules of your culture.

In the meantime 2 experts will contact you for the first time (2 minutes). Behave the whole time, also while bridge building, like real Dardians. It is permitted to talk about the rules your behavior is based on.

Time frame for building phase: 30 minutes

Your Social Behaviour

You have to follow concrete rules, norms and rites.

1. Form of Greeting

The Dardians greet each other with a kiss on the shoulder. A greeting with a handshake means to be an affront. Affronts were answered with abuses.

2. Physical Contact

The Dardians like to touch each other often and faint. Even when they pass each other they touch. Not touching a person means that you dislike this person.

3. Work Habits – Taboos

At the Dardians it is a common practice that men use scissors and women use rulers and lead pencils. The equivalent tools are respectively a taboo for the other gender. If there is a representative of one gender you do not touch a "male" or a "female" tool.

4. Language

The Dardians do not know the word "no". They express a "no" while saying "yes" and shaking the head intensely. Especially German participants should train this behavior, because it is contrary to the usual German behavior.

After the bridge building think about your own experiences and how you experienced the Dardians: Concerning their efficiency, work habits and their social structure. Estimate your own behavior under the same aspects.



Role-playing-instructions for the Experts

Situation:

You are German engineers and experts for bridge building. Your team has to build a bridge at a people, called the Derdians, that is totally unknown to you.

You travel overseas to execute your order. You have to keep the timetable anyway.

Building Instructions:

- Available materials:

Paper, scissors, old newspapers, cardboard, adhesive, tacker, adhesive tape, pens.

Only these materials are to be used!

- The bridge shall connect a possible wide spread with possible great stability. The bridge should withstand at least a ruler.

- The bridge shall consist only of loose paper stripes, 4 cm broad. The paper stripes can be turned, folded or rolled in any position. First you must draw (with lead pencil and ruler) and cut every single paper stripe.

Playing Instructions for the Process:

- You have got 30 minutes time for reading the playing instructions and to decide on a procedure.

Within

 this time (approx. after 15 minutes) you must send 2 of your team members to the Derdians for a first contacting (2 minutes). The gathered experiences must be evaluated in your team.

- Thereafter you join your contact group and start bridge building. Time frame: 30 minutes

After the bridge building think about your own experiences and how you experienced the Derdians: Concerning their efficiency, work habits and their social structure. Estimate your own behavior under the same aspects.



Module: “Planning of a town”

Situation:

A war broke out between two countries. The trigger is unknown.

Germany, like other European countries, is willing in the first instance, to take up 500 of those

persons of each country, who come from the hardest threatened regions. This means that 150

persons of each country will arrive in your city over-tomorrow.

Time frame: 1 hour

Exercise:

Discuss with your team how and where the arriving persons will be accommodated and supported.

Please take into account that probably further groups of people arrive to be accommodated.

Develop ideas concerning an integration program.

Present to the plenary session all your outcomes together with the results of all the other exercise parts.



Module: “Planning of a town”

(with event cards)

Time frame: 90 minutes

Materials: white paper sheets in DIN A 4 and DIN A 1, ruler, scissors, color pens, lead pencils, pencil sharpener, eraser, adhesive, colored paper in DIN A 4, crepe paper

What are you supposed to do?

Design a large town in Germany!

It should be equipped with all necessary systems for public assistance (concerning traffic service, economy, ecology, medicine, culture etc.).

1. Draw your town on a DIN A 1-sheet.
2. Decide which language will be spoken.
3. Label every drawing in this language.
4. Give a name to your town.
5. Which person could become the Mayor? Describe this person and explain wherefrom she/he is, why she/he became Mayor and who voted for her/him.
6. Which rules are valid for mutual life in your town?

Please write a list of at least 10 rules (e. g. how to deal with each other, in conflict situations, opening hours, environmental protection, culture etc.)

7. Present your outcomes to the other participants.

Advice:

- First of all gather your ideas.
- Discuss all your steps/proceedings together.
- In which surrounding is your town situated? How does your town look like? Which quarters, buildings, institutions etc. are there?

Do not forget to design important traffic routes and recovery areas.

- Decide on the extend of your town, how many and which kind of people are living there, where do they live, work, learn, celebrate, practice their religions, shape spare time etc.

Good luck!