

MODEL DRAFT REGARDING THE DEFINITION OF THE DOMAINS OF PROFESSIONAL COMPETITION

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Abstract: The integration of Romania in the European Space of Superior Learning and Scientific Research has imposed the reformation of univeristary learning in the spirit of ‘the Bologna Process’. In this sense, in order to ensure the compatibility, on the European plan, of the professions formed within the Romanian school’s network it is imposed that the educational offer shall start from the definition of the competences formed by the application of a program or another of professional training. The hereby material wishes to contribute under the conceptual report, to the determination of the requests that mark out the definition of the professional competence, in general.

1. What is human competition?

The literature of specialty within the domain of human resources environment [1,2] defines the human competence as being an ensemble of factors and conditions that are under the general organization of the brain and which develops the necessary skills in order that this could be able to respond adequately, in such a way that the human organism be capable to handle the external and internal solicitations imposed by a certain situational context – professional or non-professional.

In a mathematic expression, the human competence C_u is defined through the report between the multitude of classes of adoptive answers - $\sum_{i=1}^n X_i$ and the multitude

of possible classes of problematic situations - $\sum_{j=1}^m Y_j$, that is:

$$C_u = \frac{\sum_{i=1}^n X_i}{\sum_{j=1}^m Y_j} \quad (1)$$

The unitary value of the report is specific for the maximum level of competence; the human brain cannot reach this value.

If we make a comparison between the competence and the performance, we reach to the conclusion that, while the human competence represents the possible behavior, the human performance represents the real behavior.

The action by which the possible becomes real is specific to humans. This is insured by the existences of some factors that refer to:

- the capacity of using efficiently the informational data system;
- the motivation, favored by the positive motivational circuits of the physical activity;
- the inspirational capacity of using efficiently the information stored in the conscious and subconscious.

These three factors act within a process of interdependence; they form a didactic unit within which competence determines performance, and performance completes the information.

He existence of a positive result of information and storage in the memory of the processed information, subjected to the sensorial and intellectual perceptions, condition the reach of competence.

Between performance and competence there is a disparity. The reduction of this disparity represents the common scope of informative and educational activities.

2. The components of the professional competence

The reach of professional performances in any domain of activity presupposes, necessarily, the formation of the set of competences that characterize a wide occupational fan: entrepreneurs, technicians, vendors, managers, distinguishing the following groups of generic competences:

- competences of action and realization;
- competences of assistance and services;
- competences of influence;
- competences of management;
- cognitive competences;
- competences for the increase of personal efficiency.

Each group of competences, on the one hand attest the acquiring of some knowledge and general and specialty competences, and on the other hand, it manifests itself by a series of attitudes, capacities and specific behaviors as consequence of acquiring corresponding cognitive abilities.

2.1. Generic competences

• *The competences of action and realization* manifest themselves through motivation, order maintenance and increase of quality, initiative and curiosity.

The motivation for the realization of the activity presupposes, by part of the executants, preoccupation for the development in good conditions of the entrusted activity, respectively for the obtain of some excellent results in the developed activity.

In what concerns the maintenance of order and quality increase, this presupposes a continuous preoccupation for the adoption of a positive attitude, this meaning, actually, the reduction of incertitude, realization, piloting and control of clear and ordered activities.

Initiative means the manifestation of the skill to presuppose, organize or start first, that is the skill to develop activities, improving results or to create opportunities without being urged or obliged by something or someone.

Curiosity consists in the wish to acquire and/or research information in a wide and specific manner, in order to be bale to attack the core of the problem to the best of one's knowledge.

• *The competences of assistance and services* presuppose the interpersonal understanding, as well as the orientation towards the satisfaction of clients.

The interpersonal understanding manifests itself through the capacity to perceive and understand, in a precise manner, the thoughts that were not expressed or have been partially expressed, the feelings or preoccupations of others and to respond in the most adequate manner.

The orientation towards the satisfaction of clients means the wish to help and bring others a service, discovering with satisfaction their needs. In this meaning, clients can even be colleagues.

- *The competence of influence* imposes themselves by impact and influence, by the understanding of organization, as well as by the establishment of relationships.

The impact and influence represent the wish to have a specific effect over others in order to understand them, convince, influence and impress them or to obtain from them the participation to a willing action.

In what regards the *understanding of organization*, this must be viewed as being the capacity to understand and use the dimension of the politics of organization, such as, for example, the one regarding the politics for the personnel. In order to maintain ourselves within this domain, *the politics of implication and participation* expresses the convince of the organization that the training or deep implication as more efficient as possible of its members is one of the most secure ways to obtain competitive success. This politic regulates also the manner in which the organization intends to communicate with the employees, doubly so as the defective communication or lack of communication constitutes one of the main causes or sources of tensions and conflicts.

The establishment of relationships presupposes the capacity to built and maintain friendly contacts with the people who will contribute to the realization of their own working objectives.

- *The competences of management* concretize themselves through the capacities of directive, cooperation, leadership or those referring to the development of others.

The directive capacity consists in the capacity to tell others what they have to do and how to do it, in the spirit of the organization welfare.

The cooperation and team work consists in the capacity to work in a cooperating manner with others and to obtain from them the same behavior.

The leadership of the team manifests itself through the capacity to assume the role of leader of a team or a group, offering the feeling of trust in success and rise of moral in situations of crisis.

The development of others means the capacity to develop efficient actions in order to improve others' competences.

- *The cognitive competences* manifest themselves through analytical reasoning, skills of conceptualization and specialized expertise.

Analytical reasoning consists in the capacity to understand the situations and solve problems, by disintegrating them into their component elements in order to analyze them systematically and logically in all their intimacy.

The skill of conceptualization is the one which identifies the connections between situations or which discovers the hidden problems within the complex situations.

The specialized expertise expresses the capacity to use and develop the special knowledge and to share them to others.

- *Competences necessary for the increase of personal efficiency* identify themselves by self-government, self-trust, adaptability to change, adhesion to the organization.

Self-government is necessary in any circumstances, especially when one is confronted to situations that generate emotions and stress.

Self-trust is necessary, especially, when there appear difficult situations and when there must be chosen the most convenient solution to fulfill the tasks.

Adaptability to change appears as being necessary in order to work efficiently within the context of a diversity of situations with more difficult individualities and non-homogenous groups.

The adhesion to the organization presupposes the adaptation of one's own behavior to the needs, priorities and objectives of the organization.

2.2. The content of generic competences [3]

The generic competences, irrespective of the group they are part of, refer to:

a) gathering, analysis and interpretation of data and information for the formulation of arguments, decisions and concrete dimensions;

b) the creative application of the research techniques and of those of problem solving;

c) the conceive and conduction of specific processes for the domain;

d) the elaboration of publishable or professionally applicable studies and reports;

e) the usage of some diverse methods of written and oral communication;

f) the usage of informatic technologies;

g) the abilities of a leader; the capacity to lead a working group and to communicate within the most diverse contexts;

h) the capacity to act independently and creatively for the approach and problem solving;

i) the capacity to evaluate objectively and constructively the critical states and to communicate the results in a demonstrative manner;

j) the clear employment for one's own professional development and the assuming of responsibilities to elaborate a personal program of auto-perfection.

2.3. The definition of special knowledge [3]

For the definition of generic competences, the special knowledge refer to:

a) the processes of knowledge, reproduction and understanding specific to each domain of formation of competences;

b) the knowledge, reproduction and understanding of the way of establishing relationships with the knowledge from other professional areas;

c) the accumulation of a substantial capacity of new knowledge and the familiarization with the most recent developments of knowledge and of the professional applications within the domain;

d) the understanding and application of principles and fundamental methods of specific investigation;

e) the identification, approach and solving of cognitive and new professional problems;

f) the comparison of new knowledge with the traditional one and the capacity to establish relationships between these in order to observe the new directions of growth and development of the profession.

2.4. Cognitive abilities

The accumulation of special knowledge leads to the formation of new specific cognitive abilities, that consist in:

a) the application of concepts, theories and methods of fundamental investigation from the domain of study in order to formulate projects and professional actions;

- b) the capacity to synthesize and interpret a new set of information, of solving basic problems and evaluate possible conclusions;
- c) the capacity of critical evaluation of the new results of research;
- d) the independent analysis of some problems and the capacity to communicate and demonstrate the chosen solutions;
- e) the capacity to approach complex problems formulating interpretative alternatives and to demonstrate their relevance, using an adequate manner of communication;
- f) the capacity of initiative in the analysis and solving of problems;
- g) the capacity to conceive and conduct specific problems of the domain, as well as the creative application of the methods of research specific to that domain.

3. Why is the competences' definition necessary?

The European construction stands for a way of adapting the economic and social organization to the contemporary spirit of globalization, opening new perspectives for the free access of persons and implicitly for a more efficient usage of labor within spaces that exceeds the state boundaries. But the opportunities that appear, including the society's democratization and the economic globalization impose first of all the need of testing the compatibility of the professional qualification content with occupational requests imposed on the European labor market. In order to reach this desideratum any education program within the European territory should grant the formation of similar competences, so that any person, according to his or her residential needs and professional qualification should be allowed to have access to any job anywhere inside the European Union.

There is almost obvious that starting from the purpose, the means of achieving it should be established. That's why our step is meant to contribute to some conceptual clarifications, taking into account that competences' definition should antecede the curricula of any professional qualification program. Accompanying the offer the competences' definition that are being created by a program or other are being constituted at the same time into a useful guide of professional orientation for the future beneficiary of educational services. Thus we express our opinion about the necessary components that should define the domain of professional competence.

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