

## ASSESSMENT REPORT



### Date

22<sup>nd</sup> of March 2024, 17:30

25<sup>th</sup> of March 2024, 14:00

13<sup>th</sup> of May 2024, 14:00

2<sup>nd</sup> of July 2024, 14:00



### Location

Slovak Republic

### OVERVIEW

The Assessment Report contains the main outcomes of an assessment in Slovak Republic, on the 22<sup>nd</sup>, 17:30, and 25<sup>th</sup> of March 2024, 14:00, 13<sup>th</sup> of May, 14:00 and 2<sup>nd</sup> of July 2024 of overall 26 participants conducted by 2 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 University of Technology in Bratislava, VSB – Technical University of 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

<i>Item</i>	<i>Information</i>
<b>Partner's Country</b>	Slovak Republic
<b>Date</b>	22 <sup>nd</sup> of March 2024, 17:30-19:30 25 <sup>th</sup> of March 2024, 14:00-15:30 13 <sup>th</sup> of May 2024, 14:00-15:30 2 <sup>nd</sup> of July 2024, 14:00-15:30
<b>Assessors</b>	1. Mária Bednáriková 2. Natália Horňáková
<b>Key competencies</b>	<p><b>Cluster 1: Communication</b></p> <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Understanding</li> </ul> <p><b>Cluster 3: Leadership</b></p> <ul style="list-style-type: none"> <li>- Decision-making skills</li> <li>- Strategic thinking</li> <li>- Empowering others</li> </ul> <p><b>Cluster 4: Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Flexibility and adaptation</li> </ul> <p><b>Cluster 5: Intrapersonal skills</b></p> <ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Stress resilience</li> </ul>
<b>Methodology</b>	<p><b>Exercises used:</b></p> <ul style="list-style-type: none"> <li>- 1-1a – Communication – Presentation – Presentation activity – SK</li> <li>- 1-1b – Communication – Understanding – Holiday story - SK</li> <li>- 2-1,2,3 - Teamwork - Effective communication skills/Resolving conflicts/Collaborating effectively - Dealership of desert case study - SK</li> <li>- 3-1a/b Leadership – Decision-making skills/Strategic thinking – Case study Corporate Transformation - SK</li> </ul>





	<ul style="list-style-type: none"> <li>- 4-1b Creativity and innovation - Creativity – Creative Use of an item - SK</li> <li>- 4-2b - Creativity and innovation - Flexibility and Adaptability - 9 dots - SK</li> <li>- 5-1a Intrapersonal skills – Problem solving – Camels – SK</li> <li>- 5-2a Intrapersonal skills - Stress resilience - Decision-making test - SK</li> </ul>
<p><b>Basic information</b></p>	<p>1<sup>st</sup> pre-pilot round of students assessed on 22<sup>nd</sup> of March 2024, 17:30-19:30 by Mária Bednáriková and Natália Horňáková – due to the online form of assessment, overall number was 3 students.</p> <p>2<sup>nd</sup> round of students assessed on 25<sup>th</sup> of March 2024, 14:00-15:30 by Mária Bednáriková and Natália Horňáková – overall number was 16 students.</p> <p>3<sup>rd</sup> round (continuation of the 2<sup>nd</sup> round) of students assessed on 13<sup>th</sup> of May 2024, 14:00-15:30 by Mária Bednáriková and Natália Horňáková – overall number was 18 students.</p> <p>4<sup>th</sup> round of participants assessed on the 2<sup>nd</sup> of July 2024, 14:00-15:30 by Mária Bednáriková and Natália Horňáková – overall number was 5 participants.</p> <p>Selection of competencies was made based on the field of study of participants – university students in a field of Management where communication, leadership along with creativity and innovation is crucial. Intrapersonal skills are important regardless of professional focus.</p> <p>Regular methodology by the project was used while selecting above-mentioned exercises.</p>
<p><b>Overall results</b></p>	<p>In the Slovak republic, the assessment of key competences was carried out in two forms (online and face-to-face form). In both cases, considerable engagement of the students/participants was visible. At the beginning, especially in face-to-face form, some students were skeptical and showed signs of less motivation. While working on the assigned activities, especially during a group activity, such as the Case study Corporate Transformation activity, the interest of the students/participants increased, as well as the motivation to make the best possible decision. The competition between the groups was also significant, and the personality characteristics and qualities of individuals were manifested during joint decision-making.</p> <p>Regarding the results, the self-assessment results before and after did not show much difference. From the point of view of the assessors, the students/participants evaluated themselves objectively for the</p>





	<p>individual criteria, while only in some cases the students/participants underestimated or overestimated the level of their competences. This stated underestimation/overestimation of abilities decreased in direct proportion with the increasing age of the assessed. Older participants had a more accurate idea of their abilities.</p> <p>We observed that the participants more easily reached a compromise in the case of the "Organizational change" study than in the case of the "Dealership" study. We believe that the "Organizational change" study allows participants to search and formulate objective arguments, while the "Dealership" study is primarily based on value decision-making.</p> <p>In the case of finding a compromise on value issues, the group seemed quite fragmented, and the participants reached a compromise rather "thanks" to the resignation of some less penetrating members than on the basis of persuasive formulation of arguments.</p> <p>Overall results are part of Appendix.</p>
<p><b>Process evaluation</b></p>	<p>Students/participants were observed during the assessment and after completion of the individual assessments they were partially presented with the conclusions from the observation. Before working on the individual tasks/activities, the activity was briefly introduced to them, and the essence and purpose of the activity was explained. After the completion of each activity, the result/solution and, as mentioned, briefly the partial results of the observation were discussed with the students/participants.</p> <p>In connection with the online form, as mentioned above, it was a pre-pilot testing with a smaller number of students/participants. The evaluation was carried out after the end of the assessment and the students/participants were informed about the results and conclusions resulting from the observation. Given that these were students who are currently employed or have their own business, the evaluation of the entire process and individual activities was highly positive.</p> <p>The face-to-face assessment of the results took place in the days after the end of the assessment and the results were announced at the next meeting.</p> <p><b>Areas for improvement</b></p> <p>No significant issues were identified during the assessment process. The deficiency was noticed when filling out the form - self-assessment, which is evidenced by the incorrectly filled out form of several participants, despite repeated explanations.</p>

