

55th EOQ Congress
World Quality Congress
Budapest, Hungary - June 20-23, 2011

"Navigating Global Quality in a New Era"



June 21, 2011 (Tuesday) 55th EOQ Congress

CONCURRENT SESSIONS
KEMPINSKI HOTEL CORVINUS

Tuesday 13:30 – 17:30
Erzsébet tér 7-8, Budapest V.

SALON BANDINI/MARZIO

9.1. EDUCATION OF QUALITY – QUALITY OF EDUCATION I. 13:30 – 15:00

Co-Organizer: Óbuda University

Session Chair: Zoltán Koczor, Óbuda University, Hungary

13.45 The EOQ Personnel Certification and Registration

Eric Janssens, European Organization for Quality, Brussels, Belgium

Enrique Marco, EOQ Personnel Registration Unit, Spain

Janssens, Eric (Belgium)

Dr. Eric Janssens, born in Belgium, has an academic degree in chemistry. He started his career as product and application scientist in France and the USA. For Philips in the Netherlands he was responsible for marketing and product management of scientific instrumentation and acted as Quality Manager during an international company transfer. Dr. Janssens pursued a straight career in world-wide business as General Manager of a sensor division of Heraeus, became member of the board of a Tyco company and as Board Member and President he was responsible for the Biotechnology division at Sartorius. During the recent years Dr. Janssens was active as investor and general manager in the service, real estate and leisure industry. Since 2008 he is in charge as Director General of the European Organization for Quality, based in Brussels.

EOQ Personnel Certification and Registration

European Organization for Quality

Dr. Eric Janssens
EOQ Director General



Enrique Marco
Chairman of EOQ-PRU



EOQ 55th Congress, Budapest, June 2011 – Dr. Eric Janssens and Enrique Marco/EOQ-PRU

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25 minutes about:

- EOQ – Personnel Registration Unit
- EOQ supports the longlife learning human being and ist professional value
 - Qualification and Competence
 - Auditor
 - Quality Systems Manager
 - Networking
 - European Policy

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The EOQ Personnel Registration Unit (EOQ-PRU)

The EOQ-PRU's goal is to achieve mutual recognition of qualifications within Europe, by acting as a body for the recognition/certification and acceptance of EOQ certified professionals. EOQ-PRU deals with:

- *harmonization of EOQ Personnel Registration Schemes,*
- *registration and re-registration of EOQ certified professionals,*
- *assessment/recognition of PRU Agents for personnel certification.*

EOQ Personnel Registration

- maintaining a Personnel Registration Unit since 1993
- 16 PRU Agents, accredited to ISO 17024
- ~ 30000 manager certificates (Agents: +80000)
- ~ 15000 auditor certificates (Agents: +40000)
- EOQ certifies managers to fulfil industry & business needs
- EOQ certifies auditors for business & industries – but also for management systems certifiers

EOQ Personnel Registration

- Recent developments:
 - Normative documents: Competence Specification (CoS) and Certification Scheme for ISO 9000, 14000, 18000 and Junior Auditor
 - Accreditation based on ISO 17024 and the EOQ normative documents for all Personnel Certification Bodies
 - EOQ Professional Competence Passport
 - Recognition of training

17 categories of professions identified by the EOQ Personnel Registration Schemes:

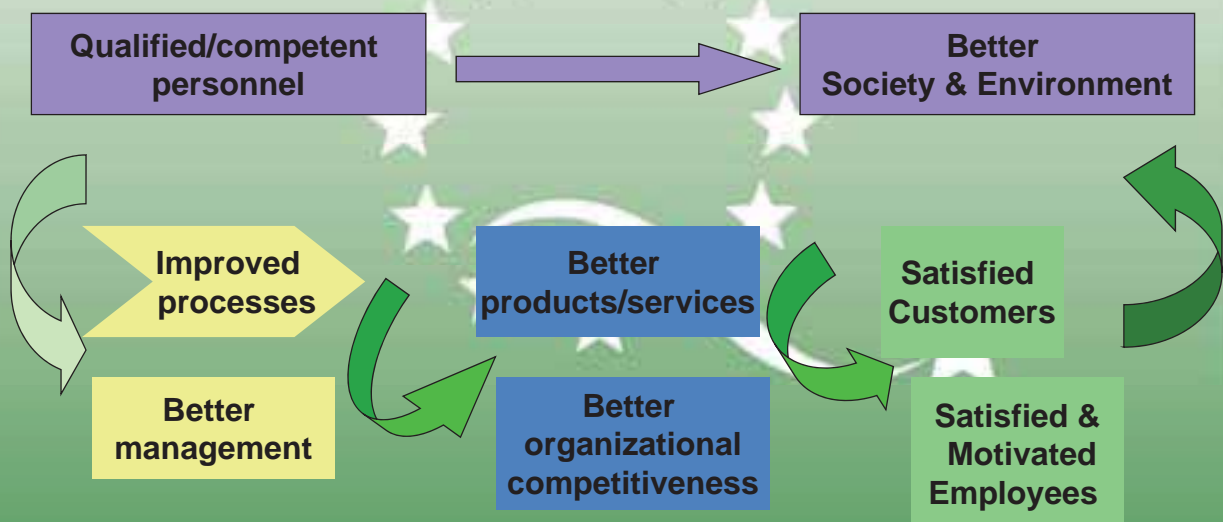
1. EOQ Quality Operator
2. EOQ Quality Assistant
3. EOQ Quality Management Technician
4. EOQ quality professional
5. EOQ quality systems manager
6. EOQ quality auditor
7. EOQ environmental systems manager
8. EOQ environmental auditor
9. EOQ Health and Safety Systems Manager
10. EOQ Health and Safety Auditor
11. EOQ TQM assessor
12. EOQ TQM leader
13. EOQ Quality Management Technician in Healthcare
14. EOQ Quality Systems manager in Healthcare
15. EOQ Management system consultant
16. EOQ Management System Senior Consultant
17. EOQ Process Manager

EOQ believes...

- **Qualified and competent** personnel leads economy to development and success
- **Competent human resources** represent the main asset of any company
- **Lifelong learning** should be a European strategy to face the challenges of competitiveness, the use of new technologies, to improve social cohesion, equal opportunities and quality of life

A Heritage for the Future: Quality...

.....*creating value through quality!*



The challenge to the “quality profession”

The current ISO 19011 gives following competence guidance (for auditors):

“Quality-related methods and techniques: ...Knowledge and skills in this area should cover

- quality terminology
- quality management principles and their application, and
- quality management tools and their application (for example statistical process control, failure mode and effect analysis, etc.) “

Auditors’ qualification versus Auditors’ competence

Auditors’ qualification	Auditors’ competence
Is always directed towards the fulfilment of given goals (curricula), thus organized by others	Contains self-organization adaptiveness. Thus goals are determined through the auditors and agreed. Learning happens on self organization basis.
Is <i>object-related</i> , refers thus to concrete requirements, e.g. tasks of work	Is <i>subject-referred</i> , thus refers to the respective auditor, as a personality
Is narrowly referred on direct activity-related knowledge, abilities and skills	Is holistic, it refers to the ability to self-organized problem solution
Is related to individual abilities, which can be certified against defined rules	Covers a variety of individual action positions and thus the transmission of value
Relies with his orientation on usable abilities and skills of the classical audit ideal	Approaches the classical audit ideal on a new, up-to-dated kind.

Source: Quality Austria, Konrad Scheiber, 2011

What are qualifications?

“Strictly speaking, qualifications designate clearly outlined complexes of knowledge, skills and abilities, which must have a persons when practicing vocational activities, in order to be able to act according requirements.”

(J. Erpenbeck and W. Sauter -2007)

Source: Quality Austria, Konrad Scheiber, 2011

What are competencies?

“Competencies are abilities of persons to be able to act rightfully upon self organization in open and difficult-to-understand complex and dynamic situations (self organization arrangements).”

(J. Erpenbeck, V. Heyse -1999; J. Erpenbeck, L. von Rosenstiel - 2007)

Source: Quality Austria, Konrad Scheiber, 2011

... We can completely forget an audit, seen as a learning platform, if:

Audit policy	<ul style="list-style-type: none"> • The customer is auditor • Highest auditor's satisfaction • Further interested partners do not exist
Audit strategy	<ul style="list-style-type: none"> • Keeping highest secrecy • Expanded lunch time breaks • Long-winded remarks • Internal/external disturbances
Audit objectives	<ul style="list-style-type: none"> • Exclusively conformity evaluation • Work expenditure as small as possible • The guidance is to be left extensively in peace • Absolute learning prohibition • Absolute communication prohibition

Source: Quality Austria, Konrad Scheiber, 2011

Auditors (Wanted!)

- Persons with good technical knowledge base + life experience + competence
- Competence is a sum of partial competences such as learning readiness, openness for change, ability to communicate, reliability and energy

Source: Quality Austria, Konrad Scheiber, 2011

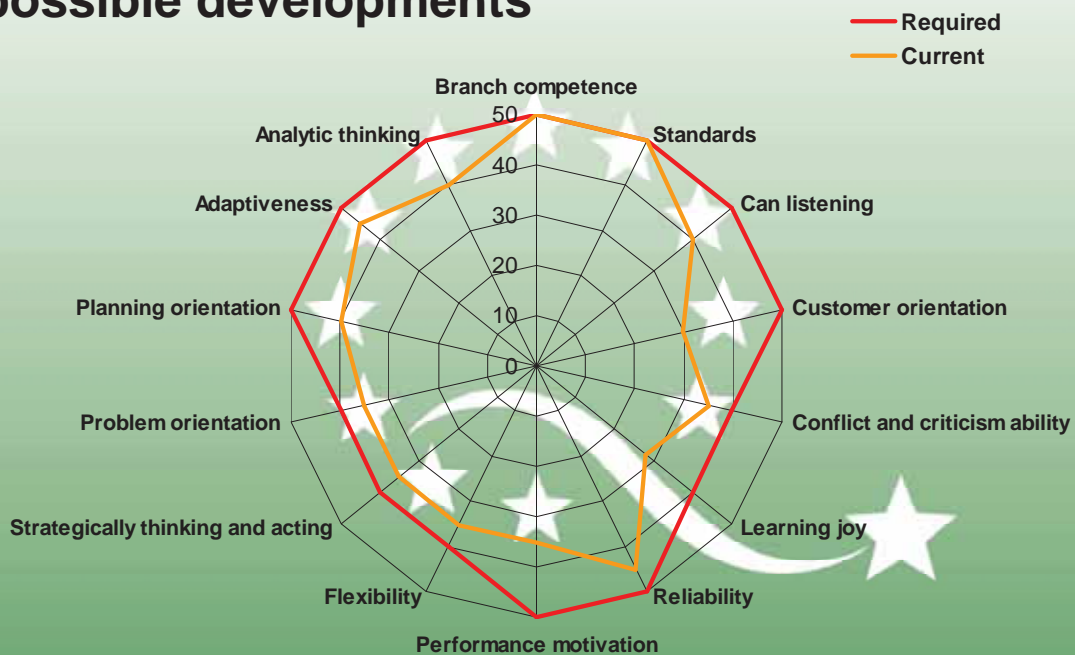
Auditors' competence

Possible competence categories and competence clusters:

- **Self** competence
- **Social** competence
- **Specific** competence
- **Activity** competence
- **Rational** competence
- **Emotional** competence/intelligence

Source: Quality Austria, Konrad Scheiber, 2011

Competence typology for auditors - possible developments



Source: Quality Austria, Konrad Scheiber, 2011

... You can increase the VALUE of the company, if:

Audit policy	<ul style="list-style-type: none"> • Customers define the audit • Specify expectations and needs • Define roles • Specify rules
Audit strategy	<ul style="list-style-type: none"> • Further develop auditors' competences • Establish and further develop audit culture
Audit objectives	<ul style="list-style-type: none"> • Also conformity confirmation, of course • Learn, learn, learn • The audit as learning and knowledge platform

Source: Quality Austria, Konrad Scheiber, 2011

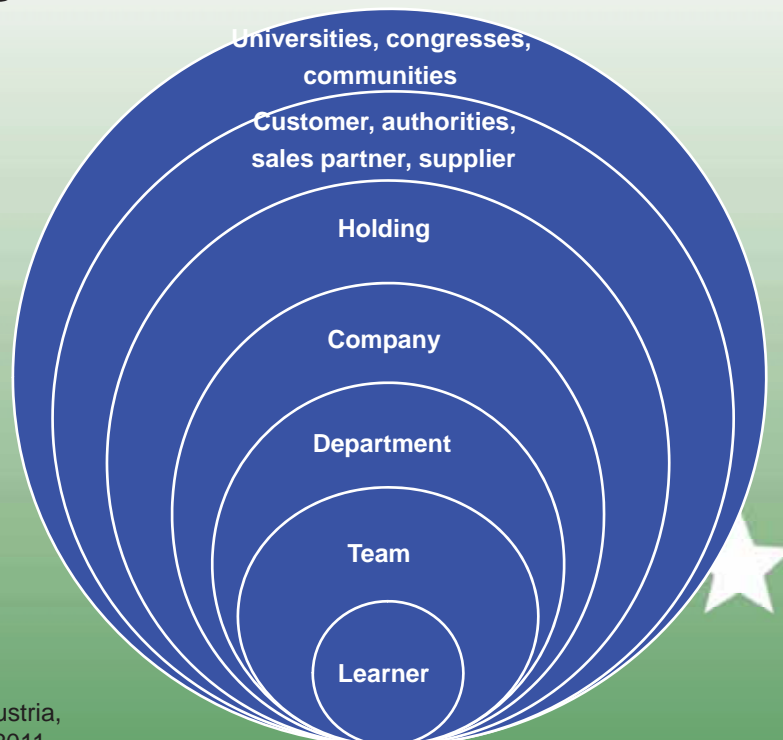
EOQ Activities: Supporting the learning individual

- **Personnel Certification & Registration**
- Representations at the European Commission
- Congresses (eg. 2012 in Frankfurt)
- Awards (eg. European Quality Leader)
- Euroregister (EVROS)

Trends: QM Profession potential

- Q-Manager, Q-Assessor
 - Excellence award for the company
- Balanced Score Card
 - Links to Human Resource and financial department
- Innovation Manager
- Change Manager
- Corporate Social Responsibility

Learning in networks



Source: Quality Austria, Konrad Scheiber, 2011

European policy on adult learning

Adult learning covers all types of learning by adults who have left initial education and training, however far that process went. It includes learning for personal, civic and social purposes, as well as for employment-related purposes, and can take place either in formal education and training systems or other settings.

- The value of adult learning to employability and mobility is widely acknowledged across the EU, but it still needs greater recognition and resources.
- At present, adult participation in 'lifelong learning' varies greatly and is unsatisfactory in many EU countries.
- The European Union set a target for average participation in lifelong learning throughout the EU at 12.5% by 2010 for adults aged 25-64. In 2008, average participation was 9.5%.

EU strategy on Long-life Learning

The long-term strategic objectives of EU education and training policies:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

EU strategy on Long-life Learning

“A new impetus for European co-operation” - 10 year vision of the European Commission for the future of vocational education and training (June 9, 2010):

- Ensuring access to training and qualifications is flexible and open at all stages of life
- Promoting mobility to make it easier to gain experience abroad, or in a different sector of the economy
- Ensuring the highest possible quality of education and training
- Providing more opportunities for disadvantaged groups such as school drop-outs, the low-skilled and unemployed, people with migrant backgrounds and the disabled
- Nurturing creative, innovative and entrepreneurial thinking in students.

“All that is valuable in human society depends upon the opportunity for development accorded the individual”

(Albert Einstein)

Thank you for your kind attention!

Keep informed:

www.eoq.org

