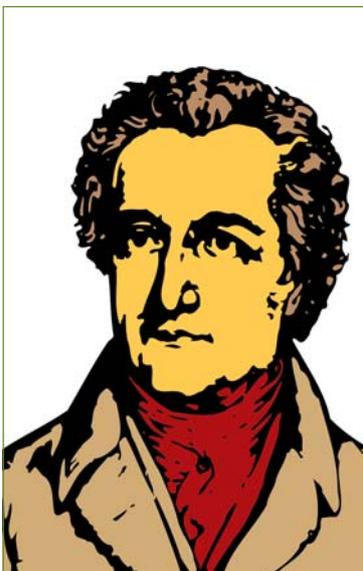




The context

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“No one has ever completed their apprenticeship.”

Johann Wolfgang Von Goethe

Competence and competence learning

Competence refers to the actions of individuals with regard to their environment. Colloquially, for example, we speak of someone being competent to manage a company or to hold customer conversations. This rather global definition of competence has now been defined in a more detailed way as follows:

- Personal competence

Willingness and ability to be self-critical as well as to develop productive positions and attitudes

(For example: Personal competence includes developing and maintaining self-motivation)

- Activity-oriented competence

Willingness and ability to implement their knowledge and skills as well as their ideals and values actively, taking into account their other competencies

(This includes, for example, performing a task economically, also if this involves the effort of others, i.e. not to impede the implementation of a task.)

- Subject-oriented and methodological competence

Willingness and ability of a person to contribute subject-specific and methodological knowledge to their work, hereby also overcoming difficult situations

(This competence, for example, is of importance when encountering unforeseeable and / or critical situations)

- Social-communicative competence

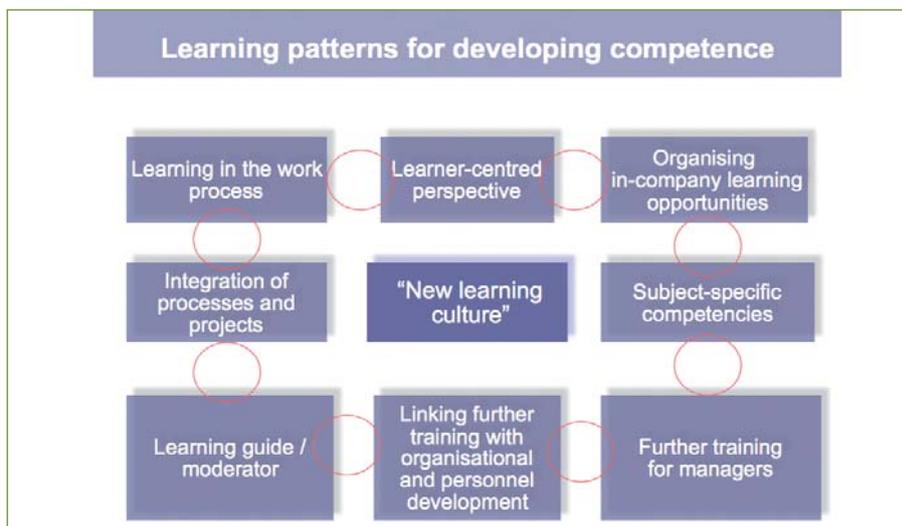
Willingness and ability of a person to get together and deal with others of their own accord, and to communicate and cooperate adequately and effectively.

(This includes, for example, to openly and constructively communicate their opinion in work-related conversations but also to listen to other opinions and be tolerant of those.)

The interaction of those four competence fields forms action competence, which takes effect when it is being applied in connection with the respective context, e.g. at the workplace, in a private or public environment, etc.

“Action competence is understood as the ability of the individual to act adequately, well-reasoned, as well as responsibly within professional, societal and private situations.” (Conference of the Ministers of Education and Cultural Affairs of the German Länder, 5 February 1999).

Competence learning thus refers to supporting the willingness and ability of people to continue to develop and apply their competencies. The work with learning teams promotes and prompts these competencies, especially if the results achieved are then actually implemented in the company thus showing the sustainable impact the contribution of an individual's competence can have. This will support the individual motivation whilst having a positive impact on the organisational culture.



The competence approach also plays an important role in general and vocational education. It has also been considered in the conception of the European Qualifications Framework (EQF). The following part shows how the EUCOLOG project concretely applied this approach.

The exemplary learning outcome descriptions (the term “learning outcome” is used to describe the result of qualification processes of any kind) use some typical functions of the logistics sector (namely the foreman, dispatcher and warehouse supervisor) to depict how their abilities are composed in the EQF dimensions of knowledge, skills and competence. The exemplary learning outcome profiles mark the target state of a holistic process of development of skills, knowledge AND competence and thus describe the aim of a process, not the starting point.

The term learning outcome highlights, that the important point is the result of a learning process, not so much how, where and over what period of time it was acquired. Learning in the work process, such as done in the framework of the SOLOS model, is explicitly desired as a growing and important way of qualification.

The learning outcome profiles can be used as a framework by learning guides and personnel developers in companies. The profiles concretely depict the functions and work contexts and thus provide a target status for learning in the work process.

The profiles for foreman, dispatcher and warehouse supervisor in logistics companies have been developed based on numerous and broad in-company interviews with employees from these departments as well as managers. Based on the results of this analysis we were able to capture and map the different characteristics of competencies of those functions. The job titles foreman, dispatcher and warehouse supervisor are to be understood as broad terms which can vary from company to company. These profiles have been verified based on the evaluation of many logistics companies from numerous countries and have received broad acceptance.

Learning outcomes foreman

The description of qualifications and / or the results of a continuing qualification process (learning outcomes) refer to the core and supporting processes in the warehouse. Specific aptitudes required in central divisions such as incoming goods, transload and repack, order picking, packing and shipping orders can be added according to the specifics of company requirements and the area of responsibility of a given foreman.

| Knowledge | Skills | Competencies |
|---|---|--|
| The foreman knows the tasks and characteristics of goods in his area of work as well as the corresponding operative processes. He knows company-internal as well as intra-company material flows within the framework of supply chains. | The foreman can independently assume responsibility for the appropriate carrying out of duties within his area of responsibility. He is proficient in the realisation of tasks based on his knowledge of company-internal material flows. | <p>Overall: <i>The foreman regards himself as the person who sufficiently supports his team in their work process.</i></p> <p>Personal competencies: <i>He contributes to the organisational culture through personal substance..</i> He leads his team mainly based on his personal preconditions which give him the authority to assert himself within his team.</p> |
| He knows and understands the requirements of his team which are connected to these processes. | He is capable of instructing and supervising his co-workers' routine work, he can also advise them with regard to its implementation where necessary. | <p>Activity-oriented competencies: <i>He secures efficiency in his division.</i> The foreman concentrates on his team and ensures that tasks are being fulfilled and that they can be reorganised flexibly where necessary.</p> |
| He knows and is proficient in the application of logistics technology and IT systems in his division, this includes knowledge of corresponding safety regulations. | He is capable of contributing his experience and knowledge to logistical processes of change where necessary. He can actively take part in improvement processes. | <p>Methodical competencies: <i>He is in the loop; he can apply his knowledge of his division.</i> He is able to apply available technical and organisational possibilities for the benefit of work of his team in a targeted manner; he is capable of keeping with operative quality standards.</p> |
| He knows his area of responsibility within the logistical chain and the corresponding quality requirements as well as the methods needed in order to fulfil those requirements. | He is proficient in the use of technical equipment required in his division; this includes the use of IT instruments. | <p>Social-communicative competencies: <i>He recognises the importance of personal address in the team, he is capable of building and maintaining relationships.</i> He talks to his team, listens, takes care of his people, intervenes in internal conflicts, ensures the necessary justice, this also applies to salary and potential bonuses.</p> |

The abilities (competencies, knowledge and skills) of the foreman in the warehouse are at level 4 of the EQF.

In the area of **knowledge** the foreman is located at **EQF level 3**. He possesses factual knowledge in his area of work and has a good understanding of general processes and concepts of the logistical system.

In the area of **skills**, the foreman in the warehouse is located at **EQF level 4**. He possesses the practical and cognitive skills that are needed in order to find solutions to specific skills in his area of work. This includes a broad range of skills required in his area. He is able to instruct and advise his co-workers in the implementation of tasks incurred. His broad set of skills in the instruction and advise of colleagues as well as in the solution of arising problems qualify him to be the foreman.

In the area of **competencies**, the foreman in the warehouse is to be located at **EQF level 4** as well. He is able to exercise self-management within the parameters of his area of responsibility. The contexts in the warehouse are usually predictable but can be subject to change. In such events, the foreman is able to react adequately and change set tasks according to the conditions. In his daily work, he supervises the routine work of his co-workers and takes up a certain amount of responsibility for the improvement of processes by adapting tasks and processes where necessary. In order to do so, he is able to assess existing processes and unforeseen changes and to adapt his actions accordingly.



Learning outcomes dispatcher

The description of qualifications and the results of a continuous qualification processes (learning outcomes) refer to forwarding / shipping processes. Specific aptitudes in the central areas of transport logistics and company-internal supply and disposal processes can be added according to the specifics of company requirements and the area of responsibility of a given dispatcher.

| Knowledge | Skills | Competencies |
|--|---|---|
| <p>The dispatcher knows the structure and interrelations of supply chains and knows which influencing factors are of importance in the creation of such networks in a goods- and task-oriented focus. He knows the properties of pertinent goods within his scope of responsibility and their impact regarding the fulfilment of requirements.</p> | <p>The dispatcher applies his complex understanding of requirements of supply chain management in order to effectively and efficiently carry out customer requirements. Through relevant operating figures, he is able to implement given requirements and to actively contribute to improvement processes.</p> | <p>Overall: <i>The dispatcher regards himself as a mediator between customer and company interests and ensures that both are well-balanced.</i></p> <p>Personal competencies: <i>The person does not hide behind the tasks.</i> The dispatcher has a distinct sense for the logic of completing tasks and is available to colleagues who implement these tasks. He is also available to the customer and ensures the implementation of their concerns. He is always ‘on the go’ in the company as he aims to look beyond the constraints of his own desk.</p> |
| <p>The dispatcher knows and understands the functions of company-internal business processes of logistical service providers such as project management, controlling and operative logistics. He knows and understands the pertinent operating figures for his division.</p> | <p>He professionally collaborates with his team in his area of responsibility and can thus realise the requirements of his (group of) customers. He is capable of working for customers of his team members where necessary.</p> | <p>Activity-oriented competencies: <i>The dispatcher secures overview and order in his division and beyond.</i> He avoids disorderliness and hectic pace and completes his tasks on schedule so that others benefit from it, too. He is reliable in the implementation of his work and also expects this of others.</p> |

| Knowledge | Skills | Competencies |
|---|---|--|
| <p>He has comprehensive knowledge of methods of dispatching and their practical application. He knows IT instruments and their areas of application relevant to his work.</p> | <p>He is confident in the application of relevant IT instruments and supports the needs-oriented company-internal development and adaptation of those in his division.</p> | <p>Methodical competencies: <i>The dispatcher regards himself as ‘entrepreneur’ who can take charge of his area of responsibility.</i> He has an overview of his complete spectre of work and works adeptly without letting routine paralyse him. He shapes his work in a manner that lets his team, other divisions and customers can benefit from it.</p> |
| <p>He knows and understands the methods necessary for effectively and efficiently implementing quality requirements in his division.</p> | <p>He organises his work at the interface between customer requirements and organisational possibilities in a way that ensures quality requirements can always be met appropriately and economically.</p> | <p>Social-communicative competencies: <i>The dispatcher can generate assignments that arise from service provision requirements in communication with the company.</i> He ensures the completion of assignment requirements in keeping with quality standards through adequate forms of communication towards the customer and, especially, towards co-workers from his company with whom he collaborates. The principle of give and take is kept with. He utilises his informal in-company network which he views as a factor of stability towards joint success.</p> |

The abilities (competencies, knowledge and skills) of the dispatcher are at level 5 of the EQF.

In the area of **knowledge**, the dispatcher is located at **EQF level 4**. He possesses a broad range of factual knowledge of his area, this includes make-up and relationships of supply chains, relevant characteristics of goods, functions of company-internal business processes such as project management, controlling and operative logistics, relevant operating figures of his area as well as a broad knowledge of dispatching methods and IT instruments. Beyond this, the dispatcher has a complex understanding of general processes and concepts of logistics systems.

In the area of **skills**, the dispatcher is located at **EQF level 5**. He possesses a comprehensive range of practical and cognitive skills required in order to find solutions to problems in his area of work. He applies his skills in order to effectively and efficiently put into practice customer requirements as well as company interests. Beyond this, he possesses comprehensive skills in the use of IT instruments and can apply them according to requirements in order to support the company's development in this area.

In the area of **competencies**, the dispatcher is also located at **EQF level 5**. He is able to exercise self-management in the contexts of his area. He manages and monitors the processes independently. The contexts of work can be subject to unforeseen change. The dispatcher takes on responsibility for the performance of his co-workers as well as the efficiency and improvement of processes by adapting tasks and processes to changing conditions where necessary.



Learning outcomes warehouse supervisor



The description of qualifications and / or the results of a continuing qualification process (learning outcomes) refer to the core and supporting processes in the warehouse. Specific aptitudes required in central divisions such as incoming goods, transload and repack, order picking, packing and shipping orders

can be added according to the specifics of company requirements and the area of responsibility of a given warehouse supervisor.

| Knowledge | Skills | Competencies |
|---|--|--|
| <p>The warehouse supervisor knows the customer requirements in his division and how to implement them into operative processes in a structured manner. He can depict those requirements in the form of company-internal and intra-company material flows.</p> | <p>The warehouse supervisor contributes his complex understanding of customer-oriented service provision and his according work experience to the steering of logistical processes and the changes within them and is capable of responding flexibly to changing requirements.</p> | <p>Overall: <i>The warehouse supervisor regards himself as the person structuring the processes, keeping an overview and giving cues like a conductor.</i></p> <p>Personal competencies: <i>He offers security to his environment.</i> He soundly integrates executive functions and specialist tasks. He can translate company requirements and the changes thereto in a way that makes his co-workers feel secure. He is able to delegate work thereby signalling trust in their co-workers.</p> |
| <p>He knows and understands the functions of company-internal business processes of logistical service providers such a project management, controlling and operative logistics. He knows and understands the pertinent operating figures for his division.</p> | <p>He is responsible for leading and supervising work within his division and fulfils these tasks according to requirements also when unforeseeable changes occur on the operative level.</p> | <p>Activity-oriented competencies: <i>He spans and structures a framework of action in his division.</i> The warehouse supervisor can organise work in a way that allows for economically successful completion by his co-workers, utilising organisational conditions such as bonus systems and work time accounts.</p> |

| Knowledge | Skills | Competencies |
|---|--|---|
| <p>He has comprehensive knowledge of the application of logistics technology and pertinent IT instruments as well as the development and adaptation of those in his division.</p> | <p>He controls the application of logistics technology in his division appropriate to tasks and supports the company-internal needs-oriented development and adaptation of those.</p> | <p>Methodical competencies: <i>He is in charge of the process in his division.</i> Through his knowledge of the overall system and the interfaces between divisions, the warehouse supervisor is capable of acting as a link between the operative and administrative area. He is able to get a picture of the processes.</p> |
| <p>He knows and understands the methods in order to effectively and efficiently implement quality requirements in his division.</p> | <p>He organises operative logistics in his area in a way that given quality requirements can be fulfilled economically and appropriately and operating figures can be implemented.</p> | <p>Social-communicative competencies: <i>He is capable of building and maintaining communication appropriate to role and responsibilities as well as depicting structures of company-internal processes in his communication.</i> He is able to integrate co-workers through communication so that they are able to understand their work and think for themselves, thereby supporting co-workers' motivation. In the framework of personnel talks, he is able to discuss mistakes and their causes appropriate to issue and person. He is able to develop and implement solutions to conflicts.</p> |

The abilities (competencies, knowledge and skills) of the warehouse supervisor are at level 5 of the EQF.

In the area of **knowledge**, the foreman is located at **EQF level 5**. He possesses comprehensive, specialised factual and theoretical knowledge of logistical processes in the warehouse and is aware of the boundaries of this knowledge.

In the area of **skills**, the warehouse supervisor is located at **EQF level 5**. He is able to apply his skills in the area of logistical processes in the warehouse in a way that ensures the implementation of predetermined quality requirements and operating figures. He manages and supervises his area and controls operative processes. He is also able to flexibly respond to changing requirements.

In the area of **competencies**, the warehouse supervisor is also located at **EQF level 5**. He independently manages and supervises the processes in his area and is capable of adapting his behaviour so that he can react adequately to unforeseen changes.

The learning guide can use the profiles in order to gain orientation which competencies he could cover / aim for in his work with the learning teams. The learning causes correspond to the described competencies. The work on learning causes can also highlight a lack of skills or knowledge in certain aspects. In other words, the work in learning teams can uncover training requirements which can be covered by qualification measures such as (external) training courses.

The overall depiction of learning outcomes should thus support learning guides and other responsible persons in a company to view skills and knowledge in direct relation with competence development and application. The fact that these processes do not happen detached from in-company processes but is directly related to those is the principle pattern of the work with SOLOS.



Note: The EU member states have developed / are in the process of developing National Qualifications Frameworks which relate to the EQF. Further information can be obtained from the respective national bodies. More information on the EQF can be obtained from

http://ec.europa.eu/education/lifelong-learning-policy/doc44_de.htm