FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning Unit 1: Future World of Work

WP5: FLOWS Practitioner Training

Co-funded by
the European Union

LEARNING OUTCOMES

By completing this Learning Unit, you will gain

Understanding of the indicators of the future world of work

How to develop yourself to be ready for the future world of work

AGENDA

LU1 – Future World of Work

1. Introduction to Future World of Work

2. Mega-trends shaping the future of work

3. The nature of the future of work

4. Investing in continuous learning

THE FLOWS TRAINING FOR PRACTITIONERS

LU1: Future World of Work

LU1 – Future World of Work

1. Introduction to Future World of Work

In more recent times, there are significant challenges associated with **increased globalisation, rapid technological progress** and **demographic change**. In advanced economies, fears of massive unemployment from automation and globalisation have been raised. Adjustment costs could be significant and are likely to be borne more **by the low-skilled** and **those currently performing more routine tasks that are more likely to be automated**. Combined with a general increase in the demand for higher skills, these trends may lead to further increases in inequality. Moreover, the new forms of work that are emerging raise serious concerns about the quality of the jobs that are being created.

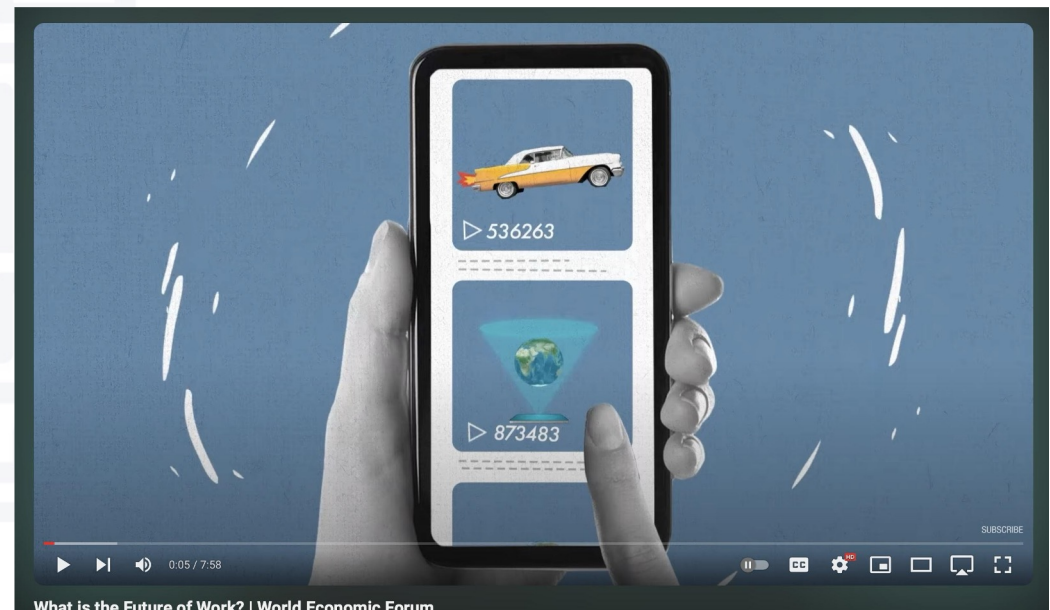Resource: https://www.oecd.org/els/emp/wcms_556984.pdf

LU1 – Future World of Work

1. Introduction to Future World of Work

You can watch the video to understand
What is the future of work?

https://www.youtube.com/watch?v=EuDnSqAo784

LU1 – Future World of Work

1. Introduction to Future World of Work

In 2023, the world's population will exceed **8 billion people** and **is expected to continue growing until 2050.** Despite the strain on resources, the growing population will also have an impact on the labour market. On the one hand, there will be more people available to work, but under current economic conditions there won't be enough jobs to support the growing workforce. This lack of opportunities could potentially lead to rising unemployment, increasing social unrest and rising levels of poverty.
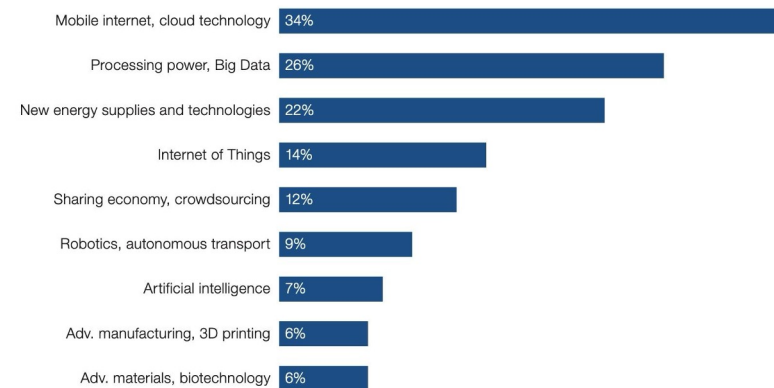
Resource: https://www.aihr.com/blog/megatrends-shaping-hr/

LU1 – Future World of Work

2. Mega-trends shaping the future of work

Technological advances are making it possible to automate an increasing number of tasks traditionally performed by humans. Initially, this automation focused primarily on routine tasks (e.g. clerical work, bookkeeping, basic paralegal accounting, basic paralegal work and reporting).

TECHNOLOGICAL

Mobile internet, cloud technology	34%
Processing power, Big Data	26%
New energy supplies and technologies	22%
Internet of Things	14%
Sharing economy, crowdsourcing	12%
Robotics, autonomous transport	9%
Artificial intelligence	7%
Adv. manufacturing, 3D printing	6%
Adv. materials, biotechnology	6%

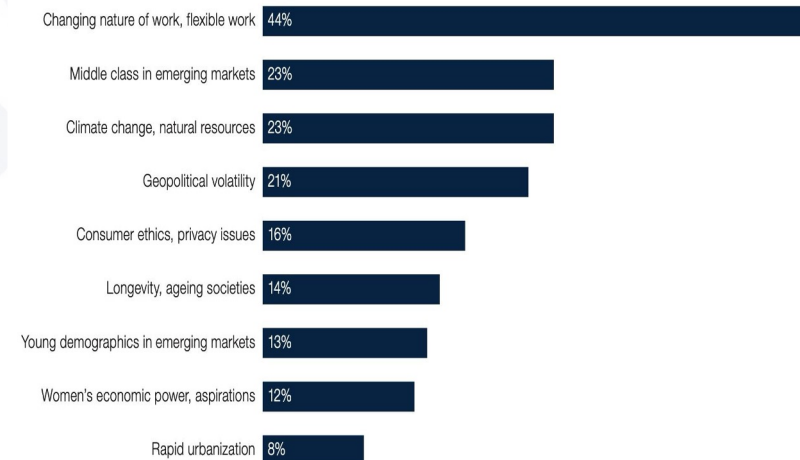Source: Future of Jobs Survey, World Economic Forum

LU1 – Future World of WorkCompetences

2. Mega-trends shaping the future of work

Demographic change

Population ageing is also likely to lead to important reallocations of labour and resources across sectors and occupations as consumer tastes change: demand is likely to shift from durable goods (such as cars) to services (such as health care). In countries with young and growing workforces, the opposite is likely to happen as the middle class expands and rapid urbanisation takes place.

DEMOGRAPHIC AND SOCIO-ECONOMIC

Changing nature of work, flexible work	44%
Middle class in emerging markets	23%
Climate change, natural resources	23%
Geopolitical volatility	21%
Consumer ethics, privacy issues	16%
Longevity, ageing societies	14%
Young demographics in emerging markets	13%
Women's economic power, aspirations	12%
Rapid urbanization	8%

Source: Future of Jobs Survey, World Economic Forum

LU1 – Future World of Work

2. Mega-trends shaping the future of work

Globalisation

The world economy is becoming integrated through trade at an unprecedented rate. The rapid decline in communication and transport costs has not only facilitated the integration of goods and services markets, but has also facilitated an accelerated pace of technological diffusion.

These developments have been accompanied by innovations in the organisation of firms that have allowed new trends in trade to emerge, including "trade in tasks" - global value chains, production segmentation through offshoring and global outsourcing - all of which allow distant economies to be integrated into the global market.

Rescource: https://www.oecd.org/els/emp/wcms_556984.pdf

LU1 – Future World of Work

2. Mega-trends shaping the future of work

Young people should ask themselves the following questions in order to identify future trends in the world of work

- What are the most important skills needed to succeed in the workforce of the future?

- Which of these skills can be effectively taught through online systems - especially those that are self-directed - and other non-traditional settings?

LU1 – Future World of Work

2. Mega-trends shaping the future of work

You can watch the video to understand the skills for the future or have a look at Learning Unit 2 (Future Competences).

Bill Gates: These Skills Will Be Most In-Demand In The Job Market Of The Future | CNBC

https://www.youtube.com/watch?v=NUYmTerOsCo

LU1 – Future World of Work

3. The nature of the future world of work

The nature of work is evolving rapidly, with trends such as remote work, the gig economy (a free market system in which organisations and independent workers engage in **short-term work arrangements)** and **flexible arrangements** becoming more prevalent. Understanding these changes will help young people adapt to new work paradigms, navigate non-traditional career paths and take advantage of opportunities for remote work and freelancing.

LU1 – Future World of Work

3. The nature of the future world of work

Whereas in the past companies brought people to work, for example in large factories or industrial centres, technological advances in recent decades are influencing a shift that brings work to people, for example in **more flexible long-term remote** or **hybrid models**, and they are now discovering and adopting better ways of working together, both physically and digitally.

The potential for remote and flexible working to increase productivity and promote a better work-life balance, ensuring the freedom to work from different locations and choose flexible hours that suit individual preferences and lifestyles.

LU1 – Future World of Work

3. The nature of the future world of work

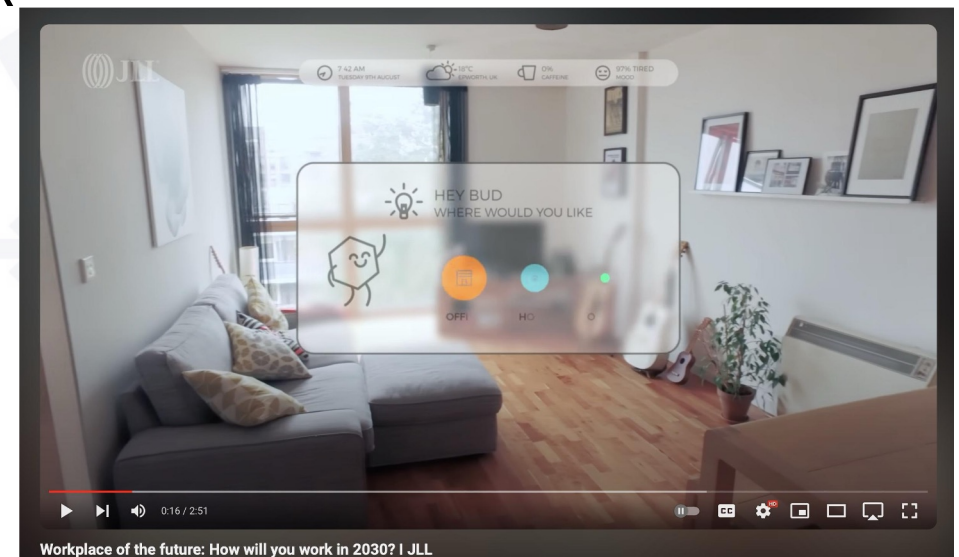To understand what the future of work will look like, watch the video

https://www.youtube.com/watch?v=eH1fFdjzJAw

LU1 – Future World of Work

3. The nature of the future world of work

To understand the workplace of the future, you can watch the video.

Workplace of the future: How will you work in 2030? I JLL

https://www.youtube.com/watch?v=jHNetehfW9w

LU1 – Future World of Work

4. Investing in continuous learning

As young people face an uncertain future, they know one thing for sure: to keep up with a rapidly evolving workforce, they need to evolve too. That's why young people need lifelong learning now more than ever. Lifelong learning is the source of innovation, adaptability, agility and human resilience, especially in rapidly changing contexts..

The visual resource: https://www.educba.com/continuous-learning/

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LU1 – Future World of Work

4. Investing in continuous learning

The following are key tactics for fostering a culture of continuous learning:

- Set clear learning goals: Set specific, measurable and realistic learning goals. Whether learning a new skill or expanding existing knowledge, clear goals provide direction and motivation.

- Adopt a growth mindset: Cultivate a mindset that values challenges and sees failure as an opportunity to learn.

- Use technology for learning: Explore online courses, webinars and educational apps. Technology provides flexible and accessible learning platforms that allow individuals to engage in continuous learning at their own pace.

- Build a personalised learning plan: Tailor learning experiences to individual preferences and needs. Create a plan that aligns with personal and professional goals, ensuring relevance and ongoing motivation.

LU1 – Future World of Work

Conclusion

Adaptability, flexibility, and continuous learning are almost like superpowers in the future workplace. New technologies and approaches, as well as environmental or social movements, require companies to change their policies and shift their priorities regarding employees. By keeping up with your industry's trends and future technologies, you'll be more likely to thrive while being unaffected by the changing business landscape.

So, be proactive, seek learning opportunities, and show your employer that you are committed to your professional and personal growth.

Remember that change is unavoidable, and you should embrace it in order to navigate the difficulties that come with it.

LU1 – Future World of Work

Exercise: Discovering interests related to the future world of work

Participants are asked to discover their interests and commonalities and to understand the jobs of the future.

First Step, visit the link https://www.simplilearn.com/highest-paying-tech-jobs-article
Second Step: Think about the job you would like to have and answer the following questions:

- Key words or phrases describing what you are looking for ?

- How well does this match my skills and abilities?

- Key words or phrases describing the responsibilities of the position

- How well does this match my skills and abilities?

- Qualifications listed in the job description How well do I meet these qualifications?

- Notes about the job mission, salary, location

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Learning Unit 2:
Future Competences

WP5: FLOWS Practitioner Training

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LEARNING OUTCOMES

By completing this Learning Unit, you will gain

Information on the key competences for the future world of work

Practical information on how to put them into practice.

AGENDA

LU2 – Future Competences

1. What are Key Competences?

2. The Key Competences of OECD 2030

3. Cognitive and meta-cognitive skills

4. Social and emotional skills

5. Practical and physical skills

6. How can key competences be put into practice?

THE FLOWS TRAINING FOR PRACTITIONERS

LU2: Future Competences

LU2 – Future Competences

1. What are Key Competences?

Today's societies place **high demands** on the individual, who is confronted with complexity in many areas of his or her life. In terms of **the key competences** that individuals need to acquire, what do these requirements mean? Achieving success in the workplace requires **the right set of skills and competencies** in **today's** and **tomorrow's dynamic environment** and identifying and cultivating the essential skills necessary for a successful career.

LU2 – Future Competences

## 2. The Key Competences of OECD 2030

The OECD Learning Compass 2030 distinguishes **three types of skills:**

1. Cognitive and meta-cognitive skills, including critical thinking, creative thinking, learning to learn and self-regulation

2. Social and emotional skills, including empathy, self-efficacy, responsibility and collaboration

3. Practical and physical skills, which include the use of new information and communication and communication technologies.

The resource: https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf

LU2 – Future Competences

2. What are Key Competences?
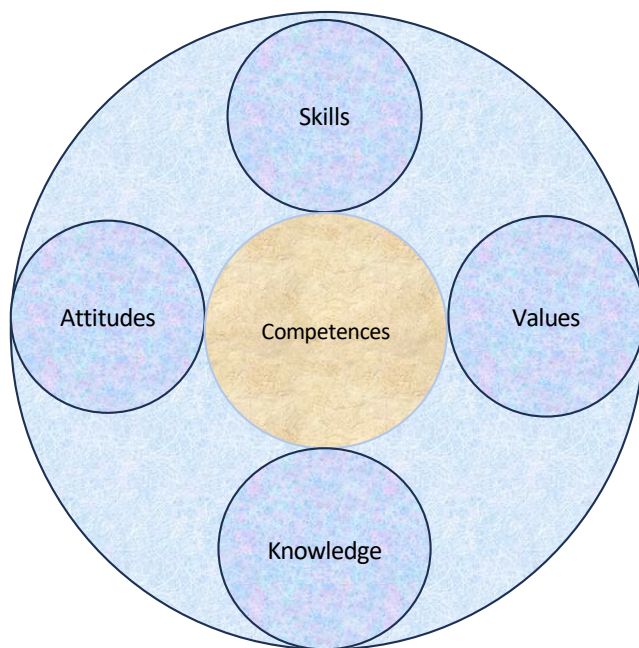
Skills are part of a holistic concept of competence that involves the mobilisation of **knowledge, skills, attitudes** and **values** to meet complex demands, and are the ability and capacity to carry out processes and use one's knowledge responsibly to achieve a goal.

LU2 – Future Competences

2. What are Key Competences?

- **Attitudes** refer to how someone feels about something.

- **Behaviors** refer to how someone acts.

- **Knowledge** refers to a theoretical or practical understanding of a subject.

- **Values** refer to individual beliefs that motivate people to act in one way or another.

The source of the image: www.freepik.com

LU2 – Future Competences

3. Cognitive and meta-cognitive skills

Metacognitive skills are the soft skills you use to **monitor** and **control your learning and problem-solving processes**, or how you think about thinking.

a) Goal Setting

b) Planning and organizing

c) Concentration

d) Problem solving

LU2 – Future Competences

3. Cognitive and meta-cognitive skills

a) Goal Setting

One of the most important metacognitive skills is knowing how to set goals - recognising what your ambitions are and refining them into manageable and achievable objectives. **The SMART Goals framework** can a good place to start because it goes deeper into what you know you can realistically achieve. SMART goals stand for **Specific, Measurable, Achievable, Relevant** and **Time-Bound**.

S SPECIFIC	**M** MEASURABLE	**A** ACHIEVABLE	**R** RELEVANT	**T** TIME-BOUND
You need to be clear on what you want to accomplish.	The goals should be quantifiable. For example, generate one lead per month.	The goals should not be too easy or too hard. Set ambitious, but realistic targets.	The target should align with your business goals.	Set a time frame and/ or a clear deadline for achieving your goals.

The resource of the visual image:
https://launchspace.net/blog/smart-goals/

LU2 – Future Competences

3. Cognitive and meta-cognitive skills

b) Planning and organising

Planning is an essential example of metacognition because it involves mapping out the route to **reach your goal, and identifying and gathering the specific strategies, resources** and **support mechanisms** you'll need along the way to help the learners learn new things.

The resource of the visual image: https://eihr.substack.com/p/the-strategic-planning-process

LU2 – Future Competences

3. Cognitive and meta-cognitive skills

- **Planning and organising**

Organisational skills are tools you can use to **stay focused** and **efficiently prioritise your responsibilities.**

Practicing organisation in your **day-to-day activities** can help you manage your workload and equip you with the tools and strategies you need to succeed in any role.

Organizational Skill Examples

Time blocking · Calendar management · Task-tracking and to-do lists · File and document organization · Inbox and email management

Task automation and workflow optimization · Inventory management · Meeting organization · Physical space organization · Project management

The resource of the visual image : https://www.usemotion.com/blog/organizational-skills

LU2 – Future Competences

3. Cognitive and meta-cognitive skills

c) Concentration

Concentration allows you to **fully engage with the information** you're processing and retain new knowledge, and it requires a high level of mental fitness, which you can develop through metacognition.

Developed by Francesco Cirillo in the late 1980s, **the Pomodoro Technique** is a structured method consisting of processes, tools, principles and values. It can significantly increase your **focus** and **productivity.**

THE POMODORO TECHNIQUE
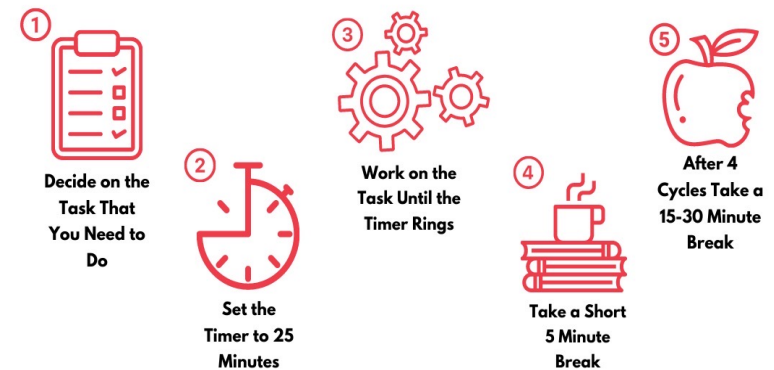
① Decide on the Task That You Need to Do

② Set the Timer to 25 Minutes

③ Work on the Task Until the Timer Rings

④ Take a Short 5 Minute Break

⑤ After 4 Cycles Take a 15-30 Minute Break

The resource of the visual image:
https://luxafor.com/pomodoro-technique-time-management-life-hack/

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LU2 – Future Competences

3. Cognitive and meta-cognitive skills

d) Problem solving

Problem-solving skills are skills that enable people to deal with **unexpected situations** or **difficult challenges at work**. Problem solving, both at work and in learning, begins with **recognising the problem**, **analysing the details** and **considering possible solutions**.

The IDEAL problem solving method is one way to teach diverse learners how to better approach difficult situations.

The resource of the visual image: https://almbok.com/problem/problem

LU2 – Future Competences

4. Social-emotional Skills

The concept of socio-emotional aspects refers to a person's initiating, nurturing and responding to others in order to form relationships with other people in their lives. Socio-emotional skills are your body's way of telling you what is going on, and an important part of knowing your emotional experience is understanding which part of your body is activated by a particular emotion.

Robert Plutchik's Wheel of Emotions is a conceptual framework that categorises human emotions into a wheel structure. The wheel outlines eight primary emotions - joy, trust, fear, surprise, sadness, disgust, anger and anticipation - and asserts that each has a polar opposite. Take, for example, joy versus sadness.
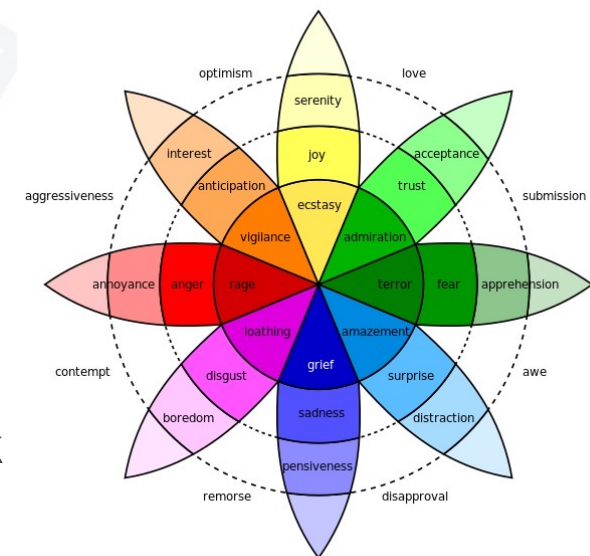
The resource of the visual image:
https://en.wikipedia.org/wiki/Robert_Plutchik

LU2 – Future Competences

4. Social-emotional Skills

Social-emotional skills at work

Social-emotional learning makes people aware of their work environment and how their skills can help them better set personal goals.Here are some ways you can practice social-emotional skills at work:

✓ Practice listening to colleagues

Sometimes a colleague may need a moment to talk about a problem or just tell you about their day. When this happens, listen carefully and try to gauge their emotions. This can help you improve your emotional awareness and enable you to respond more directly to their needs.

✓ Verbalise how you're feeling

If you're having trouble understanding your feelings or emotions during a workday, consider talking about them out loud. Whether you're telling someone else or just yourself, verbalising your feelings can help you process and manage them.

LU2 – Future Competences

4. Social-emotional Skills

✓ Accept emotions and review behaviours

This two-step process involves first accepting and understanding the emotions behind a behaviour or action, and then checking that the behaviour was an acceptable response to the situation. If you're analysing yourself, this process can be a great way to manage your emotions at work if you're feeling stressed or anxious. If you're analysing a colleague's response to a situation, accepting their emotions can be an important first step before approaching them in a respectful way.

✓ Focus on empathy

If you're frustrated with a colleague at work, try looking at the situation from their perspective. This can make you more empathetic and help you understand their actions.

LU2 – Future Competences

5. Practical and physical skills

Practical skills demonstrate a candidate's ability to solve real-life challenges, to work effectively in a team and to adapt to a dynamic work environment., and typically refer to the skills that employees acquire to perform their jobs efficiently and include interpersonal, physical, creative, hard or soft skills.

Digital literacy

This skill involves the use of computers and technology such as mobile devices, social media platforms and the internet, to communicate or store and share information.

LU2 – Future Competences

5. Practical and physical skills

Speed reading

Leadership skills

Public speaking

Speed reading typically means understanding or absorbing documents quickly

Leadership skills are essential to oversee the efficiency and productivity of a team efficiently.
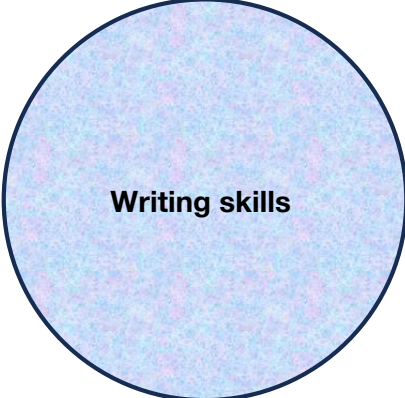
Public speaking is an important form of communication because it can help you make connections and influence decisions in an organisation.
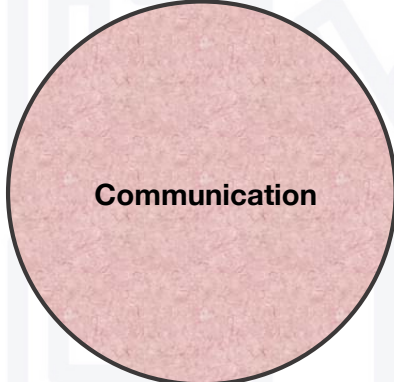
LU2 – Future Competences

5. Practical and physical skills

Writing skills

Writing skills enable professionals to communicate their ideas through written words.

Communication

This is the ability to receive and convey information effectively. Acquiring this skill can enable you to understand information accurately and quickly. Communication skills often involve active listening, public speaking and giving feedback.

Public speaking

Social media is an effective marketing tool that can help a business maximise its reach and improve engagement.

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Physical skills are the accuracy and consistency of how we use our bodies to perform tasks, and typically refer to the skills that employees acquire to perform their jobs efficiently.

Driving & Reading maps	**Gardening & Basic Botany**	**Sports**	**Cooking**

LU2 – Future Competences

The Physical Activity Pyramid is a guide to help people plan their physical activity so that it becomes an easy, routine part of their daily lives. The aim of the Physical Activity Pyramid is to gradually increase the amount of physical activity you do and reduce the amount of time you are inactive, which can help people improve their physical skills.

Source: Complete Wellness Solutions. Completely Well Newsletter, November 2023.

LU2 – Future Competences

6. How can key competences be put into practice?

Experiential learning is the process of acquiring new skills through education, work or life experiences. Experiential learning is an immersive, participant-centred, active approach to learning that engages experiential learners of all ages, backgrounds and levels of experience in an emotionally engaging learning experience.

Kolb's experiential learning theory (David Kolb, 1984) defines experiential learning as "the process by which knowledge is created through the transformation of experience. Knowledge results from the combination of capturing and transforming experience". The Kolb Learning Cycle has 4 stages.

LU2 – Future Competences

The resource of the visual image
https://www.simplypsychology.org/learning-kolb.html
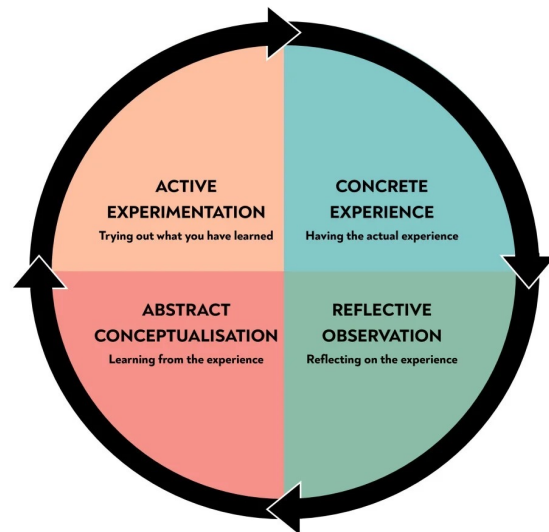
Stages of Kolb's experiential learning theory
1.Concrete experience - the learner encounters a concrete experience. This may be a new experience or situation, or a reinterpretation of an existing experience in the light of new concepts.

2.Reflective observation of the new experience - the learner reflects on the new experience in the light of existing knowledge. Of particular importance are any inconsistencies between experience and understanding.

3. Abstract conceptualisation - reflection produces a new idea or modification of an existing abstract concept (the person has learned from their experience).

4. Active experimentation - the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

LU2 – Future Competences

Exercise: The GROW model
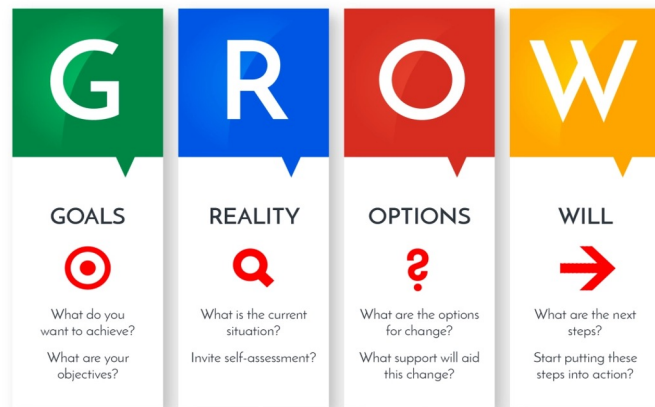
The GROW model was originally developed in the 1980s by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore. GROW stands for:

- Goal
- Current Reality.
- Options (or barriers).
- Will (or Way Forward).

Use the GROW model to identify what skills/competencies do you need to work on to achieve your professional goal.

References:

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https://www.niu.edu/citl/resources/guides/instructional-guide/experiential-learning.shtml

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https://web02.completewellnesssolutions.com/?p=3555

https://www.continu.com/blog/emotional-learning#:~:text=Social%2Demotional%20learning%20makes%20employees,to%20better%20set%20personal%20goals.

FLOWS

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FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning Unit 3:
The FLOWS counselling process

WP5: FLOWS training for practitioners

Co-funded by
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AGENDA

LE 3 - FLOWS counselling process

1. What is the FLOWS tool?

2. The application of the FLOWS tool

3. FLOWS tool development

4. FLOWS process model and analysis

5. FLOWS competences

6. Exercise

LEARNER OUTCOMES

This learning unit provides the following:

1. Understand the development and background of the FLOWS tool and how the tool can be used in practice.

2. Understand the theoretical background and key concepts that support the FLOWS tool.

3. Learn about the assessment process and how they can help overcome some of the issues and concerns your organisations and participants face in a rapidly changing world of work.

4. Learn how to use the tool to help participants recognise their own competencies - already acquired in everyday life.

5. Decide when it is bestto use the tool in the counselling process.

What is the FLOWS tool?

A tool to help young people identify and develop their transversal skills to facilitate their integration into the labour market:

An interactive, animated questionnaire with videos and audio recordings. It asks participants how often they carry out various activities in everyday life.

The focus is on recording skills through everyday activities that are also relevant to the world of work.

As a result of the interaction with the tool, a summarised report on hidden strengths and talents is created.

The report shows the three greatest strengths of the participants in four overarching categories.

Context and theories behind the FLOWS tool

According to Colardyn & Bjornavold (2004), the assessment of non-formal and informal learning relies heavily on standards. The measurement tools developed should fulfil the requirements of reliability, validity and quality.

Social cognitive career theory (SCCT) states that individuals are directly and vicariously exposed to a variety of career-related activities at school, at home, and in their communities during childhood and adolescence and throughout their lives.

Through continuous activity, practice and feedback, people hone their skills, develop personal standards of performance, develop a sense of their effectiveness at specific tasks and thus acquire valuable competences.

Context and theories behind the FLOWS tool

People are most likely to develop interest in activities in which they feel effective and from which they expect positive outcomes. When people develop interest in an activity, they are also likely to develop goals to maintain or increase their engagement.

Further activities lead to experiences of coping or failure, which in turn help to review self-efficacy, outcome expectations and ultimately interests in an ongoing feedback loop.

The additional benefits of the FLOWS tool

The FLOWS tool aims to strengthen the individual's self-efficacy, resilience and motivation to perform.

Through a positive feedback dialogue, the individual is shown the skills, abilities and knowledge from daily life.

The feedback profile, which is presented and discussed with beneficiaries after completing the questionnaire, links the individual's day-to-day learning to specific work environments and tasks.

"People's beliefs about their abilities have a profound influence on those abilities."
- Albert Bandura (1994)

Target group in the FLOWS project

People who have difficulties gaining a foothold in the labour market.

People with a low level of education

Lack of suitable work experience

Socially disadvantaged people

Single parents

Ethnic minorities

Recovering drug users

Early school leavers

Long-term unemployed

Group exercise: Everyday skills

1. In groups, compile a list of two everyday activities.

1. Look at the activities and list the tasks associated with each activity.

3. what skills do you need to fulfil the tasks?

4. Tick the activities that you have learnt **outside of school/study or the work environment.**

FLOWS

FLOWS tool development (1)

1. Country research focussing on the future world of work and the development of soft skills

2. Country-specific focus groups - users and counsellors

3. Everyday tasks - questionnaire and analysis

4. Development of competences for the FLOWS tool

5. Development of FLOWS reports

6. Development of the platform

7. Training for FLOWS practitioners

8. Integration and translation of the tool

9. Evaluation of the tool
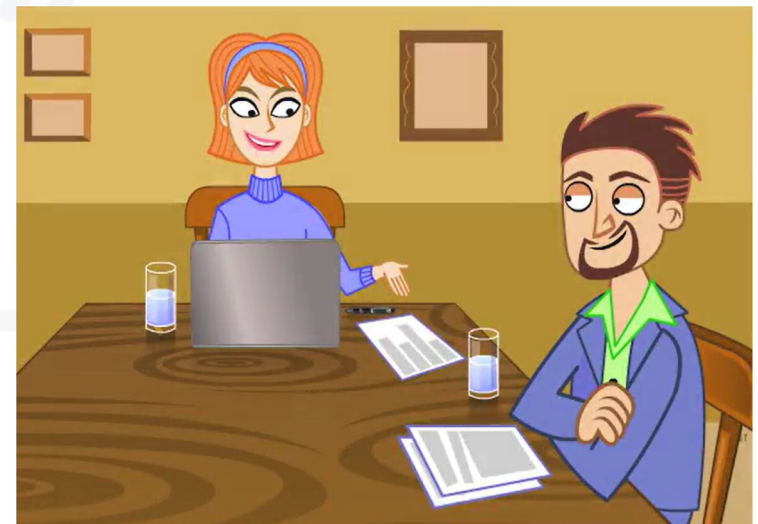
FLOWS tool development (2)

The country research on the world of work and the focus groups with young people on their access to the labour market revealed important areas of development that should be considered in guidance, such as **learning/work and communication**, but also *care, well-being, shopping, leisure and travel*. In addition, young people develop many skills in areas such as the use of technology and media use.

During the research phase, the partners also highlighted the transversal or soft skills that are relevant for employers and the labour market and that are not necessarily developed through formal education or a certified degree, such as **creativity, adaptability, time management, problem solving, conflict resolution, teamwork, integrity, self-awareness, empathy, resilience, active listening** and many others...

The next challenge was to create a list of cross-cutting competences to be measured with our FLOWS tool that are related to the areas mentioned above. Therefore, the partnership decided to summarise them into the OECD's four main categories or macro-competences: Creating New Value; Taking Responsibility; Managing Tensions and Dilemmas; Communication. Although most of the skills or sub-competences have been assigned to one category only, some can be repeated in more than one category, such as creativity and problem solving, as they are equally important for both macro-competences.

Process model methodology
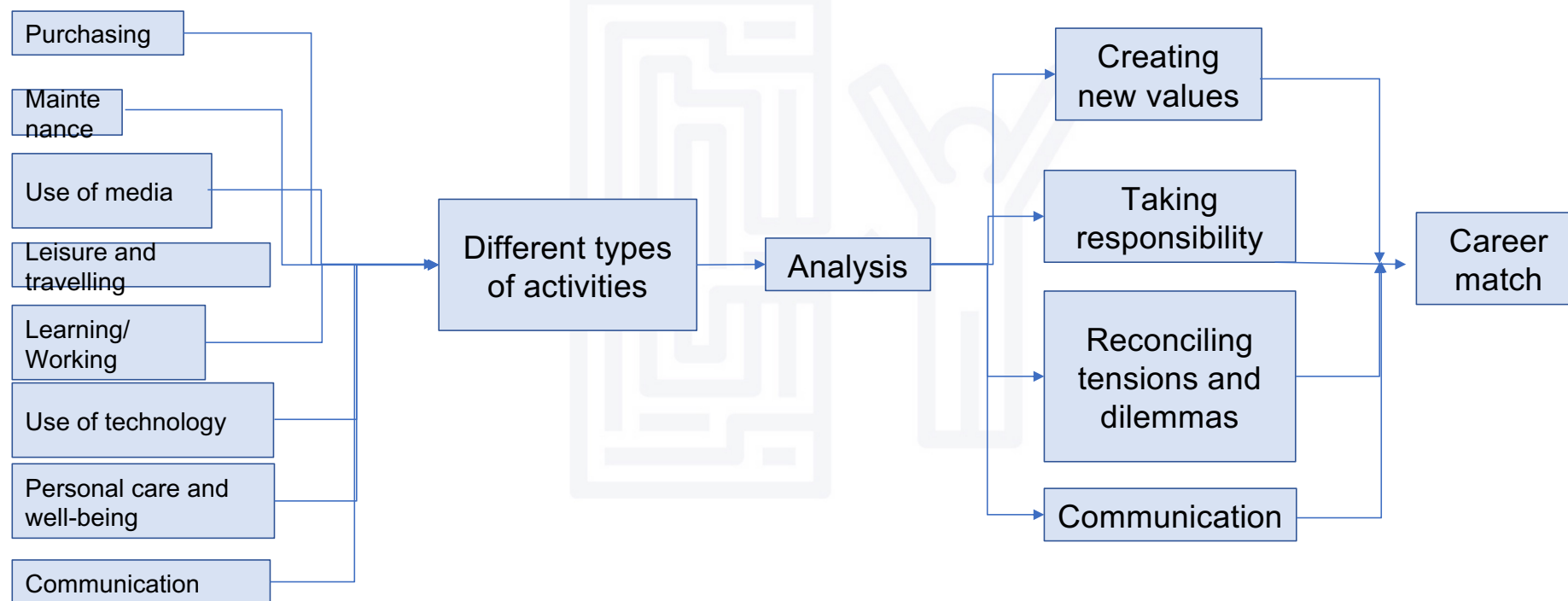
Task analysis... The matrix

4 experts determined the average values and then the significance value for each activity in order to weigh the value of the answers (Never, Not very often, Sometimes, Often, Very often)

The matrix is made up of the following components:

4 overarching categories: Creating new values; Taking responsibility; Balancing tensions and dilemmas; Communication

44 sub-competences: 10-12 per category

8 areas: Shopping; Caring; Media use; Leisure & travel; Learning/working; Use of technology; Personal care/well-being; Communication

73 Everyday activities: 6-14 per area

Analysing the tasks... Psychometrics

The data sheet was used to assess the "importance level" of each competency within each activity and the frequency of the activity.

For each activity, a line was filled in the data sheet to analyse the extent to which each competency was required to perform the activity.

This was done by four "raters" from across the partnership who (individually) rated each task against each of the 44 sub-competences to determine whether the task addressed the competence.

At the same time, each sub-competence is represented by a series of activities in the tool, adjusting its weight so that it is equally likely to be highlighted as a top competence for the participant.

How was the matrix constructed?

Each activity was evaluated with regard to the individual key competences as follows: the key competence is not required for carrying out the activity (0); key competence is required, but only to a small extent (1); key competence is required (2).

An example: The task "Planning time - shopping" was analysed: For each competence (column), a number between 0 and 2 was entered in the row for "Planning time - shopping".

While sub-competences such as "Resilience" or "Active listening" were rated 0 for this activity, others such as "Time management" or "Agility" were rated 2, while the values for another activity such as "Helping or volunteering in my community" could be rated exactly the opposite.

The Excel spreadsheet then became a matrix indicating how much (not at all - a little - a lot) of each competency is required to perform that activity based on the agreed competencies for a future world of work.

This information will feed into the analysis of the data following the piloting of the FLOWS tool.

FLOWS competences

The definition of "FLOWS competences" is based on:

1) OECD Future of Education and Skills 2030 - Conceptual Learning Framework: TRANSFORMATIVE COMPETENCES FOR 2030

2) FLOWS WP2 research results, categorised by the following them

   Creating new values

   Taking responsibility

   Reconciling tensions and dilemmas

   Communication
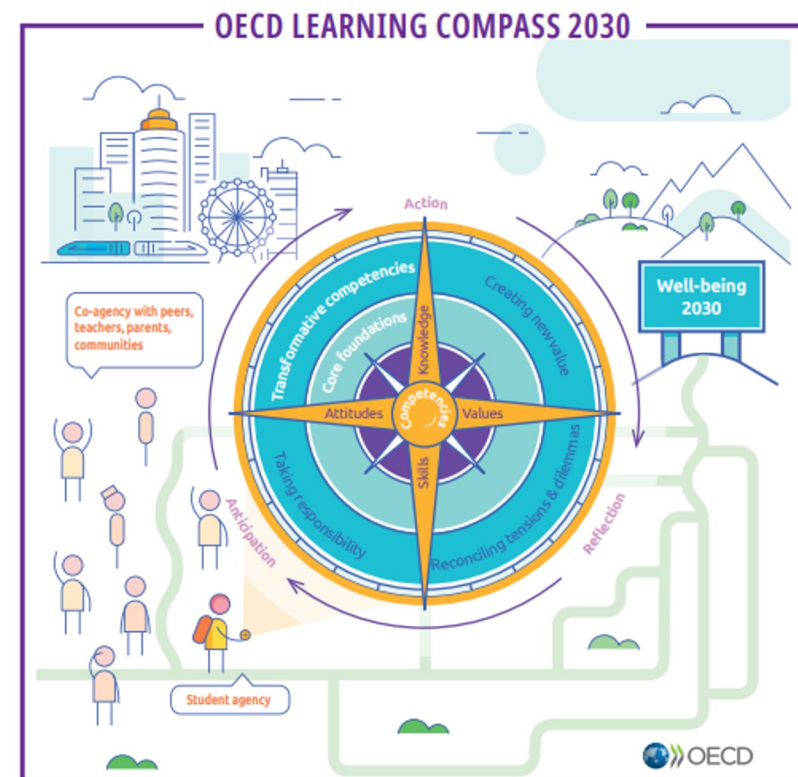
FLOWS competences (2)

Transformative competences can be seen as generic competences that help learners to navigate a range of different situations and experiences (Grayling, 2017[1]). In this sense, they are highly transferable: These skills can be used throughout life.

The ability to deal with uncertainty, to develop new attitudes and values and to act productively and meaningfully even when goals shift remains, for the time being, a uniquely human skill (Laukonnen, Biddel and Gallagher, 2018[2]).

Digitalisation in the workplace cannot compete with people's ability to create new value, balance tensions or take responsibility. These skills are increasingly needed in societies that are becoming more diverse and interdependent as they develop.

For example, it is less likely that jobs requiring creative intelligence will be automated in the coming decades (Berger, T. and Frey, B., 2015[3]).

Dealing with tensions and dilemmas requires reading and understanding complex and ambiguous contexts - a skill that cannot (yet) be easily programmed into an algorithm.

The FLOWS competences

NEUE WERTE SCHAFFEN

Flexibilität   Anpassungsfähigkeit

Kreativität   Neugierde   Originalität

Initiative   Ideenreichtum

Aufgeschlossenheit   Kritisches Denken

Problemlösung   Zusammenarbeit

Beweglichkeit

ÜBERNAHME VON VERANTWORTUNG

Selbstregulierung   Umgang mit Emotionen

Selbstkontrolle / Kontrollüberzeugung

Moralischer Kompass   Selbsterkenntnis

Mitgefühl   Stresstoleranz

Respekt für andere   Vertrauen aufbauen

VERSÖHNUNG DER SPANNUNGEN

Engagement   Einfühlungsvermögen

Respekt   Kognitive Flexibilität

Perspektivübernahme   Kreativität

Problemlösung   Konfliktbewältigung

Resilienz   Verantwortung

KOMMUNIKATION

Teamarbeit   Zeitmanagement

Sprechen   Schreiben

Anleitung zur Service-Orientierung

Soziale Wahrnehmungsfähigkeit
Koordination

Aktives Lernen   Aktives Zuhören

Example - Creating new values: Flexibility

Definition: Openness to change and diversity in the workplace or in everyday life.

Example tasks: (from everyday life)

You enjoy taking new paths on your daily walk and trying out new products in the supermarket when your usual brand is not available.

Everyday activities

Searching for items on mobile devices; organising activities (sometimes via social media); interested in learning new skills or doing something (crafts, hobbies, etc.)

Example environment:

Theatres, outdoors, changing locations daily, non-traditional work environments, art centres, rapidly changing environments, IT

Sample jobs:

Retail sales, project work, start-up companies

The application of the FLOWS tool in career counselling

LU3: Entire counselling process

Using the FLOWS tool (1)

For disadvantaged jobseekers - without good education and work experience - it can be difficult to document the skills they have developed over the course of their lives.

This is all the more true as disadvantaged jobseekers may not have a work history to fall back on.

Organisations working with these target groups often find it difficult to identify and measure skills that have been developed informally rather than formally and are therefore unable to get a clear picture of a person's skills and abilities.

However, these competences are very important and are often transferable to the workplace, education and training. The lack of identification of these competences can have an impact on how we perceive and support participants in the counselling process.

Using the FLOWS tool (1)

If you are not aware of the skills, knowledge and abilities you have acquired, you cannot recognise and present them as valuable for your own development.

This is one reason why disadvantaged people often end up in low-paid, low-income jobs with few opportunities for advancement or further training, or find themselves in training programmes for which they are not suited.

The FLOWS partnership recognises that individuals have developed hidden skills, abilities and different knowledge bases through non-formal and informal learning that could be a good stepping stone for them.

The FLOWS tool provides jobseekers with an objective measurement tool to help them discover their hidden strengths and skills.

FLOWS as a process of meaning-making (1)

Guidance practice is often seen as a 'learning' relationship in which participants are supported to explore themselves in a holistic process, e.g. in personal, social and professional terms.

Most systems are based on participants being aware of their skills and abilities, being able to demonstrate them through their education and work experience and finally documenting them in their CV.

The process of self-assessment by the participants is important. This includes interests, skills, values, aptitude, professional and educational experience.

FLOWS as a meaning-making process (2)

Tools and resources such as FLOWS support the individual in self-assessment and provide evidence of what has been learnt. The FLOWS tool emphasises learning through everyday situations. These can be documented and therefore utilised.

Looking back on the individual's experiences not only strengthens self-esteem and self-efficacy, but also reveals further possibilities for future training and career opportunities.

FLOWS offers a methodology that enables disadvantaged people to objectively assess and visualise their hidden skills, abilities and knowledge, thereby raising their awareness.

Exercise: Discuss in the group

- Which career counselling methods do you use and is there a link between FLOWS and one of these methods?

- When is it best to use FLOWS?

- When should FLOWS not be used?

- Is there an area where you need support when using the FLOWS tool?

Example process in employment counselling

Ongoing support/ follow-up

Welcome and Information

Career planning and implementation

Initial personalised assessment and identification of individual need

Career Decision Making

Career exploration

FLOWS TOOL

Figure 4.1
An enabling employment guidance process
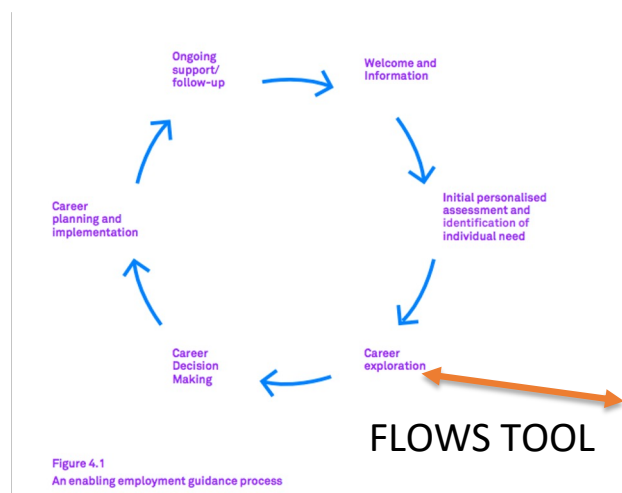
Outline your current counselling process and determine at which step you would like to use the FLOWS tool.

Desired results

1. Strengthening of self-confidence

2. Improved self-esteem

3. Increased self-efficacy

4. Resilience on the labour market
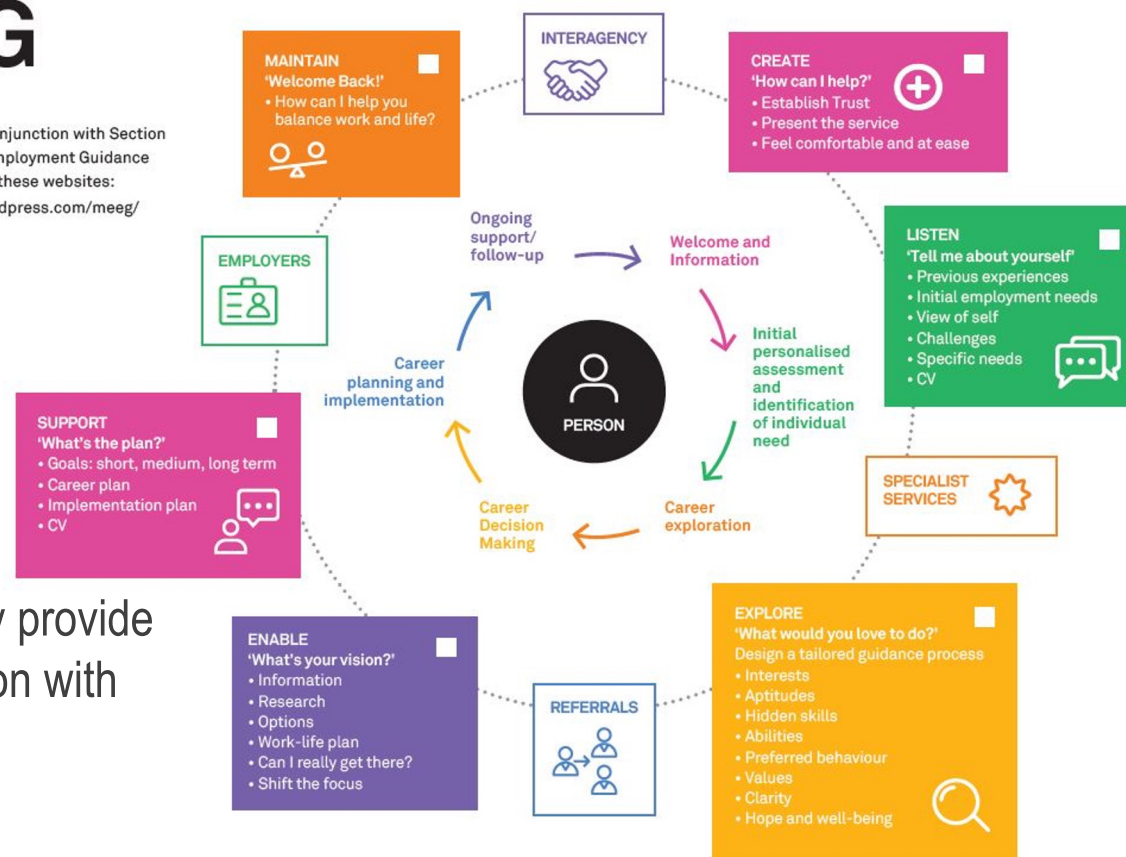
The MEEG process may provide you and your organisation with interesting ideas.

Thank you for your attention!

FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning Unit 4:
Tutorial on how to use the FLOWS Tool

WP5: FLOWS Practitioner Training

Co-funded by
the European Union

LEARNING OUTCOMES

By completing this Learning Unit, you will gain

An understanding of FLOWS Online Platform development and background and how this tool relates to the Guidance Process.

Know how to use the FLOWS Online Platform as a Client

Know how to use the FLOWS Online Platform as a Practitioner

AGENDA

LU4 – Tutorial on how to use the FLOWS Tool

1. What is the FLOWS tool?

- Intro

- Guidance Process with FLOWS Online Tool

- FLOWS Online Structure

- Minimum Requirements

2. Testing FLOWS Platform as a Client

3. Testing FLOWS Platform as a Practitioner
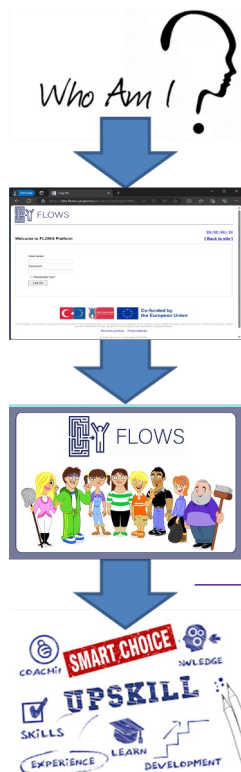
What is the FLOWS tool?

LU4: Tutorial on how to use the FLOWS Tool

The FLOWS Online PLATFORM

- An interactive animated questionnaire with voice audios; it asks participants how often they do various everyday activities
- Focuses on capturing relevant competencies through **everyday activities,** which are needed in the new world of work
- A summary report of hidden strengths is generated
- The report shows a participant's strengths from everyday life

WP4 - The FLOWS Online Platform

- *will develop an online e-learning like platform which will have the capacity to host the project tool content as developed in WP4…(FLOWS Submitted Application)*

Main tasks:

1. **Review and analysis** of the technical aspects **of the FLOWS tool**.
2. **Adaption of project tool framework** if possible - particularly with regard to multiple language versions.
3. **Agreement on the medium for the FLOWS tool** e.g. animation, game-like, mobile tech.
4. **Design and development of graphics, voice-overs, text** etc.
5. **Design and development of scoring system and scoring output** - a database managed scoring system and a database managed reporting system
6. Ensure **built in security system** for confidentiality and **GDPR compliance**

FLOWS - Model Methodology Process
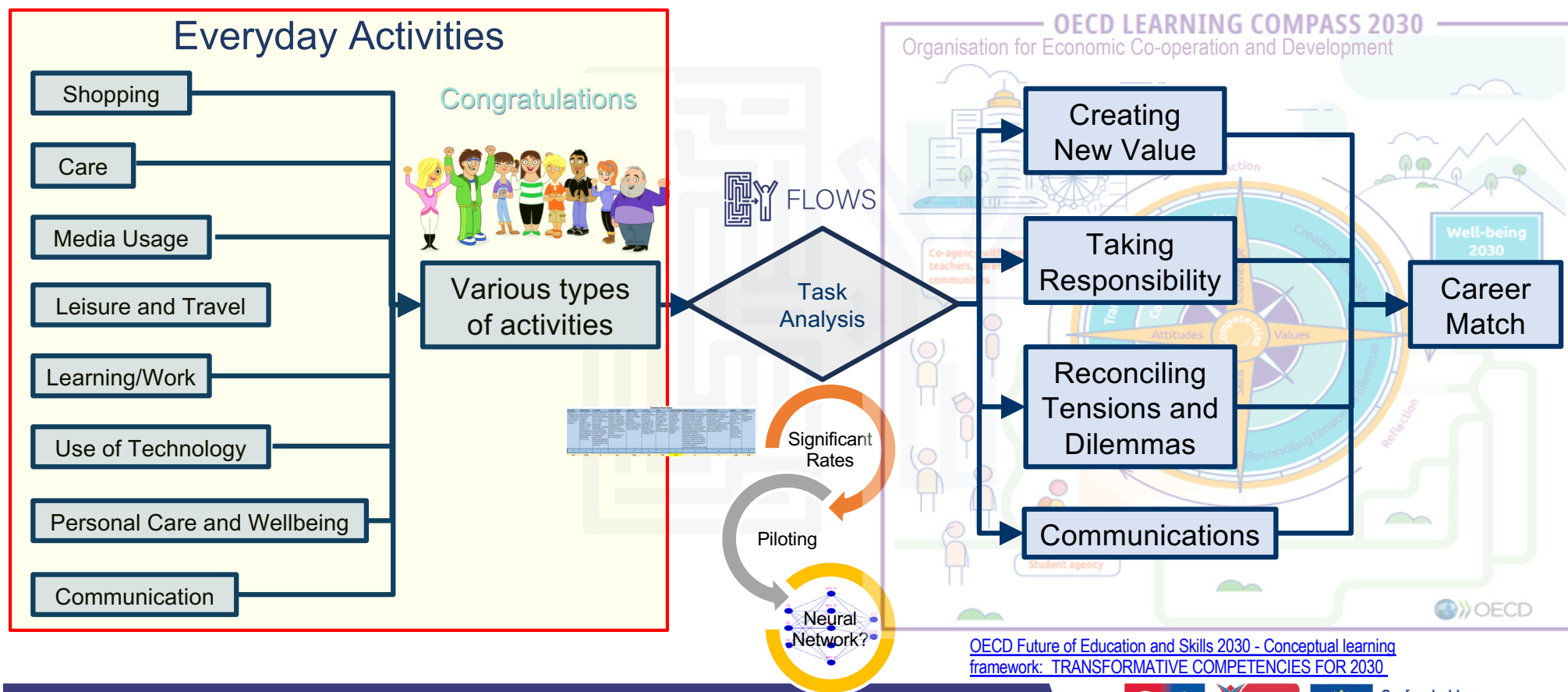
FLOWS - Platform Development Process
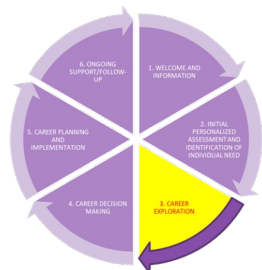
Inputs

Information:
- FLOWS Project
- FLOWS Project WPs (WP1, WP2, WP3, WP4, WP5)
- New Technologies
- Minimum Requirements

RESEARCH

With What?
(Materials & Equipment)

With Whom?
(Competence, Skills & Training)

Input

Process

Output

How?
(Support Processes, Procedures & Methods)

What Results?
(Performance Indicators)

ISO 9001

A process is any activity or set of activities that use resources to transform inputs into outputs.

FLOWS Career Exploration Platform Development Process

Time=24 months

FLOWS Online Platform
https://dev.flows-project.eu/
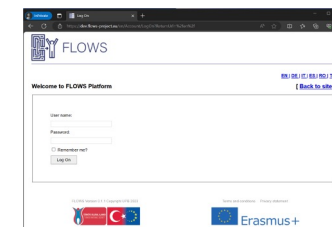
Outputs

Client Task with 73 animations about everyday activities

Task Analysis on 44 Competencies grouped in:
- Creating New Value
- Taking Responsibility
- Reconciling Tensions And Dilemmas
- Communication

Co-funded by the European Union

CAREER EXPLORATION WITH FLOWS ONLINE TOOL – 4 LANGUAGES

Circular process diagram:
- 1. WELCOME AND INFORMATION
- 2. INITIAL PERSONALIZED ASSESSMENT AND IDENTIFICATION OF INDIVIDUAL NEED
- 3. CAREER EXPLORATION — FLOWS
- 4. CAREER DECISION MAKING
- 5. CAREER PLANNING AND IMPLEMENTATION
- 6. ONGOING SUPPORT/FOLLOW-UP

FLOWS

Shopping
Care
Media Usage
Leisure and Travel
Learning/Work
Use of Technology
Personal Care and Wellbeing
Communication

Various types of activities

Very Often | Often
Sometimes | Not Very Often | Never

Congratulations

73 animations about everyday activities

Client Task/Assesment

44 Competencies Grouped in 4 Macro Categories

Task Analysis

- Creating New Value
- Taking Responsibility
- Reconciling Tensions and Dilemmas
- Communications

Career Match

CREATING NEW VALUE		TAKING RESPONSIBILITY	
Flexibility	Adaptability	Self-Regulation	Managing emotions
Creativity	Curiosity	Originality	Self-Control/ locus of control
Fluency of ideas	Initiative	Moral compass	Integrity
Open mindedness	Critical Thinking	Stress Tolerance	Compassion
Problem solving	Collaboration	Respect for others	Build Trust
	Agility	Reflective Thinking	Self-Awareness

RECONCILING TENSIONS AND DILEMMAS		COMMUNICATIONS	
Commitment & Effort	Empathy	Team working	Time Management
Cognitive flexibility	Perspective taking	Speaking	Active Listening
Respect	Creativity	Instructing	Service Orientation
Problem Solving	Conflict Resolution	Social Perceptiveness	Coordination
Resilience	Responsibility	Active Learning	Writing
Tolerant of contrasting ideas		Learning Strategies	

Process of Task Analysis

FLOWS Tool – Minimum requirements

- Operating System:
- Browser:
- Screen Resolution: min 1024x768 for Desktop
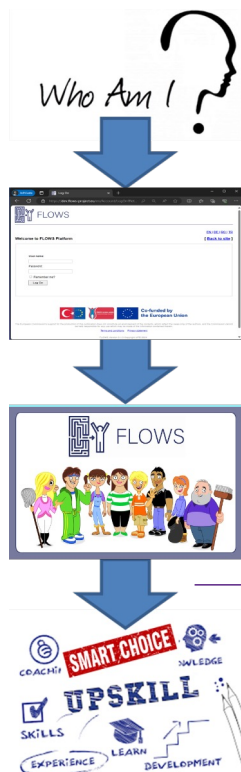- Internet connection
- Sound Active

We recommend Chrome or Edge

Very Good

Platform – Structure

Future-proof Your Career
Career Guidance for a Modern Labour Market

FLOWS Platform

https://dev.flows-project.eu/en/

FLOWS Organisation 1

FLOWS Organisation 2

FLOWS Organisation N

Client
-login with user/pass from practitioner

Practitioner
-login with user/pass from Org. Admin

FLOWS Task
-take assig. Task
-view results

Clients
-view clients lists

Administration
-view practitioners list

Client Tasks
-view completed task results
-view /add open tasks

Create New Client

Create Report
-list of taken tasks for all clients

Testing FLOWS Platform as a Client

LU4: Tutorial on how to use the FLOWS Tool

FLOWS

Who Am I ?

FLOWS

FLOWS

SMART CHOICE
COACHING   KNOWLEDGE
UPSKILL
SKILLS
EXPERIENCE LEARN DEVELOPMENT

InPrivate | Log On

https://dev.flows-project.eu/en/Account/LogOn?ReturnUrl=%2fen%2f

FLOWS

https://dev.flows-project.eu/

EN | DE | IT | ES | RO | TR

Welcome to FLOWS Platform

[Back to site]

User name:

Password:

☐ Remember me?

Log On

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FLOWS Online Platform – Client login

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation:
FLOWS-Practitioner_Training

Client
-login with user/pass from practitioner

InPrivate — Log On

https://**dev.flows-project.eu**/en/Account/LogOn?ReturnUrl=%2fen%2f

FLOWS

EN | DE | IT | ES | RO | TR

[**Back to site**]

Welcome to FLOWS Platform

User name:

Password:

☐ Remember me?

Log On

User name and *Password* should be provided by a practitioner!

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FLOWS Online Platform – Client Interface

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation:
FLOWS-Practitioner_Training

Client
-login with user/pass from practitioner

FLOWS Task
-take assig. Task
-view results

Welcome **clientoftrainer**! [Log Off]

Welcome Client FLOWS. You have 1 tasks assigned to you.

FLOWS Version 0.1.1 Copyright UPB 2023

Terms and conditions   Privacy statement
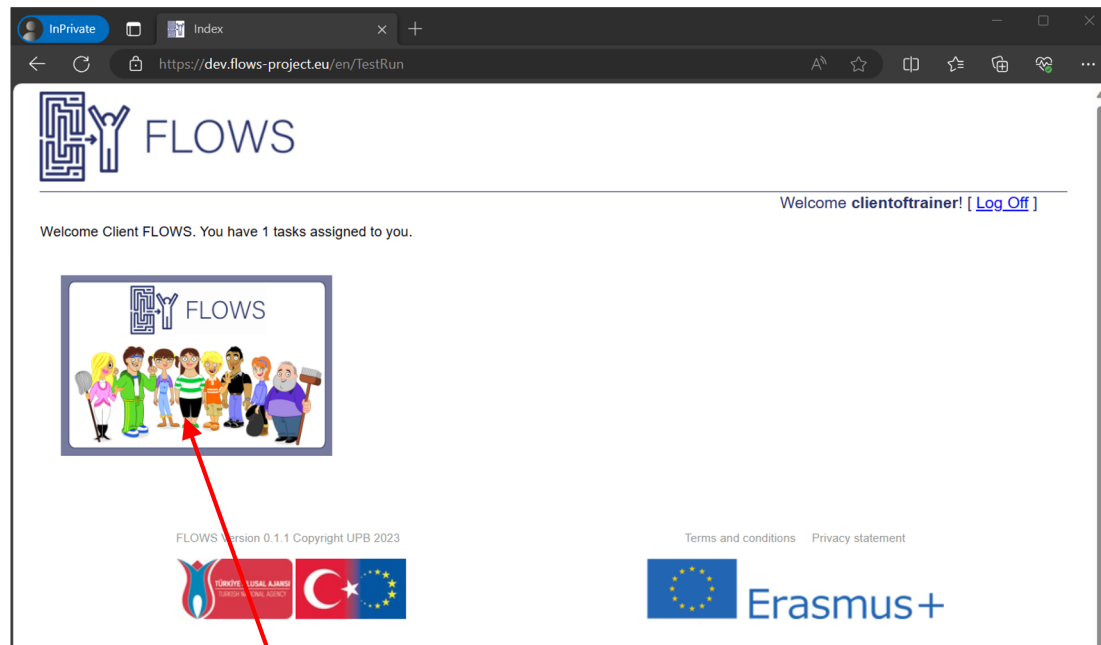
One task is assigned for the Client by practitioner!
Click on the FLOWS Picture and start a Task!

FLOWS Online Platform – Client - Playing the Task - Intro
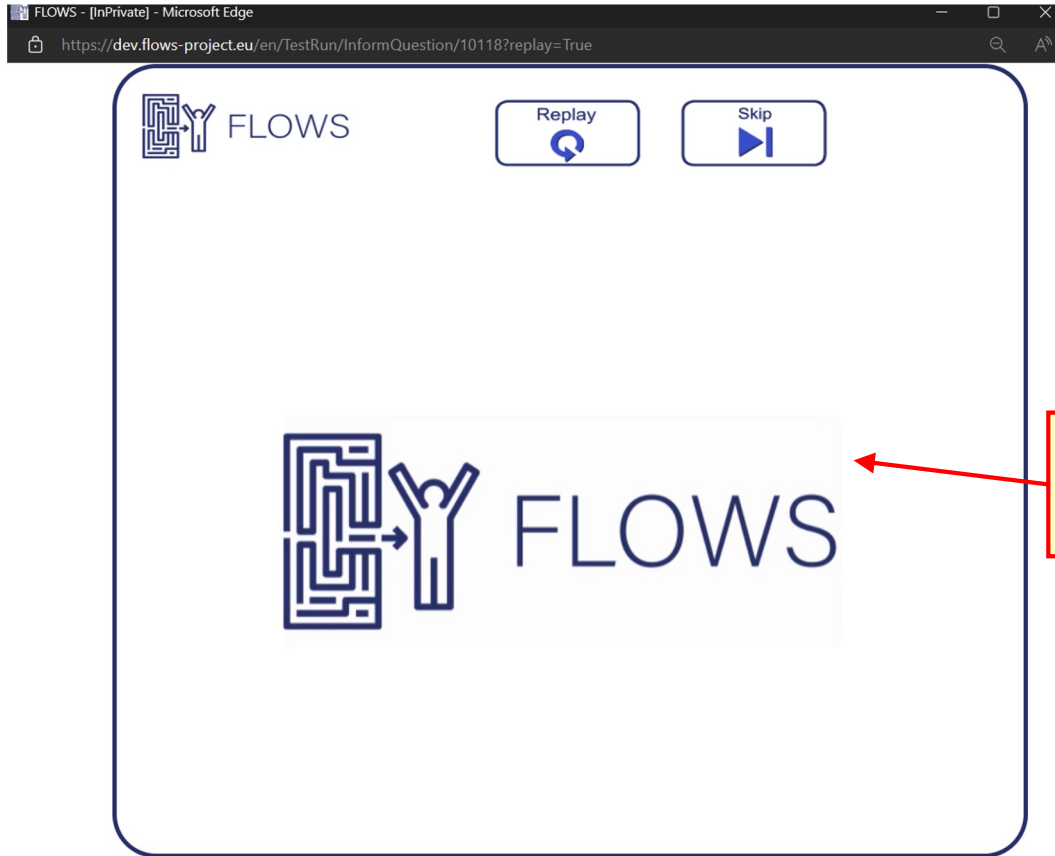
Intro Animation with Sound

FLOWS Online Platform – Client - Playing the Task - Intro
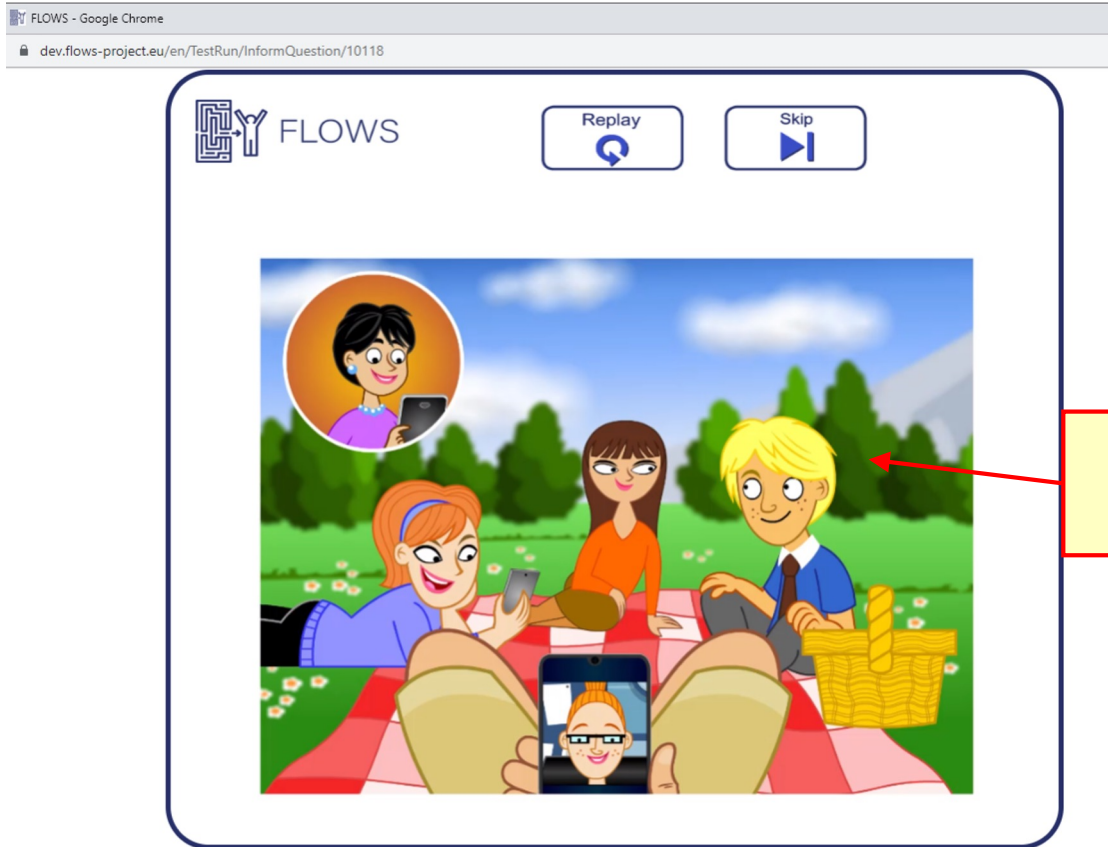
Intro Animation with Sound
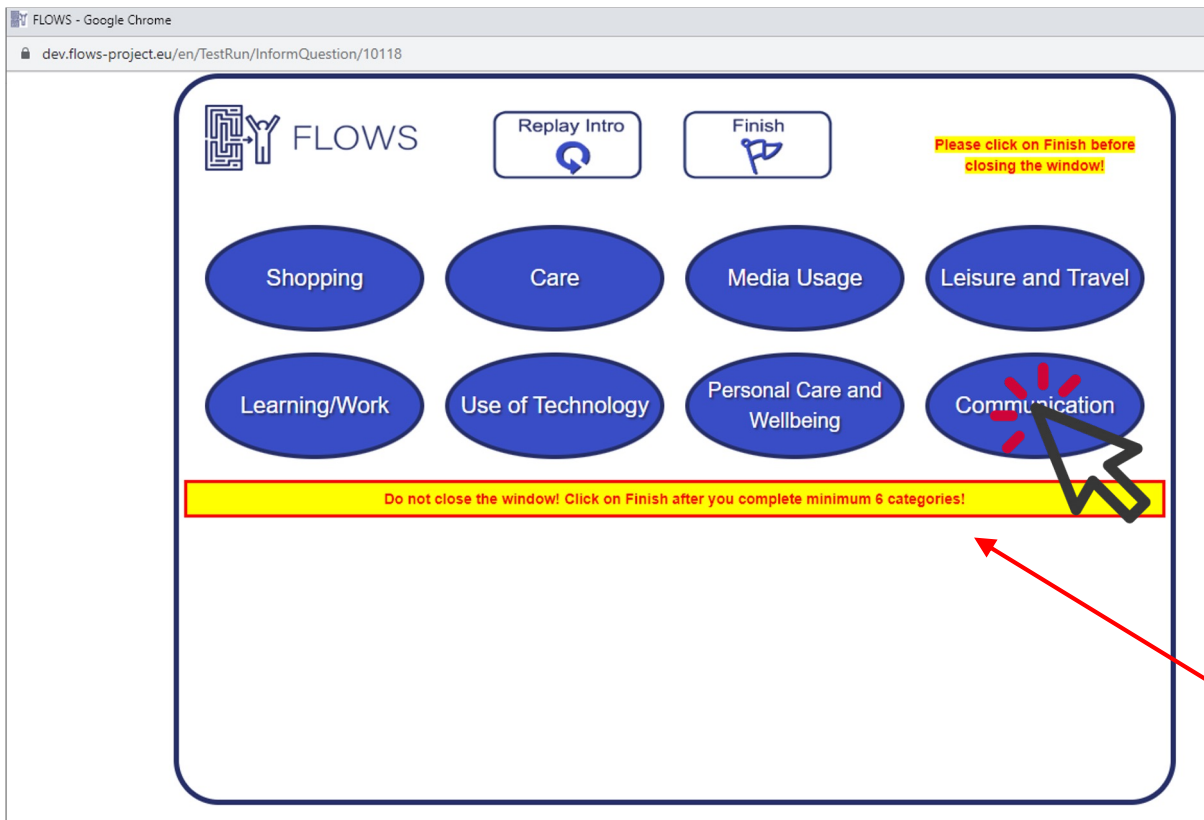
FLOWS Online Platform – Client - Playing the Task - Intro
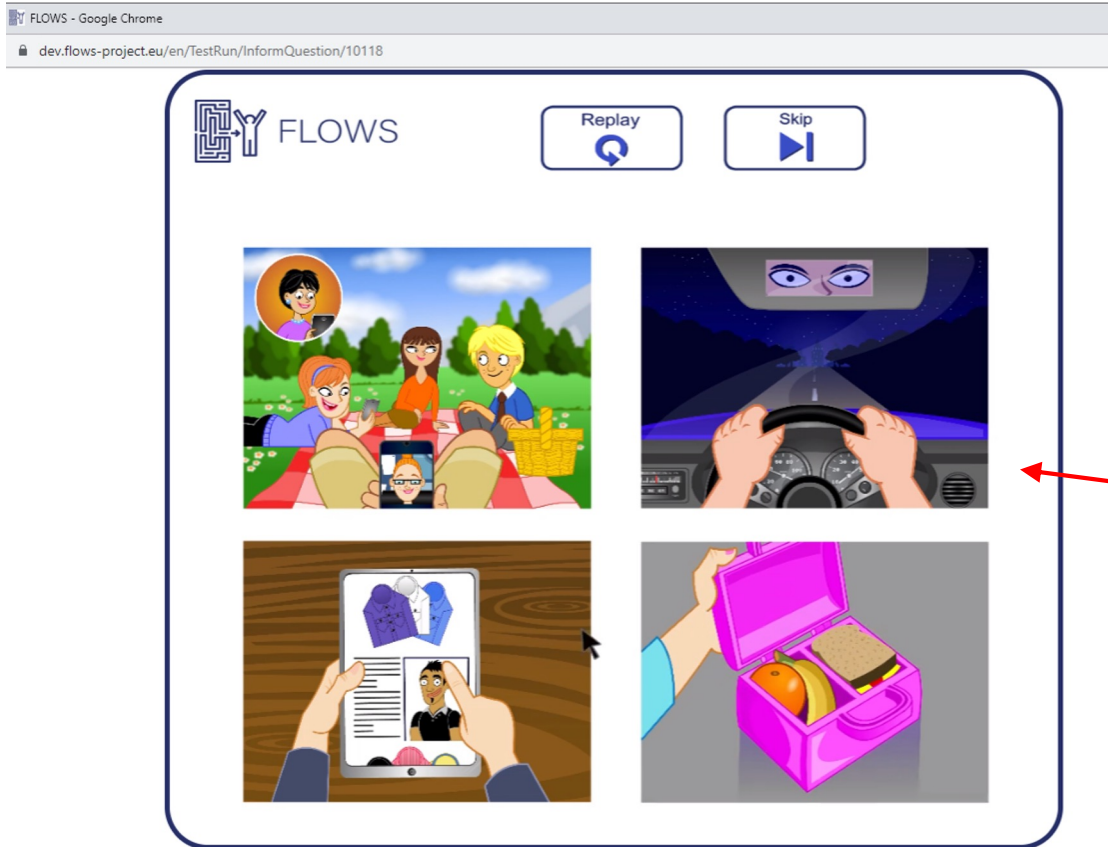
Intro Animation with Sound

FLOWS Online Platform – Client - Playing the Task - Intro
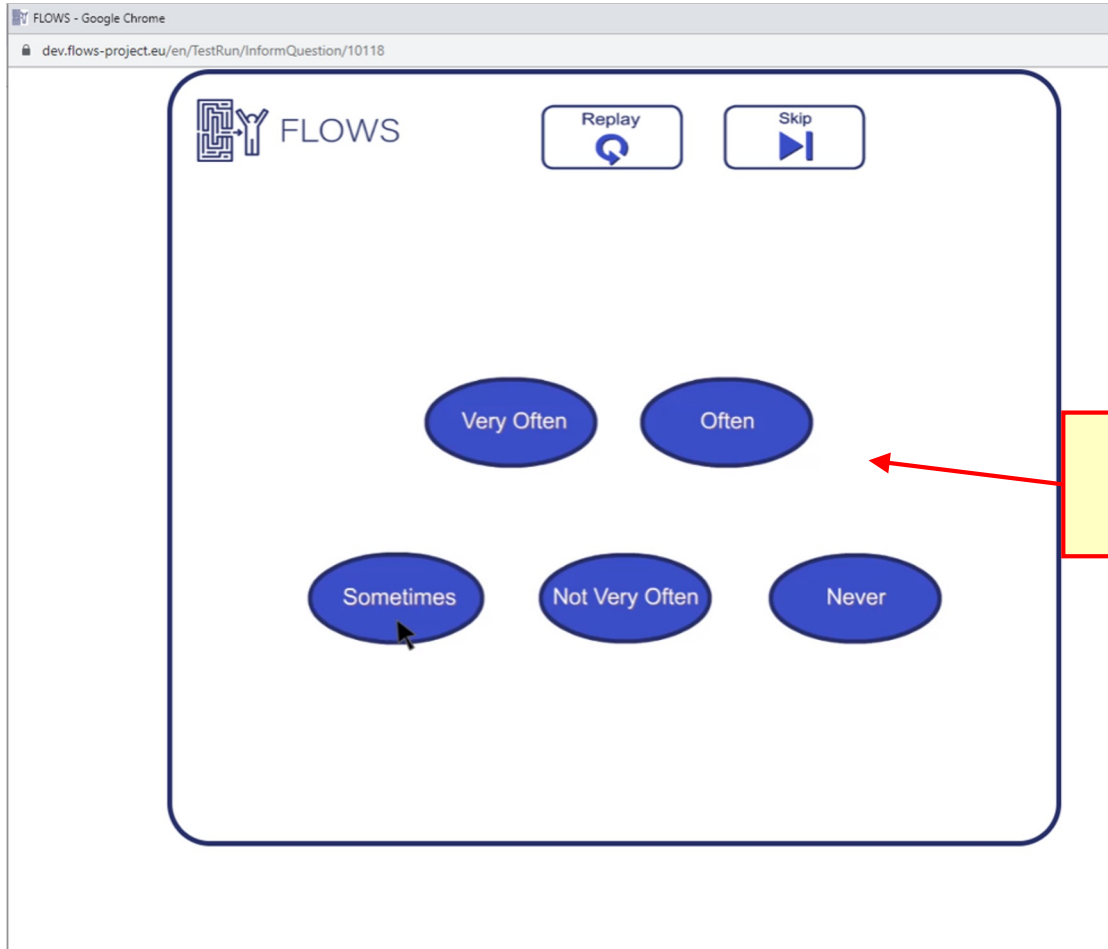
Instructions with Animation and with Sound

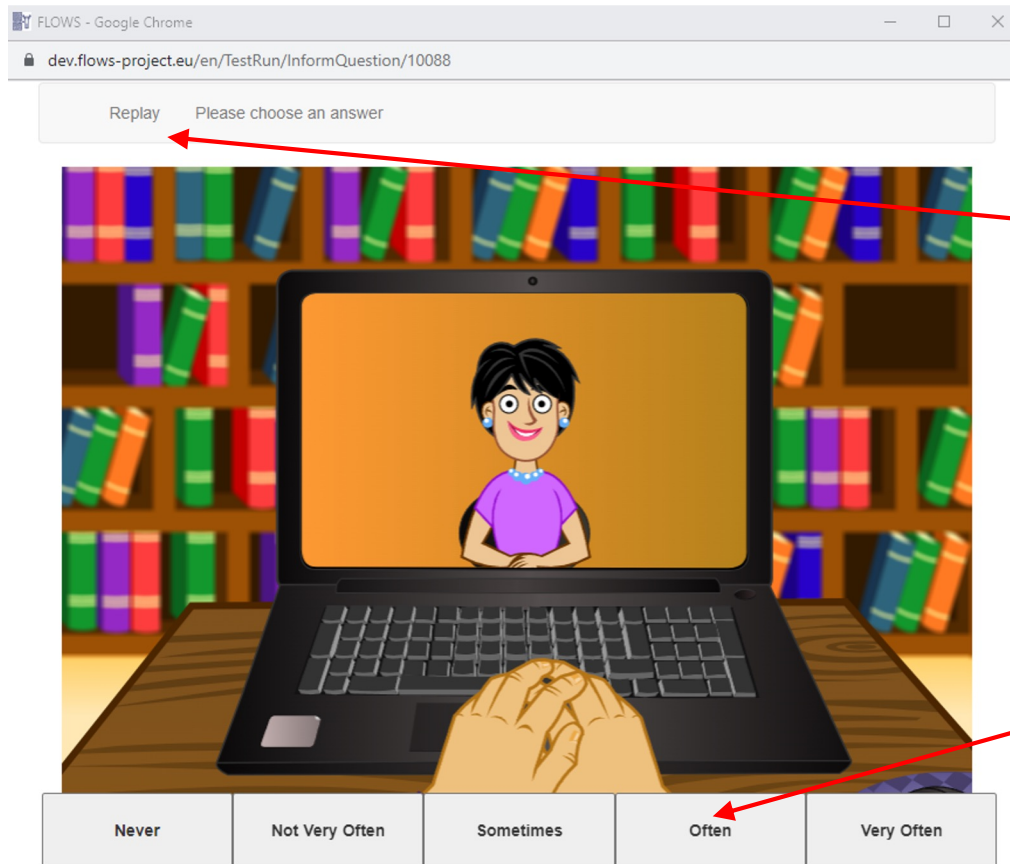# FLOWS Online Platform – Client - Playing the Task - Intro
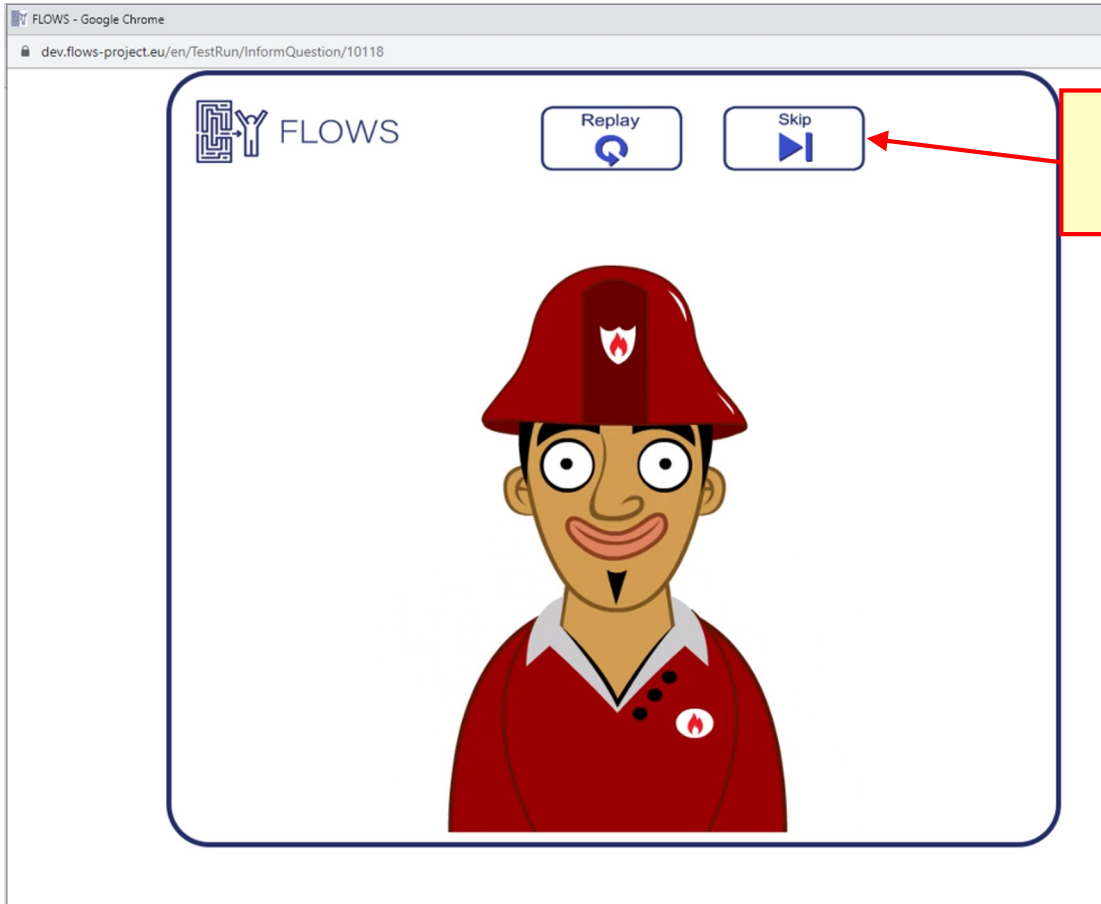
Replay or Skip the Intro

FLOWS Online Platform – Client Task – Categories Menu

FLOWS - Google Chrome

🔒 dev.flows-project.eu/en/TestRun/InformQuestion/10118

FLOWS

Replay Intro ↺

Finish 🏳

Please click on Finish before closing the window!

Shopping

Care

Media Usage

Leisure and Travel

Learning/Work

Use of Technology

Personal Care and Wellbeing

Communication

Do not close the window! Click on Finish after you complete minimum 6 categories!

8 Categories Available
Minimum 6 Categories Should be Completed!

FLOWS Online Platform – Client Playing one category

If necessary, Replay

5 Possible Answers
Click one of them!

FLOWS Online Platform – Client Task – Categories Menu
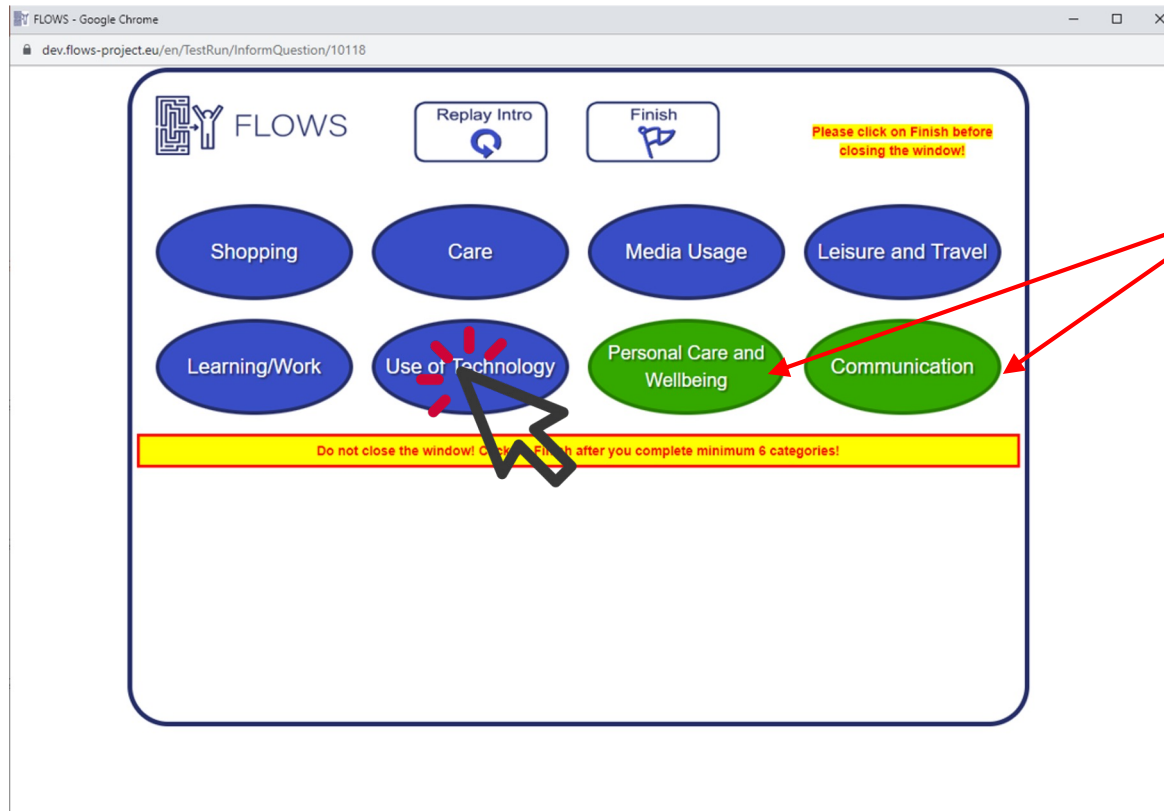
FLOWS Online Platform – Client Playing another category
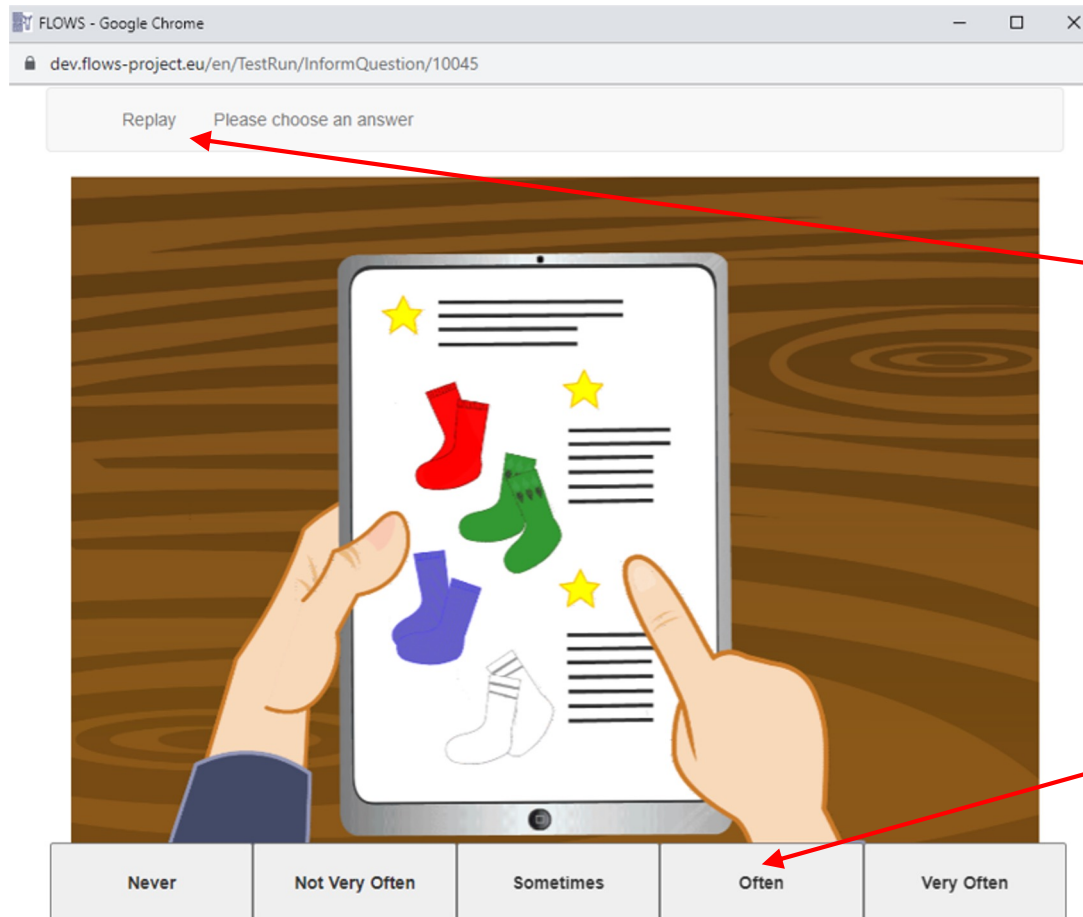
If necessary, Replay

5 Possible Answers
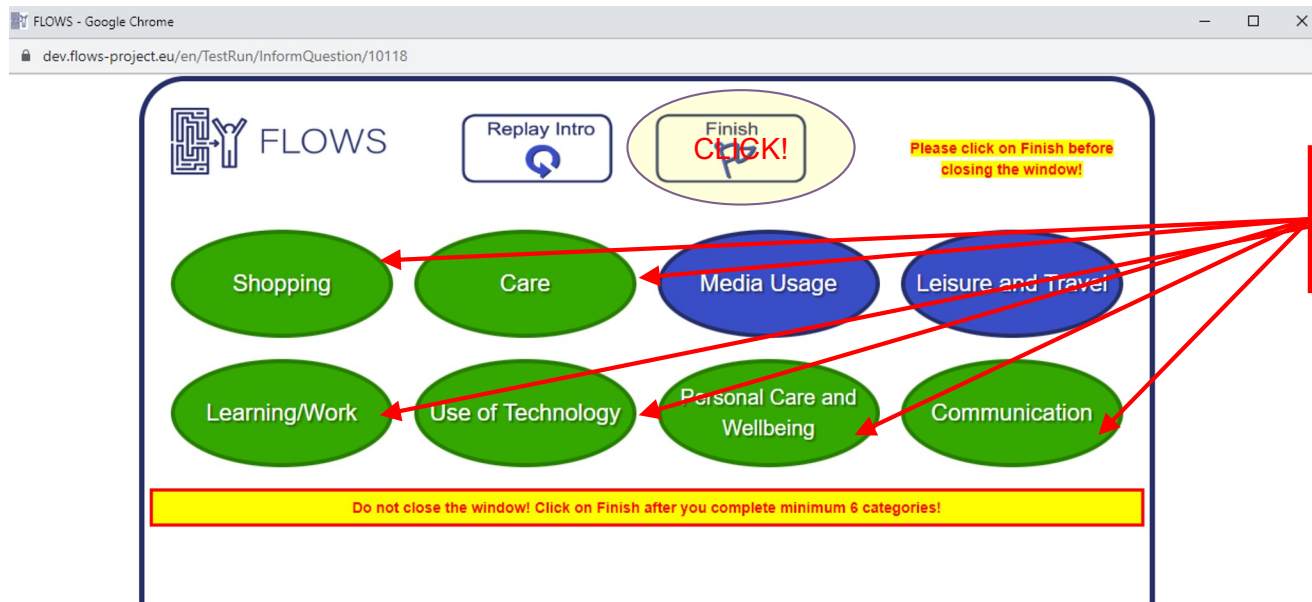Click one of them!
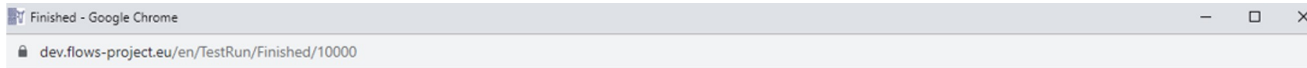
FLOWS Online Platform – Client Task – Categories Menu

FLOWS Online Platform – Client Task – Categories Menu

FLOWS Online Platform – Client Task – Finishing with Congrats!

FLOWS Online Platform – Client Task Interface with Results

Welcome **clientoftrainer!** [Log Off]
CLICK!

Welcome Client FLOWS. You have 0 tasks assigned to you.

Task ID	Task Date	Results
Task #1	1/21/2024 10:00:02 AM	For the results please contact your practitioner

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1 Task Completed
You can Log Off and contact your practitioner!

FLOWS Online Platform – Client Interface with a new Task

A new Test was assigned by Practitioner!
You can see also previous log results!

Action Exercise: Play Client Role – take a task!

1. Based on login data provided before the training, we strongly recommend you to take minimum 1 task of the FLOWS assessment tool in advance as CLIENT (person who needs guidance).

1. If you already completed a task then please take another one BUT try to answer to all activities as you may have no constrains – only from perspective if you would like to do them or not

1. Did you identify any activity where you may answer differently? Which one and why?

1. What additional recommendations would you address to a client when taking a new task using FLOWS platform?

Testing FLOWS Platform as a Practitioner

LU4: Tutorial on how to use the FLOWS Tool

FLOWS ONLINE TOOL
Characteristics
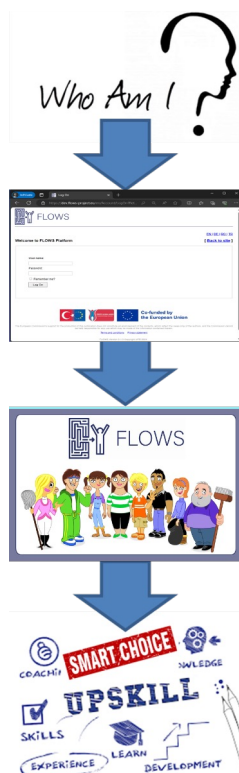
Set of questions

Contains items that tap into the underlying skills (often hidden/ unrecognised)

Delivered in a systematic way

Consistent measurement – competencies within each activity

CAREER EXPLORATION WITH FLOWS ONLINE TOOL – 4 LANGUAGES

46 Competencies grouped in 4 Macro Categories

73 animations about everyday activities
Client Task/Assessment

Process of Task Analysis

FLOWS Competencies

44 Competencies grouped in 4
Macro Categories

CREATING NEW VALUE

Flexibility   Adaptability

Creativity   Curiosity   Originality

Fluency of Ideas   Initiative

Open mindedness   Critical Thinking

Problem solving   Collaboration

Agility

TAKING RESPONSIBILITY

Self-Regulation   Managing emotions

Self-Control/ locus of control

Moral compass   Integrity

Stress Tolerance   Compassion

Respect for others   Build Trust

Reflective Thinking   Self-Awareness

RECONCILING TENSIONS AND DILEMMAS

Commitment & Effort   Empathy

Cognitive flexibility   Perspective taking

Respect   Creativity

Problem Solving   Conflict Resolution

Resilience   Responsibility

Tolerant of contrasting ideas

COMMUNICATIONS

Team working   Time Management

Speaking   Active Listening

Instructing   Service Orientation

Social Perceptiveness   Coordination

Active Learning   Writing

Learning Strategies

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin
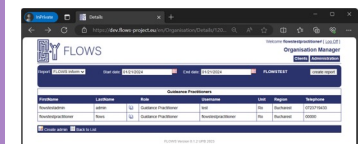
Clients

-view client list

Administration

-view practitioners list

Client Task

-view completed tasks results

-view /add open task

Create New Client

Create Report

-list of taken tasks for all clients

FLOWS Online Platform – Practitioner login

FLOWS
Platform EN

https://dev.flows-project.eu/en/

FLOWS
Organisation
1

Practitioner

-login with user/pass
from Org. Admin

InPrivate | Log On

https://dev.flows-project.eu/en/Account/LogOn?ReturnUrl=%2f...

FLOWS

EN | DE | IT | ES | RO | TR

[Back to site]

Welcome to FLOWS Platform

User name:

flowstestpractitioner

Password:

●●●●●●●●●●●●●●●●●

☐ Remember me?

Log On

User name and *Password* should be provided
by an Organization Admin

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FLOWS Online Platform – Practitioner – Client List

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Clients

-view client list

CLICK!

Pages with list with all clients from the Organization

FLOWS Online Platform – Practitioner – Client Tasks

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Clients

-view clients lists

Client Tasks

-view completed task results

-view /add open tasks

Edit Client Details or Delete

List of tasks compleated or open for the Client You can assign another Test

CLICK!

Practitioner – Client Task Results – Top 3/X

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Clients

-view clients lists

Client Tasks

-view completed task results

-view /add open tasks

Top 3/**X** Competencies for each Macro Category

Browser window:

dev.flows-project.eu/ro/TestResult/ResultInformTop3/22124

FLOWS

Welcome trainer! [Log Off]

Clients   Administration

CLICK!

Inform result for Client FLOWS

Print this page | Dashboard | Raw data | Top 3 | Back to client

			Creating New Value				
Component	**Competency**	**Activities**	**Environment**	**Jobs**	**Task**	**Scores For All Components**	
Critical Thinking 8.81%	Using logic and reasoning to identify the strengths and weaknesses of different solutions, conclusions or approaches to problems. This can involve checking and testing possible solutions and existing ideas for flaws or errors.	Comparing Prices, Interested in computer programming or coding, Communicating with others to solve problems, Debating an issue (on social media or in person), Explore appropriate toys for children, Identify illness & respond accordingly	Detailed, innovative, quality, analytic	Health care, Teacher, Carer, Technical support; Garda, Manager	Thinking about how to put a new set of Christmas lights on a Christmas tree; investigating which supermarket offers the best value; considering how to deal with a teenager who refuses to attend school.	Critical Thinking - 8.81% Fluency of Ideas - 8.79% Agility - 8.65% Problem Solving - 8.6% Curiosity - 8.39% Flexibility - 8.39% Initiative - 8.35% Adaptability - 8.34% Open mindedness - 8.26% Creativity - 8.01% Collaboration - 7.75% Originality - 7.66%	
Fluency of Ideas 8.79%	Being able to come up with a number of ideas about a topic, or different solutions for a problem. It is the number of ideas that is important, not their quality, correctness, or creativity).	Interested in computer programming or coding, Writing (including blogging, creative, diary), Speaking a second language, Plan healthy meal	Creative, innovative, fast paced, developmental	Creative writer, journalist, teacher, inventor, designer, marketing, social media, content	Brainstorm an idea, think of ideas for a new play, for a poster; ideas for summer camp activities for children; ideas for your garden		
Agility 8.65%	The capacity of an individual to easily move back and forth between openness and focus, between the general and the specific.	Comparing Prices, Paying for goods using cash, searching, Team sport - Football - Basketball - Hockey	Important in dynamic decision-making contexts where employees need to be effective and efficient in the workplace	Scientist, researcher, developer, manager	Setting small goals (e.g. eating a healthy breakfast) with the objective of living a healthier life; clearing out one press at a time rather than tacking the whole room in one go; clearing a section of the garden and planting some flowers, with the objective of remodelling your garden by the end of the summer; adding a cushion to your sofa to brighten up the room.		

Practitioner – Client Task Results – Raw data

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Clients

-view clients lists

Client Tasks

-view completed task results

-view /add open tasks

Raw data
List with all recorded answers for 73 items of the Test

Browser window – Inform result raw data – https://dev.flows-project.eu/en/TestResult/ResultInformRawData...

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
37	Communication	10092	Do You Pay Attention And Listen To Others Before Replying?			Unanswered		
38	Communication	10093	Do You Communicate With Your Friends Using Sign Language?			Unanswered		

Personal Wellbeing

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
39	Personal Wellbeing	10045	Do You Look At Clothes, Accessories And Fashion In Social Media And Magazines?			Unanswered		
40	Personal Wellbeing	10046	Do You Make Time For Self Care And Partake In Stress Relief Activities?			Unanswered		
41	Personal Wellbeing	10047	Do You Manage Your Mental Health And Wellbeing?			Unanswered		
42	Personal Wellbeing	10073	Do You Keep Your House Tidy?			Unanswered		
43	Personal Wellbeing	10074	Do You Use Cleaning Equipment Like Hoovers and Mops?			Unanswered		
44	Personal Wellbeing	10076	Do You Do The Washing?			Unanswered		
45	Personal Wellbeing	10077	Do You Carry Out DIY Jobs At Home?			Unanswered		
46	Personal Wellbeing	10078	Do You Decorate Your Home?			Unanswered		

This Category was not compleated and it has no answers

Media usage

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
47	Media usage	10064	Do You Search And Watch Movies, Online Or On TV?	True	1/21/2024 9:51 AM	Often	0.75	0.70
48	Media usage	10065	Do You Watch Current Affairs Or The News, Online Or On TV?	True	1/21/2024 9:51 AM	Often	0.75	1.82
49	Media usage	10066	Do You Watch Nature And History Programmes Online Or On TV?	True	1/21/2024 9:51 AM	Sometimes	0.5	1.47
50	Media usage	10067	Do You Watch Reality TV Programmes, Online Or On TV?	True	1/21/2024 9:51 AM	Never	0	0.96
51	Media usage	10068	Do You Watch Learning To Do Programmes Online Or On TV?	True	1/21/2024 9:51 AM	Sometimes	0.5	2.41
52	Media usage	10069	Do You Watch Drama Programmes, Online Or On TV?	True	1/21/2024 9:52 AM	Sometimes	0.5	2.00
53	Media usage	10070	Do You Watch Or Listen To Art And Music Programme?	True	1/21/2024 9:52 AM	Often	0.25	0.82
54	Media usage	10071	Do You Watch Sports Programmes Online Or On TV?	True	1/21/2024 9:52 AM	Very Often	1	0.61
55	Media usage	10079	Do You Read Magazines Or Online Publications?	True	1/21/2024 9:52 AM	Often	0.75	1.68
56	Media usage	10080	Do You Read Newspapers, Or Online News?	True	1/21/2024 9:52 AM	Very Often	1	0.76
57	Media usage	10081	Do You Listen To Audio Books?	True	1/21/2024 9:52 AM	Not Very Often	0.25	0.99
58	Media usage	10082	Do Read Novels Or Online Books?	True	1/21/2024 9:52 AM	Not Very Often	0.25	1.80
59	Media usage	10083	Do You Listen To The Radio Or Podcasts?	True	1/21/2024 9:52 AM	Very Often	1	0.47
60	Media usage	10084	Do You Listen To Stream Music?	True	1/21/2024 9:52 AM	Often	0.75	0.89

This Category was compleated and it has answers

Practitioner – Client Task Results – Raw data

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Clients

-view clients lists

Client Tasks

-view completed task results

-view /add open tasks

Raw data
List with all recorded answers for 73 items of the Test

CLICK!

Inform result raw data — dev.flows-project.eu/ro/TestResult/ResultInformRawData/22124

Incognito

Welcome **trainer!** [Log Off]

FLOWS

Clients | Administration

Inform result for Client FLOWS

Print this page | Dashboard Raw data Top 3 Back to client Download CSV

Shopping

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
1	Shopping	10000	Do You Plan When To Go Shopping?	True	1/21/2024 9:49 AM	Very Often	1	0.56
2	Shopping	10001	Do You Make Shopping Lists?	True	1/21/2024 9:49 AM	Very Often	1	1.50
3	Shopping	10002	Do You Shop Online?	True	1/21/2024 9:49 AM	Often	0.75	0.61
4	Shopping	10003	Do You Set A Budget And Stay Within It When You Go Shopping?	True	1/21/2024 9:49 AM	Sometimes	0.5	3.87
5	Shopping	10004	Do You Use The ATM Machine	True	1/21/2024 9:49 AM	Sometimes	0.5	0.65
6	Shopping	10005	Do You Use Online Banking, Paypal Or Revolut For Transactions Or To Check Your Account Balance?	True	1/21/2024 9:49 AM	Very Often	1	1.40
7	Shopping	10006	Do You Ask Shop Assistants For Help?	True	1/21/2024 9:50 AM	Often	0.75	4.43
8	Shopping	10007	Do You Compare Prices?	True	1/21/2024 9:50 AM	Very Often	1	0.52
9	Shopping	10008	Do You Separate Your Items Into Different Bags?	True	1/21/2024 9:50 AM	Often	0.75	3.81

This Category was compleated and it has answers

Use of Technology

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
10	Use of Technology	10013	When There Is Something You Do Not Know How To Do On Your Computer Do You Read The Instructions?	True	1/21/2024 9:55 AM	Very Often	1	2.41
11	Use of Technology	10014	Do You Use Search Engines Like "Google" Or Chatbots To Search For Things Online?	True	1/21/2024 9:56 AM	Very Often	1	0.81
12	Use of Technology	10015	Do You Find And Download Information Onto Your Computer Or Mobile Device?	True	1/21/2024 9:56 AM	Very Often	1	0.63

Practitioner – Client Task Results – Raw data

FLOWS
Platform EN

https://dev.flows-project.eu/en/

FLOWS
Organisation
1

Practitioner

-login with user/pass from Org. Admin

Clients

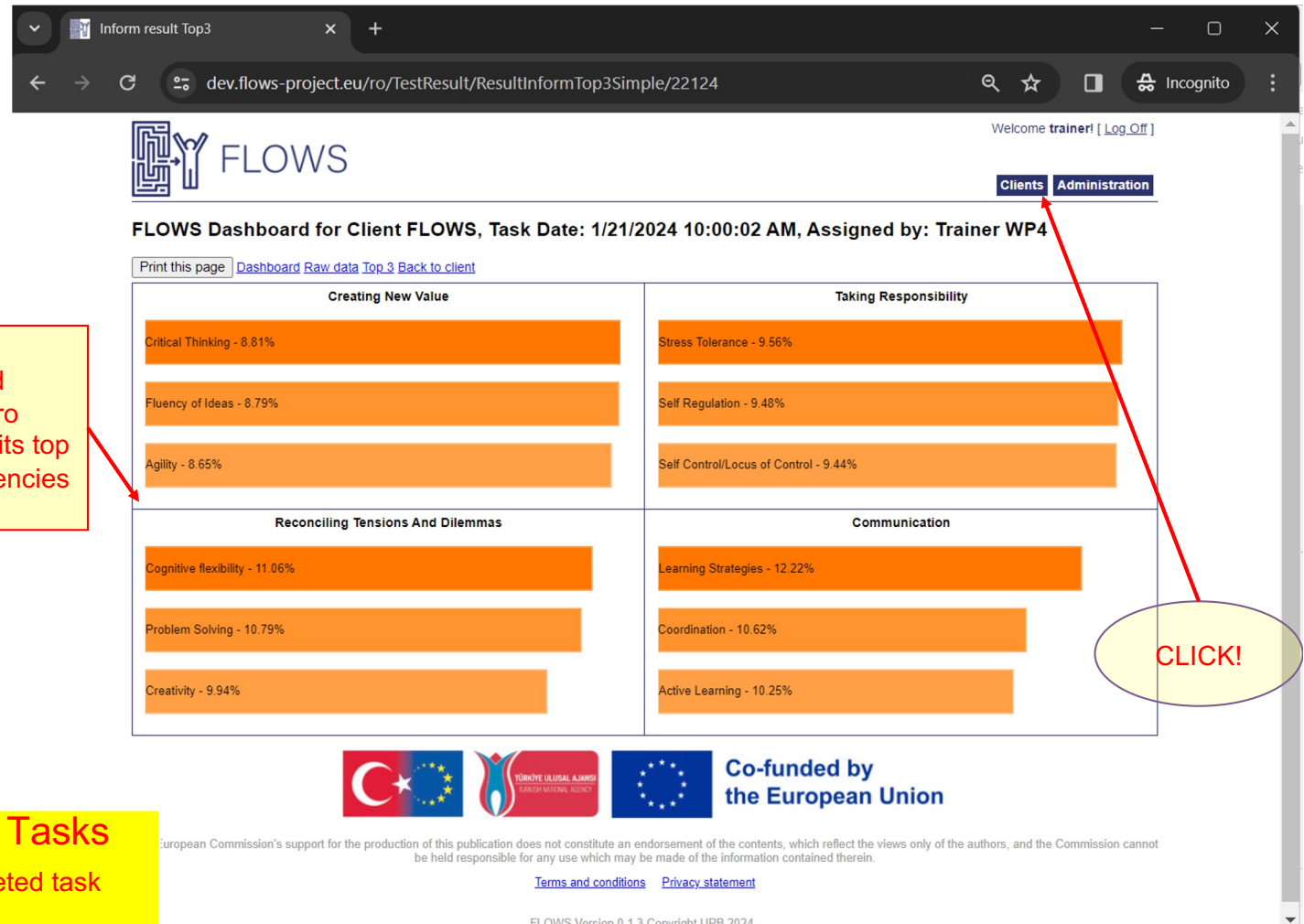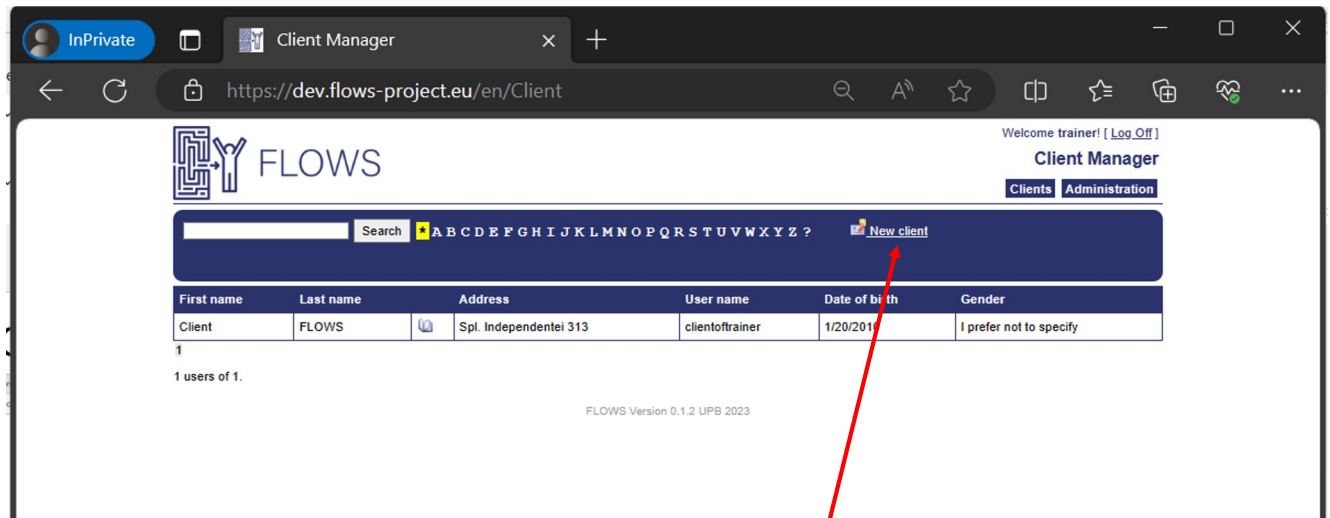-view clients lists

Client Tasks

-view completed task results

-view /add open tasks

Dashboard
Lists 4 Macro Categories and its top 3 micro competencies

Inform result Top3

dev.flows-project.eu/ro/TestResult/ResultInformTop3Simple/22124

Incognito

Welcome **trainer!** [Log Off]

FLOWS

Clients Administration

FLOWS Dashboard for Client FLOWS, Task Date: 1/21/2024 10:00:02 AM, Assigned by: Trainer WP4

Print this page Dashboard Raw data Top 3 Back to client

Creating New Value	Taking Responsibility
Critical Thinking - 8.81%	Stress Tolerance - 9.56%
Fluency of Ideas - 8.79%	Self Regulation - 9.48%
Agility - 8.65%	Self Control/Locus of Control - 9.44%

Reconciling Tensions And Dilemmas	Communication
Cognitive flexibility - 11.06%	Learning Strategies - 12.22%
Problem Solving - 10.79%	Coordination - 10.62%
Creativity - 9.94%	Active Learning - 10.25%

CLICK!

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FLOWS Online Platform – Practitioner – Client List

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner
-login with user/pass from Org. Admin

Clients
-view clients lists

Adding New Client

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Clients

-view clients lists

Client Tasks

-view completed task results

-view /add open tasks

Create New Client

FLOWS Online Platform – Practitioner – New Client

FLOWS Online Platform – Practitioner – Administration

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Administration

-view practitioners list

List with practitioners from Organization

FLOWS Online Platform – Practitioner – Administration

FLOWS Platform EN

https://dev.flows-project.eu/en/

FLOWS Organisation 1

Practitioner

-login with user/pass from Org. Admin

Administration

-view practitioners list

Create report with taken tasks for all clients

FLOWS produces reports that enables discussion ...

FLOWS produces reports that enables discussion ...

FLOWS produces reports that enables discussion ...

FLOWS produces reports that enables discussion ...

Reconciling Tensions And Dilemmas

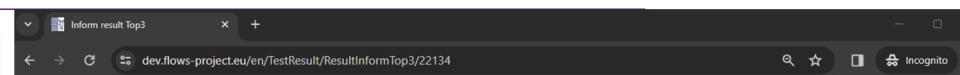| Component	Competency	Activities	Environment	Jobs	Task	Scores For All Components
Cognitive flexibility 11.25%	Being flexible in your thinking. Being able to switch between thinking about one concept or idea, to another. Being able to switch your way of thinking, change your mind, or simultaneously think of multiple concepts at once.	Find/install apps or use them online, communicating with others to solve problems, decorating the house, listening to Radio Current Affairs news, speaking a second language help children learn, helping with personal care and hygiene	Fast paced environments, environments which require conscientiousness and attention to detail but also require creativity and innovation	Architect, scientist, Receptionist, Teacher, Retail, Waiter	Switching your thinking from the colour of an object to the shape of an object.	Cognitive flexibility - 11.25% Problem Solving - 10.8% Responsability - 10.43% Resilience - 10.18% Creativity - 9.99% Conflict Resolution - 9.62% Perspective taking - 9.51% Tolerant of Contrasting Ideas - 9.49% Respect - 9.41% Empathy - 9.33%
Problem Solving 10.80%	Being able to solve novel, new, ill-defined problems in complex, real-world settings. It often involves trial and error.	Interested in computer programming or coding, Communicating with others to solve problems, Identify illness & respond accordingly, Help children learn.	Office environments, environments that allow time and space to analyse problems and develop solutions	Judge, Medic, Chief Executive, Engineer, Scientist, Researcher, Psychologist	Work out how to calculate the amount of time needed to do a certain job in the garden depending on the amount of work to do; You are going to be late, you need to figure out how to contact the person you are meeting as your phone battery has run out.	
Responsability 10.43%	Having a duty to deal with something or having control over something or someone. Being accountable.	Interested in volunteering / helping in my community, Identify illness & respond accordingly, Help children learn, Play with children, Helping with personal care and hygiene, Help with mobility, Advocacy	All working environments where there are supervisors, managers, specific roles	Manager, team leader, project manager, Teacher, Garda, Prison officer, Carer, social worker	Looking after children (babysitting); Looking after the weekly family budget; Arranging meetings and setting the agenda for a voluntary community committee; Managing a kid's football team	

Communication

Component	Competency	Activities	Environment	Jobs	Task	Scores For All Components
Learning Strategies 12.16%	Selecting and using training/ instructional methods and procedures appropriate for the situation when learning or teaching new things	Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in volunteering / helping in my community, Research a healthy recipe online, Help children learn	Learning organisations, technology oriented	A lot of jobs require learning strategies as throughout your working life you may have to present a concept or train in a new colleague and these strategies will guide you in navigating this journey. Examples: Teachers, Coaches.	You decide that you want to learn how to knit, you attend classes in your local community Centre and consult YouTube for tips; Using a "learning by doing" approach, you teach your child how to play basketball.	Learning Strategies - 12.16% Coordination - 10.51% Time Management - 10.36% Active Learning - 9.87% Social Perceptiveness - 9.69% Speaking - 9.16% Team working - 8.6% Active Listening - 8.56% Instructing - 7.73% Service Orientation - 6.73% Writing - 6.62%
Coordination 10.51%	Adjusting actions in relation to others' actions.	Team sport - Football - Basketball – Hockey, Working within a team, Communicating with others to solve problems, Speak to children, Help with mobility	Team oriented, cooperation, collaboration	A lot of jobs require employees to be flexible as the workplace can present challenges that force us to adapt to carry out the tasks that need to be completed e.g. Chef, Nurse, Coach, Event Planner, Prison Officer.	You are a passenger in a taxi stuck in heavy traffic, the driver's anger is increasing, you try to calm her down and assure her that you are in no rush and the situation is beyond her control.	
Time Management 10.36%	Managing one's own time and the time of others.	Planning time, Using the (cloud) calendar, Team sport - Football - Basketball – Hockey, Arranging activities (sometimes using social media), Using public transport, Cook a meal	Services (e.g. financial, health, legal), Teaching, target driven	All jobs require effective time management skills as it allows employees to prioritise tasks, maintain structure and be self-aware.	You agree to meet your friend for coffee prior to a dentist appointment you leave the café in sufficient time to make your dentist appointment; You set an alarm or a reminder on your phone to collect your child from swimming class; You create a schedule that maps out your family's weekly activities and hang it on the fridge.	

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What does this mean for FLOWS use

Descriptive analysis of the pilot population

Established levels of reliability

Established levels of validity

Factors underpinning the tool

Enable greater quality and usefulness of the tool

LEARNING UNIT 4: RESOURCES

References (books, articles, reports, links)

https://dev.flows-project.eu/

https://gs.statcounter.com/browser-market-share/all/europe

FLOWS Learning Unit 1: Future World of Work

FLOWS Learning Unit 2: Future Competences

FLOWS Learning Unit 3: Whole Guidance Process

Action Exercise: Analyze your tasks

1. Based on login data as practitioner provided during the training identify and analyze Top3/x Reports for your tasks

1.   There is any difference of the report Top3 between the tasks? How relevant is it?

1. What additional recommendation/advise would you add now for you clients before taking a task?

FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning unit 5:
Carrying out the counselling & analysing the report

WP5: FLOWS training for practitioners

Co-funded by
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AGENDA

LO 5 - Counselling interview and report

1. preparation

- Adapt the language and intervention to the participants - we are not all the same.
- Gather background information and past experiences.
- Set realistic expectations for the counselling session.

2. conducting the counselling session

- Look for suitable times and rooms to conduct the counselling session.
- Consider the counselling session as a tool for self-awareness.
- Explain the FLOWS tool, its possibilities and limitations.

3. feedback

- Provide interactive, dynamic, positive and constructive feedback.
- Link the results to training and/or employment opportunities.

LEARNER OUTCOMES

By completing this learning unit, you will gain an understanding of the structure of counselling sessions:

- What background information you need to gather to conduct the counselling session.

- How to prepare the counselling session and use the tool's report.

- How to inform participants about the results obtained in the report?
- How to link the results to training and/or employment opportunities?

You will also be able to

- Tailor the counselling session to the participants

- Interpret the results independently

- Provide interactive, dynamic, **positive** and constructive feedback

- Link the results to training and/or employment opportunities

FLOWS TRAINING FOR PRACTITIONERS

LO 5: Conducting the consultation and analysing the report

Preparation (1)

Before the start of the consultation:

1. Find a quiet and comfortable place to conduct the introductory meeting.
2. Adapt your language and approach to the participant in order to build trust and ensure clear communication. And don't forget: **listening is key**!

*It is important that participants feel safe to speak honestly about past experiences, whether positive or negative.
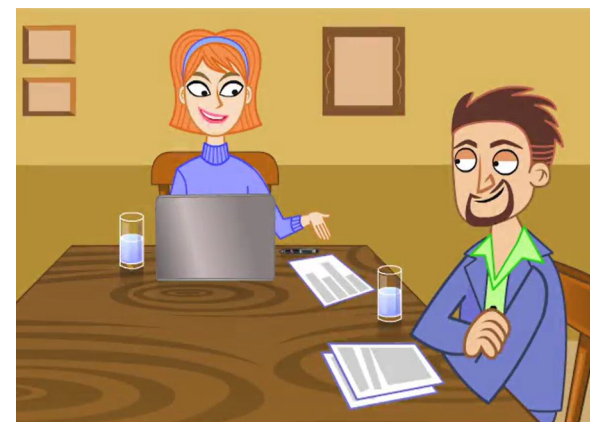
Preparation (2)

Gather background information:

1. Identify areas of career uncertainty and participants' strengths or talents.

2. Talk about educational or career options that participants have thought about...

3. Discuss background information in detail.

4. Inquire about previous "assessment" experiences and show empathy.

5. Make a note of any important information you have gathered so that you can address these points during the counselling sessions.

Preparation (3)

Set realistic expectations for the orientation session

1. Encourage participants to formulate three or four questions/goals they would like to discuss in relation to their career.
2. Ask the participant to discuss any barriers they see in relation to education, training or employment.
3. If necessary, ask further questions about specific causes for external reasons that cannot be influenced by the participant's actions/will.
4. If the participant is struggling to ask questions, try to recognise and clarify the broad outlines of their professional problems or concerns.
5. This is a good time to show empathy and reflect on feelings. Check the participant's understanding and ask them to rephrase their questions to create a satisfactory list.
6. Write down the three or four questions you will work on in the future.

Preparation (4)

Career counsellors should consider these points:

1. Do you have a good understanding of the participants' background?

2. Have you planned enough time for preparation?

3. Have you ensured that the client has understood the process?

4. Have you explained to the client how the information will be used and have you obtained their consent?

Carrying out the survey (1)

Before you start the survey:

1. Find a quiet and comfortable place for the interview and make sure that you provide all the necessary resources for the participants: PC/Internet, headphones, quiet, privacy, etc.

2. Make participants aware of how the information obtained will be used.

3. Consider the survey as a tool for self-knowledge and not as a "test". It is about everyday activities and competences and therefore there are no right or wrong answers.

4. Explain how important it is to be honest when answering the questions to ensure the validity of the results.

5. Explain to participants the process after the survey: you will analyse the results together to find the best options.

Carrying out the survey (2)

Explain the FLOWS tool, with all its possibilities and limitations

1. Although we aim for spontaneous interaction in the survey, it is important to give a brief explanation of the tool: categories asked for, activities and their relation to specific competences.

2. Explain the purpose of the FLOWS tool and ask participants to describe what they hope to gain from completing the assessment.

3. Listen to any questions participants have about the tool (including practical questions) and address them before they start the survey.

4. Include participants' questions in the feedback session.

Participants work with the FLOWS tool
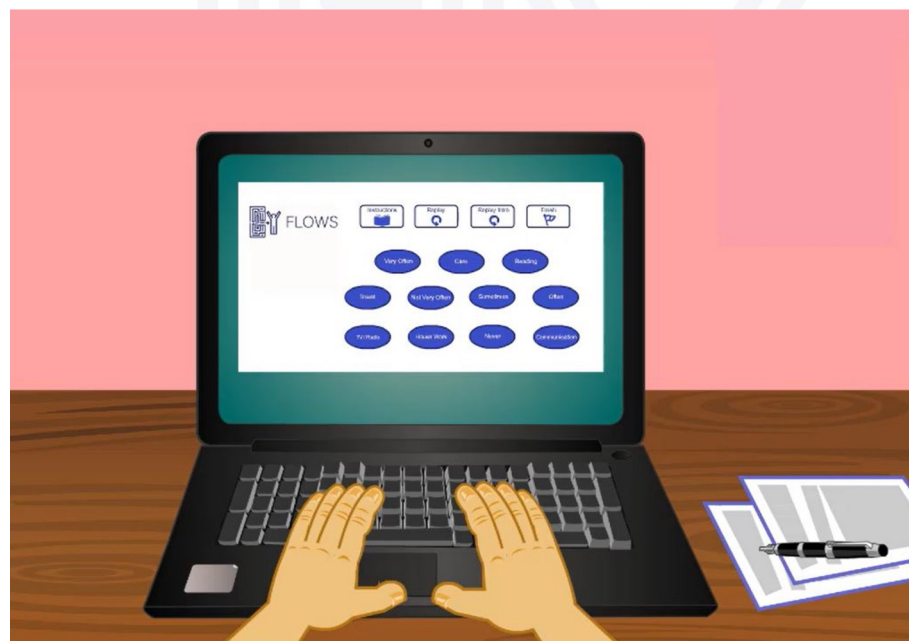
Feedback (1)

Counselling session after working with the FLOWS tool

1. Watch this short TedTalk on "The secret to giving good feedback" (Renninger, 2020): https://www.youtube.com/watch?v=wtl5UrrgU8c

2. Pay attention to possible fears in connection with the assessment results

3. Emphasise the interactive nature of the feedback session and encourage participants to actively participate.

4. Remind participants that there are no right or wrong answers and that the evaluation of the survey is only ONE source of information to get closer to finding suitable employment.

Feedback (2)

Consent of the participants

1. Explain that the results can be a good decision-making aid.

2. clarify how and where the report will be stored and for how long

3. observe the GDPR and the data protection guidelines of your organisation

4. point out to the participants again that they can withdraw their consent at any time.

Feedback (3)

FLOWS tool for practitioners: Where to find the participants' results

Example test account in EN: https://dev.flows-project.eu/
User name: flowstestpractitioner
Password: flowspractitioner2023

You will receive your personal account for the German version during the training.

Click on the **completed** tasks, as shown in the illustration, to access the report.
In the report you will see the summary of the results, starting with the 3 highest rated competences for each macro category. Then go through these top 3 competences (last column), but also note the competences ranked below.

ctID	Task	Status	Task date	Assigned by	Mobile	
22110	FLOWS Inform	open		flowstestpractitioner flows 11/13/2023 11:06 AM	No	delete
22109	FLOWS Inform	open		flowstestpractitioner flows 11/6/2023 5:00 PM	No	delete
22108	FLOWS Inform	completed	1/15/2024 9:42 AM	flowstestpractitioner flows 11/6/2023 5:00 PM	No	delete
22107	FLOWS Inform	completed	12/20/2023 12:50 PM	flowstestpractitioner flows 11/6/2023 5:00 PM	No	delete

Delete client and data | Edit client details | Back to List

Feedback (4)

The FLOWS Tool Report provides 2 types of information:

- Top 3: Shows the three competences for each macro-competence that someone - according to the survey - has developed the most. It also contains a description of each competency as well as the activities and job opportunities associated with it.

- Raw data report: Contains the list of questions to which the user has responded, with the date of completion, the answer chosen, the score awarded for that answer and the time taken to respond.

Report

Here is an example of an Irish report.

The top 3 competences are highlighted in the last column.

In this case also a 4th competence, as this is very close to the top 3.

Reconciling Tensions And Dilemmas						
Component	**Competency**	**Activities**	**Environment**	**Jobs**	**Task**	**Scores For All Component**
Conflict Resolution 10.58%	Being able to handle complaints, settle disputes, and resolve grievances and conflicts, it involves negotiating with others.	Working within a team, working with others to solve problems, Travelling outside my normal social and cultural surroundings, Conscious use of social media	Service, teams, committees, dealing with people who are under stress or pressure, customer complaints/service	Mediator, Police, Lawyer, HR managers, Construction manager, Public service	Two neighbours are in a dispute about their children's behaviour, you try to negotiate and support them in resolving the issue; You are on a local voluntary committee and must deal with complaints about anti-social behaviour, it is important for you to keep cool and not escalate the problems	Conflict Resolution - 10.58% Respect - 10.51% Tolerant of Contrasting Ideas - 10.45 Empathy - 10.41% Responsability - 9.99% Creativity - 9.89% Problem Solving - 9.86% Perspective taking - 9.69% Resilience - 9.39% Cognitive flexibility - 9.23%
Respect 10.51%	Being able to give due regard or consideration for the feelings, wishes, or rights of others. An attitude of valuing another person and treating the person accordingly.	Communicating with others to solve problems, Debating an issue (on social media or in person), Conscious use of social media, Speak to children, Helping with personal care and hygiene.	Teamwork, working with public	Nurse, doctor, counsellor, prison guard, garda, public facing roles, teaching	Respecting others even though you may disagree with how they live their lives; treating every person as you would like to be treated; being involved in human rights	
Tolerant of Contrasting Ideas 10.45%	A tendency to be broad-minded and appreciating differences in others' values; Being free from prejudice	Working within a team, Communicating with others to solve problems, Travelling outside my normal and cultural surroundings, Debating an issue (on social media or in person), Conscious use of social media.	Working in a team, social justice, community, multi-disciplinary or multi-cultural teams	Researcher, mediator, garda, community worker, diversity officer	Living side by side with people from a different culture. Accepting differences in a work or voluntary setting. Accepting how your friend raises her children even if you don't agree with her values and beliefs.	

FLOWS

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Report

Put things in perspective:

Here you can see the results of the macro-competence "Communication".

Focus on the positive aspects and point out that competences ranked further down can also have a high score.

	Communication					
Component	**Competency**	**Activities**	**Environment**	**Jobs**	**Task**	**Scores For All Components**
Active Learning 10.46%	Understanding the implications of new information for both current and future problem-solving and decision-making.	Searching, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work	Learning organisations, technology oriented	A lot of jobs require active learning skills as procedures and practices are continually updated in the world of work e.g. Teachers, Doctors, Fashion Designer, Technology.	You and your family have been going to the same holiday destination for 10 years, but after watching a TV program you discover a more cost-effective option and decide book it; You listen to a dietician on the radio talking about the benefits of fruits and vegetables and you add these foods to your next weekly shop to try a more balanced diet.	Active Learning - 10.46% Time Management - 10.37% Active Listening - 9.79% Team working - 9.67% Learning Strategies - 9.61% Social Perceptiveness - 9.38% Service Orientation - 9.35% Speaking - 9.21% Writing - 8.08% Coordination - 7.95% Instructing - 6.11%
Time Management 10.37%	Managing one's own time and the time of others.	Planning time, Using the (cloud) calendar, Team sport - Football - Basketball – Hockey, Arranging activities (sometimes using social media), Using public transport, Cook a meal	Services (e.g. financial, health, legal), Teaching, target driven	All jobs require effective time management skills as it allows employees to prioritise tasks, maintain structure and be self-aware.	You agree to meet your friend for coffee prior to a dentist appointment you leave the café in sufficient time to make your dentist appointment; You set an alarm or a reminder on your phone to collect your child from swimming class; You create a schedule that maps out your family's weekly activities and hang it on the fridge	
Active Listening 9.79%	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	Participating in group activities (sometimes via social media), Hanging out in person or online, Interested in learning about new topics – knowledge, Working within a team, Communicating with others to solve problems, Watching Learning to do programmes or you Tube, Listening to Radio - talk shows, Speaking a second language	Customer oriented environments, Public services	Most jobs require employees to engage in active listening to build effective relationships and to respond to clients' needs and resolve their problems e.g. Air Traffic Controller, Social worker.	A friend visits your house and tells you about a difficult moment they are facing. You turn off the TV to avoid distractions and demonstrate concern.	

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Report

Emphasise how important
transversal skills are,
such as "dealing with difficult
situations", and try to
encourage participants to think
about
how and when they acquired
important competences, such
as
"conflict resolution".

Reconciling Tensions And Dilemmas

Component	Competency	Activities	Environment	Jobs	Task
Conflict Resolution 10.58%	Being able to handle complaints, settle disputes, and resolve grievances and conflicts, it involves negotiating with others.	Working within a team, working with others to solve problems, Travelling outside my normal social and cultural surroundings, Conscious use of social media	Service, teams, committees, dealing with people who are under stress or pressure, customer complaints/service	Mediator, Police, Lawyer, HR managers, Construction manager, Public service	Two neighbours are in a dispute about their children's behaviour, you try to negotiate and support them in resolving the issue; You are on a local voluntary committee and must deal with complaints about anti-social behaviour, it is important for you to keep cool and not escalate the problems!
Respect 10.51%	Being able to give due regard or consideration for the feelings, wishes, or rights of others. An attitude of valuing another person and treating the person accordingly.	Communicating with others to solve problems, Debating an issue (on social media or in person), Conscious use of social media, Speak to children, Helping with personal care and hygiene.	Teamwork, working with public	Nurse, doctor, counsellor, prison guard, garda, public facing roles, teaching	Respecting others even though you may disagree with how they live their lives; treating every person as you would like to be treated; being involved in human rights
Tolerant of Contrasting Ideas 10.45%	A tendency to be broad-minded and appreciating differences in others' values; Being free from prejudice	Working within a team, Communicating with others to solve problems, Travelling outside my normal and cultural surroundings, Debating an issue (on social media or in person), Conscious use of social media.	Working in a team, social justice, community, multi-disciplinary or multi-cultural teams	Researcher, mediator, garda, community worker, diversity officer	Living side by side with people from a different culture. Accepting differences in a work or voluntary setting. Accepting how your friend raises her children even if you don't agree with her values and beliefs.

Scores For All Components

- Conflict Resolution - 10.58%
- Respect - 10.51%
- Tolerant of Contrasting Ideas - 10.45
- Empathy - 10.41%
- Responsability - 9.99%
- Creativity - 9.89%
- Problem Solving - 9.86%
- Perspective taking - 9.69%
- Resilience - 9.39%
- Cognitive flexibility - 9.23%

Report

Don't forget: all these skills and competences have been learnt in everyday life, but are of great importance in the working world!

For example, the more your participant "plans events for friends", the more experience she has already gained in this area.
Perhaps you would make a good event manager?

Component	Competence	Activities	Environment	Jobs	Task	Scores For All Components
			Communication			
Active Learning 10.46%	Understanding the implications of new information for both current and future problem-solving and decision-making.	Searching, Interested in learning new skills or how to do something (crafts, hobbies etc.), Interested in learning about new topics – knowledge, Interested in learning for my career / to get a qualification, Interested in volunteering / helping in my community, Using social media to learn or work	Learning organisations, technology oriented	A lot of jobs require active learning skills as procedures and practices are continually updated in the world of work e.g. Teachers, Doctors, Fashion Designer, Technology.	You and your family have been going to the same holiday destination for 10 years, but after watching a TV program you discover a more cost-effective option and decide book it; You listen to a dietician on the radio talking about the benefits of fruits and vegetables and you add these foods to your next weekly shop to try a more balanced diet.	Active Learning - 10.46% Time Management - 10.37% Active Listening - 9.79% Team working - 9.67% Learning Strategies - 9.61% Social Perceptiveness - 9.38% Service Orientation - 9.35% Speaking - 9.21% Writing - 8.08% Coordination - 7.95% Instructing - 6.11%
Time Management 10.37%	Managing one's own time and the time of others.	Planning time, Using the (cloud) calendar, Team sport - Football - Basketball – Hockey, Arranging activities (sometimes using social media), Using public transport, Cook a meal	Services (e.g. financial, health, legal), Teaching, target driven	All jobs require effective time management skills as it allows employees to prioritise tasks, maintain structure and be self-aware.	You agree to meet your friend for coffee prior to a dentist appointment you leave the café in sufficient time to make your dentist appointment; You set an alarm or a reminder on your phone to collect your child from swimming class; You create a schedule that maps out your family's weekly activities and hang it on the fridge.	
Active Listening 9.79%	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	Participating in group activities (sometimes via social media), Hanging out in person or online, Interested in learning about new topics – knowledge, Working within a team, Communicating with others to solve problems, Watching Learning to do programmes or you Tube, Listening to Radio - talk shows, Speaking a second language	Customer oriented environments, Public services	Most jobs require employees to engage in active listening to build effective relationships and to respond to clients' needs and resolve their problems e.g. Air Traffic Controller, Social worker.	A friend visits your house and tells you about a difficult moment they are facing. You turn off the TV to avoid distractions and demonstrate concern.	

Time for an exercise:

Use the results of your own report to get a feel for a feedback session.

1. What was your first impression of the FLOWS tool?

2. Did you find the introduction and the process clear or did you have difficulties with the input?

3. Share the results of your own test with your seat partner and try to make good suggestions or highlight the other person's key findings.

4. Do the results reflect what you consider to be your strengths and do they relate to your previous experience?

5. What would you change about the tool?

6. Do you think the tool is suitable for your target group? If not, what would you need?

Raw data report

In this table you can read individual answers and compare them with previous entries.

Example:
Your participant plans when he is going shopping, creates a shopping list and uses his calendar VERY OFTEN.

Someone is good at planning!
And this is an important skill that many employers are looking for.

Print this page | Raw data Top 3 Back to client Download CSV

Shopping

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
1	Shopping	10000	Do You Plan When To Go Shopping?	True	1/15/2024 9:33 AM	Very Often	1	1.89
2	Shopping	10001	Do You Make Shopping Lists?	True	1/15/2024 9:33 AM	Very Often	1	1.20
3	Shopping	10002	Do You Shop Online?	True	1/15/2024 9:33 AM	Very Often	1	0.82
4	Shopping	10003	Do You Set A Budget And Stay Within It When You Go Shopping?	True	1/15/2024 9:33 AM	Often	0.75	1.55
5	Shopping	10004	Do You Use The ATM Machine	True	1/15/2024 9:33 AM	Sometimes	0.5	1.97
6	Shopping	10005	Do You Use Online Banking, Paypal Or Revolut For Transactions Or To Check Your Account Balance?	True	1/15/2024 9:33 AM	Very Often	1	0.64
7	Shopping	10006	Do You Ask Shop Assistants For Help?	True	1/15/2024 9:34 AM	Often	0.75	1.18
8	Shopping	10007	Do You Compare Prices?	True	1/15/2024 9:34 AM	Very Often	1	0.70
9	Shopping	10008	Do You Separate Your Items Into Different Bags?	True	1/15/2024 9:34 AM	Very Often	1	0.79

Use of Technology

ID	Section	QtnID	Question	Relevant	Task Date	Response	Score	Time in Seconds
10	Use of Technology	10013	When There Is Something You Do Not Know How To Do On Your Computer Do You Read The Instructions?	True	1/15/2024 9:39 AM	Very Often	1	0.78
11	Use of Technology	10014	Do You Use Search Engines Like "Google" Or Chatbots To Search For Things Online?	True	1/15/2024 9:39 AM	Very Often	1	1.08
12	Use of Technology	10015	Do You Find And Download Information Onto Your Computer Or Mobile Device?	True	1/15/2024 9:40 AM	Very Often	1	0.68
13	Use of Technology	10016	Do You Use The Cloud Calendar On Your Computer Or Device?	True	1/15/2024 9:40 AM	Very Often	1	0.75
14	Use of Technology	10017	Do You Play Online Computer Games?	True	1/15/2024 9:40 AM	Never	0	0.56

FLOWS

Report & feedback discussion

Ask the participants about any difficulties they may have in completing the tool.

Ask participants in advance what they expect from the results.

Choose the assessment results carefully and start with something positive. Then gradually move on to more difficult areas.

The interpretation should be easy for the participants to understand. Ask them to confirm the assumptions or adjust them if necessary. Listen carefully as you do so.

Report & feedback discussion

Give interactive, dynamic, positive and constructive feedback.

Use open-ended questions such as "How does this fit with your self-image"?

Ask participants to give one or two examples of each key outcome of the assessment. Discuss each example and its implications.

Use non-verbal communication such as nodding or smiling to acknowledge the participants' interpretation and examples.

Report & feedback discussion

Don't just leave out a test result because it seems difficult to address. Every career counselling result can be made constructive.

Use the transformation of negative results into constructive counselling results to help participants avoid certain career paths.

If participants score very high on a skill, ask specifically if they would like to enter a profession where working with that skill makes up a large part of the working day.

Do not jump to conclusions and always remember that the FLOWS tool is only ONE way of assessing competences.

Report & feedback discussion

Conclusion of the discussion:

Ask if the participants have any questions and summarise what they took away from the session.

Check whether participants would like to go into more detail on some aspects.

Remind participants that they can contact you at any time if they have questions about the feedback or the storage of their results.

Remember to document the consent form, which will serve as your starting point for the next session.

After the feedback session, it is important that you keep a record of the key points discussed, the key findings and the agreed next steps. This will help you to remember the agreements made during the session at a later date.

Exercise

Turn the following sentences into positive ones:

- You are bad at... _____

- You should concentrate on... _____

- You should not work in a place that ... _____

- You should not pursue a career in the field of ... _____

References

1. "The secret to giving good feedback" (Renninger, 2020): https://www.youtube.com/watch?v=wtl5UrrgU8c

2. FLOWS TOOL https://dev.flows-project.eu/

3rd FLOWS project website: https://www.flows-project.eu/

Thank you for your attention!

FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning Unit 6:
Transfer into Practice &
Quality Assurance

WP5: FLOWS Practitioner Training

Co-funded by
the European Union

LEARNING OUTCOMES

By completing this Learning Unit, you will gain

the knowledge and ability to incorporate the use of the FLOWS training & tool into your own organisation and into wider career guidance practice,

in a way that assures a high-quality implementation process,

based on a good practice approach, which has already been evaluated in the preceding FYC-project.

AGENDA

LU6 – Transfer into Practice & Quality Assurance

1. Information on transfer into daily practice

2. Use cases & good practice

3. Templates for use cases

4. Evaluation template

5. Quality Assurance

6. Continuous improvement process

7. Further developments

THE FLOWS TRAINING FOR PRACTITIONERS
TRANSFER INTO PRACTICE

LU6: Transfer into Practice & QA

TRANSFER INTO PRACTICE - CONTEXT

Career guidance refers to services intended to assist people of any age and at any point throughout their lives to make educational, training, and occupational choices and to manage their careers.

It helps people to reflect on their ambitions, interests, qualifications and abilities.

Helps them to understand the labour market and education systems and to relate this to what they know about themselves.

Comprehensive career guidance tries to teach people to plan and make decisions about work and learning.

Outcomes of Career Guidance

Learning & (Soft) Skills Development

Participation in (Further) Training

Becoming aware of own strengths and needs for development

TRANSFER INTO PRACTICE - CONTEXT

1. Information about training and education opportunities, occupations and their characteristics is central to the career guidance process.

2. Good quality career guidance and should provide:

   Information on labour market supply and demand.

   Information on (further) education, occupational chances and labour market perspectives should be linked.

   Information on changes in the new world of work (LMI – Labour market information).

   Information on "new" occupations (e.g. green jobs) should be provided.

TRANSFER INTO PRACTICE - CONTEXT

Career guidance is particularly significant given the changing patterns of work and the need for reskilling, in the context of lifelong learning.

Significant gaps exist in adults attempting to access to career guidance (OECD)

Innovative and more diverse delivery methods can be used to widen access to career guidance, the development of self-awareness and improved decision making in the process such as the FLOWS Tool.

Information on changes in the new world of work (LMI – Labour market information).

Digital Tools in career guidance needs to be seen as part of a wider suite of delivery methods and can be integrated in existing face to face methods.

TRANSFER INTO PRACTICE – Good practice

Guidance practitioners involved in psychometric testing should be aware of what it means to be a competent test user and adhere to good practice in test use (Fitzgerald & Farrell, 2014)

The International Test Commission (ITC) guidelines for Test Use (2000) describe a competent test user as one who will

"use tests appropriately, professionally, and in an ethical manner, paying due regard to the rights of those involved in the testing process, the reasons for testing and the broader context in which the testing takes place".

TRANSFER INTO PRACTICE – Good practice

A career guidance practitioner who is applying high quality standards ought to demonstrate competence in five key areas:

1. ADMINISTRATION

2. SCORING

3. INTERPRETATION

4. FEEDBACK

5. EVALUATION

FLOWS

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TRANSFER INTO PRACTICE – Good practice

Foundation of high quality in test use:

Understanding the limits of test use.

Awareness of the single steps needed (see graph above).

NB! It is important that we do not overplay the benefits of testing

and ignore the limitations of data derived from a series of

short assessments taken at a given moment in time.

TRANSFER INTO PRACTICE – Digitalisation

Digitalisation plays an important role and can be used in a variety of ways:

Self assessment and self awareness development, e.g. FLOWS Tool

Opportunity awareness including databases of learning and work opportunities, e.g. Careers Portal

Decision learning including systems that let users match their personal profiles to learning or work opportunities.

Transition learning – help users implement decisions including support in developing action plans, CV preparation, completing application forms, preparing for job interviews.

TRANSFER INTO PRACTICE – Digitalisation

Digitalisation plays an important role and can be used in a variety of ways:

Practitioners need to assess people's needs and indicate the resources and services which might best meet them.

Be available for brief interventions to help them review what they have learned from these resources and services.

Be available for longer interviews for those who need them.

TRANSFER INTO PRACTICE – Good practice

Psychometric tests are just one tool in developing an understanding of a jobseeker's career options. We should never use a piece of data in isolation as the basis of recommending or not recommending a particular career path – data should not be interpreted out of context.

When choosing any psychometric test consider the following:

The needs of the jobseeker (compatibility)

Check if the test is relevant for the intended purpose (validity)

Verify how accurate the chosen test is (reliability)

Make sure that the test experience could not harm the user (responsibility)

TRANSFER INTO PRACTICE – Good practice

Test Preparation & Administration:

A professional administration session will result in jobseekers knowing exactly what they are doing, as well as presenting a clear rationale as to how and why this might benefit them.

Differences in performance may be due to factors such as socio-economic status, educational background, language – it is important that prior to test administration, guidance practitioners identify any accommodations which will mitigate any unfair adverse impact.

Preparations include any modifications for those with special needs or disability, e.g. physical disability, dyslexia, visual or hearing impairment, to ensure an appropriate testing environment.

TRANSFER INTO PRACTICE – Good practice

Test Preparation & Administration:

Different cultural backgrounds should also be accounted for – differences in cultural context and understanding may affect expectations of engaging in the assessment.

If the practitioner feels they cannot make reasonable provisions to support users for whom test results could have a negative impact, then the test should not be administered.

Confidentiality is vital - ensure that test materials are kept securely, and test results are treated confidentially (EFPA, 2012)

Ensure materials do not circulate freely. In a career guidance context, the content and quality of the feedback which the jobseekers receive, will be compromised if they have become overly familiar with the test.

TRANSFER INTO PRACTICE – Good practice

Test Preparation & Administration:

Regulate access to online assessments by ensuring passwords are needed for access.

Inform test users prior to administration about who will have access to the results and how long they will be retained for.

Test users own their test results and are entitled to review or access them whenever necessary.

They have the right to know where their results will be stored, how they will be used and who will have access to them.

Results should not be stored indefinitely – preparations should be made for results to be destroyed after a specified amount of time.

TRANSFER INTO PRACTICE – Group Activity

Discuss specific jobseekers needs that may impact on test administration and engagement from test users' perspective.

What supports might test users need?

THE FLOWS TRAINING FOR PRACTITIONERS TRANSFER INTO PRACTICE

LU6: Transfer into Practice & QA

TRANSFER INTO PRACTICE – Use Case

Design of a Use Case:

All practitioners participating in the FLOWS training are required to develop at least one Use Case with one jobseeker to document the process of implementation into practice.

This Use Case will be presented in Unit 7 as part of the final assessment & expert talk at the end of the practitioner training, which is part of the certification process.

TRANSFER INTO PRACTICE – Use Case

Use Case - Important points to consider:

Initial situation of the jobseeker (before the guidance process): What problem did the jobseeker come to you with: e.g., drop-out of school, dismissal, new orientation, etc.

Describe in detail the start of the guidance process with the jobseeker: e.g. two telephone calls, then a personal meeting, etc. NOTE! Please describe the stage of the process when you as a practitioner, started to work with the FLOWS tool.

Describe the outcomes, findings and agreements you made with the jobseeker.

Document the jobseeker's feedback.

There is space for any other points you want to mention.

TRANSFER INTO PRACTICE – Use Case

The Use Case template is available as annex 3 in Learning Unit 7:
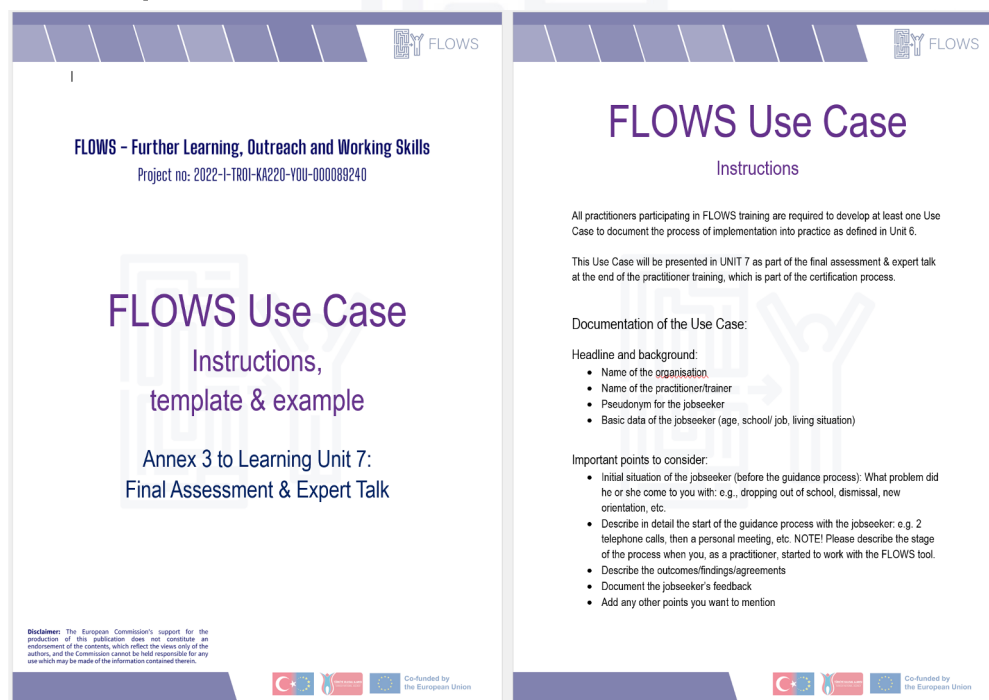
THE FLOWS TRAINING FOR PRACTITIONERS
Quality Assurance

LU6: Transfer into Practice & QA

QA in Career Guidance – The Challenges

Career guidance for adults has the potential to improve employment, education and training outcomes. To have these desired outcomes, services must be of high quality (OECD).

Assessing and assuring the quality of career guidance services is made challenging by the variable nature of service delivery, which is ideally adapted to different contexts and different user needs.

Adults who are in need of guidance do not fit one mould – each has differing needs requiring different resources and tools.

Different countries build their quality system in different ways by emphasizing different domains and approaches. Many countries have a range of associations to represent career guidance practitioners, often poorly linked. In Austria, registers of career guidance practitioners have been established to help maintain and raise standards.

QA in Career Guidance – The Challenges

Heterogeneity in Career Guidance:

Career guidance is provided by people with a wide range of training and qualifications.

Training for adult career guidance practitioners is rarely specialized and at tertiary level.

More commonly, career guidance forms part of more general guidance and counselling training, is limited to short tertiary courses, is in-service or based on related qualifications.

Thorough grounding in the basic theories of career guidance, systematic exposure to its social and economic contexts and purposes and systematic applied training in several methodologies that form the knowledge base of its practice, is needed.

QA in Career Guidance – Next Steps in the EU

An important measure on EU level launched by CEDEFOP:

EU 2020+ policy draws attention to the need for ensuring the quality of career services. Monitoring and evaluation (M&E) of lifelong guidance and career development services for adults remains an area to develop.

In March 2022 CEDEFOP launched a workshop titled: "Supporting careers and learning: towards common standards for monitoring and evaluation in Europe".

The virtual workshop invited European and international experts, researchers and stakeholders working in the lifelong guidance policy field, particularly experts in monitoring and evaluation at different levels of the system, in public policy research and policymaking, guidance providers, programme facilitators, and career counselling trainers.

QA in Career Guidance – Next Steps in the EU

The main objective was to

to exchange and generate new knowledge for supporting national efforts in monitoring and evaluation and quality assurance,

in building the evidence base on individual and social outcomes of interventions and promoting solid approaches to monitoring and evaluation in career guidance.

In particular, focus was on discussing current research trends and national practices in career services, and the methodological options for evaluating the outcomes and impacts of career development support services and measures for adults (18+), in a lifelong learning perspective.

The event was an opportunity for authors of six research papers to present their findings.

QA in Career Guidance – Next Steps in the EU

The main findings have been published by CEDEFOP:

Working paper series
No 9 / March 2022

TOWARDS EUROPEAN STANDARDS FOR MONITORING AND EVALUATION OF LIFELONG GUIDANCE SYSTEMS AND SERVICES (VOL. I)

CEDEFOP

This publication brings together the results of a call for papers on monitoring and evaluating career guidance systems and services, perspective of career development support to careers and learning.

The report is framed within a larger project aiming to explore the feasibility of achieving an integrated vision of the results of guidance interventions and establishing minimum standards for comparable monitoring and evaluation of career guidance and counselling services for adults in Europe from a lifelong perspective.

https://www.cedefop.europa.eu/en/publications/6209#group-downloads

Quality Assurance in the FLOWS training

We follow the Quality Assurance Indicators as defined by OECD:

1. Client-centredness

2. Accessibility, transparency and coherence of the services

3. Well trained guidance staff

4. Valid, precise and comprehensive careers information

5. Referral to other guidance specialists

6. Follow Up

Quality Assurance in the FLOWS training

The FLOWS Continuous Improvement Process

1. Practitioners facilitating the tool must continue to engage in an ongoing process of self-reflection and seek ongoing training and support as necessary.

2. An awareness and implementation of high-quality processes and procedures contributes to a high-quality guidance organisation.

3. Reflect on own organisations adherence to the career guidance quality assurance guidelines and identify areas for development – bring to the attention of leaders and decision makers in your organisation.

Quality Assurance in the FLOWS training

The FLOWS Continuous Improvement Process

4. Ensure a wider organisational framework for guidance tools to fit into what is developed.

5. Adapt tools used in the guidance process to meet changing environments and needs.

6. Fit them to the organisations aims and purpose to encourage and facilitate long term use.

Quality Assurance in the FLOWS training

QA for the development process of the FLOWS Tool:

Set up channels of communication whereby users of the tool can share their experience of using it and support each other in the development process.

Set up a quality circle or group of practitioners who are trained to identify, analyse, solve any problems related to the tool use and present solutions to management in order to improve performance.

Provide ongoing feedback to the FLOWS tool development team.

Ensure that updated versions of the tool are implemented as developed.

Quality Assurance in the FLOWS training

QA for the implementation of the FLOWS training:

Quality assurance (QA) is an instrument to ensure the quality of the career guidance process, to continuously improve the training for the target groups and to adapt outcomes to the respective conditions in the different organisations.

Below you find a short description of quality measures, which should be applied when implementing the FLOWS training and tool.

Adherence to the FLOWS training procedure is compulsory.

Quality Assurance in the FLOWS training

Adherence to the FLOWS training procedure:

As a first step in our quality approach, we have summarised the requirements for practitioners who want to use the FLOWS tool.

The FLOWS training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner.

Then Basic Literature on the FLOWS-outcomes must be studied in the self-directed learning sessions (see Unit 1 and Unit 2: 4 hours in total).

Unit 3, 4 and 5 are designed for a classical face-to-face training or as webinars if the situation requires it (1.5 full training days or 3 webinars: 9 hours in total).

Quality Assurance in the FLOWS training

Adherence to the FLOWS training procedure:

These face-to-face sessions are followed by Unit 6, which is dedicated to transfer into practice and quality assurance (5 hours in total). The practitioners should apply the tool into their own working field.

Unit 7 states how practitioners should prepare for the completion of the training: final assessment and the feedback round with experts (2 hours in total). All practitioners must complete the personal transcript in order to document the individual learning process and must document at least use case. The final expert talk closes the training and is the prerequisite for the certificate.

The necessary templates for this process are annexed to Unit 7.

Quality Assurance – Group Activity

Group discussion with your colleagues regarding the implementation process of the FLOWS tool and training.

How to increase quality in your organisational guidance process?

LEARNING UNIT 6: RESOURCES

References (books, articles, reports, links)

Fitzgerald, D. & Farrell (2014) Best Practise, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors, National Centre for Guidance in Education.

Hooley, T. (2019) International approaches to quality in career guidance. Oslo: Skills Norway.

Hooley, T. & Rice, S. (2018) Ensuring quality in career guidance: a critical review. British Journal of Guidance & Counselling

Indecon International Research Economists (2019), Indecon Review of Career Guidance.

OECD (2021), Career Guidance for Adults in a Changing World of Work, Getting Skills Right, OECD Publishing, Paris

CEDEFOP (2022), Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. I)https://www.cedefop.europa.eu/en/events/supporting-careers-and-learning-towards-common-standards-monitoring-and-evaluation-europe#group-downloads

Good luck with implementation!

A lot of information is provided in this unit.
Of course, it is not possible to remember all of it immediately.

Use the content as a kind of checklist during the implementation process.

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mozaik
İnsan Kaynakları Geliştirme Derneği
Human Resources Development

FLOWS – Further Learning, Outreach and Working Skills

Project no: 2022-1-TR01-KA220-YOU-000089240

Learning Unit 7:
Final Assessment & Expert Talk

WP5: FLOWS Practitioner Training

Co-funded by
the European Union

LEARNING OUTCOMES

By completing this Learning Unit, you will gain

Experience on how to comprehend the curriculum of the FLOWS training in its entirety. You will be able to formulate your motivation for participation and document it in the Learning Agreement.

Knowledge to be able to prepare all given steps including Transfer into Practice and Personal Transcript to help prepare for the final Expert Talk.

Insight to recognise the responsibility belonging to the task to act as a future FLOWS-trainer by respecting needs of jobseekers.

AGENDA

Overview of the FLOWS Training for Practitioners (based on ECVET):

1. Learning Agreement: including description of Motivation and Pre-Qualification

2. Overview on self-directed Learning Units (LU1 & LU2) to get prepared.

3. Overview on Face-to-face Learning Units (or Webinars)

4. How to transfer results into practice? Work with jobseekers and Use Case

5. How to prepare for the final Assessment & Feedback round: Fill in the Personal transcript and get prepared for the Expert talk

THE FLOWS TRAINING FOR PRACTITIONERS
Description of Training Process

LU7: PERSONAL TRANSCRIPT & EXPERT TALK

FLOWS PRACTITIONER TRAINING

LU 1 [2h]
Future World of Work

LU 2 [2h]
Future Competences

LU 3 [3h]
Whole Guidance Process

LU 4 [3h]
Tutorial „How to use the FLOWS tool"

LU 5 [3h]
Providing the Guidance Session and Analysing the Report

LU 6 [5h]
Transfer into Practice & Quality Assurance

LU 7 [2h]
Personal Transcript & Feedback from Expert

Flows training process:

| Sign Learning Agreement | LU1 / LU2 Self-directed learning 4 h | LU3 / LU4 / LU5 Face to face training / Webinar 1,5 full training days or 3 webinars 9 h | LU6 Transfer into Practice 5 h | LU7 Feedback via Expert talk 2 h |
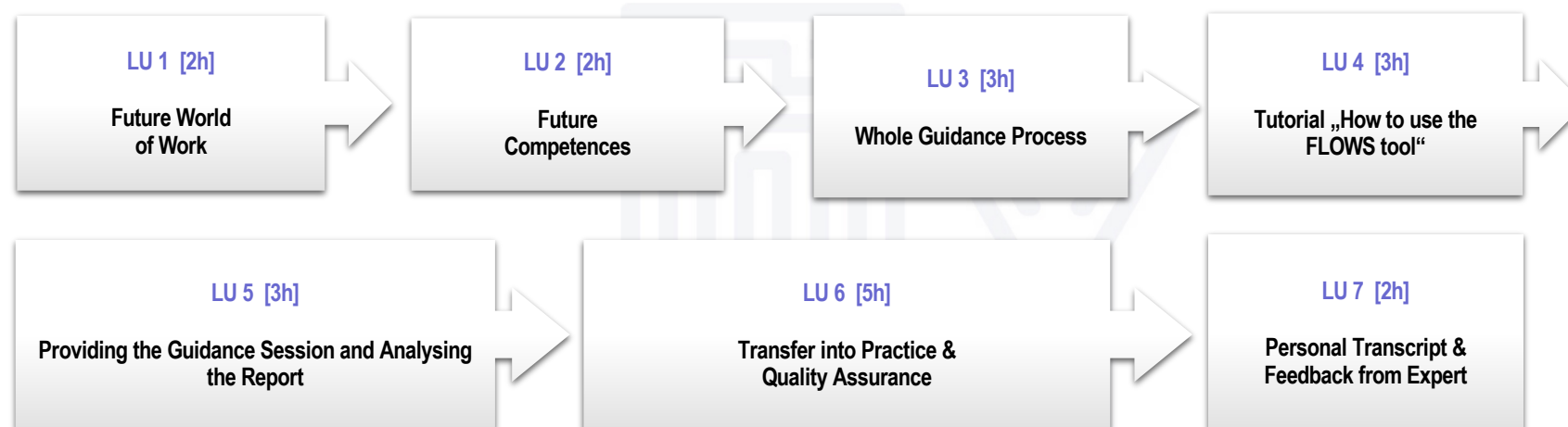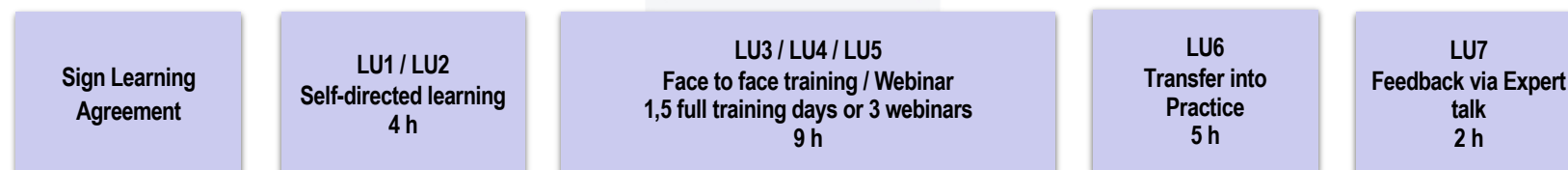
STEP 1: LEARNING AGREEMENT

The training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner. This agreement should:

1. be signed by the organisation providing the training and the practitioner

2. describe the pre-qualifications of learners (practitioners)

3. describe the motivation of practitioners to take part in the training

STEP 2: SELF-DIRECTED LEARNING

The next step is to go through the self-directed Learning Units (1 & 2):

1. Basic literature on the FLOWS-outcomes must be studied in the self-directed learning sessions, see content of Unit 1 and Unit 2

2. Planning: self-directed learning is approximately 4 hours in total

3. Work on the documents provided for the first two units

4. Search for supplementary videos and material

5. Ask your supervising trainer if you need support

STEP 3: FACE-TO-FACE TRAINING

Learning Unit 3, 4 and 5 are designed for a classical face-to-face training or as webinars if the situation requires it. Recommended structure:

1.5 full training days or 3 webinars: 9 hours in total

Unit 3: Whole Guidance Process

Unit 4: Tutorial: How to use the FLOWS tool

Unit 5: Providing the guidance sessions and analysing the report
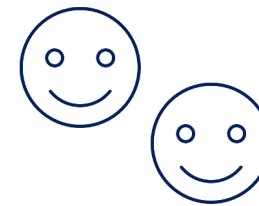
NB! Take notes for your Personal Transcript for each Learning Unit!

STEP 4: TRANSFER INTO PRACTICE

The face-to-face sessions are followed by Learning Unit 6, which is dedicated to the transfer into practice and quality assurance. Recommended structure:

You should invest around 5 hours for this practical exercise in LU6 applying the tool in your own field of work.

Create at least one Use Case describing the outcomes for your jobseeker(s).

Refer to the Description of Training Modules (including sample Use Case) and the Practitioner Pack.

STEP 5: PREPARATION FOR EXPERT TALK

This is how practitioners should prepare for the completion of the FLOWS Training: Final assessment via the feedback round with experts

Complete the Personal Transcript in order to document your individual learning process and document one Use Case.

Refer to the Description of Training Modules (including sample Use Case), the Practitioner Pack and the Annexes of Module 7 with the templates.

The final expert talk closes the training and is the prerequisite for the certificate.

GOOD LUCK!

We hope you enjoyed the FLOWS training and that the tool
helps you empower your jobseekers!

Don't forget: Everyone learns through the activities that take
place in everyday life. Use the tool to show your jobseekers
how many skills they already acquired.
Strengthen their self-confidence
so, they can take the next steps.

FLOWS

FLOWS – Further Learning, Outreach and Working Skills
Project no: 2022-1-TR01-KA220-YOU-000089240

Learning Agreement
FLOWS Practitioner Training

Annex 1 to Learning Unit 7:
Final Assessment & Expert Talk

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Learning Agreement

FLOWS Practitioner Training

Information about the practitioner/trainer

Name of practitioner/trainer:	
Organisation:	
Address:	
Telephone:	
E-mail:	
Website:	

Organisation providing the training

Organisation:	
Name of Supervising Trainer:	
Address:	
Telephone:	
E-mail:	
Website:	

Pre-Qualification of practitioner/trainer

Topic	Short Description
Education:	
Further Training:	
Work practice:	
Other: e.g., voluntary work:	

Overview FLOWS Learning Units
Competences acquired as defined in the FLOWS training curriculum

# Learning Unit	Title of Learning Unit [Learning method]	Duration in hrs
UNIT 1	**Future world of work** [self-directed learning]	2
UNIT 2	**Future competences** [self-directed learning]	2
UNIT 3	**Whole Guidance process** [face-to-face training /or webinar]	3
UNIT 4	**Tutorial "How to use the FLOWS tool"** [face-to-face training /or webinar]	3
UNIT 5	**Providing the guidance session and analysing the report** [face-to-face training /or webinar]	3
UNIT 6	**Transfer into practice & Quality Assurance** [practical application with clients]	5
UNIT 7	**Final Assessment & Feedback** [personal transcript & expert talk]	2

Motivation to take part in the training:

Please briefly describe your motivation:

With my signature below, I hereby grant consent for the capture of photos or videos during the training sessions, which may be published by project partners within the project's scope.
[*Please cross out this sentence if you do not agree.*]

FLOWS Learning Agreement duly signed by:

_____

Practitioner/Trainer: Name / Organisation/Signature and date

_____

Organisation providing the training: Name / Organisation/Signature and date

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Project no: 2022-1-TR01-KA220-YOU-000089240

FLOWS Personal Transcript & Guideline for Expert Talk

Annex 2 to Learning Unit 7:
Final Assessment & Expert Talk

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Personal Transcript

FLOWS Practitioner Training

Information about the practitioner/trainer	
Name of practitioner/trainer:	
Organisation:	
Address:	
Telephone:	
E-mail:	
Website:	

My experiences:

Lessons learned, my impressions and questions:

My lessons learned:
 	
 Module 1 – Future World of Work
 	
 This was clear to me and I learned:
 	
     ▪
     ▪
     ▪
 	
 This was unclear to me and I have questions:
 	
     ▪
     ▪

Module 2 – Future Competences

This was clear to me and I learned:

-
-
-

This was unclear to me and I have questions:

-
-
-

Module 3 – Whole Guidance Process

This was clear to me and I learned:

-
-
-

This was unclear to me and I have questions:

-
-
-

Module 4 – Tutorial "How to use the FLOWS tool"

This was clear to me and I learned:

-
-
-

This was unclear to me and I have questions:

-

-
-

Module 5 – Providing the Guidance Sessions and Analysing the Report

This was clear to me and I learned:

-
-
-

This was unclear to me and I have questions:

-
-
-

My Use Case

Use Case: <Pseudonym of jobseeker>

FLOWS Personal Transcript signed by <name of practitioner>:

_____

Signature of practitioner/Organisation, Date

Guideline Expert Talk

for participants in the FLOWS training

The Expert Talk (see Unit 7) serves for the final assessment at the end of the training course after completion of Unit 1 to Unit 6. This discussion between the participant (practitioner) and the supervising trainer serves the exchange of knowledge and is the prerequisite for the certification of the participant.

In the following, we describe how the participants should prepare for the discussion:

You need these documents:

- Learning Agreement: duly signed by you and the training provider
- Personal transcript: document your "diary" (Unit 1 – Unit 5) in as much detail as possible as described above
- One Use Case: based on this use case you will be able to explain your practical experience (Unit 6) in the expert talk.

These documents are to be sent to the supervising trainer one week before the date of the expert talk.

Please answer the following questions:

1. How often have you worked with the FLOWS tool so far?
2. Which documents/tools/exercised did you use?
3. How do you plan to use the FLOWS tool in the future?

To be sent to the supervising trainer one week before the expert talk.

Thank you for your contribution!

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FLOWS Use Case

Instructions,
template & example

Annex 3 to Learning Unit 7:
Final Assessment & Expert Talk

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FLOWS Use Case

Instructions

All practitioners participating in FLOWS training are required to develop at least one Use Case to document the process of implementation into practice as defined in Unit 6.

This Use Case will be presented in UNIT 7 as part of the final assessment & expert talk at the end of the practitioner training, which is part of the certification process.

Documentation of the Use Case:

Headline and background:

- Name of the organisation
- Name of the practitioner/trainer
- Pseudonym for the jobseeker
- Basic data of the jobseeker (age, school/ job, living situation)

Important points to consider:

- Initial situation of the jobseeker (before the guidance process): What problem did he or she come to you with: e.g., dropping out of school, dismissal, new orientation, etc.
- Describe in detail the start of the guidance process with the jobseeker: e.g. 2 telephone calls, then a personal meeting, etc. NOTE! Please describe the stage of the process when you, as a practitioner, started to work with the FLOWS tool.
- Describe the outcomes/findings/agreements
- Document the jobseeker's feedback
- Add any other points you want to mention

Use Case template

Use Case <Title>	
Name of practitioner/trainer	
Organisation	
Pseudonym for the jobseeker (NB: never use real names)	
Basic data of the jobseeker (age, school/ job, living situation, counselling setting)	

Initial situation of the jobseeker (before the guidance process)

Add your text here and you can also use
- Bulltet points

The start of the guidance process with the jobseeker

NOTE! Please describe the stage of the process when you as a practitioner, started to work with the FLOWS tool together with the jobseeker.

Add your text here and you can also use
- Bulltet points

FLOWS

Describe the outcomes/findings/agreements

Add your text here and you can also use
- Bulltet points

Document the jobseeker's feedback

Add your text here and you can also use
- Bulltet points

Any other points you want to mention

Add your text here and you can also use
- Bulltet points

Use Case Example

Use Case "Carrie"

Name of practitioner/trainer	Elaine Daly
Organisation	Ballymun Job Centre
Pseudonym for the jobseeker (NB: never use real names)	Carrie
Basic data of the jobseeker (age, school/ job, living situation, counselling setting)	Carrie's age is 23, she has worked in various retail jobs, she also worked in a customer service role for 18 months, was recently made redundant and is unsure of her future career and her skills relevant to the new world of work.

Initial situation of the jobseeker (before the guidance process)

Carrie is currently unemployed and has her leaving certificate, she has no other certificates or higher education. She has over 4 years retail experience and 18 months customer service experience, her last job ended due to the company re locating to another county and is currently unsure of her future career plans or further education.

The start of the guidance process with the jobseeker

Upon an initial meeting with Carrie we proceeded with the registration procedure, which included personal details followed by education and work experience and any other barriers to employment that Carrie may like to disclose e.g. learning difficulties, substance difficulties and health issues.

When registration was completed, Elaine allowed Carrie to talk about her career history, aspirations and goals and further education, identifying areas for sustained employment. Carrie ruled out jobs herself, which included working with children or any public health jobs. This allowed her to identify areas of employment in conjunction with Elaine and gave Carrie a sense of empowerment and motivation to move forward.

Elaine explained the tool and what it is aimed to achieve and how the tool works by explaining each section to Carrie: It was made clear to her that it is a questionnaire but not a test and answers should be accurate to her daily life. Elaine explained that the tool is there to help Carrie find key areas of strengths and soft skills, that she may not realise to have. On the other side we wanted to rule out skills which would be her weakest. Carrie found the idea of the tool very interesting and was happy to take part in the piloting session.

Describe the outcomes/findings/agreements

Carrie completed all sections of the tool and was asked for feedback by Elaine upon completion. She found the tool very user-friendly, clearly structured and - after initial difficulties with the sound - was able to follow the videos well. She found the tasks described very appropriate to make herself aware of how much knowledge she has available through these everyday tasks.

Carrie's top 4 results

Cognitive flexibility 17.42 %
Discussing the feedback with Carrie, Elaine pointed out that she was strong in the area of attention to detail and a conscientious and organised person. Carrie did agree with this and said she likes to be a perfectionist and do things to the best of her ability. She feels she always wants to be a high achiever, and this sometimes may cause her anxiety and she may need to work on that. The areas of employment and transferable skills are accurate to her career goal.

Self-Regulation 15.71%
The outcome of self-regulation and explaining this to Carrie, means her been able to alter and manage her thoughts and emotions in social and acceptable ways and avoiding arguments and remaining calm. She was very impressed with this result as her previous job was a customer service role where she would on a daily basis get verbal abuse, as it was a toll payment company and she always had to remain calm and maintain a professional workplace manner. Again, this is a skill that will benefit her career choice.

Time Management 15.71%
The high score of time management means that Carrie has a good understanding of her time personally and in a work based environment. Discussing this further with her, she disclosed she is an organised person who likes a routine and sticks to it in both personal and work life. She is aware of the time needed to travel to work and other activities in her life and she agrees this is a great transferrable skill in her future career.

Active Listening 14.05%
The high score in active listening shows that Carrie has a good attention to detail, asking the right questions. Following a further conversation with Carrie, she found this quite important for her future career plans, as with Visual Merchandising you need a lot of attention to detail, listening and looking at current trends and listening to and following precise briefings. Although the job matching is slightly different to what Carrie wants to do this is a very important transferrable skill for the role.

Document the jobseeker's feedback

Carrie and Elaine **identified various soft skills**: She is competent in many areas which include good IT skills, good customer service skills, good cognitive behaviour skills, time management and everyday soft skills. Carrie has a large range of strengths and skills, which will be beneficial to identify areas for sustainable employment and possible further education.

Conclusion and feed back
Carrie found the tool useful, and she found it was excellent for clarifying what she did **Not** want to do. It was agreed that there are many skills identified and if a jobseeker is indecisive, it will benefit them greatly, having guidance sessions with a practitioner and deciding on a training and employability plan.

Carrie is pleased with her top 4 strengths and believes these are great skills for her future career plan. She now feels motivated from the guidance sessions and the tool. She is putting plans in place to go back to college in the next academic year and will be happy to work seasonally prior to that.

Any other points you want to mention

Further Review with the jobseeker
Elaine organised a further review with Carrie, focusing on her key skills and allowing her to suggest her aspirations and goals. It was found that she is great with dealing with people, she has great customer service skills and she is good with money and retail experience. Although she had worked in retail for quite some time, she did rule out one area of retail but suggested another: She explained fashion was a passion of hers and felt she had a flare for it.

Through various online sites, Carrie had explored going back to education to do a course in Visual Merchandising and felt this would be a long term sustainable role. She still lives at home with her parents so her social and economic background can allow her to do this without added barriers. The only difficulty is financing the course: Elaine explained the funding process, many government courses and supports available which eased Carries concerns, who can now approach her plans with high motivation.

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FLOWS CERTIFICATE

for practitioners

Annex 4 to Learning Unit 7: Training Certificate

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Project no: 2022-1-TR01-KA220-YOU-000089240

CERTIFICATE

FLOWS Training for Practitioners

This certificate is issued for participation in the training for practitioners

in the course of the FLOWS Project to

Mr/Ms / First name / Last name

who successfully fulfilled all the requirements for certification.

Scope of training: 7 Learning Units (20 hours in total)

<Name of the organisation providing the training>

<duly signed by>

<place and date>

FLOWS Learning Units

Competences acquired as defined in the FLOWS training curriculum

# Learning Unit	Title of Learning Unit [Learning method]	Duration in hrs
UNIT 1	**Future world of work** [self-directed learning]	2
UNIT 2	**Future competences** [self-directed learning]	2
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UNIT 5	**Providing the guidance session and analysing the report** [face-to-face training /or webinar]	3
UNIT 6	**Transfer into practice & Quality Assurance** [practical application with clients]	5
UNIT 7	**Final Assessment & Feedback** [personal transcript & expert talk]	2

FLOWS Certification Process

Self-directed learning	Unit 1 – Unit 2	4 LU
Face to face training	Unit 3 – Unit 5	9 LU
Transfer into practice	Unit 6	5 LU
Personal transcript & Expert talk	Unit 7	2 LU

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