



Further Development and Transfer of Competence
Assessment Tools

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1. DEFINITION - TERM OF COMPETENCES IN SLOVENIA

Competences are a combination of abilities, theoretical knowledge, skills, points of view and values. They influence on a personal effectiveness, successfulness and fulfilling of tasks. Competences are everything that enables individuals to live and work in an information society; knowledge, skills, and view points. Everything, a person has taught in formal, informal and non formal education influences his/her life and his/her competences. Personal development, cohabitation with other people, high employability, high social involvement and active citizenship are determined by competences. Besides traditional education, new knowledge and skills have to be gained. Competences have to be constantly upgraded through Life Long Learning.

Some competences can be gained in formal education, while can others be stimulated elsewhere. Such are interpersonal, civil and enterprising competences, which affect the quality of different roles in life; partnership, parenting, active citizenship, successful enterprising, business colligating, etc.

Through Life Long Learning and attaining the crucial competences, higher employability and flexibility of the work force can be realized. The goal of every adult citizen should be achieving the key competences for Life Long Learning. These are:

- communication in mother language
- communication in foreign language
- computer literacy
- interpersonal and social competences
- mathematic literacy and competences in science and technology
- knowing how to learn
- enterprising
- cultural competences (knowledge, interest and expressing)

1.1. Interpersonal and social competences

Interpersonal competences are determinating ones relationships in personal, working and societal life (intercultural and social competences). Behaviour patterns can improve or worsen the quality of relationships. One should know how to recognize good and bad behaviour examples. At the same time, a person should know how he/she is reacting in certain situations.

Interpersonal and social competences determine the personal level of constructive cooperation with other people. They influence directly on the ways the person will solve conflicts. Interpersonal competences include the effective communication in different situations as well. Especially important is, how to express dissatisfaction. Personal believes are significant, when talking about social competences (changing of behaviour patterns, accepting different points of view, realization of individual responsibility, etc).



Work success affects the quality of life. Some behaviour patterns offer a potential for accomplishment. Successful leaders and co-workers show more effective and objective behaviour in crucial moments as less successful teams. Stress control and stress resistance is one of the crucial advantages.

1.2. Enterprising

Enterprising competences are very important for personal development and self-confidence. Idea formation and involvement of different expertises, abilities and relationships can bring personal benefits. It is generally believed, that an enterprising human being is able to take advantage of opportunity, gain appropriate knowledge and use it capably. Besides, such a person knows how to adapt to the situation.

Enterprising competences of an individual are demonstrated in the enforcement of one's will in reality. Expertises of different scientific disciplines are included (from humanistic sociology to science with technics). These competences are determined by capability of planning, organizing, managing, leading, authorising, evaluating, group cooperating and recognizing the key challenges as well. Enterprising relationship can be recognized through taking the initiatives, expressing innovations, independency, high motivation and persistency to goal achieving. Entrepreneur's interpersonal abilities are important when managing human recourses.

Work atmosphere is important in every organization. It depend on the leaders abilities to achieve a positive or negative atmosphere in the work environment. It is also one of the enterprising competences. Work atmosphere is connected with the phenomenon of overtaxing the workers by setting to much work. If a person is subjected to stress for a longer period of time, some serious health problems can emerge. Consequently, too many people exhausted can cause damage to the company itself.

1.3. Job competences

Job competences are a combination of scientific knowledge and skills. They enable transformation of knowledge into practical usage. Person should constantly ask him/her-self about possibilities of personal development.

Knowledge is normally gained in formal education. In addition, experiences, non formal and informal learning contribute to job competences.



2. EDUCATIONAL SYSTEM IN SLOVENIA

2.1. Goals and principles of the education system

Knowledge is the focal point of development. That is why Slovenia strongly supports the idea of construction of knowledge society. It is necessary to focus on those aspects of education which best respond to the true requirements of society and the market and which will contribute most effectively to the modernisation of education system in the future.

During the process of developing the system the following was taken into account:

- the equal opportunities principle should be matched with the requirements for quality;
- concrete social circumstances and development tendencies, linked with the requirements for high-quality and non-repressive schools (that is schools educating for open-mindedness and critical judgement and offering support in facing various ideological pressures);
- requirements for achieving internationally comparable attainment targets applied in developed countries;
- respect for the plurality of cultures.

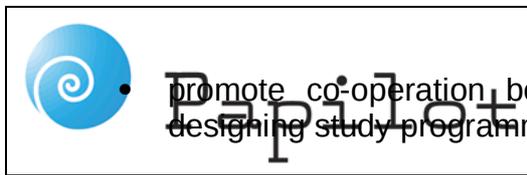
The reform of the Slovenian education system and contents was based on the following principles:

- equal opportunities,
- the possibility of choice,
- fostering of excellence, quality of education,
- the increase of the teacher and school's autonomy and professional responsibility,
- plurality of cultures and knowledge,
- lifelong learning.

The Republic of Slovenia is actively participating in international activities targeting an increase in quality and efficiency, openness and co-operation in the field of education and the recognition of the importance of lifelong learning. The main objective, however, is to achieve a high level of education for the highest percentage of the population.

The following are the key challenges in the field of education, as defined by the Development Strategy of Slovenia:

- increase the percentage of population having completed a four-year secondary education programme;
- increase the percentage of young people willing to enter vocational education programmes;
- increase the percentage of population having completed a tertiary level of education;
- increase the rate of functional literacy (in particular in adults);



• promote co-operation between higher education and employers in designing study programmes;

- decrease drop-out rates in the field of secondary education;
- increase enrolment in adult-education programmes.

The Slovenian education system consists of:

- pre-school education,
- basic education (single structure of primary and lower secondary education),
- (upper) secondary education:
- vocational and technical education,
- secondary general education,
- higher vocational education,
- higher education.

2.2. Subsystems for acquire different qualifications

At the same time at least four subsystems for acquire the qualifications exist in Slovenia:

1. School subsystem, within which vocational education is organized. Programmes inside this system are based on already accepted national standards.
2. Within the school system programmes of general and higher education have been developed. Programmes are based on nomenclature of professions. Professional standards will replace nomenclature in future.
3. National professional qualifications (NPQ): this system was launched to make equal standards for measuring the knowledge gained through experiences and competences.
4. Wide range of trainings is offered by companies which are not connected to any of the existing subsystems. These companies are authorized to issue a time limited certificates of qualifications.

The existing problem in Slovenia is how to stimulate employers to offer new job trainings. Schools in cooperation with local employers could offer additional professional qualification, as part of open curriculum. With this kind of cooperation, already successful on going trainings of employees would gain public acknowledgment and qualification. Different organizations treat internal training differently. Some issue certificates for qualifications which their employees achieved during trainings. These people can later achieve formal qualification or level of education based on such certificates. On the other hand, numerous organizations keep training information of their employees as business secret. Even workers in such companies do not know which skills they conquered.

General outcome, of formal education, claimed by European Qualification Framework, should combine knowledge, skills and competences.



Competences should be represented by soft-skills, such as communication, responsibility, motivation, personal values and characteristics.

Employers expose the lack of taking a risk and self-confidence, which results from educational system. Slovene students dare much less as less educated non - European citizens. Enterprising and self confidence is very important for success in today's competitive world. Besides, employers miss numerous enterprising soft-skills (acquiring information, business effect, assumption, negotiating, planning, SWOT analyses, etc.) at their employees. They could be developed on all levels of education. Nevertheless, formal education does not satisfy employer's needs for now.

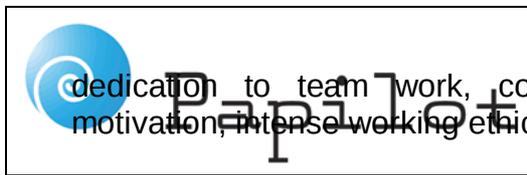
The need for standardized portfolio arose. It would accompany the worker throughout all workers professional career. The information inside should be arranged by competences, rather than by course and level of education as it is now. Considering the fact, that such portfolio already exists (Europass), it would be wise to use the same one on the national level by all organizations. Reform of educational system and qualifications acquiring should be made in cooperation with employers. By doing so, the job candidate would know what kinds of competences are expected from him by potential employer. Educational system should develop individual's knowledge in all areas, not just professional one.

3. EMPLOYERS DEMANDS

Every individual creates its personal human capital, throughout his entire life (education, life experience, etc.). This capital is a combination of competences, skills and motivation. Experts claim that human capital consists of multiple factors, such as:

- Professional competences – different professional trainings, education, workshops, seminars, practical experiences. Can be gained before or during employment career.
- Social competences – capability to work with people, communicate, constructive leading of debates, enabling higher level of trust in order to achieve better cooperation, ability to learn, willing control of risk, acceptance of critics, creativity, flexibility.
- Motivation for work – taking care of different assignments, responsibility, readiness to knowledge exchange, satisfaction on workplace, loyalty to the organization, knowing and participating in strategy and goals achieving
- Leading capabilities – leading and motivating people, development and mediating strategies and visions, implementations of strategy, negotiations skills, self-confidence and trustworthy.

Managers want to employ people who are able to adapt company culture and have special personal qualities. Soft-skills combine leading, capabilities,



dedication to team work, communication and organization proficiency, motivation, intense working ethics and self-confidence.

When employing a new person, human resource manager normally checks soft-skills and character of the candidate, besides formal request. By doing so, the proper working position is taken by a proper person. They are finding out which things are important to the candidate, how self-confident she or he is and how a person handles the pressure in unexpected situations. Questions like "How many taxis are currently in Ljubljana?" show how candidate's logical and analytical thinking is developed. Another question: "Are you intelligent?" shows how self-confident a certain person is.

5. MANAGERS COMPETENCES IN SLOVENIA – level of competences

Comparative research of development manager's skills between international managers was published in web portal of FINANCE newspaper. 250 Slovene and 250 foreign managers cooperated in research. Individual assessment of manager's skills was the foundation for study. Participating people came from different hierarchic levels and branches. The level of manager's skills was measure by online PEP (Potential Evaluation Program). Programme PEP is combination of different scales which measures competences interpersonal abilities, negotiations skills, decisions making and role understanding. Slovene and foreign managers were compared through 14 different interpersonal abilities:

- problem solving, measures goals setting organizing
- realization of decisions and enforcement of measures
- performing control and evaluating results
- costs planning
- delegating
- constant improvement
- clear mediating of information, interpersonal conversation, notifying
- activating energy, creating possibilities, motivational leading
- conflicts solving
- stimulating co-workers
- mutual cooperation
- positive treatment with others
- absence of machinations
- fair play

First 6 above mentioned abilities are management skills, the remaining 8 are leading abilities. Slovene managers surpass foreign ones only in two characteristics; performing control and evaluating results and delegating. Foreign managers have better skills in nine abilities; costs planning and all leading skills (from 7 to 14). In other cases the differences are not notable.

Manager abilities were compared also on the bases of behaviour patterns.

COMPETENCES	FOREIGN	SLOVENE
Team work	3,38	2,32
Constructive acting with others mistakes	4	3,08
Relations to owns mistakes	4,04	2,74
Acceptance of risk	3,62	2,32
Positive relation to work	4,08	3,42
Desire for good payment	3,72	4,48
Interested in people	3,78	3,09
Expressing emotions	4,09	2,56
Focus on non verbal communication	3,7	2,76
Appreciates the abilities and achievements of others	4,03	2,78
Shows personal authorities	3,89	3,02
Personal enforcement, feeling safe	3,82	2,79
Willingness to change the current situation	3,9	2,46
Appreciates individuality of co-workers in frames of general goals and rules	3,9	3,64
Performing control	3,44	4,3
Accepts new ideas	3,73	2,86
Multifunctional	3,92	2,44
Tolerant to different	4,23	2,79

These results show the lack of leading skills with Slovene managers, compared to their foreign colleagues, as well. Slovene managers are better only when one is talking about desire for good payment and control

performance. Slovene introversion was confirmed through this (eg. lower acceptances of risk, lower interest in people, weak emotions showing). At the same time individualism and higher level psychoticism is shown (suspiciousness in relations with other people, dogmatism, prejudices, selfishness, intolerance and lack of sense for other people). Main leading skill, willingness to change the current situation, is also less developed among Slovene managers.

An important finding is, that are Slovene managers completely equal to the ones from central European cultural environment (Austria, Germany, Swiss), when comparing hard skills. On the other hand, their soft-skills are much less developed. The reasons are diverse. Slovene history played an important role, since the management as a discipline was not developed in previous political system. Slovene character as cultural defined personal characteristics of the nation is important.



Slovene society is in front of an important mission. It has to find ways to develop such leading skills among managers that would enable progress control and higher adaptability in these turbulent times.

6. SOURCES – LITERATURE

6.1. Ministry of Labour, Family and Social: Report of results from national discussion about European qualification framework

http://ec.europa.eu/education/policies/educ/eqf/results/slovenia_sl.pdf

6.2. Newspaper; Finance, article: Cold Slovene managers

<http://www.finance.si/180577>

6.3. Enterprise Lek

<http://www.lek.si/slo/mediji/sporocila-za-javnost/3863/>

6.4. Magazine; Kapital

<http://www.revijakapital.com/kapital/mojedelo.php?stran=5>

6.5. Enterprise Glotta Nova d.o.o. - Intellectual Capital Statement

<http://www.psych.lse.ac.uk/incas/page38/page42/files/Glotta%20Nova.pdf>

6.6. Center of Life Long Learning – Inti.si

http://www.inti.si/index.php?option=com_content&task=view&id=171