The background of the cover is a vibrant illustration. It features several stylized arms in shades of blue and orange, each ending in an open hand. These arms are arranged in a way that suggests movement and connection. Interspersed among the arms are several gears of different sizes and colors (blue, orange, and dark blue), symbolizing mechanics, industry, and interconnected systems. The overall aesthetic is clean, modern, and collaborative.

TRAINING FOR TRAINERS FORMAT AND TOOLKIT

SENIOR
PLUS

Co-funded by the
Erasmus+ Programme
of the European Union

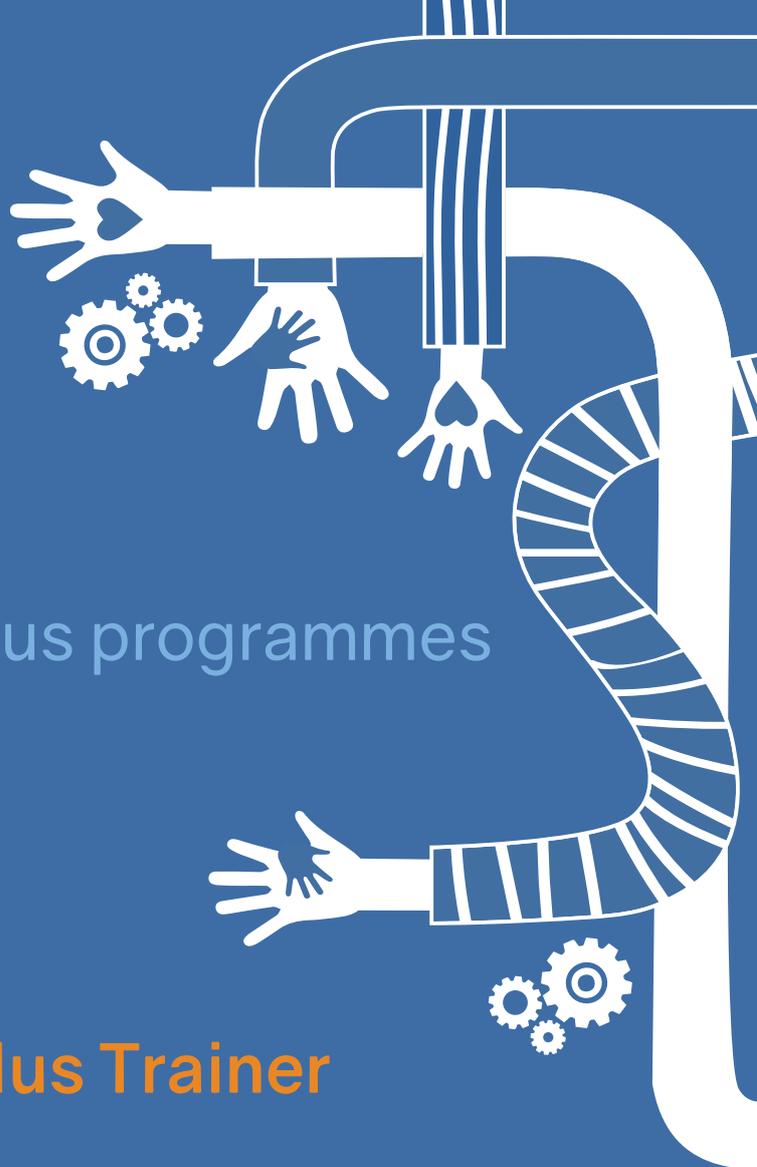


PART 1

Training of Trainer
advisors for Senior Plus programmes

PART 2

A toolkit for Senior Plus Trainer
advisors



CREDITS

This document has been created to enable organisations to develop a programme for citizens over the age of 50, known as Senior Plus. The intervention is intended to support the evidencing and development of competences and the search for employment, both paid and unpaid. The document provides a model process for the recruitment and training of Senior Plus Trainer-advisors and the Programme they will run.

The Senior Plus Programme includes two key elements: Training and volunteering. The training is described in detail in this document and includes both groupwork and one-to-one sessions. The volunteering includes opportunities for short term or long term volunteering and volunteering abroad. A Volunteering handbook has been produced to support this part of the programme.

The whole Senior Plus programme has been developed by a partnership of six organisations based in France, Italy, Latvia, Portugal and the UK. It was funded by the Erasmus + Programme of the European Union. The materials in this document were developed and tested in an international training the trainers course in Italy in July 2016.



Disclaimer of European Commission

The content of the "Training for trainers format and Toolkit" does not reflect the official opinion of the European Union. Responsibility for the information and views expressed in the book lies entirely with the authors.

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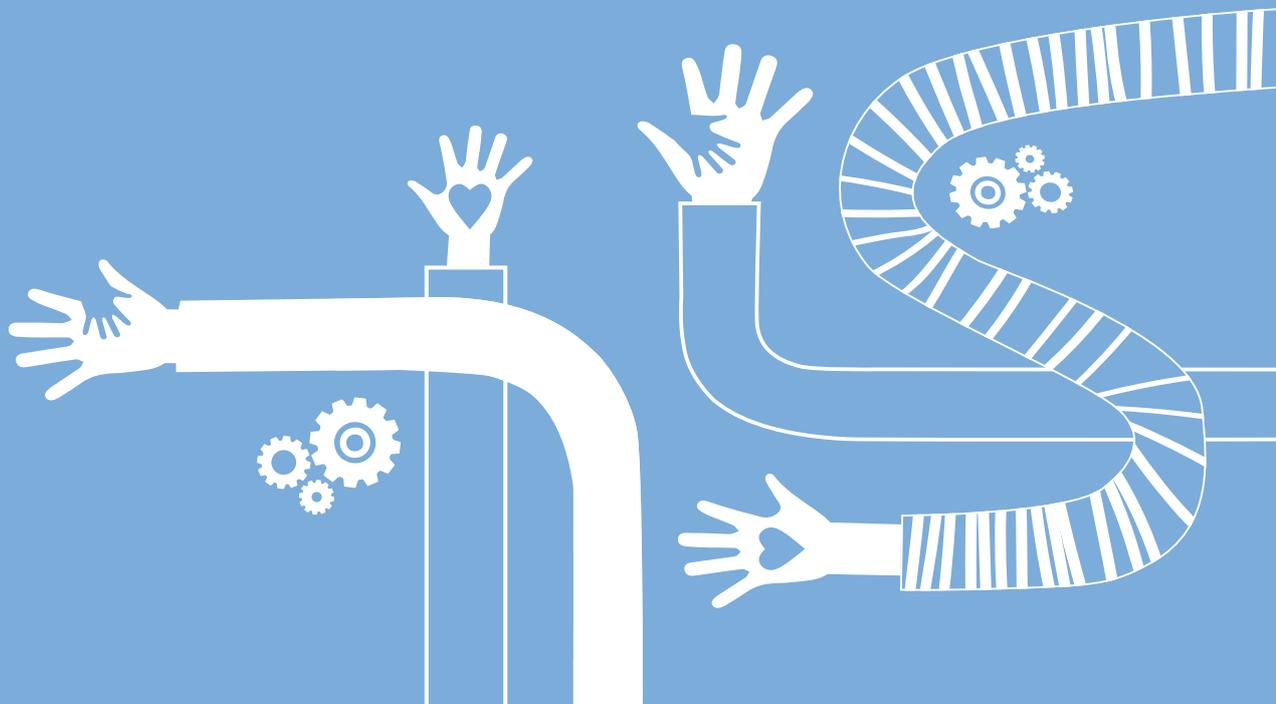
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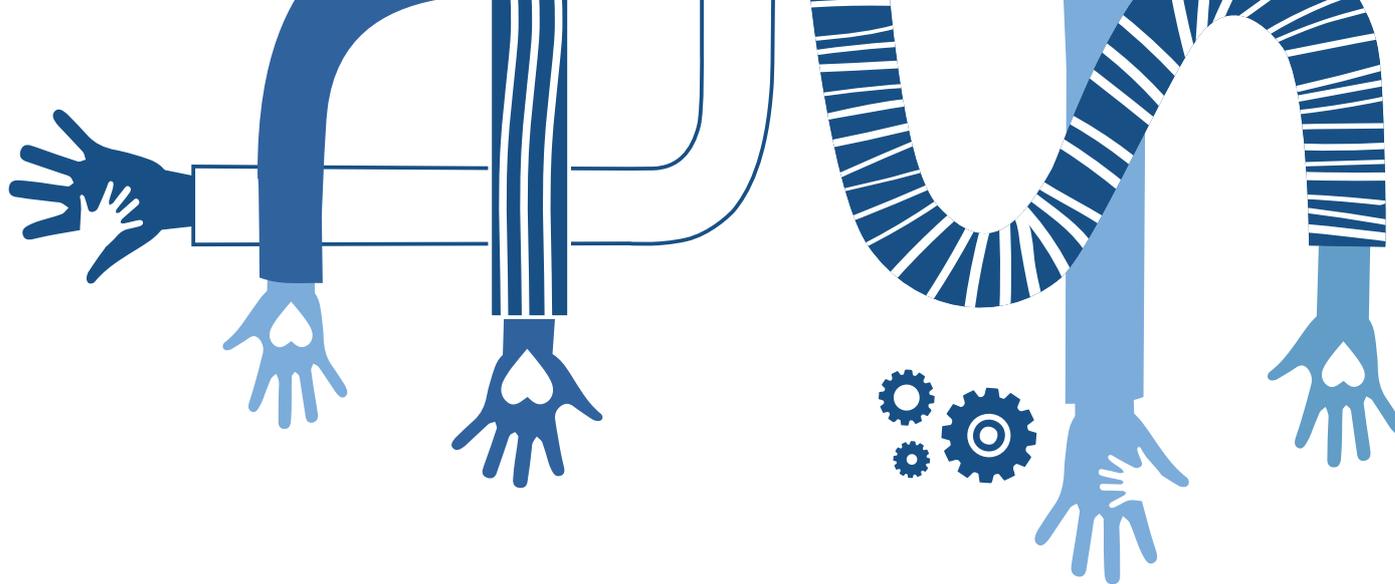
PART 1:

TRAINING OF TRAINER-ADVISORS FOR SENIOR PLUS

THE ROLE OF SENIOR PLUS TRAINER-ADVISORS

The role of supporting Seniors in the context of Senior Plus programmes is partly trainer, partly guide and advisor, partly mentor and partly coach. In this document we will use the term “Senior Plus Trainer-advisor”. The role includes working one-to-one and in small-group settings and requires a flexibility and sensitivity to the needs of different Seniors. Senior Plus Trainer-advisors will use a non-formal approach (see the principles outlined below) to ensure Seniors engage in their own learning rather than being ‘spoon-fed’ with information. Underlying values and principles required of the trainers





The table below highlights some of the considerations to be taken into account when recruiting and selecting Senior Plus Trainer-advisors:

Essential	Desirable
Ability to build and maintain relationships with people from a range of backgrounds and generations	Wide experience of different working environments
Knowledge of and ability to use a range of non-formal learning methods and methodologies	Wide experience of working with people from a range of countries and cultures
Intercultural competences	Deep understanding of online job search and online portfolio building
Intergenerational competences	Understanding of employment law and recruitment practice from the employers point of view
Genuine desire to assist Seniors in finding meaningful occupation in paid work and voluntary settings	
Familiarity with methodologies associated with local and international volunteering	
Familiarity with methodologies associated with mobility projects in Europe	
Ability to teach ICT/digital skills including use of internet search and other online tools	

UNDERLYING VALUES AND PRINCIPLES REQUIRED OF THE TRAINERS



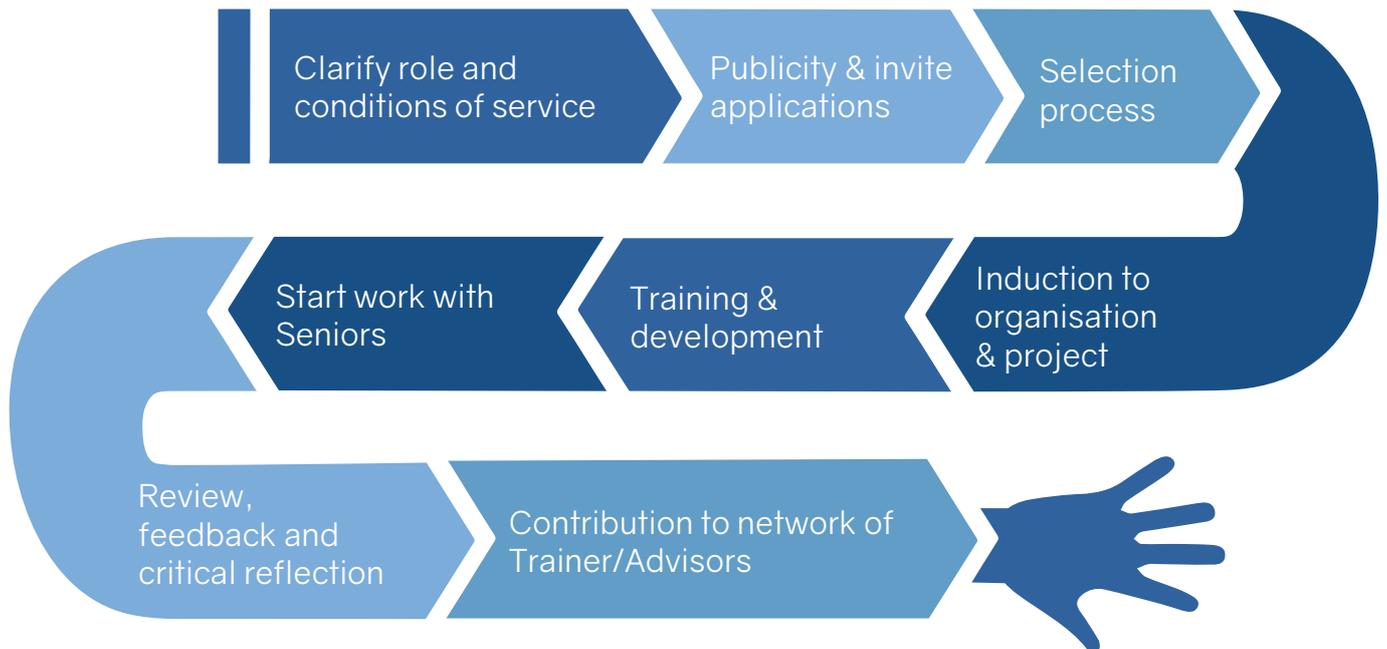
In addition, Trainer-advisors need to be committed to the principles of non-formal learning



(Source: the European Training Strategy in the Erasmus+ Programme)

RECRUITMENT AND DEVELOPMENT OF TRAINER-ADVISORS

The graphic below summarises the process of recruitment and selection of Trainer-advisors for Senior Plus. Each organisation will of course have to abide by its own policies and procedures, but the stages outlines will help to ensure that the Trainer-advisors are recruited in a way which models the process that the Seniors also expect to experience.



Some of the tools described in Part 2 for the recruitment and selection of seniors will be equally valuable in recruiting and selecting Senior Plus Trainer-advisors. For example, the Marcoms plan in Part 2, Stage 1.

Once recruited, a thorough and prompt induction into the organisation is essential: In particular to ensure that the Trainer-advisors are familiar with all policies and procedures that are relevant to running the Senior Plus programme.

For example:

- Location of rooms and key colleagues
- Health and safety policy
- Lone working policy
- Financial management procedures

TRAINING PROGRAMME FOR SENIOR PLUS TRAINER – ADVISORS

Overall aims

The training course will examine in depth the procedures, methodologies and competences that the Trainer-advisors will have to use to during the training path for Seniors.

Objectives:

To develop skills and knowledge required to support and guide seniors in their own development of relevant competences;

To develop skills and knowledge required to support and guide seniors in their search for meaningful (but not necessarily paid) employment-including the use of online tools and the e-portfolio;

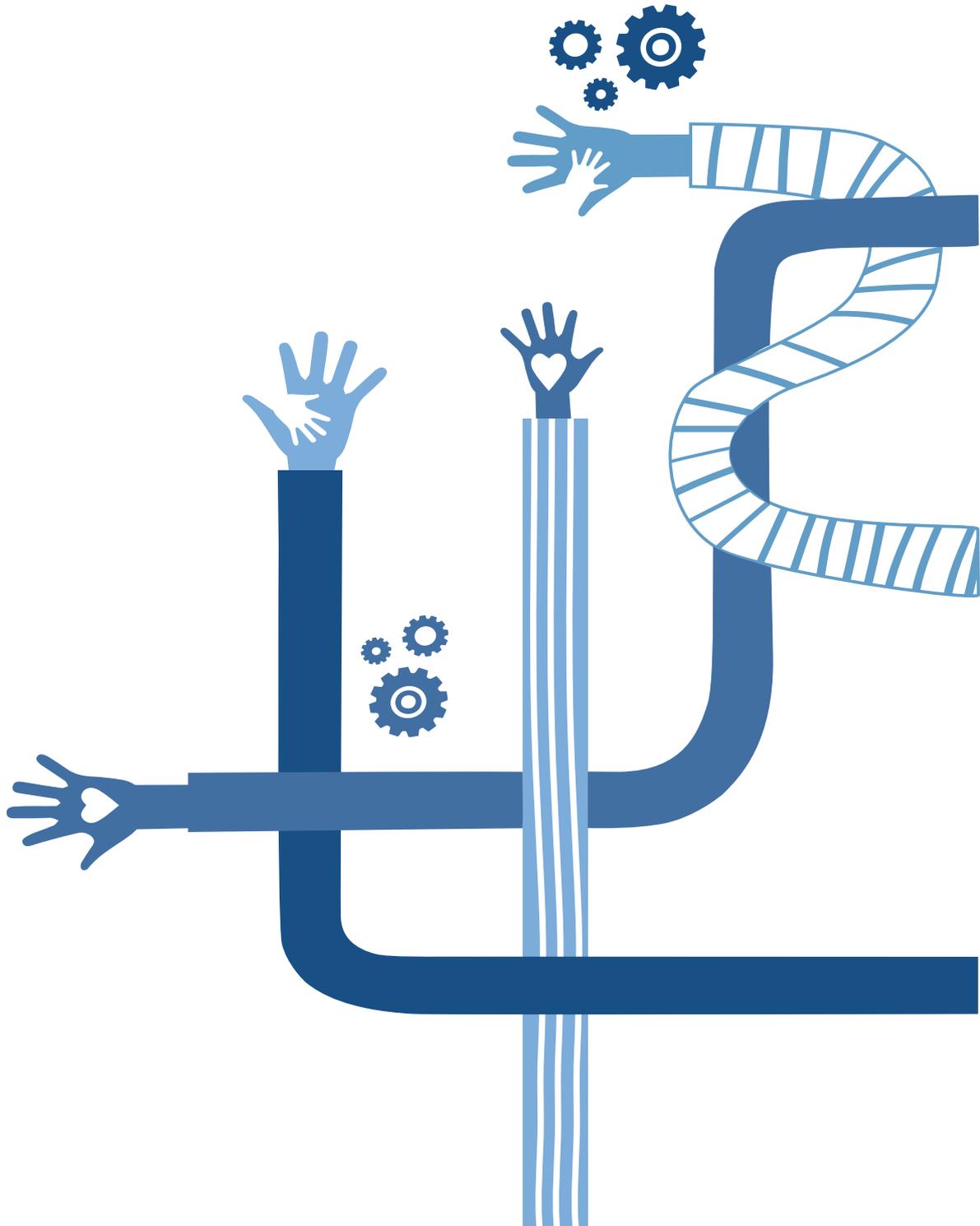
To develop skills and knowledge required to work with seniors in a range of European contexts;

To develop the skills and knowledge required to develop other Trainer-advisors.

The format of this training is not a mirror of the format for the Seniors, but contains many of the elements and competences to be used by the Trainer-advisors when they are working with the Seniors.

Training of Trainer-advisors programme, general flow





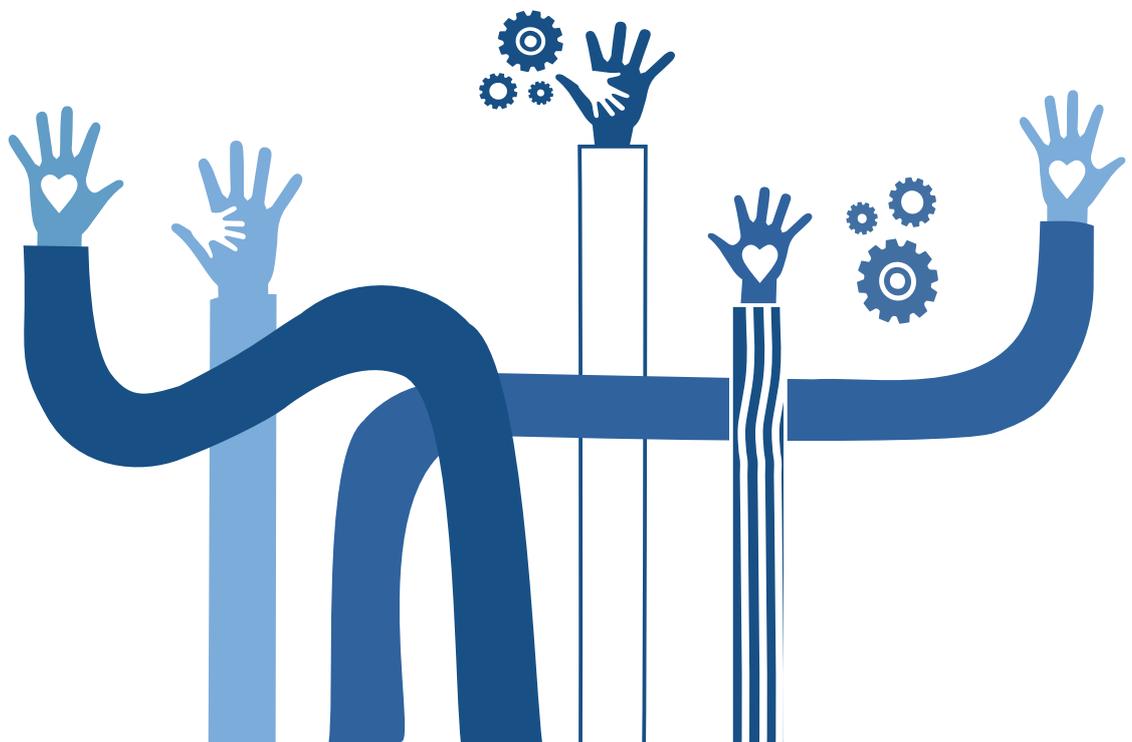
Day 1	Day 2	Day 3
<p>Arrivals</p> 	<p>Target groups: 'Seniors' and 'Employers': who are they and what do they need/want? A portfolio approach: Features and benefits Process map</p>	<p>Developing key skills as Trainer/Advisors: Listening and asking questions; rapport; Story-telling; problem solving</p>
Lunch	Lunch	Lunch
<p>Arrivals (Start 16.00) Welcomes and introductions Who is here and what do we want to achieve?</p>	<p>Role and Competences of a Trainer/Advisor Competency based interviewing</p>	<p>Conversations that make a difference: Support & Challenge; handling conflict; limits and boundaries</p>
Evening meal	Evening meal	Evening meal
<p>Informal evening programme</p>	<p>Informal evening programme</p>	<p>Informal evening programme</p>

Day 4	Day 5	Day 6
<p>Competency Frameworks: Structure; composition; core and options; tips and tricks</p> <p>How do we use them to support and challenge Seniors?</p>	<p>Adapting the competence based, portfolio approach to national and local realities Developing a National/Local programme.</p>	<p>Departures</p> 
<p>Lunch</p>	<p>Lunch</p>	
<p>Simulation exercise: Testing tools and approaches Review of simulation ex: embedding the lessons learned</p>	<p>Practical planning Resource sharing Evaluation Next steps</p>	
<p>Evening meal</p>	<p>Evening meal</p>	
<p>Informal evening programme</p>	<p>Informal evening programme</p>	

Below is a more detailed description of the different stages of the training of Trainer-advisors programme. It is hoped that those running the programme will have the experience and flexibility to respond to the needs of the participants; again providing a role model for how the trainer-advisors are expected to work with the Seniors.

Day 1

Time	Programme element	Notes	Resources
09.00	Welcomes, introductions and success criteria	<p>Understanding who we have in the room – their skills, motivations and aspirations</p> <p>Domestic arrangements</p> <p>Names – learning the names of the colleagues on the programme</p> <p>Getting to know each other through games such as...</p> <ul style="list-style-type: none"> > I'm the only person who... > An inspirational object for me is... <p>Sharing aspirations, hopes and concerns about the programme through...</p> <ul style="list-style-type: none"> > Something I bring to this group > Something I need from this group > My success criteria for these two days <p>Set up the “useful links and resources wall” – this tool is designed to encourage participants share resources that they know of or discover during the programme</p>	<p>Coloured paper and pens</p> <p>Flip chart and markers</p> <p>Post-it notes</p>
10.30	Break		



Day 1

Time	Programme element	Notes	Resources
11.00	Two target groups – Seniors and ‘Employers’	<p>How do we understand the two target groups – their needs, typical characteristics?</p> <p>Two groups (one ‘Seniors’ and one ‘employers’) standing round a flip chart each.</p> <p>Seniors consider – how do we describe seniors (applicants, potential employees/ volunteers)?</p> <p>Examples introvert/extrovert, cautious/ risk taker, practical/intellectual</p> <p>Employers consider – how do we describe employers? Examples - Micro Business/ SME/Corporation, Start up/established, growing/shrinking, service/production</p> <p>Having created lists, the two groups then come together and discuss how these two view points will affect the way we support Seniors? How do we understand the journey that Seniors are on?</p> <p>Start to compile a list of competences for Trainer/Advisors</p>	
12.30	Lunch		
14.00	The Portfolio approach	<p>Input about portfolio approaches – features and benefits.</p> <p>Experiment with gathering and organising material (evidence) for portfolios. (An experiential approach to understanding and working with portfolios)</p>	Wifi and laptops/ tablets

Day 1

Time	Programme element	Notes	Resources
15.00	Portfolio creation: process map	<p>What are the stages of creating a personal online portfolio? How do the stages impact on each other?</p> <p>A few ideas on single sheets of paper : arrange them in order on the floor.</p> <p>Discuss why different things fit where they do and any stages that need to be added</p>	<p>Hand-out with blank Gantt chart style table</p> <p>Single sheets with key process words on</p>
15.30	Break		
16.00	The competences of a Trainer/ Advisor	<p>Review and add to the list of competences (skills, attitudes and knowledge) needed to be an effective Trainer/Advisor. Carry out simple self assessment process and discuss with a colleague</p> <p>Introduce Competency-based-interviewing and use the technique to draw out the range and level of competence for each participant</p> <p>Review the process and the learning from it and then start to develop a set of CBI interview questions and criteria for use with Seniors</p>	Hand-out with Competency based interviewing and STAR approach
17.30	Review of the day	Personal and group reflection on progress made and key learning points from the day	
18.00	Close		

Day 2

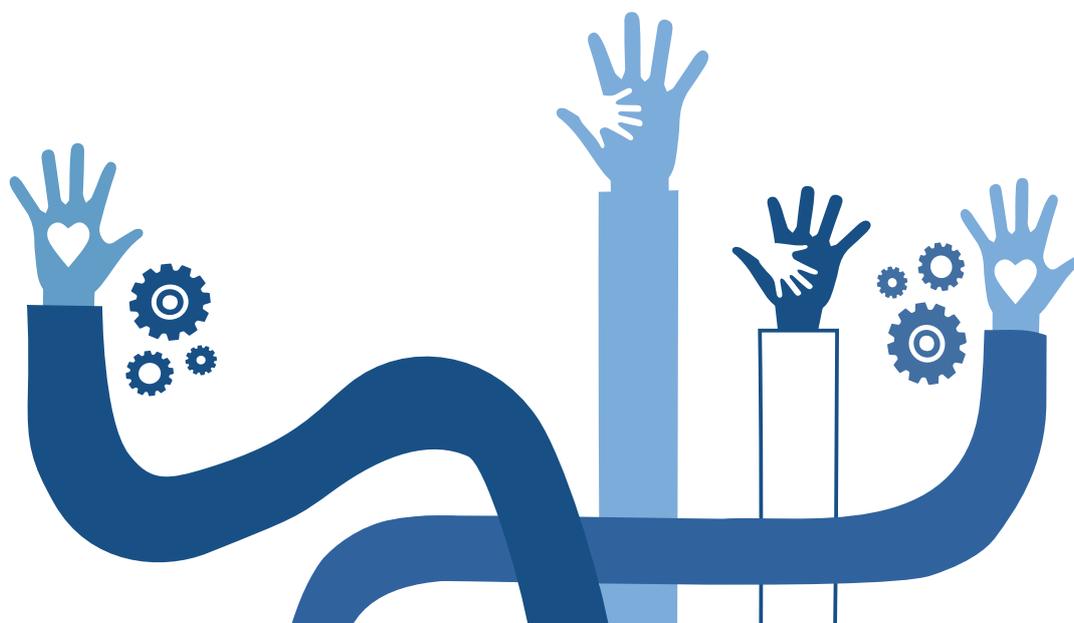
Time	Programme element	Notes	Resources
09.00	Opening the day	Welcome back Programme overview Key questions to consider during the day Reflection - How can participants assist each other in developing their competences during the programme?	
09.30	Developing key skills	Listening and questioning skills; Developing essential skills for supportive conversations	Hand-out questions for GROW
11.00	Break		
11.30	Developing key skills	Non verbal communication and developing rapport; use of silence Enhancing the quality of conversations and supportive relationships	
13.00	Lunch		
14.30	Developing key skills	Story telling Exploring the skills and benefits of story telling as a way of remembering and recording experience	
16.00	Break		
16.30	Developing key skills	Problem solving Experiential approaches for use with groups of Seniors	Experiential problem solving exercises
18.00	Review of the day	Personal and group reflection on progress made and key learning points from the day	
18.30	Close		

Day 3

Time	Programme element	Notes	Resources
09.00	Opening the day	<p>Welcome back</p> <p>Programme overview</p> <p>Key questions to consider during the day</p>	
09.15	Conversations that make a difference	<p>Thinking about optimising the balance between support and challenge</p> <p>Understanding motivation and helping Seniors set goals</p> <p>Dealing with barriers and blockages</p> <p>Handling conflict</p> <p>Limits and boundaries to support</p>	
12.30	Lunch		
14.00	Competency frameworks	<p>Introduction and discussion about competency frameworks to be used in supporting Seniors and portfolio building</p> <p>Intro what we mean. Learning from other examples and the research paper</p> <p>Main headings around the wall. Invite people to contribute data/responses to questions on flips</p> <p>Indicators at each level (favourable/unfavourable)</p> <p>Trigger questions</p> <p>Tips and tricks for working with competences</p>	<p>Main competencies headings printed above Flip Charts Pens (sharpies)</p>
17.30	Review of the day	<p>Personal and group reflection on progress made and key learning points from the day</p>	
18.00	Close	<p>Dinner followed by semi-formal sharing of situations of Senior job seekers in each of the represented countries</p>	

Day 4

Time	Programme element	Notes	Resources
09.00	Opening the day	<p>Welcome back</p> <p>Programme overview</p> <p>Key questions to consider during the day</p>	
09.15	<p>Simulation exercise to create a portfolio</p> <p>[flexible break to be taken when needed]</p>	<p>A stage by stage approach to creating and using a portfolio: Half of the participants act as the 'seniors' and the other half act as supporters – and then they swap around.</p> <p>In each stage there is a new exercise to experience and test, followed by a brief reflection</p> <p>Exercises to include...</p> <ul style="list-style-type: none"> >Timeline creation >CV building >Short-listing >Evidence selection >Making myself 'find-able' >Personal branding >Identifying transferable skills >Building and using my portfolio >Making applications >Interview techniques 	
12.30	Lunch		



Day 4

Time	Programme element	Notes	Resources
14.00	Review of simulation	<p>Key questions to reflect on/discuss...</p> <ol style="list-style-type: none"> 1. How could I use or develop the exercises to use with seniors in my country? 2. What skills do I need to develop to ensure Seniors get the most from these exercises? 3. What other exercises are needed to ensure we can help Seniors develop the best Portfolios? 4. How can the support materials and exercises best be presented and/or packaged? 	
15.15	Break		
15.45	Working in National groups	What specific changes might be needed to adapt the Portfolio approach and online tool, to best meet the needs of each partner country?	
16.45	Review of the day	Personal and group reflection on progress made and key learning points from the day	
17.30	Close		

Day 5

Time	Programme element	Notes	Resources
09.00	Opening the day	Welcome back Programme overview Key questions to consider during the day	
09.15	Developing a training course format for Seniors Taking a break when appropriate	Working initially in National groups to consider specific needs and objectives, then working in mixed groups to share ideas to develop programme elements, then again in National groups to develop National programmes in more detail	
12.30	Lunch		
14.00	Planning for action	Practical planning session in National groups and then sharing with everyone. Opportunity to embed ideas from other groups Personal action planning	
15.30	Break		
16.00	Programme evaluation and next steps	Review list of resources How can Senior Plus Trainer/Advisors support each other? (eg FB or Linked-in group?) What do I need to do next and when? Active evaluation including referral to success criteria from Day 1 Opportunity complete written evaluation	
16.30	Close		

Note:

The annex for this section includes some resources; Specifically...

- ☞ Content to translate and include in a PowerPoint presentation covering: Introduction, aims and objectives, values, working one to one, working with competences, evaluation

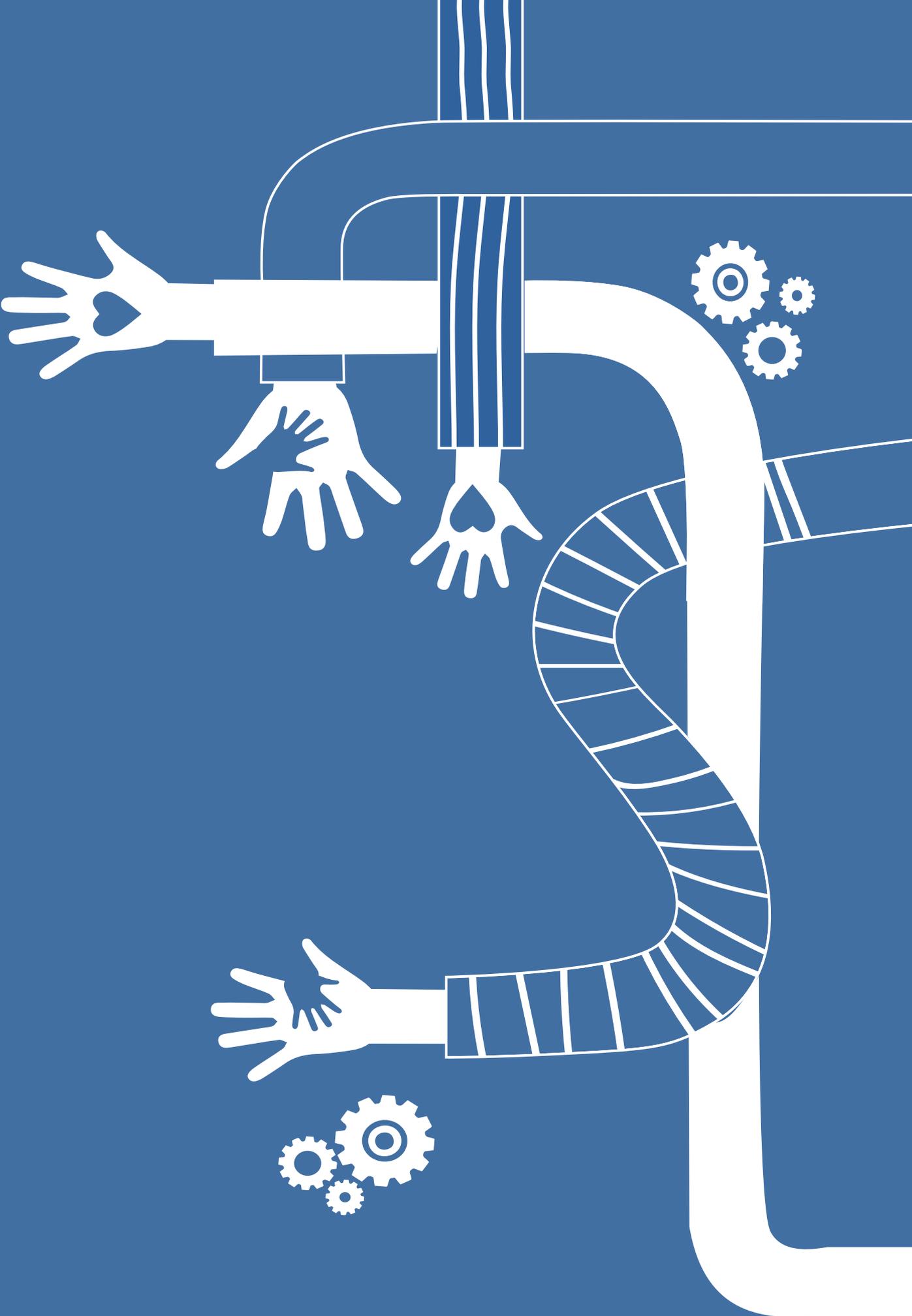
- ☞ A handout about competency based interviewing

- ☞ A blank skills wheel for Trainer-advisor self-assessment of their own competences

- ☞ Some suggested questions for use with the GROW model

Access to the Comp-Pass eportfolio can be found at

<http://comp-pass.eu/login.php>



PART 2:

SENIOR PLUS TRAINER TOOL KIT

A RESOURCE FOR TRAINERS PLANNING AND DELIVERING THE SENIOR PLUS PROGRAMME

The tools provided here are grouped in order of the typical flow of a Senior Plus programme. There is no fixed rule about the order and Trainers will need to adjust according to local realities, but there is a simple logic in initial and final stage but those stages whose title includes 'building' may take place in a different order or simultaneously.



The suggested progression is...



Before looking at different programme elements, it is useful to remember the purpose of the programme and some underlying principles.

Purpose

To enable Seniors (those over 50 years of age) to; re-discover and grow their competences; create an E-portfolio to showcase their competences and experience; progress in their search for a securing opportunities for meaningful work (paid or voluntary).

Key components of the Senior + Training Programme

- 🔑 Gathering and presenting evidence of competences and experience
- 🔑 Assessing and critically reflecting on experience and its relevance to work opportunities
- 🔑 Developing new and existing competences and personal attributes
- 🔑 Preparing for application and selection processes
- 🔑 Working with others to provide mutual support and encouragement

Time commitment and programme format

Seniors recruited to the programme will be expected to commit to an amount of time where they will attend group sessions or have one-to-one conversations with their Trainer-advisor. We call this 'contact time'. The Seniors will also be expected to carry out some tasks between the sessions in their own time. Each training provider will decide on a format for the programme but the minimum 'contact time' will be 16 hours and the maximum will be 40 hours. The personal time commitment can be as much as Seniors choose, but they should expect to spend a minimum of 4 hours.

The format of the programme can also be flexed to meet local and organisational needs. Possible formats include:

- 👉 Two x 3 hour group sessions per week for 4 weeks, including group and one-to-one activities
- 👉 One x 3 hour group sessions per week for four weeks followed by four x 1 hour one-to-one sessions
- 👉 Two x six hour days, one week apart, followed by four x 1 hour one to one sessions

Common Programme Elements

The stages listed above and described in detail below, include the following cross cutting elements or themes. Different elements will be emphasised at different times and it will be for the trainers and the participants to work out the ideal mixture.

Working together: Investing time in getting the group to know and trust each other so that they can work with each other, challenge and support each other and make the best of sharing experiences and knowledge

One to one mentoring support: Building a relationship of trust between the Senior and the Trainer/Advisor to ensure each Senior is progressing at a pace which suits them and in the direction they want. Providing an opportunity to discuss confidential matters outside of the group setting

Defining and adopting competency statements: Using existing frameworks including Lifelong Learning and specialist vocational frameworks, plus developing personal competency statements and indicators

Self and peer assessment of competences: Using a both bespoke and 'off-the-shelf' tools to articulate the competences already gained and those needed. These might include...

- ☛ Simple tick list questionnaires
- ☛ Peer observation and feedback

Gathering evidence: Gathering a wide range of types of evidence to support claims about competences and experience. These might include...

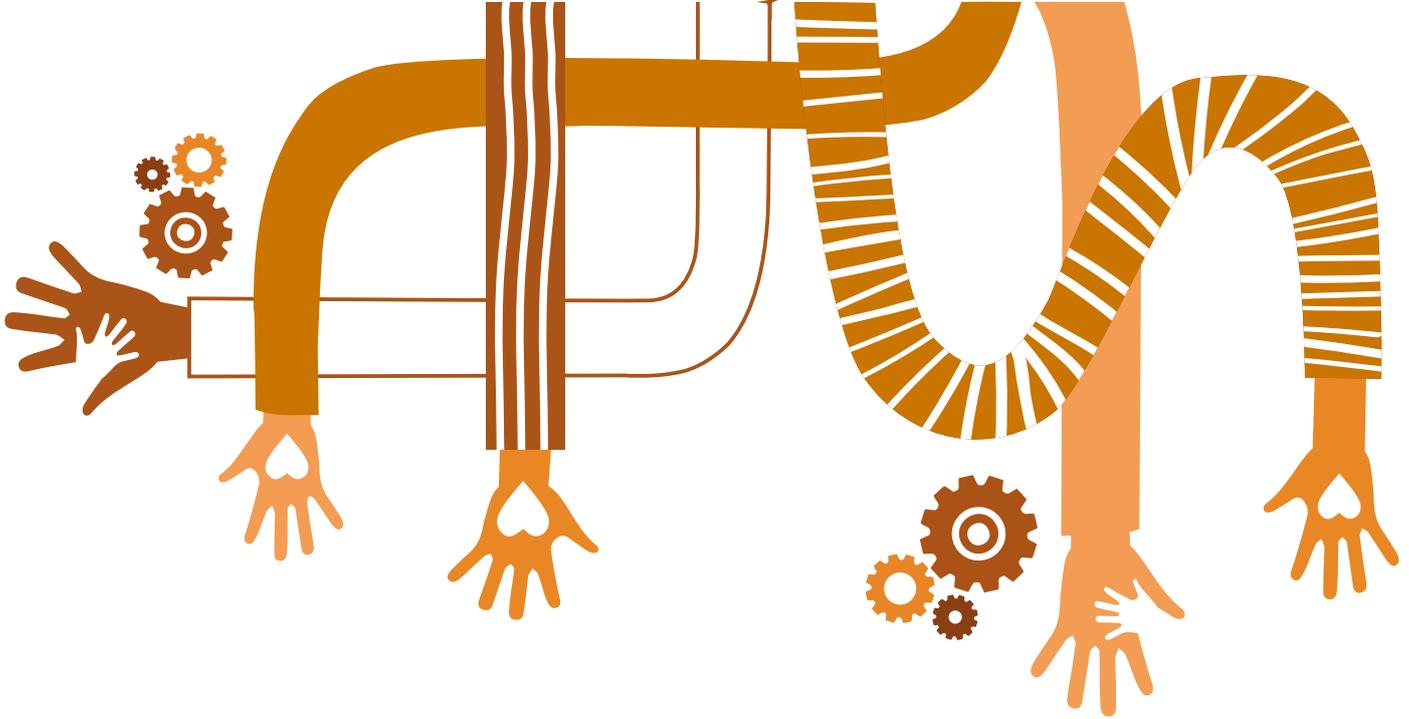
- ☛ Testimonials
- ☛ Certificates
- ☛ Video and photographic evidence
- ☛ Products and publications
- ☛ News articles and websites

Learning new competences: Learning new skills from peers, the Trainer/ Advisor, specialist trainers; also from online learning platforms and other publications. Competences might be those needed to engage in the Senior Plus programme or those needed to be more attractive to potential employers. The list of possibilities is very large but it is envisaged that ICT competencies will be a significant feature in the part of the programme.

Personal development: This would primarily include specific LLL competences such as problem solving and communication, but might also include targeted development of self confidence or leadership attributes

Job application processes: Honing skills for making applications and performing well in interview. As with much of the programme, an experiential approach is envisaged here and reviewing of real-life job applications will be useful to all

Evaluation of progress and development: Regular checking with Seniors about their sense of progress and the learning/development they are aware of. Collection of information and data to enable continuous improvement of the experience and the outcomes for Seniors



Logistics

In order to help the programme run smoothly, logistics and communication about logistics need to be well planned and executed. Each local reality will be different but the following need to be agreed and presented as early as possible (some of this will be part of the publicity material)



Length and frequency of sessions (eg weekly sessions over a few weeks, or longer weekend sessions)



Food (meal times) and drinks



Location of toilets and planned break times



Wifi



Use of mobile phones



Money – financial requirements, if any

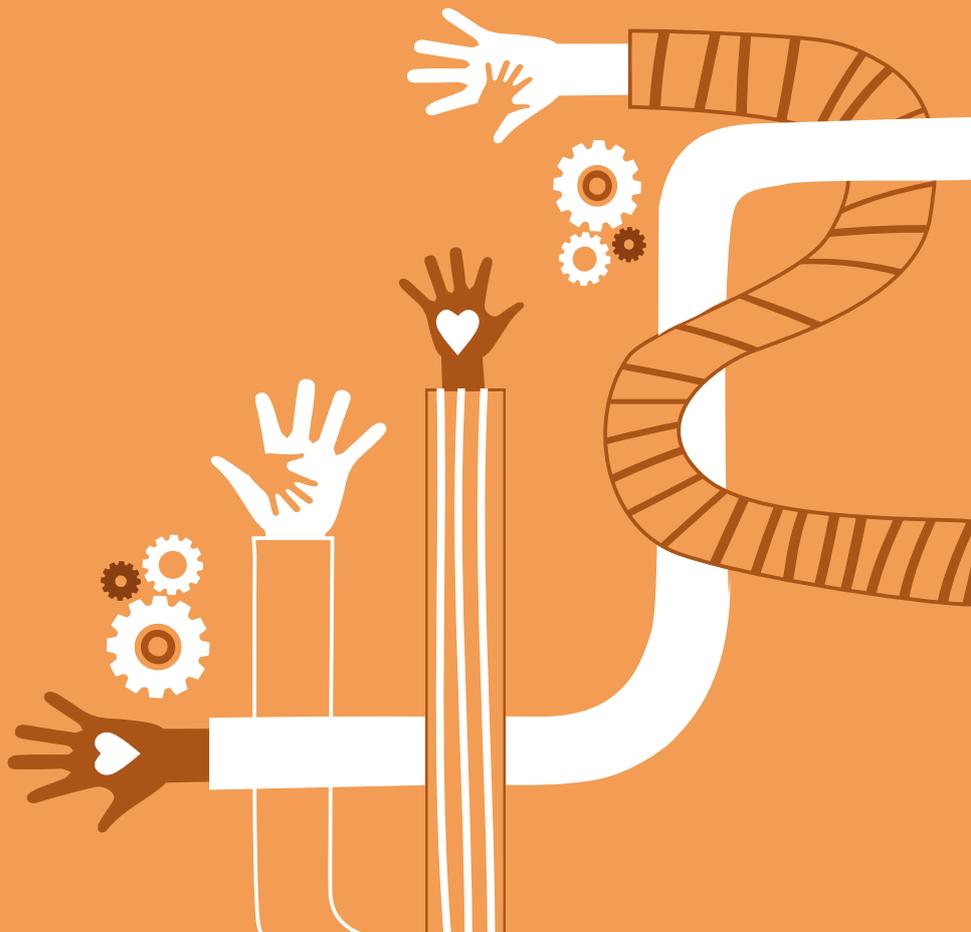
Tools for preparing and running the Senior Plus programme

Different partner organisations will be delivering the Senior Plus programme in different formats. Some will be through full day sessions close together, others will use a number of shorter sessions over a number of weeks. Whatever the format, the general flow is described in the table below.

It is important that all stages described below are included in the programme. Some stages can and should be run concurrently, others clearly need to be completed before the next can be started. Note that some of the resources mentioned are included at the end of this document; others are available as separate documents which can be found in the **Annex 2** "T-KIT Addings".

When planning your programme, you will need to consider the number and length of your sessions and choose activities to fit. You will discover how quickly your group gets through the activities and how much time they take for discussions. It will be helpful if you have a clear idea of which activities are essential to complete in each session and then one or two others as back-up if time allows.

If you add or change activities from the way they are described here, it would be really helpful if you would share the information and your reflections on the **Senior Plus Facebook page** (www.facebook.com/groups/180740812272119/?ref=bookmarks)



Stage	Session	Activities
1. Recruitment and Selection	I. Promoting the programme	Networking, advertising and promotion
	II. Selecting participants	Planning and executing the application and selection processes responding
2. Contracting and scene setting	I. One to one welcome conversation Simple one to one conversation over coffee/tea	One to one, mentoring style conversation
		Self assessment
3. Group Building	I. First Group welcome session First opportunity for the group of seniors to meet each other	Line ups
		Floor map
		Interviews and introductions
		What's in your suitcase/backpack?
		Web of connections
		Group contracting
		Jargon busting
	II. Team building activities	Map the locality
		Tower build
		Ten green bottles
		Hole in the paper

Stage	Session	Activities	
<p style="text-align: center;">4.</p> <p style="text-align: center;">Competence building</p>	<p>I. Working with competences</p>	<p>Introductory presentation</p> <p>Competence search</p> <p>CV analysis</p> <p>What the employer wants</p>	
	<p>II. Competence development</p>	<p>Personal action planning</p> <p>Finding the gaps</p> <p>Skill sharing</p> <p>Learning feedback</p>	
	<p style="text-align: center;">5.</p> <p style="text-align: center;">Eportfolio and CV building</p>	<p>I. Evidence gathering</p>	<p>Evidence time line creation</p> <p>Organising my evidence</p> <p>Generating further evidence</p>
		<p>II. Evidence selection and presentation</p>	<p>CV for an astronaut</p> <p>My ideal job</p>
		<p>III. Working with the online eportfolio (comp-pass.eu/login.php)</p>	<p>Discovery session</p> <p>Evidence selection</p>
		<p>IV. Personal progress review</p>	<p>One to one, mentoring style conversation</p>

Stage	Session	Activities
<p style="text-align: center;">6. Job Search</p>	<p style="text-align: center;">I. Finding opportunities</p>	Online job search
		Advert analysis
		Building my network
		My online network
	<p style="text-align: center;">II. Making applications</p>	Application analysis
		Preparing your focussed CV
		The covering letter/ email
	<p style="text-align: center;">III. Presenting myself</p>	Goldfish bowl interviews
		Interview checklist
Using the eportfolio to prepare for interview		
<p style="text-align: center;">7. Reviewing and evaluating</p>	<p style="text-align: center;">I. Formative evaluation</p>	Learning log
		Personal objectives and success criteria
	<p style="text-align: center;">II. Summative evaluation</p>	Telling the story
		Happiness charts
		Line ups and scales
		Online evaluation form

STAGE 1:

Recruitment and selection

Session/Activity title:

I. Promoting the programme

Objectives:

To ensure that the local community is talking about the opportunity of the Senior Plus programme

To encourage Seniors to apply

To ensure employers are aware of the programme and how they can be involved or support the Seniors



Duration

Min: 1 week

Max: 3 months



Group

Activity description:

Make a clear plan about your promotional activity. The MARCOMS planning template helps you do this by thinking about the Audiences you want to communicate with, what you want to say to them and the best ways to get your message across. Many methods will enable you to communicate to a range of different stakeholders at the same time.

Ideas include:

- Fliers and leaflets
- Local newspapers and news letters
- Radio and TV (ideally free services)
- Giving presentations at clubs, associations, churches, community groups
- Networking with employers groups (Chamber of Commerce), employment agencies, job clubs etc.

Resources needed:

1.1 MARCOMS Plan (see below)

Design and copywriting capacity

Contacts

Money and time

Preparation and follow up activity

Trainer/advisor/host organisation:

Be ready to respond to enquiries

Follow up every indication of interest

Participants:

Respond to the advertising

Tell others

Preparation and follow up activity

Other comments:

See the table below for a few thoughts about what we know about the different audiences

Things to remember...

- Be clear about **purpose and objectives** of the programme
- Describe fully the **'features' and 'benefits'** of the programme
- Describe your USP (**unique selling proposition**) – what makes this better than any other programme?
- Get **others involved** – including Seniors who have already signed up
- Write and rehearse your **'elevator pitch'** - the story you would tell if you only had the time of journey in an elevator, to explain what Senior Plus is all about

What we know about our target audiences

What might be true to about Seniors?	What might we know about employers?
<p>Not open-minded Absent minded Lack of confidence Not aware of their competences Not recognised Tired Proud Lost direction – don't know who they are any more – identity Not healthy – mental/psychological/physical Alone/lonely Worried Judgemental Angry Struggling to keep up Experienced Full of surprises Disillusioned Disappointed Don't feel wanted Unwilling to share feelings Adapt to current practices/jobs Don't know or believe own abilities Overwhelmed Resist change</p>	<p>Profit or not for profit Privately owned, publicly owned (shareholders, PLCs) or public sector Family businesses Size: Very small <5 employees; Small 5 to 10 employees; SME 10 to 250 employees Start-up or well established? Sole traders or incorporated Community Interest Companies (not-for-profit), Charities, Trusts, Foundations Sectors: Health, technology, services, manufacturing, finance, Within public sector: Schools, Hospitals/health, local authority/ municipality, social service, arts, trade unions Innovative, entrepreneurial, intrapreneurial Local, Regional, National, European, International Risk takers or risk averse? Ageist? Welcoming? Values driven?</p>

MARCOMS (Marketing and Communications) Plan

Audience	Message	Method
Job Centre		
Employers	<p>We will have a supply of well prepared Seniors</p> <p>Seniors are good/ reliable employees (experience and world-view)</p> <p>E-portfolio will make it easier for you to select people</p>	<p>One to one visit</p> <p>Send a link to an online presentation/video</p> <p>Use social media</p> <p>Phone</p> <p>Use business organisations – Chambers of Commerce</p> <p>Articles in local newspapers</p>
Potential participants (seniors)		
Family and friends of potential participants		
Local Authorities		
Adult Education Centres		
Host Partners		



STAGE 1:

Recruitment and selection

Session/Activity title:

II. Selecting participants

Objectives:

To ensure you have the right people on the programme
To ensure you have a good mix of people on the programme



Duration

Min: 1 week

Max: 1 month



One to One

Activity description:

Make a time-line plan for recruitment and selection
Agree and publish the criteria for selection
Respond to any interest shown by potential participants
Ensure they understand what they are applying for
Collect the data to you need to make a decision about the applicant
On the agreed date, look at all applicants – sort into yes, waiting list and no and piles
Inform the people in the yes pile, using a welcome letter or email – ask for confirmation of participation by an agreed date
Inform the people in the 'no' pile – give explanation and feedback if possible
Inform the 'reserve list' people of the situation and the planned date to let them know (ask them to let you know if they are no longer interested)

Resources needed:

1.2 Brief description of the Programme
(Features, benefits, requirements)

1.3 Person specification – who is eligible to join the programme?

1.4 Application form

1.5 Welcome letter/email

Preparation and follow up activity

Trainer/advisor/host organisation:

Agree the person specification
Create a time line for recruitment and selection

Participants:

Read the information carefully
Fill out the application form honestly

Preparation and follow up activity

Other comments:

Ensure your application process gives you all the information you need. An application form will be useful but don't assume that the applicant has to fill it all in. Maybe you can complete it together with the applicant during an informal conversation over coffee.

Clarify what the criteria are for selecting/deselecting participants (just as an employer would do)

It will also be useful to explain to Seniors that they will be asked to sign an agreement about their participation. The Agreement template is available in the **Annex 2** T-KIT Support Docs.



STAGE 2:

Contracting and scene setting

Session/Activity title:

I. One to one
welcome
conversation

Objectives:

- To ensure participant is clear about expectations
- To ensure participants know how to get the most from the programme
- To ensure participants feel comfortable as they start the programme



Duration

Min: 30 mins

Max: 90 mins



One to One

Activity description:

This is an informal conversation where the trainer and participant can discuss one-to-one, the plans and expectations for the programme. Trainers and organisers need to decide what should be discussed according to the local reality, but consider the following things as a starting point:

Logistics information: Dates, times, venues/locations

Particular needs and support available

Expectations about attendance (minimum requirement?)

Expectations about working with others (confidentiality/support/shared values)

Expectations about engagement and participation – in the sessions and between sessions

What to do if you are having difficulties

Methods – how we will do things and why

Jargon and glossary

At the end of the conversation, the Senior should be asked to sign a copy of the Participation agreement for the Senior Plus programme.

Resources needed:

2.1 Agenda for the meeting (items to discuss)

2.2 Participation agreement

2.3 Competences Self Assessment

Preparation and follow up activity

Trainer/advisor/host organisation:

Ensure you know the background and specific needs of the participant

Personalise and send a copy of the agreement after the meeting

Participants:

Keep a copy of the agreement for reference

Other comments:

This is mainly a mentoring type conversation. Make sure you ask questions and listen well.

Activity:

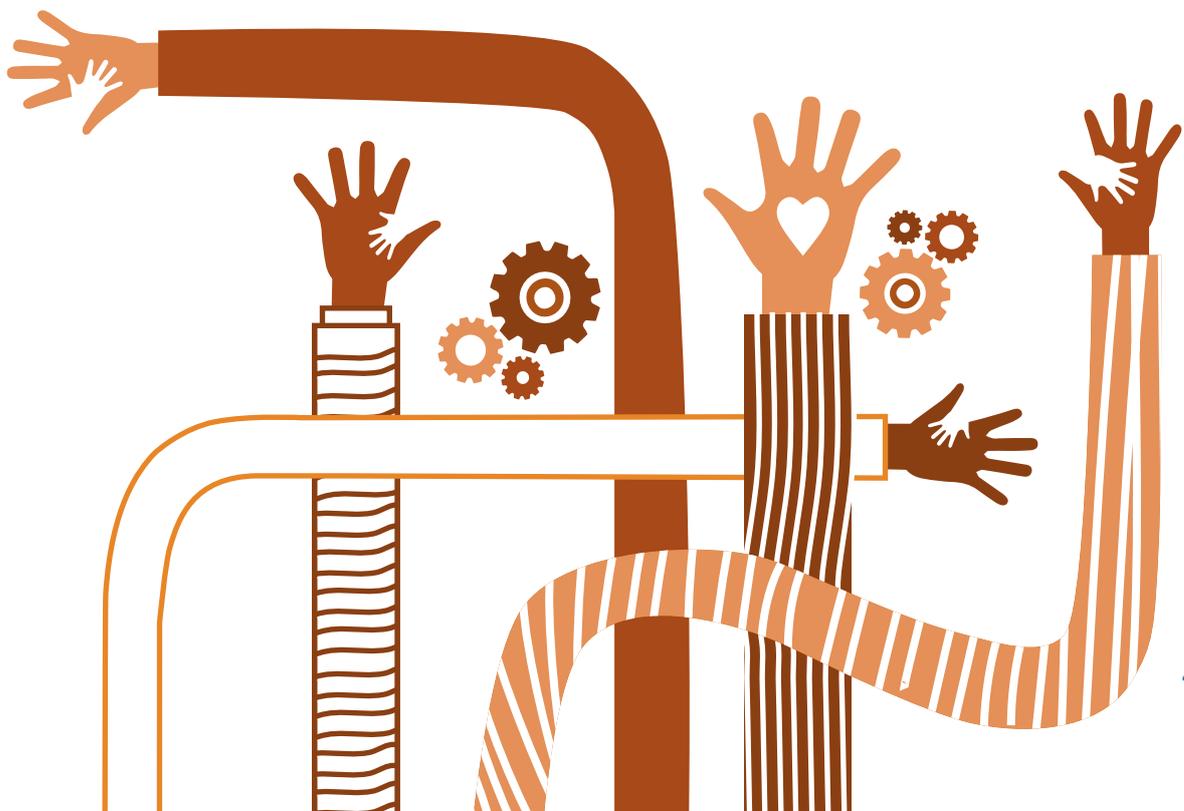
Self Assessment

Basic idea:

A self assessment process has been developed which could be introduced at this stage or later in the programme (before working on the eportfolio - <http://comp-pass.eu/login.php>). This is a tool to help seniors reflect on their level of competence in different areas. Completing it early and then a second time at the end of the programme will support the evaluation process.

Resources and more information:

2.3 Self assessment questionnaire is available in the **Annex 2**



STAGE 3:

Group building

Session/Activity title:

I. First welcome and group building session

Objectives:

To help the group to get to know each other in preparation for working together

To ensure participants have all the information they need to get started in presenting themselves and in their search for work

To provide an opportunity for participants to ask questions



Duration

Min: 60 mins

Max: 2 hours



Group

Activity description:

This session is an initial investment in building the group.

Ask people to introduce themselves – consider what information is easy for them to give. Use a selection of games from the resources below (or from your own toolbox or ideas from web sources)

Information that might be shared: Name (actual and the one they want you to use), where I live (not the full address but just the area), what I am good at (skills/competences/experience), family background; hobbies and interests

Resources needed:

An agenda/plan for the session

Name games

Getting-to-know-you games

Group contracting activity

Preparation and follow up activity

Trainer/advisor/host organisation:

Check out any sensitive information that participants may not want to share

Participants:

Preparation and follow up activity

Other comments:

Think carefully about the venue and the messages it sends: does the layout encourage people to talk to one another? Does it make people feel comfortable or threatened?

Think also, about progressing through topics which everyone will feel happy to disclose and move towards the more sensitive topics. Some people may not want to talk about family, or how long its is since they last had a job, but in the context of the programme its important to encourage this level of conversation.

Activity:

Line-ups

Basic idea:

Basic idea: Ask the group to stand in a line or a circle. Ask everyone to give their name (the one they want the group to use during the programme). Then ask everyone to rearrange the order of the line/circle so that they are...

- In alphabetical order of first name
- Order of birthday (month and date, not year!)
- Order of time it takes to get to the venue
- Order of length of time looking for work
- etc. etc.

A variation is to ask them to rearrange without talking.

As the group gets into each new order, check they have done it correctly and make note of things like... shared names or birthdays, possibilities to travel together

Resources and more information:

Floor space

Activity:

Floor map

Basic idea:

Ask the group to imagine that the floor area represents a map of the town/city/region where your participants live. Make today's venue the centre of the map and explain where north is. Now ask participants to go and stand on the 'map' where they live. Then ask small groups standing close to each other to simply talk about how the travel to venue, or what its like to live in that area

Resources and more information:

Floor space

Activity:

Interviews and introductions

Basic idea:

Ask the group to work in pairs – preferably with people they do not know already. Give everyone a selection of interview questions and ask them to choose 3 of them. One person asks the three questions and makes some notes of the responses. The pair then swap over and the other person asks their 3 questions. The whole group comes back together and each person has one minute to introduce their partner using the information gathered.

Resources and more information:

Chairs, space, pens and paper/note pad and a selection of interview questions eg.

What was the best job you ever had?

Where do you go for your last holiday? What was it like?

How do you fit in your family?

If you could have dinner with a famous (dead) person, who would it be and why?

What are you most proud of in your life/career?

What was your most embarrassing moment?

Note: you need to use your judgement again about the level of trust in the group and which questions are appropriate/useful.

Activity:

What's in your suitcase/backpack?

Basic idea:

Ask each person to reflect on their life story so far and think of physical items which describe their story. For example a uniform they wore in a previous job or club; a tool they used for their job; a photo of their children or partner. Ask them, either, to draw on a flip chart a suitcase with cartoon pictures of each item, OR ask them to bring a few of these items (or photos of each of them), in a case or backpack. When everyone is prepared, ask each person to introduce themselves using these items (stand by your flip chart or pass the items/photos around).

Encourage others to ask questions.

As an alternative, if you are meeting for several shorter sessions then you can do two or three of these at the start of each session, rather than one long session.

Resources and more information:

Flip charts and pens; participants own case or backpack and items/photos to show.

Activity:

Web of connections

Basic idea:

Standing in a circle, ask one person to tell the group in max 2 or 3 sentences, something about themselves (history, interests, places they have visited). Give the person who goes first a big ball of wool or string and ask them to hold onto one end. Invite the rest of the group, who has a connection with that piece of information (eg person one says they went to school x; another person says they travel past that school to get to their hair dresser; a third person says she has a niece who is training to be a hairdresser etc etc). Each time someone makes a connection, they receive the ball of wool/string and so a web of connections emerges. Maybe make a rule that everyone has to have a connection before anyone can have a second connection.

Resources and more information:

Floor space, large ball of string or wool (maybe more than one?)

Activity:

Group Contracting

Basic idea:

Basic idea: Ask the group to imagine they are reviewing the programme from the end. Ask them think about what it would be like if programme had been 'just right' for them. Ask everyone to write on individual post-it notes, all the things they can think of that will help to achieve that 'just right' experience. (eg I contributed to discussions; I didn't feel pressured; There was enough information)

Ask the participants to put all their post-it notes on the wall and then together look for repeated or similar post-its. Gather them together and gather related post-its. Either ask the group to decide on some headings for these things (or suggest a few and invite them to add more. eg

Things that will help me to think

Things that will help me take action between sessions

Things we need to remember to do for each other

Things we need to remember NOT to do – at all, ever

Distil these down to one list of statements that starts with "WE WILL...." with a few subheadings and arrange for them to be typed up (large font if possible) into one document. Then hold the official signing ceremony, where each person adds their signature to say they are committed to these principles. Send everyone a copy after the session.

Resources and more information:

Post-it notes, a wall or pin board, coloured pens, access to computer and printer

Activity:

Jargon busting

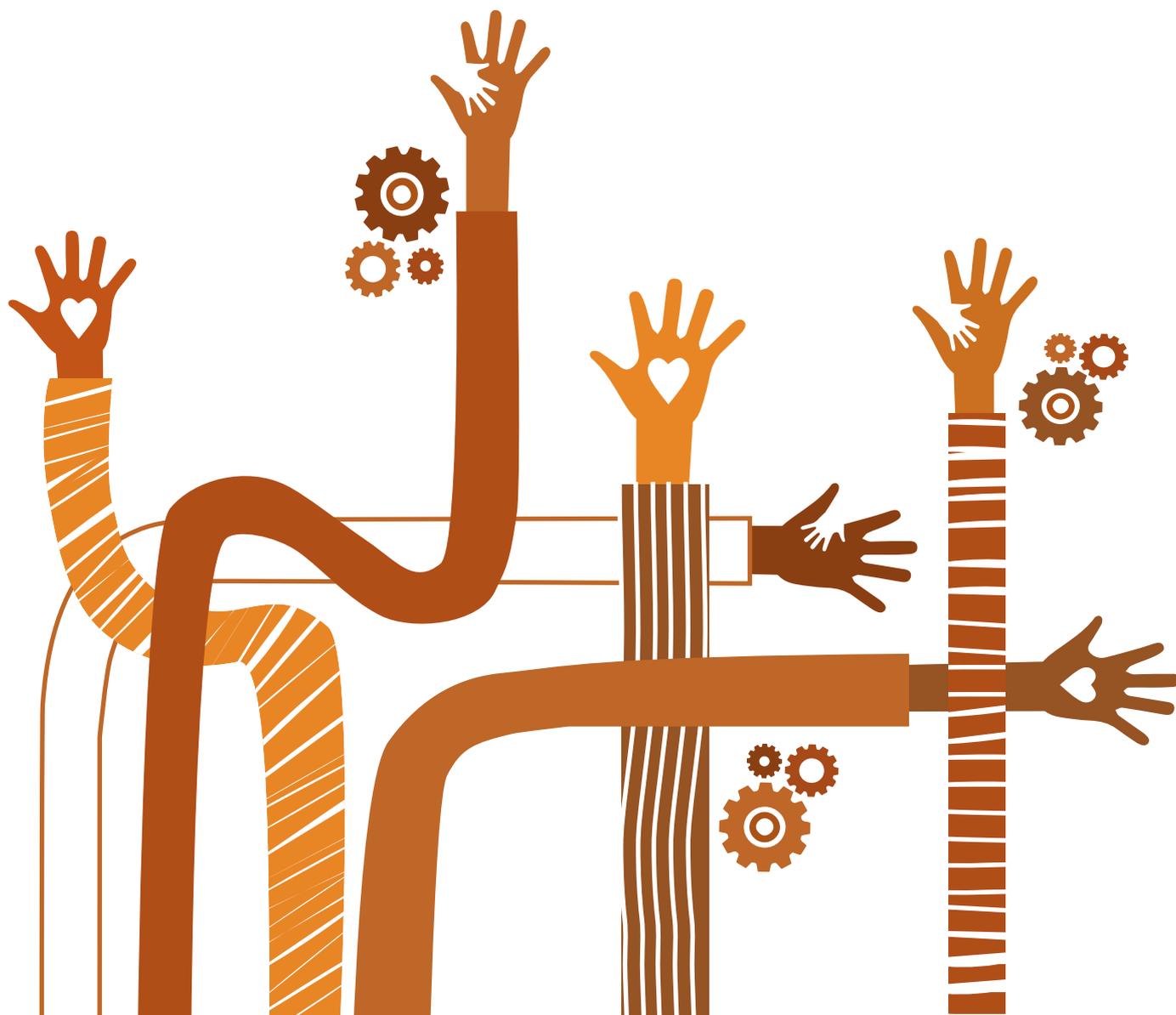
Basic idea:

Set up a flip chart (or forum page?) where participants can add words they hear – at any time. EITHER, at the end of every session, check the list and invite everyone to suggest what they think the word means before adding the 'official' meaning/interpretation. OR, as participants ask about words, add the word and its meaning to a growing list on the flip chart.

Alternative: Write jargon words, one each on a card. Get the group into pairs or threes, give them a card and ask them to work out what the word means and explain it to the rest of the group. Encourage them to use documentation and the internet to search

Resources and more information:

Flip charts, pens, wall space, cards, tape or blu-tac, list of common jargon words relevant to the programme. (Beneficiary, competence, portfolio, etc etc)



STAGE 3:

Group building

Session/Activity title:

II. Team building activities

Objectives:

To further develop the group to help them support each other in the 'real' work of looking for 'employment'

To develop team-working awareness and competences that participants can use in the new jobs



Duration

Min: 30 mins

Max: 2 hours



Group

Activity description:

At different times during the programme, trainers may want to add in a team building activity. The objectives above explain why you might do this.

The activities attached are just a few of many available on the internet – and most trainers will have their favourites.

In the context of Senior Plus it is important that participants needs and aspirations are taken into account.

Consider how physically demanding the activity is or what other concerns the group might have.

Decide if you will just do the activity or explain the purpose up front.

Ensure you have a clear brief and the right materials/resources

Consider how you will debrief the activity to ensure people get the most from it

Resources needed:

An agenda/plan for the session

Materials specific to the activity

A methods for debriefing/reviewing

Preparation and follow up activity

Trainer/advisor/host organisation:

Participants:

Other comments:

Sometimes its also OK just to do a team building game for fun; to break the rhythm or change the flow of the session

Activity:

Map the locality

Basic idea:

Ask each person to reflect on their life story so far and think of physical items wBasic idea: This is a great way for participants to share their local knowledge at the same time as doing a task together and maybe even producing a resource that can be used by other groups and during the S+ programme.

The objectives is to produce a map of the area (you decide how big) and plot on it all the features that are relevant to the Seniors. For example, where do people shop? Where are the main employers? Where are the education and training facilities? Library, job centre, health facilities, etc etc.

Ideally use a large area of paper on the wall or a table top (4 x flipchart sheets taped together) and provide a range of pens, coloured paper, paint to make the map look interesting. The group should work out the key/legend (the meaning of the colours or symbols used) together and then they can divide the roles and tasks between them.

If you have time and want to take this further, the group could also research accessibility and opening times for the different places and collate these in a booklet or folder to supplement the map. This will require a wider range of relevant skills.

Resources and more information:

Flip chart paper, pens, coloured paper, glue, wall or table-top space, access to the web and/or to visit the various places to collect information

Activity:

Tower build

Basic idea:

This a a very old and simple team exercise but it has stood the test of time because it is simple and cheap to run.

Simply divide the group into sub-groups of at least 3 people. Then give each sub-group a bundle of scrap paper (ideally all the same size or type, eg A4 or newspapers) and ask them to make the tallest tower they can, without using any other materials or props. The tower should be free standing and should be able to stand unaided for at least two minutes. Give them a deadline at which the towers will be inspected for both quality and creative flair! Give points and prizes if appropriate!

A variation is to give one group some paper clips, one group some tape, one group a stapler etc and notice how much trading goes on. (Highlight this in the review at the end.)

Resources and more information:

Lots of paper, all of the same size/type, plenty of space (outdoors if the weather allows it). For the variation: stapler and staples, masking tape, paper clips

Activity:

Ten green bottles

Basic idea:

A musical themed team challenge. Again helpful if you have two or three sub-groups. Give each subgroup a collection of glass bottles (UK Milk bottles work well, but wine and beer bottles are good too). Also provide either a container of water, or access to a water tap. Some cutlery (knives and forks) or hard sticks are also needed.

The objective is for each subgroup to use the bottles and the water to make a musical instrument that they can play a simple, but well-known tune on. (Ten green bottles for the English). The group can keep their tune secret and challenge the other group(s) to guess it when they play.

Resources and more information:

At least 5 glass bottles per group, water, separate spaces to work in, cloths to clear up any spillages, sticks or cutlery

Activity:

Hole in the paper

Basic idea:

This can be done with any size of group. The objective is to cut ONE hole in a piece of A4 paper, which is big enough for the whole group to pass through completely.

Each group is given two (or more) pages to practice with and two pairs of scissors. It is helpful to set a challenging time target: 15 mins works for groups of about 6 or 8.

Don't forget to check that you know how to do it beforehand in case they are finally stuck and want to know how. One solution is found at

<https://www.youtube.com/watch?v=4jBUwH-TfqQ>

Resources and more information:

A4 paper- any colour, can be used/scrap paper. Scissors, pencil and ruler can be helpful but not essential.



STAGE 4:

Competence building

Session/Activity title:

I. Working with competences

Objectives:

To develop an understanding of the value of using competences

To enable Seniors to be confident in identifying their own competences

To enable Seniors to identify strengths and gaps in their own competences in relation to the employment they are looking for



Duration

Min: 2 Hours

Max: 5 hours



Group

Activity description:

This session (or group of shorter sessions) involves providing information and explanation but aims to engage the seniors in thinking about their own competences. The typical flow of the session might be:

1. Start with an exploration of what participants already know. Maybe they already have experience of working with competences (good and bad experiences are possible), through previous jobs or training programmes. Ask if anyone can give a definition, and/or get the group to mind map their understanding or impressions so far.

2. Give a brief (10 mins max) presentation using the slides provided (make sure you understand it all and use your own words where possible). This will give everyone a common base-line to work from.

3. Use the activities described below to get the Seniors to start working with competences. Move from the general to the specific, so that they end talking and making notes about their own competences.

Resources needed:

4.1 A brief set of slides (or video animation or Prezi)

4.2 The competence framework document

The Seniors' own CV and some CV's of others

Preparation and follow up activity

Trainer/advisor/host organisation:

Participants:

Bring your CV or recent application form with you to this session

Follow up the session by reviewing your competences

Research your ideal job and find out what competences are required to do it (eg what do employers say? What do professional or trade organisations say?)

Other comments:

This is the start of a process that Seniors could continue to do for a while. Encourage participants to keep looking and help them by noticing when they have demonstrated a competence.

Don't forget to mention the competences self assessment and eportfolio (<http://comp-pass.eu/login.php>) as the place where they will be recording and presenting their competences.

Activity:

Competence search

Basic idea:

Having introduced the idea of competences, ask the group to work in pairs or threes to describe the competences required to carry out some common tasks. For example: cooking a meal; driving a car; booking a holiday. It might help to provide a template with columns for skills, behaviours and attitudes that can be filled in as they discuss each task.

This can be further expanded to include typical work tasks within the employment roles they aspire to. For example: selling an item in a shop; delivering a parcel; painting a room; fixing a bicycle; designing a website.

Next ask the groups to compare the competences they have identified with those in the framework. Discuss which are common to many jobs and which are specific to certain jobs or roles.

Resources and more information:

Mainly needs imagination. Some short video clips (and a means to display them) of people doing day to day tasks might be useful to get people started. Copies of the Senior Plus competence framework (**Resource 4.2**).

Activity:

What the employer wants

Basic idea:

The aim of this is to highlight that employers are often more interested in 'soft' competences (people based, relational competences) rather than 'hard' (technical, task based) competences.

Ask participants to work in pairs or small groups and sort the competence cards (Resource 4.3) into 'soft' and 'hard' competences. (They may also want to add some of their own) Then ask the group for an example of a job they might apply for and consider which of the two types of competences are a) most valuable in that job, b) most useful in gaining the job and promotion in it, and c) which types of competence are easier to develop or train for.

Resources and more information:

Competence cards (**Resource 4.3**)

STAGE 4:

Competence building

Session/Activity title:

II. Competence development

Objectives:

To fill any gaps in competences required for the jobs that seniors are seeking

To re-motivate Seniors into learning and developing new competences



Duration

Min: 2 Hours

Max: 5 hours



Group

Activity description:

This session (or group of shorter sessions) involves challenging the Seniors to identify the gaps in their competences and to plan how they will fill these gaps. Within the context (and time constraints) of the programme, it will not be possible to fill all gaps but it will be possible to fill some.

Between sessions, if participants undertake any development activity, ask them to feed back at the next session. See activity box below.

Resources needed:

2.3 Competence Self assessment

4.4 Action planning template

Post-it notes, marker pens, wall or flip chart easel

Preparation and follow up activity

Trainer/advisor/host organisation:

Participants:

Bring your CV or recent application form with you to this session

Follow up the session by reviewing your competences

Research your ideal job and find out what competences are required to do it (eg what do employers say? What do professional or trade organisations say?)

Other comments:

Be sure you contribute from your own experience and the from your knowledge of local learning opportunities and networks

Activity:

Finding the gaps

Basic idea:

Ask the Seniors to reflect individually on the jobs they aspire to do and the competences needed. In the template provided, list the competences needed for the job and then give a score for how strong they are (1 = no competence at all, 10 = expert level of competence). Then in small groups discuss how the low scoring competences could be raised to a minimum required level. Ask the Seniors first to answer in terms of three categories:

1. Studying (books, websites, videos) and/or practicing **alone**
2. Learning from **one other person**; mentor, experienced colleague, local expert who will give the time to 'show me how'
3. More formal training courses and programmes, together with **a group** of other learners

Again individually, ask them to prioritise which competences they want to grow first. Then for each area ask them to decide what they will do to grow to the necessary level. A planning template is provided for this.

Resources and more information:

Competence self assessment (2.3)

Action planning template (4.4)

Activity:

Skill sharing

Basic idea:

To encourage peer to peer learning in the group, arrange a skill sharing session: Each person identifies at least two skills or areas of knowledge that they can offer to share with a colleague. They write each one on a post-it note and place it on the board or flip chart page. Half the group then choose which subject they want to learn about and have a half hour 'sharing session'. If some offers are not taken up, the people who offered can join one of the groups (or work on something else). After half an hour, the people come back to the board and the other half choose which offers they want to take up and the process is repeated. If time allows, the offers can be revised and whole process can be repeated one more time.

Resources and more information:

Post-it notes, pens, board or flipchart easel.

Activity:

Learning feedback

Basic idea:

When a participant has done some learning between sessions (alone, one to one or in a group), ask them to report back to the whole group. They can do this by answering these key questions:

What format did the learning take?

What were the main things I learned?

What competences have I now (further) developed?

How do I know?

Which jobs could I use them in?

Resources and more information:

Time in the programme for these feedback reports



STAGE 5:

Eportfolio and CV building

Session/Activity title:

I. Evidence gathering

Objectives:

- To gather evidence that can be used to prove competence
- To organise evidence so that it can be referenced and presented easily
- To make connections between evidence and competences
- To ensure the Senior has a comprehensive range of evidence to demonstrate her/his competences



Duration

Min: 2 Hours

Max: 5 hours



Group

Activity description:

This session (or group of shorter sessions) involves encouraging the Seniors to identify the evidence they already have or they can create which backs-up their claims of competence. Organising the evidence is crucial and so that it can be easily referenced and added to the eportfolio - <http://comp-pass.eu/login.php> (see below), which is an important part of the overall programme.

There may be some obvious evidence they can bring in to start: Certificates from training and study, examples of their work and so on. Other things will be less obvious and less practical to bring in (for example if they have painted a door, they can't bring the door in! But they can bring 'before and after' photos).

Start by considering different types of evidence (certificates, examples, testimonial letters, video, etc etc). Then suggest a method for organising the evidence. A reference number for each item will be essential. For paper items it may be helpful to have a box or folder where everything can be stored and carried together (for the portfolio, electronic copies and scans will be used, but some employers will require sight of originals and these should be easily located.)

A time line activity (see box below) will help to ensure that all experiences are included.

Make sure to include time for Seniors to show and explain the evidence they have collected, in small groups, as this may inspire others to look in different places for different types of evidence.

Collecting evidence does not need to be complete (if it is ever complete) before the session on working with the eportfolio (<http://comp-pass.eu/login.php>) is started. In fact, starting on the eportfolio might inspire more ideas for evidence collection.

Activity description:

As each new piece of evidence is produced/discovered, make sure it goes into “the system” (box, folder, portfolio). This way we will build the habit of growing a portfolio over time.

If, in later sessions, it becomes obvious that the Seniors have competences but don't have evidence, then the activities described below should help to fill the gaps.

Resources needed:

Folders/ring binders, storage boxes, pens for labelling, card or plastic wallets to preserve certificates, flipchart or paper roll and pens for the time line exercise.

Preparation and follow up activity**Trainer/advisor/host organisation:**

Possibly prepare a sample time line (your own?) to enable Seniors to get started on theirs quickly

Ensure you are familiar with the eportfolio (<http://comp-pass.eu/login.php>) structure so you can guide seniors when they think about their evidence

Participants:

Bring your CV or recent application form with you to this session

Follow up the session by reviewing your competences

Research your ideal job and find out what competences are required to do it (eg what do employers say? What do professional or trade organisations say?)

Other comments:

Be sure to bring some examples of you own evidence in.

It is a choice if you first introduce the evidence collection or first introduce the competence framework. Whichever you choose, be sure to help people see the connection between the two.

Regarding referencing all the evidence, make sure Seniors use the same system for online/eportfolio (<http://comp-pass.eu/login.php>) referencing as for physical paper-based systems.

It might be worth reflecting with the group about the age of some of the evidence. How current is this evidence? Will a prospective employer believe you still have that competence?

Activity:

Evidence time line

Basic idea:

Ask participants to take a 2m piece of paper from the roll (or tape together 2 flip chart sheets). Draw two lines along the length of the paper to create three strips, represent time passing. One end represents the point at which the Senior took on any leadership roll or started their first job. The opposite end represents the present time. In the bottom strip, ask Seniors to indicate (with drawings or words) the different stages in their life: different jobs; different family and voluntary responsibilities; key milestones and decisions they made. In the middle strip, ask them to list the competences they developed and used at that stage or phase. And in the top strip, ask them to list evidence they might have or be able to collect, that demonstrates the competences used.

Make sure they share with a colleague and ask the colleague to spot any gaps in time or evidence that might hide a new competence.

Resources and more information:

Paper roll or flip chart, pens and crayons

Don't forget to take photos for use in the eportfolio (comp-pass.eu/login.php)

Activity:

Organising my evidence

Basic idea:

As trainer/advisor, you can make a choice about how the seniors will organise their evidence. Either you devise a system, or you enable them to devise their own.

Whatever your choice, you need to explain the criteria that have to be satisfied: The system should be...

Logical - if a colleague were to try to find something in it, it should be easy

Consistent – use the same rules for every piece of evidence

Time related – either work from now backwards, or from the past towards the present

Well annotated - labelling evidence is crucial. That might be an electronic document or photo title, or a physical label on the item, the folder or packaging

Comprehensive – if you are not sure, put it in!

Resources and more information:

Folders/ring binders, storage boxes, pens for labelling, card or plastic wallets to preserve certificates. A digital camera and a scanner for paper documents

Note: that it might be necessary to make copies of some evidence items so they can be stored in several different places at the same time. Make sure that any copies or duplicates should include information about where the original is kept.

Activity:

Generating further evidence

Basic idea:

If a Senior claims to have competence in a particular area but does not have any obvious proof or evidence, then it seems logical to generate something appropriate.

The first step is to ask the Senior to describe the competence as fully as possible, referencing the S+ Framework or any other framework, where relevant. In a small group, the colleagues could be asked to suggest types of possible evidence s/he could look for or generate. In a one to one situation, the trainer/advisor could ask probing questions to draw out ideas from the Senior. (They are more likely to follow through on the work for this if they are using their own ideas).

Possible sources of further evidence which can be generated or acquired are...

- Testimonials letters from former boss, colleague, customer/client, supplier
- For generic (lifelong learning) competences, the trainer/advisor could conduct an interview using the STAR interview methodology (see appendix) and sign her/his notes to say the discourse was genuine
- For specialist competences, a subject-expert could be asked to carry out a similar interview and write a testimonial based on the discussion
- A colleague could make a video or audio recording of the senior giving a practical demonstration of the competence
- A colleague could do the same with a series of still photos
- And so on... encourage the group to be supportive AND creative

Resources and more information:

Contact details, cameras, STAR methodology notes recording equipment
Remember that the Senior Plus Programme include the opportunity for Volunteering (short or long term, home or abroad). This is an ideal time to consider what competences can be developed during the volunteering experience



STAGE 5:

Eportfolio and CV building

Session/Activity title:

II. Evidence selection and presentation

Objectives:

- To use evidence to demonstrate competence
- To present evidence in an effective way
- To produce effective CVs and Résumés



Duration

Min: 2 Hours

Max: 5 hours



Group

Activity description:

In these sessions, Seniors are working with their evidence to ensure it is presented in a relevant way to potential employers.

With a range of pieces of evidence at hand, along with the competence framework, ask the Seniors to work in small groups to match their evidence with the different competence statements. For example, one person might show a community newsletter that one of the Seniors has edited. (Her name is on the back page, in the contact details). The small group colleagues could suggest that this piece of evidence supports her claim to have digital or communication competences).

After this, the group are asked to work with the job descriptions, which describe the competences needed for a specific role; Again matching the evidence which supports the particular job elements. (see the “CV for an astronaut” exercise below)

Finally, each Senior is asked to think about one job they aspire to get. First ask them to imagine and then research the kinds of competences required for that job. Then ask them to write the main elements of a CV that might be successfully used when applying for such a job. Then ask them to consider what evidence they currently have to support such a CV. The Senior should then work with a peer to think about what other evidence could be found or produced to strengthen their CV.

Resources needed:

All the evidence collected by the Senior. The competence framework (**Resource 4.2**). Sample job descriptions.

Preparation and follow up activity

Trainer/advisor/host organisation:

Participants:

Think about what jobs you would like to have

Think about all the work and life experience that you have and what competences they have brought you

Think about the evidence you have for your different competences

Other comments:

These exercise require a mixture of working alone and working peers. Trainers/advisors will need to keep checking progress with each individual and provide more support for those who are slower or less confident

Activity:

CV for an astronaut

Basic idea:

Divide the group into pairs and ask each pair to write a person specification (list of the competences required) for an astronaut or some other exotic job (which is perhaps out of the age range of the Seniors).

The swap the person specifications and ask each pair to write a CV, with real evidence, so show how suitable they are for the role. The two people in the pair can combine their competence and evidence to make one convincing argument

Resources and more information:

Pens and paper (or do it on computers to practice and demonstrate ICT competences).

This is intended to be a fun way into connecting CVs, Job descriptions, competences and evidence. Its not a problem if people are playful and exaggerate their competences during this game.

Activity:

My ideal job

Basic idea:

Similar to the astronaut exercise, this time the Seniors talk about their ideal job with a colleague. The colleague then writes a brief person specification and asks their partner to produce the evidence to demonstrate he/she is suitable for the job.

The pair then discuss how the CV might look for this role. What might typical employers want in terms of length, style and layout? Which competences would you emphasise?

Resources and more information:

Access to the web to research job specifications. Example CVs.

STAGE 5:

Eportfolio and CV building

Session/Activity title:

III. Working with the online eportfolio

Objectives:

To enable Seniors to become confident in using the eportfolio (<http://comp-pass.eu/login.php>)

To enable Seniors to use the eportfolio in their search for employment

To develop further ICT competences



Duration

Min: 45 mins

Max: 90 mins



Group

Activity description:

The eportfolio is an essential part of the Senior Plus programme.

A brief introduction is needed – ideally projecting the website pages onto a screen so that everyone in the group can follow the presentation. Introduce all the main features and structures and respond to questions as they arise in the group.

Then give the Seniors the opportunity to explore the whole of the eportfolio website (<http://comp-pass.eu/login.php>) – either working alone or in pairs. The following challenges should then follow for each individual to complete.

- Create a personal account
- Visit all the main pages
- Enter the main personal details
- Upload your first piece of evidence (eg a picture or scan of a certificate)

Activity description:

Ask participants to first consult with a colleague if they have a question, before asking for help from the trainer/advisor

Make sure everyone has the login details to take home with them so that they practice and progress with uploading evidence. Maybe set a challenge to upload three items or complete a new page every day.

Once all the group have a common basic level of confidence and competence, introduce the more complex tasks of cross-referencing competences to evidence and generating specific CVs for different jobs. (up to three different CV/Profiles are possible for each user of the eportfolio)

Resources needed:

Computers (ideally one per person), access to the web, data projector or large screen TV. Some evidence items already stored on the computer or memory stick

Preparation and follow up activity**Trainer/advisor/host organisation:**

Make sure you are very familiar with how the eportfolio website (<http://comp-pass.eu/login.php>) is structured and what is needed for each task

Participants:

Make sure you have some of your evidence on a memory stick, ready to upload

Do a little and often so that your increase your confidence in using the system. A few minutes each day might better than one long session each week.

Other comments:

Members of the group will no doubt work at different rates and so group and pair working will not always be appropriate. Use your judgement to decide when to move on and when to offer extra one-to-one support.

STAGE 5:

Eportfolio and CV building

Session/Activity title:

IV. Personal progress review

Objectives:

- To check that all is going to plan
- To motivate the Senior to continue with the process
- To offer further support if needed



Duration

Min: 45 mins

Max: 90 mins



One to One

Activity description:

One to one mentoring conversations should take place with each of the Seniors periodically throughout the programme. The frequency will depend on how often they are working together with the group and on the general confidence level of the participants.

Questions which will help these conversations are:

- What progress have you made so far?
- Which parts have you enjoyed the most?
- Which areas do you find easiest/most challenging?
- What support do you need from the group and from me?
- What is your priority for the next week/session?

As with previous conversations, the trainer/advisor is aimed to strike a balance between supporting the Senior and challenging her/him to go further. Listening carefully for what is not being said will be useful. Likewise, helping them to set stretching goals will increase the over satisfaction with the programme and the likelihood of success in the labour market. • Visit all the main pages

Resources needed:

Time and private space to talk. Access to the online eportfolio (<http://comp-pass.eu/login.php>) to help review progress and answer any technical

Preparation and follow up activity

Trainer/advisor/host organisation:

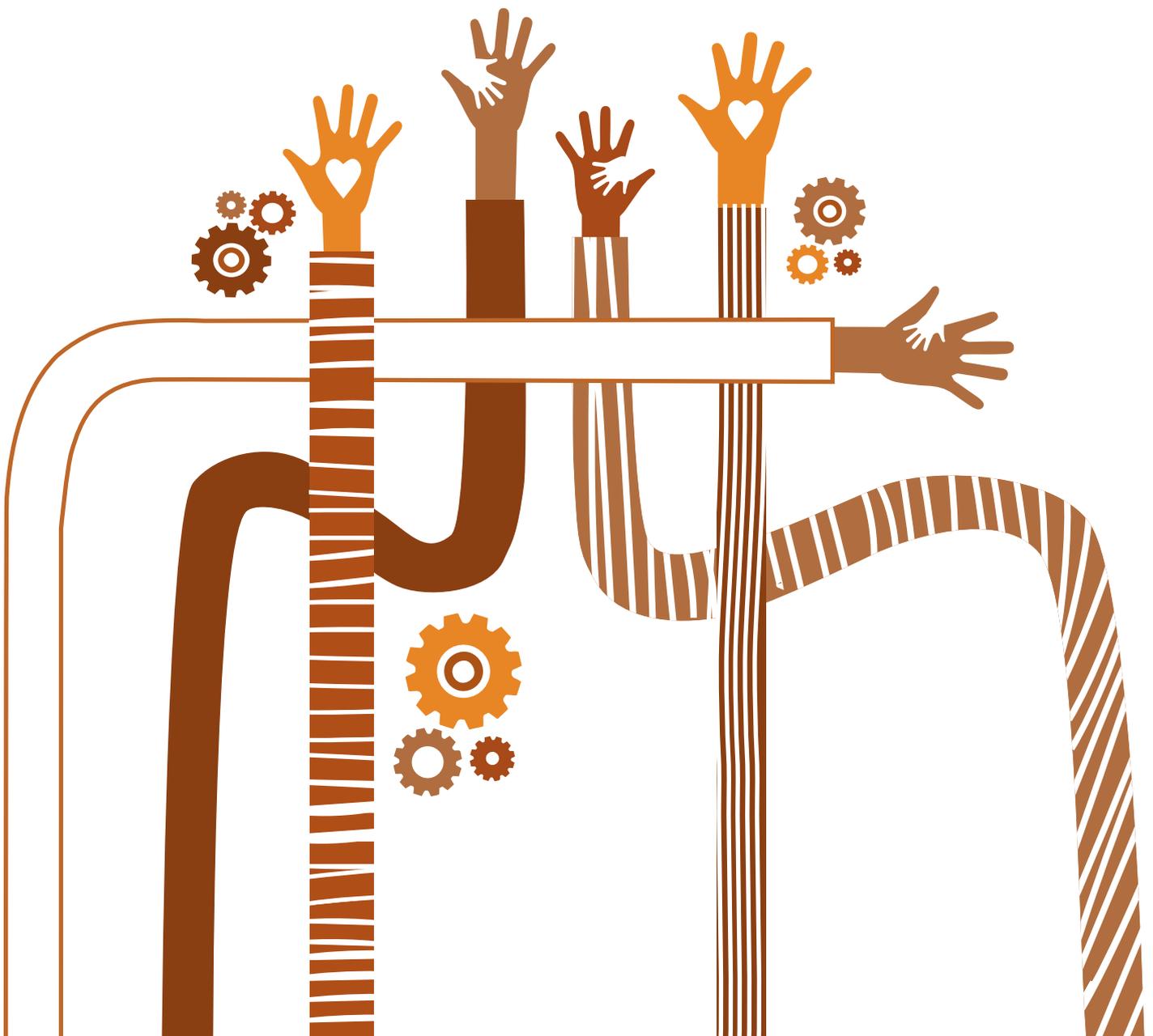
Ensure you are familiar with the Senior's eportfolio (comp-pass.eu/login.php) before the meeting

Participants:

Reflect on your learning so far
Think about the things which are helping and the things which hinder your progress

Other comments:

Be ready and ensure you cannot be distracted during the conversation. Give you full attention. Notice when the Senior is not really answering your questions. Be prepared to challenge as well as to support. You cannot do the work for them!



STAGE 6:**Job search****Session/Activity title:**

I. Finding opportunities

Objectives:

To help Seniors find work (of any kind)

To ensure they have opportunities to apply for positions

**Duration**

Min: 2 Hours

Max: 5 hours

**Group****Activity description:**

These activities can run in parallel with much of the rest of the programme. The more time that is given to these activities, the greater the chance of finding the right opportunity.

Start by asking the group to list all the possible sources they might find out about jobs. Don't forget they may not be paid jobs. Volunteering, learning placements and internships may be just as valuable. This might be started very early in the programme by installing a notice board for opportunities and sources on information, that you or anyone from the group can add to at any time.

Divide the group into pairs or small groups sub-groups and give each pairs one of the different sources to consider. Ask them to create a "dos and don'ts" list for how to approach each of these sources.

Use the activities below for searching and networking. (Just two examples of sources of opportunities).

When thinking about adverts, use the activity below to help Seniors to check if an opportunity is really an opportunity.

Resources needed:

Adverts, notices about jobs and opportunities for volunteering. Access to the internet.

Preparation and follow up activity

Trainer/advisor/host organisation:

Participants:

Check out the latest jobs in your local newspaper

Go online and search for different job pages

Carry out your plan for improving your online presence (and keep it up to date)

Other comments:

Be ready for those who have already spent a lot of time searching for jobs. Help them to analyse what has worked and what has not. Use them in the group and encourage them to get creative and use new ways of searching and applying.

Activity:

Online job search

Basic idea:

This is another opportunity for Seniors to collaborate to learn.

First provide a simple guide to web searching. You might find useful, the resources at <https://www.google.com/intl/en-us/insidesearch/searcheducation/> or for language specific resources, search University and College websites in your own country.

Ask the Seniors to work in Pairs to search on the web for different items. Depending on the confidence level of the participants, you might get them to start searching for simple items and move on to more complex approaches. As their searches generates useful sites, ask them to save URL's on a flipchart on the wall (or in a shared drive or file if this is available).

After about 45 minutes, ask each pair to present one website or page within a site, and explain why it is useful.

Task the Seniors with searching for and within further websites and to report back at the next session.

Resources and more information:

Ideally one computer per person, with access to the internet

Activity:

Advert analysis

Basic idea:

This activity encourages Seniors to reflect on whether or not a particular job is actually an opportunity for them.

Start by asking each person to list the key parameters of the job they would like to find (or the kind of job they definitely do not want). Features they may want to consider are included in the table below. This can be used as a checklist.

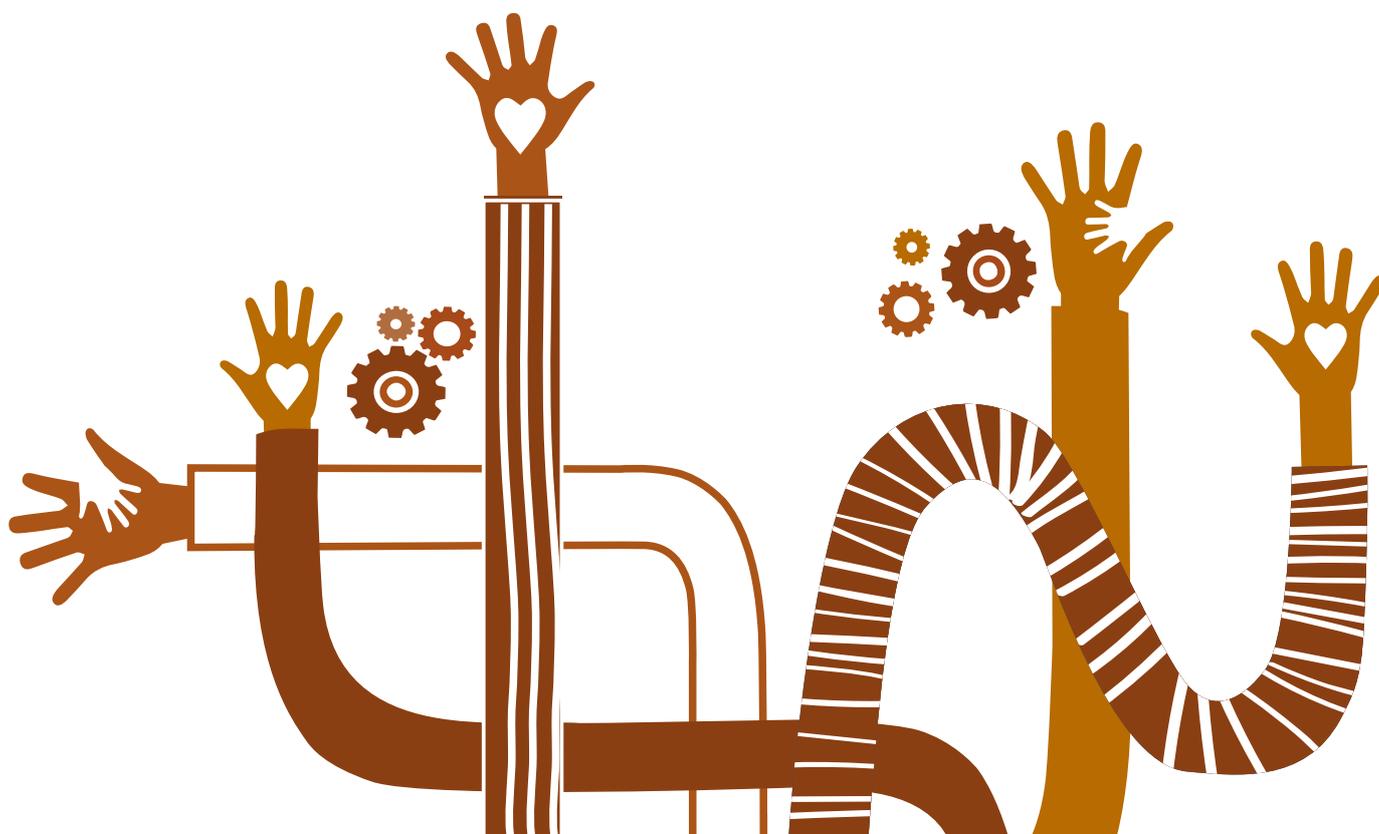
In addition to logistical considerations, encourage Seniors to think about the competences they most want to use or develop in their next job.

Either bring some job adverts from the local press, or use adverts from the web that have been found during the search. Ask Seniors to work in pairs or small groups to discuss each advert and to score the opportunity on the checklist.

Encourage Seniors to watch out for jobs that might be suitable for others as the programme continues.

Resources and more information:

Real, recent and relevant job adverts; job features checklist form (**Resource 6.1** below)



My ideal job checklist

Parameter	My preference	Advert score /10	Advert score /10
Closeness to home?			
Closeness to public transport?			
Working hours?			
Start and finish time?			
Holidays: pay, time restrictions			
Working alone or with a team?			
Physical work?			
Contact with the general public?			
Level of responsibility for money?			
Uses particular competences?			
Potential for promotion?			

Activity:

Building my network

Basic idea:

The intention is to encourage the Seniors to grow the number of people they know, who might lead them to a new job. The term 'know' is rather broad, especially in the world of social media, where a 'friend' is simply someone who agreed to join your online group or follow your posts. Through these activities, emphasise the idea that networking is NOT about selling yourself, but instead, it is a way of raising the awareness of people you know, so that they might remember you when they see an opportunity and that you might help them in the same way.

Start by re-using the 'web of connections' exercise, but this time ask the person with the ball of string to say something about the kind of work they are looking for. Members of the group then explain what connection they might have in relation to that job (if they have any) and the person with the string then passes the ball to the person with the 'best' link. This is repeated as many times as possible. Highlight the web of string that is created and encourage them to consider how big and complex this might be outside of the group.

Next ask Seniors to make list of all the people they know who might have a link with the area of work they are looking for. Ask them to make a plan for conversations they need – with direct contacts or with contacts-of-contacts.

Resources and more information:

People and their contacts/friends

Activity:

My online network

Basic idea:

Ask seniors to review each other's social media presence. Working in pairs or small groups, carry out a public search for each person. Ask them to discuss the following:

- How easy am I to find?
- What is the general impression that is gained about me from this information alone?
- How relevant is my online presence to my desired job?
- What information can we find which would discourage an employer or someone who might recommend me?
- How complete is my linkedin profile specifically?
- Are there any specialist forums or online communities, relevant to my ideal job, that I could join and contribute to?

Each Senior should then make plan for improving their online presence

Resources and more information:

People and their contacts/friends

STAGE 6:

Job search

Session/Activity title:

II. Making applications

Objectives:

To help Seniors find work (paid or unpaid)
To increase the likelihood of successful applications



Duration

Min: 1.5 hour

Max: 3 hours



Group

Activity description:

The ideal is that seniors are working on real life applications with support from the group and the trainer/advisor. If this is not possible then some old adverts may be required. The activities below will work best if the Seniors have already completed an application form, written a cover letter and produced a CV. They will need to be prepared to share these with members of the group.

Another important part of this session is to talk about how the eportfolio profiles can be used for different applications. Seniors will be able to include a link in their CV or application form to a targeted eportfolio page which summarises her or his experience and provides further links to more details and evidence.

Resources needed:

Job adverts, Job descriptions, person specifications, completed applications, CVs and covering letters in the local language. Ideally a range of these for different types of job (trades, skilled/unskilled, professional, temporary/permanent, paid/voluntary etc)

Preparation and follow up activity

Trainer/advisor/host organisation:

Maybe the Trainer/advisor can prepare to share her/his own application for their current job?

Participants:

Bring in previous applications and accompanying documents

After the session, occasionally bring in future applications and share progress with others

Preparation and follow up activity

Other comments:

Encourage Seniors to challenge and support one another. The idea is that they (and the Trainer-advisor) should ask questions and make suggestions in a way that gets the Senior thinking and improving their CV.

These activities can be repeated at different times. One possibility to have two or three members of the group present their applications/ CVs/cover letters, for this kind of critique at the start of each session.

Activity:

Application analysis

Basic idea:

Split the group into two and give each half a different task: One half should look at a completed application form from the perspective of the applicant and one half should look at the application form from the perspective of the employer. Give the groups time to read the forms and then in each group, score (out of maximum 10) the application for the following:

- Completeness (have all the questions been answered and all necessary points covered?)
- Quality (to what extent does the application show that the applicant is suitable for the job?)
- Presentation (to what extent is the form completed in a neat and tidy way? Does the form demonstrate organisation and professionalism?)

Resources and more information:

A job advert with job description, person specification, completed application form (ideally, if a participant is willing to share, this should be a real job application that one of the group has completed – successfully or unsuccessfully). Several copies will be needed to ensure the whole group is engaged



Activity:

Preparing your focussed CV

Basic idea:

Again working with real (past or present) employment opportunities, the group should be split into small groups to help each other develop a CV, using the material that can be evidenced in the portfolio, that will be relevant to the job being applied for.

One way to do this is to first create post-it notes with each element of career history and qualification/training experience on a separate note. The small group can then arrange the different elements (post-its) in priority order for the particular job. Also, the small group can come up with a list of key-words to be used in a personal introductory statement to the CV. (The Senior whose CV it is, can then write these paragraphs in their own time).

When possible after the post-it exercise, the small group (or individuals) should then work on the eportfolio (comp-pass.eu/login.php) to generate an online version of the CV.

As a follow up exercise, Seniors can also be encouraged to generate a range of sample CVs on the eportfolio, to cover the range of different jobs they might apply for. The difference between different CV's may not be large at all. The crucial thing is to keep them up to date.

Resources and more information:

Job adverts with job descriptions and person specifications. Access to the eportfolio.

Activity:

The covering letter/email

Basic idea:

There is some debate about value of covering letters/emails. Some larger employers are reported to dispose of the letters/emails when they enter application data into application analysis software. For many employers however, the cover letter is another opportunity to see vital pieces of information that might set one applicant apart from another.

With this in mind, a challenge to give to each member of the group is to write a cover letter/email for a specific job that satisfies the following criteria:

- It is as brief as possible
- It adds something to the personal statement without being repetitive
- It highlights elements of the CV or application form that is relevant to the job and employer's context
- It is clear and organised with good grammar and spelling

Having written the letter/email, invite Seniors to share with one or two others and ask them for feedback and suggestions for improvement. Consider uploading the letter/email as a sample of future use.

Discuss with the whole group

Resources and more information:

A job advert with job description, person specification. (Ideally brought by the participant)

STAGE 6:

Job search

Session/Activity title:

III. Presenting myself

Objectives:

To help Seniors find work (of any kind)
To increase the likelihood of successful applications and interviews



Duration

Min: 1 hour

Max: 2 hours



Group

Activity description:

Having completed an application and been invited to interview, the Senior already has some assurance that he or she meets the basic requirements for the job. Emphasising this will help to build confidence in preparation for the interview.

In this session, the intention is to give opportunities to build confidence further through practice, feedback and preparation. The practice activity below can be repeated and can be used for real or imaginary job applications. Having done some practice with the group watching, the group can then work on a shared checklist for interviews, (which can also be reviewed after any one of the group has a real interview).

Resources needed:

Room to set up in the same way as an interview would be, plus space for others to observe.
Participants to wear clothes suitable for a job interview in the type of organisation or sector they aspire to work in.

Preparation and follow up activity

Trainer/advisor/host organisation:

Prepare or collect some interview questions and activities
For the goldfish bowl exercise, set up the room for interviews
Print out the interview checklist after the group creates it

Participants:

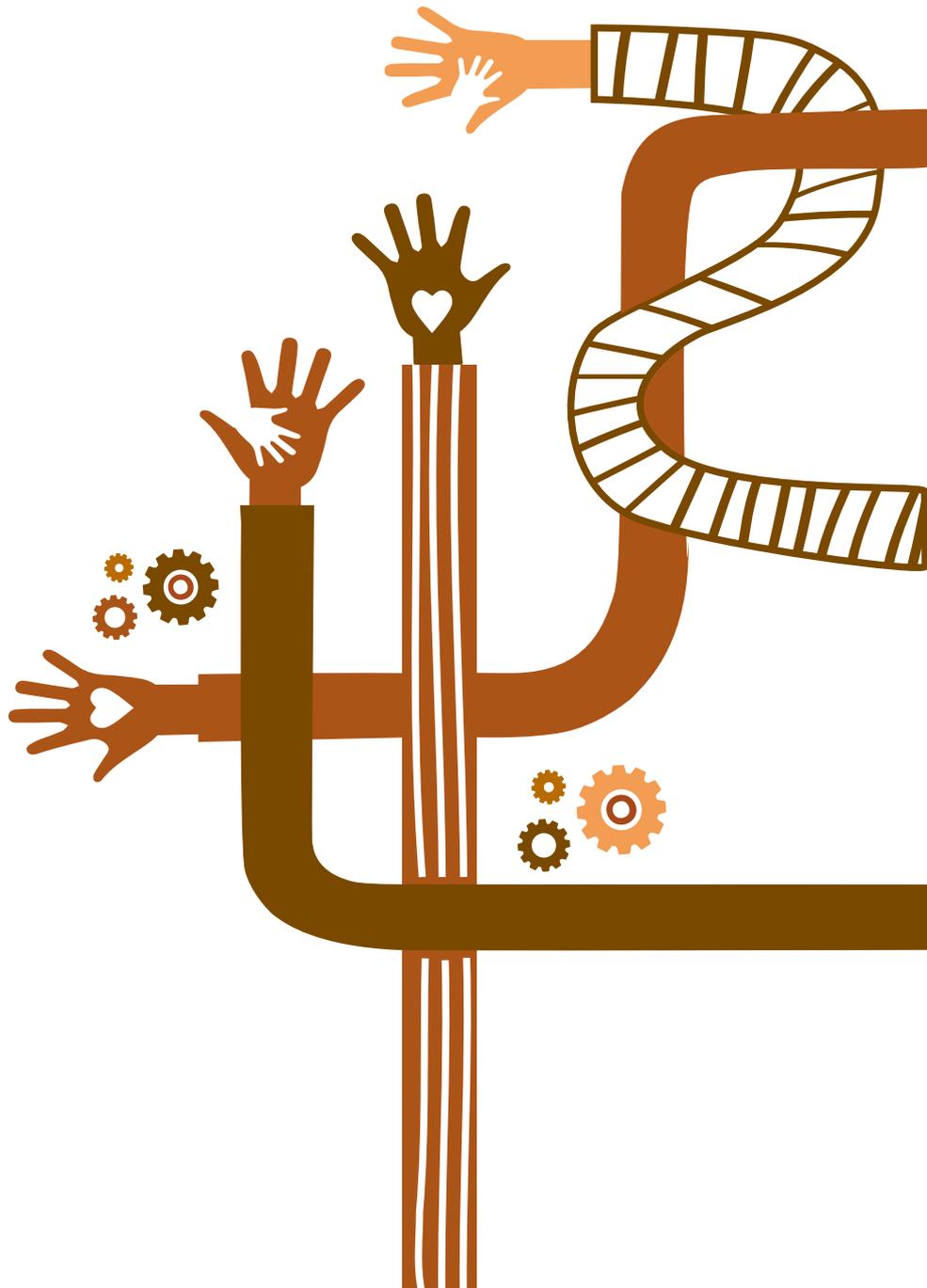
Come to the session dressed for the interview

Preparation and follow up activity

Other comments:

Many employers use a range of different activities at interview: presentations; group discussions; less formal chats with managers, colleagues, clients/customers. It would also be useful for participants to share their experience of these and include their insights in the two activities below.

The eportfolio also provides a space for Seniors to collect any notes on their reflections. These might include feedback from interviews.



Activity:

Goldfish bowl interviews

Basic idea:

This is simply a mock interview with others watching and feeding back what they notice.

Begin with asking the group to work in small groups to create a few questions for use in the interview. Alternatively, the trainer-advisor can create their own list. If time allows, the group could review all questions and discuss which ones are most likely to come up in interview. Another alternative is to put all the suggested questions into a box or hat and the person doing the interviewing pulls one out at a time.

Prepare a room as an interview room – with extra chairs around the outside for observers. Invite one participant to be the interviewee and two or three others to be the interviewers.

Brief the participants that the interviewer is role playing but the interviewee must be themselves and should answer as they would in real life. Leave the interviewee outside the room and take everyone else into the room. Ask the observers to sit and get ready to observe. Likewise the interviewer(s) should prepare and one of them should then welcome the interviewee into the room and begin the interview.

After about 20 minutes, the interviewer should bring the interview to a close. The interviewee should leave the room for 5 minutes and the 'panel' should consider if they will give the interviewee the job or not. Then one person should go to tell the interviewee the result.

Ideally everyone should now move to new room to review the activity. (If this is not possible change the layout. Start with asking the interviewee to describe the experience from their point of view. What did they notice? How did they feel? What did they find easy/challenging? Ask the group to give feedback about what they did well and how the interviewee could have improved their performance.

The goldfish bowl exercise requires quite a high level of trust in the group. If this has not been developed, then consider inviting a colleague in to play the interviewee role. Also, if the group is not ready for this type of activity, they can work in threes, asking one another interview questions, with the third person observing and giving feedback.

Resources and more information:

Space, chairs, note books and pens, box or hat for selecting questions to ask.

It might also be possible to invite a representative from a recruitment agency or local employer to attend and give an input or answer questions during this activity. (maybe informally over lunch).

Activity:

Interview Checklist

Basic idea:

Following from interview practice, and the review, ask the group to divide into three sub-groups. One group starts listing items for a checklist about “presenting yourself” (clothing, punctuality etc), one group starts with “content and competence” (pre-research, knowing the job, role, organisation) and one group starts with “questions for the interviewer” (what do you want to learn about the job and the employer during the interview?). Ask all groups to brainstorm their thoughts and record all ideas on a flip chart. After 15 minutes, move the flip charts around by one sub group and then ask them to review what has been written. Ask them to add a smiley face to those ideas they like, a cross face by the one they don't like and a question mark by those they don't understand. Then ask them to add any new ideas they have for that topic. After another 10 minutes move the flip charts again and repeat the process. Finally give the flip charts back to the original groups, clarify any of the items with question marks and ask the sub-groups to come up with a final version of the checklist.

Resources and more information:

Flip charts and marker pens

Activity:

Using the eportfolio to prepare for interview

Basic idea:

Divide the group into pairs and ask each pair to design a three typical interview questions. Then ask the pairs pass their questions to another pair. Each pair should then spend time looking at their own eportfolios to search for evidence that backs up the answers they might give to the questions.

It is likely that some will say “I know I have a competence, or a particular piece of information that I want to share with the interviewer, but I can't find it just now”. This is the prompt to discuss how they can improve their eportfolio profile, or to practice finding things in it. It might lead to new things being added or re-arranged.

Resources and more information:

Access to the eportfolio, possibly some example interview questions to get started

STAGE 7:

Reviewing and evaluating

Session/Activity title:

I. Formative Evaluation

Objectives:

- To ensure the programme meets the needs of the participants
- To ensure the programme meets its own aims and objectives
- To maximise learning for the participants
- To enable improvements during the programme and in future programmes



Duration

Min: 15 mins after each session

Max: 2 hours



One to One



Group

Activity description:

The activities explained below, are based on the understanding that learning is extended and embedded when learners reflect on their experiences. The reflective process is also enhanced by writing or recording reflection for later reference.

In addition to the Seniors, the Senior Plus programme has a number of different stakeholders, each with different evaluation needs. The activities suggested here are primarily for the Seniors themselves and the provider partner. Other stakeholders may also find the data collected useful in their own evaluations

Formative evaluation should help to inform the trainer-advisors about the effectiveness of the programme and give enough time for changes to be made quickly whilst the programme is still running.

Resources needed:

Dedicated time, notebooks to record reflections, template translated into the local language (*resource 7.1*)

Preparation and follow up activity

Trainer/advisor/host organisation:

With the agreement of the participants, keep copies of the objectives and Success Criteria

Participants:

Review your reflective learning journal, your objectives and your success criteria on a regular basis throughout the programme

Preparation and follow up activity

Other comments:

Be ready to either challenge or encourage if people seem to be unrealistic in their views of their progress. Ask them for evidence or give feedback from your own observations of how they have participated

Activity:

Learning Log

Basic idea:

This is an individual activity (although it might be useful at times to invite participants to share their reflections in the group). Provide either a template or a simple set of questions that will help Seniors to think through their experiences as they go along the journey and exploration of competences and job applications. A typical template is included below. In addition to translation to the local language, it might also be appropriate add other questions that are relevant to the national or local situation, or to the needs of the group.

The questions follow the basic flow of “Facts – Feelings – Findings – Futures” as described by Roger Greenaway (see www.reviewing.org for many more reviewing and reflective activities).

Do encourage participants to record their thoughts. It might be appropriate to dedicate specific time in the sessions for this reflection, but it is also helpful to encourage such reflection alone as well.

The recording of reflections does not have to just use words. Encourage Seniors to think about art, drawing, cartoons, newspaper cuttings etc etc). Blogging and videos can also be used in this form of evaluation.

Resources and more information:

See template below (**Resource 7.1**)



Reflective Learning Template

What kind of learning activity was it?

Training activity
Something I read
A conversation
Another experience

When and where did it take place?

What happened? What did I see or read or experience? Who else was involved?

How did I feel before, during and after the activity?

What are the key learning points I took from it?

How, where and when will I apply that learning?

What's next?

Activity:

Personal Objectives and Success Criteria

Basic idea:

Objectives are the answer to the question “What do you want to achieve during the programme?” and Success Criteria are the answer to the question “how do I need to consistently behave and contribute to the learning and development process?”

Both of these questions might be answered in the initial one to one conversations and/or in the first group sessions. In order to evaluate the programme and the personal progress in it, both should then be reviewed at regular intervals. It is not necessary to review progress against these objectives and Success Criteria every time the group meets, but certainly half way through the programme and at the end would be a minimum

It can be argued that objectives are either achieved or not, but it is more encouraging and more realistic to ask how much progress has been made towards achieving the objectives. How much distance has been travelled? This can be done by asking participants to say how far on a scale of 1 to 10, they have achieved their objectives. (Where 10 means complete and nothing more to do). To add some movement, ask participants to stand on a scale across the room, where one wall represents completion and the other represents their own starting point. Ask them to stand where they are now and discuss with the closest 2 colleagues about what is needed to move further in the right direction.

Success Criteria are best formatted as an evaluation question. For example, “how successfully did I join in group discussions?” or “how effectively did I keep momentum with my job search activity?” The questions can then be asked at various points in the programme – perhaps more frequently than the objectives questions.

Whilst this is mainly a personal activity, it might be appropriate for the trainer-advisor to challenge for evidence, if claims about progress seem to be unrealistic.

Resources and more information:

Dedicated time to reflect and share progress.



STAGE 7:

Reviewing and evaluating

Session/Activity title:

II. Summative Evaluation

Objectives:

- To ensure the programme meets the needs of the participants
- To ensure the programme meets its own aims and objectives
- To maximise learning for the participants
- To enable improvements to future programmes



Duration

Min: 1 hour

Max: 2 hours



Group

Activity description:

The summative evaluation will need to involve collecting data for use with different stakeholders. This needs to be planned in advance. The activities described below are focussed mainly on evaluation for the participants. They involve qualitative data about the whole experience (telling the story and happiness charts) and quantitative data about distance travelled and opinions about different aspects (line ups and scaling, and online survey).

Gathering the data and interpreting it will mostly be done by the trainer-advisors or others in their organisations, but it is worth considering how the Seniors could be involved in writing this up too.

Resources needed:

A record of the programme elements and key moments. Flip charts, scaling charts

Preparation and follow up activity

Trainer/advisor/host organisation:

Participants:

Other comments:

The primary common tool for evaluation of the impact of the Senior Plus Programme is the Competences Self Assessment (Resource 2.3). This will be used at the beginning of the Senior's involvement in the programme, again at the end of the Training and again after the volunteering activity.

Activity:

Telling the story

Basic idea:

Story telling helps to bring the richness of the journey to mind and to help remember different aspects. Provide opportunities to tell stories of the programme, from the perspective each participant. This can be informal – over a meal together at the end of the programme; or more formal – during the final session. To catalyse the story telling, simply ask people to talk about different aspects or features of the programme.

For example:

- The time I was most worried during the programme
- The time when I was most excited
- The three most important parts of the programme for me
- The person who made me laugh the most
- The most famous people in the group
- My best achievement during the programme
- My most embarrassing moment during the programme

Resources and more information:

A nice place to sit and talk

Activity:

Happiness charts

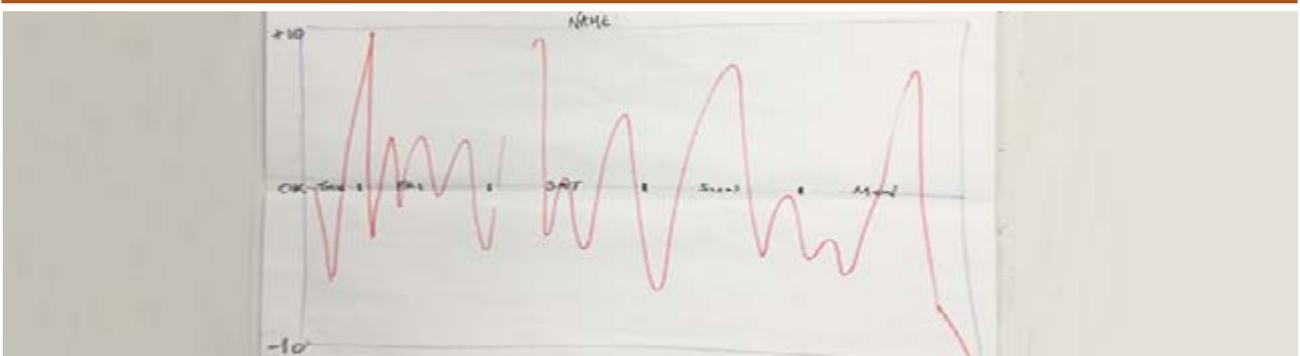
Basic idea:

Ask each participant to create a chart which has time along the horizontal axis and happiness along the vertical axis (again on a simple scale of 1 to 10, where 10 means very happy). Ask them first add to the time axis, all the key moments in the programme (first meeting, different sessions, first job interview, etc. Refer to the story telling as well)). Then ask them to plot their level of happiness at each of these moments. Join the points to make a happiness chart and discuss with colleagues about the reasons.

A photo of a flip chart is below

Resources and more information:

Flip charts and marker pens



Activity:

Line-ups and scales

Basic idea:

Describe the scale on the floor of the room. 1 is at one wall and 10 is at the opposite wall. Ask participants to go and stand on the scale at the point which represents their view in response to a range of questions. For example...

- How do you rate the quality of the material provided during the programme?
- How appropriate was the learning space provided?
- How much variety was there in the learning methods used by the trainer-advisors?
- How good was the coffee?
- How confident am I now, that I will find a job that I like? (How confident was I when I started the programme?)

And so on...

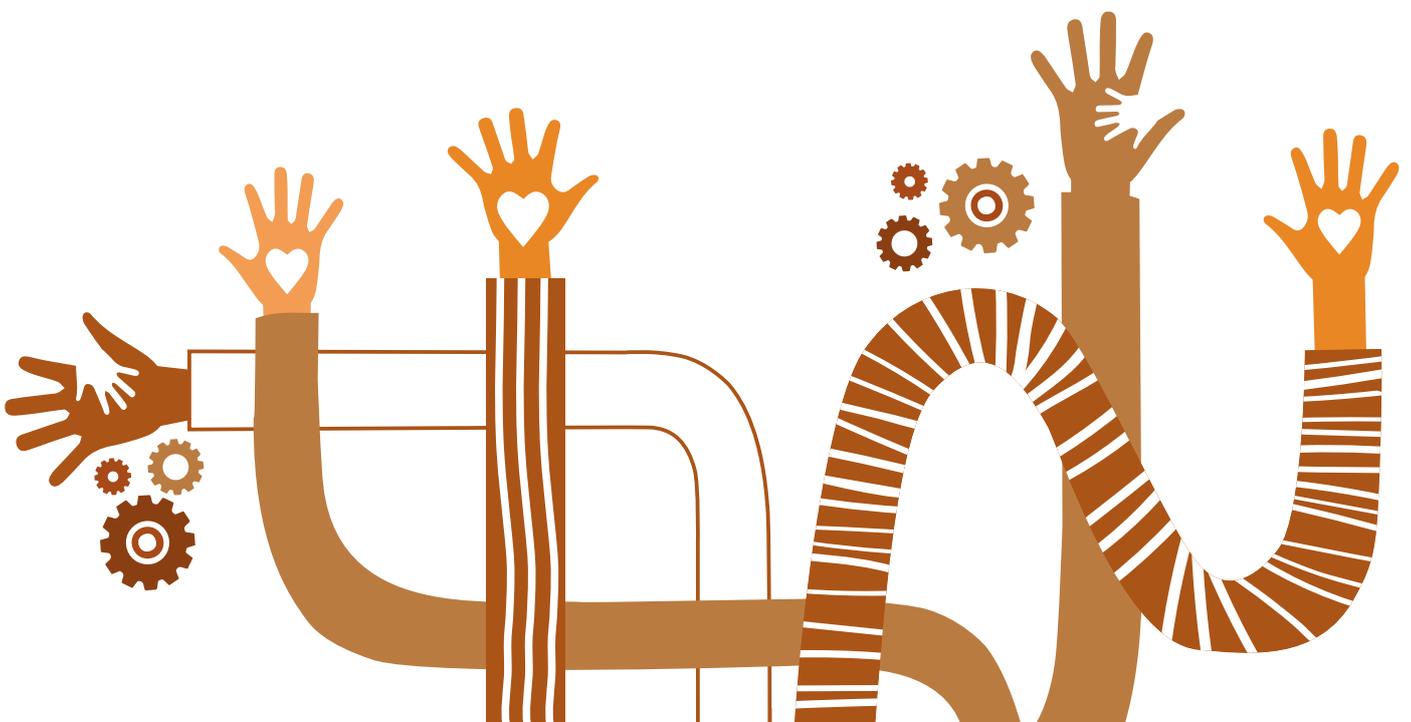
In each case, 10 is positive

Similar to the line ups, the template below can be used as a start point for collecting data about movement or progress. Ask participants to put 2 marks on each scale. One to represent where they started and one to represent where they finished.

These scales may or may not correspond with items in the eportfolio, but if they do, then this would be a good time to update the eportfolio scores. This will also be a good time to re-score the self assessment on competences (Resource 2.3)

Resources and more information:

See scaling template below (**Resource 7.2**. Space for physical line ups.



Scaling template

Example

1	2	3	4	5	6	7	8	9	10
X start					X End				

My confidence in job

1	2	3	4	5	6	7	8	9	10

My ability to give a create a focussed CV

1	2	3	4	5	6	7	8	9	10

My digital skill level

1	2	3	4	5	6	7	8	9	10

My comfort level in group work

1	2	3	4	5	6	7	8	9	10

Activity:

Online evaluation form

Basic idea:

Collecting evaluation data online provides another opportunity for Seniors to practice their digital skills. Having carried out a number of more interactive evaluation exercises, it can then be useful to ask participants to summarise everything in an online survey.

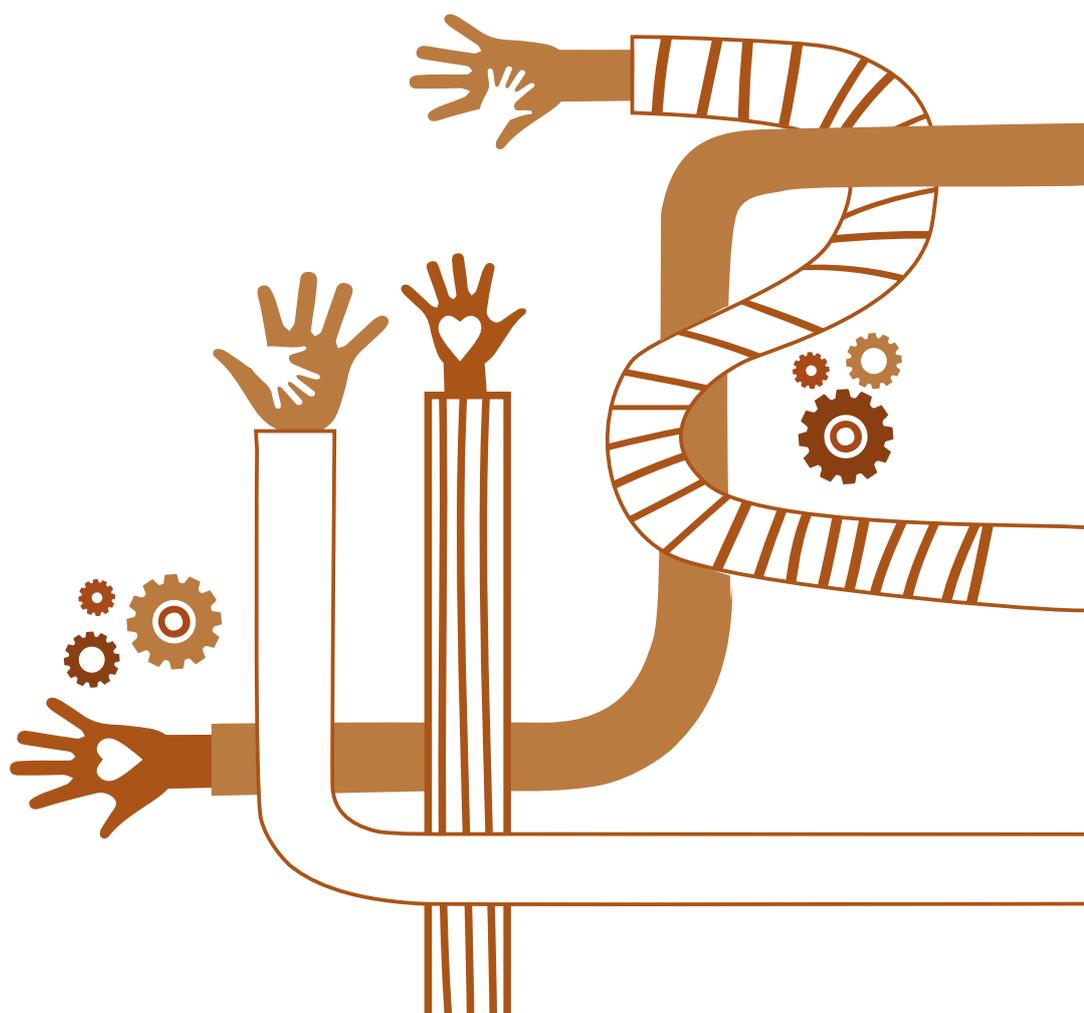
Depending on the size of the questionnaire, there are free services available. One of the most popular is [surveymonkey.com](https://www.surveymonkey.com). This provides a full online survey service and generates data and graphs which can be easily downloaded for incorporation into reports.

Topics for questions to be asked should include the following:

- What impact did the programme have on your quality of life?
- How useful did you find the programme?
- The venue
- Breaks/meals/refreshments
- Completing the eportfolio
- Using the eportfolio in searching for a job
- Recommendations for future programmes (for the Trainer-advisors and for future participants)

Resources and more information:

[surveymonkey.com](https://www.surveymonkey.com) account, email addresses for respondents



FOLLOW UP

At or near the end of the training part of the Programme, the Seniors will need to decide what they will do regarding volunteering. Their choice will be to complete a short volunteering activity of a few hours; to engage in some long term volunteering at home or to engage in some volunteering abroad. It may be the Trainer-advisors who help Seniors make this decision and support them through it, or it might be another colleague in the organisation. If this is the case then a well planned hand over of responsibility will be required.

It is only after the volunteering stage of the Programme that Seniors will become eligible to receive a certificate of achievement. They should also be encouraged to update their eportfolio based on their volunteering experience and the insights they get from it.

At the end of the Training part of the programme, Trainer-advisors should also hold a team evaluation where they consider what worked and what they would change for future programmes.



ANNEXES

ANNEX 1- PART 1

RESOURCES FOR TRAINING THE TRAINER-ADVISORS

1. Introductory slides – content

Aim: To prepare Trainers/Advisors to deliver the Senior Plus programme at home

Objectives:

To develop skills and knowledge in...

Supporting and guiding (towards development and employment)

Working with Seniors in the European context

Training and developing other Trainers/Advisors

Welcome

Who?

Seniors and Trainers/Advisors

Why?

Purpose and Objectives

How?

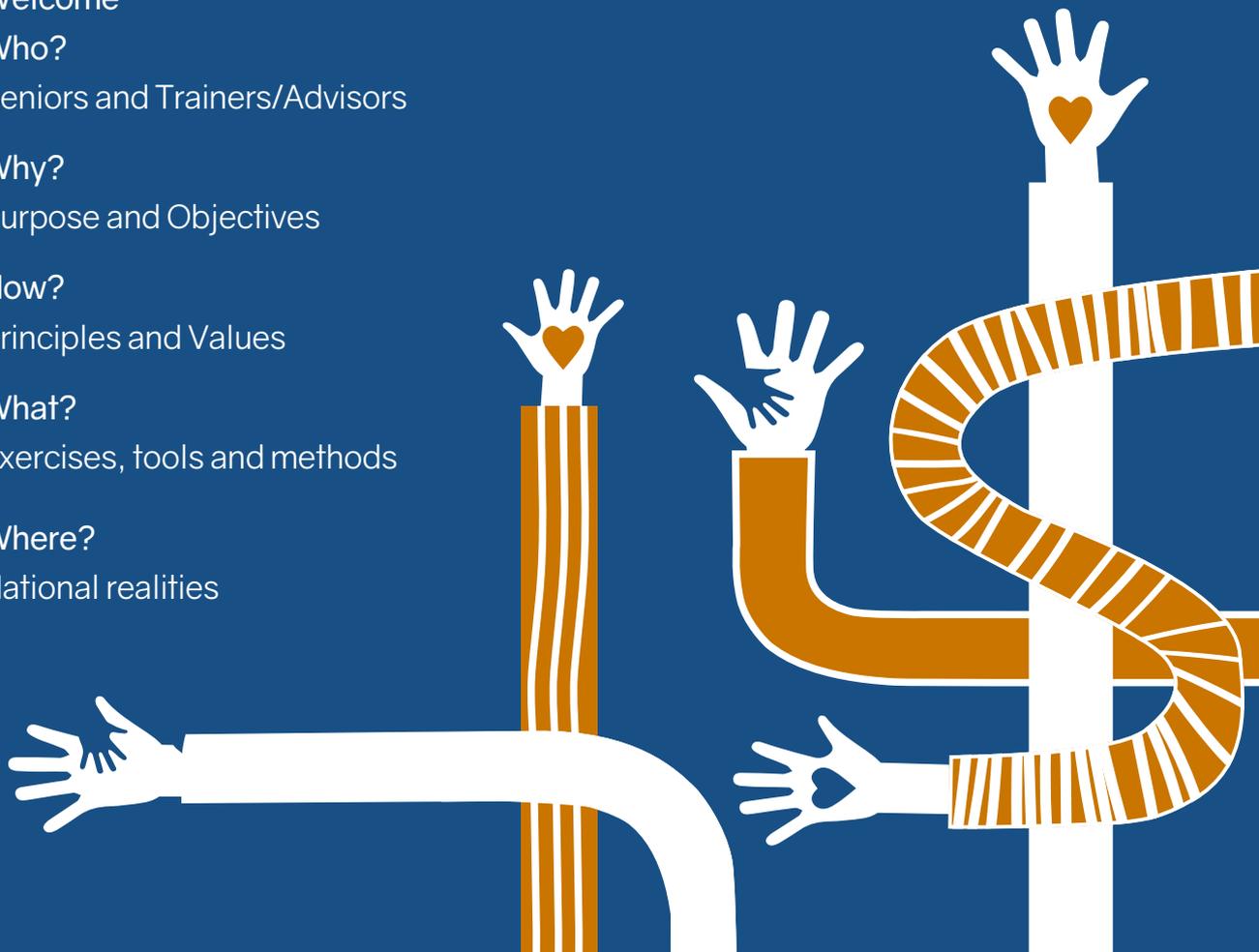
Principles and Values

What?

Exercises, tools and methods

Where?

National realities



Working together this week

- Modelling processes
- Contribute - your ideas
- Share - your experience
- Create - new things
- Challenge – anything!
- Ask – for help or explanations (or for a break/coffee)

Programme Elements

1. Working and learning together
2. One to one support
3. Working with competency statements
4. Gathering evidence
5. Learning new competences
6. Personal development
7. Job application process
8. (ongoing) Evaluation of progress and development

Principles and values

- .Genuine respect for and interest in Seniors
- .Flexibility and responsiveness to the needs and context of Seniors
- .Providing structure with flexibility in order to enable rather than restrict
- .Finding the right balance of challenge and support
- .Willingness to support all participants to make meaningful contributions to society
- .Commitment to seek out practical solutions to barriers and difficulties
- .Non-Formal Learning
- .Learner centred
- .Agreement between trainers and learners on learning objectives
- .Transparency
- .Confidentiality
- .Attention to content AND methodology
- .Voluntariness
- .Participation
- .Ownership
- .Democratic values and practices
- .Working and learning together

An investment of time to build trust and rapport...

- To enable deeper reflection and conversation
- To enable Seniors to support and challenge each other
- To enable sharing of experience and learning
- To develop the transferable skills of team working
- One to one support

Building a relationship between Senior and the Trainer/Advisor to...

- .Provide structure and pace
- .Encourage focus and progress
- .Enable support and challenge
- .Enable deeper reflection
- .Provide a confidential space
- .Working with competency statements

A process

Defining

Adapting

Adopting

Clustering

Claiming

Assessing

Evidencing

Evaluation 1

Who for?

Stakeholders

What for?

Proof and justification

Development and improvement

Learning

Data required

Qualitative

Quantitative

When?

Formative

Summative

Before and after and later

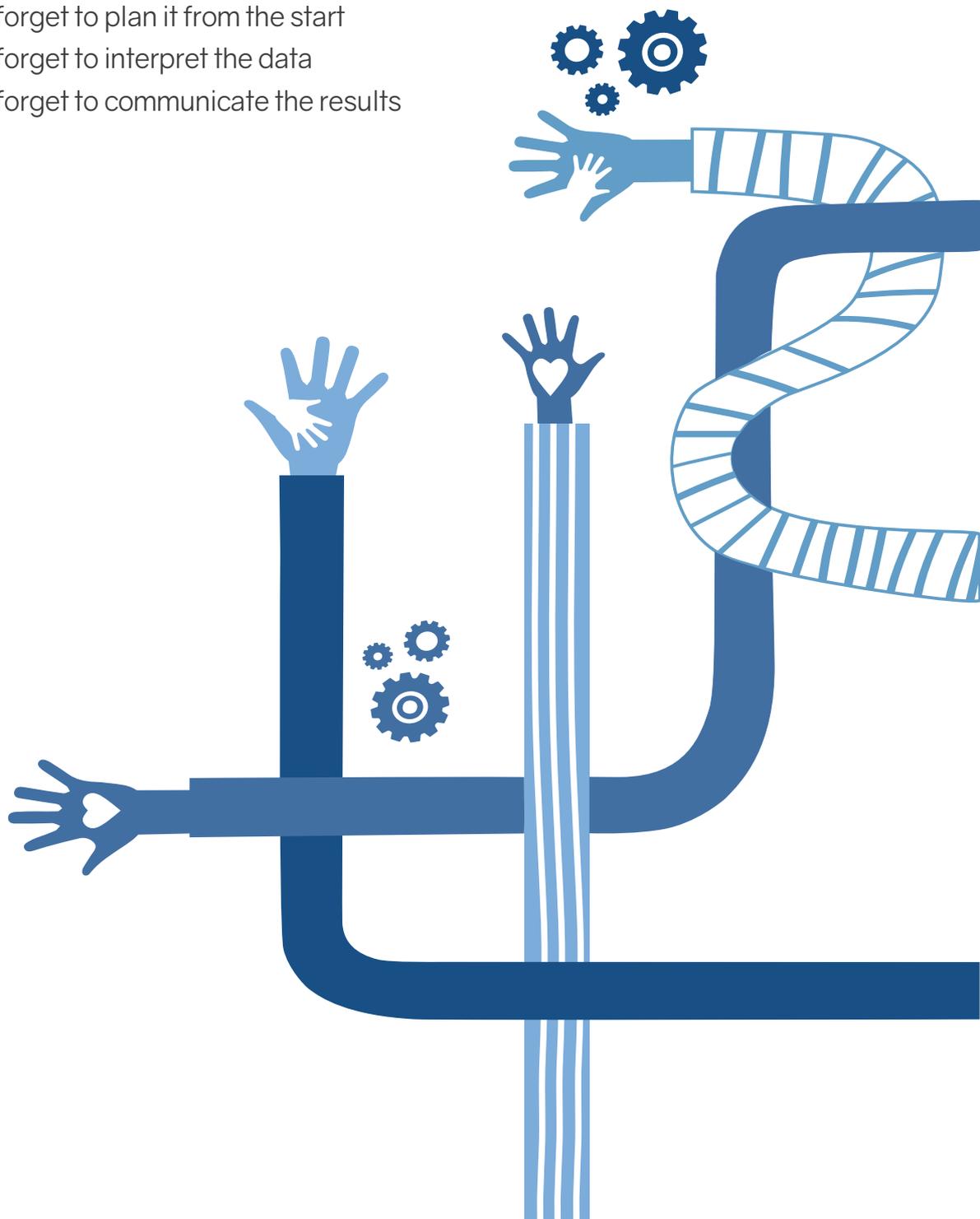
Evaluation 2

How?

- .Questionnaires (paper and online)
- .Conversations
- .Focus Groups
- .Vox pop
- .Standing scales
- .Happiness/Satisfaction/Emotion charts
- .Personal success criteria
- .Products or photos products

Evaluation 3

- Don't forget to plan it from the start
- Don't forget to interpret the data
- Don't forget to communicate the results



2. Competency based Interviews

Competency-based interviews are structured conversations designed to enable some to demonstrate their competencies with reference to their own lived experience. They enable the interviewee to draw from a range of situations – both work based and outside of work – to tell the story of their experience in a way which highlights particular competencies. The interviewer will usually have specific competencies s/he is looking for. In the context of Senior+, the Senior may have worked with the Trainer-advisor already, to identify which competencies they wish to demonstrate and collect evidence for. In this context also, it will be appropriate for the interviewer (Trainer-advisor) to highlight experiences they already know about in the life of the interviewee.

S.T.A.R. is a systematic approach designed to probe what action a person took in a specific situation and how effective that action was in dealing with the situation. It is assumed that a person who has had the experience should be able to describe it more fully and convincingly than a person who has not!

The format of **S.T.A.R.** is as follows:

S: Situation

Typical questions are:

What was the situation?

Who was involved?

When did it happen?

The aim is to draw out facts about people, places, circumstances, motives

T: Task (Objective)

Typical questions are:

What were you trying to achieve?

What were your objectives?

What was the expected outcome?

The aim is to draw out information and understanding about purpose and objectives

A: Action

Typical questions are:

What did you do/say?

How did you deal with the situation?

How did you approach the task?

The aim is to draw out what the interviewee actually did and said. What was their personal contribution (not, what was the team contribution)?

R: Result

Typical questions are:

What was the outcome (in relation to the objectives)?

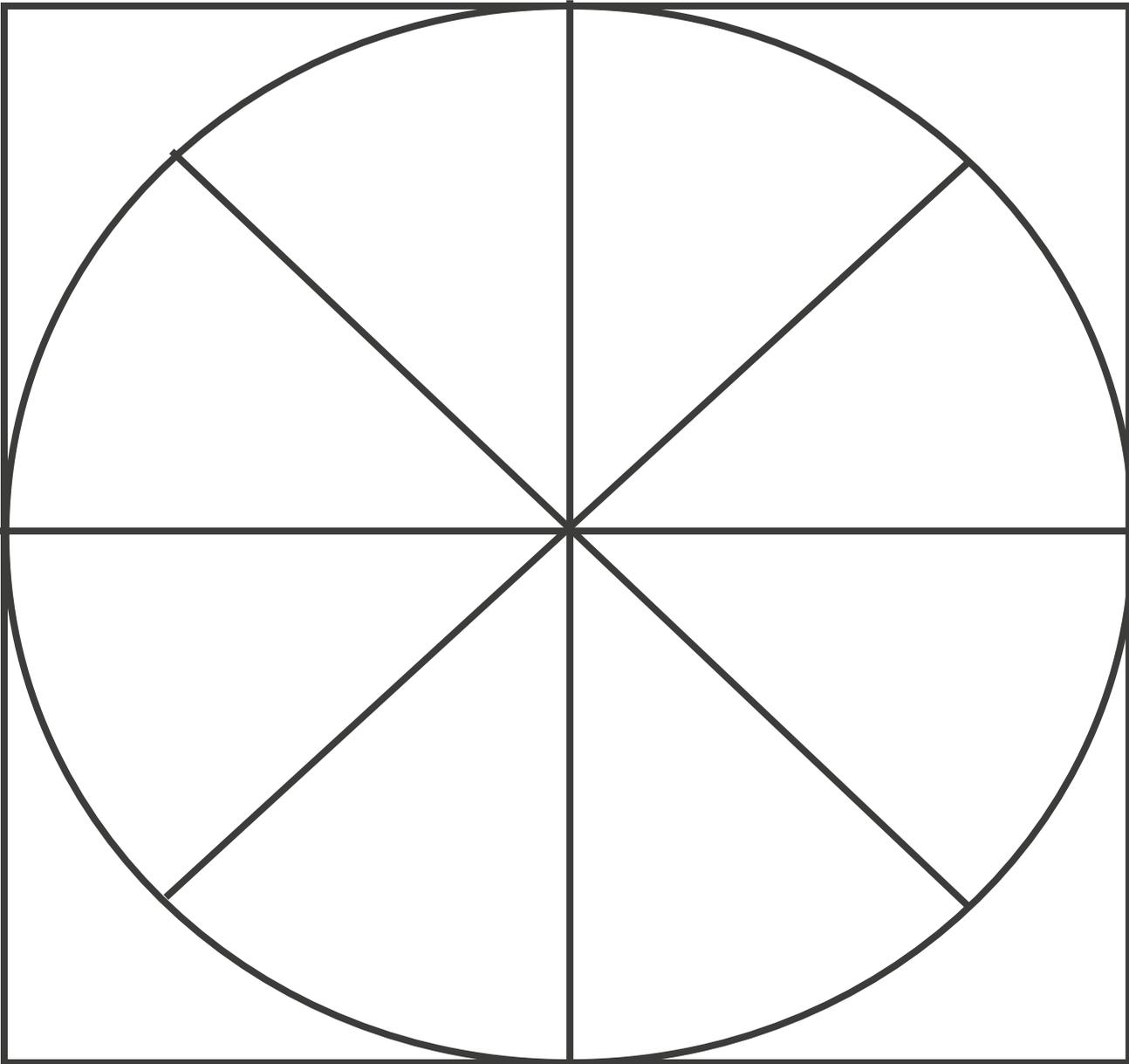
How effective were your actions?

What were your feelings about the outcome?

What did you learn from the experience?

The aim is to draw out the change or impact that the interviewee caused or contributed to. What difference did they personally make? Does the result connect with the action?

3. Blank skills wheel



4. Questions for GROW

Stage	Questions
Goal	<ol style="list-style-type: none"> 1 What do you want? 2 What would success look like? 3 What will others notice?
Current Reality	<ol style="list-style-type: none"> 1 What is happening now? 2 What is going well? 3 What resources do you already have?
Options	<ol style="list-style-type: none"> 1 What could you do? 2 What would someone you respect suggest? 3 What would be the most unusual thing to try?
Way Forward	<ol style="list-style-type: none"> 1 What will you do? 2 What are the first steps you will take? 3 When will you start?
Other useful questions	<ol style="list-style-type: none"> 1 If you had a magic wand, what would you do? 2 Where are you trying to get to? 3 What's the best processes for making this decision? 4 Who else can help you?

ANNEX 2 - PART 2

Resources for running Senior Plus Programmes

1.1 Marcoms Plan (see page 37)

Audience Who are the different groups we need to communicate with?	Message What do they each need to know?	Method What is the best way of getting that message across?

1.2 Description of the programme

This needs to be created in your own language. Things to include are:

- Features of the programme – activities, types of participant
- Benefits – what you will get from participating
- Requirements – what we need from you – commitments
- Logistics and practical arrangements
- How to apply or contact us

1.3 Person specification

This needs to be created in your own language. The requirements are actually not very difficult to satisfy:

- Over 50 years of age
- Looking to find work (paid or voluntary)
- Available for the duration of the programme (except if you get a job!)
- Able to make your own way to the venue

You may also have some local requirements related to funding of the programme in the future.

1.4 Application form

Please keep this simple and accessible. Examples of the questions to ask are:

1. Name and contact details
2. What are you hoping to get from the course?
3. Confirm you are over 50 years of age Yes/No?
4. What kind of work have you most enjoyed in the past? What made it enjoyable for you?
5. What job, paid or voluntary do you think you would like to do next?
6. What motivates you in work?
7. In work, what would you say or your colleagues say you are particularly good at?
8. What would your friends and family say you are good at?

1.5 Welcome letter/email

Ensure you write to confirm acceptance onto the programme. Include:

- Start and finish times
- Venue/travel details
- Outline agenda for the first session and the overall programme
- Pework
- Contact details of the Trainer -advisor

2.1 Agenda for the meeting

For each training session ensure you share a clear agenda. You might send this in advance or you might just present it at the start of the session. Be clear about the objectives and what the session is about.



2.2 Participation agreement

A form like this might be useful when signing up Seniors to join the programme.

Name and best contact details:

Special needs that Trainers and other participants need to know about:

Expectations about attendance:

Expectations about participation (eg confidentiality, support, shared values):

Expectations about commitment (eg participation in sessions, preparatory work and follow up work):

What to do if you experience any kind of difficulty:

Anything else we all need to be aware of?

I agree to participate fully in the programme

Signed:

Date:

2.3 Competence self assessment form

The document is designed to help you think about your competences so that:

- You can honestly and accurately tell potential employers about yourself
- You can decide more easily which jobs you might want to apply for
- You can assess which further development and learning you might want to engage in

The competence framework includes 8 main areas that employers may be looking for in their employees. For different jobs, some competences will be valued more than others but we suggest you take the time to go through all the areas as this might alert you to ideas for types of work that you have not previously thought about.

We suggest you first do a general assessment. Ideally you will spend some time thinking alone and then talk through your assessment with a friend, mento, or your Senior Plus Trainer-advisor. Use the next page to record your self assessment: There is a box for each area of competence. Decide which level you have for each one and put a cross in the appropriate box.

3= Strong, expert, master, very experienced, very confident in this area

2= Intermediate, middle, average, in the middle

1 = Weak, novice, beginner, starting out, inexperienced in this area

Try to honest – especially if you think you are strong in a particular area. Don't be modest, but don't be arrogant either.

Below the score boxes, make a note of the evidence you might use if you were asked to prove or justify the score you have given yourself.

Next, if you have the time to go into more detail; use the following pages to think about the different subdivisions that make up the main areas of competence. In each main area there are 12 subdivisions. Give a score from 1 to 3 for each of them. 3 means you believe you are very strong in that subdivision. 1 means you believe you have a lot to learn and 2 means that you are somewhere in the middle. Again, it is important to use the whole scale. Take some time over it and be honest with yourself.

When you have completed a section (competence area), add all of the scores (the maximum possible is 36) and then compare that with your initial assessment. 1 to 12 is weak, 13 to 24 is intermediate and 25 to 26 is strong. Consider if you need to add any more ideas to the evidence box?

1. Communication and use of Information technologies (How well do you communicate and use technology?)	2. Working with others (How effectively do you get on with people and work in teams?)	3. Critical reflection and problem solving (How successfully do you analyse situations and move forward?)	4. Creativity and entrepreneurship (How easily do you find new ideas, share & put them into practice?)
Rate your competence	Rate your competence	Rate your competence	Rate your competence
<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>	<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>	<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>	<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>
Evidence for my score	Evidence for my score	Evidence for my score	Evidence for my score
5 Attitudes for work performance (How responsible, flexible & adaptable are you?)	6. Effective organisation (How well do you manage your time and get things done?)	7. Learning to learn (How keen are you to learn new things?)	8. Managing, leading and developing others (How effectively do you get others to perform and grow?)
Rate your competence	Rate your competence	Rate your competence	Rate your competence
<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>	<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>	<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>	<div style="display: flex; justify-content: space-around;"> 1 2 3 </div>
Evidence for my score	Evidence for my score	Evidence for my score	Evidence for my score

Headline Competences	Subdivisions	Score
<p>1. Communication and use of Information technologies</p>	<ol style="list-style-type: none"> 1. Using communication technologies (eg phone, skype, email and instant messaging) 2. Public speaking 3. Listening effectively 4. Describing and explaining ideas 5. Using of common computer software (ms office, outlook, search engines) 6. Using social networks 7. Producing written content for a range of audiences/recipients and media 8. Taking, editing and sharing digital photographs 9. Creating web pages and other web based presentations (eg blogs, web/video-casts, slideshare) 10. Researching and analysing pertinent information from a range of sources in a critical and systematic manner 11. Communicating in line with rules, security protocols and professional etiquette, both explicit and implicit 12. Communicating in another language 	<div style="border: 1px solid black; height: 400px; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>
<p>2. Working with others</p>	<ol style="list-style-type: none"> 1. Developing rapport and relating well to others (including listening, sharing and empathising) 2. Managing and resolving conflict 3. Giving and receiving feedback 4. Demonstrating sensitivity to different cultural expectations and norms 5. Respecting different opinions and perspectives 6. Demonstrating patience and forgiveness when others make mistakes 7. Using technologies to facilitate distance communication, both synchronous (chat, video conferencing, virtual meetings) and non-synchronous (forums, e-portfolio). 	<div style="border: 1px solid black; height: 300px; width: 100%;"></div>

Headline Competences	Subdivisions	Score
2. Working with others	<p>8. Collaborating to develop ideas, solve problems and implement projects (both face to face and remotely)</p> <p>9. Working with colleagues from a range of partners and stakeholder organisations. (Including social and civic institutions, associations, businesses and other employers)</p> <p>10. Being emotionally intelligent (recognising one's own emotions and one's impact on the emotions of others)</p> <p>11. Cooperating with others to complete communal tasks.</p> <p>12. Behaving in a way that promotes participation, motivation and engagement of all team members.</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>
3. Critical reflection and problem solving	<p>1. Demonstrating awareness of situations, problems and responses</p> <p>2. Reflecting on experiences, feedback and data</p> <p>3. Analysing causes</p> <p>4. Considering values and priorities</p> <p>5. Avoiding personal judgement or blame</p> <p>6. Taking a logical approach to finding solutions</p> <p>7. Defining objectives or goals</p> <p>8. Generating ideas</p> <p>9. Involving others in finding solutions</p> <p>10. Using knowledge, information and different perspectives to evaluate ideas and solutions</p> <p>11. Making decisions</p> <p>12. Implementing decisions</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>

Headline Competences	Subdivisions	Score
4. Creativity and entrepreneurship	<ol style="list-style-type: none"> 1. Being open to new ideas and experiences (be they cultural, artistic or professional) 2. Spotting opportunities and 'gaps in the market' 3. Considering new perspectives 4. Researching information 5. Asking curious questions 6. Using individual and collective tools and methods to generate ideas and suggestions 7. Acquiring resources (including money) 8. Making and implementing plans 9. Bring ideas to life for others 10. Taking measured risks 11. Persuading others to join it or give support 12. Taking first steps 	<div style="border: 1px solid black; height: 280px; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>
5. Attitudes for work performance (Responsibility, flexibility and adaptability)	<ol style="list-style-type: none"> 1. Coping with ambiguity and uncertainty 2. Recognising obligations and responsibilities 3. Taking the initiative 4. Showing genuine interest in new ideas 5. Demonstrating principles of integrity and reliability 6. Trusting others and being trustworthy 7. Demonstrating ethical behaviour and decision making 8. Being resilient 9. Driving change 10. Thinking laterally 11. Being willing to leave one's 'comfort zone' in order to progress or develop 12. Adapting quickly to new situations 	<div style="border: 1px solid black; height: 280px; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>

Headline Competences	Subdivisions	Score
6. Effective organisation	<ol style="list-style-type: none"> 1. Completing tasks on time and to the required standards 2. Using time efficiently: subdividing tasks, choosing the most productive time, keeping focused 3. Monitoring progress in the context of aims and objectives 4. Using core mathematical functions to support planning, reporting and decision making (including financial) 5. Multi-tasking: making progress with several tasks and responsibilities at the same time 6. Working under pressure 7. Using a variety of tools to stay organised (eg diaries, priority lists, project management tools) 8. Planning and prioritising tasks 9. Defending and asserting rights, interests, limits and needs 10. Responding constructively to changing situations 11. Assessing and allocating resources: human, financial, capacity and skills 12. Managing one's own working environment 	<div style="border: 1px solid black; height: 450px; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>
7. Learning to learn	<ol style="list-style-type: none"> 1. Keeping up to date with relevant skills and knowledge 2. Understanding one's own strengths and weaknesses 3. Asking for explanation or clarification when things are not clear 4. Taking the initiative to learn 5. Committing to learning and/or study 6. Seeking out new development opportunities and experiences 7. Reflecting on experiences to maximise learning 8. Seeking advice, information and support 	<div style="border: 1px solid black; height: 250px; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px;">Total</div>

Headline Competences	Subdivisions	Score
7. Learning to learn	9. Implementing learning (transfer from theory into practice) 10. Using a wide range of learning approaches (reading, watching, shadowing, courses, peer-to-peer, online, practical) 11. Setting goals and targets for personal growth, development and achievement 12. Evaluating and sharing learning	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
	Total	
8. Management, leadership and developing others	1. Assessing skills and talents in others 2. Teaching others (including sharing experience) 3. Coaching and/or mentoring colleagues 4. Delegating and dividing tasks 5. Creating opportunities for growth and development 6. Envisioning people and setting direction 7. Ensuring colleagues have clear aims and objectives 8. Maintaining standards of work (through encouragement and discipline) 9. Influencing and motivating others 10. Monitoring and evaluating data and performance 11. Making decisions 12. Contracting: formally and informally	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
	Total	

4.1 Content for the presentation slides about working with competencies

Slide 1:

Competencies are the combination of the skills, knowledge and experience you use to do a job.

Slide 2:

Competencies give us a **language** to express what we can do.

Each job requires a **unique set** of competencies.

In order to get the job, you normally have to **prove** you have the **right set** of competencies.

Slide 3:

You therefore need to identify and express your **competencies** AND provide **evidence**

The Eportfolio is the main tool we will use to **collect** and **present** your competencies

Slide 4:

Where to start?

You might have some **“evidence”** (pictures, thank-you letters, certificates, products or things you have made)

You might look at the **self assessment** and start looking for evidence to prove each section

You might look at a **job** (person specification = list of competencies) and start searching for evidence for each requirement

Slide 5:

Once you know the **gaps** in your competencies list, you can start **looking** for (or **creating**) your evidence

Examples:

1. Ask a past employer or volunteer manager to write a testimonial that mentions the specific competencies you need to prove
2. Give a presentation or demonstrate some other competence in front of the Senior Plus cohort and record/video it
3. Have your Senior Plus Trainer -advisor interview using the STAR framework – and audio record it

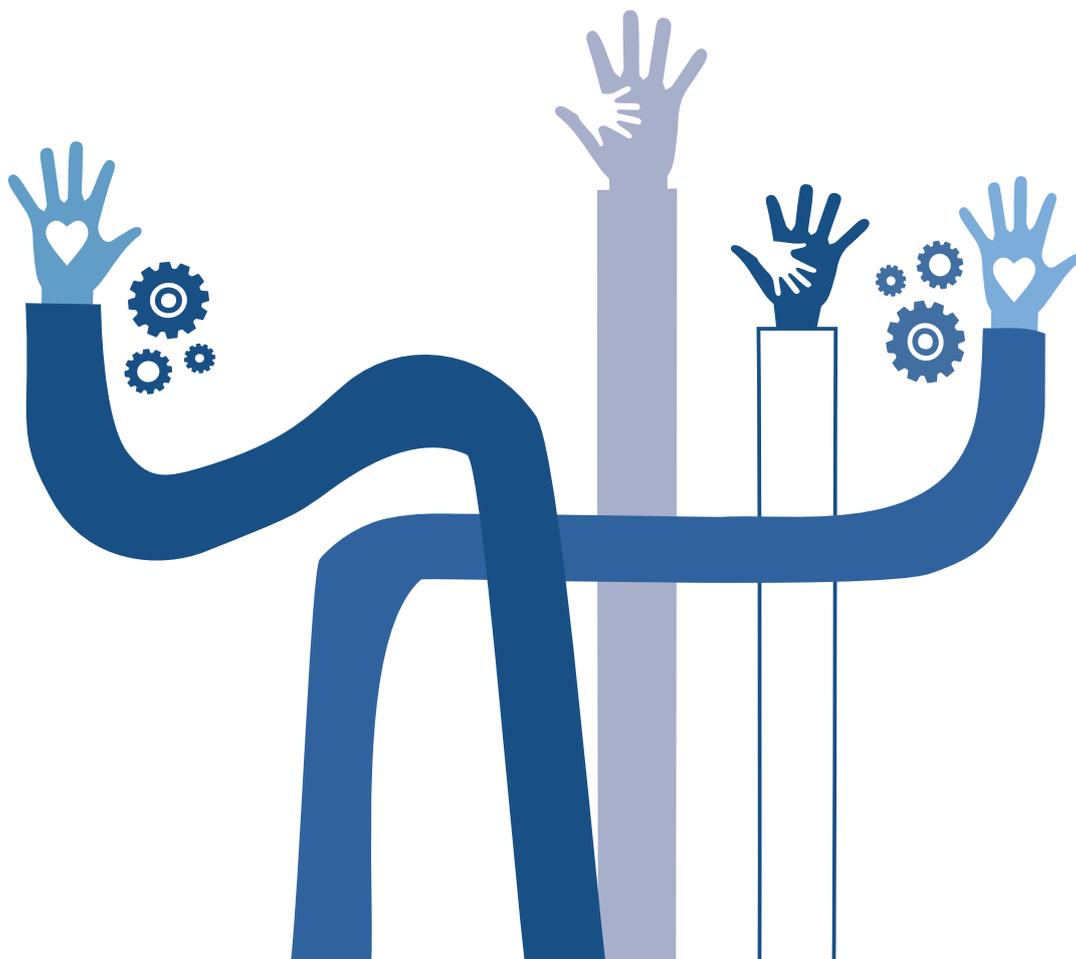
Slide 6:

Filling the gaps:

If you discover a gap in your competencies, start looking for opportunities to fill the gap or strengthen the weaker areas.

For example:

- Do some job shadowing
- Start a project which requires you to use the missing competencies
- Read books or articles or watch you tube videos
- Go on a course or workshop



4.2 Competence framework

Senior Plus Competences for use in the e-portfolio

Headline competence	Key Competencies	Possible Subdivisions	Example Evidence
1. Communication and use of Information technologies	<p>Communication</p> <p>Communication in mother tongue</p> <p>Communication in another language</p> <p>Using tools interactively</p> <ul style="list-style-type: none"> · Capacity to produce content. · Command of social networks. · Ability to pick out and quickly analyse pertinent information amongst the mass of information online. · Ability to research, filter and synthesise pertinent information in a critical and systematic manner. · Produce and diffuse multimedia content (blogs, videocasts, slideshare). · Produce appropriate written content, as well as oral presentations. · Ability to recognise the rules and protocols of professional communication, both explicit and implicit. 	<p>Using communication technologies (eg phone, skype)</p> <ul style="list-style-type: none"> Public speaking Communication in another language Listening skills Describing effectively Explaining complex ideas in simple terms Using knowledge and information 	<p>Interview/one to one conversation (In mother tongue or other language)</p> <p>Testimonial example of when misunderstanding was possible but was averted due to effective communication</p> <p>Presentation – live or on video</p> <p>Translated text</p> <p>Example documents written by the Senior</p>

Senior Plus Competences for use in the e-portfolio

Headline competence	Key Competencies	Possible Subdivisions	Example Evidence
<p>1. Communication and use of Information technologies</p>	<p>Digital competence Using tools interactively</p>	<p>Use of common computer software (ms office, outlook, search engines)</p> <p>Ability to connect peripherals (printer, projector etc) to computer</p> <p>Ability to present data graphically</p> <p>Ability to use social media</p> <p>Ability to use media (photo, audio, video) software</p> <p>Ability to create web pages and other web based presentations</p> <p>Ability to establish and maintain computer security</p> <p>Ability to send and receive email messages</p> <p>Photographic skills</p>	<p>EDCL computer driving licence or other relevant qualification</p> <p>Practical demonstration</p> <p>Photos, screenshots, webpages</p>
<p>1. Communication and use of Information technologies</p>	<p>Numeracy (Mathematical competence and basic competences in science and technology) Using tools interactively</p>	<p>Ability with core mathematical functions (addition, subtraction, multiplication and division)</p> <p>Use of calculator</p> <p>Using language, symbols and text</p>	<p>Relevant qualifications Examples of work completed In situ test</p>

Senior Plus Competences for use in the e-portfolio

Headline competence	Key Competencies	Possible Subdivisions	Example Evidence
<p>2. Working with others</p>	<p>Social and civic competence Interacting in heterogeneous groups 1. Virtual and distance collaboration The ability to work productively, to show oneself to be engaged and present in a virtual (distance) team. · Command of communication tools. · Ability to connect with others and to nurture strong relations with them. · Command of technologies which facilitate distance communication, both synchronous (chat, video conferencing, virtual meetings) and non-synchronous (forums, e-portfolio). · Strong relational capacities: ability to listen, share and empathise.</p>	<p>Developing rapport and relating well to others</p> <p>Managing and resolving conflict</p> <p>Ability to search for, establish and maintain project partnerships</p> <p>Active participation in the local community</p> <p>Communication with groups Volunteering</p> <p>Ability to influence policy</p> <p>Ability to work with authorities</p> <p>Ability to raise funds</p> <p>Ability to support people on the move</p> <p>Contributing to clubs and associations</p>	<p>Testimonials from partners, managers of volunteers</p> <p>Awards and formal recognition</p>
<p>2. Working with others</p>	<p>Intercultural competence Cultural awareness and expression Interacting in heterogeneous groups</p>	<p>Knowledge of different cultural expectations and norms Interest and respect for other cultures, religions, languages</p> <p>Ability to work in a multicultural team</p>	<p>Evidence of travel and/or living abroad</p> <p>Photos, audio and video</p> <p>Demonstration of language ability (hold a conversation, translate a newspaper article)</p>

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Headline competence	Key Competencies	Possible Subdivisions	Example Evidence
2. Working with others	Team working Interacting in heterogeneous groups	Respecting the opinions of others Taking the lead Giving and receiving feedback Working with external partners/clients Listening to others	Testimonials of role played in the team Case studies – project reports/evaluations
3. Critical reflection and problem solving	Problem solving Using tools interactively	Awareness of the problem Proactive attitude Generating ideas Defining objectives or goals Involving team members – keeping up to date Logical approach Following through Using knowledge and information	Testimonials from colleagues from real life situations Interview questions requiring ideas generation; and hypothetical scenarios
3. Critical reflection and problem solving	Critical reflection and evaluation	Seeking feedback Analysing data and feedback Understanding of personal and organisational values	Reflective response to interview question Progress reports Academic theses or publications

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Headline competence	Key Competencies	Possible Subdivisions	Example Evidence
4. Creativity and entrepreneurship	Initiative and entrepreneurship Sense of initiative and entrepreneurship Acting autonomously	Leading others Researching information Influencing others Starting a business or social enterprise Creating a business plan Solving problems within job role Generating ideas Acquiring resources (including money) Making and implementing plans	Example business plan Example set of financial accounts
5. Attitudes for work performance (Responsibility, flexibility and adaptability)			
6. Effective organisation	Self management Acting autonomously	Completing tasks on time Meeting deadlines Efficient use of time Managing diaries Delegating Multi-tasking Working under pressure Using 'organiser tools' Prioritising tasks Defending and asserting rights, interests, limits and needs	Testimonials from colleagues/boss Demonstration of use of diary and planning tools Interview questions about prioritising

<p>6. Effective organisation</p>	<p>Planning Acting autonomously</p>	<p>Knowledge and understanding of critical path</p> <p>Using planning tools (eg Gantt charts or software)</p> <p>Subdivision of tasks</p> <p>Ability to respond and change plans according to events</p> <p>Research skills - Information collection and assessment</p> <p>Assessment and allocation of resources – human, financial, capacity and skills</p> <p>Acting within the big picture</p>	<p>Example written plan</p> <p>Interview questions about plan recovery and stakeholder engagement</p>
<p>6. Effective organisation</p>	<p>Finance</p>	<p>Awareness of reporting requirements</p> <p>Managing payments and receipts</p> <p>Implementing checks and secure processes</p> <p>Credit control Long term financial planning</p> <p>Managing investments</p> <p>Budgeting and project costing</p>	<p>Practical test</p> <p>Testimonial from colleagues eg from a budget discussion; contribution to tendering processes</p> <p>Relevant qualifications</p>
<p>7 Learning to learn</p>			

Senior Plus Competences for use in the e-portfolio

Headline competence	Key Competencies	Possible Subdivisions	Example Evidence
<p>8. Management, leadership and developing others</p>	<p>Sharing experience/ educating colleagues</p>	<p>Teaching skills Creating learning or lesson plans Using different methods and approaches</p>	<p>Qualification in training, education, instruction or coaching Testimonial from learner(s)</p>
<p>8. Management, leadership and developing others</p>	<p>Management and leadership competencies Interact in heterogeneous groups</p>	<p>Relate well to others Organising meetings (setting agendas and writing minutes) Producing and presenting reports Delegating and dividing tasks Envisioning Disciplining Managing Projects Leading teams Working with partners Managing contracts Motivating others Being responsive to situations and needs Assessing skills and talents in others Getting the best out of people Being proactive Taking responsibility Coaching and mentoring</p>	<p>Examples of agendas and minutes, reports (countersigned by participant) Video, audio and photographic evidence Testimonials from peers and team members</p>
<p>8. Management, leadership and developing others</p>	<p>Quality assurance</p>	<p>Customer/Service User awareness Collecting feedback Evaluating data Knowledge and understanding of QA Processes and systems (eg ISO) Knowledge of cost/benefit analysis of a QA process</p>	<p>Testimonial of few mistakes made Interview question regarding QA process Sample QA documentation Written feedback from customers/service users</p>

4.3 Competence cards

Print or write these phrases onto A4 cards (one phrase per card) and make sure they are mixed up before giving them to the group

Hard	Soft
Sharing a digital photo Driving a car Making a meal Creating a spreadsheet Writing a budget or business plan Assessing someone else's work Writing and contract Making or building something Managing your diary Managing a risk	Giving constructive feedback Giving a presentation Explaining an idea Arguing your point of view Coping with uncertainty Taking a risk Inspiring a colleague Setting an objective Trusting a colleague Making a group decision

4.4 Action planning Template

Task	By whom?	When?	Resources needed?	Depends on what/who else?	Confirm completion

6.1 Job Features checklist

My ideal job checklist			
Parameter	My preference	Advert score /10	Advert score /10
Closeness to home?			
Closeness to public transport?			
Working hours?			
Start and finish time?			
Holidays: pay, time restrictions			
Working alone or with a team?			
Physical work?			
Contact with the general public?			
Level of responsibility for money?			
Uses particular competences?			
Potential for promotion?			

7.1 Reflective learning template

Reflective Learning Template	
What kind of learning activity was it?	When and where did it take place?
What happened? What did I see or read or experience? Who else was involved?	
How did I feel before, during and after the activity?	
What are the key learning points I took from it?	
How, where and when will I apply that learning?	
What's next?	

7.2 Scaling template

Scaling template									
Example									
1	2	3	4	5	6	7	8	9	10
X start					X End				

My confidence in job									
1	2	3	4	5	6	7	8	9	10

My ability to give a create a focussed CV									
1	2	3	4	5	6	7	8	9	10

My digital skill level									
1	2	3	4	5	6	7	8	9	10

My comfort level in group work									
1	2	3	4	5	6	7	8	9	10

