



Innovative Curriculum for Adult Learners on soft skills

I02 Soft Skills Assessment Toolkit and Individual Goal Mapping –
Report and Development of Ideal Tools

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Goal Mapping – Step by Step

1.1. Introduction

The Goal Mapping is an ideal and necessary supplement of the assessment of Soft Skills. In order to implement it in the frame of assessing Soft Skills, it has to follow certain principles:

- needs to be part of a counselling/advising process (or in fact could be the advising process itself);
- has to be in accordance with the criteria of SSA and the above mentioned requirements under 5a);
- has to offer documentation, but without the need to show it to anyone: this is the decision of the person seeking advice;
- Has to be individual; a “one-fits-it-all” instrument is not appropriate;
- has to touch different areas of life, not just the vocational sector;
- has to follow the aims set by the person seeking advice, not by outside goals;
- has to be participative;
- has to offer time and opportunities for reflection and learning
- has to use appreciation as a key ingredient.

In the following, the steps to be taken in the process of Goal Mapping, are described. They are based on the discovery work of the EU- project CHARISM (in the frame of LEONARDO, developed for youth) and have been adapted to the needs of adults for the purpose of this project.

1.2. Description of steps

The process of Goal Mapping is structured by the following steps:

1. Anamnesis
2. Assessment
3. Support plan
4. Monitoring
5. Evaluation
6. Follow-up care



A. Anamnesis:

The main measure in Goal Mapping is consulting: the Case Manager should already be prepared to consult with “head, heart and hand“.

There will be a first (introducing) conversation: welcome, naming the problem, introduction of the Case Manager, assurance of voluntariness, data privacy and biographical work starts (biographical/counseling interview). It is important to create a comfortable atmosphere and to adjust the setting to show appreciation towards the client. During further meetings biographical work will be continued and intensified (pictures, music, “treasure chest”, assessment tools) The Case Manager should be fit in w- and in coiled questions. The anamnesis is the first step to define the mandate and to decide, if the client is accepted in the Case Management! The Case Manager has to create confidence and commitments.

B. Assessment:

This step depends on the mandate. The Case Manager should be able to handle different approaches (e.g. potential analysis, “Genogramm”, “explorix”, Assessment of Soft Skills ICARO, others mentioned in the Report on Soft Skill Assessment Tools reported in the Toolkit for SoftSkills, see website of ICARO). The aim is to know the client very good, to find out his/her (in-)formal competences and to empower him/her.

C. Support plan:

The support plan will be developed in cooperation with the client. It will be signed by the Case Manager and the client, to force a commitment. However the client always determines what shall be done. The Case Manager should be able to express the aims according to the SMART-approach (specific, measurable, achievable, realistic, temporary).

D. Monitoring:

Monitoring also depends on the mandate and contains the monitoring of the support plan. During this step a bigger part of working with networks (networking with stakeholders, authorities etc.) happens. The monitoring process can contain several meetings with the client in order to follow the progress.



E. Evaluation:

Evaluation contains self-made or bought forms for data acquisition/collection. The mandate transaction should be the central theme. There should be a closing meeting for a final conversation.

F. Follow-up care:

The follow-up care contains of a meeting between the Case Manager and the client after a couple of weeks to check if everything is okay and if the solutions are still the right ones. A further mandate can be addressed.



Quality standards

2.1. Recognition of EQAVET Indicators and EQARF Indicators

Regarding the work with unemployed adults with low level of skills, the following Quality Standards, issued by the EU:

- EQAVET:
 - EQAVET is a network of EU- organisations and representatives of member states to enhance and improve the quality in teaching and adult educations. Several measures are implemented and can be found on the website, along with national plans and regulations.
- EQARF:
 - Use of acquired knowledge at the work place (ind. 6)
 - Unemployed rate (Ind. 7)
 - Prevalence of especially vulnerable groups)ind. 8)
 - Mechanisms to identify training needs in the labour market (Ind. 9)
- For further and detailed quality standards, see also the Toolkit for the Assessment of Soft Skills, section 4a, b and c.

2.2. Evaluation of GOAL Mapping Methods

To guarantee high-quality work, Case Managers have to ask themselves the following questions during the process:

- Have I selected the right parties involved?
- Is/are the disadvantages/the potential of the visible?
- Which network partners do I have?
- It is necessary to set aims during the Case Management process. Have they been reached?
- Is there a support plan?
- Do I still act in accordance with the wishes of the client?
- Are my actions documented in a comprehensible way? Can they easily be compared and assessed?
- Do I know when my work as a successful Case Manager is finished?
- Do I know how to finish the process of counselling?



Goal Mapping- Documentation

To support the efforts of Case Managers, some form of documentation should be offered. This can be on paper or online in an E-portfolio. This documentation has the purpose of making visible the formal and informal competences, the gain in competences, the individual results of the Case Management process, but also the aims and pathways chosen for the near future. The documentation thus illustrates which competences already exist, which ones might be developed and how the goals could be reached.

In order to enhance the quality of this documentation, the single documents could be bound into a folder, nicely done. The decision to show all or some of these documents to possible employers is entirely with the client.

The content of the DOCUMENTATION is:

- **The basic personal information**
- **fields of activities** (visualize (informal) competences):
 - hobbies and interests, family, school, education, military service, alternative service, voluntary year, working lives, training periods, jobs, political and social commitment, special situations in life
- **competences** (measures to draft the competence statement, e.g. Assessment of Soft Skills ICARO, others), see ICARO website for more information and tools.
- **aims and the next steps**
- **application documents** (references, tests, cover letters etc.)

An agreement should be made between Case Manager and client, how and for how long the documentation should be stored (if not regulations of organisation or project already give indications).



References

W- and coiled questions:

http://changingminds.org/techniques/questioning/open_closed_questions.htm

EQAVET : <https://www.eqavet.eu/>

EQARF : <https://www.eqavet.eu/Equavet2017/media/Documents/Explanatory-brochure-on-the-EQARF-indicators.pdf>

E-Portfolio : <http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/>

SMART approach : https://en.wikipedia.org/wiki/SMART_criteria



