TENCompetence
new ways to encourage competence development of hospitality professionals across time and place

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Dr. Marlies Bitter-Rijpkema, OUNL
Dr. Judith Schoonenboom, UVA
Outline

• The tourism professional’s learning needs.
• Shortcomings of current training approaches.
• TENCompetence’s new approach to lifelong competence development.
• Defining requirements for a TENCompetence pedagogy.
• Conclusions.
• Discussion.
Tourism professionals

- The intrinsic dynamics of tourism services requires learning to survive in the fierce competition of a “flat” world.
- The global span of tourism services demand rapid adaptation to new circumstances and opportunities.
- Coping with structural changes in tourism servicing due to new ICT options requires learning.
Life Long Learning

The capability to learn has become crucial to growth and performance of individuals, groups and organizations in hospitality service industry.
Bottlenecks of the current approach to education

• Single issue & target group solutions.
• Narrow focus of ICT tooling and innovation.
• Lack of learning resources overview.
• Absence of learning components interoperability.
• Absence of connections between learning paths across boundaries.
• Lack of tailored (virtual) educational support.
• Lack of assessment support and recognition.
TENCompetence

The European Network for Lifelong Competence Development.

Technical, didactical and organizational infrastructure for life-long competence development of EU citizens: individual professional, team & organization.

- Starting from the life-long learner.
- Addressing formal and informal learning.
- Using innovative application of advanced learning technologies.
TENCompetence - project

• 15 partners, 9 countries.
• OUNL (coordinator), SURF, LogicaCMG, UVA.
• INSEAD, Sofia University, Bolton, LS3D, GIUNTI Labs, ALTRAN, Universitat Pompeu Fabra Barcelona, Synergetics, UNESCO-IHE, Stad Antwerpen.
Project aims & ambitions.

• New approach based on real-life learning needs.
• Recognizing the necessity for lifelong updating of a person’s competences.
• Emergent practices of personal competence development via informal contacts and knowledge sharing with peers aside of the traditional educational systems.
• Addressing the need for any time or place, just in time and just enough learning.
• Inventive methods address some of these issues, BUT as “worlds apart”.

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Integration of Four 'Worlds'
TENCompetence ambitions

- Development of European wide infrastructure.
- Enabling self-organization via application of new didactical, organizational and technological insights and tooling.
- Development of a Personal Competence Manager.
TENCompetence ambitions

• Support for lifelong learner adapted to local and individual characteristics.

• Integration of positioning, learning path, social support services with existing tools of partners.

• Development of integrated open-source infrastructure for long term support of the learner across boundaries.

• Free use of basic infrastructure in combination with additional (paid) services (of partners).
Support for competence growth

Use cases

• stay up-to-date in my job.
• improve a specific competence.
• study for a new job.
• explore new concepts
• get competences assessed for a new job.
Learner support

• Learning in real life i.e. “ecological niches”.
• Lifelong learner is owner of his competence management across institutions and informal learning events.
• Connection TENCompetence PCM to other HRM, KM and learning and a firm’s systems.
Services to:

- Help formulate learning objectives.
- Generate overviews of resources connected to these learning goals.
- Advice to choose best option and route.
- Support to plan and manage learning activities.
- Support assessment of acquired competences.
Integration across all levels
Technical info

- Service Oriented Architecture.
- Open Source en Open Standards.
- Connecting TENCompetence to services.
  - Learning objects, knowledge sharing repositories.
  - (In)formal learning activities (units of learning).
  - (In) formal competence development programs.
  - Assitive agents for user’s navigation, coaching and assessment.
Service Oriented Architecture
Requirements for a pedagogy for lifelong competence development

- Competence development should build on (existing) experience.
- Learner needs and objectives are established in negotiation.
- The lifelong learner engages in self-directed learning, committed to their own choices.
- Learning relies on access to (an abundance of) resources and their structuring, rather than on teaching.
Competence development should build on (existing) experience

- **Reason**
  - Very divergent experiences of lifelong learners.
  - Learning takes place in practice.

- **How**
  - Validate existing knowledge and skills.
  - Let learners perform an analysis of gaps between aspirations and proficiency level.
  - Help learners to explore their own experiences.

- **Current implementation**
  - TENCompetence enables competence assessment.
Learner needs and objectives are established in negotiation

• Reasons
  – Learners and organizations are unaware of their learning needs and prior/acquired competences.

• How
  – Learning needs must made explicit.
  – Organizational needs have to be matched to learner needs.

• Current implementation
  – Help is provided to formulate learning objectives.
The self-directed learner is committed to their own choices

• **Reasons**
  – Lifelong learners consider themselves autonomous and self-directing.
  – They feel responsible and accountable.

• **How**
  – Emphasis on creation of opportunities for learning, rather than dictating the route.
  – Learners need support to organize themselves.
  – Learners have to be able to monitor and reflect on their learning.

• **Current implementation**
  – Help for planning and managing learning activities.
  – Advice on interesting routes and learning opportunities.
Learning relies more on structured access to resources than on teaching

• Reasons
  – Learning might occur at every contact with learning resources.

• How
  – Provision of both content knowledge and higher-order knowledge.
  – Visualization of knowledge resources.
  – Learners need an overview of the full range of activities of the job.
  – Blockades to access to full range of activities should be removed.

• Current implementation
  – Overview of resources related to the acquisition of a specific competence.
In touch with TENCompetence: becoming associate partner

• To keep in touch with the project. To connect to TENCompetence associate partner and research community.

• To get immediate access to the project developers, project information and open source software

• To participate in face-2-face and on-line events and discussions.

• To participation in tests and pilots. To adapt or integrate project results for one’s own purpose.

To design own services.
Conclusions

• Rapid, structural changes in the business demand new methods to support life long learning of tourism service professionals.

• Innovative EU wide advanced and flexible learning infrastructure has to be developed to unlock the potential of new and existing educational resources.
Conclusions

• The TENCompetence project proposes an innovative infrastructure for optimal support of lifelong learners to achieve their personal and professional aspirations in the best possible way.

• It enables professionals to expand their competence growth “to the max” and reach for new horizons.
Information & discussion

- Information: Marlies.bitter@ou.nl; Judith.Schoonenboom@uva.nl
- Associate partnership contact Marlies Bitter.
- http://www.TENCompetence.org
- Software: http://sourceforge.net/projects/TENCompetence/
- Articles & products: http://dspace.ou.nl/