



PERCEIVED COMPETENCY REQUIREMENTS

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NEW
SZÉCHENYI PLAN

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TARGET:

to study preceived competency requirements of correspondent students

1. Starting point of the learning process
2. Researches in the area in Hungary
3. Goals and difficulties of the research
4. Results of a pilot research




SIGNIFICANCE OF THE TOPIC

Life Long Learning: we need to extend the dimension of learning in time, in space and **in content** also

Competence:

ensure a dynamic contact between qualification of the workforce and requirements of the workplaces

Steps to develop (Simon, 2006):

1. Recognition 
2. Understanding
3. Appraisal 
4. Exercise
5. Implementation in praxis 

**To recognise
what we
know and
what exactly
we have to
learn**

RESEARCHES IN THE AREA

✘ PSIS researches in higher education:

- * transition from the school to the workplace (41% work)
- * measure learning and work satisfaction
- * competency requirements and gaps

→ comprehensive (DPR 2010) and individual res. (ZsFK 2011)

✘ Workplace requirements (*Óbuda Un. 2011*)

✘ Researches in andragogy (*Kispálné 2009*):

- * prior learning experiences positive correlation
- * time management problems (72 % learn in the night)

✘ Customer service research (*Málovics, 2010*)

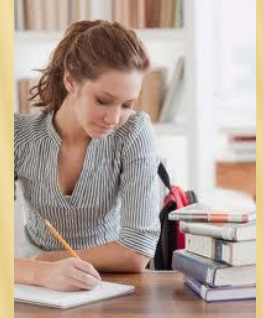
- * use of social-cognitive learning theory

PSIS RESEARCHES

| | Individual registry of universities | Comprehensive researches |
|---------|---|---|
| USA | CLA (direkt meseur) MAPP, NSSE, ... | Baccalaureate and Beyond |
| Europe | Kassel University Sweden, Netherland, Switzerland | CHEERS 1999 (12 contries) REFLEX 2004 (15 countries) HEGESCO 2009 (+5 country) Tuning project 2008 (competences) |
| OECD | | AHELO (for corecompetenies) |
| Hungary | Szent István University 2001 ZsFK 2009-2011 | DPR 2009 (motivation) DPR 2010 (competencies) (MKIK 2008) |

PROBLEMS IN MEASUREMENT

- × Different lists – not comparable
 - *EU „core competences” – special competences*
- × No longitudinal researches
- × Cognitive and not cognitive learning results also
- × Direkt measuring instruments also → *f.e. CLA*
- × Unconscious competence/ lack of competence
- × Starting point: workplaces know, what they need (clear requirements, managerial support) → *expert forum*



PILOT RESEARCH (JUN 2012)

× Goals:

to study what kind of competencies the correspondent students perceived in their workplace

× Theoretical background:

* *social-cognitive theory (Bandura)*

* *competence list (SonntagcSchäffer-Rauser, 1993)*

* *comparison with other results*

(DPR 2010, ZSFK, Obuda University 2011)

× Methodology:

* *10 question*

* *via Internet*

* *data processing in Excel (SPSS compability)*

QUESTIONS

1. To what extent the workplaces of the students regard it important to specify the competency requirements for their employees?
2. What kind of support have the employees got to personal development in the workplace particularly in the case of social competences?
3. Which core and specialised competence requirements the correspondent students perceived compared with other researches?
4. In which competencies are there any differences between student's and the workplace's answers?

THE SAMPLE

- ✘ 68 correspondent students in Obuda University
- ✘ School: 2./ 3. year, manager in technical area
- ✘ Gender: 49 man, 19 woman
- ✘ Average age: 32,5 year (between 22-47)
- ✘ Work experience: 12,34 year in average
- ✘ Position: 35% manager, 63 % employee
- ✘ Profession: 45,5 % technical fields
- ✘ Companysize:

| | |
|-----------|----|
| 1-10 | 11 |
| 11-50 | 10 |
| 51-250 | 15 |
| 251-1000 | 20 |
| over 1000 | 10 |



LEARNING PROCESS

1. Why they learn in the university?

(143 answers)

50 in higher position

48 change of work

45 existent status

2. Learning process:

57,4% critical view by learning

22,2% learning well

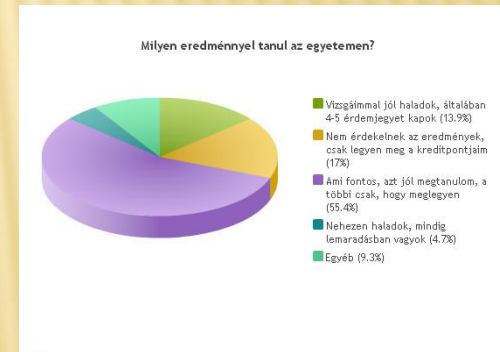
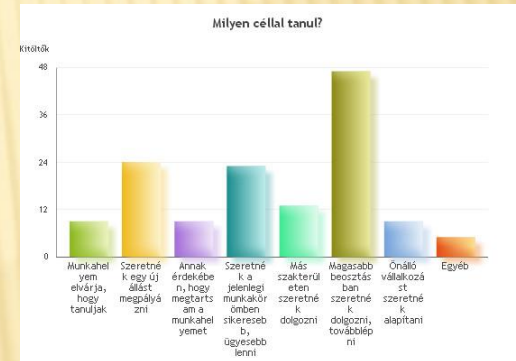
20,7% learning with difficulty

3. Difficulties by learning (113 answers)

46 tiredness because of work

43 time management problem

24 abilities, more help, literatur, ...

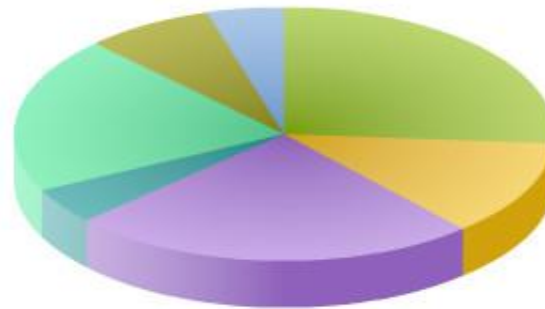


COMMUNICATION OF REQUIREMENTS ON THE WORKPLACE

50 % clear requirements
(uniform in the company or by manager declared)

50 % don't take care to specify the requirements

Munkahelye milyen módon fogalmazza meg a munkatársaival kapcsolatos elvárásait?



- A vállalatom írásba foglalt, egyértelmű elvárásokat fogalmaz meg (26.2%)
- Nincs ilyen egységes elvárás a vállalatnál (12.4%)
- A közvetlen vezetőm egyértelműen megfogalmazza az elvárásait (24.7%)
- Ritkán beszélünk arról a vezetőmmel, hogy mit vár tőlem (4.7%)
- Nem foglalkozik a vezetőm ilyen kérdésekkel, csak a feladatok érdeklik (20%)
- A munkatársak felelőssége, hogy felkészültségük megfelelő legyen (7.7%)

MANAGERIAL SUPPORT TO DEVELOP



**47 % Positive
managerial
support:**

*support to learn,
clear requirements,
regular appraisal,
can ask,
acknowledgement,
coaching*

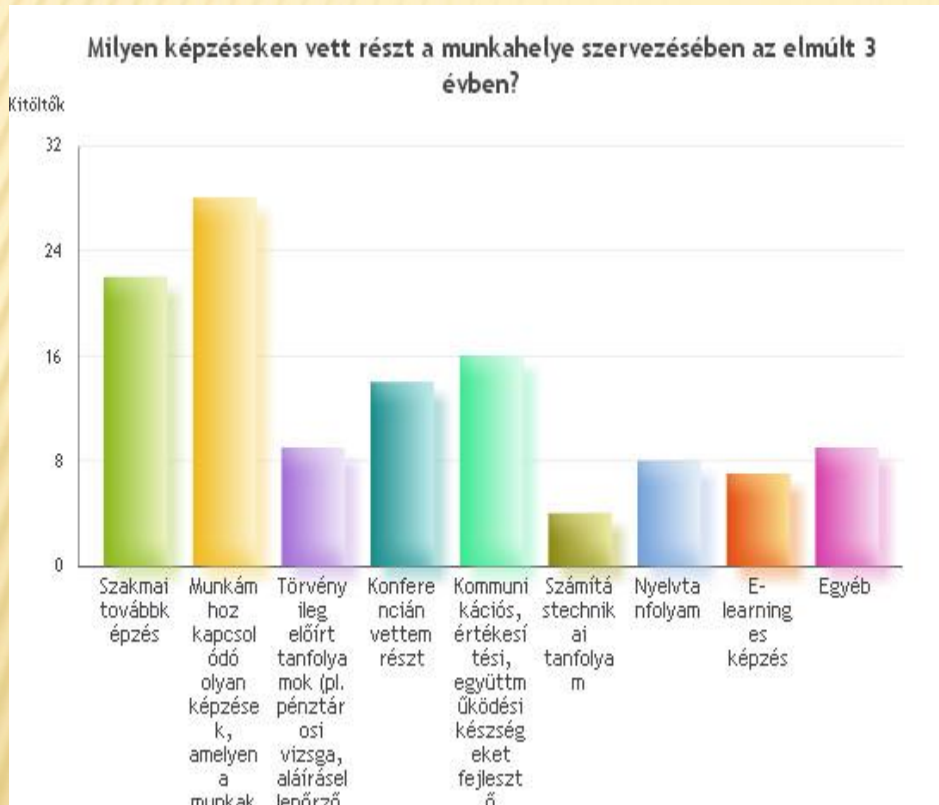


**53 % Negative
managerial approach:**

*no interest,
no time to deal with learning,
consider as own responsibility*

*+ 44% no support for study
+ 38 % solve alone all tasks*

PARTICIPATION IN TRAINING



**1,8 training/head
in average during 3
years**

- 23 professional training
- 30 instruction about work
- 10 obligatory courses
- 15 conference
- 17 social comp. trainings
- 4 IT
- 8 language
- 7 e-learning course
- 9 no courses

PERCEIVED COMPETENCY REQUIREMENTS

5,00
4,50
4,00
3,50
3,00
2,50
2,00
1,50
1,00
0,50
0,00

Most important: Problemsolving
Independence
Work under pressure

Important: Information processing
Desision making
Change management
Teamwork
Communication

Less important: Language
Learning ability

■ Átlag

Problémamegoldóképeség
Önálló, pontos, kezdeményező
Terhelés, igénybevéte
Szakmai ismeretek, szaktu
Információ
Dönté
Változások
Menedz
Szóbeli
Konfliktu
Stratés
K
M
Menedz
Más

COMPETENCE REQUIREMENTS IN COMPARISON

| | Tunning 2008 Internat. | MKIK 2008 Workplace 3200 | DPR 2010 Students 4511 | ZsFK 2011 Workplace 205 | ZsFK 2011 Students 488 | OU 2011 Workplace 112 | Pilot 2012 Students 68 |
|--|------------------------------|--------------------------------|------------------------------|-------------------------------|------------------------------|-----------------------------|------------------------------|
| Core and spezial competences | | | | | | | |
| Communication skills | | 2 | 1 | 2 | 1 | 2 | 2 |
| Commication in writing | | 1 | 3 | 2 | 2 | 3 | 4 |
| Foreign language | | 1 | 4 | 2 | 4 | 1 | 4 |
| Mathematical comp., analitical thinking | st | 3 | 4 | 4 | 3 | - | - |
| System analysis | | 1 | 2 | 2 | 1 | - | - |
| Digital competences (IT) | | 3 | 3 | 1 | 2 | 2 | 3 |
| Information processing | st | 1 | 3 | 3 | - | 2 | 1 |
| Learning competences | | 4 | 2 | 1 | 3 | 1 | 4 |
| Social competences (Teamwork) | w | 3 | 1 | 1 | 2 | 1 | 2 |
| Conflict management | | - | - | 3 | 1 | - | 2 |
| Entrepreneurial skills: | | 1 | 4 | | | | |
| Abilities in work alone, precise, initiative | st (w) | 2 | 1 | 2 | 1 | 3 | 1 |
| Working under pressure | | 3 | 1 | 2 | 1 | 2 | 1 |
| Ethical commitment | w | - | - | - | - | 1 | 3 |
| Change management | | - | - | 2 | 2 | 2 | 1 |
| Problem solving | st | - | - | 1 | 1 | 1 | 1 |
| Creativity | | - | 3 | 3 | 4 | 2 | 3 |
| Managerial skills | | - | - | 4 | 4 | 4 | 4 |
| Organization of work | st | 2 | 3 | 4 | 2 | - | - |
| Professional knowledge | st | - | 2 | 3 | 4 | 3 | 1 |
| Practise | | 3 | 2 | 3 | 3 | 2 | 2 |
| Multidisciplinary knowledge | | - | - | - | - | 4 | 4 |

ANALYSES OF DIVERGENCES

- × Contradictory between ***teamwork and work alone***
- × ***Foreign language***: Workplaces > Students
- × ***Leraning competence***: Workplaces > Students
- × High importance:
problemsolving, , teamwork, work under pressure
- × Less important:
***managerial skills, professional knowledge, math. comp.,
creativity, information processing, multidisc.***
- × **In technical area (Students):**
MORE: professional knowledge, information processing
LESS: teamwork, communication skills, learning comp.



FINAL REFLECTIONS

- ✘ The perceived competency requirements show the same preferences, except in professional, learning skills among technical students.
- ✘ Most part of the participants want to renew they knowledge, and declare professional knowledge the greatest success factor .
- ✘ At many workplaces of the students competency requirements are not specified, and the individual haven't got any support to develop.
- ✘ A comprehensive research should use the same method (list and scale) to compare the data.



THANK YOU FOR YOUR ATTENTION!



***„A siker annyit jelent,
hogy az ember épp azokkal a képességekkel rendelkezik,
melyekre egy adott pillanatban szükség van.”
(Henry Ford)***