

Making Competences Visible

Collecting Puzzle Pieces of Evidence to Capture, Show, and Explain What You Know, Can Do, and Value

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1. From Information and Knowledge Management to Competence Management
2. Part 1: Values — *What you value high?* 
3. Part 2: Skills — *What you can do?* 
4. Part 3: Knowledge — *What you know?* 
5. Outlook — *Making Competences Visible Using a Portfolio Approach and Tools for Thought*

From Information and Knowledge Management to Competence Management

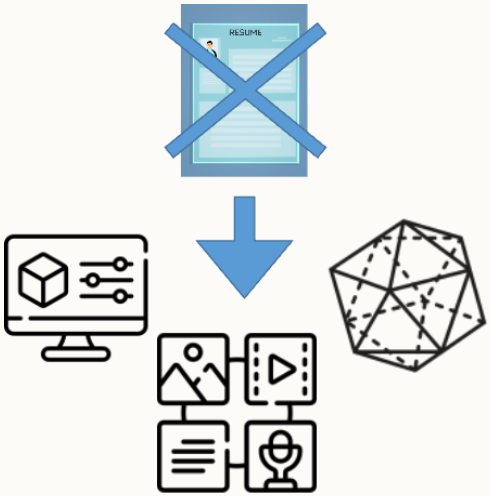
Competence Management



Self-Reflection (Gruber, 2021)



Value-Skills-Knowledge Development (Euler & Hahn, 2014)



Documentation and Presentation ((Dilger & Strate, 2025; Siegel & Lohner, 2024)

Part 1: Values

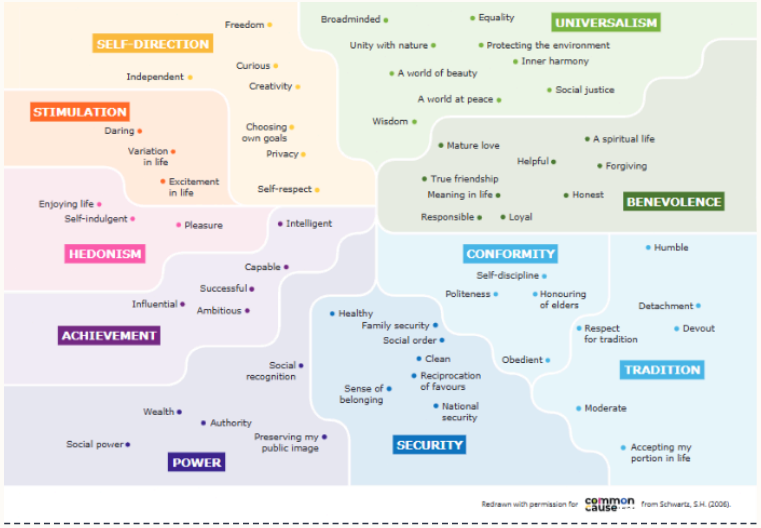
What you value high?

Part 1 – What you value high?



- **Core Beliefs**: Enduring beliefs about what is **desirable, important, and worthy of pursuit, guiding behavior and decision-making** (Bilsky, 1987; Schwartz, 2012)
- **Stability/Change**: tend to be **rather stable**; however **can evolve** through transformative experiences or deliberate reflection (Pieper, 2007)
- **Functional Role**: serve as an **internal compass, shaping identity**, priorities, and interactions, but are often implicit and require conscious exploration to articulate (Huber, 2016)

Part 1 – What you value high?



Task

Please think about the following questions:

- What are you proud of?
- What would your colleagues/friends say what your strengths are?
- What are your main strengths?

“Homework”: Discover Your Strengths

The VIA Survey - free, scientific survey of character strengths, only 10 min

Research shows that character strengths can help to:

- Increase happiness and well-being, find meaning and purpose, boost relationships, manage stress and health, accomplish goals
- Take the Free Strengths Survey: viacharacter.org/account/register

And most importantly: Take notes! Please document your results in the tool for thought of your choice.



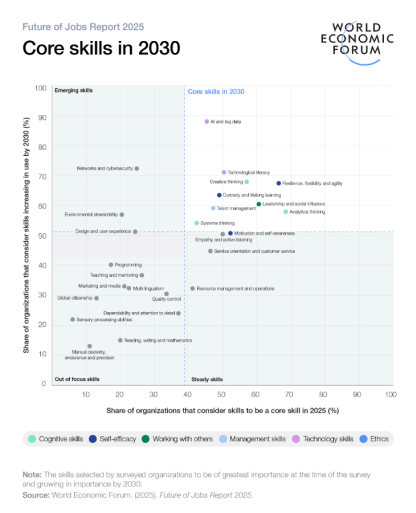
Part 2: Skills

What you can do?



- Skills are **learned abilities** to perform tasks—procedural how-to knowledge (e.g., Euler & Hahn, 2014).
- Subset of competence; often **action-oriented** (cognitive/psychomotor), e.g., mental math, teaching questioning techniques.
- Complexity: From **simple** (typing) to **complex** (facilitating dialogues).

Part 2 – What you can do?



Task

Please think about the following questions:

- What are your main skills?
- What do others say about your skills?

“Homework”: Discover Your Skills

Reflect: Identify your **(core) skills** – what can you do well, and how have you demonstrated these skills in practice?

Document: Create a **simple skills list** or a **skills portfolio** in the tool for thought of your choice (linking specific projects, feedback, and evidence of your abilities)

Develop: Choose one skill to **strengthen** and outline actionable steps for **improvement**.

Helpful resource: Explore the ProfilPASS (for Adults) for capturing your skills: https://www.profilpass.de/wp-content/uploads/2023/05/pp_english.pdf (especially, p. 12-5)



Part 3: Knowledge

What you know?

Part 3 – What you know?

Justified True Belief: a belief that is not only true but also **supported by evidence or reasoning**, distinguishing it from mere opinion or perception (Brühl, 2017)

Contextual and Constructed: It is context-dependent, **actively constructed by individuals**, and tied to personal experience, rather than being an absolute or static entity (Schiller & Guretzky, 2004; Probst et al., 1999)

Types and Modalities: It encompasses **declarative** (*know-what*), i.e. facts, concepts, and theories), **procedural** (*know-how*), and **conditional** (*know-when*) **forms** (De Jong & Ferguson-Hessler, 1996)

Foundation for Agency: Knowledge empowers individuals to participate meaningfully in society, make informed decisions, and drive personal and collective progress (Surma et al., 2025).





Self-Reflection



Value-Skills-Knowledge Development



Documentation and Presentation

Task

Please think about the following questions:

- What areas of knowledge do you possess?
- Which topics have you studied deeply through books, courses, or practice?
- What do others recognize as your areas of expertise?

“Homework”: Discover Your Knowledge

Reflect: Identify your **areas of expertise** – what do you know deeply? How have you applied it?

Expand: Choose one area to **explore further** and set a concrete learning goal.

Feel free to **capture** and **describe your knowledge** in the **tool of thought** of your choice e.g., in the form of a knowledge map / MOC (Doto, 2024; see also Nick Milo; e.g. Obsidian)



What are your key take-aways?



Outlook

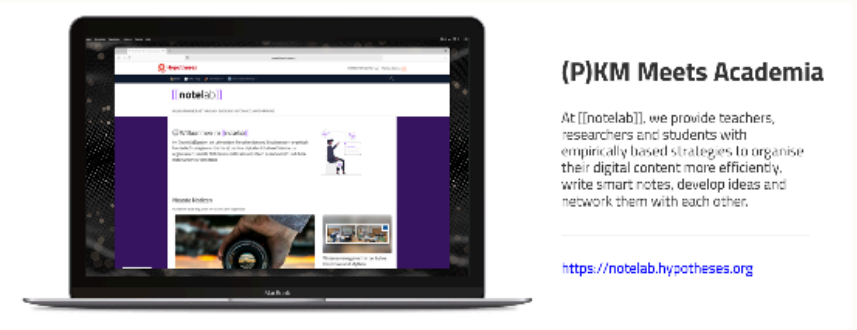
Making Competences Visible Using a Portfolio Approach and Tools for Thought

> *Start building your competence portfolio today—*
> *begin with one value, skill, or piece of knowledge!*
>
> — Anonymous

More information

- NoteLab: https://notelab.hypotheses.org/
- Innosuisse: https://iwp.unisg.ch/de/forschung/berufliche-bildung/projekte/innosuisse-flagship-initiative/

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Life is like a box of chocolates. You never know what you’re gonna get.

— Forrest Gump

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Thank You

Questions?

GitHub RepoGitHub Pages

After this workshop, you will have learned:

- 🎓 Problem & Goal — why competences stay invisible and what "making competences visible" requires
- 🧠 Tools for Thought as competence management tools — how connected notes (e.g., in Obsidian) can function as a living competence portfolio
- 🧩 Four Practical Moves — capture → structure→ validate → present competences and proofs of evidence

Let’s get started!