



BUILDING DESCRIPTION of COMPETENCIES for NEW JOBS





University “Low Danube” – Galati ROMANIA



Erasmus+

Project “PV-Trainer”

**Training and certification model
for PhotoVoltaic Trainers**

BUILDING DESCRIPTION of COMPETENCIES for NEW JOBS

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BUILDING DESCRIPTIONS of COMPETENCIES for a NEW JOB

PLAN

- What is a Competency ?
- What are the Types of Competencies ?
- What are Career Levels of Functional Competencies ?
- PV-Trainer Career Levels
- How May Competencies be Used ?
- Competency Models

What is a Competency ? (1/2)

A characteristic of an employee that contribute to :

- **valuable accomplishment in a job**
- **achievement of organizational results**

**Overall : worthy, superior from average performance
in a job or a specific work context**

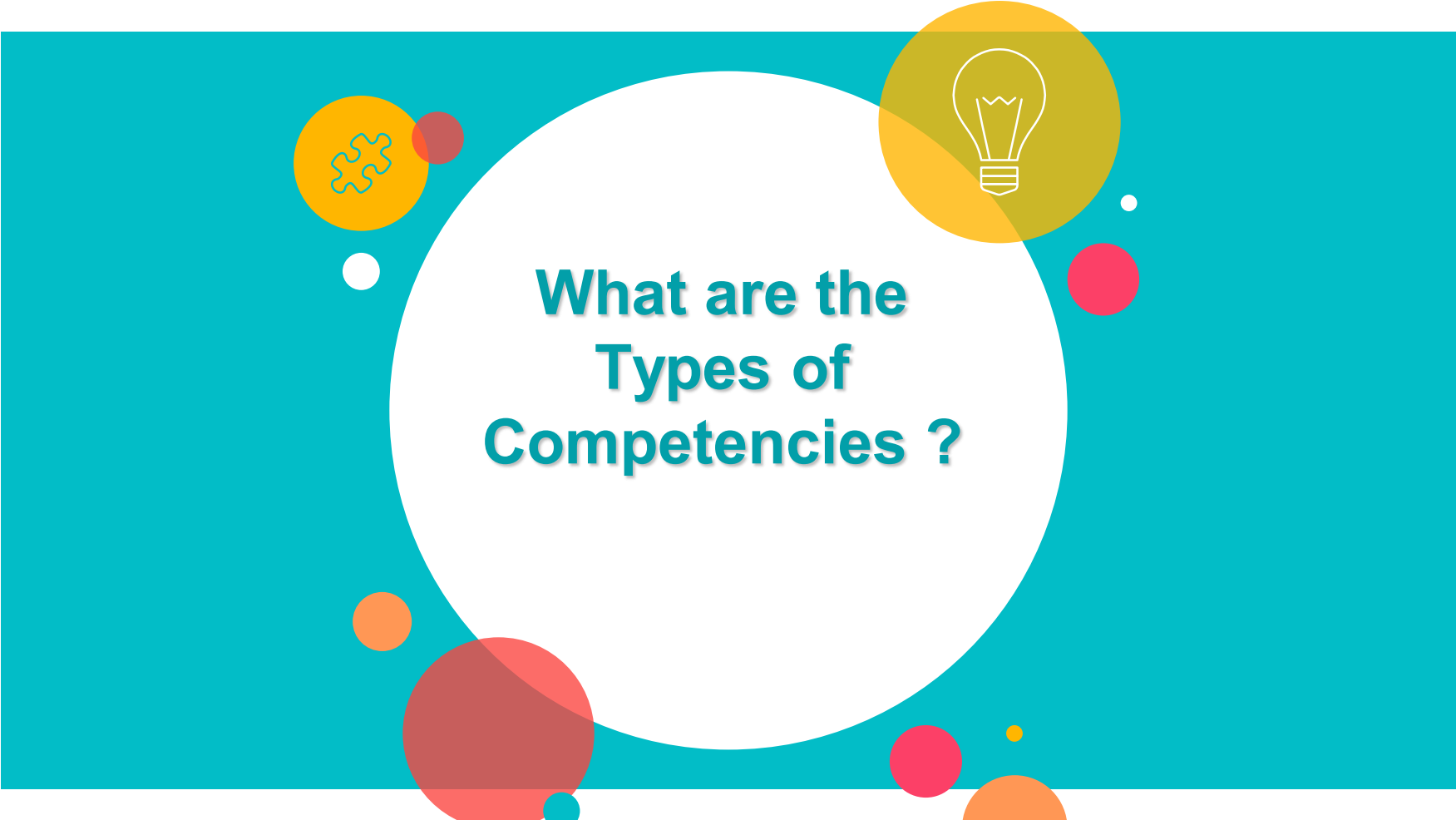
What is a Competency ? (2/2)

Competency includes measurable or assessable :

- **knowledge and skills**
- **(social) abilities / personal characteristics**

Other characteristics that distinguish superior performers in a job:

- **values and motivation**
- **initiative and self-control**



What are the Types of Competencies ?



Functional Competencies ("Front Wheel Competencies")

- represent job-specific knowledge or skill areas
- related to successful performance in a job



Examples :

- Information System Analysts need the functional competencies of programming and systems analysis
- VET trainer need the functional competencies of teaching, assessing and setting up courses' curricula





Foundational Competencies ("Rear Wheel Competencies")

- represent a trans-jobs set of skills and attitudes/attributes
- are necessary for broad professional functions



Examples:

- Teamwork - Oral Communication
- Adaptability – Initiative - Flexibility
- Learning capacity - Cultural Sensitivity

Foundational Competencies are tightly linked to successful performance, and are desirable regardless of an individual's area of expertise





Organizational Competencies ("Core competecies")

They are measured at the level of the organization rather than at the level of the individual

Organizational competencies are design components of an organization's strategy

Examples:

- McDonald's => Quick service
- Lidl's => Value pricing
- VET Schools' => Educational efficiency/effectiveness



The Breadth of Types of Competencies

BREADTH	COMPETENCY
Broad	Organizational
	Foundational
Specific	Functional



What are Career Levels of Functional Competencies?

Remember :

- A functional competency is a specific knowledge or skill area that relates to successful performance in the job



What are Career Levels of Functional Competencies ?

Competencies BREADTH

CAREER LEVEL of Functional Competecies

Broad

EXPERT



Full-Performance

Restreint/Specific

BASIC

What are Career Levels of Functional Competencies ?

Career Levels are related to Knowledge



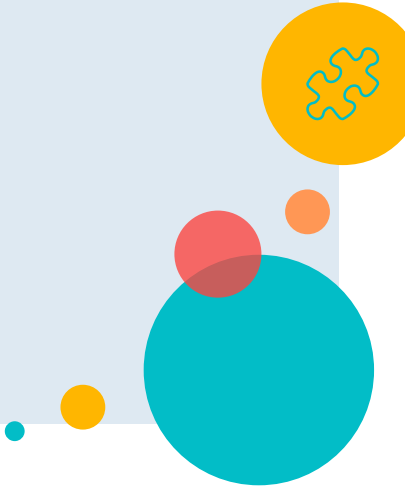


What are Career Levels of Functional Competencies ?

Career Levels are related to Experience

Different levels of proficiency are expected based on the amount of experience an employee has

Experienced employees :

- are able to perform with less supervision
 - accept more responsibility
 - handle more difficult problems/challenges
- 

What are Career Levels of Functional Competencies ?



Career Levels are related to Education/Training

Career Levels are defined starting from :

- (a) the type/level of education/training of an employee needs to perform the tasks associated to a job/profession
- (b) the tasks, activities, assignments associated to a job
- (b) the developmental assignments employees can carry out, in order to provide them knowledge/skills necessary to access the next career levels





What are Career Levels of Functional Competencies ?

Developmental/Basic Competency Level

Basic knowledge of principles, concepts or methodologies of :

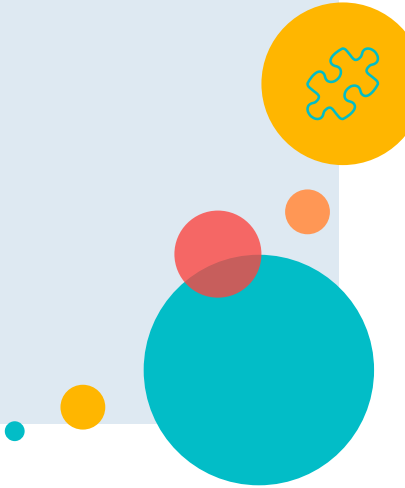
- a job/profession, or
- a narrow functioning area of a job/profession

Closely supervised assignments

Education for Basic Competency Level

Basic familiarization or overview courses, and/or

Initial on-the-job orientation training



What are Career Levels of Functional Competencies ?



Full-Performance Competency Level

Complete understanding of the principles, concepts and/or methodologies of the job/profession

Successful experience in a variety of complex assignments

Independence and/or continuing work relationships

Able to lead and guide lower-graded personnel

Education for Full-Performance Level

Intermediate courses and/or

Advanced courses and/or high-level education degrees



What are Career Levels of Functional Competencies ?



EXPERT Competency Level

Mastery of the principles, concepts and/or methodologies

Significant success in performing demanding assignments

Able to experiment/apply new solutions to problems/tasks

Education/Training for Expert Competency Level

Advanced training and graduate level education



Career Levels and Work Assignments

What are Career Levels of Functional Competencies ?



Developmental/Basic

- narrow in scope
- restricted to one defined topic
- limited complexity
- progressively more difficult

Full Performance

- involve more professional aspects
- require consideration of several topics
- completeness, soundness of results
- conformance to standards

Expert

- individual, collaborative projects or team leader assignments
- tasks of broader scope or greater depth of treatment in subject matters
- to visualize/anticipate requirements for planning and policy of the company
- to provide information/counseling to officials at company top management





PV - Trainer

Exemples of Career Levels of Functional Competencies

PV-Trainer Basic Competency Level

The PV-Trainer's knowledge, skills, aptitudes and practice are appropriate for working in the educational field

The PV-Trainer is prepared theoretically and practically to conduct classes:

- **make ready employees to work on a PV Installation job position**
- **familiarize employees with technologies, materials, tools and working methods in the domain**

Education for Basic Competency Level

- **a qualification of skilled worker, technician or engineer in the domain (3rd, 4th or 5th EQF levels)**
- **a qualification course in the field of pedagogical preparation (EQF level 5) and related pedagogical practice.**

PV-Trainer

Full-Performance Competency Level

The PV-Trainer should be able to:

- **check, provide advice and consultation to teachers and instructors**
- **participate in preparing, and make available methodological materials and teaching aids that support both group learning and self-education**
- **use, depending on the age group, specific methods of teaching**
- **make available equal learning opportunities for young workers/adults**
- **apply adapted teaching and learning strategies**
- **activate procedures and tools for assessment and practical evaluation**

PV-Trainer Expert Competency Level

The PV-Trainer should be able to:

- **grant professional qualification in the domain**
- **identify the training needs of employees in a company, create curricula, didactic materials and methodological specifications for the profession**
- **adjust the educational content to the requirements of workplaces**
- **undertake dissemination activities on the training offering**
- **provide descriptions of qualification and competency requirements for the domain in which he/she conducts classes**
- **promote VET activities oriented in expanding people qualifications**

The background is a solid orange color. It is decorated with various elements: two large red circles in the top corners, each containing a white lightbulb icon; a teal circle with a white puzzle piece icon in the top left; a pink circle with a white puzzle piece icon in the bottom right; and several other smaller circles in teal, pink, and orange scattered around. A large white circle is centered on the slide, containing the text.

**How May
Competencies be
Used ?**

How May Competencies be Used ?

Recruit - position vacancy announcements may use competency-based language (knowledge, skill, abilities, personal characteristics) to describe the factors for successfully performing the job duties

Select - possession of a set of competencies may be a determining factor in who is selected for a position

Assign - a job position can be assigned to an employee who possesses the needed competencies to step in, or to whom could benefit from it to build own needed competencies.

How May Competencies be Used ?

Classify – competencies may be used to determine the type and level of job positions

Forecast – a competency-based tool may be available to determine short and long term competency requirements for future staffing

Evaluate – a competency-based core performance factors can be defined, against which all employees will be evaluated.
Evaluated competencies need to be measurable and scalable.

How May Competencies be Used ?

Define Standard Requirements for a job – elaborate statements that would contain competency-based language to communicate what is needed to perform in the framework of that job

Train & Develop – May be competency-based, and generate future training and development requirements for the individual.

Competency Models

What are Competency Models ?

Descriptions of the measurable, specific actions and achievements people have to accomplish in order *to consistently carry out a job or organizational role*

Should include definition of skills, knowledge, key tasks, and behaviors needed to support *(worthy) performance in specific work contexts*

Who Should elaborate Competency Models ?



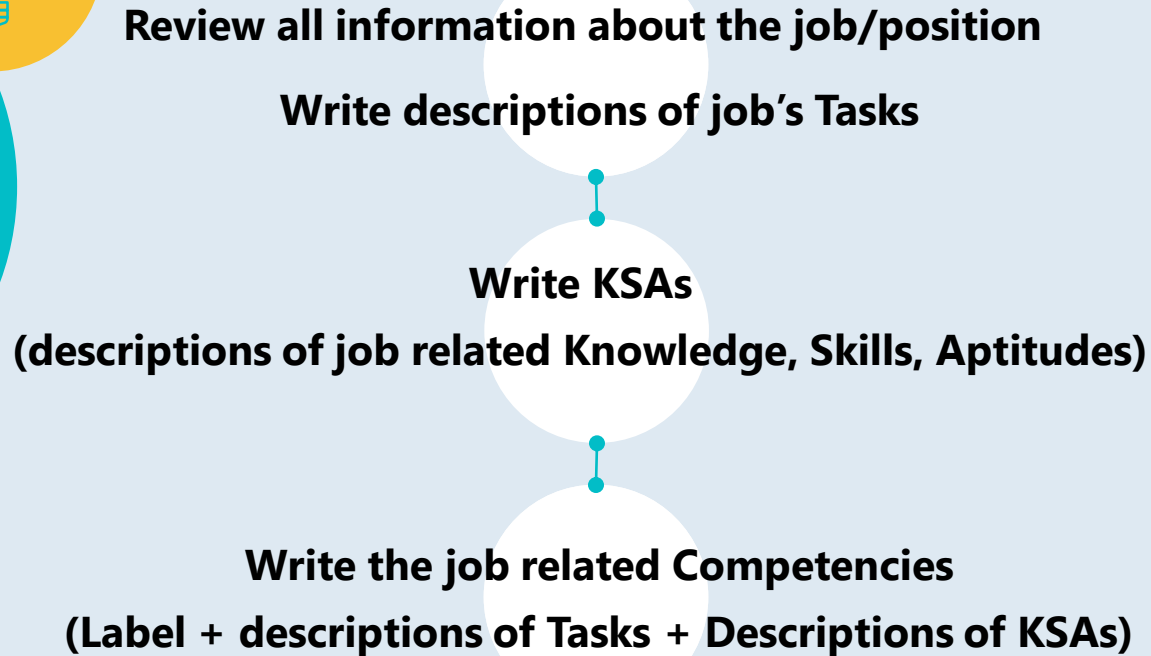
Subject Matter Experts (SMEs) should write descriptions of the Functional Competencies related to a job

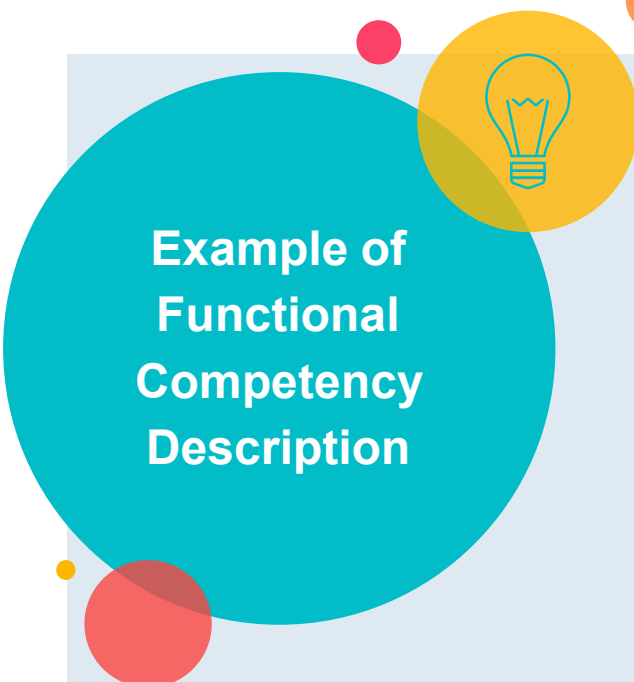
SMEs are individuals who have a thorough knowledge of the job under study

SME Qualifications : current job holder, direct supervisor, trainer, or job analyst highly skilled and knowledgeable regarding the job steps



How to Elaborate Competency Models ?





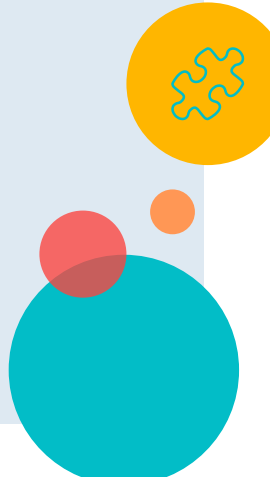
Example of Functional Competency Description

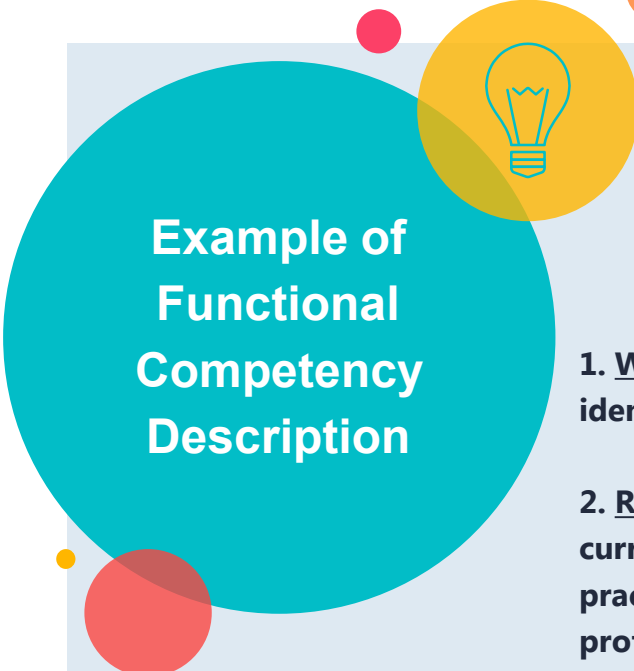
Job Title : Employee Training Specialist

Competency Label : Curriculum Development*

*** The job of Employee Training Specialist consists of several functional competencies, but only one is provided here.**

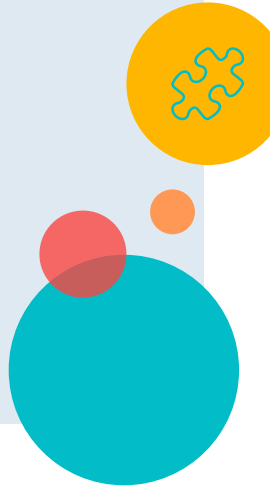
Examples of other job competencies might be: adult learning, training delivery skills, computer and distance learning technology .





Example of Functional Competency Description

Major Tasks for the Competency of Curriculum Development

1. Write instructional objectives to build knowledge or skills identified through needs analysis
 2. Research training content to obtain information that is relevant current, and based on literature and/or law review and best practices by using various resources such as books, internet, professional contacts organizations associations
 3. Write training content to facilitate learning instructional objectives using information from research and knowledge of adult learning principles and instructional design
- 

KSAs for the Curriculum Development Competency

Example of Functional Competency Description

1. **Ability to establish instructional objectives for training (Linked to task 1)**
2. **Ability to write in a concise and grammatically correct manner to clearly convey information to audiences with varying levels of knowledge on the topic discussed/presented (Linked to tasks 1 & 3)**
3. **Ability to research training content to obtain information that is relevant, current, and based on literature review and best practices using accurate, reliable references on the internet and in books and organizational documents (Linked to tasks 2 & 3)**
4. **Ability to organize instructional material in sequencing, integration of theory and practice, pacing of material and depth of material in relation to audience (Linked to tasks 3)**
5. **Knowledge of adult learning theory and instructional design (e.g. case studies, role plays, simulations, self-evaluations) Linked to task 3**



Competency Label	Important related Tasks	Description Competency of related KSAs
Curriculum Development	<ol style="list-style-type: none">1. Write behavior based instructional objectives to build knowledge or skills identified through needs analysis2. Research training content to obtain information that is relevant current, and based on literature and/or law review and best practices by using resources such as books, periodicals, internet, professional contacts associations3. Write training content to facilitate learning instructional objectives using information from research and knowledge of adult learning principles and instructional design	<ol style="list-style-type: none">1. Ability to establish instructional objectives for training that are behavior based (Linked to task 1)2. Ability to write in a concise and grammatically correct manner to clearly convey information to audiences with varying levels of knowledge on the topic discussed/presented (Linked to tasks 1 & 3)3. Ability to research training content to obtain information that is relevant, current, and based on literature and/or law review and best practices using credible, accurate, reliable references on the internet and in books, magazines, periodicals, abstracts, and organizational documents (Linked to tasks 2 & 3)4. Ability to organize instructional material in sequencing, integration of theory and practice, pacing of material and depth of material in relation to audience (Linked to tasks 3)5. Knowledge of adult learning theory and instructional design (e.g. case studies, role plays, simulations, self-evaluations) Linked to task 3





Thanks!

Any questions?



Credits

Special thanks to all the people who made and released these resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)