Competency-based Learning
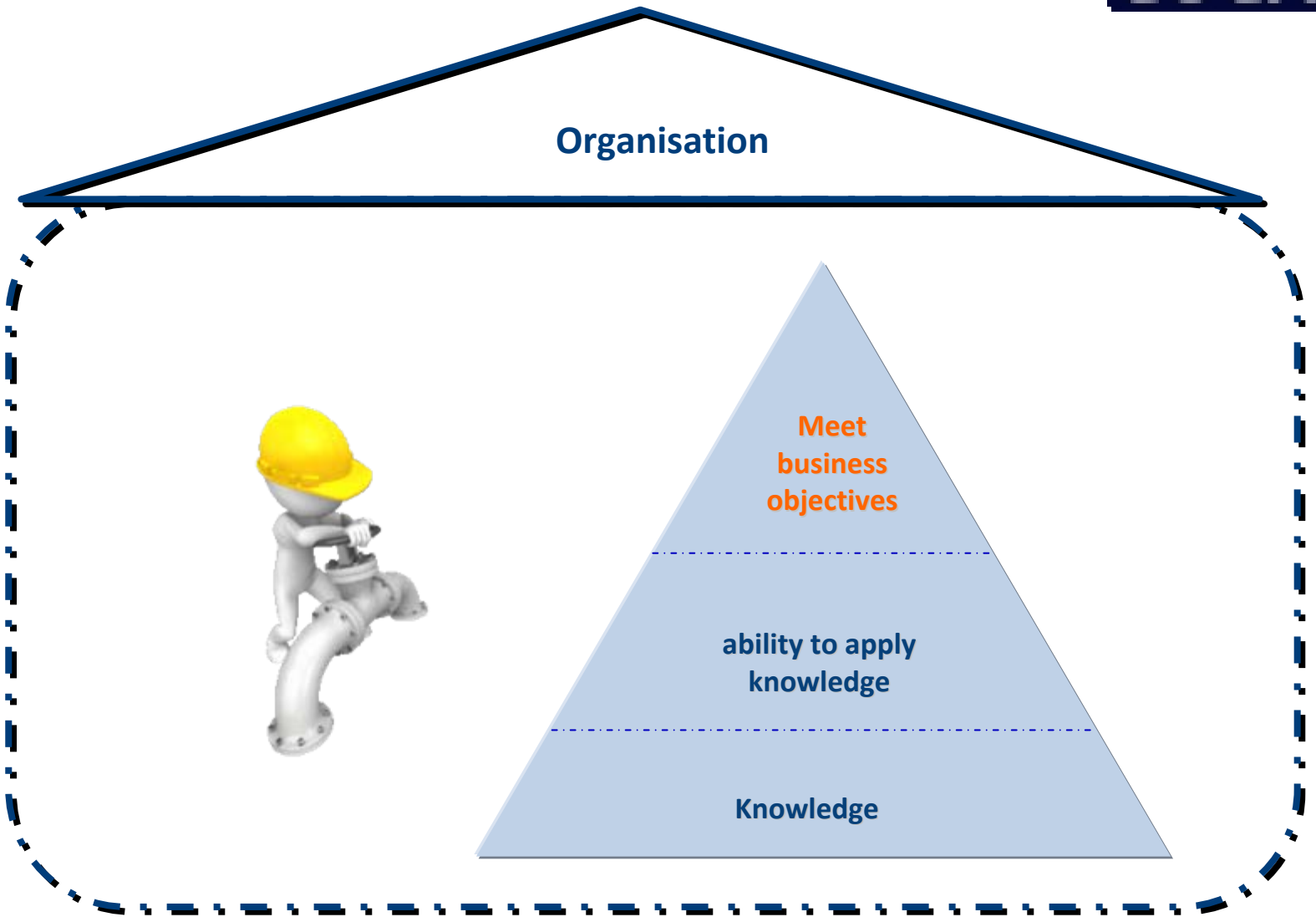
D. Pappa, D. Dikke, R. Ackema

Education and Culture DG

Lifelong Learning Programme

Competencies

Organisation

Meet business objectives

ability to apply knowledge

Knowledge

Competencies

- Competency = skills + knowledge + behavior

Different types of training

= state or quality of being adequately or **well qualified**, having the **ability to perform a specific role**
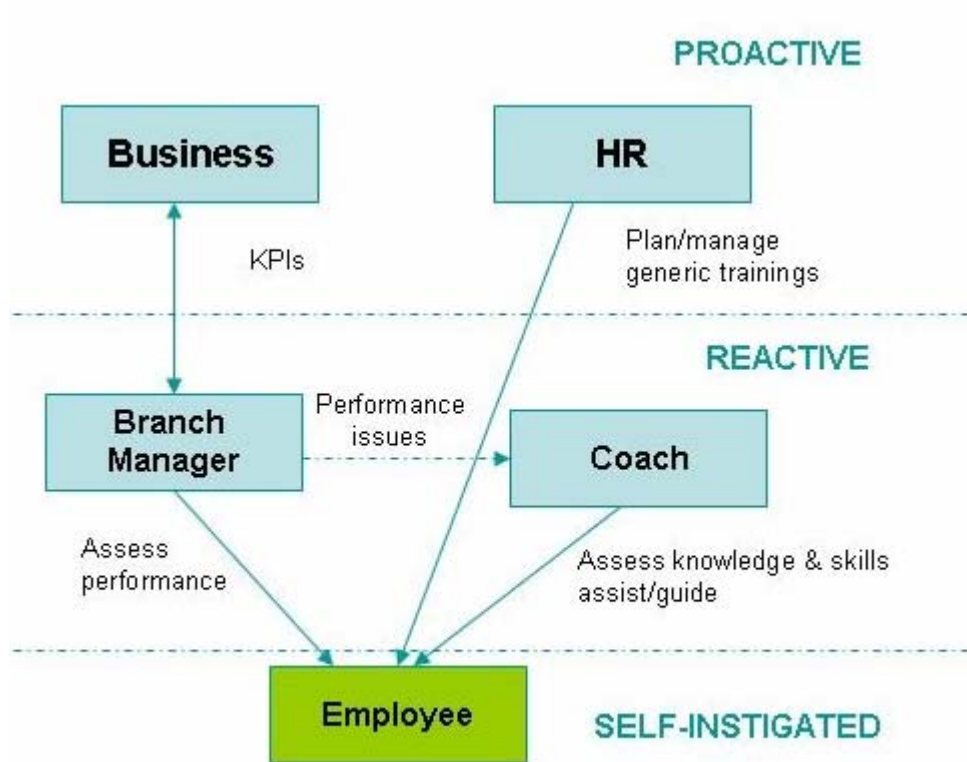
Competencies affect:

Individual performance	⬌	**Process performance**	⬌	**Business performance**

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- Especially for learning at the workplace, there exists often no seamless coupling of planning and execution of learning processes with on-going work and business processes.
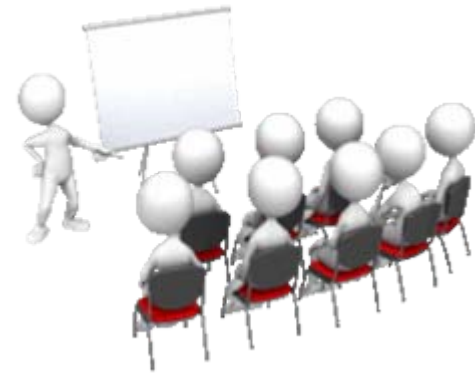
Traditionally: a multi-layer training mechanism is required

- The learning employee should be able to learn directly when the need for education is identified.

- The delay between identification of a learning need and the actual learning should be minimal.

- This can result in significantly improving the performance of the employee at the workplace.

Need to support of a complete learning process life cycle

- 1. Analysis of business processes

- 2. Determination of competencies required for an effective and efficient process performance

- 3. Establishment of competency based learning components and matching with individual competency development needs.

- 4. Identification of learning goals, and on-going learning processes.

- 5. Monitoring of learners' performance according to the competency development and process performance goals defined.

Learning process life cycle: support mechanism

Life cycle of Business Process-oriented Learning

Monitor Performance/ Analyse business value

Analyse business needs

Analyse competency gaps

Model learning scenario

Design learning process

Learning Process Execution

The „Organisational" View

Individual Performance

Individual Goals

Individual Gaps

Personal Learning Style

Individual Learning Process

The „Individual" View

Employee perspective

- Taking the employees perspective, the aligning of business and learning processes will enable employees to improve their skills and performance at the workplace in a verifiable and provable manner.

- By enhancing and broadening their skills they become even more valuable assets on the job market, enabling them to apply for new and even better-paid position, securing their job, etc.

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- From an organizational point of view, this approach will significantly contribute to the change management process.
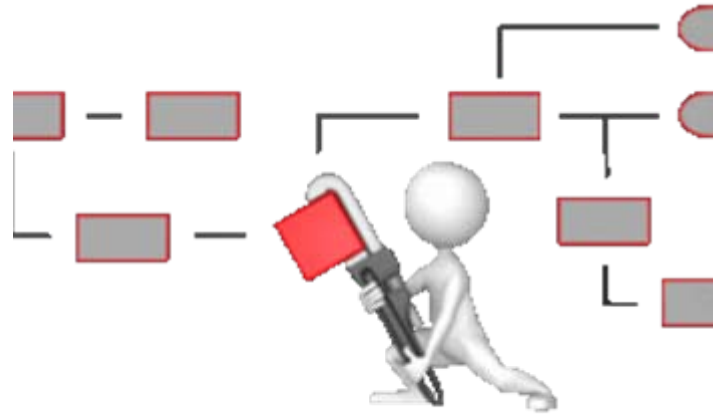
- Furthermore, companies will be able to increase their competitiveness with market-oriented targeted educational activities at the workplace, delivering the respective learning material tailored to the single users needs AND to corporate requirements.

Application examples

- Scenario 1: Maintaining business performance

- Scenario 2:Managing/supporting changes in the business processes of the organisation

- Scenario 3: Managing job vacancies (recruiting, internal employee mobility)

- Scenario 4: Supporting personal development

Scenario 1: maintain business performance

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Q2 assessment reports for Branch Nr12 indicate poor performance results regarding Loans products.

Individual employee performance measurement:

- The Q2 results of Loans Counselor Mary Adams (individual KPIs) fell bellow the expected values, and were significantly lower with regards to the results of other Loans Counselors from the same Branch

- Mary Adams' skills record shows a significant lack of skills in areas that are critical to the Loans Counselor role.

- A training program is required, in order to fill Mary Adams' skills gap

Mary Adams' skills record: status with respect to the requirements of her job role –skills gap

Job profiles and skills	Achieved value	Target	Scale
Mary Adams — Job profiles and skills, Update: Jul 27, 2012 1:58 PM			
⊞ Asnwer telephone			
⊟ Loans Counselor Job Profile			
GBC Able to establishing the Client/Coun...	Advanced	Thorough	
GBC Active Listening	Acceptable	Advanced	**← Lacking in skills**
GBC Asking the Right Questions	Thorough	Thorough	
GBC Reflective and non-reflective listening	Exceptional	Thorough	**← Skills exceed requirements**
GBC Service orientation skills	Thorough	Thorough	
GBC Understand the process of Rapport ...	Acceptable	Thorough	
GBO Knowledge of Consumer Protection ...	Competent with supervision	Competent	
GBO Managment of customer records	Competent with supervision	Competent	
GBO Understanding Client rights	Thorough	Thorough	
GBT Able to understanding Credit Reports	Competent with supervision	Competent	
GBT Being able to take Control of Finances	Competent	Competent	
GBT Complex problem solving	Competent with supervision	Competent	
GBT Critical thinking	Competent	Competent	
GBT Knowledge of Consumer Credit mec...	Competent with supervision	Competent	
GBT Mathematics	Exceptionally competent	Competent	
GBT Understanding and Dealing with Debt	Competent	Competent	**← Has just-the-right skills level**
⊟ Self-assessment			
GBC Asking the Right Questions	Thorough		
GBC Reflective and non-reflective listening	Exceptional		

Search for courses to fill the skills gap

missing skill

Training course proposed for Mary Adams

Training

- By examining the missing skills, a set of **training courses** can be identified for Mary Adams

- The proposed training courses can cover Mary Adams' competency gaps with respect to her job role

- The HR &Training Department of GrB enrolls Mary Adams in the courses

- Mary Adams can start training (online and/or in the classroom)

- The HR &Training Department can monitor Mary's progress and update her skills record accordingly.

Scenario 2: Managing/supporting changes in business processes

Scenario 2: Managing/supporting changes in business processes

■ Accommodate changing job role requirements (e.g. change in legislation, IT systems infrastructure etc)

■ In order to address the change, the HR &Training Department of GrB needs to:

– Investigate employee skill gaps resulting from the business process change

– Examine the availability of relevant training courses in the Courses Catalogue (and if needed enhance the Courses Catalogue accordingly)

– Organise and execute a training program to fill the skill gaps identified

Scenario 3: Managing/supporting changes in business processes

Internal staffing for Loans Manager

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- Mr Smith, Loans Manager with GrB, has announced his retirement at year's end.
- A current staff member of GrB will be promoted to Loans Manager to replace Mr Smith.

The HR &Training Department needs to:

- Select the most suitable candidates by conducting **employee comparison by job profile** in the Staff Pool.
- Investigate the competency gaps of the selected employees
- Examine the availability of relevant training courses in the Courses Catalogue
- Organise and execute a training program to fill the skill gaps of the selected employees

Employee comparison by Job Profile

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Staff comparison
Update: Nov 2, 2012 11:20 AM

My saved searches
All contents

Last name

First name

| First name	Last name	Job profile ▲	Suitability
Mary	Adams		52%	← **Most suitable candidate**
Richard	Arnolds		0%
Jack	Been	Loans Manager	0%
Hugh	Davis		13%
Diana	Dikke		0%
Jil	Owen	Loans Manager	0%

# Scenario 4: Supporting personal development

Carrier path planning for Mary Adams

- Marry Adams has been working for GrB for several year, is a very motivated and competent person and would like to become Loans Manager in two years time.

- Together with the Training Coach assigned to her by the HR &Training Department of GrB, Mary Adams can
  - review the exact competencies required for the role of Loans Manager
  - Compare her skills record with the skills of the Loans Manager role and identify her competencies gaps
  - Create a personal training planCatalogue
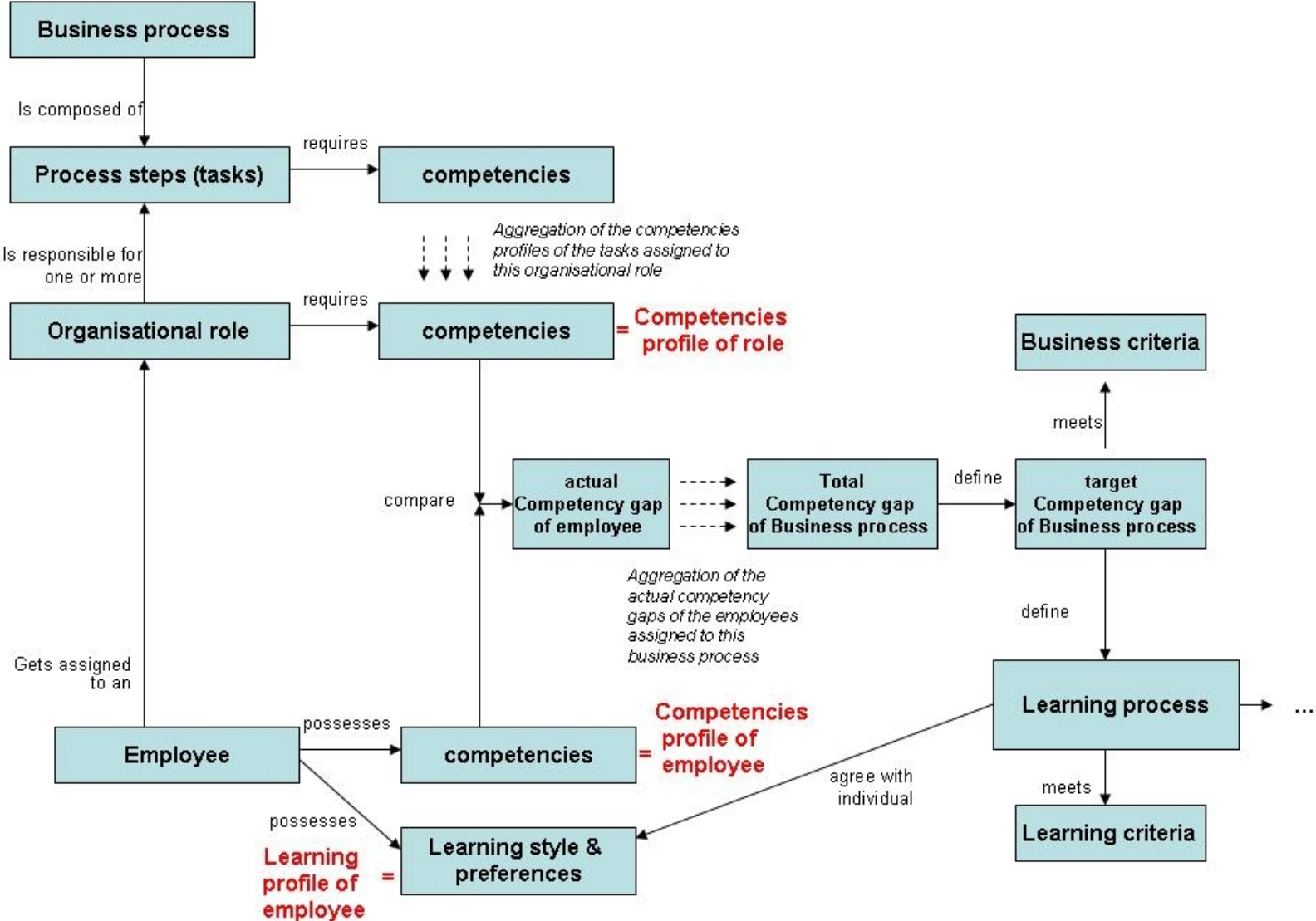 - Apply to her manager for approval of the training plan

Overview of the approach

Learning Modules

Competency acquired
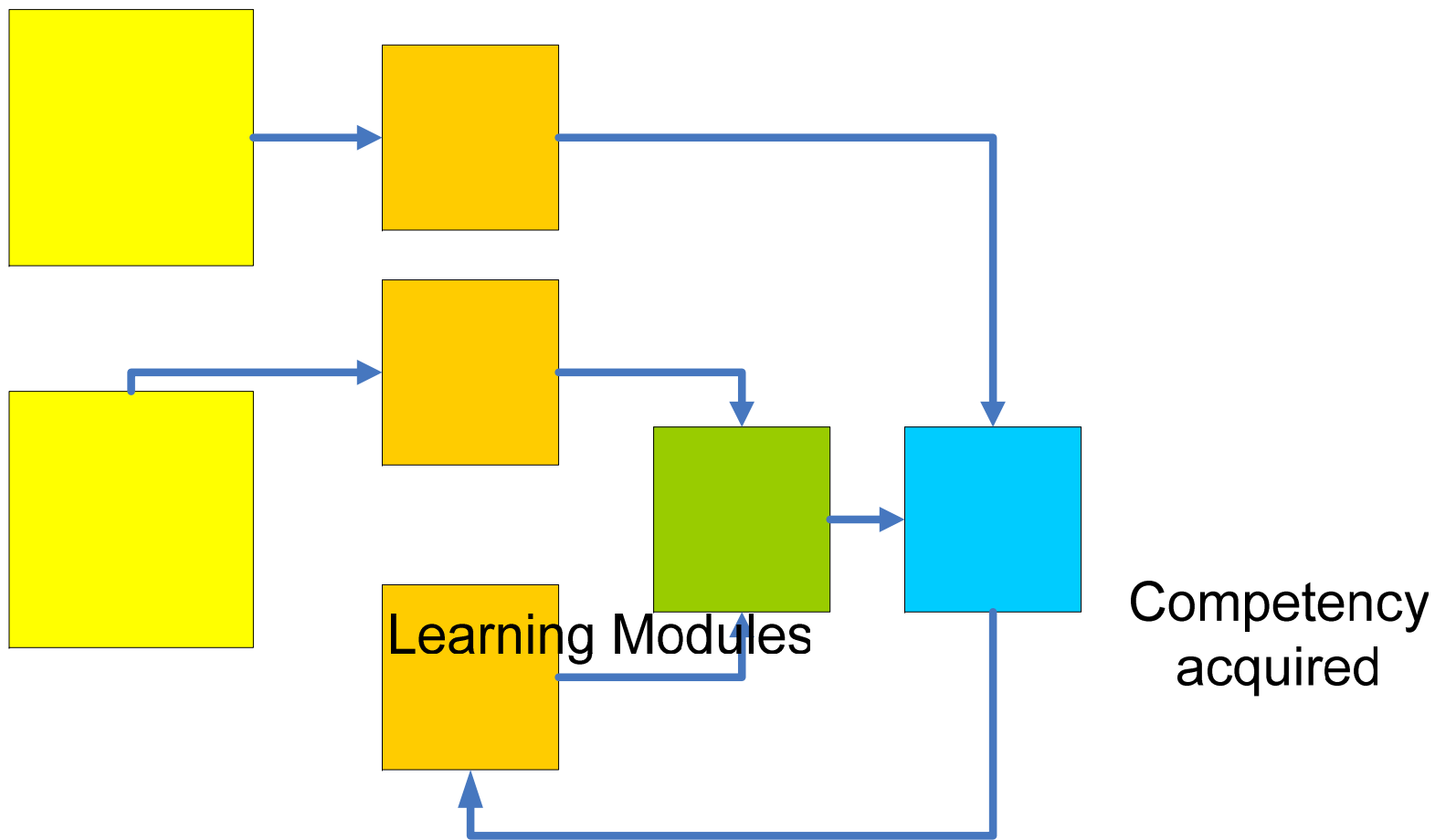
Competency based learning components
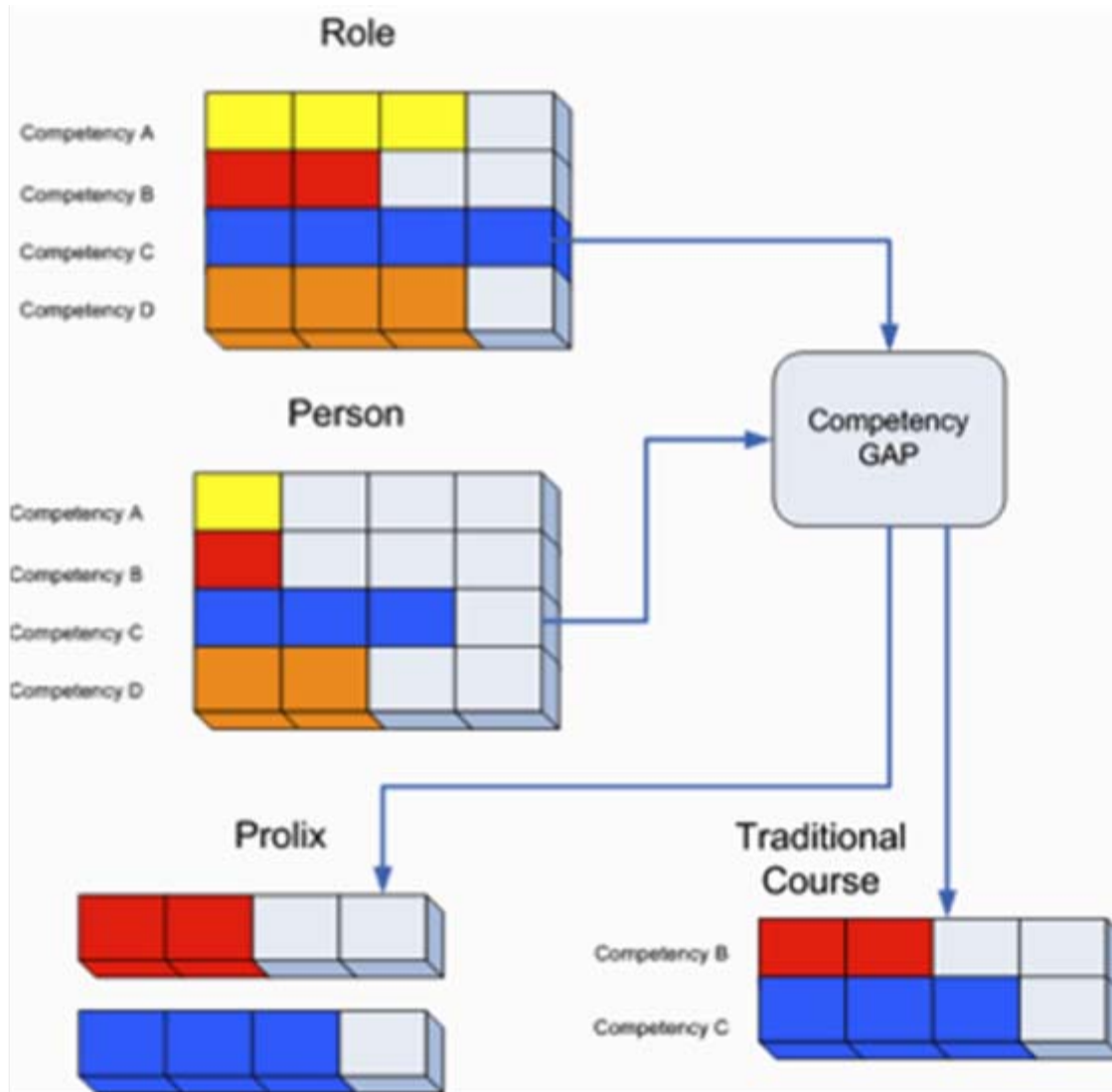
COCAL Competency-based training in detail

Open Educational Resources

OER : "technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes". (UNESCO, 2002).
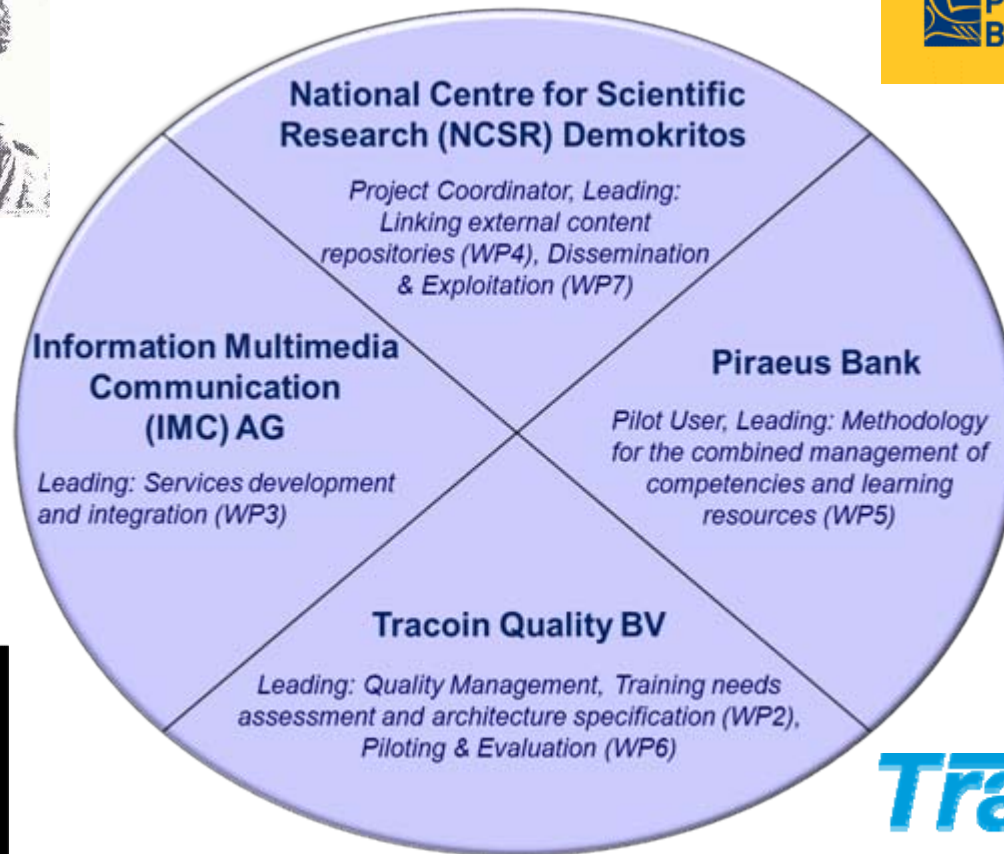
THE COCAL PROJECT

COMPETENCY-BASED CONTENT ACQUISITION AND LEARNING

Education and Culture DG

Lifelong Learning Programme

COCAL Objective

- The major goal of COCAL is to align people and processes in complex & dynamic working situations by addressing the needs of employees and companies at the same time.

COCAL Project Partners

COCAL

Banking Institutions

To address the upskilling needs of the banking sector by:

providing a **holistic approach** for the combined management of competencies and learning resources.

Vocational Training

To increase the effectiveness & efficiency of VET services in the sector by:

- increasing the capacity to deliver **"just-in-time"**, quality services, tailored to the needs of the individual learner.

- allowing for **the better use** of available learning resources and exploiting open content repositories

COCAL METHODOLOGY

COCAL Architecture
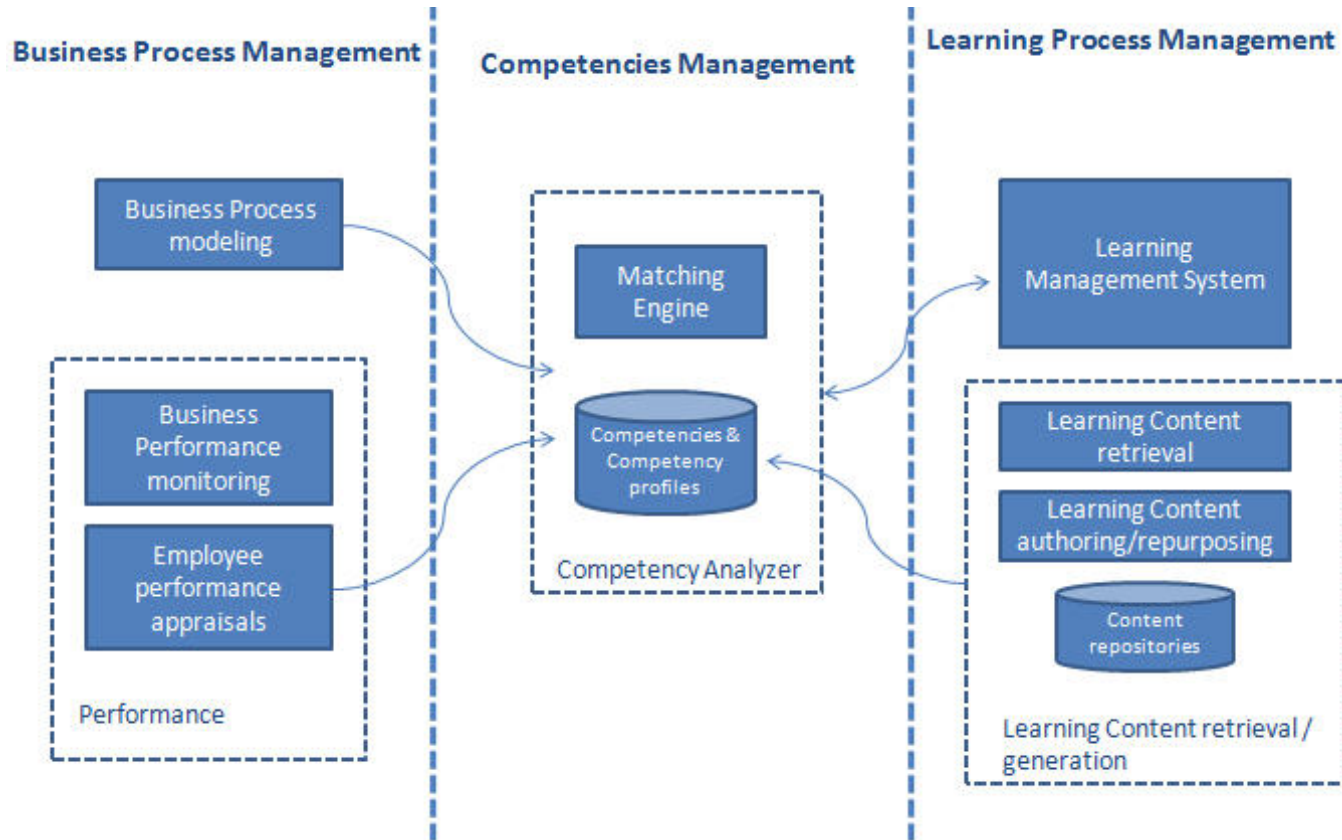
Impact of training in organisations

- Training --- Employee effectiveness, performance, motivation

Need

- Training to support business processes → improve/maintain performance
- Assist organisations to adapt quickly to changing business needs → reduce Time2Competence
- Better business alignment of training → avoid useless, non applicable training
- Support flexible training paths → enable talent management, personal development, changing business conditions
- Support informal training interventions → learner empowerment (self-instigated training)

- Just the right training to the right people at the right time