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COMpetences for INNovation in the metal sector

LEARNING OUTCOMES DEFINITIONS





Competences for Innovation in the Metal Sector

LEARNING OUTCOMES DEFINITIONS

Country:

SPAIN

Institution:

FONDO FORMACIÓN EUSKADI

Qualitification

Developers and Mobilizers of innovation within the working groups in Metal SMEs

EQF Level:

5

Learning Outcome:

CREATIVITY (LATERAL THINKING)

Definition of L.O.

Being able to contemplate what you know in a different way, seeking new solutions and alternatives. Try different ways of doing by using only traditional step-by-step logic, use other points of view and embrace change, losing the fear and with determination.

Units of L.O.

1. Arising curiosity
2. Generating ideas
3. Risk taking
4. Self-awareness and intuition development





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UNITS of the Learning Outcome	Knowledge	Skills	Competence	
1. Arising curiosity: Look for other answers, other new and attractive ways to address the problems	<ul style="list-style-type: none"> •Specify problem-solving strategies •Describe in detail the knowledge of the language •Specify strategies for generating ideas •Identify the emotions in general •Define the problems as well as their causes and solutions 	<ul style="list-style-type: none"> •Relate new knowledge learnt with those already known •Express ideas, concepts and relations •Classify and analyze in a versatile and flexible way, different approaches to the problems •Analyze the problems •Interpret the emotions in general 	<ul style="list-style-type: none"> •Transfer different perceptions, different concepts and different points of view •Demonstrate that problems can be very useful if you know give them good use: they serve us as learning •Determine the problems origin, why they occur •Restructure concepts •Inform and transfer to others •Animate, inspire from the transparency in the approaches •Associate concepts •Control the own emotions and the emotions in general •Take risks and be courageous •Produce with mental fluidity ideas, concepts and relations 	5



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<u>2. Generating ideas:</u> Be a positive person. Use the fantasy	<ul style="list-style-type: none"> •Describe in detail the knowledge of the language •Define the functioning of techniques for the generation of ideas •Define the basic scientific knowledge 	<ul style="list-style-type: none"> •Question things •Analyze with imagination and sense of humor •Stimulate groups of people with different profiles and from different departments 	<ul style="list-style-type: none"> •Set up a positive attitude and self-motivation •Control how to express the wishes and thoughts in a manner and at the appropriate time •Represent and produce mental images (auditory, visual, gustatory, etc.) that express consciously or unconsciously our wishes •Demonstrate that risks are assumed •Apply the ideas to the company reality •Produce with mental fluidity ideas, concepts and relations 	5



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<u>3. Risk taking: Daring to commit mistakes</u>	<ul style="list-style-type: none"> •Define the rules (and their flexibility) •Identify the fears that most commonly destroy creativity: fear of fail, fear of ridicule, fear of rejection, fear of the different 	<ul style="list-style-type: none"> •Perceive through intuition •Clasify and analyze in a versatiil and a flexible way different approaches to the problems •Not judge the errors •Express congratulations on the success (if it is publicly, better) 	<ul style="list-style-type: none"> •Transfer their own merits and abilities. •Show that making mistakes is not bad (understand that be mistaken, is part of the process) •Demonstrate that errors helps us to learn •Determine the problems and diagnose their causes and solutions •Demonstrate not being afraid to take risks and be brave (COURAGE) •Transmit confidence to ensure that workers are risking regardless of the outcome •Manage uncertainty, stress and anxiety 	5



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<u>4. Self-awareness and intuition development:</u> knowledge of our preferences, sensations, states and internal resources; proper valuation of oneself, self-confidence	<ul style="list-style-type: none"> •Identify the basic language of terms related to the emotions: emotional vocabulary •Define and identify the meaning and content of emotions •Describe the process: emotional circuits •Define and identify the emotional competencies •Name the emotions •Identify the emotions and its complexity 	<ul style="list-style-type: none"> •Distinguish between different types of emotions •Analyze the relations between the emotions and their effects 	<ul style="list-style-type: none"> •Control our emotions, relationships, and their effects •Control and transfer emotions appropriately •Determine the needs related to these feelings •Self-Assess the strengths and limitations •Apply the own merits and abilities •Use the emotional competences •Assess and discriminate between different emotions based on situational and expressive keys. 	5