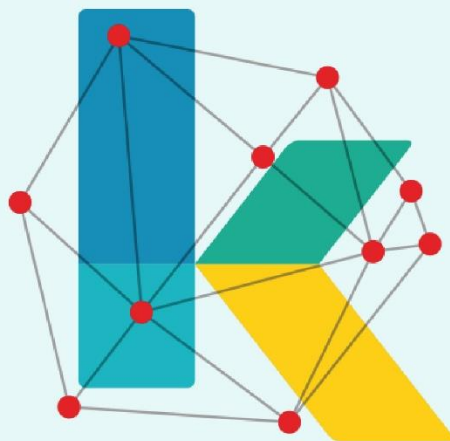




KEEP IN PACT

Keep innovation in multi partnership
cooperation in lifelong career
guidance services

Competence framework for
multi-partnership cooperation management
in lifelong career guidance and counselling

Repository of skills

KEEP IN PACT (2019-2022) – Repository of skills – November 2021

This Repository of skills is produced in the frame of the [KEEP IN PACT](https://keepinpact.eu) (<https://keepinpact.eu>). The project involves 6 partners from 5 EU countries (France, Belgium, Italy, Portugal and Croatia). The project aims at promoting upskilling in the field of lifelong career guidance services, as well as at developing an innovative ecosystem approach to the management of professionals working together in partnership.

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Introduction

This Repository of skills is one of the products of the KEEP IN PACT Erasmus+ project. It offers an overview as well as details on the most important competencies of lifelong career guidance and counselling professionals in the field of multi-partnership cooperation management. In creating it, we started from a simple and general definition of that job (position or function):

Partnership manager develops, promotes and leads multi-stakeholder partnership cooperation in public service of career guidance and counselling.

From the above definition, it is clear that developing, promoting and leading multi-stakeholder partnership inevitably means very complex and extensive management. In order to manage such partnerships, multiple competencies are needed, which may probably include a whole range of different technical, interpersonal, conceptual or strategic, analytical or diagnostic, organizational or leadership, communication, and political competencies. Aware of this, in order to generate an overall competency framework, as well as to clarify in detail the necessary competencies (i.e. knowledge, skills, abilities and other personal characteristics) of professionals who are successful in this job (position or function), we were initially guided by certain theoretical and empirical starting points.

Theoretically, we started from the widely accepted, but simple definitions of competence. Namely, according to Oxford English Dictionary, “competence is the ability to do something successfully or effectively”. Similarly, Roe (2002) defined competence as “a learned ability to adequately perform tasks, duties, and roles”. Of course, we were also guided by the official EU definition of competences: under the European Qualifications Framework for Lifelong Learning (EQF), “competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development” (EC, 2008). Furthermore, we used slightly modified competence architecture model (Roe, 2002), which was originally designed to apply to any occupation, to conceptually define and structure competences, sub-competences, knowledge, skills and predispositions/individual characteristics of a multi-partnership cooperation manager.

Empirically, we started from the competences of career counselor, which was defined within another project funded under the Erasmus+ programme: “DEveloping CAREer COUnselling services in integrated spaces – COCADE”, as well as from the case studies and best practice examples of successful multi-partnership cooperation from different European countries.

Based on the stated conceptual and practical points of departure, in creating this Repository of skills, we have followed several key steps, which are briefly outlined in the following chapter.

Methodology

In identifying the required competencies, the first step was aimed at conducting the analysis of multi-partnership cooperation managers' job (position or function). In doing so, we sought to identify the key areas of his/her work (which we consider as key competences), and within them to precisely define different, but interrelated work tasks and activities (sub-competences). To collect the necessary information as a basis for a job analysis we used various available data sources. First, we utilized actual job descriptions of the multi-partnership cooperation manager on different positions, mostly from job systematization of Cité des Métiers, Paris. Second, we analyzed best practices and case studies of multi-partnership cooperation which were prepared by all project partners. Third, we used the expertise of project partner members or their colleagues / associates who are currently employed in a multi-partnership position or function (mostly employees of Cité des Métiers).

After we collected the data, we tried to determine the key competences in several iterations, and then group the sub-competences within them. In that process, we exchanged experiences about the current situation and the actual practice, but also all the time reflecting on and constantly considering ideal, optimally developed multi-partnership cooperation in different partner countries. After exchanging opinions and discussing a content analysis of key tasks and activities, we agreed on the following seven key activities (competences) of multi-partnership manager:

- A. Developing and formalising new partnerships
- B. Administrative and financial monitoring
- C. Coordinating, managing and leading the partnership
- D. Developing partners' competences in multi-partnership
- E. Evaluating implemented measures and activities
- F. Monitoring relevant national and local policies and reforms
- G. Ensuring communication and representation activities

Within each of the above competences, we have listed all activities that substantively belong to this specific area of multi-partnership cooperation managers' job. This resulted in a framework in which seven key activities (competences) were defined in detail using twenty-four specific work activities (sub-competences).

In parallel with the process described above, and especially after defining the competency framework, we worked on specifying the necessary requirements in terms of clusters of knowledge, skills and predispositions/individual characteristics of a competent multi-partnership cooperation manager. A number of specific knowledge, skills and predispositions were singled out, which are then categorized within each competency. The final competence framework of a multi-partnership cooperation manager that includes all the mentioned associated elements is presented in a form of a table, which is shown below.

Competence Framework

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
A	Developing and formalising new partnerships <u>Identifying new partners</u> in accordance with the needs of the territory and action plan of the service <u>Identifying</u> current and future <u>needs</u> of the partners <u>Presenting</u> possible <u>benefits</u> of the partnership to identified partners <u>Discussing</u> and <u>negotiating</u> common goals with the partners <u>Formalising</u> the partnership	Knowledge of the actors involved in guidance, employment, business creation and working life in the community Knowledge of the needs of the aimed community Knowledge of the negotiation strategies for establishing relevant partnerships Knowledge of the service mission and its values and action plan Knowledge of the partners' mission and their activities in the community Knowledge of relevant legislative	Data collecting, information selection and organization Written and oral communication (including related IT technologies) Active listening Negotiation and mediation skills Social networking skills Teamwork Mastery of the Office Pack (Word, Excel, PowerPoint) and statistical tools	Openness and cordiality Proactivity Verbal fluency and analytical reasoning Flexibility

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
B	Administrative and financial monitoring <u>Monitoring</u> administrative and financial aspects of the partnership agreements <u>Looking for</u> new sponsors and <u>funds</u> <u>Responding to</u> new <u>calls</u> for projects <u>Projects' reporting</u> and responding to <u>control system</u>	Mastery of complex legal and financial agreements: (regulations and obligations, calculation tools, statistical and representation tables) Knowledge of management concepts and public funding constraints Knowledge of local, national and EU strategic frameworks and calls for projects that are part of them	Administrative and budgetary project management Strong writing skills (including English) Administrative skills Mastery of writing a project application according to given elements Mastery of writing a project application according to given elements	Analytical reasoning and verbal ability Conscientiousness Time management Innovativeness

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
C	Coordinating, managing and leading the partnership <u>Sharing</u> relevant <u>information</u> with the partners <u>Planning</u> and <u>organising</u> the <u>service offers</u> according to the negotiated common goals <u>Coordinating</u> partners' <u>activities</u> in the community in terms of their goals and methods of work <u>Facilitating</u> steering <u>meetings</u> of the action programme with partners <u>Encouraging</u> and <u>supporting</u> the partners to develop <u>convergent</u> professional <u>practices</u> and share information Introducing and communicating <u>innovative offers</u> and work methods	Knowledge of the partners' offer and the existing offer of the service Knowledge on lifelong career guidance methods and practice Knowledge of actors involved in guidance, employment, business creation and working life in the community Knowledge of the needs of the community Knowledge of local and global labour market trends	Negotiation and mediation skills Goal setting Organizing network activities Mediation skills Leadership and supervisory skills Project management Communication skills including those IT supported Teamwork	Openness and cordiality Proactivity Verbal fluency and analytical reasoning Flexibility Innovativeness

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
D	Developing partners' competences in multipartnership <u>Developing</u> partners' <u>competences</u> on the specificity, principles and values of the partnership <u>Designing</u> and <u>conducting</u> informative and training <u>sessions</u> and <u>workshops</u> aimed to increase partners' competences on the partnership	Knowledge of the principles, values and functioning of the partnership and the multipartnership logic Knowledge of the place of the partnership in a more global partnership ecosystem Knowledge of the principles and methods of teaching	Know how to design and conduct informative, training and sessions aimed to develop competences adapted to the target audience and the expected results Presentation skills Active listening Teaching skills	Interest in educational activities Empathy Practical reasoning

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
E	Evaluating implemented measures and activities <u>Developing</u> and <u>using</u> the <u>tools</u> for <u>monitoring</u> and <u>evaluating</u> the activities of the partnership <u>Reporting</u> on conducted <u>evaluations</u>	Knowledge of the evaluation and assessment methods (self-assessment methods, subjective and objective assessment methods, data and feedback collection) Knowledge of statistical analysis methods Knowledge of the evidence-based management	Know how to build an evaluation reference document adapted to the initial objectives, to different scales and to the specificity of each action Know how to collect and analyse data Know how to sort information and prioritise key information Know how to develop tools to report on the different indicators (output, result, etc.)	Analytical reasoning Deductive and analytical reasoning Numerical cognitive abilities Accountability

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
F	Monitoring relevant national and local policies and reforms <u>Collecting information</u> related to employment issues, training and career guidance Regular <u>monitoring</u> of relevant policies and legislative <u>changes</u>	Knowledge of key issues and challenges related to lifelong guidance at European, national and local level Knowledge of European, national and local policies on employment and lifelong guidance Knowledge of legislative reforms and developments on these issues Knowledge of action and funding programmes on lifelong guidance at European, national and local level	Know how to search for information Know how to connect information to the issues and needs of the partnership and territory Know how to interpret and analyse legal texts and strategies Know how to translate political guidelines into action plans	Ability to analyse and synthesise Verbal cognitive abilities

	Key activities (competences)	Knowledge	Skills	Predispositions / Individual characteristics
G	Ensuring communication and representation activities <u>Organising</u> and <u>participating</u> in <u>events</u> , meetings, debates, round tables with different actors including public authorities <u>Communicating</u> and <u>disseminating</u> the <u>measures</u> and <u>activities</u> implemented by the partnership <u>Representing</u> the partnership in various <u>bodies</u> and assemblies and in the <u>meetings</u> of the public authorities	Knowledge of public relations strategies and methods Knowledge of private actors, public actors and the economic world (branches, professional federations and companies) of the community	Skills for organising and facilitating meetings and events Presentation skills Master different communication tools and media Social network management Ability to listen and reflect	Ability to communicate orally (in public) and in writing Relational ease Adaptability (to interlocutors and subjects)

Conclusion

This competence framework does not provide just a structured overview of key activities, knowledge, skills and predispositions / individual characteristics of competent multi partnership cooperation managers. Like any competency model, it can in principle be used for two basic purposes: in selecting new employees for multi partnership managers' position or function, and as a basis for their professional development. In this project, we focused on the second stated purpose. Therefore, within each of the listed key competences, we first defined the learning outcomes, which then served as the basis for the development of learning materials (including texts, lectures, books, interactive tutorials for specific skill development, assessment and self-evaluation techniques, etc.), as a basis for development a toolkit for mutual learning and training activities supported by online training platform. We hope that the training program developed within the KEEP IN PACT project will be helpful in developing the necessary knowledge and skills, but also useful in raising awareness of the indispensable predispositions and individual characteristics of the competent multi partnership cooperation manager.

References

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