

# AGILE BASED COMPETENCY MANAGEMENT

ABC Management

Output 2 / Activity 2

**Training Manual:** How to conduct CAWC workshops to interpret assessment reports? (For trainers and consultants)

Output leader

Hominem – Spain

Project partners



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# 01 Introduction



## 1. Introduction



This manual is designed for trainers and consultants who will be in charge of designing and conducting workshops to explain and interpret the results obtained from taking the Competency Assessment based on work Context (CAWC) and to assist the individuals in defining their Personal Development Plan (PDP).

It contains a set of tools, techniques and methods that can be used by the trainers/consultants during the workshops.

# 02 Competence Assessment workshop



## 2. Competence Assessment workshop

### 2.1. Overview of the main principles of adult learning

CAWC is targeting adult learners and therefore it is crucial to understand the concept and principles of adult learning, in order to assure the acquisition and transfer of knowledge and skills, during the learning process. The main principles of adult learning can be summarised in the following points<sup>1</sup> and should be taken into account by the trainer during the Play Commerce training sessions:

- ✿ **Dialogue:** It is admitted that adult learning is optimum when dialogue is involved. Therefore, it must be encouraged through different forms.
- ✿ **Comfortable making mistakes:** Adults are more receptive to learning when they are both physically and psychologically comfortable.
- ✿ **Respect:** Appreciate learners' contributions and life experience. Adults learn best when their experience is acknowledged and new information builds on their past knowledge and experience.
- ✿ **Affirmation:** Learners need to receive information for their attempts since they need to know how they are using what they learned.
- ✿ **Sequence and reinforcement:** When the learning process follows a structured path, it is easier to assimilate information. This is why it is recommended to start with the easiest ideas or skills and build on them. Then key ideas must be repeated and reinforced.
- ✿ **Apply:** It is important to put in practice what has been learned.
- ✿ **Ideas, feelings, practicing:** Learning is a process that involves the head, the feelings, and action. Combining the three of them is leads to optimum results.
- ✿ **The 20/40/80 rule:** Learners remember more when the verbal presentation is supported through visual aspects. This is even better when practicing is involved. People remember 20% of what we hear, 40% of what we hear and see, and 80% of what we hear, see and do.
- ✿ **Linkages to previous experiences:** Learning is faster if the new concepts are related somehow to what is already known.
- ✿ **Relevance:** When the way to use and apply what has been learned is clear, the learning process goes faster.
- ✿ **Teamwork:** When learners work together and solve problems together during a training session, the learning is easier and its applicability to real life is quickly visualised.
- ✿ **Engagement:** Adults prefer to be active learners in learning. They learn faster when they actively process information, solve problems, practice skills, or when they are emotionally involved.
- ✿ **Accountability:** This involves an understanding on how to put into practice what is learned.

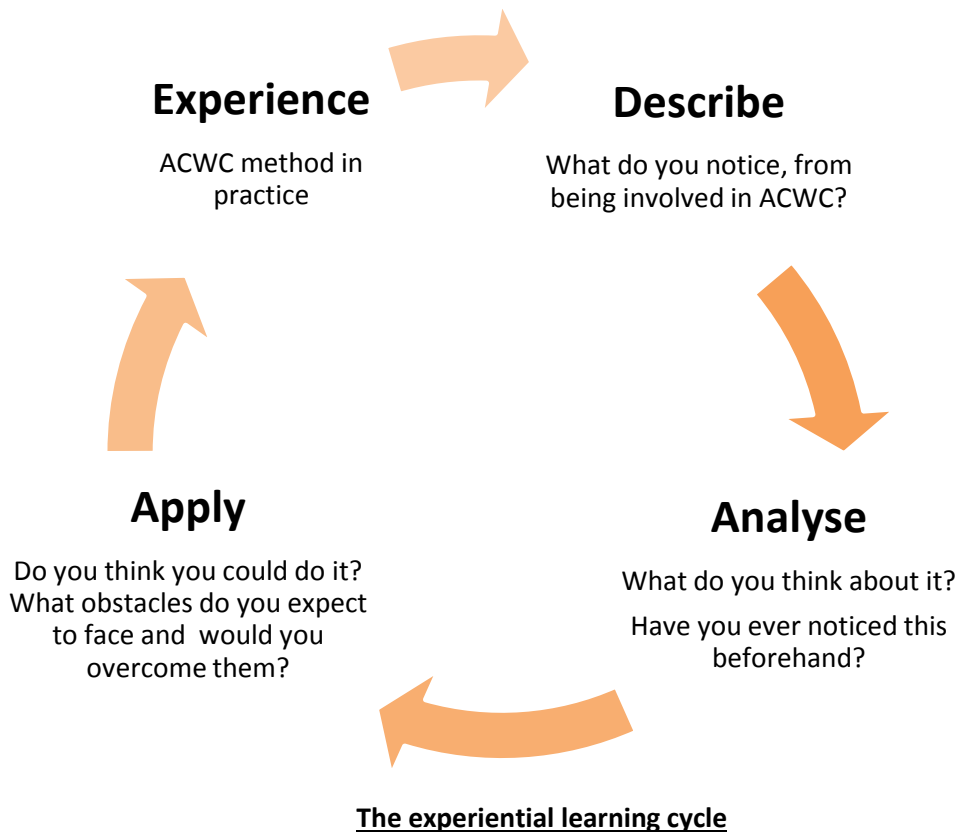
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<sup>1</sup> Adapted from J. Vella. 1994. Learning to Listen, Learning to Teach.

- 🌟 **Motivation:** Learning is faster and more thoroughly when attendants want to learn. The trainer's challenge is to create conditions for that. It is also true that some people are more motivated to learn and one same person can experiment different levels of motivation, in different moments.
- 🌟 **Clarity:** Messages should be structured and presented in a familiar language. When using technical wording, this should be explained and their understanding confirmed. On the other hand, the more the message is visual the better for its understanding.
- 🌟 **Feedback:** This is needed by the learners to identifying Strengths and Weaknesses.

On the other hand and as CAWC is a highly experiential process, trainers need to be aware of the basic cycle of this form of learning processes that involve four steps:

- 🌟 Experiencing
- 🌟 Describing
- 🌟 Analysing
- 🌟 Applying



## 2.2. Introduction to CAWC and its mechanics

### 2.3. CAWC - target groups



The CAWC method may be used by a wide range of target groups who may use all or some of the outputs, depending on their nature and the activity. These target groups are:

- ❁ Companies with a need to assess employees' competences.
- ❁ Consulting and recruitment companies conducting competency assessment projects for their clients.
- ❁ Educational institutions that include competency management in their programs.
- ❁ Public administrations
- ❁ Low skilled young people and adult workers

### 2.4. The creative aspects of the CAWC

The innovative elements of CAWC are extended to its associated training methods. The main elements of this innovation are:

- ❁ Competences are based on real work cases in different contexts
- ❁ Flexible and evolving as new competences and new cases in contexts can be added
- ❁ Backed by a desktop e-tool
- ❁ Includes a set of high quality e-learning Knowledge Pills
- ❁ Can be used as a self-assessment method and as a 360° method
- ❁ When used as a 360°, the messages received by the assessee do not leave any space for interpretation



# 03 ABCM workshops for interpreting CAWC results



### 3. ABCM workshops for interpreting CAWC results

CAWC workshop aims at:

- Give an opportunity to any participant who took the CAWC assessment (as a self-assessment) to understand his/her choices when responding to the cases and develop a Personal development Plan (PDP).
- Give an opportunity to any participant who took the CAWC (as a 360°) assessment to understand his/her environment's feedback.
- Offering the target groups a set of tools, methods and learning materials to allow them incorporating a new tool for competency assessment.
- Presenting a set of training activities, methods and approaches to be used during the learning process.

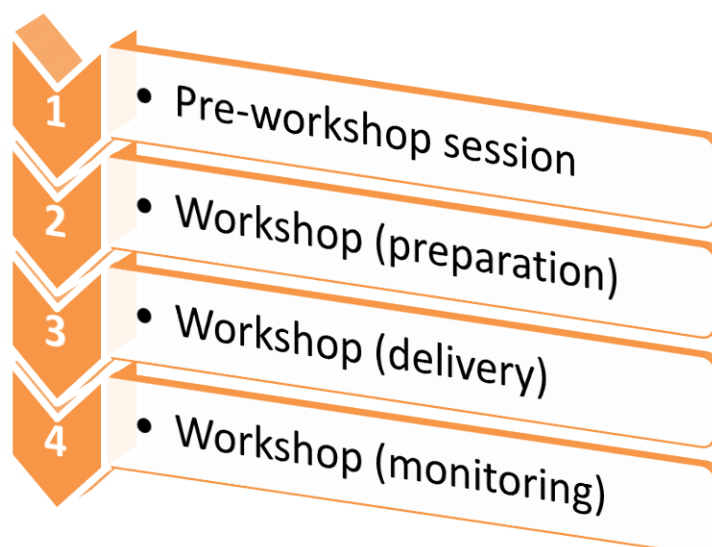
CAWC workshop materials are formed by the following items:

- Hand-outs on specific skills
- Situational exercises
- Role plays
- Videos

CAWC is based on four steps that must be followed to ensure producing an optimum result of the session.

These steps are:

- Organise a pre-workshop session: Undertaken previously to the assessment
- Preparing the workshop: Undertaken following the assessment
- Delivering the workshop: Undertaken following the assessment
- Monitoring the workshop: Undertaken following the assessment



### 3.1. Organise a pre-workshop session (Assesse work)



Previous to the proper workshop to be organised by the trainer, it would be very useful for all participants to be introduced to the CAWC methodology of assessment and its components. This can be structured under the form of an introductory face-to-face or online session before attending the workshop. Its aims are:

- To explain the goals of the assessment and that the assessment reports will only be distributed during the workshop.
- To clarify the expectations of all parties before the Workshop session.
- Give practical information about Workshop to the participants.

### 3.2. Preparing the workshop (trainers' work)

#### 3.2.1. Defining the learning outcomes and expectations

Previously to undertaking any CAWC Workshop, both trainers and the assessed participants should be aligned in terms of expected outcome(s). These outcomes should be defined, written down and constantly visible in the training facilities. This is the best way to enable progress assessment.

The workshop can start with an **activity involving all learners**, where their needs and expectations are expressed. The following activity is suggested:

#### **Activity**

This activity can be undertaken as follow:

- Organise a presentation round.
- During this presentation round, form pairs of learners.
- Allow each pair of learners to have a 3 minutes discussion between each other.
- In this discussion, each member of the pair will have to briefly introduce the other and also state his own expectations from the training.
- The trainer writes down all individual expectations from all learners and makes a comment on each of them. Each time a gap is noticed between the defined expectations, the trainer stresses the point in order to avoid misalignments.
- Once the presentation round is finished, the trainer presents a slide containing the objectives, expectations and the agenda of the workshop.

#### **A standard one (1) day workshop agenda**

09:00 – 09:30	Welcome and presentation
09:30 – 10:00	CAWC method and the context of using it by the participants
10:00 – 11:00	<u>Activity 1</u> : Compiling and sharing feedback on their experience with CAWC
11:00 – 11:30	<i>Coffee break</i>
11:30 – 12:00	Discussion about the activity

12:00 – 13:00	<u>Activity 2</u> : CAWC scores and comments and their impact on the participants
13:00 – 14:00	<i>Lunch</i>
14:00 – 16:00	<u>Activity 3</u> : Specific videos and role plays for specific competencies
16:00 – 16:30	<i>Coffee break</i>
16:30 – 17:30	<u>Activity 4</u> : Personal Development Plans (at individual, group and plenary levels)
17:30 – 18:00	Conclusions and wrap up

### 3.2.2. Profile of learners

One of the main elements to ensure a successful workshop session is to identify participants' profile.

CAWC is intended to be used in a business environment and therefore this profile may include:

- ✿ Type and level of education
- ✿ Professional experience
- ✿ Position within the company

### 3.2.3. Pre-work assessment

- ✿ Previous to the workshop session, participants should be asked to realise an individual pre-work, using online means (Assessment).
- ✿ They should be given access to the online CAWC library of Knowledge Pills and they will be asked to consult a number of selected knowledge pills, related to their specific assessment.

### The Knowledge pills

Each Knowledge Pill is small electronic piece of information that is strictly related to one specific competence and independent from other pills.

For the CAWC, the Knowledge Pills are part of the full workshop programme. They should be used as an initial insight, before undertaking the workshop part of the training programme.

### List of knowledge pills

22 knowledge pills are developed as part of the training kit, representing 20 different competences.

They are listed below:

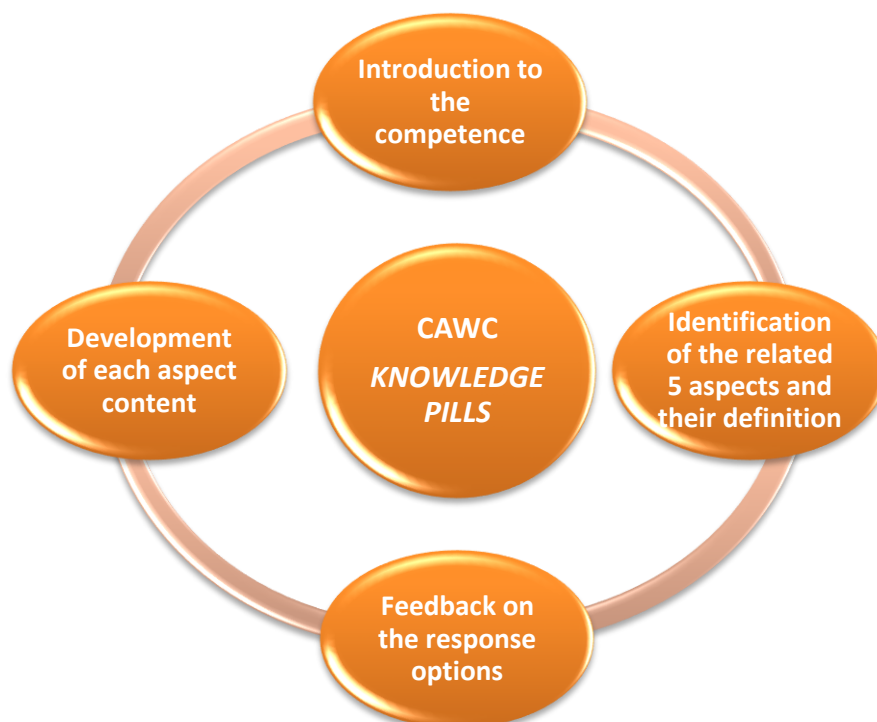
- ✿ Resource management
- ✿ Customer orientation
- ✿ Change management
- ✿ Networking
- ✿ Negotiation
- ✿ Communication
- ✿ Motivation

- ✿ Teambuilding
- ✿ Conflict management
- ✿ Delegation
- ✿ Decision making
- ✿ Teamwork
- ✿ Initiative and autonomy
- ✿ Self-management
- ✿ Responsibility
- ✿ Result orientation
- ✿ Creativity
- ✿ Learning to learn
- ✿ Self-development
- ✿ Cross cultural awareness

### Structure of the Knowledge Pills

ACWC learning pills will all have a unique structure, so they can be very easily identifiable and allow quick consultation. They will be structured around 4 main items, to which they will find suitable, quick and to the point answers. These are:

- ✿ Introduction to the competence
- ✿ Identification of the related 5 aspects and their definition
- ✿ Development of each aspect content
- ✿ Feedback on the response options



### 3.2.4. Workshop Infrastructure

- ✿ A facility for around 15 participants would be required with movable tables so the trainer can adapt the room to the most suitable format (U, Open rectangle, T, separated tables)
- ✿ Projector
- ✿ Flipchart and Whiteboard.
- ✿ Supporting material: Powerpoint (ppt), Camera to record the role plays

### 3.3. Delivering the workshop

#### 3.3.1. Icebreakers

In any group, before starting a training session, it is always very useful to create a relaxed environment and allow all learners to know each other.

Icebreakers allow group participation, so they are an excellent way to get people interested and relax. The following list of icebreakers activities that we suggest do not need any advance preparation and can be displayed anywhere:

#### ✿ Creative Name Tags

Give everyone 10 minutes to make his or her own nametag. They can list hobbies, draw a picture, or write a self-profile.

#### ✿ Famous People/Cities

- As each person arrives, tape a 3 x 5-index card on his or her back with the name of a famous city or person.
- People must circulate the room asking questions that only answerable with a yes or no.
- The goal is to identify clues that will help them find out the name of the person or city on their index card.

Examples: London, New York, Santa Claus, the Easter Bunny, and John Wayne. Stop putting index cards on backs when it is time for the meeting or activity to start, and then give 5 minutes more to finish the activity. You may wish to set aside the easiest names for the last few individuals to receive cards.

#### ✿ Silent I.D.

Give each person a piece of paper with instructions to write words or draw pictures that describe themselves without talking. Then they are to pin their paper on their chest, walk around, and look at each other. Pictures are collected and shuffled and participants try to identify to whom each picture belongs.

#### ✿ Paired Sharing

Ask the participants to move around the room and find someone they do not know or who they know the least of anyone else. When everyone is in pairs, the facilitator announces the topic partners can talk about, and a designated amount of time to do so.

### ☀ Who Is It?

People write down something about themselves they think no one knows. The leader reads the slips of paper and others guess whom the person is. It is amazing to see the things some people reveal about themselves.

### ☀ Two Truths and a Lie

Have participants say three things about themselves. Two should be true and one should be a lie. Have participants guess which response was a lie and give their reasoning.

### ☀ Balloon Pop

Have everyone form a circle. Instruct the participants to put one piece of information about themselves on a small slip of paper, fold it, and put it in a blown up balloon. Throw the balloons in the middle of the circle and then have people take turns popping a balloon, reading the piece of paper, and guessing to whom the information applies.

### ☀ End the Sentence

Write the start of a question on the board (i.e. My Favorite job was ..., My Hobby is...) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

## 3.3.2. Workshop methods to implement

### Small groups

#### Definition

It is recommended to organise the CAWC workshop in a group of no more than 15 participants who will be split in small groups, so they can discuss and summarise a given topic.

#### Tips

- ☀ Outline the purpose of the discussion and write questions and tasks clearly to provide focus and structure.
- ☀ Establish ground rules (e.g., courtesy, speaking in turn, ensuring everyone agrees with conclusions) at the beginning.
- ☀ Allow enough time for all groups to finish the task and give feedback.
- ☀ Announce remaining time at regular intervals.
- ☀ Ensure that participants share or rotate roles.
- ☀ Be aware of possible conflicts and anticipate their effect on the group's contribution in plenary.
- ☀ Reach conclusions but avoid repeating points already presented in plenary.

## Buzz groups

### Definition

While undertaking the CAWC workshop, you can allow participants to discuss their immediate reactions to information, give definitions, and share examples and experiences

### Tips

- ✿ Clearly state the topic or question to be discussed along with the objectives.
- ✿ Encourage exchange of information and beliefs among different levels of participants.

## Brainstorming

### Definition

It is useful, in specific moments of the CAWC workshop, to open a spontaneous process through which peoples' ideas and opinions on a subject are voiced and written for discussion and agreement. All opinions and ideas are valid.

### Tips

- ✿ State clearly the brainstorming rule: There is no wrong or bad idea.
- ✿ Ensure a threat-free, non-judgemental atmosphere so that everyone feels he or she can contribute.
- ✿ Ask for a volunteer to record brainstorming ideas.
- ✿ Record ideas in the speaker's own words.
- ✿ State that the whole group has ownership of brainstorming ideas.
- ✿ Give participants who haven't spoken a chance to contribute.

## Plenary session

### Definition

All mini-groups come together to share ideas and find solutions to specific challenges encountered during the assessment.

### Tips

- ✿ Appoint someone to record the main points of the discussion.
- ✿ Appoint a timekeeper.
- ✿ Pose a few questions for group discussion.
- ✿ Use buzz groups to explore a topic in depth.
- ✿ Ask for contributions from participants who haven't shared their views.

### 3.3.3. Trainers skills and knowledge

CAWC workshop in a learning context and implies applying an experiential active training. For this reason, the trainer will be act as a **facilitator** with applying a number of skills that will make the training dynamic, practical and where learners can establish direct linkages with their daily work.



In order to play this role successfully, it is important that the facilitator displays a number of skills that are commonly recommended. We can group them into the following categories<sup>2</sup>:



- ✿ Skills for facilitating discussion
- ✿ Skills for facilitating experiential activities
- ✿ Skills for ending a session
- ✿ Listening and learning skills
- ✿ Skills for negotiation
- ✿ Business knowledge

### Skills for facilitating discussion

During a group discussion the trainers leads and facilitates the flow of participants' comments and experiences. The facilitator don't need to make a comment after each participant speaks, but periodic comments and open-ended questions can be helpful. The following skills can help facilitate a discussion.

- ✿ **Paraphrase** what a participant says so he or she feels understood and the other participants can hear a concise summary.
- ✿ **Check your understanding** of a participant's statement or ask the participant to clarify what he or she is saying.
- ✿ **Give thanks** for comments.
- ✿ Elaborate on a participant's comments with **examples**, or suggest a new way to think about the topic.
- ✿ **Energize a discussion** by quickening the pace, using humour or prodding the group for more contributions.
- ✿ Disagree (gently) with a participant's comments to **stimulate further discussion**.
- ✿ **Mediate differences** of opinion between participants and relieve tensions that may be brewing.
- ✿ **Pull together ideas**, showing their relationship to each other.
- ✿ **Change the group process** by breaking the group into smaller groups or asking the group to evaluate ideas that have been presented.
- ✿ **Summarize** (and record, if desired) the group's main views.

### Skills for facilitating experiential activities

Experience is the richest resource for adult learning. Experiential (or hands-on) activities help make training active. It is often far more effective to experience something than to hear about it.

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<sup>2</sup> Adapted from: People smart Facilitator's Guide. 2015, Melvin L. Silberman, Freda Hansburg

CAWC workshop clearly introduces an experiential mode of delivering training for the retail sector, by involving activities related to different aspects and topics of managing franchises and agencies.



The following steps help make these activities successful

- ✿ **Explain the objectives.** People like to know what is going to happen and why. State the main objective at the beginning.
- ✿ **Speak slowly when giving directions.** Make sure the instructions are understood. You might also provide visual backup.
- ✿ **Realise a demonstration of the activity if the directions are complicated.** Let the players see the activity in action before they do it.
- ✿ **If necessary, divide the participants into small groups before giving further instructions.**
- ✿ **Challenge the participants.** A moderate level of tension creates more energy.
- ✿ **Always discuss the activity.** When an activity has ended, invite participants to process their feelings and share their insights and learning.

### Skills for ending a session

Each session needs a conclusion so that participants don't become frustrated by loose ends.

The following steps will help end a session successfully:

- ✿ Summarize the key points.
- ✿ Emphasize the main message(s).
- ✿ Propose a challenge from the issues discussed.
- ✿ Pose a question that can also be a challenge: "Have we achieved the session objectives?"
- ✿ Offer a personal conclusion.

### Listening and learning skills

- ✿ Use helpful non-verbal communication
  - Keep your head level
  - Pay attention
  - Remove barriers (tables)
  - Take time
  - Appropriate touch
- ✿ Ask open questions
- ✿ Use responses and gestures that show interest
- ✿ Reflect back what the players say
- ✿ Empathize – show that you understand how they feel
- ✿ Avoid using words that sound judging

## Skills for negotiation

- ✿ Negotiation is important because information alone is usually not enough to change behaviour.
- ✿ Using negotiation means:
  - Helping learners understand how to optimally use the acquired knowledge.
  - Trying to use a new practice.
  - Overcoming barriers to trying and/or adopting a new practice.

## Business Knowledge

On top of the above skills, it is recommended that the trainer leading the CAWC workshop, must have a general knowledge related to the main business areas applied to small and medium businesses. These areas, all related to CAWC are:

- ✿ Current legislation and business law applied to businesses in the country.
- ✿ Basic knowledge accounting especially related to managing a Profit and Lost account.
- ✿ Labour legislation in the country.
- ✿ Marketing and sales

### 3.4. Monitoring the workshop

#### 3.4.1. Workshop outcomes and learned lessons

Together with the learners, the trainer must lead a task to identify the learned lessons and compare them to the outcomes defined before the beginning of the session.

Learners must be an active part of this process and the trainer can use the flipchart to identify them and write them down in order to make them visible to all.

#### 3.4.2. Personal development Plans (PDP)

At the end of the training session, the trainer will invite the learners to an individual reflexion period of 15 minutes. During this period, learners will have to think about and set 3 objectives to achieve after the training, at their work place.

The trainer must explain that the objectives to be set require fulfilling certain conditions. One of the best ways to define effective objectives is to make sure that they are SMART objectives. This concept can be used in order to construct the following template.

SMART stands for S: Specific / M: Measurable / A: Achievable / R: Relevant / T: Timed

Objectives	Why?	When?	With whom?	What actions?
1.				
2.				
3.				

### 3.4.3. Post workshop

Once the workshop ends and the Individual Development Plan (IDP) ready, the next step will consist of implementing it by the participant to the assessment. For that purpose, it is necessary to have a coaching plan to follow up the implementation.

The Coach and the participant can agree on a plan containing the details of the coaching sessions:

- ✿ Frequency of the sessions.
- ✿ Deadlines for specific milestones to reach.
- ✿ Venue and timetable for the sessions.
- ✿ Duration of the sessions.
- ✿ Content of the each session.
- ✿ Tasks for the next one.