

Exercise: Functional sketch

Introduction

Many are not aware of the various competences they possess and apply when dealing with tasks in their job. In some cases, people have not brought their mind to it, or do not have the vocabulary to talk about what they do in that context. It is important to be able to describe the competences one possesses and to be able to analyze, to some degree, the need for competence when performing a task or a job. This exercise opens up a dialogue on the issue.

Source: Foundation European Centre for Valuation of Prior Learning, Netherlands.

Learning outcomes

At the end of the exercise participants will be able to:

- Identify his/her own competencies in relation to the work environment
- Understand the use of a function profile
- Identify necessary competences for a defined function
- Apply identified competences in his own situation (own competencies, competencies needed in the "work" they do, and competencies in the 'job' they like to have).
- Discuss own activities and competences with others
- Understand the bases of job descriptions and job advertisements in connection with own competence profile

About the exercise

The aim of this exercise is to assist the individual in becoming more aware of his/her own competencies in relation to the work environment and being able to present, use and discuss them with others. This is done through viewing or observing people at work (videos in this case) and describing the competences one detects, describe own competences in the current job, make comparisons and discuss findings.

The one who guides the process will need to find suitable video clips of people at work or an opportunity to follow a real-life example if that is more suitable. The video material presented in this case may not be available through links presented.

The exercise takes about 60-90 minutes.

Instructions

Prepare the material: The exercise can be conducted individually, in pairs or in groups. Groups provide more options for dialolue and additional learning through groupwork. What is needed are several video clips of people at work and the exercise sheet.

At the website of the Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (Belgium) there are examples of video clips presenting people in their work: <http://vdab.tv/categorie/19>
If those are to be used, the glossary below can be helpful:

Reportages = reports

Beroepfilms = Profession videos

Opleidingenfilms = Education/Training videos (based on the educational structure in Belgium)

Loopbaanportretten = Career portraits

HR-films = HR - videos

Bedrijfsfilms = Corporate videos

Vacaturefilms = Vacancy videos

Example for the profession "Baker" from the VDAB website can be used:

- 1) Click on: "Beroepfilms" - Voedingssector" (=food supply chain)
- 2) Click on "Bakker" (= Baker).
- 3) English subtitles can be chosen.
- 4) Start video.



Choose two video clips to show to a group of 8-12 people and follow the instruction in the form below.

A variation is to make a game out of it, where the group is divided in 2 or 3 groups, who are noting down the competencies they have observed and examined which group has identified the most competences. By writing these competences on flip-over sheets a discussion can take place about 'hidden' competences, the importance of personal competences, seeing certain competences in different ways and/or 'double' competences on the lists.



Function Sketch

In this exercise you investigate different job functions.
Use a number of vacancies and your own job description to view different competencies in practice.

Command 4D 1: sketch function following two videos.

During the video you have to note down as much as possible what skills (/competences) you have seen, read and heard.

- civilian truck driver
- driver off different vehicles in the army

a. Movie 1: civilian truck driver.

During the video you have to note down as much as possible what skills (/competences) you have seen, read and heard.

If the movie is over you note them in the attached form:

[function sketch CIVIL TRUCK DRIVER](#)

b. Movie 2: drivers of different vehicles to the Army.

During the video you have to note down as much as possible what skills (/competences) you have seen, read and heard.

If the movie is over you note them on the attached form:

[function sketch DRIVER IN THE ARMY](#)

c. *Put the two function sketches together. What differences do you see?*

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d. *Put your own function sketch alongside that of a driver.*

What skills do you now already in case you want to become a truck driver in the army?
(Or, in case you are not a driver, what competencies should you have to become a driver?)

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Function Description: CIVIL DRIVER

<p>Function competences <i>have to do with knowledge and skills of a particular professional field</i></p> <hr/>	<p>Personal competencies <i>Does tell something about yourself, about your character. You can say: 'I am "</i></p> <hr/>
<p>Social Competencies <i>Can you see/perceive when you're dealing with someone else, in dealing with others.</i></p> <hr/>	<p>Methodical Competencies <i>Say something about how to do something, how you do your work, how you approach a task / export.</i></p> <hr/>

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Exercise 4D - 2: Offers and our own job

Everyone has a job (or work or volunteer activities or at home) and his/her own function.

In each function there are a number of requirements:

- training or specific knowledge,
- skills or experience
- work attitude
- desired behavior
- motivation

- a. First work out one example together.
Please read individually which competencies are in this example.
Put them in the function sketch.
- b. Look together the competencies others have found, and how they can be classified.
- c. In groups of 2 persons:
Each group has a job / vacancy from another person / group and looks at it the same way:
 - o Removing competencies
 - o Organizing competency areas
 - o Matching it with own competence profile
- d. All together:
Evaluation of exercise

Functional sketch for your own job:

<p>Function competences <i>have to do with knowledge and skills of a particular professional field.</i></p> <hr/>	<p>Personal competencies <i>Does tell something about yourself, about your character.</i> <i>You can say: 'I am "</i></p> <hr/>
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