PPPY

Promote Education, Participation and Projects for Youth

Personal Resources Management for young people

Training-manual
for assessors, guiders and trainers

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Erasmus+

UNIC ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA SYNTHESIS CENTER FOR RESEARCH AND EDUCATION iut BAYONNE PAYS BASQUE Université DE PAU ET DES PAYS DE L'ADOUR GiO NET gaïdo LAB VPL antic

We tend to think of identity as taking us back to our roots, the part of us which remains essentially the same across time. In fact, identity is always a never-completed process of becoming - a process of shifting identifications, rather than a singular, complete, finished state of being.

Stuart H.M. Hall

Content

Editorial

Personal Resources Management (PRM) is a methodology for empowering young people and activating and facilitating their ability to learn and manage their career.

PRM builds further on the recognition and validation of one's prior learning experiences. Once one's already existing value – acquired through prior formal, informal and non-formal learning experiences – has been articulated and linked to one's personal potential, then a person can take career steps that fit the personal profile and are provided in a personal action plan. This increases the chances of creating a successful career.

This manual aims to support both young people as well as trainers, guiders and assessors in getting grip on PRM in the choices they face in their practice and life by:
- Supporting young people in articulating their talents based on their prior learning experiences, in order to give them a real chance of career development in their own context.
- equipping the trainer to learn their trainees how to reflect and create (new) perspectives for their career and enjoyability.
- Providing a guide for guiders and assessors to support and value/assess trainees (and trainers) in their PRM.

The manual provides insight into the process of learning to reflect on one's activities and learning experiences, and also on those of others to learn from. Different sets of exercises are presented to support young people, trainers, guiders and assessors in such learning and capacitating.

Most importantly, this manual is based on the principle of *'practice what you preach'*. That is, everyone involved in PRM starts at the beginning with a focus on creating the own PRM through the basic training at level 1. Once someone has mastered the basic level, someone can also choose to become a trainer, guider and assessor, with the accompanying certification. This means that a trainee can also learn further and acquire the levels of trainer, guider and assessor if her/his own PRM demonstrates potential for such a career choice.

The primary focus in this manual is on applying the PEPPY-training scheme for the target group of young people. However, this manual can easily be adapted to the needs of any other target group in society. After all, it is important for everyone to be able to reflect respectfully and positively on the own actions and the actions of others. It is, so to speak, *'learning to value yourself and others with a **green** pencil in your hand and not a **red** one as we are so used to'*. Such a mind-shift is possible for everyone and can be (further) developed. Learning to reflect therefore has an added value for yourself and with that also for everyone else, wherever you are in society.

Instruction for trainers
To use this manual effectively, the following instruction applies:
A. Someone who wants to become a trainer of the PEPPY method for PRM should first have completed the basic training at level 1 himself. The plan of action as an outcome of the training can then be 'becoming a trainer of the PEPPY-model.
B. It is of utmost importance that each exercise performed contributes to building a personal portfolio in accordance with the portfolio format included in Chapter 12. The trainer should think this through carefully with each exercise how this portfolio-enrichment can be achieved.
   The personal portfolio-format can be downloaded at: https://ec-vpl.nl/view/downloads/
   If the link doesn't work correctly, you can provide the portfolio format (word-document) in the group session.
C. A trainer should be aware that the program as presented in this manual can be utilised in a flexible manner:

a. Each module contains a number of exercises. Each exercise (see also the workbook) has a time indication with a minimum and maximum time. The time needed depends on the size of the group and the focus the trainer wants to bring to the training.
b. The trainer can choose to emphasise one or more exercises in a module. Not all exercises in the workbook as belonging to the module need to be used to achieve the intended training objective.
c. The trainer can reduce the number of exercises in a module if she wants to organise more time for feedback-feedforward, for theoretical learning or the specific context a training group is in.
d. The 4 modules of the group-sessions and the 2 modules of the personalised sessions can be used for an integrated program or as stand-alone programs.

D. The role of the trainer has two levels:
a. level 2 involves a trainer using an existing training model to deliver training under the guidance of another trainer - certified at level 3. The emphasis is on delivering and evaluating a training course.
b. level 3 involves the trainer operating autonomously, capable of creating a high-quality training model himself/herself that fits a particular target group and/or context. The emphasis is on designing, conducting and evaluating training.

E. The roles of the guider and assessor (level 4) focus on:
a. for the guider: advising and guiding organisations and candidates who want to start working or are working with the PEPPY-model, guiding and advising trainees in implementing their action plan, guiding and advising trainers (levels 2 and 3), and in general monitoring the quality of the PEPPY-model.
b. for the assessor: assessment of level 1 candidates in the final session of their basic training, assessing performance and training models of level 2 and level 3 candidates, and in general monitoring the quality of the PEPPY-model.

Workbook for trainees

In addition to the manual, a workbook for trainees has also been developed. This workbook follows the exercises as they are presented in the manual with the difference that the exercises in the workbook show the trainee how she/he grows in reflecting on her activities and learning processes and the choices she/he might make for her/his well-being and career.

Introduction

PEPPY ("PEPPY: Promote Education Participation, Projects for Youth", 2020-1-FR01-KA202-08314) is a partnership for Adult Education, financed by the Erasmus+ Programme of the European Union. The PEPPY-consortium involves organisations from Cyprus, France, Italy and the Netherlands working together on initiating a cascading action. These partners implement training courses addressed to social professionals working with the target group of young people. Once operators acquire the methodology, they deliver learning sessions to young people to promote their lifelong learning and their empowerment. The young people need to become aware of their potential in terms of competences, learn to reflect on their actions in practice and the choices they face in that practice and to be recognised as competent and qualified talents. This will open a way to lead them to more job opportunities and, in general, to their well-being and that of others.

PEPPY aims to deal the question on young people's inclusion differently from standard approaches by promoting a bottom-up steered process which includes young people as well as educators, employers and schools. Its main purpose is to be reproduced also in other regions and countries for becoming a model for young people's empowerment.

The objective of the PEPPY-model is to capacitate trainers in the fields of:

1. Self- management competences: learning to reflect on one's actions, recognising one's potential and building further on one's learning experiences for creating a (new or better) future.
2. Assessment: reflecting on, valuing and validating prior learning experiences in a summative and a formative way.
3. Counselling and guidance: supporting young people in the process of self-managing one's competences for creating new perspectives.
4. Management of validation: mastering the methodology of Personal Resources Management (PRM) for managing the PEPPY-training model in the own context.

This manual contains the training-the-trainers programme for learning to work actively on the aims of the PEPPY-project with target group of young people. This programme is designed for training the trainers in in the field, in schools and in service-centres for young people. It is built on the research-action principle with the aim of facilitating and stimulating lifelong learning and employability, therewith bridging the gap between education and employment for the sake of inclusion of young people in their context.

The manual fills-in six (6) modules for training-the-trainers in the PEPPY-training-model for designing, implementing and evaluating a contextualised training for young people in their own country. The manual also offers a certification programme for the trainers and for the young people involved in the training.

Learning to Reflect
'Learning to Reflect' is a validation approach based on portfolio management and holistic assessment methodology. It uses a 'practice what you teach' approach in these two constituent parts:

1. *Portfolio management: recognising personal qualities.*
   Portfolio management as an integrated part within the general mission of organisations working for specific target groups by means of:
   a. Teaching the target group to organise their own portfolio management and to use it to steer their own learning process.
   b. Teaching the target group to integrate such portfolio management into their existing or new practice and empowering them to motivate and purposefully steer their (future) career in a changing society.

2. *Holistic Assessment: valuing personal qualities.*

    Holistic assessment is a summative (assessment OF learning), formative (assessment FOR learning) and reflective (assessment AS learning) tool that is integrated into the personal development approach of citizens in the changing society. The functionality of assessment in people's learning and work processes is used more effectively and efficiently by not only assessing people summatively, but also by (a) strengthening the formative and reflective functions of assessment and (b) learning to value both informal and formal learning and work experiences in context.

    By combining these forms of assessment in 'a dialogue between learner and trainer' on the value of being able to learn to reflect on one's own actions and those of others, someone's participation and functioning in society is enriched by including informal and non-formal learning and work experiences in one's focus on career and life opportunities. In this way, people learn to use the (self-)valuation of learning to steer their personal learning and work processes.

    All forms and functions of summative/formative/reflective assessment are covered, from self-assessment to peer-assessment and from analytical to holistic assessment.

    People who apply such reflective and assessment tools in their given practice, strengthen themselves in substantiating and purposefully filling in their personal qualities for the benefit of their career in the changing society.

In conjunction, both aspects of recognising and valuing personal learning experiences form a holistic approach to 'learning to reflect' or 'learning to value with the green pencil one's own actions and those of others', that benefits the creation and strengthening of personalised career and life strategies. The added value of this is that the process of learning to reflect - depending on one's context and career steps - teaches a sustainable, personal quality that helps give lasting meaning to one's career. This quality enables the 'citizen' to continue learning within the chosen profession and education or to become permanently employable elsewhere, in a different setting.

1. Personal Resources Management (PRM)

PEPPY focuses on self-managing one's competence-development through *Personal Resources Management (PRM)*. PRM strengthens the sustainable employability, integration and participation of young people by building further on a young person's prior learning experiences and values for the sake of creating new (posterior) activities and perspectives.

PRM can be defined as the individual ownership and self-management of competences that activates self-awareness of one's own sustainable employability at a personal level.[1]
PRM is a methodology aimed at empowering people and activating and facilitating their learning capacity. In principle, PRM can be used by any target group, but in this project the focus is on the target group of young people. PRM helps the target group of young people to organise a realistic and future-oriented career within their context and personal situation.

Using PRM's methodology, organisations active in guiding and supporting young people can make sustainable and effective investments in their own staff so that staff members can perform their tasks well or better.
PRM has an important added value for both the staff members involved and the young people, because PRM helps to make potential visible on a personal level, in which the staff member and the young person can invest or profile themselves, for the organisation and for themselves. As a personalised approach, PRM ensures that someone learns to describe what he or she is already good at and in which skills it is smart to start developing (further).
The result of PEPPY' way of helping to develop and implement this PRM method is that young people learn to invest in themselves adequately and meaningfully. The PEPPY trainer supports this process and the development actions that follow from it.

This manual on PRM is tailored to capacitating teachers, trainers, assessors, counsellors and guiders - in both the world of learning (formal education, non-formal training, guidance) as well as in the world of working (personnel services, human resource managers) - in the methodology of self-management of competences in the given socio-economic context. This methodology is presented in this manual as a train-the-trainer model for acquiring the competences in training, coaching, guiding and assessing the young people in their self-management of competences for the sake of creating new and/or other perspectives in their life and career.

The training works according to the principle of 'practice what you teach'. This means that the training is first implemented as a train-the-trainer programme. The trainer of young person groups first learns by experience what it takes to create a personal portfolio and a personal career plan. and then transfers this method of self-managing one's competence-development with which a young person can present her/himself and set-out career steps. It makes the young person taking control over her/his personal enterprise in work and life.

The training ensures that someone learns to describe what he or she is already good at in which core competences and professional skills it is smart and appropriate to start developing (further). This development takes place as much as possible in practical situations: learning in the context of the young person. PRM thus teaches someone how he or she can best invest in him or herself. The PRM-trainer supports this process and the development actions resulting from it.

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1   Duvekot, R.C. & Stienstra S. (2020). *PRM. Personal Resources Management. Handboek PRM-manager. H*outen, CL3S.

After completing the training, the PEPPY trainer is a professional who is trained and certified in the PRM-methodology and can use it to train target groups in investing in themselves and, with a broad view of their own abilities, look for new or different perspectives in life and career.

Step-by-step plan

The starting point for PRM is that a trainer helps groups of young people to become (more) aware of their personal profile with the strong and to-be-developed competences. The main approach is to create a self-responsible attitude and to learn to focus on what is useful for one's further development. PRM helps prevent unnecessary training and can base the development of young people on learning while working. In this way, a young person can develop by being helped to recognise the qualities that he or she can further develop within the existing context and career or on the way to a new career. Once the personal best fitted ways for creating development opportunities have been identified, personal development can usually even take place in the (old or new) workplace. The PRM-trainer supports this process of recognising and investing in people's existing and needed qualities and thus helps them strengthen their careers.

The PRM-approach is based on a process with three consecutive steps:
1. Training of the trainers who act as supporters of the target group. They learn the skills to teach the target group to manage their sustainable, personal development.
2. Development: the trainer guides people in strengthening their qualities. The degree of self-management depends on the development demand.
3. Evaluation: the target group and the trainer evaluate the results of the approach.

After going through these steps, the trainer is a professional who is trained and certified in the methodology of self-management of competences. He or she can then use this method to teach his or her clients to invest in themselves and, with a broad view of their own competences, to learn how personal development and taking career steps can effectively go hand in hand.

The principles of PRM

The PRM-approach differs from traditional approaches in that it focuses on putting the formal and informal qualities of the client at the centre, strengthening the personal development and avoiding unnecessary training/education. In essence, the PRM-approach is based on the following principles:
- PRM offers added value when analysing development issues and initiating improvement plans for target groups and/or clients.
- PRM stimulates and facilitates self-directed learning for and by clients.
- PRM strengthens itself through the guidance and exchange of knowledge of the PRM-trainer.
- PRM strengthens the self-management of competences by clients in their personal resources management within the context in which they live, work and play.
- PRM focuses on the continuing development process of competences by the young person and thus contributes to the sustainability of the management of their competences.

Manual

This manual is both a guide for certified trainers to set-up, contextualise and manage a designated training scheme for specific target groups, as well as a train-the-trainer concept for people aspiring to become trainer of the PEPPY-model.

For certified trainers of the PRM-approach organising and conducting the training takes about 20-40 hours of preparation and four to six training sessions of 3 to 5 hours each, aimed at learning the trainees to recognise and strengthen one's own potential, reflecting on one's learning experiences in a personal portfolio, articulating learning strengths and needs, and presenting a personal action plan for the next step in one's career.

The first four modules are group-based modules. These modules are geared at mastering the PRM-methodology and obtaining the competences for recognising, strengthening, assessing and managing one's personal competence-development.

The 5th and 6th modules are personalised modules, focused on guiding young people in turning one's self-management of competences into a new or other perspective in one's life and career. Conducting these two modules depends on the trainee group's aspirations to further investigate their potential career as an entrepreneur.

The group-based part of the training is rounded off with an assessment in which the trainees present their personal approach and plans to manage their career. This presentation focuses on the personal vision and intended actions to further develop and guide oneself based on the personal insights in one's talents and potential career steps. This presentation takes place in the training group. The presentation is followed by a peer-assessment by the other trainees in the group, managed by a certified assessor of the PEPPY-model. After a successful assessment the trainee obtains the level 1 certificate.

For people aspiring to become a trainer, guider and assessor of the PEPPY-model the same training is needed to start the certification process. After finalising the training and obtaining the level 1 certificate, the trainer-to-be can start the process of becoming a certified trainer, guider and assessor by joining a certified PEPPY-trainer and work as 'guided trainer'. Once the guided trainer has organised and conducted two training-programmes, guided by the certified trainer, the 'guided trainer may obtain the level 2 certificate of the PEPPY-model in a practice-based assessment.

The next step is to start working as an 'autonomous trainer' and design, organise and conduct one's own training set-up and programme. This work is also assessed in a practice-based assessment, which may lead to obtaining the level 3 certificate of the PEPPY-model as an 'autonomous trainer'.

The final stage is the level 4 certificate of the PEPPY-model in which the autonomous trainer may acquire the title of 'guider and assessor of the PEPPY-model'. On this level guidance, acquisition, assessment and quality-care for the PEPPY-model is managed.

Also see chapter 12 for an explanation of the PEPPY certification programme.

This manual therewith is where it all starts! For any trainee the level 1 certificate is the valuation of one's ability and aspiration to self-manage one's career and life, whereas it also paves the way for starting a career within the PEPPY-consortium as a trainer, guider and assessor.

2.   The PEPPY-model

The PEPPY-model is grounded in the belief that activating PRM as an effective instrument for linking competences to life- and career-perspectives that appeal to young people (and any other designated target group).

Objectives of the PEPPY-model

The approach to PRM stands for the following general principles:
- A holistic principle, which means being able to link different career and life activities to the 'whole' person.
- The individual is at the centre.
- A mix of cultural, general, vocational (formal) and non-formal education.
- Getting grip on the outcomes of formal, non-formal and informal learning experiences.
- Good balance between theory and practical lessons in one's life.
- Relate to all kinds of competences: professional, methodical, social and self-competences.
- Relate to the humanitarian principal of everybody is equal and therefore has equal chances.

The linkage with lifelong learning-strategies:
- Increase the awareness of one's talents and developmental opportunities (self-concept, self-awareness, activate).
- Expand self-reflection and –evaluation.
- Expand the professional flexibility/mobility; sustainable skills and competences for participating in society.

The PEPPY-model aims at supporting the creation of two perspectives for young people:
- The perspective of further learning.
- The perspective of career planning/(re-)orientation.

In general, these two perspectives build on the mind-shift to understanding that one's bottle is half-filled and that understanding this may lead to a more positive self-image and open more opportunities for career steps than imagined.

The PEPPY-model has four objectives:
1. Raising awareness of one's personal qualities in a broad perspective:
    a. Qualities in past and present.
    b. Individual qualities and qualities in social relations.
    c. Qualities in different contexts: education, training, work, home, hobbies, etc.
2. Raising awareness of one's values, motives and perspectives in the personal work and life career.
   3. To present and manage these qualities, motives and perspectives.
4. Being able to plan or manage one's life by using these qualities, values, motives and perspectives (empowerment).

What does the PEPPY-model look like?

The PEPPY-model uses all kinds of exercises to reach the objectives as stated above and provide the trainees will all necessary competences, techniques and tools for creating their own, contextualised training-plan. The

exercises are all about 'the self': personal competences, personal (career and life) values, personal motives & ambition and personal qualities.

Specific exercises focus on the competences during transitions in life and the positive impact a person can have in steering these transitions. There will be much dialogue with the other participants. In that way the trainers can assist young people in reaching out to their goals in sync with their true potential.

During the train-the-trainer training the trainees will get enough time for reflection as well. The training is designed to be a positive experience for all trainees. The training programme is designed to fit one's learning needs and personal goals as much as possible.

What is expected of the trainees?

Before each training, the trainees are expected to do homework assignments by following the instructions of the PEPPY-trainer.

During the training the trainees are expected to deliver an active and positive contribution and to try to keep an open mind, open heart and open will. This contributes to a successful learning process and to a behaviour that will support them in selecting and using opportunities that the future will bring.

The last part of the train-the-trainer group-based part of the training consists of making a personal action plan and a presentation of this action plan. In this presentation, the trainees can demonstrate that they are aware of their own qualities and competences and that they are able to use their qualities to manage their 'life career'. In other words, it's a chance to demonstrate the understating of the self and his/her half-filled glass. Also, the exercises in presenting themselves will be a base for the many ways the can / have to present them in different situations in the future. They can use every result of the exercises or what they learned during the training or before, in their presentation.

During the training, the trainees gather all kinds of 'evidence' and material proving that they are capable (*have competences*) on a specific cognitive level in a specific context and in specific situations. In a portfolio they may capture their learning and working experiences and the corresponding reflection (*what do/did I think of it myself?*).

The content of the portfolio of evidence gives an overview of one's qualities and competences. It is a (well presented) overview of everything someone is capable of. It is the basics for presenting oneself to – for instance - a future employer, or for an intake in a qualification program, etc.

This neutral, pragmatical and real overview of their personal development and capabilities might help the young people in coping with the past and present situation and status. PRM is applicable for all ages and is as far as possible gender- and culture-neutral. If needed, the trainees (the future trainer) can adapt specific exercises to fit a specific target group. This level of application of the PRM-concept is supported in the second part of the train-the-trainer training in which the individualised and contextualised set-up of one's own training-concept is articulated and designed. With that personalised training-plan the trainees will receive their PEPPY-certificate of trainer.

Competence-profile of the PEPPY-trainer

A PEPPY-trainer who trains young people in PRM possesses the following competences.

The competence-profile of the PEPPY-trainer	
Managing	• Provides a clear structure to others by setting goals and priorities, by making (result) agreements and/or giving instructions and directions. • Practices the necessary authority. • Checks whether people are complying with the agreements and guidelines and undertakes action, if necessary. • Delegates effectively tasks, responsibilities and/or certain powers to others, thereby making good use of the diversity within a group.
Presenting	• Able to comment and explain topics/subjects. • Communicates concisely and exudes confidence and expertise. • Trains in an enthusiastic and inspiring way, with effective use of humour. • Is emphatic to the audiences and works in a corresponding style of presentation.
Learning	• Maintains the own expertise and takes steps to further develop. • Learns from mistakes and feedback. • Demonstrates (actively and systematically) the working on own development.
Assessing	• Adequately provides an assessment of the competences, using competency-based assessment methods. • Adequately observes the participant and links an assessment-report to this observation. • By using specific questions and interview techniques in an assessment-situation, opens up the competences of the participant for creating personal, new opportunities in life and career. • Provides feedback to the participant in a constructive and motivating way and indicates the results of the assessment, customised to the level of the participant. • Writes a clear, detailed and structured assessment report.
Guiding	• Coaches, advises and/or motivates others, aimed at achieving goals and/or performing of tasks and assignments. • Empowers others to achieving results and solving problems (independently). • Supports others actively in their development.
Commitment and conviction	• Makes a powerful and positive impression in the contact with others, • Puts ideas and opinions forward with convincing arguments. • Convinces also on the emotional level. • Provides direction to conversations, discussions and/or negotiations. • Supports efforts to reach agreement on the outcome.
Applying professionality	• Knows, based on the own professionally/technical understanding, how to solve issues and problems. • Shares, where appropriate, his knowledge and expertise with others.

Attention and understanding	• Shows interest and understanding of ideas, beliefs and emotions of others. • Empathises in the views and feelings of others. • Listens well and demonstrates tolerance and kindness. • Shows appropriate concern and support others when they have difficulties, • Demonstrates self-reflection.
Ethics and integrity	• Shows integrity and acts consistently in line with the norms and values of the organization, (professional) group and/or society, • Takes into account the environment and respects differences between people.
Management of the needs and expectations of the "young people's" (focus)	• Investigates the needs and expectations of internal and/or external customers. • Trying as much as possible to focus on these needs and expectations, • Demonstrates a customer-friendly attitude. • Keeps a close eye on the satisfaction of "clients" and takes action, if necessary.

Other requirements

Besides mastering the aforementioned competences, the PEPPY-trainer of young people needs to be able to function in different roles:

a) **Speaker:** In the training situation there is much interaction between the trainer and the group. There are also periods when the trainer has to explain issues in a more one-dimensional manner.

b) **Leader:** Sometimes in a group there is a resistance to certain activities. The trainer is able to persuade them to act anyway.

c) **Coach:** when the trainer conducts an interview with an individual, it is important that the trainer understands the strengths and weaknesses of that person. Listening is an important skill. Giving personal advice is the next step.

d) **Organiser:** Trainers are often also responsible for purchasing and coordinating training-programmes. In addition, there are often many practical issues concerning the training.

e) **Assessor:** The trainer is able to assess the portfolio and the personal action plan of a person in a summative and formative manner: assessing prior learning experiences for posterior, further development on one's life and career.

f) **Advisor** : The trainer advises the young people about the courses that are appropriate for solving the problems facing the client's organisation.

g) **Developer:** The trainer is responsible for developing new courses. The trainer must be able to develop his own course material.

3. Models and perspectives of PRM

The central question for this manual is 'how to activate PRM as an effective tool for linking one's formal, informal and non-formal learning experiences to social perspectives that appeal to and suit young people, strengthen their empowerment and is beneficial to the other stakeholders in society?'. With this question in mind, the PEPPY project aims at showing the potential of PRM as a matchmaker between the young people and the other stakeholders (employers, schools, universities, NGOs, etc.) in society.

PRM can best be explained in the following statements:
- PRM opens up the real human potential on the basis of the analysis and validation of personal competences, preferably by documentation in a portfolio.
- PRM is the process of assessing and valuating/validating personal competences within a specific socio-economic context and offering a personal development strategy.
- The stakeholders in society benefit from *PRM* since young people develop within their context and are able to link their potential with the needs of these stakeholders.
- The PRM process in general consists of five phases: commitment and awareness of the value of one's competences, validation of personal competences, valuation and/or assessment of these competences, (advice on the) development of one's competences and finally structurally embedding this competence-based development process into a personal and/or organisation steered and owned policy.

The perspectives of PRM

Crucial in practising PRM is acknowledging the self-managing role of the 'empowered' youngster as a 'learning individual in making lifelong learning a reality'. The active participation of young people in decisions about form and content of lifelong learning and the implementation of lifelong learning strategies from work-based or school/university-based is supported by the PRM-model for many perspectives:

1 *… for improving opportunities for inclusion, empowerment and deployment*: improved empowerment and deployment of individual talent is the most important motivation underlying PRM. It increases the opportunities for the young person in one's life and on the labour market by highlighting the competences she/he already has and how these competences can be deployed and strengthened. For employers and trade unions, the emphasis lies on improving the opportunities for employability of young people within the working context. In this way 'employability' may even lead to 'enjoyability'!

2 *… for creating a more demand-led labour market*: improving the match between the learning system and the labour system is essential for the organisation of PRM. In order to improve one's inclusion and employability, labour market functions must be expressed in terms of competences. These competences must in turn be linked to a demand for learning. The learning system must be receptive, transparent, flexible and demand-led in order to be able to provide the customised approach required.

3 *… for making learning more flexible*: the validation of informally and non-formally acquired competences will boost the young person's desire to keep on learning, i.e. will promote lifelong learning, since the accreditation of competences can lead directly to an award of or exemptions for qualifications. The validation approach can also make visible or recognisable existing competences and qualifications within or outside the labour process. This promotes the transparency of the many opportunities for learning. The young one will not only want to learn in a learner-steered fashion but will also know better than now how, what and when to learn, and why she/he is learning.

4 *… for optimising other forms of learning*: other learning environments and forms of learning must be formulated and/or utilised more effectively, since PRM also shows which learning environment and/or form of learning suits the young person in the best way. This could include (combinations of) on the job training, mentoring/tutoring, independent learning, distance learning, and so on.

So, it seems there's a lot to gain with PRM for the sake of inclusion of young people. Before moving towards the practice of PRM, it is useful to describe a framework for the models of PRM-enhanced lifelong learning strategies. The 'practice' of PRM is revealed in four main strategies.

Four models for creating PRM-based perspectives

Personalising Learning is intended to recognise and to valuate both visible and invisible skills of people. It is not focused on highlighting the lack of knowledge and skills but precisely the opposite – to take stock of existing knowledge and skills. In PRM-practices this vision is always acknowledged; the outcome of a PRM-process through a training for learning to self-manage one's competences may differ however and shows itself in four main models[2] for creating PRM-based perspectives as:

1. A *lifelong learning-model* for supporting personal development
2. An *upgrade model* for inclusion, 2nd chance and determining educational/training needs of organisations or individuals.
3. A *HRD model* for matching employees' competences to organisational aims.
4. An *educational model* for initiating a specific qualification.

The models for creating PRM-based perspectives
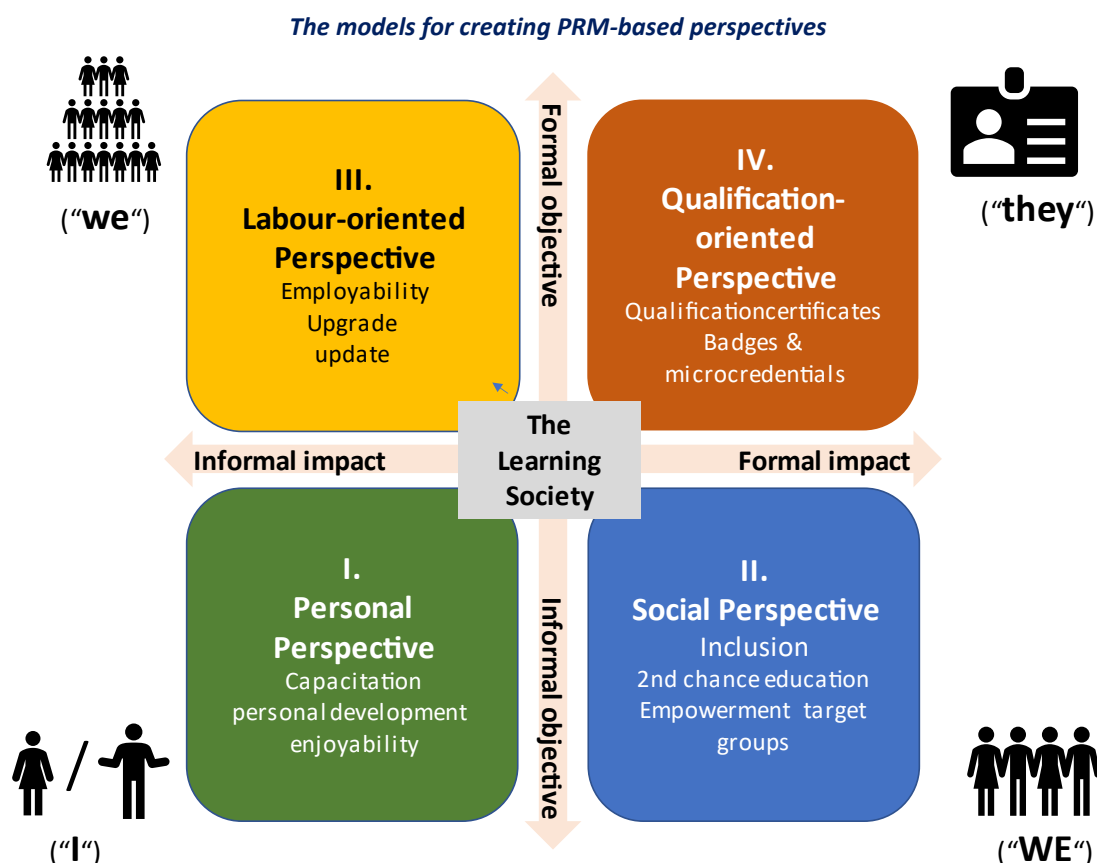
Source: Duvekot, R.C. (2016) *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* [*Valuing Learning. A study of the Validation of Prior Learning and personalised learning. Thesis*]. Houten: CL3S.

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2   Duvekot, R.C. (2016) *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* [*Valuing Learning. A study of the Validation of Prior Learning and personalised learning. Thesis*]. Houten: CL3S

In each PRM-based perspective, several steps can always be distinguished:
- Identifying competences and raising awareness in one's prior learning experiences (recognition).
- Enhancing the recognised learning experiences through the training (strengthening).
- Valuing and validating these competences (assessment).
- Planning new learning activities by acknowledging one's value and promoting further development (embracing personal development).

The <u>vertical axis</u> shows the goals related to the pursuit of a formal, concrete objective such as obtaining a qualification or meeting job requirements on the one hand, or a more open approach where the goal is more informally geared towards activation, integration, inclusion, enjoyability, personal development, professionalisation or a combination of these goals on the other hand.

The <u>horizontal axis</u> shows that the goals can lead to an explicit or a more implicit recognition. For example, a formal goal may result in an informal effect, such as keeping a job or improving certain work processes. The same applies to an informal goal that can lead both to a formal effect, for example meeting the requirements for gaining a qualification or acquiring a position, and to actual informal effects such as strengthening self-esteem or being able to focus on certain strong competences.

In this sense, the four perspectives only give the main outlines of goals and effects; any combination of goal and effect within a particular perspective or between different perspectives is possible in principle.

The four perspectives for education and labour systems in a country can in general be described from:

1. A *personal perspective* can be seen as the perspective in which lifelong learning is promoted from a personal point of view. In this perspective, the situation is visible in which the young person becomes attuned to her/his own development needs on the one hand and the environmental factors that influence this development demand on the other hand. In this perspective, PRM enhances the sustainable and personalised development of young people for any valid reason: qualification, empowerment, employability, inclusion, enjoyability, and more.

2. An aim within the *social perspective* is to use the function of learning for inclusion, reintegration, social activation and/or second-chance education. The role of PRM is then focused on the contribution that recognition and certification make to improving a youngster's social opportunities. This strategy is important as it (a) helps to broaden the possibilities of including young people into society, and (b) strengthen second chance education for young people who dropped out early at school, etc. In the context of a reorganisation, a company/organisation can use this perspective to help re-allocate staff to a new position and create traineeships for young people.

3. *A labour-oriented perspective.* The driving force is the need to continue to train or upskill employees, based on the fact that most learning takes place in the workplace and only partly in more formal learning situations. Informal learning activities are by far the most important source of new knowledge and skills.[3] This means that an enormous potential for knowledge and skills remains unused or underutilised as long as the learning benefits of informal learning are not validated. Organisations in particular can get a good grip on the necessary competence development of their staff by using the informal learning already taking place anyway. PRM can help with this, especially in order to be able to determine the really needed training which is truly needed by the employee. PRM is mainly used as a broad career instrument within the Human Resources Development (HRD) of the company/organisation. The aim is to gain insight into informal learning reservoirs, personal qualities and development opportunities within the function-oriented context. The extent to which

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3   Borghans, L., Fouarge, D. & Grip, A. de (2011). *Een leven lang leren in Nederland.* Maastricht, ROA.
     Sociaal-Economische Raad (2012). *Werk maken van scholing, advies over de postinitiële scholingsmarkt.* Den Haag, SER.
     Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA) (2015). *De arbeidsmarkt naar opleiding en beroep tot 2020. Maastricht, ROA.*
     Grip, A. de, Belfi, B., Fouarge, D., Künn-Nelen, A., Peeters, T. & Poulissen, D. (2018). *Levenslang leren en competentie-ontwikkeling. Beleidsrapport.* Maastricht, ROA.
     Sociaal-Economische Raad (SER) (2019). *Leven Lang Ontwikkelen. Voortgangsrapportage SER Actie-agenda. Den Haag, SER.*

- after the assessment - the available, formal and non-formal learning offer is used, colours an organisation's learning strategy. Human Resources Management (HRM) then easily turns into HRD, in other words from passive competence management to an activating LLL policy of the company/organisation for its staff and recruitment, and therewith also offering opportunities for young people to tune in to the need of organisation for certain potential of their employees. PRM assists in articulating one's potential.

4. *A qualification-oriented perspective*. PRM is mainly used by or for the young person as an exemption and training instrument. The aim is to create an accelerated development path towards a qualification or certificate. Communication about learning objectives and intended effects takes place within the dialogue between the young person and possibly also the company/organisation on the one hand and the 'qualifying organisation' (school/institute/university) on the other hand.

4. The level 1 training programme of PEPPY

The PEPPY-training is designed as a two-stage training in which the level 1 certificate is obtained and then for the ones that aspire to become a PEPPY-trainer as an integrated programme for 'training-the-trainer' in setting-up their own contextualised and tailored PRM-training for young people for the sake of assisting them in building further on their learning, work- and life-experiences and personal entrepreneurship. In this way the training programme both functions as an empowerment training for any designated target group as well as a 'practice what you preach training fro the PEPPY trainers, guiders and assessors.

The training pays much attention to learning to guide a designated group of young people through the complex process of self-reflection and creating a positive outlook on oneself. After all, it is common for people to be told what they are not good at. This training teaches the young person to start from what they can do, know and want. *The glass is half full and not half empty*. This means that the learning objectives of the level 1 and of the train-the-trainer training are geared towards:
- Designing and man aging the own PEPPY-training plan.
- Opening access to opportunities for self-development, based on self-reflection.
- Managing the quality of personal development within the personal development plan construction.
- Managing the development and utilisation within one's own context (organisation) of a sustainable portfolio management, training, coaching and assessments.

The train-the-trainer programme is an intensive course with individual and group-based homework assignments in four to six intensive training sessions, including several implementation activities in which the training approach of PRM will be internalised and demonstrated. The starting point of the training is to strengthen the abilities of the PEPPY-trainer to …
… learn young people to make conscious, realistic and responsible use of their personal development potential in the context of self-management of competences,
… assist and advise young people to use their own capacity for self-management within their personal context,
… strengthen, manage, shape and deploy sustainable PRM of the young people' development of their personal skills, competences and qualifications within their personal agency and mission.

The aim of the level 1 programme is therefore to learn by first experiencing the level 1 training oneself, therewith learning how to use and strengthen the potential of the young people in a practical and optimal way within their context and to transform this into (partial) qualifications and career patterns that benefit the young person. The aim is to promote the young person's profile or identity and to practically match the young person's development potential with the requirements for personal development within their own context and in the labour market.
Each training session includes some homework assignments. The train-the-trainer training is divided into two parts: a collective, group-based part with 4 modules, and 2 extra personalised modules for getting grip on one's own, contextualised training model. Each module takes about 6 to 8 hours: 2 to 3 for the homework and 4 to 5 hours for the training session.

Entry Requirements for the participants of the train-the-trainer programme

- Willing to experience the level 1 training programme.
- Familiarity with competence-steered functioning and evaluation.
- Practical experience in the context (profit/non-profit) in which she/he will function as trainer, coach, guider and assessor.
- Sharing the mission and vision of the PEPPY-model.

Objectives of the training

After the PEPPY level 1training:

1. Trainees have obtained their level 1 certificate for self-management of one's competences and self-manage their career (and life).
2. Trainees know different competency-based assessment methods.
3. Trainees can at least apply the following competency-based assessment methods:
    - Portfolio-assessment.
    - Criterion based interview.
    - Practice simulations (performance assessment).
3. Trainees have knowledge of the competence-profile and responsibilities of being a trainer, guider and assessor of young people.
4. Trainees have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment).
5. Trainees know the different phases in the assessment process; they worked with the - in their country prevailing - assessment model(s), and they know the characteristics of this model and they can review the application within competency-based assessment methods.
6. The trainees are themselves aware of their own assessment style and pitfalls.
7. Trainees know what the criteria are for writing a competency-based assessment report writing according to the nationally applied format.
8. Trainees are able to discuss an assessment report with a young person for the purpose of tuning in to realistic perspectives for further development of the young person.
9. The trainees know how they can support a young person, including utilising talent scans and helping to build up a good portfolio (optional). Such guidance also entails advising on career-steps, entrepreneurship and personal development.
10. If desired, trainees are able to start up the next step in the PEPPY-certification programme and enrol in the level 2 programme. See chapter 12 for further explaining the 4 certification levels in the PEPPY model.

5. The programme in modules

The programme consists of four (4) group-sessions and (2) personalised sessions.

The group-sessions

The group-sessions, focus on enabling the trainees know and to do what and how in a self-managed PRM-training with a group of young people. This entails that the trainer aims at the following learning outcomes for the young people:

1 Trainees know different competency-based learning and assessment methods, and they understand the concept of assessment in procedures for Validation of Prior Learning Outcomes and of personalised learning in learning strategies.
2 Trainees can apply the following competency-based learning, guidance and assessment methods:
   - The three modes of learning: for qualification, for competence and for personal development.
   - Learning through learning outcomes.
   - Demonstrating learning through 'professional products'.
   - Situated and experiential learning strategies.
   - Personalised learning concepts.
   - Diagnostic testing and learning.
   - Portfolio-assessment.
   - Criterion based interview for assessing and guiding.
   - Practice simulations (performance assessment).
3 Trainees possess the necessary insight in the knowledge, skills and attitudinal aspects that go with holistic learning strategies: learning and validating on the basis of 'the whole learner'.
4 Trainees have knowledge of the competence-profile and responsibilities of the trainer/coach, guider and the assessor.
5 Trainees have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment) and to reach out to tailored learning trajectories.
6 Trainees know the different phases in the assessment and tailored learning process. They worked with the in their country prevailing assessment and learning model(s), and they know the characteristics of these models and thy can review their application within the prevailing (holistic) assessment and learning methods.
7 The trainees are aware of their own assessment and learning style and pitfalls.
8 Trainees know what the criteria are for writing a competency-based assessment report according to the nationally applied format and follow this report up with a tailored learning offer.
9 Trainees are able to discuss an assessment report and a learning offer with a candidate.
10 The trainees know how they can support a candidate, including a quick scan of one's potential, helping to build up a good portfolio (optional), preparing for an assessment and advising on further learning options.

Programming the group-sessions follows a specific order of recognising, strengthening, assessing and embracing one's personal competences and learning to build on them with follow-up actions.
Each module has home-work assignments, group-based exercises and specific learning outcomes Also see the editorial for more instruction.

The 4 modules of the group-sessions

Module 1: Recognising competences
Preparation Module 1:
- *Reading the introductory chapters of the manual. Utilise Source 1: General PPT on PEPPY*
- *Filling in Source 1: the personal card*
- *Preparation of the photo exercise (M1.1)*
- *Preparation of the 360 degrees feedback (M1.2)*
- *Personal Portfolio Format (see chapter 11; also source 2)*
M1.1   Introducing the PEPPY-training for young people and getting to know each other
M1.2   Photo exercise
M1.3   Strength and development points (360 degrees feedback)
M1.4   Proud of ……
M1.5   Lifeline – part 1
M1.6   Lifeline – part 2
M1.7   Introducing the portfolio format

Module 2: strengthening competences
Preparation Module 2:
- *Preparing a personal pitch on one's major selling points*
- *Getting good understanding of the personal portfolio format (see Source 2)*
- *Read Source 3: Duvekot & Doorlag*
M2.1   Impressions - Personal development and personal tests
M2.2   Core quadrant
M2.3   Commercial: promote yourself (personal pitch)
M2.4   Personal and social values
M2.5   Career values
M2.6   Job description and career values

Module 3: assessing competences
Preparation Module 3:
- *Preparing a section of the personal portfolio*
- *Read Source 4 – Assessment methods*
- *Utilise Source 5 – Introducing Module 3 on assessment (ppt)*
- *Look at Source 6 -STARRTT*
- *Read Source 7 – A manifesto (parts)*
M3.1   Introduction on assessment and its many perspectives
M3.2   Working with STARRTT forms
M3.3   Portfolio-assessment
M3.4   Criterion-based interview, performance assessment
M3.5   Performance assessment
M3.6   Feedup - feedback – feedforward

Module 4: embracing competences
Preparation Module 4:
- *Filling in the personal portfolio format (in key-terms).*
- *Formulate a personal learning objective on the basis of self-analysis of your portfolio: what's the logical, next step for me to reach-out to a personal wish in/for my career?*
M4.1   Superhero
M4.2   Setting goals
M4.3   Personal action plan (PAP)
M4.4   Certification level 1 and preparation for the next phase: becoming an autonomous trainer

Personalised sessions

The personalised sessions consist of two (2) modules that assist in engaging into personal action. These modules are facilitated as group-sessions in which the personal input from the trainee is central to the dynamics in the group. Every trainee has to be able to 'raise her/his voice' when it comes to designing their own business plan for creating new perspectives in their personal context.

The modules aim to concretise the trainee's ambition in such a way that the trainee is able to find out what kind of entrepreneurship fits her/him best and how to use that insight for turning one's business-plan (or action-plan) into a potentially successful endeavour.

The group process in these personalised modules reinforces the process of designing one's own business plan (which is aimed at designing one's own PEPPY training approach) so that the trainer in his/her own training effectively can coach and guide the trainee group to build their own business plan.

The 2 modules of the personalised sessions

Module 5: careers and entrepreneurship
Preparation Module 5:
- *Read Source 8: The PDCA-cycle*
- *Overlook Source 9: Labour market needs*
- *See Source 10: Entrepreneurships*
M5.1   My mode of entrepreneurship
M5.2   Self-testing my entrepreneurship
M5.3   The PDCA-cycle
M5.4   Entrepreneurship exercise
Module 6: Completion, assessment and certification
Preparation Module 6:
a.   *Read Source 11 – The Business Development Plan (BDP)*
b.   *Design the outline of your own Business Development Plan. Use source: Format BDP*
c.   *Make a draft presentation on the building blocks of your BDP.*
M6.1   Finalising and presenting the outline of your BDP
M6.2   Peer-assessment and conclusion
M6.3   Focus on entrepreneurship as trainer: certification level 2/3

6.   Training module 1: recognising competences

Purpose of this module
Learning to be aware of one's learning experiences, recognise one's own skills and qualities in these experiences and becoming aware of the relevance of documenting these experiences.

Learning objectives
- Create a basis for individual development and career planning.
- Utilise sustainable self-management of competences.
- Stimulating yourself and others (children, colleagues, friends, family) to document professional and personal development.

Learning outcomes
1. Getting grip on a holistic focus in assessing and learning: personalised, contextualised, bottom-up steered process, based on trust in the learner's capacity to learn lifelong.
2. Learning to reflect on one's actions.
3. Learning to reflect on other one's actions.
4. Learning to work with a portfolio format.

Timetable
Following this module takes 3-5 hours of group work and 2-3 hours of homework.

Module 1: Recognising competences
Preparation Module 1:
- *Reading the introductory chapters of the manual. Utilise Source 1: General PPT on PEPPY* - *Filling in Source 1: the personal card* - *Preparation of the photo exercise (M1.1)* - *Preparation of the 360 degrees feedback (M1.2)* - *See Source 2: Personal Portfolio Format (also in chapter 11)*
M1.1   Introducing the concept of a PEPPY-training for young people and getting to know each other M1.2   Photo exercise M1.3   Strength and development points (360 degrees feedback) M1.4   Proud of …… M1.5   Lifeline – part 1 M1.6   Lifeline – part 2 M1.7   Introducing the portfolio format

M1.1   Introducing the PEPPY-training for young people

Goal	The purpose of this exercise is to get acquainted, understand the PEPPY-concept and getting to know each other. The general goal is to feel really safe in the group.
Time	30-60 minutes

a.   Presentation of the PEPPY-concept for empowerment of young people.
b.   Getting to know each other in the group: ask the person sitting next to you what her/his name is, where she/he comes from, what she/he likes to do in his spare time, how entrepreneurial he/she is, etc.
     Note a few things below.
c.   Try to get an impression of the other person so that you can immediately tell something about him.
d.   Write 5 qualities of the other person
e.   Describe/introduce the other person to the group (in maximum 2 minutes)

Step a: the trainer's introduction

A general presentation (ppt) is available in the sources: 0 Source - general introduction (PPT).
If you like, you can adapt the generic presentation to the specifics of the training in your context.

Step b: (in pairs) ask the person sitting next to you some questions (5 minutes):

Name:
Where does she/he come from?
What does she/he like to do in his/her spare time?
Family members:
What are important things to you:
What are your challenges:
Why this training?
What are you bringing and what are you coming to get?

Step c: get an impression of the other person so that you can immediately tell something about her/him.
(max. 5 minutes, no consultation)

Step d: describe in the table below 4 qualities of the other person

	Quality	Seen in:
1		
2		
3		
4		

Step e: describe/introduce the other person to the group (in maximum 2 minutes)

After completing this, give the quality list to the interviewee.

M1.2 Photo exercise

Goal	The purpose of this exercise is to look back on your life. What roles have you performed in your life? Which factors (events, people, work etc.) have affected you?
Time	30-60 minutes

In preparation for the 1st training session, you were asked to select **a photo** which give information about important situations, persons, periods or experiences in your life (in a positive way) and with which you explain who you are and what you stand for.

The exercise starts with an individual part, then a collective part summarising the importance of your photos and finally an interview in pairs.

Step 1. Individual part (at home)

1. Different factors (for example events, persons, work) can have been of influence when these photos were taken. Please answer the questions below that can help you map these factors. You can use the tables at the next pages to write down the answers.

1.a Describe the situation on the photo.
- Where is it?
- Who are on it?
- What is happening?
- How old were you?
- What actions did you take?
- Etc.

1.b Describe the important developments or changes in your life at the time the photo was taken.
- Who was important to me at the time the photo was taken? Mother, father, trainer, colleague, friend, etc.
- What was so good about the time when the photo was taken? How did it feel?
- What were you doing at the time? School, training, jobs?
- What did you do in my spare time?
- How did your actions have a positive influence on the situation?
- Can you say that you learned something from the people who were important to you or as a result of thing you experienced? If so, what?

1.c How did you feel when the photo was taken? How do you feel now when you look at the photo?

Step 2. Collective part (during the 1st training session)
Show the pictures to the group and explain what they mean to you, what they show about who you are.

Photo 1
1.a Describe the situation in the photo.
1.b Describe the important developments or changes in your life at the time the photo was taken.
1.c How did you feel at the time the photo was taken? How do you feel now when you look at the picture?

Step 3. Make pairs.

Take turns in interviewing each other about the photos. You can use the questions below for your interview:
-   Why did you choose this photo?
-   What does this photo tell about yourself?
-   Who were important to you at the time the photo was taken?
-   What did you do when the photo was taken?
-   What memories come to you if you look at the photo?
-   What feelings do you have when you look at the photo?
-   Were there important developments in your life when the photo was taken?
-   Were there important changes in your life when the photo was taken?
-   What does this photo demonstrate about where you are now in your life?
-   What personal qualities do the memories that belong to this photo show you?

Step 4. Write down your own conclusions, insights with regards to this exercise

What do you want to remember from this exercise? What personal qualities did this exercise show me?

Insights, qualities, other things you want to remember with regards to this exercise

M1.3 Strengths and development points

Goal	Raising awareness of own strengths and development points.
Time	40-70 minutes

Step 1. Me about myself

Everyone has strengths and areas of development. The more aware you are of these, the better you can use them. Recognising the development points gives you tools to work on them in a targeted way.

Complete the chart below for yourself.

Give two examples of strengths and two examples of development points. Also indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

Step 2. Others about me

Ask some key 'actors' to fill in the 'strengths and development points' chart for you. Ask a family member, a friend or partner and a colleague.

Also discuss with these people what they have filled in and reflect on this information. Do you recognise what they say about you?

You can use the accompanying forms for this assignment, see following pages.

2a. Image of me by a colleague: …. (Name of colleague, and relationship to you)

Give at least two examples of strengths and two examples of development points:

Strengths	Examples/situations
Development points	Examples/situations
Date	

2b. From family member: …. (Name of family member and relationship to you)

Give minimal two examples of strengths and minimal two examples of development points. Also indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

2c. From a friend or partner: …. (Name of friend/partner and relationship to you)

Give two examples of strengths and two examples of development points. Also, indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

M1.4 Proud of……

Goal	• discover and point out personal qualities and competences
	• reflect on how to 'proof' or present your own qualities
Time	30-60 minutes

In this exercise or you are asked to think of an important achievement in your life (small or big, professional or personal) of which you are proud. In this exercise, you are going to explore this performance more. The exercise starts with an individual part and ends with an interview in pairs.

Step 1: Individual part of this exercise: answer the questions below (in writing)

1. Describe the performance. This can be something you have done, something you have developed, a decision you have made etc. Questions that can help you describe the performance:
   - What exactly did you do?
   - Why did you do it?
   - What steps did you take to reach this performance? What actions?
   - What was your role in this event? (What was your task? Was it your initiative? Who else was involved? What was your role towards them?)
   - What was the result of what you did/ the way you acted?
2. Ask yourself the following question: Why I am I so proud of this performance? You for example can describe the context.
3. What knowledge did you need to be able achieve the things you have described above? What qualities did you use to achieve what you have achieved?
4. In what way can you show or proof your performance?

For example:
1. I decided to start studying.
2. I am proud of this because I took this decision independent, and I had to leave other things to be able to start studying.
3. This shows I am independent, able to take action and I can take initiatives.

Performance

Description
…
Why are you proud of this performance?
…
Knowledge / qualities
…
How can you show / prove your contribution to the result?
…

Step 2: Interviews in pairs:

1. Tell each other (take turns) what you have written down above and, if necessary, ask each other questions to clarify the situations.

2. The interviewer should than help the interviewee to name qualities that were used to achieve the performance

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What personal qualities did this exercise show me?) (5 minutes – individual)

Insights, qualities, other things I want to remember with regards to this exercise Proud of …

M1.5   Lifeline – part 1

Goal	Integral vision of your life
Time	20-30 minutes

To understand better who you are, what you're able to do, what you want and what you can offer, it's important to collect as much information as possible about yourself and arrange the available data. Making a lifeline can help you with this. It's a retrospection on your life so far.

Step 1: Draw your own lifeline and place key moments in your life.
Place in the lifeline your important key moments or feelings from your life. You can do this by writing down the moment or feeling, by drawing a picture, drawing a symbol, writing down a song or any way you like.
Also put important changes in your life on your lifeline (for example from school to work or starting up after period of sickness).

1.   Indicate in your form if your key moments are private (P), work (W), school (S).
2.   Point out whether it is a positive (+) or a negative (-) experience.

Example

NEGATIVE	AGE	POSITIVE
	0	Year of birth
Moving to another city	5	Birth youngest brother
Teased at school	9	
	10	Scout camp
	12	Changing school
Grandmother died	18	
	Present	The best teacher

AGE	VERY NEGATIVE	NEGATIVE	NEUTRAL	POSITIVE	VERY POSITIVE
0				Birth	
5		Moved to another city		Birth youngest brother	
9	Bullied at school				
10				Living with Grandma	
12				Changing school	
18	Grandmother died				
Now					

Step 2: Fill in:

NEGATIVE	YEAR	POSITIVE
	0	
	7	
	14	
	21	
	28	
	Present	

M1.6 Lifeline – part 2

Goal	Reflect on important moments in your life and find out qualities and conditions that belonged to these moments
Time	30-60 minutes

What did you learn of the good moments in life and what did you learn of the difficult moments in life? Which qualities did you use or further develop in these moments? Which obstacles did you encounter?

These questions might help you to reflect on events and how they give information:
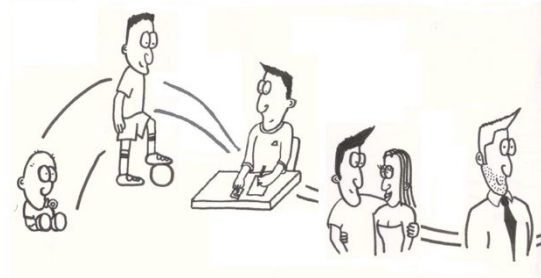
Concerning the events which you have indicated on the line:
a.   Look at transitions that took place from one event from another. Why did these transitions appear? How do you feel about them? What did you do to make the transformation happen? What qualities did you use during the transformation? What difficulties did you encounter during the transformation? What insights did you gain?
b.   Which event had the ***most influence*** on your life?
     Make a distinction between the nice and less nice events.
c.   Can you remember events that you have been doing activities that you experienced well? What was so pleasant about it?
d.   Concerning the less pleasant events: did they make you any stronger? In which way? In other words, how did you handle these situations? How was your attitude and behaviour? What did you learn of this experience? What have you changed or start to see differently since this experience?
e.   What would you do differently if you would attain in such a situation now?
f.   Which quality(s) do you think you used in the less pleasant event?

Concerning your current situation:
g.   What do you find important in life?
h.   How do you solve your problems? To practice it or first think about it, or talk about it with others before you operate?
i.   How do you look at changes, do you make quick moves, or you normally wait at first?
j.   Which qualities do you often use?
     In which situations do you use them, in your daily (working) life?

What could you add from all of the above in your portfolio?

M1.7 The portfolio format

Goal	Reflect on important moments in your life and find out qualities and conditions that belonged to these moments
Time	30-40 minutes

Explain each paragraph in the format by filling it in yourself and demonstrating how and why you did this in this way. However, also be clear on that there are more roads that lead to Rome! It's everybody's own journey.

Use the portfolio-format as provided in chapter 11 or in source 2: **portfolio-format**

7. Training Module 2: strengthening competences

The purpose of this module

The goal of this module is to learn to use and strengthen the 'recognised' competences - articulated as one's personal strengths and development points. In this module the ways of working for filling-in the personal portfolio-format is a red threat through the exercises, since all outcomes of the exercises will be made available for entry into one's portfolio.

Learning objectives

• Create a basis for individual development and career planning.
• Sustainable self-management of competences.
• To support self-directed learning and acting.
• Stimulating yourself and others (children, colleagues, friends, family) to document and reflect upon one's professional and personal development.
• Composing a personal portfolio and an action plan.
• Dealing with and using feedback.
• Quality assurance through professional guidance and proven career tools.

Learning outcomes

1. Getting a good grip on how to work out a personal portfolio.
2. Being able to articulate a learning need on the (self-)assessment of one's personal experiences.
3. Reaching an appropriate level of empowerment for 'raising one's own voice', steered by self-valuing of one's personal experiences, both by reflecting on one's own behaviour and on the reflection of others on one's behaviour.

Timetable

Following this module will take 4-5 hours of group work and 2-3 hours of homework.

Module 2: strengthening competences
Preparation Module 2:   - *Preparing a personal pitch on one's major selling points*   - *Getting good understanding of the personal portfolio format (see Source 2; chapter 11)*   - *Read Source 3: Duvekot & Doorlag*
M2.1   Impressions - Personal development and personal tests   M2.2   Core quadrant   M2.3   Commercial: promote yourself (personal pitch)   M2.4   Personal and social values   M2.5   Career values   M2.6   Job description and career values

M2.1   Impressions

Goal	Get more insight in your strong and not so strong points
Time	25-40 minutes

In exercise **M1.2** you gathered impressions of you as a person from yourself and important persons in your life. Make pairs and discuss your findings. You can use the questions below.

- Do you recognise yourself in the strong and not so strong points that other people wrote down?
- Can you 'prove' with concrete examples that you possess the qualities mentioned?
- Can you see a bigger picture in the feedback?
- Are there development points that you want to work on? If yes, which? What would you want to do?
- Are there strong points that you want to use more conscious? If yes, which? What would you want to do?
- What was it like for you to get feedback?
  N.B. Be aware that later in exercise M3.5 we are going to deepen your competence in providing feedback, feedforward and feedup. For now, just provide feedback in a intuitive manner!

Write down your characteristics or strong points in your portfolio after discussing. Write down as well your development points which you want to focus on in your action plan.

M2.2   Core Quadrant

Goals	• To be able to name and see your unique core qualities and pitfalls, challenges and allergies
	• To help others name and see their unique core qualities and pitfalls, challenges and allergies.
Time	30-60 minutes

In this exercise you are going to make your own core quadrant. Choose a core quality: pitfall, challenge or allergy and write it down. The concept of core qualities and core quadrants is described by Daniel Ofman in 'Core Qualities, a gateway to Human Resources', 2004, Scriptum.

Take your characteristics (see M2.1) as the basis for making your core quadrant. The short explanation of the model below can help you develop your core quadrant.
Put your core quadrant in your portfolio.

Core Qualities
A core quality is an individual's specific strength, something he/she is good at, or for which he/she is often praised by others. To the person him- or herself it is a matter of course: anyone can do it. It is an inherent quality that can either be suppressed or developed.
Examples: decisiveness, considerateness, carefulness, courage, orderliness, flexibility.

Pitfalls
A pitfall is a transformation of a core quality; not the opposite, but 'too much of a good thing'. The positive aspect goes too far, turning a strength into a weakness.
Examples: Helpful becomes meddling. Careful becomes fussy. Flexible becomes capricious.

Yet there is a positive quality behind every transformation. The underlying core quality can be found using a negative label (pitfall).
Examples: someone who acts inflexibly may have decisiveness as a core quality. Someone with an unyielding attitude may be a go-getter at the core.
N.B.: this mainly concerns behaviour: an individual is not really inflexible, but he or she behaves inflexibly.

Challenge
A challenge is the positive opposite of a pitfall. Having identified the negative, transformed behaviour, one can start looking for the challenge.
Examples: in a nagging person, the positive opposite is patience (and the core quality decisiveness). And: in a capricious person, the challenge is orderly behaviour (and the core quality flexibility).
The core quality and the challenge are complementary qualities. The objective is to strike a balance between the two. If the challenge is underdeveloped, the core quality must be improved to find the balance. Example: it is not necessary to become less decisive, but to develop more patience, resulting in a patient decisiveness without nagging. Or: find a balance between flexibility and orderliness.

Allergy
The core qualities can also be used to identify potential conflicts with the environment. People tend to be allergic to too much of their own challenge in other persons. The allergy is 'too much of a good thing' of the challenge, as well as the negative opposite of the core quality.
Example: the negative opposite of the core quality decisiveness is passiveness. Too much patience may also degenerate into passiveness.

The more people are confronted with their own allergy, the greater the risk they run of ending up in their own pitfall.

Example: decisive individual starts nagging in response to passiveness in another individual

What people appreciate in me	**What I expect/ demand from others**	**What am I willing to forgive others**	**What I expect/ demand from others**

What I play down in myself	**CORE QUALITY** Determination Deciveness → *Too much of a good thing* → **PITFALL** Pushiness Forcing		**CORE QUALITY** Determination Deciveness
	Positive oposite	*Positive oposite*	
What I would hate in myself	**ALLERGY** Passivity Indecivsieness ← *Too much of a good thing* ← **CHALLENGE** Patience Receptivity		**What I miss in myself**

What others tell me to relative	**What I despise in others**	**What I admire in others**	**What others miss in me**

Now, fill it in for yourself: see next page.

N.B. Examples

Modest	Invisible
Arrogant	Present oneself

Dedication	Egoism
Sacrifice	Helpfulness

Flexibility	Changeability
Rigidity	Consistency

What others tell me to relative

What I would hate in myself

What I play down in myself

What people appreciate in me

What I despise in others

What I expect/demand from others

ALLERGY:

Positive oposite

CORE QUALITY:

Too much of a good thing

Too much of a good thing

CHALLENGE:

Positive oposite

PITFALL:

What am I willing to forgive others

What I admire in others

What I miss in myself

CORE QUALITY
Determination
Deciveness

What I expect/demand from others

What others miss in me

M2.3 Commercial: promote yourself! (personal pitch)

Goal	• discover more personal qualities
	• acknowledge your own qualities by talking about them out loud
	• present yourself and your qualities to others
	• steppingstone to your presentation on the last day
Time	60-100 minutes

In a commercial (radio, television, congress), something is promoted. In this exercise, you are asked to promote yourself! It is very powerful to be able to lose your shyness and tell the group about (some of your) your qualities in a promotion or to ´sell´ your qualities/competencies in a job interview.

During the first part of the training, you have written down a number of qualities. And you have discussed them in pairs. Maybe you've already discovered a tendency in those qualities.... and you might even have some proof for it. Anyway, now it is time to present yourself in a way that others can learn your most powerful, unique, special, most useful or remarkable quality (or qualities). And you have also already prepared your major selling points for a personal pitch.

If you find it difficult to think of your qualities this way, you could use as a guideline:
- a metaphor which describes you and your qualities
- a symbol which describes you and your qualities
- a hero who represents (most of) the qualities you possess
- or any other guideline

The commercial should last 2-5 minutes, so be short and to-the-point!

Individual part of this exercise
Take 20 minutes (maximum) to prepare your commercial.
You can use whatever form you want for this commercial (sing, talk, write, draw, act, slogans, poems et cetera).
If you have any questions or need help, just ask other trainees or the trainers.

In two smaller groups:
Do your commercial (2-5 minutes).
The others listen. Afterwards, they ask questions and give feedback.
Note: do not forget the feedback rules!

If you want, you can write down the feedback here:
…
…

Also, write down your personal qualities in your portfolio after discussing.

M2.4 Personal and social values

Goal	• Becoming aware of values that are most important for you
	• Gaining insight into the correlation of these values
Time	30-50 minutes

In this exercise you will use the '*List of personal values*' to become aware of your life values.

You work in pairs, with the list of values.

1. The first player starts. Select 10 values that are important in your life. Write them down on cards in front of you. Rank the values in order of importance, starting with the most essential one. Make a note of the result in the scheme below.
2. You will now make a personal values profile by exploring the relationship between the various values. The other player helps you by asking questions or giving feedback. The following questions may assist:
* Do any of the values relate to each other? If so, which ones? Place these together.
* Do any of the values clash? If so, which one(s)? State an example of a situation where values clashed.
* Are any of the values difficult for you to adhere to? If so, which ones and why?
3. Record the result of this 3rd step in the following way:
   * Copy the values in exactly the same way as the cards are placed.
   * Join clashing values by an arrow.
   * Encircle values you have a hard time adhering to.
4. Switch roles and repeat step 1-4.
5. Exchange your views on using this method and state what was most striking about each other's values profile.

If you have the time, you can use the following deepening questions:
* Are there any values in your profile that can be traced back to your roots (family values)? If so, which are they? Mark these with an x.
* Are there any values other than family values that became important to you because of certain experiences or development? If so, which are they and mark them with a circle? To which experiences or developments do they relate?
* Are there important family values that do not (or no longer) make up part of your profile? If so, which are they? If necessary, use the cards in tracing these values. Which developments or occurrences caused these values to become less important for you?

List of personal values

Acceptance	Courage	Genius	Optimism	Smart
Accomplishment	Courtesy	Giving	Order	Solitude
Accountability	Creation	Goodness	Organization	Spirit
Accuracy	Creativity	Grace	Originality	Spirituality
Achievement	Credibility	Gratitude	Passion	Spontaneous
Adaptability	Curiosity	Greatness	Patience	Stability
Alertness	Decisive	Growth	Peace	Status
Altruism	Decisiveness	Happiness	Performance	Stewardship
Ambition	Dedication	Hard work	Persistence	Strength
Amusement	Dependability	Harmony	Playfulness	Structure
Assertiveness	Determination	Health	Poise	Success
Attentive	Development	Honesty	Potential	Support
Awareness	Devotion	Honor	Power	Surprise
Balance	Dignity	Hope	Present	Sustainability
Beauty	Discipline	Humility	Productivity	Talent
Boldness	Discovery	Imagination	Professionalism	Teamwork
Bravery	Drive	Improvement	Prosperity	Temperance
Brilliance	Effectiveness	Independence	Purpose	Thankful
Calm	Efficiency	Individuality	Quality	Thorough
Candor	Empathy	Innovation	Realistic	Thoughtful
Capable	Empower	Inquisitive	Reason	Timeliness
Careful	Endurance	Insightful	Recognition	Tolerance
Certainty	Energy	Inspiring	Recreation	Toughness
Challenge	Enjoyment	Integrity	Reflective	Traditional
Charity	Enthusiasm	Intelligence	Respect	Tranquility
Cleanliness	Equality	Intensity	Responsibility	Transparency
Clear	Ethical	Intuitive	Restraint	Trust
Clever	Excellence	Irreverent	Results-oriented	Trustworthy
Comfort	Experience	Joy	Reverence	Truth
Commitment	Exploration	Justice	Rigor	Understanding
Common sense	Expressive	Kindness	Risk	Uniqueness
Communication	Fairness	Knowledge	Satisfaction	Unity
Community	Family	Lawful	Security	Valor
Compassion	Famous	Leadership	Self-reliance	Victory
Competence	Fearless	Learning	Selfless	Vigor
Concentration	Feelings	Liberty	Sensitivity	Vision
Confidence	Ferocious	Logic	Serenity	Vitality
Connection	Fidelity	Love	Service	Wealth
Consciousness	Focus	Loyalty	Sharing	Welcoming
Consistency	Foresight	Mastery	Significance	Winning
Contentment	Fortitude	Maturity	Silence	Wisdom
Contribution	Freedom	Meaning	Simplicity	Wonder
Control	Friendship	Moderation	Sincerity	
Conviction	Fun	Motivation	Skill	
Cooperation	Generosity	Openness	Skillfulness	

Source: https://i.pinimg.com/originals/84/79/2d/84792d1adefdcf1068264aa0fe1322e7.png

Results

You now have a list with values which are important for you. Write down the values which are the most important for you. Start with the most important until you have an order of 10 values.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Result step 4: Record your personal values profile

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What have you learnt?) (5 minutes – individual)

Insights, feelings, other things I want to remember with regards to this exercise

Goal	Reflecting on career values that are most important for you
Time	45-70 minutes

Suppose someone asks you what your ideal job looks like. Could you enumerate what you would like to see back in it? What would at least be necessary before you would say 'yes' to another job?

That what you regard as very important in your work, are career values. The values tell something about your motives and how you experience life.
When you are working on your own career actively, it is important to know which career values are important for you. Clarifying them is not only important for seeking another job. It is useful anyway to reflect from time to time on your position in your career and life.

Below you see a list of career values. Mark the values that are important for you in your career. You can mark as many values you like. Keep in mind that it's not about your actual job or abilities but about an ideal situation in which you are able to potentially fulfill all values.

1.	INDEPENDENCE	Be able to determine nature of work without significant direction from others; not have to follow instructions or conform to regulations.
2.	EXERCISE COMPETENCE	Demonstrate a high degree of proficiency in job skills and knowledge; show above-average effectiveness.
3.	CREATIVE EXPRESSION	Be able to express in writing and in person my ideas concerning job and how I might improve it; have opportunities for experimentation and innovation.
4.	CHALLENGING PROBLEMS	Engage continually with complex questions and demanding tasks, trouble-shooting and problem-solving as core part of job.
5.	JOB TRANQUILITY	Avoid pressures and "the rat race" in job role and work setting.
6.	WORK UNDER PRESSURE	Work in time-pressured circumstances, where there is little or no margin of error, or with demanding personal relationships.
7.	PHYSICAL CHALLENGE	Have a job that requires bodily strength, speed, or dexterity, or agility.
8.	STATUS	Impress or gain the respect of friends, family and community by the nature and/or level of responsibility of my work.
9.	SECURITY	Be assured of keeping my job and a reasonable financial reward.
10.	PRECISION WORK	Deal with tasks that have exact specification, that require careful, accurate attention to detail.
11.	INTELLECTUAL STATUS	Be regarded as very well-informed and a strong theorist, as one acknowledged "expert" in a given field.
12.	CHANGE AND VARIETY	Have work responsibilities frequently changed in content and setting.
13.	KNOWLEDGE	Engage myself in pursuit of knowledge, truth and understanding.
14.	FAST PACE	Work in circumstances where there is high pace activity and work done rapidly
15.	ADVANCEMENT	Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well-done.
16.	AESTHETICS	Be involved in studying or appreciating the beauty of things, ideas, etc.
17.	EXCITEMENT	Experience a high degree of stimulation or frequent novelty and drama on the job.

18.	WORK ON FRONTIERS OF KNOWLEDGE	Work in research and development, generating information and new ideas in the academic, scientific, or business communities.
19.	WORK ALONE	Do projects by myself, without any amount of contact with others.
20.	FRIENDSHIPS	Develop close personal relationships with people as a result of work activity.
21.	PUBLIC CONTACT	Have a lot of day-to-day contact with people.
22.	INFLUENCE PEOPLE	Be in a position to change attitudes or opinions of other people.
23.	MAKE DECISIONS	Have the power to decide courses of action, policies, etc. -- a judgment job.
24.	AFFILIATION	Be recognised as a member of a particular organization.
25.	HELP OTHERS	Be involved in helping people directly, either individually or in small groups.
26.	POWER AND AUTHORITY	Control the work activities or (partially) destinies of others.
27.	COMPETITION	Engage in activities which pit my abilities against others.
28.	STABILITY	Have a work routine and job duties that are largely predictable and not likely to change over long period of time
29.	HELP SOCIETY	Do something to contribute to the betterment of the world.
30.	CREATIVITY (GENERAL)	Create new ideas, programs, organised structures or anything else not following format developed by others.
31.	COMMUNITY	Live in a town or city where I can meet my neighbours and become active in local politics or service projects.
32.	LOCATION	Find a place to live (town, geographic area) conducive to my lifestyle, a desirable home base for my leisure, learning, and work life.
33.	PROFIT, GAIN	Have strong likelihood of accumulating large amounts of money or other material gain through ownership, profit-sharing, commissions, merit pay increases and the like.
34.	TIME FREEDOM	Have responsibilities I can work at according to my time schedule; no specific working hours required.
35.	ARTISTIC CREATIVITY	Engage in creative work in any of several art forms.
36.	SUPERVISION	Have a job in which I am directly responsible for work done by others.
37.	RECOGNITION	Get positive feedback and public credit for work well done.
38.	WORK WITH OTHERS	Have close working relations with group; work as a team to common goals.
39.	ADVENTURE	Have work duties which involve frequent risk-taking.
40.	MORAL FULFILLMENT	Feel that my work is contributing to ideals I feel are very important.
41.	HIGH EARNINGS ANTICIPATED	Be able to purchase essentials and the luxuries of life I wish.
42.		
43.		
44.		
45.		

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Now you have a list with values which are important for you. Choose seven values which are the most important for you. Write them down below in order of importance.

1.
2.
3.
4.
5.
6.
7.

Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What have you learnt?) (5 minutes – individual)

Insights, feelings, other things I want to remember with regards to this exercise

M2.6   Job Description and Career values

Goal	Evaluate your career values to how they fit with your life values and with your current job from your job description
Necessary time	45-70 minutes

What is the job description of your current job? As preparation we have asked you to take – or make – a description.

In this exercise we will examine how well this job description (your job) fits with your Career Values. In addition, you can reflect on the perspective of your life values and how thy match with your career values. The aim is that you briefly reflect on the relation between your life values, career values and the values that are demanded in your current job. How well do they fit. Where are the discrepancies?

Compare your career values with your job description

In this exercise you will match your personal (career) values with the values that hold in your current job. You can use your job description to extract the most important career values of your current job. Weigh these values against each of your prioritised values in exercise 'career values' and note whether your values support, negate, apply equally, or appear irrelevant to your own values.

Life Values	Values from job description	Career values from exercise
1.		
2.		
3.		
4.		
5.		
6.		
7.		
Etc.		

Conflicts with Career Decision

Look over your list of prioritised values and determine the areas that conflict with your career or values. If there are any conflicts, determine ways to resolve your values conflicts.

…

…

You can also reflect on how the competences and qualities you discovered match with those required in your current job:

…

…

As result of my learning on this exercise, I plan to …

…

…

8.   Training Module 3: assessing competences

The purpose of this module

The goal of this module is to learn to assess, guide and advise learners or candidates in a portfolio-training for PRM. The trainer needs to master the various functions of assessing competences (summative, formative and reflective) and to shift the mind-set for assessing with a 'red' pencil to assessing with a 'green' pencil. If a trainer also masters this module, she/he can also work as assessor and guider.

Learning objectives

1.   Participants get to know different competency-based assessment methods, and they understand the concept of assessment in procedures for Validation of Prior Learning Outcomes.
2.   Participants can apply the following competency-based assessment methods:
3.   Participants have knowledge of the competence-profile and responsibilities of the guider and the assessor.
4.   Participants have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment).
5.   Participants know the different phases in the assessment process; they worked with the in their country prevailing assessment model(s), and they know the characteristics of this model and they can review the application within three competency-based assessment methods.
6.   The participants are themselves aware of their own assessment style and pitfalls.
7.   Participants know what the criteria are for writing a competency-based assessment report writing according to the nationally applied format.
8.   Participants are able to discuss an assessment report with a candidate.
9.   Assessors are also *guiders.* With this module they also learn how they can support a candidate, including assessing a quick scan and helping to build up a good portfolio (optional).

Learning outcomes

1.   Being able to assess portfolios of candidates.
2.   Being able to critically interview candidates.
3.   Being able to write reports with summative outcomes and formative advice.
4.   Being able to guide the portfolio build-up of candidates.
5.   Understanding the concept of 'dialogical validation'.

Timetable

Following this module will take 4-5 hours of group work and 2-3 hours of homework.

Module 3: assessing competences
Preparation Module 3:
-    *Preparing a section of the personal portfolio*
-    *Read Source 4 – Assessment methods*
-    *Utilise Source 5 – Introducing Module 3 on assessment (ppt)*
-    *Look at Source 6 -STARRTT*
-    *Read Source 7 – A manifesto (parts)*
M3.1   Introduction on assessment and its many perspectives M3.2   Working with STARRTT forms M3.3   Portfolio-assessment M3.4   Criterion-based interview, performance assessment M3.5   Performance assessment M3.6   Feedup - feedback – feedforward

M3.1 Introduction on assessing competences

Goal	The purpose of this introduction is to have the trainees get acquainted with assessment in its various ways to help people reflect on and value their learning experiences and build further on these experiences. Assessment is the linking pin so to say between one's self-reflected and -valued experiences and the qualification or occupational standards to which the candidate wants to get access to for validation, further learning and/or career-steps.
Time	30-45 minutes

Use the *source – Introduction on Module 3 Assessment*. This PowerPoint has an in introduction for this module and then proceeds in supporting the subsequent exercises of M3.2, M3.3 and M3.4.

The *source – assessment methods* is a text explaining the bigger eye on the phenomenon of assessment. It explains the process-driven character of competency-based assessments, which are at the heart of the kind of assessments that the target group for PRM is preparing for to gain (new, other) perspectives in society.

The source – A Manifesto (parts) explains the integration of assessment and validation in learning, and the differences between analytic and holistic assessment and learning.

The trainer is free to use these sources as she/he can use them to clarify the concept of assessment in a PRM-setting.

After the introductory part of the PowerPoint, the 1st exercise is about the STARRTT-form (M3.1), which provides relevant building blocks for building up a personal portfolio and have it assessed.

M3.2   Working with STARRTT forms

Goal	Introducing the STARRTT-form as a basis for portfolio build-up and preparing for an assessment.
Time	30 minutes

The STARRTT form can be downloaded at:

https://ec-vpl.nl/view/downloads/
If the link doesn't work correctly, you can provide the STARRTT form (word-document) in the group session.

Explanation: the STARRTT method is a method often used in conversations for application or selecting a candidate for a specific job. It is also used in assessing people for access to a qualification-programme.

The trainee can practice working with the STARRTT-form in advance and using it for proving competence in different situations which can proof/support specific competences he/she possess. If she/he is able to work on this in advance, she/he is able to be more self-confident and this can help to convince other people that you are suitable for the job. Furthermore, filled-in STARRTT-forms provide the reflection on personal learning experiences and can be entered as well in the personal portfolio.

STARRTT = Situation, Tasks, Action, Result, Reflection, Transfer, Theory
Filling in a STARRTT-form (just in key-terms):

S   = In what situation was the experience? Under which circumstances?
T   = Exactly what in this situation was your task (task), task or role?
A   = What action did you undertake, what did you do or what did you not do?
R   = What was the result (outcome) or effect?
R   = Reflection on the impact of the result by the different participants (clients, employers, colleagues, etc.). What happens to the result?
T   = In what way did this experience transfer as you use it in practice?
T   = [if possible or relevant] What was the theory and/or methodology underpinning your actions in the situation? Which books did you read on the topic? What sources?

The STARRTT method is a tool for reflection. Reflecting is looking back at your experiences and behaviour. Reflecting is a way of learning. You examine the way you act and its meaning for your learning process. By reflecting, you discover who you are, what motivates you, what goes well and what doesn't, and where the challenges are for you. By reflecting you learn to act consciously and competently.

EXERCISE
Hand out the printed source – STARRTT.
During this exercise you learn to reflect on your own actions in a specific situation according to the STARRTT method. You will use the results of the exercise Proud of ... (M1.3). You fill in this result in the STARRTT form. If you cannot do this, you may use a more appropriate experience of yourself to complete the form.

The trainee can include the result of this exercise in the personal portfolio if necessary.
In fact, you can use this form to describe any situation in your learning process, work or private life, and recognise yourself.
Tip: add a piece of evidence to the STARRTT form (or a thorough description of the evidence)

Guiding questions for the STARRTT-form

Situation:
- Describe a specific situation in which you showed some specific behaviour or a specific result.
- What happened?
- Who were there?
- About which competences was this about?

Task:
- What were you doing?
- What was your role?
- Was that also your task?
- What did you want to achieve?
- Did that happen?

Action:
- Ask yourself about your tangible behaviour: what did you do what did you say. To whom?
- How was your approach?
- What helped you and what worked against you?

Result:
- Did you achieve your goal(s)?
- What was the effect to others involved?
- How was that possible?

Reflection:
- What went well?
- What is implemented structurally?
- Relevant feedback received?
- Who did what as expected and who didn't?

Transfer:
- What was the learning outcome for yourself?
- What would you do next time better?
- Where else could you apply your acquired competences?

Theory:
- What theory underpins your action(s)?
- Which methodology did you use consciously?
- Any relevant literature and/or websites you consulted?

Result

The filled-in STARRTT-form with the evidence description attached to it, will serve as assessment-material for the other exercises in this module.

M3.3 Portfolio-assessment

Goal	• Participants gain skills in applying the criteria to a portfolio.
	• Participants gain skills in analysing a portfolio based on acquired knowledge and experience.
Time	30-40 minutes

Introduction

Re-start the introductory powerpoint and move on to the slide that starts M3.2. Portfolio-assessment.

Explain the Criteria for evidence thoroughly.

Explanation and procedure

In groups of two or three, the trainees assess one detailed set of criteria for evidence to find out which competencies can be found in a STARRT-form of another trainee.

The steps in the exercise in groups of two or three people:
1. Examine the portfolio of another trainee.
2. Use the criteria for evidence.
3. Make an evidence matrix (see the powerpoint) and fill it in.
4. What is missing, what information is missing, what raises questions?

Next the trainer discusses the outcomes with the whole group, continually relating the findings back to the evidence matrix.

M3.4   Criterion-based interview (CBI)

Goal	This exercise tunes in to the following competencies from the competency profile:
	• Interviewing
	• Assessment
Time	45-60 minutes

The trainer starts by making manifest the tension between observing as opposed to interviewing, how does it work in practice?

The trainer makes an inventory of the trainee's experiences so far with the two preceding exercises.

Thereafter, together with the trainees, the trainer determines what works effectively and what does not.

Following on from that, using the sheet, the trainer discusses what the differences are between having a conversation and conducting an interview. As regards the interviewing aspects, the trainer gives practical examples of conducting CBIs.

The trainer re-starts the PowerPoint at the slide that starts with M3.3.

The explanation of CBI and the exercise are presented in these slides.

The exercise is finalised by having the trainees formulate together 10 suggestions for the interviewer on how to be an assessor with a 'green' pencil.

M3.5 Performance assessment

Goal	This exercise links to the following competencies from the competency profile:
	- giving feedback
	- making judgements on technical competency wants to get access to for validation, further learning and/or career-steps.
Time	30-60 minutes

The trainer states the definition and principles of the Performance Assessment using the sheets. Next, she/he describes the disadvantages of a Performance Assessment. Then the trainer shows what forms and registration forms there are. The trainer asks the group about their experiences and views of the Performance Assessment.

Important is to explain the method of **OMCQER**. This stands for:

Observe
Observe the concrete, actual behaviour of the pupil with the assessment criteria (behavioural indicators) as a starting point. Do not (yet) interpret!

Make notes
Make as many notes as possible. By making notes, you can refer to them at any time.

Classify
Then link the behaviours to the characteristics of the assessment criteria. Which behaviours say something about which criteria?

Qualify
Compare the collected, classified observations with the standard (for example described in rubrics). Draw conclusions about the extent to which a competency of the person in the assessment situation relates to the standard.

Evaluate
If possible, combine qualifications of different observers (or different moments of observation) and come to a final judgement. In case of doubt, the notes of the observations can still be consulted.

Report
Make a report and discuss it with the pupil. Let this discussion result in advice for the pupil and possibly the teacher for the continuation of the learning process.

Exercise with OMCQER
The final slide in the powerpoint has the final exercise for this module

M3.6 Feed-up - feedback – feed-forward

Goal	This part of the training deepens one's insight in how reflecting on one's own behaviour can be strengthened by other's reflection as well.
Time	20-30 minutes

When working from learning objectives in which employees have a great deal of autonomy, feed-up, feedback and feed-forward are essential elements. Research has shown that these reflections on one's behaviour and actions are important predictors of people's performance (Hattie & Timperley, 2007)

The purpose of good feed-up/feedback/feed-forward is that someone becomes aware of his or her development and progress towards a set goal or just for maintaining one's acting on a specific level in a given situation. This can be stimulated by asking questions in a PRM conversation aimed at:

- *Feedup* covers the whole process that is going to be set in motion: where are you going, what is your goal and expected result?
- *Feedback* is about reflecting on what's already been done in this process: what have you done, how have you approached the goal so far?
- *Feedforward* is about reflecting on the upcoming step in one's process: what is the next step, what are you going to do to reach the set goal?

FEED-UP (BEFORE)	FEEDBACK (DURING)	FEED-FORWARD (AFTER)
What is someone's goal prior to the intended action?	Where is someone now, on their way to the goal?	What does someone still need in order to achieve the goal?
Here you discuss in advance what people are going to work towards. Feed-up is often given at task level, but you can also discuss what skills someone is going to learn and how she is going to do it. In this way, people know what is expected of them and the feed-up In this way, the feed-up gives direction to what can be worked towards.	Here you discuss how people got to where they are now. You look back at how the process went so far, such as the approach to the task and the commitment of the person involved. You can discuss what worked or didn't work and what can be taken to the next step or phase.	Here, someone is probably at the same point as at the feedback moment, but you are not looking at the moment itself or at the past, but at the future.

The feed-forward method in particular is aimed at sharing requested advice or tips with each other in order to improve together.

Feedback & feed-forward

The article 'Thunder with your feedback' (https://www.talentontwikkeling.com/blog/ feedforward-methode-feedback/) explains why feedback differs from feedforward.

Feedback	Feed-forward
For the giver: engaging in such a conversation with the other causes tension that we would rather avoid.	For the giver: entering into a feed-forward conversation with the other gives a feeling of pleasure which stimulates to do this more often.
Feedback is always about the past and doesn't achieve much because we have no influence on the past.	Feedforward is focused on the future where we have maximum influence.
For the receiver: feedback about the past, causes at the most a feeling of rot or guilt.	For the receiver: feedforward increases the possible options that you can use to be more successful in the future.
Feedback is often unsolicited, so we are not very open to it.	Feedforward is focused on what we ourselves would like to become better at, so we are very open to it.

How to provide feed-up, feedback, feed-forward?

It means reporting in the form of constructive comments. It means that you tell someone how you see their conduct or planned action and how it comes over to you.

The purpose is to find out if the impression that one has of oneself is the same as the impression that others have of you. This concerns one's behaviour as much as one's planned/taken/finalised activities.

It provides someone with information about how one's conduct and activities come over to another person.

It is thus a way of increasing one's insight in the approach, progress and results of an action.

Let's focus on feedback

Providing feedback in 3 steps:
- You describe how you see or understand someone's conduct. (I see, read, ……..)
- You say how this conduct comes over to you (that comes over to me as……, that gives me the impression that…….)
- Check whether the other person understands you: Do you get what I mean?

When providing feedback, pay attention to the following points:
- Say what you see: give an example of what you have just seen.
  Do not mention here anything that you cannot have seen or heard.
  SO NOT: 'You always do that' or 'I've seen you do that before.'
- Make comments about the **conduct**: how someone says something, what their body language is like, how they look at people when talking to them.
- or about **what they say**: do they use clear, understandable language, etc.?

Do *not* make comments about someone's appearance, as this is irrelevant.

Start the exercise

We work in groups of three. The roles are divided into:
- *Interviewer*
- *Interviewed*
- *Observer*

1. The starting point is the commercial that the trainees have written in exercise M2.3.
2. The interviewer carries out an interview (max. 10 minutes) based on this commercial. In this interview, the interviewer asks, for example, about a competency that the interviewee is good at. The observer observes and takes notes. Here, too, the observer keeps an eye on the time!
3. After the interview, the observer gives feedback to the interviewer (maximum 5 minutes).
   Use the feedback form carefully and apply the feedback rules.
4. After the interview and feedback, the roles are switched. Each member of the groups of three will therefore perform each of the three roles once.
5. We also briefly review this assignment in the plenum. considering the following questions:
6. What is the criterion-based interview produce?
7. How do you have the skills? Based on what criteria?
8. What was the assessment?

Feedback-form for the commercial

Feedback recipient: ……………………………………..

Feedback provider: ……………………………………..

What can you see and what impression does it give you?

How does someone talk? Clearly, indistinctly, loudly, softly, mumbling, quickly, slowly, etc.

How does this look to you?

How does someone look at people when talking to them? (Looks at the other person, looks down or outside, no facial expression, non-verbal communication, etc.)

How does look to you?

How does someone sit? Leaning forward, sprawled, upright, crooked, still, restless, etc.

How does this look to you?

What is the content like, is the message clear?

How is this achieved? (choice of words, etc.)

Other things that have struck you:

9.   Training Module 4: embracing competences

The purpose of this module

The aim of this module is to embrace the power of one's learning history for the sake of reaching out to further learning and/or career perspectives. Knowing who you are, what your potential is and how to active yourself is at the heart of the exercises in this module.

Learning objectives

- Creating a basis for personal development and career management.
- Composing a portfolio and a personal action plan.
- Being able to 'raise one's voice' and make it heard.
- Understanding the paradox of valuing informal and (non-)formal learning experiences.

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Learning outcomes

1. Mastering the ownership of one's learning history: portfolio build-up.
2. Being able design a personal action plan.
3. Demonstrating proof of equal value in (non-)formal and informal learning outcomes.
4. Being able to link a personal portfolio to creating learning and working opportunities through dialogues.

Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 4: embracing competences
Preparation Module 4: - *Filling in the personal portfolio format (in key-terms).* - *Formulate a personal learning objective on the basis of self-analysis of your portfolio: what's the logical, next step for me to reach-out to a personal wish in/for my career?*
M4.1   Superhero M4.2   Setting goals M4.3   Personal action plan (PAP) M4.4   Certification level 1 and preparation for the next phase: becoming an autonomous trainer

M4.1 Superhero

Goal	• Creative exercise to widen your thinking process
	• Establish new ways to realise a view on your future
Time	30-50 minutes

1. Think about a career related target or wish you have. Focus for a moment on this. What is it related to? What do you feel thinking of it?

2. Think of a hero whom you respect or awe in good or bad sense. This hero can be derived from a fairy tale, comic, movie, book or an existing person in policy, music, your family, a historical person… In any case, choose a hero you have sufficient knowledge of. Make this hero alive in your thoughts. How does this person move, how does he or she feel him or herself? What is he or she able to? Which properties does your hero possess?

3. The group is split into two. Every group takes one flip-over sheet. Sit around the sheet. Everyone writes down at the same time his or her target/wish. The phrase should begin with HOW….. Write below this the name of your hero and the main characteristics of your hero.

4. You 'become' your hero during this exercise.
   The first trainee reads out his or her question. The others listen in their hero role and advice the participant from that perspective. How would your hero deal with this? Which words/qualities/wisdom would your hero use? Then the next participant reads and is advised etc.

5. In conclusion, translate the advice of the other heroes on your target/wish with each other to steps or ways you can use to achieve your goal. You can write down your insight as seen through the eyes of the other heroes, but also from looking at yourself through the eyes of your own hero.

Insights/qualities/ideas/questions I want to keep from this exercise

…
…
…
…

M4.2   Setting goals

Goal	To formulate concrete steps how to achieve a personal objective.
Time	60-90 minutes

1. Work in pairs. One trainee is A: contributor, the other trainee is B: counsellor.
    A: write your objective down on a (flip-over) sheet of paper. For example: 'Finding the balance between work and spare time' or 'co-operating with colleagues'.
2. A: Write on another sheet 'Here and Now'.
3. Lay both papers on the ground, with approximately 1,5 metres between them.
4. B: Guide A by asking him/her questions. A: Write the answers down on the empty sheets.

    A: steps on the sheet 'Here and Now'.

    B: asks: which step do you have to take first to achieve your objective?

    A: writes his/her answer down on a new sheet, lays it on the ground and steps on it.

    B: asks: what else do you have to do in order to achieve your objective?

    Repeat the steps until you have reached your objective that:
    - Every sheet contains only one step or objective
    - *A* writes himself/herself
    - Only *A* stands on the sheets.

    Guiding questions for the Counsellor (B):
    - Which step are you going to take?
    - What are you going to do?
    - How are you going to do that?
    - Look at your path from a distance
    - Are the steps taken in the right order?
    - Does the objective correspond with what you actually want to achieve?
    -
5. *B* and *A* stand on a neutral place outside the path and watch the steps from a distance. *B* asks whether the steps are correct.
6. If the steps are correct, *B* asks *A* to step on the sheet 'Here and Now' again and to walk the path in silence, step by step. If *B* notices that *A* hesitates to step on one of the sheets, he/she asks *A* to leave the path, stand on a neutral place and explain what should be different.
7. *B* asks *A*: how does it feel to have reached your objective?
8. Reverse the roles of *A* and *B* and repeat the exercise.

> *From this exercise I would like to remember the following points:*
>
> …

M4.3 Personal Action Plan (PAP)

Goal	To present your PAP and receive feedback and feedforward
Time	120 minutes

The last part of this module consists of a personal action plan and the presentation of this action plan. In this presentation you have to show that:

1. You are aware of your own qualities and possibilities.
2. You have analysed your 'transfers' in your life so far.
3. You are able to use your qualities and insights to manage your 'life career'.
4. You can articulate your next personal action within the framework of a PAP.

You may use every result of exercises or what you learned during the training of before, in your presentation. You can use the table below to focus on the steps to take for reaching out to the objective in your PAP.

What is my objective?	Who do I need for reaching out to that objective?	When do I want my objective to be achieved?	What do I need for reaching out to that objective?	Which qualities/ competences do I need to reach out to my objective?
First Then Subsequently Finally				

First you decide what your goal is. This goal can be small or big but try to focus on your (potential for a) professional life. The next step is to decide how you are going to reach your goal. Of this you make an action plan. Presenting your actions 'SMART' will be an advantage, both for you and for assessing if your plans are concrete enough and can be executed.

S – Specific
M – Measurable
A – Attainable
R – Realistic
T – Timely

You present your action plan to a smaller group of participants. In your presentation you tell or show the others what your plan is and how you are going to achieve it. You can also discuss in what way your goal or approach derives from this CH-Q training. Use any kind of presentation form or accessories you like.
The presentation should last about ten minutes. After the presentation there is the opportunity for the other trainees and the trainer to react, give suggestions or ask questions. So, everybody in the group will reflect on your presentation and give you feedback or ask you questions for feedforward.
This in an excellent opportunity to show your creative side as well! You can use any material that is present in the training location. **Please note that there are no 'bad' or 'wrong' action plans**.

Write down all feedback, feedforward and especially the feedup. Consider this to be the assessment as well as the guidance of your PAP. Next mission: linking your portfolio and the assessment of your PAP to your objective of becoming a trainer of the of the PEPPY-method in your own context and with your own designated target group(s).

M4.4   Round-up and preparation for the next phase: becoming an autonomous trainer

Goal	1. Rounding up the group-based modules of the PRM-training.
	2. Providing an overview of the next two (2) modules which are going to be more [personalised for the sake of becoming an autonomous trainer of the PEPPY-method in your own context and with your own designated target group(s).
	3. Certification Level 1 of the PEPPY-model.
Time	20-50 minutes

The trainer rounds up the first four (4) modules

1. The training as a group-steered process is evaluated and commented:

⇒ Steps of the process within the Personal Resources Management of the trainee's competences:
-   Engaging in career steps (course of life/development of values), how to handle changes in your life, strength / weakness analyses.
-   Analysing one's activities in learning, work (incl. volunteering) and life (hobbies, ambitions, citizenship, beliefs, private life actions).
-   Articulating one's personal profile, related to external profiles of competences and –demands.
-   Reflecting on the variety of processes of learning, recommendations for professional development.

⇒ Transfer of the PRM-method to be activated into one's practice:
-   As a basis for career management, recognition of acquired competences, documentation of (learning) proofs,
-   As a career perspective aiming at and drawing up a personal action plan for the next level in).

2. The next two modules are explained in their focus on the next level in the PEPPY-model. The modules 5 and 6 assist and guide the trainees to setting up their own career as a trainer for the PEPPY-model in working with young people and engaging them in their own PRM.

Level 2 is about becoming a trainer of the PEPPY-model in a guided setting. This level is focused on setting up one's own training model in the own context. At this level, the Level 2 trainer operates under supervision for their own target group and in their own context. At this level, the level 2 trainer has the status of a semi-autonomous trainer. She/he designs her/his own training approach and tests this design in practice with at least two training groups. Both trainings are evaluated and analysed by the level 2 trainer and the PEPPY supervisor. If the training courses have generated the desired impact for both training groups, certification at level 3 follows.

Level 3 means that the trainer is able to design, carry out and evaluate PRM training within the PEPPY model completely independently and autonomously. The level 3 trainer is registered in the PEPPY register of fully certified trainers. She/he will have access to the knowledge network that supports the work of all trainers who use the PEPPY method for the target group of young people. The network also provides for the exchange of experiences and methods between trainers, ensures that the trainers remain up-to-date and continue to develop.

3. The trainer awards the certificates for Level 1 of the PEPPY-model.

Studyload. The training gave insight and provided the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training. The time of the training was around 65 hours, consisting of 20-25 contact hours (guidance, lessons; theoretical-methodical instruction and practical assignments

which were commented and discussed) and 30-40 hours other hours (preparation, self-study, extra groupwork).

Competences. The trainee demonstrated the capacity to:
- handling their learning experiences, competences and qualifications consciously, responsible and durable.
- Taking career steps (planning) and accomplish career steps congruent with their true potential and set targets.

Learning outcomes level 1. The trainee proved to be able to:
- register, value, proof and document their competences and qualifications,
- estimate their achievements in all learning environments,
- formulate their personal strengths and (core) competences within a specific situation,
- draw conclusions about designing their career, based on learning experiences,
- recognise perspective of their career and formulate plans for further personal and professional development,
- to manage their competences durable by using portfolio-methods.

9. Training Module 5: careers and entrepreneurship

The purpose of this module

In this first module the transfer is prepared from the generic PEPPY-training - answering the questions who am I, what have I done so far in my life and what's my potential for further activities - to the focus on becoming a PEPPY-trainer for the designated target group of young people in your own context.

This first module (of the two modules) focuses on the personal profile of the trainer in his/her own context. The emphasis is on finding the right motivation to be a trainer, and also on understanding what type of trainer a person is, and what would be the best fit for the training profession for the target group in their own context.

Each exercise done in this module gives the trainee an immediate insight into the training material that she/he can use as a trainer in her/his own context to build and strengthen the PRM of their target group.

Learning objectives

- Getting to know what kind of entrepreneur one is.
- Focusing on the competence of entrepreneurship for the sake of guiding and advising the target group to their entrepreneurial perspective.
- Getting grip on your business plan for becoming a trainer by exploring the PDCA-cycle.
- Reflection on each other's context and how PRM fits in best.

Learning outcomes

1. Mastering the career anchors of Schein for exploring the trainees' career potential in general.
2. Mastering the diagnostic test for entrepreneurship for exploring the trainees' entrepreneurial potential.
3. Mastering the PDCA-cycle for filling in a personal Business Development Plan

Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 5: careers and entrepreneurship
Preparation Module 5: - *Read Source 8: The PDCA-cycle* - *Overlook Source 9: Labour market needs* - *See Source 10: Entrepreneurships*
M5.1   My mode of entrepreneurship M5.2   Self-testing my entrepreneurship M5.3   The PDCA-cycle M5.4   Entrepreneurship exercise

M5.1 My mode of entrepreneurship

Goal	The objective of this exercise is to learn to work with this method as a trainer of groups of young people! Learn to use it to advise and guide young people to their best entrepreneurial perspective in their promising further learning and working life in a new context.
Time	90-120 minutes

Personal development within the framework of a PEPPY-training generally focuses on the further development of personal competences, but often overlooks a person's deeper motivations and what really motivates them. Therefore, it can be important for a person's development not only to examine their potential in a general sense, but also where their passions lie. A study of so-called *career anchors* can be helpful in this respect and can give more meaning to a career plan. In addition, it can be used to find out whether someone is an entrepreneurial type or not.

Career anchors are designed to quickly identify personal motives, needs and career goals for a person's career or development. Career anchors are useful for mapping out someone's motives and personal values. These anchors indicate what is important in order to function well and to underpin certain career choices. The choice for entrepreneurship is one of the choices or career anchors that become visible through the Edgar Schein career orientation list. On the basis of a number of targeted questions and the individual score therein, it can become clear whether someone can follow the career anchor 'entrepreneurial creativity'. This choice is also central to picking up and filling in the entrepreneurship portfolio (Source: Schein, E.H. (2002) *Loopbaanankers*. Amsterdam: Uitgeverij Nieuwezijds).

Career anchors are a combination of motives, needs and values. Edgar H. Schein conducted research into career orientation as early as 1978 and reported extensively on it. In 1980, he laid the foundation for this instrument. Subsequently, he and a number of other researchers were able to relate these anchors to the various developmental phases of a career and type of organisation. The career anchor questionnaire is not used for selection purposes, but it is used for individual career plans, personal development plans and career workshops.

The eight career anchors *Schein* distinguishes are:
1. Technical/functional competence
2. General management competence
3. Autonomy/independence
4. Security/stability
5. Entrepreneurial creativity
6. Service/dedication to a cause
7. Pure challenge
8. Lifestyle

Individuals scoring high on anchor 5 find the idea of owning their own business very attractive, provided they do not already own a business. It may also be that someone who scores high on this anchor finds it important to offer his services independently. This could be in the form of a ZZP-er. It may also show that, as an employee, someone can and wants to develop his or her entrepreneurial creativity within the working environment.
According to Schein, everyone has only one anchor, which determines or can determine career development. It is therefore important, before plunging into the entrepreneurship portfolio, to first use this self-test to find out whether entrepreneurship - in whatever form - is your career anchor or at least a high-scoring side of your personality. The result of the self-test can then be included as evidence of your (potential) entrepreneurship in the entrepreneurship portfolio.

The self-test consists of 40 questions. In the end, a certain career anchor can be defined on the basis of the score.

The following scale should be used to indicate the extent to which a person scores on a question:

1	*never applies to me*
2	*sometimes applies to me*
3	*regularly applies to me*
4	*often applies to me*
5	*always applies to me*

No.	Question	Your score
1	I dream of being so good at what I do that my expert advice is constantly sought.	
2	I get the most satisfaction from my work when I have been able to unite and manage the efforts of others	
3	I dream of having a career in which I am free to perform a task in my own way and according to my schedule	
4	I find security and stability more important than freedom and autonomy	
5	I am always looking for ideas that would allow me to start my own business	
6	Only when I feel I have made a real contribution to social welfare do I feel successful in my career	
7	I dream of a career where I can solve problems or challenging situations	
8	I would rather leave my company than take on a job that makes it impossible for me to pursue personal and family matters	
9	I only feel successful in my career if I can develop my technical or functional skills to a high level of competence	
10	I dream of being at the head of an organisation and taking decisions that affect many people	
11	I get the most satisfaction from my work when I am completely free to determine my own tasks, schedules and procedures	
12	I would sooner leave the company where I work than accept a task that could jeopardise my security in the organisation	
13	I find building a business more important than attaining a management position	
14	I get the most satisfaction from my work when I have been able to use my talents in the service of others	
15	I feel successful in my career only when I face and can overcome very difficult challenges	
16	I dream of a career in which I can reconcile my personal, family and work needs	
17	I find it more attractive to become a senior functional manager in my area of competence than to be a general manager	
18	I only feel successful in my career if I become a general manager in an organisation	
19	I only feel successful in my career if I gain full autonomy and freedom	
20	I am looking for a job in an organisation that gives me a sense of security and stability	
21	I get the most satisfaction from my work when I have been able to build something that is entirely the result of my ideas and commitment	
22	I find it more important to use my skills to make the world a better place to live and work in than to achieve a high management position	
23	I get the most satisfaction from my work when I have solved or overcome seemingly	

24	I feel successful in my life only if I can balance my personal, family and career requirements	
25	I would rather leave the company I work for than accept a job rotation that would make me leave my area of competence	
26	I find it more attractive to become a general manager than to gain a higher position in my own field of competence	
27	Doing a task in my own way, free from rules and restrictions, is more important to me than security.	
28	I derive the greatest satisfaction from my work when I know that I have full financial security and am secure in my job	
29	I only feel successful in my career if I have succeeded in making or building something that is entirely my own product or idea	
30	I dream of a career that truly contributes to humanity and society	
31	I look for work opportunities that strongly challenge my problem-solving and/or performance skills	
32	I find it more important to balance the demands of my personal and professional life than to attain a high management position	
33	I get the most satisfaction from my work when I can use my special skills and talents	
34	I would sooner leave the company I work for than accept a job that would take me off the general management track	
35	I would rather leave the company I work for than accept a job that would reduce my freedom and autonomy	
36	I dream of a career in which I experience a sense of security and stability	
37	I dream of starting and building my own business	
38	I would rather leave the company I work for than accept a job that would make me less of a service to others	
39	I find it more important to work on virtually unsolvable problems than to achieve a high management position	
40	I always look for work that has as little impact as possible on my personal or family matters	

The score sheet

The scores are added to the score sheet. Before doing so, the three questions that scored highest are determined. These are the three questions that, according to one's feeling, really apply to the person in question. Those three questions get an extra point!

All the scores - including the three extra points - are written down on the score sheet for each question. The columns below are then added up and divided by five to get the average core for each of the eight career anchors. The resulting average per column is the personal average of how well the items in the scale apply to a person.

TF	ML	AI	S3	EC	SD	CI	LW
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total: ....

		....		....			
:5	:5	:5	:5	:5	:5	:5	:5
Average:	Average:	Average:	Average:	Average:	Average:	Average:	Average: .....

The scores are made on eight different career anchors:

TF = technically and functionally competent
People with technical functional competence have organised their careers around their area of competence and explicitly avoid situations that would take them away from it or bring them into general management. Growth is therefore sought in the area of competence rather than in hierarchical advancement. Success for these people is determined by feedback that they are experts in their field and by increasing challenge in their work rather than by promotion or financial rewards.

ML = General Management or Leadership Competence
People with this anchor see their competence in the combination of three general areas. The analytical competence involves the ability to identify, analyse and solve problems under conditions of incomplete information and uncertainty. The inter-personal competence involves the ability to influence, supervise, direct, manipulate and control people at all levels of the organisation for the effective fulfilment of the organisation's goals.

AI = autonomy and independence seeking individual
With this career anchor, people do not want to give up the possibility of defining their own work in their own way. They want to have a job that is flexible with regard to working hours and working methods. If they cannot tolerate the rules and restrictions in an organisation, this group chooses a profession in which the desired freedom does exist: teaching or consultancy. They choose promotion or advancement only if personal autonomy is guaranteed.

S3 = individual seeking security and stability
People with this career anchor like security within their organisation. They want certainty with regard to their contract and their pension scheme. People with this career anchor will not change jobs easily.

EC = entrepreneurial creativity
Individuals who score high on this career anchor find the idea of owning their own business very attractive. It could also be that someone who scores high on this anchor finds it important to offer his services himself stan dig. This could be in the form of a independent, solo-entrpreneurship. It may also show that someone as an employee can and wants to develop his or her entrepreneurial creativity within the working environment, in other words as an employee is more entrepreneurially minded and wants to be.

SD = service-oriented and dedicated attitude
People choose a particular profession because of fundamental values that they want to express in their work. They are more focused on these values than on the actual talents or areas of competence involved. Their career decisions are based on the desire to improve the world in some way.

CI= challenge seeking individual
In this career anchor, pure challenge is the norm. People do not want to give up the opportunity to work on solutions to seemingly unsolvable problems, to beat strong opponents or to overcome difficult obstacles. For these people, the fact that one can do the impossible is the only valid reason for pursuing a job or a career. Some people find such a pure challenge in intellectual work, others in complex, multifaceted situations; still others find it in interpersonal competition. New opportunities, variety and difficulty become goals in themselves, and if

something is easy it is considered boring.

LW = Lifestyle wide
With this career anchor, people want to balance and unite their personal needs, the needs of the family and the demands of the career. They want all the important parts of life to work together. They therefore need a career situation that is flexible enough to allow for such integration. Identity is linked to the organisation of lifestyles, where one settles, how one deals with the family situation, and how one develops oneself in a particular job or organisation.

Intervision: reflection and feedback

After everyone filled-in the test and the score list, you can start up an intervision session on what it al says and explains. On the basis of the score list, a targeted discussion can be held within the group about the extent to which the ambition to become an entrepreneur or a more entrepreneurial function within an organisation is opportune and opens up opportunities. The additional advantage of using this score list is that other types of jobs or career opportunities can also be indicated if other career anchors also score high. Also the relevance of specific learning targets can be addressed, like work-based learning options for acquiring relevant skills, searching for a mentor- or tutor-role in the network to strengthen skills and knowledge, etc.

Remember, the objective of this exercise is to learn to work with this method for you as a trainer of groups of young people! Learn to use it to advise and guide young people to their best entrepreneurial perspective in their promising further learning and working life in a new context.

M5.2   My Entrepreneurship, a self-test

Goal	Deepening your entrepreneurial profile. This is important for becoming an autonomous trainer of the PEPPY-model since this profession demands much entrepreneurship and self-management. In the own (regional, national) context in which the trainer operates.
Time	60-90 minutes

Everyone is more or less 'entrepreneurial'. This self-test is intended to give people insight into their own 'entrepreneurship'. Am I a completely independent and autonomous type of entrepreneur? Am I enterprising but do I prefer to do that under the guidance of a team leader or chef? Or is my entrepreneurship somewhere in between: independent and more or less supervised? In short, many forms of entrepreneurship are possible. The most important question is which type of entrepreneurship suits me best?

The competence 'entrepreneurship' includes different levels of functioning and roles, ranging from assistant and craftsman to manager and (independent) entrepreneur. Entrepreneurship' is a competence that is not limited to the entrepreneur himself but extends to every employee within an organisation. The competence 'entrepreneurship' is in fact a '*container competence*' and consists of several sub-competences. Depending on the position and role that someone occupies in an organisation (or as a self-employed entrepreneur) , these sub-competencies usually are specifically and personally coloured.

The competence 'entrepreneurship' can be described as "*the extent to which someone actively responds to opportunities and threats, influences others to do so and dares to take risks"*.[4] The extent to which this competence is present is partly determined by the job level at which someone is active or can be deployed. The job level is also dependent on the context in which entrepreneurship manifests itself: as a self-employed person without personnel, as a business leader, manager or director in an organisation, as a independent operating staff member, etc.

1. This self-test consists of two parts: a test about your behaviour as an 'enterprising person' and a test about the way you fill in tasks as an 'enterprising person':
   a. The behavioural competences are about who you are as an entrepreneur in terms of attitudinal aspects. It also aims at getting grip on your beliefs, ambition, ethics, and autonomy.
   b. The task-oriented competences are about how you act and which knowledge you have in the practice of entrepreneurship.
2. Complete the self-test according to the instructions in the model by ticking:
   a. To what extent the requested competence applies to you: you have the competence, you master the competence ('can') or you are what the competence indicates ('are'),
   b. Whether you had a recent (less than one year ago) or a longer ago (more than one year old) concrete experience with the mentioned competence.
3. If you feel like adding extra competences, feel free to do so. It might be that this diagnostical test missed some competences that are crucial for you being an entrepreneurship in your own context (region, country).
4. You may also add comments and remarks to this test with which you provide insight in the outcome of the test for yourself.
5. After finalising your test and writing down your own observation, the trainer will start up the group-reflection on each other's findings, (*Intervision on the entrepreneurial aspects of the work as a PEPPY-trainer*)

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4   Duvekot R. C. (2008). *Portfolio Gestuurd ondernemerschap. Van competentie naar portfolio ondernemerschap [Portfolio-driven entrepreneurship. From competence to portfolio entrepreneurship]*. Empowerment centre EVC, Arnhem.

You can analyse the results yourself or discuss them with your coach, colleague, partner, etc.: what does this self-test say about my entrepreneurship? What can I do with the results? Can I focus on specific career opportunities? Are there certain development opportunities by following a course or formulating a learning task? Do I run straight to a Chamber of Commerce to start my business?

Part 1: Self-assessment Behavioural Competences Entrepreneurship	I have, can or am …				My experience is:	
	N/A	never	sometimes	often	< 1j.	> 1 j
1	I am service-minded	☐	☐	☐	☐	☐	☐
2	I can handle pressure and setbacks	☐	☐	☐	☐	☐	☐
3	I am flexible and adapt quickly to changing circumstances	☐	☐	☐	☐	☐	☐
4	I have persuasiveness	☐	☐	☐	☐	☐	☐
5	I am inquisitive	☐	☐	☐	☐	☐	☐
6	I am creative	☐	☐	☐	☐	☐	☐
7	I am efficient	☐	☐	☐	☐	☐	☐
8	I am ambitious	☐	☐	☐	☐	☐	☐
9	I have perseverance	☐	☐	☐	☐	☐	☐
10	I am brave	☐	☐	☐	☐	☐	☐
11	I am empathetic/I have a good sense of situations and people	☐	☐	☐	☐	☐	☐
12	I can be critical of myself	☐	☐	☐	☐	☐	☐
13	I am assertive	☐	☐	☐	☐	☐	☐
14	I have a sense of responsibility	☐	☐	☐	☐	☐	☐
15	I am disciplined	☐	☐	☐	☐	☐	☐
16	I can reflect on my own actions	☐	☐	☐	☐	☐	☐
17	I have communication skills	☐	☐	☐	☐	☐	☐
18	I am methodical and result-oriented	☐	☐	☐	☐	☐	☐
19	I am environment-oriented	☐	☐	☐	☐	☐	☐
20	I am a cooperate person	☐	☐	☐	☐	☐	☐
21	I am decisive	☐	☐	☐	☐	☐	☐
22	…	☐	☐	☐	☐	☐	☐
23	…	☐	☐	☐	☐	☐	☐
24	…	☐	☐	☐	☐	☐	☐
25	…	☐	☐	☐	☐	☐	☐

Personal reflection and remarks:

Part 2: Self-assessment Task Competences Entrepreneurship	I have, can or am …				My experience is:	
	N/A	never	sometimes	often	< 1j.	> 1 j
1 I have financial knowledge and understanding	☐	☐	☐	☐	☐	☐
2 I can think and work market-oriented	☐	☐	☐	☐	☐	☐
3 I can think and work in a customer-oriented way	☐	☐	☐	☐	☐	☐
4 I can plan	☐	☐	☐	☐	☐	☐
5 I can think and work strategically	☐	☐	☐	☐	☐	☐
6 I interact (join people in activities)	☐	☐	☐	☐	☐	☐
7 I have good communication skills (oral and written)	☐	☐	☐	☐	☐	☐
8 I am entrepreneurial	☐	☐	☐	☐	☐	☐
9 I am tenacious about my strategy, goals and vision	☐	☐	☐	☐	☐	☐
10 I engage in self-reflection and can adjust my goals and approach	☐	☐	☐	☐	☐	☐
11 I think and work innovatively	☐	☐	☐	☐	☐	☐
12 I can convince or influence other people	☐	☐	☐	☐	☐	☐
13 I can negotiate	☐	☐	☐	☐	☐	☐
14 I have organisational skills	☐	☐	☐	☐	☐	☐
15 …	☐	☐	☐	☐	☐	☐
16 …	☐	☐	☐	☐	☐	☐
17 …	☐	☐	☐	☐	☐	☐
18 …	☐	☐	☐	☐	☐	☐

Personal reflection and remarks:

M5.3   The PDCA-cycle

Goal	With the PDCA-cycle a tool is offered for articulating a personal action in setting up a business plan in which the personal focus as acquired in modules 1-4, is geared at creation a realistic perspective. Mastering the tool is of great importance for the design, implementation and evaluation of the – grander – business development plan in the final module.
Time	60-120 minutes

The way to handle this exercise:

a) You may expect the trainees to have read the source on the PDCA-cycle. You can shortly present an overview of the cycle and ask the trainees about their understanding of the cycle.

b) The next step is to start the exercise on designing a – preferably small-scale – action in which the PDCA-cycle is practiced.

Give the trainees 30 minutes to design, test and evaluate an own action using the PDCA cycle procedure (see below). <u>For this train-the-trainer programme the objective of the action should be pointed at the perspective of becoming a PEPPY-trainer</u>!

Make sure they come up with a manageable action that they can go through all steps themselves – sort of simulated during the training. Make sure that they think of a manageable action, which they can do themselves - simulated - in all steps. The trainees may go through each step in the cycle fictitiously and report on it.

Please note that an action plan or (rather) a business development plan (see module 6) can consist of several cycles to complete the plan and roll it out in a structured and integrated approach. A PDCA-cycle can therefore involve both smaller and larger actions that, taken together, will become the entire plan.

A procedure for your Plan-Do-Check-Act process

Plan   Recognise an opportunity and plan a change.

Do   Test the change. Carry out a small-scale study.

Check   Review the test, analyse the results, and identify what you've learned.

Act   Take action based on what you learned in this procedure.

If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into your own, structured action. Use what you learned to plan new improvements, beginning the cycle again.

c) When the trainees have finalised their action, create an intervision session on the steps everyone designed and how this has shown potential for their next step: the design of business development plan in which their intended action will serve the objective of creating a new perspective.

M5.4 Entrepreneurship exercise

Goal	Going through the motions of starting your own business or business activities to earn money without being employed for an organization.
Time	60-120 minutes
Weblink	https://www.youtube.com/watch?v=IP0cUBWTgpY&t=5s

1st a brainstorm/discussion in the group: what is a business? What is an entrepreneur?

Task: write down your business idea to earn €500 (or the equivalent in your country's currency) within 3 months. You start from scratch and can't use property you already own, so you need to earn this money by starting business activities or a business based on your own skills set. If you need materials, equipment or space, you need to take into account where to find the resources.
You can use the Canvas-format for filling-in all essentials of your business.
Once filled-in, present your business idea to the group.

Value Propositions: at the core of your Business Model: the collection of products and services a business offers to meet the needs of its customers. According to Osterwalder (2004), a company's value proposition is what distinguishes it from its competitors. The value proposition provides value through various elements such as newness, performance, customization, "getting the job done", design, brand/status, price, cost reduction, risk reduction, accessibility, and convenience/usability.
- What value do you deliver to the customer?
- Which one of our customer's problems are you helping to solve?
- What bundles of products and services are you offering to each Customer Segment?
- Which customer needs are you satisfying?

Customer segments: To build an effective business model, a company must identify which customers it tries to serve. Various sets of customers can be segmented based on their different needs and attributes to ensure appropriate implementation of corporate strategy to meet the characteristics of selected groups of clients.
- For whom are you creating value?
- Who are your most important customers?

Customer relationships: To ensure the survival and success of any businesses, companies must identify the type of relationship they want to create with their customer segments. That element should address three critical steps of a customer's relationship: How the business will get new customers, how the business will keep customers purchasing or using its services and how the business will grow its revenue from its current customers.
- What type of relationship does each of your Customer Segments expect you to establish and maintain with them?
- Which ones have you established?
- How are they integrated with the rest of your business model?
- How costly are they?

Channels: A company can deliver its value proposition to its targeted customers through different channels. Effective channels distribute a company's value proposition in fast, efficient and cost-effective ways. Clients can be reached through own channels (store front), partner channels (major distributors), or a combination of both.
- Through which Channels do your Customer Segments want to be reached?
- How are we reaching them now?
- How are your Channels integrated?

- o Which ones work best?
- o Which ones are most cost-efficient?
- o How are you integrating them with customer routines?
- o Channel phases:
    1. Awareness: How do you raise awareness about our company's products and services?
    2. Evaluation: How do you help customers evaluate our organization's Value Proposition?
    3. Purchase: How do you allow customers to purchase specific products and services?
    4. Delivery: How do you deliver a Value Proposition to customers?
    5. After sales: How do you provide post-purchase customer support?

Revenue streams: How a company makes income from each customer segment. Several ways to generate a revenue stream: Asset sale, Usage fee, Subscription fees, Lending/leasing/renting, Licensing, Brokerage fees, Advertising.
- o For what value are your customers really willing to pay?
- o For what do they currently pay?
- o How are they currently paying?
- o How would they prefer to pay?
- o How much does each Revenue Stream contribute to overall revenues?

Key activities: The most important activities in executing a company's value proposition. An example for Bic, the pen manufacturer, would be creating an efficient supply chain to drive down costs.
- o What Key Activities do your Value Propositions require? Distribution Channels? Customer Relationships? Revenue streams?

Key resources: The resources that are necessary to create value for the customer. They are assets that are needed to sustain and support the business. These resources could be human, financial, physical and intellectual.
- o Which Key Resources do your Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?

Partner network: In order to optimise operations and reduce risks of a business model, organizations usually cultivate buyer-supplier relationships so they can focus on their core activity. Complementary business alliances also can be considered through joint ventures or strategic alliances between competitors or non-competitors.
- o Who are your key Partners?
- o Who are your key suppliers?
- o Which Key Resources are you acquiring from partners?
- o Which Key Activities do partners perform?

Cost structure: This describes the most important monetary consequences while operating under different business models.
- o What are the most important costs inherent in your business model?
- o Which Key Resources are most expensive?
- o Which Key Activities are most expensive?

Questions for a discussion afterwards in the group:
- What kind of business ideas (categories) are expressed?
- Looking at the list of entrepreneurship competences: what is most needed for your business idea?
- Did you hear any ideas from others that inspired you or helped you with improving your business idea?

The Business Model Canvas

Designed for: Designed by: Date: Version:

Key Partners

Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?

MOTIVATIONS FOR PARTNERSHIPS
Optimization and economy, Reduction of risk and uncertainty, Acquisition of particular resources and activities

Key Activities

What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?

CATEGORIES
Production, Problem Solving, Platform/Network

Key Resources

What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?

TYPES OF RESOURCES
Physical, Intellectual (brand patents, copyrights, data), Human, Financial

Value Propositions

What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?

CHARACTERISTICS
Newness, Performance, Customization, "Getting the Job Done", Design, Brand/Status, Price, Cost Reduction, Risk Reduction, Accessibility, Convenience/Usability

Customer Relationships

What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?

EXAMPLES
Personal assistance, Dedicated Personal Assistance, Self-Service, Automated Services, Communities, Co-creation

Channels

Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?

CHANNEL PHASES
1. Awareness How do we raise awareness about our company's products and services?
2. Evaluation How do we help customers evaluate our organization's Value Proposition?
3. Purchase How do we allow customers to purchase specific products and services?
4. Delivery How do we deliver a Value Proposition to customers?
5. After sales How do we provide post-purchase customer support?

Customer Segments

For whom are we creating value? Who are our most important customers?

Mass Market, Niche Market, Segmented, Diversified, Multi-sided Platform

Cost Structure

What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?

IS YOUR BUSINESS MORE
Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing), Value Driven (focused on value creation, premium value proposition)

SAMPLE CHARACTERISTICS
Fixed Costs (salaries, rents, utilities), Variable costs, Economies of scale, Economies of scope

Revenue Streams

For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?

TYPES
Asset sale, Usage fee, Subscription Fees, Lending/Renting/Leasing, Licensing, Brokerage fees, Advertising

FIXED PRICING
List Price, Product feature dependent, Customer segment dependent, Volume dependent

DYNAMIC PRICING
Negotiation (bargaining), Yield Management, Real-time-Market

10. Training Module 6: contextualising the PEPPY-model

The purpose of this module

In this second module the full transfer is made from the generic PEPPY-training to the focus on becoming a PEPPY-trainer for the designated target group of young people in one's own context.

This second module focuses on the business development plan of the trainee in her/his own context. The emphasis is on finding the right direction to be an entrepreneur.

In the last exercise M6.3 an example of entrepreneurship is introduced within the PEPPY training model itself: how to use your entrepreneurship for becoming a PEPPY trainer?

Each exercise in this module gives the trainee an immediate insight into the organisation that she/he can set-up as an entrepreneur and/or trainer in her/his own context to build and strengthen one enterprise, study, employability, or the PRM of a designated target group.

Learning objectives

-      Getting to know what kind of organisation set-up fits one best.
-      Getting grip on the business development plan for setting up an effective organisation.
-      Focusing on the business development plan for the sake of training, guiding and advising the target group to their own entrepreneurial and/or other perspective.
-      Reflection on each other's BDP for utilising the PEPPY-model.

Learning outcomes

1. Mastering the set-up of one's BDP in its various building blocks.
2. Being able to articulate one's vision and mission as a PEPPY-trainer.
3. Engaging in the community of practice of PEPPY-trainers.

Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 6: Completion, assessment and certification
Preparation Module 6: -   *Read Source 11 – The Business Development Plan (BDP)* -   *Design the outline of your own Business Development Plan. Use source: Format BDP* -   *Make a draft presentation on the building blocks of your BDP.*
M6.1   Finalising and presenting the outline of your BDP M6.2   Peer-assessment and conclusion M6.3   Example for entrepreneurship: certification level 2 PEPPY trainer

M6.1 Finalising and presenting your BDP

Goal	Finalising and presenting the outline of your BDP is important for becoming an autonomous trainer of the PEPPY-model in the own (regional, national) context in which the trainer operates.
Time	180-240 minutes

Every trainee will finalise in this exercise:

1. The outline of her/his Business Development Plan for becoming a PEPPY-trainer. She/he has already filled in in key terms the format for the BDP.
2. The trainee will prepare a short presentation of her/his BDP, max. 7 minutes.
3. The trainee presents her/his powerpoint on her/his BDP.

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The PEPPY Business Development Plan has the following **building blocks**:

- *Vision*: your vision is the description of your future dream.
- *Mission*: your mission describes how you and your plan or organisation will work towards realising your future dream.
- *Key partners*: Who are my key partners?
- *Key activities*: what are my core activities?
- *Key resources*: what other people and resources do I need?
- *Value propositions*: how do I make a customer choose my organisation?
- *Customer relationships*: how do I maintain contact with the customer/target group? How do I build up and manage my network?
- *Channels*: how do I reach my customers?
- *Customer Segments*: who are my customers or target groups?
- *Cost structure*: which costs will I incur?
- *Revenue streams*: How do I ensure that money comes in?

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The trainer will guide the finalisation (action 1), the preparation of the ppt (action 2) and the presentation of each BDP (action 3).

M6.2   Peer-assessment and conclusion

Goal	Peer-assessing each presentation a BDP by the trainees for the sake of final guidance and advice.
Time	60-100 minutes (within the timeframe for M6.1)

Peer-assessment provides a structured learning process for trainees to critique and provide feedback to each other on their work. It helps trainees to develop skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.

Engage in the process of peer-assessing the personal presentations on her/his BDP. Criteria for this specific peer-assessment aim at:
- Feasibility and realism of the BDP.
- Focus of the BDP
- Target group orientation in the BDP.
- Tips for strengthening the BDP.

Why use peer assessment?

Peer assessment can:
- Empower trainees to take responsibility for and manage their own learning.
- Enable trainees to learn to assess and give others constructive feedback to recognise and further develop their competences.
- Enhance trainees' learning through knowledge diffusion and exchange of ideas.
- Motivate trainees to engage with course material more deeply for the sake of self-analysis and the creation of new, personal perspectives.

Considerations for the trainer when using the method of peer assessment
- Let trainees know the rationale for doing peer-assessments. Explain the expectations and benefits of engaging in a peer-assessment process.
- Consider having trainees evaluate anonymous assignments for more objective feedback.
- Be prepared to give feedback on trainees' feedback to each other. Display some examples of feedback of varying quality and discuss which kind of feedback is useful and why.
- Give clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments.
- Listen to group feedback discussions and provide guidance and input when necessary.
- Trainees' familiarity and ownership of criteria tend to enhance peer assessment validity, so involve the trainees in a discussion on the criteria used.

M6.3   Example for entrepreneurship: certification level 2, guided PEPPY trainer

Goal	Explaining the certificate for level 2 of the PEPPY-model for trainers and further guidance for levels 3 and 4
Time	60-90 minutes

The trainer explains the certification for Level 2 'Guided Trainer' of the PEPPY-model.

Studyload. *The training to become 'PEPPY guided trainer, level 2' gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the PEPPY-model. The time of the training will at least 54 hours, consisting of 18-20 contact hours (guidance, lessons; theoretical-methodical instructions and practical assignments which were commented and discussed) and 36 hours other hours (preparation, self-study, extra groupwork).*

Competences. The trainer demonstrates the capacity to:
- *utilise the PEPPY-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.*
- *use and evaluate existing learning processes in a target group-oriented way.*
- *link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.*

Learning outcomes level 2.
- *The trainer is familiar with the quality criteria of the PEPPY-model and can apply them to her/his training and/or consultancy programmes.*
- *Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).*
- *Is able to further pursue the use of the PEPPY-model in her/his own field of work.*
- *Is able to integrate relevant developments in education, training and human resources management into the use of the PEPPY training programmes.*

Content
The trainer is able to use the content and methods of the PEPPY-model, taking into account the portfolio tools, training material and assessment and guiding methods:
- *as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.*
- *in the meaning (functioning) of the personal resources management for the trainees from specific target groups.*
- *In coherence with her/his social, educational and labour market context.*
- *In the presentation of the training and/or advising concept for his own target group according to the standards of the PEPPY-model and in the measures for reflection on the learning process, conclusions, evaluation.*
- *For testing and evaluating a personal business development plan for building a solid ground for PEPPY-training services.*

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The certification in the PEPPY model is explained in chapter 12.

11. Personal Portfolio (format)

The content of a portfolio of evidence/products/reflections gives an overview of your qualities and competences. It is a (well presented) overview of everything you are able of. It's the basics from where you can make show portfolios in the future. For a future employer, or for the intake in an educational program, or for a potential customer.

The personal portfolio-format can be downloaded at:
https://ec-vpl.nl/view/downloads/
If the link doesn't work correctly, you can provide the portfolio format (word-document) in the group session.

The following data and evidence are required in a personal portfolio

1. Personal data
2. Personal Quality Profile
3. Overview of the results and evidence that show your qualities (formal and non-formal):
   a. School and vocational training
   b. Work experience
   c. Other experiences
4. Written reflections on the developments and results written in your overview
5. List of the added evidence
6. Evidence

The results and evidence can be:
- Informal: descriptions of others, such as impressions of others, or for example a training certificate of a hobby, a video on which you show a performance, etc.
- Formal: diploma's, certificates, evidence of participation, study tasks or working experience
- Reflections: in your portfolio you gather results in which you show that you are competent to perform the key tasks of –for example- your occupation in several working situations.

All results are provided as much as possible with:
- A summing up of the competences, learning goals and performance indicators belonging to the key task (if appropriate)
- Feedback report of an executive / counsellor/coach etc. with date and signature
- Self-evaluations with date
- Positive assessment of your executive (for example) with date and signature.

Source 1. My portfolio-format

Name:

Date:

A. Personal data

Full name		PHOTO
Date of birth		
Place (and country) of birth		
Nationality		
Address		
Country		
Phone number		
Email address		

B. Overview of personal competences and qualities

	Personal competences, qualities
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Etc.	

Competences classification

You might use this scheme to classify your competences, or your own competence classification scheme to arrange your various competences:

A. Subject-based competences: are related to knowledge and skills of a specific subject or work domain.

B. Methodical competences (work approach): competences that express something on the way you are doing things: I am able to organise well, I can plan well, I am problem solving, etc.

C. Self-competences (brainpower, personally related effectiveness): competences that express something about yourself. I am disciplined, I think out-of-the-box, etc.

D. Social competences (interpersonal effectiveness, management): competences that emerge in social situations. I am good at working in a team, I am empathic, etc.

C. Learning experiences

School and vocational training / refresher training (school levels, basic vocational education, refresher training). Write down your learning steps in chronological order.

In the table below, fill in the schooling you have had from primary school onwards. Write down all your schooling, even studies you did not finish or do not regard as important. You can also mention here training courses, refresher training and other courses.

Period (year, month, week)	Training/schooling: type, level, institution	Description of the learning activities Job / role	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

D. Work experiences

Write down your experiences with permanent appointments, part-time appointments, temporary work, work placements, holiday jobs and jobs on the side, transitional year, freelance work et cetera. Write down career steps in chronological order.

Period (year, month, week)	Description of the company, institute, unit	Description of the activities Job / role (concrete!)	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

E. Other experiences

Write down your activities in spare time, hobbies, voluntary work, club life, in private life, in tasks/activities in the family (unpaid activities).

Write down things done in tasks/activities and the private area in chronological order.
Briefly describe the successive individual activities.

Period (year, month, week)	Description of the context in which the activities are taking (or took) place	Description of the activities job / role	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

F. Transformations

Describe below which important transformations you experienced in the area of school and vocational training, work experiences or other experiences.

…

G. Reflection

Describe how you reflect on the various parts of this portfolio. For inspiration you can use the question below.

- What are your main skills? Do you have a specific theme or a significant category of skills/qualities?
- What are your future career plans? How are you going to use your qualities/skills to fulfil your plans?
- In what other way are you going to use your qualities?
- What qualities would you like to develop more? Why these? What are you going to do to develop those qualities?
- What are you going to use your portfolio for?
- What image will people have of you, if the read your portfolio?
- Is your portfolio complete? Why (not)?
- What insights did you get from the training as a whole? In what way could you incorporate these insights in your life or work?

H. Overview of evidence / documents

1. Update your list of evidence / documents regularly
2. Include all evidence gathered so far in the list

	Type of document	Date of submission	Organisation / company
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Etc.			

Evidence

Add (copies of) all evidences as listed above.

12. The PEPPY Certification Programme

The PEPPY Certification Programme is based on two levels of profiling PRM:

1. **The certification for trainers, guiders and assessors of the PEPPY-model**: focus is on training, guiding, assessing and certifying trainees.
    The certification for trainers offers the following programme:
    - <u>Level 1</u> is 'practice what you teach'. The trainer has followed the level 1 training to master this PEPPY-training for designated target groups.
    - <u>Level 2</u> is getting grip on the contextualised version of the level 1 training that the trainer will set-up in her/his own context (regional, national). The trainer on level 2 is guided by another (already certified) PEPPY-trainer.
    - <u>Level 3</u> is awarded once the trainer has successfully tested and evaluated her/his own training-concept with two (2) groups of trainees. On this level the trainer is considered to be an autonomous trainer of the PEPPY-model, adding value to the PEPPY-trainers community.
    - <u>Level 4</u> is the certificate for acting as an autonomous assessor and guider for level 1 trainees (individually) and for peer-assessing level 1 groups, and level 2 and level 3 applications by PEPPY-trainers.

2. **The certification of the trainees of PEPPY-trainers**: focus is on creating social and economic perspectives for one's life in their personal context.
    The certification for trainees offers the following programme:
    - <u>Level 1</u> is awarding a formal PEPPY-certificate for being able (1) to articulate and demonstrate one's strengths and developmental characteristics and (2) to design a personal action plan for creating new or further perspective for one's life.
    - A trainee might also opt for the perspective of becoming a fully certified PEPPY-trainer. In this case, the level 1 certificate provides access to a level 2 or 3 follow-up in the certification programme for trainers of the PEPPY-model.

PEPPY Level 1 'Basic portfolio-training'

Studyload. *The training gave insight and provided the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training. The time of the training was around 65 hours, consisting of 20-25 contact hours (guidance, lessons; theoretical-methodical instruction and practical assignments which were commented and discussed) and 30-40 hours other hours (preparation, self-study, extra groupwork).*

This study load is equivalent with PEPPY Credit Points on level 6 (acting semi-autonomous in a semi-complex setting).[5] The number of credits depends on the study load given in the country of the training.

Competences. The trainee demonstrates the capacity to:
- *handling her/his learning experiences, competences and qualifications consciously, responsible and durable.*
- *Taking career steps (planning) and accomplish career steps congruent with het/his true potential and set targets.*

Learning outcomes level 1. The trainee proves to be able to:
- *register, value, proof and document their competences and qualifications,*
- *estimate her/his achievements in all learning environments,*
- *formulate their personal strengths and (core) competences within a specific situation,*
- *draw conclusions about designing her/his career, based on learning experiences,*
- *recognise perspective of her/his career and formulate plans for further personal and professional development,*
- *to manage her/his competences durable by using portfolio-methods.*

Content
Steps of the process within the management of competences:
- *career steps (life course / development of values), how to deal with changes in one's life, strengths and weakness analysis.*
- *analyses of activities in learning, work, hobbies and voluntary work.*
- *personal profile, external profiles of competences and requirements*
- *reflection on learning processes, recommendations for professional development.*

Transfer (handover) into practice:
- *bases for applications, recognition of acquired competences, documentation of (learning) evidence.*
- *career perspective goals and drafting of a personal action plan.*

PEPPY Level 2 'Guided trainer'

Study load. *The training gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the PEPPY-model. The time of the training is at least 65 hours, consisting of 20 contact hours (guidance, lessons, intervision, theoretical-methodical instructions and practical assignments) and 45 hours for preparation, self-study, subgroup work, community-engagement and after-training work on the BDP.*

The study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings).

Competences*. The trainer demonstrates the capacity to:*
- *utilise the PEPPY-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.*
- *use and evaluate existing learning processes in a target group-oriented way.*
- *link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.*

Learning outcomes level 2*.*
The trainer:
- *is familiar with the quality criteria of the PEPPY-model and can apply them to her/his training and/or consultancy programmes.*
- *Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).*
- *Is able to further pursue the use of the PEPPY-model in her/his own field of work.*
- *Is able to integrate relevant developments in education, training and human resources management into the use of the PEPPY training programmes.*

Content
The trainer is able to use the content and methods of the PEPPY-model, taking into account the portfolio tools, training material and assessment and guiding methods:
- *as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.*
- *in the meaning (functioning) of the personal resources management for the trainees from specific target groups.*
- *In coherence with her/his social, educational and labour market context.*
- *In the presentation of the training and/or advising concept for his own target group according to the standards of the PEPPY-model and in the measures for reflection on the learning process, conclusions, evaluation.*
- *For testing and evaluating a personal business development plan for building a solid ground for PEPPY-training services.*

PEPPY Level 3 'Autonomous trainer'

Study load. *The self-managed training to become a certified PEPPY-trainer on level 3 consists of 2 training sessions on level 1 for target groups in the own context. This practice has in its alternation of reflection, discussion, development and testing of application practices, presentations and exchange of experiences, provided the basis for the use of the PRM-concept in the PEPPY-model in the own practice or context. The trainer tested the PEPPY-model in a self-chosen and created setting with two groups of trainees.*

Obtaining the level of 'autonomous trainer' takes at least 260 hours, divided into 2 x 25 hours for designing the own, tailored training-programme, 2 x 15 hours for reaching out to two groups of trainees, 2 x 25 contact hours with the training groups, 30 hours for supervision and 100 hours for personal deepening the application in the own practice and self-study, and writing the final evaluation for certification.

This study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings).

Competences. *The trainer works in a field of expertise, training and/or advice in which she/he is able to integrate and deploy the PEPPY-model by:*
- *autonomously developing learning processes in her own practice, converting and evaluating these processes for relevant target groups and integrating the model in existing programs/curricula within her/his context.*
- *linking learning processes in relevant (professional) sectors/domains with current developments in learning, working life and society.*

Learning outcomes level 3.
The trainer:
- *is familiar with the quality criteria of the PEPPY-model and can apply them in her/his training and/or advice activities.*
- *Understands and practices the PRM-system as a system to be integrated in the main learning and working systems in the own context.*
- *Uses the content and methods of the PEPPY-model as a unity.*
- *Can develop, implement and evaluate target group-directed concepts and draw conclusions on the individual results in the training and/or advice activities.*
- *Is able to recognise and continuously pursue employability in her/his own work area.*
- *Is skilled in integrating relevant developments in training, working life and society into the application of the PEPPY-model for setting up and organising training and advisory sessions.*

Content
The trainer is able to apply and add value to the content and methods of the PEPPY-model:
- *as a basis for the training, assessment and development of competences in various functional areas (education, work, volunteer work, hobbies, private).*
- *in the meaning (impact) of the personal resources management of her/his trainees from specific target groups.*
- *In coherence with the social, educational and labour market context.*
- *In the development and presentation of the training and/or advisory concept for specific target groups according to the standards of the PEPPY-model and in the measures for transposing reflection on the learning process, conclusions and evaluation.*

PEPPY Level 4 'Assessor and guider'

Study load. *The programme to become a certified PEPPY-assessor and guider on level 4 alternated between reflection, discussions, the development and testing of application practices, presentations and exchange of experiences to provide a basis for the use of personal resources management in one's own practice.*
The study time was 130 hours, divided into engaging in assessment and guidance sessions with individuals and groups of her/his designated target group affiliation (50 hours), 50 hours for theoretical and methodological insight and 30 hours of individual reflection on practices of assessment and guidance.

This study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings). Level 7 (master) might also be applied in some cases.

Competences

Assess	*The assessor/guider is able to adequately guide and assess the competences build-up and presentation of the participant, using a number of frequently used competency-based assessment forms such as the portfolio, the criterion focused interview and practice or practice simulations. The assessor/guider is able to assess behaviour based on the PEPPY-standards, to assess evidence based on the criteria for evidence and to assess a participant's personal profile and answers based on the PEPPY-model.*
Observe	*The assessor/guider can adequately observe the participant (if an observation is part of one of the instruments) and link an assessment to this observation, in relation to the PEPPY-standards.*
Interview	*By applying specific questioning and interviewing techniques in an assessment situation, the assessor/guider is able to bring the competences/qualities of the participant to the surface and compare them with the PEPPY-standards. The assessor/guider asks questions to explore the value of the experience (knowledge and skills).*
Give feedback, feedforward and feedup	*The assessor/guider is able to give feedback, feedforward and feedup to the participant in a constructive, motivating way and to indicate the result of the assessment, appropriate to the level of the participant. The assessor can clearly explain and substantiate the decisions taken on the basis of the assessment which indicate on which points the trainee is competent.*
Write and report	*The assessor/guider is able to draw up a clear, detailed and structured assessment report. In her/his report the assessor/guider describes the competences of the trainee(s) and not the personal characteristics.*
Professional competent	*The assessor/guider is professionally competent and must have sufficient experience and qualifications in the appropriate discipline (professional activity). The assessor/guider can prove that he is sufficiently professionally competent and is willing to keep up to date with further developments in the sector. The technical level of the assessor must be at least as high as that of the participant. The assessor/guider is familiar with the assessment procedure and objectives, the assessment instruments and methodology. The assessor/guider is familiar with national, branch or company standards (professional profiles, qualification profiles) and has knowledge of the labour market and the vocational education programmes for the purpose of the assessment.*