CHAPTER 111

Management by skills in professional orientation:
Approach to methods for identifying and mapping competencies

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ABSTRACT
Faced with an increasingly dynamic and demanding market, a professional must have some skills to have a competitive edge. Essentially stopping a behavior resulting from a set of knowledge, skills and attitudes appropriate to develop their activities. The competency management approach in a professional orientation is a functional and effective model for leveraging, developing and mobilizing better professional performance to promote sustainable career growth. Therefore, the general objective of this study is to approach the main concepts for the use of management by competences, with specific objectives on the notion of competence and its dimensions, in order to identify and map competences in professional guidance.

Keywords: Competence, Management, Guidance.

1 INTRODUCTION

Labor relations in a typically competitive market consider the current moment of constant transformations, which occurs due to the impacts that the news in technology they bring every day, which transcends competition, and is sustained by the constant innovation, through dynamic, systemic and cognitive processes, favors the search for professional guidance that understands this basis built on competencies such as solutions to problems that are solidified in the labor market.

With the perception of the importance of competences being a source of value both to the individual, as to the organization, therefore, competency management arises, and the question problem: Is the competency management approach in career guidance functional?

The general objective of this study is to approach the main concepts for the use of management by competences, with specific objectives on the notion of competence and its dimensions, in a proposal for the identification and mapping of competences in professional guidance.

The relevance of the competency management approach in an orientation is justified by being a functional and effective model of leverage, development and mobilization of better professional performance to promote a sustainable career growth.

The methodology used is of a basic research nature, procedures were used bibliographic references to works and publications by various authors for an approach qualitative and with an exploratory objective, and, being the research method used the inductive one:

> The inductive method is a reasoning in which, using observations of facts particular, the researcher arrives at a general conclusion, that is, that it works
> like a law. The observation of a phenomenon, keeping the control of variables and in the same conditions, leads the researcher to conclude that in the future, if repeated identical conditions will achieve the same results. (MEDEIROS, 2019).

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2 DEVELOPMENT

2.1 NOTION OF COMPETENCE

For Brandão and Borges-Andrade (2007) "the notion of competence is characterized as complex and multifaceted, and can be interpreted in different ways" so that the

The most favorable way to understand competences is rationally directed to the individual perspectives:

> These inconsistencies and contradictions can be understood by exposing on the three intellectual currents that underlie the innovators' arguments - the psychopedagogical current, linguistics and psycholinguistics ÿ when the ambiguous and fluid character of the notion of competence, which differs in each of these meanings; at the same time, however, these "various affiliations that generate these have points in common, among which one is more important: the valorization of from rationalization to notion and from individualization" (TARTUCE, 1999).

In order to understand that according to Oliveira (2008) apud Carbone (2006, p. 44) "a competence results from the mobilization, on the part of the individual, of a combination of resources [...]":

> Competence is understood, then, not only as a set of knowledge, skills and attitudes necessary to perform a certain activity, but also how the performance expressed by the person in a given context, in terms of behaviors adopted at work and resulting achievements (BRANDÃO; BORGES-ANDRADE, 2007).

Brandão and Guimarães (2001) state that "competence concerns the set of knowledge, skills and attitudes necessary to achieve a certain purpose". These resources alone form dimensions insofar as they are interdependent, or that is, an individual is assumed to know specific principles and techniques for exposing a ability.

Figure 1: the three dimensions of competence
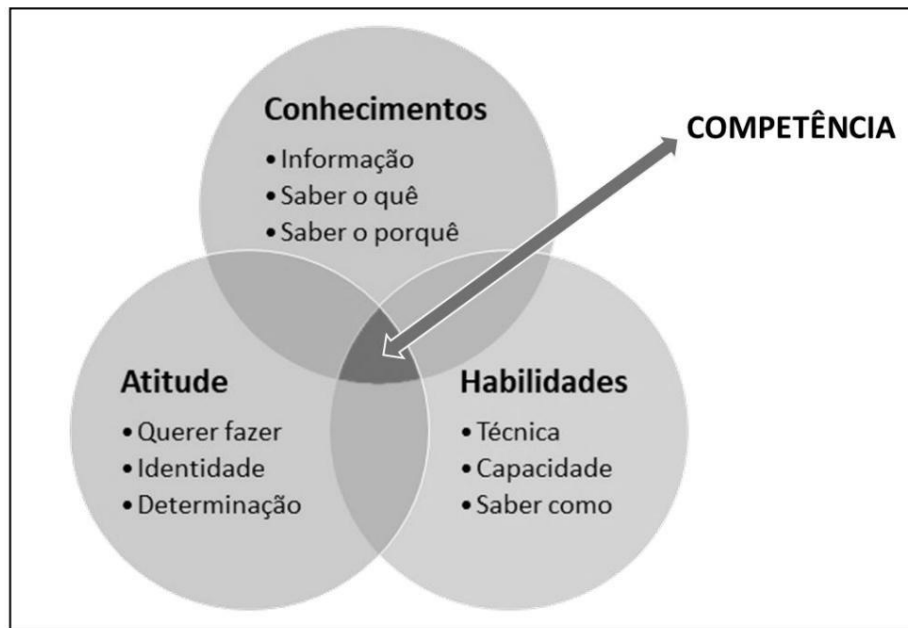
Source: Carbone, Brandão, Leite and Vilhena (2009, p. 52)

Thus, individually requires the person not only to have knowledge, but also to as well as skills and attitudes appropriate for the formation of a behavior professional, which is usually called competence (BRANDÃO; GUIMARÃES, 2001).
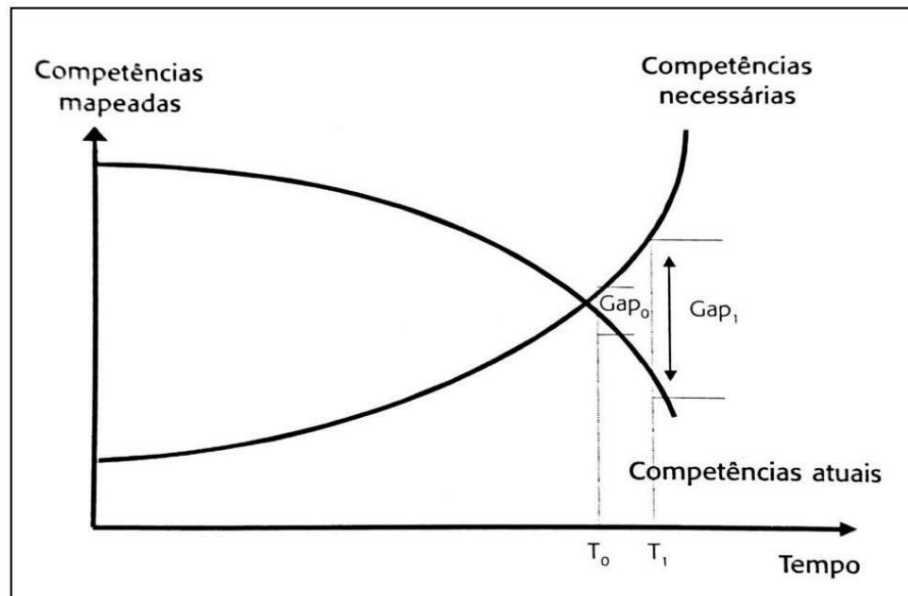
2.2 MAPPING COMPETENCIES

Although we have approached competence as an attribute related to a individual, this concept can also apply to work teams or even organizations (CARBONE; BRANDÃO; LEITE; VILHENA, 2009).

> It is possible, then, to classify competences as human-also called individuals or professionals (those related to people, at the individual level) - and organizational (those that refer to attributes or capabilities of the organization in its entirety or of its production units), it is worth noting that a level influences the other and vice versa, in such a way that human competences affect organizational competencies and at the same time are influenced by them (CARBONE; BRANDÃO; LEITE; VILHENA, 2009, p.49) apud (BRANDÃO and GUIMARÃES, 2001).

Therefore, companies adopt a competency-based management model seeking to direct its efforts in planning, capturing, development and evaluations at the individuals, of the work teams, consequently getting to work on organizational competences (CARBONE; BRANDÃO; LEITE; VILHENA, 2009).

Where according to Carbone, Brandão, Leite and Vilhena (2009, p. 51) the use of a The competency management model makes it possible, through indicators, to map and "identify the skills necessary to achieve the expected performance".

Figure 2: identification of competences

Source: Carbone, Brandão, Leite and Vilhena (2009, p. 52)

2.3 MAPPING COMPETENCIES

Mapping competencies is to identify which technical and behavior will be part of the requirements for carrying out a professional activity andachieve a goal (PICANÇO *et al.,* 2017).

By choosing to apply competency management in a situation of analysis professional, it will be necessary first of all to map these competences and there are necessarily twodifferent modes for this (RH PORTAL, 2022):

- Based on the resources and dimensions of each competency; or
- Based on performance benchmarks.

Based on the resources and dimensions of each competence, it is applied by formulating training or strategies for long-term adoption that involve knowledge, desirable skills and attitudes (RH PORTAL, 2022).

When the base is the performance benchmarks, it is necessary to map how each one of current competences acts in a favorable or unfavorable way for the achievement of objectives (RH PORTAL, 2022).

> In both cases, there is a need to determine what the minimum knowledge required for each role or occupation. For example, support technicians 4 need to master and know the technologies in use in the company, and a way simple way to assess this knowledge is by consulting the suppliers of these equipment, in order to evaluate the performance and degree of knowledge of each employee in that position. Likewise, it is possible to create programs or training, often provided by the manufacturer of the equipment or software used, in order to align the entire team with standards minimum knowledge of the material in use (RH PORTAL, 2022, p.18).

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For mapping Schon *et al.* (2017) recommends "using the dimensions of thecompetence, that is, the knowledge, skills and attitudes necessary for the professional has the performance at work", let's see the example of mapping four competencies according to observable behaviors that are demonstrated by theindividual:

Figure 3: mapping skills

1. Capacidade de atuar sob pressão - Facilidade para identificar prioridades e garantir resultados, definindo as menores ações mesmo em condições adversas, mantendo o equilíbrio pessoal, qualidade e prazo.

→ **Habilidades e atitudes envolvidas:**
» Gerenciar e/ou executar projetos de natureza diferente simultaneamente, gerando resultados;
» Enfrentar cobranças e mesmo sobre pressão, gerar resultados;
» Distinguir trabalhos essenciais (importantes para o negócio) de prioritários (urgentes/que devem ser resolvidos ou que afetam a equipe);
» Atentar-se aos prazos estabelecidos, mantendo a qualidade;
» Manter equilíbrio emocional quando sob pressão;
» Organizar o trabalho para facilitar a execução;
» Estabelecer prioridades;
» Demonstrar autoconfiança;
» Demonstrar confiança na equipe;

2. Capacidade empreendedora - Facilidade para identificar oportunidades de ação e capacidade para propor e implementar soluções aos problemas e necessidades que se apresentam de forma assertiva e adequada ao contexto.

→ **Habilidades e atitudes envolvidas:**
» Analisar problemas e tomada de decisões;
» Estabelecer objetivos e metas realistas e oportunas;
» Planejar e implementar planos;
» Implementar suas ideias acompanhando as atividades e promover melhorias;
» Criar alternativas novas e eficazes de soluções de problemas;
» Obter resultados por meio de ações;
» Ser resiliente;
» Tomar decisões diante de impasses;
» Agir com autonomia e responder pelos riscos assumidos e resultado atingidos;
» Estabelecer parcerias e negociações para obter resultados.

3. Negociação - Capacidade de se expressar e de ouvir o outro, buscando o equilíbrio de soluções satisfatórias nas propostas apresentadas pelas partes.

→ **Habilidades e atitudes envolvidas:**
» Planejar e organizar informações antes de iniciar uma negociação;
» Demonstrar segurança e tranquilidade;
» Perceber oportunidades de fechamento de acordos;
» Obter, com postura empática, a melhor negociação para a empresa;
» Reagir com tranquilidade, persuasão e argumentos combativos;
» Negociar com atenção;
» Ouvir os argumentos da outra parte com tranquilidade e argumentar com propriedade;
» Demonstrar flexibilidade;
» Inspirar confiança;
» Criar estratégias e táticas antes da negociação.

4. Comunicação - Capacidade para interagir com as pessoas, apresentando facilidade para ouvir, processar e compreender a mensagem. Facilidade para transmitir e argumentar com coerência e clareza, promovendo feedback sempre que necessário.

→**Habilidades e atitudes envolvidas:**
» Apresentar comunicação verbal, escrita ou gráfica de forma correta;
» Comunicar-se por meio de argumentos, fatos e dados coerentes;
» Manter a equipe atualizada, informando fatos novos;
» Saber ouvir, dar e receber feedback de forma educada;
» Saber se comunicar, de forma que os outros entendam;
» Contornar situações conflitantes com propriedade e flexibilidade;
» Ter postura de escuta e interesse no que os outros falam;
» Buscar informações quando tem dúvidas;
» Esclarecer seu ponto de vista em discussões;
» Manter bom relacionamento com clientes, colaboradores e fornecedores;
» Buscar aproximação com as pessoas e ser receptivo aos contatos;
» Mostrar-se disponível para ajudar e cooperar com a equipe;
» Agir com flexibilidade a fim de obter atenção;

Fonte: Adapted by author from SCHON *et al.* (2017, p. 31-34)

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Other examples of competencies that can be mapped are: organization, planning, leadership, decision making, business vision, vision system, focus on results, interpersonal relationships, teamwork, agility, time management, empathy, flexibility, creativity and innovation, initiative and dynamism SCHON (2017, p. 35).

2.4 PROFESSIONAL GUIDANCE

Professional guidance, within the field of psychology, is necessary in the current social conjuncture, because in the job market the professional as stated by Couto (2014)"it is inserted in a dynamic world, extremely dynamic, fast and of a unparalleled ferocity when it comes to professional life."

> Professional guidance involves our possibilities of choice and, therefore, not even this moment always passes in a calm and safe way. what was to be a process of pleasurable pursuit can turn into endless and without satisfactory answers. Choosing is good, but it involves risks, in this respect, young people and adults can experience the anguish of having to enter or reschedule their professional life. The relevance of knowing this subject, leads us to the need to understand a procedural performance, which results in career education. We can consider this intervention as a psychosocial practice, since the choices are influenced by various facets of our lives (LAGO, 2017, p.5).

2.4.1 Professional Guidance by Competencies

Vocational guidance provides a career choice that is in line with knowledge of oneself and the reality of the job market, that is, Lago (2017, p.12) addresses by stating that "professions do not appear in people's lives, only for a group of skills and competences, they translate a lifestyle, or rather, a way of being and living in a specific context."

A context that involves a social and cultural environment of the labor market, which makes a professional trying out new ways to reorganize and respond to this reality, from the beginning, due to this need, starting with the development of competences such as autonomy, creativity and adaptation to the social and cultural environment of the labor market, These skills are highly valued in the world of work (LAGO, 2017).

However, in many cases these professionals are guided by choices made under a linear vision, always starting from a personal motivation, a taste or a interest in some activity, this does not lead to professional satisfaction, because, in order to be well successful in a profession it is necessary to have competences (LUCCHIARI, 2002).

The process of Vocational Guidance by Competencies can awaken and strengthen, the planning to develop the necessary skills to build your professional life, knowing how to interpret, evaluate and choose their possibilities, considering their skills and the real scenario (LEVE; SOARES, 2002). If we think about this issue through the prism of the current movement to replace the notion qualification by the so-called competency model, perhaps we could consider this observation. From the rescue he made of the various constructions concepts of the notion of competence, Manfredi (1998) identified a set of historically and socially constructed connotations referring to this notion, which could be summarized as follows: a rational and efficient individual performance aiming at the adequacy between ends and means, objectives and results; a behavioral profile of people who add cognitive, socio-affective and emotional abilities, skills psychomotor and operational skills, acquired through pathways and individual trajectories (school, professional and other paths); performances resulting, primarily, from training strategies brokered and planned for the functionality and profitability of a given organism and/or social subsystem (LEVE; SOARES, 2002, p. 159).

With Vocational Guidance by Competencies, we can help people in the search for satisfaction, through the recognition of a professional identity, from the knowledge of the individual's intrinsic competencies to apply in the occupational world, and, prepare for work that comprises a synergistic combination of their knowledge, skills and attitudes, leading to a professional performance that guarantees choose a career in front of your future, and build it according to your vocation, which will certainly raise their joy as a consequence (LEVE; SOARES, 2002).

3 CONCLUSION

Faced with an increasingly dynamic and demanding market, a professional must have some skills to have a competitive edge. Essentially hold a behavior resulting from a set of knowledge, skills and attitudes appropriate to carry out their activities.

This is observed from the point of view of individuals, but companies in this market professionals also identify competencies as a competitive differentiator in addition to individual skills, such as group skills and organizational skills. so that in people management area, companies approach the issue of competences: identifying them, mapping them and developing them with controls and action plans, that is, carrying out their.

Based on this same premise, in order to anticipate this management of competences, the professional competency guidance is an efficient option to help people in the search for a professional identity that brings him a satisfaction of acting, starting from the knowledge of their skills to direct their vocations.

Thus, professional guidance needs to be efficient, through the recognition of a professional identity, based on the knowledge of intrinsic competences of the individual to apply in the occupational world, such gains are evidenced when the oriented understands that a synergistic combination of their knowledge, skills and attitudes are decisive for a professional performance, which guarantees to choose front your future a career and build it according to your vocation.

The competency management approach in a professional orientation is a effective model of leveraging, developing and mobilizing better performance to promote sustainable career growth.

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