



Analysis of the Work Situation for *"Consultants Specialized in Recognizing Learning and Recognizing Skills"*

Basis of a Training Proposal



History

- Notice from the Conseil supérieur de l'éducation (2000)

Recognition of skills, a political and social responsibility

<http://www.cse.gouv.qc.ca>

- Government policy on adult education and continuing education (2002)

<http://www.mels.gouv.qc.ca/>



History *(Cont'd.)*

- Government policy for adult education and continuing education
- *"Promoting adult learning and skills through official recognition."*



History *(Cont'd.)*

- Creation of an interdepartmental table and technical committee.
- Mandate:
 - To set up a diversified set of structures to ensure access to services for recognizing learning and skills in each region of Quebec.



Harmonized Approach (MELS)

General and Technical Framework

- Recognition of learning and skills
- Professional and technical training



Principles

From the perspective of people:

- The right to be recognized for what one has learnt upon providing proof;
- Recognition of various training locations and methods;
- Recognition of learning or skills that have been strictly evaluated and approved within an official system.



Principles *(Cont'd.)*

From the perspective of organizations:

- Transparency;
- Thoroughness and reliability of activities and evaluation methods adapted to the extracurricular nature of what the person has learnt;
- The regulatory framework and organizational means must be designed to take into account the basic principles of the RLS.



Characteristics of the Harmonized Approach

- **Personalized and accessible**
 - Focused on the needs of the person
- **Harmonized and integrated**
 - Supported by a single process and same type of professional and technical training tools
- **Comprehensive and decompartmentalized**
 - Takes into account all recognition needs listed for the person



Tools: Conceptual Elements

- Descriptive record;
- Recognition conditions;
- Evaluation record;
- Guide.



Relaunching RLS

- Tool development;
- Conferences (April 2005 and April 2007);
- Web site;
- Network support;
- Call for projects;
- Human resources development plan;
- Etc.



Call for Projects (July 2005)

- Methods of working together and organizing regionally learning and skills recognition services;
- Research into or studies on various innovative methods to make it easier to acquire certain skills that are lacking;
- Investment: \$2M annually.



Call for Projects *(Cont'd.)*

- 19 projects in progress;
- Partnerships:
 - School boards, cegeps, universities;
 - Emploi-Québec;
 - Immigration;
 - Community network;
 - Etc.



Human Resources Development Plan

- Managers;
- Consultants;
- Content specialists;
- Support staff;
- People from the community network;
- Employees from different agencies or government departments.



Human Resources Development Plan *(Cont'd.)*

Priority: (associated with the call for projects)

- Training consultants in the professional and technical training network who work in customer service.

Method:

- Analysis of the work situation (AWS) as a basis on which training can be offered to the entire network.



Analysis of the Work Situation

Observers:

- Emploi-Québec;
- Ministère de l'immigration et des communautés culturelles;
- Conseil interprofessionnel du Québec;
- CAMO-PI;
- OCCOPPO;
- Corporation des conseillères et conseillers pédagogiques;
- ADMÉE.



Analysis of the Work Situation

(Cont'd.)

Participants:

- Five consultants and one manager from the professional training network;
- Five consultants and one manager from the technical training network.




Analysis of the Work Situation

(Cont'd.)

Comments:

The consultants assigned to RLS services in educational institutions currently going under different professional titles:

- Educational consultant;
- Guidance counsellor;
- Custom training consultant;
- Personal educational assistant;
- Etc.



Objectives of Analysis of the Work Situation (AWS)

- Define the profession;
- Establish the context in which the profession is practised;
- Specify tasks and operations;
- Define the conditions for carrying out the tasks and any related requirements;
- Specify knowledge, skills, attitudes and behaviours required to carry out the work;
- ***Suggest training content.***



AWS facing a specific challenge

To obtain a consensus for both types of teaching in order:

- Establish the context in which the profession is practised;
- Specify the tasks and operations;
- Define the conditions for carrying out the tasks.



Definition of the Profession

Participants have agreed on a definition that:

- Places the work place in public or private training institutions;
- Bases this function on principles and values inherent to the RLS, and sets its practice within a legal and regulatory framework.



Definition of the Profession *(Cont'd.)*

... a definition that:

- Establishes professional responsibilities in line with the individual recognition process
- Defines the tasks associated with supervising professional resources, developing tools, forming partnerships and promoting services.



Tasks and Operations Related to RLS Process

Task 1

- **Inform individuals, companies and organizations about learning and skill recognition services** *(four operations)*

Task 2

- **Determine the person's skills and learning** *(six operations)*



Tasks and Operations Related to RLS Process *(Cont'd.)*

Task 3

- **Coordinate the evaluation of the candidate's skills**
(six operations)

Task 4

- **Plan, organize and coordinate training of candidates**
(eight operations)



Tasks and Operations Related to Developing Tools

Task 5

- **Coordinate the work of content specialists in developing the RLS evaluation material**
(six operations)

Task 6

- **Design follow-up and management tools**
(five operations)



Tasks and Operations Related to the Promotion, Development and Running of Services

Task 7

- **Promote learning and skill recognition services** *(seven operations)*

Task 8

- **Participate in the development and operation of the learning and skill recognition services** *(eight operations)*



Specific Problems

Plan, organize and coordinate the training of candidates (*Task 4*)

- Task having generated to the most discussions regarding its wording and the content of operations;
- Consensus difficult to obtain between the two types of teaching, since it appears that the professionals in the professional training network are more involved in assisting in organizing training than actually organizing it;



Specific Problems *(Cont'd.)*

Plan, organize and coordinate the training of candidates

(Task 4)

- Task that is also the one that targets the highest risk rating associated with carrying it out;
- Task targeted as being a priority for training and development.



Conditions for Carrying out the Task

Definition:

Conditions for carrying out task refer to the context in which the task is done, indicating:

- Place
- Level of professional autonomy
- References and material used
- Occupational health and safety



Conditions for Carrying out the Task *(Cont'd.)*

Place:

- In educational institutions, companies and organizations, depending on the task;

Level of Autonomy:

- Under the supervision of managers or in cooperation with content specialists and support staff.

Conditions for Carrying out the Task *(Cont'd.)*

References:

- Web sites and Inforouteftp
- Office software
- Education management software
- Information material
- Evaluation material
- Policies, administrative standards,
- etc.



Conditions for Carrying out the Task *(Cont'd.)*

Occupational Health and Safety:

- Several tasks are sources of stress (Tasks 2, 4, 8)
- Task 2 also entails a risk of verbal aggression
- Tasks 1, 4, 7 and 8 entail risks of possible burn-out
- Task 7 is also a source of isolation



Percentage of Work Time

More than half of work time is devoted to tasks for:

- Establishing learning and skills (Task 2: 20,3%);
- Evaluating learning and skills (Task 3: 18.1%)
- Information to give (Task 1: 15.6%)
- Task 4—organizing any training that is lacking—only takes up 13.6% of work time.



Risks of Making a Mistake

The risk level is low

- A level between few risks (Level 2) and sufficiently number of risks for making a mistake (Level 3) regarding the task to plan, organize and coordinate any training that is lacking;
- A level between very few risks (Level 1) and few risks (Level 2) for the task of informing individuals, companies or organizations.

“Does this reflect reality or a lack of knowledge of risk levels?”



Consequences of Poor Execution

The consequences of poor execution are higher for tasks related to the RLS processes:

- Informing individuals, companies, etc.
- Establishing learning and skills...
- Coordinating evaluation....
- Planning, organizing... training


and higher for Task (5) involving the development of evaluation material



Knowledge, Skills, Attitudes and Behaviours

Knowledge required:


- RLS concepts and foundations
- Legal and regulatory frameworks
- Characteristics of clients
- Pedagogy;
- Andragogy;
- Measurement and evaluation
- Computer software
- French
- Etc.



Knowledge, Skills, Attitudes and Behaviours (Cont'd.)

Skills Required:

- Problem solving
- Analytical and synthesizing skills
- Creativity
- Ability to work in a team
- Organizational skills
- Time management
- Thoroughness
- Etc.



Knowledge, Skills, Attitudes and Behaviours (Cont'd.)

Attitudes and Behaviour:

- Open mind
- Ability to remain calm
- Authenticity
- Ability to convince others
- Polite
- Etc.



Professional Ethics

Professional ethics where there is:

- Lack of pre-judgements
- Thoroughness in applying the steps and respecting people
- Confidentiality
- Respect for equity



Training Proposal

Objective:

- To ensure clients that they have **access to quality services:**
 - By giving the professional and technical training network the opportunity to develop expertise in RLS;
 - By training professional resources to serve as multiplying agents.



A Training Proposal for Specific Challenges...

- Develop training during which professionals learn the same concepts while being made aware of the implementation of these concepts in their respective networks;
- Respect the identity of each of the two networks, while proposing the harmonization of RLS processes;
- Create an atmosphere of intra- and inter-network cooperation.



Service Proposals

- Service proposal made to all professional and technical training networks;
- Training session for six days and structured in three blocks of two days each;
- Voluntary participation, but limited to two people per institution;
- Training session developed with the technical and financial support of MELS and RLS experts in the networks;

Service Proposals *(Cont'd.)*

- Shared instruction by these teams (team made up of one representative from each training type).

Result:

- 210 consultants from all parts of Quebec took this training;
- The MELS, along with certain professional resources, will assure network support continuity:
 - Cégep Marie-Victorin
 - C.S. de St-Hyacinthe



Links Between AWS and Consultant Training

Choices have been made:

- Inform about the history of RLS to have people better understand the choices for the current harmonized approach;
- Use an educational approach allowing integration through the transfer of learning;



Consultant Training: Choices Have Been Made *(Cont'd.)*

- Hold a discussion about the misconceptions regarding the RLS and the changes to the paradigm involved in this practice;
- Present the approach in recognition of learning and skills process in light of the principles and characteristics of the harmonized approach;




Consultant Training: Choices Have Been Made *(Cont'd.)*

- Relate tasks with the roles and responsibilities of the consultant in order to transcend technical operations;
- Pique the interest of participants for the current Web site and for the site under development;



Consultant Training: Choices Have Been Made *(Cont'd.)*

- Introduce people to the basic concepts used to develop the tools proposed to evaluate professional and technical training skills;
- Help participants understand the need to take into account the andragogic concepts throughout their professional services offering;



Consultant Training: Choices Have Been Made *(Cont'd.)*

- Recognize certain characteristics of clients;
- Promote discussion on ethical choices to make when practising;
- Give examples of successful partnerships to generate motivation to initiate others.



Having Participants Evaluate Training

Participants:

- Said they were satisfied with training as a whole;
- Appreciated the references, educational material used, training tools used for practice, which were presented;
- Took the opportunity to create relationships with colleagues in their and the other network;
- Some would have liked more concrete exercises adapted to each training network.



Next Steps...

- Interest shown by universities: possible development of a Master-level program;
- Support offered by institutions mandated by the MELS (topical days, communications network, Web site and FAQ, etc.);
- Transfer of expertise in professional and technical training networks:
 - Training of specialized resources;
 - Publication by MELS of the Guide and templates for tool development.



Next Steps...

- Importance of regional projects for the organization and service proposal, as well as expertise transfer;
- Continued implementation of human resources development plan;
- Changes to the legal, regulatory and financial frameworks;
- Holding of a second conference in April 2007:
 - Themes on the accomplishments of the networks in terms of the RLS and related changes in vision.