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Competency profile for professors, a reference for their professional training and performance evaluation

Perfil de competencias para profesores, referente para su superación profesional y su evaluación del desempeño

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ABSTRACT

Introduction: Professors need a competency-based reference for their training and evaluation. At the Provincial Institutes of Labor Studies (IPEL, Spanish acronym), technical competencies are prioritized, without linking them to didactics and research, but professors are educators and advisors of the process.

Objective: To propose a competency profile, a reference for professional training and performance evaluation.

Methods: The research covered the 12 IPEL professors of Sancti Spiritus. Theoretical and empirical methods were used, with emphasis on group interview, focus group technique and expert assessment.

Results: According to the diagnosis, training was not conceptualized as a systematic process; it was planned by taking advantage of courses in education centers, based on dysfunctions, to develop curricula. The competency profile - as a basis for other processes- and the evaluation model were created. The research enabled the institution to determine gaps and successful itineraries for training.

Conclusions: The diagnosis reflects that the training of IPEL professors is carried out based on empiricism and without a reference. The competency profile enables the strategic projection of professional training and performance evaluation. The expert assessment indicates that the profile is pertinent and guarantees a high level of content integration and flexibility in the execution of training actions.

Keywords: evaluation; professional competencies; professional training; professor competency

RESUMEN

Introducción: Los profesores necesitan referente por competencias para su superación y evaluación. En los Institutos Provinciales de Estudios Laborales (IPEL), se priorizan competencias técnicas, sin vincularlas con didácticas e investigaciones, pero los profesores son educadores y asesores del proceso.

Objetivo: Proponer un perfil de competencias, referente para la superación profesional y evaluación del desempeño.

Métodos: Se trabajó con los 12 profesores del IPEL de Sancti Spíritus. Se utilizaron métodos de los niveles teórico y empírico, con énfasis en entrevista grupal, técnica de grupo focal y criterio de expertos.

Resultados: Según diagnóstico no se conceptualizaba la superación como un proceso sistemático, se planificaba aprovechando cursos en centros de enseñanza, basándose en disfunciones, para desarrollar currículos. Se crearon el perfil de competencias, base para los otros procesos, y el modelo de evaluación. Se facilitó a la institución determinar brechas e itinerarios acertados para el perfeccionamiento.

Conclusiones: El diagnóstico refleja que la superación de los docentes del IPEL, se ejecuta basado en el empirismo y sin referente. El perfil de competencias posibilita la proyección estratégica de superación profesional y evaluación del desempeño. El criterio de expertos indica que el perfil resulta pertinente y garantiza un nivel alto de integración de contenidos y flexibilidad en la ejecución de acciones formativas.

Palabras clave: competencias del docente; competencias profesionales; evaluación; superación profesional

Introduction

The Provincial Institute of Labor Studies (IPEL, Spanish acronym) is a training center, administratively attached to the Provincial Labor Directorate and methodologically advised by the National Training Center of the Ministry of Labor and Social Security (MTSS, Spanish acronym). The IPEL of the province of Sancti Spíritus (there is one in each province), was created in 1977 as a training center for middle-level technicians. In 1995, the training of these technicians was concluded and the IPEL remained as a training center and in 2005 it was authorized by the Ministry of Higher Education (MES, Spanish acronym), to provide postgraduate training and was granted category A, which was ratified in 2019.

Its mission is: to develop with quality the Human Capital of the Labor System in labor and social security matters, as well as managers, technicians and specialists in these areas in the organizations. The teachers are required to raise their competencies, because although they are all university graduates, they come from different technical and pedagogical specialties, and need permanent professional improvement.

Traditionally in IPEL the tendency has been to give priority to the training of technical competencies, without necessarily linking them with pedagogical, didactic, communicative and investigative competencies, but teachers must be educators, trainers and process advisors.

Some professional training centers point out that individuals, in addition to the solid base of technical skills, must learn to work in teams, acquire personal skills, such as: problem solving, communication, persuasion and understanding

of clients' needs. They consider that professional competence is based on sets of knowledge, skills and aptitudes, linked to a profession, but extends the radius of action to the professional environment, as well as to the organization of work. From psychology, competence is considered to be the ability to do something, the result of the capacity to put knowledge, skills and aptitudes into practice that enable the individual to face problem solving (González Maura, 2002).

Background information on the study of this topic was sought in other branch schools, training centers and in the MTSS, but no documents were found describing the profile of the teaching position and therefore no competency-based performance evaluation model.

The problem is present in all IPELs in the country and its solution is also useful for branch schools and other training centers. Therefore, it was decided to propose a competency profile for IPEL teachers, as a reference for professional development and performance evaluation processes.

Theoretical framework or conceptual references

Main concepts related to continuing professional development and teacher performance evaluation

In order to contribute to the development, improvement and progressive advancement as professionals, it is considered necessary to implement teaching-learning contexts, where reflection, analysis, research, exchange of ideas and experiences, debates and discussions, cooperation, autonomy and dialectics prevail, instead of other processes characterized by the guidelines of an academic or technical approach to teacher training.

It is of interest to specify what type of professional training activities or strategies favor the development of teachers that have an impact on the institution and on society. Training should be approached with an integrating character that addresses the political-ideological, pedagogical, didactic, managerial, technical, scientific and cultural preparation of teachers.

It is very important to consider the fundamental contribution of the historical-cultural approach to the understanding of the psychological regularities of the process of moral development and the formation of values. It is not the simple learning or reproduction of social behaviors based on reinforcement, nor the introjection or internalization of values, such as the passage from external to

internal moral norms, on the basis of mechanisms of a biopsychological or intellectual nature. For Vigotsky (1979), the internalization of norms produces the development of psychological formations closely linked to each other and to the whole system of consciousness, which orients and regulates the conduct of the individual.

Lifelong learning is considered to be the process that allows people to reverse the inadequacies of the educational and training system, meeting the requirements of equity and social progress, the formation of competencies for work and the satisfaction of labor mobility needs. This idea of training is related to the pillars of knowledge for the 21st century: learning to know, learning to do, learning to be, learning to live with others and learning to unlearn.

Training, within the lifelong learning process, should be a continuous process of updating workers' knowledge, skills, abilities and attitudes, which will enable them to have the necessary mastery of scientific and technical advances.

Values are considered as complex psychological formations, where a series of psychological processes are structurally and functionally integrated. Thus, values exist in subjectivity not as simple reproductions of meanings (cognitive reflex), nor as isolated motives for action (affective reflex), but as complex cognitive-affective functional units through which the regulation of action takes place. The authors base themselves on this definition and consider it essential to integrate them into the ongoing training of teachers for the development of their competence.

Training is a process of preparation and integral development of all faculties, aptitudes and attitudes. The coherent development of all the potentialities is what allows people to acquire the knowledge, skills and abilities that life demands from them. This process encompasses instruction, training and education (Cejas Martínez et al., 2019).

Assessment is a key instrument for organizations to articulate their competency potential with the strategic project. It provides information about performance in relation to the competencies demonstrated by individuals (reliability). Competencies are defined according to the quality standards and requirements of the organization (relevance). They are integrated into ongoing development processes and provide feedback (adaptability) (Mertens, 2000).

Competency-based performance evaluation is a process of gathering information on individual job performance, a set of information that allows a value judgment to be made based on a standardized reference and identifies those areas of performance that need to be strengthened to reach the required level of competence.

Role of competencies in teacher professional development

Movements on the study of competencies began in the late 1960s and early 1970s, as a result of a series of research studies conducted in the areas of Industrial and Organizational Psychology. At that time, the work on personality and performance was little developed; it had not been proven by traditional methods, titles and academic merits, that there was a direct relation between one element and the other. In 1973, David McClelland, Professor of Psychology at Harvard University, published an article that marked the beginning of competency-based management. He showed that academic records and intelligence tests alone did not reliably predict job performance or success in life. This researcher is credited with initiating the scientific treatment of job competencies.

In 1996, Mertens, an expert of the International Labor Organization, suggested that the unilateral emphasis on “functionality” detracts from the validity of labor competency, which must reach a depth dependent on the worker's understanding of productive phenomena. In other words, it combines the analysis of functionalities and that of dysfunctions; the limits that this implies for the elaboration of competency standards are assumed. This seeks interaction between trainers and trainees, workers and managers, promoting actions based on agreements and commitments negotiated and with transparency. Group work, communication, meanings, cultures and shared knowledge are considered, there is no single knowledge that explains competencies, the imperative is to generate “added value”, not only acquisition/construction of knowledge.

Experiences in various regions of the world highlight the positive impact of the competency-based management approach on the overall results and strategic objectives of organizations, the continuous improvement of productivity,

competitiveness, quality of employment and quality of products and services (Mertens, 2000).

The analysis of the different definitions of work competencies leads to the conclusion that they can be studied and worked from three points of view: business, psychological and pedagogical. The latter supports this research, i.e., competencies as the basis of the didactic organization of the performance model proposed for the improvement of the teachers' continuing professional development process.

To speak of competencies it is necessary to speak of learning. Learning means acquiring new knowledge and a change in behavior. It is proposed that for professionals to be competent, efficient performance is not enough; it is necessary to act with commitment and be accountable for the consequences of their decisions, since professional competence integrates cognitive and motivational elements in its structure and functioning, as a regulating unit in professional performance (González Maura, 2002).

Within the pedagogical conception, it is necessary to consider that motives, interests and attitudes are important for the development of competencies, because these involve all the potentialities of the personality. Also, that knowledge are theories and principles that allow a person to have a starting point for an effective performance, and skills constitute the domain of operations (psychic and practical) that allow a rational regulation of the activity (González Maura, 2002).

On labor competency, a definition used in Cuba is: synergistic set of knowledge, skills, experiences, feelings, attitudes, motivations, personal characteristics and values based on demonstrated suitability, associated with superior performance of the worker and the organization, in correspondence with the technical, productive and service requirements (Morales Cartaya, 2009). This definition corresponds to the Cuban Standard 3000, of definition of terms on Human Capital management, whose use was stopped by the National Standardization Office in 2016, for not being compatible with the legal standards in labor matters, but with great methodological value.

These definitions have overlapping points: aptitude, actual capacity, suitability and performance. There have been changes that affect the characteristics of

work, the requirements to the human factor and the labor organization. The value of labor competency for work productivity is strongly recognized. Competency capital is considered one of the most valuable factors in production and services.

In Cuba, organizations conceive people as the “human capital”, so they value and take care of this capital constituted by human resources that have a strategic role (Ramos Hernández et al., 2018).

When professional competency is defined, it refers to the capabilities of an individual to solve problems as a citizen, as a person, as an economic agent or those presented by society. Competency integrates knowledge, skills, abilities and attitudes that promote usable knowledge because being competent is not demonstrating what one knows in exams, it is knowing how to do something with what one knows, it is oriented more to the use of knowledge than to possessing it (Cejas Martínez et al., 2019).

When speaking of competencies, it is necessary to take into account aspects such as action planning, which allows the development of pedagogical-didactic competency -to plan the process of instruction and education, in addition to directing classroom management, evaluating learning and incorporating information and communication technologies-; institutional competency -which is what prepares to be able to adapt the frameworks of the macro educational policy to the micro institutional policy-; interactive competency -to enhance teamwork and inter and multidisciplinary visions. The strategic competency is the one that allows to make decisions to redirect actions according to the demands of a changing context (Alonso Betancourt et al., 2020).

In the literature reviewed by the aforementioned authors, the following elements contribute to its definition:

- Set of social, affective behaviors and cognitive skills that allow to adequately carry out a performance or activity.
- They have an attitudinal component that includes affective, cognitive and behavioral aspects.
- They are manifested in performance, which is the external manifestation of competencies.
- They constitute the final product of the educational process.

- Differentiating and successful performance.
- They become an element that determines the quality of performance.
- They contain a dynamic and complex combination of attributes (knowledge, skills and values).
- It is a key concept in competent performance in accordance with professional ethics, values and the context where it is manifested and cannot be taught or evaluated in isolation from the context.

The position assumed by the authors of this contribution is to consider the professional competencies of IPEL teachers as: a synergic set of cognitive, motivational components and personality qualities that allow an efficient execution of the teaching-educational and research processes and their professional performance. Set of actions performed by the teachers, during the development of their pedagogical activity, which are materialized in the process of fulfilling their basic functions and in their results to achieve the purpose and objectives of the educational level where they work.

The need to develop competencies is evident. The intellectual capital of an organization, together with its material and financial resources, determines its competitive capacity and growth. It is recognized that the human resource (talent) is the most important resource an organization has. The key factor for success or failure is determined by people's capabilities and modes of action (Díaz Macías et al., 2020).

The fundamental difference between traditional and competency-based teaching lies in how the cycle operates. In a competency-based system, the basis must be explicit and measurable standards of performance, which are outcome-based and reflect actual expectations of performance in a job function. It is necessary to consider learning as a permanent process, giving great importance to on-the-job training, seeking to diversify the means of evaluation (Ramos Farroñán et al., 2021).

Based on an appropriate determination of learning needs, it is necessary to transform teaching methods. Although there is a growing demand for a more participatory process in which the recipients are not reservoirs of knowledge, there are still practices in which teachers are mere transmitters. It is necessary to start from practice, from the different situations and problems they face in

their lives as part of being a leader in a company (García González et al., 2021).

The objective of professional development is the systematic preparation for the performance of activities and the enrichment of the cultural heritage. It is a set of processes that enables the acquisition, expansion and continuous improvement of knowledge and skills for better job performance; it is systemic and organized. It is a process expressed in competencies for an improvement in successful professional and personal performance (Troitiño Díaz, 2021).

The epistemological characterization of continuing education, which includes professional improvement through postgraduate studies, allows pointing out among the most distinctive features: the relatively high level of access to the programs in terms of competencies; it offers advanced training in research, while trying to integrate the advancement of knowledge with the possibility of offering solutions to the problems of the environment; it offers training for the exercise of a profession; it offers opportunities for permanent updating and recycling and uses various modalities: classroom, blended and distance or virtual format (Troitiño Díaz, 2021).

In Cuba, competency-based training only appears in the legal norms that govern the work system of managers; for the rest of the positions it is a recommended methodology. The director of the Higher School of State and Government Managers, with a work team, carried out, applied and published the results of the research "Profile of Competencies of managers in Cuba and its application in agriculture", in the year 2022. The rank of the main author implies that the actions to be undertaken in the training of competencies for Cuban managers should be aligned with this research and are referents for competency designs for other positions. Twenty-four generic competencies are determined and described (Delgado Fernández et al., 2022).

Methodology

The IPEL teacher was defined as the unit of study. Thus, the population consisted of the 12 teachers of the IPEL of Sancti Spíritus; all university graduates who at the beginning of the research had the following status by teaching category: 10 instructors, 1 assistants and 1 is not categorized; category of Specialists Grade I of the MTSS: 5; Postgraduate academic

training: one teacher Master in Management; one taking the same master's degree course and one in a pedagogy master program. The average age was 45 years, the average teaching experience was 22 years and the average experience in the Labor System was 10 years. No sample was selected because the study was carried out with the entire population.

The dialectical materialistic method was used as a basis, useful to understand the structure and dynamics of the processes of professional improvement and performance evaluation, to discover the contradiction that exists in its development, seeking in the dialectical negations the passage to a new object for the achievement of a superior performance. Theoretical and empirical research methods were also used.

The historical and logical analysis was used in order to penetrate into the essence of the background of the study of competencies and their relationship with the processes of professional development and performance evaluation of teachers, as well as to analyze how they are developed in reality, looking for ways to characterize them based on professional competencies. With the analytical-synthetic method it was sought to conduct a situational analysis of the key processes considered in the strategy of the organization and a documentary analysis of the process of professional development to specify the functions and sub-functions of the position: IPEL teacher. This allowed, through the abstraction of thought, to discover the essential links of the teaching-educational and research processes, how they relate to each other and what role they play in the whole.

At the empirical level, participant observation was used, where the researchers were within the investigated group in an open way, because the teachers knew that they were going to be observed in order to seek the development of the inquiry and the elaboration of new explanations of the teachers' performance. The content analysis of documents from the teaching secretariat was used, in the organizational strategy and the final reports by year on the improvement of the teaching staff, as well as annual performance evaluations.

A group interview was applied to know the teachers' opinion about the aspects that were measured in this research as key informants, as well as to take their opinions and draw up a nominal list of knowledge, skills, values and attitudes

necessary to characterize the teachers' performance with a view to improvement.

The following question was also asked to heads of departments, managers of the Union Section and managers of the Provincial Labor Directorate: What knowledge, skills and values do you consider necessary for IPEL teachers to achieve superior performance in teaching and research, as key areas of the teaching-educational process? The focus group technique was applied to obtain information on the perceptions of the participants regarding the relationship between the processes of professional improvement, performance evaluation and training of professional competencies, with 11 people (teachers and teaching managers from the National Training Center of the MTSS and from other IPELs). The nominal list resulting from the group interview and the situational analysis of the strategy were analyzed, seeking interaction and discussion of the proposals of the researchers.

The expert judgment method was used, asking a group of capable people for their conclusive evaluations on the profile and the competency-based performance evaluation model, to check the quality and relevance of its theoretical conception and its probabilities of practical application.

In the experts' selection phase, a survey was applied to 20 professionals, then the competency coefficient of each one of them was determined, resulting in the selection of 15 experts who met the requirements. Of the 15 experts, 20% had a scientific degree of Doctor of Science and a teaching category of Full Professor and 46% a Master's degree, 20% were Associate Professors and 60% were Assistants.

All of them have worked as directors, sub-directors, department heads and methodologists in Higher Education centers. The Peer Comparison Methodology was used and the criteria issued were related to the following indicators: theoretical foundations on which the competency-based performance evaluation profile and model are based; components and their interrelations with continuing professional development; structure of the model; relevance of the designs in the IPEL context; contribution to the improvement of professional development and performance evaluation based on IPEL teachers'

competencies, in terms of their professional competencies, practical usefulness and feasibility of application.

In the processing of the data, frequency distribution calculations were applied to determine the behavior of the established indicators. Triangulation was applied to contrast the results in order to achieve a higher level of reliability.

Results and discussion

Initial state of IPEL teachers' professional development

The situational analysis that allowed the characterization of the teachers showed as strengths: the faculty shared the value of permanent improvement. The center is authorized by the MTSS and the MES to provide postgraduate training. Weaknesses: psychological traits not self-identified in the teachers that originated resistance to change. Research skills were still lacking. It was confirmed that, although they do not interact with the threats, they are the main causes of the organization losing opportunities, so the strategy should aim to minimize them in the short term.

The opportunities were: the importance given to Human Capital Management and Social Security. The existence of universities that facilitated professional development and the expansion of publishing opportunities. The threats that represented the greatest danger were: attractive job offers that required the preparation of the teaching staff. The organization did not provide avenues for participation in scientific events.

The greatest number of impacts appeared when interrelating strengths with opportunities, which indicated that the organization was in a favorable situation for the fulfillment of its mission and that they could develop an offensive strategy.

When the improvement plans, the performance evaluation procedure and the annual final reports were analyzed, they showed that there was no competency-based references, nor was the professional improvement characterized by being systematic, continuous or personalized according to determined needs to reach a required state that would have an impact on the performance, but it was carried out empirically and by intuition.

From the group interview on knowledge, skills and values necessary for the achievement of superior performance of IPEL teachers, a list was obtained without weighting or hierarchy.

In the Focus Group technique, the participants considered that a design focused on competency-based performance is an advantage for teachers, as it allows them to have an order in the priorities to determine gaps between the actual and the required state, seeing this as an evolving process that facilitates self-evaluation and gives autonomy to teachers for their continuous training.

Participant observation showed that professional development was not conceptualized as a systematic process; it was planned by taking advantage of the delivery of courses in higher education centers, based on dysfunctions, without specifying whether these were the real needs or giving them a degree of weighting. There was more of a tendency to develop curricula than to respond to learning needs for their functions.

Proposal of a competency profile, a reference for the professional development process and a performance evaluation model

The functions of IPEL teachers were based on the following: to teach in order to improve the work culture, to coordinate teaching actions guaranteeing the quality of the team being led and to deploy a scientific-technical activity and its didactics to favor the development of Human Capital Management and Social Security. Under this method, the design of the profile was carried out through the disaggregation of functions. First, a competency and its possible decomposition were presented. These elements were related in the form of a structural network with a sequential derivation from the professional functions.

In this way, the competency profile was composed based on the corresponding functions, competencies that are multidimensional and complex activities that people perform with knowledge, skills, abilities and attitudes. Competency units are actions that can be learned, evaluated, certified and are made up of a set of competency elements, which are concrete operations that individuals has to perform to fulfill their functions, associated with the competencies that derive from them (Table 1).

Figure 1

Network structure of the competency profile components



What is considered a competent performance teacher in IPEL?

Competent performance teachers act efficiently as a manager of the teaching-educational process, in training and postgraduate improvement, both in the Human Capital and Social Security spheres. They develop leadership in a teaching collective, reinforcing the value of teamwork; deploy a scientific-technical activity including its own didactics.

Table 1

Professional competencies profile of the IPEL teacher

Function I: To teach in order to raise the work culture through training and improvement with high quality		
Process competency	Competency units	Competency elements
1. Managing the teaching-educational process for training and improvement in the areas of knowledge on Human Capital and Social Security.	1.1 Development of teaching in different organizational forms with a systemic and integrative approach in labor and social issues.	1.1.1 Professional-technical, technological, legal, historical, political-ideological contents. 1.1.2 General didactics. Particular didactics for technical and social sciences. Regulations for methodological teaching work. Regulations for postgraduate education. 1.1.3 Principles of adult psychology and pedagogical ethics. 1.1.4 Formation of values. 1.1.5 Guidelines of Cuban economic and social policy. 1.1.6 Enrollment studies to determine learning needs. Characterization of students. 1.1.7 Development of work as a tutor and tribunal member. 1.1.8 Selection of bibliography and assurance of logistics.
	1.2 Design and validation of teaching programs.	1.2.1 Legal norms and procedures for the design of training curricula and postgraduate training. 1.2.2 Evaluating the effectiveness of the designs individually and organizationally.
	1.3 Communicating effectively and	1.3.1 Techniques for effective communication. 1.3.2 Spanish in its oral and written forms.

	multidirectionally.	1.3.3 Empathy. 1.3.4 Rules of good listening.
	1.4 Use of information technology.	1.4.1 Use of the computer and its interaction with data projectors. 1.4.2 Preparation of digital didactic material. 1.4.3 Introduction of computer techniques. 1.4.4 Navigation in national sites and in the Internet. 1.4.5 E-mail.
	1.5 Ensuring Occupational Health and Safety in the teaching services.	1.5.1 Safe, hygienic and comfortable organization of teaching activities 1.5.2 Identification of hazards, risks, and causes of accidents. 1.5.3 Modulation of the tone of voice, control of the rhythm, of the quantity to avoid occupational diseases. 1.5.4 Compliance with the emergency and evacuation plan.
	1.6 Setting an example through values and attitudes.	1.6.1 Continuous improvement to articulate competence and performance. 1.6.2 Sense of belonging to the organization, raising the quality according to the teaching category. 1.6.3 Patriotism, humanism, discipline, sensitivity, responsibility. 1.6.4 Teacher's demeanor and manners. 1.6.5 Compliance with the internal disciplinary regulations and the Collective Bargaining Agreement.
Function II: To coordinate teaching actions ensuring quality in the team being led		
Process competency	Competency units	Competency elements
2. Developing leadership and teamwork techniques in the coordination of teaching activities.	2.1 Guiding and controlling multivariate teams to carry out courses, trainings and diploma courses	2.1.1 Rules for group- and team-work. 2.1.2 Meetings and controls with the team of teachers, the group of students and the teaching secretariat. 2.1.3 Techniques for decision-making and conflict resolution. 2.1.4 Coordination for the delivery of bibliographic materials.
	2.2 Facilitating procedures with the Teaching Secretariat.	2.2.1 Techniques, regulations and legislation for training and improvement. 2.2.2 Use of murals and feedback instruments to control the effectiveness of the actions.
Function III: To carry out scientific and innovation activities that contribute to the development of Integrated Human Capital and Social Security Management		
Process competency	Competency units	Competency elements
3. Applying research methodology and its didactics in technical, economic, social and pedagogical-methodological studies	3.1 Conducting research and innovation studies, relevant and with impact of the results.	3.1.1 Scientific rigor in the technical and methodological contents on research. 3.1.2 Ethical and political-ideological position in research in accordance with the Science and Innovation Policy. 3.1.3 Feasible solutions to introduce results and their generalization in organizations. 3.1.4 Efficient use of information sources.
	3.2 Participating in scientific events with prestigious role.	3.2.1 Exposition and defense with formal correctness, clarity and precision. 3.2.2 Receptiveness to scientific criticism.
	3.3 Teaching students research methodology.	3.3.1 Development of research skills in students to promote the search for productive results.
	3.4 Publishing research results.	3.4.1 Publication of articles, monographs, books with correct writing standards and techniques.

		3.4.2 Dissemination of research results
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In the validation of the results by expert judgment, the eight indicators obtained values that placed them in the category of Very adequate. In the qualitative analysis, criteria were reached in the order of: coherent and solid foundations, the model has correct components to serve as a reference for Continuing Professional Education, facilitating self-evaluation and systematic evaluation, design with adequate scientific level, model of great practical application in educational centers, motivating and developing model individually and for the institution, model components adequate and important for teachers and managers, contributing to the improvement of the Continuing Professional Education process and with accessible language, interactive design that solves a deficiency that facilitated empiricism in the development of the Continuing Professional Education process.

The competency-based performance evaluation of teachers, requires compliance with the procedure as guided by the legal norms: Law 116 (2013) “Labor Code” and Decree 326 (2013) Regulations of the “Labor Code”. It is proposed in two moments: closing of the first semester and at the end of the year. It includes a competency-based profile self-evaluation and the one established in the performance evaluation procedure for teachers, and its compliance is controlled by the immediate superior boss and the Human Capital specialists. The evaluation model is presented according to the competency profile. Qualitative evaluations are included, which must be based on the behavior of the teachers according to the evidence of the period. As a result of the evaluation, the following points are shown, as well as the needs for improvement and the final result (Table 2).

The competency profile is relevant and constitutes the basis and reference for the development of teachers' professional competencies and for their evaluation. Unlike the traditionally academicist orientation, when it is based on competencies, it starts from taking as a basis the ideal professional performance and not the contents of the specialties; this contributes to avoid the traditional fragmentation of training plans (Vera-Mendoza, 2018).

Table 2

*Performance evaluation model based on the competency profile for the
teaching positio*

Teacher: _____ **Period being evaluated:** _____

I. PERFORMANCE	The teacher meets or over-performs. Good	The teacher has not complied with one or some. Average	The teacher has not met. Bad	Argumentation of results
1) Compliance with the recommendations derived from the previous evaluation.				
2) Fulfillment of the teaching objectives based on the standardization process (in correspondence with function No. 1 of the Competency Standard).				
2.1) Development of teaching actions with a process and system approach.				
- Classes				
- Meetings	-	-	-	
- Counseling	-	-	-	
- Training	-	-	-	
- Tutoring				
2.2) Depth in content:				
- Technical				
- Technological				
- Pedagogical				
- Didactic				
- Ethical				
- Psychological				
- Political-ideological				
2.3) Effective design of programs and plans				
2.4) Effective and open communication in compliance with occupational safety and health standards				
Sub-total				
	The teacher meets or over-performs. Good	The teacher has not complied with one or some. Average	The teacher has not met. Bad	Argumentation of results
3) Assurance of the quality of teaching actions as coordinator (in correspondence with function No. 2 of the Competency Standard and the indicators proposed by the Sub-direction)				
3.1) Of the team lead as Coordinator:				
- In planning				
- In the organization				
- In the execution				
- In control				
3.1) In the work of the teacher:				

- Group work with students				
- Dosage				
- Documentation with the teaching secretariat				
- Feedback provided				
- Validation of programs				
Sub-total				
4) Fulfillment of the teaching objectives based on the standardization process (in correspondence with function No. 3 of the competency profile).				
4.1) Conducts research studies with scientific-technical, methodological, ethical and political-ideological rigor.				
4.2) Participates in Basic Forum and other events with quality.				
4.3) Writes articles and submits them for publication.				
Sub-total				
5) Training and Development				
5.1) Fulfillment of the improvement plan called by the center.				
5.2) Fulfillment of the individual improvement plan and its articulation with the functions.				
5.3) Compliance with the development plan (teaching and MTSS categorization, Academic Training and Scientific Degree)				
Sub-total				
	The teacher meets or over-performs. Good	The teacher has not complied with one or some. Average	The teacher has not met. Bad	Argumentation of results
6) Work discipline				
6.1) Is combative and compliant with the Internal disciplinary regulations being an example for his/her colleagues, with no significant absences or tardiness in the period being evaluated				
Sub-total				
7) Shared Values				
7.1) Patriotism				
7.2) Sense of Belonging				
7.3) Creative Teamwork				
7.4) Use and care of material resources				
7.5) Saving of energy carriers				
7.6) Responsibility				
Sub-total				
TOTAL				

The structure of the competency profile is represented in a relational and hierarchical structure made up of: functions, professional competencies, competency units and competency elements. The base model for training corresponds to opinions of connoisseurs of the subject and should be

developed in a new educational environment that favors learning both independently and jointly (Alonso Betancourt et al., 2020).

These teachers need to be competent, as they train managers and Human Capital management specialists of budgeted and corporate organizations, and this area is fundamental nowadays. The correct management of Human Capital has as its objectives productivity, quality, human resources planning, indirect compensation, and health and safety. Human talent management seeks to highlight the great potential in a human being, which can often be hidden. The main business transformation in recent years is the creation of more agile business structures with a less hierarchical design, in an environment that encourages participation at different levels. That is why job enrichment is usually associated with performance (Vera-Sacón and Vegas-Meléndez, 2021). The feasibility and usefulness of improvement and performance evaluation based on the competency profile designed for teachers is reflected in the result of group interaction and reflection among specialists, middle management and teachers. The methods and techniques used for its elaboration allow the profile to be expressed in a decodable language, which facilitates communication, enables the tracing of different learning paths, manages learning, and facilitates self-evaluation by allowing teachers to see how they are achieving their competencies. Another advantage is the transferability; it only needs to be contextualized. Competency-based performance evaluation is based on standards or descriptions of key aspects of performance in relation to competencies. The standards include performance criteria and involve transferability to different contexts.

Conclusion

The theoretical analysis shows that training has ceased to be a preparatory activity for work only; it is conceived as continuous and has as an essential requirement its contextualized, systemic and dynamic character to develop competencies. The diagnosis carried out reflects that the professional improvement of teachers has been carried out with the intention of improvement, but based on empiricism, without systematicity in the use of the ways and without a work referent to determine their gaps. The competency profile makes possible the strategic projection of professional improvement,

since it serves as a reference. It facilitates the institution and the teachers to determine their gaps and select alternative ways for their professional improvement. It also makes it possible to integrate it into the evaluation of teachers' performance. The evaluation by the expert judgment indicates that the profile is pertinent and adequate because it guarantees a high level of integration of contents and allows flexibility and diversity in the execution of training actions.

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Conflict of Interest

The authors declare that they have no conflicts of interest.

Authors' contributions

M.O.A.A.: Designed the study, applied it, obtained and analyzed the data, developed the competency profile and the competency-based performance evaluation model, drafted the article and approved the submitted version.

M.M.C.M.: Analyzed and interpreted data, was involved in the development of the competency profile, reviewed the writing of the article and approved the submitted version.

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