

# Competence-Based Approach

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# SKILLING Eco-VET

Skilling VET ecosystem: enhance enable environments for private and public VET key actors in Ghana and Senegal



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- ✓ Classifying competences to define needs and resources
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01

# Why talk about skills?



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# Why talk about skills?

Competence has assumed an important role in the social debate, starting in Europe and North America since the 1970s.

Nowadays skills have a central role all over the world.



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# Why talk about skills?

Communication between machines

Increasing professionalisation of workers



3D printing

Robotics



# Why talk about skills?

Increased complexity of production processes



# Why talk about skills?



Increased competitiveness between companies and the search for optimal/flexible use of resources.



# Skills

- ✓ It is the actual object of 'exchange' in the labour market
- ✓ It is the 'common language' between labour demand/supply, the education



02

Technical  
**SKILLS**

# Some classifications of competencies



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# ISFOIL

ISTITUTO PER LO SVILUPPO DELLA  
FORMAZIONE PROFESSIONALE  
DEI LAVORATORI

Institute for the Development of Vocational Training for Workers



## Basic skills

- 'Minimum knowledge' for citizenship and employability (languages, IT, economics, labour legislation,..)

## Transversal competences

- Non-specific, highly transferable modes of cognitive, affective, motor functioning.

## Technical and professional skills

- Set of knowledge and skills related to the effective exercise of certain professional activities in different economic fields



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*Decision No. 2241/2004/EC of the European Parliament and of the Council of 15 December*

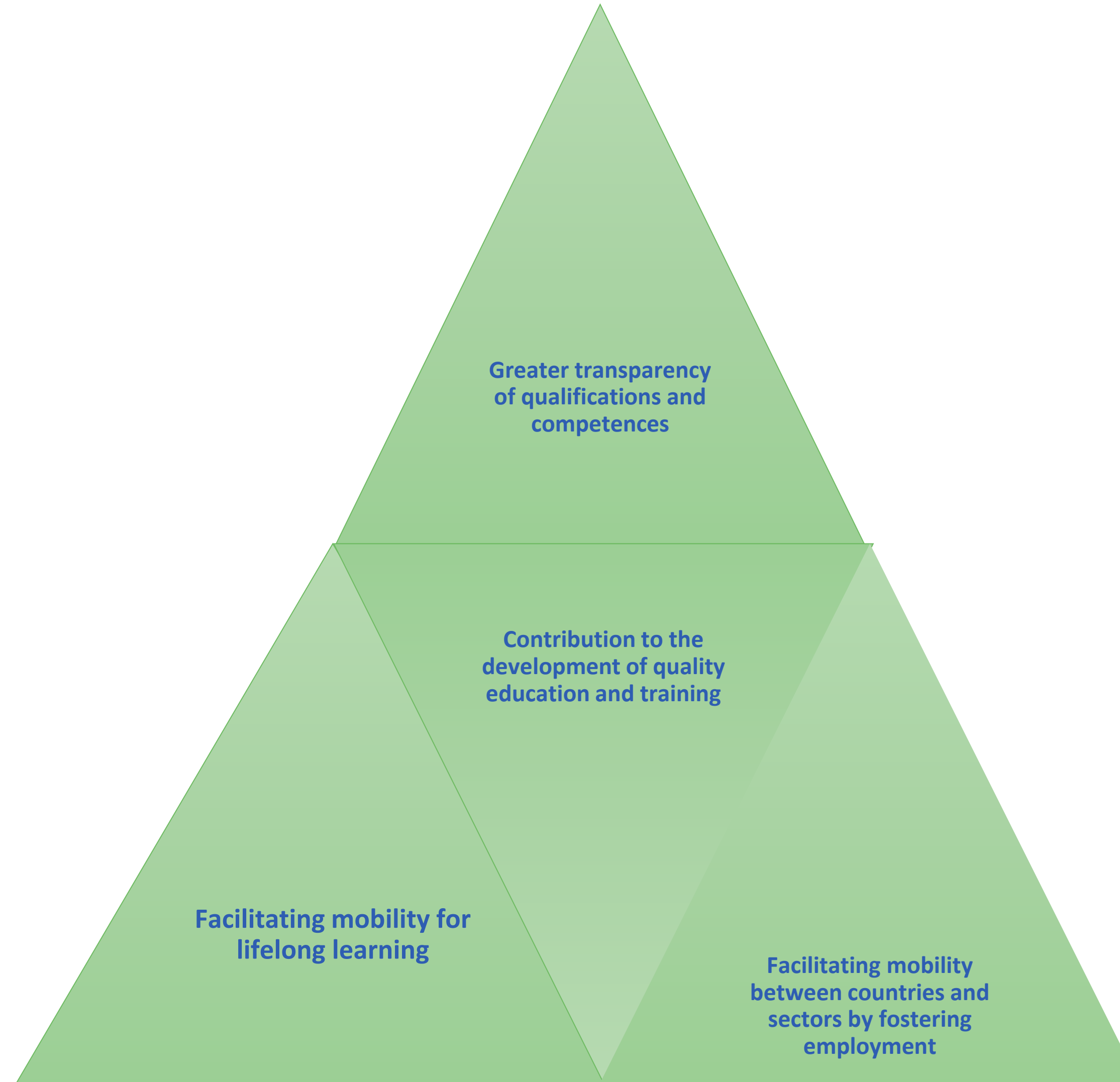
**Unique Community framework for the transparency of qualifications and competences: Europass model.**





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03



# Europass skills classifications



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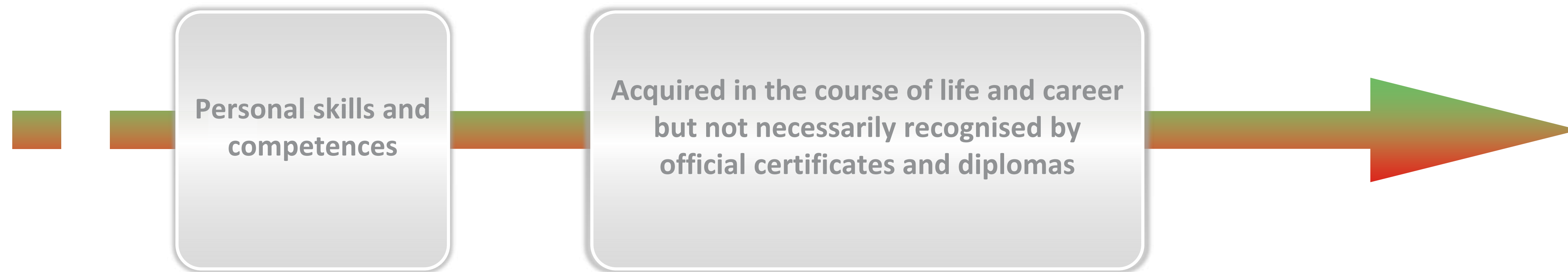


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# Europass skills classification





# Europass skills classification



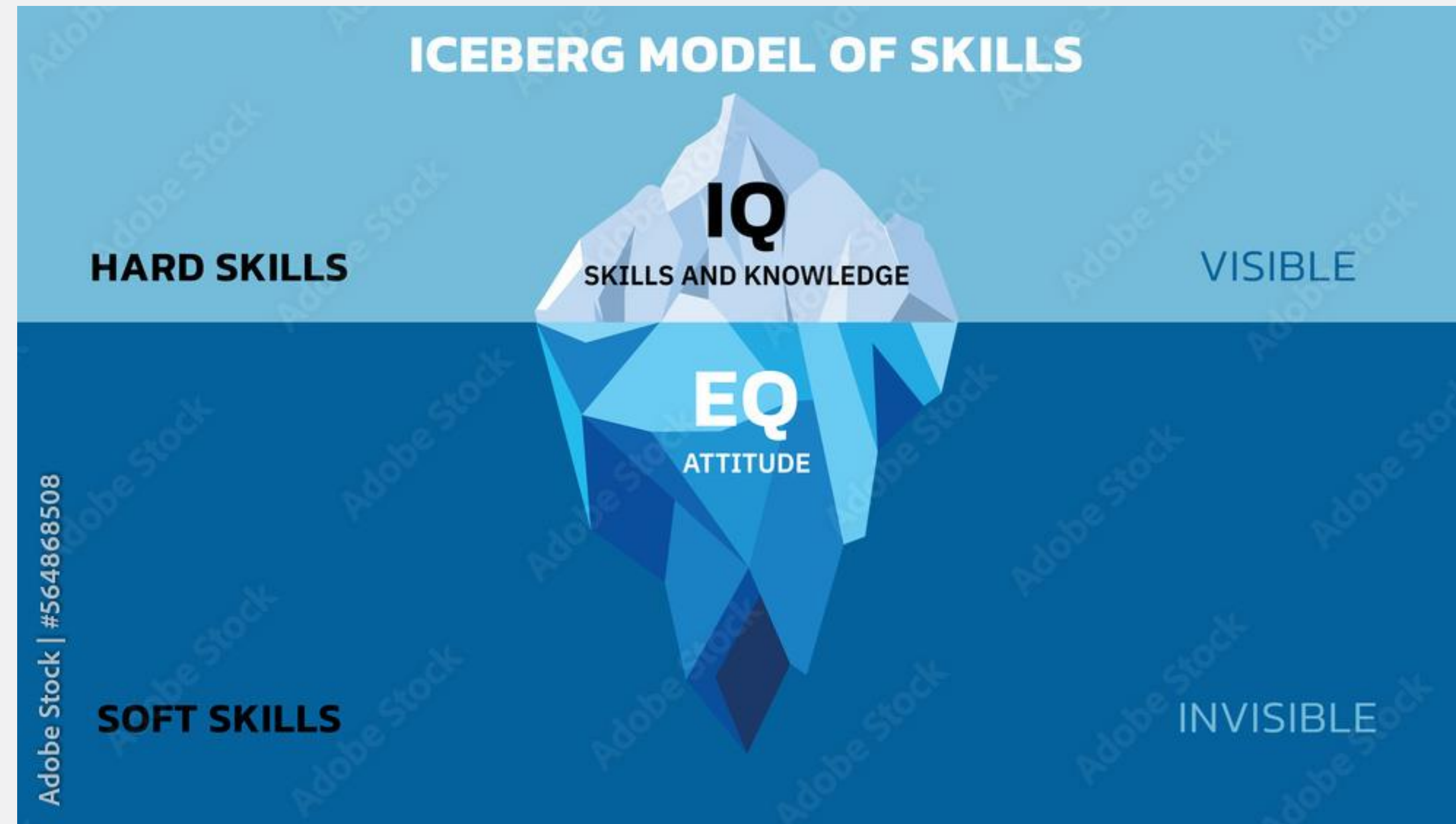
# Europass skills classification



# Europass skills classification



04



# Skills iceberg model



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# Individual's innovation competence (iceberg model, Spencer and Spencer 1993; Kets de Vries 2001)

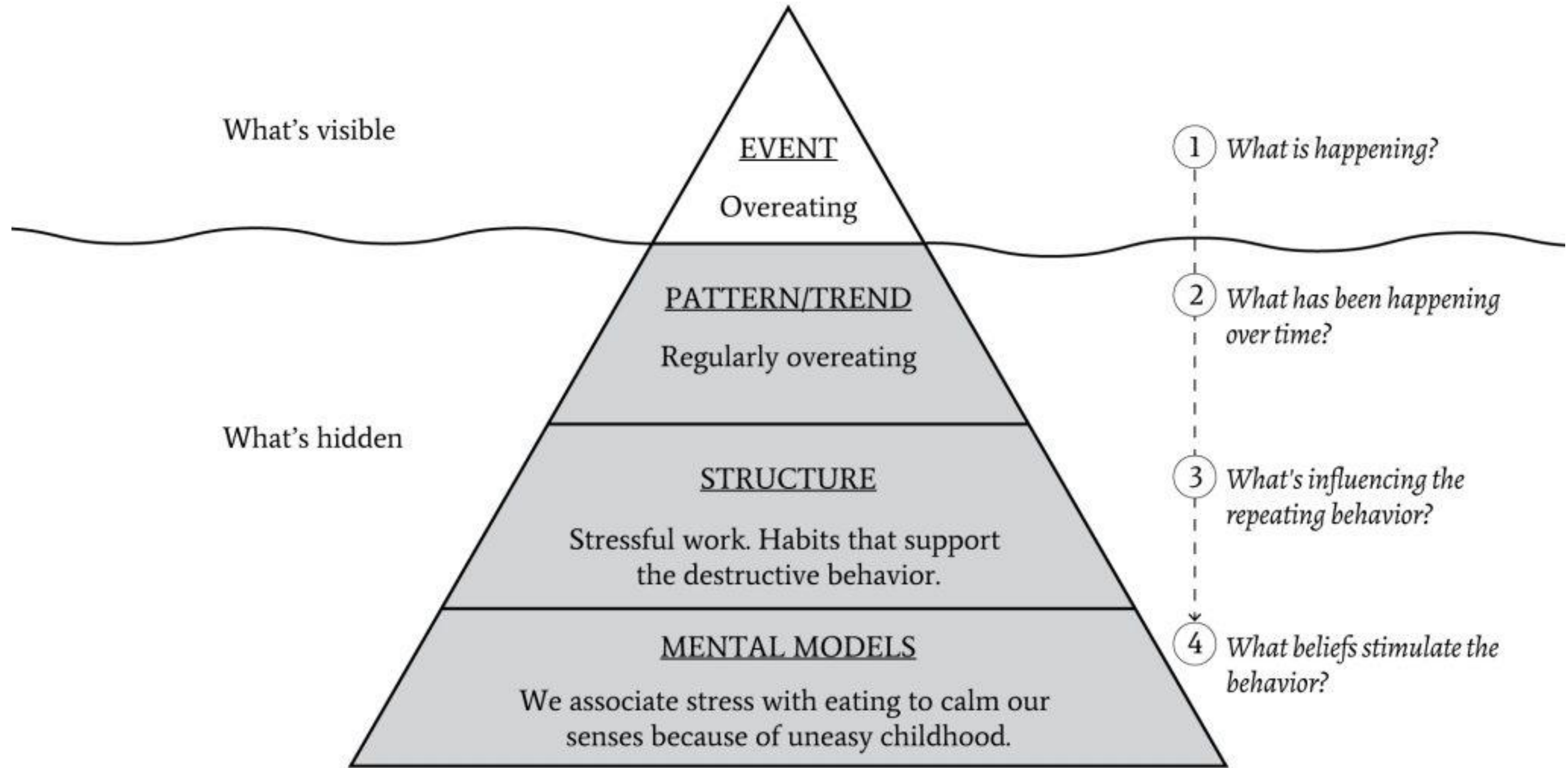
Skills (Spencer and Spencer 1993)  
Knowledge (Spencer and Spencer 1993)

Self-concept, Attitudes (Spencer and Spencer 1993)  
Traits (Spencer and Spencer 1993)  
Motives (Spencer and Spencer 1993)  
Emotions (Kets de Vries 2001)  
Defenses (Kets de Vries 2001)

TAMPERE UNIVERSITY OF TECHNOLOGY  
*Industrial Management and Engineering*

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# Visible skills

**Abilities:** the ability to perform a given task



# Visible skills

Knowledge: of specific disciplines or topics



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# Visible skills

**Organisational behaviour:** the way we relate to each other in the world of work.



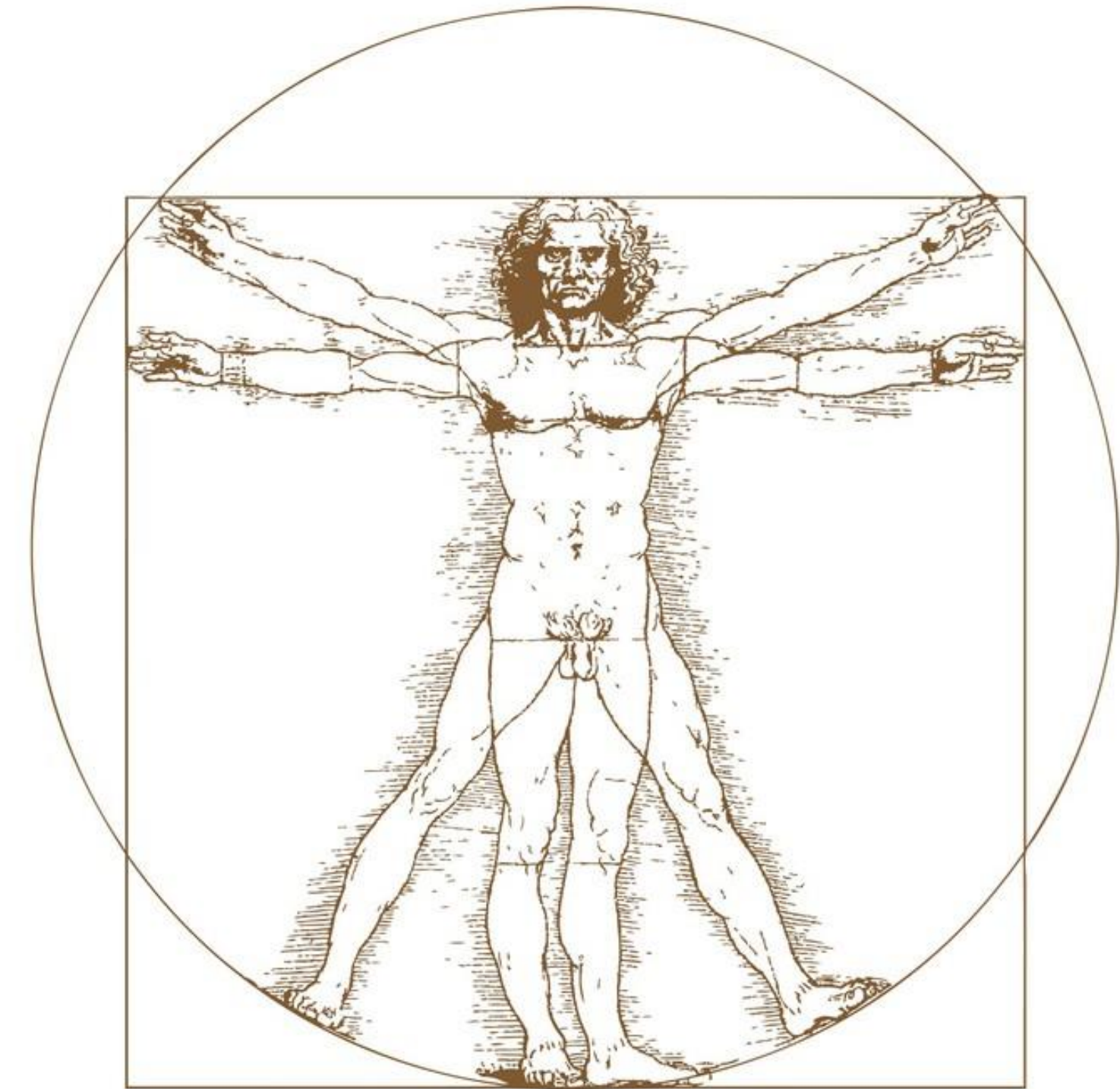
# Skills not visible

**Motivation:** the ability to concentrate one's efforts in the achievement of one's priority objectives and not to respond to deviant impulses.



# Skills not visible

**Traits:** characteristics and propensity (physical, mental, innate and the result of education) to react and behave in a certain way in a certain situation.



# Skills not visible

**Self-image:** Values, attitudes, concepts and evaluations of oneself, one's role and social norms, which induce self-confidence.



# Based on the performance measure for the role:

**1.threshold skills:** these are the essential and basic characteristics needed to be effective in the role;

**1.distinctive competencies:** our strengths





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# The European Competency Framework Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC)



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# Communicating in the mother Tongue

The ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically with people.

## Centrality of language in learning

- At school, in working situations, in everyday life

## Communication skills

- Build trust and respect, understand people and situations, create conditions for sharing creative ideas and solving problems

# Learning To Learn

The ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups.

## THE 4'S C

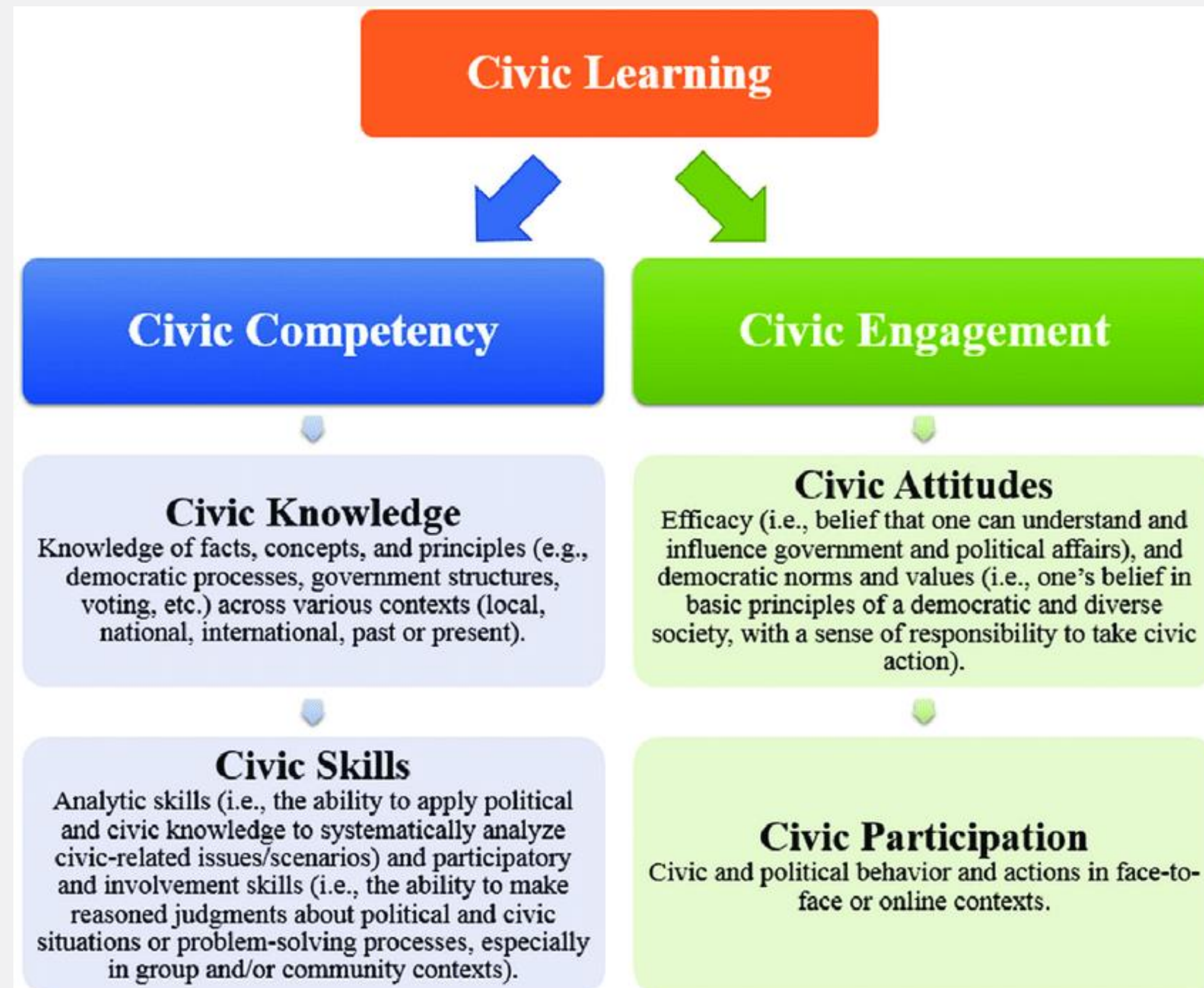
✓ **CRITICAL THINKING**

✓ **CREATIVE THINKING**

✓ **COMMUNICATING**

✓ **COLLABORATING**





# Social and civic competencies

Social and civic competences include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflicts where necessary.



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# Spirit of initiative and entrepreneurship

The ability to turn ideas into action through creativity, innovation, and risk-taking, as well as the ability to plan and manage projects.

## CORE COMPETENCIES IN ENTREPRENEURSHIP

- RISK-TAKING ABILITIES.
- OUT-OF-THE-BOX THINKING AND CREATIVITY.
- PROBLEM-SOLVING ABILITIES.
- TAKING INITIATIVE.
- PERSISTENCE.
- PERSUASION AND SOCIAL SKILLS.
- BUSINESS MANAGEMENT SKILLS.
- CRITICAL THINKING SKILLS.



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# Meaningful tasks to mobilize skills



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# Meaningful tasks

## WORK BASED LEARNING

Work-based learning (WBL) refers to training that provides learners with real work experiences during which they can apply and develop their theoretical knowledge and practical, social and soft skills, thereby enhancing their professional skills and employability.



# Definition of evidences

Related to the competencies framework in work based learning

## COMMUNICATING IN THE MOTHER

### TONGUE

For example:

- improving knowledge of technical language
- communicating in a new environment in all situations of work and daily life, as well as applying technical terms in the mother tongue language
- understand written instructions
- listen to and understand a description of a work procedure
- write an email describing a work situation
- write a CV



# Definition of evidences

Related to the competencies framework in work based learning

## LEARNING TO LEARN

For Example:

- Ability to use the knowledge acquired and link it together
- Ability to argue critically while maintaining emotional control and effectively synthesizing one's arguments
- Collaborate with the team by understanding roles and hierarchy
- Propose solutions to business problems using a correct and respectful mode of communication



# Definition of evidences

Related to the competencies framework in work based learning

## **SOCIAL AND CIVIC COMPETENCIES**

For example:

- Ability to analyze and understand reality in terms of active citizenship from reflection on personal experiences
- Present yourself in time and in a manner appropriate to the context
- Set up and care workspaces in order to ensure compliance with hygiene standards and to combat fatigue and occupational diseases
- Operate according to the quality criteria established by company protocol, recognizing and interpreting the needs of the customers, internal and external user to the organizational structure or function.

# Definition of evidences

Related to the competencies framework in work based learning

## SPIRIT OF INITIATIVE AND ENTREPRENEURSHIP

For example:

- Taking the floor in a meeting by clearly and pertinently stating one's point of view
- Continuing to pursue one's goals and objectives in the face of challenges and obstacles
- Overcome setbacks and failures in a positive way
- Ability to turn ideas into action through creativity
- Ensure to be up to date with what's going on in one's career sector





07

# Objective Instruments

# Measuring Work Skills



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# Performanse

*soft skills for good*





**MISSION**

**Study and create methods and tools for the assessment of behavioural and motivational competences.**



**FOCUS**

**Transferring operational experience to enable School counselors to be independent in planning and managing their action of career guidance and orientation.**



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# The theoretical model

## Behavioural approach

- Understanding personality through behavioural responses

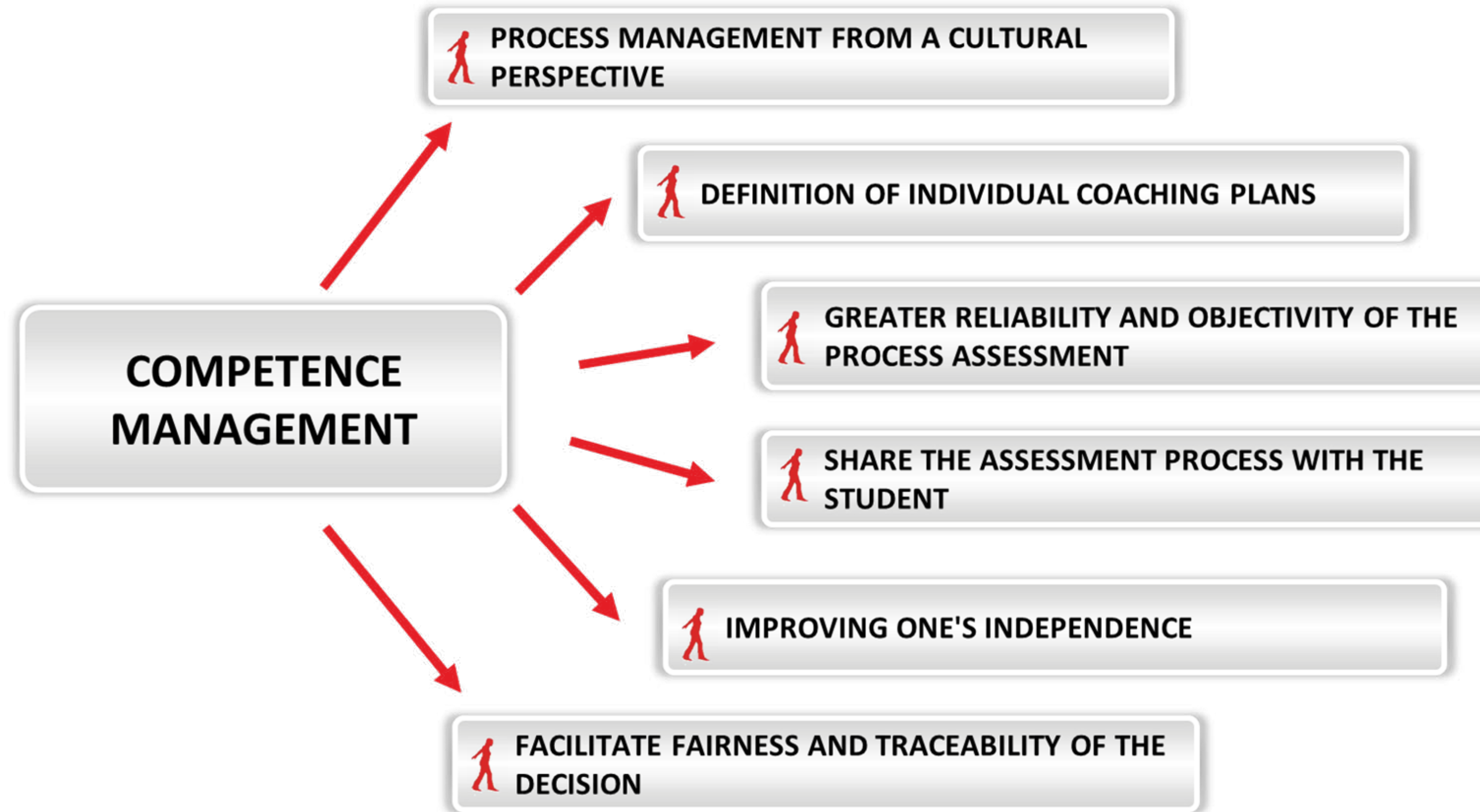
## Motivation Theory

- Motivation is a permanent dimension of behaviour

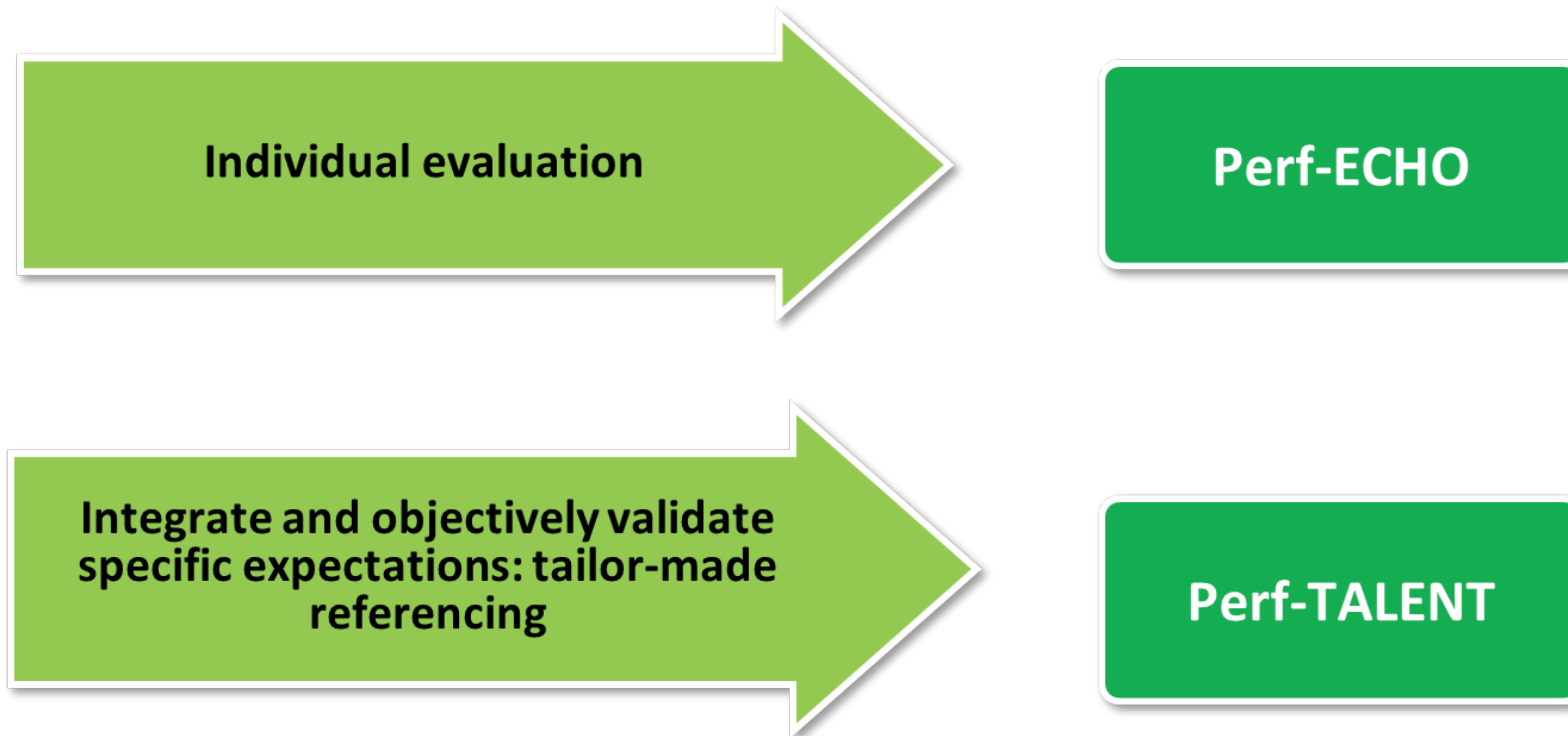
## Systemic Approach

- Learning about human behaviour in its entirety as a system of communication and interaction with the environment

# The added value



# Skills development tool



# Perf-ECHO

## Behavioural skills and motivation test



**1** Online test administration in 10 / 15 min

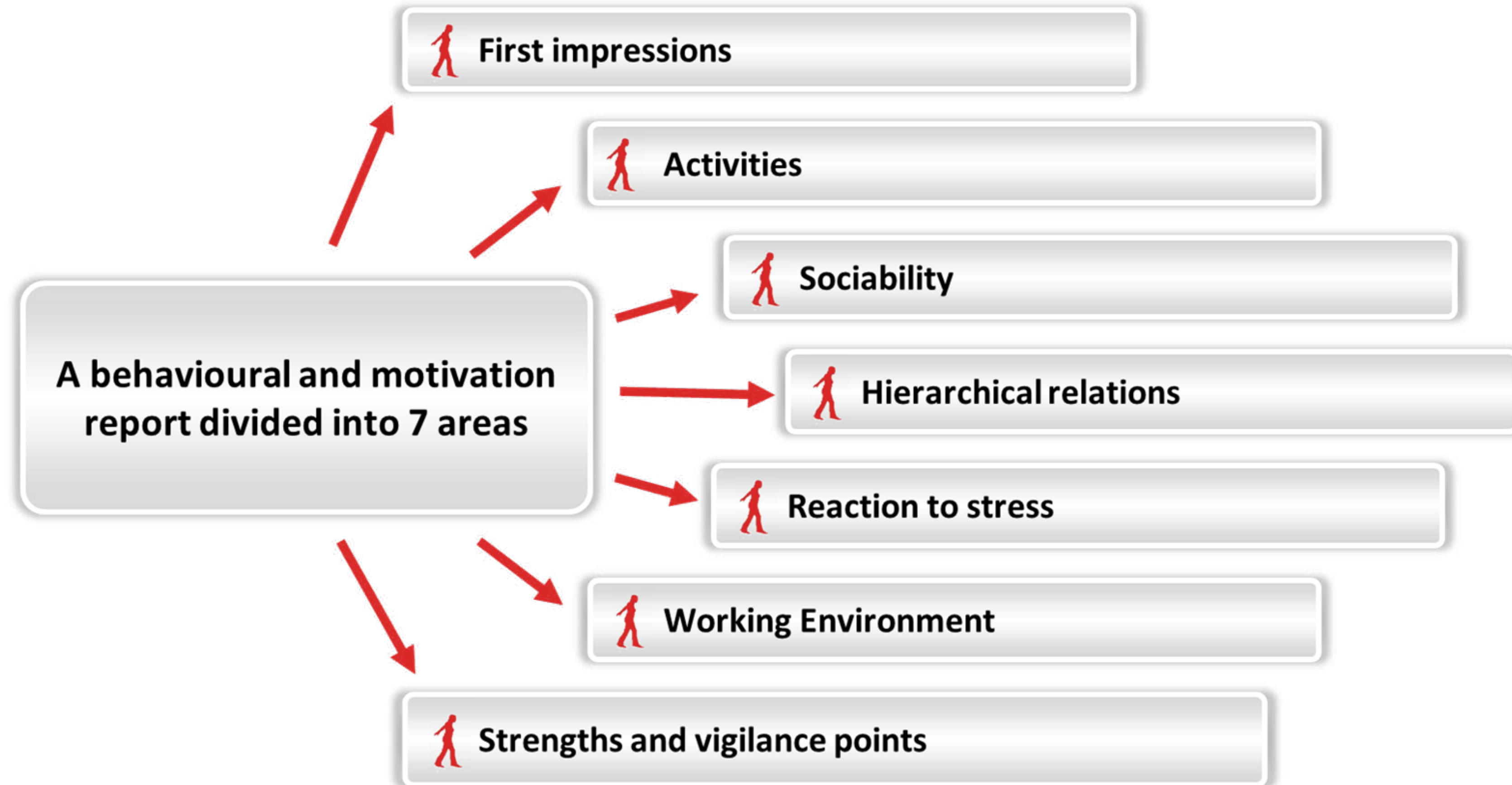
**2** Immediate processing of the report



**3** Interview with the student supported by the report



# The report on behavioural and motivational competences





# The customised skills profile

## Descriptive report for the student

**PUNTI DI FORZA**

- Può ispirare simpatia
- Protegge l'interesse generale
- Pensa in modo inventivo
- Fa dei progetti ponderati
- Risparmia i suoi sforzi
- Sceglie la via più agevole
- Si interessa di argomenti svariati
- Adatta le sue azioni alle sue mete
- Evita le idee preconfezionate
- Conserva una grande flessibilità

**PUNTI DI VIGILANZA**

- Tollera male la solitudine
- Ha bisogno di un mezzo di ev
- Desidera stupirsi
- Manca di continuità nella sua
- Vede soprattutto nel breve te
- Ha bisogno di un ambiente c
- Non ama le condizioni predef
- Non ama le persone intellett

**PRIME IMPRESSIONI**

Anche durante un primo incontro, date spesso l'impressione di aver raggiunto un equilibrio personale e di aver realizzato un buon compromesso nell'insieme delle vostre capacità. Le idee che avete potuto sviluppare in modo realistico sembrano soddisfarvi. I vostri interlocutori noteranno inoltre curiosità e flessibilità di spirito nei vostri discorsi.

Non vi piace probabilmente esprimervi inizialmente a proposito dei vostri sforzi o delle difficoltà di ciò che realizzate. Secondo voi è più saggio e vi valorizza maggiormente risparmiarsi pene e fastidi ogni volta che è possibile.

**ATTIVITÀ**

Un ambiente innovativo e intellettualmente stimolante vi incita ad attivarvi sui vostri compiti. La curiosità e la flessibilità dell'approccio costituiscono indubbiamente dei punti di forza nel vostro modo di procedere, e non amate molto ciò che è previsto e programmato in modo definitivo.

La vostra motivazione ha bisogno di essere sostenuta dalla speranza di varietà e di risultati rapidi, in mancanza dei quali potreste perdere la vostra efficacia.

Non siete pronto ad assumervi, senza qualche cautela, dei progetti ambiziosi, o che presentano dei rischi, a meno che possiate sentirvi appoggiato da un gruppo. D'altra parte, in questo caso, è probabile che diate il meglio delle vostre possibilità, soprattutto per essere riconosciuto e integrato.

Non amate essere sottomesso in modo permanente o a lungo a rigidi obblighi di lavoro; preferite modificare il vostro ritmo.

## School counselor Confidential Report

**IL MODELLO NUMERICO**

Istogramma di rappresentazione delle dieci dimensioni comportamentali

Dimensione	Punteggio
EST	51
ANS	45
AFF	52
RIC	41
RIG	59
DIN	49
COM	54
REA	51
APP	39
POT	48

**Grafico rappresentazione delle dieci dimensioni comportamentali bipolarizzate**



- To ensure transparency in the evaluation, PerformanSe tools **return rich and nuanced reports** accessible to the evaluated person.
- These reports are the fruit of PerformanSe's expertise: a **3500-page text** base allows us to transcribe every observed behaviour with great precision.

- The report is returned to the student to be **read and validated**: it will serve as the basis for the return interview.
- This methodology creates a **climate of objectivity and trust and actively involves the student**.

# The restitution interview

It is at the center of the evaluation process



It allows :

- the students to express themselves and react freely on their results.
- the school counselor to:
  - focus the interview on the key points of the person

- assess adaptability and potential



Thank  
you!

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