'VPL in the organisation'　　the VPL-process in 12 steps

Phase	Step by step	What to do?	Why?	Internal input	External services
Commitment	1. **awareness** *what kind of organisation is this?*	• the glass is half full • responsibilities of organisation • mission	Creating a vision of organisation targets and opportunities	• Giving space to 'future-watching' on levels of management and work floor • Using social events of the organisation • Getting knowledge on formal, non-formal and informal learning, incl. summative and formative goals	All stakeholders organise information campaigns on the topic of pro's and con's of lifelong learning within any given organisation; On macro-level they also offer an analysis of society and its development & trends, including demonstrating why and how organisations should/could react (or better 'pro-act')
	2. **starting up** *what are the aims of* the organisation?	• Inventory • Swot-analysis	Making the vision concrete	Description of context organisation, ambitions and opportunities	Advice on existing public/private services available for VPL-aspirations of organisations
	3. **Target** *what are* the *needs of the organisation in relation to* the aims?	Organisation Development Plan	Demand articulation organisation level	• Setting the goals for an internal VPL-process • Putting together an internal VPL-team • Organising an informative meeting for all	Information on: • how to do this • supply of external services • available financial back-up
II. **Recognition**	4. **preparation:** determination organisation profile *how is* the *organisation going* to *determine the need for half-filled* glasses?	• Function profiles • Portfolio format	Demand articulation individual level + instrumentation of one's half-filled glass	• Description of function profiles . Competence catalogue . Setting the portfolio • Setting the budget (time and money) • Intake of candidates	Information on: • how to do this • generic list of competences • information on portfolio formats
	5. **retrospective,** *connecting* to the *organisation profile* *how to demonstrate the individual profile or the state of the art of* one's *half-filled glass?*	Filling in portfolios	Working on the individual contribution to oneself and the organisation	• guidance of candidates • quick scan or self-assessment • formats for eligible proof/evidence • setting up a portfolio-databank, including access to a 2-yearly update (voucher) • examples and role models	Information on: • how to do this • examples • usable standards and assessment tools • quality assurance

III. **Valuation**	6. **setting the standard** *how to* match *individual profiles to organisation profiles?*	Choosing the assessment-method	Making a choice is part of the 'made-to-measure' approach	• setting the actual standard according to the goals • self-assessment • assessment-protocol • showing perspectives (summative/formative)	Information on: • how to do this • access to assessment facilities • external assessors
	7. **valuation** *valuating* the *half-filled* glasses	Assessment	Finding out personal abilities and ambitions, within the organisation context Setting formative goals	• organising assessment • internal assessment • filling in formative perspective(s)	Information on: • how to do this • external assessment • advice on certification • 2nd opinion facility
	8. **validation** *validating the half-filled* glasses	• Certification (summative goals) • Personal advice on development	Capitalising on personal abilities and ambitions	• organising summative perspectives & filling in internal summative goals • portfolio's taken up in portfolio-databank for 2-yearly update	Information on: • how to do this • filling in external summative goals • advice on personal development plans (PDP)
IV. **Development**	9. **prospective:** connecting the individual to the organisation's future How to *make up* a personal *development plan (PDP)??*	Formulation of PDP	Organising 'learning/developing made–to-measure'	• matching PDP with Organisation Plan • proposal for financing PDP • contract with public/private services • guidance • information on individual rights & duties	Information on: • how to match • how to finance • how to guide • sectoral/national rights & duties
	10. **working on PDP's** *individual action: developing/learning made* to *measure*	Learning/developing made to measure	People learn and develop	• making sure services offer 'made-to-measure' • individual guidance • quality-control by VPL-team	Information on: • how to do this • quality-assurance
V. **Implementation** **empowerment**	11. **evaluation** *How did* it go??	Evaluation of the pilot	Making a decision on structural embedding VPL	• evaluation form for candidates • VPL-team advises organisation on future use of VPL	Information on: • how to do this
	12. **structural implementation** or empowerment *structural embedding VPL in the* organisation *policy (training/personnel-policy)*	Embedding the results in HRM	Structural embedding VPL (or something else)	• VPL embedded in HRM • Knowledge how to use (demand-steered) public/private services • Vouchers for 2-yearly update of portfolios • PDP replaces 'classical' personell-cycle • VPL also sets the norm for customer-oriented guidance	Information on: • how to continue this with flanking public/private services