# Specialist Module with Workshop: Tools for Skills Assessment

## Prof. Bruna Nava

COURSE AIMS AND INTENDED LEARNING OUTCOMES

Through a workshop and experiential learning context, the aim of the course is to teach students the theory and applications of the methodologies and main tools of the Competence Report aimed at supporting professional guidance interventions for different population groups. Particular attention will be given to the issues of post-university orientation, the orientation of the unemployed and professional reorientation.

With this aim, students will be presented with questionnaires and exercises aimed at detecting their abilities, competences, professional values and career anchors. Case studies will also be elaborated and provided, using role-playing in class to perform orientation interviews and training interventions designed for small groups.

Intended learning outcomes

At the end of the course, considering the synergy with previous teachings, students will be able to identify and apply the most suitable methodologies and tools to design individual and small group guidance interventions, aimed at specific population groups. The development of independent judgment in evaluating the suitability of tools and communication skills in interactions will be a further learning outcome.

COURSE CONTENT

The course is based on three different steps, as follows:

Module 1 - Introduction to the competence assessment and its main tools

The competence assessment, its historical evolution, central topics and purpose will be examined; an overview of the main tools for the competence assessment and specific objectives will then be covered; finally, the various assessment tools will be presented and exercises carried out with each of them. In particular: competences, abilities and soft skills for developing the professional project, tools for detecting professional interests, professional values and motivations.

Module 2 - Professional motivations from a neuroscientific perspective

Within the theoretical and experiential framework of the competence assessment, the course will also introduce the concept of professional motivation from a neuroscientific perspective, in order to promote the development of the students’ awareness towards the assessment of professional well-being as an effect of the integration between personal factors and factors related to the professional context and the “social reward”.

Module 3 - Design of targeted interventions

The last step of the course aims to support students in choosing a target of interest and developing an intervention project for a specific population, in the area of individual or group counselling. The methodology proposed for this purpose will be the project work to be developed in a team.

READING LIST

R. Gallo-D. Boerchi, *Bilancio di competenze e assessment centre. Nuovi sviluppi: il Development Centre e il Bilancio di Competenze in Azienda*, Franco Angeli, Milan, 2011. - Chapters:

Chapter 1: Teorie e approcci alle competenze, p. 15 - 24

Chapter 2: La valutazione delle competenze, p. 25 - 38

Chapter 4: Il Bilancio di competenze, p. 87 - 133

M. Balconi, B. Nava, E. Salati "*Il neuromanagement tra cambiamento, tecnologia e benessere” Led Edizioni, 2020 -*

Part 1 - Neurofisiologia del piacere di lavorare, p. 17 - 28: Dalle funzioni esecutive ai programmi di neuopotenziamento. Nuove prospettive per il neuroassessment, p. 51 - 64

Material distributed by means of the Blackboard platform.

TEACHING METHOD

The teaching methods include introductory frontal lectures, exercises, case discussions, and project work. In particular, students will stimulate the use of assessment tools on themselves; this will then help when role-playing and practising guidance counselling with other classmates. We will work with the methodology of cases, where cases can be brought by the students themselves or by the lecturer. Finally, the project work methodology also aims to introduce and offer experience with the feedback model as an orientation tool.

ASSESSMENT METHOD AND CRITERIA

Students' acquired knowledge and competences will be assessed through the evaluation of a project, in which students will have to demonstrate that they know how to use the concepts, the theoretical models presented in the texts and during lectures, as well as the experiential elements gained in the workshop. The assessment will be based on the following aspects: planning skills, appropriate use of specific terminology, consistency with respect to the competence assessment topic, ability to identify conceptual links with open issues and any critical issues in the design, as well as their ability to reflect and self-reflect.

NOTES AND PREREQUISITES

There are no specific prerequisites for attending the course. However, a specific interest in the topic of organisational competences is assumed.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.