**Introduction**

**You(th) Stand Up Competence Assessment** is a competences’ self-evaluation tool based on the role-playing techniques, which allows to monitor behaviours which could be applicable in every context.

This type of exercise also allows the assessors and the participants themselves to actually test which are the responses when they are put on the situation or deal with conflict. The key purpose of the exercise is to see again which competences are displayed and how certain behaviour matches those of the required role of the youth worker. So the ability to perform well in this exercise will have a direct correlation with how familiar the participants are with the youth worker’s required competencies and behaviours. So in our case we are focusing on Youth workers and on 4 main competences, which are: Team working, Entrepreneurial mindset, Communication and Decision making.

Using experiential tools, like the role-playing, can be really stimulating as these techniques not only lead to the completion of the traditional surveys for the self-assessment of knowledge, but also offer the possibility to put into practice and interactively observe some specific competences, such as the interpersonal skills (Masci, 2009)[[1]](#footnote-0). The competences are maieutically suggested by the carrying out of the situation which, through dedicated incentives made by the trainer/assessor with adeguate inputs, aims to bring out the potential in the involved subjects, by guiding and exploiting the dynamics evoked during its implementation.

The role-playing plunges its roots into the psychodrama (1993)[[2]](#footnote-1), which derives from the theories of the theatre and the staging of the problems of the psychiatrist Jacob Moreno’s patients.

The psychodrama is a group therapy in which the participants meet in order to express themselves, in addition to the traditional speaking, through the spontaneous action and the games.

The role-playing[[3]](#footnote-2) consists, instead, in the group, or sometimes even individual, examination of the predicted situation derived from a specific social circumstance and its subsequent simulation of the social relationships provided and made necessary by the case itself, made by some of the group’s members. As a method based on the simulation of a situation or of an event, which assumes the involvement of the participants, which have to put themselves in other roles and hypothesize specific solutions, the role playing is considered an active method and attains significance in the training of the adult as it’s a tool which gives value to the experience of the participants.

The role playing finds its placement on various moments of the training process, due to its twofold opportunity to involve the group on a central theme and to allow at the same time the development of an emotional learning process with an individual focus with every participant. The action and the analysis of the lived experience will encourage the emersion of important insights in every participant. A group insight will be produced alongside the individual one, following the confrontation about the different situations lived, which will lead to the reformulation of the problem upon which the role playing was required to happen.

This is one of the most popular exercises to come across in competence self assessment. It’s because it enables prospective organisation to see how well it should be behaved with others and is applicable in every context.

In You(th) Stand Up Assessment semi-structured role plays are proposed, and are centered on the competences and skills of each participant.

There will be different scenarios based on the sort of situations that are very difficult to emulate in any other sort of test or an interview. They usually take a one-to-one format with an Assessor (usually the trainer or facilitator) observing the interactions between two participants. It is possible also to take a one-to-one format between the Assessor (usually the trainer or facilitator) and the participant.

Accordingly with the scenario, the facilitator supports the participant in order to get all the needful elements in order to let him/her interact in the specific context.

It must be kept at the forefront of mind that this role-play is about to exhibit the required behaviours and not necessarily to provide the ‘best answer’.

For the majority of the role-plays’ exercises there about 20 minutes will be available for the participants to read the briefing information and then between 20-30 minutes for the actual exchange. This limited time doesn’t usually offer the opportunity to explore issues in depth so keeping control of the dialogue and reaching your required conclusion or outcome should focus your line of communication and questioning. The ability and speed with which the participant will come to the main issue will be a direct reflection of the planning and analytical abilities to the assessors and to the participant self assessment itself.

The trainer/assessor will have an “Assessment form” which could be given either at the start and at the end of the Output 1 (You(th) Stand Up Educational Training Model), as it recalls exactly the educational model and its competences and abilities’ partition. This tool could be useful during the role playing exercives for the participants’ self-assessment and the monitoring made by the youth-workers.

The role players will also be given a brief to follow, often trying to reach an outcome different to the other participant’s brief gives. The challenge is to negotiate the way to an amicable resolution in this fictional situation.

The role player’s brief will be useful to push the participant into challenging situations but not to outright provoke him/her. They will deliberately be awkward but they will also respond well to tactful, sympathetic negotiation – the theory goes right, just like in real life.

It is important to walk into the role play exercise in a positive and cheery mood; it’s necessary to project a positive attitude to what might be a fractious conversation. It should start with social pleasantries and try to establish a relationship with the role player instead of taking a hard line from the off.

Whilst the situation is fictional, it is better for everyone not to pretend being someone who he/she isn't. The focus is on skills but not on acting.

1. Stefano Masci.“Games e role-playing for Training”.Milano, Franco Angeli Edizioni, 2009. [↑](#footnote-ref-0)
2. Moreno, J L (1993) Psychodrama Volume One, Beacon, New York: Beacon House [↑](#footnote-ref-1)
3. Kaufman, A. (1998). “Role-playing,” in Técnicas Fundamentais do Psicodrama, 2nd Edn., ed R. Monteiro (São Paulo: Ágora), 151–162 Kellerman [↑](#footnote-ref-2)