

# Don't Hide Our Students' Competencies: The Importance to Establish the Hidden Competence

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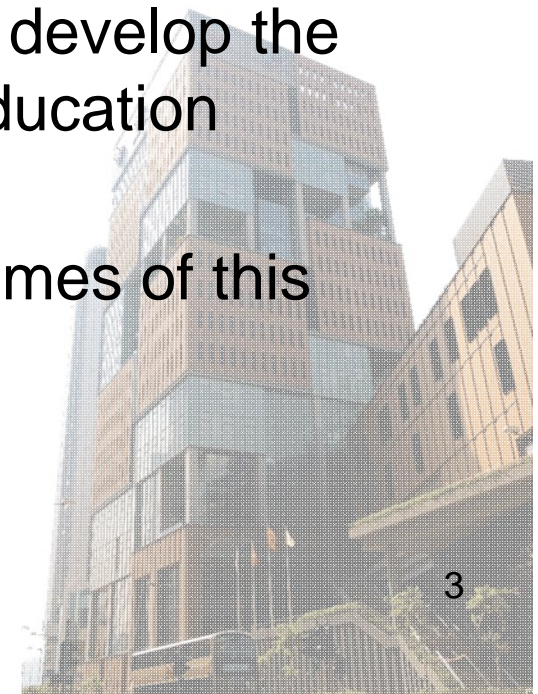
# Agenda

- Introduction
- Literature Review
- Methods
- Findings
- Discussion



## Introduction

- Critical role of the higher education sector to maintain and increase the quality of human capital and competitiveness
- Support from the government to develop the self-financing local continuing education institutions
- Time to consider the likely outcomes of this sector



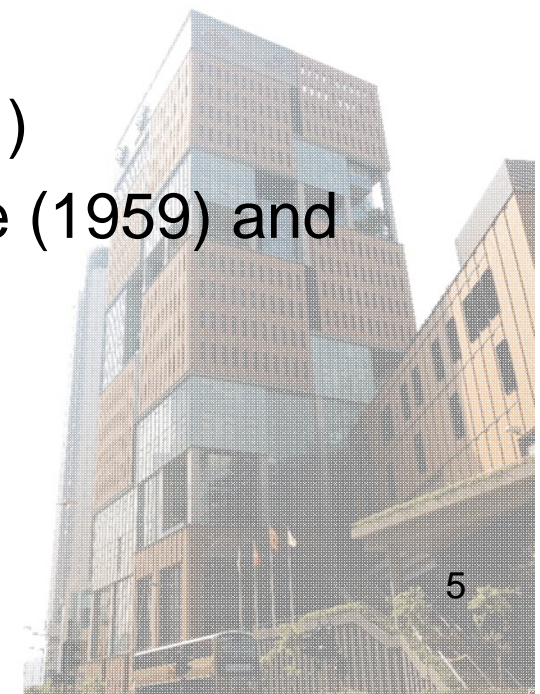
## Research Questions

- Shed light on Delamre Le Deist and Winterton's (2005) typology of competence
  1. From the graduating student's perspective, what are they key competencies of self-financed students in Hong Kong?
  2. What are the inadequate competencies identified from the perspective of graduating students and previous literatures?



# Literature Review: Origin of Competence

- Have been defined in many ways (e.g., Boyatzis, 1982, etc.)
- Fuzzy concept (e.g., Jackson & Chapman, 2012)
- Tacit understanding (Norris, 1991)
- Originated from the work of White (1959) and Inkeles (1966, 1968)



# Literature Review: Origin of Competence (Cont'd)

## White (1959)

### First Idea

- Biological disposition of the people to be proactive instead of reactive to the environment
- Refers to the innate potential of the people to make changes in order to be effective in the environment

### Second Idea

- People will manipulate the environment successfully through one's motor and intellectual skills
- We can effectively master the environment in the process, so we can acquire the feelings of "self-efficacy" or "self-confidence"

# Literature Review: Origin of Competence (Cont'd)

## Inkeles (1966, 1968)

### First Idea

- Interaction between the environment and people
- Reflects people's capacity to interact effectively in the socially ascribed, self-selected and self-developed environments (Block, 1978)

### Second Idea

- Reflects our particular set of psychomotor, cognitive, and affective skills to effectively interact with various environments

# Literature Review: Definitions of Competence

## United Kingdom

- Functional and occupational approach
- Defined as the actions, behaviors, and skills to perform the tasks and activities in the jobs within an occupation at the expected level of standards required by the employment (Horton, 2000; MSC, 1986)

## United States of America

- Focuses on the disposition or the characteristics of the people
- Allowing them to have superior performance and high motivation
- Defined as the underlying characteristics of people that are causally related to effective or superior performance in a job, which can generalize across situations and endure for a long period of time (Boyatzis, 1982)

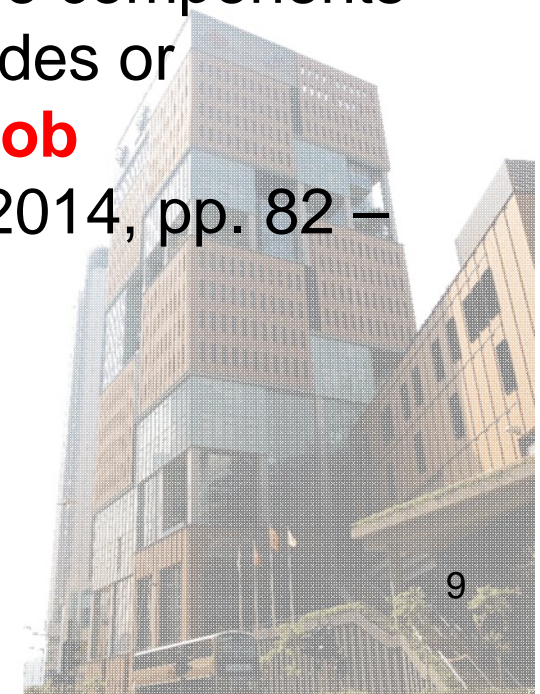
## Europe

- Refers to the ability and capacity of the individuals to perform the tasks and fulfill the roles at the expected level of standards in a given situation
- Reflect the multi-dimensional aspect of competence



## Literature Review: Definitions of Competence (Cont'd)

- “the ability to perform activities or tasks **in a given occupation** to the required standards ... [it] is also expressed as a function of three components namely: skills, knowledge and attitudes or behaviors that **enable successful job performance**” (Boahin & Hofman, 2014, pp. 82 – 83)



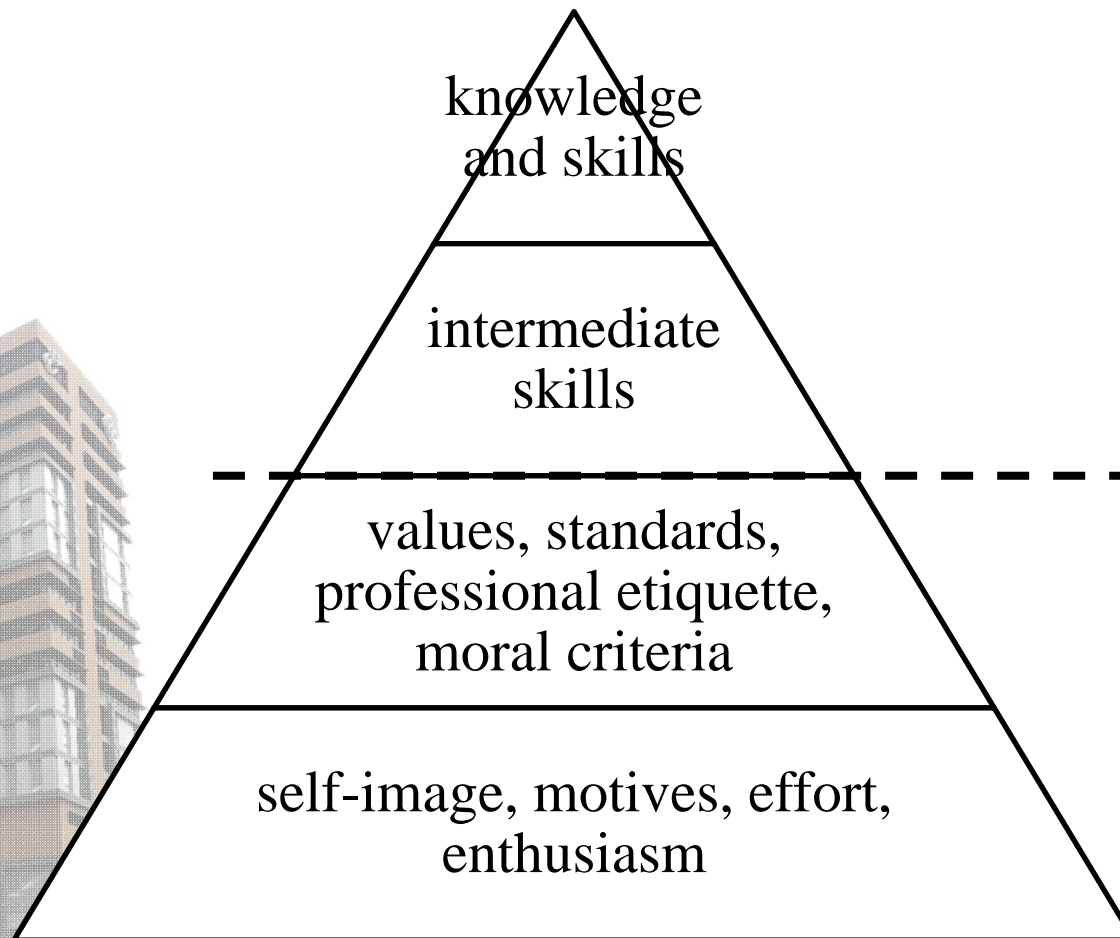


# Delamare Le Deist & Winterton (2005)

	Occupational	Personal
Conceptual	Cognitive competence (e.g., knowledge and understanding)	Meta competence (e.g., learning to learn)
Operational	Functional competence (e.g., psychomotor and applied skills)	Social competence (e.g., behaviors and attitudes)



## Kim & Park (2014)



Observed competencies | Hidden competencies

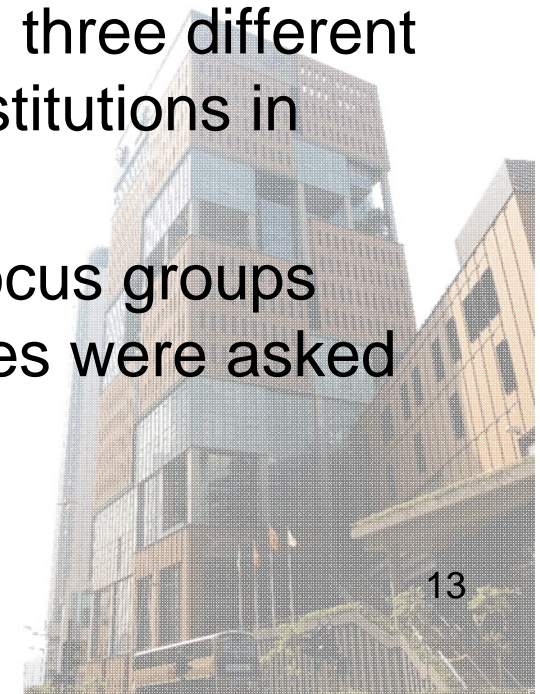


# Integrated Model for Competence

	Occupational	Personal
Conceptual	<p><u>Observed competence</u> Cognitive competence (e.g., knowledge and understanding, etc.)</p>	<p><u>Hidden competence</u> Meta competence (e.g., learning to learn, motives, enthusiasm, values, etc.)</p>
Operational	<p><u>Observed competence</u> Functional competence (e.g., psychomotor and applied skills, etc.)</p>	<p><u>Observed competence</u> Social competence (e.g., behaviors and attitudes, etc.)</p>

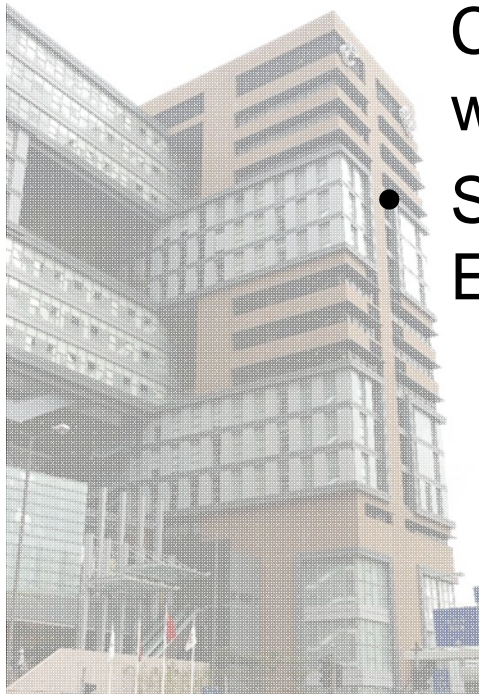
## Methods

- Three focus groups were conducted in this study, consisting of four to nine participants in each focus group
- Graduating students selected from three different self-financing tertiary education institutions in Hong Kong
- Pre-developed questions for the focus groups were prepared and follow-up probes were asked



## Methods

- Each focus group interview lasted approximately 90 mins and was tape-recorded
- the focus group interviews were conducted in Cantonese, and transcribed into standard written Chinese for data analysis
- Selected code transcripts were translated into English



# Profile of Participants

Focus Group	Participant Code	Programme of Study of Participants	Gender
<b>Focus Group 1</b>	Participant 1	Hospitality Management	Male
	Participant 2	Hospitality Management	Female
	Participant 3	Hospitality Management	Male
	Participant 4	Hospitality Management	Female
	Participant 5	Hospitality Management	Female
<b>Focus Group 2</b>	Participant 6	Travel Industry Management	Female
	Participant 7	Travel Industry Management	Female
	Participant 8	Travel Industry Management	Female
	Participant 9	Retails and Service Management	Female
	Participant 10	Retails and Service Management	Male
	Participant 11	Retails and Service Management	Male
	Participant 12	Retails and Service Management	Female
	Participant 13	Retails and Service Management	Female
	Participant 14	Retails and Service Management	Female
<b>Focus Group 3</b>	Participant 15	Finance	Male
	Participant 16	Finance	Male
	Participant 17	Finance	Male
	Participant 18	Management	Female

# Findings

	Occupational	Personal
Conceptual	<u>Observed competence</u> Cognitive competence (1. Theories and concepts 2. Application of theories and concepts to real world situation)	<u>Hidden competence</u> Meta competence (1. Independent learner 2. Initiative)
Operational	<u>Observed competence</u> Functional competence (1. Problem solving skills 2. Critical thinking skills 3. Time management)	<u>Observed competence</u> Social competence (1. Interpersonal skills 2. Communication skills 3. Emotional intelligence)

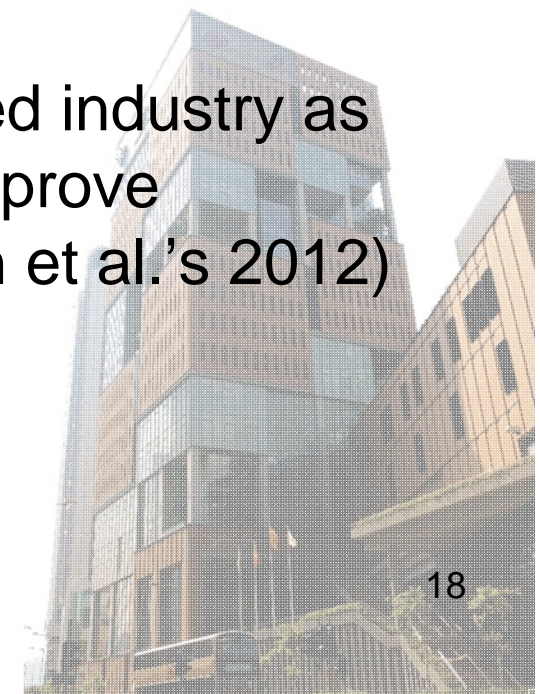


## Findings (Cont'd)

	Observed		Hidden
<b>Cognitive</b>	Social	Functional	Meta
	Conflict management	Practical experience	Enthusiasm
		Third language skills	Professionalism
			Self-confidence
			Persistence
			Positive mindset Integrity/honesty Self-motivated Maturity Learning to learn <sup>17</sup>

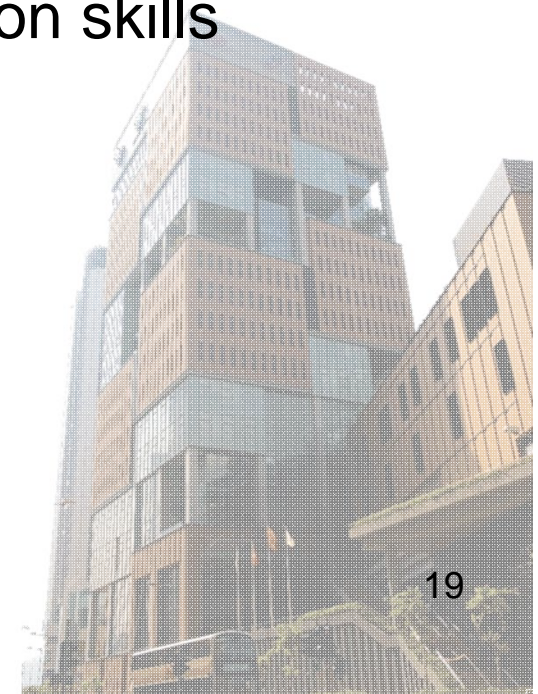
## Discussion: Cognitive Competency

- Delivery of theories and concepts is fundamental to increase the academic knowledge and in return develop the cognitive competencies
- Important to the service-oriented industry as this competency can help to improve business unit profitability (Ryan et al.'s 2012)
- Short of practicality



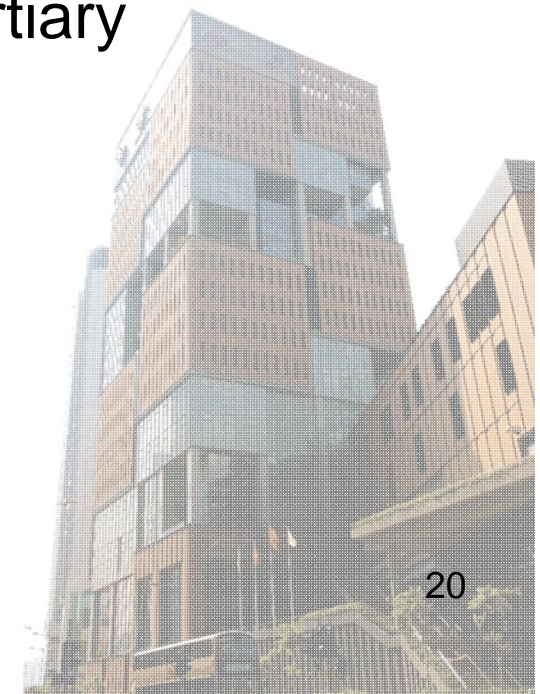
## Discussion: Social Competence

- Group projects and assignments, and extra-curricular activities enable students to strengthen the emotional intelligence, interpersonal and communication skills



## Discussion: Functional Competence

- Skills and techniques of critical thinking, language capability, interpersonal, problem solving and time management can be acquired in the studies in self-financing tertiary education institutions



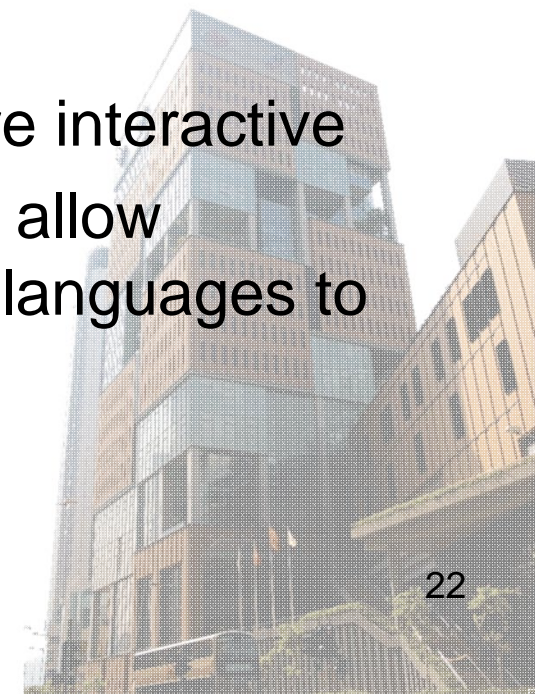
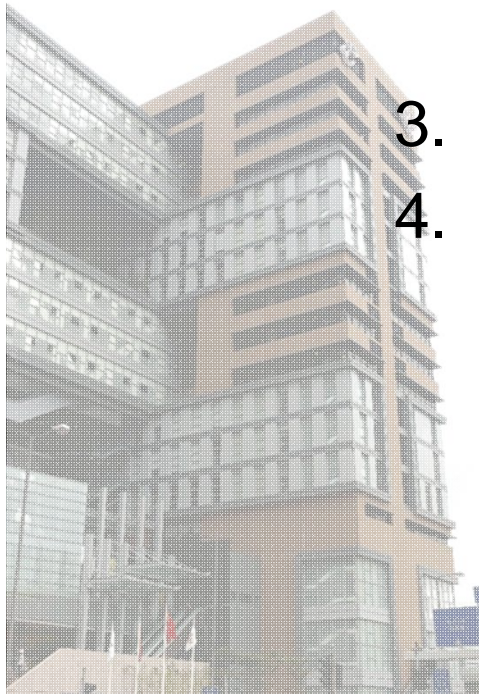
## Discussion: Meta Competence

- Motivation and values are important motivational factors to increase and sustain superior performance (Bergenhengouwen et al., 1996)
- But participants appeared to be lack of meta competence



# Suggestions on the Design of Programme Curriculum and to Education Policy Makers

1. More career talks and related services should be provided to students
2. Some subjects should be designed to be more vocational and practical
3. Teaching approaches to be more interactive
4. Create possible opportunities to allow students to learn more different languages to enhance career success



# Thank You!!

Your questions and comments are appreciated!!

