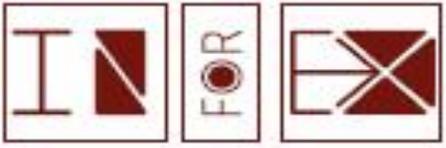


How to evaluate competences and laboral skills



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Specifics objectives



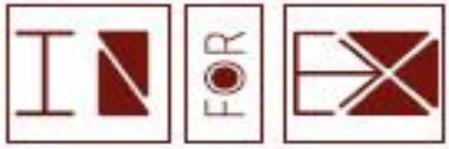
- The application of “FOUR STEPS”: To **communicate**, to **show**, to **make** and to **check**.
- To know the methodology *“Teaching by competences”*
- To know the basic communication skills in the formative-labor contexts.
- The hability of identify laboral skills and specifics personality traits on users.

[Teamwork](#) video



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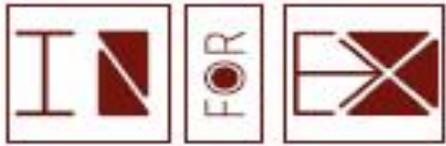




WHAT ARE THE “LABOR COMPETENCES”?

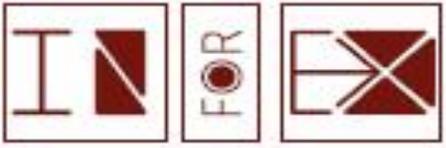
We define the “**labor competences**” as “**Performance**”, and this can be expressed in three levels:

- Skills in very high practical and programmed tasks: **AUTOMATION.**
- Modify pre-established rules in an unexpected situation: **FLEXIBILITY.**
- Knowledge, comprehension and use of techniques to solve problems, as well as find solutions to new situations: **SOLVING PROBLEMS.**



CLASSIFICATION OF LABOR COMPETENCES

- **Level 1:** Competence for automatic, predictable and varied job.
- **Level 2:** Ability to make a significant and varied range of work activities which are complex, can be developed in different contexts and require collaboration and teamwork.
- **Level 3.** Ability to make diverse work activities with large variety in context, most of them complex and non-routine tasks which requires responsibility and autonomy, in addition to be provided of control and orientation to others.



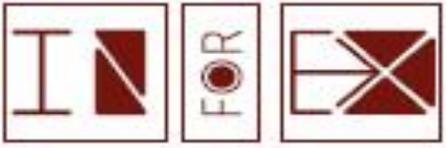
CLASSIFICATION OF LABOR COMPETENCES

- **Level 4. Wide range of technically complex work activities;** carried out in different contexts and a high degree of autonomy and responsibility. Usually requires responsibility for other jobs and distribute resources.
- **Nivel 5.** Ability to make an high range of **basic principles, sophisticated technical, unpredictable and with variety of contexts.** Important level of autonomy and responsibility in the work of others as well as the resources distribution. This requires personal ability in analytical and diagnose, design, planning, execution and assessing matters.



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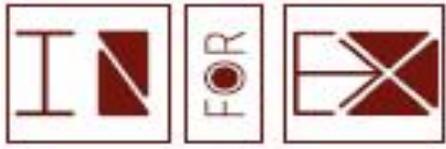




COMPETENCY EDUCATION

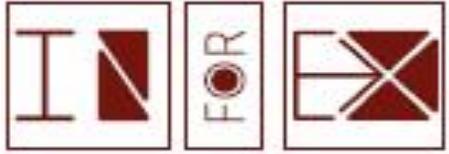
Competence training program are the followed (Adaptation based in Harris, et. al.,1991):

- The **competences** that users will have to meet at work are carefully identified by the employer.
- The **evaluation criteria** are derived from the analysis of competences, the conditions have to be explicitly specified and have to be known by the users.



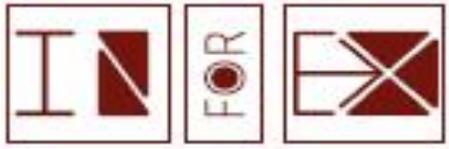
COMPETENCY EDUCATION

- The **instruction** is directed to the development of each competence, and there is an individual evaluation for each competence.
- The **evaluation** takes account the knowledge, personal attitude, and the development of the competence as the main source of evidence.
- **The progress will be individualized** adapted to the each user, according to the demonstrated competences.



COMPETENCY EDUCATION II

- The instruction is individualized as much as possible
- The learning experience are guided by a frequent **feedback**.
- The emphasis is placed on the achievement of concrete results.
- The rate of progress in the training is individual, the time is irrelevant.
- The competence to teach has to be carefully planned and systemized.
Continuous assessment.
- Avoid the training in big groups.
- Teaching should be less directed to exposing themes and more to the learning process of individuals.
- Facts, concepts, principles and other types of knowledge should be an integral part of the tasks and functions.



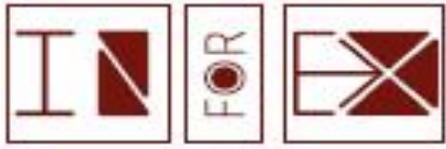
HOW TO IDENTIFY THE COMPETENCES

1. *Without knowledge/ Without skills to do it.*
2. *With knowledge/ Without skill to do it.*
3. *With knowledge/ With skills to do it.*
4. *Without knowledge / With skills to do it.*



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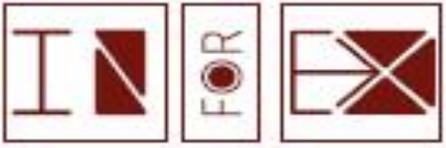
VALUATION AND PROFESSIONAL PROFILE

The assessment phase starts with collection of information to build a profesional profile and a situation diagnosis of the person, and become familiar with the analisis of information and the main factors than benefit or obstruct in the integration procedure.



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VALUATION AND PROFESSIONAL PROFILE

ASSESSMENT OF ENVIRONMENT

- **Needs:** Socials, economic, housing, mobility, etc.
- **Cultural factors:** A key of integration.
- **Support:** Labour insertion (social network, relevant persons, facilitators etc.)
- **If is getting benefits.**
- **Family responsibilities.**

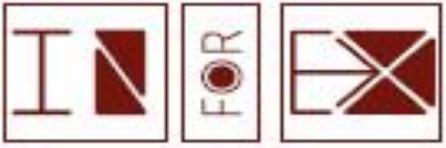
ASSESSMENT OF PERSONAL ASPECTS AND COMETENCES

- Evaluate competencies (technical and transversal), skills, knowledge, skills and attitudes.
- Assessment of self-esteem, self-concept and self-image.
- Know the labor expectations.
- Motivation and attitude respect to the job.
- Previous work experience (CV).
- Preference shift and adjusted expectations.
- Knowing leisure activities and free time (personal interests, tastes).



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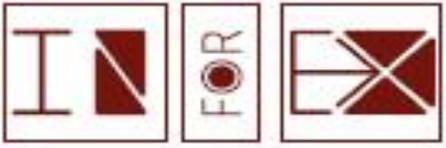
WHY IS IMPORTANT TO MAKE A GOOD WORK LABORATION VALUATION?

1. **Knowing the degree of employability**, i.e. possibilities that a person has to find a job, considering its personal situation, social situation, psychosocial, health, formation, experience, work experience, availability , work centres , work preferences...)
2. **Facilitators and barriers in the environment of the person**, as to enhance or limit its performance with a view to the objective of the labour insertion.



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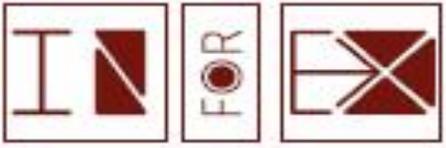
FACILITATOR FACTORS IN THE LABOUR INSERTION

- **Motivation** of the person to be incorporated to the labour market (R.E. Drake and Bond, 2008; Grove & Membre, 2005)
- The previous **Labour experience** (W.A. Anthony & Jansen, 1984 McGurk, Mueser Harvey, La Puglia & Mader, 2003).
- **Adjusted Expectation** to the labour market reality.
- **Having participated successfully** in training programs or other integration processes, such as the development of skills in simulated or protected work environments (W.A. Anthony & Jansen, 1984).
- **Positive Self-concept** related to the worker role (W.A. Anthony & Jansen, 1984) “Believe in yourself” (Grove & Membrey, 2005).
- **Development of basic social skills.** These competences improve significantly with the development of a work activity and make a positive impact on the self-esteem and self-confident (Grove & Membrey, 2005).



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SOME SUCCES PREDICTORS IN THE LABOUR INSERTION

1. Based in the person

Previos labour experience

Formation

Adaptability to the task

Flexible hours

Empowerment.

Having succesfully completed the rehabilitation process

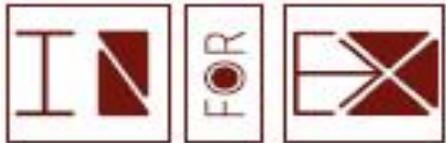
LABOUR SKILLS

TECHICAL COMPETENCES



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2. Based in its attitude

Motivation

Expectation

Willingness

Self-Concept



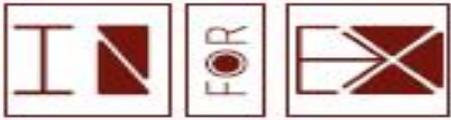
Vocational Adjustment

Labour market - oportunities



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SESSIONS	CONTENT
EVALUATION OF COMPETENCES	<ol style="list-style-type: none">1. Registration of job search skills.2. Survey of motivational aspects.3. Labour adjustment.
SESSION 1	<ol style="list-style-type: none">4. Self- knowledge to find a job.5. Identification of own capacities.6. DAFO.7. Self- knowledge Pyramids.
SESSION 2	<ol style="list-style-type: none">1. Self-knowledge and Self-motivation .2. How I learn.3. 10 abilities you to have to have, to get a job.
SESSION 3	<ol style="list-style-type: none">1. Approach to le labour market and business structure.2. Profile of competences.



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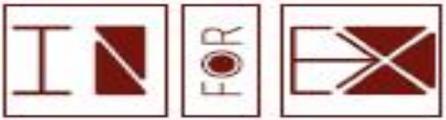
10 LABOR COMPETENCES MORE VALUABLE

- I. **Autonomy**
- II. **Organisation**
- III. **Implication and motivation**
- IV. **Responsibility and compromise**
- V. **Worktime**
- VI. **Empathy**
- VII. **Communicative skills**
- VIII. **Social skills**
- IX. **Self-control**
- X. **Capacity for mediation and conflict resolution**
- XI. **Capacity to anticipate**
- XII. **Adaptability and flexibility**
- XIII. **Initiative**
- XIV. **Innovation**
- XV. **Decision making**



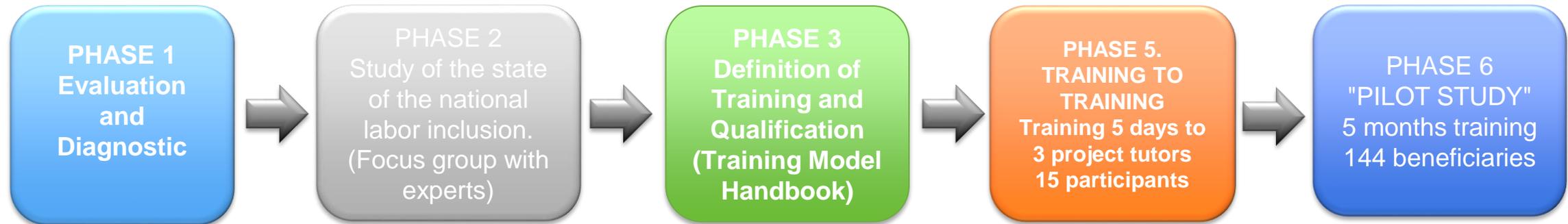
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METHODOLOGY InforEX PROJECT

- ❑ The project is based on a model of Learning by experience of Kolb 1984.
- ❑ Main objective: To develop basic labor competencies in low-skilled people, through work performance, fulfilling the European certification criteria.
- ❑ Project phases:



Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
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PRACTICAL EXERCICES

1. SELF – KNOWLEDGE AND JOB SEARCH

- Think about the exercise
- Why it is important to improve the Self-knowledge in the work insertion procedure?

2. OPEN DISCUSSION ON:

- For question that could worry employers
- How trainers should deliver the training in their country/context



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