

Presentation of the competence balance

**Bildungsinstitut
PSCHERER** gGmbH

Competence balance – a sustainable instrument



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EUROPÄISCHER SOZIALFONDS



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Chart

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Competence balance – a sustainable instrument

The competence balance is a method out of the sector of the personal management which enabled an individual, extensively objective evaluation of persons concerning their high or low distinctive competences. She takes statements about possible occupational development depending on the available potentials and general conditions. For this reason she can be seen as a answer onto the changing business world, onto the process of flexibility in companies an onto the job market.

The competence balance is a step towards to the international trend for the acceptance of informal acquired competences. Lifelong, continuously listed documents about relevant competences for a job get much more acceptance against the background of much more discontinuously curriculum vitas..

The competence balance is also a kind of philosophy to see the person and a kind of training for the member, because he must answer this important questions: Who am I? What can I do? What I want to? What must I do, to get my targets?

The self-determined doing and learning of the individual is also the central idea of the competence balance.

Within the framework of the training and projects the Bildungsinstitut PSCHERER gGmbH arranged the competence balance since 1998. Different target groups (for example young people, mothers and fathers in parental time, unemployed and employed people) can make demands on the service competence balance.

Targets of the competence balance

The competence balance allow the members,

- to get a clear view of their own personality (acquired knowledge and abilities, settings, motivations, characteristics and behaviour), to realise the present strengths and weaknesses and evaluate this concerning the business world
- to plan on this basis their future as the case may be to check their plans (search for an apprenticeship or job, further training or reorientation) as well as
- to build up their motivation for new professional requirements with their enabled competences.

Who knows about his own abilities, strengths and developmental possibilities, behaviours and his structures of thinking, his engagement and particularly of his personality, improved his possibilities to get back in the job market. At the end of the competence balance the member get not yet a job or apprenticeship but the knowledge about his own realistic targets for the future an the possible ways to get there. The personal competence balance is beyond the occupational orientation, it's a new kind to see the people, to motivate them to surrender for new occupational responsibilities.

Workflow of the competence balance

The whole purpose of the competence balance consists therein to make a occupational plan which considered the social and occupational surrounding field of the member.

The workflow of the competence balance is arranged in 3 phases, and it's directed on the targets of the member and on his obtained class of education.

Phase 1 – existance analysis

The first phase consist about the initial discussion between the member and the advisor of the competence balance to check practicability to make the competence balance and to check the motivation of the member and to discuss the concretely chain of the competence balance..

The objective restrictions on the planning of the occupational way – for example the physical or psychical handicaps or disadvantages by the habitation will be ascertain. A contract for the realisation of the competence balance build the finish of the competence balance.

Phase 2 – phase of investigation

The systematic work with the so called competence portfolio begins in the following phase . All necessary information's, dates and facts were collecting here. Statements about the occupational and outside experiences of the member will be acquired in this survey. Enabled knowledge, abilities and skills are listed and the person evaluate them on their own.

The second phase contains psychometrical analysis and analysis of the behaviour of the personal notes of the member. The so called evaluation take place under using of test procedures which are directed on reliability, objectivity and validation and under using of monitoring procedures.

Phase 3 – Action plan and synthesis folder

The compiled information were exactly analysed in the third phase and the results were discussed in orientation session from the competence consulter and the member. possibilities for the professional formation were argued together. Afterwards the member catches all comprehensive possibilities by utilisation of the centre of job information, by inquiries in magazines and internet – documents with information about the relevant jobs and also about the requirements and ways of application.

Afterwards the so called synthesis folder as a summary and handling product of the whole competence balance is discussed and delivered. It will be added by a corporately designed action plan.

Workflow of the competence balance

Phase 1 – Existence analysis

- Application analysis
- Aims
- Definition of the approach
- Conclusion of a contract

Dialogue

Phase 2 - phase of investigation

- Collection of data
- Data structuring
- Dynamic sampling of the data
- Psychometrical analysis
- Analysis of the behaviour

Individual work with the survey

Evaluation

Reporting of the material

Phase 3 – Action plan and synthesis folder

- Demonstration and analysis of acquired indicators
- Acquirement of the professional aspects
- Presentation and transfer of the synthesis documents

Reporting and orientation session

Creation of the synthesis folder

Synthesis dialogue

Applied procedures and methods

The member of a competence balance must know which specific procedures and methods are applied in the measure. The transparency is very important, because the member must agree to the methodical procedures. Acceptation to the methods means, to be ready for doing a big work in case of the process of self knowledge and by the formulation of the personal plans. It also meant that the member must accept that an outsider looks at this work. Fears and provisos compared to the methods are understandable, could be minimise by transparency. The individual results of the competence balance were always keep in confidence. The results are primarily for the members. If the results should be given to another person or institut, than the member must be inform about this.

The following procedures were adopted in the personal competence balance:

Intensive individual work

In the field of individual work the personal objectives must be definite in the line of the competence balance. The next point is the formulation of the personal survey and the individual situation analysis. On this basis the members acquired their professional objectives and perspectives and an concrete action plan for the implementation.

Procedures of tests and questionnaires

The procedure of tests and questionnaires are used for the investigation of the personality, of the professional interests and affinities. In a addition to the members the „Myers-Briggs-Type indicator“ (MBTI), the multidimensional personality test for adults and young people (MPT-E bzw. MPT-J), the Bochumer fixtures for the occupational description of personalities (BIP), the general interests-structure-test (AIS), the Job-interest-test (BIT II) and some others.

Individual work, partner work and working together in groups

This methods were especially applied in combination with monitoring procedures. In group discussions or in role playing we will notice for example how the several deal with other members of the group, how they find the balance between the pursuit of their own objectives and interests and about the adoption for the attainment of the objectives of the group. As well you notice how certainly and dedicated someone is appearing in the group and how they can convince others only with arguments. Group discussions and role plays are complex social situations, which not be predictable like a dissertation.

Special pattern of behaviours are noticed even though the members can't act after certain rules. According to the theme also the technical knowledge, general knowledge and creativity can be aided.

One-on-one interview

The one-on-one interviews are important elements of the competence balance. The one-on-one interview is helpful to get to know something about the members for the appointment of his individual objectives for the competence balance. An orientation session will be managed on the base of the personal survey and of the results of the tests with the aim of the consulting and of the common formulation of proposals for the professional perspectives of the member. Naturally the result (synthesis folder) will be discuss with the member.

Action plan and synthesis folder

The results of the competence balance will be inscribed on in a result paper, which will be discussed with the member.

It contains details about the strengths of the member (knowledge abilities and skills, essential traits and behaviour, occupational motivation, interests, qualification). In addition to this some tips are given about the personal further development. This Paper is only for the member and doesn't pass over to an other person or institute.

The second part – the synthesis folder – relates to the strive occupational intention of the member. It shows the available potentials of the person and appointed this points on which the member should go on working. This part could pass over to the customer of the competence balance whereas the relevant modalities and arrangement for the implementation of the competence balance must be adhered.

The action plan are prepared with the members and the competence balancer together as a annex to the synthesis folder. It contains all necessary steps and activities which the member get through if he realise his occupational intention and it also contains a time framework plan.

Requirements on the members

Condition for a successful competence balance is the attendance of the members to work active within the process. Therefore the principle of the voluntariness is the highest bid. Only on this base the members will be willing to scrutinise his own personality truly and self-critical.

The formulation of the occupational perspectives is always very personal case, which has only success if the concerned person will be involved on the formulation.

The competence balance is consequently a kind of training, in which the person learn to know itself in a better way, to take responsibility for his own person, to be less passive, to act autonomous and self-dependent.

General principals and quality standards

General principals:

- The competence balance is a pedagogical procedure. The consultants and teams analyse, wherein the strengths of the several person consists but also which room for improvement in case of the occupational perspectives is available.
- The competence balance is a procedure in which cooperation is in demand. It is not constrict upon an expert is acting. It involved actively the concerned.
- The competence balance is a transparent procedure – all steps were exemplified and discussed with the members.
- The competence balance is an objective procedure, which workflow is pinpoint. The used instruments and methods are reliable and dedicated for the competence balance.

Quality standards:

- The whole purpose of the competence balance is to make an occupational plan in consideration of the social and occupational surrounding field.
- The member work with by his competence balance. He is a subject and not an object, that's only be analysed by an expert.
- Before the competence balance is started, the member get comprehensive information's.
- The competence balance includes different phases. In preparation of the procedure of self-evaluation and of the synthesis paper individual dialogues will managed with every member.
- The competence balance lead to the exposition of the synthesis paper. At least the member receives the synthesis paper.
- The competence balance make a contribution to the acceptance of knowledge, skills and abilities.
- The institut, which realise the competence balance, disposed about different competences, which assured a variously perspective.
- The permanent further training of the consulter for the continuously improvement of the professionalism of the competence balance are guaranteed.
- The procedures within in the scope of the competence balance will be permanently advanced.
- A limited monitoring of members after the competence balance is also possible.