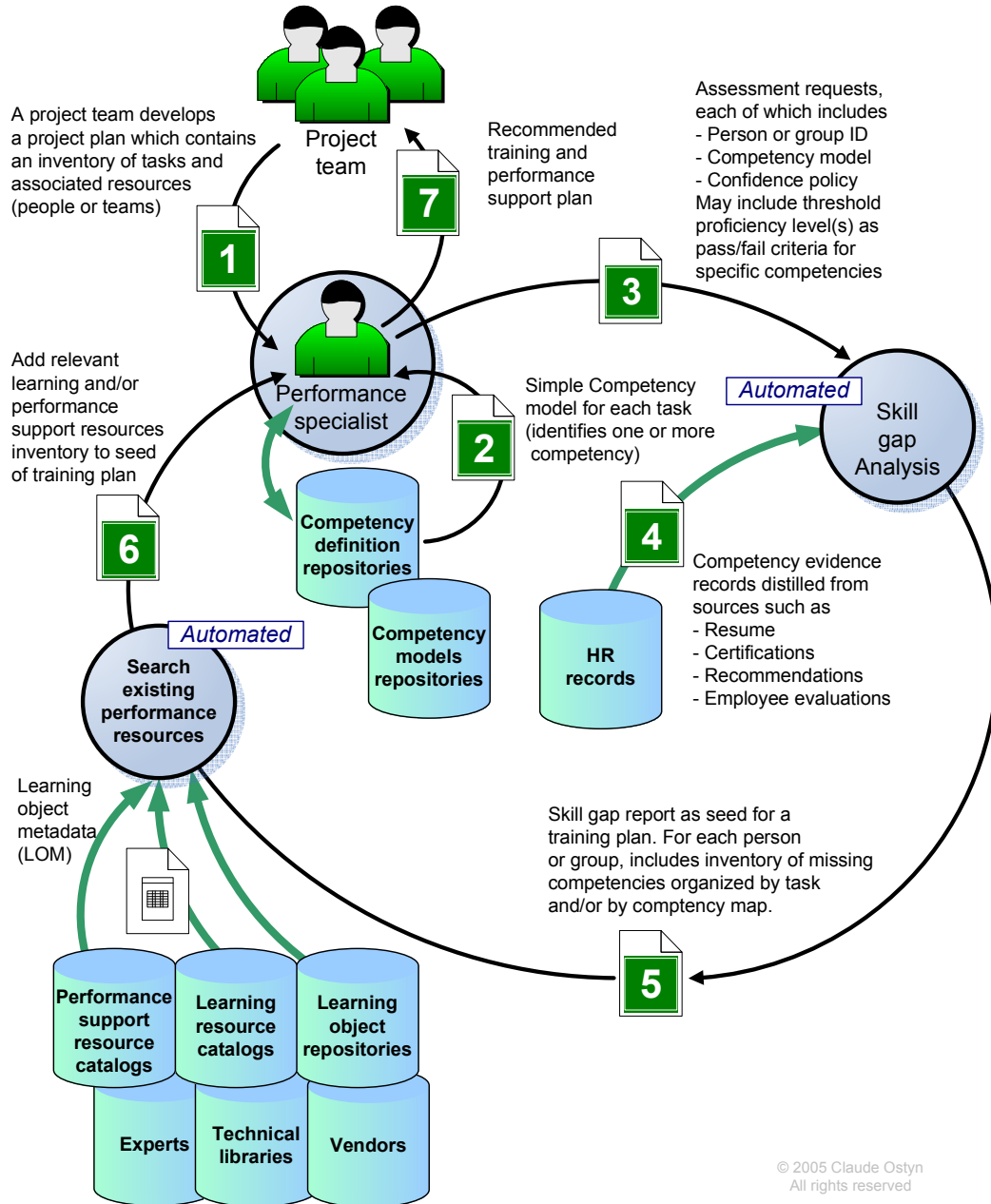


Sample use case for competency technical standards

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Supporting project management requirements



	Process step	Applicable existing or proposed data standards	Potential (web) services
1	A project team or project manager generates a list of tasks and resources for a project, and asks the training/human performance department to help ensure that the project resources will get the training and/or performance support resources needed.	Person or group ID (to identify people and/or groups that will act as resources) N/A	Interfaces to project management software.
2	The performance specialist reviews the tasks, and looks up available reusable competency definitions and models. Many of these tasks have been performed and tracked before, so this is easy. Where they don't exist, create competency definitions and simple models for the tasks.	2a. Reusable Competency Definitions (RCDs) 2c. Reusable Competency Maps (RCMs), used to organize the competencies referenced by the evidence.	RCD repositories RCM repositories RCD and RCM lookup & matching services via ontology services Registration/publishing services for new RCDs and RCMs
3	The performance specialist uses an automated tool to generate a series of assessment requests. Each request just asks for a simple form of assessment, which is an automated skill gap analysis using existing records.	3a. Reusable Competency Definitions, referenced by the assessment request. 3b. Assessment request, including whether to test for a particular level of proficiency, or just return a proficiency rating, and a request for a particular form of assessment. 3c. Competency maps, which specify how the competencies to test are related, the relative weights, etc.	RCD repositories RCM repositories Service(s) that accept and handle assessment requests (e.g. service interface provided by the assessment service)
4	A simple automated assessment service performs a skill gap analysis by matching with existing competency evidence and/or competency records. Note: Where records don't exist, if time and budget allow, this can be supplemented by manual inspection of raw competency data to generate evidence records, and even	4a. Reusable competency definitions, which define the competencies to assess. 4b. Competency maps, used to determine what items to select for the assessment from banks of assessment items, and how to roll up the results. 4c. Competency evidence records. 4d. Competency records 4e. Possibly IMS Enterprise Web Services and LIP specs.	RCD repositories RCM repositories Assessment request handling services Automated skill gap analysis service Secure service interfaces to HR records and/or escrow service for confidential assessment result and auditing data

	Process step	Applicable existing or proposed data standards	Potential (web) services
	by administration of “real” live assessments.		
5	<p>The skill gap analysis results in data that can be the seed for a training plan. This includes an inventory of missing skills (or at least skills for which there is no evidence). This inventory can be organized by task and structured according to the simple competency model provided for the analysis.</p> <p>Note: Policies, ethical and business considerations may govern ownership of the results, and the auditability of the source data. Privacy protection rules may constrain use of the results.</p>	<p>5a. Reusable competency definitions, which define the competencies that were assessed. 5b. Competency maps, used to show how the competencies are arranged in the assessment results and how finer grained competency assessments contribute to summary results. 5c. Competency records, referenced for auditing.</p>	<p>RCD repositories RCM repositories Assessment result ingest services Competency evidence repositories (with controlled/restricted access) for auditing Escrow service for confidential assessment result and auditing data Report compilation and formatting services (from standard data)</p>
6	<p>An inventory of known relevant resources for training and/or performance support for the missing skills is generated automatically by looking up catalogs and matching the metadata entries in the catalogs with the RCD ids and competency map IDs.</p>	<p>6a. Learning Object Metadata, including reference to RCD in classification for learning objective. 6b. Reusable Competency Definitions, referenced by competency evidence records. 6d. Competency maps, used to organize the competencies and to provide the topical structure for the resource inventory.</p>	<p>Learning object catalogs (typically front end for repositories). Performance resource catalogs</p>
7	<p>The training specialist packages the information collected into a form usable by the project team.</p>	<p>7a SCORM content packaging (for targeted training packages and some performance support content) 7b.RCD and RCD maps to help communicate the training department’s assumptions to the project team, and verify that they are in sync about requirements.</p>	<p>SCORM package assembly services Content repositories</p>

Of course, this can “loop back” interactively until the project is completed, since many projects lead to the discovery of unexpected requirements.