TENCompetence

Methodology and Resources

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Outline of Talk

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Introduction

This presentation aims at illustrating scenarios, models, results of the models and the experiences carried on within the EC 6FP TENCompetence project Pilot Trainings. It is focused on elucidating how to plan, model and organize pilots training process and how to adopt advanced best practices for creating patterns in order to improve the partners training business opportunities.
PCM Concepts and Usage
TenCompetence project Pilot training

The following general training objectives were defined in the project deliverable TENCompetence Training Roadmap:

- To promote and enable the use of the TENCompetence infrastructure;
- To prepare a network of future TENCompetence service providers to sustain the TENCompetence infrastructure;
- To support the exchange of knowledge and competence development within the TENCompetence community of core partners and fellow researchers.
More specifically the objectives for pilot training are:

- To clarify the TENCompetence concepts and infrastructure;
- To clarify the Personal Competence Manager User Guide;
- To familiarize with the use of the Personal Competence Manager;
- To familiarize with the setting-up of a training pilot competence profile and audience;
- To provide with an opportunity to use methods and techniques to run - manage and support the implementation of the TENCompetence system;
- To provide with an opportunity to translate the TENCompetence concepts into specific situations where the system is implemented;
- To provide with an opportunity to evaluate the training pilot;
- To define target audiences.
Phase 1. Setting up a Training Pilot

The user will follow the Guide Personal Competence Manager for conducting the pilot training process. These phase consist of the following six steps:

• Step 1: Define Community
• Step 2: Define Competence Profile
• Step 3: Define Competence
• Step 4: Define Action
• Step 5: Define Learners
• Step 6: Define Trainers
Phase 2. Running a Training Pilot

The training uses the Four Quadrant model to achieve a given competence. It is an open structure that allows for the different design components (learning objects – not specifically or necessarily digital) to be placed in and planned. Learning activities can be invoked from within the learning objects but also by referring and proceeding from one to another. By customizing the training to meet the pilot needs, we can ensure that everyone in pilot’s organization shares a common vision about the latest competence.

• Step 7. Start Training
• Step 8. Apply “hands-on” Learning
• Step 9: Facilitate Learning
• Step 10. Certification
Phase 3. Evaluating a Training Pilot

The third phase follows the next three steps:

• Step 11. Measure success of Learning
• Step 12. Evaluate Learning
• Step 13: Track and Report Learning Results
Methodology and previous works

• We go after the BPM methodology to model the pilot training processes. Our approach uses business process management tool to describe, to model, to animate and to simulate the scenarios of the chosen pilot training processes.

• Our starting point is the collection of both the artefacts and the best practices related to training processes and models.

• The analysis about the training processes is done with the partners and professor-student partnerships on the basis of the functions required.
TenCompetence project Pilot scenarios and models

• *Scenario 1:* The company wants to improve the compatibility and concerns a new learning process within the organization.

• *Scenario 2:* The trainee can apply for a new function within the organization. Then the function description requires that he/she improves on different competences.
Scenario 1
Learning process improvement steps

Company Learning Improvement

Discover
25,00 Day(s)

Define
73,00 Day(s)

Analyse
68,00 Hour(s)

110,00 Day(s)

Design
18,00 Hour(s)

Deploy
112,00 Hour(s)

Implement
40,00 Hour(s)

TEN Competence
Building The European Network for Lifelong Competence Development
Discover process group

- Required Competence Update
  - 10,00 Day(s)
  - HC Manager
  - HC Expert

- Measure AS-IS Competences
  - 30,00 Day(s)
  - HC Manager

- Approved Learning Vision & Mission
  - 15,00 Day(s)
  - 20,00 Day(s)
  - HC Manager

- Set the HC Management Goals
  - Organization Strategy
  - HC Development Strategy

- Approved Learning Goals

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Define process group

1. Identify the Needed New Skills
   - Approved Learning Goals
   - New Competence Management Strategy
   - Approved New Competence Management Strategy

2. Learn the Best Strategy
   - Conduct Benchmarking
   - Avoid Generic Training
   - Develop Relationships With Universities

3. Organizational Learning Strategy
   - HC Manager
   - HC Expert
   - HC Manager
   - HC Expert
   - HC manager
   - HC Expert

4. Identified New Skills
   - Listed Skills
Analysis process group

Listed Skills

Classify & Prioritize the Type of Skills They Are...

HC Expert
HC Manager

Classified Skills

Identify the Gap at Local & Global Level

Real Local & Global Skills

Classified Needed Skills

Identified Gap

Prioritize the Gap at Local & Global Level

Local & Global Gap Report

Prioritize the Gap at Local & Global Level

Accepted Report for Local & Global...

Linked Career Development to the Skills Gap

Career Development Linked to th...
Design process group

- Ready for Training Pilot: 500.00 minutes
- Training Pilot: 1600.00 minutes
- Available Results: 480.00 minutes
- Locate Individual/Partner's Training Expertise: 600.00 minutes
- Published Training Expertise: 120.00 minutes
- Make the Expertize Visible: 240.00 minutes
- Shared Training Pilot Results
TENCompetence Project Description

Two main groups of possible training scenarios

• Trainee is looking for new skills/knowledge;
• Trainee is looking for Competence profile fitting his/her potential

Since the pilot training will focus on the first group we can use the next scenario:
Scenario 2:

The trainee can apply for a new function within the organization. Then the function description requires that he/she improves on different competences.
Start Training sub-process

All Functions in this model are performed by the following two roles:
- HC Expert
- System Administrator

- Define Community
  - PCM Community Defined
    - Define Competence
      - PCM Competence Defined
        - Define Action
          - PCM Action Defined
            - Define Learners
              - PCM Learners Defined
                - Define Trainers
                  - PCM Trainers Defined

- Decision To Use PCM
  - 1,00 Day(s)
  - 2,00 Day(s)

- Define Competence Profile
  - 4,00 Hour(s)
  - 6,00 Hour(s)

- Define Competence
  - 3,00 Hour(s)
  - 6,00 Hour(s)

- Define Action
  - 1,00 Hour(s)
  - 3,00 Hour(s)

- Define Learners
  - 1,00 Hour(s)
  - 2,00 Hour(s)

- Define Trainers
  - 1,00 Hour(s)
  - 2,00 Hour(s)

HC Expert
System Administrator

Teachers, Coaches and Trainers

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Training Evaluation sub-process

1. Measure Success of Learning
   - 30,00 Minute(s)
   - 90,00 Minute(s)

2. Evaluate Learning
   - 20,00 Minute(s)
   - 50,00 Minute(s)

3. Evaluated Learning Results
   - 10,00 Minute(s)
   - 40,00 Minute(s)

4. Track & Report Learning Results
   - 10,00 Minute(s)
   - 40,00 Minute(s)

5. Evaluation Competed

- List Of Certificates
- HC Expert
- Tracking Reports Archive
- System Administrator
- Publish Results Online
- Evaluation Report
- Training Reports
- Evaluation Report
- Tracking Reports Archive
- Publish Results Online
- TEN Competence

Building The European Network for Lifelong Competence Development
Comments

• To make recommendations for improving the pilot training processes, it is critical to understand the processes, resources and parameters for the activities and to find out the strength and weaknesses of the scenarios through modeling process.

• Figures show the examples of the parameters for both the sub-processes and processes as well as groups of processes. The assessment of the results of the animations with the input data in the models provided evidences for the HC decision makers. They can vary in scenarios, models and parameters into existing managerial experience and can make training process more effective. Also they can use models to review long-term training strategies.
Conclusion

The main contribution of the research is the design and modeling of training process activities. Present models and results can be implemented in both academic and business organizations. They give the opportunity to make training processes more effective and efficient. Models and patterns are a basic concept for supporting repeated work. The presented training pattern formalizes the process of a training activity thereby making it reusable as a template in future company learning activities. By sharing training patterns, company can “socialize” best practices and reusable training processes.
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Thank you

Q&A

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THANK YOU!

QUESTIONS?

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"Does anyone who actually listened to my speech have a question?"