GreenVETAfrica

Competence-Based Approach

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GreenVETAfrica mission is to offer an innovative capacity building programme on Green Waste Management in Nigeria and Ghana

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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

Increasing professionalisation of workers

Communication between machines

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.

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SKILLS

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

Some classifications of competencies

ISFOL

ISTITUTO PER LO SVILUPPO DELLA FORMAZIONE PROFESSIONALE DEI LAVORATORI

Institute for the Development of Vocational Training for Workers

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.
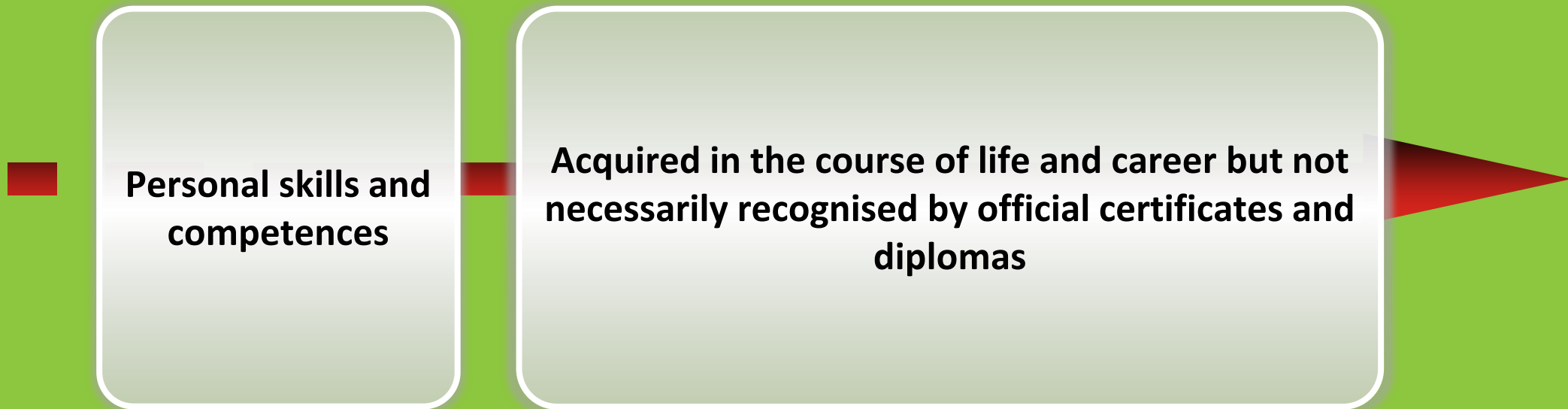
EUROPASS SKILLS CLASSIFICATION

Personal skills and competences

Acquired in the course of life and career but not necessarily recognised by official certificates and diplomas

EUROPASS SKILLS CLASSIFICATION

Relational skills and competences

Living and working with other people, in a multicultural environment, in positions where communication is important and in situations where teamwork is essential

EUROPASS SKILLS CLASSIFICATION

Organisational skills and competences

Sport, volunteering, University, Family, Projects...

Coordination of people and processes

EUROPASS SKILLS CLASSIFICATION

Technical skills and competences → **Computers, technical equipments and tools** → **What does the world of work ask?** →
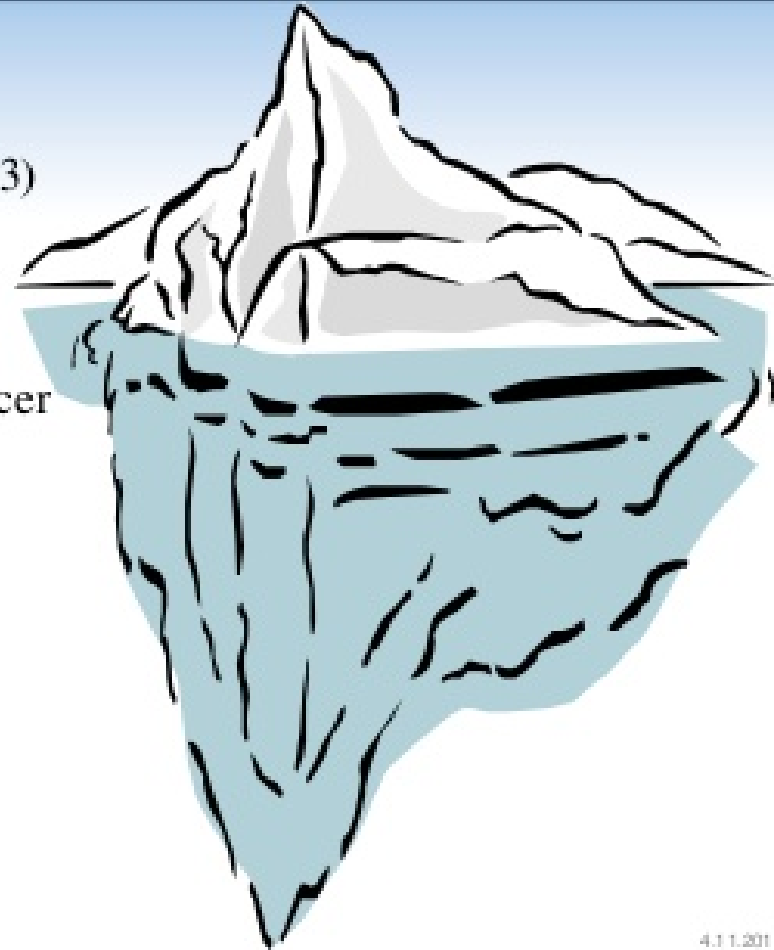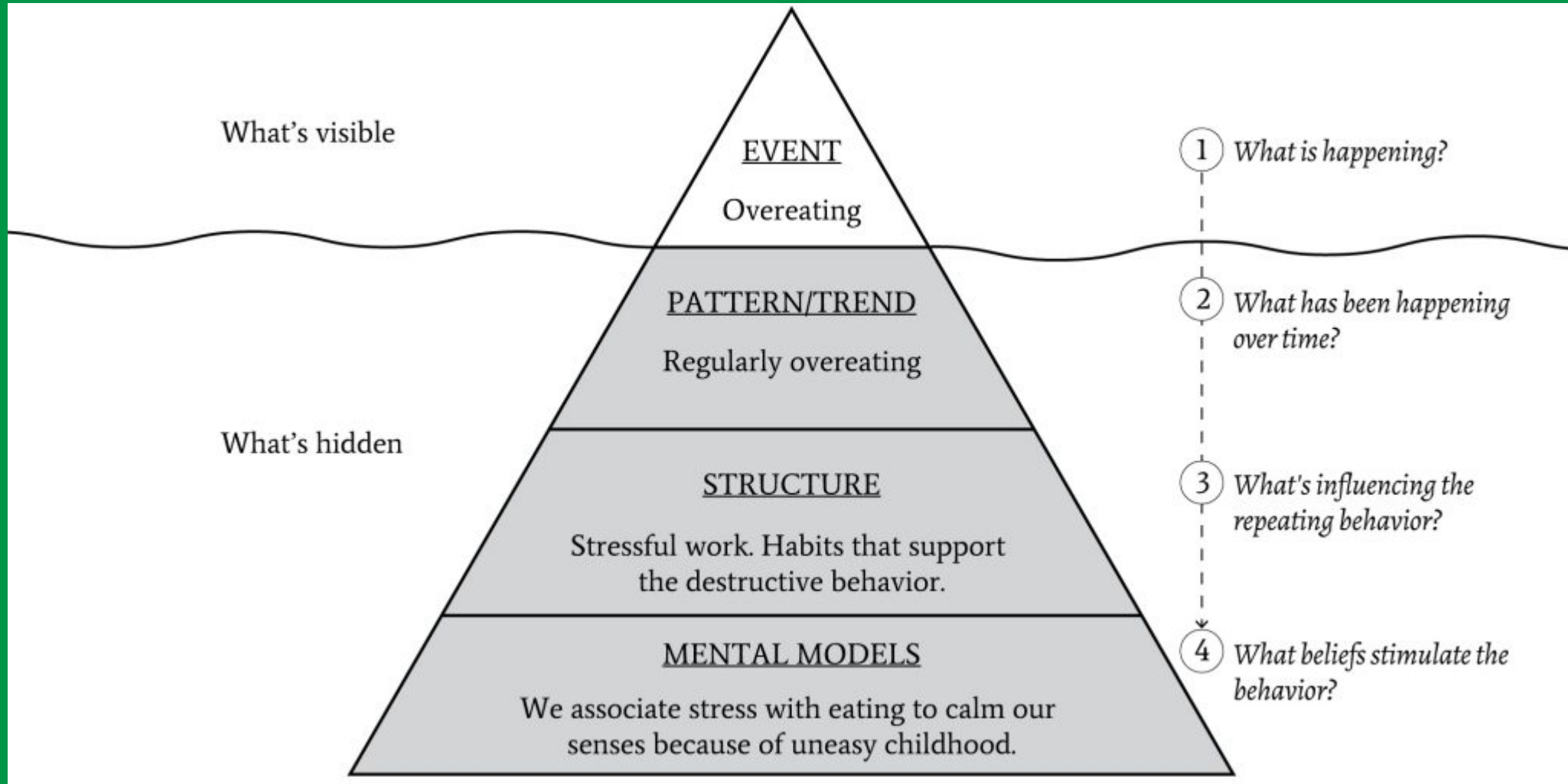
Individual's innovation competence (iceberg model, Spencer and Spencer 1993; Kets de Vries 2001)

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)

SKILLS ICEBERG MODEL

VISIBLE SKILLS

Abilities: the ability to perform a given task

Knowledge: of specific disciplines or topics

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.
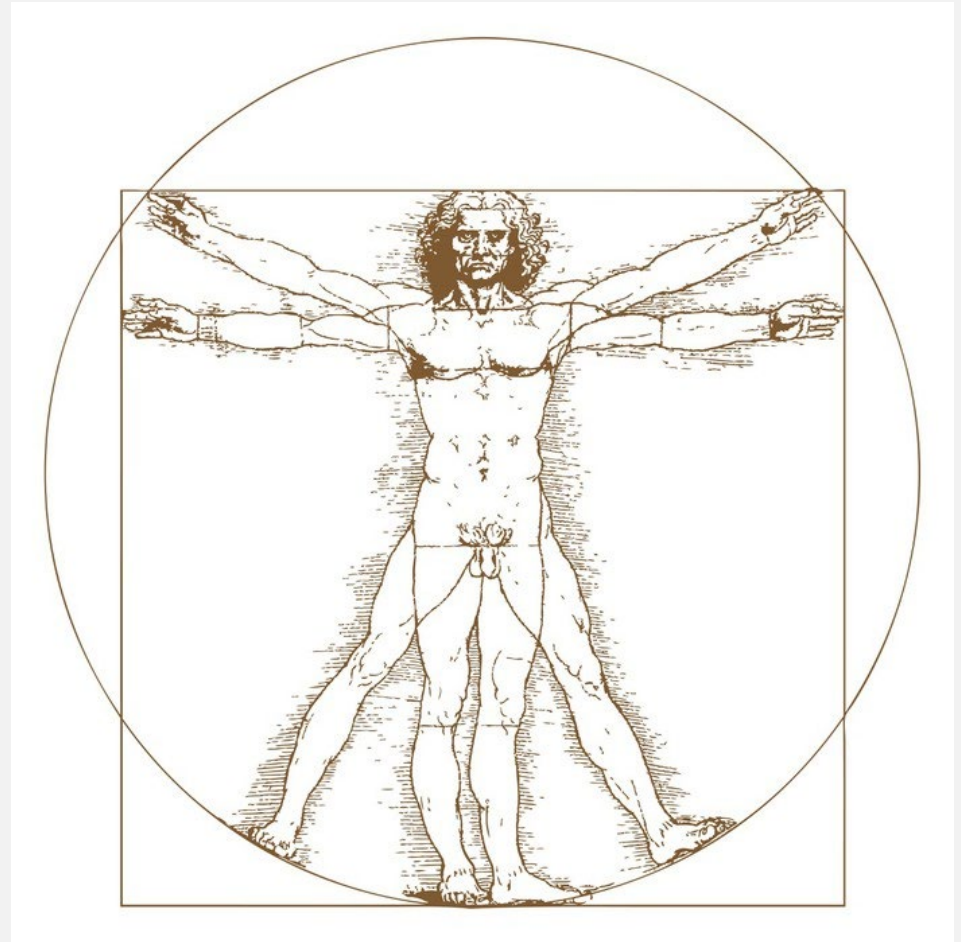
SKILLS NOT VISIBLE

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;

2.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

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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**

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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.

ResearchGate
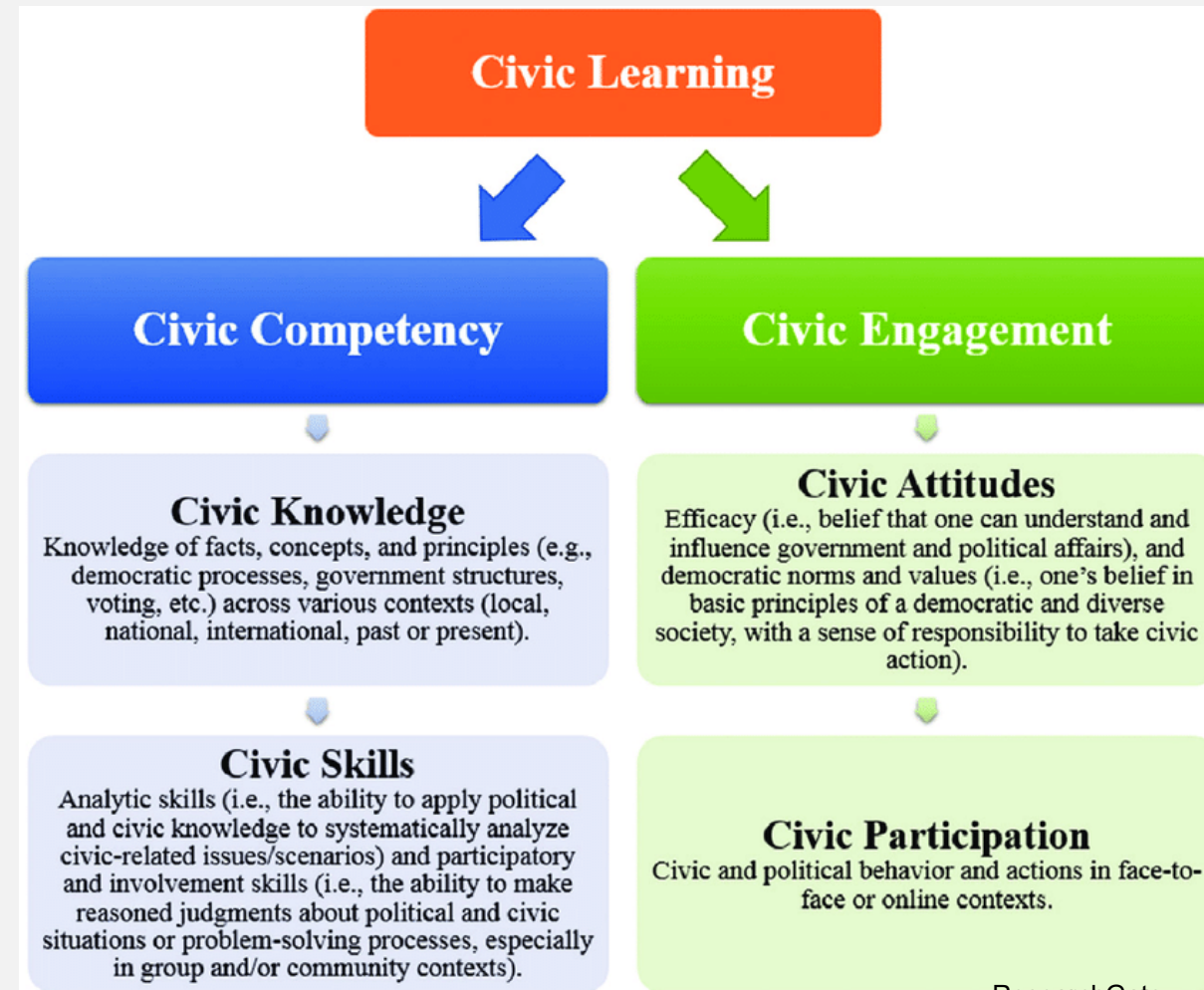
SPIRIT OF INITIATIVE AND ENTREPRENEURSHIP

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

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.

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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

OBJECTIVE INSTRUMENTS

MEASURING WORK SKILLS

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THE THEORETICAL MODEL

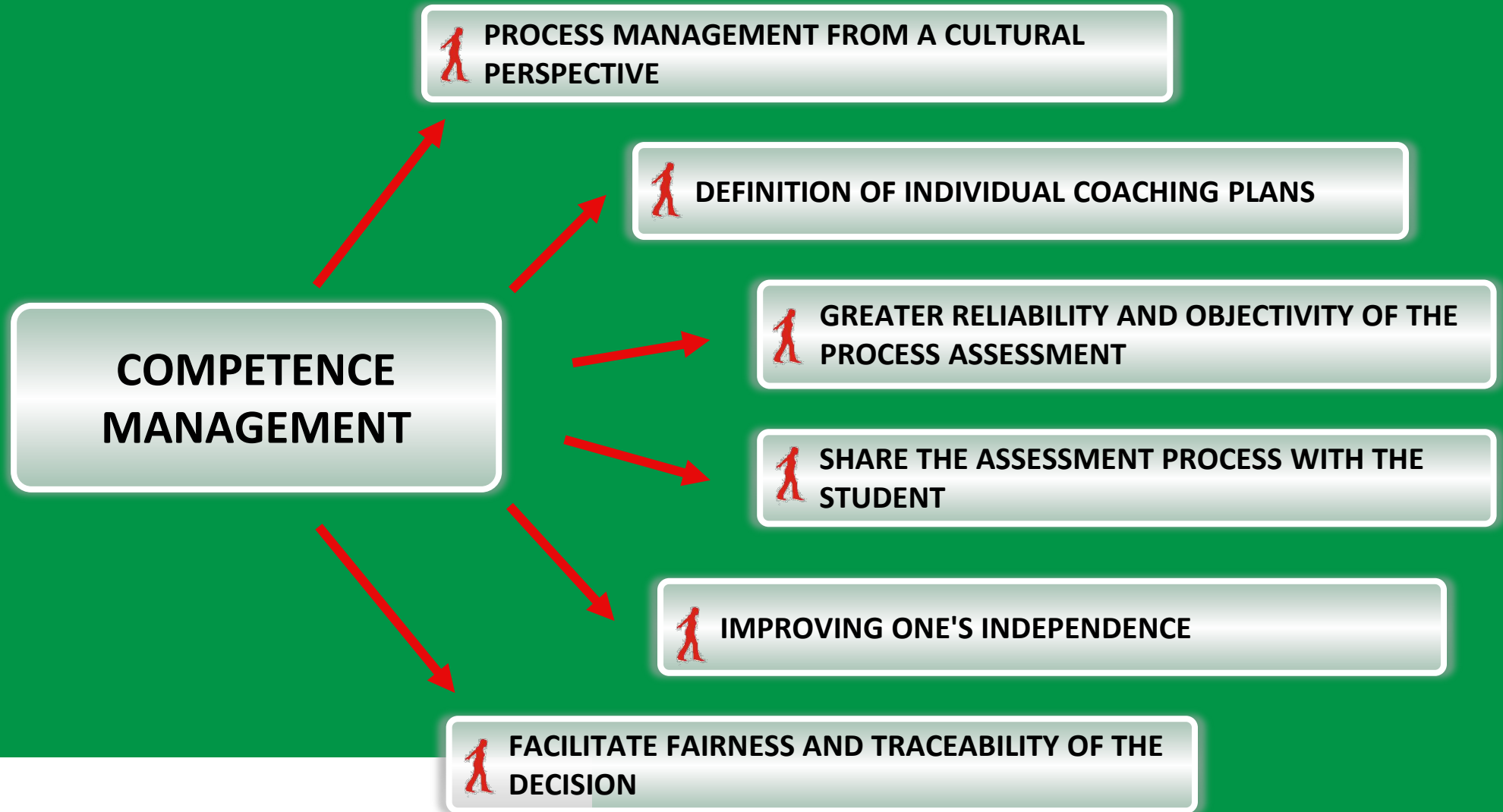|	
Behavioural approach	**Understanding personality through behavioural responses**
Motivation Theory	**Motivation is a permanent dimension of behaviour**
Systemic Approach	**Learning about human behaviour in its entirety as a system of communication and interaction with the environment**

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THE ADDED VALUE

COMPETENCE MANAGEMENT

PROCESS MANAGEMENT FROM A CULTURAL PERSPECTIVE

DEFINITION OF INDIVIDUAL COACHING PLANS

GREATER RELIABILITY AND OBJECTIVITY OF THE PROCESS ASSESSMENT

SHARE THE ASSESSMENT PROCESS WITH THE STUDENT

IMPROVING ONE'S INDEPENDENCE

FACILITATE FAIRNESS AND TRACEABILITY OF THE DECISION

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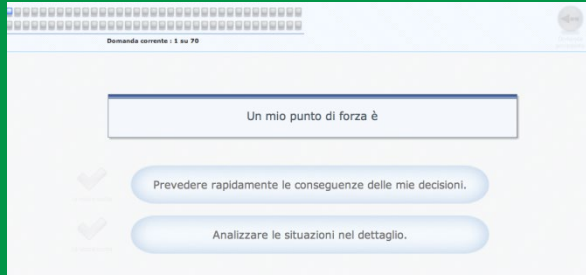# SKILLS DEVELOPMENT TOOLS

Individual evaluation → **Perf-ECHO**

Integrate and objectively validate specific expectations: tailor-made referencing → **Perf-TALENT**

Perf-ECHO

Behavioural skills and motivation test
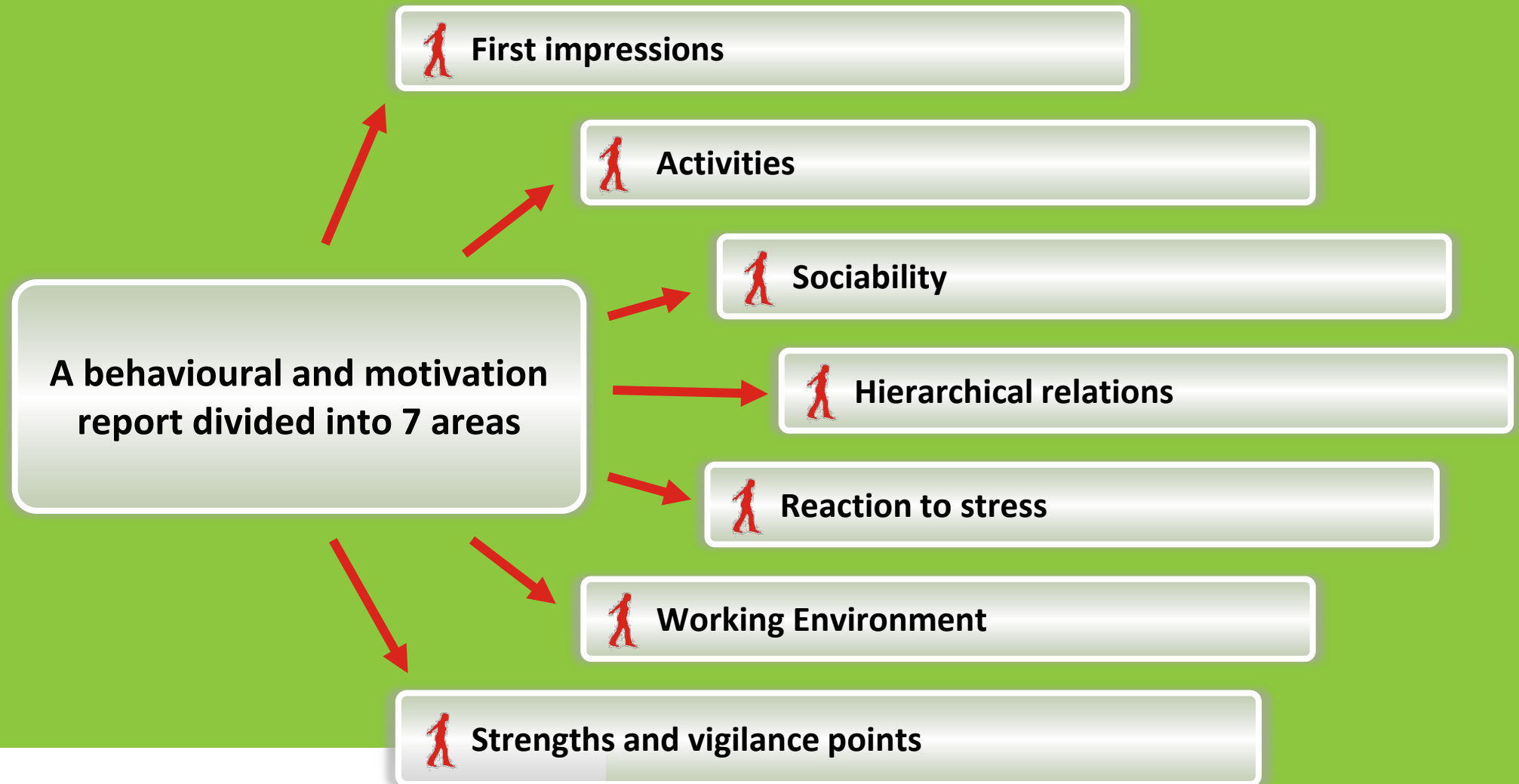

2 Immediate processing of the report

1 Online test administration in 10 / 15 min

3 Interview with the student supported by the report

THE REPORT ON BEHAVIOURAL AND MOTIVATIONAL COMPETENCES

First impressions

Activities

Sociability

A behavioural and motivation report divided into 7 areas

Hierarchical relations

Reaction to stress

Working Environment

Strengths and vigilance points

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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 ch
- Non ama le condizioni predef
- Non ama le persone intellettu

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 presentino 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

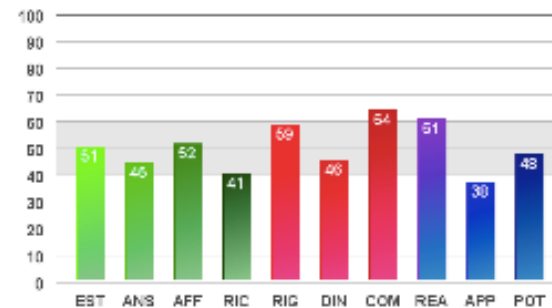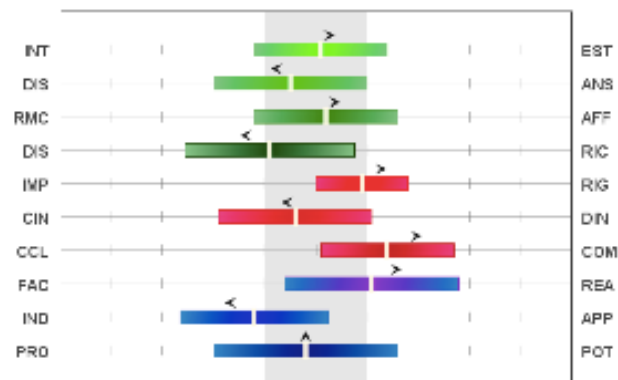Istogramma di rappresentazione delle dieci dimensioni comportamentali

Grafico rappresentazione delle dieci dimensioni comportamentali bipolarizzate

②

- 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.**

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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

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