SAM Experience
Alliances towards a Sustainable Future

Sustainable Alliance Manager: Learning Experience towards Collaborative Skills with Green Consciousness

WP4. D1 Structural methodological model of self-assessment tool of the Sustainable Alliance Manager Profile





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Summary

Assessment Centre Methodology *6*

Origin 6

Methodology 6

What is it for? 7

Activities 7

Type of activities 7

Design 9

Virtual Assessment Centres 9

How do they differ to in-person assessment centres? 9

How to prepare for a virtual assessment centre 9

Self- Assessment tool of the Sustainable Alliance Manager Profile *11*

Define the competencies that will be measured 10

Activities: description, design and evaluation system 35

Define and plan the matrix of competencies and activities 52

SAMExperience Assessment Centre *53*

Objectives of the Assessment Centre 53

SAMExperience methodological foundation 53

Assessment principles 54

SAMExperience digital Assessment Centre structure 54

Digital implementation 56

Self-assessment and scenario-based assessment 57

Assessment outputs and learning recommendations 58

Roles and responsibilities 58

Quality assurance and consistency 58

Accessibility, ethics and data protection 59

Relationship with personalised Learning Paths 59

Conclusions 59

References *61*

Assessment Centre Methodology

Origin

Assessment Centre methodology was first used by the German military (Byham, 1980), and after that by the British and American forces as well to identify their future commanders' competencies´ level. In the private organizations, AT&T (Thornton and Byham, 1982) was the first company using this methodology to measure and predict their candidates´ performance analyzing their competencies.

The literature review shows that assessment is a globally valid and reliable method for identify key competencies of employees and to analyse and predict their future potential (Waghmare, 2015).

The purpose of this methodology is to assess candidates' behaviour in complex situations. The final objective of the assessment centre is to predict a person's performance in a position from a global perspective, considering the person, the position and the company/organisation as a whole.

Methodology

Assessment centre methodology is a capable competency measurement tool. The multi-trait multi-method approach allows for the use of various methods to assess potential candidates. This provides a comprehensive profile of the assessed candidate. An organization can then utilize the information generated by the assessment canter to select the appropriate candidate. It can also be used to identify developmental areas of candidates.

Assessment canter should be designed and implemented rigorously and regularly with systematic feedback given to the candidates. It shall enable them to focus on their weaknesses and strengthen them.

Assessors play an important role as they must ensure that personal biases do not affect their ratings. To bypass this issue, multiple assessors are used while conducting assessment The scores are collected and evaluated, and averages are drawn. This ensures that assessor bias does not creep into final ratings of the candidates.

Assessment Centre methodology is a unique tool for identifying key competencies of employees. Extensive Literature Review suggests that assessment centres are a globally valid and reliable method to analyse and predict future potential of candidates.

The validity of assessment centre methodology remains high across the globe and among all the levels of personnel within organizations.

The literature suggests that assessment centre methodology is an effective tool for potential assessment in organizations across sectors and countries despite the challenges faced by them.

What is it for?

The Assessment Centre, as a systematic method of strategic personnel evaluation, has three fundamental uses, which can be applied independently or in combination:

- Carrying out selection and recruitment processes.
- Identifying talent for internal promotion.
- Establishing a starting point in the development process of an individual and/or team.

It consists of carrying out different activities that simulate a specific professional environment, defined according to the reality of each organisation (skills, strategy, objectives and needs), to identify a person's current skill level and/or future skill potential, based on their performance in the proposed activities and situations.

The conditions that the Assessment Centre must meet, to be effective and objective are as follows:

- Assess various competencies.
- Integrate various techniques/activities/tasks.
- Fulfil the purpose for which it has been defined: selection, assessment of potential; internal promotion and/or development.
- Integrate data from various assessors and/or objective assessment tools.

The Assessment Centre can be carried out individually and/or in teams, with several people participating simultaneously.

Activities

The different types of activities can measure:

- The ability to analyse and make decisions in situations with limited information (In Basket),
- The ability to persuade and defend their opinions in face-to-face situations (Role Play),
- Psychological skills in group situations (problem solving, group discussions, etc.),
- Information on appropriate and inappropriate behaviour in the position and representative of the tasks and situations experienced in it (critical incident interview)

Type of activities

1. **BUSINESS GAMES.** Simulations in which a group of participants, either individually or in teams, compete in a decision-making situation within the framework of the organisation in a changing environment in which multiple management variables interact.
2. **ROLE-PLAY.** Simulated situations in which participants, using quantitative and qualitative information, must set themselves objectives that can be fully or partially achieved.

3. **GROUP DYNAMICS.** Group tests that enable the most suitable candidates for a position to be identified by assessing the skills that become apparent when candidates interact.

4. **ANALYSIS EXERCISES:** Individual exercises analysing, more or less, complex sets of information from an organisation (balance sheets, HR departments, financial situation, etc.) in which the candidate is expected to: (1) identify relevant information; (2) structure this information; and, (3) draw accurate conclusions.
5. **FACT-FINDING EXERCISES.** The skills to be assessed are analysis and problem solving. In these exercises, participants are given brief information about a case that must be solved in a short period of time. The evaluator, in this case, is the only source of information available, from which the participant must obtain the necessary data by asking precise questions. At the end of the exercise, they must make the most comprehensive and reasoned decision possible. Once this decision has been expressed, the participant is given all the available information on the case, offering them the opportunity to modify their conclusions.

6. **IN-TRAY EXERCISES.** Participants are asked to complete a series of tasks, with a separate time limit for each one. To help them complete the tasks, they are given a folder containing a large number of documents: letters, memoranda, organisational charts, figures, graphs, etc. The aim of the exercises is to put the person under maximum pressure to assess their intellectual performance and ability to react in these circumstances. This technique can be complemented by the In-Tray Interview, which aims to gain a deeper understanding of the reasoning behind the decisions made by participants during the exercise.

7. **PRESENTATION EXERCISES**. Simulations in which participants must formally communicate the conclusions of a process or an idea to a simulated audience that may (or may not!) engage in a discussion and evaluate various aspects of the participant's behaviour.

8. **IN-BASKET.** Situational tests in which participants are presented with a set of documents that they might find in their inbox on a normal working day (letters, internal memos, invoices, complaints, etc.). This can be combined with simulated telephone calls or requests for information. The aim is for participants to resolve the situation using the resources at their disposal, dealing with uncertainty and technical, human and commercial problems, etc.

9. **SIMULATED INTERVIEW OR ROLE PLAY.** This consists of the participant assuming the role of interviewee in a specific situation and with a specific purpose, for example, simulating an appraisal interview with an employee or a sales interview with a difficult customer. This is a purely interactive exercise that analyses interpersonal skills, placing the candidate in a situation that is often confrontational with another person.

10. **BEHAVIORAL EVENT INTERVIEW (BEI).** Is a structured interview methodology designed to enhance hiring accuracy by validating a candidate's psychometric and skill assessment scores with real-life behavioural responses. BEI ensures data-backed hiring decisions by examining actual past behaviours of candidates.

Design

Steps for designing an Assessment Centre

- Define the competencies that will be measured.
- Identify evaluators.
- Define the activities to be carried out.
- Define and plan the matrix of competencies and activities.
- Implementation and evaluation.
- Give feedback

In the next pages we are going to explain the result of our Assessment Centre´s design

Virtual Assessment Centres

Virtual assessment centres are a relatively new way of evaluating job candidates using video conferencing and other online tools. They aim to simulate an in-person assessment centre, allowing employers to assess a candidate's suitability for a job role by evaluating a range of skills and abilities whilst communicating online.

Virtual assessment centres typically involve a range of activities, such as case studies, group exercises, presentations, and individual interviews. They can be conducted in real-time or asynchronously, depending on the requirements of the employer.

How do they differ to in-person assessment centres?

Compared to in-person assessment centres, virtual assessment centres have some key differences. Candidates will not be physically present in a specific location but will instead participate from their own home or office. This means that they may need to set up a suitable environment, such as a quiet and well-lit room, with a reliable internet connection and any necessary software.

Virtual assessment centres may lack some of the personal interactions that candidates may experience in an in-person setting. This can include things like meeting current employees, touring the workplace, and socialising with other candidates. However, virtual assessment centres can still provide valuable opportunities to network and interact with others, particularly during group activities and online discussions.

How to prepare for a virtual assessment centre

To prepare for a virtual assessment centre, candidates should do some research on the company and the job role. They should also familiarise themselves with the technology and software that will be used during the assessment centre. Candidates should ensure they have a reliable internet

connection and a suitable space where they can participate in the assessment centre without distractions.
It is also important to practice and develop relevant skills, such as communication, problem-solving, and teamwork. Candidates can do this by practicing case studies, group exercises, and presentations, and seeking feedback from others.

Overall, virtual assessment centres provide a flexible and convenient way for employers to evaluate job candidates. Candidates who prepare adequately and demonstrate the relevant skills and abilities are more likely to succeed in a virtual assessment centre and progress to the next stage of the recruitment process.

Self-Assessment tool of the Sustainable Alliance Manager Profile

In the next pages, we are going to explain how we have applied the Assessment Centre methodology in the process of definition of the Assessment Centre tool of the Sustainable Alliance Manager profile.

The process we have followed is next:

- Define the competencies that will be measured.
- Identify evaluators.
- Define the activities to be carried out.
- Define and plan the matrix of competencies and activities.
- Implementation and evaluation.
- Give feedback

Define the competencies that will be measured.

In this case, we reviewed and adapted the competences identified in WP2 according to the theoretical framework. To do that, we decided to level each competence according to five different levels:

LEVEL 1	Behaviours are not observed.
LEVEL 2	Person doesn´t demonstrate the behaviour.
LEVEL 3	Person, partially, demonstrates the behaviour.
LEVEL 4	Person demonstrate the behaviour.
LEVEL 5	Person is referent demonstrating the behaviour.

In the next pages we are going to explain the result of this work.

KEY COMPETENCE	DEFINITION					
1. Systems-thinking competence	Systems-thinking competence is the ability to recognize and understand complex systems by analyzing their interconnections, feedback loops, and interdependencies, allowing individuals to anticipate unintended consequences and identify leverage points for systemic change. It involves applying holistic thinking to address sustainability challenges and inform decisions at local, national, and global levels.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Identification of the key operations/processess with negative impact. 2. Identification of the key aspects/ elements involved in a process 3. Analyzes of streghts and weaknesses and proposal of improvements. 4. Integration of different social, environmental and societal issues in future plans.	Indicators are not observed in the person.	1. He/ She doesn´t identificate key operations or processes, of a company or of a situation, that have negative impact on the environment or society. 2. He/ She doesn´t identificate key aspects/ elements involved in an operation, process, production chain, agricultural eco-system… 3. He/ She doesn´t analyzes streghts and weaknesses	1. He/ She identificates, partially, key operations or processes, of a company or of a situation, that have negative impact on the environment or society. 2. He/ She identificates, partially, key aspects/ elements involved in an operation, process, production chain, agricultural eco-system… 3. He/ She analyzes, partially, streghts and weaknesses of operations, processes,	1. He/ She identificates key operations or processes, of a company or of a situation, that have negative impact on the environment or society. 2. He/ She identificates key aspects/ elements involved in an operation, process, production chain, agricultural eco-system… 3. He/ She analyzes streghts and weaknesses of operations, processes,	1. He/ She is example of identification of key operations or processes, of a company or of a situation, and their relations, that have negative impact on the environment or society. 2. He/ She is example identification of key aspects/ elements involved in an operation, process, production chain, agricultural eco-system…, relations between them and anticipates their effects.

			of operations, processes, production chains, agricultural eco-systems… 4. He/ She doesn´t integrate social, environmental and societal issues into future plans of a company.	production chains, agricultural eco-systems… and sometimes proposes improvements to reduce the negative effects on the environment or society. 4. He/ She integrates, partially, social, environmental and societal issues into future plans of a company, process. department	production chains, agricultural eco-systems… and proposes improvements to reduce the negative effects on the environment or society. 4. He/ She integrates, social, environmental and societal issues into future plans of a company, process. department.	3. He/ She is referent analysing strengths and weaknesses of operations, processes, production chains, agricultural eco-systems… and proposes and inspire improvements to reduce the negative effects on the environment or society. 4. He/ She is example integrating, social, environmental and societal issues into future plans of a company, process. department beyond the evidences.

KEY COMPETENCE	DEFINITION					
2. Strategic vision (collaborative perspective)	Strategic vision in a collaborative context is the capacity to unite diverse perspectives, fostering shared understanding and consensus on long-term goals while remaining adaptable to emerging challenges. It involves leveraging collective intelligence to design actionable pathways toward a desired future, promoting inclusivity, responsibility, and alignment among stakeholders. This vision also emphasizes stakeholder engagement in green collaboration and includes the strategic ability to organize alliances and map stakeholder needs, ensuring that actions are both sustainable and aligned with shared priorities.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Organization´s strengths and weaknesses assessment. 2. Creation of organizational strengths, added values and qualities. 3. Application of planned strategy. 4. Use of trending business strategies. 5. Rewards definition.	Indicators are not observed in the student.	1. He/ She doesn´t considers the assessment of organization´s strengths and weaknesses. 2. He/ She doesn´t include in his/her proposals the creation of organizational strengths, added values or qualities 3. He/ She doesn´t look for the consensus to aplly planned strategy. 4. He/ She doesn´t include trending business strategies	1. He/ She, partially, assess organization´s strengths and weaknesses. 2. He/ She, partially, includes in his/her proposals the creation of organizational strengths, added values or qualities. 3. He/ She, partially, looks for the consensus to aplly planned strategy. 4. He/ She, partially, uses trending business strategies	1. He/ She assess organization´s strengths and weaknesses. 2. He/ She includes in his/her proposals the creation of organizational strengths, added values or qualities. 3. He/ She looks for the consensus to aplly planned strategy. 4. He/ She uses trending business strategies in her/his operational plans.	1. He/ She is an example of the assessment of organization´s strengths and weaknesses. 2. He/ She inspires the creation of organizational strengths, added values or qualities. 3. He/ She is a referent in the application of planned strategy using the consensus. . 4. He/ She motivates for the use of trending business

			in her/his operational plans. 5. He/ She doesn´t considers the creation of a behaviour reward-system.	in her/his operational plans. 5. He/ She, , partially, considers the creation of a behaviour reward-system.	5. He/ She considers the creation of a behaviour reward-system for the management of employees.	strategies in operational plans. 5. He/ She adds value to the process of creation of a behaviour reward-system for the management of employees.

KEY COMPETENCE	DEFINITION					
3. Circular project management	Circular project management is a strategic approach to planning and executing projects that align with circular economy principles by extending product life cycles, optimizing resource flows, and minimizing waste. It incorporates closed-loop processes, prioritizes material recovery and reuse, and integrates environmental, economic, and social sustainability considerations throughout the project lifecycle.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. People involvement for sustainable goals achievement. 2. Use of strategic way of working. 3. Monitoring of sustainability performance. 4. Definition of steps to reach sustainable goals.	Indicators are not observed in the student.	1. He/ She doesn´t demonstrate involvement to achieve sustainable goals. 2. He/she doesn´t work in a strategic way. 3. He/she doesn´t monitor sustainability performance. 4. He/she doesn´t define steps to reach sustainable goals.	1. He/ She partially demonstrates involvement to achieve sustainable goals. 2. He/she sometimes works in a strategic way. 3. He/she monitor sustainability performance is she is asked for. 4. He/she defines steps to reach sustainable goals if he/ she is required for.	1. He/ She demonstrates involvement to achieve sustainable goals. 2. He/she normally works in a strategic way. 3. He/she monitors sustainability performance in her/his projects. 4. He/she reviews sustainable goals and defines steps to reach them.	1. He/she promotes involvement to achieve sustainable goals in the projects where he/she takes part. 2. He/she improves the strategic way of work in the projects where he/she takes part. 3. He/she is example of sustainability performance monitoring in his/her projects. 4. He/she proposes new sustainable goals and new steps to reach them.

KEY COMPETENCE	DEFINITION					
4. Alliance design	Alliance design involves the deliberate planning and structuring of inter-organizational partnerships by defining roles, responsibilities, and governance mechanisms. It aims to facilitate coordination, build trust, and optimize resource sharing to achieve strategic objectives and manage interdependencies effectively between partner organizations.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Activities´coordination. 2. Work synchronization. 3. Deal of interactions.	Indicators are not observed in the student	1. He/She doesn't demonstrate the ability to coordinate activities in the alliance and needs continuous guidance to align tasks. 2. He/She doesn't demonstrate consistent synchronization of his/her work with partners' plans, often creating overlaps or gaps. 3. He/She doesn't demonstrate effective management of interactions, and communication with partners remains sporadic or unclear. 4. He/She doesn't demonstrate understanding of roles, responsibilities and	1. He/She, partially, coordinates activities in the alliance, aligning some tasks while others require support or correction. 2. He/She, partially, synchronizes his/her work with partners' processes, but timing and priorities are not always well adjusted. 3. He/She, partially, manages interactions with partners, participating in communication but not always ensuring clarity or follow-up. 4. He/She, partially, defines and respects roles, responsibilities and governance rules, but still needs	1. He/She coordinates activities in the alliance, ensuring that tasks are aligned and progress is monitored with partners. 2. He/She synchronizes his/her work processes with those of partners, adjusting timelines and priorities to support common goals. 3. He/She manages interactions effectively, facilitating clear, respectful and solution-oriented communication between partners. 4. He/She defines and respects roles, responsibilities and	1. He/She is referent demonstrating alliance activity coordination, supporting others in aligning and improving joint work. 2. He/She is referent demonstrating work synchronization, anticipating adjustments needed and helping partners to align processes. 3. He/She is referent in managing interactions, mediating when needed and building trustful, cooperative relationships between partners. 4. He/She is referent in defining and applying roles, responsibilities and governance rules,

			governance rules, and rarely follows them without support.	reminders or clarification.	governance rules, contributing to a stable and transparent alliance structure.	inspiring others to follow good alliance practices.

KEY COMPETENCE	DEFINITION					
5. Interpersonal Skills	Interpersonal skills are personal attributes and abilities that facilitate effective and harmonious social interactions, including communication (both oral and written), conflict resolution, teamwork, leadership, and emotional intelligence, enabling individuals to build and maintain productive relationships.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Capacity to take the others´perspective. 2. Patience and sensitivity shown. 3. Perception for cooperation.	Indicators are not observed in the student.	1. He/She doesn't demonstrate the ability to consistently consider others' perspectives, even when feedback is given. 2. He/She doesn't demonstrate patience and sensitivity in challenging situations and may respond defensively. 3. He/She doesn't demonstrate active promotion of cooperation and rarely invites others to collaborate. 4. He/She doesn't demonstrate clear and structured communication in teamwork, and	1. He/She, partially, takes others' perspectives into account, showing empathy in some situations but not systematically. 2. He/She, partially, shows patience and sensitivity, especially in low-pressure contexts, but may struggle under stress. 3. He/She, partially, perceives and promotes cooperation, supporting collaboration in some activities but not consistently. 4. He/She, partially, communicates effectively in	1. He/She takes others' perspectives into account regularly, showing empathy and respect for different opinions and backgrounds. 2. He/She demonstrates patience and sensitivity in interactions, contributing to a respectful and supportive atmosphere in the group. 3. He/She perceives and promotes cooperation, encouraging joint work and helping to create a collaborative environment.	1. He/She is referent demonstrating perspective-taking, helping others to understand different viewpoints and reduce misunderstandings. 2. He/She is referent demonstrating patience and sensitivity, modelling emotionally intelligent behaviour in difficult or sensitive situations and helping other people to behave emotionally intelligent 3. He/She is referent in promoting cooperation, inspiring others to collaborate and building strong, trust-based relationships. 4. He/She is referent in effective communication, adapting messages to diverse

			information often remains incomplete or unclear.	collaborative contexts, explaining ideas but sometimes lacking clarity or adaptation to the audience.	4.He/She communicates effectively in collaborative contexts, expressing ideas clearly and listening actively to colleagues and stakeholders.	audiences and facilitating constructive dialogue in teams.

KEY COMPETENCE	DEFINITION					
6. Norms, regulation, policies and procedures of sustainability	Norms, regulations, policies, and procedures of sustainability are a comprehensive framework of formal and informal guidelines, rules, and systems that collectively govern individual and organizational behaviour to promote sustainable practices. Norms represent shared expectations and unwritten social rules, regulations provide authoritative legal boundaries enforced by institutions, and policies establish strategic principles to guide decision-making and achieve rational outcomes. Procedures of sustainability involve systematic processes designed to integrate environmental, social, and economic considerations into organizational operations. Together, these elements ensure compliance, enhance environmental performance, and embed sustainability principles into decision-making and implementation, fostering a balanced approach to societal, environmental, and economic development.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Application of norms, values, targets and principles of sustainability. 2. Identification of good sustainable practices. 3. Capacity for explanations. 4. Initiative for improvements.	Indicators are not observed in the student.	1. He/She doesn't demonstrate the application of sustainability norms, values, targets or principles without direct supervision. 2. He/She doesn't demonstrate the ability to consistently identify sustainable practices, even when they are present. 3. He/She doesn't demonstrate clear explanations of sustainability rules, regulations or procedures when asked.	1. He/She, partially, applies sustainability norms, values, targets and principles, following them in some situations but not systematically. 2. He/She, partially, identifies good sustainable practices, recognising some examples but overlooking others. 3. He/She, partially, explains sustainability-related rules and practices, providing basic information but lacking depth or structure.	1. He/She applies sustainability norms, values, targets and principles consistently in his/her work and decision-making. 2. He/She identifies and promotes good sustainable practices, encouraging their use in projects, teams or organizational activities. 3. He/She explains sustainability-related rules, regulations, policies and procedures clearly, helping others to	1. He/She is referent demonstrating the application of sustainability norms, values, targets and principles, serving as a model for others. 2. He/She is referent in identifying and promoting sustainable practices, supporting their integration into broader strategies and operations. 3. He/She is referent in explaining complex sustainability rules and frameworks, contributing to training

			4. He/She doesn't demonstrate initiative in suggesting sustainability improvements and only reacts when instructed.	4. He/She, partially, takes initiative to propose improvements, suggesting some ideas when encouraged or supported.	understand and follow them. 4. He/She takes initiative to propose realistic improvements that strengthen sustainability performance and compliance.	and capacity building of others. 4. He/She is referent in proposing and driving improvements, influencing policies and procedures to better align with long-term sustainability goals.

KEY COMPETENCE	DEFINITION					
7. Conflict Resolution	Conflict resolution is the process of addressing and managing disagreements or disputes through the identification and implementation of effective strategies. It requires understanding and considering the cultural dimensions, team dynamics, and organizational contexts that influence how conflicts are perceived and resolved, with the goal of fostering collaboration, improving relationships, and promoting sustainable outcomes.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Identification of solutions according to everyone´s needs. 2. Information gathers and openness to communication. 3. Analysis from different perspectives.	Indicators are not observed in the student.	1. He/ She doesn't identify solutions that address everyone's needs in alliance conflicts, often favouring one perspective or imposing decisions without considering the diverse interests of interdisciplinary or cross-sectoral stakeholders. 2. He/ She doesn't gather sufficient information and shows limited openness to communication, avoiding dialogue with conflicting	1. He/ She partially identifies solutions according to stakeholders' needs, sometimes attempting to address different interests but not consistently balancing all parties' concerns or leveraging conflicts as learning opportunities in alliance work. 2.He/ She gathers some information and shows occasional openness to communication, engaging in dialogue with some parties but	1.He/ She identifies solutions that genuinely address everyone's needs, applying negotiation and empathy skills to find win-win outcomes that turn conflicts into opportunities for innovation and strengthen relationships across the sustainable alliance. 2.He/ She actively gathers information and demonstrates strong openness to communication, using active listening and	1.He/ She is a reference in identifying solutions that serve collective needs, consistently transforming conflicts into catalysts for learning, innovation, and alliance strengthening, inspiring others to view disagreements as valuable opportunities rather than threats to collaboration. 2.He/ She exemplifies information gathering and communication openness, creating and modelling a culture of

			parties or failing to create safe spaces for stakeholders to express concerns in sustainable alliance contexts. 3. He/ She doesn't analyse conflicts from different perspectives, overlooking how cultural, organizational, and interpersonal dynamics influence disputes, and missing opportunities to understand root causes across diverse team members.	not systematically using active listening or creating psychological safety for all voices in interdisciplinary teams. 3.He/ She analyses conflicts from some perspectives but doesn't fully consider the complexity of cultural, organizational, and interpersonal factors, limiting the depth of understanding needed for effective mediation in cross-sectoral collaborations.	facilitation techniques to ensure all stakeholders feel heard, fostering psychological safety and constructive dialogue in diverse teams. 3.He/ She analyses conflicts from multiple perspectives, systematically considering cultural, organizational, and interpersonal dynamics to understand root causes, and uses this comprehensive analysis to mediate disputes effectively and promote mutual respect.	psychological safety where stakeholders across all sectors and disciplines feel empowered to share concerns, fostering transparent dialogue that others seek to replicate. 3.He/ She is an example in multi-perspective conflict analysis, demonstrating sophisticated understanding of how cultural, organizational, and interpersonal factors intersect, and leading transformative mediation processes that build long-term capacity for conflict resolution across the entire alliance ecosystem.

KEY COMPETENCE	DEFINITION					
8. Planning and organizational skills	Planning and organizational skills are the abilities to effectively allocate and organize tasks, time, and resources to achieve specific goals. These skills involve setting objectives, collecting and organizing information, designing and coordinating systems or structures, adapting to dynamic environments, and practicing self-regulation to minimize inefficiencies and navigate complexities in academic, workplace, or organizational contexts.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Daily planification. 2. List of things. 3. Activities schedule. 4. Daily goals. 5. Use of time planning.	Indicators are not observed in the student.	1. He/ She doesn't plan daily activities in collaborative contexts and fails to structure workflows when working with interdisciplinary teams or stakeholders. 2.He/ She doesn't create lists or organize tasks systematically, resulting in unclear priorities and lack of coordination across different functions or partner organizations. 3.He/ She doesn't establish activity schedules that account for diverse stakeholders' needs, timelines, or cross-functional	1.He/ She partially plans daily activities, sometimes structuring collaborative workflows but inconsistently adapting to dynamic interdisciplinary contexts or stakeholder input. 2.He/ She creates basic lists or task inventories but doesn't fully organize them by priority, function, or stakeholder responsibility, limiting cross-functional coordination. 3.He/ She develops activity schedules occasionally, though these may not adequately integrate	1.He/ She effectively plans daily activities by structuring collaborative workflows that accommodate interdisciplinary teams, stakeholder diversity, and changing priorities in sustainable alliance contexts. 2.He/ She creates comprehensive, organized lists that clearly allocate tasks across functions and stakeholders, ensuring transparency and enabling effective cross-functional coordination. 3.He/ She establishes detailed activity schedules that integrate	1.He/ She is a reference in planning daily activities, designing exemplary collaborative workflows that seamlessly integrate interdisciplinary perspectives, embrace continuous adaptation, and inspire others to adopt systems-based approaches to project execution. 2.He/ She inspires others through sophisticated task organization, creating transparent, accessible systems that enable all stakeholders to understand priorities, dependencies, and their roles in achieving collective goals across complex alliance structures. 3.He/ She is an example in developing activity

			dependencies in alliance work. 4.He/ She doesn't set daily goals aligned with long-term objectives and fails to break down strategic sustainability targets into actionable steps for team members. 5.He/ She doesn't use time planning tools or methods effectively, leading to inefficient resource allocation and missed opportunities for coordination across the alliance.	feedback loops, iterative adjustments, or the complexity of multi-stakeholder timelines. 4.He/ She sets some daily goals but doesn't always align them with long-term alliance objectives or ensure they support systems thinking across the partnership. 5.He/ She uses time planning approaches sporadically, achieving partial resource allocation but not consistently optimizing for dynamic environments or non-hierarchical team structures.	feedback mechanisms, allow for iterative adjustments, and respect the timelines and capacities of diverse partner organizations. 4.He/ She sets clear daily goals that are aligned with long-term strategic objectives, breaking down complex sustainability targets into manageable actions that support systems thinking. 5.He/ She consistently uses time planning tools and methods to optimize resource allocation across the alliance, adapt to dynamic circumstances, and minimize inefficiencies while embracing non-hierarchical coordination.	schedules that serve as operational mechanisms for cross-functional alignment, incorporating real-time feedback integration, iterative planning cycles, and flexible coordination frameworks that others seek to emulate. 4.He/ She leads by example in setting daily goals that visibly connect individual actions to long-term sustainability objectives, demonstrating how to avoid linear thinking and instead foster interconnected, systemic progress across the entire alliance. 5.He/ She is a referent in time planning and resource allocation, consistently demonstrating how to optimize efficiency in dynamic, non-hierarchical environments while maintaining strategic focus, and actively sharing these approaches to build capacity across the partnership ecosystem.

KEY COMPETENCE	DEFINITION					
9. Circular interdisciplinary collaboration	Circular interdisciplinary collaboration is the ability to integrate circular economy within broader collaborations, particularly in international, interdisciplinary, and online settings leading to entrepreneurially minded leadership, motivated by enthusiasm, and crucially, a credible approach to CE.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Stakeholders and experts' involvement. 2. Use of experiences, activities and values for sustainability. 3. Explanation capacity. 4. Conflict of interest management.	Indicators are not observed in the student.	1. He/She doesn't involve stakeholders or experts in the work process, discussions or decision-making. 2. He/She doesn't use prior experiences, activities or values related to sustainability in interdisciplinary or collaborative tasks. 3. He/She doesn't explain ideas clearly to others in a team, especially in intercultural or online contexts. 4. He/She doesn't recognise or manage conflicts of interest within collaborative work.	1. He/She partially involves stakeholders or experts, but the collaboration is occasional or limited 2. He/She partially applies personal or project experiences and sustainability values during teamwork, yet inconsistently. 3. He/She explains ideas to the team with some clarity, although communication may lack precision or adaptation to different audiences. 4. He/She identifies conflicts of interest occasionally and attempts to manage	1. He/She involves relevant stakeholders and experts in a structured way to improve interdisciplinary collaboration and project outcomes. 2. He/She applies experiences, activities and sustainability values purposefully to guide work and decision-making. 3. He/She clearly explains concepts related to circular economy and interdisciplinary collaboration to peers, adapting language and methods when needed. 4. He/She identifies and manages conflicts of	1. He/She is an example in involving stakeholders and experts, fostering strong networks and meaningful participation across fields, disciplines, and geographic contexts. 2. He/She is a referent in applying sustainability values, integrating circular economy thinking naturally into teamwork and inspiring others to adopt similar practices. 3. He/She communicates complex concepts clearly and effectively to diverse stakeholders and can facilitate dialogue in international and interdisciplinary scenarios.

				them, although results may be limited	interest constructively, ensuring a collaborative and respectful environment.	4. He/She is a referent in conflict-of-interest management, anticipating issues, mediating effectively, and ensuring collaboration remains productive, ethical, and inclusive.

KEY COMPETENCE	DEFINITION					
10. Adaptive management	Adaptive management is the ability integrating of the principles of adaptive management to solve issues of sustainability uncertainty, in which interventions are implemented, their effects monitored and evaluated, and the next intervention adapted according to knowledge gained using passive and active management.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Stakeholder involvement and participation. 2. Problem and uncertainties definition. 3. Information collection. 4. Identification of management alternatives. 5. Implementation of actions and policies. 6. Continuously monitoring. 7. Use of results. 8. Goals 'revision.	Indicators are not observed in the student.	1. He/She does not actively involve relevant stakeholders in planning or decision-making and rarely encourages their participation. 2.He/She does not clearly define problems or uncertainties related to sustainability issues. 3.He/She rarely collects relevant information or data to support management decisions. 4.He/She does not identify different management alternatives and usually follows a	1. He/She partially involves stakeholders, inviting some of them to participate, but not in a systematic or inclusive way. 2.He/She partially defines problems and uncertainties, identifying some key aspects but missing others relevant to sustainability. 3.He/She collects some information and data, but not always in a structured or comprehensive manner. 4.He/She identifies a limited number of management alternatives, sometimes considering different options but not	1.He/She actively involves relevant stakeholders in the design, implementation and evaluation of actions, encouraging their participation. 2.He/She clearly defines problems and uncertainties, describing their causes and possible consequences for sustainability. 3.He/She systematically collects and organises information and data needed for decision-making. 4.He/She identifies and compares several management alternatives, considering their potential impacts and feasibility.	1.He/She is a reference in involving stakeholders, creating participatory processes where different actors feel heard and co-responsible for decisions. 2.He/She is an example in defining complex sustainability problems and uncertainties, anticipating risks and integrating multiple perspectives. 3.He/She designs and leads robust information-collection systems, ensuring data quality and relevance for adaptive decisions. 4.He/She is a referent in identifying, assessing and selecting management alternatives, promoting

			single, predefined option. 5.He/She implements actions and policies without considering feedback or the need for adjustment. 6.He/She does not systematically monitor the effects of actions or policies over time. 7.He/She rarely uses results or evidence to modify ongoing activities or future decisions. 8.He/She does not review or revise goals even when conditions change or results show they are not realistic.	analysing them in depth. 5.He/She implements actions and policies and occasionally adjusts them when obvious problems arise. 6.He/She monitors some results, but not consistently or using clear indicators. 7.He/She sometimes uses available results to inform decisions, but this is not a regular practice. 8.He/She reviews and revises goals only when there are clear mismatches between expectations and outcomes.	5.He/She implements actions and policies in a structured way and adapts them when monitoring results show the need for change. 6.He/She establishes continuous monitoring of actions using appropriate. Indicators and. tools. 7.He/She uses results and lessons learned to improve current interventions and to design future actions. 8.He/She regularly reviews and revises goals so that they remain realistic, relevant and aligned with new knowledge and changing conditions.	innovative and sustainable solutions. 5.He/She leads the implementation of actions and policies in iterative cycles, systematically adapting them based on evidence and feedback. 6.He/She establishes and oversees comprehensive monitoring frameworks that allow early detection of changes and impacts. 7.He/She consistently uses results to transform practices, policies and strategies, and shares lessons learned with others. 8.He/She inspires others by regularly revising goals, aligning them with updated knowledge, stakeholder needs and long-term sustainability objectives.

KEY COMPETENCE	DEFINITION					
11. Capacity building and empowerment	Capacity building and empowerment is the ability of activating consciousness, bridging relationships, and transforming into true cultural care, approached from an empowerment perspective, the knowledge and skills shared with stakeholders.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Identification of opportunities for sustainable development. 2. Motivation capacity. 3. Positive vision. 4. Challenge capacity.	Indicators are not observed in the student.	1.He/She rarely identifies opportunities for sustainable development and often overlooks possibilities to improve practices or create positive impact. 2.He/She has limited capacity to motivate others to engage in sustainability-related activities. 3.He/She does not usually express a positive vision about change and tends to focus on barriers rather than possibilities. 4. He/She rarely challenges existing	1.He/She partially identifies opportunities for sustainable development, recognising some options but not exploring them in depth. 2.He/She sometimes motivates colleagues or stakeholders, but this motivation is not consistent or long-lasting. 3.He/She occasionally communicates a positive vision of sustainability but may hesitate when facing resistance or doubts. 4.He/She challenges some unsustainable	1.He/She systematically identifies opportunities for sustainable development within projects, organisations or communities and brings them to others' attention. 2.He/She motivates others to participate in sustainability initiatives, encouraging their involvement and recognising their contributions. 3.He/She communicates a clear and positive vision of change, helping others to see the benefits of more sustainable practices. 4.He/She constructively challenges	1.He/She is an example in identifying and creating opportunities for sustainable development proactively, often initiating new projects or collaborations. 2.He/She inspires and empowers others, building their confidence and capabilities to take independent action on sustainability. 3.He/She consistently communicates a strong, positive and realistic vision of sustainability that mobilises individuals, organisations and communities. 4.He/She is a referent in challenging the status quo, leading

			practices or behaviours that are unsustainable or ineffective.	practices or behaviours, especially when prompted, but does not do so regularly.	unsustainable or improvement practices and proposes realistic alternatives, supporting others in the process of change.	transformative processes and supporting others to overcome resistance and build long-term commitment to sustainable change.

KEY COMPETENCE	DEFINITION					
12. Sustainability values	Sustainability values is the ability to identify, apply and align sustainability values, principles, and goals with internal and external stakeholders, without adopting any specific norm, but based on the good character of the person involved in solving sustainability issues, expressing care and concern for the wellbeing, paying attention to short-term as well as long term sustainable development.					
	INDICATORS/ BEHAVIOURS	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	1. Capacity to consider different directions. 2. Local and global consideration. 3. Risks and opportunities' identification. 4. Use of short- and long-term consideration.	Indicators are not observed in the student.	1. He/She doesn't consider different possible directions or viewpoints when making decisions related to sustainability. 2. He/She doesn't recognize the relevance of connecting local actions with global sustainability impacts. 3. He/She doesn't identify risks or opportunities related to sustainability issues. 4. He/She doesn't consider the difference between short-term actions and long-term sustainable goals.	1. He/She partially considers different possible directions or perspectives in sustainability-related decisions, but the evaluation may be superficial. 2. He/She partially acknowledges the relationship between local actions and global sustainability consequences. 3. He/She, randomly, identifies some risks or opportunities but may not consistently connect them with decision-making. 4. He/She considers short-term and long-term perspectives inconsistently when	1. He/She considers multiple directions, perspectives, and choices in sustainability-related actions and decisions. 2. He/She consistently relates local actions with global sustainability impacts and vice versa. 3. He/She identifies risks and opportunities clearly and uses them to support sustainable decision-making. 4. He/She applies both short-term and long-term perspectives when evaluating sustainability challenges and proposing solutions.	1. He/She is a referent in considering diverse directions and perspectives, encouraging others to evaluate complex sustainability implications before acting. 2. He/She is an example of integrating local actions within a global sustainability perspective, inspiring responsible and informed choices. 3. He/She anticipates and evaluates risks and opportunities with depth and accuracy, guiding others in sustainable planning and ethical reflection.

				reflecting on sustainability actions or planning.		4. He/She models exemplary use of short-term and long-term thinking, aligning actions with meaningful sustainability values and long-lasting impact.

Activities: description, design and evaluation system

Once the competencies were developed and levelled, the process continued with the definition of the activities that were going to evaluate the level of the competences for each student.

The definition of the activities used two criteria to be done: one of them was the definition of each competence and the other one the criteria stablished by partners during our presential meeting in the West University of Timisoara in Rumania.

These criteria were next.

- The evaluation was going to be done in an autonomous manner.
- 6 activities were going to be designed to evaluate the 12 competences defined for the Sustainable Alliance Manager´s role.
- The feed-back was going to be automatized based on the results of the competencies´ evaluation.
- As a result of the competencies´ level a recommendation was going to be made to the students to define their personal learning paths.
- Each activity was going to be define, according to the methodology and explained in a specific sheet.
- Some of the activities were going to have a specific period of time to be fulfilled.
- The maximum time defined to do the assessment centre were 5 hours.

On the following pages, we have compiled the information sheets for each of the activities carried out at this assessment centre.

ACTIVITY NAME
SAM TEST
ACTIVITY TYPOLOGY (*)
Psychometric test
COMPETENCY OR COMPETENCIES THAT ASSESS
All the SAM competences.
EVALUATION SYSTEM
• Self-assessment: analysis of their proposals and evaluation in a 5 levels scale from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour). • The result of this activity is going to be part of the Assessment Centre´s competencies´ final evaluation to give individual feed-back to the participants.
DESCRIPTION OF THE ACTIVITY
Psychometric tests are becoming increasingly utilized as an early stage of an assessment center. They can be used in different ways being the most common ones: 1. At the beginning of an assessment centre to identify which candidates, initially, respond to the candidate´s profile, to maintain or exclude them from the assessment centre. 2. At the beginnings of an assessment centre to identify the candidate´s competence level in order to help him/her in his/her future development. In this case the candidate responds to his/her perception about the level he/she has in the behaviours related with each competence. This activity should be done first in the Assessment Centre.
DESIGN TOOLS
To create the SAM Test the literature review is going to be used to identify validate scales related with the definition of the SAM Profile. Items included in those scales are going to be reviewed, analyzed and adapted to create the new scale considering that this is going to be fulfilled by University level students.
TECHNICAL REQUIREMENTS
• Digital Delivery: the activity can be completed using google forms or creating a digital scale in Mudle. • Time Management: considering the number of items and that a pre-test is going to be done we will adjust the time (approximately 30 seconds per item). • Scoring Mechanism: the evaluation platform needs a back-end interface for Evaluator to generate a score for each competency, leveled from 1 to 5. This result is going to be part of the final evaluation of each competence. • Input Requirements: **the candidate must be forced to fill all items included in the test.**

ACTIVITY NAME

How did they communicate?

ACTIVITY TYPOLOGY (*)

Video visualization

COMPETENCY OR COMPETENCIES THAT ASSESS

1. Interpersonal Skills.
2. Conflict Resolution.
3. Adaptive management.
4. Sustainability values.

EVALUATION SYSTEM

- Auto-grading: after each video, learners complete 4 quiz questions (MCQ / True-False / single choice). The system provides immediate feedback (correct answer + explanation).
- Self-assessment: after completing the four videos and quizzes, learners complete one final feedback activity including a self-rating for each of the four competences
- The quiz score provides objective evidence of observation/understanding of behaviours.
- The self-assessment provides reflective evidence and supports individual feedback within the Assessment Centre. This activity does not produce an official teacher/assessor competence score by itself; it produces structured evidence (quiz + self-ratings) that can be used later as part of the overall Assessment Centre evaluation.
- Self-assessment: analysis of their proposals and evaluation in a 5 levels scale from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour).
- The result of this activity is going to be part of the Assessment Centre´s competencies´ final evaluation to give individual feed-back to the participants.

DESCRIPTION OF THE ACTIVITY

Video visualization is an observation-based assessment tool used in Assessment Centres to evaluate behavioural competences through the analysis of realistic workplace situations.
In this activity, participants will watch four short video scenarios representing typical situations faced by a Sustainable Alliance Manager during the Create, Manage, and Sustain phases of collaborative projects.
Each video presents a workplace interaction (e.g. meetings, disagreements, decision-making moments) in which participants must observe behaviours, identify strengths and weaknesses, and recognise appropriate managerial responses aligned with sustainability and alliance management principles.
After watching each video, participants complete four auto-graded questions focused on observable behaviours and decision-making. At the end of the activity, participants complete a final self-assessment and reflection, evaluating their own competence level and learning.
In this case, the Video Visualisation activity is going to evaluate 4 competencies:

1. Interpersonal Skills.
2. Conflict Resolution.
3. Adaptive management.
4. Sustainability values.

The video visualization activity is designed to assess the candidate’s ability to observe, interpret, and evaluate behaviours displayed in realistic workplace situations and to apply the principles of Sustainable Alliance Management when reflecting on possible actions.

Through the analysis of four video scenarios, the activity wants to check the candidate's level to:

- Interpersonal Skills
  - Identify behaviours related to perspective-taking, patience, sensitivity, and cooperation in interpersonal interactions.
  - Recognise effective and ineffective communication patterns in teamwork situations.
  - Interpret how interpersonal behaviours influence collaboration and relationship quality within an alliance.
- Conflict Resolution
  - Identify the interests and needs of different stakeholders involved in a conflict situation.
  - Recognise behaviours that escalate or de-escalate conflicts.
  - Analyse conflicts from multiple perspectives and identify appropriate strategies to manage disagreements in a collaborative and constructive way.
- Adaptive management
  - Identify problems, uncertainties, and incomplete information present in decision-making situations.
  - Recognise the absence or presence of adaptive management practices such as information gathering, consideration of alternatives, monitoring of actions, and revision of goals.
  - Interpret how adaptive responses can improve the effectiveness and sustainability of alliance management.
- Sustainability values
  - Identify value-based dilemmas and ethical considerations in managerial decisions.
  - Recognise short-term and long-term implications of decisions on people, organisations, and broader systems.
  - Analyse risks and opportunities from a sustainability perspective, considering both local and global impacts.

DESIGN TOOLS

Video Scenario	**Competence Measured**	**Activity Design Focus / Core Behaviours Measured**	**What the Designer Must Ensure is Visible in the Video**
Video 1 LINK	Interpersonal Skills.	perspective-taking; patience & sensitivity; cooperation; clear communication	multiple speakers; turn-taking; listening vs interrupting; emotional tone; cooperation signals
Video 2	Conflict Resolution	needs-based solutions; openness to communication; information gathering; multi-perspective analysis	disagreement/tension; competing needs; opportunity to reframe; signals of escalation/de-escalation

Video 3	Adaptive management	defining problem/uncertainty; information collection; alternatives; monitoring; use results; revise goals	uncertainty; incomplete data; changing conditions; decision points; need for review/follow-up
Video 4	Sustainability values	consider directions; local/global link; risks/opportunities; short vs long-term considerations	value tension; wellbeing concerns; trade-offs; long-term impacts; responsible decision framing

TECHNICAL REQUIREMENTS

1. **Digital Delivery:** the activity must be implemented in a digital learning platform (Moodle) that provides automated feedback to participants after each quiz question and at the end of the activity, including correct answers and brief explanations.
2. **Time Management:** the estimated completion time for the activity is approximately 40 minutes, based on pilot testing and the number of video scenarios and questions. The activity is not subject to a strict time limit. Participants are allowed to manage their own time within the session, ensuring a reflective and observation-focused assessment rather than time-pressure performance.
3. **Scoring Mechanism:** The evaluation platform must include a back-end interface that allows Assessors to map candidates' responses and self-ratings to predefined behavioural indicators using a 5-level scale, from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour). The system must generate a structured score for each assessed competency, to be integrated into the overall Assessment Centre evaluation.
4. **Input Requirements:** all response fields must be mandatory to ensure that every item is addressed. If a participant does not provide an answer to a required item, the system will automatically record the corresponding behaviour at Level 1 (behaviour is not observed).

ACTIVITY NAME

Could you help your Manager?

ACTIVITY TYPOLOGY (*)

In- basket

COMPETENCY OR COMPETENCIES THAT ASSESS

- Systems- thinking competence.
- Norms, regulation, policies and procedures of sustainability.
- Planning and organizational skills.

EVALUATION SYSTEM

- The activity is going to have a correct answer and is going to give feed-back automatically.
- Self-assessment: analysis of their proposals and evaluation in a 5 levels scale from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour).
- The result of this activity is going to be part of the Assessment Centre´s competencies´ final evaluation to give individual feed-back to the participants.

DESCRIPTION OF THE ACTIVITY

The in-basket technique is a simulation-based assessment tool used in an Assessment Centre to evaluate a candidate's decision-making, prioritization, leadership, and problem-solving skills. Candidates are presented with a series of tasks, emails, memos, and issues—similar to what they'd encounter in a real job "inbox"—and are asked to respond as if they were on the job.
In this case, the In- Basket activity is going to evaluate 3 competencies:

- Systems- thinking competence.
- Norms, regulation, policies and procedures of sustainability.
- Planning and organizational skills.

Activities and tasks included in this activity wants to check what is the candidate´s level to:

- Identify and analyze complex systems and their interdependencies, across various fields (people, planet, profit) and to synthesize information, anticipate consequences, and identify leverage points.
- Analyze norms, regulations, policies, and procedures to ensure compliance, enhance environmental performance, and embed sustainability principles into decision-making and implementation, fostering a balanced approach to societal, environmental, and economic development.
- Organize work, define priorities, and determine resource requirements; establish goals and strategies for achieving them; monitors and assesses progress toward the goals.

DESIGN TOOLS

Competency Measured	**Activity Design Focus / Core Behaviours Measured**	**Target Items in the In- Basket (Example for the Designer)**

Systems- thinking competence.	1. Identification of the key operations/ processes with negative impact. 2. Identification of the key aspects/ elements involved in a process 3. Analysis of strengths and weaknesses and proposal of improvements. 4. Integration of different social, environmental and societal issues in future plans.	Items designed to assess if the person is gathering, interpreting, and evaluating information to determine its accuracy and relevance, generating alternatives, making well-informed decisions, and committing to achieve organisational goals are all part of problem solving and decision making from different perspectives (people, planet, profit).
Norms, regulation, policies and procedures of sustainability.	1. Application of norms, values, targets and principles of sustainability. 2. Identification of good sustainable practices. 3. Capacity for explanations. 4. Initiative for improvements.	Items designed to assess if the person recognizes the need for information, from a sustainable perspective, analyses and interprets data in complicated settings including competing demands, requirements, and priorities, assesses its value and correctness, and communicates it using a variety of techniques.
Planning and organizational skills.	1. Daily planification. 2. List of things. 3. Activities schedule. 4. Daily goals. 5. Use of time planning.	Items designed to assess if the person has planning and organizational skills, if he/she takes initiative, sets well-defined and realistic goals and effectively manages time and copes with stress.

TECHNICAL REQUIREMENTS

- **Digital Delivery:** the activity must be implemented in a digital platform (Muddle) that could give feed-back to the student about the result of her/his exercise.

- **Time Management:** the system must enforce the time limit strictly, automatically submitting the responses after the allocated time. The time is going to be defined according to the rest of the activities.
- **Scoring Mechanism:** the evaluation platform needs a back-end interface for Assessors to easily map the candidates answers to the specific behavioural indicators in a 5 levels scale from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour) and generate a score for each competency.
- **Input Requirements:** the candidate must be forced to fill the required fields for every single item to ensure all items are dealt with. In case he/she doesn´t fill an item is going to be considered a level 1 (behaviour is not observed).

ACTIVITY NAME

Managing Sustainable Alliances under Uncertainty

ACTIVITY TYPOLOGY (*)

Case resolution

COMPETENCY OR COMPETENCIES THAT ASSESS

The activity assesses the following competencies across the full alliance lifecycle (FOCUS–CREATE–MANAGE–SUSTAIN), regardless of the number, structure or configuration of the case studies used:

- Strategic vision (collaborative perspective) – FOCUS phase
- Norms, regulation, policies and procedures of sustainability – CREATE phase
- Planning and organizational skills – MANAGE phase
- Circular interdisciplinary collaboration – MANAGE phase
- Sustainability values – SUSTAIN phase

EVALUATION SYSTEM

- The activity does not have a single correct answer; it allows for multiple, well-reasoned and evidence-based solutions.
- Self-assessment: participants analyse their own proposals and evaluate their performance using a 5-level scale from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour).
- The results of this activity contribute to the overall competency assessment and provide structured individual feedback to participants.
- The evaluation focuses on demonstrated competencies and quality of reasoning, not on the specific structure, number or sequencing of case studies
- The answers are all good but demonstrate a different level of understanding the topics. Some answers are basic so represent the low level and some of them are more comprehensive so they represent a higher level of understanding. All answers are grounded in the text; they differ solely in:

– the level of analysis (from descriptive to systemic),
– the level of SV and CIC competencies.

DESCRIPTION OF THE ACTIVITY

This activity is a case-based resolution exercise designed to assess participants' ability to formulate, justify and defend a coherent course of action in complex sustainability-related challenges in cross-sector and multi-actor alliance settings. Participants work with one or more case studies, which

may be presented as separate cases, integrated or merged scenarios, or a modular case structure combining multiple perspectives.
The exercise focuses on resolving the case through decision-making: structured diagnosis and scenario awareness are used to reach a justified resolution (priorities, governance choices, roles and actions), rather than operational task execution or time-pressured simulation.
The activity evaluates participants' ability to:

- Define and justify a resolution to sustainability challenges across strategic, regulatory, organisational and societal dimensions.
- Decide how sustainability norms, regulations and standards will be implemented in the alliance context and justify compliance choices.
- Propose and prioritise planning, coordination and governance mechanisms for complex cooperative settings, including roles, sequencing and accountability.
- Reconcile diverse disciplinary and institutional perspectives by selecting collaboration mechanisms (feedback loops, learning cycles, conflict-handling) that enable implementation.
- Resolve and justify trade-offs between short-term efficiency and long-term sustainability values, explicitly stating winners/losers, risks and legitimacy implications.

DESIGN TOOLS

Competency Measured	**Activity Design Focus / Core Behaviours Measured**	**Target Items in the Case-Based Exercise (Example for the Designer)**
Strategic vision (collaborative perspective)	1. Identification of long-term challenges, trends and uncertainties affecting alliance development 2. Ability to formulate and assess shared strategic visions under conditions of divergent partner interests. 3. Use of foresight, scenario thinking and adaptive strategic reasoning to navigate uncertainty. 4. Decision and prioritisation: ability to select a shared vision and commit to a strategic direction, including justification against at least one alternative.	The case should confront participants with long-term uncertainty, weak signals and competing interpretations of future development paths. Participants are expected to articulate or critically assess a shared vision that reconciles divergent partner interests and remains robust under changing political, economic and technological conditions.

Norms, regulation, policies and procedures of sustainability.	1. Identification and interpretation of relevant sustainability norms, regulations and standards. 2. Analysis of gaps between declared sustainability commitments and actual organizational or alliance practices. 3. Ability to explain regulatory, legal and reputational risks arising from non-compliance or inconsistency. 4. Initiative in proposing corrective, preventive or harmonizing procedures across partners. 5. Evaluation of the feasibility and coherence of proposed regulatory or procedural solutions.	The case-based exercise should expose participants to regulatory complexity, including potentially conflicting sustainability standards, reporting requirements and compliance pressures. Participants should be required to interpret formal sustainability frameworks (e.g. ESG, SDGs, CSRD/ESRS) and assess how inconsistencies between partners' procedures may generate legal, reputational or financial risks. Well-designed cases should also create space for proposing realistic harmonisation or corrective mechanisms that balance regulatory compliance with organisational feasibility.
Planning and organizational skills.	1. Structuring actions and priorities across different phases of alliance development. 2. Design of action plans, roadmaps or coordination mechanisms aligned with sustainability goals. 3. Clarification of roles, responsibilities and decision-making processes within the alliance 4. Resolution quality: ability to produce a clear implementation-ready decision (what will be done first, by whom, by when, and how success will be monitored).	Within the narrative, strategic objectives should remain only partially operationalised, forcing participants to organise priorities, sequence actions and assign responsibilities under conditions of uncertainty. The focus is on designing coordination mechanisms, clarifying responsibilities and assessing how planning choices influence feasibility and accountability over time.

Circular interdisciplinary collaboration	1. Recognition of disciplinary, institutional and cultural differences among alliance partners. 2. Integration of technical, social, educational and administrative perspectives in problem-solving. 3. Design of iterative collaboration, learning and feedback mechanisms. 4. Management of conflicts resulting from different success criteria, time horizons and professional logic. 5. Support for knowledge exchange and mutual learning across disciplines and sectors. 6. Contribution to the creation of a shared collaboration culture within the alliance.	Case elements should deliberately highlight fragmentation between technical, social, educational and administrative perspectives. The exercise should challenge participants to design collaboration mechanisms that go beyond one-off coordination and instead support continuous learning, feedback and knowledge integration. Scenarios may include conflicts between efficiency-driven solutions and socially or institutionally grounded concerns, requiring participants to actively manage trade-offs and foster mutual understanding.
Sustainability values	1. Recognition of value-based conflicts and ethical dilemmas embedded in sustainability-related decisions. 2. Ability to justify decisions with reference to long-term sustainability values rather than short-term efficiency alone.	Sustainability values should appear as sources of genuine tension, not as abstract declarations. The case should allow assessors to observe whether participants treat values as a guiding framework for decision-making when confronted with economic pressure, political constraints or reputational risk.

TECHNICAL REQUIREMENTS

- **Digital Delivery:** The activity can be implemented in a digital learning platform (e.g. Moodle) enabling structured written responses and feedback.
- **Time Management:** A recommended time frame may be provided. The analytical nature of the exercise allows flexibility in case structure and sequencing without affecting competency assessment.

- **Scoring Mechanism:** The evaluation system should allow assessors to map participants' responses to behavioural indicators using a 5-level scale from 1 (behaviour is not observed) to 5 (person is referent demonstrating the behaviour), generating a separate score for each competency.
- **Input Requirements:** Participants should address all analytical tasks provided within the case-based exercise; incomplete responses may be reflected in lower competency scores.

ACTIVITY NAME

Last Minute challenges

ACTIVITY TIPOLOGY (*)

In-Tray Activity

COMPETENCIE OR COMPETENCIES THAT ASSESS

1. Strategic Vision (Collaborative Perspective)
2. Adaptive Management
3. Capacity Building and Empowerment

EVALUATION SYSTEM

- Assessor Rating (Limited, Basic, Competent, Referent)
- Self-assessment (Justification of actions by the candidate)
- Score based on minimum 2 measured behaviours per competency (using the 5-level scale: Level 1-5).

DESCRIPTION OF THE ACTIVITY

The In-Tray Exercise is designed to simulate the high-pressure environment of the Sustainable Alliance Manager. The candidate is placed in a scenario (e.g., managing a department facing internal and external sustainability-related challenges) and presented with a fixed set of 10-15 digital items (emails, memos, reports, urgent calls, etc.) to be processed within a strict time limit (e.g., xxx minutes).
The items are carefully constructed to present:

1. **Conflicting Strategic Priorities:** Requiring the candidate to balance immediate operational needs with long-term sustainable goals (e.g., budget cuts vs. sustainable investment).
2. **Unforeseen Crises/Changes:** Testing the candidate's response to unexpected regulatory changes or internal conflicts.
3. **Opportunities for Development/Delegation:** Providing tasks that can be used to empower or build the capacity of team members/stakeholders.

Candidate's Task: For each item, the candidate must provide:

1. **Priority Level:** Justification required (e.g., High, Medium, Low).
2. **Action Plan:** A detailed description of the precise action to be taken.
3. **Involvement/Delegation:** Identification of the specific internal/external stakeholders to involve, inform, or delegate the task to.

DESIGN TOOLS

Competency Measured	Behaviours related with the competences	Target Items in the In-Tray (Example for the Designer)

1. Strategic Vision (Collaborative Perspective)	**Focus:** Utilizing a long-term perspective and engaging stakeholders to build consensus on strategy.	Items designed to assess: *Assessment of organizational strengths/weaknesses* (e.g. analysis of an internal performance report) and *Seeking Consensus* (e.g., an email about a new project requiring approval from multiple departments/alliances).
2. Adaptive Management	**Focus:** Handling uncertainty, integrating new information, and adapting plans based on evidence and regulatory urgency.	Items designed to assess: *Definition of problems and uncertainties* (e.g., Receiving a memo with ambiguous new regulatory requirements) and *Use of Results* (e.g., Responding to an abrupt performance drop using monitoring data attached in the In-Tray).
3. Capacity Building and Empowerment	**Focus:** Effectiveness of delegation, staff motivation, fostering a positive vision, and challenging unsustainable practices.	Items designed to assess: *Identification of opportunities* (e.g., Training request from a team member or alliance partner) and *Challenge Capacity* (e.g., Addressing an unsustainable or unethical work practice within the team/alliance).

TECHNICAL REQUIREMENTS

- **Digital Delivery:** The activity must be implemented in a secure E-Tray software/platform (A2 - Trasferimento in formato digitale).
- **Time Management:** The system must enforce the time limit strictly, automatically submitting the responses after the allocated time.
- **Scoring Mechanism:** The evaluation platform needs a back-end interface for Assessors to easily map the candidate's textual response (Action Plan and Justification) to the specific behavioural indicators (Livelli 1-5) and generate a score for each competency.
- **Input Requirements:** The candidate must be forced to fill the required fields for **Priority, Action, and Involvement** for every single item to ensure all items are dealt with (come da "Top tips: Deal with every item").

ACTIVITY NAME

Could you rethink the project cycle?

ACTIVITY TYPOLOGY (*)

Challenge

COMPETENCY OR COMPETENCIES THAT ASSESS

- Circular project management.
- Alliance design.
- Planning and organizational skills

EVALUATION SYSTEM

- The activity will contain problem-solving tasks that do not rely on a single correct answer but on the quality of the decisions proposed.
- The activity will generate automatic or assessor-based feedback. Students will complete a self-assessment on a 5-level scale: 1 = behaviour not observed → 5 = person is a reference demonstrating the behaviour.
- Final results will be included in the Assessment Centre overall competency score and used to provide individual feedback.
- The evaluation system is designed to emphasise behavioural evidence and quality of reasoning rather than technical perfection, aligning with competency-based assessment principles.

DESCRIPTION OF THE ACTIVITY

The challenge activity is a simulation-based assessment tool that evaluates a participant's ability to design, plan, and adapt a project applying circular economy principles. Candidates are presented with a realistic scenario describing a project with resource limitations, stakeholder expectations, time constraints, and environmental/sustainability challenges.
Participants are asked to:
• Identify where the project follows a traditional linear model (take–make–dispose)
• Analyse resource flows, waste points, and opportunities for circularity
• Prioritize actions and propose specific solutions to close loops
• Integrate social, environmental, and economic considerations in decision-making
• Develop a short action plan aligned with project goals and sustainability targets
This Challenge evaluates:
• How effectively the student understands circular processes
• Whether they can convert inefficiencies into circular opportunities
• Their ability to anticipate risks and benefits
• The feasibility, clarity, and justification of their action plan

DESIGN TOOLS

Competency Measured	Activity Design Focus / Core Behaviours Measured	Target Items in the Challenge

Circular project management	1. Identification of linear processes, material flows and waste points within the project lifecycle. 2. Analysis of resource dependencies and opportunities to extend value (reuse, repair, refurbish, remanufacture, repurpose). 3. Prioritisation of circular interventions based on impact, feasibility, and stakeholder needs. 4. Integration of People–Planet–Profit considerations into project planning and decision-making. 5. Development of action plans that close loops, minimise waste, and reduce environmental footprint. 6. Monitoring and proposing measures (KPIs) to track circular performance and improvement over time.	Items designed to assess whether the student can apply circular economy thinking to plan and manage a project in a Challenge simulation by designing interventions that enhance resource efficiency, reduce waste, and close loops across the project lifecycle. The Challenge requires the student to: • Analyse a project process and identify points where circularity can be introduced or strengthened • Map resource flows and recognise where materials, time, energy, or value are being lost. • Select and justify circular strategies (reuse, repair, redesign, refurbish, repurpose, recover). • Balance environmental, social, and economic impacts when making project decisions. • Propose a short-term action plan with prioritised circular interventions and expected outcomes. • Identify potential stakeholders, enablers, or partnerships that support circular implementation.
Alliance design	1. Clarification of strategic objectives that require inter-organizational collaboration. 2. Identification and analysis of interdependencies between the project and potential partner organizations. 3. Deliberate selection of partners based on complementarity of resources, capabilities, interests, and risk exposure. 4. Design of the alliance structure, including roles, responsibilities, decision-making rights, and governance mechanisms. 5. Definition of coordination mechanisms, information-sharing routines, and conflict-resolution processes to support trust and collaboration. 6. Structuring of value creation and resource-sharing	Items designed to assess whether the student can demonstrate effective alliance design skills in a Challenge simulation by deliberately planning and structuring an inter-organizational partnership. The Challenge requires the student to: • Analyse a project design and determine where inter-organizational collaboration is necessary to achieve strategic objectives. • Identify key interdependencies and coordination needs between the project and potential partner organizations. • Select an appropriate partner or partners based on strategic fit, complementarity, and risk considerations. • Design a coherent alliance structure defining roles, responsibilities, governance arrangements, and decision-making processes. • Propose coordination and trust-building mechanisms that support effective collaboration and manage

	arrangements to ensure mutual benefit and long-term viability.	interdependencies. • Outline the core elements of an alliance agreement, including resource sharing, value distribution, and safeguards against conflict or opportunism.
Planning and organizational skills	1. Identification of daily and short-term objectives aligned with the implementation phase. 2. Organization of tasks and activities into a clear list of priorities. 3. Development of a realistic activity schedule, including deadlines and time allocation. 4. Management of time and workload under pressure and with competing demands. 5. Monitoring of progress against daily goals and adjustment of plans when required.	Items designed to assess whether the student can demonstrate effective planning and organizational skills by organizing their work and time efficiently, identifying priorities, and structuring activities to meet objectives. The Challenge requires the student to: • Review multiple inputs (e.g. tasks, deadlines, requests, constraints) and identify what needs to be done and in what order. • Create a clear and realistic plan for daily or short-term activities, including priorities, timelines, and deadlines. • Allocate time effectively across tasks, justifying choices when not all activities can be completed. • Adjust the plan when new information, interruptions, or time constraints are introduced during the Challenge. • Demonstrate control over workload and time to achieve defined goals within the given timeframe.

TECHNICAL REQUIREMENTS

- Digital Delivery: the activity must be implemented on a digital platform (such as Moodle) that allows students to submit responses and receive automated or assessor-based feedback.
- Time Management: the platform must enforce a fixed time limit. When time expires, the system must automatically submit the completed work.
  The duration will be aligned with the other Assessment Centre activities.
- Scoring Mechanism: the assessment system must provide an interface enabling assessors to map student responses to behavioural indicators for each competency and assign a score on the 5-point scale: 1 = behaviour not observed → 5 = referent behaviour.
- Input Requirements: all mandatory fields must be completed. Any unanswered item will be automatically scored as Level 1 (behaviour not observed).

Define and plan the matrix of competencies and activities

On the following table, you can find the resume of the activities connected to the competencies that evaluate.

SMART ALLIANCE´S DEVELOPMENT PROCESS	KEY COMPETENCE	ACTIVITIES					
		Video visualization (40´)	In basket (60´)	Case resolution (50´)	In-tray (60´)	Challenge (50´)	SAM Test (45´)
FOCUS Focus on the phase that encompasses strategic reasoning, along with the delimitation of the idea and the decision whether to collaborate or not.	1. Systems-thinking competence		x				x
	2. Strategic vision (collaborative perspective)			x	x		x
	3. Circular project management					x	x
CREATE Create when the project is designed and the selection of the partner, the type of alliance is carried out and the negotiation of the agreement is developed.	4. Alliance design					x	x
	5. Interpersonal Skills	x					x
	6. Norms, regulation, policies and procedures of sustainability		x	x			x
MANAGE Manage phase in which the collaborative project is activated, and the scorecard is defined to evaluate the implementation plan.	7. Conflict Resolution	x					x
	8. Planning and organizational skills		x	x		x	x
	9. Circular interdisciplinary collaboration			x			x
SUSTAIN Evolve phase that encompasses reflection on the continuity of the collaborative project.	10. Adaptive management	x			x		x
	11. Capacity building and empowerment				x		x
	12. Sustainability values	x		x			x

SAMExperience Assessment Centre

This part of the deliverable describes the digital methodological structure and the assessment activities of the SAMExperience Assessment Centre developed within Work Package 4. WP4 was designed to meet personalised learning needs and reduce skills mismatches by connecting competence assessment with targeted learning recommendations.

The Assessment Centre operationalises the Sustainable Alliance Manager (SAM) competence profile developed in WP2 and uses the digital learning environment developed in WP3. Its purpose is not limited to testing theoretical knowledge. The methodology combines self-assessment, scenario-based activities and observable behavioural evidence in order to identify the learner's level for the collaborative-green competences associated with the SAM profile.

The assessment methodology was conceived as the first stage of a personalised learning cycle: assessment identifies strengths and development needs; the results are then used to orient the learner towards the most appropriate Learning Path; after the learning experience, a post-training assessment supports evaluation of progress and of the overall SAMExperience methodology.

Objectives of the Assessment Centre

The Assessment Centre was designed with the following objectives:

- Provide a structured and comparable method for assessing the SAM competence profile;
- Identify the learner's current level for each assessed competence;
- Use behavioural evidence and practical situations rather than relying exclusively on knowledge questions;
- Provide a basis for personalised learning recommendations and Learning Paths;
- Enable the same assessment logic to be implemented in the participating countries;
- Support digital and self-managed implementation through the SAMExperience platform;
- Enable comparison between pre-training and post-training assessment results; and
- Generate evidence for evaluating the effectiveness and usability of the complete learning experience.

SAMExperience methodological foundation

The methodological foundation of the Assessment Centre comes from the SAM competence framework established in WP2. The project defined collaborative-green competences and associated behaviours relevant to Sustainable Alliance Managers. WP4 converts this competence model into assessment activities that can be completed in realistic or simulated professional situations.

The project proposal established four progression levels - Limited, Basic, Competent and Referent. The Assessment Centre uses these levels as the reference framework for interpreting

performance and for identifying the next development step. The methodology therefore connects competence definitions, observable behaviours, assessment activities and learning recommendations in one coherent structure.

Methodological element	Role in the Assessment Centre
SAM competence	Defines the capability to be assessed.
Behavioural descriptors	Translate a competence into observable or assessable evidence.
Assessment activity	Creates a situation in which relevant behaviours or decisions can be demonstrated.
Competence level	Positions the learner on the Limited-Basic-Competent-Referent progression.
Learning recommendation	Connects the identified level with the subsequent Learning Path.

Assessment principles

The Assessment Centre principles used in SAMExperience project are next:

- **Competence-based assessment:** the unit of interpretation is the competence and its associated behaviours, not only the number of correct factual answers.
- **Multiple evidence sources:** the methodology combines self-perception with evidence generated through scenarios, videos, questions and practical activities.
- **Consistency across countries:** common digital activities and common instructions support comparable implementation by the university partners.
- **Personalisation:** results are intended to guide each learner towards the learning activities most relevant to his or her development needs.
- **Progression:** assessment is linked to the four competence levels and to advancement from the current level towards a higher level.
- **Digital traceability:** activities and responses are managed through the SAMExperience platform so that participation and results can be associated with individual learners.

SAMExperience digital Assessment Centre structure

The Assessment Centre is embedded in the SAMExperience General Course and is divided into a pre-training and a post-training assessment phase. The pre-training phase appears before the Focus, Create, Manage and Sustain learning phases. The post-training phase is placed after the learning experience and before course closure. This structure allows the assessment process to frame the learning journey rather than operate as an isolated test.

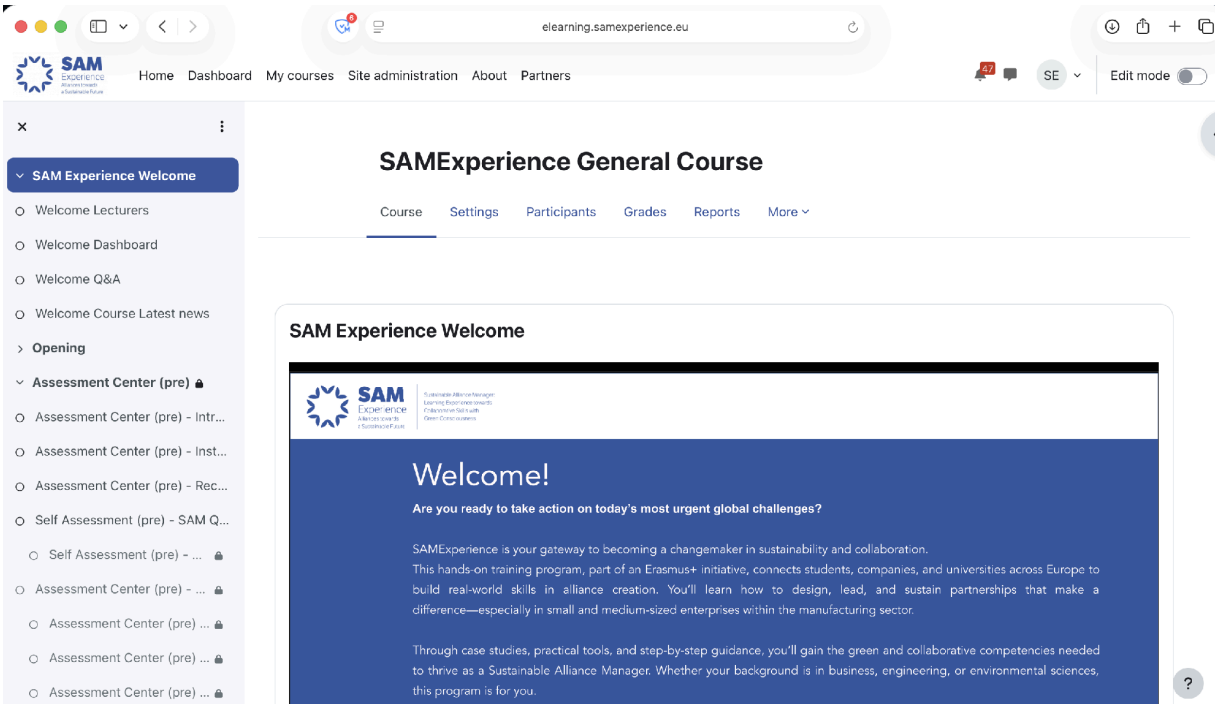


Figure 1. Position of the pre-training Assessment Centre within the SAMExperience General Course.

The methodological learner journey can be summarised as follows:

- **Orientation:** the learner receives an introduction, instructions and recommendations for completing the Assessment Centre.
- **Self-assessment:** the learner reflects on his or her perceived competence level through the SAM self-assessment questionnaire.
- **Assessment activities:** the learner completes scenario-based, video-based and question-based activities designed to generate additional evidence.
- **Result interpretation:** responses are used to establish an assessment profile across the SAM competences.
- **Learning recommendation:** the resulting profile informs the personalised Learning Path and the activities proposed to the learner.
- **Learning experience:** the learner completes the relevant activities in the Focus, Create, Manage and Sustain phases.
- **Post-training assessment:** the assessment process is repeated after the learning experience to support evaluation of competence development and methodology effectiveness.

The Assessment Centre uses the four-level progression defined by the SAMExperience competence framework. These levels provide a common language for describing the learner's current position and intended development.

Level	Interpretative function
Limited	Initial or insufficient demonstration of the behaviours associated with the competence.
Basic	Foundational demonstration of the competence in relatively straightforward situations.
Competent	Consistent and effective demonstration of the competence in relevant professional situations.
Referent	Advanced demonstration of the competence, including the ability to guide, influence or serve as a reference for others.

The project design foresaw that each competence should be assessed through more than one activity and that behaviours should be used as the unit of measurement. This reduces dependence on a single test item and supports a richer interpretation of competence than a conventional knowledge-only quiz.

As we mentioned before, the digital Assessment Centre supports several complementary activity types. Their purpose is to capture different aspects of competence and to maintain a close relationship with realistic professional situations.

Activity type	Purpose
Self-assessment questionnaire	Captures the learner's own perception of current competence and provides an initial reference point.
Video-based scenario	Presents a professional situation and asks the learner to observe, interpret or evaluate relevant behaviours.
Scenario/question activity	Requires the learner to make decisions or identify appropriate responses in a contextualised situation.
Quiz/test	Provides structured questions that can be automatically managed and recorded by the digital platform.
Reflection/instruction resources	Clarify expectations and help the learner understand the purpose and procedure of the Assessment Centre.

Digital implementation

The Assessment Centre was digitalised in the Moodle-based SAMExperience platform. The digital implementation provides a common environment for delivery, learner identification, activity completion, access rules and result storage. It also enables all university partners to use the same assessment structure during the international pilot.

The pre-training Assessment Centre contains introduction and instruction resources, the SAM self-assessment questionnaire and multiple locked assessment activities. Moodle

activity-completion and availability rules are used to control the sequence in which learners access the assessment materials.

In the final implementation, the pre-training Assessment Centre comprised the SAM self-assessment questionnaire followed by 13 digital Assessment Centre tests. The post-training stage mirrored this structure with the post self-assessment and 13 corresponding post-training tests. This parallel design supports direct comparison of pre- and post-training evidence while preserving the same assessment logic across the learner journey.

Self-assessment and scenario-based assessment

Self-assessment is used as one source of evidence, but it is complemented by activities that place the learner in practical or simulated professional contexts. One implemented example uses a team-meeting video. Learners are asked to observe communication patterns, turn-taking, listening behaviours, coordination and meeting facilitation and to consider how these behaviours influence collaboration within the team.

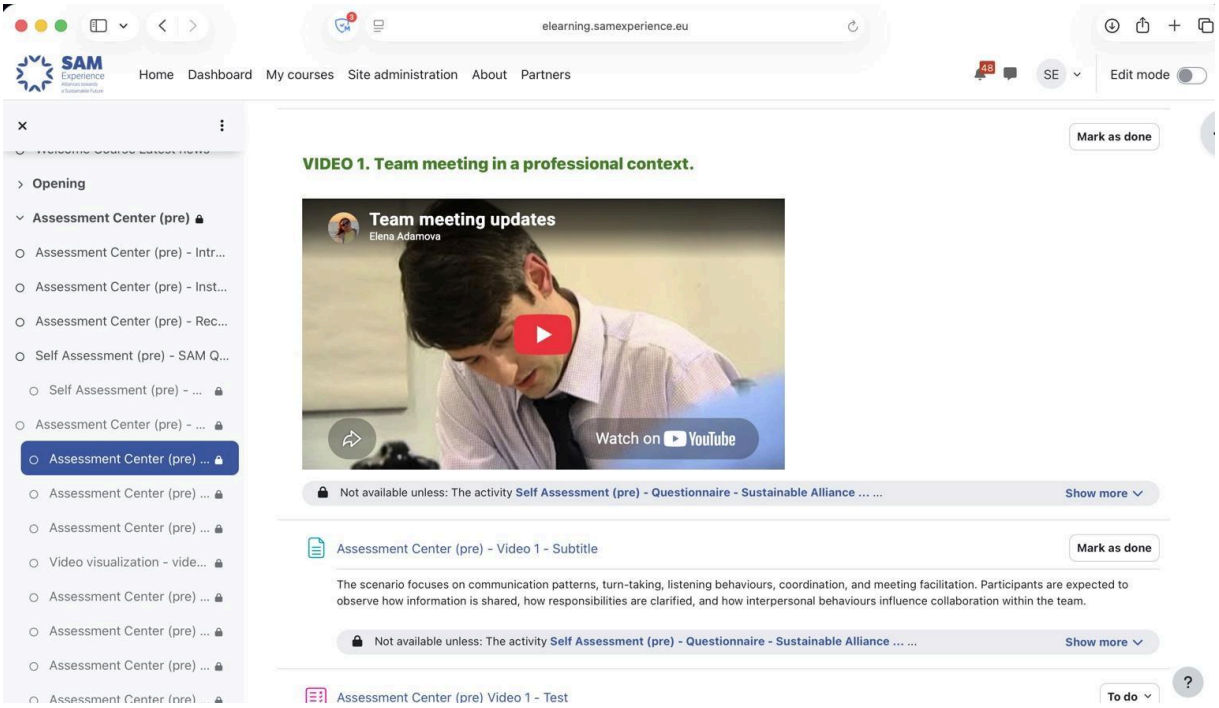


Figure 2. Example of a video-based assessment activity in the pre-training Assessment Centre.

The use of scenario-based assessment helps connect the SAM competence framework with realistic behavioural evidence. It also reduces the risk that the Assessment Centre measures only memorised theoretical knowledge.

The digital implementation uses restricted access to preserve the methodological order of the Assessment Centre. Assessment activities can remain unavailable until the learner has completed the required preceding activity, such as the self-assessment questionnaire. This

sequencing prevents learners from bypassing key stages and ensures that all participants follow the same assessment logic.

The platform visually indicates when an activity is locked and displays the requirement that must be fulfilled before access is granted. This functionality is especially important for an international pilot because it standardises the learner journey without requiring continuous manual intervention by local instructors.

Assessment outputs and learning recommendations

The principal methodological output of the Assessment Centre is an individual competence profile rather than a single overall course mark. The profile is intended to show the learner's level across the SAM competences and to identify the areas in which further development is needed.

These results form the basis for personalised learning recommendations. A learner can therefore be at a different level in different competences and can receive a learning proposal oriented towards the next appropriate development level for each competence. This principle is central to the SAMExperience objective of reducing skills mismatches through personalised learning rather than offering the same training route to every participant.

The Assessment Centre is implemented before and after the learning experience. The pre-training assessment establishes the learner's starting profile and provides the basis for the Learning Path. The post-training Assessment Centre uses the same overall competence framework after the learning experience so that progress can be examined and the effectiveness of the learning activities can be evaluated.

The two-stage structure also provides evidence for WP4 evaluation and feedback activities. It allows the consortium to consider both the learner experience and the extent to which the SAMExperience methodology supports competence development.

Roles and responsibilities

WUT coordinated the design of the Digital Assessment Centre structure and activities and led its digitalisation. MUE supported the methodological development and later led preparation of the common pilot guidelines in close cooperation with WUT. LBC, UEKat and UniFg contributed to validation, adaptation and pilot implementation in their national contexts. During the pilot, each university partner supported its own participants while following the common methodology and digital structure.

Quality assurance and consistency

Quality assurance was addressed through methodological co-design, common digital implementation and partner review. The assessment structure was discussed and refined through collaboration between WUT and MUE and through consortium-level feedback. Digital

implementation was checked to ensure that instructions, access restrictions, multimedia resources, assessment activities and completion rules operated as intended.

- common competence definitions and progression levels;
- common assessment logic and learner sequence;
- use of the same digital platform across participating institutions;
- partner review of assessment activities and instructions;
- controlled access to activities through Moodle completion rules; and
- collection of pilot feedback for subsequent refinement.

Accessibility, ethics and data protection

The Assessment Centre was implemented as part of the authenticated SAMExperience learning environment. Individual accounts allow assessment activities to be associated with the correct learner while role-based access controls restrict administrative functions. The platform is accessed through HTTPS, and Moodle provides standard mechanisms for account management, permissions and controlled access to course information.

From a methodological perspective, assessment activities are intended for educational development rather than high-stakes selection. Results are used to identify learning needs and guide competence development. Clear instructions and the availability of supporting textual and multimedia resources contribute to transparency and accessibility of the assessment process.

Relationship with personalised Learning Paths

The Assessment Centre and Learning Paths are two connected components of the same personalised-learning methodology. The Assessment Centre identifies the starting competence profile; the Learning Path translates that profile into a development proposal. The learner is therefore not assessed simply to receive a score. Assessment has a direct pedagogical function because it determines which learning activities are most relevant for subsequent competence development.

This connection is the principal mechanism through which WP4 addresses its specific objective of meeting personalised learning needs and reducing skills mismatches. The Assessment Centre provides the diagnostic component, while the Learning Paths provide the targeted development component.

Conclusions

D4.1 establishes the methodological structure used to assess the Sustainable Alliance Manager competence profile within the SAMExperience. The methodology combines a four-level competence progression, behavioural evidence, self-assessment and scenario-based activities in a digital environment. It is structured as a pre-training and post-training process and is directly connected to personalised Learning Paths.

The final Assessment Centre design therefore provides the bridge between the competence framework developed in WP2, the digital environment developed in WP3 and the personalised learning and evaluation activities implemented in WP4. Its common digital structure enabled the participating universities to apply the same methodology during the international pilot while maintaining a learner-centred and development-oriented approach.

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