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## CASE STUDY

In order to answer to 3 questions: what people have to do?: what they have to should be like?; what they need to know?, Chamber of Commerce, Industry and Agriculture of Bistrita-Nasaud County realized a case study within a medium size enterprise (49 – 250 employees), following a design that include:

1. The transfer of the core skills' list to HR Manager of the company
2. The analysis of the enlarged definitions
3. The comparison of the skills that we built with the occupational profiles
4. The identification of an improved list of skills
5. The answer to the question: how the companies provide training for achieving the skills?

1. Chamber of Commerce, Industry and Agriculture of Bistrita-Nasaud County chose for the case study a local company with 53 employees: S.C. TEHNOROM SRL that provide public transport services. The company started up in 2001 having as main activity domain public transport services, especially in urban area. Occasional, Tehnorom provides national and international transport services.

We transfer the definition of the basic skills and entrepreneurial skills to HR manager of this company, concomitant with the following questions: Are there more skills in the categories identified?; Are the definitions user friendly?; Is there a correspondence between core skills and occupational profiles?; How does the company that you represent provide training for achieving the skills?

2. The HR Manager of the company analyzed the list and find it user friendly. She made some improvement not connected with the substance of the content but for making easier the comprehension of the skills identified. She declared that our definitions don't need any completion because they are very good explained.

3. The company didn't build the occupational profiles yet and our definitions help them a lot in identifying the skills for building the profiles. In fact, we agreed to work together, based o the whole list of skills in identifying the fit occupational profiles.

4. Here are the improved lists:

### I. Key Skills

1. Application of Numbers Skills - represent the capacity of doing calculations, interpreting numbers information and using mathematical rules in finding the relation between numbers.

This has three component parts:

- Using Numbers - understanding how to use numbers to do measurements and calculations.
- Using mathematical reasoning - detecting rules between numbers and applying them to other numbers
- Using Graphical information - understanding graphs, tables and diagrams



*Core Skills Development - The Capacity of Changing People Lifestyle*

These skills are used in: doing calculations in mathematics; making measurements in everyday units by reading scales on familiar measuring equipment; understand and find simple fractions and percentages; obtaining information from graphs and diagrams, charts, tables, maps; interpret information from different sources; identify suitable calculations to get the results you need for your task; check calculations using different methods to make sure they make sense; use suitable ways of presenting information, including a chart and diagram; organizing and classifying data; making inferences from sets of data; making deductions in algebraic and spatial reasoning and applying these to your work; using numerical, graphical and algebraic methods to develop models; working with expressions, formula and equations, including power and roots, probabilities.

2. Communication Skills - represent using the vocabulary for speaking, listening, reading and writing and the capacity of comprehension and using symbols.

This has two component parts:

- Language using verbal, both oral (listening and talking) and written (reading and writing) communication and non-verbal language using appropriate gesture, mime and latent language;
- Comprehension - assuming, filtering and understanding language and symbols

These skills are used in: daily activities (write different types of documents, taking part in discussions, reading, understanding instruction manuals, filling in a form etc); using different styles of writing and talking to suit different purposes; knowing how to show you are listening closely to what others say; preparing and giving a presentation; using different sources to obtain relevant information; knowing how to judge when to speak and how much to say; knowing how to say things that suit the purpose of the discussion; knowing how to obtain advice from others; present written information in different forms including images; knowing how to identify the main points and ideas in different types of straightforward material including images; knowing how to put questions; summarizing information for a purpose; knowing how to prepare information so it is suitable for use; recognizing the writer's intentions, using images to help the reader understand your main points; structure your material to help readers follow what you have written and understand the main points; skim materials to gain a general idea of content and scan text to identify the information you need from straight-forward, extended documents; obtaining and getting feedback.

3. Information and Communication Technology Skills are about using a computer to finding, processing, presenting and communicating information, including text, numbers and images.

These skills are used in: using software packages, the e-mail system and the internet; word processing; preparing and writing documents, including text, images, graphs and numbers; using a computer to search for information using multiple criteria, enter and bring together information using formats that help development and explore and develop information to meet your purpose; creating charts and graphs; processing images and graphic elements; saving information so it can be found easily; saving information on a suitable support (CD-ROMs, Floppy Disks, DVD-ROMs etc.); exchanging information and ideas with others; researching and reporting findings from a project or assignment; researching and designing a product; dealing with enquiries from customers or clients; planning a substantial activity by breaking it down into a series of tasks; comparing the advantages and limitations of different sources of information and select those suitable for your purpose; creating and using structures and procedures for developing text, images and numbers; creating data bases; creating different kinds of reports; creating accountant documents.

4. Improving Learning and Performance Skills represent the capacity to manage your personal learning and career development.

These skills are used in: setting targets and the planning of how those targets will be met; provide accurate information to help set realistic targets; revise your plan when needed; organizing your personal life; learning and improving on that standard by focusing on varying strategy, using methods that suit different learning styles; following your plan to meet targets and improve your performance; reviewing your progress and achievements; using support given by others to help you meet targets; identify targets you have met by checking to see if you have done what you set out to do; check what you need to do to improve your

performance; select and use different ways of learning; use methods that suit different learning styles; identify what you have learned; identify how you have learned; identify ways to further improve your performance;

5. Problem Solving Skills are the abilities of recognizing problems and doing something about them.

This has three component parts that can be seen as stages in the process but each skill can also be a major focus of activity on its own:

- Critical Thinking - thinking about all aspects of a situation or problem. This skill involves the ability to analyze and reason in order to make decisions and to create or suggest ideas, courses of action and strategies.

- Planning and Organizing - making decisions about what to do, making arrangements and plans and carrying them out. From this skill results the ability to make clear plans for a task, which take account of available resources, and to manage the task to completion.

- Reviewing & Evaluating - looking back at what has been done, judging how successful the plan was and what improvements could be made in the future. This skill involves the ability to reflect on and review the process of tackling issues and problems, to evaluate the outcomes and to identify where alternative strategies might have been used.

These skills are used in: dealing with challenges; working out ways to tackle a problem at work, in your studies or personal life; using different methods to find a solution; planning how you are going to implement your solution; seeing if your methods have worked; confirming your understanding of given problems; planning and try out ways of solving problems; checking if problems have been solved and describe the results; checking that you know how to show success in solving the problem; using help given by others to: identify any limits to what you can do, decide which options are most likely to solve the problem if necessary, an alternative option; filling in gaps in some information needed for a task.

6. Working with Others Skill represents the way of how you relate with others when planning and carrying out activities in co-operation with other people.

These skills are used in: doing a group project; participation as a team member; establishing and maintaining cooperative working relationships; reviewing work and agree ways of improving future collaborative work; sharing know-how; offering your own suggestions and show you are listening to others' views, in order to agree realistic objectives for working together; negotiating; meeting your responsibilities effectively and efficiently: obtain and make best use of resources, including support from reaching agreement on ways to overcome any difficulties, including resolving conflict in an amicable way; exchanging information on the extent to which your own work is meeting expected time scales and quality, and show initiative in obtaining progress reports from others; agreeing the extent to which work with others has been successful and the objectives have been met; identifying factors that have influenced the outcome; agreeing objectives, responsibilities and working arrangements

## II. Entrepreneurial Skills

1. Ethical competence is the ability to act like a leader who is able to model and thus reinforce the organization's belief systems and strategic values. It is the ability to build team spirit, motivate a workforce toward a mutually desired cause, and create an atmosphere where individuals from diverse interests are encouraged to work together in pursuit of a common mission.

These skills are used in: performing actions that are good natured, positive, civil, and responsible; recognizing the organizational responsibilities; endearing loyal workers of the company; acting perceptive and empathetic; assertiveness; involving in creating an organizational culture; using social corporative behaviour; win-win negotiations; finding and sustaining persuasive strategies.

2. Generating & researching business idea is the capacity of discovering, encouraging, training, analyzing and acting on new or innovative ideas.

These skills are used in: determining if your idea represents a real business opportunity; getting into the right business at the right time; extending business in new domains; involving on new markets; using new technologies; gathering, analyzing and evaluating information; using idea factory concept; involving everyone

in the process of generating ideas; using benchmarking idea creation methods; description of project; developing long term strategies.

### 3. Information processing

This competency covers one's ability to acquire, organize, interpret, and evaluate information.

These skills are used in: organization of information efficiently so that they could be recalled; focusing upon meaning; connecting new info with old, to gain meaning; remembering the situation and recovering information; making the information relevant to the individual; making associations; drawing conclusions from information available; analyzing the results to show good judgment and decision-making.

### 4. Making mistake & recovering from them

Marking mistake and recovering from them is the capacity of assuming that you were wrong, solving the problems, restarting and learning from mistakes.

These skills are used in: making a decision quickly and comfortably; assuring business continuity; self esteem evaluation; finding ideas and elements that you never thought about; testing performance and behavior; anticipating future events.

### 5. Using limited resources

Using limited resources involve the capacity to identify, plan, organize, and allocate resources - time, money, materials and facilities, and human assets - effectively.

These skills are used in: understanding maintenance mechanism; analyzing how you will ensure the viability of the business while making the needed changes; managing a situation; selecting from possibilities; becoming familiar with basic resources that will help answer general questions; asking through adequate initiatives to the following key questions: who and what produce?, who and what consume?, how much?, how?; determining an efficient report between resources and needs.

### 6. Taking opportunities represents the ability to be visionary, to think strategically and to be analytical.

These skills are used in: identifying and accessing funds; having initiative; finding new opportunities running out of resources; dealing with the failure of an equipment; improving the performance of a system; investigating opportunities to reduce waste or costs.

7. Using personal relationship and social networks is the competence of using personal, friendship and formal connections in attempting the goal; it is the ability to understand how social, organizational, and technological systems work.

These skills are used in: identifying key persons involved in scope realizing, developing and maintaining the relation with these persons; developing and maintaining business contacts; expanding your interests; support particular practices; solving problems; finding business partners; finding employees; reliable on person who believe in us; using people as a marketing network.

8. Taking action means to be output-oriented displaying a predisposition to action. Taking action is to act before events.

These skills are used in: analyzing the impact of actions; finding new opportunities; anticipating future events.

9. Operating independently is the capacity of making satisfactory judgments and taking decisions by understanding who you are; is the capacity to invest and manage your own well-being.

These skills are used in: defining directions; establishing goals; taking decisions; taking control; making choices; setting out priorities; finding interests; creativity.

5. The company already provided trainings for skills development for management, technical specialists and support staff. They followed the development of some specific skills from basic or entrepreneurial skills like: communication, leadership. The company has in plan to organize trainings for staff carrying out the work, also.

Most of the trainings were internal trainings, but they organize external trainings too.

As far as core skills, the HR manager thinks that it needs a development of the most of the skills for management, technical specialists and support staff. For staff carrying out the work, it needs to develop

especially basic and key skills and some skills specific for drivers. The company has in mind to develop such skills through experience, practical methods and team building sessions.

In **conclusion**, for answering to labour market need and also for being an European citizen, besides specific knowledge, people should developed the core skills categories (Key Skills, Entrepreneurial Skills, Managerial skills, Basic skills, Life skills, Social & Citizenship skills, Skills for Employment) as they were defined in the glossary. The definitions were appreciated as user friendly and complete.

The organizations that provide training services should use and develop methods and instruments that contribute to the development of such skills, according to the employers' needs. It should be a permanent connection between economical and educational environments. Also, the employers, already, are looking for trainings that use modern methods for developing the skills content under the umbrella of core skills. The companies are in process of developing competence profiles of job holders and having the definitions of core skills it really helps them.