



## **The FLENSBURG-METHOD for SELF-EVALUATION**

### **General context**

The **German model project** supports the participants through practical tasks which enable an active recall of own competences, interests and wishes. It is designed as an incentive for the self-evaluation of non-formal personal competencies which can be implemented into short courses for vocational or professional orientation.

The design of the module is mainly based on two theoretical aspects: The idea of action orientation and HOLLAND´S theory of types of personality. These will be described briefly below.

The idea of action orientation consists of the assumption that thinking and learning processes are structured through real actions. This refers to the theoretical work of PIAGET, AEBLI, WYGOTSKI and VOLPERT and particularly to the idea of “complete action”.

HOLLAND´S theory of types of personality was developed in the US in the 1960ies and has been developed further since then. Holland ´s central idea is that people have specific personality structures which are related to certain abilities which lead them to choose jobs in respective fields. Based on factor analysis he constructed six types of personality: Realistic(R), investigative (I), artistic (A), social (S), enterprising (E), conventional (C).

### **The German model for self-evaluation of non-formal personal competencies contains three steps which should be taken according to the following order:**

The **first step** of the module focusses on experiencing situations and activities with different characteristics and demands which are based on HOLLAND´S theory of types of personality: Realistic ( R), investigative (I), artistic(A), social (S), enterprising (E), conventional (C).

These situations and activities should preferably be carried through in groups of two or three participants.



The actual set of situations is the following:



**R)realistic: model railway building, sewing, model ships or steam engines building**

**D)investigative: comparing and choosing an office chair for people with a bad back, investigating a fault in a car, researching into the cheapest ingredients for a meal**



**A)artistic: building an object for a model railway, landscape,preparing and decorating a plate with bread roles (Canapés)**

**S)social: role playing – intervention in a conflict**

**E)enterprising: organising a political manifestation, organising the preparation of a large meal in a team with a limited budget, organising a flee market**



**C)conventional: book keeping about expenditures for a household, filling in transfers for one's own bank account**



The **second step** of the German module is the common reflection of the experiences within small groups. Assistance and support of a trainer during this reflection might be offered if necessary and/or demanded by the participants. The reflection should focus on the questions

“What did I like?” and “What have I been able to do?”. It is important that the impression of the individual itself and the other members of the group are compared and discussed.

Through this reflection process differences between own perceptions of ability and the perception others have from one’s ability should be completed to a realistic image as a starting point for further plans.

As a **third step** possible future job opportunities for the participant should be developed. On the basis of his/her practical experiences and his/her reflection in cooperation with other he/she should then receive assistance through a third person which has not been involved in the first two steps and who can act as a counsellor. This third step contains an interview in which the experiences and the feedback which have been gained by the individual through the activities and the group reflection should be matched with his/her specific life circumstances. The aimed result of the interview should be a list of job opportunities which suit the specific situation, the specific competences as well as the interests and wishes of the individual. Because the carrying through of such interview is a demanding task for the interviewer we provide the following structure as a support and as a guideline for the counsellor.

Holland’s dimensions of interests, wishes and abilities	R	I	A	S	E	C
<b>Former learning contexts:</b> <ul style="list-style-type: none"> <li>➤ formal e.g. school</li> <li>➤ non-formal: e.g. apprenticeship, work placement</li> <li>➤ informal: e.g. family, sports club</li> </ul>						
<b>Competences:</b> <ul style="list-style-type: none"> <li>➤ Occupational            interests            wishes            abilites</li> <li>➤ Social                    interests            wishes            abilites</li> <li>➤ Personal                interests            wishes            abilites</li> </ul>						
<b>Presents experiences and life circumstances:</b> <ul style="list-style-type: none"> <li>➤ Unemployed</li> <li>➤ Women returner</li> <li>➤ Employed, seeking new field of activity</li> </ul>						
<b>Possible future activities:</b> <ul style="list-style-type: none"> <li>➤ individual activities</li> <li>➤ networking activities in groups</li> <li>➤ activities for furthering “civil society” (citizenship)</li> </ul>						



### **Strengths and Weaknesses of the Self-Evaluation Circle**

This module contains a totally new combination of action orientation and self-evaluation. Through the situations and activities given in step one it takes into account that members of the target group have difficulties to shape their daily life active and in social contexts. The first step of the module gives them the opportunity to become active in different fields together with others. This seems important because a great part of the target group is not familiar with carrying through goal oriented activities together with others.

A great advantage of the module is that some of the activities, e.g. the preparation of food, can be directly transferred to the private contexts of the clients. Against this background these activities can be incentives for activating one's daily life. Other activities, e.g. the artistic offers, are new or uncommon for the target group and they therefore provide them potential new fields of action. These fields might open their horizon with regard to new vocational or leisure time activities.

Another central strength of the module is that the experiences gained by the participants are reflected together with the trainers. This ensures opportunities for a broader and in depth usage of the experiences for future efforts. Through the assistance of the professionals connections between the experiences and the reflection on one side and the personal life circumstances and personal interests and desires on the other side should become more consistent. Through the process of guidance and counselling the danger of developing unrealistic exalted plans should be reduced.

The fact that the situations and activities are very short creates the difficulty that the experiences gained are not sufficiently going into depths.

Some of the situations and activities have a game oriented character and might be regarded as too childish by some of the clients.

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