



Insight Report | D3.2.2

# Project for the Assessment and Support of Key Skills/Competences (PASS)

## Insight Report

Assessment and Support of Key Skills/Competences

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## Executive Summary

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The scope this report is to merge the collected information (desk research, survey, and workshops), normalize the data and create a complete list of selected 4 to 5 key competences to be covered in the PASS project.

Second part of the project provides a set of advice concerning the "Assessment and Support of Key Skills/Competences" state of the art to be used as a basis for further development of the project.





# 1. Insights into the Key Competencies and Needs

This section provides a comprehensive overview and summary of the research activities of the PASS project concerning desk research, workshops, and survey performed to develop a methodology and assessment models to assess key competencies and skills of individuals.

## 1.1. State of the Art Desk Research

Project consortium executed an extensive desk research which introduces the evolution of key competences, detailing the process of framing and identifying these competences in the areas of literacy, multilingualism, mathematics, digital skills, personal and social learning, citizenship, entrepreneurship, and cultural awareness. Competences are described in terms of requirements, related skills, and attributes.

In addition, the research provided an overview of key competences specifically tailored for the automotive and battery sector, highlighting the unique requirements and applications within these industries.

Last part delves into the assessment and usage of key competences, starting with an introduction to their utilization, evaluation, and development. It outlines the fundamental assumptions and principles guiding competence assessment, describes various methods for assessing competences, and discusses the implementation of these assessments within specific organizational contexts.

4 Report may be found at: [PASS-D3.1-Study-on-key-competences-state-of-the-art-FINAL-v2-1.pdf \(project-key-competence.eu\)](#).

## 1.2. Survey on Key Competences

Project consortium executed an online survey with the goals of gathering further data on which Key Competences are and will be most needed in the future, to better understand their usage, assessment, and further development.

The survey mainly focused on soft skills/competences, and it addressed both general key competences as well as those that are specifically required for the automotive sector given the specific purpose of the PASS project. Survey was structured into 3 parts:

- Defining, measuring, and assessing key competences/skills.
- Methods of assessing and training people.
- Optional final questions.

### 1.2.1. Survey Results

The survey results provide a comprehensive analysis of the current and anticipated importance of various skills, as well as how organizations assess these competences among their employees. The survey presented a list of 15 skills identified by the World Economic Forum (WEF) as critical for the future, asking respondents to rank them by importance.





Analytical thinking and innovation, complex problem-solving, critical thinking, active learning, and creativity emerged as the most crucial skills according to stakeholders. Conversely, skills such as troubleshooting, user experience, system analysis, evaluation, persuasion, and negotiation were rated as less critical.

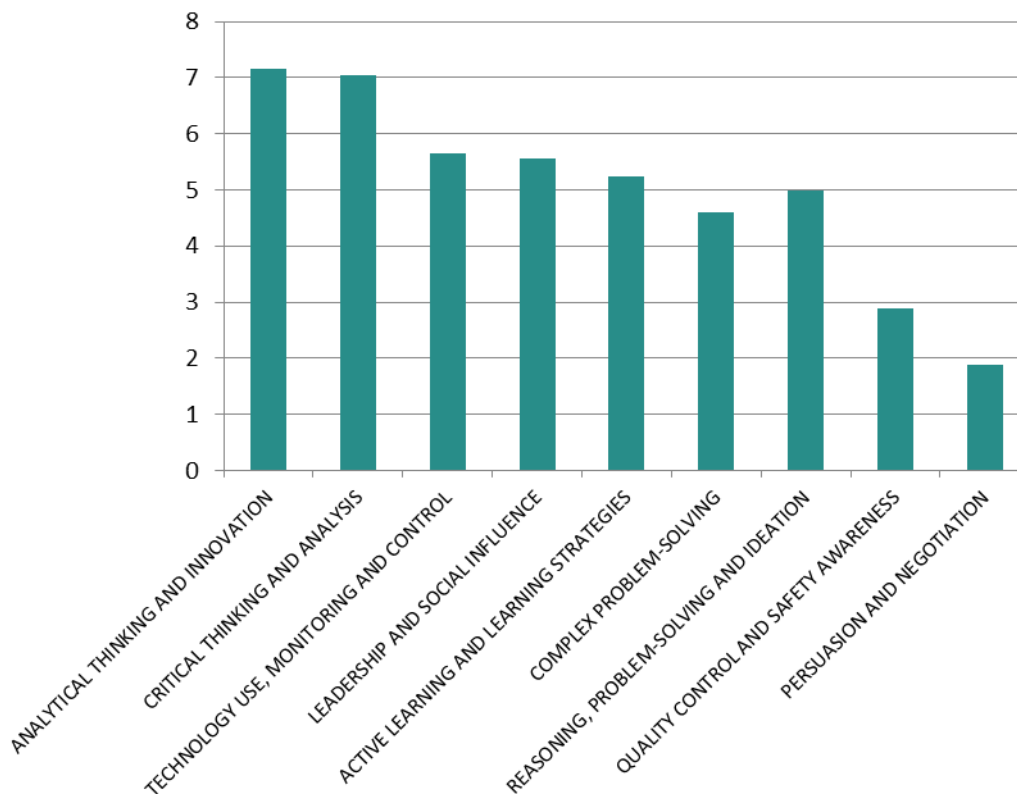


FIGURE 1: THE MOST IMPORTANT COMPETENCES – AUTOMOTIVE SCOPE

The survey highlighted the significant value placed on soft skills during hiring decisions, with a large majority of organizations recognizing their importance. Specifically, 64% of respondents believe that individuals with strong soft skills are more versatile and can be easily assigned to various tasks. Furthermore, 93% agreed that soft skills positively impact job performance, although a small portion of respondents remained uncertain about their influence. Addressing skill gaps through reskilling and upskilling is a priority for many organizations, with almost 63% affirming their commitment to such initiatives.

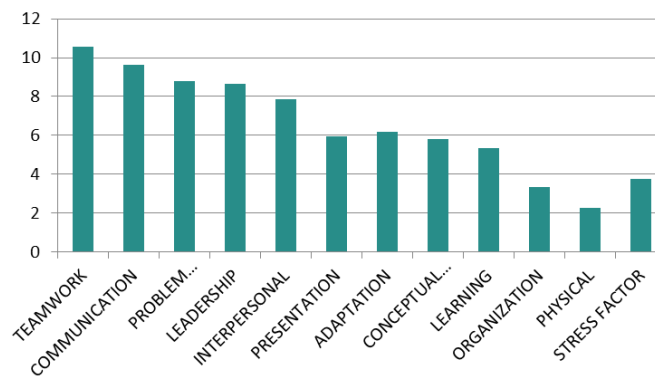


FIGURE 2: THE MOST IMPORTANT COMPETENCES – AUTOMOTIVE SCOPE





The ALBATTIS Project's list of 12 future-critical skills was similarly evaluated, with teamwork, communication, problem-solving, and leadership topping the list. Medium-importance skills included interpersonal relationships and presentation skills, whereas organizational skills and physical stress factors were ranked lower.

In terms of skill assessment practices within organizations, the survey revealed that 57% of companies are investing in the development and assessment of soft skills. However, only 41% utilize generic competency models tailored to specific roles, and 37% lack a clear, shared definition of competences within their organization.

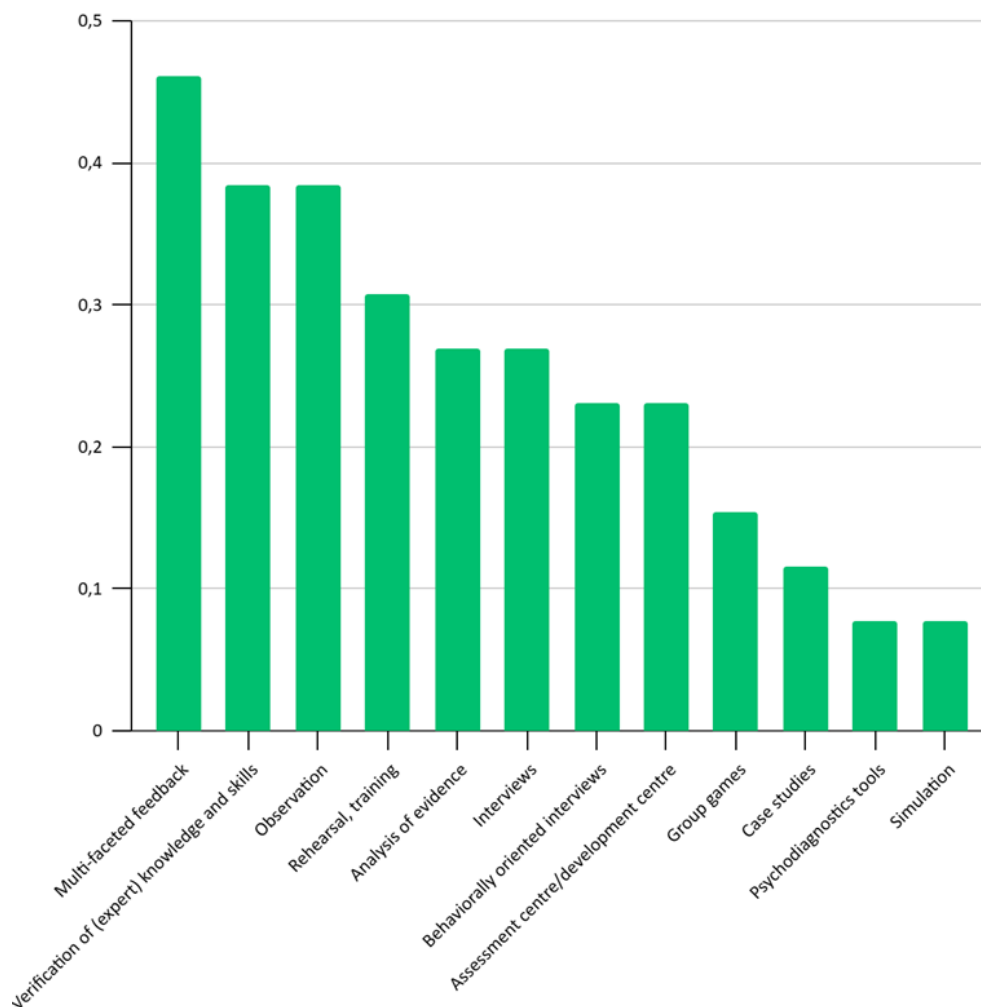


FIGURE 3: FAVORED TYPES OF ASSESSMENTS

Multifaceted feedback is favored by 46% of respondents as the most effective assessment method, while self-assessment is less commonly used, with 63% of respondents dismissing it as a valuable approach. Notably, only 11% of companies have implemented validity checks to ensure comprehensive and accurate competency assessments.

Respondents rated the importance of various competences for their organizations – knowledge, skills, and attitudes were rated for each competence.





- For literacy competence, 50% considered knowledge very important, 66.67% rated skills very important, and 41.67% viewed the attitude as very important.
- For multilingual competence, 37.50% rated knowledge very important, 37.50% rated skills very important, and 41.67% rated attitude very important.
- For mathematical competence, 12.50% rated knowledge very important, 8.70% rated skills very important, and 25% rated attitude very important.
- Digital competence was highly valued, with 54.17% rating knowledge, 41.67% rating skills, and 41.67% rating attitude as very important.
- Personal, social, and learning to learn competence had 21.74% rating knowledge very important, 43.48% rating skills very important, and 45.45% rating attitude very important.
- Citizenship competence was less emphasized, with only 13.04% rating knowledge and skills very important, but 39.13% rated attitude very important.
- For entrepreneurship competence, 17.39% rated knowledge, 21.74% rated skills, and 29.09% rated attitude very important.
- Cultural awareness and expression competence was rated very important by 8.70% for knowledge, 4.35% for skills, and 21.74% for attitude.

### 1.3. Workshops with Stakeholders

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The workshops aimed to reflect on key findings from surveys conducted in Slovakia, the Czech Republic, and Italy, involving the Automotive Skills Alliance network. They were interactive, encouraging participant involvement and engagement with the project. The goal was to inform about the project and brainstorm methodologies to assess key skills and competences for the automotive-mobility ecosystem.

Experts gained insights into the methodology development process and had networking opportunities, raising awareness about skill gaps. Two workshop types were organized: national workshops in Slovakia, the Czech Republic, and Italy, focusing on country-specific competence assessment, and an international workshop led by ASA, engaging a broader audience online.

Workshops used participatory methods like presentations followed by group brainstorming, with tools such as Sli.do and Mentimeter to facilitate interaction. Objectives included integrating knowledge, validating survey results, formulating innovative approaches, and developing a practical methodology.

National workshops targeted local experts and stakeholders from various sectors, while the international workshop included European partners focused on the European skills agenda for the automotive-mobility ecosystem. Workshops were well-structured, with facilitators leading and supporting smaller group interactions.

#### 1.3.1. Workshop Results

Participants engaged in interactive workshops and webinars focused on key competences essential for the automotive industry, including motivation, communication, problem-solving, team coordination, risk management, innovation, and flexibility. Company representatives expressed concerns about the time-







consuming nature of self-assessment and favored observable assessments for higher positions.

The workshops addressed skills gaps and employee reluctance for retraining, emphasizing the need for servant leadership and problem-solving strategies. Participants identified personal and social growth and digital competences as most important from the European Council's list. Emphasizing collaboration and strategic adjustments in education, the workshop aimed to address skills gaps effectively in the automotive industry. Discussions also highlighted the most demanded skills (analytical thinking, innovation, critical thinking, and analysis), medium importance skills (technology use, leadership, active learning, problem-solving), and lower importance skills (persuasion, negotiation, quality control, safety awareness).

Industrial representatives validated the survey results and discussed methodologies for assessing key competencies, identifying challenges, and suggesting improvements for future surveys.

Key outcomes included insights into competencies assessment, challenges, and the need for certification, standardization, soft skills, and educational standards in the PASS project, emphasizing cross-border collaboration, continuous learning, skills recognition, certification, MOOCs, dual education, EU standards, new digital tools, and refresher courses.

## 1.4. Elaborated Set of Recommendations

8 Following section elaborates a set of recommendations based on the previously mentioned research and activities.

### Evolution and Framing of Key Competences:

- Conduct extensive desk research to identify and frame key competences tailored specifically for specific sector or in general.

### Assessment of Key Competences:

- Utilize a variety of methods for assessing competences, including multifaceted feedback, rather than relying solely on self-assessment.
- Ensure the assessment methods are observable, particularly for higher positions, to enhance credibility and accuracy.
- Implement validity checks to ensure comprehensive and accurate competency assessments.

### Most Important Competences:

- Focus on developing competences such as analytical thinking, innovation, critical thinking, active learning, and creativity, which have been identified as crucial by stakeholders.
- Emphasize the importance of soft skills like motivation, communication, problem-solving, team coordination, risk management, and flexibility.

### Addressing Skills Gaps:





- Prioritize reskilling and upskilling initiatives to bridge identified skills gaps, especially in the areas of servant leadership, problem-solving, and digital competences.
- Align educational strategies with industry needs to ensure competency assessments are relevant and credible.

#### **Certification and Standards:**

- Establish clear certification standards for key competences and soft skills, ensuring they meet EU standards and are recognized across different organizations and countries.

#### **Workshop Insights and Outcomes:**

- Use insights from interactive workshops to refine competency assessment methodologies and improve future surveys.
- Validate survey results through collaboration with industrial representatives and incorporate their feedback into competency frameworks and assessment practices.

#### **Future-proofing Strategies:**

- Future-proof competences by focusing on evolving needs, including teamwork, communication, problem-solving, and leadership.
- Enhance competences related to digital literacy, system analysis, and user experience, to ensure they are up-to-date with industry standards and requirements.

These recommendations aim to enhance the assessment and development of key competences and skills, ensuring they are aligned with industry needs and future challenges.

