

Tools

Access to Labour marked

- Tool Vip 24 (Norway)
- PUOI (Italy)
- My World of Work (Scotland)
- Career Competence (Norway)

VIP 24



Vip24 is a licensed tool that has been developed by the Norwegian company Conexus. The tool is consisting of different elements/profiles that are also available (partly) from other free sources on the internet. So this tool could mainly be used as an inspiration.

Those in our target group who have sufficient digital skills and language knowledge in either Norwegian or English can use Vip24 as a digital self-assessment tool. This digital tool is very complex and it consists of seven different profiling tools. The aim is to see the person in a 24-hour perspective (holistic approach).

For those who does not have sufficient digital/language skills, the picture-based version of the tool (Vip24 BIIP) is an extremely efficient tool to use (in both individual and group sessions,

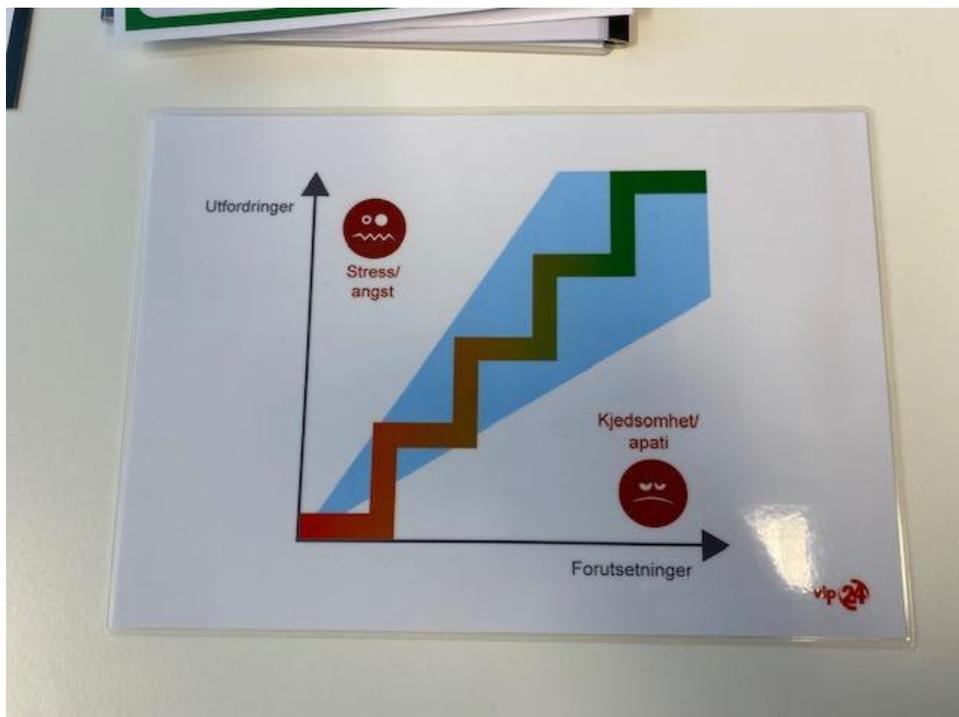
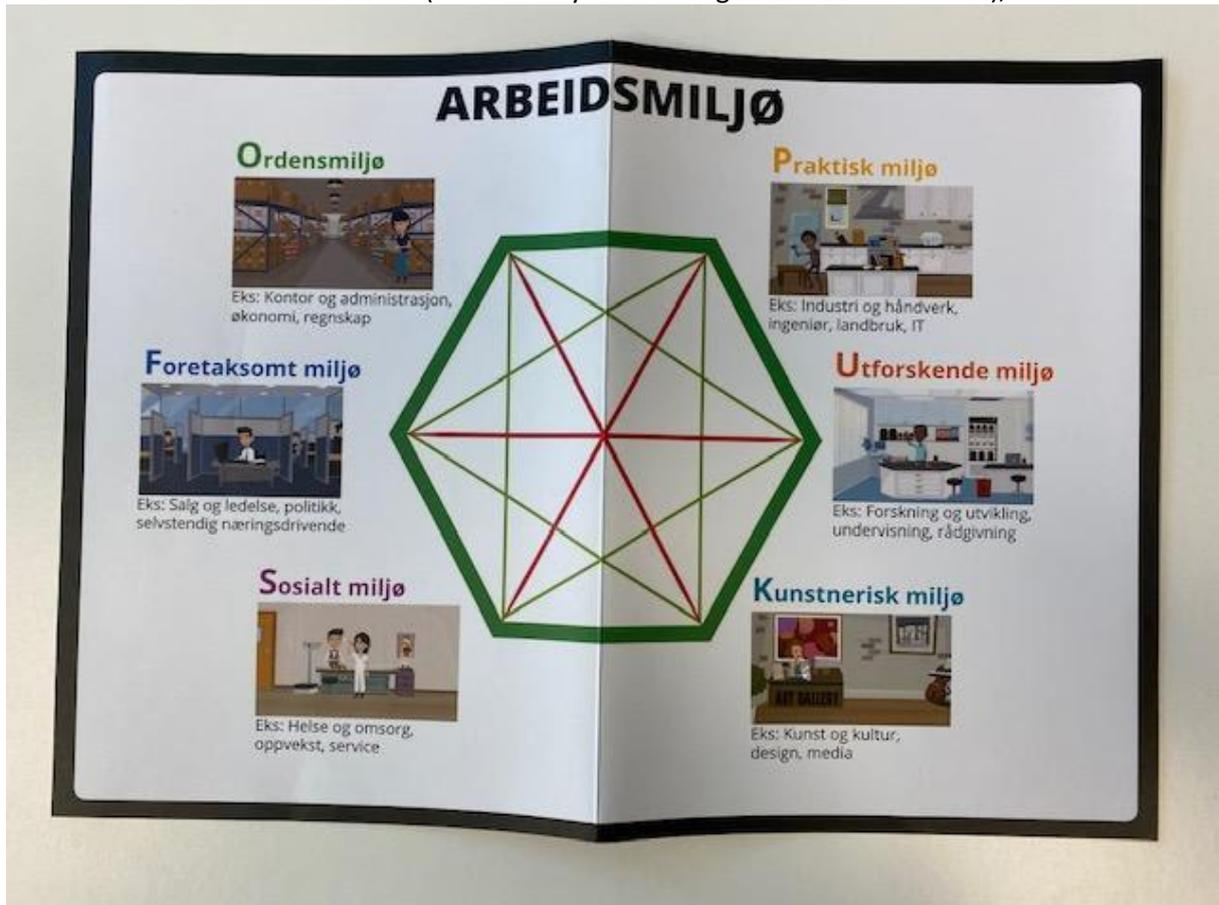
The BIIP tool is based on John Holland RIASEC system (The Hexagon). The RIASEC codes refers to his theory of careers and vocational choice (based upon personality types).

There are six different RIASEC types:

- The Realistic/practical type (yellow)
- The Investigative, academic type (orange)
- The Artistic, creative type (light blue)
- The Social, helping type (lilac)
- The Enterprising, persuasive type (dark blue)
- The conventional, organizer type (green).

Below you can see some pictures of the tool and how it can be used:

The RIASEC model and the "stairs" (indicates if you are living a balanced life or not),



There are many different picture cards in each RIASEC category. Some are pictures of working environments, some are pictures of social situations, some are showing groups of people interacting, some shows emotions, some shows people working alone etc. Therefore, the cards are very versatile and it is possible to use them in many different settings. There are also text cards indicating "NO" (green), YES (red) and NOT SURE (yellow).



PUOI - Description

It is a socio-occupational integration pathway through working meant to accompanying the migrants towards autonomy (on the job training, traineeship); the construction of the instrument Individual Action Plans (PAI).

WHO

M:

- holders of international and humanitarian protection;
- holders of residence permits issued in the special cases, which allow the performance of work activities;
- holders of the residence permit for special protection;
- foreign citizens who entered Italy as unaccompanied minors and regularly residing on the national territory;

THE ACTIVITIES:

A1. Find the participants; A2. Taking charge of the participants; A3. Job orientation; A4. Guidance for employment opportunities; A5. Internship;

The first moments (A1 and A2) of the project do not present real tools that can be used to facilitate socio-labor insertion for the migrants, but concern the bureaucratic part to identify the participants (we insert them only for completeness of information). A3 and A4 present tools and activities used in the daily routine of the ENGIM Immigrant Service Center. A5 is a small description of the internship foreseen by this project.

A1. ENGIM is in charge to find and inform the possible participants about the purposes and methods of participation;

A2. The participants are taken in charge by signing the Immediate Availability Job Declaration (DID): ENGIM accompanies the subject in the DID subscription procedure also to the competent services (Italian employment centers). In addition, an initial assessment of the type of need expressed by the participant will be carried out and the job placement path will be shared with him/her in relation to the socio-professional characteristics.

A3. Job orientation. Construction of an Individual Action Plan (PAI):The job orientation process is aimed at exploring in depth the migrant's life experience to develop maturity, proactivity and autonomy in the active search for training and job opportunities. In particular, it will be able to strengthen the individual's awareness of his/her skills for a future training and work experience, making expectations match with respect to his/her migration path. The "PAI", which will be defined between ENGIM and the participant, is the tool consistent with the skills of the migrant and aims to enhance life and job experiences, through a complete description of: participant data; educational qualification (if possessed); linguistic and working background of the participants through interview; personal and professional goals set by the participant; results expected by the participant.

A4. Guidance for identifying employment opportunities; Search for further job/training opportunities and promotion of the participant's professional profile. ENGIM designs and activates the actions to promote personal autonomy for the identification of job opportunities, supporting the participant in the research phases of job opportunities, through:

- scouting for further employment opportunities;
- accompaniment during the opportunities search phase;
- matching with the characteristics of the participant;

The training and accompaniment activities for job search respond to the aim of supporting the participants in the development of skills and abilities useful to actively promote their profile in the world of work and to facilitate job placement. The service aims to facilitate the job demand/offer meeting through services aimed at a faster job insertion of the participants through direct contact with potential employers and correlates with the other actions of the PAI which are complementary to the achievement of the goal of job placement. All activities must be reported in the PAI.

Accompanying activities in search of a job will be carried out in two ways:

- *in presence*, through the tools of interviews, balance of skills and, in general, through any form of personalized assistance that is necessary for matching with the detected or detectable opportunities;
- *back office*, and promoting the participant's profiles, skills and professionalism;

A5. Internship

Beginning on the job training course and certification of the skills acquired. The internship lasts 6 months and is foreseen from a minimum of 20 to a maximum of 30 hours per week. In this phase, the tutor identified by the Internship Promoter (ENGIM) will have to assist the participant in the training path, providing the assistance necessary.

My world of work

NAME OF THE TOOL: Self-assessment tools detection

Available on line: <https://www.myworldofwork.co.uk/tools/about-me/start>

Who is using this tool? (professional role e.g counsellor, trainers, social worker...)	Careers advisers and job coaches
In which stage of the path can it be used? (please, use as a reference the visual of the model)	Stage 3
What are the aims of this tool? What is it used for?	<p>The My World of Work ‘Skills Explorer Tool’ helps participants identify personal, social and learning competences, and suggests suitable forms of employment. Allowing participants to choose from a series of competences, those they currently possess, the tool then suggests jobs to match those competencies. This tool is available as an online questionnaire (accessible from the Skills Development Scotland website).</p> <p>It also assesses key skills including:</p> <ul style="list-style-type: none"> • Ethics • Reliability • Self-awareness • Analysis • Recall • Understanding • Listening • Reading • Working with technology • Written communication • Developing a plan • Implementing ideas • Managing resources • Risk taking • Self esteem • Taking initiative • Time management • Empathising • Respecting • Social conscience • Creative • Designing • Innovative • Resourceful • Evaluating • Problem solving • Working with numbers • Building relationships • Compromising • Cooperating • Mediating

	<ul style="list-style-type: none"> • Networking • Supporting • Attention to detail • Concentrating • Filtering • Sorting • Coaching • Delegating • Making decisions • Mentoring • Motivating others • Negotiating • Taking responsibility • Observation • Questioning • Researching
What is the target group? For which kind of “persona” can it be used?	Unemployed and the job ready
Tips and recommendations: what to do in order to use it at its best?	Use with those who have IT skills and good language ability. Individuals complete the activities and their responses are assessed by an algorithm that tells them what levels they are at and suggest what types of work would be particularly suitable.
Tips and recommendations: what NOT to do while using it?	Don't use with recent immigrants unless they have excellent language skills and are work ready
Tips (if any) to use the tool in the different partner contexts (e.g if there are any cultural difference issues, or if there are some sensitive topics...)	This will work well with individuals who have fairly good English

Start planning your career path with About Me

Want to know where you could go next?

First, you need to understand who you are. Learn about yourself and jobs you'll suit with the About Me quiz.

Work through the questions, and we'll begin to build a picture of your personality. Can't see the exact right choice? Go with the one that's closest to you.

Your results will reveal your three strongest character traits, and suggest jobs to match the kind of person you are.

Remember, if you have a My World of Work account, we'll save your results so you've got them handy for future job, university and college applications.

Ready to go? It won't even take five minutes.

[Feedback](#)

[Use the about me tool](#)

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Mostra tutto

Scrive qui per eseguire la ricerca

Collegamenti 15:37 10/09/2020

Form A1 - "Self-assessment tools detection"

Part 1 - TOOL

Tool Code	P303
Identifying information	
Name of the tool (in English)	Skills Development Scotland: My World of Work – Skills Explorer Tool
Name of the tool (in original language)	Skills Development Scotland: My World of Work – Skills Explorer Tool
Author(s)	Skills Development Scotland
Year of publication	
Link to the website of the tool	https://www.myworldofwork.co.uk/tools/about-me/start
Context in which it was designed	Online
Description of the tool	
Brief description (max 1000 characters)	<p>The My World of Work 'Skills Explorer Tool' helps participants identify personal, social and learning competences, and suggests suitable forms of employment. Allowing participants to choose from a series of competences, those they currently possess, the tool then suggests jobs to match those competencies.</p> <p>This tool is available as an online questionnaire (accessible from the Skills Development Scotland website).</p>
Type of tool	<input type="checkbox"/> Questionnaire <ul style="list-style-type: none">• Test• Cards X Software <ul style="list-style-type: none">• Other _____
Objective of the tool	<ul style="list-style-type: none">• School / training guidance X Job guidance <ul style="list-style-type: none">• Software X Personal empowerment <ul style="list-style-type: none">• Other _____
Type of administration	X online <input type="checkbox"/> offline

Type of feedback	<input type="checkbox"/> No feedback <input checked="" type="checkbox"/> Automatic standardized feedback <input type="checkbox"/> Personalized feedback from a consultant <ul style="list-style-type: none"> • Other _____
Accessibility	<input type="checkbox"/> Tool accessible online and freely usable independently <input checked="" type="checkbox"/> Tool accessible online and usable after registration <input type="checkbox"/> Tool accessible at a center / office and usable independently <input type="checkbox"/> Tool accessible at a center / office and usable as part of a counselling service
License	<input checked="" type="checkbox"/> Free tool for all <input type="checkbox"/> Free tool for some types of entities (specify: _____) <input type="checkbox"/> Paid tool for all

Factors / competences assessed through tool

no.	Name of factor / competence	Description
1	Integrity	<ul style="list-style-type: none"> • Ethics • Reliability • Self-awareness
2	Sense Making	<ul style="list-style-type: none"> • Analysis • Recall • Understanding
3	Communicating	<ul style="list-style-type: none"> • Listening • Reading • Working with technology • Written communication
4	Initiative	<ul style="list-style-type: none"> • Developing a plan • Implementing ideas • Managing resources • Risk taking • Self esteem • Taking initiative • Time management
5	Feeling	<ul style="list-style-type: none"> • Empathising • Respecting • Social conscience
6	Creativity	<ul style="list-style-type: none"> • Creative • Designing • Innovative • Resourceful

7	Critical thinking	<ul style="list-style-type: none"> • Evaluating • Problem solving • Working with numbers
8	Collaborating	<ul style="list-style-type: none"> • Building relationships • Compromising • Cooperating • Mediating • Networking • Supporting
9	Focussing	<ul style="list-style-type: none"> • Attention to detail • Concentrating • Filtering • Sorting
10	Leading	<ul style="list-style-type: none"> • Coaching • Delegating • Making decisions • Mentoring • Motivating others • Negotiating • Taking responsibility
11	Curiosity	<ul style="list-style-type: none"> • Observation • Questioning • Researching

Target audience

Age	<input type="checkbox"/> Teenagers <input type="checkbox"/> Young people <input type="checkbox"/> Adults X Not specified
Condition	<input type="checkbox"/> NEET <input type="checkbox"/> Students <input type="checkbox"/> Workers <input type="checkbox"/> Unemployed <input type="checkbox"/> Pensioners <input type="checkbox"/> Other X Not specified
Gender	<input type="checkbox"/> Women <input type="checkbox"/> Men X Not specified
Status of social marginality	<input type="checkbox"/> Low education people <input type="checkbox"/> People with disabilities <input type="checkbox"/> Drug addicts or alcoholics <input type="checkbox"/> Prisoners <ul style="list-style-type: none"> • Immigrants or asylum seekers or refugees <input type="checkbox"/> Long-term unemployed <input type="checkbox"/> Trafficking in Persons victims <input type="checkbox"/> Homeless <input type="checkbox"/> Other _____ X Not specified

Validation of the tool: Documents that demonstrate the validity of the tool

n.	type	References
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1	R	Education Scotland, 'Annual Report to SCF [Scottish Funding Council] on the findings of Education Scotland evaluative activity in Scotland's colleges during the period 1 August 2014 – 31 July 2015,' accessed on 28/05/2020 at https://education.gov.scot/Documents/AnnualReporttoSFC181215.pdf
2		
3		
4		

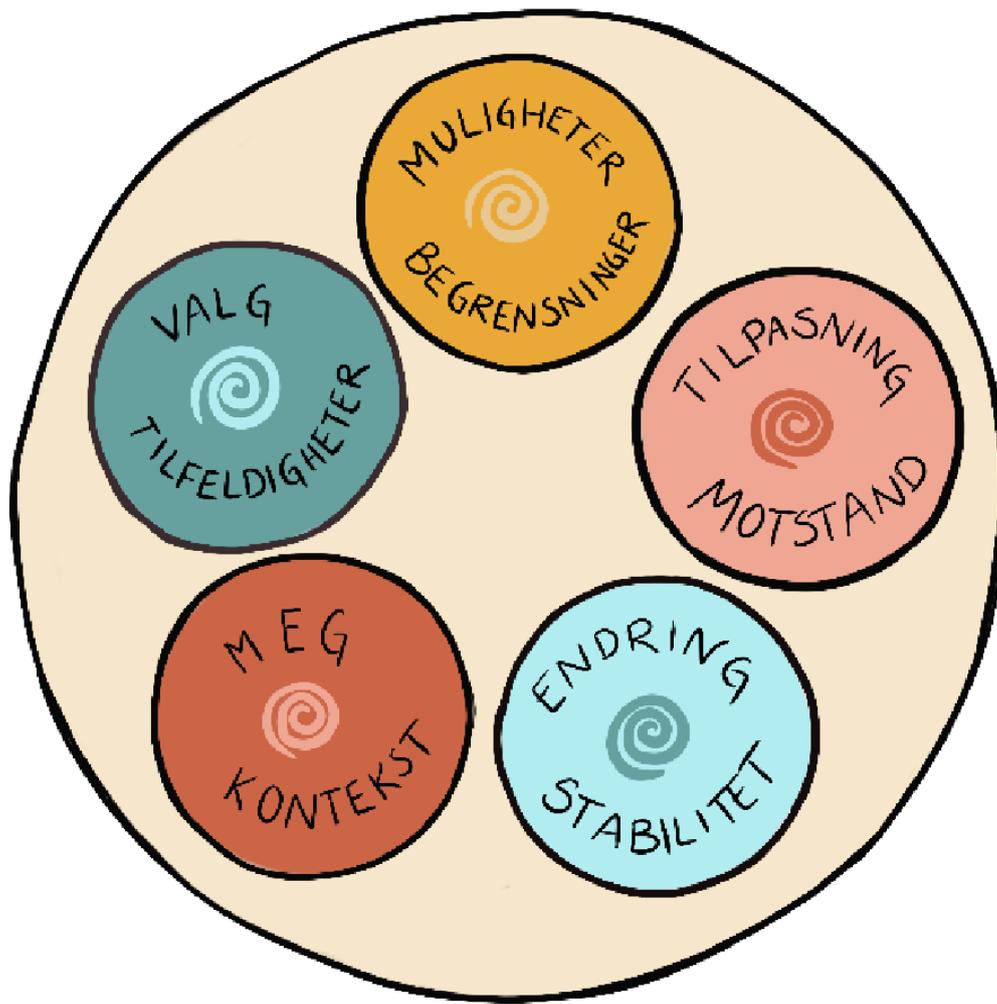
Part 2 - PRACTICE

PRACTICE n.	P302	Title:	Skills Development Scotland: My World of Work – Skills Explorer Tool
Location (State, region, specific territory ...)	Scotland		
Implementing entity (name)	Skills Development Scotland		
Implementing entity (type)	Careers Service		
Purpose / objectives of the practice	To identify types of employment that match participant's skills		
Description of the practice (activities, phases ...)	The online questionnaire asks participants to select up to ten competencies from a list of skills that are divided into categories. The tool then gives options for employment.		
Target group(s)	Unemployed		
Results of the project / experience	Participants receive options for employment linked to their skills.		
Reference literature / bibliographic indications			
n.	type	References	

The model of career competences

– helping tool for what to emphasize or include in career guidance sessions

<p>Who is using this tool? (professional role e.g. counsellor, trainers, social worker...)</p>	<p>Everyone working with counselling, teaching or training can use this tool, because it is extremely flexible and it can be adjusted into almost any context. The tool has been developed as a part of the National Norwegian Framework for Quality in Career Guidance. Many counsellors, advisers and teachers have started to use it in their work with career learning/career competences (conversational tool)</p>
<p>In which stage of the path can it be used? (please, use as a reference the visual of the model)</p>	<p>It can be used in all the four stages of the model as it is a conversational tool. The counsellor or teacher can concentrate on the parts of the model(The oxymorons) that seems most appropriate within their current counselling situation.</p>
<p>What are the aims of this tool? What is it used for?</p>	<p>The aim of the tool is to make people more aware of themselves in relation to the context that surrounds them. That's why the model has a circular shape. The model is used as a conversational tool.</p> <p>Five pairs of words (oxymorons) makes five different areas:</p> <p>Me and the context Possibilities and limitations Choices and happenstance Changes and stability Adjustment and resistance</p>
<p>What is the target group? For which kind of "persona" can it be used?</p>	<p>It can be used by any kind of person in any kind of culture as the pair of words (oxymorons) are very universal. It makes a very good basic platform for counselling sessions.</p>
<p>Tips and recommendations: what to do in order to use it at its best?</p>	<p>Just pick out the parts that are most relevant to the current situation. What does the person need to reflect more upon? Within which part of the model is it most tense and why? In which way is it possible to deal with this tension? How to balance better?</p>
<p>Tips and recommendations: what NOT to do while using it?</p>	<p>The counsellor should not concentrate on too many areas at the same time. It is very important to avoid that the person feels overwhelmed, especially people in our target group. That easily could lead to a loss of motivation.</p>
<p>Tips (if any) to use the tool in the different partner contexts (e.g. if there are any cultural difference issues, or if there are some sensitive topics...)</p>	<p>Yes there are always cultural differences. But the model is very easy to use as a "reminder" of what could be important areas to investigate in the conversation.</p>



Me and the context
Possibilities and limitations
Choices and happenstance
Changes and stability
Adjustment and resistance