

Join In a Job!

*New means of cross cultural clearing and counselling instruments for VET
in order to grant access to qualification and training for juvenile migrants*

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join--a-job!

Career Advancement Guide How to reveal competences of young migrant employees

Competence and resource orientation in diversity management
means within hr development

Contents

Initial situation and background	3
1. Further education and barriers for migrants.....	3
2. Tools	4
3. Process	5
Phase 1 – Summarizing past activities in the competence map.....	5
Phase 2 – Proving personal competences.....	8
Phase 3 – Comparing personal competences with job profile	10
Phase 4 – Elaborating an individual development plan	11
4. Glossary.....	16
5. References	17

Initial situation and background

The Leonardo da Vinci project *Join In a Job!* aims at (re-)integrating juvenile migrants into education/labour market and continuous employment by supporting career advancement and enhancing a *positive* work biography. The project started in 2008 with a consortium of seven institutions based in Austria, Germany, Ireland, Italy and Poland.

During a special working step the consortium developed and tested tools for career advancement aiming to support employers / hr managers / supervisors in regular career talks and further education, tailored to an individual's competences and possibilities for personal development. The tools helps to identify competences and planning of further training activities for employees, especially young migrants. The overall process involves active participation from both employer and migrant employee.

Migration in Europe is less an exception than a normal case and contributes to a richness of human resources in the societies of immigration. Still, due to institutional barriers a transfer of qualifications is complicated or hindered in many cases. On an individual level this means fewer chances on the labour market. On a societal level it implies devaluation and dissipation of human resources and qualifications. (Pohn-Weidinger 2005)

Annual career talks between supervisors and employees are a common way of targeting agreements, performance evaluation, personal feedback and planning of further education / on-the-job-trainings. And whereas formal education can be verified with certificates, an employee can find it difficult to verify informal and non formal learning. Still those areas of learning – on the job or in other daily activities – should also be considered in the process of career advancement.

1. Further education and barriers for migrants

Indeed a big share of further education in some European countries (e.g. Austria) takes place at the workplace. The trainings offered range widely from informally arranged courses to very well organised training cycles based on personnel development criteria and advanced training plans. An unequal allocation of further training shows a discrimination of some groups of employees regarding their age, gender or migration background (Austrian Chamber of commerce 2008). In terms of continuing education, migrant employees can be considered as a group at risk due to unstructured qualification plans and career paths.

Reasons for less participation in further education and training of migrants are to be considered as following (Gaitanides 2007):

- insufficient support of labour administrations that lead to demotivation (discouraging assessments, misconceiving of potential, discrimination)

- lack of training options that are tailored to target group's specific requirements
- lack of outreaching advertisements/publicity
- lack of structures of supply that are sensitive to migrants culture
- Trainers and HR managers are trained insufficiently and lack awareness of cultural and social heterogeneity
- barriers and conflicts on interpersonal levels caused by a lack of intercultural management skills, meta prejudices on migrants parts (generalised assumptions of substantial discrimination)

Whereas vocational training for migrants (e.g. language and culture, IT, aspects of entrepreneurship etc.) are more and more available, there is less information about on-the-job-training for migrants on companies level.

In the Testing Phase of the LdV project *Join In a Job!*, these tools have been used by partner agencies in their own workplace, to an employee who is under 25 years old and from a migrant background.

ALL templates to follow up on this process with your employees are available on the additional DVD of the book *Join In a Job!*

Benefit from tools?

- These tools will be used to support the continuous employment of migrants in the workplace. It should be seen as a career advancement tool delivered by employers to employees.
- With these tools, the focus is the individual who is already employed but may not be using their competences and skills to their full potential.
- Tools are tailored to reveal an individual's competences and possibilities for further development.

2. Tools

There are several documents used with the tool:

1. Competence Map – introduced at First Career Talk and filled in by the employee afterwards.
2. Mind Map – introduced at First Career Talk and consulted by the employee when filling in the Competence Map
3. Mind Map - blank template to be used by employee for outlining predominant competences
4. Portfolio – introduced at Second Career Talk and filled in by the employee afterwards.
5. Glossary – for use by the supervisor to clarify terms used in the tool.

The supervisors should familiarise themselves with these documents before meeting with the employee.

3. Process

Phase 1 – Summarizing past activities in the competence map

Aims: First career talk to describe the overall process to employee, definition of competence related terms and completion of competence map

The supervisor...

- Explains the purpose of the tool: to identify the employee's competences and to explore possibilities for further development.
- Introduces the Competence Map and asks the employee to fill this out before the next meeting. This should be typed, not handwritten, and the employee can add as many rows as they wish.
- Introduces the Mind Map (Strengths): The employee can take notes on the Mind Map, so that it will be easier for him or her to fill out the Competence Map in detail

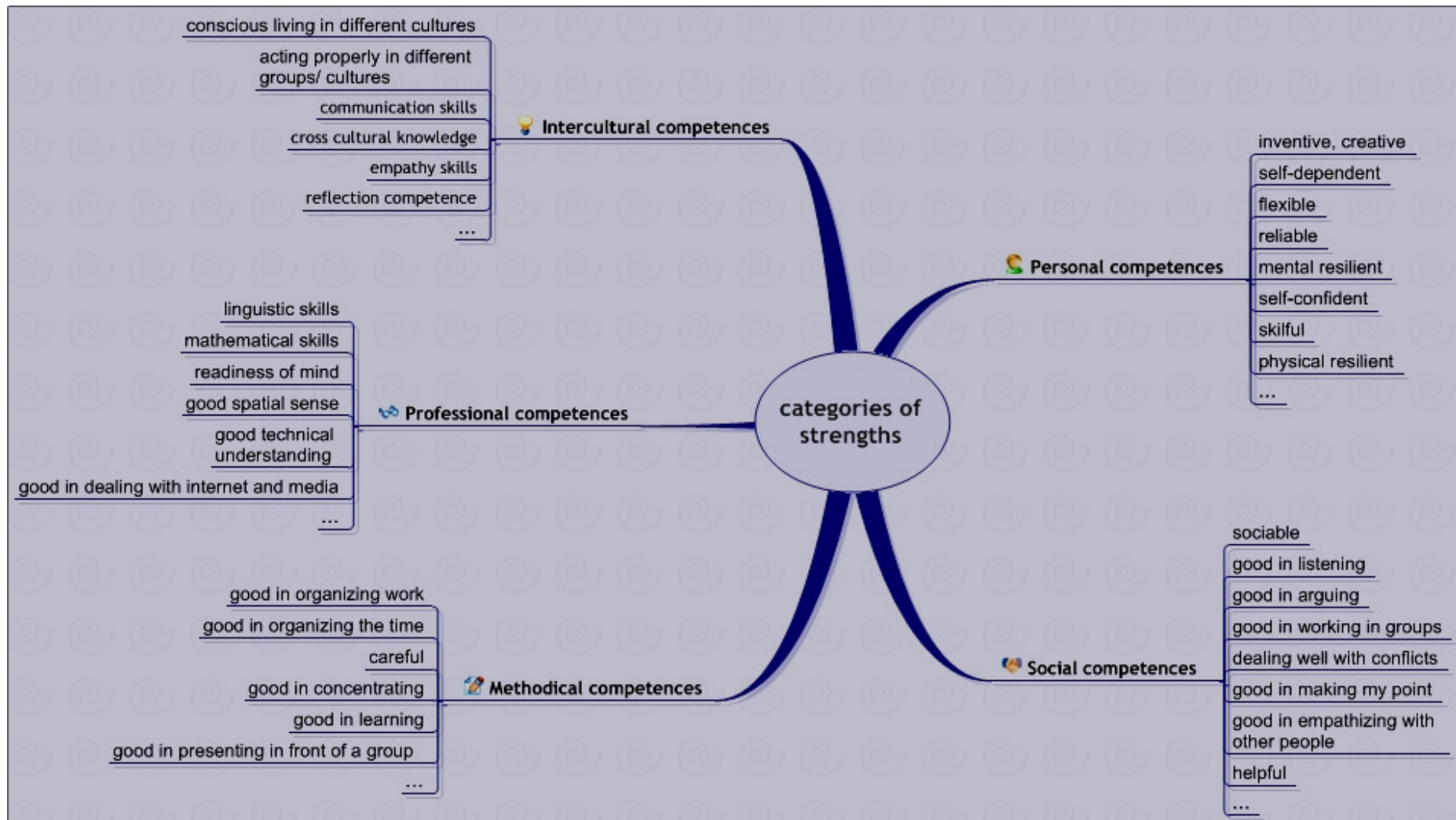
The employee...

- Agrees a date for the next meeting.
- Fills out the Mind Map and Competence Map before the next meeting.
- The *Future Activities* and *Outcomes* columns of the Competence Map should be left blank at this stage.

Example Competence Map

Competence Map		Name: Monika Konciute (Job Centre, Dublin)										
Period	Occupation	Tasks	Countries	Employment Sector	Competences					Future Activities	Recommended Outcomes	Outcomes
					personal	methodical	social	professional	intercultural			
Occupational activities												
Mar 2009 - up to date	Accounts assistant (PT)	*Weekly payroll *Pension, Social, Trade Union reconciliations *Petty Cash	Ireland	Service	quick learner; self-dependent	careful		mathematical skills; good IT knowledge	good linguistic skills	1. Complete ACCA exams within 10 years (€10,000)	1. Arrange meeting with manager to discuss future role in the workplace.	1. Meeting held with Manager
Education / further training												
Jan 2009 - up to date	Griffith College, ACCA		Ireland	Finance	good mathematical skills, logic thinking; quick learning	good at concentrating			good communication skills; good linguistic skills			
Volunteer work / spare time												
	Reading					concentrating			linguistic skills			

Example Mind Map for categories of strengths



Phase 2 – Proving personal competences

Aims: Presentation of completed map and introduction to competence portfolio; employee is choosing his/her central competences and proves them by using the competence portfolio

In this phase the HR manager together with the employee evaluates the process so far and links the results with possible training activities.

The employee...

- Presents the completed Competence Map, which should include competences for every occupation/educational/volunteer/spare time activity that is listed.
- Discusses the results with the supervisor, to identify 2 competences for each category as strengths to explore in detail.

The supervisor...

- Introduces the portfolio for proving competences to the employee. Goes through the questions on the Portfolio to ensure that the employee understands what information to include. Examples and explanations have been included with the Portfolio worksheet.

The employee...

- Agrees a date for the next meeting and fills out the Portfolio worksheets before the next meeting.
- 1-2 competences should be chosen for each of the 5 categories – to 10 Portfolio worksheets should be completed.
- The Portfolio worksheets should be typed, not handwritten.

Proving and describing 2-3 competences of each category (with relevance to job)

Employees use a Worksheet to 'prove' (and reflect on) certain competences that are relevant for the job or have potential for further education. By completing these Worksheets, employees prepare a Portfolio of 10-15 competences that have potential for further development. The following example gives an insight into how this is done.

Worksheet for proving competences

Employee: Monika Konciute (24 y., Lithuanian nationality, employed at Job Centre in Ireland)

Name of the competence: Flexible

personal: **social:** **methodical:** **professional:** **intercultural:**

<p>1. Amount of experience Central question: how long, how much?</p>	<p>2. Diversity of experience Central question: how diverse?</p>
<p><u>Work:</u> manager’s assistant (6 months); Accounts assistant (2 years 5 months) – everyday.</p> <p><u>University:</u> Using this skill a lot while working and studying at the same time (nearly 4 years)</p> <p><u>Everyday life:</u> since school up to nowadays. Work + studies + spare time.</p>	<p><u>University:</u> Very diverse. Studying such a wide range speciality.</p> <p><u>University + Work:</u> Very diverse. Working while studying.</p> <p><u>Work:</u> Diverse. Usually having more than one task.</p> <p><u>Everyday life:</u></p>
<p>3. Complexity Central question: how difficult, how challenging?</p>	<p>4. Insight into own actions Central question: what do I need for this? How does it proceed?</p>
<p><u>University:</u> Easy. Having interest in different areas makes the most subjects interesting.</p> <p><u>Work:</u> Easy. Sometimes find it a bit difficult (having too many tasks) but still manage to finish everything.</p>	<p><u>Other skills:</u> communication, IT, logical thinking, interpretation.</p> <p><u>Further development:</u> getting position with more responsibilities.</p>

Phase 3 – Comparing personal competences with job profile

Aims: Employee presents competence portfolio to supervisor; as a common agreement on employees' competences has been achieved, a comparison of competences with job profile starts.

The employee...

- Presents the completed Portfolio Worksheets, which should be used to identify and prove the strengths and potential of the employee.
- Compares their personal potential with their job profile to identify which strengths are/are not being used in their current role.

The supervisor ...

- Compares employees' personal competences/potential to their job profile
- Helps the employee to complete the Competence Map by filling in the *Future Activities* and *Outcomes* columns.
- Examples of Future Activities include: Further Education plan; additional training; revision of Job Profile to reflect employee competences.
- Examples of Outcomes include: additional responsibilities in the workplace; additional qualifications or references; extension of work contract; formal promotion.

This process can also be used to update the job description that is often limited on descriptions of hierarchy level, tasks, duties and responsibilities; cooperation with other departments and bodies and general further education.

How to make a sustainable turn in HR Management with competence and resource orientation

- Add necessary competences to existing job profiles;
- Compare each employees personal potential with required competences
- Choose further education for the employee to develop competences he/she is lacking in

Phase 4 – Elaborating an individual development plan

Development and qualification needs

To continue the development process a summarizing consolidation of the updated progress is necessary. Now the first 3 sections of the development interview are transacted according to a mutual understanding and agreement of existing competences and skills as well as to needed requirements. Auxiliary the duly completed competence map serves as visual aid.

Having a clear view/vision of the organizations and departments strategic advancement helps to better identify the required qualification and development needs.

To conceive the department's qualification and development requirements several views should be considered: How about the department and the employee's performance now and in the future? What contributions exactly can employees make to the departments and organizations success- according to their existing competences?

Accordingly an individual development plan gives indirectly advices to integrate an employee effectively into the company's advancement and support him/her based on his/her own strengths and skills. Besides, a plan facilitates to communicate objectives in a clear and concrete way and to work out the required steps target oriented. Finally those activities should be conformed to the requirement profile, to accomplish the agreements on objectives.

The individual development plan (IDP)

1. Assessment of requirements and performance

Firstly, establishing an assessment of requirements for the job profile shows the needs for the respective job position due to its structure into required competences and skills.

After collecting the field of duties and tasks under "description" the competences required therefore have to be completed. The "level of performance" should describe the present degree of achievement and qualification. Here the structure of competences is equal to the portfolio's structure, so it might be used as a reminding support to determine the current level of the employee.

The last line offers the possibility to complete the chart with existing competences that are not part of the job description.

2. Agreement of objectives

The Assessment of requirements and performance facilitates comprehending respective development requirements. Based on that, goals as well as auxiliary orientation could be worked out in company with the employee. E.g.: What should be accomplished concerning the field of tasks, working environment, qualifications or team work? The temporary difference between short and long term should be as well considered as the difference between quantitative and qualitative targets. Supervisor and employee set out the agreements on objectives obligatory and feasible in writing.

3. Adjustment of requirement and performance profile

This part implicates a detailed comparison between actual and required tasks, competences and skills. It is to be fixed which needs according to the accomplishment and development of what competences have to be met within a target time.

Due to formulation of more specific goals employees could work toward and more likely accomplish the targets.

4. Agreement on development and educational activities

Once objectives have been agreed upon and written down, it is time to explore in company with the employee developmental activities, "how" could he/she improve? What can the employee do on his/her own and which supporting activities could supervisors provide? Which will be most the effective training to help meet the objectives set? Agreements should be that specific to be able to put in a target time or date as well as the related responsibility.

Individual Development Plan (IDP)

Employee: _____

Supervisor: _____

Department: _____

Starting Date: _____

1. Assessment of requirements and performance

Profile field	Description	Degree of performance overachieved, achieved, satisfactory, adequate, underachieved
1.1 What is the jobs core task ? Which requirements should be fulfilled?		
1.2 Competences required?		
Personal competences		
Methodical competences		
Social competences		
Professional competences		
Intercultural competences		
1.3 Further essential tasks and duties ?		
1.4 Competences required?		
Personal competences		
Methodical competences		
Social competences		
Professional competences		
Intercultural competences		
1.5 Further employee's competences ?		Where could you use them?

2. Agreement of objectives

2.1 Short term (0 – 6 months)	Target date
2.2 Medium term (6 - 24 months)	
2.3 Long term (> 24 months)	

3. Adjustment of the requirement and performance profile

Development needs to fulfil requirements in section 1	Target date
Development needs to achieve goals in section 2	

4. Agreement on development and educational activities

Actions taken by the employee to fulfil needs in section 3		Target date/ duration
Development/ educational activities to fulfil needs in section 3	In-house/ external	

Finishing Date: _____

Signature Employee: _____

Signature Supervisor: _____

Question pool to prepare development talk

- Which actions and requirements were agreed upon one year ago?
- Where would you see present professional and personal strengths of the employee as supervisor?
- What could be done to enable the employee building up and strengthen his/ her competences?
- Which existing strengths does the employee not use entirely in your point of view?
- Where do you see a lack of methodical and personal competences? Due to which examples?
- Which further tasks and function are conceivable for the employee? Why?
- What did the employee do on his/ her own to develop him/herself further?
- Which development actions could be considered?
- What time frame seems to be realistic to implement development actions?

Glossary

Competence

A fundamental knowledge, ability, or expertise in a specific subject area or skill set. It embodies the ability to generalise or transfer and apply skills and knowledge from one situation to another.

(UCAS, 2009; COTO, 2008)

Personal Competence

One's own knowledge, skill and judgment to perform a specific task ethically, competently and safely

(COTO, 2008)

Methodical Competence

Competences that relate to collecting, analysing and organising information

(Knight & Nestor, 2000, P 23)

Social Competence

Competences that relate to working with others or in teams, and to communicating ideas and information

(Knight & Nestor, 2000, P 23)

Professional Competence

Keeps up to date with developments in own areas of professional specialisation. Applies a breadth and/or depth of professional knowledge

(UCAS, 2009)

Intercultural Competence

The range of knowledge and skills an individual needs to interact with colleagues from other countries, cultures, language backgrounds and social identities

(INCA Project, 2009)

Further Education

Post-secondary education including higher education, adult education and vocational education and training

(Knight & Nestor, 2000, P 19)

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