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## Recruiting the Young Generation Workforce: Innovative HR-Management

# Toolbox to identify personal competences and life aspirations and compare them with corporate goals

## Implementation and Evaluation of the Training Activities and Application Notes

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ESTONIAN  
CHAMBER OF COMMERCE  
AND INDUSTRY



Izba Rzemieśnicza w Opolu



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## Table of Contents

	page	
1.	Formal Classification of the Report	3
2.	Toolbox to identify personal competences and life aspirations and compare them with corporate goals	3
2.1	Contents and Material Basis of the Toolbox	3
3.	Evaluation	4
3.1	Evaluation Process	4
3.2	Survey Instruments being used	4
4.	Evaluation Results – Application Notes and Usage Recommendations	5
4.1	Evaluation of the Implementing Organisations	5
4.2	Summarised Evaluation	7
4.3	Application Notes and Usage Recommendations	7
5.	Attachments	8
Attachment 1	Evaluation Questionnaire Applicants	9
Attachment 2	Evaluation Questionnaire Companies	12
Attachment 3	Implementation Report Opole (PL)	14
Attachment 4	Implementation Report Poznan (PL)	16
Attachment 5	Implementation Report Estonia (EE)	18
Attachment 6	Summarized Questionnaire Results Participants	21
Attachment 7	Summarized Questionnaire Results Companies	23



## 1. Formal Classification of the Report

The report presented here is laid out in the project's work plan in **Work Package 3 resulting in the output "O2 Toolbox to identify personal competencies and life aspirations as well as comparison with corporate goals"**

**Activity 1 and 2** Contained the review and assessment of existing tools for the identification of competencies and the coordination of a concept for the determination of personal competencies and life concepts as well as the comparison with company goals. This activity was carried out by PP1 HP, PP2 BAHH and PP7 A&Z.

**Activity 3** dealt with the development of a multistage process of interlinked written and electronic documents. It results in the development of a 4-stage process. This activity was carried out by PP1 HP, PP2 BAHH and PP7 A&Z, with constant feedback processes with all other project partners.

**Activity 4** contained trials of the instruments in different countries with a total of 40 people from different target groups.

The trials were conducted by 3 partners in three countries:

- Izba Rzemieslnicza w Opolu / Chamber of Crafts – CCO, Opole/Poland [PP 3]
- Wielkopolska Izba Rzemieslnicza w Poznaniu – WIR / Greater Poland Chamber of Crafts in Poznań /Poland [PP 4]
- Eesti Kaubandus-Tööstuskoda / Estonian Chamber of Commerce and Industry – ECCI Tallinn/Estonia [PP 5]

Main subject of the report is the **Activity 5** "Evaluation of the trials and on the basis of the evaluation results, completion of the further training and coaching programme with all documents", lead executed by Arbeit und Zukunft [PP1- HP].

Based on the evaluation of the trials some "Development application notes and usage recommendations were adapted and included in this report and the multistage assessment tool **Activity 6**.

## 2. Toolbox to identify personal competences and life aspirations and compare them with corporate goals

### 2.1 Contents and Material Basis of the Toolbox

Analysis of different assessment procedures have shown that there is a need for a new procedure that not only takes into account the applicant, but also the company side in the recruiting process. Questionnaires that allow to compare the expectations of both sides are a promising approach to allow a systematic analysis and assessment of a potential match. This information is valuable for the last stage of the toolbox, the personal interview, as both sides, the applicant and the company, approach this stage with detailed information about each other, allowing the interview to start from a better point than usual, with perspectives of a better understanding of each other.

(1) the first stage for applicants. It contains questions about the personal background, the professional and educational background, skills (social, methodological, personal and technical competences), the applicants ideas for the future and the applicants ideas of an ideal workplace.

(2) the second stage for companies asks for information about the company and job facts the required professional and educational characteristics, the required competencies, social skills, methodological skills, personal skills, Basic technical competences, the corporate



culture and the workplace conditions.

(3) the third stage describes the analysis process of the first and second stage and explains how the different sections are interlinked. It provides guidance on what to look for and how to prepare for the interview process.

(4) The fourth stage is the personal interview. Our guide gives detailed guidance in the preparation, implementation and follow-up of the process.

The target groups of the HR-Management Training programme are:

1. SME owners and managers, who are taught the toolbox as part of various training and further education measures and are provided with it for use in the company. and made available for use in the company. With the help of the toolbox, they can recruit employees in a targeted manner.
2. trainees, students and other applicants have the direct benefit of this toolbox, they receive a training place or job that particularly corresponds to their competences and wishes. In addition, they receive a good assessment of their personal competences, skills and life expectations and can pursue their further career path in a much more determined, reflective and informed manner.
3. counsellors and teachers who use the toolbox in the context of vocational teaching activities and SME counselling.
4. chambers, other SME promoters and other VET institutions are also seen as a target group, as they are provided with the toolbox for VET purposes and SME consultations.

To prepare for the implementation of the qualification offers a train-the-trainer seminar was developed and tested (O3) The seminar covered the content of the two outputs O 1 and O 2 mentioned above and at the same time provided basic knowledge on the implementation of HR-Management seminars by the participating institutions of the project partners. That seminar was tested in Kolding (Denmark) in November 2021.

### **3. Evaluation**

#### **3.1 Evaluation Process**

The aims and targets of the evaluation of any change measures or actions are always context dependent issues. This is also how any training measures are to be assessed.

The main goal of the evaluating of the competence-assessment process was to find out how well the competence evaluating reached its goals, how well the known risks and unknown possibilities for bias were found and tackled, and how the process could be improved.

The evaluation based on 2 questionnaires. Each questionnaire approached the competence assessment process on point of view of specified target group: by the applicants and by the managers or other owners of the competence assessment process.

#### **3.2 Survey Instruments being used**

In accordance with the project partners, two questionnaires were developed: (1) two for the participants, and (2) also for the managers.

The basic structure of the questionnaires and instructions for their use are briefly described below. The questionnaires are attached to the report in Attachments 1 to 2



- (1) For reasons of data protection, the survey is conducted anonymously. The questionnaire for the applicant covers the following topics:
- a) Basic understanding of the questions in the questionnaire
  - b) Questions about the goals, the process, and the use of the results of the self-assessment
  - c) Questions about the usability and functionality of the questionnaire
  - d) Questions on the appropriateness of the information requested (first stage)
  - e) Questions about the usefulness of the information received about the company (second stage)
  - f) Questions about the interview-/feedback-conversation (fourth stage)
- (2) For reasons of data protection, the survey is conducted anonymously. The questionnaire for the entrepreneur covers the following topics:
- a) Part A: Basic understanding of the questions in the questionnaire
  - b) Part B: Questions about the goals, the process and the use of the results of the self-assessment
  - c) Part C: Questions about the usability and functionality of the questionnaire
  - d) Part D: Questions on the adequacy of the information queried (second stage)
  - e) Part E: Questions about the usefulness of the information received about the applicant (first stage)
  - f) Part F: Questions about the interview (fourth stage)

Time to fill in the survey (approx. 5-10 minutes) should be given at the end of each workshop.

The local organiser will analyse the questionnaires and provide a summary to the evaluator. If there are free speech answers in some other language than English, it is recommended to translate them.

The evaluator compiles all the feedback and creates a summary.

The responsiveness rate to the surveys especially by the involved companies was very low and therefore the partnership decided to conduct additional personal interviews to collect qualitative feedback.

#### **4. Evaluation Results – Application Notes and Usage Recommendations**

##### **4.1 Evaluation of the Implementing Organisations**

The implementation and evaluation reports of the implementing project partners have been revised, mainly linguistic corrections have been made, and the structure and formatting have been standardised. They are listed in → Attachments 3 to 5. Here follows a summary of the most important indications of positive aspects and suggestions for changes.

The target number of participants was exceeded.

The table shows the distribution for the implementing project partners involved.

	Number of participants		
Implementation by project partner	Applicants	Companies	
Opole (PL)	18	15	→ Attachment 3



Poznan (PL)	15	15	→ Attachment 4
Tallinn (EST)	15	13	→ Attachment 5
<b>Sum</b>	<b>48</b>	<b>43</b>	
<b>Target value</b>	<b>40</b>		

As the responsiveness rate to the questionnaire was very low, mainly due to the fact that the process was long, and due to the Covid-19 situation the questionnaires were sent out electronically via email, the partners did oral evaluation talks with different participants and enterprises and included this qualitative information in the implementation and evaluation reports. This qualitative feedback is summarized below.

∅ **Opole (see attachment 3):**

All applicants have been already finished their first vocational education and were looking for employment in the professions they have learned. They evaluated the responsiveness to individual needs, like asking about their future and their ideal workplace (part 4 and 5 of the first stage) as extremely positive.

Entrepreneurs stated that the questions were understandable and expressed their satisfaction with the adaptability possibilities of the questionnaire in word format. The third stage was also evaluated positively by the entrepreneurs, stating that the structured analysis of the questionnaires allowed them to prepare well for the interviews.

As a result of the testing, entrepreneurs stated that they perceived the focus on the applicants ideas of life and needs as extremely positive to get better recruiting results. The entrepreneurs also expressed their ambitions to keep using the REGROW toolbox in the future for their application processes in the long term.

∅ **Poznan (see attachment 4):**

The chamber of Crafts from Poznan reports that the applicants first saw the assessment with a sense of mistrust. They did not see the combination of personal interests and corporate goals as a positive combination for their working life. These was a bit of uncomfortableness among the participants.

Entrepreneurs stated that the labour market in Poland is very difficult for them at the moment and that they are willing to hire anyone with a positive attitude and don't feel the need for conducting assessment processes. Nevertheless, the REGROW toolbox gave the entrepreneurs valuable ideas about areas that might be interesting to point out more in detail in their recruitment process, so parts of the toolbox will be used in the future by them. A positive impact on the hiring process in Poznan region is therefore foreseeable.

∅ **Estonia (see attachment 5):**

The Estonian Chamber of Commerce and Industry tested the tool with 15 applicants and 13 company representatives. They reported that the applicants answers to the first stage were very useful for the HR-departments to receive information about the knowledge, backgrounds, skills and competences, values, and expectations for the future position. Also by the quality of the answers by the participants it was already possible to get a good idea about the applicants level of literacy. The analysis of the questionnaires turned out to be a good basis for the following interviews in the fourth stage of the REGROW toolbox. The chamber also reported, that there were some misinterpretations regarding the ranking of components of the ideal workplace, so that this part must be explained more in detail. The



scale in Estonia in regard of school marks is vice versa to the German scale. This national condition must be taken into account and therefore the scale changed for the permanent implementation.

Recruiters that were in search for new workers, also tested the toolbox. They stated that the toolbox allows them to get a better sense of who the person really is, in comparison to standard procedures. It was mentioned that the questionnaires are in some ways quite extensive and need a lot of effort from the participants to fill them out completely.

#### ∅ **Summarized Feedback results Applicants (see attachment 6):**

The applicants overall evaluated the REGROW Toolbox positively. The comprehensibility was rated 4.6 out of 5. The questions about the goals, the process and the use of the self-assessment were in general understandable with a rating of 4.8, as well as the process of the self-assessment with a rating of 4.4. The information on the further use of the results was a bit less comprehensible with a rating of 4.3. The usability and functionality of the questionnaire was overall positive, especially the topic, the institution, the time and the anonymity and data protection was very positive, but it seems that the aim of the questionnaire was a bit less clear. The first stage was rated very positive with an average of 4.7. Less participants replied to the question about the second stage, but the rating regarding understandability (4.1) and completeness (4.3) was a bit lower.

#### ∅ **Summarized Feedback results Companies (see attachment 7):**

The companies that replied to the questionnaire (11 in total) evaluated the REGROW toolbox overall positively. The content was understandable with a rating of 4.6. The questions about the goals, processes and the use of the results were evaluated very positively. The questionnaire was also rated positively in regard to its usability and functionality. The second stage's questions gave in perspective of the companies a realistic picture of their companies. The participating companies also rated the usefulness of the information they received about the participants positively in regard to its understandability (4.2) and relevance (4.9)

## **4.2 Summarised Evaluation**

The testing of the toolbox was an overall very successful process for all target groups. The implementing partners reported good interest and usefulness of the tool and the transported knowledge for themselves. The applicants were in general a bit more reserved about the questionnaire, as it was quite extensive, and a lot of personal information was asked. This was rated positively by the companies, who said that the REGROW Toolbox put an added value to their recruiting processes and that the information they received about the applicants was useful to the interviews.

## **4.3 Application Notes and Usage Recommendations**

The testing of the REGROW Toolbox and the evaluation of the implementation reports and the feedback of the applicants and have shown that the recruitments process can benefit from the toolbox approach to identify personal competences and life aspirations and to compare them with corporate goals. Nevertheless some things are worth considering when implementing the toolbox.



- The scale of the questionnaires might need some adjustment when being implemented in different countries. A scale from 1 (the best) to 5 (the worst) is appropriate in countries like Germany, where the school grades are structured similar, but can be confusing for participants where the scale is reversed.
- The questionnaires are quite extensive, so in some cases it might be applicable to adjust the questionnaires to the need of the companies. This is expressively desired by the REGROW project. As the questionnaires are not only available in electronic format, but also in word format, they can be easily adapted and changed.
  - The required professional and educational characteristics can be adapted to the characteristics of the vacancy.
  - The skills can also be adapted by the companies.
  - The section about the corporate culture and the workplace conditions should be adapted to the characteristics of the company.
- If the REGROW Toolbox is promoted by a business support organization (e.g. Chamber of Crafts or Chamber of Commerce) it is recommended that the organizations' staff conducts first a train the trainer seminar, like REGROW Output 3.
- To integrate the REGROW Toolbox into a holistic HR-Management it can be recommended to the interested companies to attend also a HR-Management Training, like the one developed in Output 4 of the REGROW project.

## 5. Attachments

Attachments 1 to 7 follow on the next pages.







## Toolbox to identify personal competences and life aspirations and compare them with corporate goals

### Questionnaire for Applicants

*Note to the implementation partner: This questionnaire for evaluation should be completed by the participant immediately or promptly after completing the questionnaire.*

Notes for the participant of the survey to complete the questionnaire:

- With this questionnaire we want to determine whether you have come to terms with the self-assessment questionnaire and have understood everything there. For the following questions, we would therefore like to ask for your personal impression when filling out the self-assessment questionnaire.
- Please read the following questions carefully and answer them completely if possible.
- For the questions, you usually only need to make a cross in the answer scale. If you cannot give an answer, please use the "Don't know" box.
- For open questions (without scale) we ask you to write us your answer in short sentences or keywords in the adjacent free field.
- If you have any basic questions about completing the questionnaire, please contact your organization's consultants.

	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
<b>Part A: Basic understanding of the questions in the questionnaire</b>						
1. I was able to understand the content of the questions and statements (possibly with support) and answer them well from my point of view.						
2. If you have ticked: "partially applies" or "applies little" or "does not apply at all", please indicate in the adjacent field which questions you have not understood linguistically or in terms of content?	Indication of the questions or alternatively the topic of the question. ..... .....					
<b>Part B: Questions about the goals, the process, and the use of the results of the self-assessment</b>						
3. I have read and understood the information on the meaning and purpose (goal) of the questionnaire.						
4. I have read and understood the information on the process of self-assessment.						
5. Have I read and understood the information on the further use of my results?						
<b>Part C: Questions about the usability and functionality of the questionnaire</b>						
6. On the first page of the questionnaire all the important information for me is available, especially information...						



	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
• on the topic/content of the questionnaire						
• on the aim of the questionnaire						
• to the institution conducting the survey						
• the approximate time it takes to complete the questionnaire						
• on the observance of anonymity and data protection						
7. I did not understand or confused the following information:	Brief information ..... .....					
8. I missed the following information:	Brief information ..... .....					
<b>Part D: Questions on the appropriateness of the information requested (first stage)</b>						
9. The information I asked for in the self-assessment questionnaire gives a largely realistic picture of me on all areas that I think are relevant to finding a job.						
10. If you answered question 1 with "partially true" or "little applies" or "does not apply at all": In your opinion, what additional information should have been queried in the self-assessment questionnaire to get a largely realistic picture of you?	Brief information ..... .....					
<b>Part E: Questions about the usefulness of the information received about the company (second stage)</b>						
11. I understood the information I received about the company.						
12. The information I received about the company was relevant and sufficient for me.						
13. I did not understand or confused the following information about the company:	Brief information ..... .....					
14. I missed the following information about the company:	Brief information ..... .....					
<b>Part F: Questions about the interview-/feedback-conversation (fourth stage)</b>						
15. The information from the company questionnaire (second stage) has allowed me to prepare well for the conversation with the company						
16. The feedback interview confirmed my ideas and expectations regarding the company.						
17. After the interview, I have a clear idea of what my job would look like						



	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
18. If you answered, "partially true" or "little applies" or "does not apply at all", what did you miss about the interview?	Brief information ..... .....					

Thank you very much for your participation in this survey!

If you wish, you will be informed about the project. Simply contact your consultant in your organization (*if necessary, specify the name of the implementation partner here*).





Logo of the  
implementing  
organisation

## Toolbox to identify personal competences and life aspirations and compare them with corporate goals

### Questionnaire for Companies

	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
<b>Part A: Basic understanding of the questions in the questionnaire</b>						
1. I was able to understand the content of the questions and statements (possibly with support) and answer them well from my point of view.						
2. If you have ticked: "partially applies" or "applies little" or "does not apply at all", please indicate in the adjacent field which questions you have not understood linguistically or in terms of content?	Indication of the questions or alternatively the topic of the question. ..... .....					
<b>Part B: Questions about the goals, the process and the use of the results of the self-assessment</b>						
3. I have read and understood the information on the meaning and purpose (goal) of the questionnaire.						
4. I have read and understood the information on the process of self-assessment.						
5. I have read and understood the information on the further use of my results.						
<b>Part C: Questions about the usability and functionality of the questionnaire</b>						
6. On the first page of the questionnaire all important information is available to me, especially information						
• on the topic/content of the questionnaire						
• on the aim of the questionnaire						
• to the institution conducting the survey						
• the approximate time it takes to complete the questionnaire						
• on the observance of anonymity and data protection						
7. I did not understand or confused the following information:	Brief information ..... .....					



	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
8. I missed the following information:	Brief information ..... .....					
<b>Part D: Questions on the adequacy of the information queried (second stage)</b>						
9. The information I asked for gives a realistic picture of my company in all areas that I think are relevant to finding a job.						
10. If you answered question 1 with "partially true" or "little applies" or "does not apply at all": What information or category did you miss?	Brief information ..... .....					
<b>Part E: Questions about the usefulness of the information received about the applicant (first stage)</b>						
11. I understood the information I received about the applicant						
12. The information I received about the applicant was relevant and sufficient						
13. I did not understand or confused the following information:	Brief information ..... .....					
14. I missed the following information:	Brief information ..... .....					
<b>Part F: Questions about the interview (fourth stage)</b>						
15. The information from the first stage has enabled me to prepare for the interview with the applicant						
16. The interview confirmed my expectations of the applicant						
18. If you answered question 15 or 16 with "partially true" or "little applies" or "does not apply at all": what did you miss about the interview conversation?	Brief information ..... .....					

Thank you very much for your participation in this survey!

If you wish, you will be informed about the results of this project. Simply contact your consultant in your organization (*if necessary, specify the name of the implementation partner here*).





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**"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"**

**Report on the Implementation of the REGROW Toolbox**

Izba Rzemieslnicza w Opolu / Chamber of Crafts – CCO, Opole/Poland

Periodic report

from the implementation of tasks performed by the project partner - the Chamber of Crafts in Opole

Testing will assess competences - stages one, two, three and four.

The task of the Chamber of Crafts in Opole was to test the tools of competency assessment in the process of recruiting employees to companies from the SME sector.

All test participants were informed about the assumptions of the REGROW project. In addition, they were informed about the four-step recruitment procedure:

Stage I - the candidate's self-assessment

Stage II - self-assessment of the company looking for an employee

Stage III - Comparison and analysis of self-esteem in terms of similarities and differences

Stage IV - a personal interview between the candidate and the employer.

The first stage of this task assumed testing the competency tool developed under the project on job candidates (apprentices or specialists). The Chamber of Crafts in Opole supervises the vocational training of juvenile workers and therefore had the opportunity to conduct tests on students attending the first-degree industry school, who study in mainly craft workshops. These people apply for a permanent job in the professions in which they are educated. The tools developed under the project were translated into Polish and adapted to the testing needs.

The first stage questionnaires were filled in by 18 people - apprentices who apply for employment in the following professions: confectioner, hairdresser, salesman, waiter, car mechanic, hotel service worker, carpenter, tailor. Among them, there were 12 women and 6 men. In addition, the questionnaire was also completed by three men - specialists with the title of journeyman and seeking employment in the profession they learned: chimney sweep, fitter of sanitary networks and devices.

Job applicants who participated in testing the tools expressed satisfaction that the potential future



employer asked in questionnaire I about their future and how they imagine the ideal working conditions.

The competency assessment tool from the second stage was intended to be filled in by managers, recruiters and HR executives. Due to the fact that in most companies from the SME sector, recruitment in companies is carried out by business owners, the competency assessment tools were filled in by the owners of enterprises. This tool was completed by 15 owners of companies with a profile similar to the education of people looking for people to work:

1. Chimney sweep plant - 1
2. Carpentry Workshop - 1
3. Hairdressing salons - 4
4. Confectioneries - 3
5. An inn with a restaurant and a hotel part - 1
6. Department of sanitary services - 1
7. Department of vehicle mechanics - 2
8. Catering enterprise - 1
9. Tailor shop - 1

Entrepreneurs had no problems filling in the questionnaire, the questions were understandable to them. The test participants were informed that if they wanted to adapt this tool permanently in their companies, they could add, change or delete questions so that the survey was fully tailored to their needs and the specificity of the companies. Moreover, they received these forms in an electronic version in order to be able to adapt them to their needs or make the questionnaires available in an electronic version.

During the third stage, the employers analyzed the completed questionnaires in order to prepare well for the fourth stage interview. The comparison of these two questionnaires allowed for the preparation of relevant questions that could be asked by job applicants. Employers positively assessed these tools. The use of these questionnaire forms allowed them to carry out the recruitment process efficiently. Ultimately, these tools allow to eliminate the discrepancy between the expectations of the candidate for an employee and the working conditions that will be found after employment in the company.

Summarizing the testing of tools, employers pointed out that we are dealing with an uncertain labor market, the employee must be multifunctional, able to frequently change duties and even a job. Especially in small enterprises, where there is often a need to "shift" an employee from one task to another, so the employee must be flexible in relation to the tasks entrusted to him. His practical skills are very important, but knowledge of German or English is increasingly required.

Employers who participated in the tests changed the candidate's perception system through their needs and expectations, and not only focused on their expectations. Previously, they did not think about how the candidate perceives his future also through the prism of his professional work. It was an interesting task for them and everyone declared their willingness to use these tools in subsequent recruitment processes.





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**"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"**

**REPORT ON INTRODUCING TOOL 2 COMPETENCE ASSESEMENT**

Wielkopolska Izba Rzemieslnicza w Poznaniu – WIR / Greater Poland Chamber of Crafts in Poznań

**1. Facts (location, dates, number of participants etc.)**

The tool was tested in Poznań and Konin. In testing two groups of young VET trainees took part: 10 carpenters from Konin and 5 hairdressers from Poznań. The dates of the assessment were: for carpenters: 05.01.2022 and for hairdressers 6.09.2021.

All participants were young VET trainees which means, they have in Poland the status of a juvenile worker – they are educated in dual system and the theoretical part of their learning is at school and the practical – in craft enterprise.

**2. Organization and timeframe**

The organization started with preparing the assessment tool for the employer and for the trainee. Then, the meeting has been arranged and the assessment part were given to the participants. The trainee and the employer had few minutes to read it and then he/she filled it up. After the filling (which took usually 15 minutes) the participants were asked to have a short introductory conversation with the chamber representative.

Then after getting information and short conversations, the representative of WIR together with the employers made the comparison between the both sides.

For the „played” job interview 5 trainees from the above mentioned group were willing. The interview was carried out as if they really would like to get the job with all standard questions. The interview has the following stages:

- The participant introduces himself
- The representative of the firm gives the job description
- - discussion on competences and requirements.

The interview lasted

It was decided to choose such target group, as the young people in Poland, especially in craft start their work at a very early stage. Despite of the fact, that they were aged only 15-17 years, after the graduating from vocational school and obtaining a journeyman title, they become workers on the labor market at the age of 18-19. Then they should be familiar with the job interview procedures as soon as possible.

**3. Experiences and outcomes**

From the trainees’ perspective:

The trainees took the idea of testing with a hint of mistrust. The result of a competences assessment was not satisfactory. The trainees asked about their future, hobbies





and expectations were repeating all the commonly known phrases (e.g. What would you like to do in future? – I want to have my own carpentry firm. – And why? – I do not know.). The trainees did not show any interest on everyday life. Asked, if they have any hobbies, usually the answer was simple, but when they were asked of elaborating the issue a bit, then there was mostly silence. The results for that is that they are very shy and feel uncomfortable in such stressing situations like talking with somebody from outside their everyday environment and job interview.

From the employers' perspective:

The employers were satisfied with the questionnaire, although the form seemed for them much complicated. They pointed out the market condition in Poland – during the lack of well qualified workers, they are willing to hire anyone who has the positive attitude and maybe less qualifications. The employers claim the attitude and willingness to work is more important, the rest can be taught at the work.

The employers did not declare, that the tool will be supportive by creating job interview, but they agreed on the fact, that thanks to the testing they became aware of the areas which should be more exposed while creating the job advertisement and even improved in terms of working conditions.

#### **4. Suggestions for further development of the toolbox**

None suggestions were reported by the trainees or employers, however our suggestions were To make the tool less complicated. While testing, the young people were not able to read so much staff and to read so much answers. They treated it just like every usual questionnaire. While filling some trainees preferred do have the conversation, then it was much easier to receive the desired information for them. Many VET trainees prefer to communicate in person and they show the need of simplification in fast each area of their life.





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**"Recruiting the Young Generation Workforce: Innovative HR Management (REGROW)"**

**Report on the Implementation of the REGROW Toolbox**

Eesti Kaubandus Toostuskoda (Estonian Chamber of Commerce and Industry [ECCI])

**Location and time**

Competence assessment tools were tested during December 2021-March 2022 in Tallinn, Estonia.

**Participants**

There were 15 participants who used the first stage of the assessment tool and 13 companies who used the second stage of the assessment tool. Additionally, tools were marketed to 12 companies who participated in REGROW HR training in Tallinn on 10-11<sup>th</sup> March 2022.

**Organization**

ECCI used two channels to make use of the assessment tools: from one hand for inhouse positions, and from other hand tools were suggested for the companies and external consultants.

**1<sup>st</sup> stage of the questionnaire, experiences and outcomes**

Signatures were not collected, as respondents filled in the questionnaire in digital format. 15 respondents.

No	Name	Surname
1	xx	xx
2	xx	xx
3	xx	xx
4	xx	xx
5	xx	xx
6	xx	xx
7	xx	xx
8	xx	xx
9	xx	xx
10	xx	xx
11	xx	xx
12	xx	xx
13	xx	xx
14	xx	xx
15	xx	xx



As ECCI was looking for several interns and employees during the testing period for different positions (in services, legal and marketing departments), the tools were mostly tested in-house during the recruitment process. ECCI had 6 intern applications during the testing period for services department. All the candidates received the first stage of assessment tool to be filled in before the internship interview. It was a valuable tool for the head of the department, who got very good knowledge about the applicants, background information, skills and competences, values, and expectations for the future position. The answers were then discussed during the interview and were good basis for the interview topics. For these junior intern positions the questionnaires were also a good indication, whether the applicant had a good level of literacy, interpretation, and reasoning. In some cases, it was clear from the answers that the applicant had not read the question carefully or misinterpreted it.

For example, many participants misinterpreted the questions about ideal workplace, where ranking was needed: *put maximum five of the following aspects in order (most important=1, second most important=2, etc.)*. Several respondents did not put up to 5 in order, but just ranked all the aspects with 1,2 and 3, or 1 and 2. Some put all the aspects in order, not only 5.

Some respondents misinterpreted the rating scale: *please rate the following statements on a scale of 1 (very important) – 5 (not important at all)*, where they interpreted “5” as very important instead.

Some comments from the applicants regarding the questionnaires:

1. “Confusing rating scale - 5 is usually the best, not vice versa.” This was mentioned by several applicants.
2. “Powerful questions, some took quite some time to answer.”
3. “Questions made sense, had a good structure and were reasonable.”
4. “Great tool for self-evaluation.”
5. “Some questions did not seem very relevant for the role I was applying to.”
6. “Good questionnaire, bit too long, could be shortened.”

ECCI also used the questionnaires with job applicants (lawyer for legal department, communication manager and administrative assistant) and several recently hired employees. One successful candidate commented: “I have never seen such a recruitment questionnaire before although I have been a recruiter myself. It is an interesting approach, it is not just a CV from previous jobs, but rather you get a sense of who that person is and what their interests and strengths are. There is nothing in my mind to change about the questionnaire, it is very good that there is room and lines left for the respondent to add his/her thoughts and there is also some guidance and explanation (social competence, professional competence, etc.)”

## 2<sup>nd</sup> stage of the questionnaire, experiences and outcomes

Signatures were not collected, as the respondents filled in the questionnaire in digital format. There were 13 respondents, who were looking for different positions in their company (sales, legal, assistant, marketing etc.)

No	Company name	Person's name	Comments
1	xx	xx	In search of a tour guide
2	xx	xx	In search of a lawyer
3	xx	xx	In search of an assistant
4	xx	xx	In search of multitasking helper
5	xx	xx	In search of project manager
6	xx	xx	In search of a PR manager



7	xx	xx	In search of a country manager
8	xx	xx	In search of a sales manager for Finland
9	xx	xx	In search of digital content creator
10	xx	xx	In search of an assistant
11	xx	xx	In search of a marketing assistant
12	xx	xx	In search of country manager
13	xx	xx	In search of sales assistant

Feedback from one of the recruiters (recruiter was looking for a lawyer for legal department): “This questionnaire duplicates the CV and the cover letter to some extent. It takes quite a long time to fill in and many of the candidates for this position would not take this time. From my experience, many are not ready to write even a very short cover letter and only send their CV.”

Another feedback from one of the recruiters: “In general, everything was understandable and doable. Formally, it's a bit too school-like, so if I were a company, I would remove the table of contents and title page. This also reduces the number of pages and is less intimidating to the candidate in terms of length. It would also consider whether it is necessary to ask for personal data, language skills, internships, and work experience in this place, because this information already exists in the CV anyway. Now, there are all sorts of technical solutions, so that perhaps this questionnaire could be filled in online, which will later be summarized for both the candidate and the company.”

#### **Suggestions for further development of the toolbox**

Questionnaires should be shortened and questions, that are already in CV, could be left out from the questionnaire, to avoid duplicity (personal data, language skills and work experience).

Some of the rating scales should be modified to avoid misinterpretation.

For example, if there is a scale where you need to rate from 1 to 5, 5 should be most important, not vice versa.

Fully digital format for the questionnaire should be developed (so that it could be filled in online).



Attachment 6

Summarized Questionnaire Results Participants

	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
<b>Part A: Basic understanding of the questions in the questionnaire</b>						
1. I was able to understand the content of the questions and statements (possibly with support) and answer them well from my point of view.	10	5	1	2		
2. If you have ticked: "partially applies" or "applies little" or "does not apply at all", please indicate in the adjacent field which questions you have not understood linguistically or in terms of content?	Indication of the questions or alternatively the topic of the question. ..... .....					
<b>Part B: Questions about the goals, the process, and the use of the results of the self-assessment</b>						
3. I have read and understood the information on the meaning and purpose (goal) of the questionnaire.	12	5		1		
4. I have read and understood the information on the process of self-assessment.	12	3	2	1		
5. Have I read and understood the information on the further use of my results?	10	6	1	1		
<b>Part C: Questions about the usability and functionality of the questionnaire</b>						
6. On the first page of the questionnaire all the important information for me is available, especially information...						
• on the topic/content of the questionnaire	13	3	2			
• on the aim of the questionnaire	10	5	3			
• to the institution conducting the survey	18					
• the approximate time it takes to complete the questionnaire	15	3				
• on the observance of anonymity and data protection	17	1				
7. I did not understand or confused the following information:	Brief information ..... .....					
8. I missed the following information:	Brief information ..... .....					
<b>Part D: Questions on the appropriateness of the information requested (first stage)</b>						
9. The information I asked for in the self-assessment questionnaire gives a largely realistic picture of me on all areas that I think are relevant to finding a job.	13	4	1			



	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
10. If you answered question 1 with "partially true" or "little applies" or "does not apply at all": In your opinion, what additional information should have been queried in the self-assessment questionnaire to get a largely realistic picture of you?	Brief information ..... .....					
<b>Part E: Questions about the usefulness of the information received about the company (second stage)</b>						
11. I understood the information I received about the company.	3	3	2			
12. The information I received about the company was relevant and sufficient for me.	4	2	2			
13. I did not understand or confused the following information about the company:	Brief information ..... .....					
14. I missed the following information about the company:	Brief information ..... .....					
<b>Part F: Questions about the interview-/feedback-conversation (fourth stage)</b>						
15. The information from the company questionnaire (second stage) has allowed me to prepare well for the conversation with the company	-					
16. The feedback interview confirmed my ideas and expectations regarding the company.	-					
17. After the interview, I have a clear idea of what my job would look like	-					
18. If you answered, "partially true" or "little applies" or "does not apply at all", what did you miss about the interview?	Brief information ..... .....					



Attachment 7

**Summarized Questionnaire Results Companies**

	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
<b>Part A: Basic understanding of the questions in the questionnaire</b>						
1. I was able to understand the content of the questions and statements (possibly with support) and answer them well from my point of view.	8	2	1			
2. If you have ticked: "partially applies" or "applies little" or "does not apply at all", please indicate in the adjacent field which questions you have not understood linguistically or in terms of content?	Indication of the questions or alternatively the topic of the question. ..... .....					
<b>Part B: Questions about the goals, the process and the use of the results of the self-assessment</b>						
3. I have read and understood the information on the meaning and purpose (goal) of the questionnaire.	9	2				
4. I have read and understood the information on the process of self-assessment.	10	1				
5. I have read and understood the information on the further use of my results.	9	2				
<b>Part C: Questions about the usability and functionality of the questionnaire</b>						
6. On the first page of the questionnaire all important information is available to me, especially information						
• on the topic/content of the questionnaire	8	2	1			
• on the aim of the questionnaire	9	1	1			
• to the institution conducting the survey	11					
• the approximate time it takes to complete the questionnaire	10	1				
• on the observance of anonymity and data protection	10	1				
7. I did not understand or confused the following information:	Brief information ..... .....					
8. I missed the following information:	Brief information ..... .....					
<b>Part D: Questions on the adequacy of the information queried (second stage)</b>						
9. The information I asked for gives a realistic picture of my company in all areas that I think are relevant to finding a job.	9	2				
10. If you answered question 1 with "partially true" or "little applies" or "does not apply at all": What information or category did you miss?	Brief information ..... .....					



	is fully applicable	applies very well	partially applies	applies little	does not apply at all	white not
<b>Part E: Questions about the usefulness of the information received about the applicant (first stage)</b>						
11. I understood the information I received about the applicant	4	2	1			
12. The information I received about the applicant was relevant and sufficient	6	1				
13. I did not understand or confused the following information:	Brief information ..... .....					
14. I missed the following information:	Brief information ..... .....					
<b>Part F: Questions about the interview interview (fourth stage)</b>						
15. The information from the first stage has enabled me to prepare for the interview with the applicant	-					
16. The interview confirmed my expectations of the applicant	-					
18. If you answered question 15 or 16 with "partially true" or "little applies" or "does not apply at all": what did you miss about the interview conversation?	Brief information ..... .....					

