WORKPLACE COMPETENCIES

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Visualizing SWTWC Resources

(SWTWC, 2016)
What are workplace competencies and why are they important?
“A large percentage of young people preparing to enter the workforce over the next two decades are significantly lacking in the “soft” or applied skills – such as teamwork, decision making, and communication – that will help them become effective employees and managers.”

SCANS’ Framework of Essential Workplace Skills

“To date, the Secretary’s Commission on Achieving Necessary Skills (SCANS) remains a popular document focused on essential workplace skills.”

“Commissioned by the U.S. Department of Labor, SCANS convened in 1990 to identify the skills that American workers needed for job success in a global market.”


(Quoted in: “Workplace essential skills: Resources related to the SCANS competencies and foundation skills,” ACT, Inc., 2000)
“According to a survey by Adeccor Staffing USA, 44 percent of executives said a lack of soft skills was the biggest proficiency gap they saw in the U.S. workforce.”

“In a report from the International Association of Administrative Professionals, OfficeTeam and HR.com, 67 percent of HR managers said they’d hire a candidate with strong soft skills even if his or her technical abilities were lacking, while just 9 percent would hire someone with strong technical credentials but weak soft skills.”

Job Outlook 2016: Attributes Employers Want To See...

“According to [National Association of Colleges and Employers] (NACE)’s Job Outlook 2016 survey, [employers] are looking for leaders who can work as part of a team. More than 80 percent of responding employers said they look for evidence of leadership skills on the candidate’s resume, and nearly as many seek out indications that the candidate is able to work in a team. Employers also cited written communication skills, problem-solving skills, verbal communication skills, and a strong work ethic as important candidate attributes.”

(Quoted in: “Attributes employers want to see on new college graduates’ resumes,” NACE, 2015)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>80.1</td>
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<tr>
<td>Ability to work in a team</td>
<td>78.9</td>
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<tr>
<td>Communication skills (written)</td>
<td>70.2</td>
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<tr>
<td>Problem-solving skills</td>
<td>70.2</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>68.9</td>
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<tr>
<td>Strong work ethic</td>
<td>68.9</td>
</tr>
<tr>
<td>Initiative</td>
<td>65.8</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>62.7</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>60.9</td>
</tr>
<tr>
<td>Technical skills</td>
<td>59.6</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>58.4</td>
</tr>
<tr>
<td>Computer skills</td>
<td>55.3</td>
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<tr>
<td>Detail-oriented</td>
<td>52.8</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>48.4</td>
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<tr>
<td>Friendly/outgoing personality</td>
<td>35.5</td>
</tr>
<tr>
<td>Strategic planning skills</td>
<td>26.7</td>
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<tr>
<td>Creativity</td>
<td>23.6</td>
</tr>
<tr>
<td>Tactfulness</td>
<td>20.5</td>
</tr>
<tr>
<td>Entrepreneurial skills/risk-taker</td>
<td>18.6</td>
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</tbody>
</table>

(Source: Job Outlook 2016, National Association of Colleges and Employers)
Soft skills are essential for developing a skilled and competent workforce.
Competency Models

“A **competency** is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform “critical work functions” or tasks in a defined work setting. Not to be confused with competence, a competency describes a behavior, but does not attempt to describe a level of performance.”

“A **competency model** is a collection of competencies that together define successful performance in a particular work setting, and are the foundation for important human resource functions – e.g., recruitment and hiring, training and development, and performance management – because they specify what is essential to select for or to train and develop.”

“Building Blocks” for Competency Models

-U.S. DOL, ETA, 2015-
Foundational Competencies

• Tier 1 – Personal Effectiveness
  • Essential for all life roles – roles as a member of a family, of a community, and of the larger society.

• Tier 2 – Academic Competencies
  • Critical competencies; e.g., cognitive functions and thinking styles, primarily learned in an academic setting

• Tier 3 – Workplace Competencies
  • Skills and abilities that allow individuals to function in an organizational setting
  • Also frequently referred to as Work Readiness Competencies

Tier 1: Personal Effectiveness

- Interpersonal Skills
- Integrity
- Professionalism
- Initiative
- Dependability & Reliability
- Willingness to Learn

Tier 2: Academic Competencies

- Reading
- Writing
- Mathematics
- Science & Technology
- Communication - Listening & Speaking
- Critical & Analytic Thinking
- Active Learning
- Basic Computer Skills

Tier 3: Workplace Competencies

- Teamwork
- Adaptability/Flexibility
- Customer Focus
- Planning & Organizing
- Creative Thinking
- Problem Solving & Decision Making
- Working with Tools & Technology
- Workplace Computer Applications
- Scheduling & Coordinating
- Checking, Examining & Recording
- Business Fundamentals

(U.S. DOL, ETA, 2015)
Geospatial Technology Competency Model

(Source: U.S. DOL, ETA, 2014)
Transportation, Distribution, and Logistics Competency Model

(Source: U.S. DOL, ETA, 2014)
Transportation, Distribution and Logistics Career Cluster Knowledge and Skills

Academic Foundations

Problem-Solving and Critical Thinking

Communications

Information Technology Applications

Safety, Health and Environmental

Systems

Leadership and Teamwork

Ethics and Legal Responsibilities

Employability and Career Development

Technical Skills

(Source: Advance Career and Technical Education (CTE), 2008)
Models in Action: Transportation Learning Center Launches New Competency-Based Curriculum for Transit Occupation

• “The Transportation Learning Center is working with labor and management subject matter experts, as well as educators and trainers involved in workforce development and career and technical education, to develop the Transit Core Competencies Curriculum (TC3).

• TC3 will contain instructor-ready coursework for multiple modules for transit agencies, community colleges, and career and technical education secondary schools. The initiative is designed to reach out to young people and adults in the communities public transportation serves, introduce them to frontline career opportunities, and provide them with the baseline knowledge and skills to succeed in the industry.”

(Quoted in: “Transit Core Competencies Curriculum,” U.S. Department of Labor, Employment and Training Administration, 2016.)

Source: “Models in Action,” U.S. Department of Labor, Employment and Training Administration (ETA), 2016)
Integrated Career Pathways Model:
Linking School-Based and Work-Based Learning

Workplace Learning
- Operations Supervisor/Instructor
- Operations Experienced Operator/Dispatcher
- Operations Operator
- Operations (Bus & Rail) Apprentice Operator

Community College (Credits)
- Maintenance Lead/Instructor
- Maintenance Master Technician
- Maintenance Journeyperson
- Maintenance Apprentice/Trainee
- Maintenance Apprentice/Trainee

High School
- Transportation/Transit Core Knowledge
- Personal Effectiveness Competencies*
- Academic Competencies*

Early Education
- Transit/Transportation Career Awareness
- Personal Effectiveness Competencies*
- Academic Competencies*

References


THANK YOU!