How anticipation of skills professional profiles to future labour market needs?
A proposed methodology for the identification and diagnosis of skills anticipation
The post-capitalist society is divided by a new dichotomy of values and aesthetic perceptions. There will be the “two cultures”, the literary and the scientific. The dichotomy is between “intellectuals” and “managers”, the first dealing with words and ideas, and the latter, people and work. Overcome this dichotomy and achieve a new synthesis will be challenging philosophy and educational of the utmost importance in the post-capitalist society.

Peter F. Drucker

abstract
The profound transformations in the economic, social and technological have resulted a perceptible change in the structure and content of employment with higher demand of skills causing a clear imbalance between supply and demand of professionals in the information society and knowledge.

In order to reduce this imbalance, is essential deepen in the identification of its contents and to this end, the author proposes a methodology to identify the specific content of generic skills for jobs whose tasks required to develop, generally, a university professional profile.

THEORETICAL FRAMEWORK
One of the defining characteristics of the current employment situation are the constant economic, social and technology change are bringing about profound changes in business structure and supply and demand in labour markets

If I had to highlight one of the most significant factors that characterize these changes would underline the following:

Economic sphere
The globalization of markets and free movement of capital has meant that many products do not have national identity are investigated and developed in one country, in another are designed and its are manufactured in a third.

The classic factors of production (land, labour and capital), i adding a fourth factor, the information. The raw material in the new paradigm (techno-economic) is the information and knowledge.

To confirm the above statements we can see that currently the centre of the economy no longer hold only companies that produce and distribute products as thirty years ago but companies producing and distributing knowledge and information. Consider the value and market control exerted companies like Microsoft, Disney and CNN.
Social Domain

The new age pyramid in most OECD countries, the level of education amongst the people, the emergence of new phenomena such as structural unemployment, labour discontinuity in the number of firms for which one provided their services and content of the trades that can be carried out during the working life, multiculturalism, the tendency to hedonism, namely, earn more, work less and have more leisure time, the cult of youth represented by the sport, leanness and dynamism as trends to follow.

The broad consensus on environmental protection and the start of the consolidation of sustainable development.

Technological field

The development and innovation in the technological world, characterized by the ease and speed in creating new products and services and the explosion of telecommunications and information technologies are breaking into all areas of human life. A clear example of this phenomenon is the great expansion of social networks 2.0 and corresponding need for social and technological adaptation.

Therefore, we can say that technological changes are not revolutions but one constantly changing structures.

Directly or indirectly, as discussed above, these changes have generated and are generating profound changes in the content, methods and means of employment and production systems, distribution and labour organization. Here are some examples:

• Companies looking for new skills associated with new organizations "decentralized network as" where "workers perform a variety of tasks, instead of passing the work of one another."
• The need for greater flexibility "to deal with fluctuations in demand for their goods and services", and reliability in production processes means that production is mainly based on economies of scale, is moving into a production also continue to seek such economies of scale, is based on economies of scope and quality of products and services.

• Changing patterns of competition between companies to a "gradual elimination of barriers between product development, process development and human resource development." And "models and traditional management techniques are proving inadequate and inflexible in a workplace that requires workers and controls the opposite: the development of a new industrial and enterprise culture characterized by flexibility, trust, commitment and ability to anticipate change and reap its fruits."

Changes in work organizations have resulted in a perceptible change in the structure and content of employment and therefore a demand for larger and increasingly diverse skills resulting in a clear imbalance between supply and demand of professionals in the call information society. "... The problem is that no new jobs, old skills. New jobs require new skills. The gap will continue to increase until governments and employers undertake a new policy, much more radical, to give people new skills and expertise related to developing new forms of work organization and the introduction of new technologies. EU"

✔ In the 60 -70, Organizations demanded capabilities because the jobs were mainly defined by a set of tasks summative and segmented.

✔ From the 80's started a demand that include professional qualifications, with, technical aspects knowledge and methodological for a wide range of work activities and adaptability to one ever wider range of functions.

✔ Since the beginning of the 90, as a first step to reduce this imbalance, have been progressively defined professional profiles and training curricula in terms of professional competences by taking a quantum leap in this process, and passed to take into account also attitudinal and emotional aspects of working not just those of a technical and methodological.
But in addition to the powers specifically related to a job or a given sector, needs to acquire the so-called transferable competencies, without being specific to a particular job or a particular profession, and therefore, transferable to a wide range of tasks performed in different work contexts are necessary to carry out different tasks at the level required for employment, with the dual aim of promoting the employability of students and to reduce the obsolescence of workers to proportion more likely to adapt.

Further action is needed and to go deep in the identification of its contents. For this it is necessary to start the one hand, the differential analysis between the cultural contexts of education and employment and the type of skills they generate. And, secondly, monitoring and analysis of the constant changes that are experiencing labor organizations over time where the products and/or

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services sold do not have a stable framework to define a linear fashion in the time the type of tasks that its members should be able to develop in the future.

So, with the concept of competence expands demand to the workers, and in parallel on the training that they require, because they encompass various dimensions of person: knowledge competencies, technical competencies and forms of individual and collective behavior.

Do not lose sight that a product or service resulting from the application of a set of skills performed by a group of people and therefore the generation and development of these competencies is the strategy to be followed for continue innovating and creating new products or services.
From the above discussion on the importance of transversal skills for employability in the current context. I describe briefly a methodology whose main objective is to identify, from the analysis of job profiles and interviews with employees, employers and experts in career counseling, the content of skills, both established and emerging, that favor employability jobs whose tasks required to its develop, a professional profile graduate in higher education.

**A proposed methodology for the identification and diagnosis of skills anticipation**

**BOUNDARY OF THE FIELDS STUDY**

In order to achieve the purposes set out above, I opted for the development of two questionnaires, each with a specific objective. The first questionnaire, try identify the contents of competences and the second, achieve greater generalizability of information obtained in the first. These questionnaires are designed for a sample whose respondents are employers, academics and experts in career counseling.

In short, it would examine the similarities and differences between the three groups of respondents, teachers, employers and career guidance professionals, to determine the content of transversal skills (knowledge, attitudes and aptitudes) for university profile jobs.

**OBJECTIVES OF THE QUESTIONNAIRE**

a) **IDENTIFICATION QUESTIONNAIRE**

Identify a set of skills anticipation through informants contexts university and labor

b) **GENERALIZATION QUESTIONNAIRE**

With the information gathered in the first questionnaire develop a second questionnaire with the objective information generalizing. Using as key informants, professionals from different sectors of economic activity, and university
IDENTIFICATION QUESTIONNAIRE

STRUCTURE OF IDENTIFICATION QUESTIONNAIRE

The questionnaire consists of five open-ended questions and aims to cover the following variables under consideration:

1st question:
Professional development competencies vs new information society.

2nd Question:
Competencies for labor insertion of university students.

3rd question:
Emerging Competences vs. Changes in the labor market (new means, content and working methods).

4th question:
Emerging competencies vs. emerging occupations.

5th question:
What are the new skills

DATA ANALYSIS

The technique used for the analysis of data collected through the first questionnaire would be the qualitative technique: content analysis (organization, coding and categorizing responses...).
GENERALIZATION QUESTIONNAIRE

STRUCTURE

The present closed questionnaire consisted of multiple choice response and in each of these is requested two types of opinion, the first makes reference to the valuation of the importance of certain competencies for jobs whose duties require generally a professional profile with graduates and the second, pretends to know the domain of that skill by the new graduate the beginning of their professional career.

The skills described in the following questionnaire is only as an example. The powers that appear in the final questionnaire will be those that have answered in the first questionnaire.

With the aim of facilitate the response to each of the skills they should assess the respondent were attached one nomenclature with a definition and description a most representative abilities. By way of example:

**Handle objectives:**
Ability to establish a line of action intended to achieve a goal from the organization with the efforts and necessary resources.

**ABILITIES description**

<table>
<thead>
<tr>
<th>Handle objectives</th>
<th>(-) Describe a aim.</th>
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<tbody>
<tr>
<td>(-) Break it identifiers down into measurable and communicable.</td>
<td></td>
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<tr>
<td>(-) Specify the tasks necessary to achieve it.</td>
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</tr>
<tr>
<td>(-) Sort tasks.</td>
<td></td>
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<tr>
<td>(-) Organize resources to achieve the goal.</td>
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<tr>
<td>(-) Evaluate the results (what actually achieved and planned).</td>
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</table>

**Teamwork:**
Ability to control individual competitive spirit when participating in teamwork.

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>(-) Communicate ideas to justify position, persuade and convince others.</th>
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<tbody>
<tr>
<td>(-) Adequately expressed both in writing and orally.</td>
<td></td>
</tr>
<tr>
<td>(-) Harmonize divergent interests.</td>
<td></td>
</tr>
<tr>
<td>(-) Ability to listen and understand others.</td>
<td></td>
</tr>
<tr>
<td>(-) Communicate in other languages at both oral and written.</td>
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</tr>
</tbody>
</table>
DATA ANALYSIS

The analysis techniques used in the second questionnaire would be:

- Central tendency and dispersion of the answers.
- Association of replies: correspondence data indices.
- Analysis of the homogeneity of the distributions of opinions in function on the personal relationship they have with the subject to value.
EXAMPLE IDENTIFICATION QUESTIONNAIRE

Dear Sirs/ladies

As a researcher of the organization xxxxx would be grateful them respond to the following questionnaire we use to collect information for an investigation whose main objective is to identify if there are a set of skills and/or attitudes which are not specific to a particular profession but it are essential to perform effective work in jobs whose tasks and functions required to develop a graduates professional profile

GENERAL INFORMATION
Date: Occupation: Training:
Company/educational institution where you work:
Position:

1. Could you briefly describe those capacities, skills and/or attitudes that you think are priorities for the professional development in the new for the knowledge society

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2. What capabilities, apart from the knowledge specific of the profession, currently can be considered as basic for insertion into the working world for the graduates?

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3. Considers that the new demands of the labor market means new professional skills. Please justify your answer.

4. From your point of view, the so-called emerging professions as technology consultant, environmental technician, etc., irrespective of the technical and methodological expertise of each profession in particular, require different skills other professions called traditional. Please justify your answer.

5. Given the answers to the above questions would argue that there are a set of skills, abilities and/or attitudes of a general character applicable to a wide range of professions. If so, please list and briefly describe, which, in its view, would be the content of these skills.

Comments and suggestions

Thanks very much

I would beg, me to forward the following questionnaire by fax: XXXXXXX or email: XXXXXXXX.
EXAMPLE GENERALIZATION QUESTIONNAIRE

SKILLS Understanding as a set capacities, habilities and attitudes are not specific to a particular profession and which are necessary to perform a job competently. Rate the following generic skills in order to:
1) level of importance for jobs that require in your company a one graduates profesional profile
2) degree of mastery of graduates who join these posts
(Add in the spaces other competences that you create are important)

<table>
<thead>
<tr>
<th>LEVEL OF IMPORTANCE</th>
<th>LEVEL DOMAIN</th>
</tr>
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<tbody>
<tr>
<td>1 Essential</td>
<td>1 High</td>
</tr>
<tr>
<td>2 Very Important</td>
<td>2 Medium</td>
</tr>
<tr>
<td>3 Important</td>
<td>3 Low</td>
</tr>
<tr>
<td>4 Do necessary</td>
<td>4 Null</td>
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</tbody>
</table>

COGNITIVE DIMENSION

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<thead>
<tr>
<th>LEVEL OF IMPORTANCE</th>
<th>LEVEL DOMAIN</th>
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<tbody>
<tr>
<td>1</td>
<td>1 High</td>
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<td>2</td>
<td>2 Medium</td>
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<td>3</td>
<td>3 Low</td>
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<tr>
<td>4</td>
<td>4 Null</td>
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Manage objectives
Manage information
Deal with problems
Familiarity with new technologies
Quality of judgment

PERSONAL DIMENSION

<table>
<thead>
<tr>
<th>LEVEL OF IMPORTANCE</th>
<th>LEVEL DOMAIN</th>
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<tr>
<td>1</td>
<td>1 High</td>
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<td>2</td>
<td>2 Medium</td>
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<td>3</td>
<td>3 Low</td>
</tr>
<tr>
<td>4</td>
<td>4 Null</td>
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Responsibility
Self Esteem
Self-control
Flexibility and adaptability
Creativity
Orientation to the achievement
Integrity
### RELATIONAL DIMENSION

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<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Customer orientation</td>
<td>●●●●●●●●●●</td>
</tr>
<tr>
<td>Teamwork</td>
<td>●●●●●●●●●●</td>
</tr>
<tr>
<td>Establishing a network of relationships</td>
<td>●●●●●●●●●●</td>
</tr>
<tr>
<td>Influence</td>
<td>●●●●●●●●●●</td>
</tr>
<tr>
<td>Receptivity</td>
<td>●●●●●●●●●●</td>
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### MANAGEMENT DIMENSION

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<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Economic sensitivity</td>
<td>●●●●●●●●●●</td>
</tr>
<tr>
<td>Organisational Knowledge</td>
<td>●●●●●●●●●●</td>
</tr>
<tr>
<td>Development of others:</td>
<td>●●●●●●●●●●</td>
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