

## Career Ready Lancaster!

A COMMUNITY INITIATIVE

### Career Paths

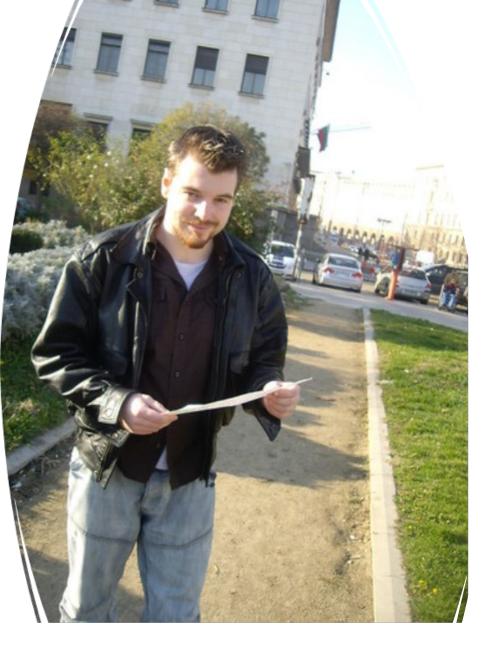
**Building for the Future** 



"Stick to me kid, and you will wear diamonds"







## Job Descriptions

- 80% of what's in a job description is not reflective of the actual job
- No common language for defining roles or associated competencies, skills and capabilities
- Are they motivating?



## Attribution Theory

- Identifying the root cause of an individual's behavior or performance:
  - Behavior observation
  - Determining if the behavior is deliberate or consistent
  - Due to Internal or External factors

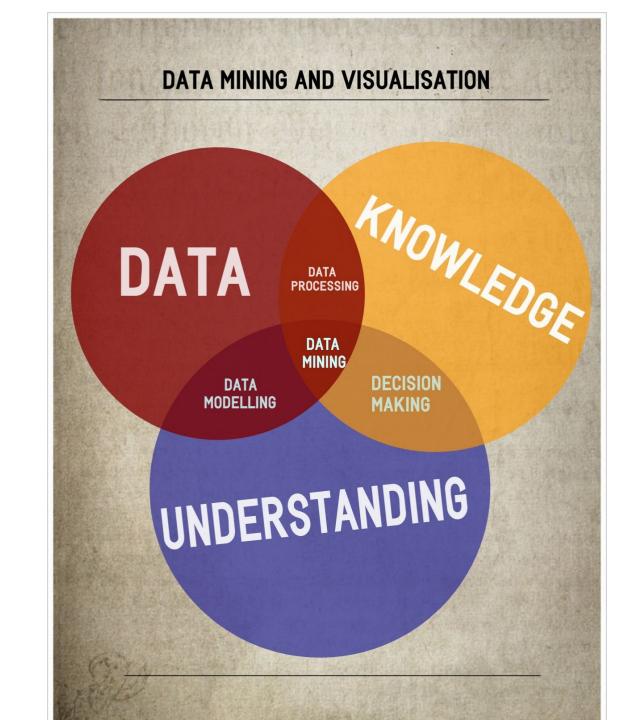


Theory X	sphere	Theory Y
Dislike work, find it boring, will avoid if we can	ATTITUDE	Need to work, want to take an interest, we can enjoy it
Must be forced or coerced into compliance	DIRECTION	Direct ourselves towards an accepted target
Need to be directed, avoid responsibility	RESPONSIBILITY	Thrive on responsibility
Motivated by fear, lack of money, lack of job security	MOTIVATION	Motivated by the desire of self-development and to contribute to the world
Little creativity, except when getting around rules	CREATIVITY	Highly creative when given recognition and opportunity

3.74

#### **Rational Persuasion**

Facts, figures, logic unemotional appeal





#### Expectancy

Employees will be motivated if they believe that favorable performance will return a desired reward, which will satisfy an important need and thus make the effort worthwhile

- Expectancy: One's best efforts will yield good performance
- **Instrumentality**: the belief that the good performance will yield a particular result
- Valence: the value of the outcome to a given employee
- If any of the multipliers are low, then motivation is low.
- Expectancy x Instrumentality x Valence = motivation



#### Talent Transformation



**Grow Skills Forward** 



**Accurately Assess Fit** 



Listen to the Voices of your Employees

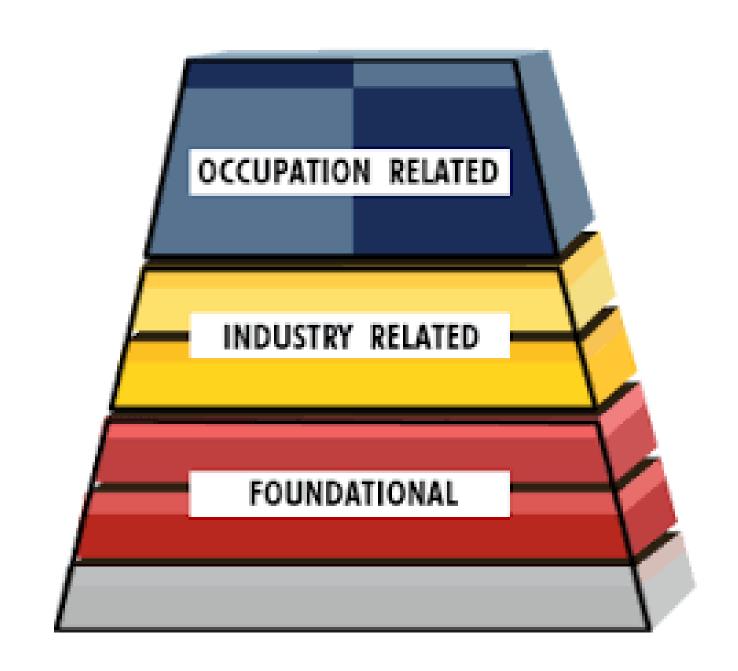


Help employees grow skills and careers



Personalize growth within a common framework

### Competency Model



## Building a Competency Model

Competency models can be developed for specific jobs, job groups, organizations, occupations, or industries.



#### Testimonials

 "People don't have much time at their disposal. They want the skill set to succeed in a career, and they need to know the academic, personal and workplace competencies that are necessary to achieve that. The model provides an easy-tounderstand graphic depiction of what they need to succeed."

 "The way the manufacturing industry is going to survive going forward is to develop competency-based programs that bring standardization and validation to the development and evaluation of unskilled workers." What is the difference between a job description and a competency model?

A job description and a competency model sound almost alike because they both seem to describe what an employee is required to do in the job. What is the difference?

The difference is that a job description is a general summary of the skills required for a job, whereas a competency model provides specific behaviors that an employee must do on the job in order to be successful.

## Career Pathway Examples

<u>Search Career Pathways | PA CareerLink® Lehigh Valley</u> (careerlinklehighvalley.org)



#### Resources

- Home Page | Competency Model Clearinghouse (careeronestop.org)
- O\*NET OnLine (onetonline.org)
- Lominger Competencies (alamowebwrite.com)
- Pathways Examples: <u>Search Career Pathways | PA CareerLink®</u>
   <u>Lehigh Valley (careerlinklehighvalley.org)</u>
- <u>Career Ready Lancaster Pathways Template</u>

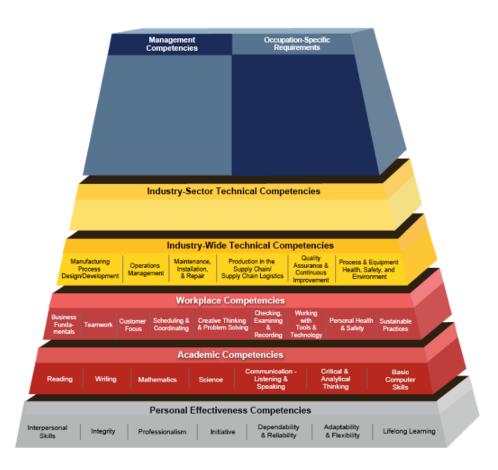


#### Next Steps

- Identify a career path to work on –
   start with one!
- Gather feedback from SMEs data collection "what is the job, really?"
- Refine the model
- Validate the model



#### Advanced Manufacturing Competency Model



## **Practical** uses of a competency framework in the workplace



Ensuring employees have the expertise and sufficient capabilities to perform the work required of them



Recruiting, hiring and training new talent effectively



Reducing skill and knowledge gaps



Planning for growth, succession or expansion effectively



Providing professional development and leadership training





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NEXT MEETING OCTOBER 25

ST. JOSEPHS UNIVERSITY LANCASTER

## Questions

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