



„KEY” method

Methodological overview

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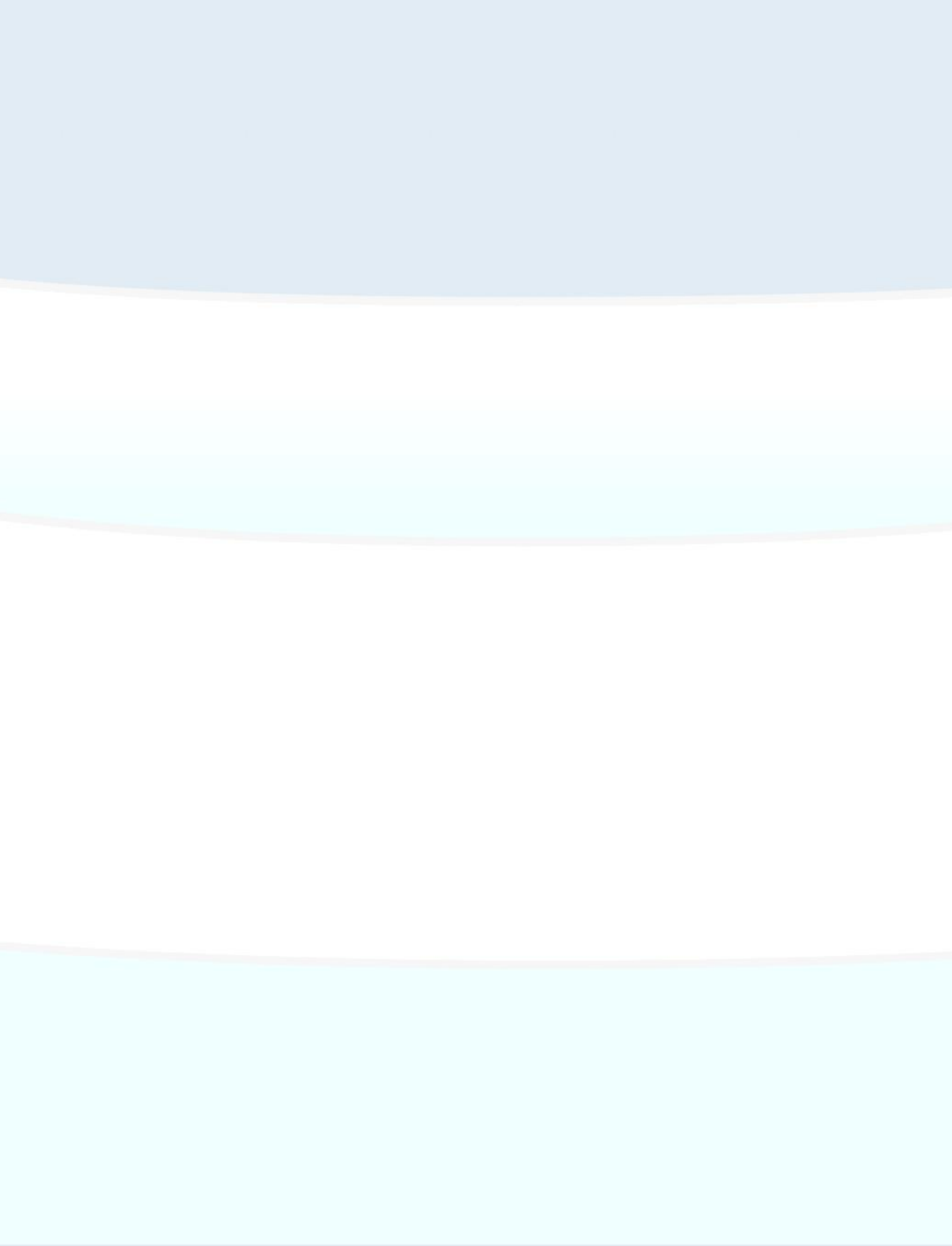
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I. KEY method – A new key to gain access to the labour market

The KEY method (together with the practice-oriented tools) was developed by a Swiss-Hungarian professional cooperation¹ as a new method that serves to identify and monitor the predetermined elements of key competences² required in the labour market and also to be the starting point for personal development and preparation. In the world of work it is important that employees be aware of their transversal capabilities (which are beyond the specific vocational/professional competences), and what competences they need to have for holding a specific job (which is the cornerstone of successful and long-term labour market integration). Working on this method (which according to our opinion meets a need³), we sought to add such a method to the methodological repertoire of the professionals that provide a new approach to the multilevel observation of the key competences needed for a job; that is built on the previous professional experiences, practice and as well as on the theoretical framework outlined in the professional publications.

We developed a quite complex method: it takes longer time (several days), includes observation and assessment of various phases of activities from several points of view and perspectives, and besides the individuals it also focuses on group dynamics. In the development of the method and the associated tool we used a variety of literature sources and gained a very inspiring, relevant and useful experience during study visits carried out under the project, when we visited and got to know practice-oriented, Hungarian and Swiss methods already in use⁴. The knowledge thus gained was adapted after a thorough analysis; during our development work we consciously sought to avoid the analogies.

Closing this project, we have completed the first and also decisive phase of the design of KEY method. This method provides an opportunity for participants to learn by doing about and build up the key competences required in the labour market. The reader will get acquainted with such a methodological tool that is practical (provides for the practitioners concrete instructions tested and adjusted during the project), lays the basis for the assessment and individual development of the (potential) employees, and in its every detail it focuses the real labour market needs. The KEY method is able to help you – together with and complement other methodological tools currently used in the labour market services - to improve the process of defining and assessing key competences of motivated job-seekers and those who want to change their jobs, and to interpret results. The KEY method helps employers with easy to understand, transparent and targeted information to find employee matching their expectations. Using the KEY method we want to increase the chance that the right people get the right (work)place.

¹ The related project: „CRAFT – Creative, developing, practice-oriented methods in individual development” (Tender No.: TPPA/2013/03/26). The project's was co-financed by the Swiss Hungarian Cooperation Programme, and was undertaken between 09. 12. 2013. and 31.10. 2014.

² In the KEY method the focus is on ten key competences and their identification and assessment. The conceptual definition and elements of key competences will be discussed in details in the Chapter III.

³ There are several arguments which prove that this method meets a need: the highly portable, mobile toolkit works with different types of "source material", so it is applicable in almost any physical environment (providing that the environment has the minimum infrastructure conditions); it is suitable for both individual and group assessment and development; capable of assessing several key competences in several types of activities. Moreover, in connection with the materials used both principles of economy (Eco features: easily and relatively cheaply available material, which is not custom-made and does not require specific technology) and recyclability (Eco nature: the minimum resulting "waste" which is recyclable) prevail.

⁴ The presentation of the literature and the methods seen during the study tours are discussed in detail in Appendix 1.

II. The goal and target group of the KEY method

The **overall goal** of the KEY method is to improve the employment opportunities of those people who are in disadvantaged position in the labour market, and to promote their employment through individual assessment and preparation. To achieve this, it is indispensable that the job seekers and actors active in the labour market (employers and labour market service providers that assist them) are aware of each other's characteristics. Our **immediate goal** is, therefore, to make participants have a realistic picture about their key competences; and the expectations, needs, resources and opportunities that the different actors (job seekers, services providers, employers) formulated or offer to each other fit together as accurately as possible.

So the **target group of the KEY method** is the group of job seekers, the motivated would-be workers, who are able to use effectively the information on their key competences in the job search (in selecting the appropriate job, position) and in the carrier building (in selecting the appropriate training or further or re-training option).

During the development work we dealt with the key competences that – according to the professional experience of experts involved – are the most important in the majority of the vocations/professions and for the majority of employers (though the relative weight of each competence is different). **We focused on the observation and evaluation of these key competences: their certain elements were evaluated and documented in a standardized way, according to specified action lines and predetermined observation angle.** By this dual mapping we set up the list of key competences that provided the basis for characterisation of the participants who were observed during the action. The key competences are: taking personal responsibility; ability to perform; stress management; creativity; ability to understand processes; conflict management, critical thinking; effective communication; adaptability, change management; ability to learn; ability to cooperate/interoperability (for details see section III.2). The core of the KEY method is the observation of the individual participants (prospective employees) in group situation, for several days, in several series of action. Our method allowing the comparison of the worker's key competences, compare them to the requirements of a particular vocation/profession or specific job. The **employers' key competency requirements and needs** (those needed by an employer in a vocational or job context) are identified and understood (and subsequently presented for both groups!) on the basis of methodological materials, databases⁵ that are used in the everyday practice of the labour market services.

So that the goals outlined above can be achieved, we defined **horizontal requirements** in the course of the development of Key method:

⁵ In Switzerland there is a vocational catalogue for the classification of vocations/professions and it contains the competences that each vocation/profession needs (see: **BERUFSKATALOG.ch 2014.**: http://berufskatalog.ch/BKCH_BK01/#1/z). There is a similar database in Hungary, the **AMIT**[®] Current Job Information and Catalogue (Aktuális Munkaköri Információ- és Tudástár) which – similarly to the Swiss catalogue – provides easy to understand, public interest information for job-seekers and employers. This knowledge about certain vocations/professions is useful for those who wish to have assistance for the successful career choices, and effective job search. In addition, employers also can think through that for the job opportunities they offer what kind of worker (with what kind of interests and competences beyond the particular trade or occupation-related knowledge) would be the most suitable. The Hungarian database also includes information and guidance for the employment of people with disabilities (for example, what are the necessary changes in the work environment so that people with disability can be able to do work tasks). The AMIT[®] database is available at <http://psycho.unideb.hu/mptr/amt/index.html>.

- **Mobility:** such set of tools should be used which is not stationary, easily movable without geographical constraints, and makes possible easy cooperation in one physical space;
- **Variability:** the tools that are used should be diverse (including different materials and a variety of elements available), expandable and combinable easily at will, and their production and reproduction should not require any special pre-conditions;
- **Interculturality:** the series of action and tools should be usable in all cultures, well linked to the everyday reality and have a clear meaning, and should not require abstract thinking;
- **Intergenerational learning:** such series of action and tools should be used, which every targeted age group can accept, which meaningful and have concrete meaning for everybody;
- **Gender-oriented approach:** the series of action and the tools should be admissible, meaningful and having concrete meaning for both genders.

Participants using the KEY method:

- get to know what abilities and skills they have for the effective work, what are their strengths;
- learn about the effectiveness of their actions;
- can reflect on their own action and give reasons for their decisions;
- learn about their work related values and interests.

Employers using the KEY method:

- can think through that the prospective employee what sort of key competences (with what priorities) should have to be good for the job they offer;
- can get effective assistance for selecting the best candidate – on the basis of conscious expectations – for the job.

Professionals using the KEY method:

- can observe and identify participants' key competences;
- provide their observations about the key competences in an easily understandable format; and make it usable (documented in writing) for the participants;
- prove for the participants the importance of key competences, and their role in work;
- provide assistance to employers in selecting the most appropriate staff member.

So professionals with the KEY method identify and assess the participants' – previously indicated – key competences during action, under conditions which are close to the real work situation. During the several days of observation process participants can learn that what type of effects they have on others, and what sort of image may develop on her/him in conditions similar to the workplace. The deepening self-awareness is an outcome of the feedbacks from professionals and other participants. At the end of the learning process easy to understand documentation of key competences is provided to assist the participants in utilizing effectively the aggregate and detailed information in job search.

To ensure that the KEY would be well-established, reliable, and in the future development phases (after the end of the project period) can be manageable, **we determined the target group for this project phase as narrow as possible.** We chose the youngest working age

group as a target group in the first, founding phase of our developing work, a group for which the knowledge about key competences is the most important, whose work career is the shortest, so they have no (or very uncertain) self-image based on empirical experiences and related to getting on at a workplace.

Taking into account the considerations above, during the project the **target group of KEY** method were: the **school-leaver, jobseeker unemployed youth** – regardless their gender and educational attainment – whose employment is not hindered by any health condition or other circumstances and are ready to work. Currently, **this age group is greatly affected by unemployment, there is a high risk of postponement or failure of their entry into the labour market, and they have the least amount of work experience, so they have the most uncertain self-image related to employment. However, this is the age group most susceptible to self-discovery opportunities, and they have the least resistance to new things.**

III. Observed key competences using KEY method

III.1 Definition of key competences

In KEY methodology we use⁶ the definition of key competences which was formed by the OECD project, titled DeSeCo (Definition and Selection of Competences⁷), and started in 1997. Key competences are those competences which are "useful for a successful life for individuals and a well-functioning society".⁸

The key competences meet three conditions:

- 1) They contribute to achieve highly valued individual and societal outcomes which are important for successful life of an individual and a well-functioning society;
- 2) are instrumental for coping with serious and complex demands and challenges in a wide variety of contexts, and
- 3) are important for all people.⁹

Moreover, during the development of the methodology, defining key competences, we also kept in mind the following approach: "The 'key competences' are competences which are crucial for one of the following three components of life:

- 1) **personal fulfilment and life-long development (cultural capital)** ~ the key competences should enable people to pursue in their lives such personal goals, that are determined by their personal interests, aspirations and desire for continuous learning;
- 2) **active citizenship and integration into society (social capital)** ~ the key competences should make possible the active participation in social life possible for everyone;
- 3) **employability (human capital) ~ each people has to be able to get a decent job in the labour market.**¹⁰

III.2 Key competences identifiable and observable with the method

When we defined the range of competences which can be identified and observed with the KEY method, we took into account **two** important **aspects**: 1) such competences were selected that – according to the experiences of the Hungarian and Swiss practitioners who had direct and intense connections with employers – were **the most important transversal**

⁶ In determining the definition of key competences and their elements, we also took into account the strategic documents of the EU. The most often cited strategic document which we have also considered is the *RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)* adopted by the Commission in 2006. The two frames of reference define similarly the concept of key competences, but in different ways delimit their range, however both source states that the delineation of the scope of the key competences depends on experts' synthesis of a particular moment in time, and does not exclude the possibility that other competences – not included so far – in certain contexts can also be interpreted as key competences.

⁷ More information about the project is available on this site <http://www.deseco.admin.ch/>.

⁸ Gábor Halász – Alain Michel (2011) Key Competences in Europe: interpretation, policy formulation and implementation. In: *European Journal of Education*, Vol. 46. No 3, 2011.

⁹ Rychen, D. S. (2003) *Key competences: Meeting important challenges in life*. In: Rychen, D. S.: - Salganik, L. H. (ed.) Key Competences for Successful Life and a Well-Functioning Society, Hogrefe and Huber, 2003, p. 63-108. In Hungarian: Kulcskompetenciák: válasz az élet fontos kihívásaira. <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/dominique-simone-rychen>

¹⁰ Halász Gábor (2009) Az egész életen át tartó tanuláshoz szükséges kulcskompetenciák (Key competences for the life-long learning) <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/egesz-eleten-at-tarto>

competences for the widest range of employers, and 2) which can be observed and identified in a qualitative and structured way with the KEY method.

Taking into account the above two criteria the KEY method is used for **identification and observation of 10 competences**:

1. Taking personal responsibility
2. Ability to perform
3. Stress management
4. Creativity
5. Ability to understand processes
6. Conflict management, critical thinking
7. Effective communication
8. Adaptability, change management (resiliency)
9. Ability to learn
10. Ability to cooperate/interoperability

In the KEY methodology the key competences – selected on the basis of the above considerations – are presented in a framework based on the combination of the two international key competence lists. For those key competences that are in neither of the two competence lists, we either used definition from other sources, or formed definitions, but indicated the source in every case.

In the description of key competences we provide brief definitions, and determine the elements (if there are elements) belonging to the competence, and also those content elements which are taken into account during the competence identification and observation. Actions used in recording the observations are in the document titled "Summary assessment" (see: Appendix 7.).

Proof of skills acquired or developed through non-formal learning does not represent a particular problem, as long as their share - and importance - is negligible in the individual's total mass of knowledge. However, if a significant part of the individual's competence capital came from non-formal learning, the proof may be pose problem, because in the labour market "transactions" the actors label – or if you prefer, coded – each other on the bases of the competences / competence requirements. So in the course of the bargaining it is a crucial question that some actors what existing competences possess, and with how much effort they are capable to acquire what additional competences. **Therefore making competences visible is essential prerequisite for the implementation of labour market exchanges¹¹.**

¹¹ Jakó Melinda www.erak.hu/szemelvenyek/kompetenciafogalom.pdf

Key competences	Definition	Elements	Content
Taking personal responsibility	The person consistently and predictably, responsibly fulfils her/his obligations during the work ¹² , both as individual and in relation to the group take the consequences of her/his own action into account, and take responsibility for them. ¹³	Decision-making capacity	The person assesses consequences.
			The person is able to choose.
		Commitment	The person takes responsibility for her/his decisions.
			The person takes responsibility for her/his own work.
			The person takes responsibility for the tangible assets entrusted to her/him.
			The person takes responsibility for the people entrusted to her/him.
The person takes responsibility for the result.			
Ability to perform	The person undertakes a specific work process or activity within a relatively short period of time (compared to others, or in relation to the norm) in high quality; at the same time she/he carries out the work processes properly, according to the substantive and formal requirements, in the way intended.	Speed (Completion within the expected time!)	Within the time required (defined in daily planner!) the person grasps written or heard information related to tasks and processes.
			Within the expected time the person prepares the required quantity of work.
			Over a relatively long period of time the person can maintain the ability of fast work.
			The person controls her/his own pace.
		Accuracy, mistakes	The product the person produced complies with the quality requirements.
			The person controls the quality of her/his work.

¹² Kompetencialeltár és Módszertani leírás. (Competence-list and method) IKE Consulting Kft. Pécs, 2013. p. 42. Product of the TÁMOP 1.3.1-12/1-2012-0001project (Developing the National Employment Service). For detailed information about the project see: http://www.afsz.hu/engine.aspx?page=full_tamop_131_12 oldalon.

¹³ Gaskó Krisztina: Autonómia és felelősségvállalás. Áttekintés az Országos Képesítési Keretrendszer számára 2010. (Autonomy and Responsibility. Overview for the National Qualification Framework 2010)

<http://webcache.googleusercontent.com/search?q=cache:qDDisBvXxGEJ:tamop413.ofi.hu/okkr-orszagos-kepesitesi-keretrendszer/3-1-7-gasko+&cd=1&hl=hu&ct=clnk&gl=hu>

Key competences	Definition	Elements	Content
Stress management	The person can successfully cope with the stressful, difficult, emotionally exhausting, stressful situations, and has effective toolbar to cope with stress ¹⁴ .	Exploitation of eustress	The person copes with stress situation.
			The high expectations prompt good performance.
		Managing distress	As a result of distress the person does not lose her/his productivity of work.
			The person copes with the arising difficulties.
Creativity	The person has attitudes and skills (the organization of skills) to create connections between previously isolated experiences, which appear as new thought patterns, new experiences, vision, or products.	Problem-solving	The person has an original, unique approach.
			The person connects isolated experiences, knowledge.
		Openness to new solutions and creation	The person can be characterized by ingenuity.
			The person finds innovative solutions.
Ability to understand processes	The person consciously approaches / perceives of each workflow as system, as process.	Conscious action	The person can specify the target.
			The person can be characterised by goal-orientation.
		The person defines and organizes the elements of a process	The person is able to define the steps of process.
			The person is able to arrange the steps of the process in a series.
Conflict management, critical thinking	The person is able to manage conflicts successfully and solve constructively, to negotiate on opposing interests and to work out acceptable solutions ¹⁵ ; she/he is capable to build trustworthy, cooperative atmosphere in a particular group ¹⁶ ; she/he is able to criticise	Managing critics	The person receives critics.
			The person responds to critics.
			The person criticizes in a constructive way.

¹⁴ Munkáltatói mérőeszköz – fejlesztés (Employers' measuring device – development) (<http://alexoft.hu/kompetencia/kompetencia7.php>)

¹⁵ Rychen, D. S. (2003) *Key competences: Meeting important challenges in life*. In: Rychen, D. S.: - Salganik, L. H. (ed.) *Key Competences for Successful Life and a Well-Functioning Society*, Hogrefe and Huber, 2003, p. 63-108. In Hungarian: *Kulcskompetenciák: válasz az élet fontos kihívásaira*. <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/dominique-simone-rychen>

¹⁶ Kompetencialeltár és Módszertani leírás. (Competence-list and method) IKE Consulting Kft. Pécs, 2013. p. 44. Product of the TÁMOP 1.3.1-12/1-2012-0001project (Developing the National Employment Service). For detailed information about the project see: http://www.afsz.hu/engine.aspx?page=full_tamop_131_12

Key competences	Definition	Elements	Content
	others in an acceptable, constructive way, and to listen to, understand and respond to criticism coming from others.	Conflict management	The person receives conflict situation.
			The person initiates conflict.
			The person resolves conflict situations.
Effective communication	The person is able to express and interpret thoughts, feelings and facts verbally and in writing; and able to use effectively and interactively (adapting to a variety of situations) languages, symbols and texts ¹⁷ ; and able to persuade ¹⁸ . The main elements of effective communication are (written and oral) native and foreign linguistic communication.	Verbal communication	The person clearly and understandably expresses her/himself according to the situation.
			The person listens to others actively.
			The person is able to summarise the thoughts of others.
			The person gives feedback.
			The person is able to convince others of her/his own ideas.
			The person's one-way communication (e.g. summary, presentation) is effective.
		Non-verbal communication	The person uses non-verbal signs.
		The person is able to interpret other's non-verbal signs.	
Adaptability, change management (resiliency)	The person is able to adapt to the changing circumstances, challenges successfully and continually; and able to renew and solve problems effectively ¹⁹ .		The person perceives the changing situations.
			The person is able to manage the changing situations.

¹⁷ Dominique Simone Rychen (2003) *Key competences: Meeting important challenges in life*. In D. S. Rychen & L.H. Salganik (Eds.), *Key competences for a successful life and a well-functioning society*, Göttingen, Germany: Hogrefe & Huber, pp. 63–108. In Hungarian: *Kulcskompetenciák: válasz az élet fontos kihívásaira*. <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/dominique-simone-rychen> and Halász Gábor (2011) *Az egész életen át tartó tanuláshoz szükséges kulcskompetenciák* (Key competences for the life-long learning) <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/egesz-eleten-at-tarto>, and Crista Schlegel (1997) *Schlüsselqualifikationen*, Siegrist-Wunderli, Beltz Verlag

¹⁸ *Kompetencialeltár és Módszertani leírás*. (Competence-list and method) IKE Consulting Kft. Pécs, 2013. p. 54. Product of the TÁMOP 1.3.1-12/1-2012-0001project (Developing the National Employment Service). For detailed information about the project see: http://www.afsz.hu/engine.aspx?page=full_tamop_131_12

¹⁹ <http://www.coachszemle.hu/hirek/kepzesek/359-reziliencia-fejlesztési-program-2014-februar-22>

Key competences	Definition	Elements	Content
Ability to learn	The person is capable to understand a problem, to find a solution, to implement and to memorize it so that it can be used later again for the same problem.	Information processing, comprehending	With the help of cognitive functions the person understands the task and organizes the workflow.
			The person has an open mind to the tasks to be solved.
		Usage of the learned	The person is able to apply again existing and new effective solutions.
			The person uses the previously learned in new situation.
Ability to cooperate/interoperability	The essence of interoperability is the ability to cooperate and work together to achieve common goals ²⁰ .		The person presents her/his own ideas.
			The person listens to and summarizes other's ideas.
			The person has positive and constructive approach.
			The person favours the common interests against her/his own.
			The person participates actively in group work.

²⁰ Dominique Simone Rychen: *Key competences: Meeting important challenges in life*. In D. S. Rychen & L.H. Salganik (Eds.), *Key competences for a successful life and a well-functioning society* Göttingen, Germany: Hogrefe & Huber. pp. 63–108. Hungarian translation: *Kulcskompetenciák: válasz az élet fontos kihívásaira*. <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/dominique-simone-rychen>

IV. Process description

IV.1 Frame of reference

The KEY method is a complex group method which consists of predetermined action series, may proceed in five days, and primarily serves as a tool for doing structured observation and documented assessment of key competences. Following the first day which is about establishing the base of the group work and the identification of key competences, the participants spend three days doing practical work. Each of the three days the trainer gives the group a "suitcase" with accessories, tools and job description therein. Each day the group works on "house construction"; each of the three days the quantity and quality of the available "raw materials" to build a house, the quantity of the details of instructions received and the proportion of individual and team work are different. The trainer does not participate in house construction activity; while the group is working she/he observes and records key competences. On the fifth day the trainer analyses the activities with the group, then gives evaluation and feedback on the key competences having been observed.

Group size: 4-5 people

The method requires a stable and continuous participation of group members!

The method may be applied with more than one group at the same time, but only in the case when on the second, third and fourth days the separation of the groups for the entire length of the days, and the avoidance of experience sharing between the groups is possible. On the first and the fifth day the groups may be work together (up to 20 people). People are not allowed to change groups!

Leadership: 1-2 trained professionals

Expectations for the appropriate group leaders are listed in VI.2 chapter. While the group is working on the task the group leader (trainer) carries out observations and record them.

In the case of more than one group, each group needs its own group leader.

The person leading the group cannot be replaced during the use of the method.

IV.2 Observing, recording key competences and giving feed-back

With the KEY method key competences (described in Chapter III) can be observed according to standardized criteria. **The recorded and properly documented observations are intended to the participants receive (detailed) oral or written (short and concise, can be used for their portfolio) feedback on their key competences.**

The documents used in the method by the experts are:

Observation sheet: Administering the method the trainer constantly makes notes on the observation sheet (see Appendix 6), in accordance with the criteria specified.

Summary evaluation: The most important observations per each competence are recorded for each participant; summary of daily observations are the basis of the oral and written reviews, feedbacks (see example in Annex 7, for description see Chapter V).

Verbal feedback: Brief feedback is given to the participants daily when they have completed a workflow section, then on the fifth day (based on the summary assessment) participants get a detailed feedback supported by examples, concerning each observed key

competences, and the participants are asked to talk of their own observations and reflections (See Chapter V).

Key competences portfolio: Within five days after the completion of training participants get the written assessment of their key competences; this can be used during the job search or showed up as certificate (for sample see Annex 8, for description see chapter V).

IV.3 The process of implementation

During the five days participants solve predetermined tasks (with specific sub-modules) and trainer observes and record key competences. Within a day the elements dynamically follow each other, they are not sharply separated from each other. The pace of work is adjusted to the abilities and personal endowments of the target group by the trainer. The trainer – on the basis of methodological materials, and taking into account the ability and personal characteristics of participants in the group – prepares the daily planner, which sets out the appropriate timetable and precise time frames (approx. 6-8 hours / day) for the group (for Daily planner sample see Appendix 5).

1st DAY – „Introduction”

Goal: Establishing the base of group work and identifying of key competences:

- Getting started, introduction
- Team building, establishing cooperation
- Building Confidence
- Strengthening motivation
- Establishing group rules
- Reviewing and clarifying general guidelines (see Section IV.4)
- Reviewing key competences in the labour market; delineating the method of observing and identifying key competences
- Clarifying the role of trainer; description and clarification of the observation method
- Filling consent form for photos and videos taking
- Presenting operational information on the weekly program (time frames, locations, breaks, etc.).
- Presenting the method (subject, purpose, output - the description of the contents of suitcases and of the activities are not allowed)
- Setting the goals to be achieved during the week.

Activities: exercises and tasks chosen by the trainer with taking into account the group's capabilities and characteristics.

Tools: Equipment required for the chosen operations.

The presentation of short films on the various forms of group work is particularly suitable for discussion and subsequent reference.

Necessary infrastructure: Minimum 20 m² room, which ensures freedom of movement and enough space for operations chosen by the trainer; 1 computer with internet connection (PC or notebook); photo and/or video recording device.

Breaks: According to the group needs and expectations, but at least 20 minutes in every two hours and once a one-hour lunch break is recommended. During the break, the continuation of the work is not allowed!

2nd DAY – „LEGO[®]-SUITCASE”

Characteristic of the “LEGO[®]-Suitcase”: On the basis of a large number of tiny LEGO[®] elements, and precise, detailed instructions the group builds one and a series of houses.

Purpose: The trainer observes key competences and records observations while the group is working on the task according to the job descriptions and using materials from the LEGO[®]-suitcase.

Activity:

- Morning: Implementation of the actions contained in "LEGO[®]-Suitcase 1 job description" (see: Appendix 2). (For warm-up it is useful to watch and discuss for 5-10 minutes our short film about working tools, components, materials sorting.)
Between the morning and afternoon sessions – at an appropriate time decided by the trainer – the houses built in the morning should be taken apart (participants involved or not), the elements should be put back to the LEGO[®]-suitcase.
- Afternoon: Implementation of the actions contained in "LEGO[®]-suitcase 2nd job description" document (see Appendix 2) (For warm-up it is useful to watch and discuss the short film on serial production at several workstations.)

Tools: Tools indicated in the "LEGO[®]-suitcase content" document (see: Appendix 2).

Strategic discussion: The strategic discussion takes place in time of full suspension of the work, its duration is approx. 5 minutes. Strategic discussion is initiated and its frequency is decided on the basis of the assessment of trainer who takes into account the characteristics and needs of the group. The discussion may proceed with or without the trainer's personal (but passive) participation – this depends on either the local professional standards for trainers, or on the discretion of the trainer.

During the strategic discussion participants mainly focused on the following questions:

- What strategy we have followed so far, and what kind of strategy we have to apply in the future?
- What roles are in the group now, and who will play what role in the future?

The trainer does not evaluate, only takes notes of the discussion's results.

Intervention opportunities of the trainer: The trainer may not interfere with the group's work; after the start of the activity may not answer the questions of the group members, and may not in any way (neither with behaviour, nor with verbal communication) influence the work of the group.

Observation of competences: During the work done by group, the trainer constantly makes notes using the observation sheet (see Appendix 6), in accordance with the criteria specified.

Assessment and feedback: At the end of each session (at minimum following the completion of the two tasks set out in the job descriptions) the trainer initiates evaluation and feedback discussion. In this time primarily the group members reflect on their own and

each other's work. The short evaluation during the day takes 10-15 minutes, the evaluation and feedback meeting held at the end of the day, takes 30-45 minutes.

Topics of the evaluation, feedback are in particular:

- Efficiency of the work done;
- Quality of the work done and of results;
- Appearance of key competences and their use.

Necessary infrastructure: Minimum 20 m² room, 1-1.5 m² work surface (table) per participant; adequate number of chairs for participants; 1 computer with internet connection (PC or notebook); photo and/or video recording device.

Breaks: According to the group needs and expectations, but at least 20 minutes in every two hours and once a one-hour lunch break is recommended. During the break, the continuation of the work is not allowed!

3rd DAY – „WOODEN-SUITCASE”

Characteristic of the Wooden-suitcase: The group builds one house from a small number and different size MDF sheets with different-sized holes, and prepares for the serial production.

Purpose: The trainer observes key competences and records observations while the group is working on the task according to the job descriptions and using materials from the Wooden-suitcase.

Activity: Implementation of the actions contained in "Wooden-suitcase job description" (see: Appendix 3).

Tools: Tools indicated in the "Wooden-suitcase content" document (see: Appendix 3).

Strategic discussion: The strategic discussion takes place in time of full suspension of the work, its duration is approx. 5 minutes. Strategic discussion is initiated and its frequency is decided on the basis of the assessment of trainer who takes into account the characteristics and needs of the group. The discussion may proceed with or without the trainer's personal (but passive) participation – this depends on either the local professional standards for trainers, or on the discretion of the trainer.

During the strategic discussion participants mainly focused on the following questions:

- What strategy we have followed so far, and what kind of strategy we have to apply in the future?
- What roles are in the group now, and who will play what role in the future?

The trainer does not evaluate, only takes notes of the discussion's results.

Intervention opportunities of the trainer: The trainer may not interfere (except as mentioned in the next paragraph) with the group's work; after the start of the activity may not answer the questions of the group members, and may not in any way (neither with behaviour, nor with verbal communication) influence the work of the group.

The trainer – at the earliest time after the lunch break - may interfere in the work of the group if the group still does not have a concrete idea, plan for house building; group work is stagnant for a long time (approx. 10-15 minutes), the group cannot proceed. Possible

forms of intervention (the trainer selects the most suitable intervention on the basis of assessment):

- Transferring the photos, those depict the finished house (a photo of the ground floor, and a photo of the fully constructed house);
- Sharing information that able to resolve the problem - (e.g. the columns do not serve the construction of stairway; the main item is not the sidewall of the house, etc.).

Observation of competences: During the work done by group, the trainer constantly makes notes using the observation sheet (see Appendix 6), in accordance with the criteria specified.

Assessment and feedback: At the end of each session (at minimum two times, after the morning's work, and following the completion of the tasks set out in the job descriptions) the trainer initiates evaluation and feedback discussion. In this time primarily the group members reflect on their own and each other's work. The short evaluation during the day takes 10-15 minutes, the evaluation and feedback meeting held at the end of the day, takes 30-45 minutes.

Topics of the evaluation, feedback are in particular:

- Efficiency of the work done;
- Quality of the work done and of results;
- Appearance of key competences and their use.

Necessary infrastructure: Minimum 20 m² room,; 1-1.5 m² table as work surface; adequate number of chairs for participants; 1 computer with internet connection (PC or notebook); photo and/or video recording device.

Breaks: According to the group needs and expectations, but at least 20 minutes in every two hours and once a one-hour lunch break is recommended. During the break, the continuation of the work is not allowed!

4th DAY – „CREATIVE-SUITCASE”

Characteristic of the Creative-suitcase: Construction of houses by the participants freely (with minimal instruction) from unique, unusual materials; construction of a town from the houses; presentation of one selected house.

Purpose: The trainer observes key competences and records observations while the group is working on the task according to the job descriptions and using materials from the Creative-suitcase.

Activity:

- Implementation of the actions contained in „Creative-suitcase 1 job description” (see: Appendix 4. Creative-suitcase: content and task description);
- Implementation of the actions contained in „Creative-suitcase 2 job description” (see: Appendix 4. Creative-suitcase: content and task description);
- Implementation of the actions contained in „Creative-suitcase 3 job description” (see: Appendix 4. Creative-suitcase: content and task description).
- (For warm-up it is useful to watch and discuss a short film on presenting a product, for example a mobile phone.)

Tools: Tools indicated in the " Creative-suitcase content" document (see: Appendix 4).

Strategic discussion: There is no strategic discussion. (Besides the discussions indicated in the job description!)

Intervention opportunities of the trainer: The trainer may not interfere with the group's work; after the start of the activity may not answer the questions of the group members, and may not in any way (neither with behaviour, nor with verbal communication) influence the work of the group.

Observation of competences: During the work done by the group, the trainer constantly makes notes using the observation sheet (see Appendix 6), in accordance with the criteria specified.

Assessment and feedback: At the end of each session (three times following the completion of the tasks set out in the job descriptions) the trainer initiates evaluation and feedback discussion. In this time primarily the group members reflect on their own and each other's work. The short evaluation during the day takes 10-15 minutes, the evaluation and feedback meeting held at the end of the day, takes 30-45 minutes.

Topics of the evaluation, feedback are in particular:

- Efficiency of the work done;
- Quality of the work done and of results;
- Appearance of key competences and their use.

Necessary infrastructure: Minimum 20 m² room, 1-1.5 m² table per participant; 1 table for the elements and materials of common use; 1 minimum 3 m² work surface for the construction of the town; surface for the presentation; adequate number of chairs for participants; 1 computer with internet connection (PC or notebook); photo and/or video recording device.

Breaks: According to the group needs and expectations, but at least 20 minutes in every two hours and once a one-hour lunch break is recommended. During the break, the continuation of the work is not allowed!

5th DAY – „Close”

Purpose: Evaluation of the whole group work and feedback on the key competences:

- Efficiency of work;
- Strategies and roles chosen, and their change in the course of group work;
- Evaluation of the three house-building projects;
- Experiences of key competences;
- Self-assessment and feedback within the group on key competences;
- Verbal feedback on key competences from the trainer for the participants (in group or individually, according to the trainer's discretion);
- Closing common work, information about the written evaluation form.

Activity: Tasks and activities chosen by the trainer taking into account the group's capabilities and characteristics. Visualizing of results is important! If photograph or short video was taken, showing it (or some part of it) may be useful.

Tools: Equipment required for the operations chosen by the trainer.

Necessary infrastructure: Minimum 20 m² room, which ensures freedom of movement and enough space for operations chosen by the trainer; 1 computer with internet connection (PC or notebook); photo and/or video recording device.

Breaks: According to the group needs and expectations, but at least 20 minutes in every two hours and once a one-hour lunch break is recommended. During the break, the continuation of the work is not allowed!

Process of KEY method, summarized in table form:

1. nap	2. nap	3. nap	4. nap	5. nap
Introduction Getting started Teambuilding Key competences Motivation Method	LEGO® 1.	Tree-KOFFER	CREATIV 1.	<i>Preparation of the professional(s) for verbal feedback</i>
	LEGO® 2.		CREATIV 2.	
			CREATIV 3.	

IV.4 General guidelines

The following general guidelines should be observed during the entire method is carried out. The guidelines are to be interpreted "horizontally" – in the different days do not change; the methods apply equally to each participant.

General guidelines for applying KEY method:

- The participants did not get to know the contents of the suitcase before they receive the related tasks on the actual day.
- Only one copy of each job description will be given to the group.
- It is very important that the job description would be clear to all participants before the start of the activities.
- Activities recorded in the job description must be carried out (no activity may be omitted!), and the result should be established within the predetermined period of time.
- Throughout the process participants have 1 computer (PC or laptop) with internet access at their disposal, which can be used freely according to their own needs and ideas during the implementation of the tasks given.
- Throughout the process several different sizes of paper and pencil, pen and coloured markers are available to the participants to make notes, plan, or other visual representation of their own ideas at any time, based on their needs.
- When suitcase is opened and the tools are in first use, attention should be drawn to the security aspects related to the accident prevention.
- The trainer may not interfere with the group's work; after the start of the activity may not answer the questions of the group members, and may not in any way (neither with behaviour, nor with verbal communication) influence the work of the group.

The presentation, clarification and discussion of the guidelines must be taken place on the first day!

V. Output

One of the most important features of the KEY method is that at the end of the process participants get verbal feedback on and written documentation of their key competences, which can be directly used in the job search. Information on the key competences, received as an output of the method, can also be used directly in personal development during the job search period. In addition, potential employers can interpret written documentation as a certificate, which is a result of documented observations made with structured criteria.

The "summary assessment" based on observations made on each participant in the course of conducting KEY method is the basis of the oral summary feedback, and the written key skills portfolio.

Summary Evaluation: For each participant a summary assessment is prepared (Appendix 7), which includes per diem observations for each skill, supported by examples, presented in tabular form. The trainer completes the summary assessment on the bases of daily observation sheets (i.e. daily, for each participant separately.) During the first half of the 5th day - without the participants - the trainer summarizes the daily observations, and concerning each competence summarizes the main results, thus preparing the verbal and written summary feedback. (In the case of co-leadership, the trainers prepare the summary assessment together.) If a participant contributes, the summary assessment (without the daily activities) may be issued on request to interested professionals or potential employer within two years after the preparation of portfolio.

Verbal summary feedback: On day 5th, the participants receive a cumulative verbal feedback on their observed competences from the trainer. For the verbal assessment, feedback, the trainer uses the summary assessment document. This document is suitable to give feedback for the participants on their key competences separately, and if needed the trainer can use the daily observations as examples for clarification. The verbal feedback may be provided in group or personally (individually by appointment). The trainer decides about the form of verbal summary feedback (possibly with the involvement of the group), taking into account the endowments and characteristics of the group. (Strongly influencing factors are for example the future relationship between the trainer and participants; the trainer's role in the individual development; or the conflicts and tensions in the group, etc.) For the verbal summary feedback it is very useful to show the document, which contains a selection of photographs taken during the work process, and of the main findings of the group leader. This document - the visual display – can provide a good basis for a work out and stimulate the discussion of key competences.

Key competences portfolio: The written output of KEY method – which the participant can use as a certificate, attached to her/his CV – includes the most important results of the observation of the participant's key competences. The written evaluation is short and highlights the participant's strengths. It does not include examples, but indicates that the method was administered; states its circumstances; the validity of the observations; contains the name of the professional and organization responsible; and the contact information. The key competences portfolio is prepared within five working days after the execution of the method, and will be delivered to the participant. (See sample: Annex 8) A participant may request the re-release of the portfolio (for example, because of the loss of the original document) within two years following the date of issuing this document.

VI. Expectations regarding the organization and professional applying the KEY method

Neither for finding the right job and work place, nor for the selection of appropriate staff it is not sufficient to consider only the technical/vocational aspects; the competences that transverse various sectors – such as communication skills and leadership competences – are more and more viewed to be crucial. Accordingly, the professionals who assist in the process of workers' and employers' fitting, necessarily should be able to assess transversal competences. The "KEY" five-day assessment method provides for employees and employers assistance in decision-making, at the same time it is a complex psycho-diagnostic method²¹ for answering complex questions, so it is necessary to state our expectations regarding the organizations and professionals applying the method.

VI.1 Expectations regarding the organization

In Switzerland the KEY method may be applied only organizations/institutions that have officially recognized and valid quality assurance certificate (i.e. EFQM, ISO 9001, SVOAM etc.). Since Hungary has not yet established a quality assurance system uniformly applied for the labour market services, so here the requirement is minimum three years labour market service experience (proven by references) for starting the application of the method.

VI.2 Expectations regarding the professional

So that a trainer may apply the KEY method she/he has to have the following qualifications and professional competences.

1. Qualification

a) In Switzerland professionals who may apply the method²² must possess one of the following qualifications:

- Vocational trainer certificate issued by the Swiss Confederation²³
- Higher education degree in the field of adult education²⁴
- Diploma recognized by the Swiss government in course organization²⁵
- Diploma recognized by the Swiss government in the field of applied psychology, specialized in the work and organizational psychology²⁶
- Master's degree in supervision, counselling and organizational development²⁷
- Diploma in career counselling, further education and life skills' training²⁸
- Special degree in lifestyle counselling and rehabilitation psychology²⁹

²¹ Karl Delhees, emeritus professor of the ETH Zürich states that such assessment is the main pillar of the future human resources management.

²² For specifying the requirements we used the designations of the Swiss Center for Vocational Services, Vocational, Educational and Life Skills Counselling, the SDBB (*Schweizerisches Dienstleistungszentrum Berufsbildung, Berufs-, Studien und Laufbahnberatung*) (www.sdbb.ch).

²³ Eidg. Fachausweis Ausbilderin/Ausbilder

²⁴ Dipl. Erwachsenenbildnerin/Erwachsenbildner HF

²⁵ Ausbildungsleiterin/Ausbildungsleiter mit eidg. Diplom

²⁶ Anerkanntes eidg. Diplom in angewandter Psychologie mit Vertiefung in Arbeits- und Organisationspsychologie

²⁷ MAS in Supervision, Beratung und Organisationsentwicklung

²⁸ Diplom (BBT) Berufs-, Studien- und Laufbahnberaterin/Laufbahnberater

b) In Hungary professionals who may apply the method must possess one of the following qualifications:

- Minimum BA degree in human development³⁰ or social work³¹, and
- Further specializing training degree in labour market consultation/employment consultation or
- At least 300 hours experience in labour market services (reference documents are needed).

2. Competences and skills

- At least 3 years' experience in individual and group counselling for unemployed people;
- At least 2 years' experience in training methods, motivational techniques, situational exercises, and use of interview techniques;
- Knowledge on national and regional employers' expectations, and the ability to follow-up changes of them.

3. Other skills and competences

- Empathy
- Effective communication
- Good observation skills
- Analytical, systematization skill
- Flexible adaptability
- Creativity
- Conflict resolution, mediation skills
- Group leadership skills

4. Other knowledge

It is necessary that the trainers be involved in an at least two days, in-service training, which prepares them for the practical application of, and ensures the proper use of the method. (The in-service training is currently under construction.)

²⁹ SBAP

³⁰ Preferably in andragogy.

³¹ Preferably in social work.

VII. Testing experience of the KEY-method

The methodological material, the theoretical framework of the tool and its specific content have been tested under field conditions, step-by-step, with the active participation of the target group, and taking into account their feedback. During testing, a number of striking observations were documented both on the Swiss and Hungarian side, which helped to shape and to finalize the original theoretical concept.

The testing has highlighted two major areas:

- On the one hand, the necessary modifications and clarifications (both with respect to the method and to the tools) that improve the usability and effectiveness of the KEY method;
- On the other hand, the professional content to which special attention should be paid in the further development of the method.

We had the opportunity to conduct testing a total of six times during August and September 2014. The KEY method was tested with three groups in Switzerland, and also with three groups in Hungary. The following summarizes the most important practical experience of testing.

The number of groups: The original idea was that two parallel groups would work, but during testing – just at the practical phase of preparation – it was proven that this is not possible, because it was very important that the participants did not see each other's work and did not exchange experience (e.g. at breaks). Accordingly, it is only possible to work with several groups at the same time, if we could fully ensure the physical separation, thus two independent groups would work, and the participants could not meet at the break. Only the first and last day (when concrete "construction" does not occur) can be shared, the interim three not. But if we worked with parallel groups, physically separated from each other, the "construction" requires twice as many professionals, which is not cost-effective. However, this arrangement provides opportunities for further observation (such as if the composition of the participants was changed at the workstations, or we introduced cooperation of the participants of the workstations), in addition this arrangement allows the more complex observation of key competences of more people at the same time.

Participant observation: The original concept was that we appoint a participant to observe the group. The prerequisite for this was that all the construction processes can be repeated (undertaken twice) in the time available, so all participants can take part at least once in every construction process. However, the participant observation was not feasible or affordable, because of the lack of time, and because the repetition of the work process was not possible (each suitcase was given to the group only ones). Appointing a participant as an observer would make the observation of her/his key competences impossible at that particular work process. Although we built the feedback of the participants towards each other in the method, during the development process we should continue to look for those opportunities when a participant can give feedback as an observer to her/his fellow workers.

Different target group: During testing, we worked with groups composed characteristically different. Due to the substantially different skills, abilities and prior experience (e.g. the lack of experience with LEGO®) of the participants, during the work the trainer had to more than

once alter the original technical concept (job description, tasks' schedule) as well as she/he had to look for alternative solutions (for example, constructing simpler houses, instead of the originally planned standard LEGO® houses), which made gaining the initially set objectives possible. However, this challenge proved that experienced and skilled professionals can shape and modify the daily planner and the job description flexibly in accordance with the characteristics of the target group. Thus – as turned out – the frame concept of KEY method can be well adapted to different target groups. During development work which will be undertaken after ending the current project, tasks of different degrees of difficulty should be compiled, with different suitcase contents for the different tasks.

Feedback: The experience of members of the professional staff tested the method, clearly and unequivocally confirmed that the oral and written feedback is needed for the participants. The verbal feedback sessions at the close of the action sections provided opportunity not only for the trainers but for the fellow participants as well to give feedback – with examples and interpretation of what they have seen and heard - to each other. The verbal feedback taken place in groups worked well during testing, however, there are cases (e.g. in case of acute conflict situation) when observations can be summarized individually. After the close of the training written cumulative feedback (personal portfolio) is also required, which is short, clear and understandable for not only participants but for employers or for other counsellors/trainers as well, while it can be used during job search as a certificate attached to the CV.

Documentation: While the participants were performing their tasks the trainers recorded continuously their observations concerning each individual, or her/his actions in the workflow. The original observation sheet – due to its size and level of detail – did not prove to be suitable for fast recording of observations during the process. In the course of testing a more efficient, functional practice has been developed which this methodological material contains. It is important to note our testing experiences in relation to the visual documentation: both for the participants and professionals involved in assessment and preparation of them, recording video and taking photo series of the actions proved to be useful (among the participants³² the “short movie” which consisted of pictures taken five times per second from fixed position was very popular). These tools make possible for those affected to tell their opinion in connection with their own or others actions, and to interpret their observations on those actions. Individual portfolios are documents for practical use, but because of their targeted and concise nature they may be needed (at the specific request of employers and professionals) professional explanation and proves, which can be provided on the basis of the structured and standardized records of the trainers.

Further education of professionals: During testing it has become clear, that for the trainers it is necessary to learn the interpretation of the methodological material, to get individual experience of its usage, to acquire the correct observer attitude, to learn the adequate mode of the documentation, to learn method-specific group leadership skills; thus it is essential for ensuring the effectiveness of the method to provide for the would-be trainers a short (a few days) targeted training. The specialized training is built on the knowledge and experience that we summarized in the chapter on the expectations for trainers specialized in this method (Chapter VI.2).

³² Such short film was prepared for the Swiss test-group.

VIII. Development opportunities, outlook

The (rather short) time – which was available for the development of the KEY method – was enough for **developing the basic concept of this novel action-oriented observation, testing** it in practice, and "finalising" it taking into account the experience of the test period. As a result of our development work, a method and tool are added to the training repertoire of practitioners who help labour market integration of unemployed people, and the method can be tried out, tested and commented in the future by these practitioners on the experience of their application. These **experiences, structured feedbacks mean the real finalization and continuous refinement, as well as the basis for further development of the method.**

In the project the first major step in the development of KEY methodology was completed, which implies the possibility of further consideration. From the basic concept additional potential development directions follow:

- The KEY method was developed for school leavers, taking into account the characteristics of that target group. However, the development implies the possibility to adapt and revise (with target group-specific supplements) the method to other target groups which have different types of handicaps in the labour market (disabled people, employees who want to change jobs, older employees, women who want to return to the labour market from child care leave, etc.). In the development of the KEY method we used such type of action series, tools and symbols (e.g. house building), that are also appropriate – with minor modifications – for observation of other target groups' key competences.
- The KEY method was developed for unemployed entry-level job seeker youth, however – due to the possibility of the intergenerational and intercultural learning (the action series, the associated tools and symbols ensure that character) – the application which involves **groups of mixed participants** (from different target groups) is an exciting possibility.
- The KEY method – besides the currently developed competences, beyond the specified elements – **can be made usable to the observation of the whole range of key competences**, which indicates the application in the field of career guidance among others, expanding the variety of the palette of complex, action-oriented observation methods. Increasing the complexity of task (for example, increasing the number of unexpected situations, adding more complicated calculation, planning tasks) allows the assessment of other – even special – competences.
- The KEY method entails the possibility of development of **a vocational and job-specific assessment** tool. The method can get its real role in the services of labour market integration; if it could help to assess and identify accurately the key competences, which a vocation and more specifically a specific job needs. This development is closely linked to the development of the assessment of employers (the complementation and rethinking of the current methods), the clarification and acknowledgment of the key competence requirements of a specific job as well. The method shall gain its broad nature if it was possible to link accurately the specific (formulated and outlined in the employers' expectations) job-related competences to the participants' individual competences observed.

- The KEY method is currently focuses on identifying and observing the participants' key competences, ensuring the development and preparation of the participants, and ultimately paving the way to success. Changing the complexity and progress of tasks and action series, and increasing the period of the application of the method (which allows certain series of tasks to run again, the repeated observation, and based on the observation inserting minor modifications of tasks and actions) the KEY method can be useful as a **novel element of the preparation for the world of work and as a complex methodology of personal development** as well.
- The KEY method in its current state allows the observation of individual's current key competences. Participants' action-oriented observation should be supplemented by a **standardized assessment system**, which contains quantitative elements and a number of months testing period. This allows comparability, and delineation of participant's successive results graphically; thus it makes possible besides of the comparison of the participants' results, the comparison of each participant's subsequent results as well, and in that way it becomes possible to monitor the individual changes and development.

Appendixes

Appendix 1. Theoretical and practical resources used in the development of KEY method

During the development of KEY method a number of sources were used to expand our knowledge, to acquire targeted information and experience, or to prevent the analogies:

- Online databases (AMIT³³, Berufskatalog³⁴)
- Manuals of currently used methods (Lantegi³⁵, MOMAP Tool³⁶, Self-Development in Group³⁷)
- Theoretical studies, articles
- Internet sites
- Experience of other projects acquired during field visits

Opportunities to take part in field visits and to gain experience are provided partly by the current KRAFT project, and partly by our previous project – „Életrevaló – U for Life”³⁸ – undertaken by the same consortium of partners in 2012-2013. During the „Életrevaló – U for Life” project – which was an integral part of the history of the KRAFT project – professionals studied methodology of Hungarian and Swiss labour market services³⁹ that used (also) some practical tools in the course of assessment and development of participants.

In the next, called **KRAFT project** implemented by the consortium in 2014, the experts of the two countries (based on criteria developed jointly) presented 10-10 practice-oriented **methods**⁴⁰ currently used in their countries. From the presented methods 5-5 method were selected⁴¹; and the users of them were visited by the experts of the project. During the visits the catering professionals gave presentations and/or demonstrations of their method for the project staff; in addition, project staff engaged in professional dialogue with the experts who had experience in practical application of the method, and in a number of cases project staff could meet the members of target group too. Impressions and experiences gained during the field visits were attended in a structured way, the positive and negative impressions, and experiences were discussed by the project staff, and those elements, that according to the opinion of the expert group could be adapted in terms of the new method, were selected.

³³ AMIT – Aktuális Munkaköri Információ és Tudástár (Current Job Information and Knowledge Base) <http://psycho.unideb.hu/mptr/amit/index.html>

³⁴ The Berufskatalog is a Swiss publication that presents vocations and summarises competences linked to them. http://www.berufskatalog.ch/BKCH_BK01/#30

³⁵ About the Lantegi method see: http://dolgoz6ok.hu/sites/default/files/feltoltesek/Kezenfogva_Alapitvany-Lantegi_modszer.pdf

³⁶ The website of the MoMap method: <http://cccc.eu/momap/hu/>

³⁷ Marco Siegrist – René Wunderli: Csoportos önépítés. (Self-building in Group) 1996 Gödöllői Agrártudományi Egyetem Gazdaság- és Társadalomtudományi Kar Tanárképző Intézete.

³⁸ About the „Életrevaló – U for Life” project detailed information is available at the homepage of the Revita Foundation: <http://revitaalapitvany.hu/index.php?l=11&hir=213>

³⁹ The projects studied: BBI, Első lépés (First Step), Jucomo, KID Program, Prospettive CII, Támogatott foglalkoztatás (Supported employment). The final study that summarises the methods and their analysis is available: <http://www.csat.hu/swissproject2012>

⁴⁰ The ten Hungarian and ten Swiss practice-oriented method can be downloaded in German and Hungarian languages from the homepage of the Revita Foundation: <http://www.revitaalapitvany.hu/index.php?l=11&hir=217>

⁴¹ The decision was taken by the professionals according to the following criteria: which ones do the most want in their practice, from which ones can be gained the most new knowledge, which ones carry considerable practice-oriented elements, and which ones they want to see in the other country personally.

Methods studied in Switzerland

1. **„Marte Meo” – „On one’s own effort”** The method is based on analysis of short video clips. After recording, the counsellor will review the completed film, and according to pre-determined criteria analyses what she/he sees. After recording, the recorded material is viewed and discussed with stakeholders, individually or in small groups; the movie is divided into snapshot images, and is stopped again and again in order to highlight/examine even the smallest positive interactions.
2. **„Job overview”** The method allows participants to review in a resource-oriented way their strengths and weaknesses on the basis of experiences gained from previous work. The panoramic approach makes possible for the participants to make a visual inventory of their work experiences, work conditions as their resources.
3. **„Assessment of labour market qualifications”** This complex method focuses on assessing participants’ potential to integrate into the labour market, and their capability to find and maintain jobs. Important components of the method are the close connection between training and work, the analysis of qualification and potential, the intensive vocational and career counselling, and diagnostics of capabilities. The practice-oriented, action-based workstations (e.g. textile, carpentry, metalwork) that suitable for the observation and development of several key competences at the same time, are led by professionals who manage, support and evaluate the value-added manual work carried out there. Before the work trial ("stage") participants are provided a several week preparation period, thus advancing the quality of the work carried out by the participants in the work trial period, as well as improving the chances of their future employment.
4. **„Value-perspectives”** This method directs the attention to the differences in our value-perspectives that determines our decisions and behaviour, whether we are speaking of individuals or communities. The overall objective of the exercise is to raise group members’ awareness of the similarities and differences exist within the group regarding the value-perspective. The group members reflect on their own value-perspective and compare it with that of the others.
5. **„The client as director”** The method provides an opportunity for the clients to act out various options of solving their lifestyle problems through directing movies on the imagined ideal course. Thus, the client without fears, prejudices or the effect of any negative experience may define, display in an image format and play her/his desired ideas.
6. **„Changing jobs”** The participants of the session will receive job-specific (creative) tasks that not only require their active participation, but they experience "surprises" (change of perspectives) in order to acquire new attitudes or skills through the largest possible number of channels.

Methods studied in Hungary

1. **„Retextil”** The Retextil technological method is based on the application of the classic textile technology with recycled yarn, in this way waste management, arts activities and therapy/rehabilitation takes place within one activity. The technique of obtaining yarn from used textile comprises a therapeutic process, which is based on redefining the thread of life and exploring the individual’s past.

2. **„MoMap Tool”** The MoMap Tool is designed to support participants in the successful achievement of geographical or social mobility, to this end it assesses and develops the required competence areas. In the course of assessment an electronic questionnaire – available on an online interface – should be filled in . After completing the questionnaire, the participant will receive immediate written feedback and a detailed statistical analysis is also prepared, which is interpreted and evaluated by a counsellor on the basis of the MoMap Compass.
3. **„Lantegi”** The method is a Spanish assessment toll for examining ability to work of people with disability (including primarily mentally challenged people), and aimed at assisting disabled workers to find jobs. The method includes two different profiles: on the one hand the profile of people involved, on the other hand the profile of jobs; and provides a visual display of them. These profiles can be individually evaluated, and the counsellor matches the capabilities of the person and the job requirements.
4. **„GrEta LEGOstics”** Laboratory of LEGOstics is an innovative (low-cost) learning-by-doing environment which provides an interactive opportunity for the participants to learn the theories of modern logistics. In this creative environment all the actions are provided by participants – with flexible, dialectic (learning-by-doing) ways, focusing on evaluation results and the whole process of performance measurements. This new, innovative learning environment can be used simulating real problems in professional research and development projects, doing computer simulation studies on models, and verifying by doing. In the GrEta project building as a work process is initiated, the task is construction of a special small car named GrEta from LEGO® parts, this equipment suitable in practice to develop an infinite number of (construction) variations. The various stages of the work process are conducted on different plotting boards (mini workstations).
5. **„Social circus”** The method is designed for the development of agility, body awareness, coordination skills, attention, perseverance, sensorimotor skills by circus devices, balancing devices, and acrobatic exercises. The method was applied in Hungary as part of the social inclusion of the most disadvantaged groups.

The field visits not only made more colourful, richer and illuminating the preparations for the development of the method, but – based on common experience – also greatly contributed to the identification of the method specific principles, characteristics, contents, which had a significant importance for experts from the two countries with different professional experiences and languages. In addition, the field visits resulted in - not least - the expansion of the professional networks of participating organizations, thereby resulted in their growth of professional potential.

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Appendix 2. LEGO®-suitcase: content and task description

LEGO®-Suitcase

Content

Enough bricks for building 8 LEGO® house

1 building instruction

10 plastic boxes

2 task description (LEGO® 1. and LEGO® 2. task descriptions)

LEGO®-suitcase

Task description 1.

Please read the following task description! You have 10 minutes; during this time You can put questions to the group leader. After opening the suitcase You may no longer ask further questions to the group leader.

Your task:

- 1) You work in a factory where houses are produced according to specified plan, and each person is a member of the team.
- 2) Everyone independently builds a LEGO®-house according to the description. Seek to work more accurate and faster!
- 3) Please tell to the group leader when You are ready, and want to start work!
- 4) Then the team receives the following devices in a "suitcase":
 - a) a box that contains the building bricks necessary for the LEGO®-houses;
 - b) 10 plastic containers;
 - c) building instruction.
- 5) The maximum duration is 2 hours.
- 6) Please indicate to the group leader, when you finished the work.
- 7) Good work!

While You are completing this task, we monitor your work and observe the various key competences.

LEGO®-suitcase

Task description 2.

Please read the following task description! You have 10 minutes; during this time You can put questions to the group leader. After opening the suitcase You may no longer ask further questions to the group leader.

Your task:

- 1) You work in a factory where houses are built according to construction plan.
- 2) You are now members of a team, working in this factory on a production line.
- 3) Build 8 LEGO®-houses according to the description! Seek to work more accurate and faster!
- 4) Before starting the work, discuss in the group, how You will accomplish the task; prepare the production line, including the strategy development and creating the workspace!
- 5) The production line should consist of at least three work station!
- 6) The available time for planning is at maximum 20 minutes.
- 7) Please tell to the group leader when You are ready, and want to start work!
- 8) Use the devices already received in the suitcase:
 - a) a box which contains bricks necessary for building the LEGO®-houses;
 - b) 10 plastic containers;
 - c) building instruction.
- 9) The maximum duration is 1 hour 30 minutes.
- 10) Good work!

While You are completing this task, we monitor your work and observe the various key competences.

Appendix 3. Wooden-suitcase: content and task description

Wooden-suitcase

Content

Number of pieces	Material	Function	Length (mm)	Width (mm)
5	MDF 3 mm	long side walls	600	200
2	MDF 3 mm	roof	600	350
4	MDF 3 mm	cross walls	200	394
6	MDF 3 mm	short side walls / floor	200	200
3	MDF 3 mm	doors / windows	200	100
8	MDF 3 mm	steps	100	50
6	MDF	column	200	20x20
2		utility knife		
2		multifunction plier		
3 set		lamp set		
80		cable ties		
1		measuring tape		

1 task description

1 construction manual, which contains two photos of the house built, one on the ground floor and one fully built ready condition.

Wooden-suitcase

Task description

Read the following task description! Then You have 10 minutes for putting task-related questions to the group leader.

You are architects of a design office. You have to make the preparation for the serial production of houses with lightweight structure!

- 1) Make a concept for the construction of the house! For example, You can draw, or can create design or construction manual, can share tasks with each other.
- 2) For the task You receive a "suitcase" where You find a variety of items.
 - a) The house should be at least 50 but not more than 70 centimetres high.
 - b) A door should be on the ground floor.
 - c) A staircase leads up to the second floor.
 - d) A window should be on the second floor.
 - e) The house has gabled roof and the two side of mansard is open.
 - f) A lamp should light on the ground floor and the upper floor.
 - g) The house must stand without support.
 - h) Only those materials and tools can be used, which can be found in the suitcase.
- 3) The building elements should be used unchanged (they may not be cut, coloured bent, drawn).
- 4) Present the concept of house building (where there is, drawings, designs, construction manual, job sharing) to the group leader!
- 5) Then build the house based on Your concept! During the construction, if necessary, You may improve, may change the concept.
- 6) After completed the house, show step by step the final house construction concept, according to which the mass production can begin!
- 7) You have at maximum 3 hours, which includes the planning and execution as well.
- 8) Please indicate to the group leader, when You are ready to start to work!

While You are completing this task, we monitor your work and observe the various key competences.

Appendix 4. Creative-suitcase: content and task description

Creative-suitcase

Content

Task 1.

Per participant:

Fully consumable:

- newsprint (about 3-4 newspaper)
- 10 slender sticks
- 1 roll of adhesive tape, 2.5 inches wide
- 1 m² of textile
- 10 plastic folders
- 2 x A4 cards

Reusable:

- 3 place-mat
- 1 scissors
- 1 ruler / tape measure

Used by the group as a whole:

- stapler
- pinchers
- cutter (cutting wallpaper)
- plasticine

Task 2.

- remaining material
- design cards (longer and shorter)

Task 3.

Used by the group as a whole:

- flipchart paper / size A3
- paint (various colours) and brush
- coloured markers
- pencil
- eraser
- design cards
- painter's mantle (safety cloths)
- blister (for covering the table)

Creative-suitcase

Task description 2.

Read the following task description! Then You have 10 minutes for putting task-related questions to the group leader.

Your task:

- 1) Build a town from the completed houses!
- 2) Using materials left after the individual work, You may create public spaces which a town needs.
- 3) Discuss where the houses should be placed, and why, how You build up Your town!
- 4) Start the construct, build Your town!
- 5) You have a total of 45 minutes for building Your town.
- 6) Good work!

While You are completing this task, we monitor your work and observe the various key competences.

Creative-suitcase

Task description 3.

Read the following task description! Then You have 10 minutes for putting task-related questions to the group leader.

Now You will work independently.

- 1) Select one of the houses made by You!
- 2) Prepare promotional material or advertisement, offering this house for sale!
- 3) There are things on the table that may be needed for preparing promotional material or advertisement.
- 4) You have 1 hour for the preparation of promotional material or advertisement.
- 5) Then You have 3-5 minutes for promotion of Your house.
- 6) Good work!

While You are completing this task, we monitor your work and observe the various key competences.

Appendix 5. Daily planner (sample)

KEY daily program		1. day (...) DD.MM.YYYY.	
Goals	- - ...		
Time	Content	Methodological content	Evaluation/ Notes
09.00			
..			
16.00			
<p>- <i>Trainer's notes:</i> - <i>Submitted worksheets:</i></p>			

Appendix 6. Observation sheet

KEY – observation sheet

Date	
Place	
Trainer	
Suitcase	

Record your observations related to key competences defined in the KEY methodological materials! In addition to the statement, record examples in a way that allows its later easy reminiscence!

Attach to each observation the name of the participant to whom the observation applies (e.g. using initials)!

At the end of the day staple the used papers and number the pages!

Appendix 7. Summary assessment

(The summary evaluation document is an "Excel" program file, which can be handled easily and transparently.)

The summary evaluation document drawn up for each participant!

Key competences	Elements	Content elements	Examples of observable actions	LEGO [®] -suitcase	Wooden-suitcase	Creative-suitcase	SUMMARY
		Taking personal responsibility	Decision-making capacity	The person assesses consequences.	The person lists the consequences of different actions. The person argues for and against options.		
The person is able to choose.	The person makes a decision which has an effect on the group, and communicates it clearly. The person makes a decision which has an effect on her/his own action, and communicates it clearly.						
Commitment	The person takes responsibility for her/his decisions.		In case of wrong decision, the person takes responsibility and the subsequent results openly (in communication).				
	The person takes responsibility for her/his own work.		In case of error, the person takes responsibility and the subsequent results openly (in communication).				
	The person takes responsibility for the tangible assets entrusted to her/him.		When the person impaired or lost tangible assets takes responsibility and the subsequent results openly (in communication).				
	The person takes responsibility for the people entrusted to her/him.		If the person assumed and undertook leading role in the group, she/he takes responsibility and the subsequent results openly (in communication).				
	The person takes responsibility for the result.		In the absence of the results which the group wanted to achieve, the person takes responsibility and the subsequent results openly (in communication). In the absence of the results of her/his work the person takes responsibility and the subsequent results openly (in communication).				

Ability to perform	Speed (Completion within the expected time!)	Within the time required (defined in daily planner!) the person grasps written or heard information related to tasks and processes.	The person does not work according to the written and heard instructions.				
		Within the expected time the person prepares the required quantity of work.	The person carries out within the expected time the amount of tasks which she/he has undertaken.				
		Over a relatively long period of time the person can maintain the ability of fast work.	The person is able to maintain continually the same fast pace of work between the two breaks.				
		The person controls her/his own pace.	The person work faster and do more work when the deadline is approaching and she/he is lagging behind the work.				
	Accuracy, mistakes	The product the person produced complies with the quality requirements.	The parts of the house made by her/him look as they should. The parts of the house made by her/him function as they should.				
		The person controls the quality of her/his work.	Verify that her/his work meets the quality requirements. If the person realizes that there are problems with the quality of her/his work, she/he corrects it.				
Stress management	Exploitation of eustress	The person copes with stress situation.	In stress situation the person resolves the difficulty alone. If she/he is not able to solve the difficulty and asks for help, does it with rational argumentation, justification.				
		The high expectations prompt good performance.	In stress situation the person's performance increases.				
	Managing distress	As a result of distress the person does not lose her/his productivity of work.	The person produces symptoms of stress (e.g. sweating, trembling, stuttering, dizziness, crying, raised volume). In stress situation the person is able to keep her/his own pace. In stress situation the person is able to keep the precision of her/his work.				
		The person copes with the arising difficulties.	The person is able to overcome the distress situation.				

Creativity	Problem-solving	The person has an original, unique approach.	The person formulates ideas that others do not. The person copies other group members' solutions during house construction. The person thinks through again, and further develops the already seen solutions.				
		The person connects isolated experiences, knowledge.	The person utilizes experiences during construction which she/he gained in other situations.				
	Openness to new solutions and creation	The person can be characterized by ingenuity.	The person raises several ideas on a specific problem. In the 3. (Creative) task her/his three houses are significantly different.				
		The person finds innovative solutions.	The person raises new (atypical) ideas in resolvable situations. The person communicates imaginative ideas when the group builds the residential area.				
Ability to understand processes	Conscious action	The person can specify the purpose.	The person asks questions to understand the purpose. The person can formulate the purpose.				
		The person can be characterised by goal-orientation.	The person draws the attention to the purposes during the work process. The person warns if there were any deviations from the purpose. If in doubt, the person can explain what she/he does, and why.				
	The person defines and organizes the elements of a process	The person is able to define the steps of process.	When the group is planning house building the person tells the others specifically how she/he imagines the steps of house building. The person asks questions to get to know the process.				
		The person is able to arrange the steps of the process in a series.	The person gives the steps of house building in an appropriate order.				

Conflict management, critical thinking	Managing critics	The person receives critics.	The person listens to the critique. The person shows negative reaction to criticism (offended, aggressive, cries).				
		The person responds to critics.	After the person accepted the criticism as legitimate, tries to change her/his behaviour. After the person rejected the criticism she/he behaves resentfully.				
		The person criticizes in a constructive way.	When the person gets the chance, criticises. When the person criticises, her/his remarks are offensive to others.				
	Conflict management	The person receives conflict situation.	The person immediately exits the conflict situation. The person takes the conflict situation. The person shows her/his emotions in conflict situation.				
		The person initiates conflict.	The person initiates conflict with assault. The person initiates conflict verbally.				
		The person resolves conflict situations.	The person actively involves in the resolution of conflict. The person is able to reduce escalating conflict (e.g. using humour). The person suggests conflict resolution strategies.				
Effective communication	Verbal communication	The person clearly and understandably expresses her-/himself according to the situation.	The person shares her/his ideas with the other group members. The other group members indicate that they do not understand what the person says. The person asks clear questions.				
		The person listens to others actively.	The person interrupts the speech of the other participants.				
		The person is able to summarise the thoughts of others.	The person briefly, concisely, focusing to the point summarizes what has been said by the other.				
		The person gives feedback.	The person gives verbal feedback to the ideas of others.				
		The person is able to convince others of her/his own ideas.	The person argues listing pros and cons. The person uses other means (e.g. threats, extortion, and aggression) instead of arguments to convince others.				
		The person's one-way communication (e.g. summary, presentation) is effective.	The person speaks before the team confidently. The person speaks before the team coherently. The person speaks before the team continuously.				

	Non-verbal communication	The person uses non-verbal signs.	The person's verbal and non-verbal communication is not consistent. The person uses merely non-verbal communication, without verbal.				
		The person is able to interpret other's non-verbal signs	The person gives verbal feedback to the others' non-verbal signs.				
Adaptability, change management (resiliency)		The person perceives the changing situations.	The person produces symptoms of stress (e.g. sweating, trembling, stuttering dizziness, crying, and raised volume) in unexpected new situations.				
		The person is able to manage the changing situations.	The person says at least one solution in an unexpected new situation. In the unexpected new situation the person interrupts the work process. After the unexpected new situation the person continues to work properly according to the new situation. After the unexpected situation the effectiveness of the person's work decreases.				
Ability to learn	Information processing, comprehending	With the help of cognitive functions the person understands the task and organizes the workflow.	The person is able to concentrate solely to the task. The person memorizes the situations, and the solutions in the different situations.				
		The person has an open mind to the tasks to be solved.	The person sees the tasks as problems to be solved. The person sees opportunity and challenge in the tasks must be solved. The person is motivated to solve the task.				
	Usage of the learned	The person is able to applicate again existing and new effective solutions.	The person in a similar situation recalls the solution used in the previous situation. The person is able to use again the solution which has already been used, to reproduce the previous activity.				
		The person uses the previously learned in new situation.	The person incorporates previously (when took part in the training group) acquired experiences into solution of new tasks. The person repeats the same wrong solution in similar situation.				

Ability to cooperate/interoperability		The person presents her/his own ideas.	The person has original, independent thoughts. The group dynamics and the person's ideas are congruent. The current situation and the person's ideas are congruent. The person intensively, impulsively puts forward her/his ideas.				
		The person listens to and summarizes other's ideas.	The person listens to others actively. The person incorporates the ideas of others, and exploits them. The person handles others' ideas objectively (without emotional involvement).				
		The person has positive and constructive approach.	The person avoids judging others. The person contributes the positive work atmosphere (humour, friendliness, directness, etc.).				
		The person favours the common interests against her/his own.	The person has sufficient frustration tolerance for group work. The person is able to delay her/his satisfaction. If the group decision is not congruent with the person's ideas; she/he is able to let her/his idea/will go.				
		The person participates actively in group work.	The person takes up and consistently represents a role in the group. The person actively contributes to solving the task.				

Appendix 8. Key competence portfolio

Labour market key competences

Portfolio

Name of the portfolio's owner	
Organisation issued the portfolio	
Name of the contributor trainer	
Contact information of the contributor trainer	
Date of issuing the portfolio ⁴²	

The labour market key competences were observed using the "KEY" method, according to the description of the related methodology⁴³. The method has action-oriented approach; observations were performed during pre-determined actions, according to predetermined criteria, under continuous documentation, without the use of cognitive tests. In case of interest, documentation supporting the results in the portfolio can be viewed (within 2 years from the date of issue) by visiting the contributor trainer, if the Portfolio Owner agrees.

Taking personal responsibility:

Ability to perform:

Stress management:

Creativity:

Ability to understand processes:

Conflict management, critical thinking:

⁴² The release of the portfolio made within 5 days after the closing date of the method's application.

⁴³ The methodological material of the KEY method available: www.revitalapitvany.hu

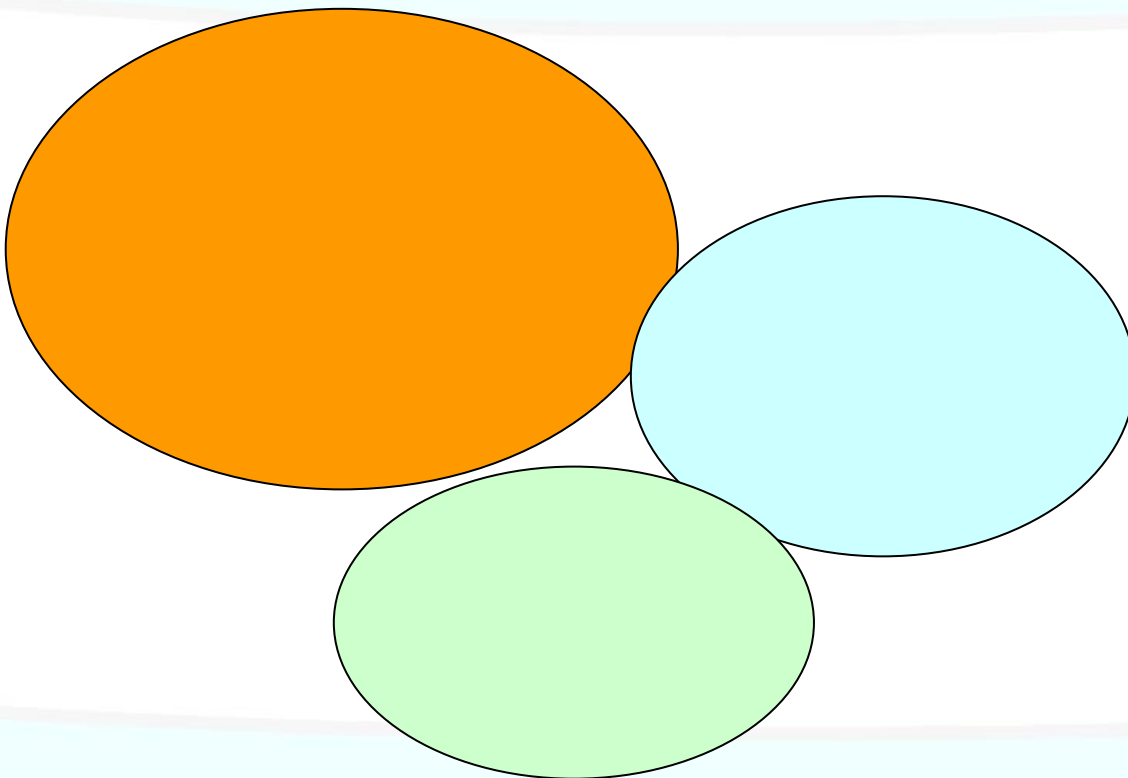
Effective communication:

Adaptability, change management (resiliency):

Ability to learn:

Ability to cooperate/interoperability:

The strongest labour market key competences of the portfolio owner⁴⁴:



Observations recorded in the portfolio are valid under the conditions used in the course of the application of the method. In other situation that is very different from that of the KEY method, the observed key competences recorded in the portfolio, can be different.

The assessment provides feedback on the current characteristics of the identified key competences. So the results recorded in the portfolio do not indicate a steady state, but it should be considered as characteristics that change and develop over time.

⁴⁴ The three strongest key competences and some important findings are highlighted visually.