

ASSESSMENT REPORT



Date

11th of June 2024, 9:00

12th of June 2024, 9:00

13th of June 2024, 9:00

17th of June 2024, 9:00

18th of June 2024, 9:00



Location

NEWTON University,

Kongresové centrum Praha, 5. května 1640/65, Nusle, 14021, Praha 4
room no. 3

OVERVIEW

The Assessment Report contains the main outcomes of an assessment in Czech Republic, on the 11th of June 2024, 9:00, 12th of June 2024, 9:00, 13th of June 2024, 9:00, 17th of June 2024, 9:00 and 18th of June 2024, 9:00 of overall 33 participants conducted by the 5 trained and certified assessors with the main objective of evaluation and feedback collection concerning the methodology for assessment of the key competencies for the automotive-mobility ecosystem. This report serves as a basis for the final assessment report of 100 participants as a part of the PASS project results, including the basic information, evaluation of the methodology used, the assessment process, overall results and lessons learnt. The assessment pilot phase base was conducted by the Slovak Technical University in Bratislava, VSB Ostrava, SPIN 360 and Newton University in Prague.

BACKGROUND INFORMATION

Based on the PASS project's state-of-the-art study identifying key competencies for the automotive-mobility ecosystem, project partners pinpointed key competencies including **analytical thinking** and **innovation**, **active learning**, **critical thinking**, **complex problem-solving**, and many more. Five competence clusters were chosen for the assessment methodology:

- **Communication:** Presentation, Understanding





- **Teamwork:** Effective communication skills, resolving conflicts and collaborating effectively
- **Leadership:** Decision-making skills, strategic thinking and empowering others
- **Creativity and Innovation:** creative thinking, flexibility and adaptability
- **Intrapersonal Skills:** problem-solving, stress resilience

Subsequently, a methodology guide was designed to provide a clear and comprehensive framework for assessors, using the Assessment Centre Methodology.

ASSESSMENT DETAILS

Item	Information
Partner's Country	Czech Republic
Date	11th of June 2024, 9:00 – 14:00 12th of June 2024, 9:00 – 17:00 13th of June 2024, 9:00 – 17:00 17th of June 2024, 9:00 – 17:00 18th of June 2024, 9:00 – 16:00
Assessors	1. Milan Lindner 2. Milan Bobek 3. Ondřej Benda 4. Petr Peniška 5. Jiří Peřina
Key competencies	<p>Cluster 1: Communication</p> <ul style="list-style-type: none"> - Presentation - Understanding <p>Cluster 2: Teamwork</p> <ul style="list-style-type: none"> - Effective Communication Skills - Resolving Conflicts - Collaborating Effectively <p>Cluster 3: Leadership</p> <ul style="list-style-type: none"> - Decision-making skills - Strategic thinking - Empowering others <p>Cluster 4: Creativity and Innovation</p> <ul style="list-style-type: none"> - Creative Thinking - Flexibility and Adaptability





	<p>Cluster 5: Interpersonal Skills</p> <ul style="list-style-type: none"> - Problem solving - Stress resilience
<p>Methodology</p>	<p>Exercises used:</p> <ul style="list-style-type: none"> - 1-1 Communication – Presentation - Presentation - 1-2 Communication – Listening and understanding - Holiday - 3-1a Leadership – Decision making – Corporate transformation - 3-1b Leadership – Decision making and Strategy – Survival in the desert - 3-3a Leadership – Empowering others – Role playing - 3-3b Leadership - Decision making – In-Basket - 4-1a Creativity and Innovation – Creativity - Drawing - 4-1b Creativity and Innovation – Creativity – Use of an item - 4-2a Creativity and innovation - Flexibility and adaptability - Transcript - 4-2b Creativity and innovation – Flexibility and adaptability – 9 dots - 5-1a Intrapersonal skills - Problem solving - Camels - 5-1b Intrapersonal skills - Problem solving – In-Basket - 5-2a Intrapersonal skills – Decision making – Logic test - 5-2b Intrapersonal skills – Resilience - Math
<p>Basic information</p>	<p>1st round of students assessed on 11th of June 2024, 9:00-14:00 by Milan Lindner and Ondřej Benda – overall number was 6 students.</p> <p>2nd round of students assessed on 12th of June 2024, 9:00-17:00 by Milan Bobek and Ondřej Benda – overall number was 9 students.</p> <p>3rd round of students assessed on 13th of June 2024, 9:00-17:00 by Milan Bobek and Ondřej Benda – overall number was 4 students.</p> <p>4th round of students assessed on 17th of June 2024, 9:00-17:00 by Ondřej Benda, Petr Peniška and Jiří Peřina – overall number was 9 students.</p> <p>5th round of students assessed on 18th of June 2024, 9:00-16:00 by Milan Lindner and Ondřej Benda – overall number was 5 students.</p> <p>In the competency assessment, we decided to assess all clusters (including the shorter assessment version). In our conception, we thought of the assessment holistically with the assumption that the participants - university students in management, marketing and economics - need all of the applied competencies.</p> <p>Regular methodology by the project was used while selecting above-mentioned exercises.</p>
<p>Overall results</p>	<p>At NEWTON University, the assessment of core competencies has shown high interest from participants. In the spoken feedback, a large</p>





	<p>number of them expressed their awareness of the importance and impact of competency equipping in relation to their actions and behaviours, as well as for their personal and professional growth.</p> <p>However, in the longer version of the assessment centre, some participants showed increased fatigue towards the end. Within the individual dates of the assessments, we were always able to fit into the planned timetable. The assessment was conducted in the Czech language, and students of other nationalities who are proficient in the Czech language also participated.</p>
<p>Process evaluation</p>	<p>Students were always assessed immediately after the assessment and their results and certificates were sent to everyone within two weeks after the last assessment. Everyone was informed about how they would receive their micro-certificates.</p> <p>Areas for improvement During the assessments, we came across several areas that require adjustment.</p> <p>Within the InBasket case study, a request was made to simplify the scorecard to better track below-average and above-average performance.</p> <p>Another request was to refine and modify the assessment of the Mathematics and Transcript tasks.</p> <p>In the creativity activity, the explanation of the assignment needs to be modified, as some participants through the individual assessments appeared to have misunderstood the assignment and thus were unable to complete it.</p> <p>During the course of the participant evaluation, it was found that the rating scale needs to be expanded to more accurately determine the value of the competency. Respectively, instead of just having values of 1,2 etc., also have values like 2+,2- etc.</p>





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