



# PERSONAL COMPETENCES LINKED TO THE MOST IMPORTANT ORGANIZATIONAL VALUES' Learning Outcome

*"...it is necessary to give awareness and prestige back to humans, make the strings the school has totally abandoned vibrate in them. Without these strings, our failure will increase continuously. Everything is to be made or remade. This renewal cannot be faced with the old pedagogy." C. Freinet: La educación moral y cívica, 1960. (moral and civic education)*

APEE



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## 1. PERSONAL COMPETENCES' LEARNING OUTCOME

PART 1	GENERAL DESCRIPTION OF THE LEARNING OUTCOME	
COUNTRY	SPAIN	
ORGANIZATION	FONDO FORMACIÓN EUSKADI	
EQF's LEVEL	3-4	
NAME OF THE LEARNING OUTCOME	PERSONAL COMPETENCES LINKED TO THE MOST IMPORTANT ORGANIZATIONAL VALUES	
DEFINITION OF THE LEARNING OUTCOME	Train to the Professionals of Training to be able to issue to their students, the acquisition, improvement and transference of the main values required by the companies to their workers, giving them the pedagogic-emotional tools, methods and instruments allowing their students to develop these values systematically, methodically and in a structured manner.	
UNITS OF THE LEARNING OUTCOME	1.-	FOCUS ON ACHIEVEMENT (Responsibility in the company)
	2.-	REFLEXION, SELF-AWARENES and SELF-CONFIDENCE
	3.-	SELF-CONTROL
	4.-	RESILIENCE

PART 2			
DEVELOPMENT OF THE LEARNING OUTCOME'S ELEMENTS			
UNIT 1 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE
<p><b>FOCUS ON ACHIEVEMENT (Responsibility)</b></p> <p>It is the personal ability to carry out personal and / or professional projects, being persistent, in order to achieve an excellent performance.</p>	Know the importance of setting both personal and professional objectives	Understand the Techniques to set objectives, suitable to different emotional states.	Use objective setting techniques. SMART Use methods (indicators) allowing evaluating regularly the degree of the objective achievement
	Know some methods that help setting ambitious but achievable objectives.	Understand and use the concept of competitiveness as an element to boost improvement and enhancement	Use working methods to improve oneself and create causalities. Use methods to manage Time
	Identify the aspects which help developing a perseverant attitude in front of the obstacles.	Develop the skills to work on the "tolerance to frustration"	Develop the Personality Iceberg technique. Beliefs – behaviours – emotion, to set the concept of focus on achievement. Which thought, which belief?
	Learn to work by objectives	Identify the personal qualities helping us to be focused-on-achievement people.	
	Describe the concept of perseverance	Develop techniques to redirect behaviours leading the performances to the planned achievements	Use behaviour redirecting techniques to interact effectively with the others.
	Describe the process to work constantly and perseveringly in any aspect.	Techniques to be methodical, systematic and organised	Show the benefits coming from being perseverant, with planned objectives.
	Identify the different components need by a personality "focused on Achievement" and on perseverance	Time management. Learn to make the most of every moment.	Handling skills to face the discouragement and disappointment and not to give up. Ability to instil perseverance and personal and professional discipline in the others Ability to keep high level of involvement and energy in the others.
		Motivation techniques. The energy thermometer.	

PART 2			
DEVELOPMENT OF THE LEARNING OUTCOME'S ELEMENTS			
UNIT 2 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE
<b>REFLEXIVE ABILITY, SELF-AWARENESS AND SELF-CONFIDENCE</b>  It is the ability to be aware of one's own emotions, the suitable evaluation of oneself, self-confidence. Perception, estimation and expression.	Know the basic language of the emotion-related terms. Emotional vocabulary	Distinguish the different kinds of emotions.	Use emotional vocabulary.
	Define the meaning and contents of emotions	Classify the emotions by their contents.	Express the needs linked to these feelings and emotions.
		Classify the socio-emotional competences.	
	Describe the emotional process: emotional circuits.	Distinguish the emotions basing on situation and expressive keys.	Interpret the different emotions.
	Describe what and which the Emotional Competences are.	State the emotions and their complexity.	
		Analyse the relations between the emotions and their effects.	
	Basic language with terms linked with the self-confidence concept and the aspects it includes.	Identify and distinguish the different states that influence the people's esteem. Understand the aspects which are necessary to enhance and which should be minimised to work on esteem.	Develop the concept of self-confidence, working on the necessary abilities and/or skills.
	Definition, classification of the skills that should be developed to work on this field, aspects such as responsibility, flexibility, etc.	Identify the "indicator" aspects marking us.	Self-evaluate our own strengths and limits.
Know the degree of self-confidence (Self-confidence Self-diagnose)	Design strategies allowing having an objective level of self-confidence.	Develop performances and behaviours favouring the self-esteem development.	
Recognise the importance of "MISTAKE" as an opportunity to learn.	Identify the performances that have meant a wrong answer to certain problem.	Use the knowledge generated after a wrong performance in new problematic situations.	
	Analyse the failed performances in front of certain problem.		

PART 2			
DEVELOPMENT OF THE LEARNING OUTCOME'S ELEMENTS			
UNIT 3 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE
<b>SELF-CONTROL</b>  It is the ability to handle our own feelings, impulses, states and internal needs. It takes into account: Emotional self-management, transparence, adaptability, achievement, initiative and optimism.	Interrelate emotion – cognition – behaviour	Classify the suitable self-control techniques for different emotional states.	Manage suitably the emotions, being able to grade their incidence in a satisfactory manner.
	Define the work of self-control techniques.	Classify strategies to solve problems.	Express the need for support, exploring and having access to the suitable available resources.
	Describe strategies to handle our own feelings.	Classify "Emotional Control" Tools	Regulate our own emotions to achieve the desired objectives.
	Know strategies to solve problems.	Distinguish the most suitable Problem Solving Strategies for each situation	Use tools to Solve Problems properly Cope with negative emotions
	Know the phases of a reflexive behaviour to be able to apply the self-control in front of a particular situation	Classify the steps that must be had in mind to develop the self-control: analysis of situation , analysis of the context, decision making	Show skills linked to the achievement of personal objectives. Show abilities to make decisions Apply the steps that allow us to execute a reflexive behaviour in front of a particular situation

PART 2		DEVELOPMENT OF THE LEARNING OUTCOME'S ELEMENTS		
UNIT 4 OF THE LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE	
<b>RESILIENCE</b>  <b>It is the ability to cope with adverse and negative situations with optimism and be able to adapt well to the threats, traumas or severe stress.</b>	Identify accurately the causes of the problems.	Analyse the reasons that have generated a conflictive situation.	Respond effectively to each of the causes that have generated a problematic situation.	
	Recognise the personal relations helping having a "resilient" behaviour	Distinguish other's behaviours and attitudes favouring the development of the resilience ability.	Creation of a circle of close human relations (family, friends, mates) who are willing to listen and support in the difficult moments.	
	Know the "Constructive Thinking" basic elements	Interpret each personal and professional situation realistically.	Develop a wide perspective allowing analysing the traumatic situations with optimism.	
	Know the circumstances that put us in a psychological "blockage" in front of a defined problem.	Analyse the problematic situations as "challenges to be beat"	Use the available professional resources to face the problems and find the most suitable solutions.	
	Know Planning and Organisation techniques allowing defining the specific performances to face a problematic situation.	Put the situations that should be developed in order, to establish the "Route Sheet" that helps us solve a problem.	Set realistic challenges helping changing a particular problematic situation. Execute the performances defined in the "Route Sheet" to solve the problem.	
	Know the psychological elements that favour "SELF-DECEPTION"	Analyse the personal situations that provoke "Self-deception" behaviours and attitudes	Generate personal attitudes that help making a problematic situation more objective, accepting reality as it is.	
	Identify the objective situations that allow accepting the reality of a problematic situation		Avoid thoughts and behaviours that lead to Self-deception situations.	
	Know the definition and contents of a PROACTIVE behaviour.	Classify and grade the level of initiative and proactivity.	Use proactivity to find improvement opportunities continuously.	
	What and which the proactivity bases are.		Undertake performances with initiative to generate new ways to solve problems within our environment.	
	Know the importance of OPTIMIST THOUGHT as a starting point to face a problematic situation with guarantee.	Classify the techniques and performances favouring the most suitable Optimistic Behaviours in each problematic situation	Have an attitude that uses sense of humour in front of the problems.	
Know the most effective "Optimistic Thought and Behaviour" techniques.	Use the most suitable techniques allowing changing the attitudes and behaviours to make them more realistic and optimistic in front of a problematic situation.			
Recognise the importance of the Problems as a "learning opportunity" and "personal growing"	Distinguish the behaviours and performances that, in front of a problematic situation, have generated learning and personal and professional growth.	Use the learning generated after a problematic situation to face new challenges.		