



# SOFT SKILLS Competences

3rd Training in La Plata, ARG  
25-28th of March 2019

Anna Díaz-Vicario & Diego Castro (UAB)

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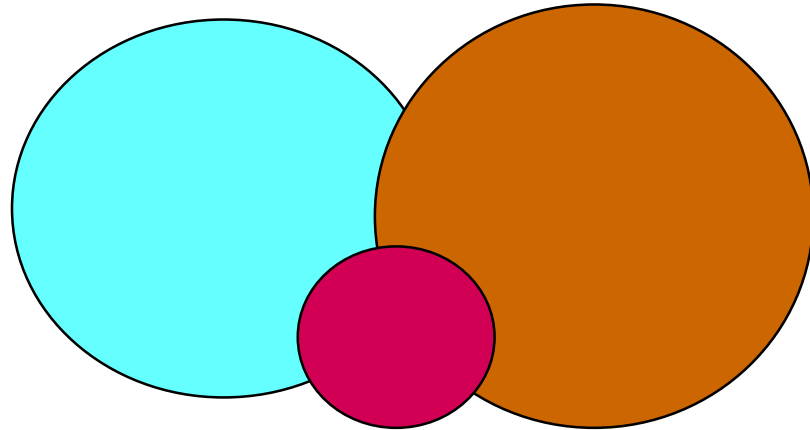
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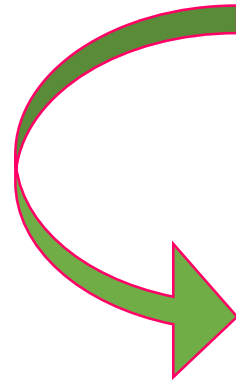
# Where we come from... Where we are going to

Bureaucratic

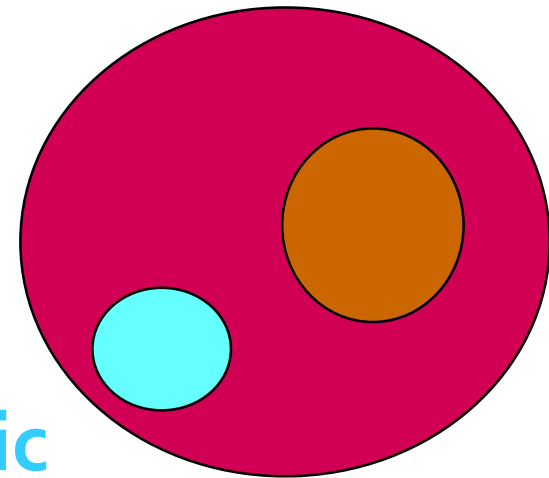


College

Market



Bureaucratic



College

Market



# Market model: specificities

Management: Emerging Global Model  
(Mohram, Ma and Baker; 2008)

1. Global mission,
2. research intensity,
3. new roles of professors,
4. diversified funding,
5. worldwide recruiting,
6. increasing complexity,
7. permanent collaboration with businesses,
8. creation of global collaboration networks.



## DISCIPLINARY MODELS

Oriented at ...

- ✓ *the academic world*
- ✓ *the epistemological context*
- ✓ *the curricular design (policy)*
- ✓ *faculty and university needs*
- ✓ *purpose-oriented objectives*

## COMPETENCY MODELS

Oriented at ...

- ✓ *the labor world*
- ✓ *professional performance*
- ✓ *market demands*
- ✓ *adapting to needs*
- ✓ *better interaction between training, work and development*

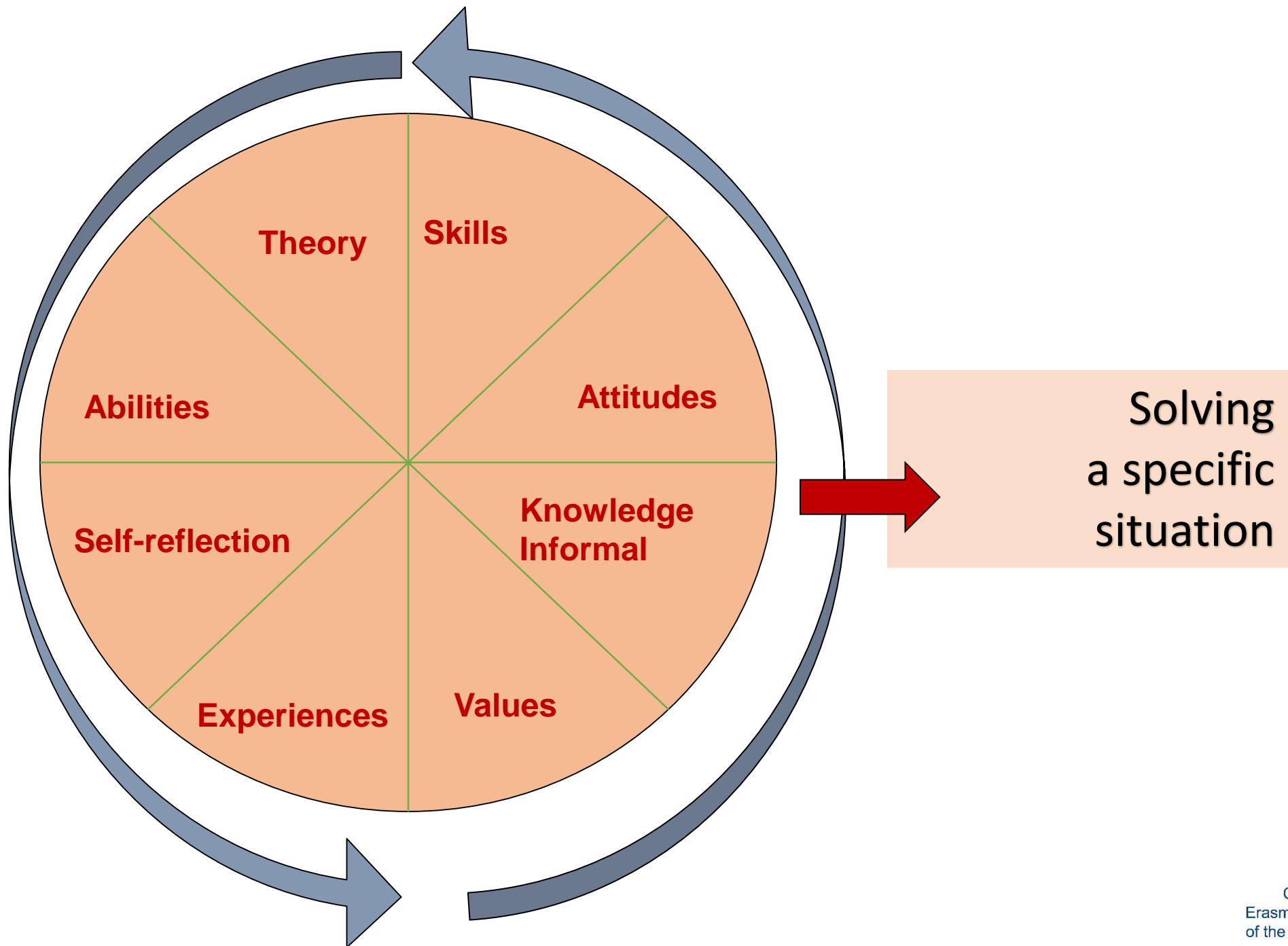


# COMPETENCE

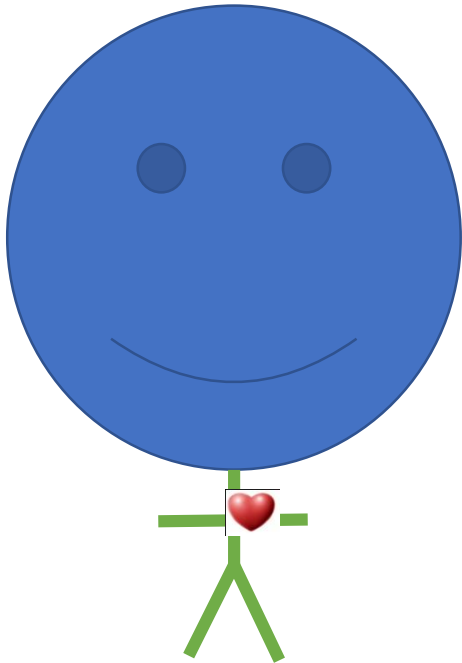
## Definition

Effective demonstration of a person  
to solve specific and complex situations by means  
of knowledge  
interaction (formal, procedural and axiological),  
skills, informal knowledge, self-reflection, personal  
experiences, abilities, practices...

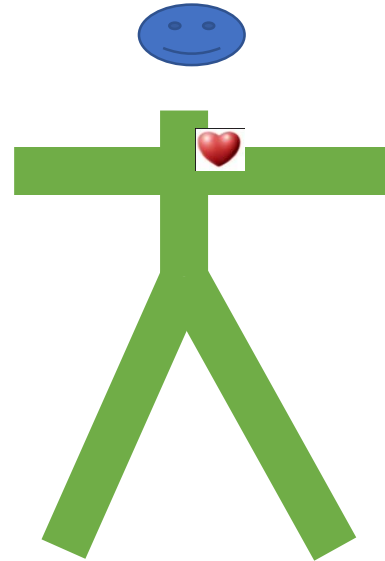




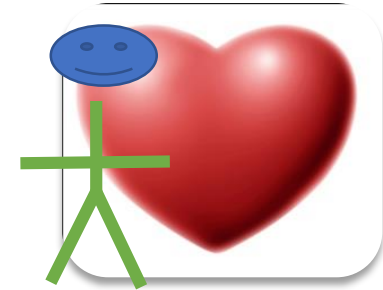
# Competences: integral training



**FORMAL**  
(know)



**PROCEDURAL**  
(Know how to do)



**ATTITUDINAL**  
(Know how to be)



# Competence design entails

- 1. Agreeing on graduation profile**
- 2. Selection of competencies**
- 3. Contextualization and definition**
- 4. Competency levels**
- 5. Usefulness**





# 1. Agree on profile

When we think about the things a professional should do, we imagine the situations he/she will have to cope with, the working scenarios and how he/she will have to perform at work....



## Graduate Profile



FACULTAD DE DERECHO  
PONTIFICIA UNIVERSIDAD  
CATÓLICA DE CHILE

**Graduates from our Faculty** show respect for transcendent human dignity and for the Christian vision of man and society. They are committed to the search for truth, ethical performance and the profession's service dimension. They have a deep and integrated knowledge of present law, as well as of its philosophical, historical and dogmatic principles. Likewise, they are able to reason, argue and use sources critically to identify and solve legal issues, both orally and in writing.



UNIVERSIDAD  
DE MONTERREY

## Graduate Profile

Graduates will have knowledge of the Mexican legal system and the international environment, as well as a general culture that will enable them to interact with other areas of knowledge.

They will develop analysis, legal logics, critical judgement, orality and conflict resolution skills as well as the following knowledge, skills and attitudes:



## 2. Selection of competences

	<b>RELEVANCE for performance</b>	<b>ADAPTATION to philosophy</b>	<b>APPROPRIATENESS in terms of demands</b>	
<b>Competence 1 Team work</b>	✓	✓	✓	YES
<b>Competence 2 Planning</b>			✓	NO
<b>Competence 3 Communication</b>	✓	✓	✓	YES
<b>Competence 4 Emotional</b>	✓	✓		NO



### 3. Contextualization and definition of each competence

Competences have a  
CONTEXTUAL (professional) component, therefore:

The COMMUNICATIVE competence of a teacher, a journalist or an engineer are shaped in clearly differentiated ways.

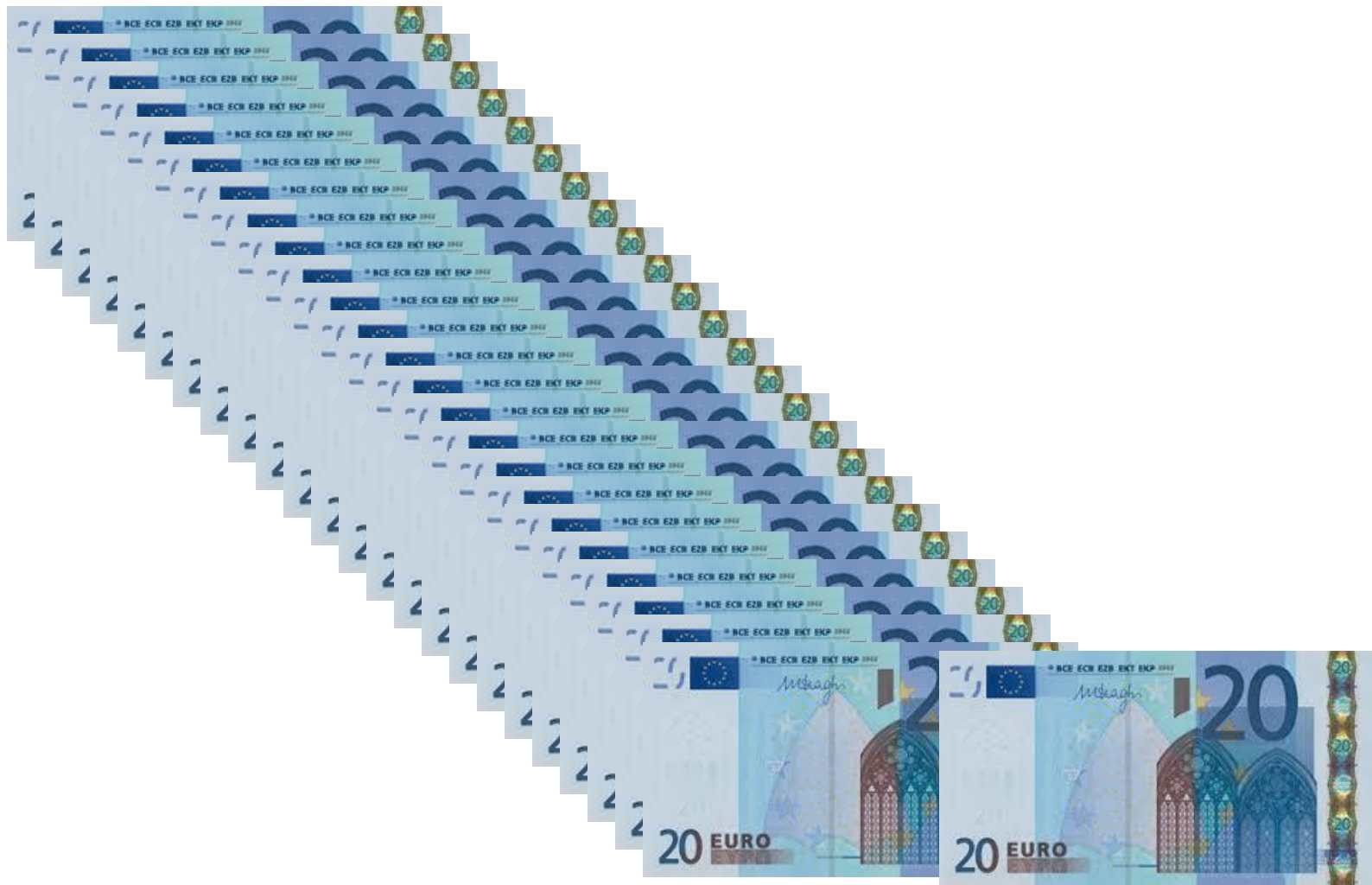


# 4 – Establish competence levels



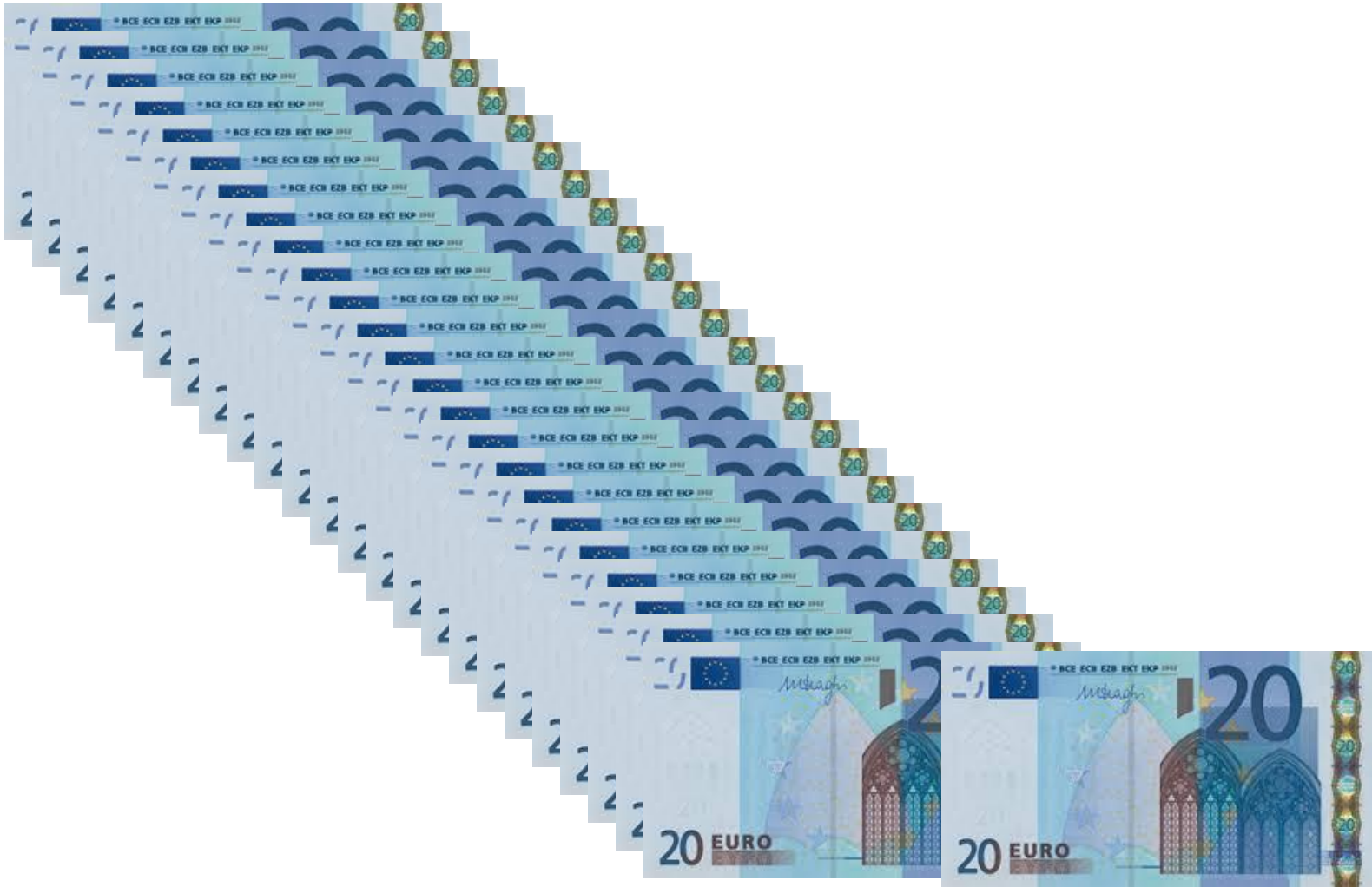
**In Barcelona a single underground ticket for one trip is 2 €;  
would you consider it functional to pay with this bill?**





**25 20€ bills = 1 500€ bill**



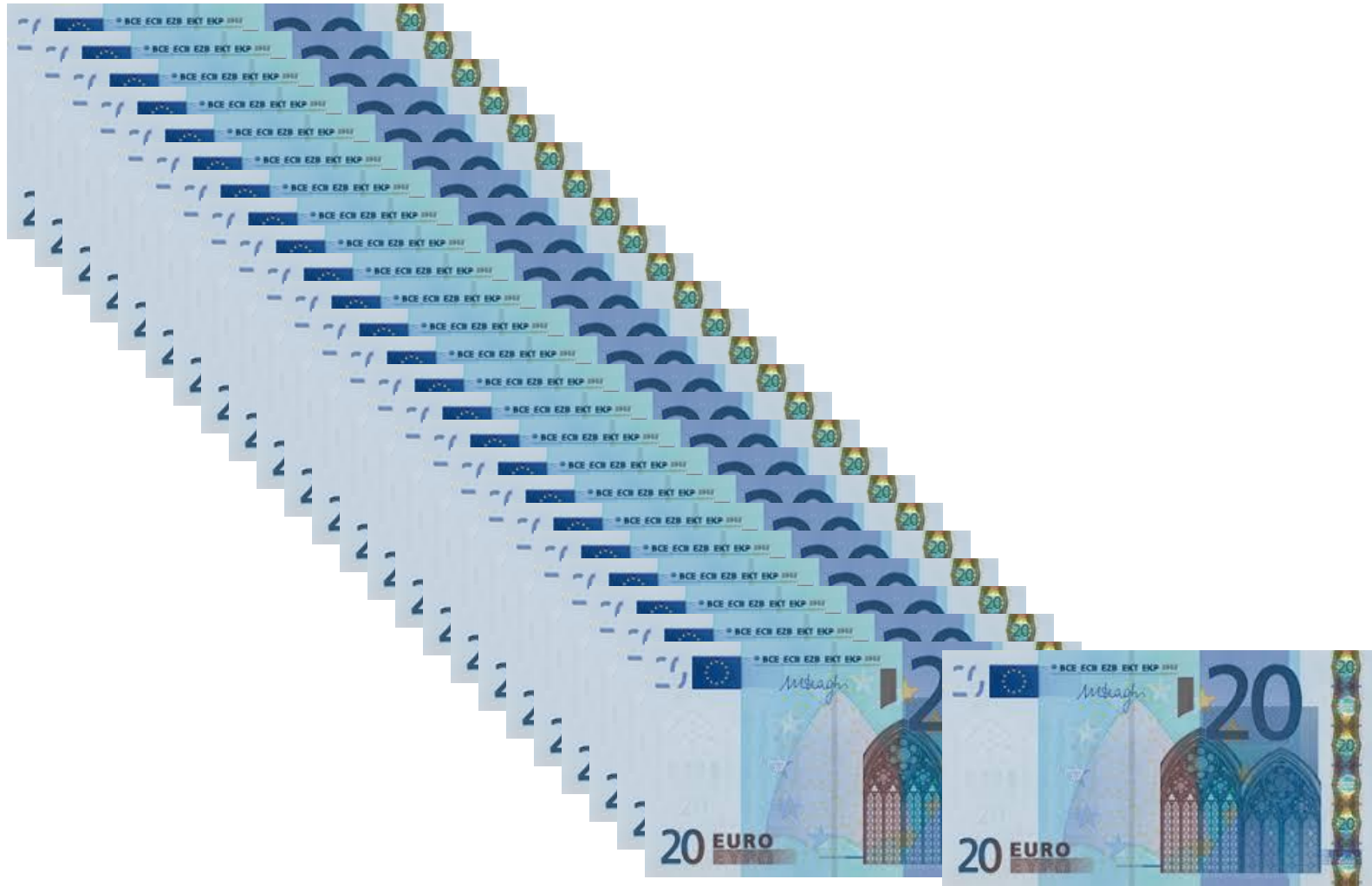


LEARNING RESULTS



COMPETENCES





$\Sigma$  of learning results = 1 competence





☀ Competency as the acquisition of a set of higher cognitive skills is not required all at the same time, people show gradually their level of competency acquisition.

☀ Defining these levels of competency contributes to their diagnosis and makes it easier to acquire competency.

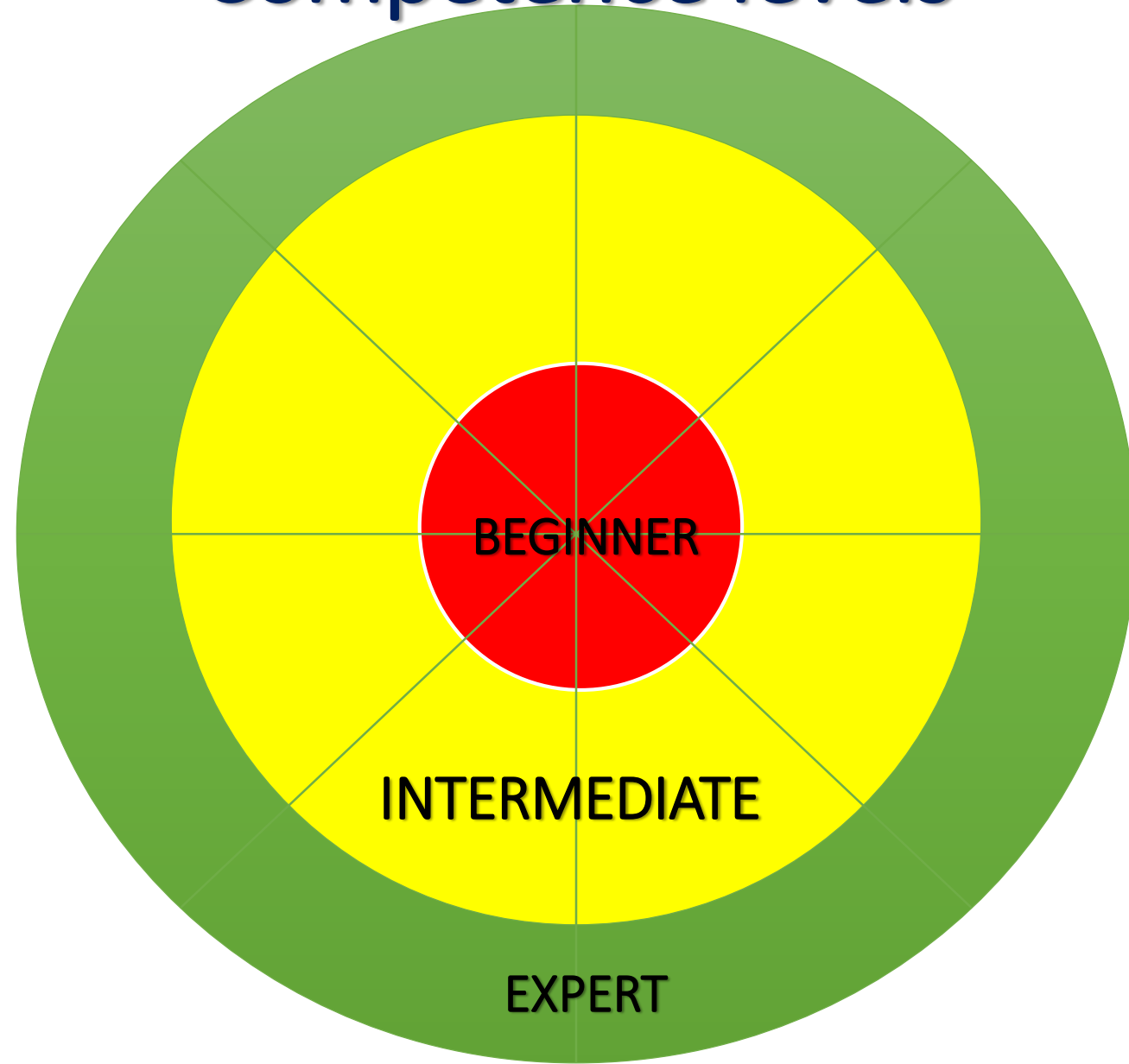
☀ Normally, they are established in uneven categories (3 or 5):

- 1. BEGINNER LEVEL**
- 2. INTERMEDIATE LEVEL**
- 3. EXPERT LEVEL**

☀ The example of language schools ...



# Competence levels

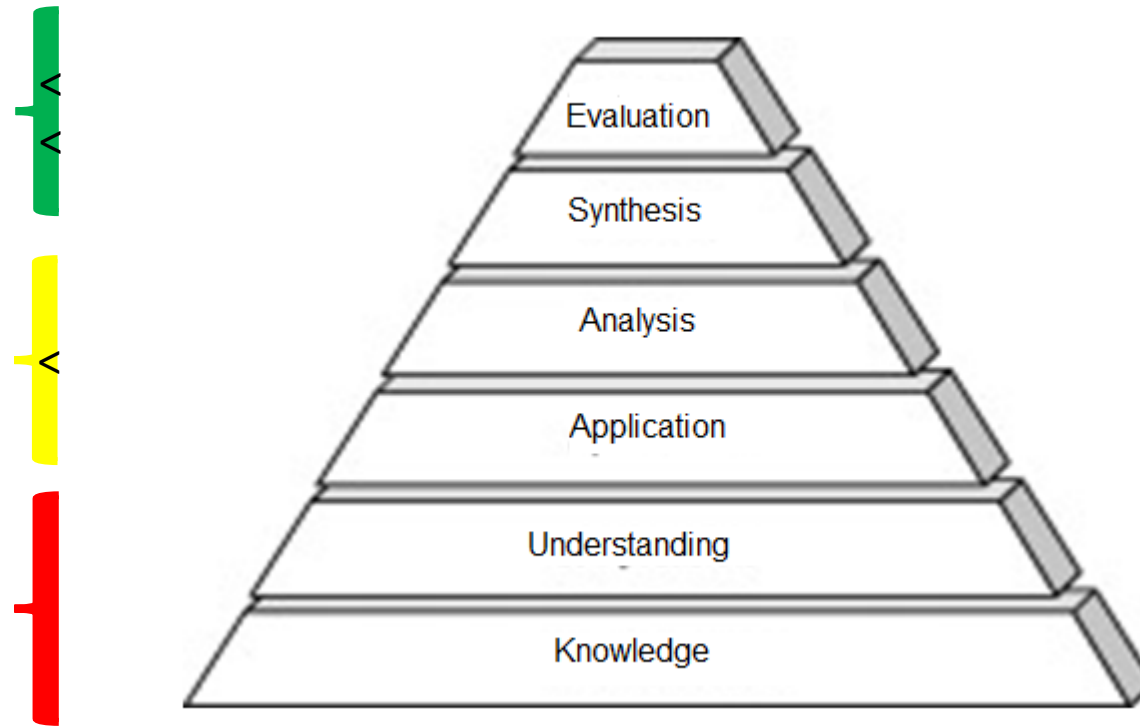


# Competence: Decision making

Level	Achievement indicators
<b>1</b> <b>Beginner</b>	<ul style="list-style-type: none"><li>-DIFFERENTIATE THE SITUATIONS WHERE DECISIONS MUST BE MADE</li><li>- VALUE THE IMPORTANCE OF DECIDING PROPERLY</li><li>-DEFINE APPROXIMATIVELY THE DECISION TO BE ADOPTED</li></ul>
<b>2</b> <b>Intermediate</b>	<ul style="list-style-type: none"><li>-KNOW HOW TO FORMULATE THE DECISION TO BE MADE</li><li>- IDENTIFY THE DIFFERENT ELEMENTS THAT AFFECT THE DECISION</li><li>- DECIDE UPON SIMPLE SITUATIONS</li></ul>
<b>3</b> <b>Expert</b>	<ul style="list-style-type: none"><li>-KNOW TO MAKE COMPLEX DECISIONS</li><li>- APPLY STRATEGIES TO FOLLOW UP THE DECISIONS AGREED ON</li><li>- VALUE THE RESULTS OBTAINED FROM EACH DECISION</li></ul>



# Bloom's taxonomy



# Competences profile



# Competence: DECISION MAKING IN COMPLEX ENVIRONMENTS

**DIFFERENTIATE THE SITUATIONS WHERE DECISIONS MUST BE MADE**

- VALUE THE IMPORTANCE OF DECIDING PROPERLY

- DEFINE APPROXIMATIVELY THE DECISION TO BE ADOPTED

- KNOW HOW TO FORMULATE THE DECISION TO BE MADE

- IDENTIFY THE DIFFERENT ELEMENTS THAT AFFECT THE DECISION

- DECIDE UPON SIMPLE SITUATIONS

- KNOW TO MAKE COMPLEX DECISIONS

- APPLY STRATEGIES TO FOLLOW UP THE DECISIONS AGREED ON

- VALUE THE RESULTS OBTAINED FROM EACH DECISION

Course A  
Semester 3  
Teacher JJ

Course C  
Semester 8  
Teacher CA

Course R  
Semester 1  
Teacher FK

Course R  
Semester 1  
Teacher FK



## Competence: WORK TEAMS LEADERSHIP

-DIFFERENTIATE THE SITUATIONS WHERE DECISIONS MUST BE MADE

- VALUE THE IMPORTANCE OF DECIDING PROPERLY  
-DEFINE APPROXIMATIVELY THE DECISION TO BE ADOPTED

-KNOW HOW TO FORMULATE THE DECISION TO BE MADE  
- IDENTIFY THE DIFFERENT ELEMENTS THAT AFFECT THE DECISION  
- DECIDE UPON SIMPLE SITUATIONS

-KNOW TO MAKE COMPLEX DECISIONS  
- APPLY STRATEGIES TO FOLLOW UP THE DECISIONS AGREED ON

- VALUE THE RESULTS OBTAINED FROM EACH DECISION

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Semester 3  
Teacher JJ

Course C  
Semester 8  
Teacher CA

Course R  
Semester 1  
Teacher FK

Course R  
Semester 1  
Teacher FK



# 5. Usefulness...implications

- It is not finite, it can always be improved
- It is not academist, it is oriented to the professional environment
- It allows linking access, development, graduation profile and continuous training
- It entails an academic culture change by professors and students
- It poses the challenging of evaluation under a really competence based focus







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