Vocational Potential Assessment Center (VPAC)

Authors:

Martin **DZBOR** (T-Systems Slovakia)

Martin **GBUR** (T-Systems Slovakia)

Lívia **GALOVÁ** (T-Systems Slovakia)

Daniela **FILIP** (T-Systems Slovakia)

Zuzana **HRADSKA** (T-Systems Slovakia)

Pavol **HORMAK** (T-Systems Slovakia)

Tomáš **HUDAK** (T-Systems Slovakia)

Barbara **KOLLAROVA** (Karpatská nadácia)

Anna **RICANYOVA** (Grafton Recruitment)

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Partners:

| Carpathian Foundation | T-Systems | ZOM Presov | IT Services Hungary | CJD |

Table of Contetnts

Used abbreviations

AC   Assessment Centre

CJD   Christliches Jugenddorfwerk Deutschlands Gemeinnutziger EV

EDC   Elevator Development Centre

IT SH   IT Services Hungary

KN   Karpatská nadácia

VPAC   Vocational Potencial Assessment Centre

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1. Introduction

The purpose of the manual is to introduce an innovative tool for assessing and selecting job applicants in the IT sector who are somewhat disadvantaged in the labour market. The aim of the innovation is to adapt the existing standard methods of assessment and selection of employees for specific job positions so that they can take into account the diversity of the workforce and the existing, almost automatic, discrimination of job applicants who are distinguished by some form of abnormality, otherness or have some specific needs, turn into an opportunity. The tool provides an opportunity for a wider range of job applicants, while opening new opportunities for employers struggling with current and prospective lack of workforce.

The name of tool is Vocational Potential Assessment Centre (VPAC), and its submitted form is the result of cross-sector cooperation of more subjects–key players–who provided their know-how, expertise, professional staff, infrastructure and contacts to prepare, compile, pilot testing and process the results in this manual.

The VPAC Manual is one of the two main outputs of the IT4ALL international partnership project.

1.1. About the IT4ALL project (ITrampoline for All)

IT4ALL project was an international partnership project with the aim to enhance the employability and inclusion of people with disabilities (physical disability, social disadvantage) and through innovative models for the development of individual potential, help them to integrate into the working environment in the IT sector. The model has been developed and implemented as part of a public-private partnership and an international exchange of experience.

The output of the project is a pilot model consisting of two tools (of 1st assessment-selection and 2nd training-mentoring):

1. **VPAC (Vocational Potential Assessment Centre)**

2. **EDC (Elevator Development Centre) – Centre for Development**

The target group of the project were mostly young people from the region of eastern Slovakia, who because of the same kind of disadvantage and related existing barriers, could not find suitable work and therefore were not able to meet the needs of their professional self-realization.

The project was implemented from 3 October 2016 until 30 July 2018. It was supported and co-funded by Erasmus +, KA2: Strategic Partnerships in Vocational Education and Training.

The partners of the project were: Karpatská nadácia–Carpathian Foundation (CN, www.karpastkanadacia.sk), Slovakia, T-Systems Slovakia (https://myt-systems.sk), ZOM Prešov, Slovakia (ZOM Prešov, www.zom.

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sk), Christliches Jugenddorfwerk Deutschlands Gemeinnutziger EV (CJD, www.cjd.de), Germany and IT Services Hungary, (IT SH, www.itsh.hu) from Hungary.

Tasks of partners in IT4ALL project:

Pilot IT Company (T-Systems Slovakia)–professional staff and lecturers / trainers of IT company were actively involved in the entire process of selection, recruitment, preparation, coordination, implementation, evaluation and processing of intellectual outputs. The pilot IT company entered the project to provide its skilled workforce but also the necessary know-how, premises, equipment and special and technical support. For the purpose of contents as well as testing of intellectual outputs of the project (O1–Vocational Potential Assessments Centre and O2–Elevator Development Centre), the current valid standards of recruitment, assessment and selection of IT staff were used. These were subsequently adapted and innovated to the needs of the target group of candidates in the process of preparing and implementing VPACs

ZOM Prešov (Civic association of people with disabilities)–recruiting candidates and communication towards the target group.

IT Services Hungary–IT company: consultations, localization and adaptation of intellectual outputs of the project.

Christliches Jugendorfwerke Deutschlands (CJD)–sharing of practice experiences with different disadvantaged target groups, with the application of HC (i.e. Profile AC), sharing of know-how, providing on-site excursion in Germany.

Karpatská nadácia (Carpathian Foundation)–coordination of all involved entities and management of the entire process of preparation, recruitment, communication with the target group, implementation, testing, processing of outputs.

Responsiveness and communication of all involved entities were key prerequisites for successful cooperation. Representatives of several departments of the pilot employer (Recruitment and Selection, HR, Local Strategy Development), as well as representative (s) of the organization (s) associating people with special needs or socially disadvantaged people as well as an external consultant from the personnel agency participated in VPAC development and implementation. Internal IT trainers are also well represented throughout the process during the evaluation of the technical, communication and language skills of the candidates in order to prepare tailored EDC–Centre for Development for selected candidates. Only the candidates whose potential for work in the IT sector was evaluated as sufficient by the VPAC will enter the Centre for development.

Remarks and explanations of the representative (s) of the organization (s) associating people with special needs or socially disadvantaged people should be taken into account in the final (overall) assessment of the potential of the candidates and thus their overall performance as they can clarify and explain some deviations from the standard profile of the successful VPAC graduate caused just by special needs or disadvantage.

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1.2. Target group of VPAC (Slovakia)

The target group that was pilot tested in the VPAC preparation and compilation process was a group of people interested in working in the IT sector integrating about 80% of candidates with certain type of disability or disadvantage. The test group was deliberately designed so that candidates experienced the situation as close to reality as possible when the tasks are solved by people without special needs together with colleagues with certain form of disadvantage. This method turned out to be mutually beneficial and very effective in terms of evaluating the participating candidates.

The target group of recruitment were not only people who already met the specific requirements for the position, but also candidates who were willing to learn, had motivation to improve and work on themselves had the chance to apply. The pilot target group also included participants from a socially disadvantaged environment or with lack of standard practice required to get the opportunity to demonstrate their potential.

Recruitment was coordinated by the Carpathian Foundation (link), which, as co-initiator of ideas, along with T-Systems Slovakia and the formal bearer of the project, has long been working with non-profit organizations taking care of people with disabilities and people with socially disadvantaged backgrounds. ZOM Prešov, as one of the partners of the project, significantly contributed to direct recruitment of the target group and motivation of the potential candidates to join the IT4ALL project. Communication towards the target group, which is characterized by a relatively sceptical, sometimes, we can say, by a resigned attitude as a reason of their long-term personal experience with job application, was quite crucial.

Upon this experience we can see that in current cultural and social situation, the need for a mediator between the labour market of disadvantaged job applicants and employers is evident. In addition to obvious and visible technical and technological gaps as well as persistent prejudices and mental barriers, we attach particular importance to so called majority society with a historically and culturally unanchored inclusion.

2. Specifics of the labour market in IT

2.1. Characteristics of IT employer

T-Systems Slovakia (hereinafter referred to as "IT") was established in Slovakia in 2006 to provide services of information and communication (ICT) solutions outsourcing for Deutsche Telekom AG's global corporate clients. Since the start, the company has been operating exclusively in Košice. It was formed as a subsidiary of T-Systems International GmbH based in Germany and belongs to the global group of Deutsche Telekom AG.

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Slovak branch provides services in a form of outsourcing to corporate customers in Germany, the European Union, but also globally. With its size, scope and quality, T-Systems brand is a number one on the German market and one of the largest providers of ICT services in Europe.

The company used the last decade to grow from zero to the second largest IT company in Slovakia and the second largest employer in the east of the country. At the end of 2016, the number of employees in Košice was 3,850, making it the second largest centre of shared services in Slovakia and one of the top fifteen largest employers in Slovakia.

It performs remote management of practically everything related to ICT–in-house and remote computer and communication networks, computer servers with a variety of operating systems, SAP enterprise management systems, and special customer´s solutions for customs duties collection or education and research. The company also implements a dual learning system by which tries to support young talents that gain work experience over a three-year period of study, and automatically enter a full-time position after completing the program.

2.2. Recruitment of applicants for a job in the ICT sphere

Information on jobs and job positions in the ICT field can be learned from a number of easily available sources such as a well-known job portal–Profesia (in Slovakia) or LinkedIn (global), various job fairs at universities, recommendations from the acquaintance who is already working in the company, and last but not least, all current open positions can be found on the website of the IT company. After a thorough examination of the position conditions and the evaluation of the interest in it, the candidate can apply for the position and thus he/she gets into the internal database of the company where his / her application is registered by the recruiter.

At this stage of the selection process, the recruiter examines in detail the resume of the candidate, as well as the motivation letter, if the candidate has sent it and then assesses whether he/she is suitable for the position–based on the information in the CV–whether his/her profile meets the criteria of the position. In the negative case, the candidate is denied, but this does not mean that he has lost the chance to apply. In many cases, despite the fact that a candidate fails to meet one position, he/she would be able to apply to another position within the company, and so he/she is moved by the recruiter to other, more suitable position and addressed.

Even before the invitation of the candidate for an interview, the candidate is checked in the company's internal database and then the initial assessment of the suitability of the candidate is carried out in a telephone conversation. The main purpose of this act is to examine the candidate's language skills, so it is carried out either in English or in German depending on the language required for the candidate's position. It can also be about assessing the candidate's ability in both languages at the same time. This form of candidate's ability check takes up to 10 minutes on average. After completing it, the recruiter will consider whether the candidate´s language skills are sufficient and then it is passed into the personal interview planning phase.

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2.3. Requirements of IT companies for the selection of a job applicants

IT companies offer dozens of vacancies. These are junior, more advanced, but also senior positions, within which the knowledge and skills required and necessary for the position are significantly higher.

The basic criterion for entering the IT company is knowledge of foreign language. Knowledge of English is essential, and a great advantage is the knowledge of the German language. Approximately half of the positions require a combination of these two languages. In some specific positions, the knowledge of other languages, such as French or Spanish, is also welcome. As the pilot IT company is an international company, the corporate language is English, communication and documentation are often processed just in English. Exceptions are the positions where the employee is in direct contact with a customer or a colleague from Germany and therefore a communication language is German. Knowledge of language in this case should be at the communicative level, ideally at B2 level.

Ideal for entering the company is a completed secondary education, higher education is not a prerequisite, even though most IT employees are university educated.

With regard to so-called soft skills, in particular communication skills, time management, teamwork, flexibility and proactivity are welcomed. One of the most important features is the effort and the ability to learn new things that are necessary for each position.

IT survey, minimally positive relationship of job applicants to IT world is also welcomed. For those with close relationship to information technologies, these are entry positions such as a junior application administrator / junior system administrator, where some knowledge about Linux and Windows operating systems is needed. For those who are process-oriented, there is the possibility to be employed in in the field of quality, for example, as a Quality Specialist, based on a good knowledge of the language and Excel knowledge, since the position includes the preparation of reports. In some cases, however, it is a position where they do shift work–during day and night. For junior candidates, it is often the position of system and application monitoring.

For candidates with a German language, an interesting position can be the project of coordinator where the key language knowledge and Excel knowledge are welcomed.

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3. VPAC (Vocational Potential Assessment Center)

VPAC is a tool for assessment and selection of potential employees for IT sector that takes into account and respects the specific needs and limitations of candidates with a certain type of disadvantage. VPAC is a pilot Assessment centre sensitive to otherness. It is a set of evaluation methods and activities aimed at assessment of participants in a way when the otherness does not automatically become a disadvantage. Otherness and diversity are, on the contrary, considered to be a valuable benefit for the employer.

VPAC model can become a tool for directing the participants according to their individual performance. There will be open a number of opportunities for them to develop their potential in the company and will receive a personalized development opportunity within the Centre for Development (EDC) that is a higher level of the pilot model presented. (All about EDC you can find here link to the EDC document).

3.1. Importance of VPAC

The primary aim of creating VPAC as a selection and assessment tool is to offer opportunities to candidates who do not meet the requirements of the standard AC–Assessment Centre for commonly advertised jobs in the IT sector, not only in Eastern Slovakia. In a situation where the IT sector, especially in the East Slovak region, suffers from an acute lack of labour force either because of insufficient qualifications or persisting brain drain, the search for priority local solutions is a necessity.

VPAC is an innovation that has a relatively strong adaptive potential. From regionally available sources, we did not notice the existence of any similar method specifically aimed at selecting other than the standard candidate, i.e. without specific needs and without disadvantages.

IT companies operating in Slovakia (but also in the rest of Europe) have been experiencing a lack of qualified labour force in the labour market for a long time. The lack of workers is caused by the nature and dynamics of IT business, the insufficient number of universities and secondary schools graduates that does not reflect the growing need for practice. Companies are forced to look for alternative sources of candidates, consider candidates from across Slovakia and often outside the EU. One of the primary options is to identify existing working potential in the labour market and to consider the possibilities of its further development in the IT field.

Such a group may be people with health disabilities, with reduced capacity to work, candidates from disadvantaged social groups who have the potential and motivation to be employed in the IT sphere. The initial requirement for retraining of candidates is at least pre-intermediate level of knowledge of the world language (English, German); the advantage is the education of economic, technical, IT orientation and any relevant work experience. An important factor of success is motivation for education, for work in the field of information technologies.

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3.2. Methodology of VPAC creation

The Vocational Potential Assessment Centre is an adaptation and innovation at the same time. It originates from the standard AC–Assessment Centre, i.e., method for assessment and selection of employees for specific job positions that is well known in the field of recruitment or headhunting.

The Assessment Centre (hereinafter referred to as "AC") is a group interview designed to evaluate the extent of participants' abilities and suitability for a given position, for a particular work team, for a chosen work field. Interview and observation are mainly focused on assessing the social, communication and analytical capabilities of the candidates, their motivation, ability to solve problems, their ability to prioritize, flexibly adapt to the changing work environment, stress situations and the like. The Assessment centre is referred to as the most reliable and simplest tool for personnel decisions.

The Assessment centre provides a more comprehensive and realistic picture of the candidate as well as to the candidate himself/herself, as thanks to the feedback from evaluators he/she learns much about himself/herself. An advantage for candidates is that the strengths of the candidate can be shown in the AC that would not be shown during a regular interview.

AC is also a popular tool for its objectivity. Perception of the individual characteristics of the applicant by assessors / evaluators often very differs. Therefore, it is important to keep in mind the issue of objectivity when creating AC or VPAC and consistently to choose a team of assessors. Their composition should be various.

The AC method is important for a high degree of validity and complexity because it is based on these basic principles:

• "four-eyes" principle;
• "different viewing angles" principle;
• "tracking changes over time" principle.

In practice, the people and companies often mislead the concept of Assessment Centre (AC) with Development Centre (DC). The principles and design of the Assessment and Development Centres are the same. The difference is in the way of use. The Assessment Centre is used as a selection tool for mapping and assessing the suitability of a candidate for a given job position. The Development Centre is used as a development tool for mapping and evaluating the quality of the employee that serves as a basis for his career development. The result of the Assessment Centre is the suitability of the candidate for the given job position, the result of the Development Centre is the basis for the further development of the employee.

For the purposes of adaption and modification of the standard Assessment Centre to a form of VPAC–Workforce Diversity Assessment Centre taking into account diversity of the labour force, we modified and set some of the AC standards to meet our goal of supporting the openness and inclusion of disadvantaged job applicants.

Competency model for VPAC

Before the start of the VPAC, the project team identifies the required cross-sections or universal competencies (skills, knowledge, personal characteristics) that are needed to effectively perform tasks in any / several / open / available IT jobs–in English also the term of "core competencies" is used.

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Meetings of the project team are attended by the department of recruitment and selection of employee's staff, internal trainers from the IT company, representative of an organization directly working with a target group / target groups of disadvantaged job applicants, or as in our case, external HR consultant and human resources consultant and we recommend either internal or external work psychologist. This team will create a universal competency model of clear criteria for the employee selection. In its elaboration, some requirements are inherently selected, that are contrary to the nature of the physical disadvantage of the candidates. It is mainly a factor of time, movement in the space and movement in not 100% barrier-free working environment.

When preparing VPAC, in the interest of the most objective assessment of the competencies of the disadvantaged candidates, it is necessary to provide support equipment and working aids to help you evaluate the skills of disadvantaged candidates (more about the aids here -link) that are a prerequisite for assigned tasks processing. The team also identifies the assessment range of competencies (1–5), 1–least suitable, 5–most suitable and sets the required level for individual competencies. In our case, it was level 3.

Monitored competencies

Communicability: The candidate appears to be self-conscious in communicating, communicates information clearly and materially, communicates at different levels, can argue, works with facts, can adapt the style of communication to the other side.

Ability to ask questions: The candidate actively listens, interests in and respects other opinions, asks relevant questions, speaks to the matter, constructively, clearly and structurally, is able to work with information, finds context in answers, can use the information obtained in the context.

Task understanding: The candidate quickly understands the tasks assigned, understands what has been said, finds relation, in case of doubt, asks the questions or obtains information from other sources.

Stress situations solving: The candidate sets achievable goals to himself/herself, sets the order of importance, can work in time stress to accomplish the tasks, does not give up under the influence of negative circumstances.

Integration in a team: The candidate is self-confident, able to assert himself in a team and find his/her place, is empathic, accepts self-criticism.

Responses to changes: The candidate can flexibly respond to changing conditions, accepts any change, adapts activities to changed conditions, and on the basis of new information can completely change his or her previous approach.

Task prioritization: The candidate is able to prioritize and manage the priorities, effectively managing his time, setting goals, understanding essential and insubstantial information, analyses, works with a vision, knows what he wants to achieve, and how it is possible to achieve, does not carry over the matters.

Persistence: The candidate is structured, progresses systematically, moves his or her energy towards activities that lead to the goal, searches how it could be done, obstacles perceives as challenges, completes activities, does not give up at initial failures.

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Table 1. Matrix of competencies and model situations

Competency/Task	Individual presentation	Task prioritization	Explanation for ordinary person/Iphone
Communicability	X	X	X
Asking question	–	X	X
Task understanding	X	X	X
Stress situations solving	–	X	X
Integration in a team	X	X	–
Result orientation	X	X	X
Response to changes	–	X	X
Task prioritization	–	X	–
Persistence	–	X	X

Length, structure and form of VPAC

Standard AC takes several hours, usually it is a day-long activity. As part of the adaptation for a target group–with regard to the structure and composition of a group, their possible health disabilities, necessary breaks during the tasks,–We decided to divide VPAC into 4 hours (before midday).

Optimal number of candidates for VPAC is six, but it depends on the number of evaluators. A smaller group of participants is also better for the candidate, with more opportunities to manifest himself/herself. For the purposes of VPAC, we recommend in addition to the disadvantaged participants, to include the candidates in a group of the assessed candidates without any disadvantage if we cannot naturally build such a group from the list of persons interested, to invite existing employees of the company to VPAC. Such a group creation allows the teller to consider the interaction quality in a "mixed" team as well as:

a) integration potential of the candidates,
b) ability to accept diversity by the company employees.

Before starting the VPAC itself and when creating its program and structure, it is necessary to identify individual roles in AC (moderator, evaluator, observer / coordinator, candidate–participant). We defined these roles as follows:

Moderator = external consultant–his/her role is to guide the process of solving the task in the right direction in the case of deviation, to track the time for solving individual tasks, to answer additional questions, etc. Normally, the moderator should not be at the same time an evaluator. VPAC also requires the VPAC moderator be an expert, a professional with competence: diversity sensitivity and also the ability to resolve immediately and flexibly the unexpected situations associated with either a health disability / limitation or the consequences of lack of experience and impact of prejudice of the other VPAC participants (candidates, evaluators) towards the people with disabilities

Co-ordinator = worker from a Recruitment or HR department who co-ordinates a group at the VPAC start, manages initial welcome, introduction of participants, VPAC logistics and material security, feedback from participants immediately after the program completion. At pilot implementation of VPAC, this role was

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taken over by the IT4ALL Project Manager (Carpathian Foundation). This role can also be assigned to a representative of an organization / institution representing disadvantaged job applicants.

Evaluators / Assessors = specialists (HR, Recruitment) and internal trainers from IT company who assess and evaluate the responses of individual candidates, assess the level of competencies achieved, and provide participants with individual feedback after completing the VPAC.

Form of VPAC reflecting special needs

One of the objectives of this instrument is to adapt selection and evaluation procedures so that candidates with some form of disadvantage or disability are given appropriate conditions to assess their potential and are not disadvantaged by restrictions and obstacles that could adversely affect their performance as well as the overall course of selection. Setting of the suitable conditions depends, of course, on the type and degree of disability of the individual candidates. Adjustments and adaptations can take various forms.

Taking into account the physical disadvantage of some candidates, at the pilot implementation of VPAC, we selected the VPAC in oral form, in a form of two individual and one group tasks. However, this form can be changed depending on the nature and the composition of a particular group being evaluated.

At preparation of VPAC, we recommend getting as much information on the specific needs and limitations of the candidates as possible. When thoroughly prepared, VPAC can be performed in the full range of tasks as with standard AC.

A list of aids and supporting measures for VPAC with the candidates with physical disability:

1. Identification of special needs of the applicants with the time required for the taking of necessary measures
2. Providing / booking of parking for immobile candidates
3. Entry for guiding dog allowed (according to the national legislation of SR)
4. Barrier-free access to VPAC premises
5. Elevators and ramps for overtaking the stairs
6. Barrier-free movement around the room for a group and individual tasks or individual feedback
7. Minimizing of the necessary spatial transfers of candidates
8. Accessibility of a barrier-free toilet and snack bar / buffet during breaks
9. Appropriate room lighting: preference for daylight access
10. A sufficiently large manipulation space for moving with wheelchair
11. Adjustable table height
12. Adjustable chairs
13. Notebooks or PCs with an Internet connection
14. Assignment of tasks in electronic form sent by the candidate with a visual disability at the time of preparation
15. Alternative display of printed or projected materials (font size, screen reading device, audio recorders, alternative text reproduction assistants, etc.)
16. Additional screen readers for visually disabled candidates
17. Sent files editing for reading devices (so-called open files)
18. Flexibility of the timetable for the selection procedure (longer time allocations per particular tasks)
19. Longer breaks
20. Possibility to be accompanied by a personal assistant
21. Collaboration of other team members (candidates without disability)

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3.4. VPAC quality standards

The Assessment Centre method is generally defined as a standardized procedure for assessing people's behaviour while the assessment is based on data obtained from multiple sources. In the Assessment Centre process, it is essential to cooperate with a larger number of trained assessors and to use multiple model situations. The evaluation itself is based on observing the behaviour of participants in model situations that directly provoke different behavioural manifestation and allow them on this basis to predict behaviour in common life (Vaculík, 2010).

The above principles are well summarized in his approach by Hroník (2007). He states that AC differs from other selection methods mainly due to so-called principle of triangulation, i.e., thanks to the three basic principles:

- Four eyes principle – efficiency of AC is significantly influenced by the quality, readiness and professionalism of evaluators. An important criterion is also the optimal number (number of evaluators: number of participants), the heterogeneity of the evaluator team (age, gender, experience, external / internal environment) is not less important, ensuring a multifaceted view of the situation.

- Different angle viewing principle – it is necessary to use different types of methods in AC. Model situations should be "mixed" in order to evaluate in each other "package" of competencies, but ultimately, to monitor each competence in at least two model situations.

- Tracking changes over limited time principle – since AC is generally longer in duration, it allows to observe how participants' performance changes over time. Some participants have, for example, slow start, some of them can show "full speed" from the beginning. AC duration is varied, may take several hours, but also several days, but most often it is a range of 1 business day.

Hronik (2007) further notices that if these principles are met, there should be as few errors and distortions as possible, while increasing the effectiveness of AC.

The use of the Assessment Centre as an assessment method in the personnel-psychological practice is necessarily subject to the observance and constant consideration of ethical principles as well. Ethical rules apply to three areas: working with AC participants, working with methods and working with data. In addition to other evaluators, in Assessment Centre there should be present a psychologist who adheres to the appropriate ethical principles arising from his / her profession while he / she the highest value in his / her work should be the health and well-being of his / her clients. For other observers, it is important to observe, in particular, the impartiality and as high as possible objectiveness.

The situation of the selection of AC candidates is a psychological burden for the candidates. One of the goals of constantly evolving ethical codes is to minimize this burden to mitigate the possible negative psychological consequences of the selection process. Vaculík (2010), however, evaluates AC as a way of selection optimistically: "According to our experience, the responses of successful and unsuccessful AC participants are rather positive, and AC participants appreciate the number of methods they have to go through, also appreciating the number of people taking part in the competition. They also appreciate the specificity and detail of the feedback they receive, the openness they learn about their reserves, and the specification of development activities. "

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Preparing AC in terms of meeting the quality standards for the process is relatively demanding and requires long-term attention. According to Waldron and Joines (1994), it is important to pay attention to the following key rules and steps:

- Analysis of work
- Selection of performance measurement techniques
- Classification of individual observations by measurable categories
- Each dimension must be measured multiple times during AC during multiple tasks
- Each candidate must be monitored by several observers
- Observers must be trained
- It is necessary to choose a systematic method for recording the behavior of candidates
- Integration of data from multiple sources: from observers, from general discussion and from statistical measurements.

All of these standards focus on the quality of the candidates' performance evaluation. In our approach, we fully respected them and at the same time we tried to identify barriers (mental, physical, technical) that could have a negative impact on the individual performance of individuals with some form of disadvantage and could affect the quality of performance.

4. Implementation of VPAC

VPAC is a tool for selecting and evaluating the potential of people with special needs for work in the IT sector. In order to be a successful candidate, he/she has to meet several criteria and go through the entire selection process, which begins with the submission of a CV. It is important to remember that the CV sent by the candidate to the company as his/her potential employer is the first picture of candidate. But what then?

4.1. Requirements for selection of candidates to VPAC

Recruiters emphasize the importance of a carefully prepared CV and the importance of the truthfulness of all the facts presented. There are now many versions of CVs available on the Internet that can also be helpful when prepared. In common practice, the pilot IT company also requires CVs in English, but this requirement was not implemented within the IT4ALL project target group.

Sharing of information about the health condition of the candidate and about his / her reduced working capacity remains to be a problem.

Under Article 1 of the Basic Principles of the Labour Code valid in Slovakia, natural persons (not only Slovak citizens) have the right to work and to free choice of employment in accordance with the principle of equal

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*treatment established for the field of employment relations by the Anti-Discrimination Act. These rights be-long to them without any limitation and discrimination **on grounds** of sex, marital status and family status, sexual orientation, race, skin colour, language, age, disability or health, genetic characteristics, faith, reli-gion, political or other opinions, trade union activity, national or social origin, membership of a national or ethnic group, property, gender or other status. **An exception** is where the difference in treatment is justified by the nature of the activities carried out in the occupation or by the circumstances in which those activities are carried out if that reason constitutes a genuine and decisive requirement for employment on condition that the objective is legitimate and that the requirement is adequate*

In practice, the decision to inform or not to inform the future employer about the health status remains solely the decision of the individual. In case of the IT4ALL project, we received individual CVs of the candidates from the project partner (ZOM Prešov), which, in cooperation with other partners, carried out an active recruitment of potential participants.

The Carpathian Foundation carried out a training interactive advance preparation for VPAC – Trampoline Training (link to the original project) in which relevant part of registered candidates participated.

Updated CVs with consent to the processing of personal data were subsequently submitted to the VPAC evaluators for an initial assessment. We dropped the standard phase of telephone proving of candidates' language skills as part of the IT4ALL project.

4.2. Trampoline training–advance preparation for VPAC

Part of the pilot project IT4ALL participants recruited before starting the project IT4ALL (total of 16) im-plementation, before completing VPAC1 training was provided with training and support covering skills needed for the current labour market. It consisted of intense 80-lesson interactive training. It consisted of the following courses:

- Psychological tests of personality for career choice
- How to write a resume and cover letter
- How to handle a personal interview
- Body language–non-verbal communication in practice
- Making calls
- Etiquette
- Conflict solving in a team and their prevention
- Intercultural communication
- Teamwork

Interactive training was provided by the Carpathian Foundation that has many years' experience with this type of non-formal education. The Trampoline Training (link to the original project) has been taking since 2014. This informal training and learning model has proved to be an appropriate and useful preparation ("stepping stone") of the labour market, especially of young people without work experience and in some way disadvantaged (social, physically) people. Another goal of the training is to help to integrate partici-

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pants with a certain type of disability or disadvantage. Just this way and integration activity appear to be a very effective and natural form of elimination of prejudices.

Feedback from the Trampoline participants and graduates was also highly positive. (The average mark of participants' satisfaction with the training was 1.32. Options were 1 = very satisfied, up to 5 = very dissatisfied.)

Our next recommendation for the institutions and organizations providing employment services (labour offices, etc.) or directly for the employers is to provide potential job applicants from such or similar target groups with a similar form of support and preparation for integration into the working environment and working team. The activity is obviously a benefit and adaptive tool for both sides: employing (employer) and being employed (employee).

4.3. VPAC in practice

Job applicants come from the external environment of the labour market. Their qualifications for some of job position are assessed and their individual needs in the area of: completing the necessary qualification; technical, technological and labour support by the employer (technical parameters of the job, technological devices related to disability, the possibility of flexible working time, a split job, etc.) are specified.

The most expected phase of the selection process for each job applicant is just a personal interview. Within the individual interview, the candidate's skills that will be to put by him into the overall preparation and presentation. Such as presentation skills, communication skills, the ability to respond to the unexpected impulse or task, the systematicity and organization that will be reflected in solving the tasks. Within our project, we decided to replace individual interviews with individual candidates with a tool for collective evaluation and selection–VPAC standard form of which was adapted to the standard needs of the disadvantaged candidates. One of the key reasons for selecting and developing / adapting this method was VPAC's goal, namely to assess the ability and potential for integration of individual candidates with special needs into a simulated team of the IT company.

VPAC is a flexible tool that can be used at several levels of assessment and selection of employees with special needs (disadvantaged). This tool is therefore usable in a multi-stage employee selection process. Within the present manual, we describe its first and second stage application at levels:

I.   in recruitment and selection based on work potential (in our case prelink VPAC 1 to VPAC 1)

II.   when directing candidates to specific job positions or their individual professional development and career growth (in our case prelink VPAC 2).

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4.4. Situation before VPAC 1

Candidates are invited to VPAC1 based on the results of screening their CVs. All invited candidates must meet at least the basic qualifications. The VPAC invitation sent to them by e-mail contains the following information and organizational instructions:

DATE; TIME; PLACE OF VPAC; BRIEF DESCRIPTION OF ACTIVITY; TIME SCHEDULE (but not particular tasks) OF VPAC1; APPLICATION FOR CERTIFICATE OF ATTENDANCE; CONTACT OF RESPONSIBLE AND CONTACT PERSON; RECOMMENDATIONS, e.g.

- Sleep well, "do not be up late into the night" and relax.
- Forget about the job responsibilities.
- The meeting will make you more comfortable with your optimistic setting, good mood and courage to try something new

After confirming their interest in participation, all candidates are contacted by telephone and specific needs arising from their disadvantages, disabilities (need for a personal assistant accompanying candidate throughout the VPAC process or guiding dog, need for assistance with transfers, need for additional screen reading devices, etc.) are consulted with them. The venue for VPAC must meet minimum basic requirements for wheelchair access, sufficiently wide entry doors, sufficient lighting, wheelchair space, comfortable, wider seating and easy access to electrical network (sockets for connection), and the availability of sanitary facilities for wheelchair users.

The materials (task assignments, tests, questionnaires) used during VPAC should be prepared and available in electronic form and readable for the sightless persons using the screen reader. Evaluators must take higher time allocation for individual tasks into account, especially those requiring physical transfers of participants. Preparation of such type of Assessment Centre must be consulted with experts, associations working with people with disabilities.

4.5. Course of Assessment Centre–VPAC 1

Before VPAC is implemented, it is necessary for the assessment team to define VPAC timeframe. The required number of tasks, their wording, which competencies will be monitored in which role, determine the time required for each task.

In our case, we have defined 3 tasks (Link, see Annex 2) and have reserved for this activity 4.5 hours including 2 breaks.

1.   Self-presentation (see Annexes)

The individual presentation is aimed at monitoring of the communication skills of the participants, their ability to understand the importance of questions, to present themselves in the context of the asked questions. Within the individual regulated self-presentations of each candidate we monitored the following skills / competencies:

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Communication:

- Is his / her speech structured? Does he /she speak fluently?
- Does he / she provide information briefly and clearly?
- Does he / she answer the questions clearly?
- Can he / she argue and respond flexibly?
- Is his / her speech dynamic, is he / she able to keep attention?
- Does he / she lead the presentation independently or need external stimuli?
- What are his / her presentation skills?

He / she understands the tasks:

- Is he / she able to cover all the questions and answers in his / her presentation?
- In case of any doubts, does he / she have additional questions to assignments and tasks?
- Do his / her answers have sufficient informative value?

Integration in a team:

- How does he / she liaise with other team members and a moderator?
- Does he look relaxed and as under no pressure?
- Does the stress from other colleagues and participants affect his / her verbal speech?

Focus on solutions and results

- Has he / she prepared backgrounds, answers, notes for his / her presentation or does he / she improvise?
- Does he / she proceed systematically, point by point the presentation?
- Does he / she fully use the time available? Does he / she keep in mind the time reserved for the presentation?
- Does he / she pursue an objective of the task?

2. Task prioritization and management (see Annexes)

Candidates in this task demonstrate their ability to arrange tasks specified in order of priority and explain the chosen order. They also have to estimate the time they need for each activity. Monitored competencies:

Communication:

- How does he / she communicate with others? Does he / she assert himself / herself in communication to the detriment of others?
- Is he / she able to listen his / her colleagues actively?
- Does he / she use relevant arguments to justify his / her solution?
- Does he / she perform in a group dominantly or without any manifestation?
- I she / she able to process any criticism?

Asking questions

- In case of any doubts, does he / she have additional questions to assignments and tasks?
- Does he / she try to ask his/her colleagues for their order and find out their justification?
- Does he / she ask the other members for their opinion?

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Task understanding:

- Does he / she understand all questions asked and tasks assigned?
- Is he / she able to read with understanding?
- Does he / she ask his / her colleagues in a group discussion how they understand the task?

Solution of stress situations:

- Is stress reflected on verbal or non-verbal communication?
- How is his / her speech affected by interfering questions and interference with speech?
- How does he / she handle the situation, possible conflict with a colleague?
- Can he / she respond flexibly and change his / her decision based on group arguments?

Integration in a team:

- Does he take the first floor? Does he actively contribute to the discussion?
- How does he / she communicate with other team members and a moderator?
- Is he / she interested in the opinions and arguments of the group?

Focus on solutions and results:

- Does he / she proceed systematically at preparation itself?
- Does he / she fully use the time available? Does he / she keep in mind the time?
- Does he / she follow the task objective?
- Does he / she direct the task to a successful completing?
- Is he / she able to analyse the situation?
- Is he / she able to identify which information is missing?
- Can he / she think in the context?

Response to changes:

- Can he / she response flexibly?
- Can he / she reassess his / her order under the weight of his / her colleagues' arguments?

Task prioritization:

- Is he / she able to create his / her own order of tasks and determine the time for their execution?
- Has he / she fully completed the task?
- Does the order of the participant correspond to final order of the group?

Persistence:

- Is he / she able to keep his / her position during the whole discussion?
- Has he / she fulfilled all the tasks and at the same time quantified their duration?

3. **The task is focused on creativity, invention and at the same time on the presentation and communication skills of candidates (see Annexes)**

Communication:

- Can he adapt his speech to a communications partner?
- Does he / she use clear words, comparisons?

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- Does he / she use props and aids (own mobile, drawing, etc.)?

Asking questions:

- Does he / she determine the needs of the other party?
- Does he / she verify understanding on the part of his / her communications partner?

Task understanding:

- Is he / she able to understand the difficulty of the task and its goal?
- Does he / she handle all the points of the task from addressing, introducing, presentation, argumentation, etc.?

Solution of stress situations:

- Is stress reflected on verbal or non-verbal communication?
- How is his / her speech affected by interfering questions and interference with speech on behalf of the communication partner?
- How does he / she deal with the situation of transfer over time?
- Can he respond flexibly and price the MT price in the appropriate currency or commodity??

Focus on solutions and results

- Does he / she map the situation, ask partners additional questions?
- Does he / she find all the necessary information to complete the sale?
- Does he / she follow the goal of achieving a client and selling him a mobile phone? was he / she able to sell it?

Persistence:

- To what extent does he / she follow the goal, i.e. to explain the nature of the device, or sell it to the participants?
- Is he / she patient in explaining the essence of the phone and the Internet functioning despite the lack of understanding on the part of the communication partners?

At the end of each AC, a feedback is given to the participant if he / she is interested in the feedback. Part of it, a request for an assessment from the participant is.:

a) Did AC meet his / her expectations? If so, what?
b) How satisfied was he / she with the length of the AC and the individual tasks?
c) What role did he / she manage, and in which feel the weakest and why?
d) With which of colleagues (AC participants) did he / she like cooperating?
e) What would he / she like to change and adjust regarding AC program and course?

Individual feedback to the participant, during which he/ she receives information from the evaluator:

1. What was observed at individual tasks, which competencies?
2. Evaluation of the participant's performance at individual tasks as perceived by the evaluator.
3. Evaluation of the fulfilment / non-fulfilment of the task.
4. A summary of the strengths and weaknesses of the candidate.
5. Recommendation for route ahead.

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4.6. How to assess VPAC

During the implementation of the Assessment Centre and during the individual tasks, the assessors / evaluators assess the competences of the participants on the scale from 1 to 5, where 1 is the minimum (the template of the evaluation sheet is an annex). For each competence, the possible grade of the participant and the final assessment is the average of the individual competency grades achieved.

The assessor / evaluator also makes a note to each participant whether he / she recommends him / her to further process. Further process involves participation of a candidate in the Elevator Development Centre–Centre for Development that is completed by the pilot target group in the next phase. In the case of non-recommendation, he / she summarizes the reasons and finally submits a proposal for the internship in a non-profit organization and recommendations for further development.

Once the Assessment Centre has been implemented and all the tasks have been successfully completed, the assessors / evaluators will reserve time for a joint meeting. During it, the results achieved, the strengths of each participant, the possibilities of developing weaknesses, the handling of individual tasks, team integration and team work are compared, and the participant's overall potential for application in the IT sector is evaluated.

4.7. Feedback–group and individual

Feedback is verbal information on the results of the Assessment Centre (Vaculík, 2010). It is about providing information how the evaluators during the Assessment Centre interpreted the behaviour and performance of the candidate in different situations. It is not a subjective assessment of a given assessor, but of what the commission agreed on at the conclusion of the whole AC. Feedback provides information, in particular, about what impression we made on other, unknown and mostly uninterested people (Kubeš, Šebestová, 2008).

Ideally, it should be provided by a psychologist or an experienced assessor who has completed the training. Especially if a participant's assessment is not positive, it is necessary to provide him / her emotional support and encouragement. For a person without professional experience, it can be particularly challenging (Kyrianová, 2003). Feedback in the case of a physically disadvantaged person may put greater demands on the provider of feedback. It is necessary to take into account the amount of disappointment from previous unsuccessful attempts to find a job and not to cause further psychological trauma. It is necessary to bear in mind that the natural compassion excited in us due to the difficult human destinies is not what we should pay attention during the feedback to. In addition to empathy, it is necessary to maintain pragmatism and solve the situation "here and now". We evaluate the competencies and abilities we have been able to observe and what is their relationship to the potential employment. What appears as positive, where we can see the reserves in requiring further development, and what is contrary to the position that is to be occupied. If the position requirements are not met, further direction of the participant may be beneficial with regard to his/her strengths.

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The feedback provider must be ready for the direct questions of the participant, but also when the participant doubts the whole process of the Assessment Centre, disagrees with the result and stays antagonistic towards the feedback provider himself / herself. But the point of feedback is that the AC participant accepts the fact how is perceived by the people from outside, although the intent of his / her behaviour may be different. Consequently, he / she should be motivated by the provider to self-reflection of his / her personality, introspection and openness to recommendations for the further development of his / her personality (Hroník, 2005). It is therefore essential that feedback is provided face-to-face, because telephone or email communication is more inclinable to misunderstandings. Ideally, it takes place on the basis of equal positions of a participant as well as a provider when it is conducted in the form of dialogue, so the participant should have the possibility to enter the feedback at any moment (Vaculík, 2010).

Summary of the general principles for providing feedback:

- At the beginning, to find out the expectations from the feedback–it can work as a compass throughout the meeting
- To start meeting with a positive feedback, appreciate the strengths of the participant
- The provider must be concrete and take into account in advance specified competencies that are relevant to the occupied position
- As soon as possible, it is advisable to use examples or quote a participant in interpreting his / her behaviour
- Involvement of the participant is important, feedback must be a dialogue, not a monologue. The participant must be able to express his / her opinion, motivation, experience.
- Provider must be patient and demonstrate active listening of the participant to acquire his / her confidence and to establish a relationship with him / her
- The participant should be able to explain the intention for his / her conduct during the Assessment Centre.
- The provider should refrain from condemning expressions, his statements should rather be suggestive and not be presented as an absolute objective truth.
- The provider should bear in mind that the essence of feedback is the learning mechanism–it should be directed to the awareness of the strengths and the space for development.

Feedback may be provided immediately after the AC has ended, unless psychodiagnostic methods have been included in AC, the evaluation of which has a longer duration or only after a certain time. However, no later than one month after the end of AC (Kyrianová, 2003).

Generally, organizations are not required to provide AC feedback to participants. However, at the end of each AC, a brief summary and explanation of the whole day should be provided within the entire group of participants. Individual feedback is one of the ways that some of AC's failed candidates can bring something with them. For the participants, it is also a certain satisfaction for the time they spent in AC.

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4.8. Feedback after VPAC 1

Feedback is provided discreetly, in a separate room, maximally in the presence of a personal assistant, if and when the participant agrees. The place plays a role in providing feedback, since it often contains confidential and sensitive information for the recipient. As part of the IT4ALL project, feedback was provided to participants if they were interested. All participants were interested in individual feedback.

At the beginning of this section, it is necessary to give the participant a self-evaluation space–a self-evaluation of his / her activity during VPAC, performance in individual tasks. It is also good to ask the participant in which role he / she felt comfortable and which one, in his opinion, he / she could manage better. This self-reflection allows us to see whether the participant is ready to accept a comprehensive feedback even with the assessment of weaknesses. With the possibility of a personal view of their own work, we allow the participant the feeling of ownership and thus open space for his initiative.

Last but not least, in this introductory section, it is a good idea to ask how he / she liked the VPAC, what he would change if he had the chance, what he would preserve, how satisfied he / she was with a moderator, with a schedule and organizational arrangements of VPAC. This is how we support his / her self-confidence, because he feels he/ she has the right and the opportunity to express himself / herself on important issues. It is also a collection of information about the tool we have created for this project and for the future an opportunity to adapt, improve and modify it for different target groups.

While providing feedback, you usually start with the participant's strengths, appreciate their social and professional competencies, or personality prerequisites. We are gradually moving to possibility for improvement.

Participants often need and expect from feedback even recommendations, i.e. " a gentle stroke when the evaluator can advise him, which direction to go further in his career direction, where to find the right information, what to look for, or give him the knowledge of his / her own experience. Support and understanding also helps in complicated health situations of individual participants or in stressful and atypical situations. In short, only a piece of advice can move the participant´s performance a few steps forward. Valuable inspiration can excite energy, effort and will to act.

4.9. What we have learned about the target group

Throughout the process of recruiting, evaluation and selection of candidates, we tried to achieve as much information and reflection from participant as possible. Through anonymous questionnaires, open group or individual discussion, and observation of specific situations, the entire project team was involved in collecting information about existing physical or mental barriers that complicated and impeded their participation, either in selection or educational and training process (EDC–Elevator Development Centre).

The feedback from VPAC 1 (Feedback questionnaire here) has shown that they liked this way of evaluation and selection, appreciated the relaxed and informal atmosphere, the friendly and encouraging approach

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of the AC coordinator and the evaluators, as well as the team work as well as the team work or team tasks. They liked individual or group-specific tasks assigned to them, although some of them preferred more individual tasks. Many of them were able to honestly acknowledge where they failed and where they have reserves. At the same time, several of them expressed their interest in more tasks with more demanding assignments. At the same time, they were able to appreciate the quality of their colleagues (as a matter of fact, their competitors), also because they learned from previous interactive Trampoline training (link to the original CN project). For very high added value, the participants consider the strict individual feedback they received immediately after the VPAC 1 and VPAC 2 were completed directly from the Assessment Committee, where the HR & Development, Recruitment, Dual Training and Carpathian Foundation staff were represented in addition to the coordinator (Branch Manager of the Personnel Agency).

Feedback to VPAC 1 was aimed at highlighting the strengths of the candidates and assessing their potential for work in the IT sphere, as well as directing those who did not show enough potential in other areas of their professional realization. The selected 15 candidates were recommended to continue the project within the EDC Elevator Development Centre–a training centre.

In order to identify as many barriers as possible, we addressed the project participants directly and ask them an open question on specifying the obstacles they were able to identify.

Some of them would welcome more time to prepare for tasks solving, premises with natural light and windows, as well as software for visually disabled users, whose additional devices (screen readers) cannot identify all types of formatting in standard files (spreadsheets in MS Word and XCL and others).

4.10. Adaptation potential of VPAC

Adaptation potential of VPAC results from its primary objective of assessment of key assumptions and so called universal competencies that are necessary for work in the IT sector. At the same time, this potential at the level of the Development Centre (EDC),i.e., the higher level of our model, can be developed and directed to specific job positions.

The next level of adaptation depends on the nature of target groups with special needs for which this manual can be relatively easily adapted. However, the adaptation must be inevitably preceded by a rigorous survey and identification of the needs of a particular target group and confront with the expectations and needs of a potential employer.

We do not exclude the possibility of VPAC model adaptation to cultural and nationally different target groups increase of share of which in labour market is only a matter of time.

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5. Conclusion

The theme of the tool or guide to assessing and selection of workforce is difficult and practically impossible to close. Implementing the project, we did not have and do not have such ambition. We consider it a living organism that must maintain a high level of flexibility and adaptability in order to fulfil the purpose of its existence. It must, however, remain openness and responsiveness to the diversity of the workforce and the effort to eliminate as much physical and mental barriers in our society at all levels of its systemic existence as possible.

6. Acknowledgement to partners and co-workers

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Annexes

VPAC Tasks

1. **Your task is to introduce yourself to the rest of the team and present yourself while responding to the following questions"**

a. Why are you interested in working for an IT company?
b. What kind of works you dislike or what work you would never take?
c. Which prerequisites qualify you for an IT work position?
d. What added value you could offer to any IT company?
e. What has been you greatest success and greatest failure so far either in your lifr or professional career?

You have 5 minutes for preparation. Then your 10 min. presentation follows.

Individual presentation is focused on observation of communication skills of the candidates, their ability to understand importance of the questions and to present themselves in the context of the given questions.

Communication:

• Is his/her presentation structured? Does he/she express himself/herself fluently?
• Are the presented information brief and cler?
• Does he/she respond concisely?
• Can he/she argue flexibly?
• Is her/his presentation dynamic, is he/she able to stay focused?
• Can she/he present independently or needs external guidance?
• What are her/his presentation skills?

Comprehension of the task

• Is he/she able to respond to all the questions within the presenattion?
• Can he/she ask complementary questions on the given taks?
• Are his/her responses sufficiently informative?

Integration with the team

• How does he/she interact with the team mates and the coordainator?
• Does he/she act relaxed and naturally?
• Does stress from the other candidates have an impact on his/her verbal presentation?

Focus on the solution and results

• Has he/she prepared notes for the presentation or is he/she improvising?
• Is he/she proceeding systematically in the presentation?

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- Is he/she controlling the time and using it sffectively?
- Sis he/she focused on the goal?

2. It is Monday morning, you are arriving at work. You are a little sic and are not feeling well. You would prefer to go and see a doctor and take a sic leave. You have got a lot of work and would like to get rid of as much agenda as possible

The list of your work tasks is as follows:

a. A colleague approached you with a problem that none else can solve but you – personally.
b. Tomorrow is the deadline for submitting the monthly report to e client.
c. Your mail box is full.
d. A new client calls with a request to send him/her an order for installation of a server.
e. Your sister is going to call in the afternoon to find out if you did not forget to get information about the work position for your niece.
f. You promised your colleague yesterday that you would send her materials for a presentation that she has been waiting for.
g. You get an email from a client that he/she has a new project requesting installation of 10 servers.
h. Your wife/husband is waiting for confirmation of the reservation as a day from tomorrow you are leaving for a short vacation.
i. An angry client calls up with a very negative feedback on a report sent by your colleague.
j. It is your mom's nameday, you are going to visit her tonight but you do not have a present yet.
k. You have 3 meeting scheduled, one of which is a registration meeting.
l. You are very hungry.

Order the tasks according to appointed level of priority and explain your prioritization. Estimate time that you would need to complete each activity.

Communication:

- How does he/she communicate with the others? Does he{she assert himself/herself on someone else's account?
- Can he/she listen actively his/her colleagues?
- Does he/she use relevant arguments in reasoning her/his solution?
- Is he/she dominant within the group, eventually does not interact with the group at all?
- Can he/she handle eventual criticism?

Raising question

- Did he/she have complementary questions In case of uncertainty?
- Is he/she trying to learn priority list of the colleagues and their reasoning?
- Does he/she request opinion of the other candidates?

Understanding the tasks:

- Does he/she understand formulated questions and given tasks?
- Can he/she read with comprehension?
- Does he/she inquires colleagues within the group how they understood the task?

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Managing stress situations:

- Does stress reflect on his/her verbal on nonverbal communication?
- What impact do the disturbing questions and interrupting on his/her presentation?
- How can she/he manage eventual conflict with a colleague?
- Can he/she react flexibly and change his/her standpoint upon arguments of the group?

Integration with team:

- Does he/she take up word first and contribute to the discussion actively?
- How does he/she communicate with other team members and the coordinator?
- Is he/she interested in opinions and arguments of the group?

Orientation on solution and results:

- Does he/she proceed with the preparation systematically?
- Can he effectively control and use the time allocated?
- Is he/she focused on the goal of the task?
- Does he/she make the task towards a successful completion?
- Can he/she analyze the situation?
- Can he/she identify information that is missing?
- Does he/she think in contexts?

Change management:

- Can he/she react flexibly?
- Can he/she reconsider his/her priority list due to arguments of the colleagues?

Prioritization of the tasks:

- Can he/she make his/her own tasks priority list and estimate time for their completion?
- Has he/she completed the task fully?
- Does the priority list correspond with the final list of the group?

Endurance:

- Can he/she maintain his/her position in the group during the entire discussion time?
- Has he/she completed all the tasks and estimated their time allocation?

3. **Imagine that you speak to a group of people from the end of the 18th century (Mária Theresa, George Washington, Pushkin). Try to explain to them what IPhone is about. How it looks, what it is used for and what is its contribution to the people in the 21st century. If possible, attempt to sell it to them. You have 5 min. for preparation and 5 min. for the entire explanation and promotion.**

Communication:

- Can he/she adapt his/her presentation to the communication partners?
- Does he/she use comprehensible phrases, words, comparisons?
- Does he/she use aids and other properties (own mobile phone, drawing etc.)?

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Raising questions:

- Does he/she Inquire needs of the other side?
- Does he/she verify understanding on the side of the communication partner?

Understanding tasks:

- Can he/she understand level of the task's difficulty and its goal?
- Can he/she manage all parts/phases of the task, address, introduction, presentation, argumentation etc.

Management of stress:

- Does stress reflect on his/her verbal on nonverbal communication?
- What impact do the disturbing questions and interrupting on his/her presentation?
- How does he/she manage the transfer in time situation?
- Can he/she react flexibly and price mobile phone in the relevant currency or commodity?

Orientation on solution and results

- Can he/she map the situation, ask the partners complementary questions?
- Can he/she search for all information needed for closing the sale?
- Is he/she focused on the goal – to get a client and sell the mobile phone? Has he/she managed to sell it?

Endurance:

- To what extent does he/she follow the goal to explain the essence of the product and sell it the the audience?
- Does he/she not give up in explaining the essence of the MT functioning and functioning of the internet despite inability of the communication partner to understand?

Each Assessment Center is finished by presenting feedback to each candidate in case he/she is interested in it. The assessing party may be interested in evaluation/feedback from the side of the candidates.

a. Has the AC met his/her expectations?
b. How did he/she manage the length of the individual tasks?
c. Which task did he/she manage and which did he/she fail in?
d. With which of the AC colleagues did he/she cooperate the best?
e. What would he/she like to change in the program and course of the AC?

Individual feedback from the assessor to the candidates:

1. What competencies were observed with individual tasks?
2. Assessment of the candidate's performance in individual tasks?
3. Assessment of the completion/incompletion of the task.
4. Summarising the strengths and weaknesses of the candidate.
5. Recommendations for the further individual developments.

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