COMPETENCES AND COMPETENCY FRAMEWORKS

PDNet 2017

14th September 2017

D45a, Sackville Street Building, the University of Manchester

OUTCOMES

- Differences between competences and competencies

- Understanding Competency Frameworks

- Steps in Developing a Competency Framework

- Resources

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D45a, Sackville Street Building, the University of Manchester
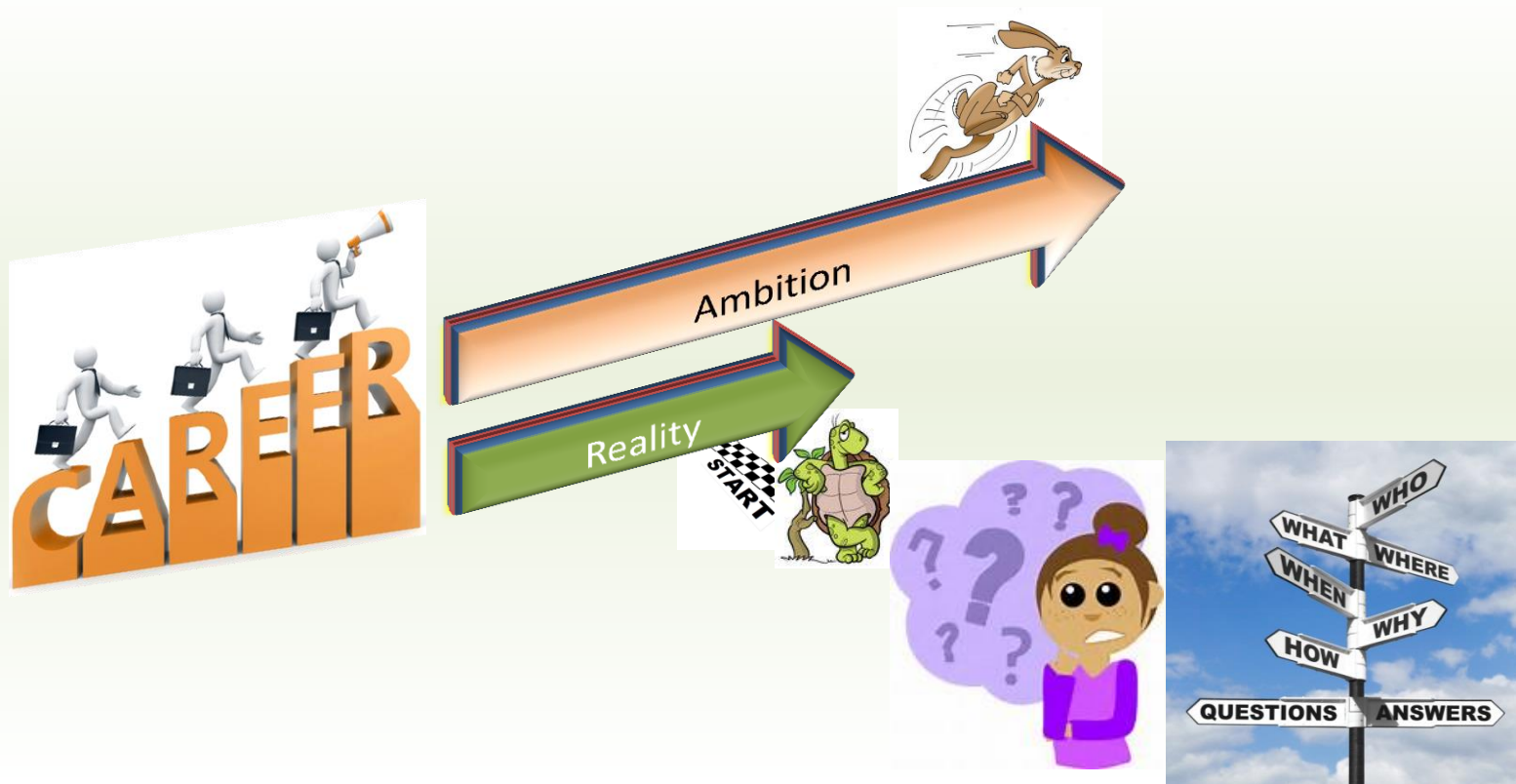
YOU GRADUATED...WELL DONE... YOU'VE MADE IT!

REALITY SETS IN...

WHAT'S NEXT?...
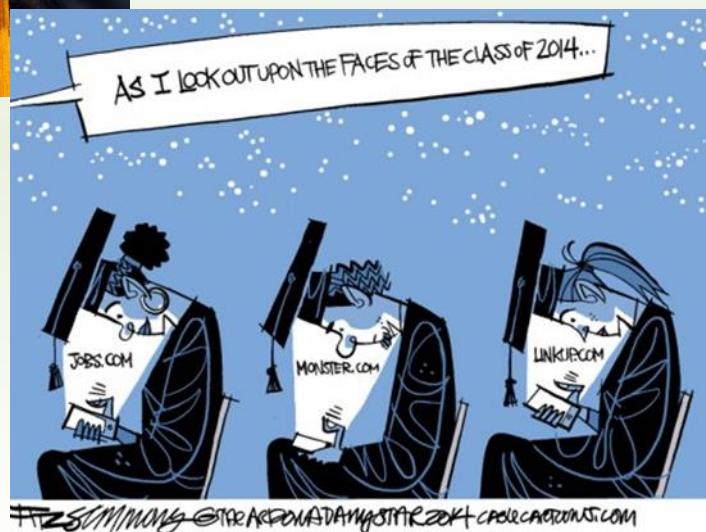# SETTING YOUR CAREER GOALS

BUT IT BEGINS ANYWAY...!

BUT WHAT ARE MY TRANSFERABLE SKILLS… WHAT ARE MY CAPABILITIES…?

Competencies or Skills

Competency is: A combination of knowledge, professional behaviour and specific skills that are demonstrated at a defined level of proficiency.

Types:

- Behavioural – communications , interpersonal, assertiveness
- Technical competencies – academic, computing

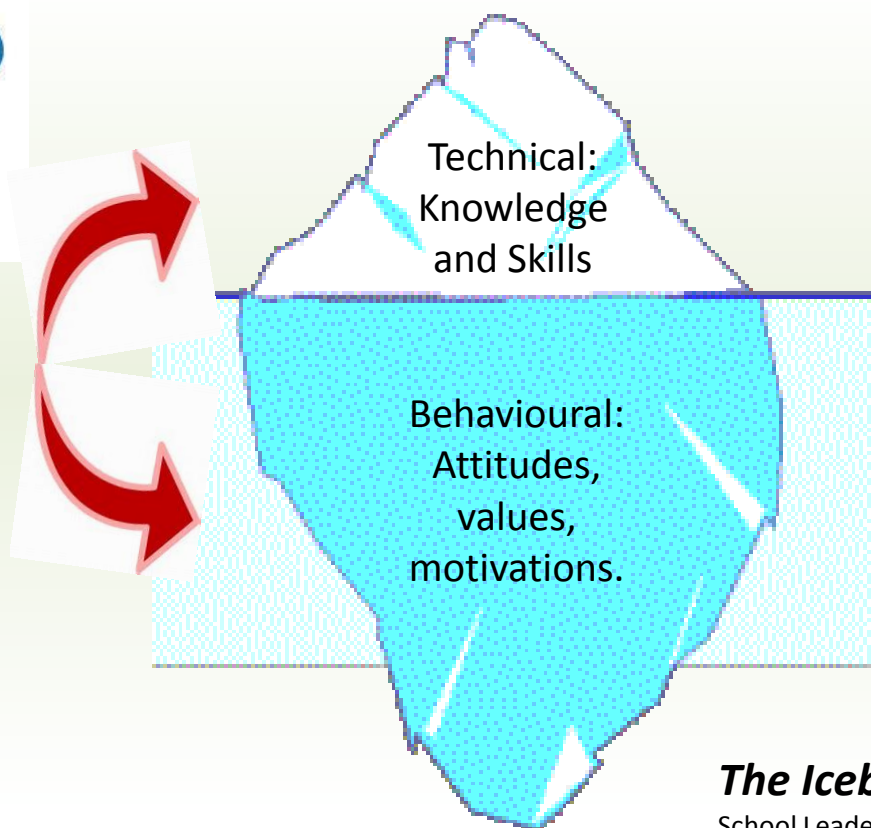http://www.competencyframeworks.co.uk/what_are_competency_frameworks.html

Competences or Capabilities

The term 'competence' (competences) was used to describe what people need to do to perform a job and was concerned with effect and output rather than effort and input.

https://www.cipd.co.uk/knowledge/fundamentals/people/performance/competency-factsheet

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WHY SHOULD I BE CONCERNED?

Technical: Knowledge and Skills

Behavioural: Attitudes, values, motivations.

Visible	Easier to assess, measure and develop.
Hidden	More difficult to assess, measure and develop.

The Iceberg Model of Competency
School Leadership for the 21st Century

WHY DEVELOP A COMPETENCY FRAMEWORK

Career Goals

"A 'competency framework' is essentially a structured collection of competencies used to frame and underpin to the requirements and qualifications of practitioners."

www.cipd.co.uk/knowledge/fundamentals/people/performance/competency-factsheet

As you change jobs over your career path:

- It provides a transparent means to assess and measure transferable skills and behaviours.
- It provides a objective means of measuring development.
- It assists in identifying current status and in developing plans to address gaps.

Novice → Advanced Beginner → Practitioner → Proficient Practitioner → Expert

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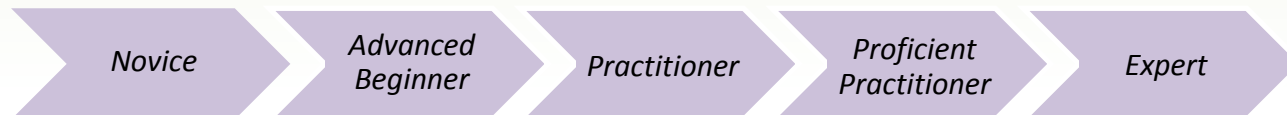
COMPETENCY FRAMEWORKS

+ Capability

+ skills

COMPETENCE AREA: Common to All Groups : Generic Criteria			
Description:			
All technical Competences have a set of criteria that are relevant to the four levels of achievement. To simplify the assessment process, all the generic criteria have been gathered together in this single definition sheet. Staff at all levels should recognise the limits of their own competence.			
Why it matters:			
EFFECTIVE INDICATORS OF KNOWLEDGE AND EXPERIENCE			
AWARENESS	SUPERVISED PRACTITIONER	PRACTITIONER	LEAD
Able to undertake work at this level under the close supervision of a 'Practitioner' or 'Lead'. Has appropriate academic and/or experience background to underpin continued development. Is aware of the relevant technical capability within own team. Is aware of any general potential environmental/societal/safety impacts associated with this technical competence. Is aware of any relevant internal work instructions and quality procedures that govern this technical competence.	Able to undertake work at this level under the general supervision of a 'Practitioner' or 'Lead'. Able to liaise with or supervise the technical delivery of organisations and/or individuals outside of own team. Is able to provide technical solutions and report/present the outcomes effectively. Is aware of the relevant technical capability within own organisation and potential external suppliers. Able to liaise with customers and understand their needs. Understands the impact of the technical outcomes on both internal and external organisations. Able to identify and communicate solutions/strategies to mitigate potential environmental/societal/safety impacts associated with this technical competence. Aware of relevant internal and external legislation, codes and standards. Able to work competently with relevant internal working procedures.	Able to review and approve specific work in some areas. Able to approve technical reports if authorised by relevant Technical Head. Able to coach Supervised Practitioner and other parties; providing effective feedback. Able to define and assess potential solutions against a wide range of criteria. This can range from specific calculations through to strategic considerations. Able to provide and lead the delivery of effective technical solutions, whether by sole provision or by working with a wider range of resources/networks. Able to evaluate outcomes against the original task specifications, thereby championing any relevant additional options to pursue. Able to identify areas for improvement and propose solutions. Would be expected to be Chartered, member of a professional body or of equivalent experience where applicable. Has good working knowledge of relevant internal and external legislation, codes and standards. Is aware of limitations associated with the scientific state of the art.	Able to review and approve a broad range of activities covered by this competence. Scope to be agreed with the Technical Head. Coaches and/or mentors practitioners and other parties in this field; providing effective feedback. Able to act as an advisor to others within team, function, site, company or third party. Able to resolve complex and/or unfamiliar problems, provide effective solutions and advise customers. Champions the introduction of novel techniques and improvements. Able to contribute to and promote best practice. Able to influence relevant internal and external legislation, codes, and standards Able to advise on limitations associated with the scientific state of the art. Is able to contribute effectively to the technical development of this competence. Contributes to wider dissemination; for example by provision of publications, membership of internal or external technical committees/associations.

DEVELOPING A COMPETENCY FRAMEWORK

Step 1: **Assessing competencies**

- Lists and cluster qualifications and skills
- 360° interviews
- Behavioural event interviews
- Psychometric tests

Step 2: **Assessing competences**

- Lists and cluster experiences gained through roles to date.
- Align under matrix: Novice, Advanced Beginner, Practitioner, Proficient Practitioner, Expert.
- Explore resources to benchmark.

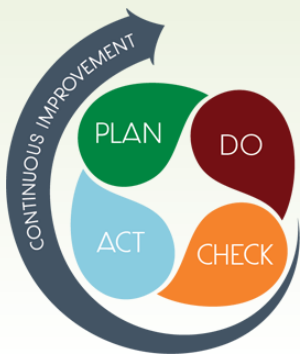**Step 3:** **Identify Strengths and Weaknesses**

- From step 1 and Step 2.
- Self-analysis and reflection

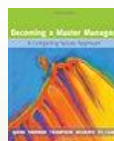**Step 4:** **Identify and set priority areas for development**

- Ranked list with justifications and S.M.A.R.T goals

Step 5: **Implement and Review**

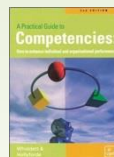- Mentorships and coaching, Networking, CPD

RESOURCES

[Becoming a Master Manager: A Competing Values Approach](#)
Quinn, Robert E.

[School Leadership in the 21st Century: A Competency and Knowledge Approach](#)
Bowring-Carr, Christopher

[A practical guide to competencies: how to enhance individual and organisational performance.](#) Whiddett, S., Hollyforde, S.
2nd ed. London: Chartered Institute of Personnel and Development.

Developing Competencies
http://www.free-management-ebooks.com/

Factsheets - Chartered Institute of Personal and Development
www.cipd.co.uk/knowledge/fundamentals/people/performance/competency-factsheet#6385