

Restart@Work

Model for development of outplacement actions



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Introduction

Fòrema's experience in the field of outplacement comes from the need of supporting local companies and workers in their reorganization, a process resulting from the numerous sector and business crisis of recent years.

Fòrema has gained experience in two specific productive sectors - metalworking and fashion (textiles, clothing, footwear, leather and eyewear) – activities which are widespread in other European countries as well.

From this activity the present outplacement service model was born, which is able to face specific sectorial problems linked to the present crisis, as well as in a constantly evolving European job market.

The role of vocational training bodies in the present socio-economic context becomes particularly significant. Indeed they are called upon to sustain the job market system by developing measures able to favour local employment and therefore they must be ready to respond to this need.

The proposed model answers this widespread need and acts as a starting point to favour transfer, experimentation and improvement of the development of outplacement actions at a European level.

Due to its original set-up this model complies with and implements the European Quality Assurance Reference Framework for the development of education and training quality (EQARF) insofar as it is based upon:

- a cycle of planning, implementation, evaluation and review, on the basis of a common qualitative criteria;
- qualitative descriptors and quantitative indicators to guarantee and improve quality and monitoring;
- the use of tools for measuring effectiveness and efficiency of the actions.

The Restart@Work model and all its phases incorporate the quality data collecting and monitoring tools proposed by the European Recommendations on EQARF. In particular the following parameters are recommended:

- the vocational training body must have a certification according to international standards for the concerned action areas;
- analysis of the CV and training update of the operators and experts appointed to carry out the actions of the model;
- evaluation of the quantitative aspect and main identification parameters of participants involved in the implementation of the model;
- success percentage of training actions;
- percentage of those employed after having taken part in activities proposed by the model;



- customer satisfaction analysis by participants;
- stratified analysis of target groups involved in the implementation of activities provided in the model;
- monitoring of market training needs and participants of training and counselling actions;
- analysis of recruiting channels and opportunities of accessing the training offered.

The present model shares a culture of quality improvement and responsibility and allows continuous monitoring of results which is essential for re-planning further actions aimed at continuous improvement (Figure 1).

Figure 1 – Summary diagram of the outplacement model cycle.



The main phases of the model are exhaustively described below: planning, implementation and evaluation.

Planning

1.1 Context and framework analysis

The aim of the context analysis is to update the operating framework of reference and the specific needs of the action area in which the intervention takes place.

The analysis is carried out by collecting and analysing different types of data referring to the job market trend and different productive sectors. Moreover, interviews with sector experts, stakeholders, company managers and customers are carried out and utilized, as well as documentation from previous actions for continuous improvement.

The output of this activity comes from searching and organizing both qualitative and quantitative data, mainly collected from existent sources of employment and production data from specific needs and general information from previous actions. Sources used include public and internal data of entrepreneurial associations, interviews with experts and key informants, stakeholders and customers; also in this case the analysis of data from previous actions is used.

The activity is carried out by skilled designers by the analysis of up-to-date data regarding the job market and the trend of different productive sectors, as well as a summary of interviews carried out and the availability of data referring to previous outplacement actions.

1.2 Identification of general objectives

This phase is aimed at identifying the general objectives of the outplacement actions. The identification and sharing of outplacement objectives follows the context and needs analysis and has the scope of identifying the percentage of outplaced individuals that must be achieved within a certain period of the successful conclusion of the actions.

The output activity is achieved by using updated statistical sources and key informants, and is carried out by qualified designers, stakeholders and customers. A precise definition of the objectives is already to be considered an indicator of the success of the phase itself.

1.3 Identification of specific objectives

The objective of this phase is to identify the specific objectives of the outplacement action. The definition of the motivation and learning objectives of the participants of the action itself are defined by utilizing relative data, specific requirements and data from previous actions.

The sources at the base of this planning phase include the presence of key informants and statistic data. The whole activity is carried out by designers, counsellors and expert trainers.

1.4 Identification of target groups and participants

The participants of the outplacement actions are the employed workers or those already on the job market, regardless of their social and professional characteristics. However the identification phase foresees the identification and selection of participants per group, as homogeneous as possible, (professional experience, sector, age, etc). Particular attention is paid to evaluating the participants' motivation and individual characteristics since participants are often people coming from totally different socio-economic backgrounds and professional experience. It is very important to bear this in mind when developing group actions, putting participants with similar characteristics together.

In identifying participants it is useful to take into consideration the various outplacement possibilities of singles, which often vary according to age and cultural-professional profile. Special attention is reserved to the young, also to sustain their vocation of being outplaced in other sectors in respect to their original ones, or take into consideration the possibility of starting-up their own activities as well as the weaker ones who risk being excluded from the job market.

The tools used are represented by data of the socio-economic context of reference that are used afterwards to define the number and characteristics of the participants.

The reference people for this type of activity are designers, stakeholders and customers; sources used are represented by key informants and statistical sources. In conclusion, the same description of the project is used as an indicator of the implemented activity.

1.5 Identification of contents of the interventions

Objective of this phase is that of identifying the activities employed to achieve the specific and general objectives of the action. In order to achieve the set objective, data concerning the context and specific needs analysis of the context in question are used as well as data from previous interventions.

The activity carried out consists of a personalized package of activities and leads to the articulation of the action, specifically developed in: selection, individual counselling, collective counselling, training and guidance. In particular the sources used are those from previous outplacement projects, context analysis and interview summaries. The activity is carried out by expert designers and the same description of the project is used as an indicator.

1.6 Identification of needed methodologies

Objective of this phase is that of identifying implementation modalities. Essential tools for the success of this phase are the coordination of the contents and the list of methodologies used in the action, by means of which a detailed articulation of the same is obtained.

Therefore the activity of the project planners is that of developing a methodological description which is possible thanks to the presence of updated context analysis, interview summaries and data from previous outplacement projects already implemented; the description of the same project is used as a result indicator.

1.7 Identification of needed resources

Defining the budget and organizational and professional resources to be implemented are specific objectives of this phase that are obtained when developing the budget. The tools used are economical parameters of reference and teacher database; the foreseen output is the definition factor of the budget of the same outplacement action.

Sources used are represented by the specific requirements of the referring context and data from completed outplacement projects; the reference indicator that designers and administrative personnel use is ultimately the defined budget.

1.8 Identification of indicators for effectiveness and efficiency

This phase is aimed at defining effectiveness and efficiency indicators of the outplacement action, and this objective is achieved by formalizing the success and effective indicators of the action; therefore tools used are the budget and the collection of planning objectives.

The output of this activity is represented by the percentage of re-employed participants after the successful completion of the project and by the compliance with the parameters set in the budget. The designers are involved in this type of activity and use the monitoring results as a source for the activity; in this case the reference indicator is made up of the use of the effectiveness and efficiency indicators.

Implementation

2.1 Analysis of potential and motivation of the participant

Through the intervention of personalized counselling the user is helped to reconsider his/her own professional path in the prospective of a working life that develops from the moment he/she stops work.

Therefore by means of this service it is possible to:

- assess skills, ability and knowledge developed in the course of their own experience of life, training and work;
- understand what they are able to do and what could be improved;
- develop and/or redefine a realistic professional project coherent with the job market in reference;
- promote personal autonomy, self-determination and increase awareness of personal self-efficiency.

Afterwards the user's preliminary needs analysis grants the possibility of translating the application of the same in one or more precise and identifiable work objectives. Self-assessment of competences leads to a redefinition of the subject's profile that enables him/her to answer questions such as: 'what am I able to do?' (identification of a series of actions that could be important on a professional basis) and 'how can I carry out these actions?' (list of skills and knowledge, transferable from one working context to another).

The input of this phase is the Skills Assessment (Attachment 1), that favours the redefinition of some fundamental issues in the personal and working lives of participants in outplacement actions.

The operative tool, used in both entering and leaving the training measure, is a portfolio made up of a set of tables, that the user compiles with the help of a facilitator.

Included in this document, there are essential variables for a process of self-assessment aimed at rebuilding one's own individual/training/work background and to draw up a professional project in line with the preparation, aptitudes and potentialities of each person: self-assessment tables, pedagogical tables, brief questionnaires, analysis of experiences and professional biographies, etc. Specific attention is paid to the identification and description of uncertified skills and competences, i.e. demonstrated or acquired outside institutional vocational training courses, and to the definition of skills and competences that the subject was not aware of possessing. Great consideration is also given to the recreation of the personal experience (values, availability, pinpointing eventual obstacles, willingness to change, professional expectations, etc.).

The intervention is carried out by face-to-face meetings between facilitator and user, meant as 'counselling sessions' useful for a precise definition of the participants' skills, competences, aptitudes and professional ambitions with the aim of planning and implementing successful professional paths. The setting-out of the service and close interactivity between participant and facilitator alternated with moments of reflection, favour the development of a significant confrontation and indirectly stimulates the user's listening and observation faculties, relational and



language competences, information concerning knowledge of the concerned area and existing services.

As far as the analysis of previous experience is concerned, the facilitator must invite and stimulate the user, especially when the latter has only one main experience, to reflect upon short term work experiences as well which can anyhow have influenced his/her professionalism under various points of view (satisfaction, forcefulness, pertinence between the user's characteristics and inclinations and activity content).

The last interview at the end of the course, grants the possibility of reviewing one's work background, to reflect upon renewed motivation and evaluate different training and professional possibilities of the user together with the counsellor. The user is advised to write a dossier and the counsellor, by comparing the two files produced, has the task of pointing out the differences, possible improvements in terms of self-esteem and more feasible objectives in respect to the first meeting.

This represents a first important target regarding support finalized to the user's work re-integration and in terms of recognition and assessing personal competences, insofar as it represents achievement of a certain level of awareness in respect to personal priorities and goals, professional interests, competences, resources and obstacles, as well as defining a first concrete hypothesis of an individual professional project.

Therefore, once the balance has been concluded, the counsellors have a series of information of the single participants at their disposal with which they can identify, also using data of opportunities in the area and links with other structures and the world of work, the most effective interventions for each specific situation and offer their participants personalized packages. The work tables must be filed in a systematic and user-friendly way aimed at, for example, compiling a CV and for the preparation of a job interview.

The counsellor shall draw up a document summary which includes the description of competences and results obtained at the end of the action. It is also necessary to add the exploration of the external environment on behalf of the interested subject, the drafting of an active life integration project and kick-off guidance in the active job in order to verify the development of the professional objective.

The whole activity is carried out by counsellors, key figures whose specific professionalism and motivating character elicit the possibility of successfully approaching sophisticated activities such as the Balance of Competences and individual counselling.

They act as career counsellors, i.e. they sustain participants along their outplacement actions specifically by:

- stimulating self-exploration;
- helping to sort out information from individual activity;
- supporting the participant in recognizing and highlighting her/his limits and resources;
- starting up, together with the participant, a reflection upon the 'professional project' to be developed according to past experience;
- inviting the participant to accept him/herself and developing suitable strategies of change.

At the same time the balance dossiers (upon entering and leaving) become tools that grant counsellors the possibility of monitoring single participants over time and to adapt their training/informative packages, according to specific needs and characteristics revealed, also by constant comparison with the other counsellors involved in the action and by the evaluation of successive individual or group activities by the same participants.

The duration of the activity is estimated as 2 hours for the entry Balance and 2 hours for the exit Balance.

2.2 Identification of individual training needs

The identification phase of training needs has the aim of indicating the detailed contents of the activity in question highlighted by administering an analysis of training needs (Attachment 2) and data processing of the referent economic-productive and social context.

This phase must take place before the beginning of the activities and last for at least 1 hour.

The activities of this phase include individual interviews carried out by qualified trainers with attested experience in outplacement projects and the administration – and return – of the elaborated questionnaires. The reference target of the activity are the same participants, while the activity output is represented by the detailed contents of the implemented counselling and training activities.

The indicator used to verify the successful completion of the activity carried out is represented by a questionnaire filled in by each single participant.

2.3 Collective career guidance actions

All the activities explained below shall be dispensed to target groups as homogeneous as possible with the aim of optimising the activity objectives and their effectiveness for single individuals.

Subphase: Self-efficacy

By means of appropriate interviews and the 'Search for Work Self-Efficacy Scale' (SWSES by Avallone, Pepe and Farnese, 2007; Spanish adaptation by Pepe, Farnese, Avallone and Vecchione, 2010) self-efficacy perceived by the Outplacement participants is verified (Attachment 4), assessing how much the foreseen activities of these projects generate significant changes in the participants. In particular with reference to individual ability perceived as: a) coping with the change; b) tolerating frustration (SWSES); c) actively searching for a job by exploring the market (SWSES); d) forming and maintaining functional relationships in work contexts (SWSES); e) actively planning one's own professional future (SWSES). Further investigable aspects are personal responsibilities, knowledge of the job market, events linked to anxiety and depression, ability of handling emotions and self-esteem.

The whole activity is carried out by counsellors, key figures whose specific professionalism (work psychologists) act as career counsellors, sustaining the participants in their outplacement experiences, sustaining their self-exploration processes and inviting them to accept themselves and implementing appropriate strategies of change.

Subphase: Communication

The objective of this phase is to enhance participants' relational competences, both at an interpersonal level and in a group work context, with the aim of more effective outplacement and a better inclusion in a new corporate environment.

The starting point is the self-awareness of each recipient of their strong points and where they can improve their communicative/relational modalities.

Some typical group exercises can help this process which is able to highlight communicative and relational dynamics, negotiation techniques, leadership and problem solving.

The activity is carried out by expert counsellors/trainers with consolidated experience in outplacement projects and lasts for a total of 8 hours and as an output helps to implement the personal file of each recipient outlining their relational competences.

Subphase: Motivation

Work motivation can be defined as a balance between the positive and negative aspects of the individual profession. As everyone is motivated by different factors, it is important to seek out and develop the work activity which is overall more stimulating and grants everyone the possibility of expressing their potentialities and talents to the maximum.

Therefore the objective of this phase is to motivate participants of the training action so that they strive to achieve important goals. This is the keystone for success, it motivates each person to improve their life qualities from a personal and professional point of view, to consider their skills and boost their self-esteem with the aim of facing new and important challenges that today's job market proposes.

The tool used in this phase is the List of job values' (Antoni G. &Giacconi, 2003) and the Description of needs scale (Attachment 5).

Classroom activity entails the active participation of students who have the chance of comparing their experience and values which they consider to be important at work. The principal motivation theories are explained: F. Herzberg's two-factor theory, A. Maslow's needs pyramid and D. McGregor's XY theory.

Output of this phase is represented by a motivational profile that is given to each participant, a profile that highlights those needs revealed as being fundamental to satisfy, and suggests how to exploit them for searching a job suitable to the person.

The reference target is represented by subjects to be inserted or re-inserted in the working world, with a positive spirit and suitably motivated, and the professionalism of subjects allocated to carry out this type of intervention are above-all professionals who have a consolidated experience in intrinsic and objective factors that motivate people in their professional development, and that have an insight of the working environment and its pertinent relational dynamics.

Success indicators of the activity are represented by the completed questionnaires and a minimum number of 8 hours of group activity for each recipient. The duration of the action is estimated at 4 hours at the beginning and 4 hours during group counselling activity, for a total of at least 20% of total hours dedicated to this activity.

Subphase: Job seeking

The main aim of the Job Seeking activity is that of developing the 'marketing' vision of one's professional presentation and to increase individual management skills of the tools proposed for re-entering the job market and to a satisfactory professional outplacement. The activity takes place with the target groups in order to reach a clear representation of the development of one's personal work development.

Through group meetings the participant is able to: acquire information about the local job market; exchange ideas on other experiences and reduce rigid and stereotypic attitudes; develop skills and solid strategies for entering the world of work; bring personal profession objectives into focus.

In the first part of classroom work the participants are given a vision as complete as possible of the most effective research channels, both 'passive' (employment centres and agencies, newspaper offers, internet portals, research and selection agencies and category associations), and 'active' (network of relations, self-application techniques).

The use of paper documents such as a contact list representing one's own personal 'network' (Attachment 6), a list of the main websites to submit applications and/or consult professional offers, a list of activities carried out by the personnel recruitment and selection agencies (Attachment 7), a general grid of how to write and reply to job ads (Attachment 8) and how to redefine one's own professional profile (Attachment 9), are useful to make a research process as tangible as possible. This aspect is very important because the majority of the user has never experienced this process before. that, for most users, has never been previously experimented.

The second part of the activity deals with the development of the two main tools necessary for job-applications or to apply for a job offer: the curriculum vitae (<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae>) and the cover letter (Attachment 10).

The last part consists of the simulation of individual job interviews (role playing carried out by the career counsellor – Attachment 11).

The activity contents are focused on the main job seeking techniques and necessary tools to tackle the market: curriculum vitae, cover letter and selection interviews.

Job seeking techniques: group counselling activities are aimed at developing a structural approach to the job market. Participants learn how to distinguish between reactive and proactive research strategies aiming at the global management of different research channels: self-application, applying for job ads, accreditation at research and selection agencies, activating personal contacts, etc. Specific counselling is given on how to handle one's own network of relations in the best way with the aim of acquiring information and suggestions in an informal way.

How to use databases and information retrieval modalities of market trends, companies and their performances are also illustrated (e.g. by online guides that supply up-to-date information of the enterprises).

CV and cover letter: at the beginning concentration is focused upon the characteristics that, in general, must characterize both, and upon their strategic function, influenced by the quality of the draft, to then give participants a detailed grid of the main sections included.

Users are then helped in the computer template of their curriculum vitae (both in the 'classical' version and European format) and a cover letter draft, to be defined and targeted whenever necessary according to specific requirements and/or prerogatives of the company in question.

Simulation of selection interviews: behaviour and mistakes to be avoided during a selection interview are analysed together with the career counsellor; interview duration; its general structure; non-verbal communication aspects.

Afterwards conditions are created to simulate different 'cases' of individual interviews, during which single participants can 'try themselves out', answering questions by the counsellor/selector (role playing).

There are various outputs of this counselling activity, in particular:

Job seeking output techniques: updating one's 'network file' (network of relations) and highlighting companies to contact from the list (definition, based upon the objective of the corresponding target or targets); applying to job ads in the press and job seeking portals; searching for 'appropriate' references to companies of interest (people in charge, head of human resources, mailing management (telephoning to make sure the CV was received and/or request an appointment)

Curriculum vitae and cover letter output: presenting participants with an IT support (CD or USB key) containing the correct version (checked by the career counsellor) of documents produced in the classroom (CV, European CV format and cover letter).

Selection interview output: comment upon motivations that the selector uses to ask certain questions, revision of interview protocol, correspondence to answers supplied, feedback of non-verbal behaviour, concise summary report of strong points and areas of improvement.

The activity is carried out by career counsellors, specialists in targeted information (about professions, training and job seeking techniques) who help the participant in linking information to their own necessities, to examine possible options and making decisions about their own careers, acting as 'guides' in the outplacement process. These operators must have an in-depth knowledge of diverse professional profiles and job seeking tools. At the same time, they must be able to encourage the subject's personal maturity and self-evaluation ability through activities focused upon professional choices. Backed up the solicitation of the career counsellors, the support of material at their disposal and above-all thanks to the continuous exchange with other members of the group, at the end of the activity each person will be able to elaborate a professional project and organize tools for re-entering the job market, in line with their expectations and coherent with personal professional competences and individual skills revealed.

Indicator of the activity carried out is the verification during the exit interview and job assistance phase of the number of CVs and cover letters sent out and the number of interviews sustained, for each participant.

The duration of the counselling finalized to job seeking is planned as follows:

- 4 hours: active research techniques and channels used to find work (employment offices, recruitment agencies, research and selection agencies, schools and vocational training bodies, press ads, internet portals, work experience, network of relations, self-application)
- 2 hours: curriculum vitae and cover letter
- 2 hours: handling an individual selection interview through simulation

Subphase: Job market

The objective of this group counselling phase is to understand local job market dynamics and give, through frontal activity, an overview of the mechanisms of market economy and fundamental characteristics of the economic and productive system.

These characteristics are then interpreted in a dynamic sense, including concepts of globalization and post-industrial economy understood as elements of crisis and, at the same time, opportunities of economical and personal development. This occurs through a discussion with the participant concerning the foreseeable impacts and effects, negative and positive, that these tendencies entail or could entail both at a national and local level. Special attention is paid to the concept of flexibility, and to the role that a fair social safety net can play in this context.

The natural consequence of these observations consists in the translation of what is happening in the job market as well as the configuration of possible and probable scenarios in short and medium terms.

Through this programme participants acquire a good level of training and motivation of problems connected to job market dynamics and to possible roles they themselves play in this environment.

The activities in question, carried out in 4 hours, are led by career counsellors with experience in group management, while the attendance register of participants is used as an indicator granting the possibility of evaluating participation on behalf of the participants in the proposed actions.

Subphase: Enterprise start-up

This phase has the objective of assessing entrepreneurial skills and motivations, as well as describing the entrepreneurial idea, an analysis of the market, product and objective requirements, or rather the compatibility with sectorial laws and the assessment of professional requirements. Instead the second objective is to carry out an analysis of the enterprise start-up phases (law structure, fiscal and tributary aspects, authorizations) and to indicate eventual financing.

The tools adopted in this phase are the self-evaluation check-list in particular (Attachment 13) and the entrepreneurial competence map (Attachment 12).

The activities are implemented through individual meetings and are organized as follows:

- First feasibility analysis: drafting an action plan: times, task modalities; evaluation of technical competences and key skills (CV), evaluation of motivation and entrepreneurial skills

- In-depth feasibility analysis: market and product analysis, objective requirements analysis, analysis of enterprise start-up phase, financial resources
- Drafting Business Plan: qualitative and quantitative parts
- Monitoring

Output of this phase consists first and foremost in the creation of a document wherein eventual strong and weak points of the entrepreneurial idea can be highlighted, which then leads to a reflection upon the results (compiling the proposed tools) and upon concrete aspects to be improved and/or necessary requirements to be accomplished.

The participants involved are individually followed-up by expert career counsellors for a total of 4 hours of individual meeting per person; indicator of the action carried out is represented by the number of enterprises started-up at the end of the action and by the detecting of obstacles that hindered enterprise start-up.

2.4 Individual career guidance actions

Subphase: Accompanying counselling

The activity of accompanying counselling has the objective of supporting single participants in job seeking activities; to this end the individual dossiers drafted during group counselling activities will be used.

The key activity of this counselling phase is individual job seeking monitoring, which includes assisting the single participant in active research, opportunely following him/her up after job interviews and indicating new job offers. All relevant information are collected and organised using the Individual file (Attachment 14).

Participants are therefore individually assisted by the counsellors and expert tutors with consolidated experience in the sector, and the indicator used to correctly verify activity implementation is represented by the number of contacts aimed at employment.

Subphase: Back office support

This phase has the aim of indicating potentially interested companies to the project participants, in order to create possibilities of interviews finalized to employment.

For this purpose it is necessary:

- to know the area where the participants live in terms of opportunity and characteristics and to indicate a map for targeted job seeking;
- to identify companies, agencies and selection studies referred to the area in question;
- to select these contacts on the basis of potential reciprocal interest to consider the proposed opportunity.

Fundamental tool for the correct result of this phase is the drafting of a table to be filled in by the participant during the individual meeting to create: professional development, acquired knowledge and competences, availability in terms of transfer and times concerning an eventual job proposal,

any pending situations with companies, elements of reflection upon difficulties met, on strong and weak points and areas of interest.

The CV is attached to this file and is constantly updated at every contact with the participant reporting any important items.

Therefore activities carried out concern:

- preparation of an informative letter to diffuse the project and raise awareness of eventual subsidies;
- send the informative letter together with a registration form to companies;
- send the workers' profiles to selected agencies and similar structures;
- indicate and select job ads through web channels.

Contacts with companies have the aim of defining interviews with participants. Specifically the following are activated:

- telephone or e-mail contacts, followed-up also by eventual visits to companies to verify the interest of inserting new employees in their organization;
- contacts with structures indicated in the job ads
- contact with companies directly pointed out by the participants
- sustain participants when applying for jobs at companies they themselves indicated with tools they learnt to prepare and use during the training activity;
- constant monitoring of interview results, both with candidates and companies, and verify the motivation for interviews organized but not carried out.

The reference target is made up of participants and companies in the area and implementing subjects of the activities are skilled counsellors with experience in outplacement interventions. The described phase lasts for 300 hours for a group of 15 people.

In conclusion, the indicators adopted include the number of fixed interviews and the presence of a certain number of contacts and activated interviews per participant – this data depends upon the type of user (nature, age, professional profile, if redundant), as well as on the economic context existing in that moment (e.g. the current crisis has drastically reduced the receptivity of the territory).

2.5 Training actions

Objective of the project is to provide the participants with tools to develop their own personal and professional singularity with respect to fundamental variables such as job market needs, expectations and individual aspirations. Vocational training activity has the aim of urging the participants in tackling these contents, contextualizing them to specific organizations where they will be working in the future.

Planning of the training project is based upon the data of single participants gathered during individual meetings and selection phases – thanks to this individual dossier – and has the objective of granting participants the professional and personal competences required by the market and indispensable for successful outplacement. Therefore the topics of this vocational training concentrate upon two macro areas:



- area of professional competences: once the participants' potentialities and opportunities present on the job market have been identified, formative paths are planned with the aim of creating professional profiles that are coherent with the international NUP classification (Classification of professional sectors) – and respective competences – indicating the level of exit competences according to the EQF standard (European Quality Framework), laying down the foundation for their transferability in a European environment with ECVET (European Credit system for Vocational Education and Training);
- - area of key competences: the Restart@Work model is fully aware of the fundamental importance of basic competences to assure adaptability and employability of European citizens, acknowledging the recommendations of the New Skills for New Jobs communication.

The training phase starts by confronting the participants' individual files with the context analysis data in the light of individual needs stated by the participants themselves in order to indicate the most appropriate contents for classroom activity.

In accordance to this model, vocational training includes at least 16 hours dedicated to updating competences that the participants already possess and the reallocation of the respective professional profiles. However thanks to the outputs from the various analysis and counselling activities foreseen, it is possible to include longer, more articulated and structured training projects aiming at a more decisive action on the set of competences possessed, and in relation to specific needs of the assisted target groups. According to the model interpretation, we can also send the project participants to vocational training courses that have already been planned by the training body thus achieving the benefits of scope economies.

The activity is carried out in the classroom adopting the most suitable tools and didactic methodologies in order to achieve the objective, including the updating of participants' professional competences with at least 16 hours of vocational training.

On the basis of the main needs revealed by the participants training, activities can focus upon updating specific obsolete technical competences, upon transferring strategic key competences such as new forms of organization and communication, or a mixture of classroom activities and one or two company visits to promote the acquisition of operative know how.

The aim of these activities is to more successfully intercept job market needs.

The trainers in charge of the activities are selected on the basis of their specific experience and competences according to the topics in question.

With the aim of evaluating the effectiveness of these activities, customer satisfaction questionnaires are proposed; the action is then monitored by gathering the attendance data from the participant register and by assessing the acquired competences.

2.6 Monitoring of the process and activities

Subphase: Effective monitoring

Objective of this phase is to verify the positive result of the action and coherency to set objectives. The checking activity is carried out by administering customer satisfaction questionnaires and by verifying the indicators used in the different phases and subphases. The information collected in the Individual file (Attachment 14) allows to evaluate the impact of the proposed activities for the participants.

This phase is implemented by the vocational training body responsible for the project and the reference target consists of the customers.

The indicator of this phase, which also covers the whole action, is the continuous updating of the different indicators adopted.

Subphase: Economic Financial monitoring

The economic and financial monitoring phase applies to the complete implementation of the whole activity. The tool adopted in this phase is represented by the company management system and output consists in the elaboration of accounting, economic and administrative data. The indicator adopted is the continuous gathering of data from the project.

Evaluation

The assessment phase of the model activities is the final checking of the training project and provides the requisites for any successive adjustments and further improvements.

Assessment is carried out in three fundamental dimensions:

- assessment of effectiveness of set objectives achieved;
- assessment of specific objectives and customer satisfaction concerning activities the participants took part in;
- assessment of economic-financial efficiency.

The assessment elements and relative indicators are indicated in the planning phase of the proposed training course; information is gathered during the implementation of all the phases and subphases by means of specific data collection tools.

The evaluation of the project objectives is aimed at checking the achievement of the target users' outplacement objectives. Through telephone interviews to participants and target companies, plus data collected in the individual file, the successful cases are counted: new typical and atypical work contracts of at least medium term, which can be attributed to the impact of implemented actions. Using this mapping, carried out by the tutors, the percentage of outplaced participants is calculated out of the total number of users. This value must not be inferior to that established in the planning phase.

The evaluation of specific user satisfaction objectives and the upgrading of competences is carried out by administering analytic and customer satisfaction questionnaires during activity implementation, and specifically during the personal counseling actions foreseen in the model. The objective of the subphase consists in detecting any organizational criticalities in the implementation phase and in the evaluation of competences and motivation, comparing indicator values at action start-up and conclusion. For example, administration of the Career Search Self-Efficacy Scale (CSSE) is suggested before and after the course. The change in perceptions of self-efficacy can be adopted as an efficacy indicator of the course. Gap analysis is carried out by the tutors.

Economic-financial evaluation is aimed at verifying the project compliance with the criteria and cost parameters concerning implementation of model actions. This activity takes on an even more strategic role, when the projects are backed by public financing subject to reporting procedures. Through activity monitoring, the collection and comparison between cost indicators – economic-accounting data – indicated in the planning phase, the administrative department shall verify the presence of any deviations.

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Attachments

Attachment 01: Skills assessment

Attachment 02: Analysis of training needs

Attachment 03: Context Analysis

Attachment 04: Self-efficacy Interview

Attachment 05: List of job values & Description of needs scale

Attachment 06: Network of Relations Grid

Attachment 07: Recruitment and Selection Process

Attachment 08: Applying for a Job

Attachment 09: Guide for professional profile description

Attachment 10: Template for cover letter

Attachment 11: Job Interview: Phases and Topics

Attachment 12: Map of entrepreneurial competences

Attachment 13: Self-evaluation management diamond value

Attachment 14: Individual file