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Guidelines for the identification and assessment of migrants' soft skills

.....*DimiCome*

FONDAZIONE
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INIZIATIVE E STUDI
SULLA MULTIETNICITÀ

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Introduction

This document intends to provide operational suggestions aimed at improving interventions for the identification and assessment of migrant people's soft skills.

"Identification" refers to a process aimed at identifying and describing, in a specific portfolio, a list of soft skills possessed by the migrant. This process is mainly based on the analysis of previous training, work, and personal experiences.

"Assessment," on its part, indicates a process aimed at quantifying the level of possession of specific soft skills as objectively as possible. The assessment of soft skills is to be understood as a step following the identification, to be activated only if necessary and only with regard to those competencies that, due to their relevance to specific job roles or professions, need to be measured precisely.

As summarized in Graph 1, the process we propose begins with the identification of the participant's needs and the sharing of the path's objectives and tools. The main goals in the phase of soft skills identification are the empowerment of the beneficiary and supporting her/him in the process of professional choice.

Identification occurs mainly through the analysis of autobiographical narratives collected by means of individual interviews or exercises, which can also be conducted in a group, and through observation in specific situations, be they simulated or in the field and at the individual or group level (Step 1). During these processes, the operator and the migrant collaborate in translating narratives and (verbal and non-verbal) behavioral evidence into a list of soft skills, which are subsequently transcribed (and suitably described) on a draft portfolio by the operator. This draft is then shared (and, where appropriate, modified/supplemented) with the beneficiary through a feedback interview (Step 2). The output of this phase, i.e. the soft skills portfolio, can be used by both the beneficiary, as a means for self-awareness and self-promotion in the labor market, and the entities supporting active job search, e.g. Job Centers, Employment Agencies or third-sector organizations. The latter can utilize the information contained in the portfolio to define subsequent assessment or training/development paths for the beneficiary. As the portfolio gathers information on the migrant's characteristics and path, it can also prove useful to several actors who, through networking, intervene in the different stages of her/his integration path. Moreover, the portfolio can possibly be used by enterprises to evaluate a candidate during the selection stage.

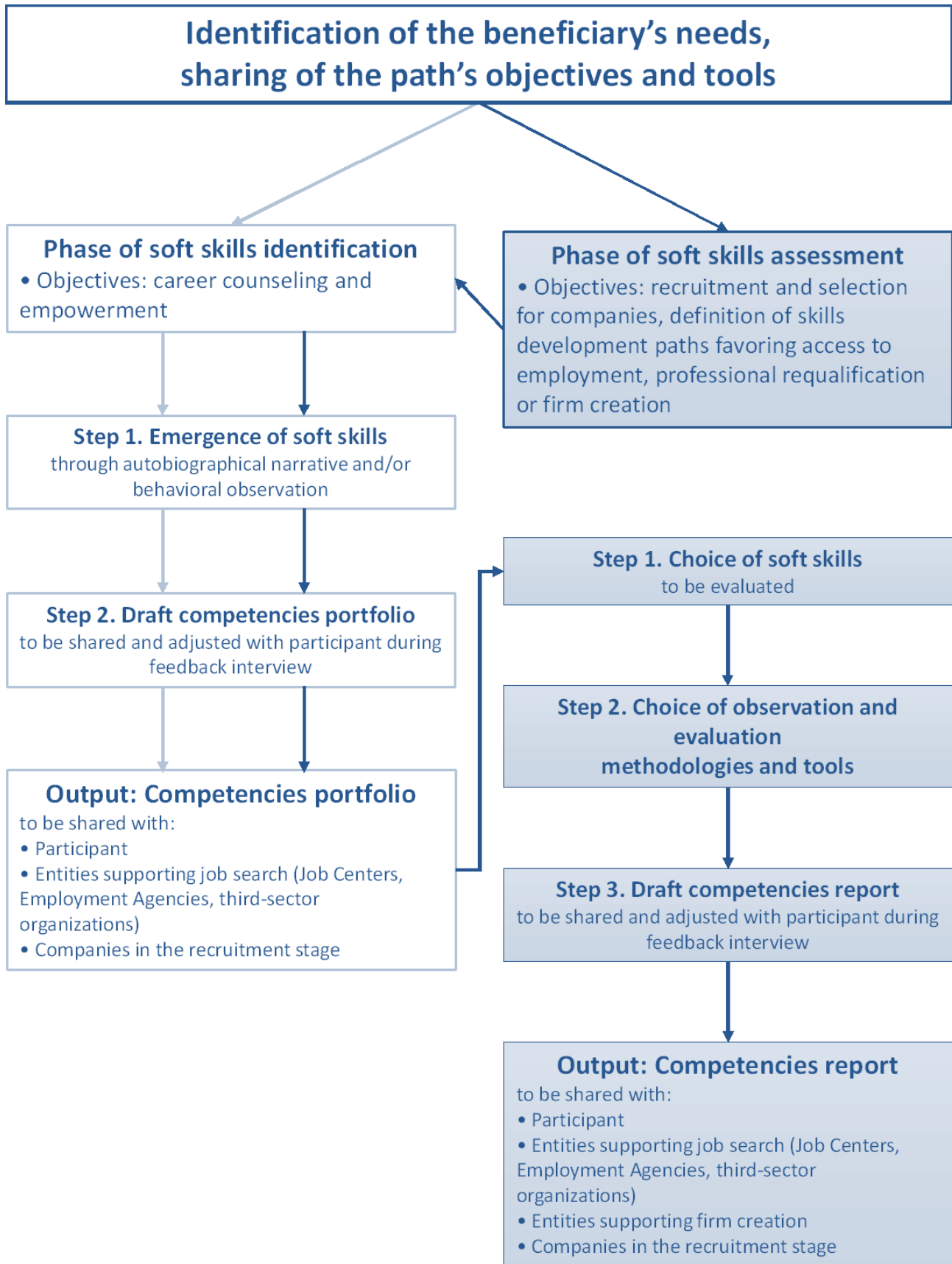
On the other hand, soft skills assessment has as its main objective to measure and attest the actual possession of certain soft skills through the intervention of a qualified and authoritative third party. This action primarily involves the choice of soft skills to be assessed among those outlined in the portfolio. Depending on the situation, this choice can be based on more or less data-driven hypotheses about one of the following points: what are considered to be the most requested soft skills in the labor market; the job profile, or profiles, of greatest interest to the person; the competencies profile defined by a particular company with respect to a specific open position the person would like to apply for (Step 1). The assessment body subsequently defines the most appropriate methodology and tools for the observation and evaluation of soft skills (Step 2). Once

this process has been carried out, the assessment body draws up a descriptive synthesis report including both the definition of the soft skills possessed by the migrant and the degree of coverage of them. This report is then shared (and, where appropriate, adjusted) with the beneficiary through a feedback interview (Step 3). The output of this phase consists in a soft skills report the beneficiary can utilize, in addition to the CV, to document her/his abilities. The report can also be used by intermediaries between labor demand and supply, as well as by enterprises for screening applicants for certain professional positions.

Furthermore, this tool can prove useful for organizing training paths aimed at favoring occupational integration or professional requalification, or at promoting firm creation or development. The credibility of the report and its role in a selection process are greater the more accredited the assessment body is. From the employer's standpoint, it is also important that this body be independent and impartial (i.e. having no stake in the evaluation and selection process). Some potential assessment bodies being considered reliable and credible by firms are organizations committed to migrant integration, universities, entities linked to employers' associations and unions.

The first part of this document addresses issues that are transversal to the identification and assessment processes; the second part provides operational suggestions to be applied in the process of identifying soft skills; the third part offers indications for the assessment process.

Graph 1. Scheme of the process for soft skills identification and assessment



1. PATH DESIGN AND ACTIVATION

1.1. Framing soft skills identification and/or assessment within organic paths supporting career choices and development

It is important to conceive of the path of soft skills identification and assessment as an integral part of a wider intervention supporting orientation and approach to the world of work or aimed at professional requalification. This approach, by making the possibility of achieving the goal of “employability” more concrete, can foster beneficiary motivation.

1.2. Defining the meaning of soft skill univocally

The expression “soft skill” is not unanimously recognized at international level; and this applies whether we consider it as an expression in itself, because it is little used in several national contexts, or as a concept, because it is utilized from time to time for referring to aspects of work that differ, at least in part, from one another. In Italy, this expression is often erroneously used as a synonym for “transversal competencies”. It is, therefore, important to try to define the meaning of this expression univocally, before using it in any context and at any level.

According to the “Skills Panorama Glossary” of the European Centre for the Development of Vocational Training (Cedefop), “soft skills” are meant as competencies that are useful in different jobs and sectors; they differ from sector-specific skills – defined as “hard skills” by others –, which, on the other hand, are specific or specialized competencies that are necessary to carry out particular jobs in particular sectors. Soft skills include both personal characteristics (e.g. trust, discipline, self-management) and social competencies (e.g. teamwork, communication, emotional intelligence). They may have been developed not only in formal learning contexts (e.g. school, training courses) but also in non-formal contexts (e.g. work contexts or volunteering experiences) or informal ones (e.g. life experiences). The Glossary also provides a specific definition of “transversal skills”, which are identified as “skills individuals have which are relevant to jobs and occupations other than the ones they currently have or have recently had. Such skills have been learned in one context or to master a special situation/problem and can be transferred to another context”. This definition, as formulated, seems to refer not only to soft skills but also to hard skills. For this reason, we prefer to draw a distinction between “soft skills” and “transversal skills”.

It should also be clarified that soft skills do not refer to motivational factors, such as needs, values and interests. Accordingly, it is not correct to refer to soft skills when alluding to individual characteristics such as “work engagement” or “interest in a field of study or work sector”.

Within the framework of the DimiCome project, we define soft skills as “all those non-technical competencies that are characterized by: *transversality* to even very different jobs; a *role* in valorizing hard skills; *difficulty* of their development”.

Transversality: soft skills are often also referred to as “transversal competencies” exactly because they are not related to specific work roles and tasks, but, instead, regarded as relevant to many of them. For example, the ability to work in a team is essential, or at least advantageous, for technically very different jobs such as those carried out, respectively, by educators and engineers.

Valorization of hard skills: the possession of technical competencies does not automatically result in performance when one or more soft skills are just as important. For instance, the best computer programmer in the world might not be able to develop a software solution if, in that situation, the ability to communicate with other professionals is crucial and s/he lacks it.

Difficult development: soft skills are more difficult to develop than technical competencies. For example, it is relatively easy to teach selling techniques to a store clerk in order to improve her/his performance, whereas it is much more difficult to help her/him become a sociable and “welcoming” person if s/he does not feel comfortable dealing daily with dozens of strangers.

1.3. Adopting a relationship-centered approach

It is appropriate to design paths that are based primarily on the building and management of the relationship between the operator and the beneficiary; this relationship, in fact, is essential to fully exploit the potential of the process in terms of learning and improving self-awareness.

In this perspective, it is necessary to avoid paths based solely on standardized profiling of the migrant, which may occur, for instance, through a mere compilation of the EU Skills Profile Tool for Third Country Nationals.

1.4. Designing customized paths

- *Understanding the specific needs of the beneficiary*

In its initial stage, the path must include an accurate analysis of the beneficiary’s needs, in order to develop a process that takes into account a set of methodological and logistical aspects strictly related to the real conditions and possibilities of the migrant. For instance, the number, length and frequency of the meetings should be calibrated on the basis of the beneficiary’s schedule and possible urgent need to find a job. It is also useful to pay attention to such aspects as family commitments, legal status, housing situation, religious affiliation, language barriers and cultural specificities (e.g. gender issues), which could interfere with the effectiveness of the intervention (see points 1.6 and 1.7).

- *Co-defining the intervention objectives, their usefulness and reachability*

It is important to dedicate adequate space to negotiating the path's objectives, in order to reach an agreement between the operator and the beneficiary about the purposes to be pursued. Only if these objectives are considered by the beneficiary to be actually desirable, in fact, her/his motivation can be activated and maintained throughout the entire process. If, on the one hand, it is necessary to calibrate the intervention on the basis of the migrant's expectations, it is also essential to reason whether such expectations are more or less realistic, so as to settle on shared and truly attainable goals.

1.5. Entrusting the path to properly trained counselors and evaluators

Adequate training of operators is essential to the success of the intervention. In addition to having career counseling skills and knowing existing methodologies and tools in the field of soft skills identification and assessment, counselors and evaluators should possess:

- *Relational competencies*

These skills are key to managing the relational dimension, which is central to the paths activated (see point 1.3). Basically, operators with a background and professional experience in the psychosocial field have had the opportunity to gain and improve these competencies.

- *Multilingual and intercultural competencies*

Multilingual competencies facilitate putting into play multiple linguistic and cultural codes, and, hence, the use of languages that are more familiar to the beneficiary and more closely linked to the experiences through which her/his soft skills have been developed. Communicating these experiences through narratives is likely to flow more spontaneously if it is done in the languages that have characterized their development. Intercultural competencies are essential not only to communicate more effectively with the beneficiary but also to grasp and evaluate soft skills in light of their culturally constructed nature.

Since the issue at hand regards soft skills, the counselor and the evaluator can be interchangeable, provided that they have been properly trained in the methodologies and techniques of both identification and assessment. In both cases, in fact, the background required involves good relational and intercultural competencies. However, an individual beneficiary's soft skills should be identified and evaluated by two different persons.

1.6. Networking with other services or professionals, if necessary

Depending on what emerged from the analysis of the beneficiary's needs, it could be useful to design the path so as to provide for possible interaction with other services or professionals, such as cultural and/or linguistic mediators (in the case of particularly accentuated barriers), religious leaders, babysitting services (in the case of parents of young children) etc.

Furthermore, networking with operators who, for various reasons, have entered into a relationship with the beneficiary (e.g. operators in migrant reception centers, teachers in adult education, social workers, psychologists, lawyers) may prove a relevant source of background information that is valuable for giving direction to the path.

1.7. Making culturally sensitive choices as regards methodologies, tools and materials

In the choice, construction and use of methodologies, tools and information materials, it is essential to take into account the beneficiary's cultural specificities and level of schooling. In fact, tools that are commonly used in a monocultural context – such as tests – may prove not to be very intelligible in an intercultural context, both at the level of language and meaning. It is necessary to pay close attention to iconic language, as the meaning of symbols and images may change, even radically, depending on the cultural frame of reference. Furthermore, illustrations strongly connoted by ethnocentric codes may not facilitate the involvement and active participation of beneficiaries belonging to diverse cultural groups.

2. IDENTIFICATION PHASE

2.1. Not sticking to lists of competencies and pre-established definitions of them

During the identification phase, it is important to bring to light the beneficiary's competencies as completely as possible. Relying upon a predetermined list of competencies could prevent the bringing out of those soft skills that are not included in the list. Any (pre-)definition entails the risk of oversimplifying the richness of reality, by constraining it within specific interpretive frameworks related to the cultural system in use. What is more, adhering to a specific definition prevents intercultural co-construction of meanings about soft skills, which is key whenever the identification process takes place within an intercultural relationship. For example, among her/his soft skills a migrant might possess respect for the hierarchical structure, but her/his way of demonstrating this (e.g. by looking down and avoiding eye contact with people s/he perceives to be at a higher hierarchical level than her/him) may not coincide with that commonly used in the host society and so be misinterpreted.

2.2. Using the autobiographical narrative

The most effective tool for identifying which skills the migrant possesses is given by the oral narrative of previous experiences, where these refer not only to the professional or educational sphere but also to other situations dealing with, for instance, the migratory path, family life, volunteering activities or hobbies. The tree of life, the life line and the description of – and reflection on – life or professional events are among the tools that can be used to facilitate the autobiographical narrative.

Especially in the case of persons who (also for cultural reasons) are not used to utilizing writing as a narrative method, or with a low level of education or knowledge of the languages shared with the counselor, it is appropriate to prefer the oral form to the written one. The autobiographical narrative can be developed in the context of the one-to-one relationship between operator and beneficiary, as well as in a group context. In the latter case, the narrative of each group member can provide inspiration to other members and facilitate their understanding of the concept of soft skill, which is not always easy to be conveyed.

In the case of international protection holders or asylum seekers, who may have been through traumatic experiences, it is appropriate to pay some attention when using autobiographical narratives; care must be taken that telling about one's past experiences does not make persons relive particularly negative emotions.

2.3. Facilitating expression by favoring switching between different languages

As already mentioned, in order to facilitate the narrative and make it effective, it is important that the operator manage to switch back and forth between different languages, so adapting from time to time to the one preferred by the beneficiary also depending on the topic and context that are being narrated. When the situation so requires, the operator should consider semantic overlaps or differentiations between the languages involved and use them as content about which to reflect or ask for clarifications or more details.

2.4. Promoting circular processes of discussion on the information collected

It is important that a continuous verbal exchange take place between the counselor and the beneficiary on what has emerged from the narrative. Besides asking for clarifications and insights, the counselor will share her/his impressions of what has been narrated with the beneficiary. The beneficiary, in turn, will be invited to express her/his point of view on these considerations. In this way, instead of being based on a unilateral interpretation process, soft skills identification will be the result of a co-construction of meanings. On the one hand, this will reduce the risk of cultural bias in interpreting the beneficiary's narrative and understanding her/his competencies; on the other hand, it will favor active participation by the beneficiary in the identification process and, consequently, increase her/his self-awareness and empowerment.

2.5. Taking notes of what is being told and how the narrative process unfolds

We suggest that notes should be taken of what is being told (the contents of the narrative) and how the narrative process unfolds (elements of nonverbal communication, style...), so as to allow reflection on the information collected even after the communicative exchange.

2.6. Supporting or, if necessary, replacing the narrative with behavioral observation

We suggest that other forms of observation should be used alongside the autobiographical narrative, such as situation-based behavioral observation. This permits to verify, deepen and give greater depth to information collected through the narrative of past experience. For instance, the beneficiary can be observed while s/he is participating in workshops, group activities, role-play and other simulation exercises, as well as during participation in training programs, internships or real-life work situations. In the latter cases, observation can be partially entrusted to figures other than the counselor, such as the company tutor. In this respect, it is essential that the tutor be

properly trained and have the opportunity to talk with the counselor about what has emerged from observation.

As with the autobiographical narrative, observation should be immediately followed by discussion between the counselor and the beneficiary, so that soft skills identification occurs through a process of co-construction of meanings (see point 2.4). We also suggest that, during observation, the counselor or company tutor take notes of behaviors adopted by the beneficiary; this makes it possible to reflect, even retrospectively, on which soft skills they express (see point 2.5).

It is important to take into account a limitation inherent in situation-based observation: given the specificity of the experiences observed, this technique may prevent some soft skills actually possessed by the beneficiary from emerging. For example, observing behaviors during an internship at a metalworking factory would hardly allow you to bring to light caring competencies.

2.7. Preparing a soft skills portfolio

Once the beneficiary's soft skills have been identified, a portfolio will have to be prepared within which all of them are indicated. Each soft skill will be associated with a definition and a description of its behavioral manifestations. Furthermore, explicit reference will be made to the situation in which the soft skill has been observed and/or the context in which it has developed (at least according to what emerged from the beneficiary's narrative).

It is important that the portfolio be lean and not too discursive and that it bear the date of creation and details of the providing entity (see example). Any certificates issued at the end of formal learning paths aimed at developing specific soft skills can be attached to the portfolio.

Example of soft skills portfolio

Soft skills portfolio

Last name | **Azikiwe**

First name | **Bwana**

Sex | Male

Date of birth | January 1, 1997

Place of birth | Accra (Ghana)

Procedure | The competencies reported in the following pages were identified through a procedure based on the autobiographical narrative of training, work and personal experiences in which the person proved to be particularly effective.

Each competency is named univocally and is paired with a description that clarifies its behavioral indicators.

The procedure was conducted by Mario Rossi in October 2019, within the FAMI “DimiCome” project. It consisted of four 1-hour individual meetings and two 3-hour group meetings.

Social intelligence	<p>Definition. Ability to correctly recognize and interpret, in addition to the content aspects, the interlocutor's motivations, attitudes and expectations, demonstrating "intuition" and interest in understanding people and situations, as well as willingness to flexibly change one's own behavior.</p> <p><i>Both during his time at school in his country of origin and later in the reception center where he now lives, he has been able to listen to and understand people's needs. He has shown himself willing to revise some of his opinions and change some behaviors according to the situation, for instance by understanding that the requests of some other guests were related to difficulties that had to be recognized and accepted.</i></p>
Teamworking	<p>Definition. Ability to participate in the activities of a work group by bringing one's active contribution, maintaining open communication, considering other members' opinions and conditions, and facilitating conflict resolution.</p> <p><i>In the past, he received positive feedback in this regard, from both bosses and colleagues, when working in a restaurant as well as in a cleaning company organized around team activities. Furthermore, he believes that he feels more comfortable in situations where teamwork is required.</i></p>

Planning

Definition. Ability to draw up a detailed plan of the activities to be carried out in order to achieve specific production objectives, coordinating it with that of co-workers.

In working at a cleaning company, he distinguished himself by the ability to organize his and co-workers' activities in such a way as to ensure adherence to adequate quality and productivity standards in teamwork. This ability was acknowledged and the employer formalized the function performed by appointing him as responsible for operational planning.

2.8. Planning a feedback interview

The process of soft skills identification will have to end with an interview, aimed at sharing what has been observed and included in the portfolio. This will be presented as the outcome of a process that is both temporally situated and related to a specific reference context: a picture that, should it be taken from another angle or at a future moment in the beneficiary's life, will probably show different outlines. This interview, which should begin by referring back to the objectives initially shared, represents a further opportunity to enhance the beneficiary's awareness about the competencies s/he possesses and the possibility of developing or exploiting them in active job search.

3. ASSESSMENT PHASE

3.1. Determining which soft skills to evaluate

As highlighted above (see Graph 1), the identification phase, which mainly performs an orienting and empowering function, must then leave room for the emergence of a rather large number of soft skills among those that are present in the beneficiary's repertoire. Otherwise, the assessment phase, while not excluding an empowerment goal, is primarily oriented to recruitment and selection and/or the definition of skills development paths. Therefore, in this stage it may be useful to focus only on some soft skills among those included in the portfolio. The choice will be determined by the aims of the evaluation. For instance, if the aim is to improve the employability of the beneficiary in a given professional sector, the choice will fall on soft skills that are present in the profiles defined by specific companies or, at least, that are regarded as particularly expendable in a specific area. In line with the intention of sharing the meaning of the path, the beneficiary will have to be involved in the decision on which soft skills to evaluate.

3.2. Defining the competencies statement

Each individual competency to be evaluated should be specified in detail with reference to observable behaviors and levels of possession, so as to reduce the arbitrariness of the evaluation and increase its transparency.

Focusing on the identification phase, we have already stressed the risk inherent in the use of standardized competency models, especially when an intercultural context is involved (see point 2.1). In particular, it should be recalled that adhering to a single predefined model prevents you from offering different interpretations for the same behavior, when this – across diverse cultures – may take on meanings, have effects and translate into soft skills that differ from one another.

This said, the assessment phase is strongly linked to the objective of highlighting, on the one hand, overlaps and, on the other hand, gaps between the resources possessed by the beneficiary and the needs of the labor market or specific job roles. This is aimed to both favor effective encounters between demand for competencies and supply of them, and facilitate the planning of adequate development and training paths. Thus, in the assessment phase, it can be useful to adopt standardized competency models that are oriented according to the culture of the local labor market.

Example of competencies statement

Social intelligence

Ability to correctly recognize and interpret, in addition to the content aspects, the interlocutor's motivations, attitudes and expectations, demonstrating "intuition" and interest in understanding people and situations as well as willingness to flexibly change one's own behavior.

Behaviors

- S/he is flexible in relating to others
- S/he listens and gives attention to the interlocutor and is able to understand the latter's requests
- S/he demonstrates a special sensitivity to the needs of others
- S/he takes action accordingly

Rating scale

Level 1

S/he focuses only on her/his own needs and does not enter into relationships with others.

Level 2

S/he focuses only on content aspects. S/he shows little interest in others and enters into relationships only for the purpose of satisfying her/his interests. S/he uses poorly diversified relational modalities.

Level 3

S/he interacts with others paying attention to their expressed needs. S/he demonstrates a willingness to change certain behaviors in order to obtain, in relational situations of medium complexity, certain results in both relational and content terms.

Level 4

S/he has a particular ability to understand the needs of others, is able to grasp relevant personal and situational nuances in a way that allows her/him to build syntonetic and effective relationships. S/he is sought after by others and possesses a strong public relations ability.

3.3. Using standardized procedures and tools within a relational framework

The adoption of standardized procedures and tools facilitates the evaluation process and increases its accuracy. It is important, however, that this operation take place in the context of a trust-based relationship between the evaluator and the beneficiary (see point 1.3).

3.4. Jointly using multiple methodologies and observation tools

Any evaluation is subject to measurement errors. Jointly using multiple methodologies and tools allows you to minimize the margin of error. To this aim, very effective solutions are those involving the integration of individual-level and group-level observation methodologies (e.g. video interviews, simulations, interviews based on the technique of “behavioral event interviewing”, role-playing), qualitative and quantitative methodologies, or self-evaluation and hetero-evaluation methodologies. European Competence Cards are an example of a qualitative self-evaluation tool, whereas Big Five tests, DISC, Cultural Intelligence, and Skill View are some examples of quantitative self-evaluation tools. Examples of batteries of integrated evaluation tools have been collected in the context of the MOSSA and ESIRAS projects.

3.5. Keeping the observation and evaluation stages separate

The assessment phase is composed of two moments: one is devoted to observation and aimed at collecting data; the other consists in evaluation in a strict sense. Only after completing observation and data collection through the use of multiple methodologies and tools, you can formulate a reliable evaluation, i.e. one that – as far as possible – is free from errors and not influenced by the inevitable initial prejudices of the assessor.

3.6. Evaluations benchmarking

Before concluding an evaluation process involving a group of beneficiaries, it is useful to compare the evaluations of all group members, so that these evaluations can be assigned on the basis of a benchmark. Benchmarking may also include evaluations assigned to other beneficiaries in other groups, so as to further increase their accuracy.

3.7. Drawing up a report summarizing evaluations

A soft skills report will be drawn up for each user, according to a predefined and standardized model based on the chosen competency model (see example). This report will have to provide a brief description of the methodologies and procedures used for

the assessment. It will also include a standardized definition of the soft skills possessed and a brief description of both the situation and behavioral evidence in which they have manifested themselves. In order for the report to be used by companies in screening job applicants and conducting selection interviews, it is essential that the document be extremely concise and have a graphic layout that is capable of conveying information instantly. The report should also bear the date of the assessment, whose outcome might change over time.

Example of soft skills report

Soft skills report

Last name | **Azikiwe**

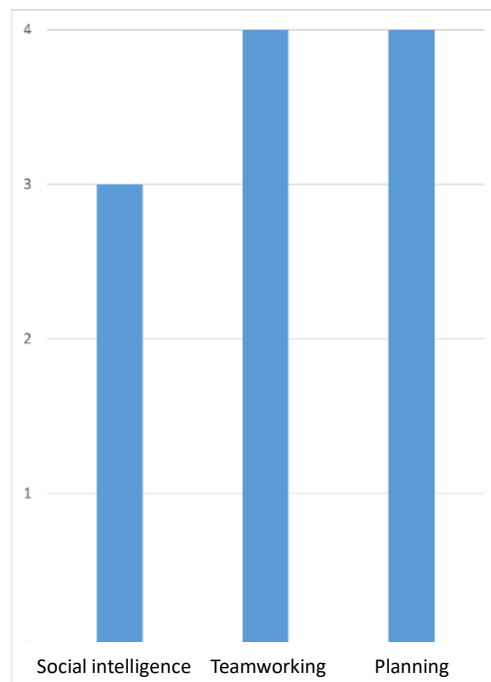
First name | **Bwana**

Sex | Male

Date of birth | January 1, 1997

Place of birth | Accra (Ghana)

Levels of possession



**Social
intelligence**

Definition. Ability to correctly recognize and interpret, in addition to the content aspects, the interlocutor's motivations, attitudes and expectations, demonstrating "intuition" and interest in understanding people and situations, as well as willingness to flexibly change one's own behavior.

Level achieved: 3 out of 4. *S/he interacts with others paying attention to their expressed needs. S/he demonstrates a willingness to change certain behaviors in order to obtain, in relational situations of medium complexity, certain results in both relational and content terms.*

Description. During his stay in a reception center, he demonstrated ability to understand the needs of other guests, read their behaviors in light of the specificity of the situation, and act accordingly to improve the relational climate and avoid friction. In the simulation of a group discussion, he distinguished himself by a willingness to listen to others' opinions and change his own when necessary.

Procedure

The competencies reported in the following pages were identified through a procedure based on the autobiographical narrative of training, work and personal experiences in which the person proved to be particularly effective. These competencies were subsequently evaluated by properly trained assessors through the use of tools such as behavioral observation in real-life or simulated contexts, psychological tests and questionnaires, and a structured interview.

Each competency is named univocally and is accompanied by both a scale of behavioral indicators and the level assigned to the person being evaluated.

The assessment was conducted by Mario Rossi in June 2020, within the FAMI “Dimicome” project. It consisted of an interview, analysis of the evaluation provided by a company tutor and observation during a group discussion.

3.8. Sharing evaluations with the beneficiary

The report delivery will take place in the form of a feedback interview on the evaluations carried out. As in the case of the portfolio (see point 2.8), the evaluations will be presented as the outcome of a process that is both temporally situated and influenced by the methodologies and tools adopted.

The greater or lesser acceptance, by the beneficiary, of the evaluative feedback is strongly dependent on the relational style used. It is, therefore, essential to manage the interview paying great attention to the beneficiary's sensitivity and cultural specificities. It is also important to ensure that the beneficiary recognizes her/himself in the evaluations made and that feedback provides the migrant with a further opportunity for empowerment and development of self-awareness. In fact, the purpose of feedback on the evaluations carried out is twofold: first, to reflect together on how best to present the soft skills possessed during a job interview; and secondly, to orient the beneficiary toward a path for further developing those soft skills that are more relevant to the job profile in relation to which s/he intends to find employment.



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