



2014-1-IT02-KA204-003515

# MOSSA

THE MODEL OF SOFT SKILLS ASSESSMENT

The evaluation of soft skills of medium-high skilled migrants



Erasmus+

**Valorize high skilled migrants** - Project Ref. N: 2014-1-IT02-KA204-003515.

© VHSM CONSORTIUM

Coordinators: FONDAZIONE CASA DI CARITA' ARTI E MESTIERI ONLUS  
INTERNATIONAL MANAGEMENT INSTITUTE

Reproduction is authorized provided the source is acknowledged.



Authors and credits:

- **Claudia Ducange, Francesca Prunotto**, with technical support of Paola Gaffuri (Fondazione Casa di Carità Arti e Mestieri onlus)
- **Tzvetalina Genova, Klara Dimitrova**, with technical support of Gabriela Simeonova (International Management Institute)
- **Elena Dall'Amico** (CEIPiemonte), for the final version of the “Self Evaluation Tool”
- **Pierre Carrollaggi** (Greta du Velay), for the definition of the tool “Evidence gathering portfolio”.

# Summary

<b>1. ACRONYMS USED .....</b>	4
<b>2. PRESENTATION OF THE MOSSA INTELLECTUAL OUTPUT .....</b>	5
2.1 Introduction to the MOSSA .....	5
2.2 MOSSA as output of the VHSM process: assumptions, methodologies and experimentation .....	5
2.3 Aims and final outputs .....	6
2.4 The methodological approach (focus on specific pathway) .....	7
2.5 The structure of the MOSSA toolkit .....	8
<b>3. MANAGEMENT HANDBOOK</b>	
<b>Guidelines for managing the activities and the processes .....</b>	9
3.1 The MOSSA frame: step, activities and tools .....	9
3.2 General instruction for the involved professionals .....	13
3.3 The activities for the soft skills evaluation .....	14
3.4 The final outputs of the MOSSA phase and the passage to the next phase .....	21
3.5 Recommendations for the involved professionals .....	23
<b>4. OPERATIVE TOOLS .....</b>	25
4.1 The tools for the soft skills evaluation .....	25
4.2 Tools used by MHS migrants.....	28
4.3 Tools used by the professional .....	71
4.4 Tools for creating and updating the individual folder .....	113
<b>5. REFERENCES AND LINKS .....</b>	123

## 1. ACRONYMS USED

<b>CEDEFOP</b>	European Centre for the Development of Vocational Training
<b>EQF</b>	European Qualification Framework (European Union)
<b>ESCO</b>	European skills, competences and occupation taxonomy
<b>IO</b>	Intellectual output
<b>IF</b>	Individual Folder
<b>ISCED</b>	International Standard Classification of Education (UNESCO)
<b>MHS</b>	Medium-high skilled
<b>MOSSA</b>	Model of Soft Skills Assessment
<b>MOSSE</b>	Model of Soft Skills Empowerment
<b>MOSP</b>	Model of Promotion and Self Promotion
<b>SJT</b>	Situational Judgment Test
<b>VHSM</b>	Valorise High Skill Migrants

## 2. PRESENTATION OF THE MOSSA INTELLECTUAL OUTPUT

### 2.1 Introduction to the MOSSA

The MODEL OF SOFT SKILLS ASSESSMENT - MOSSA is the first model realized in the general pathway of the project Valorize High Skilled Migrants (VHSM).

The general pathway is composed of 3 different phases, integrated and reinforced among them and elaborated by the project: MOSSA, MOSSE and MOSP<sup>1</sup>.

MOSSA is a path for the identification and the evaluation of adequately documented soft skills, in particular the 12 soft skills defined in the common framework of soft skills at work<sup>2</sup>. Following a survey conducted and coordinated by CEIP Piemonte on soft skills required by employers and recruiters to medium-high-skilled human resources, a list of 12 soft skill is defined as the most important soft skills useful for a successful insertion in the labor market.

Starting by the 12 soft skills defined, the team assigned to MOSSA and composed by Fondazione Casa di Carità and International Management Institute, elaborated the activities and the tools presented in this document.

The MOSSA pathway has 3 different steps:

**Step 1 - SERVICE ACTIVATION**, in order to introduce and explain the contents and aims of the path to the migrants.

**Step 2 – SOFT SKILLS IDENTIFICATION AND ASSESSMENT**, in order to support the migrant to recognize and validate own soft skill, increase the awareness of the existence of soft skill and their importance in own professional life, and at least to recognize informal and non-formal competences through evidence gathering.

**Step 3 - FEEDBACK AND FILLING OF INDIVIDUAL FOLDER**, in order to define with the migrant the soft skills to be empowered and to be promoted and to support the passage to the following phase (MOSSE/MOSP).

The timing estimated for the conduct of this path is minimum 9 front-office working hours with migrants, both individual and collective and 4 hours of back-office service for the professionals.

It is preferable to program the different sessions working with an adequate distance of time, in order to make people reflect deeply.

### 2.2 MOSSA as output of the VHSM process: assumptions, methodologies and experimentation

The Consortium, in special way CDC and IMI the team assigned to the elaboration of MOSSA, worked together to define the general structure of the model, the activities foreseen and the tools and the timing to manage them.

They produced the draft of Manual for MOSSA in order to share it with the Consortium and then to test it.

After, the VHSM Consortium used it for the experimentation phase in order to test it and evaluate the efficacy and efficiency.

An evaluation process, coordinated by CEIP Piemonte and collected by the partners, highlights the critical points and the items to better and integrate the MOSSA output.

<sup>1</sup> For further information about the description of general pathway, see the “General pedagogical model”.

<sup>2</sup> For further information see Dall’Amico E., Verona S. “Development of a common framework of Soft Skills required by companies to insert MHS Migrant”, Ceipiemonte, December 2015

In specific, the final version of MOSSA, starting by the observations and suggestions presented in the evaluation report, has new elements of revisions and integrations different by the previous version.

In synthesis the new version is characterized by:

- general instructions and guidelines to professionals (teachers, trainers, counselors) and the explanation for the management of the activities and tools are clearer and more detailed;
- timing estimated for the administration of path is increased, from the 6 hours of the previous output to the new 9 hours;
- for carrying out activities ready to use templates are elaborated;

- in specific for all the tools, the language used is now clearer and some specific aspects are revised (for example some situations described in situational judgement test are new and simpler to understand);
- the structure defined for the final evaluation of the soft skill diagram is modified in order to establish new guidelines for the general assessment on the participants and when to realize this evaluation;
- story telling, a specific tool used in the step of assessment, is designed to analyze and collect the story referred to the 12 soft skills with specific instructions useful for the management of this activity.

## 2.3 Aims and final outputs

Mossa is the first phase of the process defined in the project VHSM.

The specific focus of MOSSA is the assessment and recognition of soft skills for the medium-high skilled migrants.

The **aims** of MOSSA are:

- Firmly put the beneficiary in his/her own history, in his/her own time and in his/her own working perspectives.
- Boost the awareness of his/her own strengths and weaknesses and raise the need of introspection.
- Strengthen the empowerment of the beneficiary that is the power of the individual in relation to those decisions and resources that concern his/her own life.
- Increase personal awareness in order to recognize those competences related to his/her own home culture or to his/her own migration experience and suit them to the working environment in the host country.

- Make people aware of the existence of soft skills and of the related importance and meaning in their own professional life.
- Identify and recognize own soft skills, and establish the soft skills to be empowered and to be promoted.

The **outputs** of MOSSA are:

- recognize the informal and non-formal competences in the description of the personal story of migrant;
- evaluation and self evaluation of the soft skills, in order to have a personal vision of own strengths and weaknesses;
- establishment of soft skill to reinforce and to promote.

At the end of the MOSSA path, all the outputs achieved must be collected in the INDIVIDUAL FOLDER<sup>3</sup> in order to give a formal feedback about the activities done and to accompany the migrant in the next phases.

<sup>3</sup> The individual folder is a collection of documents and tools that follow the beneficiary throughout the activities planned in MOSSA, MOSSE e MOSP. It is aimed to certify the work carried out and its permanent review. For further information details, see the section 2.4, page 7.

## 2.4 The methodological approach (focus on specific pathway)

The methodology and general approach are already described in the general pedagogical model.

This paragraph is focused on specific methodology and approaches for the delivery of MOSSA activities.

Other details are in each activity sheet of MOSSA with further information useful for the professionals.

MOSSA is a path that sees migrants get involved with their own stories and experiences in order to increase their self-awareness and to gain conscience of their positive and weak characteristics, aimed particularly at the labour market.

MOSSA is not a psychometric assessment that objectively measures the performance level for the soft skills considered.

MOSSA is a procedure activated and participated in by migrants where the revealed assessments allow them to reflect on themselves. The results allow starting an individual deepening as well.

MOSSA does not measure, but provides new stimulus. It does not judge, but gathers remarks and points of view. Through this path, the person can learn on him/herself and can see him/herself with different eyes, especially in the light of labour market insertion.

Those taking part in the path must be informed about these issues, in order to ensure an honest involvement in the proposed activities and willingness to listen the outcomes of the work carried out.

If the beneficiary and the professional take part in MOSSA with a clear attitude on these.

Underlying motivations, the path will be used in its full potentials.

The methodology applied for MOSSA has the following features:

- The attendance to MOSSA must happen on a **voluntary basis** and the **auto-activation** of the person is required as a prerequisite.
- The activities of the MOSSA must always be calibrated and readapted to the specific characteristics and needs of the target group (adults migrants with secondary, upper-secondary and tertiary education), with the purpose to respect and valorize its specificities and its characteristics.
- The evaluation conducted by MOSSA must help the **fight against discrimination at work**. Activities must therefore be conducted opposing negative stereotypes and enhancing/promoting positive stereotypes, with a transcultural approach aimed to stimulate the ability to identify, understand and interpret individual perspectives.
- The MOSSA considers as essential part of people's history of life the acknowledgement and promotion of non-formal and informal learning. The focus and the deepening on people's personal story require a setting in which migrants feel protected and guaranteed in relation to privacy.
- The MOSSA is based on the autobiographic method that valorizes the self-narration, the self description and the self-person's reflection.
- Outputs coming out from the path must be presented to and shared with the migrant together with a professional not so much as tools for measurement and assessment, but rather as elements on which starting his/her own reflection and research in a development based approach and in a future perspective.

## 2.5 The structure of the MOSSA toolkit

This manual is intended for professionals who wish to design and manage the proposed evaluation path.

The manual dedicated to MOSSA refers to GENERAL PEDAGOGICAL MODEL, in which the overall framework and the structured path are described and deepened. Here the specific MOSSA output becomes a part and takes references and meanings.

The manuals dedicated to the other two previewed and worked out path phases in the VHSM project are coupled with the manual dedicated to MOSSA.

These two complementary path phases are: MOSSE, for the reinforcement and empowerment of soft skills and MOSP for the promotion and self-promotion of soft skills.

Before proceeding to the operational phase, it is recommended to study thoroughly of all manuals that are processed in order to fully understand the design and methodological context where action is needed.

The manual dedicated to MOSSA has 3 different sections.

The first section, **Presentation of the MOSSA Model**, of which this section is an integral part, introduces and presents the MOSSA module, describing purposes, approaches and the proposed path.

The second section, **Guidelines for the management of activities**, describes the carrying out of pathway, the steps and for each step the activities and the tools to use. For

each activity there is a specific sheet where you can find all the information necessary for the management and the delivery. At last there are collected some recommendation for the professionals involved in order to highlight some suggestions and operative lines useful for the delivery of the activities.

The third section, **Tools**, is dedicated to collect all the tools using during the pathway. The tools are divided into different type of user and output:

- 1) **used by medium-high skilled (MHS) migrants**, for the tools that the migrants will use directly during the activities;
- 2) **used by the professional**, for the tools that only the staff will use for the management and evaluation of activities delivered;
- 3) **used for creating and updating the individual folder**, for tools that professionals and migrants will fill in, aimed to collect and update the final output of MOSSA.

At the end of the Manual you can find the section **Annex**, where there are some resources useful to deepen the topics, in specific regarding Literature, support materials and references.

The same manual structure is also present in models relating to the remaining two outputs, MOSSE and MOSP, in order to offer those who come closer these instruments uniformity of approach and organization of available resources.

## 3. MANAGEMENT HANDBOOK

### Guidelines for managing the activities and the processes

The second section of this manual is dedicated to the staff involved in the management of processes and activities in the MOSSA path.

This section contains the following detailed information:

1. articulated description of the MOSSA frame, with details of steps and the activities and tools to use for each step;
2. general instructions for the professionals involved in the management and carrying out of activities in MOSSA path;
3. description of the activities for the soft skills evaluation;
4. description of the final output of the MOSSA phase and the passage to the next phase;
5. recommendations for the professionals in order to give suggestions for the best management and administration of the path

#### 3.1 The MOSSA frame: step, activities and tools

##### MOSSA STEP

The MOSSA foresees 3 phases and its duration estimated is minimum **9 front office working hours and 4 back-office hours**.

The MOSSA pathway has 3 different steps:

##### Step 1 - SERVICE ACTIVATION

In order to introduce migrants to the path and explain contents and aims; time requested about 1 hour.

##### Step 2 - SOFT SKILLS IDENTIFICATION AND ASSESSMENT

In order to support the migrant to recognize and validate own soft skills, to increase the awareness of the existence of soft skill and their importance in own professional life, and

at least to recognize informal and non-formal competences through evidence gathering; time requested 6 front office hours and 2 back-office hours.

##### Step 3 - FEEDBACK AND FILLING OF INDIVIDUAL FOLDER

In order to define with the migrant the soft skills to be empowered and to be promoted and to support the passage to the following

phase (MOSSE/MOSP); time requested 2 front office hours and 2 back-office hours.

## MOSSA ACTIVITIES

Each step is composed by several activities.

### Step - SERVICE ACTIVATION

**1**

#### Activities

##### **1. Informative contact**

Information interview to the beneficiary in order to explain the path contents and aims – time requested 1 hour  
Page:

### Step - SOFT SKILLS IDENTIFICATION AND ASSESSMENT

**2**

#### Activities

##### **1. Self evaluation**

Individual activity supported by a self-evaluation tool in order to support the person in own self-analysis and self-description of abilities, knowledge and inclinations, in specific about the 12 soft skills selected - time requested 1 hour and 1/2 h of back office  
Page:

##### **2. Situational Judgement Test**

Individual activity supported by a situational test composed by a set of 12 situations. The aim is to evaluate applicants' behavior and cognitive abilities and in specific the 12 pre-selected soft skills when introduced with hypothetical, daily work-related situation - time requested 2 hours and 1/2 h of back office  
Page:

##### **3. Evidence Gathering**

Activity undertaken at individual level and/or in small group that consists of two separate actions:  
 1) soft skills story telling aimed to bring out the migrant's learning related to 12 soft skills from the biographical account  
 2) evidence gathering portfolio aimed to make the migrant think on own evidence and experiences in order to formalize an analysis of strengths and weaknesses with regard to 12 soft skills.  
 - time requested 3 hours and 1 hour of back office  
Page:

### Step - FEEDBACK AND FILLING OF INDIVIDUAL FOLDER

**3**

#### Activities

##### **1. Final assessment of soft skills (only for staff)**

Back office activity where the professional analyzes and re-reads the document compiled and collected during the step 2 and assigns a global assessment to the beneficiary on the possession of various soft skills identified in order to fill the documents to collect in the individual folder – time requested 2 hours of back office  
Page:

##### **2. Feedback and passage to the next phase**

Individual activity carried out to discuss with the beneficiary the overall assessment assigned during the path and analyze with him/her the soft skills to be promoted and to be reinforced, in order to define the next phases of MOSSE and MOSP paths – time requested 2 hours  
Page:

## MOSSA TOOLS

The activities of the MOSSA use different tools of evaluation and analysis: structured interviews, interviews, self-evaluation questionnaires, situational test.

All the tools are designed to appraise the levels of performance and verify the possession of the 12 identified soft skills as a priority. In specific there are three types of tools:

- used by migrants for carrying out activities;
- used by the professional for the management and evaluation of activities;
- used for creating and updating the individual folder.

The tools accompany the administration of the activities and are the instrument to carry out them. Below the list of tools used during the MOSSA path.

TOOL	ACTIVITY REFERRED TO	TYPE OF TOOL	USER	PAGE
OUTLINE FOR THE INFORMATIVE CONTACT	Step 1 – Activity 1	Semi-structured interview	Staff only	73
PERSONAL RECORD	Step 1 – Activity 1	Matrix for personal data	Migrant	29
COMMITMENT FORM	Step 1 – Activity 1	Form to fill	Both	31
SOFT SKILLS SELF EVALUATION QUESTIONNAIRE	Step 2 – Activity 1	Questionnaire	Migrant	33
SOFT SKILLS SELF EVALUATION TABLE	Step 2 – Activity 1	Correction grid	Staff only	75
FINAL FRAME OF SELF EVALUATION	Step 2 – Activity 1	Final evaluation grid	Staff only	81
SITUATIONAL JUDGEMENT TEST OF SOFT SKILLS	Step 2 – Activity 2	Psychometrical tool	Migrant	39
EVALUATION SITUATIONAL JUDGEMENT TEST	Step 2 – Activity 2	Correction grid	Staff only	83
FINAL FRAME OF SITUATIONAL JUDGEMENT TEST	Step 2 – Activity 2	Final evaluation grid	Staff only	103
OUTLINE FOR SOFT SKILLS STORY TELLING	Step 2 – Activity 3	List of questions	Staff only	105
Evidence Gathering Portfolio	Step 2 – Activity 3	Portfolio	Both	59
SOFT SKILLS DOSSIER (DRAFT)	Step 2 – Activity 3	Report	Staff only	107
SOFT SKILLS DOSSIER	Step 3 – Activity 1	Report	Individual Folder	119
SOFT SKILLS DIAGRAM	Step 3 – Activity 1	Final evaluation MOSSA	Individual Folder	115
FINAL REPORT	Step 3 – Activity 2	Report	Individual Folder	121
Individual folder	Step 3 – Activity 2	Collection of data and document	Individual Folder	--

You find the detailed description of them in the third section.

**THE MOSSA FRAME**

	<b>Step 1 SERVICE ACTIVATION</b>	<b>Step 2 SOFT SKILLS IDENTIFICATION AND ASSESSMENT</b>	<b>Step 3 FEEDBACK AND FILLING OF INDIVIDUAL FOLDER</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>1. Applicant selection</li> <li>2. Introduction to the path contents and aims</li> <li>3. Establishing the participation commitment, general rules and mutual responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>1. Individual/group support to people for the identification and validation of their own soft skills, starting from the detected soft skills</li> <li>2. Making people aware of the existence of soft skills and of the related importance and meaning in their own professional life</li> <li>3. Recognize the informal and non-formal competences through evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>1. Feedback to the applicant</li> <li>2. Establishing the soft skills to be empowered</li> <li>3. Establishing the soft skills to be promoted</li> <li>4. Support the passage of the applicant to the following phase</li> </ul>
<b>ACTIVITIES -TOOLS</b>	<ul style="list-style-type: none"> <li>1. Informative contact</li> <li>2. Personal record</li> <li>3. Commitment form</li> </ul>	<ul style="list-style-type: none"> <li>1. Self evaluation</li> <li>2. Situational judgment test</li> <li>3. Evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>1. Final assessment of soft skills</li> <li>2. Feedback and passage to the next phase</li> </ul>
<b>OUTPUT</b>	<ul style="list-style-type: none"> <li>1. Filled personal record</li> <li>2. Signed commitment form</li> </ul>	<ul style="list-style-type: none"> <li>1. Final frame of self evaluation</li> <li>2. Final frame of situational judgment test</li> <li>3. Evidence gathering portfolio</li> <li>4. Soft skills dossier</li> </ul>	<ul style="list-style-type: none"> <li>1. Soft Skills Dossier</li> <li>2. Soft Skills Diagram</li> <li>3. Final report</li> <li>4. Individual folder</li> </ul>

### 3.2 General instruction for the involved professionals

MOSSA path provides, as already described in the previous section, a range of activities, with an activemigrant participation, that aims to analyze, identify and evaluate the 12 soft skills selected in the survey.

In order to make the path as effective as possible, it is necessary to define the activities planned at project level.

First and foremost a thorough analysis should be paid to migrant's knowledge and sharing with him the path objectives, in order to involve the migrant actively and in a participated way.

The first activity of the **Informative contact** is reserved to this objective.

Once you have defined this phase, you should plan your path, articulating the actions required and the planned activities.

When planning the path you should consider the following variables:

- definition of activity at individual or group level;
- proper scheduling of activities that allows the work of readjustment by the professional as well;
- language knowledge level of the beneficiary.

Each activity has a fact sheet that defines the distinguishing aspects (objectives, tasks, methodological approach, time required, tools to use) useful for the professional to plan his/her intervention.

A series of developed tools which support and sustain the evaluation process of proposed soft skills is presented for each activity.

Cross-cutting attention is to be given to the **individual folder** as a binder of documentary and evaluation results gathered during the whole process.

### 3.3 The activities for the soft skills evaluation

STEP	1 - SERVICE ACTIVATION				
Activity name	1. INFORMATIVE CONTACT				
Duration	1 hour		Output	<ul style="list-style-type: none"> <li>• Filled personal record</li> <li>• Signed commitment form</li> </ul>	
Group size	individual	X	small group		large group
Tool:	Outline for the INFORMATIVE CONTACT - staff only (Page 73) PERSONAL RECORD - used by migrant (Page 29) COMMITMENT FORM - signed by professional and migrant (Page 31)				

#### AIMS

Presentation of aims, contents and services offered by the whole path (MOSSA-MOSSE-MOSP); Gathering the first information about the beneficiary in the Personal record; Setting mutual commitment and responsibility during the path by signing the Commitment form.

#### TASK

The professional puts a set of questions to the beneficiary in order to understand his/her suitability and interest in taking part in the whole path. The professional has the task to explain in detail the activities proposed, to gather a series of information useful to fill in the beneficiary's Personal record and to sign the Commitment form.

#### METHODOLOGICAL APPROACH

Set the questions and approach the subject matters always in a general perspective. Always adapt the dialogue to the individual beneficiary and to the single context, taking into account his/her specific demands and the different levels of understanding. In case the professional decides to carry out the activity in group, it is fundamental to consider the individual characteristics in the formation of the workgroup and to be careful to the most confidential aspects and the possible difficulties to socialize them.

#### INDIVIDUAL FOLDER UPDATING

Signed commitment form.

STEP	2 - SOFT SKILLS IDENTIFICATION AND ASSESSMENT				
Activity name	1. SELF EVALUATION				
Duration	1 hour and 1/2 h of back office		<b>Output</b>	FINAL FRAME of SELF EVALUATION	
Group size	<b>individual</b>	X	<b>small group</b>		<b>large group</b>
Tool:	SOFT SKILLS SELF EVALUATION QUESTIONNAIRE - used by migrant (Page 33) SOFT SKILLS SELF EVALUATION TABLE - staff only (Page 75) FINAL FRAME of SELF EVALUATION - staff only (Page 81)				

**AIMS**

Support the person in his/her self-analysis and in the self-description of abilities, knowledge and inclinations.  
 Boost the person's awareness of his/her strengths and weaknesses.  
 Reinforce the person's awareness towards the 12 soft skills and their importance in the working environment.

**TASK**

The beneficiary will proceed without the presence of the professional at individual level.  
 12 blocks of 5 statements are proposed. Every block corresponds to 1 soft skill and in total it analyzes the 12 soft skills defined.  
 The statements are linked to the definition of each soft skill and to the 5 levels of performance with reference to the specific definition given in the Soft Skills Table.  
 The blocks are found in the 3 groups of Soft Skills:  

- NAVIGATE THE WORLD OF WORK
- SOCIAL SKILLS
- ACHIEVING RESULTS

 The person has to choose for each statement section, the most suitable statement.  
 For the definition of soft skill and the complete description of the 12 chosen soft skills, see the research "Cross-country survey on soft skills required by companies to medium-high skills migrants".

**METHODOLOGICAL APPROACH**

The beneficiary should be informed how to use the self-assessment questionnaire, explaining that it is an opportunity to reflect and undertake a self-analysis, to stimulate their awareness about their abilities and to understand the role of soft skills for the success in the labour market.

**INDIVIDUAL FOLDER UPDATING**

The FINAL FRAME of SELF EVALUATION is a part of Soft Skills Diagram.

STEP	2 - SOFT SKILLS IDENTIFICATION AND ASSESSMENT				
Activity name	2. SITUATIONAL JUDGEMENT TEST				
Duration	2 hours and 1/2 h of back office		<b>Output</b>	Final Frame of Situational judgement test	
Group size	<b>individual</b>	X	<b>small group</b>		<b>large group</b>
Tool:	SITUATIONAL JUDGMENT TEST OF SOFT SKILLS - used by migrant (Page 39) EVALUATION JUDGMENT TEST - staff only (Page 83) FINAL FRAME OF SITUATIONAL JUDGEMENT TEST - staff only (Page 103)				

**AIMS**

To provide information on the interviewees' (test-takers) typical behaviour within work situations and to identify and assess the soft skills related to their employability prospects.  
 To contribute to the measurable evaluation of the level of possession of each of the pre-selected 12 skills by using a psycho-metric approach.  
 To provide in-put information for the soft-skill diagram and dossiers.

**TASK**

Individual activity. Each beneficiary is requested to fill-out a questionnaire of 12 multiple-choice questions, based on real situations. Each situation measures the command of a skill as to the Table of Skills with Performance Levels developed in IO1. The respondents are requested to give one answer to define their most preferred reaction, so that their profile is reliably categorized. The evaluators will measure the availability of each of the skills based on the evaluation scheme and analyses of the situations.

**METHODOLOGICAL APPROACH**

Situational Judgment Tests (SJT)s have become a popular psychological tool used by assessment companies, employers and organizations to evaluate job- and internship applicants' behavioural and cognitive abilities when introduced with hypothetical, daily work-related situations. MOSSA contains 36 work and life situations (3 per skill) linked with 5 multiple-choice reactions. On this basis the evaluators can compose different tests with different combinations of situations with 12 multiple-choice questions where each question is examining one skill. The chosen reactions indicate the level of possession of the skills. Since the situations are reality-based they cannot test only one skill and normally involve considerations relevant for the other personal capacities (e.g. time management vs. team work). Therefore the choice of replies and reactions in the situational judgement test is not assessed in terms of efficiency regarding administrative performance at work - the evaluators measure the level of possession of the skills only.

**INDIVIDUAL FOLDER UPDATING**

The FINAL FRAME of Situational judgement test is a part of Soft Skills Diagram.

STEP	2 - SOFT SKILLS IDENTIFICATION AND ASSESSMENT				
Activity name	3. EVIDENCE GATHERING				
Duration	3 hours and 1 h of back office		Output	Evidence gathering portfolio First draft of filled Soft Skills dossier	
Group size	individual	X	small group		large group
Tool:	Outline of Soft Skills Story Telling (Page 105) Final Frame Self Evaluation (Page 81) Finale Frame Situational Judgment Test (Page 103) Soft Skills Dossier - used by staff (Page 107) Evidence gathering portfolio - used by migrant (Page 59)				

### ACTIVITY 3: EVIDENCE GATHERING <sup>4</sup>

#### AIMS

Move the person to think over and face with the importance of soft skills in working life.  
 Enable the person to recognize, by collecting evidence, his/her formal and non-formal skills acquired over his/her life.  
 Enable the person to identify and evaluate his/her strengths and weaknesses in relation to soft skills. Gather and deepen the migrant's soft skills, resources and strengths under a professional point of view, starting from a soft skills analysis.  
 Identify the path that the person must follow in order to cope with those issues that concern his/her full professional inclusion and therefore the full integration.  
 Identify and gather evidence and various steps.

#### TASK

This activity consists of two steps.  
 In a first step the beneficiary, accompanied by the professional, undertakes an analysis of his/her life through the tool of **Soft Skills Story Telling** (with a special attention to the training and professional experience), in view of the presence, absence, development (and its consequences) of 12 soft skills.  
 The professional will take care of collecting the relevant information within the dedicated tool, the First Draft of Soft Skills Dossier.  
 At the end the professional assigns a final score analyzing the scores of SJT and Self evaluation.  
 In a second step each beneficiary is requested to fill-out a questionnaire of 12 soft skills based on own personal experience.  
 Each soft skill measures the following items: activity description (at work, during leisure time, with my family...) showing that I have used this soft skill, comparison to the results of the self-evaluation and the situational judgment test, list of all documents and all references related to this soft skill.

<sup>4</sup> Collection of testimonies that give evidence to the information which has been given and gathered. Testimonies can be in different forms since competences can be acquired in all spheres of life. For example: an education certificate or the attendance to a course, a foreign language certificate, a reference letter concerning life experience (job, training), supporting materials about the attendance to voluntary association or to other activities, documents certifying the residence in other countries, documents showing a specific competence (i.e. A personal blog for the digital competence, a video for an oral presentation).

**METHODOLOGICAL APPROACH**

The beneficiary should be informed how to use this activity, explaining that it is an opportunity to reflect and undertake a self-analysis, to stimulate his/her awareness about own abilities and to understand the role of soft skills for the success in the labour market.

Set the questions and approach the subject matters always in a general perspective.

Always adapt the structure of the SOFT SKILLS STORY TELLING to the individual beneficiary and to the single context, taking into account their specific demands and the different levels of understanding.

Bear in mind the migrant's three temporal dimensions:

1 - BEFORE – home country

2 - THROUGH - travel

3 - NOW – country of residence

**INDIVIDUAL FOLDER UPDATING**

The evidence gathering portfolio will be used by the professional for the final Soft Skills Dossier collected in the Individual Folder.

STEP	3 – FEEDBACK AND FILLING OF INDIVIDUAL FOLDER			
Activity name	1. FINAL ASSESSMENT OF SOFT SKILLS (ONLY FOR STAFF)			
Duration	2 hours of back office		Output	Creating and updating of Individual Folder
Group size	individual	X	small group	large group
Tool:	SOFT SKILLS DIAGRAM - staff only (Page 115) EVIDENCE GATHERING PORTFOLIO (Page 59) SOFT SKILLS DOSSIER - staff only (Page 119)			

**AIMS**

- Identify the soft skills to be promoted and to be reinforced
- Identify the strengths and weaknesses of the beneficiary
- Map-out skills development approaches liked to MOSSA - self-study, participation in training activities, communities of practice, etc.
- Identify personal and career development pathways for the beneficiary based on the soft skills profile and formal qualification of the beneficiary

**TASK**

Back office activity. The professional specifically analyzes and re-reads the documents compiled and collected during STEP 2 and assigns a global assessment to the beneficiary on the possession of various soft skills identified in order to establish the soft skills to be promoted and to be reinforced.

The professional builds own assessment towards two evaluation activities:

- besides analyzing the Final frame of SJT and the final frame of Self Evaluation Table, the professional fills out the Soft Skills Diagram (quantitative level for each soft skill);
- starting from the analysis of Evidence gathering Portfolio and draft of Soft Skills Dossier he elaborates the Soft Skills Dossier where he collects for each Soft Skill the detailed information about the evidence gathering done by the beneficiary and collected during the Soft Skills Story Telling activity (descriptive level for each soft skill).

At the end the professional elaborates a global evaluation in order to discuss it with the migrant during the next feedback activity.

**METHODOLOGICAL APPROACH**

The professional:

- assigns the level for each of the 12 soft skills according to an evaluation that takes into account the whole person and of what emerged during the entire MOSSA (Soft Skills Diagram).
- elaborates a descriptive report where he underlines the most important aspects collected in Soft Skills Story Telling and evidence gathering portfolio.

**INDIVIDUAL FOLDER UPDATING**

SOFT SKILLS DOSSIER  
SOFT SKILLS DIAGRAM

STEP	3 - FEEDBACK AND FILLING OF INDIVIDUAL FOLDER			
Activity name	2. FEEDBACK AND PASSAGE TO THE NEXT PHASE			
Duration	2 hours		Output	Sharing of Individual folder and passage to the next phase
Group size	individual	X	small group	large group
<b>Tool:</b>	Informative contact MOSSE/MOSP path - used by professional and migrant Soft Skills Diagram - used by professional and migrant (Page 115) Soft Skills Dossier - used by professional and migrant (Page 107) Final report (Page 121) Individual Folder - used by professional and migrant			

**AIMS**

- Increase awareness of the beneficiary compared to his/her soft skills, training needs and his/her needs of promotion
- Strengthen the capacity of the beneficiary in his/her self-activation related to decisions and resources which affect their lives
- Increase the ability and habit of the beneficiary to self-analysis and self-evaluation
- Explain the aims and opportunities defined in MOSSE and MOSP
- Accompany the beneficiary to the next phase defined in MOSSE and MOSP

**TASK**

Individual activity. This activity is the feed-back to the beneficiary and the supporting to the next phases (MOSSE and MOSP). The professional shows the qualitative and quantitative evaluations and analyzes and explains the overall assessment attained during the path. Together they define the final Soft Skills Dossier. Then the professional analyzes, discusses and shares with the beneficiary the next steps, promotion and training activities, adapted to his/her specific needs. All the decision are being collected in the final report.

**METHODOLOGICAL APPROACH**

This final activity must be presented and shared with the migrant not as a measurement and assessment activity but rather as elements on which his/her reflection and research in a development based approach and in a future perspective.

**INDIVIDUAL FOLDER UPDATING**

SOFT SKILLS DOSSIER  
 SOFT SKILLS DIAGRAM  
 FINAL REPORT

### 3.4 The final outputs of the MOSSA phase and the passage to the next phase

The focus of the VHSM models lies in the so-called social recognition of the soft skills- in our case the recognition on behalf of the employers as well as the skill- and competence perceptions and requirements of the latter as identified in the project survey. Accordingly, MOSSA is to be organised as a process for skills audit with pathways to (1) improvement - training and self-learning activities (if necessary) with exit to MOSSE, and (2) recognition of the learning outcomes with exit to MOSP.

#### A. Tools for the migrants

At the end of the activities realized in MOSSA the professional and the migrant must discuss and debate on the findings and define jointly how to proceed within the overall planning defined by VHSM<sup>5</sup>.

Comparison will be based on how much evidence is collected in the Individual Folder because it provides the information to analyze the findings and to discuss how to interpret the data collected according to a personal perspective.

The aim of the INDIVIDUAL FOLDER is that the beneficiary could be supplied by the necessary documentation to continue the phases of Soft Skills Empowerment and Promotion (MOSSE, MOSP).

The INDIVIDUAL FOLDER is composed of all those documents which will go with the beneficiary throughout the whole path.

#### INDIVIDUAL FOLDER is composed of:

- SIGNED COMMITMENT FORM (suggested by the professional to the beneficiary and signed by both of them during STEP 1 – INFORMATIVE CONTACT)
- SOFT SKILLS DOSSIER (filled by the professional through STEP 2 - IDENTIFICATION and SOFT SKILLS ASSESSMENT and the final version through STEP 3 - FEEDBACK AND FILLING OF INDIVIDUAL FOLDER)
- SOFT SKILLS DIAGRAM (filled by the professional during STEP 3-FEEDBACK AND FILLING OF INDIVIDUAL FOLDER)
- FINAL REPORT (filled by the professional and shared by the migrant during the STEP 3-FEEDBACK AND FILLING OF INDIVIDUAL FOLDER)

#### INDIVIDUAL FOLDER

- A. Signed commitment form**
- B. Soft Skills Dossier**
- C. Soft Skills Diagram**
- D. Final report**

<sup>5</sup> See the integrated pathway described in the document “General pedagogical model”.

The Individual Folder is a document set that allows the beneficiary to better present him/herself on the labour market to be added to the sentence, and identifies his/her professional profile and career development opportunities on the other side. On the basis of the Soft Skills Dossier, Soft Skills Evidence Collection and the Soft Skills Diagram, the final report presents the possible professional de-

velopment pathways of the beneficiary as well as up-skilling and learning proposals that will mobilize his/her full professional potential (leading to MOSSE). The final report also contains recommendations on the promotion of the soft-skills state of art of the beneficiary via on-line media, social networks, community engagement so as to improve the visibility of his/her integrated skill profile (leading to MOSSP).

## B. Tools for the Professional

In general MOSSA exemplifies a skills-audit<sup>6</sup> as an analysis of knowledge, skills and competences of an individual, including their aptitudes and motivations to define a career project and/or plan professional reorientation or training project.

The aim of a skills-audit is to help individuals to:

- analyse their career background;
- self-assess their position in the labour environment;
- prepare themselves for recognition of non-formal or informal learning outcomes;
- plan a career pathway.

MOSSA equips professionals with the necessary tools to perform soft-skills identification, assessment and documentation services

for beneficiaries of various ethnic, cultural and linguistic backgrounds in view of recognizing and promoting their employability potential. The documented procedures in MOSSA allow for devising soft-skills evaluation services and high-quality counselling of the personal and career development opportunities of migrants.

The MOSSA final report refers to the performance of a training-needs analysis of a beneficiary's existing skills as well as the skills that are needed now and in the future. Most often the outcome of a skills audit process is an analysis of the insufficient skill and a relevant remedy strategy (sometime called skills-gap analysis, leading to MOSSE) or a skills-recognition plan (leading to MOSSP).

## DOCUMENT SET

- A. Soft Skills Assessment Tools**
- B. Soft Skills Documentation Tools**
- C. Soft Skills Presentation Tools**
- D. Counselling**

<sup>6</sup> EU Skills Panorama (2014), Entrepreneurial Skills Analytical Highlight, prepared by ICF and Cedefop for the European Commission., p.162

### 3.5 Recommendations for the involved professionals

Together with MOSSE and MOSP, MOSSA is developed for training organizations and employment agents in order to improve their capacity in delivering assessment, training and insertion services and to strengthen the link between assessment – training – employment regarding skills with focus on MHS migrant workers.

As a skills-audit model, MOSSA can be integrated in the existing service portfolios of the training and employment agents in order to channel the services offered to beneficiaries and to adapt to individual needs.

The activities of identification and assessment of the soft skills required by MOSSA can be carried out by: teachers, educators, guidance professionals, cultural mediators, employment service professionals provided they are prepared adequately to use the tools and have knowledge of the national systems of validation and certification of the competences.

An additional recommendation is that the professionals possess high cultural awareness and are adequately prepared to interact with migrants in order to mobilize their skills potential as labour-market participants.

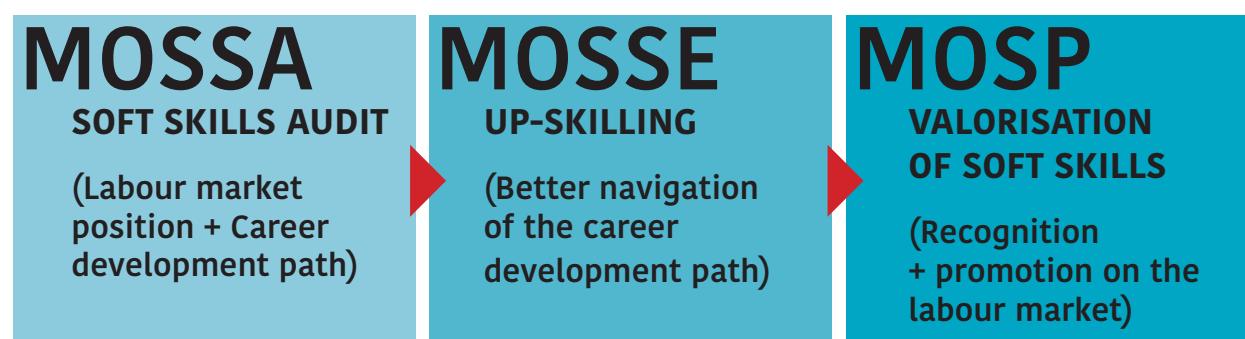
In that several main quality recommendations for skill audits of migrants should be observed:

- Voluntary participation.
- Sustained link to the professional background.
- The work experience in the home country needs to be valorized as a quality skill-builder.
- Regard for the personal career and development aspirations.

#### **Further skill audits must:**

1. Be embedded in a more comprehensive counseling program such as career or learning counseling.
2. Have an adequate linguistic standard for participants and language support service if necessary.
3. Have a resource-oriented approach.
4. Be culturally and gender sensitive.
5. Be open-ended in terms of results.
6. Be open towards intercultural or migration/refugee experiences as a source for the development of skills.
7. Be performed by qualified, gender and culturally sensitive counseling personnel.

Linkage among VHSM Models:





## 4. OPERATIVE TOOLS

### 4.1. The tools of soft skills evaluation

Each activity requires the use of tools that have been processed and developed in line with the objectives that each activity and the entire path sets in terms of final aims and outcomes.

The tools related to MOSSA are divided into 3 groups:

- **tools used by migrant:** this section provided the tools that the beneficiary will use directly in order to carry out the proposed activities;

- **tools used by the professional:** this section provided the tools that the professional will use in support of the proposed activities: track to perform the activity, correction grid, the data collection matrix, final table for final evaluations;
- **tools for creating and updating the individual folder:** this section contains the tools that the professional compiles to update the individual folder at the end of the path and that will accompany in the subsequent stages.

Step - TOOLS		Page
1	Activity 1: Informative contact	
	<p>OUTLINE for the INFORMATIVE CONTACT Semi-structured interview whose aim is to obtain the first useful information to start the whole path. User: • Staff only</p>	73
	<p>PERSONAL RECORD AND COMMITMENT FORM Tools to collect the data of migrant and where to set mutual commitment and responsibility during the path. User: • Staff and migrant • Used for individual folder</p>	29

Step - TOOLS		Page
2	Activity 1: Self evaluation	
	<p>SOFT SKILLS SELF EVALUATION QUESTIONNAIRE Self- evaluation tool in order to assess the strength and weakness concerning the 12 pre-selected soft skill. User: • Migrant</p>	33
	<p>SOFT SKILLS SELF EVALUATION TABLE The correction grid useful to evaluate the answer of migrant and the next filling of final frame of self evaluation. User: • Staff only</p>	75

<b>Activity 1: Self evaluation</b>	<b>Page</b>
<p><b>FINAL FRAME OF SELF EVALUATION</b>  In this frame, for each beneficiary they are collected the answers in order to contribute to the level of performance assigned for each soft skill evaluated.</p> <p>User:  • Staff only</p>	81
<b>Activity 2: Situational Judgment Test</b>	<b>Page</b>
<p><b>SITUATIONAL JUDGEMENT TEST OF SOFT SKILLS</b>  Psychometrical tool in order to evaluate own behavioral approach and abilities (in strict connection with the 12 preselected soft skills) in elaborated daily work-related situations.</p> <p>User:  • Migrant</p>	39
<p><b>EVALUATION OF SITUATIONAL JUDGEMENT TEST</b>  The grading instructions and sheet are used to evaluate the answer of migrant and the consequent completion of the situational judgment table.</p> <p>User:  • Staff only</p>	83
<p><b>FINAL FRAME OF SITUATIONAL JUDGEMENT TEST</b>  In this frame, the answers are collected for each beneficiary in order to contribute to the level of performance assigned for each soft skill evaluated.</p> <p>User:  • Staff only</p>	103
<b>Activity 3: Evidence Gathering</b>	<b>Page</b>
<p><b>OUTLINE FOR SOFT SKILLS STORY TELLING</b>  List of questions in order to help the professional in choosing to dwell on some aspects and to overlook other ones.</p> <p>User:  • Staff only</p>	105
<p><b>SOFT SKILLS DOSSIER</b>  A frame where professional could collect evidences and testimonies to the competences carried out during the story telling activity.</p> <p>User:  • Staff only</p>	107
<p><b>EVIDENCE GATHERING PORTFOLIO</b>  Individual Portfolio filled out by the migrant in order to describe and collect the evidences related to the identification and evaluation of the 12 soft skills. It will be the basis of the Soft Skills Dossier filled by the professional.</p> <p>User:  • Migrant</p>	59

Step - TOOLS		
3	Activity 1: Final assessment of Soft Skills	Page
	<p><b>SOFT SKILLS DOSSIER</b>  A frame where professional, starting from the evidence gathering portfolio could collect evidences and testimonies to the competences carried out during the assessment activity. It's the upload of the version filled through the step 2.</p> <p>User:</p> <ul style="list-style-type: none"> <li>• For individual folder</li> </ul>	117
	<p><b>SOFT SKILLS DIAGRAM</b>  It is the collection of the different evaluations assigned during the path in order to define the final assessment to discuss with the migrant.</p> <p>User:</p> <ul style="list-style-type: none"> <li>• For individual folder</li> </ul>	115
Activity 2: Feedback and passage to the next phase		Page
	<p><b>FINAL REPORT</b>  Report shared with the migrant where they analyze the soft skill to be empowered and to be promoted and the link with the needs to improve the professional profile and career development opportunities. This report accompanies the beneficiary to the next path defined in MOSSE and In MOSP</p>	121
	<p><b>INDIVIDUAL FOLDER</b>  The Individual Folder is the collection of documents and evaluations carried out during the MOSSA pathway. In specific it is composed by: Signed commitment form, Soft Skills Dossier, Soft Skills Diagram.</p> <p>User:</p> <ul style="list-style-type: none"> <li>• For Individual Folder</li> </ul>	--

## 4.2 Tools used by MHS migrants

TOOL	ACTIVITY REFERRED TO	Page
PERSONAL RECORD	Step 1 – Activity 1	29
COMMITMENT FORM	Step 1 – Activity 1	31
SOFT SKILLS SELF EVALUATION QUESTIONNAIRE	Step 2 – Activity 1	33
SITUATIONAL JUDGMENT TEST OF SOFT SKILLS	Step 2 – Activity 2	39
Evidence Gathering Portfolio	Step 2 – Activity 3	59

Step	ACTIVITY 1	For Participant
<b>1</b>	<b>PERSONAL RECORD</b>	

## SECTION 1 - Personal data

First Name and Surname: .....

Gender: M  F

Address - Poste code: .....

City: ..... Telephone: .....

E-mail: .....

Date of Birth: ..... Place of Birth: .....

Nationality: .....

## SECTION 2 - Migration experience

Type of administrative status:

- |  |   |
|--|---|
| <input type="checkbox"/> Work and residence permit | <input type="checkbox"/> Residence permit     |
| <input type="checkbox"/> EU-Permit                 | <input type="checkbox"/> Asylum Seeker        |
| <input type="checkbox"/> Student Permit            | <input type="checkbox"/> Other (specify.....) |

Document number:  PASSport ..... ID (Identity Card).....

Date of arrival in this Country: .....

Arrival via Family reunification? YES  NO

### Family

Children? YES  NO  Number: .....

Do they live in this Country? YES  NO  Number: .....

Do they live with you? YES  NO  Number: .....

Do you live with other relatives? YES  NO  Number: .....

### House

Who do you live with?

Parents  Relatives  Other people (No relatives)  No one

## SECTION 3 - Education and training

### Studies

No school

Primary school  In this Country?  In your Home Country?

Secondary school?  In this Country?  In your Home Country?

University studies?  In this Country?  In your Home Country?

Are your studies recognized in this Country? YES  NO  Not YET

Other training course? YES  NO

In this Country: .....

In your home Country: .....

**ICT Knowledge:**Low Medium High **Language(s)**

Mother tongue: .....

Other language(s)	Understanding	Speaking	Reading	Writing

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user Common European Framework of Reference for Languages

Replace with name of language certificate

**SECTION 4 - Work experience**

Occupation or position held: .....

Are you working at the moment? Yes  No 

Occupation or position held: .....

Work experience in this Country? Last 3 jobs

1) Position held: ..... Sector: ..... Duration: .....

2) Position held: ..... Sector: ..... Duration: .....

3) Position held: ..... Sector: ..... Duration: .....

Work experience in your Home Country? Last 3 jobs

1) Position held: ..... Sector: ..... Duration: .....

2) Position held: ..... Sector: ..... Duration: .....

3) Position held: ..... Sector: ..... Duration: .....

**SECTION 5 - Other experience (Associative/sports/volunteering/other)**Other experience in this Country? Yes  No 

1) .....

2) .....

3) .....

Other experience in your Home Country? Yes  No 

1) .....

2) .....

3) .....

&lt;Add privacy policy&gt;

Step	ACTIVITY 1	For Participant and staff
1	<b>COMMITMENT FORM</b>	

**First name and Surname of beneficiary:** .....

#### Aim of the service

The aim of the Valorize High Skilled Migrants path is the reinforcement towards the labour market and the awareness empowerment of own added value as medium-high skilled migrants, first of all through the identification of the soft skills to develop and to promote, then by their reinforcement and at last through their promotion using the main social networks.

#### Description of the service

The path will be composed composed of three different steps:

- 1) MOSSA path for the analysis and evaluation of own soft skills
- 2) MOSSE path for the strengthening of those soft skills resulting to be weak or inadequate
- 3) MOSP path for the promotion of themselves on the labour market using the main social networks.

The path will be implemented following the personal agenda defined by the **participant** and the VHSM staff (see Annex 1: Personal agenda).

#### Tasks and obligations

After the first contact held on the date ..... in the office of this Organization,  
the participant .....

- Accepts to participate actively and responsibly in the service activities of the Valorize High Skilled Migrants path as agreed and indicated above;
- Undertakes to notify the Agency providing the service of any absences, duly justified, to allow a possible rescheduling of events.

The **Agency** providing the service .....

- Ensures that the service activities as agreed and indicated above shall be duly carried out.

Place and date: .....

The Beneficiary

For the Agency providing the service

.....

.....

<Add privacy policy>



Step	ACTIVITY 1	For Participant
<b>2</b>	<b>SOFT SKILLS SELF EVALUATION QUESTIONNAIRE</b>	

*Below you find a series of statements whose aim is to lead you in a self-reflection and self-assessment of your strengths and weaknesses concerning the 12 selected soft skills. These skills are supposed to be especially useful in*

*joining the labour market.  
Choose in each section only one statement, the most suited for you.  
At the end read together with the professional the result of your work of self-analysis.*

I usually face changes with some concern and have difficulties in adapting to changes at work, where it is quite difficult for me to propose re-assignment of tasks and deadlines assigned to me.	
If encouraged or pushed I adapt to changes at work and I can propose re-assignment of tasks and deadlines, adopting approaches based on past success experiences.	
I understand the reasons why to adapt to changes and I am able to re-assign tasks and deadlines without being pushed by others, mainly in routine situations. In complex situations I prefer to have feedbacks and incentives by others to adapt to changes.	
I am able to diversify my own approach freely, if required by the context. I am able to quickly adapt to changes or to modify the priority of tasks and goals if requested by the situation, remaining focused on deadlines and without others' assistance.	
I am able to act as a change agent within my context being able to make others understand the changes which the situation requires.	

If I do not like the task assigned to me, I have difficulties in finding driving forces (internal or external) to fulfill it. In such event I may not feel encouraged to perform the given tasks.	
I need feedbacks or encouragement to seek new learning opportunities and to propose my own ideas. I generally expect to be motivated by my chief at work.	
I often reflect on my own performance as an occasion for further job and personal improvement. I can find self-motivation forces, but I generally prefer to be encouraged.	
I generally have a pro-active attitude and ask for feedbacks from others on my own strengths and weaknesses to improve myself. I reflect on my own performance and job experience as an occasion to improve myself or look for learning opportunities. I am able to motivate myself.	
I am engaged in a continuing self-improvement and I am able to motivate other persons working with me.	

I expect that others explain me the responsibilities which are related to the tasks I have been assigned to.

I take responsibility for my actions in routine situations. In more complex situations I may need others' guidance or support to identify tasks, risks and responsibility.

I generally understand tasks, purposes, risks and associated responsibilities related to the situation and the role I have been assigned to. I can understand how my tasks contribute to the works of others and I generally like to feel myself owner of the outcomes of my actions. In complex situation I prefer to take responsibility for my actions only under the supervision of a coach.

I am able to analyze situations and take calculated risks. I work alone and in team with a strong sense of responsibility. I always feel personal ownership of goals, plans, decisions and outcomes, being aware of possible mistakes. In non-routine situations I take responsibility for my personal actions and identify changes to improve the outputs of the group.

I always consider my own tasks and role as a contribution to achieve broader goals inside my organization. If the situation requires a quick intervention, I analyze situations, take risks and decisions also when not all information is available. I am not afraid to adapt and renegotiate roles and responsibilities according to the circumstances. I have no problem in recognizing and reminding others their own responsibilities.

I seem to never have enough time and being on time or respecting deadlines may sound me difficult.

In routine-situations I have no problem in getting work done on time, but I generally need helps to rightly prioritize tasks and goals. Interruptions or programme changes may make me difficult to respect deadlines.

I can work on several tasks or projects at the same time dividing time and resources appropriately, in any situations. In team I can act as a good timekeeper.

I consider myself as an excellent timekeeper in team. I am able to evaluate the priority of tasks and work in every situation. I have a high autonomy and self-discipline in controlling and managing interruptions or changes, assuring both the respect of deadlines and quality of work.

I am able to manage both my and others' time. I am able to guarantee the respect of deadlines and quality of actions, leading the others to respect deadlines and quality of work.

I generally understand what to communicate, with whom and how in routine work and highly familiar situations. I am not properly aware of different types of communication and how communication may vary according to the different contexts.

I am aware of different types of communication (written, spoken, non-verbal) understanding the main features in different contexts (formal, informal, scientific, journalistic...) and how they are important for social interaction. I am aware of the importance of body language, but I am not sure to use it properly in different contexts. I can adapt myself to formal communication protocols.

I understand the variability of language and communication forms in different contexts. I am able to use proper body language in different contexts. I understand what to communicate, with whom and how, in routine work situations and in a limited set of unfamiliar situations. I am able to paraphrase and make additional questions to verify if I have understood. I try to adapt communication to the context.

I am always able to express my opinion (either in favor or against) both in written and spoken language in a convincing manner. I evaluate pros and cons of media and strategies communication. I am able to use active listening and organize information in a systematic way. I take into consideration points of view of others and their feedbacks when communicating. I seek new strategies in new situations and select appropriate communication protocols and conventions in a broad range of situations, being aware of the impacts of my choices. I feel confident in cross-cultural communication.

I like to approach the opinions and arguments of others with an open mind attitude and engage in constructive and critical dialogue in any contexts and circumstances, taking accounts of other points of view. I can argue and disagree without adopting defensive or aggressive attitudes because I am aware of the impact of explicit and implicit communication. I am confident with public speaking. I have a positive pro-attitude towards cross-cultural communication.

I am used to and prefer working alone because I generally meet difficulties in finding my place in a working group and in sharing information.

I can understand the importance of team working, but I generally need to be encouraged to contribute to workgroup process. I prefer to cooperate with others in short-term tasks.

Cooperating with others is part of my routine activities; I am able to play an active role in workgroup discussions paying attention to the perspectives of others. I voluntarily keep others informed of my work, share information, discuss problems and seek/give help when required. I am aware of consequences of behaviors which may undermine group cohesion (e.g. malicious gossip, individual work). I try to build up and cultivate informal networks with others who can contribute to effective work outcomes.

I always cooperate with others to achieve common outcomes. I am able to adapt my behavior when working in team and play an active role in facilitating group interaction. I know I am able to influence the group and play a lead role on occasion. I look for strengths in others and find ways to work with them sharing knowledge, experiences and ideas freely. I try to avoid behaviors which may undermine group cohesion (e.g. private criticisms, prejudices, breaking confidences). I strive to be a good example for others within the work team. I engage to build and cultivate formal and informal networks within and beyond work context (e.g. community of practices, professional associations...).

I invest time and energy in building and maintaining effective working relations. I like to encourage a collaborative culture within my own sphere of influence and act as a facilitator of group cohesion. I play a lead role in all situations which require effective collaboration, being able to influence, engage and motivate others. I give feedbacks to others in a way that everyone can easily understand. I actively build formal and informal networks within and beyond work context, including key people (e.g. theme experts, think tanks, decision makers...).

When I strongly believe in something it may be difficult for me to understand the other's point of view and I generally remain firm on my position. For me it is quite difficult to make efforts to change my mind or attitude, even if this may lead to a conflict.

For me it is quite difficult to detect a conflict and identify how many parties are involved in it. If guided, I can understand the impacts of emotions and behaviors on others, which may lead to conflict in a work situation. I generally avoid conflicts and I prefer others to manage them.

I understand the difference between solving and managing a conflict and I understand when a conflict cannot be solved at all. I generally try to find solutions, recognize and use a small set of strategies to contain the conflict avoiding further escalation. If I am not able to resolve a major conflict directly, I seek others' advice or assistance in accordance with contexts rules.

I like to listen freely and ask questions to clarify concerns and needs in order to identify the root problem. I am able to use a wide set of strategies to contain and manage the conflict, avoiding further escalation. If I am personally involved, I can control my behaviors when others explain their feelings and different perspectives, resisting blaming or becoming defensive or aggressive. I seek specialist advice if necessary.

I am told I can identify in advance (also intuitively) possible conflicts which may occur in the future and I can establish a comprehension climate avoiding the burst of contrasts. I generally act pro-actively to reduce the conflicting atmosphere clearing real needs and issues of all the parties involved. I like to do my best to reach agreement according to a win-win approach (where all the parties can optimize results). I am able to act as a negotiator both inside my organization and outside, also with counterparties from other cultures.

I prefer to perform back-office tasks because I do not like or have difficulties to manage relations with clients.

I understand that everybody has one's own need to be satisfied. I am able to actively listen others' needs and communicate politely. I offer help if asked. I rely on past success experiences to identify clients'/others' needs and meet them appropriately. In complex and brand new situations I prefer to be guided in fitting clients'/others' needs.

I generally understand others' perspectives. I am not afraid and I am able to take care of clients'/others' claims and manage them politely, understanding when to involve a supervisor. I offer help voluntarily. I give reports on how their needs have been fit.

I am able to adapt to others' needs. I am able to analyze the clients'/others' interests and the constraints of the situation. I am highly sensitive to the impact of customers' services and customers' satisfaction within my organization.

I engage to propose new solutions to improve customers' services. I encourage a customer-oriented attitude within my organization (both external and internal customer).

I generally do not like to take decisions and I rely on superiors or colleagues to take them.

I usually take decisions which have a low-impact and are directly relevant to my role, following instructions given to me (verbal or written) step by step. When I have to take decisions on issues which are unfamiliar or not clearly covered by guidelines, I ask for others' assistance.

I take decisions on the basis of the guidelines and protocols of my organization, but I am able to interpret and adapt them to unfamiliar work situations. If the situation is not clear enough, I seek assistance and ask for suggestions to more competent peers or supervisors.

I take decisions quickly and intuitively in both routine and non-routine situations which require immediate attention and I rely either on my past experience or on new variables resulting from the analysis of the actual context. If specific rules or protocols are absent, I identify and evaluate different options. I take responsibility for the outcomes of any decisions related to my role.

Since I strongly think that there is no pre-defined formula and that "it all depends" on context, I have a diversified approach to decision making. So when a certain situation requires to take rapid decisions I do a multi-factor analysis, risk evaluation and diagnosis of the context. I am not afraid to take responsibility for high impact decisions in complex situations. I can take difficult decisions and have them accepted-supported by others (also if they have negative impact on one side).

Problems which may arise at work generally cause me annoyance (even the routine ones).

At work I have no problems in recognizing and managing highly routine problems strictly linked to my own role, especially if I can follow instructions, step by step, given by others. Instead, in unfamiliar work situations I rely on past success-stories and solutions and I ask for others' assistance. If no instruction or advice is available, I use a "trial and error" approach but it is quite hard for me to envisage the future impact of the solution adopted.

When tackling common and rather predictable problems at work, I respond quickly and I understand when to take responsibility for problem solving or to notify others and ask for others' assistance. Instead, when tackling uncommon and complex problems I use a "trial and error" approach, having awareness of the future impact of solutions envisaged. Anyhow before implementing a solution, I prefer to seek others' feedbacks and advice.

I am told I can recognize and anticipate a certain set of problems, being able to detect early warning signs and adopt contingency plans. I analyze the general problem by splitting it into smaller problems according to their "cause and effect" relation. I am able to re-define the problem and analyze the underlying causes, even the most concealed ones. When tackling uncommon and complex problems, I am able to combine analysis and intuition to generate possible new solutions.

I am able to recognize and anticipate complex problems involving multiple variables. I know that a problem may be linked to other ones through a "cause and effect" relation and I use techniques which help me to identify the prime root cause of the situation. I invest time to reflect on the outcomes. I may ask for further information or advice from relevant experts.

I meet difficulties in supporting a new idea which can potentially generate change in my working environment or which may appear non-conventional.

I recognize the opportunities for the application of new ideas proposed by others when they imply immediate and obvious benefits to my job. I generally use a logical way of thinking and need to be encouraged to think in an unconventional way.

I recognize the value of creativity for my organization and my work. I support the application of new ideas proposed by others when the benefits to my work are immediately obvious. I like to contribute to the design and adoption of new approaches and methods. When the solution to a problem is not obvious, I recognize the value of looking for different perspectives. Thinking “out of the box” is not natural for me, but I strive to do it.

I recognize that the current way of working is not the only one way of doing something and take mental risks to explore other possibilities. I invest time and energy in looking for new ideas, opportunities, changes in procedures. I take advantages from others perspectives and ideas as a stepping stones to “think out of the box”, being able to integrate and adapt others’ perspectives. I use a combination of logics and intuition to tailor ideas to suit needs. I feel free to express my flow of ideas and contribute to create a comfortable climate where others feel free to suggest, explore, adapt and adopt new ideas.

I use mental questioning and doubting to explore new ideas in work situation (e.g. “is this the only way...?”, “are there better ways to...?”, “shouldn’t be better if we....”). I always reframe and redefine problems in order to get new perspectives and generate new ideas. I am used to thinking “outside of the box” and rethinking current approaches or ideas. I am able to explore and incubate new ideas which can lead to radical changes from the current situation. I act as a facilitator for creativity and innovation.

For me it is difficult to evaluate a situation from more points of views. Others’ critics bring me down and I meet difficulties in finding their possible constructive elements.

I generally do not like critics because they make me feel inadequate, even if I understand that criticism may be constructive. In this case I need time and others’ support to accept it as an opportunity for my own development.

I understand that others’ criticism, if constructive, may be an opportunity for my own development. I attempt to think critically (evaluating a situation from non-conventional points of views). I understand what I learn and why and how it can be used at work. I am able to use my own priorities and criteria to select and adapt information.

When I analyze, evaluate or select information, I do it according to the context needs and constraints trying to use different and non-conventional points of views. For me it is easy to think “out of the box”. I am able to look beyond immediate application of the information acquired and to envisage future implications.

I am able to decide if an information or idea is worth, combining analysis and intuition, also if it is non-conventional. I am able to rethink an idea or redesign information. I help and lead the others to look beyond immediate application of the information acquired and to envisage future implications.

Step	ACTIVITY 2	For Participant
<b>2</b>	<b>SITUATIONAL JUDGMENT TEST OF SOFT SKILLS</b>	

Below you find a set of situations with matching model reactions in the form of a multiple-choice test aimed to assess of your level of possession strengths and weaknesses concerning the 12 selected soft skills.

No particular training or knowledge is required to take the test. The answers are to reflect only general knowledge and life experience.

Please read and consider carefully each situation and accompanying reactions and choose

in each situation only one reaction - the most suited for you. Choose honestly and promptly - the intuitively selected answers are normally the most reliable ones. Nevertheless you are allowed to reconsider your choice and change the answer if time allows.

The professional will grade your answers according to the ‘best fit’ reactions in the explanatory key for the test situations.

**SJT**

## WHAT WILL YOU DO IN THIS SITUATION?

### Situation 1

You are employed as a receptionist in a business centre. Your duties are to distribute e-mails and regular correspondence among the different departments of the company. When sorting out correspondence you accidentally notice that one of the departments sends out letters using different company letterheads and insignia than the standard ones which are approved by the management of the company. What will you do in this situation? Define your “Most likely” reaction

Reaction	Most Likely
a) You distribute the correspondence as it is delivered to you; there are office managers in every department whose responsibility is to monitor correspondence and you are not entitled to comment on it.	
b) You consult your colleagues at the reception if the use of the different letterhead is considered a mistake; in case they confirm, you contact the respective department.	
c) You call the administrative assistant at the concerned department asking for confirmation that they are deliberately using different company insignia in correspondence.	
d) You report the case to your manager.	
e) You do not consider this as a problem – letterheads are minor details in correspondence.	

### Situation 2

You were assigned a task with a close deadline. You do not find it particularly interesting and think that the work can be done by someone with a qualification lower than yours. However due to the time limit you need to concentrate only on this task and devote all your time to it during the next five days. You were assured by your manager that this task is a part of an important company project and if you managed to complete it well you would receive a financial bonus.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Work as many hours as it takes to get the task completed on time.	
b) Request that the task is assigned to a colleague with lower qualification offering to help him/her on the toughest points and tactfully ask for an assignment which corresponds to your skills.	
c) Approach your manager to negotiate the deadline so that you do not have to work extra-time to meet the deadline.	
d) Explore different ways to have this tasks completed on time and suggest them to your manager.	
e) You refuse to work on the task – it is below your level.	

### Situation 3

You were just promoted to a team leader. The team consists of three people – a specialist in his early-thirties, a young intern and an established expert in the last year before retirement. The team has been appointed to complete a joint project. Even though you have distributed the tasks, clarified the structure, and explained the priorities, the work is not processing well and your team members struggle with their assignments.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Approach your manager and solicit that everyone receives a bonus if the job is done on time; inform your colleagues immediately.	
b) Gather your team and explain once again the goals of the company and how important is your project for meeting these tasks.	
c) Organize an informal meeting to recognize each member's achievement and ask them for suggestions to improve the work process.	
d) Talk to each of your team-members individually to identify their individual preferences as to the job; then work with each one to improve their individual performance.	
e) You do not interfere in the situation – the team-members will learn to work with each other with time.	

#### Situation 4

Today is Monday. Your manager has requested that you support a new colleague in completing an internal report that must be filed-in tomorrow. In the meantime you are leading a team that develops a very important project that need to be submitted on Friday. One of co-workers went down with a heavy flu this morning so that you need to take over her part of the project immediately. However you need at least five days to be able to compile the project on time.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Ask your colleague to summarize the problem/difficult issues on the report so that you can help him promptly. In the meantime focus on the additional part that you need to develop for the project.	
b) Ask another co-worker in your team to help the new colleague. You focus only on the project because it is very important.	
c) Explain to the new colleague that you shall not be able to help him due to a justified reason and the newly created emergency situation.	
d) Approach your manager immediately and ask him to assist with relocating the tasks on the project and with arranging support for the new colleague on behalf of the colleagues that do need to meet deadlines during this week.	
e) Start working on all the tasks simultaneously.	

#### Situation 5

Your manager has informed you that you shall be assigned the responsibility to develop an important report due in two weeks and that you shall be notified of the next steps by e-mail. However you do not receive any further information and instructions on the commencement of the task for five days.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Wait to receive the information that your manager mentioned and expect changes in the deadline and time-schedule.	
b) Discuss with your colleagues if they have information on the report to find out informally what is the current status of the task and reschedule your other activities so that you can concentrate only on this report in the coming five days.	
c) Approach your manager requesting further information and instructions on the commencement of the task.	
d) Approach your manager informally and request that he appoints another team-member to help you with finalization of the report so that the deadline is met.	
e) Since there is not news in five days you assume that task is cancelled.	

### Situation 6

One of your colleagues has young children and she is often late in the morning. You often have to cover her up before the clients in the beginning of the day. Normally this is not a problem but now you are overloaded with servicing the clients that you are directly responsible for and cannot handle both hers and yours at a time. Otherwise your colleague is a diligent worker and has no difficulties in making up for the delay during the day.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Request another colleague to assist you in the morning so that you manage to serve all clients and keep the situation under control.	
b) Talk to your colleague in private and request that she starts coming on time; offer help in devising a time-management plan for the morning so that both of you manage to serve well the morning clients.	
c) Talk to your colleague and ask her to approach the management with a request for relocation and avoid having a problem with the morning customers.	
d) Serve your clients with priority and approach your manager and suggest another form of organization of the work in the office according to which your colleague is engaged with clients only after 11.00 am.	
e) Decide to work on a “first come, first served” basis with the clients – you can keep them waiting for a while.	

### Situation 7

The work day is almost over when you learn that you have an urgent family problem and you need to take a day off on the next day to sort it out. However according to the company rules your request must be validated in writing by your direct manager before being filed to the HR office. However your direct manager is on a leave this week.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Call your direct manager and explain the situation; e-mail your leave request to him, asking him to print it, sign it and send it back to the HR department;	
b) Approach the head of department, explain the situation and get the validation of the leave request from him/her;	
c) Inform your colleagues that you have an urgent situation and that you shall be absent from work on the next day. File the leave-request in the HR office immediately upon return;	
d) Call your direct manager, explain the situation and ask him to inform the HR department that he permits you to take a day-leave; engage to file a validated leave-request immediately upon your manager’s return.	
e) You send a circular e-mail to all colleagues in the department, including the direct managers and HR department, explaining the situation with the leave request attached.	

### Situation 8

You were given the task to develop a report on the state of cultural and creative industry in your country of origin relying mainly on your language knowledge. However the task is very difficult for you since you know nothing about the cultural and creative industries. Your team-leader explained in detail the requirements about the report, provided background information and asked you to take notes. Nevertheless there are still some points that you do not understand.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Since you received detailed instructions, you consult a more experienced colleague to clarify the issues you do not know.	
b) Request a brief meeting with your team leader to clarify the unclear issues and to ensure that you understood the requirements correctly.	
c) Call a friend who is an expert on the issue and ask him to clarify the unclear points for you and proofread your material before you submit it.	
d) Start reading extensively on the topic and make assumptions on the content of the unclear issues after you become familiar with the topic.	
e) Write what you deem appropriate for the task – your team-leader knows that this not your area of expertise.	

### Situation 9

You have been working on a joint project with other two colleagues. However due to various reasons the three of you did not manage to keep the deadline and the team leader arranges a joint meeting to clarify the reasons for the delay. Generally you should not worry since you delivered your parts as planned but the fact that the project was not submitted on time caused a substantial loss for the company.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Initiate a meeting with your colleagues to analyze the reasons for the delay and propose a remedy strategy to your team leader.	
b) Approach the team leader before the meeting and explain to him that you completed your part of the work on time and suggest an explanation for the delay as well as remedy strategy.	
c) You go to the meeting and prepare to explain your position in an amicable way and without blaming your co-workers – anyway the delay was not due to your fault.	
d) Talk informally to your colleagues and tactfully explain to them that since the delay was not due to your fault they should recognize this before the team leader and suggest a remedy strategy.	
e) During the meeting explain directly that you cannot be held responsible for the delay and indicate your colleagues' mistakes.	

### Situation 10

Due to promotion, you have been recently transferred from one department to another where you cooperate with some of the most experienced colleagues in the company. After two months you see that the working procedures in the new department require the exchange of many internal documents. This often distracts people from their essential work. Based on the experience of your previous department you sense that this issue could be solved if part of the document turnover is managed via e-mails and shared drives. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Create a shared on-line space (google, dropbox, etc.) where your team can share their documents and suggest them to try using it for a test period of 1 week to be able to measure the saved time.	
b) Share your proposal with the team leader and try to persuade him/her to allow your colleagues to test the use of a shared on-line space for weak.	
c) Raise the issue at the next team meeting and suggest to demonstrate how the on-line-based system of your previous department works.	
d) Even though it is difficult for you, you accept the order in the new department relying on the fact that your more experienced colleagues should have a good reason to keep this intense document turnover.	
e) Blankly say that the document-turnover system in the new department is inefficient and refuse to use it.	

### Situation 11

You are working for a training centre that offers on-site and on-line courses for qualification and pre-qualification of employees in the service sector. Until recently the on-line courses were the most developing branch of the centre and your team has devoted a lot of efforts to develop and upgrade a very efficient on-line learning platform. However in the beginning of this academic year it came out that the majority of the learners will be middle-aged and strongly insist on having in-class trainings. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Even though you are convinced of the advantages of the on-line education, you decide to modify the courses as to the preferences of the learners and try to demonstrate them the benefits of on-line training on a step-by-step basis.	
b) You develop a start-up course for adult learners and offer it free of charge in order to motivate the learners to study on-line.	
c) You organize open-doors days to present the on-line learning tools to the new learners and offer them technical assistance in using the platform.	
d) You explain to the new learners that on-line courses are the future and will save them a lot of time and resources (including travel) in comparison to the traditional ones.	
e) The on-line courses remain the priority - e-learning is the future and everyone needs to adapt to it.	

**Situation 12**

You are working for a stationary company with a regional importance as a shop assistant. In the last two years there is a marked decline in the profits of the company mainly due to the economic problems of the region (two large factories were closed down). In order to survive, the company management decides to close half of the shops (luckily your shop is not considered) and replace them with an on-line platform for sales. The redundant employees are offered positions in the warehouse supporting the on-line shop 100 km away from the region's main city; however many of them refuse to travel such a distance every day. What will you do in this situation? Define your "Most likely" reaction.

Reaction	Most Likely
a) You apply for a position on the team supporting the on-line shop and in the meantime devote all your free time to study the specifics and trends of on-line trading.	
b) You enrol in a course on on-line trading and start thinking of strategies to present the particular shop you are working for on-line.	
c) You start thinking of new marketing strategies and customer-care approaches to improve the turnover of the shop by attracting more clients (such as on-line advertising, social media accounts, bonuses for e-mail orders, web-promotion, free home, organizing book presentation, events, etc.).	
d) You follow the situation closely and talk to your manager that you volunteer to be transferred to a position in the warehouse if job cuts are necessitated in the shop you work for.	
e) You wait for the situation to improve and focus on your everyday duties.	

**Situation 13**

You are assigned a joint task together with a colleague who is preoccupied with current projects and volunteer work in his community outside the office. As a result he delays tasks, overacts at moments and affects the accomplishment of your common task as well.

What will you do in this situation? Define your "Most likely" reaction.

Reaction	Most Likely
a) Speak to your colleague in private and ask her how you could help in the short-term so that you do not miss the deadline.	
b) Explain to your colleague that these delays frustrate many colleagues on the team.	
c) Approach your manager requesting support and help from the other team-members to complete the work as planned.	
d) Approach your manager informally and request him to reschedule the some of the tasks of your colleague so that she could become more efficient.	
e) Propose to your colleague to help him with the community work and in the meantime persuade him to set your common task as a priority.	

**Situation 14**

You have been recently promoted to manage a small team of workers, all of whom have larger work experience and longer careers in the company than you. Even though you receive many congratulations and good words from the superior managers, your team starts failing to complete their everyday routine tasks unless explicitly instructed to do so.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Speak to your team members on one-by-one basis in an informal way to find out what is the problem.	
b) Report the problem to your direct manager and request some personal changes and reorganization to improve the situation immediately.	
c) Start each day with a formal meeting where each team member receives formal instructions on their routine duties.	
d) Arrange a meeting with the whole team to discuss with your team the reason for their lack of motivation.	
e) Explain to the team that a failure to perform everyday routine task will entail a penalty from now on.	

**Situation 15**

You are tasked to translate from English a 150-page financial report in cooperation with a colleague from another department. The report is complicated and you need at least two weeks to complete your part, however the colleague calls in end of the first week requesting your contribution and demanding that you speed up your work.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Explain to your colleague that you are following the standard procedure and time for translation of this type material so that a quality service is provided.	
b) Request your colleague to discuss the issue with your direct manager to rearrange the task and involve other staff members if necessary.	
c) Apologize to your colleague and work as quickly as possible to complete the paperwork.	
d) Discuss with your colleague why she is in hurry with the translation assuming there is a deadline of which you were not informed.	
e) You have a specified deadline and refuse to discuss with your colleague the current state of your work at the moment.	

**Situation 16**

You are leading a small team of servants in the regional customer centre in a large utility company. The work is hectic since the team processes the complaints from a territory with 200 000 inhabitants. Unintentionally you witness a conversation in which an employee in your team refuses to accept a complaint and reproaches the client for over-reacting. You do not know the details of the discussion but still are responsible for having the case solved.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Interfere in the discussion and request both sides to present their arguments in order to take a decision whether the complaint is rightful or not.	
b) Ignore the employee’s behaviour relying on his judgment and knowledge of the situation.	
c) After the discussion is over, analyze the situation with the employee and propose strategies on how to improve his performance in serving difficult clients.	
d) Suggest to your manager that the employee is temporarily transferred to another department.	
e) After the discussion is over, analyze the situation with the employee and devise a plan on how to accommodate the client.	

**Situation 17**

You are working as a retail assistant in a house-ware shop that offers goods both on site and on-line. A client comes to the shop to buy a product that is offered on-line as available however it comes out that the product has run out of stock. The client seems very disappointed since he needs the product urgently. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Apologize to the client and call your distribution centre to learn when the product will be available; in the meantime you offer the client products with similar functions he might consider as substitutes.	
b) Apologize to the client and engage to inform him when the product is available in the shop; you provide him with your business card and write down his telephone number to secure contact.	
c) Advise the client to go to another shop along the same street where you think you have seen the same product.	
d) Advise the client to call back in two weeks when you expect a new supply; in the meantime you call the on-line shop administrator to remove the product from the product list.	
e) Explain to the client that there is nothing you can do and it is not your fault.	

**Situation 18**

You are working as the mette d'hôtel in a popular high-quality restaurant in your city. On a busy evening a guest claims that the ordered bottle of wine does not contain the type of wine advertised on the label. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You offer the client another bottle of the same type at your expenses and you make your apologies after you ascertaining promptly that the client has a point.	
b) You offer the client him another bottle of the same type of wine, but you blame the supplier for the problem.	
c) You do not know the customer since he does not visit your restaurant regularly; therefore you ask him when he had tasted this type of wine the last time. Then you tell him the producer converted the production to organic and this might have changed its taste as a result.	
d) You do not accept the complaint because you are convinced that such a mistake cannot happen at your facility and you have never had such a complaint before. Delicately you explain to the customer that he must have made a mistake.	
e) Accuse the client of taking advantage of the busy situation.	

**Situation 19**

You were requested to send out a formal e-mail to several subcontractors requesting them to send back the full list of invoices issued to your company in the previous 2 months until the end of the week. Half of the companies did not respond. The accounting department threatens that they would cease all payments to the companies who failed to provide the necessary documents. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You send a general reminder with a deadline forwarding the message of the accounting department.	
b) You call each one of the non-responding companies to request that the send the documents immediately.	
c) You send a general e-mail to all companies thanking for the reaction of the companies who fulfilled your request on time and asking the rest if they had some unclear issues in the request.	
d) You transfer the issue to the accounting department and they send a general e-mail declaring that they will not pay if they do not receive the requested invoices immediately.	
e) You threaten the companies that you are going to cease their payments.	

**Situation 20**

You work as a shift manager in the baggage storage at a train station. During a peak hour a client appears in front of a long queue and requests to be served immediately since he is about to miss his train. The client looks really troubled, while at the same you notice that the majority of the persons on the queue are with large suitcases and will take you a lot of time serving along the order. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Gently refuse the clients' request – the rules are the same for everyone and the protocol requires that you serve the clients in the order of appearance at the desk.	
b) Apologize to the queue and serve the hurrying client. Since the majority of the people are with heavy luggage they are obviously waiting to hand the luggage in (e.g. they might not be in a hurry).	
c) Ask the queue if they mind if you serve the hurrying client with priority and proceed if they agree.	
d) Call your superior manager and ask his/her opinion on how to proceed with the situation.	
e) Instruct the client to stay in queue – it is not your fault that he is late.	

**Situation 21**

You work for an international company as an administrative officer. You receive a general message that the next meeting of the marketing department is moved two days forward and will be conducted on-line. It is your responsibility to notify the employees in the marketing department of the change of the schedule.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Send a group message to the employees of the marketing department informing them that the new meeting is moved two days forward and that would be conducted on-line.	
b) Call each one of the employees in the marketing department to make sure that they are aware of the change in the schedule.	
c) Send a message to the office assistant of the marketing department and ask her to send back a confirmation that everyone is informed of the change in the schedule.	
d) Call the headquarters back to determine the date of the meeting and then inform the employees in the marketing department in writing.	
e) Determine with the headquarters the date of the meeting and then inform the employees in the marketing department via individual calls.	

### Situation 22

You are the leader of a small team of technicians in the engineering department of a production company. Recently you promoted one of your team members to lead an important new project based on her performance and qualification. Another team member was expecting the promotion and outspokenly questioned your decision accusing you of favourism and of taking a “political” stand towards a female colleague. He raises the case among the colleagues in the team and threatens to report to the head of your department.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Approach the head of department and request that the team member is re-located to another unit since he creates a negative climate in the team and challenges your work ethics.	
b) Arrange an individual meeting with the complainant to clarify the differences; inform him that he is not to question the ethical aspect of your decisions and propose a development plan.	
c) Approach the head of department to seek advice on how to sort out the situation while preserving the team spirit.	
d) Arrange a meeting with your team in order to explain your motives and to stop any further speculation on the topic.	
e) Ignore the problem – the complaining team member will calm down with time.	

### Situation 23

You deliver a presentation on a research your team has worked on for three months in front of the heads of the other departments in the company. A member of your team who accompanies you during the presentation openly questions your benchmarks and conclusions before the audience.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Disregard your colleague’s behaviour and firmly oppose to working on joint projects with her in the future.	
b) Disregard your colleague’s behaviour but inform the leader of the research team about your colleague’s behaviour immediately after the presentation.	
c) During the break request your colleague to share her views and consider mentioning them in the presentation while explaining to her that questioning the research in public undermines the efforts of the whole team.	
d) Acknowledge your colleague’s comments as presenting a different point of view towards the research results.	
e) Start arguing with your colleague in front of the audience to prove her wrong.	

**Situation 24**

Your company decides to introduce a new information management system to digitalize entirely the document turnover. Since the IMS is developed by an external consultant, it will involve substantial changes in the procedures for document and file storage. Many of the co-workers in your team openly criticize the structure of the new IMS and prefer to stick to the established procedures. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Inform your colleagues about the dates when the new IMS becomes operational and advise them to learn utilizing it by then.	
b) Send a group e-mail with the user-friendly instructions and details for access to the new system and suggest assistance to the colleagues who feel uncertain to start uploading their files.	
c) You conduct individual meetings with the opposers to learn their arguments and develop an action plan to cope with the resistance.	
d) You organize a meeting where all comments and concerns are shared and discussed. In addition you use the meeting to convince your colleagues that an IMS can decrease the document turnover and associated workload enormously.	
e) Report to the general managers that some colleagues oppose the new IMS.	

**Situation 25**

You have been working a sales representative for a large international company since three months. Initially your performance was excellent. Lately due to newly emerged residence problems of your family members (that need to be dealt with promptly) you lose concentration and underperform at work. The situation is aggravated by a temporary economic downturn at the markets you are trading at. The negative results do not pass unnoticed by your immediate managers and since you were recruited with a probation period of 6 months you are threatened by losing your job.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You leave the things as they are hoping that the difficult situation will pass away by itself with the time and wait for the market to recuperate in the meantime.	
b) You are aware that your direct manager is going to approach you on the issue and take the time to prepare for the meeting so as to explain to him/her that your underperformance is justified and to request a “second-chance” option.	
c) You initiate a conversation with your immediate managers demonstrating that you are aware of the problems and the reasons thereof. Sharing your personal family concerns you request a couple of days-off to settle the family issue and be able to return to your work assignments with a “clear” mind.	
d) You focus on your tasks immediately requesting feedback and advice from your direct managers and co-workers on strategies to compensate for negative results and underperformance. You mention that you pass through personal difficulties but strive that they do not influence your behaviour at work anymore.	
e) You start working on alternative approaches to maximize the profit on the markets for which you are responsible. In the meantime, engage your relatives in solving the family problem, share the responsibility with them and intervene only when absolutely necessary.	

**Situation 26**

You are assigned to work on a project together with a reputable co-worker who enjoys very high esteem in company. The topic of the project is very much within your professional expertise and interest and you are very enthusiastic to complete it with the best possible result. At the same time your co-worker does not like the idea of the project and silently resists its accomplishment by not devoting much effort and deliberately delaying tasks.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You accept the situation and regard your co-worker’s attitude with understanding. In the meantime you do your share of the work and wait for him to improve his/her attitude.	
b) Since the project is very important for the company and you consider it very essential as well, you put a lot of efforts taking over some of your co-worker’s tasks to compensate for his/her inactivity.	
c) You cannot accept this kind of attitude and approach your manager to discuss situation requesting a change in the project team.	
d) You discuss the situation with your co-worker to find out the reason for the opposition and try to find a mutually acceptable solution.	
e) You report the case to your manager.	

**Situation 27**

You have applied for an in-company training course that is available for a limited number of persons within your company for two consecutive sessions but the manager of the training department prefers to enrol persons from the other departments. This course is very important for improving your skills and positions on the work place and you apply for a third time. However the training manager leaves you on the waiting list again.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You arrange a meeting with the training manager and demand an explanation pointing out that this is the third time you apply for the training.	
b) You send an e-mail to the executive director with copies to your direct manager and the training manager presenting the situation and demanding an explanation.	
c) You arrange with a co-worker to switch places for the training and inform your direct manager that you are to participate in the course.	
d) You approach the training manager to get to know his policy on organizing this specific training so as to be certain that your application shall be accepted the next time when you apply.	
e) You discuss the situation with your direct manager and insist on being included in the training presenting your arguments.	

**Situation 28**

Together with your family you organize a small community event over the weekend – you arrange for an area, music and provide for catering with your own means through the sale of which you are to cover the costs for organization. You have bought products and pre-paid the facilities, but sales have not been as good as expected. You are now stuck with huge stocks.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You decide to clear stocks at all costs as quickly as possible offering the catering a discount and voicing noisily the “discount” offer on the street.	
b) You decide to store the products until the next week when you arrange the event once again but advertise more actively during the week to secure better turn-out.	
c) You offer the surplus to family friends who organize a similar event in their community next week.	
d) You will design special themed menus and offer them to passers-by together with an invitation for the next social activity in your neighbourhood.	
e) You ask your neighbours how they organise their events.	

**Situation 29**

You are travelling on a business trip to present the new line of products to customers with whom your company has been working for years. However the administrative office called to inform you that they managed to arrange a meeting with the manager of a large company who could be very interested in the new product line but who knows nothing about your company. You have less than an hour to prepare an impressive company presentation.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You call the office and ask them to e-mail the latest company presentation, then you start studying and rehearsing the details which are not familiar to you in order to be able to present a complete picture.	
b) Since you know a lot about the company, you sit down to prepare some notes and facts about the company's main achievements which to present before the new client.	
c) You search in your e-mail for a company presentation and take some time to update the information adding new pictures, diagrams, clients' references and other relevant information.	
d) You download the company site on your desktop together with some short clips presenting the main products as well as a list of the established clients; then you note down the strongest points and arrange them as backbone for presentation.	
e) You ask that the meeting is postponed in order to have enough time to prepare a proper presentation.	

### Situation 30

You are hosting an informal office party for the colleagues in your department. The catering company brought sandwiches and drinks but forgot cutlery. The colleagues shall be in the party-hall in less than 5 minutes.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Call the catering company and insist that they bring the cutlery immediately.	
b) Ask a colleague for help – s/he could propose a solution or run to the nearby shop to buy cutlery.	
c) Run to the shop nearby to look for cutlery.	
d) Do a fast search on the Internet and order the cutlery from another company.	
e) Use what you have in the office and the staff-room e.g. the wine-bottles can be opened with a door-key.	

### Situation 31

You developed a report on a topic you have been researching for years. Upon the revision of the report your team leader suggests that you rewrite it claiming it includes incorrect information.

What will you do in this situation? Define your “Most likely”.

Reaction	Most Likely
a) Present arguments and proof that you made the research diligently since you are certain that you verified every piece of information in the report.	
b) Request clarification on which parts are considered incorrect and why; then verify the background information once again.	
c) Since you are convinced of the quality of the report you require that it is revised by an expert outside the department.	
d) Discuss the report with your team leader and consider making revisions based on his advice.	
e) Leave the report unchanged – it is very unlikely that someone know the topic better than you.	

**Situation 32**

You were assigned the task to compile a report on the target audience of your company. The report must be based on three individual reports, developed by colleagues working in the three largest regional departments. The unified report is to be used by the marketing and PR experts in their day-to-day work. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Gather the individual reports and go over the details once again to make sure they are correct.	
b) Arrange the information from the individual report into a single structure which in your opinion presents more clearly the requested information.	
c) Study the links between the three reports and develop a revised version based on these linkages.	
d) Study the three reports and the links between them to be able to present a complex analysis of the situation and improvements suggestions.	
e) Arrange the three reports one after the other in a single file.	

**Situation 33**

You are presenting an idea for the organization of a weekend fair for the sale of home-made food at a community meeting in the area where you live. The aim is to provide alternative employment opportunities for the stay-at-home parents. A lady in the audience interrupts you arguing that the idea is superficial and all previous similar activities ended in failure: the people were unable to sell their food and ended up with unusable stocks of products. However you believe in the idea and dislike the negative comments. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) Ask the lady to let you finish the presentation and then to express her opinion.	
b) Present detailed arguments on why your idea is viable and devote more time on the details.	
c) Ask the lady to be more specific and explain in detail what the problems were and raise the issue for discussion in the audience.	
d) Ask the audience if they like the idea and give the floor to comments.	
e) Argue with the lady that she is wrong.	

### Situation 34

You are developing a project proposal for an in-school training initiative that is to improve the performance of the teenagers in your community in the natural sciences. A fellow colleague who is experienced in organizing trainings for young people suggests some improvements to your initial idea – if you accept them you need to rewrite the whole proposal in the eve of the deadline for submission. What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You trust your colleague’s experience and rewrite the application as to his remarks without questioning them working over the night to meet the deadline.	
b) You consider your colleague’s remarks but stick to the original idea – there is no time for rewriting and you could miss the deadline if you start introducing corrections in the very last moment.	
c) You sit together for a while to listen and clarify to his/her ideas. In the meantime you evaluate which suggestions can be incorporated within the current concept immediately and which should be left for a different project.	
d) You approach your manager for an advice on the situation.	
e) You consider your colleague’s remarks and convince him/her to assist you in improving the proposal.	

### Situation 35

You are the leader of a small team of co-workers responsible to the sample production of new commodity that needs to be presented in a few days. However your team is not performing its tasks properly and the quality of the sample commodity is put in question.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You approach each team member individually to identify the problem and take remedy measures.	
b) You gather the team, clarify the main aspects of the production process, task distribution and performance standard once again.	
c) You seek support from other co-workers so as to increase the number of persons working on the production of the commodity.	
d) You arrange a brain-storm meeting so that the team can come with a joint solution to the problem with which they could identify.	
e) You report the case to your manager.	

**Situation 36**

You are running a small coffee-shop and intend to make some renovations – redecoration and furniture change – expecting to start welcoming more guests soon. For this renovation you need cash.

What will you do in this situation? Define your “Most likely” reaction.

Reaction	Most Likely
a) You consider taking a loan from the bank, which will incur interest.	
b) Before considering a bank loan, you think about other ways for quick cash with quick renewal (use of family support).	
c) You borrow from your friends promising a profit share after a six-month period.	
d) You make a budget of the planned renovation and consider the cost efficiency of the improvements and think of effective but not very costly improvements. Then you try to do the improvements within the running expenses of your business and personal savings.	
e) You discuss the case with your family first and ask them for help.	



Step 2	ACTIVITY 3	For Participant
<b>EVIDENCE GATHERING PORTFOLIO</b>		

## ADAPTABILITY AND FLEXIBILITY

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# MOTIVATION

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

## MANAGING RESPONSIBILITY

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# TIME MANAGEMENT

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# COMMUNICATION SKILLS

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

## TEAM WORKING

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# CONFLICT MANAGEMENT

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# SERVICE SKILLS

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

## DECISION MAKING

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# PROBLEM SOLVING

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

## CREATIVITY AND INNOVATION

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

# CRITICAL AND STRUCTURED THINKING

**I describe activities (at work, during leisure time, with my family...) showing that I have used this soft skill**

I indicate the related key periods or key dates and places

I compare the results of the self-evaluation and the situational judgement test

I list all documents and all reference related to this soft skill

## 4.3 Tools used by the professional

TOOL	ACTIVITY REFERRED TO	TYPE OF TOOL	Users	Page
OUTLINE FOR THE INFORMATIVE CONTACT	Step 1 – Activity 1	Semi-structured interview	Staff only	73
COMMITMENT FORM	Step 1 – Activity 1	Form to fill	For both	31
SOFT SKILLS SELF EVALUATION TABLE	Step 2 – Activity 1	Correction grid	Staff only	75
FINAL FRAME OF SELF EVALUATION	Step 2 – Activity 1	Final evaluation grid	Staff only	81
EVALUATION JUDGMENT TEST	Step 2 – Activity 2	Correction grid	Staff only	83
FINAL FRAME OF SITUATIONAL JUDGMENT TEST	Step 2 – Activity 2	Final evaluation grid	Staff only	103
OUTLINE FOR SOFT SKILLS STORY TELLING	Step 2 – Activity 3	List of questions	Staff only	105
SOFT SKILLS DOSSIER	Step 2 – Activity 3	Report	Staff only	107



Step	ACTIVITY 1	For Staff
<b>1</b>	<b>OUTLINE INFORMATIVE CONTACT</b>	

## INFORMATIVE CONTACT



### 1 STEP

Operator self-introduction	Short presentation of the operator's organization and introduction to the main activities carried out and of the major services offered	Length and purpose of the meeting
----------------------------	---	-----------------------------------



### 2 STEP

Applicant introduction	Information sources about the path and the organization	Possible difficulties in taking part to the path (transport, timetable etc.)
------------------------	---	--



### 3 STEP

Presentation of the service offered by the path, explication about the activities and the number of meetings	Checking the coherence up between the applicant need and the service offered	Checking the applicant's complete grasp of the program up and giving further information if necessary
--	--	---



### 4 STEP

Commitment form signature



Step	ACTIVITY 1	For Staff
<b>2</b>	<b>SOFT SKILLS SELF EVALUATION TABLE</b>	

The instrument has 12 blocks of statements each corresponding to one of the 12 soft skills. The beneficiary is submitted with the question matrix without the reference to soft skills and

without their related score. This tool serves to collect the scores achieved by the beneficiary for every soft skill.

I usually face changes with some concern and have difficulties in adapting to changes at work, where it is quite difficult for me to propose re-assignment of tasks and deadlines assigned to me.	0
If encouraged or pushed I adapt to changes at work and I can propose re-assignment of tasks and deadlines, adopting approaches based on past success experiences.	25
I understand the reasons why to adapt to changes and I am able to re-assign tasks and deadlines without being pushed by others, mainly in routine situations. In complex situations I prefer to have feedbacks and incentives by others to adapt to changes.	50
I am able to diversify my own approach freely, if required by the context. I am able to quickly adapt to changes or to modify the priority of tasks and goals if requested by the situation, remaining focused on deadlines and without others' assistance.	75
I am able to act as a change agent within my context being able to make others understand the changes which the situation requires.	100

If I do not like the task assigned to me, I have difficulties in finding driving forces (internal or external) to fulfill it. In such event I may not feel encouraged to perform the given tasks.	0
I need feedbacks or encouragement to seek new learning opportunities and to propose my own ideas. I generally expect to be motivated by my chief at work.	25
I often reflect on my own performance as an occasion for further job and personal improvement. I can find self-motivation forces, but I generally prefer to be encouraged.	50
I generally have a pro-active attitude and ask for feedbacks from others on my own strengths and weaknesses to improve myself. I reflect on my own performance and job experience as an occasion to improve myself or look for learning opportunities. I am able to motivate myself.	75
I am engaged in a continuing self-improvement and I am able to motivate other persons working with me.	100

I expect that others explain me the responsibilities which are related to the tasks I have been assigned to.	0
I take responsibility for my actions in routine situations. In more complex situations I may need others' guidance or support to identify tasks, risks and responsibility.	25

I generally understand tasks, purposes, risks and associated responsibilities related to the situation and the role I have been assigned to. I can understand how my tasks contribute to the works of others and I generally like to feel myself owner of the outcomes of my actions. In complex situations I prefer to take responsibility for my actions only under the supervision of a coach.	50
I am able to analyze situations and take calculated risks. I work alone and in team with a strong sense of responsibility. I always feel personal ownership of goals, plans, decisions and outcomes, being aware of possible mistakes. In non-routine situations I take responsibility for my personal actions and identify changes to improve the outputs of the group.	75
I always consider my own tasks and role as a contribution to achieve broader goals inside my organization. If the situation requires a quick intervention, I analyze situations, take risks and decisions also when not all information is available. I am not afraid to adapt and renegotiate roles and responsibilities according to the circumstances. I have no problem in recognizing and reminding others their own responsibilities.	100

I seem to never have enough time and being on time or respecting deadlines may sound me difficult.	0
In routine-situations I have no problem in getting work done on time, but I generally need help to rightly prioritize tasks and goals. Interruptions or programme changes may make me difficult to respect deadlines.	25
I can work on several tasks or projects at the same time dividing time and resources appropriately, in any situations. In team I can act as a good timekeeper.	50
I consider myself as an excellent timekeeper in team. I am able to evaluate the priority of tasks and work in every situation. I have a high autonomy and self-discipline in controlling and managing interruptions or changes, assuring both the respect of deadlines and quality of work.	75
I am able to manage both my and others' time. I am able to guarantee the respect of deadlines and quality of actions, leading the others to respect deadlines and quality of work.	100

I generally understand what to communicate, with whom and how in routine work and highly familiar situations. I am not properly aware of different types of communication and how communication may vary according to the different contexts.	0
I am aware of different types of communication (written, spoken, non-verbal) understanding the main features in different contexts (formal, informal, scientific, journalistic...) and how they are important for social interaction. I am aware of the importance of body language, but I am not sure to use it properly in different contexts. I can adapt myself to formal communication protocols.	25
I understand the variability of language and communication forms in different contexts. I am able to use properly body language in different contexts. I understand what to communicate, with whom and how, in routine work situations and in a limited set of unfamiliar situations. I am able to paraphrase and make additional questions to verify if I have understood. I try to adapt communication to the context.	50
I am always able to express my opinion (either in favor or against) both in written and spoken language in a convincing manner. I evaluate pros and cons of media and strategies communication. I am able to use active listening and organize information in a systematic way.	75

	I take into consideration points of view of others and their feedbacks when communicating. I seek new strategies in new situations and select appropriate communication protocols and conventions in a broad range of situations, being aware of the impacts of my choices. I feel confident in cross-cultural communication.	
	I like to approach the opinions and arguments of others with an open mind attitude and engage in constructive and critical dialogue in any contexts and circumstances, taking accounts of other points of view. I can argue and disagree without adopting defensive or aggressive attitudes because I am aware of the impact of explicit and implicit communication. I am confident with public speaking. I have a positive pro-attitude towards cross-cultural communication.	100
	I am used to and prefer working alone because I generally meet difficulties in finding my place in a working group and in sharing information.	0
	I can understand the importance of team working, but I generally need to be encouraged to contribute to workgroup process. I prefer to cooperate with others in short-term tasks.	25
	Cooperating with others is part of my routine activities; I am able to play an active role in workgroup discussions paying attention to the perspectives of others. I voluntarily keep others informed of my work, share information, discuss problems and seek/give help when required. I am aware of consequences of behaviors which may undermine group cohesion (e.g. malicious gossip, individual work). I try to build up and cultivate informal networks with others who can contribute to effective work outcomes.	50
	I always cooperate with others to achieve common outcomes. I am able to adapt my behavior when working in team and play an active role in facilitating group interaction. I know I am able to influence the group and play a lead role on occasion. I look for strengths in others and find ways to work with them sharing knowledge, experiences and ideas freely. I try to avoid behaviors which may undermine group cohesion (e.g. private criticisms, prejudices, breaking confidences). I strive to be a good example for others within the work team. I engage to build and cultivate formal and informal networks within and beyond work context (e.g. community of practices, professional associations...).	75
	I invest time and energy in building and maintaining effective working relations. I like to encourage a collaborative culture within my own sphere of influence and act as a facilitator of group cohesion. I play a lead role in all situations which require effective collaboration, being able to influence, engage and motivate others. I give feedbacks to others in a way that everyone can easily understand. I actively build formal and informal networks within and beyond work context, including key people (e.g. theme experts, think tanks, decision makers...).	100
	When I strongly believe in something it may be difficult for me to understand the other's point of view and I generally remain firm on my position. For me it is quite difficult to make efforts to change my mind or attitude, even if this may lead to a conflict.	0
	For me it is quite difficult to detect a conflict and identify how many parties are involved in it. If guided, I can understand the impacts of emotions and behaviors on others, which may lead to conflict in a work situation. I generally avoid conflicts and I prefer others to manage them.	25
	I understand the difference between solving and managing a conflict and I understand when a conflict cannot be solved at all. I generally try to find solutions, recognize and use a small set of strategies to contain the conflict avoiding further escalation. If I am not able to resolve a major conflict directly, I seek others' advice or assistance in accordance with contexts rules.	50

I like to listen freely and ask questions to clarify concerns and needs in order to identify the root problem. I am able to use a wide set of strategies to contain and manage the conflict, avoiding further escalation. If I am personally involved, I can control my behaviors when others explain their feelings and different perspectives, resisting blaming or becoming defensive or aggressive. I seek specialist advice if necessary.	75
I am told I can identify in advance (also intuitively) possible conflicts which may occur in the future and I can establish a comprehension climate avoiding the burst of contrasts. I generally act pro-actively to reduce the conflicting atmosphere clearing real needs and issues of all the parties involved. I like to do my best to reach agreement according to a win-win approach (where all the parties can optimize results). I am able to act as a negotiator both inside my organization and outside, also with counterparties from other cultures.	100
<b>I prefer to perform back-office tasks because I do not like or have difficulties to manage relations with clients.</b>	0
I understand that everybody has one's own need to be satisfied. I am able to actively listen others' needs and communicate politely. I offer help if asked. I rely on past success experiences to identify clients'/others' needs and meet them appropriately. In complex and brand new situations I prefer to be guided in fitting clients'/others' needs.	25
I generally understand others' perspectives. I am not afraid and I am able to take care of clients'/others' claims and manage them politely, understanding when to involve a supervisor. I offer help voluntarily. I give reports on how their needs have been fit.	50
I am able to adapt to others' needs. I am able to analyze the clients'/others' interests and the constraints of the situation. I am highly sensitive to the impact of customers' services and customers' satisfaction within my organization.	75
I engage to propose new solutions to improve customers' services. I encourage a customer-oriented attitude within my organization (both external and internal customer).	100
<b>I generally do not like to take decisions and I rely on superiors or colleagues to take them.</b>	0
I usually take decisions which have a low-impact and are directly relevant to my role, following instructions given to me (verbal or written) step by step. When I have to take decisions on issues which are unfamiliar or not clearly covered by guidelines, I ask for others' assistance.	25
I take decisions on the basis of the guidelines and protocols of my organization, but I am able to interpret and adapt them to unfamiliar work situations. If the situation is not clear enough, I seek assistance and ask for suggestions to more competent peers or supervisors.	50
I take decisions quickly and intuitively in both routine and non-routine situations which require immediate attention and I rely either on my past experience or on new variables resulting from the analysis of the actual context. If specific rules or protocols are absent, I identify and evaluate different options. I take responsibility for the outcomes of any decisions related to my role.	75
Since I strongly think that there is no pre-defined formula and that "it all depends" on context, I have a diversified approach to decision making. So when a certain situation requires to take rapid decisions I do a multi-factor analysis, risk evaluation and diagnosis of the context. I am not afraid to take responsibility for high impact decisions in complex situations. I can take difficult decisions and have them accepted-supported by others (also if they have negative impact on one side).	100

Problems which may arise at work generally cause me annoyance (even the routine ones).	0
At work I have no problems in recognizing and managing highly routine problems strictly linked to my own role, especially if I can follow instructions, step by step, given by others. Instead, in unfamiliar work situations I rely on past success-stories and solutions and I ask for others' assistance. If no instruction or advice is available, I use a "trial and error" approach but it is quite hard for me to envisage the future impact of the solution adopted.	25
When tackling common and rather predictable problems at work, I respond quickly and I understand when to take responsibility for problem solving or to notify others and ask for others' assistance. Instead, when tackling uncommon and complex problems I use a "trial and error" approach, having awareness of the future impact of solutions envisaged. Anyhow before implementing a solution, I prefer to seek others' feedbacks and advice.	50
I am told I can recognize and anticipate a certain set of problems, being able to detect early warning signs and adopt contingency plans. I analyze the general problem by splitting it into smaller problems according to their "cause and effect" relation. I am able to re-define the problem and analyze the underlying causes, even the most concealed ones. When tackling uncommon and complex problems, I am able to combine analysis and intuition to generate possible new solutions.	75
I am able to recognize and anticipate complex problems involving multiple variables. I know that a problem may be linked to other ones through a "cause and effect" relation and I use techniques which help me to identify the prime root cause of the situation. I invest time to reflect on the outcomes. I may ask for further information or advice from relevant experts.	100
I meet difficulties in supporting a new idea which can potentially generate change in my working environment or which may appear non-conventional.	0
I recognize the opportunities for the application of new ideas proposed by others when they imply immediate and obvious benefits to my job. I generally use a logical way of thinking and need to be encouraged to think in an unconventional way.	25
I recognize the value of creativity for my organization and my work. I support the application of new ideas proposed by others when the benefits to my work are immediately obvious. I like to contribute to the design and adoption of new approaches and methods. When the solution to a problem is not obvious, I recognize the value of looking for different perspectives. Thinking "out of the box" is not natural for me, but I strive to do it.	50
I recognize that the current way of working is not the only one way of doing something and take mental risks to explore other possibilities. I invest time and energy in looking for new ideas, opportunities, changes in procedures. I take advantages from others' perspectives and ideas as a stepping stones to "think out of the box", being able to integrate and adapt others' perspectives. I use a combination of logic and intuition to tailor ideas to suit needs. I feel free to express my flow of ideas and contribute to create a comfortable climate where others feel free to suggest, explore, adapt and adopt new ideas.	75
I use mental questioning and doubting to explore new ideas in work situations (e.g. "is this the only way...?", "are there better ways to...?", "shouldn't be better if we..."). I always reframe and redefine problems in order to get new perspectives and generate new ideas. I am used to thinking "outside of the box" and rethinking current approaches or ideas. I am able to explore and incubate new ideas which can lead to radical changes from the current situation. I act as a facilitator for creativity and innovation.	100

For me it is difficult to evaluate a situation from more points of views. Others' critics bring me down and I meet difficulties in finding their possible constructive elements.	0
I generally do not like critics because they make me feel inadequate, even if I understand that criticism may be constructive. In this case I need time and others' support to accept it as an opportunity for my own development.	25
I understand that others' criticism, if constructive, may be an opportunity for my own development. I attempt to think critically (evaluating a situation from non-conventional points of views). I understand what I learn and why and how it can be used at work. I am able to use my own priorities and criteria to select and adapt information.	50
When I analyze, evaluate or select information, I do it according to the context needs and constraints trying to use different and non-conventional points of views. For me it is easy to think "out of the box". I am able to look beyond immediate application of the information acquired and to envisage future implications.	75
I am able to decide if an information or idea is worth, combining analysis and intuition, also if it is non-conventional. I am able to rethink an idea or redesign information. I help and lead the others to look beyond immediate application of the information acquired and to envisage future implications.	100

**Step 2**

**ACTIVITY 1**

**For Staff**

**FINAL FRAME OF SELF EVALUATION**

	SOFT SKILL	LEVEL				
		0 NOVICE	25 BEGINNER PERFORMER	50 CAPABLE PERFORMER	75 PROFICIENT PERFORMER	100 EXPERT
<b>NAVIGATE THE WORLD OF WORK</b>	ADAPTABILITY AND FLEXIBILITY					
	MOTIVATION					
	MANAGING RESPONSABILITY					
	TIME MANAGEMENT					
<b>SOCIAL SKILLS</b>	COMMUNICATION SKILLS					
	TEAM WORKING					
	CONFLICT MANGEMENT					
	SERVICE SKILLS					
<b>ACHIEVING RESULTS</b>	DECISION MAKING					
	PROBLEM SOLVING					
	CREATIVITY AND INNOVATION					
	CRITICAL AND STRUCTURED THINKING					



Step	ACTIVITY 2	For Staff
<b>2</b>	<b>EVALUATION SITUATIONAL JUDGMENT TEST</b>	

Situational Judgment Tests (SJT) have become a popular psychological tool used by assessment companies, employers and organizations to evaluate applicants' behavioral and cognitive abilities when introduced with hypothetical, daily work-related situations. SJTs do not consist of one uniform format and do not focus on strict criteria, but rather serve as a tailored evaluation tool for a variety of positions and sectors. Therefore, different companies and different roles inside an organization require different questions and formats<sup>7</sup>.

Situational judgment tests are designed to assess an applicant's judgment regarding a situation encountered in the work place (Weekly & Ployhart, 2006). SJT items present respondents with work-related situations and a list of plausible courses of action. Respondents are asked to evaluate each course of action for either the likelihood that they would perform the action or the effectiveness of the action<sup>8</sup>.

Unlike psychometric personality tests, scenarios presented in SJTs always ask for a resolution of a given conflict which, although being hypothetical, might very much rely on, or represent, realistic situations that occur in a workplace. Conflicts involve supervisor-subordinate relationships, stress and disagreement between work colleagues, etc. The examinee is

asked to choose a preferred method of action out of a number of possible options. The situations described may vary according to the role one is applying for<sup>9</sup>.

The situation judgment tests within MOSSA are designed to provide information on the interviewees' (test-takers) typical behavior within work situations as well as to identify and assess the soft skills related to their employability prospects. MOSSA contains a set of 36 situations – 3 for each of the selected 12 skills - for different managerial and administrative level within work-life. On this basis the professionals performing the SWOT-analyses and interviews can develop individual situation judgment tests and select the situations on the basis of the profile of the candidates for evaluation.

A MOSSA SJT is composed of 12 questions – 1 per measured skill - selected among the three offered options for each skill to be tested. The respondents are to select their most preferred choice in each situation in a multiple choice form, so that their profile is more reliably categorized. On the basis of the responses and the evaluation indications, the interviewer is to assign a grade/possession of skill level for each skill that is tested. The results are mapped in the evaluation grid.

<sup>7</sup> <https://www.jobtestprep.co.uk/sjt.aspx>

<sup>8</sup> Situational judgement tests: An overview of current research, Deborah L. Whetzel, Michael A. McDaniel, Human Resource Management Review 19 (2009), 188-202, p. 188, <https://www.aamc.org/download/347728/data/whetzel.pdf>

<sup>9</sup> Job Test Prep: Setting the Standards in Job Test Preparation, <https://www.jobtestprep.co.uk/sjt.aspx>

In the process of evaluation, the grades are considered and taken as a basis for calculation in the respective assessment table and diagram.

The evaluation standard is the Table of Soft Skills with Performance Levels, developed within IO 1 and containing definitions for 5 levels of performance and 5 grades regarding evaluation:

Performance level	SJT Grade	Score on base 100 (new parameters)
0 Novice	1	0
1 Beginner performer	2	25
2 Capable performer	3	50
3 Proficient performer	4	75
4 Expert	5	100

The most likely reactions measure the level of possession of the pre-defined skills: since the situations are reality-based they cannot test only one skill and normally involve considerations relevant for the other personal capacities. Nevertheless one skill is taken for being predominantly evaluated. The explanations following each case are offered as intervention-logic models for analyzing the situations. The professionals are free to add other arguments and deepen the analysis if deemed necessary in each individual situation.

The test can be organized as a paper-based and computer-based exercise. Another option is

to organize the exercise in an oral form as an interview – in this case the personal presentation of the respondent might also provide information on the his/her full profile.

It is up to the interviewer to decide whether to give the respondent information on which skills are tested or let him/her silently guess by the specificity of the situation itself.

The professionals performing the SWOT-analyses and interviews can develop individual situation judgment tests and select the situations on the basis of the profile of the candidates for evaluation.

### Situation 1

**Explanation:**

Situation 1 tests the skill for motivation. However motivation is tested indirectly with a situation that seemingly is more appropriate for evaluating the managing-responsibility skill. However the hidden concept is to test pro-activity and inclination for critical thinking on the job even when the position does not explicitly require this.

Answer		Level	Grade
a)	The respondent demonstrates that s/he is committed to follow company rules and nothing more.	1	2
b)	The answer indicates reliance on co-workers' feedback in order to take an action as well as uncertainty and a need for external approval. Such a reaction could publicize a potential problem outside the concerned departments and deteriorate the working atmosphere.	2	3
c)	The answer demonstrates a positive pro-active approach demonstrating care for the company's public image and a genuine inclination to help in settling a problem i.e. demonstration of motivation.	4	5
d)	The respondent is aware of the significance of the issue but prefers to transfer the solution to a higher hierachal level (the proactive attitude is still lacking).	3	4
e)	The answer demonstrated an unawareness of importance the company rules in communication and correspondence.	0	1

### Situation 2

**Explanation:**

Situation 2 tests the skill for motivation. The key in the situation is to evaluate the motivation factors that the persons taking the test consider important. Depending on the personal situation and life stage some respondents might be more motivated by the financial rewards or/and the perspective of securing their job by performing an importance company task (answers a, c) and persevering despite the personal preferences. However this behaviour can be efficient only in the short-run. The genuinely motivated respondents would prioritize job satisfaction, challenge, cooperation, recognition, etc (answers b, d) in as a long-term motivation factors.

Answer		Level	Grade
a)	This is relevant for a person who is able to treat every activity as a source of insights both for him/herself and others.	4	5
b)	This is attributable to a person who Begins to reflect on own performance as an occasion for further job and personal improvement and starts to find self-motivation forces in some cases.	2	3
c)	This refers to a person who needs feedbacks or encouragement to seek new learning opportunities; passiveness is also implied.	1	2
d)	This implies a person who has a pro-active attitude and reflects on own performance and job experience as an integral part of own development.	3	4
e)	The answer is associated with a low motivation of the respondent and negative vision of work.	0	1

### Situation 3

Explanation:

Situation 3 tests the skill for motivation. Understanding that people are moved forward by different factors is very important for understanding motivation.

Answer		Level	Grade
a)	The respondent is inclined to regard motivation as a one-solution-fits-all strategy - in a diverse team this does not seem productive. There is no encouragement to seek new learning opportunities and to proposal of own ideas on behalf of the team members.	1	2
b)	The respondent is still inclined to regard motivation as a one-solution-fits-all strategy. Preserving the enthusiasm to work actively and give the best results is sustained by different factors at different stages in a professional's life; cultural and family factors need to be considered as well.	2	3
c)	The respondent is aware of the individuality of the motivation factors; demonstrates willingness to share with peers, asks for feedbacks from others on own strengths and weaknesses to improve oneself.	3	4
d)	The respondent demonstrates a deeper understanding of the individuality of the motivation factors. The proven approaches such as recognition, involvement, participation and listening to the employees are recognized.	4	5
e)	The answer is associated with unawareness of the essence of motivations and its importance for achieving good results efficiently at work. The reaction is unsuitable for a team-leader.	0	1

### Situation 4

Explanation:

Situation 4 tests the skill for time-management. Time-management capacity refers to planning and distributing the amounts of time spent on different activities. In this situation the key is to find a solution that enables both you and the new colleagues to meet the deadlines. Further the team-management capacity is also challenge since as a team-leader the respondent needs to take an approach that supports the new member of the team so that he could fulfil his task as well.

Answer		Level	Grade
a)	The most efficient approach is to mobilize the respondent's and the new colleague's capacities to fulfil the tasks within the deadlines – this is done by focusing on the priority issues and doing one a task at a time.	4	5
b)	Redistributing the tasks to other colleagues is the last resort since it is very possible that they have other urgent activities during the same time as well; the whole process of involving them is bound to be slower and time-consuming since they will need to master new topics to provide a quality input.	2	3
c)	This reply refers to a person who is challenged by interruptions or programme changes that may invalidate his/her time effectiveness and efficiency.	1	2
d)	The respondent demonstrates self-discipline in managing interruptions and willingness to assure time-effectiveness and time-efficiency	3	4
e)	The respondent is not able to understand that time is a limited resource in this case and it is not possible for her-im to complete all the tasks properly unless quality suffers. Promptness should not be a substitute for quality.	0	1

### Situation 5

Explanation:

Situation 5 tests the skill for time-management. Giving credit and understanding the importance of deadlines is assessed here. Since the employee in an organization are liked in their work e.g. the output of one employee is the input for another, it is important to be aware that if someone on the chain gets delays in completing his/her tasks, everyone shall be late. In addition, one employee might be forced to compensate for another employee's delay (no matter what are reasons) so that the whole process is completed in time.

Answer		Level	Grade
a)	The respondent needs assistance and instruction in prioritization and time-keeping.	1	2
b)	The respondent is willing to evaluate the priority of tasks and work in every situation.	3	4
c)	This is a proactive and engaged approach. S/he's willing to manage both one's and others' time.	4	5
d)	The respondent is able to respect for time-keeping within the team.	2	3
e)	The respondent does demonstrate awareness on the importance of deadlines and time-keeping. In addition passiveness is implied.	0	1

### Situation 6

Explanation:

Situation 6 tests the skill for time-management. The challenge in this case is to reconcile punctuality and team work, including empathy for the co-workers. Many people say that punctuality is respect and when dealing with people - being clients or colleagues - this issue is vital (especially in the so-called Western cultures). However in the real work environment things are not always black-and-white. Punctuality is also a cultural phenomenon and in that reference perceptions of lateness differ as well<sup>10</sup>. The main point is to manage time to achieve efficiency – which includes satisfying the customers' needs but also preserving a valuable employee considering her personal situation.

Answer		Level	Grade
a)	The respondent has an ability to evaluate the priority of tasks and work in every situation and a discipline in managing interruptions.	3	4
b)	The respondent has an ability to lead others to respect deadlines.	4	5
c)	The respondent can work on several tasks or projects at the same time dividing time and resources appropriately.	2	3
d)	The respondent needs to refer to fixed frames or past experiences to respect schedules, not only in routine act a good time-keeper in a team.	1	2
e)	The respondent is not able to understand the importance of punctuality and good time-keeping when dealing with clients.	0	1

<sup>10</sup> Syed Zafar, It's About Time, [https://www.andrew.cmu.edu/course/80-241/guided\\_inquiries/articles/its\\_about\\_time.html](https://www.andrew.cmu.edu/course/80-241/guided_inquiries/articles/its_about_time.html)

### Situation 7

**Explanation:**

Situation 7 tests the skill for managing responsibility. The situation measures the respondent's ability to manage a personal situation while respecting the internal rules and procedures of the organization/company. Trying to transfer the responsibility for this to the direct manager (especially if he is on a leave) might indicate insufficient integrity and willingness to take responsibility of managing the work schedule. The most efficient solution is the one that ensures that the case is solved in the employee's initiative as to the rules while communicating properly with the different hierarchical levels within the organization. Answers a) and d) are almost identical - they presuppose the transfer of responsibility to a different hierarchical level. The situation presents a daily case and therefore the level-5 expert skills in managing responsibility are not considered.

Answer		Level	Grade
a)	The answer demonstrates willingness and understanding of the necessity to follow company rules.	3	4
b)	The answer demonstrates a good reaction in a non-routine situation where the respondent takes responsibility for personal actions independently to the benefit of the organization.	4	5
c)	The answer demonstrates insufficient awareness of the importance of the company rules and procedures and an evasion of the procedures.	1	2
d)	The answer indicates that the person understands tasks, purposes, risks and associated responsibilities related to the situation and his/her role, but also a willingness to solve the personal issue while disregarding the company rules.	2	3
e)	The answer demonstrates disrespect of the company rules and indicates unreliability.	0	1

### Situation 8

**Explanation:**

Situation 8 tests the skill for managing responsibility. The challenge in the case is in taking a proactive attitude while acknowledging the importance of performing the assignment accurately and in a short time. Recognizing that some points are not clear does not mean a lack of competence – rather it identifies a lack of adequate information or miscommunication which often occurs in working life. Being proactive actually means that the respondent can understand and manage responsibility.

Answer		Level	Grade
a)	The respondent analyses situations, takes calculated risks and understands how own tasks and role integrate with the contribution of others.	3	4
b)	Requesting additional information and clarification demonstrates that S/he is responsible towards the task and the person who assigned it – the delivered service is to satisfy his needs.	4	5
c)	The respondent is capable performer, who in non-routine situations attempts to take responsibility for personal actions only under the supervision of a coach.	2	3
d)	Being cautious to ask for clarifications for the sake of presumably losing credit is not a good strategy since it may entail the development of a research that is not good for the purpose (and the loss of credit for the author in the end).	1	2
e)	The respondent neglects the importance of the task and her-/is responsibility for developing a high-quality research/report.	0	1

### Situation 9

**Explanation:**

Situation 9 tests the skill for managing responsibility. In this situation the strategy “this was not my fault” is the worst one. If the task was common and not delivered on time then the problem is for the whole team and eventually the company. Hiding behind the colleagues and trying to evade responsibility for the problem only indicates poor team-work culture and understanding of your position/role in a team.

Answer		Level	Grade
a)	The team leader could challenge you by asking why you did not take a proactive position and attempt assisting your colleagues if you managed to finish before the deadline. If the team (all co-workers) failed then the team should propose a remedy strategy, not the individuals.	4	5
b)	The answer implies an understanding of the respondent’s role in the team assignment but also a need for coaching in no-routine situations in line.	2	3
c)	The answer refers to a person who takes responsibility for personal actions only in routine situations (where s/he can use past experiences).	1	2
d)	The respondent demonstrates understanding on how her/his tasks and role integrate with the contribution of others and an ability to work independently and collectively with a strong sense of responsibility.	3	5
e)	The respondent is unaware that in teamwork everyone is responsible for the results and outcomes.	0	1

### Situation 10

**Explanation:**

Situation 10 tests the skill for adaptability and flexibility. The proactive attitude demonstrates that the respondent is to be interested in the department’s progress; the issue of managing responsibility is also tested in this case. When he/she reacts to the problem with the document turnover (by trying to solve it), he/she demonstrates an attempt to adapt to the new situation.

Answer		Level	Grade
a)	To introduce an improvement without consulting his/her manager so as to challenge the company procedures corresponds to a person who understands the need to diversify own approach according to different situations, but at the expense of violating company rules.	2	3
b)	The respondent is able to diversify own approach freely, if required by the context. It is not definite whether the exchange of paper document is necessarily inefficient – the team leader could explain why the procedure for the department was organized like that; then he could consider the respondent’s proposal as beneficial.	3	4
c)	The respondent is able to make others understand the changes which the situation requires.	4	5
d)	The respondent is reluctant to suggest improvement – even when s/he considers it feasible.	1	2
e)	The respondent has difficulties in adapting to changes at work: s/he is not inclined to consider the logic behind a certain work process before judging it.	0	1

### Situation 11

Explanation:

Situation 11 tests the skill for adaptability and flexibility. The key to understanding the situation is the audience – people come to the centre to learn and the learning outcome should be the focus (not the cost of the training any more). If the trainees are engaged in the service sector and are middle-aged, the in-person communication and in-class exercises are likely to be more efficient in terms of mastering the necessary skills. Further many of these people might perceive the training as a social exercise which is another argument for the in-class training.

Answer		Level	Grade
a)	An efficient education officer/manager will step a bit backward from the new technology in order to satisfy the audience needs and will try to change their attitude by gradual skills-building exercises.	4	5
b)	Using different schemes to make the people agree to the on-line training could in the end result in leaving the training. He is a person who begins to adapt to changes but experiences difficulties in performing adaptability and flexibility in a difficult situation.	3	4
c)	The respondent tends to adopt the same approach in different situations.	2	3
d)	The respondent demonstrates that s/he does not understand the reasons why to adapt to changes in a seemingly routine-situation.	1	2
e)	The respondent does not understand the need (and reasons why) to adapt to the changes in a routine-situation.	0	1

### Situation 12

Explanation:

Situation 12 tests the skill for adaptability and flexibility. “It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change”. Charles Darwin<sup>11</sup>. In this case the challenge is (i) to understand change and (ii) take a proactive approach. The turnover decline is always due to complex factors; but if you are observant you can spot many of them among your clients – lack of funds can be one reason; going on-line of modern business however is another. Then an efficient approach can take two forms – either the respondent goes for the on-line trading or keeps the physical outlet but improving its on-line visibility. In both cases the active response to the problem indicates adaptability and flexibility.

Answer		Level	Grade
a)	Playing safe to keep a job indicates a lack of vision and understanding for the real problem in the situation.	3	4
b)	The respondent understands the need to diversify own approach according to different situations.	2	3
c)	The respondent is inclined to manage change.	4	5
d)	The respondent may adapt to adapt to changes at work but needs to be encouraged or pushed to do so.	1	2
e)	The respondent is reluctant to changes and has difficulties in adapting to them.	0	1

<sup>11</sup> Emma Sue Prince, “Adaptability – a key skill we must develop in ourselves and in others”, May 2012, <http://www.trainingzone.co.uk/blogs/emma-sue-prince-unimenta/emma-sue-prince/adaptability-key-skill-we-must-develop-ourselves-and->

### Situation 13

**Explanation:**

Situation 13 tests the skill for team-working. In this situation the team ethics and work efficiency collide as often happens at the workplace. Being loyal and supportive to the co-workers and colleagues is an invaluable asset in the long run. However in the short run efficiency and delivering results in time matters. At work is important to create supportive and trustworthy relationships which means to try to solve difficult situation by mobilizing your internal resources first and then by referring and transferring the solution to the direct manger/or another higher hierarchical level.

Answer		Level	Grade
a)	The respondent cooperates with others to achieve common outcomes.	3	4
b)	The respondent demonstrates an ability to cooperate and contribute to specific activities which require joint responsibility and reporting while understanding the consequences of behaviours which may undermine effective interpersonal relations.	2	3
c)	The respondent understands the importance of team working, but needs to be external assistance.	1	2
d)	The answer demonstrates a lack of team-work culture.	0	1
e)	The respondent attempts to actively build formal and informal networks within and beyond work context.	4	5

### Situation 14

**Explanation:**

Situation 14 tests the skill for team-working. Roles can change and differ in the working environment however the ability to build relationships for the benefit of achieving common tasks is essential. In this case the capacities for team-working and communication are equally instrumental. In the changed role situation it is important that a manager convinces the team that he/she is still one of them and respects their professional opinion regarding work and the achievement of common tasks. The task of the leader/manager in this case is to serve as a facilitator so that a mutually acceptable agreement is reached and the employees perform their task roles even if they do not like the task distribution for the sake of team spirit.

Answer		Level	Grade
a)	The respondent is able to adapt own behaviour when working in team and plays an active role in facilitating group interaction.	3	4
b)	The respondent needs to be encouraged to contribute to workgroup process and tend to rely on higher hierachal levels to manage team-work.	1	2
c)	The respondent begins to establish connections with others who can contribute to effective work outcomes.	2	3
d)	The respondent encourages a collaborative culture within own sphere of influence and acts as a facilitator of group cohesion (encourages an active participation of all members and valorises others' contribution).	4	5
e)	The respondent seems to prefer the role of a "boss" instead of a "team leader"; s/he does not find her place in the working group.	0	1

### Situation 15

**Explanation:**

Situation 15 tests the skill for team-working. In this case the teamwork capacity is challenged by a quality performance issue. To be a loyal team member actually means that you should complete your specific tasks in the best possible way so as to provide a high-quality input in the joint project. Therefore it is important to follow the procedures and deliver a proper service even at the expense of a discussion and objection to another team-member's position. In the team-work it is important that every co-worker is aware of what he/she can bring in the accomplishment of the common work and what input they might need from the others. Clear communication on the issue is vital and no team-member should be allowed to dominate the others since the quality of the work to be done may suffer.

Answer		Level	Grade
a)	The respondent gives others specific feedback information rather than blanket positive or negative statements.	4	5
b)	The respondent is aware of consequences of behaviours which may undermine effective interpersonal relations and group cohesion.	2	3
c)	The respondent is ready to compromise with quality and procedures at the expense of personal behavioural challenges – this demonstrates misunderstanding of the essence of team-work.	1	2
d)	The respondent is willing to cooperate and tends to look for an amicable solution considering the other person's perspective.	3	4
e)	The respondent does not seem to consider the team-working as important in this case.	0	1

### Situation 16

**Explanation:**

Situation 16 tests the service skill. Customer service is vital for any company since any interaction with a client is in fact marketing. No matter how much companies invest in promotion and building relationships with their audiences and clients, if the everyday contact with the company's service office is not good all the well-targeted marketing efforts will be undermined. Therefore employers value the service skill that much. All employees – especially the ones at the customer support centres – should be aware of this, even when they need to handle a difficult situation. The most efficient strategy in this case is to help the employee to analyze and improve his behaviour (the-client-is-always-right notion). Perhaps the employee had a reason to be annoyed at the client's behaviour (since he works in a customer care centre he should be prepared for such a situation) but as a manager you should help and direct him towards understanding the client's view.

Answer		Level	Grade
a)	The respondent understands clients'/others' perspectives and is ready to communicate with them on how their needs have been fit.	2	3
b)	The answer indicates passiveness and disregard of the clients' needs.	0	1
c)	The respondent is able to analyze the clients'/others' interests as well as the constraints of the situation.	3	4
d)	The answer indicates passive reaction.	1	2
e)	The respondent encourages a customer-oriented attitude within the organization (both external and internal customer driven) and is willing to find an amicable solution.	4	5

### Situation 17

Explanation:

Situation 17 tests the service skill. In this situation it is important to demonstrate empathy and understanding while keeping the positive attitude. The efficient approach is to take an active stand and take the initiative to solving the problem (delivery the missing supply). Dealing politely with the situation and demonstrating care for the client's need is to build a positive relationship will result in the client's loyalty.

Answer		Level	Grade
a)	This is a customer-oriented approach.	4	5
b)	The answer demonstrates a willingness and ability to adapt to clients'/others.	3	4
c)	This person is able to identify clients'/others' needs but cannot meet them adequately in the company's interest.	1	2
d)	This is a person who takes care of clients'/others' claims and manage them politely, understanding when to involve a supervisor.	2	3
e)	The respondent needs to perform back office tasks because s/he has difficulties to manage relations with clients.	0	1

### Situation 18

Explanation:

Situation 18 tests the service skill. In the service sector it is vital to respect client's claims even if you might question their validity. Here the reputation of the house is at stake and the case needs to be handled with empathy and tact – this however does not mean that you should agree with unjustified claims. The best strategy is to verify the situation and accommodate the frustrated client considering the reasons for his/her behaviour. Mastering the service skill refers to the ability to assume a customer service mindset disregarding any personal resentment the claim is unfair or not your fault.

Answer		Level	Grade
a)	The respondent is able to adapt to clients'/others' needs and believes in the customer-oriented attitude within the organization.	4	5
b)	The respondent understands the client's perspectives and offers a remedy; however blaming the supplier is an inefficient reaction and injures the restaurant's image.	3	4
c)	The respondent is able to identify clients'/others' needs but uses assumptions to meet them.	2	3
d)	The respondent is aware of the clients' needs but relies on pre-assumptions to meet them appropriately e.g. s/he disregards these needs as important.	1	2
e)	The respondent performs his/her work without taking into account formal and informal needs of others (the client in this case).	0	1

### Situation 19

**Explanation:**

Situation 19 tests the skill for communication. Communication skills refer to a person's ability to transfer a message through the most appropriate channel to incite a desired reaction. If there is no reaction, the sender of the message should consider the reasons for this regarding the clarity of the message as well as its content, channel, receiver. At the workplace even a routine message could have major effect on the business relations; therefore the awareness of the employees towards the significance of communication in modern business world is vital.

Answer		Level	Grade
a)	The answer seems the most usual and protocol-agreeable however it indicates that the sender is not aware that there is a communication problem in the situation.	2	3
b)	The answer demonstrates awareness for a possible communication problem and attempts to find an amicable solution by adapting the communication protocols e.g. trying a different channel.	3	4
c)	The answer indicates understanding the implicit rules of communication and willingness to positively adapt the message.	4	5
d)	The answer demonstrates that the sender is even indifferent to communication regards it as only a process of transferring a message.	1	2
e)	The answer demonstrates that the sender is not aware of his/her role in this communication case and that his/her message needs to be appropriate to the context.	0	1

### Situation 20

**Explanation:**

Situation 20 tests the skill for communication. However this situation may be used to test several skills on the VHSM list besides communication such as conflict management, problem solving and decision-making. The key to testing communication is to commit information/message in such a form so that all customers feel satisfied in the situation – the proficient communication skills can be instrumental in solving the problematic situation.

Answer		Level	Grade
a)	The answer indicates underestimating the role of communication but strict reliance on company protocols as well. This answer refers to the selection of the convention when communicating in a familiar work context.	2	3
b)	The answer indicates underestimating the role of communication; apology alone may temporarily put the listeners at ease but it does not in fact stimulate positive reaction since it puts the queue in a deprived position.	3	4
c)	The answer information is shared with all the parties concerned and the points of view of the potentially conflicting parties are considered (it is very possible that the audience would show empathy in this case as well).	4	5
d)	The answer indicates reliance on company communication protocols and reluctance to interpret these protocols in autonomy.	1	2
e)	The answer indicates an unwillingness to communicate outside routine situations and a lack of understanding that communication can be instrumental in handling delicate situations when dealing with clients.	0	1

### Situation 21

Explanation:

Situation 21 tests the skill for communication. One of the key aspects of communication skills is the capacity to understand and interpret data accurately to support one's work effectively. The key in this situation is to understand when the actual date of the meeting is. If we are Wednesday today, two days forward for some people could mean Monday, but for others – Friday; many studies confirm that people of different cultures and ethnic origin have different perceptions of time and time spans.

Answer		Level	Grade
a)	The respondent identifies (and learns to follow) communication practices and protocols but is not aware of the details and in-build codes in the messages.	1	2
b)	The respondent understands what to communicate, with whom and how, in routine work situations.	2	3
c)	The respondent is not properly aware of different types of communication and how communication may vary according to the different contexts.	0	1
d)	The respondent is able to understand and recognize the implication of implicit rules governing communication and feels confident in intercultural communication (two days forward might mean two days ahead or two days back in different cultures).	4	5
e)	The respondent is able to understand and recognize the implication of implicit rules governing communication (two days forward might mean two days ahead or two days back in different cultures). However s/he is not selecting the most efficient channel: the message can be twisted in verbal communication, which should be avoided when meetings are stipulated.	3	4

### Situation 22

Explanation:

Situation 22 tests the skill for managing conflicts. The key to conflict management is to accommodate the clashing interests and positions in a fair, positive and efficient way. The conflict management skill is closely linked with communication, managing responsibility, team work and empathy. Even in the role of a higher administrative position, a team leader should try to accommodate a conflicting position in amicable way and so as to preserve the team spirit and prevent the conflict from escalating. The feeling of fair treatment and empathy in the team should be preserved so that all team members are motivated to stay together and remain motivated to use their best professional qualities at work.

Answer		Level	Grade
a)	The respondent would rather have a conflict managed by others.	1	2
b)	The respondent acts pro-actively to reduce the conflicting atmosphere clearing real needs and issues of all the parties involved.	4	5
c)	The respondent is unable to resolve a major conflict directly, seeks advice and assistance of others in accordance with workplace protocols.	2	3
d)	The respondent is ready to use a targeted strategy to contain and manage the conflict, avoiding further escalation. The assistance of the higher hierachal level needs to be requested as a last resort.	3	4
e)	Ignoring the conflict may only aggravate it. The respondent is not able to manage conflicts.	0	1

### Situation 23

**Explanation:**

Situation 23 tests the skill for managing conflicts. Questioning one's work in public is always a challenge. In that preserving the personal integrity and assertiveness is very important even if the questioning might be reasonable. In such a situation the best strategy is to try to avoid the direct confrontation and turn the negative comments into constructive criticism. It is best to try to understand why the conflict has arisen – maybe your colleague has a point in her criticism which was unintentionally presented as an attack.

Answer		Level	Grade
a)	The answer refers to a person who lets the conflict be managed by others.	1	2
b)	The answer indicates ability for self-control in a conflict situation but also a willingness to transfer the responsibility for managing the conflict to a higher hierarchical level.	2	3
c)	The respondent is able to confront problems quickly and directly, engage with counterparts to reach agreement according to a win-win approach.	4	5
d)	The respondent is a person who if involved personally in a conflict, is able to control his/her behaviour when others explain their feelings and different perspectives, resisting, blaming or becoming defensive or aggressive.	3	4
e)	The respondent is inclined to increase the conflict and loses control over the situation.	0	1

### Situation 24

**Explanation:**

Situation 24 tests the skill for managing conflicts. From an administrative point of view the case is clear – if the senior management decides to have a new IMS introduced, the employees cannot help adjust their work mode so as to use it. However efficiency and motivation could suffer enormously if the employees are not convinced that the innovation will facilitate their work. Conflict management here refers to the ability to understand conflict and to manage adequately without challenging the efficiency of the team.

Answer		Level	Grade
a)	The answer indicates an understanding of the potential conflict but also a willingness to let the conflict be managed by others.	1	2
b)	The answer indicates an understanding but a lack of proper reaction to managing the conflict.	2	3
c)	The respondent reflects on personal reactions/behaviours in order not to allow undermining of work relationships.	3	4
d)	The respondent identifies possible conflicts and seeks to establish a comprehension climate avoiding the burst of contrasts.	4	5
e)	This reaction is a source of conflict itself.	0	1

### Situation 25

**Explanation:**

Situation 25 tests the skill for problem-solving. Every person passes through a difficult situation; however at work a person has responsibilities towards the team, co-workers and managers. No matter how positive the working atmosphere is the work responsibilities need to be met – especially during the period of probation when every new employee needs to prove him/herself. In case you lose your job you will not be able to assist your family in solving their problem any way.

Answer		Level	Grade
a)	The respondent disregards the problems.	0	1
b)	The respondent attempts to use a “trial and error” approach with a limited awareness of the potential impact of solutions envisaged.	1	2
c)	The respondent recognizes and anticipates a certain set of problems, being able to detect early warning signs and adopt contingency plans.	3	4
d)	The respondent responds quickly to predictable and less predictable problems in familiar work contexts and understands when to take responsibility for problem solving.	2	3
e)	The respondent recognizes complex problems involving multiple variables and is able to use both analytical and lateral thinking techniques to identify issues and generate possible solutions.	4	5

### Situation 26

**Explanation:**

Situation 26 tests the skill for problem-solving. The success at work depends very much on a person's ability to handle difficult situations professionally and without damaging the prospects for improving the work atmosphere after a conflict is over. Team-playing and respect for the co-workers is essential in that. Taking an active but a respectful approach is most likely to produce a mutually beneficial result (e.g. a ‘win-win’ situation).

Answer		Level	Grade
a)	The respondent tries to solve problems by applying to past success-stories and solutions which may appear to have some relevance to the current situation.	1	2
b)	The respondent recognizes and anticipates a certain set of problems, being able to adopt contingency plans.	3	4
c)	The respondent understands when to take responsibility for problem solving or to notify others and ask for others assistance.	2	3
d)	The respondent recognizes complex problems involving multiple variables and is ready to use different thinking techniques to identify issues and generate possible solutions.	4	5
e)	The respondent has to respond to problems which may arise at work and avoids responsibility for solving difficult situations.	0	1

### Situation 27

**Explanation:**

Situation 27 tests the skill for problem-solving. However the situation can be simultaneously used for testing the “managing responsibility” skill as well. Observing the managers’ status in the process of decision and policy-making is important. In this situation it is decisive to compare the respondents’ views of the situation with that of the managers. Maybe the managers have different understanding of the problem or perhaps they even do not see a problem – they might refuse the respondent’s enrolment in the training because they consider that he/she already has the necessary skills. Investigating the situation in an amicable and positive way is the best strategy in this case.

Answer		Level	Grade
a)	The respondent seeks feedback, but does not go beyond that. No solution to the problem is implied in this situation.	1	2
b)	The respondent demonstrates also a deficiency of communication skills, which may aggravate the conflict situation rather than solve it.	0	1
c)	The respondent demonstrates willingness to take responsibility for solving the problem but it violates the company hierarchy and decision-making protocols.	2	3
d)	The respondent is able to re-define the problem and analyze the underlying causes and who is able to combine analytical processes and intuition in generating solutions.	4	5
e)	The respondent recognizes the problem and attempts to adopt a contingency plan.	3	4

### Situation 28

**Explanation:**

Situation 28 tests the skill for creativity and innovation. You need to take immediate action to limit the loss and if possible cover the investment.

Answer		Level	Grade
a)	The answer leads only to the completion of the first task. Postponing the reaction/action in time will certainly result in larger losses – the food will deteriorate over time and you cannot rely on the fact that your friends will rely on your choice for their event. S/he attempts to think “outside of the box” and dare to experiment with other approaches.	3	4
b)	When the solution to a problem is not obvious, the respondent looks for different perspectives.	2	3
c)	The respondent approaches problems in a routine way and do not consider a change in his/her working environment as beneficial.	1	2
d)	Creativity might help you to come up with a new solution that will not just minimize loss but generate an added value in the long run. S/he attempts to think “outside of the box” and dare to experiment other approaches.	4	5
e)	The respondent relies on others to find a solution to a new situation.	0	1

### Situation 29

**Explanation:**

Relying too much on receiving ready-made information from the office might be tricky since every presentation is made for a specific audience and you do not have enough time to remake it. Also if anything goes wrong with the e-mail traffic or the colleagues are not able to react adequately the opportunity will be lost.

Answer		Level	Grade
a)	The respondent does not come up with new approaches to solving a difficult situation. In addition, referring too much to a ready-made solution identifies that s/he is not confident to mobilize her-/is internal creativity and resources.	1	2
b)	The respondent recognizes the value of creativity for the organization and his/her work. Nevertheless, improvising with the information available on the Internet indicates creativity and readiness to utilize information in the most efficient way.	2	3
c)	The respondent is ready to take advantages from others' perspectives and ideas as a stepping stones to "think out of the box", being able to integrate and adapt others' perspectives, but substantiated with evidence.	4	5
d)	The respondent recognizes the opportunities for the application of new ideas proposed by others when they imply immediate and obvious benefits to his/her job. However relying only on one's memory and rhetoric is not wise since the counter-party will not be convinced without an objective proof (such as public information).	3	4
e)	The respondent has difficulties in adapting to changes and does not feel conformable to go out of the routine.	0	1

### Situation 30

Situation 30 is a simplified creativity exercise. Creative thinking refers to how imaginatively and creatively people approach problems. The extraordinary approach towards a situation can save time and emotions – it is not necessary that creativity is always associated with an invention. However knowledge as background and starting point is essential.

Answer		Level	Grade
a)	This is a logical reaction; however it is inefficient in the situation (no time for a remedy reaction on behalf of the supplier). The respondent relies on the supplier to find a solution in the problem.	0	1
b)	The respondent takes advantages from others' perspectives and ideas as a stepping stones to "think out of the box", being able to integrate and adapt others' perspectives	3	4
c)	This is a very inefficient – probably stress-driven – reaction. The respondent cannot think outside the immediate problem.	1	2
d)	The respondent starts to look for alternative solutions e.g. when the solution to the problem is not obvious, s/he recognizes the value of looking for different perspectives.	2	3
e)	The respondent can act as a facilitator for creativity and innovation – s/he recognizes that the current way of working is not the only one way of doing something.	4	5

**Situation 31**

## Explanation:

Situation 31 tests the skill for critical thinking. Critical thinking has two aspects (i) analyze and valorise information, and (ii) accept construction criticism. The second aspect is difficult to achieve since it challenges a person's professional competence, qualification and performance. However accepting that no one is perfect, that there are different approaches to a case/problem and that one learns lifelong are very important things to progress in career. The key is to learn to understand the essence of criticism objectively without emotional affection.

Answer		Level	Grade
a)	The respondent does not understand the value constructive criticism and needs help to accept criticism as an opportunity for development.	1	2
b)	The respondent understands others' construction criticism and attempts to evaluate the situation from a different point of views.	3	4
c)	The respondent needs further support to accept criticism and attempts to think critically towards her-/is own work.	2	3
d)	The respondent excels in the critical and structured thinking skill, demonstrating an ability and willingness to reconsider and valorize information according to the context needs.	4	5
e)	The respondent does not accept criticisms by others also when they might be constructive.	0	1

**Situation 32**

## Explanation:

Situation 32 tests the skill for critical thinking. This situation evaluates the respondent's mindset towards valorizing it according to the context needs, evaluating the relevance of information, rethinking and redesigning ideas. Even though the situation does not imply that a proactive attitude towards completing the tasks is requested (e.g. redesigning the report), the extent to which the respondent prefers to process the input information to make most useful in the context of utilization.

Answer		Level	Grade
a)	The respondent demonstrates limited awareness of the difference between analytical and lateral thinking.	1	2
b)	The respondent applies ideas proposed by others when the benefits to his/her work are immediately obvious.	2	3
c)	The respondent is inclined to takes advantages from others perspectives and ideas as a stepping stones to "think out of the box", being able to integrate and adapt others' perspectives.	3	4
d)	The respondent looks beyond immediate application of the acquired information and envisages its future implications (e.g. better audience communication, service, outreach, etc.).	4	5
e)	The respondent has difficulties in thinking critically (evaluating a situation from different points of views).	0	1

### Situation 33

Explanation:

Situation 33 tests the skill for critical thinking. The situation evaluates the respondent's inclination to understand the value of constructive criticism. People argue to settle differences of opinion, however only the one with exceeding skills can disregard their defensive impulses and focus on comprehending the reasons for the difference (especially in public speaking).

Answer		Level	Grade
a)	The respondent understands that others' construction criticism may be an opportunity for own development.	2	3
b)	The presenter does not consider criticism adding value at all.	1	2
c)	The speaker promptly considered s/he might need to reconsider the idea based on information and experience which was unavailable before; engaging the audience in the discussion is another evidence for the ability and inclination to assess the value of an idea.	4	5
d)	The focus is on opinion-sharing rather than arguments.	3	4
e)	The respondent disregards criticism and does not accept it even if it might be constructive.	0	1

### Situation 34

Explanation:

Situation 34 tests the skill for decision-making. Decision-making is a form of problem-solving and results in producing an outcome deemed satisfactory for the agent. In that both rational and irrational elements are combined in the single outcome. In any situation it is important to choose a strategy that is to be more efficient and likely to produce the best result. Measuring and weighting the two determinants of the situation – time and quality – is at core of solving the situation.

Answer		Level	Grade
a)	When faced with decisions on issues not clearly covered by guidelines, the respondent needs encouragement to seek assistance from others.	1	2
b)	The respondent takes responsibility for routine decisions within familiar work contexts and in situations related to own role.	2	3
c)	The respondent makes decisions in non-routine situations and, in case specific rules or protocols are absent, identifies and evaluates different options.	3	4
d)	The respondent relies on superiors or colleagues to take decisions.	0	1
e)	The respondent demonstrates a diversified approach to decision making, based on the awareness that there is no pre-defined formula and that "it all depends" on context.	4	5

### Situation 35

**Explanation:**

Situation 35 tests the skill for decision-making. In the prospect of a close deadline it is most important to secure the mobilization of the team's internal resources. At such a moment it is important that a person takes the lead in the process otherwise the deadline might be missed. People use different communication methods and understand messages in different ways depending on their social and cultural background; therefore keeping the messages simple, concise and unubiquitous seems to produce most efficient results. Relying on each individual's improved understanding is a working strategy but it takes time; also the request for additional labor support which might not be feasible in the short run.

Answer		Level	Grade
a)	The respondent makes decisions quickly and intuitively in routine situations which require immediate attention relying to key variables based on past experience or to new variables resulting from the analysis of the context.	3	4
b)	The respondent takes responsibility for high impact decisions in complex situations with involvement of many variables/constraints.	4	5
c)	The respondent takes responsibility for routine decisions within familiar work contexts.	2	3
d)	The respondent when faced with decisions on issues not clearly covered by guidelines, needs encouragement to seek assistance from others.	1	2
e)	The respondent relies on superiors or colleagues to take decisions.	0	1

### Situation 36

**Explanation:**

Situation 36 tests the skill for decision-making. Common sense is always vital in taking decisions. Bank loans are not always the best option for your business, because of the interest they incur. Before taking a bank loan, consider other ways for receiving cash and try to improve the customers by improving the service and menu first.

Answer		Level	Grade
a)	The respondent takes routine decisions not analyzing the pros and cons in depth.	1	2
b)	The respondent makes decisions in non-routine situations and, in case specific rules or protocols are absent, identifies and evaluates different options.	3	4
c)	The respondent takes responsibility for routine decisions within familiar work contexts.	2	3
d)	The respondent takes responsibility for high impact decisions in complex situations with involvement of many variables/constraints.	4	5
e)	The respondent relies on superiors or other people to take decisions.	0	1

**Step 2**

**ACTIVITY 2**

**For Staff**

**FINAL FRAME OF SITUATIONAL JUDGMENT TEST**

	<b>SOFT SKILL</b>	<b>REPLY/LEVEL</b>					
		QUESTION N.	0 NOVICE	1 BEGINNER PERFORMER	2 CAPABLE PERFORMER	3 PROFICIENT PERFORMER	4 EXPERT
<b>NAVIGATE THE WORLD OF WORK</b>	ADAPTABILITY AND FLEXIBILITY						
	MOTIVATION						
	MANAGING RESPONSABILITY						
	TIME MANAGEMENT						
<b>SOCIAL SKILLS</b>	COMMUNICATION SKILLS						
	TEAM WORKING						
	CONFLICT MANGEMENT						
	SERVICE SKILLS						
<b>ACHIEVING RESULTS</b>	DECISION MAKING						
	PROBLEM SOLVING						
	CREATIVITY AND INNOVATION						
	CRITICAL AND STRUCTURED THINKING						



Step	ACTIVITY 3	For Staff
<b>2</b>	<b>OUTLINE FOR SOFT SKILLS STORYTELLING</b>	

• **MOTIVATION:**

What is the reason that made you leave your country? When you've decided to leave, did you have any conflict with someone in your family or your friends who did not agree? Were you studying? Were you looking for a job? How did you feel? What took precedence? Now what do you think of that decision?

• **ADAPTABILITY AND FLEXIBILITY:**

Did you expect that life in this country in Europe could be so? How did you suppose to be? Did you made it hard to accept the difference? What kind of work did you carry out? And now? How did you handle the change? What are the biggest differences you usually meet? What have you adapted to and which not?

• **MANAGING RESPONSIBILITIES:**

What do you mean by the concept of "responsibility"? Compared to what and to whom do you feel responsible? Do you feel responsible for your family or for the part of family who has remained in your home country? Compared to your country of origin? Accountable for yourself and your project of migration and life change? What about at work? Have you tried to manage responsibilities greater than you?

• **COMMUNICATION SKILLS:**

Do you find it difficult to communicate in the country where you arrived? Have you felt the need to take a course to learn the foreign language? Did you have to? Apart from the linguistic aspect, what are the differences in the way of communicating between your home country culture and that of the host country? When do

you usually realize the differences in communication? How do you react? Has this difference in communicating ever embarrassed you? When?

• **TIME MANAGEMENT:**

Do you find that there is a different conception of time in your culture and in that of the host country? Which? In which do you feel most comfortable? How have you adapted to the differences? Did you find yourself in trouble when you arrived in this country with respect to the concept of time that people have? Tell about an episode.

• **TEAM WORKING:**

Did you come to Europe alone or with others? Did you organize your travel by referring to others? Have you collected experiences and listened to the stories of your compatriots? Who do you live here with? Are you in touch with your own communities present in the host country you live in? Which networks did you reference when you arrived? When have you met a difficulty and how have you reacted? Have you faced it by yourself? Do you take part in civic life, culture or politics of the country where you arrived? Are you volunteering in some association?

• **CONFLICT MANAGEMENT:**

What is a conflict for you? Tell about a story that comes to mind. How do you handle conflict? What are the reasons that may push you into a conflict? What are the reasons that may push you to avoid it? Do you think to be able to affirm in a civil / polite way your rights when you feel they have been violated? Even if this

involves a breakup in the relationship? Is there any difference in how you managed conflicts when you were in your home country? Has something changed? How is the conflict seen in your culture? Is there a person entrusted to solve them? Is there a practice socially recognized for the conflict reconstruction?

• **SERVICE SKILLS:**

Do you feel able to understand what others need? Does it happen that someone reproaches you for not understanding it? Does it happen that someone unexpectedly thanks you for helping him to fulfill his needs? Has that ever happened at school? At work? What do you do if at work you have to fulfill with different or multiple needs and interests?

• **DECISION MAKING:**

When did you decide to leave to come to this country? Did anybody push or persuade you? Have you decided on your own? Did you face someone? Do you happen to take decisions for others? If so, when? For whom? Does it happen that someone will take the decisions for you? When? How do you feel in this case?

• **PROBLEM SOLVING:**

How to address the problems as they arise? Make me an example of a problem faced in your country in different contexts such as family, school, work? And in this country? When you arrived did you have to face so many problems? What strategies have you adopted?

• **CREATIVITY:**

When you arrived in this country what elements of novelty and diversity have you found? What struck you the most? How do you relate to these differences? Do you allow that they infect? Are you afraid of losing your identity? Give me an example of a situation you have completely changed perspective and way of acting, surprising yourself.

• **CRITICAL THINKING:**

Do you happen to have opinions or to set judgments (about people, events, opinions), providing objective reasons, different from the others? When? Do you happen about questioning the values of your culture of origin? Did it already happen when you were still there? Does it also happen now? Have you ever put into question the values of the host country? Do you burst out your diversity of opinion? When? Under what conditions? With whom?

Step 2	ACTIVITY 3	For Staff
<b>SOFT SKILLS DOSSIER</b>		

This dossier is used to collect and to report all the information collected during the SOFT SKILLS STORY TELLING.

This dossier will be delivered to the beneficiary during STEP 3 of MOSSA - FEEDBACK AND FILLING OF INDIVIDUAL FOLDER and it will define a document to put in the INDIVIDUAL FOLDER.

It is necessary to fill the following Frame for the 12 Soft Skills and to gather the information related to:

- the context and the period of the acquisition for each soft skills,
- the possible documentation indicating the existence of the competence,
- the professional's observation.

ADAPTABILITY AND FLEXIBILITY	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	

MOTIVATION	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	

<b>MANAGING RESPONSIBILITY</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	
<b>TIME MANAGEMENT</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	
<b>COMMUNICATION SKILLS</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	

<b>TEAM WORKING</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	
<b>CONFLICT MANAGEMENT</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	
<b>SERVICE SKILLS</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	

<b>DECISION MAKING</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	
<b>PROBLEM SOLVING</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	
<b>CREATIVITY AND INNOVATION</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	

<b>CRITICAL AND STRUCTURED THINKING</b>	Context of acquirement	
	Period of acquirement	
	Documentary evidence in support of the evaluation	
	Professional's observations concerning the evaluation on the reliability of the evidence	



## 4.4 Tools for creating and updating the individual folder

TOOL	ACTIVITY REFERRED TO	TYPE OF TOOL	Page
SOFT SKILLS DIAGRAM	Step 3 – Activity 1	MOSSA Final evaluation	115
SOFT SKILLS DOSSIER	Step 3 – Activity 1	Report	119
FINAL REPORT	Step 3 – Activity 3	Report	121
INDIVIDUAL FOLDER	Step 3 – Activity 2	Collection of data and documents	--



Step	ACTIVITY 1	For Individual folder
<b>3</b>	<b>SOFT SKILLS DIAGRAM</b>	

The Soft Skills Diagram is processed by the professional based on Data collected:

- **in the FINAL FRAME OF SELF EVALUATION**
- **in the FINAL FRAME OF SITUATIONAL JUDGMENT TEST**

The level assigned to each activity and the overall final rating have maximum score 100 points, according to this table

PERFORMANCE LEVEL	SCORE ON BASE 100 (NEW PARAMETERS)
0 NOVICE	0
1 BEGINNER PERFORMER	25
2 CAPABLE PERFORMER	50
3 PROFICIENT PERFORMER	75
4 EXPERT	100

Every Soft Skill is assigned a final assessment contained in the overall SOFT SKILLS DIAGRAM. The final overall assessment consists of the two assessments obtained in the activities planned in MOSSA.

Each assessment must be reviewed according to the following assignment:

- Weight 50-SITUATIONAL JUDGMENT TEST SOFT SKILLS TABLE
- Weight 50 - SOFT SKILLS SELF EVALUATION TABLE

For each beneficiary, the professional, using the “EVALUATION TABLE-SOFT SKILLS DIAGRAM”, collects the evaluation reviewed in order to compose the final score which is then inserted in the Soft Skills Diagram.

## EVALUATION TABLE - SOFT SKILLS DIAGRAM

Beneficiary: .....

	SOFT SKILLS JUDGMENT TEST (Weight 50)	SOFT SKILLS SELF EVALUATION (Weight 30)	FINAL SCORE SOFT SKILL DIAGRAM		
	Level assigned (range 100)	Level calculated on the basis of the weight 50	Level assigned (range 100)	Level calculated on the basis of the weight 50	Overall level assigned (range 100)
ADAPTABILITY AND FLEXIBILITY					
MOTIVATION					
MANAGING RESPONSABILITY					
TIME MANAGEMENT					
COMMUNICATION SKILLS					
TEAM WORKING					
CONFLICT MANGEMENT					
SERVICE SKILLS					
DECISION MAKING					
PROBLEM SOLVING					
CREATIVITY AND INNOVATION					
CRITICAL AND STRUCTURED THINKING					

## SOFT SKILLS DIAGRAM

Name of participant: .....





Step	ACTIVITY 1	For Individual folder
<b>3</b>	<b>SOFT SKILLS DOSSIER</b>	

Starting from the analysis of Evidence gathering Portfolio and draft of Soft Skills Dossier elaborated during the step 2, the professional elaborates the final version of Soft skills Dossier where he collects for each soft skills the detailed information about the evidence gathering done by the beneficiary and collected during the Soft Skills Story Telling activity (descriptive level for each soft skill).

At the end the professional elaborates a global evaluation in order to discuss it with the migrant during the next feedback activity.

For the reference to the tool, see page 119.



Step <b>3</b>	ACTIVITY 2	For Individual folder
<b>FINAL REPORT</b>		
Soft Skills to be empowered		
Soft Skills to be promoted		
Needs expressed by participant		
Recommendations and comments made by the professional		

Date: .....

For the Agency providing the service: .....

The participant: .....



## 5. REFERENCES AND LINKS

**Bernaud J., Lhotellier L., Sovet L., Arnoux-Nicolas C., Pelayo F.**, (2016), Psicologia dell'accompagnamento. Il senso della vita e del lavoro nell'orientamento professionale, ed. Erickson.

**CEDFOP** (2012), Glossary: Quality in Education and Training.

**Centenaro L., Sorchiotti T.**, (2013), Personal branding. Promuovere se stessi online per creare nuove opportunità, Ed. Hoepli.

**Clark T., Osterwalder A., Pigneur Y, L. Centenaro** (a cura di), Business model you. Il metodo in una pagina per reinventare la propria carriera, 2014, Ed. Hoepli.

**Daft, R.** (2008), Management. 9th Edition, Cengage Learning, pp. 440-469.

**Deborah L. Whetzel, Michael A. McDaniel** (2009), Situational Judgement Tests: An Overview of Current Research, Human Resource Management Review 19, 188-202, Retrieved from:  
<https://www.aamc.org/download/347728/data/whetzel.pdf>

**European Commission** (2011), Transferability of Skills across Economic Sectors: Role and Importance for Employment at European Level.

**European Commission**, Directorate General for Education and Culture (2013), Background Document "Stakeholder consultation on the European area of skills and qualifications".

**EU Skills Panorama** (2014) Entrepreneurial skills Analytical Highlight, prepared by ICF and Cedefop for the European Commission.

**Farello P., Bianchi F.**, (2005), Progetto di vita e orientamento, ed. Erikson.

**Fondazione Rui/Euca** (2012), Best Practices for Soft Skills Development at the Undergraduate Level: a European Project.

**K. Kechagias** (Ed.) (2011), Teaching and Assessing Soft Skills.

**Savickas M.**, (2014), Career counseling: Guida teorica e metodologica per il XXI secolo - Edizione italiana a cura di Annamaria Di Fabio, ed. Erickson.

**Silva, E.**, (2009), Measuring Skills for 21st Century Learning. The Phi Delta Kappan, Vol. 90, No. 9.

**Souto-Otero M.**, Villalba-Garcia E., (2015), Migration and validation of non-formal and informal learning in Europe: Inclusion, exclusion or polarisation in the recognition of skills?, ed. Springerlink.com.

**Suto,I.**, (2013), 21st Century Skills: Ancient, ubiquitous, enigmatic? Research Matters. A Cambridge Assessment Publication. Issue 15. Retrieved from:

<http://www.cambridgeassessment.org.uk/Images/126380-research-matters-15-january-2013.pdf>

**Link**

- <http://www.creativelearning.com/images/freePDFs/AssessCreatReport.pdf>
- <http://99u.com/articles/7160/test-your-creativity-5-classic-creative-challenges>
- <http://www.forbes.com/sites/work-in-progress/2011/12/06/test-your-innovation-iq/>
- <https://www.assessmentday.co.uk/situational-judgement-test.htm>
- <http://www.psc-cfp.gc.ca/ppc-cpp/scottish-tests-cfp/sjt-ejs-q-eng.htm>
- <http://www.mindtools.com/pages/article/unhappy-customers.htm>
- <http://www.mindtools.com/pages/article/time-management-mistakes.htm>
- <http://www.trainingzone.co.uk>
- <http://www.businessballs.com/employeemotivation.htm>
- <https://www.jobtestprep.co.uk/sjt.aspx>
- [http://www.istruzione.it/orientamento/index\\_orientamento.html#sthash.P5vuVoqm.dpbs](http://www.istruzione.it/orientamento/index_orientamento.html#sthash.P5vuVoqm.dpbs)
- <http://www.regione.piemonte.it/orientamento/s1g/cms/>





## VALORIZE HIGH SKILLED MIGRANTS PARTNERSHIP



This publication is supported by **Programme Erasmus+**



The information and views set out in this report are those of the authors  
and do not necessarily reflect the official opinion of the European Union.

Neither the European Union institutions and bodies nor any person acting on their behalf  
may be held responsible for the use which may be made of the information contained therein.