

Competence is the key to master the digital future. Learn more about how this affects the way of learning.



istock ©dolgachov

Competence management: securing the future of your business.

Empowering technical competence.

The cyber-physical networking of things to each other and with human beings as well as artificial intelligence (AI) represents a new revolutionary change to industry. Technical knowledge becomes obsolete ever faster. AI systems take over human work. This has consequences for professional (continuing) education. It must not only transmit knowledge and train methods, but must also support employees to develop their competences to be able to navigate in a confusing labor market.

“When robots come into use in careers formerly characterized as academic, people need different competences.” Markus Dohm, TÜV Rheinland

World Economic Forum estimates that 65% of today's schoolchildren will later work in jobs that do not yet exist today. Calculations based on models show that in the coming decade, the Internet of Things, automation and AI systems could result in the elimination of up to half of the jobs in any given sector. Other studies predict significantly smaller impacts and anticipate new jobs in the same number but that they will demand entirely different capabilities and competences. It's clear that after globalization, digitalization will be the primary force impacting economic and cultural developments in the next ten years. And this has effects on the type of work processes. If information and scientific knowledge is only one mouse-click away available for anyone, when robots come into use in careers formerly characterized as academic, people need different competences. Educational researchers proclaim after knowledge-based society, the age of the competence society will arrive. In place of technical and methods knowledge, enter competences that employees use to be able to be self-organized and handle themselves creatively in open situations and to develop new solutions. The challenge for HR development and training providers is that the competences currently required cannot be imparted like technical knowledge. Rather business needs to have new learning spaces as well as new learning concepts in continuing education to enable employees to meet the company's requirements as well as those of customers, suppliers and competitors.

INDEPENDENT INITIATIVE AND SELF-CONTROL

An initial qualification and the resulting skills, methods and knowledge are necessary prerequisites for professional success. From a corporate perspective, they are only one aspect in employee development however. More important is what employees do with their capabilities, how they approach problems. First and foremost in complex situations in which the known rules, the old knowledge and skills are no longer adequate for problem-solving, employees must solve the unknown challenge in a self-organized manner. And precisely for that they need the corresponding competence. Despite gaps in knowledge and experience, they must be prepared and ready through independent learning to advance toward a solution and make a decision. This competence requires independent initiative and self-control, not only in managers but more and more frequently also in presumably straightforward positions. Above all, teams must make learning spaces available for this, in which a permanent situation of experiential learning can be attained by enabling them to reflect on their work.

OPEN LEARNING SPACES AND ALL POWER TO THE LEARNERS

Professional education means in the competence society that they must strengthen the capabilities of the employee toward self-organized and creative learning and break with the seminar culture. Training products must have the future objective that employees become capable of tackling challenges with their continuously refined competences





in the future, likewise in a self-organized manner. Learning competence is no longer conferred by curricula however but must be facilitated through open learning spaces. The learners define their competence objectives in them and with support of external or internal learning partners. Providers of professional education and HR development must promote the shaping of open learning spaces and ideally self-initiated training processes and as well ensure the presence of learning support. The guiding principle that applies is to give over all the power to the learners and their learning support to organize learning processes independently. That necessarily has impacts on the didactics because there are also no longer teachers or trainers but rather learning partners who must facilitate empowerment didactics for self-organized learning. Methods and content become increasingly oriented to the real challenges of the team in their work. The close link to real problems ensures “an emotional impregnation of knowledge through enthusiasm, passion, engagement, will, interests, curiosity, thirst for knowledge, exploratory spirit, imagination – but also through caution, thoughtfulness, trepidation.” Seminar-based learning with its shockingly low learning efficiency is replaced by self-organized learning forms in blended learning arrangements, applied learning and collaborative learning in projects and in the workplace, social workplace learning.

John Erpenbeck, Werner Sauter: Stoppt die Kompetenzkatastrophe! [Stop the competence catastrophe!] Springer Verlag, Berlin und Heidelberg 2016, paperback with 252 pages, 14.99 EUR



**Markus Dohm, Executive Vice President,
TÜV Rheinland Academy & Life Care**

ABOUT MARKUS DOHM AND TÜV RHEINLAND

Markus Dohm has been Managing Director of the Business Stream Academy & Life Care at TÜV Rheinland since 2015. An economist and graduate engineer in structural engineering and environmental technology, he has a diverse wealth of experience from different technical and management positions in industry, the military and at TÜV Rheinland to draw on. As Managing Director of the Business Stream Academy & Life Care, he is responsible for the global service products of TÜV Rheinland in the area of health management, work safety and qualification of technical and management personnel. This business stream combines competences related to people in workplaces and their professional environment. With the motto “Motivated, qualified and healthy”, TÜV Rheinland is the first choice for workplace safety and health. Furthermore, it is one of the leading technically-oriented learning service provider that connects analog and digital learning solutions (including e-learning & Gamification) with customized platform products for systematic business continuing education management. With comprehensive products for work safety and personnel qualification, TÜV Rheinland provides an important component for individuals and organizations to master the digital transformation and be able to take advantage of opportunities.

www.tuv.com/academy

TÜV Rheinland
Am Grauen Stein
51105 Cologne

www.tuv.com/academy



® TÜV, TÜEV and TÜV are registered trademarks. Utilisation and application requires prior approval.