

## Tool 2: Transparency of competences<sup>1</sup>

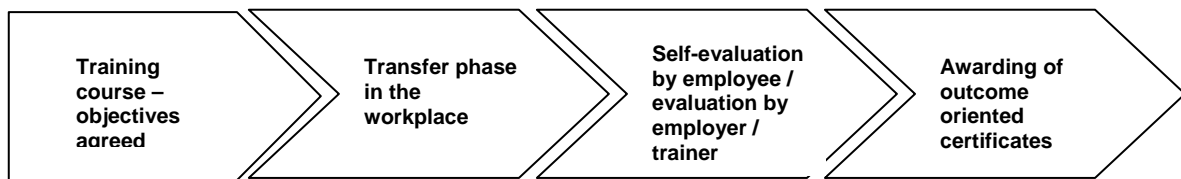
Within the “Transparency of competencies” project a new form of certification process is being piloted that has been designed to promote and document the transfer of organised training (in-house or seminar-based) to the workplace. This method is to enable both learners and superiors in companies to gain information on the impact of workplace-related training. With the training content being derived from vocational activities, certificates will be awarded irrespective of the learning context, that is to say, attending a course will be certified in the same manner as learning at work. The certificates will thus provide evidence of the learner’s skills and competencies relevant to work practice.

<b>(Main)objective(s)</b>	Supporting the transfer of skills acquired in organised training into work practice
<b>Method</b>	Guidance in creating awareness of the transfer of newly acquired knowledge and skills to the workplace Combining self-evaluation with evaluation by others
<b>Features</b>	<ul style="list-style-type: none"> <li>- “Agreements on objectives” concluded between the employer and the seminar participant will set forth which job-related activities the latter will aim to implement in his/her work practice.</li> <li>- Individual transfer lists drawn up by a training provider serve to summarise seminar contents by describing practical activities that reflect the implementation of learning outcomes in the workplace. These transfer lists will serve as a referential framework.</li> <li>- During the implementation phase, the transfer list will assist in the transfer of learning outcomes to work practice.</li> <li>-Self-evaluation at the workplace: Transfer minutes will document the level of achievement of an objective or the stage of implementation.</li> <li>- The transfer phase will be completed by an assessment by others – by seniors, as a rule – based on the transfer list and the transfer minutes.</li> <li>- Upon evaluation of the transfer process a certificate will be issued by the training provider and signed by both the employer and the training provider.</li> </ul>
<b>Persons involved</b>	Training providers, employees (seminar participants), seniors from the enterprise
<b>Expenditure of time</b>	During a period of 3 months, a workload of 2 hours per week for the employee, for evaluation of transfer minutes by seniors in the company 1 hour every 2 weeks, and 2 hours each for the final evaluation and certification by the training provider and/or the responsible person in the company.
<b>Experiences/ Rating</b>	Involvement of employers, employees and training provider to combine self-evaluation and evaluation by others will considerably enhance the significance of the instrument.

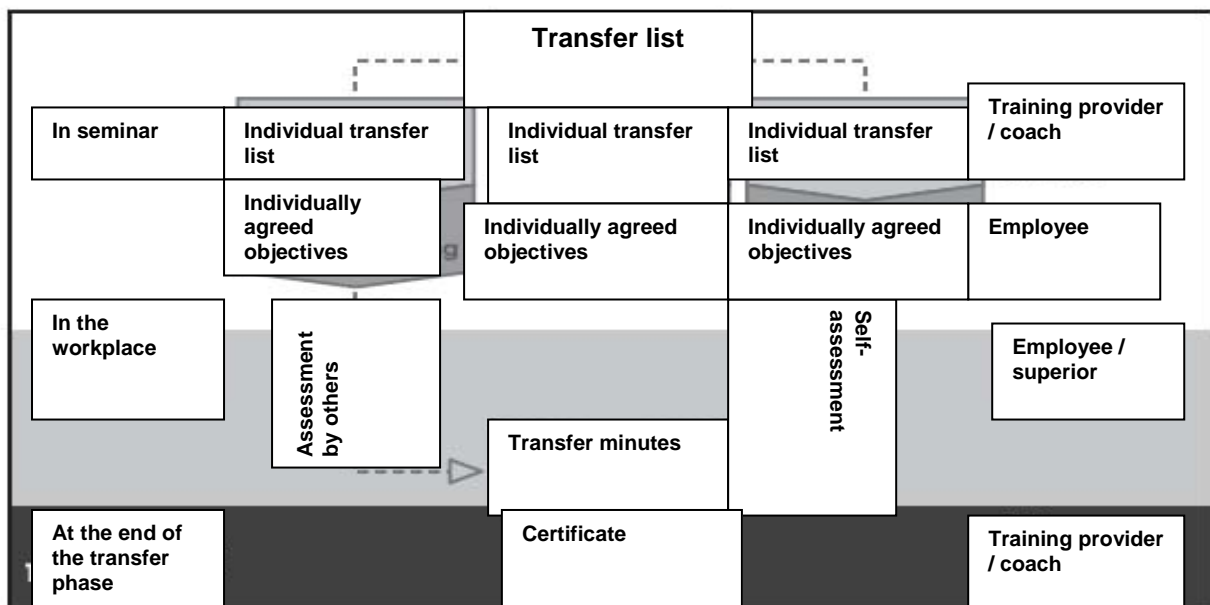
<sup>1</sup> Developed by Forschungsinstitut für Betriebliche Bildung (f-bb) gGmbH and Büro für Qualifikationsforschung (BFQ) within the framework of a pilot scheme devised by the Federal Institute of Vocational Training (BIBB), Germany; tested and adapted during the exemplo project

## Transparency of competences – overview

Overview of the whole process



The process in detail: Instruments and actors involved



## **Transparency of competencies – instruments:**

- 1. Transfer list**  
+ example of a prepared transfer list
- 2. Agreement on objectives between learner and training provider/coach**
- 3. Agreement on objectives with the senior/HRD responsible in the company**
- 4. Reflection sheet**
- 5. Transfer minutes**
- 6. Transfer minutes with evaluation**
- 7. Job profile**
- 8. Checklist for competence assessment**
- 9. Certificate**
- 10. Certificate with evaluation**

# 1. Transfer list

<fill in course title >

***Note:***

*Please read the transfer list of tasks you would be able to fulfil in your workplace after having attended the training course.*

*On this list, tick those tasks you are able or would like to implement in your work practice.*

*Reflect the situation in your workplace.*

*Be sure to select only those tasks you will actually be able to carry out in your workplace.*

**Timeframe of Transfers:**

*2-3 months*

<the transfer list is compiled by the training provider/trainer >

**I will be able to...**

.....

.....

.....

.....

.....

.....

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- Others \_\_\_\_\_

**Advice for implementation:**

*Have a regular look at your personal transfer list!*

*Try to fulfil your objectives during work!*

*Try to experiment! Complement routine with innovation!!*

*Don't let mistakes and failed objectives discourage you!*

*Use the **reflection sheet** to check your progress; enter the actual stage of implementation of newly acquired knowledge and skills in the **transfer minutes!***

## 2. Agreement on objectives (between learner and training provider/coach)

I agree to try out and implement the tasks I have selected from the transfer list pertaining to the seminar

<title of training course >

in my workplace

(time frame of transfer : 2-3 months).

### Learner/employee:

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### Acknowledged (seminar leader)

Name/Position \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### 3. Agreement on objectives (between employee and HRD responsible/senior in a company)

I agree to implement the following tasks in my workplace / to enhance my competences in the following areas:

Objective	Criteria of fulfilment:	Priority / schedule
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Objective 1		Priority 1:
		Time-span: from ... to...
		Interim report due: .....
		End of process: .....

Objective 2		Priority 1:
		Time-span: from ... to...
		Interim report due: .....
		End of process: .....

Objective 3		Priority 1:
		Time-span: from ... to...
		Interim report due: .....
		End of process: .....

**Employee:**

Name \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Immediate superior**

**in company:**

Name/<Position: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 4. Training course reflection sheet

<insert course title>

### Self-assessment of your current transfer situation:

You are recommended to conduct a self-assessment of your transfer situation in order to determine your current status. Answering the following questions will help you to identify potential problems and to figure out ways of overcoming / solving them.

<p><b>Innovation:</b></p> <p>What is new for me? What haven't I practised so far?</p>	
<p><b>Personal competencies:</b></p> <p>In carrying out a task which things do I do particularly well? What do I find rather difficult to do?</p>	
<p><b>Personal objectives for training:</b></p> <p>What do I still have to learn in order to better achieve my goals?</p>	
<p><b>Interferences:</b></p> <p>What difficulties do I encounter? Who or what might be an obstacle?</p>	
<p><b>Strategies:</b></p> <p>What do I have to keep in mind? How may difficulties best be overcome? Who might I choose as an ally?</p>	

## 5. Training course transfer minutes

<insert course title >

### Documentation of achievement of objectives

Please complete the below table indicating which activity you have carried out in which month. You will thus get an overview of your learning process and be able to trace your progress. The boxes also provide space for further entries, e.g., the outcome of your self-reflection process.

	Time-span of transfer (2-3 moths)			
	Month:	Month:	Month:	Not implemented! Reasons:
Activity/Task:				
Activity/Task:				
Activity/Task:				

#### Self-assessment

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Assessment by others

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 6. Transfer minutes (with evaluation)

<Title of the course >

### Documentation of achievement of objectives:

The transfer minutes serve the documentation of the transfer process in terms of progress being made within a certain period of time. To get an overview of the learning transfer please complete the below table, indicating which activity you have carried out in which month. The boxes also provide space for further entries, e.g., the outcome of your self-reflection process. ***At the end of the transfer phase, please provide your own assessment of the implementation process in the column "Review".***

In doing so, please refer to the following scale of 1 – 4:

- 1 = Performing this task I need some assistance.
- 2 = I am able to perform this task independently under identical conditions.
- 3 = I am able to perform this task independently even under changed conditions.
- 4 = I am able to provide consultancy and guidance to co-workers and colleagues carrying out this task.

	Time-span of transfer (2-3months)				
	Month:	Month:	Month:	Not implemented! Reasons:	Balance
Activity / Task:					
Activity / Task:					
Activity / Task:					

### Self-assessment

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Assessment by others

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# 7. Job profile

Workplace: ..... Department: .....



First, compile a list including, if possible, all activities relating to the workplace / the employee's scope of tasks.

State which of these activities may be considered *main activities*, which are rather *secondary activities*, and also which new activities are to be expected? Rate all activities according to this classification.

Think of the requirements pertaining to each of the activities. Please fill in the respective boxes indicating which requirement you consider to be *highly important (A)*, *important (B)*, *less important (C)* or *irrelevant (D)* with a view to the completion of the respective (part of) task.

	Requirements*)									
	Operative decision-making	Process assurance	Quality assurance	Information processing	Development of cognitive knowledge	Calculating /making arrangement	Planning and decision making	Instructing / overlooking	Working within a team	Communicating with customers
<b>Main activities:</b>										
▪										
▪										
▪										
<b>Secondary activities:</b>										
▪										
▪										
▪										
<b>New activities:</b>										
▪										
▪										
<b>Summary:</b> In this workplace, the key requirements are the following:										

\*) Please specify or complete the requirements pertaining to the respective workplace as needed.



## 8. Competence assessment checklist

*Guiding question: Which of the **actions** the employee is able to perform do, at the same time, reflect **competencies** that may be applied also in contexts exceeding the scope of the given task and will thus enable the employee to successfully manage other tasks, as well?*

*Proposed procedure:*

1. Use the transfer list / the transfer minutes showing the tasks the employee is able to perform.
2. As a next step, define the requirements that have to be met in order to carry out the respective action: E.g., does it require technical skills and knowledge – or is the focus rather on communicative and co-operative skills, etc.? A workplace profile (whether existing or to be drawn up) may help to define and structure the key requirements of each action.
3. Finally, attribute the respective requirements (“*working within a team*”, “*problem-customer handling*”...) to competencies displayed by the employee by way of practically fulfilling the requirements.

Each activity requires a *variety* of competencies. Thus, assembling a vehicle on an assembly line apart from technical competencies requires, above all, co-operative and communicative skills. And in case co-workers have to be broken in, in addition to social skills, methodical and interpersonal skills are essential. Etc. Thus, while multiple mentions may be made, it is, however, crucial to rate each competency in terms of its significance for carrying out a certain action. Gradation (e.g., highly important – important – less important – irrelevant) may facilitate classification.

Task the employee is able to perform  <enter>	Requirements in terms of competencies in the field(s) of... <sup>2</sup> <i>... select:</i> <i>Competency/competencies required (please tick)</i>	<i>...rate:</i> <i>The competency's importance for carrying out this task</i>			
		highly important	important	less important	irrelevant
	<b>Expert competencies, e.g.:</b>				
	▪ Technical and commercial skills and knowledge				
	▪ Organisational skills				
	▪ Foreign languages				
	▪ <i>Others:</i>				
	<b>Methodical competencies, e.g.:</b>				
	▪ Structuring and presentation of information				
	▪ Management and leadership techniques				
	▪ Controlling and planning techniques				
	▪ Problem-solving techniques				
	▪ Learning methods				
	▪ Time- and self-management techniques				
	▪ <i>Others:</i>				
	<b>Social competency, e.g.:</b>				
	▪ Social skills				
	▪ Persuasion				
	▪ Responsibility				
	▪ Co-operative and communicative skills				
	▪ <i>Others:</i>				
	<b>Personal competency, e.g.:</b>				
	▪ Appropriate self-concept				
	▪ Self-confidence				
	▪ Willingness to learn and commitment to work				
	▪ Ability for critical self-reflection				
	▪ Flexibility				
	▪ <i>Others:</i>				
<b>Review:</b> Performing this task the employee displays competency in particular in the following areas: .....					

<sup>2</sup> listed with reference to Erpenbeck/Heyse (1999)



# Certificate

Mr / Ms

.....

having attended the seminar

<Seminar title>

from ..... through .....

has successfully transferred the seminar content to the following workplace activities:

- .....
- .....
- .....
- .....

Place:....., Date: .....

**Immediate superior in the company..... On behalf of the educational provider:**

Name: ..... Name: .....

Signature: ..... Signature .....

# Certificate

Mr / Ms

.....

having attended the seminar

<Seminar title>

from ..... through .....

has successfully transferred the seminar content to the following workplace activities achieving the following levels:

- Activity ..... Level .....
- Activity ..... Level .....
- Activity ..... Level .....
- Activity ..... Level .....

Place:.....Date: .....

**Immediate superior in the company**

**On behalf of the educational provider:**

Name: .....

Name: .....

Signature: .....

Signature: .....

- 
- 1 = Needs some assistance in carrying out this activity.
  - 2 = Is able to perform this activity independently under similar conditions.
  - 3 = Is able to perform this activity independently even if conditions have changed.
  - 4 = Is able to provide consultancy and guidance to other employees and colleagues.