Analyse competency requirements

D2.TRD.CL8.01

Trainee Manual

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Trainee Manual

Project Base

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Acknowledgements

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

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Disclaimer

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Introduction to trainee manual

To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim is of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainee chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service
- Front Office

- Travel Agencies

- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria". An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title:* statement about what is to be done in the workplace

- *Unit Number:* unique number identifying the particular competency

- *Nominal hours:* number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals

- Oral presentations

- Role plays

- Log books

- Group projects

- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.

Unit descriptor

Analyse competency requirements

This unit deals with the skills and knowledge required to Analyse competency requirements in a range of settings within the hotel and travel industries workplace context.

Unit Code:

D2.TRD.CL8.01

Nominal Hours:

100 hours

Element 1: Define the context for competency requirement analysis

Performance Criteria

1.1   Describe the scope and purpose of developing competency standards for the organisation

1.2   Establish systems and processes for managing the competency development process

1.3   Identify the competency area(s) that require analysis and/or development

Element 2: Research the identified competency area(s)

Performance Criteria

2.1   Undertake research to identify relevant information related to identified competency needs

2.2   Distinguish the work areas within the organisation within identified work roles and areas

2.3   Determine the range of work activities within identified work roles and areas

2.4   Identify skills, knowledge and attributes required to perform identified tasks/activities

2.5   Create an overview of factors required in the competent performance of identified tasks/activities

2.6   Confirm research conclusions with key stakeholders

Element 3: Formulate draft competency standards

Performance Criteria

3.1   Interpret relevant guidelines regarding format and structure of competency standards

3.2   Develop draft competency standards

3.3   Confirm draft competency standards with key stakeholders

Element 4: Validate competency standards

Performance Criteria

4.1   Plan a review to validate draft competency standards

4.2   Develop mechanisms to capture feedback from the validation process

4.3   Address matters raised by the key stakeholders as part of the validation process

4.4   Record feedback received as part of the validation process

4.5   Document the outcomes of the validation process

4.6   Prepare revised draft competency standards, as required

4.7   Confirm revised draft competency standards

Element 5: Finalise draft competency standards

Performance Criteria

5.1   Undertake final checking on all approved competency standards

5.2   Resolve outstanding issues, as appropriate

5.3   Identify potential solutions to implementing identified competency standard requirements

5.4   Review the competency analysis and development process

Assessment matrix

Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

The Assessment Matrix indicates three of the most common assessment activities your Assessor may use to assess your understanding of the content of this manual and your performance - Work Projects, Written Questions and Oral Questions. It also indicates where you can find the subject content related to these assessment activities in the Trainee Manual (i.e. under which element or performance criteria). As explained in the Introduction, however, the assessors are free to choose which assessment activities are most suitable to best capture evidence of competency as they deem appropriate for individual students.

		Work Projects	Written Questions	Oral Questions
Element 1: Define the context for competency requirement analysis				
1.1	Describe the scope and purpose of developing competency standards for the organisation	1.1	1, 2	1
1.2	Establish systems and processes for managing the competency development process	1.1	3, 4	2
1.3	Identify the competency area(s) that require analysis and/or development	1.1	5, 6	3
Element 2: Research the identified competency area(s)				
2.1	Undertake research to identify relevant information related to identified competency needs	2.1	7 – 11	4
2.2	Distinguish the work areas within the organisation within identified work roles and areas	2.1	12, 13	5
2.3	Determine the range of work activities within identified work roles and areas	2.1	14, 15	5
2.4	Identify skills, knowledge and attributes required to perform identified tasks/activities	2.1	16 – 19	6
2.5	Create an overview of factors required in the competent performance of identified tasks/activities	2.1	20 – 24	7
2.6	Confirm research conclusions with key stakeholders	2.1	25, 26	7
Element 3: Formulate draft competency standards				

		Work Projects	Written Questions	Oral Questions
3.1	Interpret relevant guidelines regarding format and structure of competency standards	3.1	27 – 31	8
3.2	Develop draft competency standards	3.1	32	8
3.3	Confirm draft competency standards with key stakeholders	3.1	33, 34	8
Element 4: Validate competency standards				
4.1	Plan a review to validate draft competency standards	4.1	35, 36	9
4.2	Develop mechanisms to capture feedback from the validation process	4.1	37	9
4.3	Address matters raised by the key stakeholders as part of the validation process	4.1	38, 39	9
4.4	Record feedback received as part of the validation process	4.1	40, 41	9
4.5	Document the outcomes of the validation process	4.1	42	10
4.6	Prepare revised draft competency standards, as required	4.1	43	10
4.7	Confirm revised draft competency standards	4.1	44	10
Element 5: Finalise draft competency standards				
5.1	Undertake final checking on all approved competency standards	5.1	45, 46, 47	11
5.2	Resolve outstanding issues, as appropriate	5.1	48, 49	11
5.3	Identify potential solutions to implementing identified competency standard requirements	5.1	50	12
5.4	Review the competency analysis and development process	5.1	51	13

Glossary

Term	Explanation
ASK components	Attitudes, Skills and Knowledge
C	Competent
CBA	Competency Based Assessment
CBT	Competency Based Training
CV	*Curriculum Vitae* (Latin) = Résumé
Competency standard	Requirements applying to the performance of a workplace task; may be referred to as a 'competency', 'standard' or a (competency) 'unit'
Covert observation	Observation where subjects do not know they are being observed
DACUM	Developing a Curriculum
External customers	Paying customers; people from outside the organisation who use the services of the business
Focus group	Group of people from selected backgrounds brought together so they can be asked questions on set topics
HR	Human Relations
Hard data	Quantitative data
ILO	International Labour Office
Internal customers	Staff within the organisation who are served by other staff members
JTA	Job Task Analysis
LLN	Language. Literacy and Numeracy
NGT	Nominal Group Technique
NYC	Not Yet Competent
Overt observation	Observation where subjects are advised they are being observed

Term	Explanation
PD	Professional Development
PD	Position Description
Protocols	Generic name for practices, systems and/or procedures
SOP	Standard Operating Procedure
Skills analysis	Formal processes to determine the skills which are required by the workplace
Skills audit	Formal processes to determine the skills which exist in the workplace
Soft data	Qualitative data
TNA	Training Needs Analysis

Trainee Manual
Analyse competency requirements

Element 1: Define the context for competency requirement analysis

1.1 Describe the scope and purpose of developing competency standards for the organisation

Introduction

Before workplace competencies can be drafted it is necessary to define the context for them within the organisation where they will be used.

This section explains the terms 'competency requirement analysis' and 'competency standard', looks at the scope within which competency standards are expected to function within a work-based setting and discusses reasons for developing competency standards for individual workplaces.

Competency requirement analysis

'Competency requirement analysis' refers to the practices associated with determining (as a result of analysis):

- The context within which competency standards ('competencies') used or drafted/written by the organisation will be applied
- The competency standards which will be needed to allow identified workers to perform nominated tasks/jobs to the standards required by the organisation.

Competency requirement analysis:

- Involves undertaking a range of activities to specify the suite of competencies required in a workplace – to enable employees to perform their allocated tasks to the standard required by the employer as described within:
    - The organisational structure of the business
    - Current job descriptions
- Must be an ongoing process – to ensure the competencies required are continually being identified and specified to:
    - Reflect the dynamic nature of the work being undertaken in the workplace
    - Maintain their utility for training-related purposes
- Is workplace-specific – meaning the competencies required:
    - Will vary between workplaces –based on their individuality
    - Are determined solely by the demands of the individual workplace – and are independent of any public set of competency standards or the competency standards which apply at other organisations
    - Can differ between job positions of the same name but in different departments – at the one workplace

- Should underpin workplace training – to optimise potential for employees to be trained in the skills, knowledge and attitudes needed for them to satisfactorily carry out their allocated work

- Always relates to the use of competency standards (see below) – whether these:

  - Exist in some public form
  - Are generated by the individual employer

- Is the first step in a series of activities – for example:

  - Researching the identified competency areas – Element 2
  - Formulating draft competency standards – Element 3
  - Validating competency standards – Element 4
  - Finalising draft competency standards – Element 5
  - Implementing agreed competency standards into the workplace.

Competency standard

Competency standards:

- May also be referred to as:

  - Competencies – where the word 'standards' is dropped
  - Standards – where the word 'competency' is omitted
  - Units – as in 'competency unit'

- Are formally documented standards that specify how staff should perform their allocated work function/tasks

  - If a person can do a job to the required standard they are deemed to be 'competent' (C)
  - If a person is unable to perform to the required standard they are classified as 'Not Yet Competent'

- Are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard as prescribed by the organisation or body that develops the competency standard

  - They are outcome-based in that they describe what the employee will be able to do

- Form the basis which underpins all Competency Based Training (CBT) and Assessment (CBA) – that is, all activities undertaken by the Trainer and Assessor must refer back to and relate directly to the relevant Competency Standard

  - Competency standard may differ within an organisation if one skill has to be performed to different standards/criteria in different roles or at different locations.

Website

Take time to visit the following sites:

http://www.marcbowles.com/Publications/Competency%20Analysis%20Guide%202.01.pdf – Competency Analysis Guide: analysing and verifying training needs in an enterprise.

Scope

When analysing competency requirements, determining the scope of competency standards for an organisation relates to identifying:

- Where they will be applied in the workplace

- Who they will apply to.

In practice this means competency standards may be:

- Developed as part of a formal accredited training program – by, for example, the national Training Authority, to guide formal training, assessment and the award of qualifications

  - These may be known as national standards

- Developed in-house by an enterprise – to guide the selection and training of staff for its individual business needs: this unit relates to the use of competency standards within individual work settings

  - These may be referred to as internal or in-house standards

- Used selectively within an organisation – for example:

  - They may be used in some departments and not in others

  - They may be used at some offices/outlets and not in others

  - They may be applied to certain job positions (sales and reservation staff) but not to others (cleaners and receptionists)

  - They may be applied to certain classifications of employees (full-time and part-time) but not others.

Purpose

Reasons for developing competency standards may relate to:

- Identifying the organisational needs in relation to competency enhancement or development – in order to achieve a range of possible outcomes such as:

  - Increased productivity

  - Increased profitability

  - Enhanced levels of customer service

  - Attainment of specific industry or enterprise competencies

  - Achievement of business, government and local goals and priorities

  - Compliance with licensing requirements and other externally imposed compliance obligations, including legislated obligations

  - Alignment with human resources considerations – including:

    - Remuneration
    - Promotion
    - Contingency planning
    - Succession planning

- Implementing a variety of operational purposes – such as:
  - Defining the work performance requirements of the host establishment and/or the industry
  - Setting benchmarks for learning and assessment
  - Setting minimum entry requirements for employment or entry into a position
  - Supporting development of multi-skills compatible to other operational areas within the business
  - Supporting defined business, strategic, human resources or other organisational goals
  - Designing work and preparing job descriptions
  - Providing the basis for performance appraisals
  - Developing selection criteria for vacancies/advertisements for jobs
  - Developing career paths within the organisation
  - Identifying training needs
  - Developing training programs
- Differentiating competencies required within different work areas within the one business – such as distinguishing between the skills required in a public bar in contrast to those required in a cocktail bar
- Developing competency standards to meet identified immediate and long-term need
- Defining benchmarks for regulatory and/or licensing requirements.

1.2 Establish systems and processes for managing the competency development process

Introduction

Analysing the competency requirements for a specific workplace context demands the establishment of protocols for managing the process of developing required competencies.

This section explains the need for the establishment of systems and processes, and describes possible systems and processes which may be developed.

Need to establish systems and processes

Reasons to establish systems and processes for managing competency development include to:

- Formalise the protocols – so there is a written record of what is required/needed
- Facilitate sharing of the information – so relevant others can follow/use the processes and systems
- Demonstrate the work and effort which has been expended – in terms of researching the development process and generating suitable and effective protocols
- Use a basis for training organisational personnel – in implementation/application of the protocols
- Give certainty about what has been developed – so everyone is aware of what is available, what can be done and what is required
- Assist with allocating work, roles and responsibilities – in the overall development process
- Serve as a foundation for allocating resources to enable/support the process – so the likelihood of achieving required outcomes is optimised
- Provide a basis for reviewing the protocols – and, where necessary, making required changes/improvements to previous arrangements.

Examples of systems and procedures which may be developed

Protocols which may be developed can include:

- Developing project management plan for the analysis of competency requirements – in relation to identifying and allocating responsibilities with regard to:
    - Identifying requirements for nominated positions within the organisation
    - Specifying required skills, knowledge and attitudes required for each position
    - Determining standards and criteria which apply to each position and competency
    - Allocating resources to enable implementation of the plan
    - Setting timelines for completing key stages and/or milestones of the plan
    - Monitoring processes for tracking and controlling implementation of the plan

- Reporting, reviewing and revising the plan as necessary or as required by applicable obligations

- Developing a project management plan for the development of identified competencies – which will need to address:

  - Obtaining and evaluating existing competency standards which provide the potential for providing a basis for the development of new/re-formulated competencies

  - Identifying the headings, format and layout to be used when writing the competency standards – so there is consistency among all the competencies produced

  - Allocating development and writing work to appropriate individuals, groups or bodies – based on their experience, expertise and willingness to participate in the process

  - Determining key planning basics for the plan – in terms of:

  - Responsibilities – for meetings, research, investigations, skills analyses and audits, visits to other workplaces

  - Authorities – to access internal material and data, to spend money on the project, to take time away from other/normal duties to work on the project

  - Timelines – for completion of draft nominated competencies

  - Reporting and submission requirements – to enable evaluation of progress and material produced

  - Finalising draft competencies – including the review and revision process as well as the protocols for obtaining formal management approval for implementation

- Generating model/illustrative activities and examples which can be used as required to:

  - Conduct research

  - Map skills, knowledge and attitudes against individual job positions

  - Analyse and manipulate data

  - Draft standards to align with Competency Based principles

- Determining key stakeholders in relation to the analysis of competency requirements, including internal and external personnel – who may include:

  - Fee-for-service clients

  - Industry, professional and trade associations and bodies

  - Qualified trainers and assessors

  - Team leaders, supervisors and managers

  - Employees – past and present

  - Technical experts

  - Government regulatory and licensing agencies

  - Union representatives

  - Consultative committees within the business

  - Relevant industry training providers and associated training agencies

- Funding bodies
- Local authorities

- Establishing necessary support structures – such as:

  - Specialist personnel and/or recognised industry experts

  - Reference groups

  - Committees

  - Working groups

  - Industry or workplace-based advisory panels.

  - These structures will be required to:

    - Supervise and oversee activities and the development process
    - Provide advice and input
    - Work under direction from the person/group with primary responsibility
    - Assist as required
    - Act as a sounding board for ideas and drafts

- Applying computer-based software – to assist in the analysis of competency requirements which will necessitate:

  - Determining the data fields, criteria, standards, and other relevant issues and constraints impacting the requirements and intended use of competencies – which will form the parameters within which the program will function

  - Auditing the current workplace situation – to obtain data which will/may identify required skills, knowledge and attitudes for nominated tasks/positions as well as identify training gaps for individuals, departments or the workplace

  - Inputting base data and workplace/organisation-specific information and data – as appropriate to the relevant headings/fields

- Establishing appropriate supporting and operational systems – such as:

  - Record keeping systems – to:

    - File materials produced
    - Maintain version control protocols
    - Control access, distribution and use of materials produced

  - Financial systems – to:

    - Control costs
    - Ensure legitimate payments for work performed are received
    - Enable assessment and evaluation of the process

  - Communication – to:

    - Enable distribution and sharing of materials generated
    - Facilitate discussion on progress
    - Support feedback and input from relevant persons.
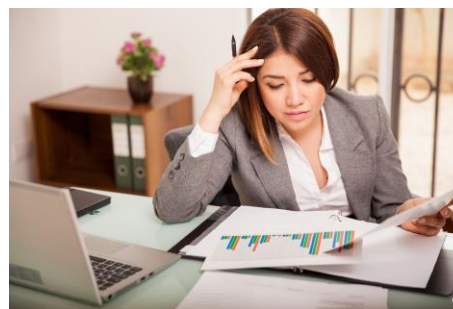
1.3 Identify the competency area(s) that require analysis and/or development

Introduction

Before work can begin on researching and developing competency standards there is a need to identify the competency areas that should be the focus of these endeavours.

This section discusses the concept and gives examples of 'competency areas', and describes how relevant competency areas may be identified.

Competency areas

The definition of 'competency areas' has a very broad interpretation.

It can refer to any or all of the following:

- Critical and discrete work areas, such as:
  - A broad work function – for example, managing customer service
  - A narrow but discrete work function – for example, mail sorting
  - A work function requiring licensing – for example, using a forklift, handling food
  - A work process – for example, staff assessment or appraisal
  - A different application of a traditional work process or function – for example, e-based/online applications
- The range of work activities or tasks within each work area, such as:
  - Specific work tasks
  - Integrated work tasks
  - The activities performed
  - The processes involved in carrying out the work
- Technical skills required to perform the identified tasks/activities – also known as 'operating skills'
- Required knowledge, including the facts, concepts or principles required to competently perform an activity, for example:
  - Knowledge of the policies and procedures of the workplace and/or job role
  - Knowledge of learner styles
  - Knowledge of legislation
- Required generic skills required to competently perform an activity, for example:
  - Communication skills
  - Technology skills
  - Facilitation skills
  - Language, literacy and numeracy skills which underpin work performance
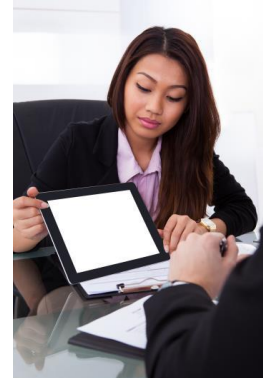
- Personal qualities needed to competently perform an activity including standards of behaviour, values and beliefs, for example:
  - Showing respect
  - Demonstrating confidentiality
  - Ensuring accuracy in information presented or documents produced
- Priority areas for the organisation – such as, for example:
  - Improving service
  - Enhancing safety
  - Reducing wastage
  - Increasing sales and/or profit
  - Introducing new products or services
  - Planning in relation to identified HR needs
  - Meeting compliance obligations
- Nominated positions, jobs, roles and tasks within the organisation – as identified by:
  - Management
  - Self-disclosure by employees – asking for assistance
  - Customers
  - Internal plans and initiatives
  - Results of TNAs and skills audits and/or analyses
- Specific areas, tasks, roles, products or services specified by terms and conditions of tagged grants, donations or subsidies provided by external providers.

Ways to identify competency areas for attention

It is important to realise:

- Rarely can all jobs/positions and tasks in an organisation be addressed at the one time and have competency standards analysed and/or developed for them
- There will nearly always need to be a need to target certain competency areas in accordance with the priorities of the organisation.

The following have all proved to be effective strategies to determine the competency areas which need to be targeted in relation to the analysis and/or development of competency standards.

- Analysing business documentation and records – to identify business performance statistics which indicate a need for action
- Observing workplace activities – to determine skills, jobs, tasks and/or individuals that will benefit from attention
- Reading organisational plans and targets – to identify strategic goals and/or priority areas for the business
- Talking to business managers and owners – to obtain their input in relation to priorities and preferences for action
- Reviewing feedback received – to identify services and/or products which have attracted criticism and complaints
- Understanding compliance requirements – so the organisation ensures it meets legally imposed obligations.

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

Note: this Work Project forms the basis for following Work Projects

To fulfil the requirements of the Work Projects for this Unit you are required to identify a workplace to be approved by your Trainer/Assessor and analyse competency requirements for their workplace context.

1.1 To fulfil the requirements of this Work Project you are required to define the context for competency requirement analysis providing evidence you have:

- Described the scope and purpose of developing competency standards for the organisation

- Established systems and processes for managing the competency development process

- Identified the competency area(s) that require analysis and/or development.

Summary

Define the context for competency requirement analysis

When defining the context for competency requirement analysis:

- Determine the terminology to be used when discussing competency standards and associated issues

- Describe the scope for the development of competencies

- Identify the purpose for developing competency standards

- Establish systems to provide a framework for the development of competencies

- Develop supporting procedures to enable effective operation and management of the development process

- Investigate the workplace to determine competency areas where standards need to be developed.

Element 2: Research the identified competency area(s)

2.1 Undertake research to identify relevant information related to identified competency needs

Introduction

There is always a need to undertake research to identify relevant information related to identified competency needs as part of the process of analysing competency requirements.

This section discusses basic research classifications to consider, identifies a range of research techniques, identifies the basic considerations regarding research data generated, and discusses 'relevant information'.

Research classifications

Research should seek to:

- Embrace 'secondary research' – which is uncovering information/data which **already exists**
    - This may be done by:
        - Reading internal records, reports and documents
        - Reviewing research undertaken by other people/organisations
- Include 'primary research' – which involves undertaking research to address gaps in the research information left when secondary research has been completed
    - It can be achieved by:
        - Initiating fresh research activities
        - Asking questions
        - Conducting trials and tests
- Generate qualitative data (also known as 'soft' data) – which addresses:
    - People's thoughts, feeling and opinions
    - The reasons why people do or do *not* do certain things
- Generate quantitative data (also known as 'hard' data) – which addresses:
    - Figures, numbers and statistics
    - Ratios and percentages.

Websites

Read more at:

http://hsc.csu.edu.au/design_technology/producing/develop/2662/primary.htm - Primary and secondary research

http://www.bl.uk/bipc/resmark/qualquantresearch/qualquantresearch.html - Qualitative and quantitative research.

Research techniques

The following have been effective in determining relevant information when researching competency areas – it is recommended multiple techniques be applied rather than using just one technique:

- Personal observation
- Surveys and interviews
- Focus groups
- Job and task analysis
- Analysis of existing training and assessment records
- Evaluation of employee résumés
- Traditional research sources
- Preliminary discussions
- Delphi procedures
- Nominal group techniques
- Concept mapping.

Personal observation

This can involve overt or covert observation and may include:

- Watching normal work operations – that is, watching employees work under standard work conditions, completing usual tasks in a real-life working situation
- Using a checklist – to record observations and taken notes
- Taping/recording the activity – using a video for later analysis
- Watching simulated work activities – set up as a 'demonstration' especially for the purpose of being observed for research/analysis.

Websites

See:

http://en.wikipedia.org/wiki/Observational_techniques - Observational techniques

http://www.qualitative-research.net/index.php/fqs/article/view/466/996 - Participant observation as a data collection method

https://assessment.trinity.duke.edu/documents/ParticipantObservationFieldGuide.pdf - Qualitative research methods: A data collector's field guide – Participant observation

http://oregonstate.edu/instruct/phl110x/chnotes/ch9.html - Asking the right questions.

Surveys and interviews

This can involve:

- Applying pre-prepared questionnaires with defined/set questions to identified target groups

- Encouraging interviewees to raise other issues of concern/interest

- Talking face-to-face with respondents

- Speaking one-on-one or to groups

- Using telephone and/or online interviews

- Surveying and interviewing staff, management and customers

- Recording input provided for later analysis.

Websites

See:

http://writing.colostate.edu/guides/guide.cfm?guideid=68 – Survey research

http://en.wikipedia.org/wiki/Survey_research – Survey research.

Focus groups

This will require:

- Determining the people to attend as participants – ensuring they are representative of/relevant to the question or competency standard to be discussed

- Developing the questions/topics to be addressed – which must include and/or reflect/address the identified competency need

- Preparing the venue for the session – such as preparing tables, chairs, catering, recording facilities

- Notifying participants about the process – so they know how to contribute in a useful manner

- Facilitating exchanges within the group – as an integral aspect of the process of using a focus group

- Creating a safe environment – so participants feel they can make genuine input without fear of being fired or other workplace retribution

- Capturing input from participants – to record their answers to questions, thoughts, perceptions, ideas, attitudes, opinions.

Websites

Visit the following for more information:

http://www.marketingresearch.org/focus-groups - Focus groups

http://www.uk.sagepub.com/gray3e/study/chapter18/Book%20chapters/Planning_and_designing_focus_groups.pdf - Focus groups as qualitative research

http://sru.soc.surrey.ac.uk/SRU19.html - Focus groups

http://en.wikipedia.org/wiki/Focus_group - Focus group.

Job task analysis

Job task analysis is also known as:

- Job analysis

- Task analysis

- Job and task analysis.

JTA:

- Is a structured approach to determining the tasks required to complete a nominated job – not all jobs will be analysed

- Aims to identify the best, required or correct sequence of the required tasks – so the job is completed in the most effective manner

- Compiles a list/inventory of all the tasks which comprise a job – as defined by the workplace and its individual needs/operational parameters

- Looks at identifying the requirements (the ASK components) needed by people who are going to be given the responsibility of doing the job – as certain jobs are best suited to certain 'types of people' who have certain attitudes, skills and/or dispositions

- Gives weighting to individual tasks – so aspects of the job can be given proper priority

- Identifies other people who may be inherent in the completion of the job or who are part of a 'shred task' – as some tasks need other people to have completed some other job/task before *this* job/task can be completed, or they require input/assistance from others

- Features collection of actual performance-related evidence – gained through (for example) observation, interviews, analysis of finished items/documents, time taken to complete the work, errors, wastage, levels of customer satisfaction.

Websites

See more at:

http://en.wikipedia.org/wiki/Job_analysis - Job analysis

http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs142p2_051333.pdf - How to conduct a job task analysis

http://www.nwlink.com/~donclark/hrd/needsalt.html - Task analysis tools: approaches for analysing tasks and needs.

Analysis of existing training and assessment records

This involves:

- Obtaining relevant internal documents/records – such as:

  - Training programs

  - Learning plans

  - Assessment plans

  - Session plans

  - Assessment outcomes/results

- Evaluating training content – to determine the degree to which it addressed specific needs of learners and the organisation

- Reviewing training delivered – to determine the extent to which it actually addressed identified need

- Examining assessment results of learners/candidates – to work out whether they translated into actual workplace change and competency.

Evaluation of employee résumés

This necessitates:

- Obtaining the personnel files of employees from targeted work groups – because there will rarely be a time when all employees will be considered in this respect

- Checking to identify the extent of the experience and expertise of targeted workers – to determine their potential and/or actual capacity

- Identifying when qualifications and experience was obtained – to work out if these can be regarded as 'current' or if they are out-of-date and/or if they require up-dating or up-grading

- Cross-checking the claims made on the CVs with actual workplace competencies –to calculate the veracity of claims made in regard to skills and knowledge

- Verifying claims made by staff about the qualifications they hold are indeed accurate – and there has been no fraudulent claims made about certificates held.

Traditional research sources

This includes:

- Conducting online searches

- Visiting relevant websites

- Registering to receive 'free' available information, newsletters, reports and/or up-dates and alerts

- Paying to obtain fee-for-service information – available from government bodies, commercial groups and/or industry organisations

- Obtaining and reading hard copy literature – such as:

  - Government and industry reports

  - Text books

  - Training materials

  - News items and relevant articles in the media.

Websites

Read more at:

http://mra.esrt.vn/tourism-professionals/what-are-the-accstp - What are the ASEAN Common Competency Standards for Tourism Professionals?

http://apskills.ilo.org/resources/asean-tourism-competency-standards - Tourism industry - ASEAN Competency Standards.

Preliminary discussions

This is a variation on the use of surveys, interviews and focus groups.

It involves:

- Meeting with key stakeholders – who may include:
  - Managers and supervisors
  - Employees
  - Customers
  - Head office
  - Trainers and assessors currently working in the organisation
  - Industry representative groups
  - Joint venture partners
  - Government agencies/authorities

- Discussing rationale for need to analyse, review and review competency requirements – highlighting the mutual benefits which flow from such an undertaking

- Asking them to make input regarding what they want, value, prefer or need – in terms of revisions to and/or development of new competency standards

- Identifying specific instances where they have issues with the training which has already/previously been delivered at the workplace – so there is a concrete basis/evidence for change

- Generating commitment from them to on-going support for the initiative – in terms of providing a network of contacts, contributing ideas/content for competencies, reviewing draft competencies, helping to deliver training using new/revised competencies

- Seeking practical support for new/revised competencies – by, for example, donating materials, making funding grants, promising guest speakers, allowing field trips to their organisations.

Delphi procedures

Delphi procedures are also referred to as;

- Delphi techniques
- Delphi method
- Delhi group technique.

This approach:

- Requires selection of 'experts' who will be involved in the process – that is, determination of those who can contribute *meaningfully* to the issue/question being discussed

- Features an iterative process – in that the issue/question being discussed is subjected to a pre-determined number of rounds/responses (say, three, four or five) rather than 'just one' set of thoughts/answers

- Is a variation on the focus group method – but those involved do not have to meet together as is the fundamental for using a focus group

- Contains elements of brainstorming – in that an issue/question is raised and those selected are free to generate responses to it as they see fit

- Uses a moderator to gather the responses after each 'round' and condense them *a number of times* – and then re-present this summary to the 'experts' for their further comment

- Asks the group to re-consider and comment on the presented summary – to further refine their thoughts and responses such that their input will increasingly focus on matters which will emerge as the correct/best answers or responses to the question/issue

- Continues until an acceptable response is generated or until the nominated number of iterations has been completed.

Websites

More detail can be found at:

http://en.wikipedia.org/wiki/Delphi_method - Delphi method

http://pareonline.net/pdf/v12n10.pdf - Practical assessment, research and evaluation: the Delphi technique

http://jasomerville.com/wp-content/uploads/2011/08/DelphiProcess080617b.pdf – Effective use of the Delphi approach in research

Nominal group techniques

NGT is a variation on standard brainstorming in that:

- The topic for discussion is determined and described by a facilitator – and presented to the group who will respond to it with a view to gaining consensus from those involved

- The group is then asked to generate ideas and solutions to the topic/question/issue – in the same way they are free to contribute suggestions in the brainstorming model

- People suggesting ideas are asked *to explain* their input – to clarify and/or justify their contribution/s

- When all ideas have been identified and explained the group is asked to vote on the suggestions in order to prioritise the contributions which have been made – ranking them first, second and so on

- The suggestions which rank last/bottom in the vote are discarded and the top ranking ideas/contributions are again discussed and voted on – the process repeats itself until an acceptable solution (or number of solutions) is agreed on.

Websites

NGT is further explained at:

http://www.cdc.gov/healthyyouth/evaluation/pdf/brief7.pdf - Gaining consensus amongst stakeholders through the Nominal Group Technique

http://asq.org/learn-about-quality/idea-creation-tools/overview/nominal-group.html - Nominal Group Technique

http://www.joe.org/joe/1984march/iw2.php - Nominal Group Technique: An alternative to Brainstorming.

Concept mapping

Concept mapping:

- Is another technique that can be used to generate answers to problems/questions – it is another creative thinking tool for generating solutions to problems

- Relies on producing a graphical representation (map) of the ideas (concepts) which relate to the issue being discussed – using boxes, circles, arrows and lines

- Is very much a visual approach to research and problem-solving – which suits some people better than others

- Inserts a word (or two) on the lines linking the concepts – to Indicate the nature of the relationship/s between concepts

- Allows organisation of relevant and related elements – and shows the links and relationships between those ideas/concepts

- Provides a one page visual overview – of all factors impacting an issue, topic or problem.

Websites

More information Concept Mapping can be obtained from:

http://cmap.ihmc.us/docs/theory-of-concept-maps - The theory underlying Concept Maps and how to construct and use them

http://www.inspiration.com/visual-learning/concept-mapping - Teaching and learning with Concepts Maps

http://www.socialresearchmethods.net/kb/conmap.php - Concept Mapping

http://cmap.ihmc.us/docs/conceptmap.html - What is a Concept Map?

Basic considerations

When undertaking research it is important to be confident/certain the information and data generated is:

- Reliable – meaning the findings are actual and factual and can be relied on

- Representative – it must have been gathered from the area and/or people for whom competency standards will be analysed and/or developed

- Current – the research information must be up-to-date, and not dated or captured from several years ago

- Valid – it must genuinely reflect the questions/topics it was intended to address.

Relevant information

In terms of researching identified competency areas, 'relevant information' will/may relate to:

Considering and examining in detail competency standards

This means evaluating and analysing competency standards which already exist.

These might include:

- Nationally accredited competency standards

- Competency standards generated for the individual workplace – as part of a previous competency development process.

Analysis needs to:

- Determine relevancy and applicability – to identify whether or not the standard needs to be revised based on issues such as changing workplace practice, new/different legislation, workplace objectives and need

- Address standards and criteria used in the specification of competency – to determine if these need to alter to reflect workplace demands

- Confirm the identified jobs and tasks are indeed covered by competency standards – as there is always the potential for important skills to be overlooked when competency standards were generated

- Check the competency standards *are actually being delivered* as part of the vocational training which is being provided – to ensure the required standards are actually being taught

  It is always possible the identified/approved competency standards genuinely reflect industry/organisational need but there might be a disconnect between what is written in the competency standards and what is actually being provided/taught to learners.

Undertaking a Training Needs Analysis

TNA:

- Can be applied at different 'levels in a workplace – to:
  - An individual employee
  - A group of workers
  - An entire workforce

- Is undertaken to determine the 'training gap' – which is the difference between what a worker can do, and what the organisation wants them to do

- Uses the outcome (identification of the training gap) to provide the basis for determining the training which will be delivered – to the individual, group or workforce based on demonstrated need

- Will require preparation of an implementation/project plan to guide the conduct of the TNA – this plan should address:
  - Activities to determine need (for the individual, group or workforce) – by talking to those involved, speaking with management and reading organisational plans, goals and objectives

- Identification of the resources to support the process – in terms of funding, staff, time and information (job descriptions, personnel files, staff performance reports) required
- Timelines for action – identifying when identified actions should start and the date by which they need to be completed
- Activities to generate data/information about actual competencies of individuals, groups or the workforce – such as observation of workplace performance, testing, demonstrations, inspection of finished products/documents, discussions with recipients of service provided by staff
- Responsibilities for action – allocating nominated actions to specific individuals so there is no confusion about who has to do what, and to ensure all identified activities are completed
- Generation of a TNA report – which identifies the training gap/s for those who have been targeted and suggests:
- How training can address identified gaps
- What training/competency standards are required to achieve this.

See more on TNAs at:

http://www.xperthr.com/how-to/how-to-conduct-a-training-needs-analysis/6716/ - How to conduct a TNA

http://workforceplanningtools.com.au/tools/training-needs-analysis/ - Training Needs Analysis

http://www.hr-guide.com/data/G510.htm - Needs analysis: how to determine training needs

Referring to outcomes of previous organisational training needs analyses

This means:

- Re-visiting and reviewing the outcomes of previous TNAs – to:
- Identify the training gaps which were identified then
- Appreciate the workplace and business environment in which previous TNAs were conducted – to put the results into an appropriate context
- Determine the outcomes of training which was delivered to address the identified training gap/s – to see the extent to which the training had been effective
- Learning lessons from action taken as a result of follow-up/training activities after the previous TNAs – which might include:
- Identifying training content and methods which were used previously and found to be effective – and using them again
- Determining unsatisfactory results from training to address identified need – and working out what needs to be done to make further training successful.

Reading articles and reports

This will include:

- Reading and analysing industry or other research reports
- Identifying emerging industry and/or customer trends
- Identifying new work-related developments and/or technological changes
- Learning about possible work organisation changes
- Considering global developments in relevant business operations.

2.2 Distinguish the work areas within the organisation within identified work roles and areas

Introduction

To fully appreciate the competencies which need to be developed it is important to distinguish between work areas within an organisation.

This section identifies the need to distinguish between work areas, describes how to determine differences, and gives practical examples of difference.

Need to distinguish between work areas

It is important to distinguish between work areas in order to:

- Put work and competencies into perspective – so the person analysing and developing the competency standards has a better understanding of the totality of the business which can help integrate activities and create natural synergies

- Correctly classify individual jobs and responsibilities – so there is actual workplace separation of roles

- Gain a more comprehensive overview of the entire organisation and the products/services it provides to:
    - Internal customers
    - External customers

- Ensure competency standards are prepared to address the particular needs of individual work areas – as opposed to generic requirements

- Provide the most effective assistance to workers – by providing them with competency standards/training which is specifically targeted to their particular performance requirements

- Enable all required ASK components for all positions to be correctly and comprehensively addressed – with reference to the individual expectations for every position within the organisation

- Generate a framework for assigning competencies – to individual or multiple positions within the organisation

- Facilitate identification of areas where there is a demonstrated need for attention – in terms of the production of new or revised competencies.

How to distinguish between work areas

The standard procedures for distinguishing between work areas are:

- Observe the workplace – to see what happens and identify who does what

- Speak to workers – to obtain their input about the work they do

- Examine the organisational chart for the business – to see official structure of the business

- Read the job descriptions – for individual positions

- Talk to managers and supervisors – to get their input about work and distinctions

- Interview external customers – to understand their perception regarding separation and/or conjunction of work activities

- Review operations manuals – and associated policies and procedures.

Practical examples of difference

'Work area' is a generic term with a multitude of possible definitions, open to varying interpretations between different individuals and organisations.

It often refers to the work space within which a worker performs their assigned duties.

In relation to analysis of competency standards it refers to:

- Critical work functions – that is, activities which are vital to the operation of the business

- Discrete work functions – that is, activities which are individual in nature and separate from/different to any other type of work.

Practical application of the concept means this may relate to:

- A broad work function – for example:
  - Managing customer service
  - Performing receptionist duties
  - Promoting travel and tours

- A narrow/discrete work activity – see more in the following section

- A work function requiring licensing or certification of some kind – such as:
  - Need for a licence to operate a forklift or drive a tour vehicle
  - Need for food handlers to hold a food safety qualification
  - Need for people serving alcohol to have completed a Responsible Service of Alcohol course
  - Need for sales staff in a travel agency to be accredited to use the reservation system/database for the organisation and carriers

- A different application of a traditional work process or function – for example:
  - Providing on off-site/remote service
  - Using an e-based application of a service
  - Converting a service/product which was previously provided totally by an employee to one which is now being delivered wholly/partially by the customer (self-service, cooking their own steak, self-check-out).

2.3 Determine the range of work activities within identified work roles and areas

Introduction

There is a need for research on competencies to focus on specific work activities which have been identified as needing attention.

This section examines the concept of 'work activities' and presents ways in which the range of work activities which warrant attention can be determined.

Work activities

'Work activities' refers to the tasks employees are required to perform within each nominated work area in order to meet the expectations of the organisation

Work activities may include:

- Generic work tasks – these are the individual/discrete elements which comprise the work a worker is required to perform in order to meet the expectations of their position

  These tasks relate directly to the title of the position – for example, the specific work tasks for a Bar Attendant will be fundamentally different to those of a Room Attendant, or Receptionist, or Food Waiter or Ticketing Officer

  Generic work tasks may be:

  Servicing a guest room – which can involve a range of specific work tasks such as:
  - Bed making
  - Vacuuming
  - Dusting
  - Cleaning the kitchen – which can involve a range of specific work tasks such as:
  - Cleaning individual items of equipment
  - Mopping floors
  - Emptying bins

    Supervising employees – which can involve a range of specific work tasks such as:
  - Staffing
  - Controlling
  - Directing
  - Controlling stock – which can involve a range of specific work tasks such as:
  - Counting stock
  - Entering data into the stock control system
  - Investigating discrepancies and variances

  These generic work tasks form the basis for determining the specific (and integrated) work tasks, discussed below

- Specific work tasks – are subsets of generic work tasks

  They are the discrete competencies needed to achieve one specified area of work – for example:

  - Mail sorting

  - Answering the phone

  - Placing a phone call

  - Rotating stock

  - Changing oil in a tour vehicle

- Integrated work tasks – these are tasks requiring the integration of more than one skill and/or knowledge set, for example:

  Ticketing airfares – which may require:

  - Interrogating the CRS to determine flight/seat availability

  - Providing quotation to the client

  - Constructing an itinerary

  - Interpreting and explaining airfare terminology and information

  - Making the booking

  - Processing documentation

  - Implementing required customer service protocols

  - Problem solving

  - Negotiating

  Cooking a dish or mixing a drink – which can involve:

  - Accessing and interpreting recipes

  - Measuring ingredients

  - Preparing the item

  - Readying the finished product for service

  - Applying food safety protocols

- The processes or procedures (SOPs) involved in carrying out work activities – these are the steps inherent in a given work task/activity

  When all the steps have been undertaken as required, and in the nominated sequence using the identified equipment and items, and following the prescribed actions the 'outcome' will be as required according to the relevant criteria and standards

  These may be produced in the form of:

  - Checklists

  - List with bullet points/dot points

  - Written steps for a task

  - Flowcharts

  - Process charts

  - Procedural lists.

Determining work activities for attention

Determining work activities for attention will often occur as a result of several things:

- Talking to management – their opinion often carries the most weight about what will be addressed and what will receive top priority

- Taking into account demands/orders from government authorities – where there is a need to comply with a legally-imposed obligation

- Analysing finding of TNAs and skills analyses/audits – to identify the areas of greatest demand

- Identifying activities and processes which will benefit most from improvement – for example, this means identifying:
  - Areas where there is high waste
  - Areas of low productivity
  - Areas where there are high incidences of errors
  - Areas attracting most complaints from customers.

2.4 Identify skills, knowledge and attributes required to perform identified tasks/activities

Introduction

All identified work tasks/activities comprise a unique combination of elements.

This section discusses skills, knowledge, attributes and attitudes which may be required to perform identified tasks/activities.

Generic skills

'Generic skills' refers to a wide selection of skills which will need to be used by employees across a range of specific work activities/tasks.

They are generally regarded as 'transferable' skills in that they can be used in different roles/used to help perform different tasks – as opposed to being role-/position-specific.

They include, but are not restricted to:

- Communication skills
- Technology skills
- Facilitation skills
- Language, literacy and numeracy skills
- Analytical skills
- Negotiation skills
- Leadership skills
- Networking skills
- Interpersonal skills
- Observation skills
- Personal presentation skills
- Planning skills
- Presentation skills
- Report writing skills
- Research skills
- Scheduling skills.

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Analyse competency requirements

Technical skills

'Technical skills' refers to:

- Hands-on, 'practical' operational skills required in order to perform a specific task/work activity

- Skills which are generally not transferable between different work tasks/work activities – meaning they are often role-/position-specific.

They are sometimes referred to as 'work content' skills.

They include:

- Ability to operate a specific software program – over and above the generic technological skills (of being able to 'use a computer')

- Ability to work a nominated system – such as a communications system, security system, stock control system, payroll system or other as used by the business

- Ability to use a nominated item and/or brand or model of equipment – as present in the workplace

- Ability to perform a certain action or undertake a given job using a nominated workplace item – by implementing specific procedures and/or techniques.

Employability skills

'Employability skills' is a term used to describe generally required/sought after skills that all employers look for when hiring staff.

It is possible to argue these skills could also be located under 'Generic skills' and/or 'Attitudes' or 'Attributes'.

'Employability skills' include:

- Teamwork
- Initiative and enterprise
- Self-management competencies
- Learning competencies
- Independence
- Creativity
- Critical judgement
- Planning and organisation
- Common sense.

Required knowledge

'Required knowledge' in the workplace refers to essential/important knowledge that underpins work performance, and may include:

- Facts, concepts or principles required – to underpin and enable competent performance of an activity

- Knowledge of organisational policies and procedures – as applicable to the workplace and/or job role

- Knowledge of relevant legislation – as it applies to individual positions and/or work practices

- Prices, costs and budget/financial information and/or parameters – as applicable to items being produced and/or sold

- Product information and details – of all products/services and facilities offered for sale/use

- Local area/district or country knowledge – to assist with sales and help inform and advise visitors/tourists.

Attributes

This refers to aspects such as:

- Physical abilities to perform a job/task – such as strength, flexibility, manual dexterity, ability to stand on feet for a long time, motor skills

- Mental abilities required to competently perform an activity – such as to add up/calculate figures in the head, capacity to deal with stress/pressure, ability to judge quantities, weights and measures/distances, ability to think and reason

- Personality best-suited to the role/job – which may be described using words such as friendly, out-going/extroverted, motivated, open, agreeable.

Attitudes

Attitudes can be seen as personal qualities needed to competently perform an activity – such as:

- Standards of behaviour

- Values and beliefs

- Respect for self and others

- Ability to demonstrate confidentiality

- Concern for accuracy in information presented and/or documents produced

- Conscientious

- Willingness to travel distances

- Capacity to work irregular hours

- Positive outlook.

2.5 Create an overview of factors required in the competent performance of identified tasks/activities

Introduction

After research has been completed it is necessary to create an overview of all factors required in the competent performance of all the tasks to be addressed.

This section lists factors which could/should be considered as part of the process of achieving this objective for each of the roles/positions being assessed.

Creating the overview

Creating the overview may include consideration of a range of the following:

Considering individual workplace factors

This means a realistic and comprehensive overview of any job position must consider:

- Specific workplace idiosyncrasies which may apply – these are the things which make each workplace unique

- Size of the workforce – and the number of co-workers present

- Layout of the workplace – and the relative position of key equipment, items and locations

- Environmental issues – as they apply to each workstation in separate, individual workplaces

- Stressors – workplace-specific issues which have the potential to generate occupational stress

- Hours of work – in terms of length of shifts, tome between shifts, need to work on weekends, and/or need to work late at night or early in the morning

- Management structure – and the impact on each position of how manages oversees, manages and communicates with employees.

Conducting functional analysis workshops using DACUMs

Functional analysis workshops

A 'Functional analysis workshop' may be seen as a meeting of relevant people (workers) who have experience and expertise with performing the duties and tasks being discussed.

They meet, under the direction of a moderator/facilitator, to identify *for each position in the organisation*;

- The Key Duties for the position

- The Tasks which are associated with each Key Duty

- The sequence/order tasks need to be performed in

- Basic position requirements – classified under headings of:
  - Position overview – addressing concepts such as:
  - Other positions helped by this position
  - General contribution of the position to the operation of the business
  - How the job fits in with other positions
  - General knowledge and skills required for the position
  - Attributes of worker behaviour for the position
  - Tools and equipment used by the worker.

DACUM

DACUM stands for 'Developing a Curriculum'.

It is the product/outcome of the Functional analysis workshop (above) where experts identify the necessary duties, tasks and supporting requirements for a particular job/position within the organisation.

It is a form of occupational analysis.

This DACUM document (or DACUM) as it is known forms the basis of competencies for the job, and provides the focus for work-specific training for the position.

Websites

More information on DACUM can be viewed at:

http://facilitation.eku.edu/what-developing-curriculum-dacum - What is Developing a Curriculum (DACUM)?

http://www.dacum.org/ - DACUM

http://static.nicic.gov/Library/010699.pdf - Overview of DACUM job analysis process

http://www.slideshare.net/MohammadRafiQazizada/dacum-presentation - DACUM Workshops (learning points).

Holding structured interviews

This involves:

- Talking with personnel (from within and outside of the business) regarded as competent, highly competent or very experienced – these people will/may/should have also been involved with previous investigation/research activities
- Asking them targeted questions – about the information which has been developed/discovered and will be used as the basis for creating new competencies or revising existing ones
- Presenting information/detail identified as the results of research activities – for their consideration and feedback
- Confirming all required detail has been addressed – and nothing has been overlooked
- Verifying structure and sequence of content – to ensure it reflects actual workplace need
- Validating the competency information which has been captured – to provide a sound platform for the generation of draft competency standards.

Evaluating existing documentation

If this has not already been done as part of previous research activities, then it must be done at this stage.

 Documentation which may be analysed may include:

Job Profiles

These are an overview of a position profiling information under headings such as:

- Job title – to identify the position

- Generic description of the position – to give an overview of the tole

- Work activities – listing the main tasks the role requires

- Working hours – detailing days of the week and/or standard or expected shift times

- Working conditions – outlining the working environment for the position

- Remuneration – listing:

  - Pay rates on an annual, weekly or hourly basis

  - Range of salary being offered

  - Links between qualifications, experience and remuneration

- Entry requirements – listing the required/non-negotiable entry requirements all applicants for the job must have, such as (as appropriate):

  - Minimum secondary school levels

  - Base trade qualifications

- Skills, interests and qualities – giving a generic list of the abilities and personal characteristics required for the job

- Opportunities – proving an indication of the career path options leading from this position within the organisation.

See the following for examples/more detail:

https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx - Job profiles

http://www.businessdictionary.com/definition/job-profile.html - Job profile.

Job Descriptions

- The job description contains all the information a person needs to know about the job itself.

A job description may contain:

- Title of the job – to identify the position

- Location of the job – describing the department where the job is located

- Job responsibilities – listing responsibilities which attach to the job within the context of the workplace, but which may not go with a similar job at another venue

  Examples may include:
  - Occupational health and safety responsibilities

- Supervision of others
- Performing banking duties
- Being responsible for ordering stock
- Balancing registers at the end of trade

- Day-to-day tasks/duties of the job – describing all work this position needs to do

  Examples (depending on the position) may include:
  - Customer service
  - Selling
  - Cash register operation
  - Stocktaking
  - Pouring draught beer
  - Tapping beer kegs and managing the cellar
  - Stocking shelves
  - Serving food
  - Mixing drinks

- Job title of the person the position reports to – indicating who the position will be responsible to

- Number of people supervised – if the position is responsible to oversee the work of others, this indicates the supervisory extent of the position

- Working conditions – in some job descriptions it has been found to be beneficial to note the working conditions the successful applicant is expected to work under

  It is very important to be honest in this description and highlight any working conditions that may be less than attractive. Things such as the fact the work is performed in an office, in the laundry, in a nightclub environment, may be listed

  It may also mention the work environment is noisy, the job is people-based, is inside or outside, involves handling complaints

- Workplace hazards – specifying any potentially dangerous equipment, working conditions, working environment, or work practices relating to the job

- Special work procedures to be followed – relating very much to the individual enterprise setting out unique work practices the workplace has deemed necessary but which other workplaces may not have

  This may address work practices and protocols developed by the employer designed to accommodate:
  - Individual workplace layout
  - Product standards and/or service levels
  - Integration of one job or procedure with another in the workplace

- Equipment used – specifying a certain make/model of equipment with which the worker will need to be familiar

- Output standards required – this will not apply to all jobs, but where it does this requires identification of exactly what each staff member is expected to attain in terms of quality and quantity standards relating to their workplace performance

This also informs staff members of what will be expected of them and lets them know in advance how their performance will be assessed

- Type of work measurement methods used – this may not be so much a concern of small businesses but critical where pay rises are linked to productivity, so it is clear exactly how productivity will be judged when it comes time to assess worker issues such as individual contribution to overall performance and determine associated matters such as pay rises, promotions, extra hours, further responsibilities and training.

See more at:

http://www.businessballs.com/jobdescription.htm - Job descriptions

http://www.acpeople.com.au/job/ - Job descriptions

Job Specifications

This addresses the human qualities the best person for the job would possess.

Some businesses refer to these as 'Person Specifications'.

The following are examples of what might be contained in a Job Specification:

- Title of the job – to identify the position

- Minimum level of education – specifying levels of secondary, or tertiary schooling required and identifying level of literacy and/or numeracy required

- Specialised education/training – identifying required Certificate, or trade qualifications

- Work experience – describing actual, practical work experience and listing where this experience should have been gained and how much of it should there be

- Personal attributes – listing all the qualities required by persons who do the work

- Physical effort required – detailing (for example) the degree of fitness or strength needed, the need for heavy lifting or the need to spend much time on their feet

- Interpersonal skills – explaining the requirements of the job in this regard.

See more at:

http://humanresources.about.com/od/glossaryj/g/job_specification.htm - Job specification

http://www.managementstudyguide.com/job-description-specification.htm - Job description and job specification.

Job Statement

This is a document combining the Job Description and the Job Specification for a position.

Applying creative thinking techniques

This may involve standard research and analysis techniques such as:

- Information processing – which features processing and sorting information from a range of sources and determining what is useful or relevant.

  See more at:

  http://www.svsu.edu/~efs/informationprocessing.htm - Information processing

  http://www.education.com/reference/article/information-processing-theory/ - Information processing theory.

- Convergent thinking – which involves filtering, ordering, critiquing and evaluating information

  Visit the following for more:

  http://education-portal.com/academy/lesson/convergent-thinking-definition-examples-quiz.html - Convergent thinking: definition, examples and quiz

  http://faculty.washington.edu/ezent/imct.htm - Strategies of convergent thinking.

- Divergent thinking – which focuses on identifying and responding to different stimuli and discovering new information.

  Take the time to read:

  http://faculty.washington.edu/ezent/imdt.htm - Strategies of divergent thinking

  http://www.problem-solving-techniques.com/Convergent-Thinking.html - Divergent and convergent thinking

  http://www.learningandteaching.info/learning/converge.htm - Convergent and divergent thinking styles

2.6 Confirm research conclusions with key stakeholders

Introduction

Following the creating of an overview of factors required in the competent performance of identified tasks/activities the next step is to confirm research conclusions with key stakeholders.

This section explains why this is necessary, presents practical strategies for achieving required confirmation, and repeats the list of those who may be key stakeholders.

Need for this step

It is important to confirm research conclusions with key stakeholders for the following reasons – to:

- Demonstrate on-going engagement with relevant persons – showing a collaborative and consultative orientation

- Provide evidence of work done to-date – so people can see what has occurred since they were last involved in the process

- Give people a final chance to contribute – so the 'final product' genuinely incorporates the thoughts and requirements of all stakeholders

- Provide an opportunity for errors and omissions to be addressed – so the final conclusions are accurate, correct and comprehensive

- Obtain final verification/validation of the conclusions reached – so they can be worked on with confidence to produce draft competency standards.

Practical strategies

Traditional ways to confirm research conclusions include:

- Holding a meeting (or series of meetings) with key stakeholders – to review and discuss the conclusions

- Making a formal presentation – with sections allowing for contributions by those in attendance

- Speaking to key stakeholders individually – and obtain their input and/or confirmation

- Emailing stakeholders with relevant attachments – and requesting them to reply by a set date

- Adding a relevant agenda item to standing 'other' meetings – and using that opportunity to obtain confirmation/verification and feedback

- Seeking time at Staff Briefings – to address the issue

- Distributing hard copy details – and requesting comment/confirmation by a given time.

Key stakeholders

Key stakeholders (as identified in section 1.2) may include:

- Fee-for-service clients
- Industry, professional and trade associations and bodies
- Qualified trainers and assessors
- Team leaders, supervisors and managers
- Employees – past and present
- Technical experts
- Government regulatory and licensing agencies
- Union representatives
- Consultative committees within the business
- Relevant industry training providers and associated training agencies
- Funding bodies
- Local authorities.

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

Note: this Work Project follows from Work Project 1.1

2.1 For the organisation/workplace identified in Work Project 1.1 research the identified competency area(s) providing evidence you have:

- Undertaken research to identify relevant information related to identified competency needs

- Distinguished the work areas within the organisation

- Determined the range of work activities within identified work roles and areas

- Identified skills, knowledge and attributes required to perform identified tasks/activities

- Created an overview of factors required in the competent performance of identified tasks/activities

- Confirmed research conclusions with key stakeholders.

Summary

Research the identified competency area(s)

When researching the identified competency area(s):

- Undertake secondary and primary research

- Obtain qualitative and quantitative data

- Apply a range of research techniques

- Research internally and externally

- Use a team of people to assist with the research

- Ensure data generated is reliable, representative, current and valid

- Consider use of TNAs and skills audits and analyses

- Distinguish between the different work areas within the workplace

- Analyse and classify work activities implicit in identified work roles being addressed

- Identify the ASK components for all activities

- Create an overview of all factors needed to enable/support competent performance of identified workplace activities

- Confirm research findings with research team and key stakeholders.

Element 3:
Formulate draft competency standards

3.1 Interpret relevant guidelines regarding format and structure of competency standards

Introduction

An important starting point when formulating draft competency standards is the need to interpret relevant guidelines.

This section identifies the origin of guidelines which may need to be considered, and presents details regarding the possible format and structure of competency standards.

Possible guidelines to consider

When formulating draft competency standards there can be a need to look at, and perhaps factor in or accommodate contents of competencies contained in:

- Government and semi-government organisations – with responsibility for preparing industry-specific standards

    It is possible to consider domestic and international agencies – for example:
    http://www.waseantourism.com/ft/guest.php - ASEAN competency standards (Username = guest; Password – guest1)

    http://training.gov.au/home/tga - Australian Training Packages (Use 'Quick search Box' "Nationally Recognised Training" to search for relevant competencies)

    http://www.asqa.gov.au/about/australias-vet-sector/training-packages1.html - Training packages

    http://www.wda.gov.sg/content/wdawebsite/L207-AboutWSQ.html - Singapore Workforce Development Agency

- Competencies produced by industry-specific and other professional bodies – these may include:

    - Results of research conducted by these organisations – which have been converted into competencies for the benefit of the industry and members

    - Statements made by these organisations to indicate the expertise of their industry and/or members – in order to build reputation, credibility and customer confidence

- Internal organisational guidelines – which may be contained in:

    - Organisational plans for the business – such as strategic plans, operational plans and individual departmental plans

    - Enterprise policies – which contain guidance for the implementation of the intentions and directions of the business

- SOPs of the business – which have been developed, affirmed and need to be adhered to

- International Labour Office publications – the ILO is a recognised body producing valuable and respected work on a number of work-related front – such as:

  - Labour Standards

  - Social Justice

  - Labour Market Indicators

  The ILO produces a wide range of 'Publications', 'Research' and 'Statistics' for online access and/or purchase as well as targeted competency standards.

  See more on the ILO and what it has available at:

  http://www.ilo.org/global/about-the-ilo/lang--en/index.htm – About the ILO

  http://www.ilo.org/global/publications/lang--en/index.htm - Publications

  http://www.ilo.org/global/research/lang--en/index.htm - Research

  http://www.ilo.org/global/statistics-and-databases/lang--en/index.htm - Statistics and database

  http://www.ilo.org/global/industries-and-sectors/hotels-catering-tourism/lang--en/index.htm - Hotels, catering and tourism sector

  http://www.ilo.org/global/industries-and-sectors/hotels-catering-tourism/facet/lang--en/index.htm?facetcriteria=TYP=InstructionalMaterial&facetdynlist=WCMS_163586 – Resources on Hotels, catering and tourism sector.

Format and structure

Context

There are several options available for the writing/production of competency standards.

They are all essentially variations on a theme.

It is useful to determine the format and structure to use in order to:

- Identify the options which best suits the needs of the organisation – as applicable to individual needs, want or preference

- Develop new/revised competency standards which align with previous/existing competency standards in the organisation – so there is consistency across the range of documents produced

- Align organisational practice with accepted protocols – for the creation of competency standards

- Produce documentation which conforms to standard internal orientations – such as level of formality, language used, amount of detail.

Content

Competency standards *may* contain the following topics/headings – note these are *indicative only* and content will vary between different iterations/versions of 'Competency Standards' as defined by the writer:

Application sector

This indicates the sector of vocational training to which the competency standard applies – for example:

- Travel
- Tourism
- Hospitality
- Food production.

Competency field

May indicate the level at which the competency standard applies – such as:

- Introductory/basic
- Operational
- Supervisory
- Managerial.

Industry sector

Identifies the specific sector/s to which the competency applies.

The sector is a sub-set of the Application Sector and allows for a more precise understanding of where the competency may be implemented.

For example, 'Hospitality' may feature industry sectors of:

- Hotels
- Restaurants
- Theme parks.

Unit title

This is the name of the competency.

It is written in such a way it indicates the general content of the competency.

The titles for all units begin with a verb to reflect the nature of competency based training.

It is a statement about what is to be done in workplace.

Unit code

Where the competency belongs to an accredited qualification framework it is usual for the unit/competency to be allocated an identifying code.

The code relates directly to the unit title/name.

Nominal Hours

This figure represents *indicative* time required to deliver and assess the competency.

It is not mandatory: CBT is not time-based.

A competency may be delivered in less time than shown as the Nominal Hours, or in more time.

The time for allocated to each competency is calculated based on:

- Amount of content
- Complexity of the competency.

Pre-requisites

These identify necessary the necessary 'prior requirements' before a learner can attempt the competency standards/start to study the unit.

Pre-requisites may address:

- Age
- Physical competence/ability
- Experience
- Other units/competencies or qualifications.

Unit Descriptor

This provides a brief description of the competency giving insight into:

- Context
- Content.

Elements

All competencies comprise a number of Elements.

There is no fixed, set or 'required' number of Elements per competency.

There is always more than one Element and three to five is a common range.

They identify and describe:

- The key tasks or activities which make up the competency
- The major building blocks of the competency
- A sequential approach to the required tasks.

Performance criteria

All Elements comprise a number of Performance Criteria.

There is no fixed, set or 'required' number of Performance Criteria per Element.

There is always more than one Performance Criteria and five to eight is a common range.

They are sub-sets of an Element and prescribe action needed for competency in the Element.

Parts of the Performance Criteria may be written in *italics* meaning this part is addressed under the Range statement/Unit variables section (see below) of the competency standard.

Range statement/Unit variables

This provides extra detail to help explain the Performance Criteria.

It:

- Provides advice to interpret the scope and context of the competency, allowing for differences between enterprises and workplaces

- Relates to the competency as a whole and facilitates holistic assessment

- Gives detail of and presents key points relating to italicised parts of Performance Criteria which the Trainer should cover when training delivery takes place.

Evidence guide

Provides advice regarding:

- Specifics for evidence/proof needed in order for Assessors to make the 'Competent' or 'Not Yet Competent' decision to

- Critical aspects of assessment and/or requirements relating to the collection of evidence to enable a decision regarding attainment of competency to be made.

Employability skills

Some units include an indication of requirements which underpin the competency in terms of:

- Language levels

- Literacy levels

- Numeracy levels.

Key Competencies for the Unit

Some competencies may present a set of agreed Key Competencies which detail the type and level of 'key competencies' needed by successful candidates to perform the requirements of the competency standard in a workplace.

This is common for accredited units/competencies but not as common with enterprise-based competencies.

They can be used to judge the level of complexity and difficulty of a competency.

As an example, the ASEAN competencies use seven Key Competencies – which are:

- Collecting, organising and analysing information

- Communicating ideas and information

- Planning and organising activities

- Working with others and in teams

- Using mathematical ideas and techniques

- Solving problems

- Using technology.

Each of the above seven Key Competencies is ranked at Level 1, 2 or 3 with:

- Level 1 = competence to undertake tasks effectively

- Level 2 = competence to manage tasks

- Level 3 = competence to use concepts for evaluating.

In some cases no Level is shown indicating the Key Competency is deemed as not applying.

Context and resource implications for assessment

This provides advice and suggestions regarding physical and other resources which will be required and must be available and used to effectively deliver and assess the competency.

This segment also presents a framework and perspective regarding how, when and where assessment may be undertaken.

The emphasis is on Competency Based Assessment with candidates needing to demonstrate competency (for example0 in a real-life situation or under relevant simulated/mock conditions (such as in a classroom, or via a role play).

Methods of assessment

This presents a range of options for the Assessor which may be used to capture evidence and determine the 'Competent' or 'Not Yet Competent' decision.

Assessment Methods presented are suggestions – they are not mandatory requirements.

Assessors can elect use whatever assessment techniques/tools they wish as appropriate to the individual candidate, workplace or competency.

Products and processes that could be used as evidence

This identifies what may be used to provide evidence/proof to enable the 'Competent' or 'Not Yet Competent' decision to be made.

The products are 'end products' of the competency being addressed – such as:

- A completed itinerary, travel ticket, reservation or other document

- A plated meal or a drink in a glass or cup

- A cleaned room or a made bed.

The processes are 'practices' used in doing the work – and may address:

- Safety

- Interpersonal skills

- Negotiation.

General guidance information

This section might include:

- Advice regarding legislation to be noted/included for the competency

- Other competencies related to *this* one

- Advice regarding the order/sequence in which several linked competencies should be delivered.

3.2 Develop draft competency standards

Introduction

Draft competency standards can only be developed when all research has been completed and after the guidelines for their format and structure has been decided.

This section presents a range of factors which must be taken into account when developing draft competencies.

Factors to consider

When writing competencies the points below provide a sound basis for effective drafting:

- Use a team approach – in order to:
  - Share the workload
  - Ensure relevant 'subject experts' are included in the activity
- The material written must reflect the research undertaken – in terms of:
  - The content of each competency standard
  - Work outcomes – regarding relevant standards and criteria for the competency
  - Practices, skills, techniques, (legitimate, safe and valid) short-cuts and/or 'tricks of the trade'
  - Knowledge requirements – to enable effective workplace performance
- Address the priority needs of the organisation – so:
  - The most important/urgent competencies are written first
  - Competencies can (where required) be located within a broader accredited vocational training context
- Use appropriate terminology – this means:
  - Avoiding 'academic' wording
  - Writing in 'plain English'
  - Making sure industry and/or enterprise terminology (as/where appropriate) is used
- Adhere to the format and structure requirements for production of the competencies – as identified and agreed as a result of the previous research (described in section 3.1) to ensure consistency of presentation
- Write professionally – which, in this context means:
  - Preparing material that is unambiguous and is clear to understand and interpret
  - Providing a comprehensive/complete end product
  - Making the document a user-friendly item
- Ensure the competency addresses the actual job/role environment – in terms of:
  - Being meaningful within the workplace context
  - Including workplace equipment, items and machinery

- ▪ Accommodating workplace layout and staffing realities

- Cover all dimensions of the competency – which are subject to interpretation but can include/refer to:

  - ▪ Task skills – these are the practical, hands-on operational skills

  - ▪ Task management skills – these refer to the capacity to manage more than one task/job/thing at the same time

  - ▪ Contingency management skills – these relate to the need to be able to efficiently and effectively respond to unexpected issues as part of the task

  - ▪ Job/role environment skills – these look at the ability to work and interact with others, and comply with job-related obligations and imperatives

  - ▪ Transfer skills – these are the skills to transfer skills and knowledge from *this* competency to another job/task

- Be prepared to draft and revise – this means most competencies will have to be re-written to improve the competency (sometimes *many* times) before it can be regarded as a final draft

- Obtain approved/accepted samples of competencies – and use these as a model for what is produced

- Begin the statements for Elements and Performance Criteria with a verb – in the present tense

- Avoid including qualifying words and/or phrases – such as:

  - ▪ Make *all* the beds in the room

  - ▪ Connect kegs to a gas system *safely*

- Add a background watermark to documents – showing they are 'DRAFT'

- Strive to be brief – competencies need to be clear and comprehensive but they must not be too wordy/lengthy

- Avoid breaking activities down into sub-sets which are overly atomised – this means there is a need to write to cover individual tasks but not to reduce each task to absurdly discrete aspects

- Practice – expertise in writing competency standards will come with time and practice.

Websites

Take time to read:

http://training.nqcm.org.au/toolbox/resources/training/bookcase/quickguides/assmanual/fivedimen/five.htm - Five dimensions of competency

http://tae.fortresslearning.com.au/?page_id=181 – Understanding the structure of a unit of competency

http://sustainabilityskills.net.au/mss11/developing-customised-program/understanding-a-unit-of-competency/ Understanding a unit of competency

3.3 Confirm draft competency standards with key stakeholders

Introduction

When draft competency standards have been produced it is standard practice to confirm these with key stakeholders.

This section describes the confirmation process and essentially duplicates the content of section 2.6.

Need for this step

It is important to confirm draft competency standards with key stakeholders for the following reasons – to:

- Demonstrate on-going engagement with relevant persons – showing a collaborative and consultative orientation

- Provide evidence of work done to-date – so people can see what has occurred since they were last involved in the process

- Give people a final chance to contribute – so the 'final product' genuinely incorporates the thoughts and requirements of all stakeholders

- Provide an opportunity for errors and omissions to be addressed – so the final conclusions are accurate, correct and comprehensive

- Obtain final confirmation the drafts are complete – and ready to be validated.

Practical strategies

Traditional ways to confirm draft competency standards include:

- Holding a meeting (or series of meetings) with key stakeholders – to review and discuss the drafts

- Making a formal presentation – with sections allowing for contributions by those in attendance

- Speaking to key stakeholders individually – and obtain their input and/or confirmation

- Emailing stakeholders with relevant attachments – requesting them to reply by a set date

- Adding a relevant agenda item to standing 'other' meetings – and using that opportunity to obtain confirmation

- Seeking time at Staff Briefings – to present the drafts for confirmation

- Distributing hard copy details – and requesting comment/confirmation by a given time.

Key stakeholders

Possible key stakeholders have been identified in section 1.2 and repeated in 2.6.

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

Note: this Work Project follows from the previous Work Project.

3.1   For the organisation/workplace identified in Work Project 1.1 formulate draft competency standards providing evidence you have:

- Interpreted relevant guidelines regarding format and structure of competency standards

- Developed draft competency standards

- Confirmed draft competency standards with key stakeholders.

Summary

Formulate draft competency standards

When formulating draft competency standards:

- Identify and interpret internal and external guidelines applying to the development of competencies
- Follow format, structure and other protocols in the writing and production of competency standards as set out in organisational Style Guides
- Produce drafts competencies
- Use a team approach
- Circulate drafts to stakeholders for feedback and comment
- Communicate and consult with stakeholders in a proactive manner
- Seek to confirm draft competencies with key stakeholders.

Trainee Manual
Analyse competency requirements

Element 4:
Validate competency standards

4.1 Plan a review to validate draft competency standards

Introduction

A fundamental first step in validating competency standards is the need to plan a review of those competencies.

This section defines 'validation', and identifies the planning activities inherent in this process.

'Validation'

In this context, 'validation' refers to:

- Verifying the competency is accurate and relevant

- Confirming it is correct and complete

- Certifying all aspects of the standard

- Agreeing the standard conforms to workplace requirements and standards

- Approving it for use as intended

- Justifying and defending the competency that has been written.

Planning the review

Activities involved in planning a review of draft competency standards can require:

- Seeking permission from management to proceed – this can be important because:

    - Management may not want/need competencies to be validated – it is always a management decision especially where competencies are to be used in workplace training systems which are not part of an accredited/recognised training framework

    - They may need to authorise others to attend relevant meetings and/or spend time in validation activities

    - There can be a need for them to approve resources to enable/support the validation process

    - They may expect to be notified and kept up-to-date with what is happening – it is simply 'the right thing to do'

- Arranging a comprehensive consultative process with key stakeholders – which may mean:

    - Ensuring all identified stakeholders are contacted, presented with drafts and encouraged and given the opportunity to make input

    - Being prepared to respond to stakeholder preferences for meetings and being willing to accommodate other constraints that might apply

    - Demonstrating proof of engagement with stakeholders – as distinct to simply 'notifying' them or 'communicating' with them

    - Consulting before validation occurs – so there is an openness, transparency and accountability and the process does not appear to be rushed and stakeholders do not feel pressured to respond in a pre-determined way

- Preparing and distributing draft materials – so stakeholders:

    - Have a copy of every competency needing to validated

    - Can pre-read and evaluate the drafts

    - Mark-up their copies ready for discussion at meetings/ready to provide requested feedback and comment

- Designing feedback options – for stakeholders to provide their comments and contributions in a structured, viable and credible manner: see next section

- Identifying the mediums for consultation – throughout the consultation and validation process.

    Options may feature:

    - Workshops

    - Presentations

    - Meetings

    - Internet exchange

    - Mail

- Scheduling events/options for consultation and validation – in terms of:

    - Dates

    - Times

    - Venues/locations

- Arranging venues for the events/options for consultation and validation – which might entail:

    - Organising catering

    - Setting up the room

- Determining the scope of people to be involved in the process – not all workplaces will need to consult and seek validation from the same list of stakeholders.

  Considerations in this regard will depend on factors such as:
  - Whether the competency is to be part of a recognised vocational training system (to be validated by a Training Authority)
  - If there is a need for the competency to be used locally, regionally, nationally and/or internationally

- Determining topics and developing questions to guide the validation process – with attention needing to be paid to:
  - Avoiding influencing or dominating proceedings
  - Guiding the process without assuming what the responses from stakeholders will be
  - Addressing all key points
  - Allowing stakeholders to raise other issues, questions and topics as they see fit

- Ensuring the process specifically verifies all relevant aspects of the competency – which may embrace:
  - Research undertaken and the accuracy and utility of material/data obtained
  - Content
  - Relevancy to the industry and/.or workplace

- Recording the process – see section 4.4.

4.2 Develop mechanisms to capture feedback from the validation process

Introduction

Part of the preparation for the validation process is the need to design and develop ways for stakeholders to provide their feedback.

This section identifies standard options in this regard.

Feedback mechanisms

Context

Feedback in relation to validation of draft competency standards can refer to:

- Comments – identifying areas where change is required/being suggested

- Approval – where the competency is confirmed (verified or validated) 'as is'.

Options

The following can be used as strategies for enabling stakeholders to contribute feedback:

- Approval forms – should be distributed/made available together with a 'Feedback and Comment sheet'

  The stakeholder decides if they want to 'approve' (validate) the competency or provide feedback/comment for further development of the competency

  The Approval form may include:

  - The competency standard/s to be considered

  - Rationale for development

  - Name of stakeholder – and place for them to sign and date the document

  - 'Formal' statement to the effect the person signing the form has approved the competency standard for implementation

- Feedback and comments sheets –should be distributed/made available together with an 'Approval form'.

  The 'Feedback and comments sheet' may include:

  - The competency standard/s to be considered

  - Room/white space for stakeholders to specify:

    - Changes required/suggested

    - New issues which need to be considered

    - Prompts to encourage stakeholders to explain/justify or otherwise provide a rationale for comments made

    - Name of stakeholder – and place for them to sign and date the document

- Facility to make direct responses onto draft competencies – such as:
  - The track changes function on electronic versions
  - Indicating respondents should feel free to make *alterations* to hard copy drafts – as opposed to asking them to re-write competencies
- Using a shared website – to:
  - Enable downloads of draft competencies
  - Allow up-loading of approvals and/or comments and feedback
- Providing a verbal response option – whereby stakeholders can provide a verbal comment and support staff will transcribe/record their contributions without the need for the stakeholder to actually put their thoughts in writing.

4.3 Address matters raised by the key stakeholders as part of the validation process

Introduction

All matters raised by all stakeholders must be addressed.

This section looks at the concept of 'addressing matters', describes issues and activities which may need to be addressed to achieve this important phase of the process, and highlights ancillary activities which accompany this stage of proceedings.

Nature of 'addressing matters raised'

It is important to understand:

- Not all issues raised necessarily mean there is a need to change/amend the draft competency – there needs to be a legitimate reason to do so

  Many stakeholders can feel a need to offer some form of comment/suggestion for change every time they are asked to validate a competency regardless of whether or not there is a genuine need to do so

  While it is necessary to be sensitive to the matters raised and sensitive and polite towards those who raise them, there is a more important need for there to be a real reason for change before any changes are actually made

  Try to avoid 'change for the sake of change'

  Changes should only be made if they are, in fact, *improvements*

- Legitimate negative comments must be accepted and addressed – the whole intention of the validation phase is to create a usable product so it is important:

  ▪ Personal egos do not get in the way of changes which are needed

  ▪ To realise everyone/anyone can make mistakes

  ▪ Justifiable reasons for change are not ignored

- All stakeholders who raise an issue must be notified regarding the action taken in response to the matter/s they raised – so as to:

  ▪ Make it known their feedback has been noted and has been given due attention

  ▪ Prove the stated intention of being collaborative and consultative

  ▪ Maintain the confidence of stakeholders in the process

- Reasons should be given where a decision is made not to accept/accommodate suggestions or issues raised by stakeholders – so there is a transparent and justifiable explanation for such decisions

- Everyone who raises an issue must be thanked regardless of whether or not their contributions translate in to changes made to the competency standard being discussed – to show appreciation for their input and to encourage further contributions in the future.

Issues and activities involved

There is really no definitive list of *all* the potential issues which may need to be addressed when reviewing and validating competency standards but the following is indicative of what might be involved:

- Identifying the issues with complete certainty – this is often straight-forward if the issue is clearly explained and specified by the person raising it however there can be instances where more detail is required to provide a proper basis for re-consideration of the issue

  Sometimes 'the issue' is clear in the mind of the person raising it but they fail to accurately communicate it, meaning follow-up and further questioning is necessary to fully understand exactly what they were concerned about

- All issues raised need to be acknowledged and considered – this means whoever has responsibility for gathering the feedback/validation material must take time to contact those who have contributed to advise them their contribution has been received and is being actively considered

- Addressing concerns about content – this may not be a big problem especially where stakeholders have been involved in the process of developing the competency but is likely to be a much bigger problem where stakeholders were not involved in the development process

  Concerns in this regard can be raised with reference to:
  - Comprehensiveness and completeness – for example there can be a request for an additional Element or an extra Performance Criteria

  - Relevance – there may be dispute about what is legitimate content for a given competency, or Element or Performance Criteria

  - Sequence – where there may be concern over the order in which:

  - Nominated steps in a process are going to be performed

  - Individual units/competencies will be delivered

- Addressing concerns about wording – there can be a need to revise the wording of competencies where there are issues raised concerning:
  - Words which are regarded as inappropriate or ambiguous

  - Incorrect description of work required

  - Language used

  - Level at which the competency is written

  - Phrases or sections which cause misunderstanding and lack clarity

  - Unclear specification of standards and criteria

  - Use of terminology not used within the industry/workplace

- Addressing concerns about format – this is not a common issue where standardised templates are used but when introducing workplace competencies into an organisation for the first time there is frequently debate over which option is best for the production of the competencies

  A decision needs to be made early in the process about which model to use – and many workplaces opt for a version used by another similar organisation or one recommended by a peak industry body or the local Training Authority

  Once a model has been decided on, it should be used across all the competencies produced to create a standardised product

- Addressing what are essentially secondary issues – this highlights any aspect of the overall competency standard may be subject to review so comments in the validation process may possibly relate to:

  - Time allocated to compete the unit/competency

  - Assessment options and items to be used as evidence of competency

  - Topics to be included (or removed) from the Range Statement/Unit Variables section of the standard

  - Amendments of wording to or Levels of Key Competencies.

Ancillary activities

At this stage of the process there can also be a need to:

- Record all responses – see next section

- Determine whether new ideas identified as part of the validation should be accommodated at this phase of the process – or if the new idea:

  - Forms the basis for a new competency

  - Provides the foundation for a separate project

- Consider implementation of the competencies into the workplace – with reference to:

  - Integrating them into existing other competencies

  - Including them as part of standard workplace training

  - Determining dates for implementation.

4.4 Record feedback received as part of the validation process

Introduction

Standard practice is to record all feedback received as part of the validation process.

This section explains the need to record all feedback, and discusses elements which should be recorded.

Need to record

It is vital to record all feedback received as part of the validation process in order to:

- Demonstrate a professional orientation to the activity
- Serve as a reference point for future use
- Comply with internal polices
- Assist with sharing information
- Provide evidence of the process
- Create a growing data base of information
- Capture information, facts, input, comments and contributions as testimony to the actual feedback received
- Ensure topics for further action are recorded so they can be adequately addressed – and are not inadvertently overlooked.

Elements which should be recorded

When creating and maintaining records of the validation process, keys to an effective system are:

- Making sure all responses are recorded – for example:
  - Accepting and documenting action taken to address *negative* responses to the drafts
  - Noting and acknowledging *positive* feedback – together with names of those who supported/validated the competency
  - Filing all attachments forwarded by participants as part of the validation process
- Compiling basic meeting information – such as:
  - Date and time of meeting/s
  - Names of those in attendance – and who they represented
  - Minutes of the meeting ensuring outcomes of any votes taken

- Collating input and contributions – so:
  - Statistical can be produced – to assist with determining the relative importance of issues raised
  - Comments about similar topics can be grouped together
  - Common threads can be identified

- Providing evidence of the analysis of feedback – which may take the form of:
  - Identifying by name the people who were contacted regarding the feedback and what their opinions on the subject were
  - Indicating internal documentation (for example, policies and procedures) which support or oppose/contradict the draft competency
  - Naming external documentation (for example, legislation and/or Codes of Practice) which support or oppose/contradict the draft competency
  - Recording additional research which was undertaken (where applicable) to prove or disprove the issue in question
  - Using agreed criteria to determine whether to modify or maintain the draft competencies – with possible criteria being:
    - Relevance of feedback
    - Appropriateness of feedback
    - Whether or not feedback adds value or meaning
    - Whether or not feedback adds new content
    - Whether or not feedback adds quality to the drafts

- Identifying contributors – so they can be:
  - Recognised/acknowledged and thanked
  - Contacted if the need to do so arises

- Recording action taken in response to issues raised – which might relate to details inherent in:
  - Clarifying issues to be addressed and/or obtaining extra detail/information if required
  - Obtaining additional source material and/or base information on which to make an informed decision
  - Holding additional meetings/sessions to discuss the drafts
  - Re-drafting the competency to meet legitimate need for change

- Documenting the outcomes of the validation process – see next section

- Capturing details of any revised drafts which emerge as a result of the validation process – see section 4.6

- Detailing evidence of confirmation of revised drafts – see section 4.7

- Using a combination of filing options – including:
  - Paper-based files/records
  - Electronic files

- Applying standard security and file management protocols – to:
  - Protect records
  - Control/restrict access
  - Facilitate access and retrieval.

4.5 Document the outcomes of the validation process

Introduction

An essential part of the validation process is the need to document the outcomes of the process.

This section describes what is potentially involved in this stage of the process.

Documenting outcomes

Documenting outcomes of the validation process may entail:

- Creating revised draft competency standards – to reflect comments made by stakeholders: see next section

- Giving rationale/s for changes which were made – as a way of justifying the alterations made

- Identifying and thanking stakeholders who made contributions which formed the basis for making the changes – so they can be acknowledged for their contribution/s

- Detailing actions taken to validate the revised drafts – see section 4.7

- Providing written (hard and/or soft copy) presentations to stakeholders – detailing the considerations and activities undertaken and showing the outcomes of the process

- Making verbal presentations to stakeholders – with appropriate slide presentations, handouts and/or Question and Answer session

- Indicating the proposed course of action – as appropriate to:
  - Validation of the competency standard
  - Revising and re-presenting the competency for another round of validation.

4.6 Prepare revised draft competency standards, as required

Introduction

Where legitimate concerns have been raised about a draft competency standard there will be a need to prepare revised draft competency standards.

This section describes the generic requirements which may be necessary.

Preparing revised draft competency standards

Considerations and/or requirements at this stage of the development process are:

- Changes should only be made where legitimate grounds exist – there must always be good reason to make any change

- Changes must equate to actual *improvements* – and not (simply) be:

    - The exchange of one word for another just for the sake of it

    - Allowing the personal preference of one individual to dominate over the feelings of the majority of others

- Revisions should be based on input from the stakeholders who were part of the validation process – meaning there must be an objective basis for change

- Actually re-writing existing draft competency standards to respond to agreed changes – which have been voted on/accepted by the stakeholders

    Re-writes may be:
    - Simple – that is, requiring:

    - Straightforward word changes

    - Correction of spelling mistakes

    - Fixing grammatical errors

    - Complex – requiring, for example:

        - The addition of new Elements and/or Performance Criteria
        - Removal of Elements and/or Performance Criteria
        - Changes to multiple parts of the standard

- Creating or adding completely new competency standards – where/if the stakeholders:

    - Validate the competency standard being considered *but* believe a need exists for an additional/supplementary competency

    - Indicate workplace changes and/or emerging need have created a co-existing need for a further complementary competency standard (and not 'just' an additional Element or Performance Criteria)

    - Have identified a future associated need

- Deleting draft competency standards – this may occur:

  - When the draft has to be extensively revised to accommodate the legitimate changes – it can be simpler/more effective to scrap the draft and start again

  - If the draft has been deemed to be totally irrelevant for the context in which it is to be used – and stakeholders agree/believe it should be removed from the suite of competencies in use

- Preparing and circulating revised copies of the competency to stakeholders applying suitable version control protocols – with changes highlighted, for further discussion and validation.

4.7 Confirm revised draft competency standards

Introduction

Where revised draft competency standards have had to be generated there is a standard need to confirm these.

This section describes activities involved when this step is required.

Activities involved

Standard practice in this regard will include:

- Repeating the initial validation process – which involves a focus on consultation, collaboration and communication: see detail in section 4.1

- Circulating the revised drafts for feedback – using preferred distribution method for each of the stakeholders and checking to verify copies have been received

- Organising meetings – and:
  - Preparing appropriate schedules
  - Booking venues
  - Involving stakeholders

- Conducting meetings or undertaking other communication options – for example:
  - Face-to-face sessions may be the easiest to organise and conduct – and these are a common option although many stakeholders baulk at having to attend a second validation meeting
  - It may be necessary/better to:
    - Email stakeholders and conduct web-based communication
    - Talk to people individually or in small groups – in the workplace and/or externally
    - Speak over the phone with those involved

- Explaining changes made – with specific references to how the revised standard differs from the original

- Describing rationale/s for changes – and identifying the proponents for the change

- Responding to further feedback/criticism – which may entail:
  - Explaining rationale/s
  - Determining legitimacy of feedback/comments made
  - Accepting further delays and the need for more revisions if the feedback/criticism is valid – it is critical to appreciate there can be a need for 'series' of revisions for some draft competencies

- Asking for validation – and not assuming it will be automatically given/provided

- Capturing evidence of the validation – through:
  - Signed documentation
  - Recording votes

- Up-dating status of the revised draft – so the approved version becomes the confirmed copy to be used moving forward

- Removing 'DRAFT' watermark from documents – where they were added

- Sharing the approved version with relevant others – as appropriate to internal and external need.

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

Note: this Work Project follows from the previous Work Project.

4.1   For the organisation/workplace identified in Work Project 1.1 validate competency standards providing evidence you have:

- Planned a review to validate draft competency standards

- Developed mechanisms to capture feedback from the validation process

- Addressed matters raised by the key stakeholders as part of the validation process

- Recorded feedback received as part of the validation process

- Documented the outcomes of the validation process

- Prepared revised draft competency standards, as required

- Confirmed revised draft competency standards.

Summary

Validate competency standards

When validating competency standards:

- Plan and organise the review and validation process
- Involve key stakeholders
- Allocate sufficient supporting resources
- Develop mechanisms to enable required/provided feedback to be captured
- Prepare documentation to enable implementation of the validation process
- Gather and analyse feedback
- Determine legitimacy of comments made
- Acknowledge all contributions
- Respond to all legitimate comments/feedback by making necessary changes to drafts
- Record/document the process
- Apply version control protocols
- Revise draft competency standards as required on the basis of legitimate comments
- Circulate revised drafts for comment
- Confirm revised drafts, or repeat the revision process until an acceptable outcome has been achieved.

Trainee Manual
Analyse competency requirements

Element 5:
Finalise draft competency standards

5.1 Undertake final checking on all approved competency standards

Introduction

Finalisation of competency standards is necessary before validated standards can be implemented for use within the workplace/organisation.

This section provides a context for final checking of competency standards, and describes activities inherent in the process.

Context

Final checking of competency standards:

- Occurs after the validation process has been completed – so there is surety regarding the fundamentals of the competency standard/s

- Needs to take place before implementation – to ensure the competency standard put in place remains relevant and current

- Allows time/opportunity for incorporation of necessary 'last minute' inclusions and/or changes – as identified

- Involves final double-checking the standard – against identified workplace requirements

- Provides the basis for internal organisational acceptance of the standard – by the Board or senior management

- Gives the basis for authorisation to proceed with implementation of the competency standards – as determined when the development process first began.

Activities

Common activities involved in the final checking of competency standards include:

- Reading relevant documents to ensure competencies meet guidelines – as imposed:
  - Internally – as a consequence of/in accordance with:
    - Policies
    - Codes of Practice
    - Contractual obligations
    - Public statements made by the company
    - Advertisements and promotions produced by the organisation regarding their products and services

- Externally – to comply with:
  - Legislation
  - Contractual obligations
  - Agreements with partners
  - Licensing and/or accreditation conditions
- Checking competencies meet identified end-use need – which may require:
  - Talking with staff in the workplace who are performing the competencies
  - Observing current work practices
  - Inspecting products/outcomes produced by workers
  - Verifying layout of workplace and equipment and materials/items used in the workplace has not altered since the process started
  - Researching to confirm the parameters impacting the competency (constraints and resources; criteria and standards) remain the same as first identified
- Making a presentation or submission to the organisation to obtain final and official internal sign-off – this may require final approval and signatures from:
  - Business owners
  - The Board of Management
  - Senior managers
  - Human Resource department
  - Training department

  This presentation or submission may need to address:
  - Effectiveness of the competency standard/s to be implemented – and the benefits they will bring
  - Resource implications – identifying 'required resources' to enable initial and on-going implementation, and identifying resource *savings* expected to be made as a result of the initiative
  - A comparative cost-benefit analysis – showing comparison between different options/models and underlining the importance and value of implementing the proposed competency standards
  - Timing requirements – commonly initiatives (and implementation plans – see below) consider three distinct stages:
    - Introduction
    - Transitional
    - Consolidation
- Developing a written implementation plan to introduce the competency standard/ into the workplace – which may contain information regarding:
  - Organising activities to introduce identified competency standards within the enterprise
  - Prioritising implementation of each standard where there are multiple competency standards to be introduced
  - Identifying action steps/objectives
  - Allocating responsibilities for action – for each identified action step/objective

- ▪ Determining resources to enable/support implementation of each action step/objective
- ▪ Creating a schedule for implementation – detailing starting and completion dates
- Ensuing competency standards and/or combinations of competency standards align with required internal requirements, obligations and/or objectives.

  This can mean:

  - ▪ Evaluating the plans of the organisation and the business and strategic goals which flow from them – to ensure harmony and alignment

  - ▪ Reading and analysing PDs and similar – to:

  - ▪ Verify competencies align with roles

  - ▪ Determine if roles and responsibilities have changed as a result of the new/revised standard/s

  - ▪ Up-dating/revising job descriptions and similar – as/if required to accommodate inherent competencies in competency standards being considered

  - ▪ Reading (and where necessary revising) identified career and skills pathways within the enterprise as outlined on the organisational chart and other internal documentation – to ensure new/revised competencies align with individual pathways and positions

  - ▪ Reviewing employee classifications – to identify the impact of the new/revised competency standard/s on matters such as:

    - – Job title/s
    - – Classification of individuals in terms of casual, part-time or full-time
    - – Remuneration levels – as these are related to competency/skill levels and/or qualifications held

  - ▪ Integrating new/revised competency standards into existing organisational protocols – in terms of:

    - – Internal and/or externally delivered training provision
    - – Induction and orientation procedures
    - – Policies and SOPs
    - – Staff handbooks and operations manuals

  - ▪ Considering and revising appraisal requirements where necessary – as these apply to:

    - – Assessment of competency by internal Assessors used in the workplace training system
    - – Performance management systems used by the organisation
    - – Productivity data for individual employees or positions'
    - – Remuneration and/or 'reward and recognition schemes' (in terms of bonuses payable).

5.2 Resolve outstanding issues, as appropriate

Introduction

The final checking of competency standard/s can sometimes raise issues which need to be addressed before proceeding to implementation.

This section defines 'outstanding issues', and describes generic procedures necessary to resolve outstanding issues.

'Outstanding issues'

In this context 'outstanding issues' may:

- Apply to any aspect (heading, section or other component) of the written competency standards which have been prepared – all parts of all competency standards are possible causes or sources of matters which can raise problems

- Relate to any *emerging* workplace issue which was not previously identified that is deemed to have the potential to impact the implementation of the competency standards – as raised by stakeholders

- Involve disagreement or lack of consensus between internal stakeholders – with reference to implementation/integration of the standards into the workplace

- Be caused by a lack of resources (financial, human and/or physical) – to implement the competency standards as planned/required

- Flow from refusal of management to approve the competency standards – and and/or their denial of authorisation to proceed/implement the standards

- Occur as a result of negative feedback/comment (or even 'insinuations') from external stakeholders – which have the potential to jeopardise or adversely influence the relationship the organisation has with these bodies/businesses.

Resolving outstanding issues

Context

Exact responses to resolve outstanding issues will always depend on the identified cause/s of the issue/s.

Keys to effective resolution are:

- Target the identified cause/s of outstanding issue/s – and not on:
  - Irrelevant topics
  - Peripheral matters
  - Issues not raised as being problematic
- Focus on the identified issues – and to not get distracted by:
  - Side issues
  - Time and other workplace-based pressures
  - Personalities

- Adhere to any internal strategies which are used across the organisation to resolve issues – these may be:

  - Prescribed in internal policies and/procedures

  - Recognised/established issue resolution models

  - Derivatives/variations on recognised/established issue resolution models

- Understand the resolution of these types of issues is rarely a place to apply *negotiation* skills – the required end result must be **effective** competency standards, not ones that are ***accepted but ineffective*** due to a negotiation process.

Generic activities

Generic actions which can be effectively applied to help resolve outstanding issues include:

- Engage with the person/s who raise the issue – keys to effective resolution of issues will always involve:

  - Prompt communication

  - Honesty and openness

  - Desire to address and respond positively to matters raised

  - A professional approach to the situation

- Clearly identify the outstanding issue/s – so there is clarity about the problem/s that need to be addressed.

  This may require:
  - Face-to-face meetings

  - Telephone talks

  - Exchange of a range or sequence of documents – such as initial copies, drafts, revised drafts, final products

  - In-person visits to relevant work sites/stations – to:
    - View and re-visit the actual work environment
    - Talk to workers
    - Capture extra information
    - Confirm or disprove issues raised

- Gather relevant information, data or comments/input relating to the outstanding issue/s – so a sound basis for resolution can be generated

  This can require:
  - Additional research

  - Different types of research

  - Research into different topics

  - Involvement of more or different stakeholders

- Test revised competency standards – such as:

  - Doing demonstrations and practical exercises

  - Conducting testing

- - Implementing pilots/trials

- Analyse further/extra evidence, information and/or data generated as a result of additional research – in order to:
  - Form the basis of outcomes/results provided to those raising the issues
  - Prove or refute the outstanding issue/s raised
  - Objectively identify aspects of the competency standard/s needing to be revised

- Generate new and/or revised competency standards – on the basis of:
  - Fresh research data
  - Additional issues/concerns which have been proven to be/accepted as legitimate

- Produce new 'revised drafts' for competency standards – as required by individual situations

- Follow normal internal protocols for confirming/validating the new or revised competency standards – such as:
  - Distributing copies
  - Discussing issues
  - Capturing feedback
  - Obtaining validation

- Create amended implementation plan, if required – to guide implementation of new/revised competency standard/s

- Re-submit validated competency standards and implementation plan to management – for their approval and authorisation to proceed

- Incorporate final changes into relevant documentation – so there is certainty on the final arrangements and they can be easily and readily shared.

5.3 Identify potential solutions to implementing identified competency standard requirements

Introduction

Those responsible for the development of workplace competency standards are often also responsible for implementing those standards once they have been validated and approved/authorised for use.

This section repeats possible uses for workplace competency standards in order to provide a context for this stage, and identifies a range of common implementation solutions.

Uses for workplace competency standards

(Note: this sub-section is re-produced from section 1.1)

Reasons for developing competency standards may relate to:

- Identifying the organisational needs in relation to competency enhancement or development – in order to achieve a range of possible outcomes such as:
  - Increased productivity
  - Increased profitability
  - Enhanced levels of customer service
  - Attainment of specific industry or enterprise competencies
  - Achievement of business, government and local goals and priorities
  - Compliance with licensing requirements and other externally imposed compliance obligations, including legislated obligations
  - Alignment with human resources considerations including:
    - Remuneration
    - Promotion
    - Contingency planning
    - Succession planning.
- Implementing a variety of operational purposes – such as:
  - Defining the work performance requirements of the host establishment and/or the industry
  - Setting benchmarks for learning and assessment
  - Setting minimum entry requirements for employment or entry into a position
  - Supporting development of multi-skills compatible to other operational areas within the business
  - Supporting defined business, strategic, human resources or other organisational goals
  - Designing work and preparing job descriptions
  - Providing the basis for performance appraisals
  - Developing selection criteria for vacancies/advertisements for jobs
  - Developing career paths within the organisation
  - Identifying training needs
  - Developing training programs

- Differentiating competencies required within different work areas within the one business – such as distinguishing between the skills required in a public bar in contrast to those required in a cocktail bar

- Developing competency standards to meet identified immediate and long-term need

- Defining benchmarks for regulatory and/or licensing requirements.

Implementation solutions

Using the new/revised competency standards in a workplace must always relate directly to the reasons why they were generated.

As a consequence, the following may apply to their implementation:

- Introduction into training for employees –which may feature/involve:
  - Inclusion as part of recognised/accredited training delivered by the workplace – as a registered/private training provider in an accredited national scheme/framework
  - Amendments ('allowable alterations/changes/amendments' as part of the available customisation process) to endorsed Training Authority competency standards delivered by an external provider – to workplace employees to allow standardised training to better address organisational workplace need
  - Formal presentations/requests by the organisation to the Training Provider – to amend/up-date their national competency standards so as to incorporate all or some of the new/revised competency standards they have created
  - Development of a new qualification/accredited course – in cooperation with the Training Authority
  - Creation of a non-approved short course – perhaps delivered internally by organisational Trainers
  - Amendments to induction and orientation programs – to:
    - Include relevant aspects of competency standards into the content
    - Make new employees aware of new/revised training available
- Revision of position descriptions and related documentation – to potentially:
  - Include the new/revised competencies into existing PDs
  - Re-design work roles
  - Re-allocate work tasks to different staff
  - Change pay rates to reflect new roles and/or responsibilities
  - Up-date recruitment and selection protocols to include new standards
  - Support application for more funds for the staffing budget
- Engagement of suitable staff – which may relate to:
  - Hiring fully-trained operational staff who already have/understand the competency standards
  - Recruiting extra staff as needed to enable realistic application of competencies and achievement of identified standards/criteria
  - Securing an increased staffing budget

- Acquisition of physical resources – in terms of:
  - Buying extra equipment
  - Obtaining different equipment/items
  - Matching physical resources to nominated plant, equipment, materials and items as required by/specified in the competency standard
- Revision of workplace layout – to:
  - Reflect the layout provided for in the competency standard when it is being delivered in training
  - Enable identified procedures to be applied in a real-work/practical manner
- Alignment of implementation with internal plans and goals – in terms of:
  - Organisational strategic and business goals
  - Departmental and operational goals
  - Individual employee goals
- Revision of organisational targets – for relevant indicators, such as:
  - Productivity and production targets
  - Business performance indicators – enquiries, activity, complaints
  - Costs
  - Sales (by unit), revenue and profit
- Communication with stakeholders – which *may* involve:
  - Revising the public statements (Mission; Vision; Core Values) of the organisation to incorporate aspects of the new/revised competency standards
  - Changing promotions and advertisements to reflect new/revised service delivery standards/criteria to create fresh customer expectations and/or assist with re-positioning the organisation/brand
  - Making releases regarding the new/revised competency standards – for example through the media, on organisation websites, and to partner organisations.
- Use of 'Workplace heroes' – to:
  - Champion the cause
  - Lead the introduction
  - Assist others with implementation
- Record and track action taken – in order to:
  - Monitor progress
  - Identify areas requiring additional attention
  - Celebrate and advertise/promote successes
  - Reward and recognise compliance
  - Help determine further competency requirements which need.
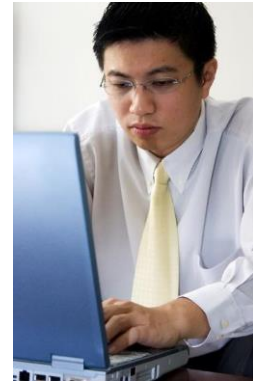
5.4 Review the competency analysis and development process

Introduction

Standard industry practice is to undertake reviews of all processes and use these reviews as the basis for making necessary changes/improvements to organisational protocols.

This section discusses the review process.

The basis of reviews

It must be a standard requirement the competency analysis and development process is:

- Reviewed on some regular basis, regardless – such as 'every six months' or 'annually'

- Reviewed after a significant competency standard project has been completed – so there is a 'currency' to the activity

- Reviewed when there has been an incident which it is believed is linked to a failure or problem with the process – in order to identify causes and prevent recurrence

- Reviewed by nominated persons – commonly, the development team/selected stakeholders

- Revised as necessary – based on the findings of the review.

Elements of the review process

Essentially the review will:

- Ask a series of questions to determine the effectiveness of action taken

- Seek to learn lessons which can be used in the future to make the process better/more effective.

In practical terms the review should entail:

- Evaluating the initial research undertaken – with a focus on deciding issues such as whether or not:

  - Enough time was allocated to this stage of the process

  - The 'right' sources were used

  - Sufficient information/data was gathered

  - Accurate and correct data manipulation/analysis occurred

- Evaluating TNAs and similar undertaken – to decide matters including whether or not:

  - Sufficient/the right people were subjected to analysis or audit

  - Questions asked as part of the activity were appropriate

  - Implementation of the analysis/activity was effective and actually supported or underpinned the competency development process

- Data from the was actually used as the basis for competency standard development
- Evaluating the competencies prepared/final products – to determine:
  - Relevance to identified need
  - Effectiveness of competency standards in the workplace setting
  - Extent of alignment between expected and actual outcomes
  - Issues/factors associated with implementation of competency standards
- Evaluating the competency analysis and development procedures – to consider:
  - Their utility
  - Clarity of descriptions and applications
  - Whether there is a need for additional or revised procedures
- Evaluating the contributions made by key stakeholders – to determine if there is a need to:
  - Recruit new people to add to the current development team
  - Replace certain individual stakeholders with others
  - Re-allocate existing tasks
- Evaluating the resources allocated to the process – to decide if there is a need to:
  - Provide more time for the process
  - Increase funding to support the process
  - Add new/different physical resources to facilitate activities
- Evaluating the timelines that applied – to determine the appropriateness of:
  - Lead times
  - Timeframe for research
  - Time for meetings, discussions, consultation and collaboration
  - Amount of time allocated for:
    - Development of draft and revised competency standards
    - The validation process
    - Implementation
    - The review process itself.

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

Note: this Work Project follows from the previous Work Project.

5.1   For the organisation/workplace identified in Work Project 1.1 finalise draft competency standards providing evidence you have:

- Undertaken final checking on all approved competency standards

- Resolved outstanding issues, as appropriate

- Identified potential solutions to implementing identified competency standard requirements

- Incorporated final changes into documentation

- Reviewed the competency analysis and development process.

Summary

Finalise draft competency standards

When finalising draft competency standards:

- Complete finalisation after validation and before implementation
- Double-check and confirm all aspects
- Incorporate 'last minute' matters and issues arising
- Verify against intended end-use for the competencies
- Involve others on the process
- Identify outstanding issues
- Address all legitimate issues
- Revise competencies as required
- Repeat the validation process
- Develop solutions to identified implementation problems
- Prepare an implementation to introduce and/or integrate competencies into the workplace
- Regularly review the process used to develop and analyse workplace competency standards.

Presentation of written work

1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

2. Style

Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organised. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognise and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

3. Presenting Written Work

Types of written work

Students may be asked to write:

- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.

Format

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

Cover Sheet

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

Keeping a Copy

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

Inclusive language

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patients in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	*Humankind*
Barman/maid	*Bar attendant*
Host/hostess	*Host*
Waiter/waitress	*Waiter or waiting staff*

Recommended reading

Beebe, S.A., Mottet, T.P. & Roach, K.D., 2013, (2nd ed'n), *Training and development: communicating for success*, Pearson, Boston

Burns, R., 1995, *The adult learner at work*, Business & Professional Publishing, Woodslane, NSW, Australia

Chesser, J.W. & Cullen, N.C., 2013 (5th ed'n), *The world of culinary management: leadership and development of human resources*, Pearson, Boston

Colquitt, J., LePine, J.A. & Wesson, J.A., 2013 (3rd ed'n), *Organizational behavior: improving performance and commitment in the workplace*, McGraw-Hill Irwin, New York, NY

Dwyer, J., 2006, *Develop teams and individuals*, McGraw-Hill, North Ryde, N.S.W.

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M., 2013 (3rd ed'n), *The basic guide to supervision and instructional leadership*, Pearson, Boston

Ivancevich, J.M., 2013 (12th ed'n), *Human Resource Management*, McGraw-Hill Irwin, New York, NY

Kroehnert, G., 2011 (3rd ed'n), *Basic training for trainers: a handbook for new trainers*, McGraw-Hill, North Ryde, NSW

Passmore, J., 2008, *Diversity in coaching: working with gender, culture, race and age*, Kogan page, Philadelphia; London

Rylatt, A., 2000 (2nd ed'n), *Learning unlimited; practical strategies for transforming learning in the workplace of the 21st century*, Business & Professional Publishing, Woodslane, NSW, Australia

Somers, M., 2008, *Coaching* Hodder Education, London

Wilson, C., 2011, *Best practice in performance coaching: a handbook for leaders, coaches, HR professionals and organisations*, Kogan Page, London; Philadelphia

Trainee evaluation sheet

Analyse competency requirements

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	☐	☐	☐	☐
Most of the competency seemed relevant to me.	☐	☐	☐	☐
The competency was at the right level for me.	☐	☐	☐	☐
I got enough help from my trainer.	☐	☐	☐	☐
The amount of activities was sufficient.	☐	☐	☐	☐
The competency allowed me to use my own initiative.	☐	☐	☐	☐
My training was well-organised.	☐	☐	☐	☐
My trainer had time to answer my questions.	☐	☐	☐	☐
I understood how I was going to be assessed.	☐	☐	☐	☐
I was given enough time to practice.	☐	☐	☐	☐
My trainer feedback was useful.	☐	☐	☐	☐
Enough equipment was available and it worked well.	☐	☐	☐	☐
The activities were too hard for me.	☐	☐	☐	☐

The best things about this unit were:

_____

_____

_____

_____

The worst things about this unit were:

_____

_____

_____

_____

The things you should change in this unit are:

_____

_____

_____

_____

Trainee self-assessment checklist

As an indicator to your Trainer/Assessor of your readiness for assessment in this unit please complete the following and hand to your Trainer/Assessor.

Analyse competency requirements

		Yes	No*
Element 1: Define the context for competency requirement analysis			
1.1	Describe the scope and purpose of developing competency standards for the organisation	☐	☐
1.2	Establish systems and processes for managing the competency development process	☐	☐
1.3	Identify the competency area(s) that require analysis and/or development	☐	☐
Element 2: Research the identified competency area(s)			
2.1	Undertake research to identify relevant information related to identified competency needs	☐	☐
2.2	Distinguish the work areas within the organisation within identified work roles and areas	☐	☐
2.3	Determine the range of work activities within identified work roles and areas	☐	☐
2.4	Identify skills, knowledge and attributes required to perform identified tasks/activities	☐	☐
2.5	Create an overview of factors required in the competent performance of identified tasks/activities	☐	☐
2.6	Confirm research conclusions with key stakeholders	☐	☐
Element 3: Formulate draft competency standards			
3.1	Interpret relevant guidelines regarding format and structure of competency standards	☐	☐
3.2	Develop draft competency standards	☐	☐
3.3	Confirm draft competency standards with key stakeholders	☐	☐

		Yes	No*
Element 4: Validate competency standards			
4.1	Plan a review to validate draft competency standards	☐	☐
4.2	Develop mechanisms to capture feedback from the validation process	☐	☐
4.3	Address matters raised by the key stakeholders as part of the validation process	☐	☐
4.4	Record feedback received as part of the validation process	☐	☐
4.5	Document the outcomes of the validation process	☐	☐
4.6	Prepare revised draft competency standards, as required	☐	☐
4.7	Confirm revised draft competency standards	☐	☐
Element 5: Finalise draft competency standards			
5.1	Undertake final checking on all approved competency standards	☐	☐
5.2	Resolve outstanding issues, as appropriate	☐	☐
5.3	Identify potential solutions to implementing identified competency standard requirements	☐	☐
5.4	Review the competency analysis and development process	☐	☐

Statement by Trainee:

I believe I am ready to be assessed on the following as indicated above:

Signed: _____   **Date:** _____

Note:

For all boxes where a **No*** is ticked, please provide details of the extra steps or work you need to do to become ready for assessment.