

HYPOSTASES OF THE COMPETENCY PROFILE FOR THE PROFESSIONALS OF EDUCATION

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Abstract: *The competence concept comes almost as an obsession within the context of nowadays scientific world. Scrutinizing the competence concept is proposed by this paper, in terms of its implying into syntagma: „professional competence profile”.*

The meaning of this phrase:” professional competence profile” is explained; a structure under a clear matrix form of this profile is presented, as an original contribution of the author, firstly existing in her Ph.D. thesis. The processes of recruitment, selection, and continuing training in the professional field are explained as the beneficiary of the professional competence profile built as a clear matrix. This is the focus of the second part of the paper.

The final part of the paper analyses the topic of the competence profile in the teacher/professor status case, according to the multiple hypostases in a multicultural world. The managerial hypostasis of a teacher, including the leadership one, is put together with the hypostasis of curriculum designer and the actor of the basic implementation of the curriculum are presented within the context of specific requests of a multicultural world.

Keywords: *competence profile; managerial and teaching hypostases of teacher;*

1. The professional competence profile as a concept

The world of professions became a really complex area with multiple angles of analysis. A professional is defined as a person engaged or qualified in a very specific profession. To become a professional, a human being passed through a long-term process of development, first as human and only later during the ontogenesis process as a professional. The holistic view over the personality involves specific areas of development: physical development (including health), cognitive development (where the communication ability is intimately involved), moral development (involving internalized values and adequately learned behaviours), socio-emotional development. The education is the most important factor in this evolution, leading and often supplementing or correcting the influences of heredity and of the physical and socio-cultural environment.

This genuine truth gives to the educational process (especially to the formal education hypostasis) a huge responsibility. The professionals of education must be highly responsible for all what the human resources of a society represent when it is about the future of mankind. This should be probably the core concern of any discussion about the professionals of education.

The education is in charge of training all the professionals for any other working areas. This is definitely the reasons for the presence of the idea of considering education as a priority for any national and political context. Unfortunately, this issue seems to remain more a theoretical statement than a genuine reality when it is about offering to educational field the proper attention. The reality is that it seems that neither the society and nor the professionals of education are entirely and profoundly aware of this truth.

The first steps of the educational process are done in the family context and they are subject to the synergistic effect of the non-formal and informal education, as long as the early education as a formal stage of education seems to be more a theoretical issue than a reality.

The formal education starts its explicit influence at the moment when the child is involved in an institution for education where professionals in the field begin their intentional, voluntary educational influence. This influence passes through a long and nuanced process adapted to the psychological specific of each student's age. The preschool and the primary level of formal education offer the fundamentals of the development of the personality, the instrumental culture necessary for the further development of the general culture. They are responsible for the development of the general and transferable competencies of the students. Both of these levels of culture are, on their turn, fundamentals for the specialty culture which develops and nuances the specific competencies of the human being that reached the age of the young maturity.

The high school level and the tertiary education level of education are responsible for the training of young people as professionals in different areas of activity.

Thus, one of the angles of the analysis of the “professionals” concept is that of their training.

Another angle is that of the defined requests for each specific job, for specific professionals.

The existence of a so-called “competence profile of a professional” is important both for the professional training and for the insertion of the already trained person for a determined activity area in the working market. (Fig. 1)

The history of the concept „competence profile” (or” profile of competencies”) is intimately connected to the history of the concept of competence/ competency itself. The debates involved in the issue of competence-competency meanings are somehow projected to the concept of competence profile, as well.

The concept is defined mostly from the business point of view and it entered into literature as „job competency profile”.

”For some organisations Job Competency Profiles define the essential levels of competence required by individuals performing particular tasks in order for the organisation to meet regulatory requirements.”(HedgesBen , 2014)

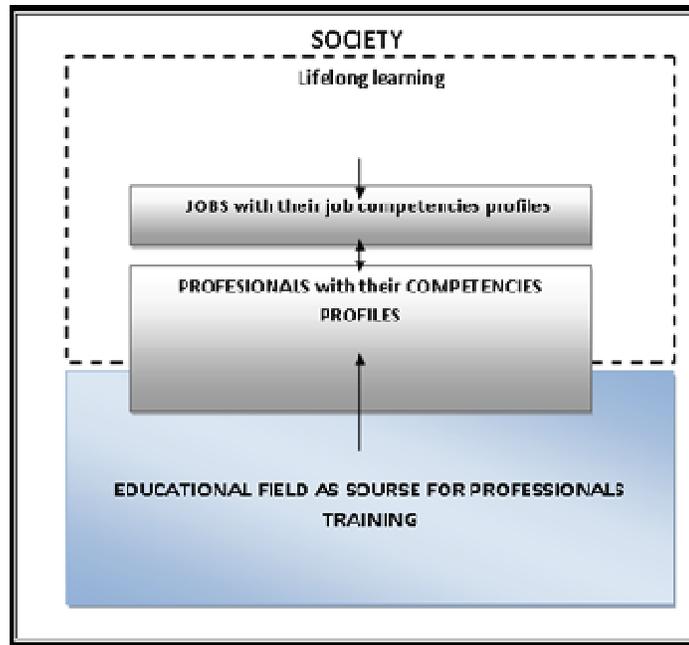


Fig.1. Determinations for competencies profiles

These different angles of looking to the concept in the discussion have determined a wide range of definitions that have in fact common aspects to be considered. It is not here the place to debate this issue. The field of education is the area of approaching and analysing the syntagma "profile of competencies" in this paper. The definition, with the meaning I have given to this concept, was firstly presented in my Ph.D. thesis in 1995, where a design of competencies profile for the main managers existing in the educational field had been described. Then, the concept has been detailed in the book focused on curriculum theory (Niculescu R.M., 2010:117-125) where the following considerations come from. The topic has been extended to other areas very important for the educational phenomenon in this second decade of the third millennium (Niculescu R.M., Bazgan M., 2017).

The competence profile is defined, in my vision, as "a matrix with a stable structure that defines the composition of a portrait afferent to a specific status: a school graduate of a given level, a manager of a stated institution/organization, or a professional in a specified area" (Niculescu, 2010, in Niculescu & Bazgan, 2017:17). It can be put into connection with what in French literature is called *référentielle*. This structure includes competencies (transversal/ transferable and specific competencies) distributed on fields of action specific for each professional status (recognized occupation) or on fields of knowledge when the profile of competencies refers to students graduating different school levels.

The previously mentioned two angles of analysis are shortly further presented.

1.1. The competencies profile as a final point for the training process

The curriculum design of training must start with the analysis of the final profile of competencies aimed to be developed for each future graduate.

The competence profile should be considered as an expected outcome of the educational process in a specific area, from the point of view of the educational field. The defined competencies involved in the matrix are *evolving competencies* for the students who are under a training process.

Thus, the competencies profile represents a landmark for the curriculum design of training program and a final point of the implementation of the program; it should be seen as a source of defined criteria of the training efficiency.

1.2. The competencies profile as a landmark for the recruitment, selection, and in-service training process within a professional specific field

The profile of competencies should be seen as a starting point, for the working area, as a reference aspect for recruitment and selection of interviewees, and a matrix of reference for a further continued training of the selected persons. The involved competencies within the matrix, even if they are essentially the same as in the case of the first angle of analysis (from the educational point of view) are, this time, *concrete competencies in practice*, that could be developed and nuanced through the professional experience and a continuing training process aiming specifically the filling out of the competence profile on each individual level.

The matrix is structured on specific fields for each profession, with specifically detailed competencies. These competencies are considered as synergic results of their components: knowledge, capacities - abilities, attitudes, including values; each of them is detailed on levels of importance in a specific moment, in terms: must/should/ would; this structure is adapted from some job descriptions that use it(fig. 2).

Table 1: The matrix as core description of a competency profile

Matrix	General Competencies Transversal or transferable competencies		Specific competencies	
	General educational level	Speciality education level	General educational level	Speciality education level
Detailed competencies on: Functionally structured knowledge	Would	Would	Would	Would
	Should	Should	Should	Should
	Must	Must	Must	Must
Capacities or capabilities/ abilities	Would	Would	Would	Would
	Should	Should	Should	Should
	Must	Must	Must	Must
Attitudes including values	Would	Would	Would	Would
	Should	Should	Should	Should

2. The role of the competence profile for recruitment, selection, and continuing training in the professional field

The moment of recruitment asks for each possible candidate to correspond to an announced *competence profile* for the advertised job. Talking about this moment the site of Garuda Research Institute, Denmark states that „The Competence Profile is designed to give a very detailed view of personality related competencies and skills in relation to a given job profile. The comprehensive questionnaire uncovers 16 personality traits - all key factors to successful leadership. The competence profile appears as being a very solid tool for recruitment and selection” especially at CO and managerial levels. I can stress that such a competence profile could be a very effective tool helping the selection for any type of job.

Garuda Institute presents an interesting view of what a recruiter should have in mind when a job is to be assigned/ occupied after the selection process. It is about their model called The Garuda *HEAD, HEART AND LEG MODEL* where the *Head* implies the cognitive competence, the *Heart work* involves the social-communicative competence, and the *Legwork* represents the moment of practice, of the independent activity and responsibility. The model is dedicated to managers but it can be considered for any kind of jobs, with accents for one or another of the three components, or for a specific combination among them.

A competence profile shows, in fact, all the three components of the Garuda model. The operators of what the model put under the term *LEG* are the *necessary capacities* to succeed in the work context. Any capacity cannot be elaborate without at least a minimal level of knowledge (even in the case of the physical activities) and higher and higher levels of knowledge for the complex activities. *Knowledge* part is considered the *HEAD* component of the model. All the different types of human work need vectors for ensuring the right direction, consistency, and effectiveness. This is the role of the *HEART* in the model that stresses the necessity of a more or less highly developed socio-communicative component, according to the specificity of each job. The *HEART* component is represented in the structure of the competence profile by the *attitudes based on values*.

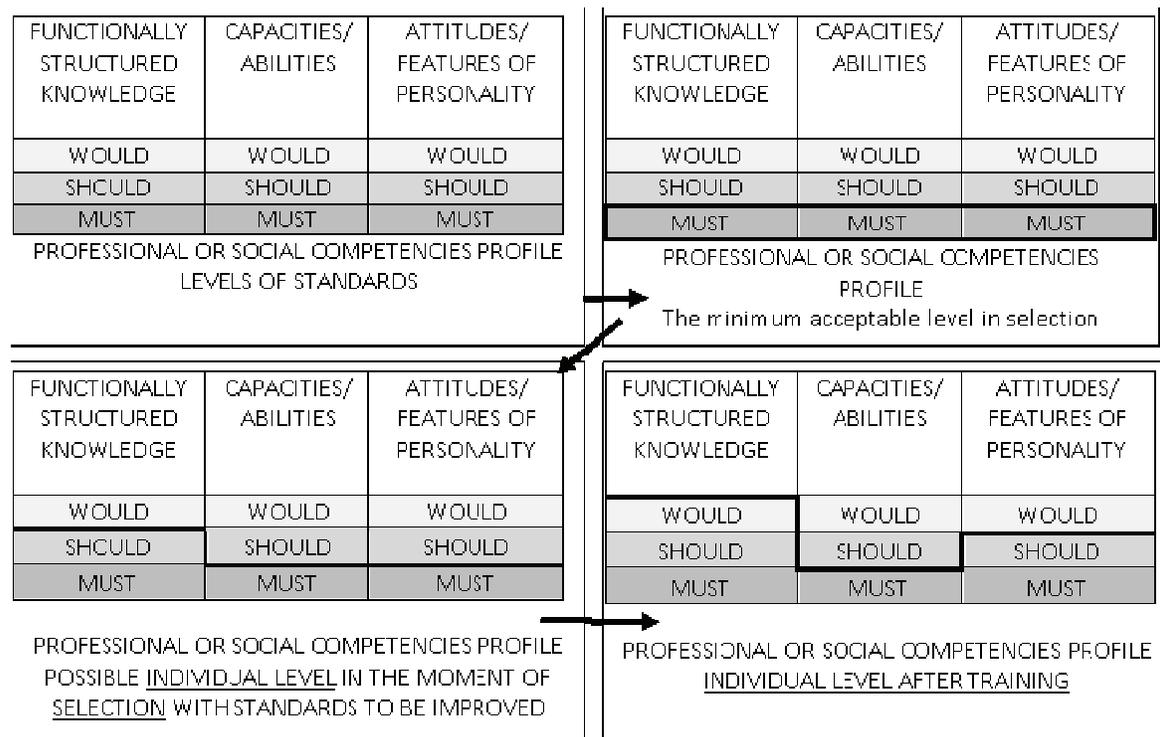


Fig. 3. The role of the competence profile in recruitment, selection and in-service training

This competence profile is extremely important for educational activity in the initial training stage, as final point establishing the expected outcomes of the entire educational process. But it has at least an equal importance for the recruitment activity. In this case the competence profile is referential of acceptance as minimal standards (the *must* items in terms of knowledge, capacities, and attitudes for each area of activity of a given occupation). Further, the same competence profile functions as referential for what it is supposed to be the directions and the outcomes of successive in-service training activities. These are conceived to fill the gaps between the individual level of the professional competence profile in the

moment of the assignment in a job and the general competence profile features for the given job. (Fig. 3)

3. Teacher's competence profile structure according to the multiple hypostases in a multicultural world

One of the most important professions within the working market was and remains the teaching one, for all the educational levels involved in the formal educational systems. This profession can provide specific answers to the questions considered crucial by Garuda Institute for assessing a professional and, in fact, for every possible assessment.

What gives the person's job satisfaction? One can say that this profession gives the most obvious satisfaction expressed by the important work with subjects belonging to childhood and youth. Building characters with patience and mastery mean a genuine satisfaction for a dedicated professional in the education field. For this purpose, is necessary to have a high level of communication competencies, on all the three main types of communication: verbal, nonverbal and paraverbal.

An effective teacher must prove a high level of sociability, of socio-emotional competencies in order to be able to integrate himself /herself with other people and to develop these competencies to other people. For doing this on a high level it is necessary that the professional of education to have high levelled and genuine internalized values and to be able to respect and tactfully impose the respect for the social and moral norms. And maybe, most of all, a professional in education must have a prompt and effective reaction for change, must understand in advance, and in an adequate way, the directions of social change in order to properly prepare the generations for the future life of society.

For all these difficult requests a professional educator must be motivated, and, unfortunately, the human society, all over the world, seems to not understand that it is necessary to give to „Caesar what is of the Caesar”. But first of all, it appears that the Caesar himself is not enough awareness about the own value and role in the life of human society.

A teacher or a professor, first of all, is responsible for the teaching process whose manager is on the tactical level. Secondly, he or she is the manager of the group of students he works with. Often, in most of the educational systems in the world, the teachers/ professor could be as well managers of the educational institutions. Thus, even if in some countries or provinces, the management of the school is professionalized, the recruitment of the candidates for training as principals/ heads, directors of schools have to belong firstly to teaching staff.

For all these hypostases of management in the educational field, specific competencies profiles should be established. There are a significant number of common features for each hypostasis on international level. This core competence profiles generally appropriate all over the world, must be differentiated on school levels, because teaching activity with pre-school children, pupils in primary education, teenagers in gymnasium and high schools, or with university students requires distinct specific competencies.

More than this, the worldwide shared competencies profiles must be completed with elements of specificity for each national context.

On the other side, specific competencies profiles should be provided for the previously mentioned types of managers of social groups in the educational fields (a group of students, teachers belonging to the same subjects, or even schools as institutions). This is the issue of the middle managers within the educational institutions.

The presented matrix can be used for each of these cases as a shared structure, filled with what it is specific for each situation: fields of action, detailed necessary competencies.

The final of this presentation wishes to be an invitation for an in-depth reflection about a thorny issue that becomes more and more actual nowadays. It is about the teaching excellence assessment and its role for the career development because of an unclear balance between teaching and research. Debates appeared since the last decades of the previous century with pros and cons for the integration of these two criteria of promotion in university career. Nowadays the issue of the balance between teaching and research seems to extend its shadows on the pre-university system as well. Maybe, a detailed and distinctive competency profile should be done for the two hypostases: the professional of education as a researcher – and researcher as a professional.

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