

How To Accelerate Learning Transfer Through Competency-Based Learning



Presented By:
Cheryl Lasse, SkillDirector

Webcast Objectives

In this webinar you will learn:

- ⚙ How to link competency models to existing learning opportunities
- ⚙ How to use competency models to identify learning opportunities you need to develop
- ⚙ How to keep your mapping current

Competency Models

Competency Models Power The Entire Employee Lifecycle

Why Competency Models?	What If I Don't Use Competency Models?	How Do I Get A Competency Model?
<p>► Competency models have the ability to close skill gaps, increase engagement, drive retention, and also be used to improve:</p> <ul style="list-style-type: none"> • Recruiting • Onboarding • Individual skill development • Career planning • Coaching • Mentoring • Communicating culture • Developing a Learning & Development action plan 	<p>► If you don't use them, you risk:</p> <ul style="list-style-type: none"> • A disconnect between learning investments and corporate strategy • Learning programs that don't close the right skill gaps • Frustrated and disengaged employees who still can't do their job • Skill gap guessing vs. actual identification (that will go over well with executives!) • One-size-fits-all vs. personalized learning – you cannot implement personalized learning without one 	<p>► If you don't have competency models because you don't know how or you think it's too much work, we can help.</p> <ol style="list-style-type: none"> 1. We can provide you with instruction and templates so that you can build them yourself. 2. We can build custom models for you in weeks! 3. You can use/customize standard models. <p>Learn More</p>

Develop an Actionable Competency Model in Weeks!

Thursday, November 05, 2015 at 12:00 p.m. Eastern Time - by **Cheryl Lasse**

Sponsored By: **SkillDirector**

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 0 Comments

Think you don't have time to create competency models for the jobs you support? We'll show you an Agile methodology for getting them built in a way most likely to be embraced and made actionable.

Competency models provide a baseline that tells you what skill gaps exist and what development activities are needed. They intrinsically drive achievement motivation. They provide each person with a road map for how to be great. With the increased pace of change, fewer years of tenure in a job, employee desire for self-directed improvement and career development, and knowledge drain from retiring baby boomers, competency models are more necessary than ever to provide your organization or association with a competitive advantage.

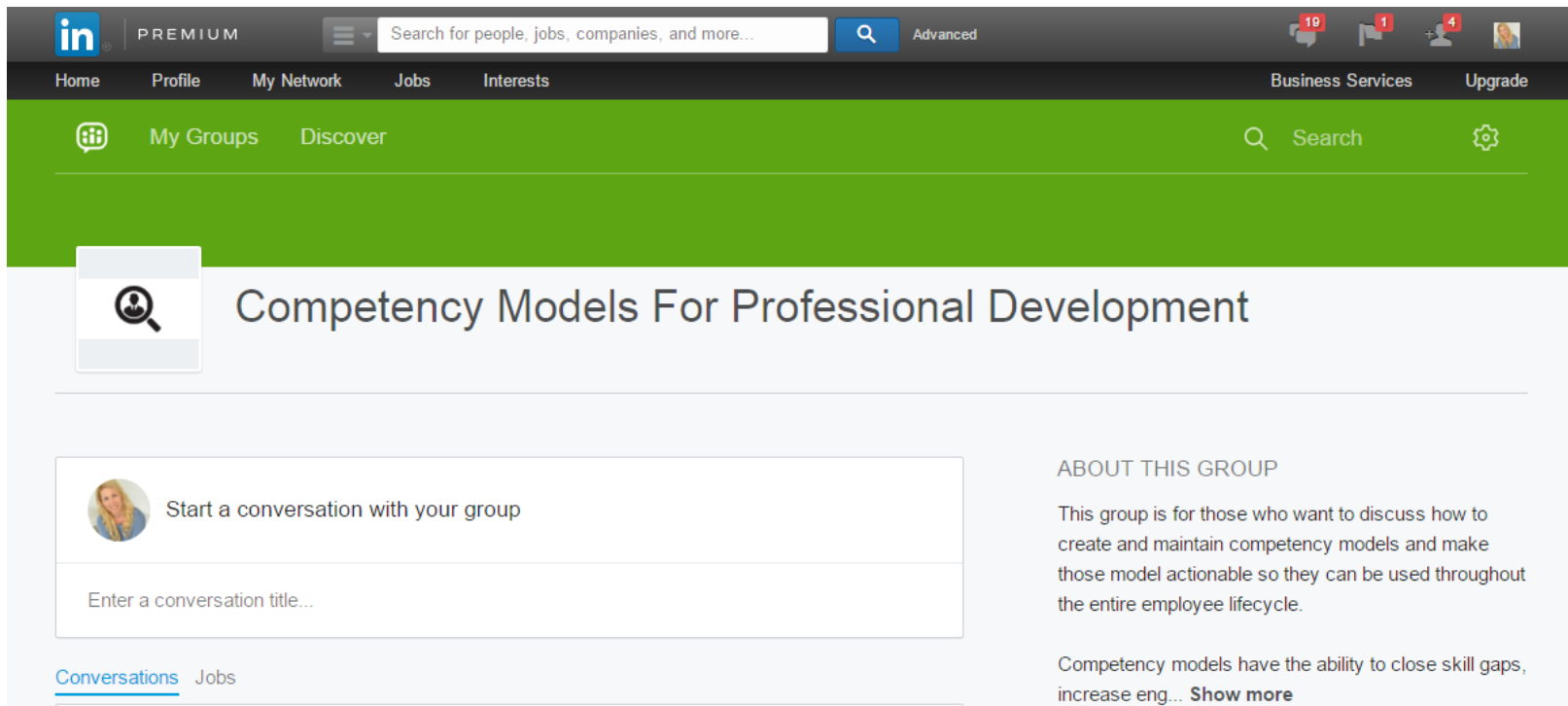
All about competency models / standard models:
<http://skilldirector.com/competency-models>

The value of competency models:
<https://www.td.org/Publications/Blogs/Career-Development-Blog/2015/10/What-Is-the-Value-of-a-Competency-Model>

How to use competency models:
<https://www.td.org/Publications/Blogs/Career-Development-Blog/2015/12/How-Can-My-Company-Use-Competency-Models>

WEBINAR: How to create a competency model:
<https://www.td.org/Digital-Resources/Webcasts/TD/2015/11/Develop-An-Actionable-Competency-Model-in-Weeks>

Competency Models



The screenshot shows the LinkedIn interface for a group. At the top, there's a navigation bar with the LinkedIn logo, 'PREMIUM' status, a search bar, and notification icons. Below that is a secondary navigation bar with 'Home', 'Profile', 'My Network', 'Jobs', 'Interests', 'Business Services', and 'Upgrade'. A green bar contains 'My Groups', 'Discover', a search icon, and a settings icon. The main content area features a group icon and the title 'Competency Models For Professional Development'. On the left, there's a section for starting a conversation with a profile picture and a text input field. On the right, there's an 'ABOUT THIS GROUP' section with a description and a 'Show more' link.

Start a conversation with your group

Enter a conversation title...

Conversations Jobs

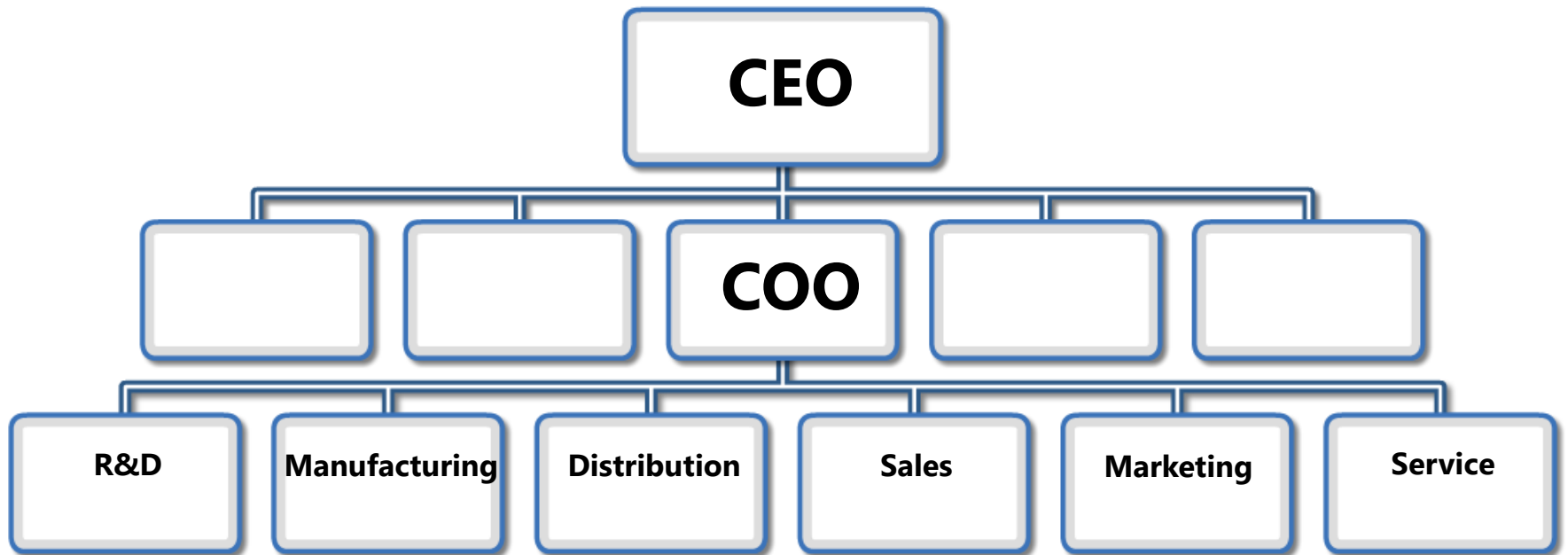
ABOUT THIS GROUP

This group is for those who want to discuss how to create and maintain competency models and make those model actionable so they can be used throughout the entire employee lifecycle.

Competency models have the ability to close skill gaps, increase eng... **Show more**

LinkedIn Group where I can answer your questions
<https://www.linkedin.com/groups/8467576>

Competency Models

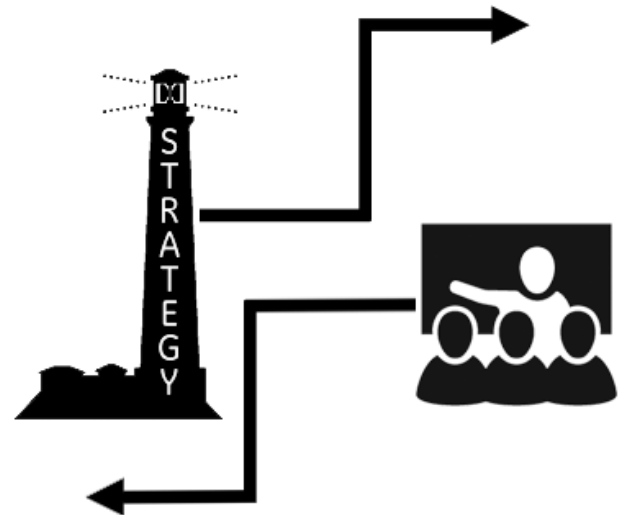


Competency Models



The competency model for each role defines the skills required to accomplish the strategy

How can you develop what your audience needs if you don't know what skills they should have?



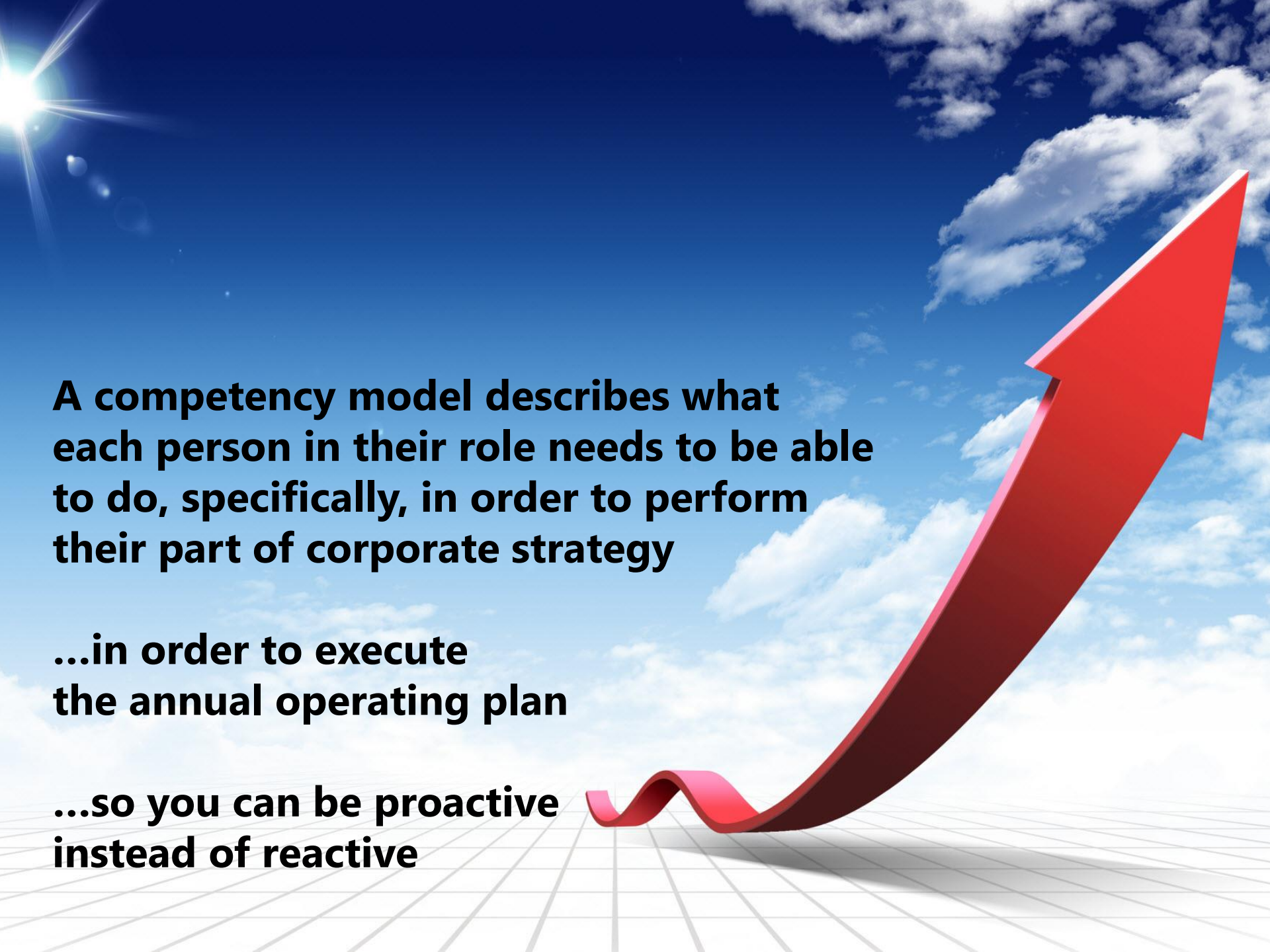
Competency Models



Dan Pink: Drive
<https://youtu.be/u6XAPnuFjJc?t=407>

**A competency model describes
what it looks like to be great in
your role**





A competency model describes what each person in their role needs to be able to do, specifically, in order to perform their part of corporate strategy

...in order to execute the annual operating plan

...so you can be proactive instead of reactive

Competency Models

Consistently deliver customer-focused presentations *Critical to success*





Rating	Behavioral Examples
5 - Expert	<ul style="list-style-type: none"> • Build templates and tools for enabling customer-focused presentations, capturing the motivation, needs and requirements of stakeholders <ul style="list-style-type: none"> ◦ Stakeholder profiles ◦ Lists of discovery questions • Anticipate objections and proactively overcome them with data before the objection arises • Craft a persuasive argument on-the-fly to neutralize dissenters • Display Skilled behaviors
4 - Skilled	<ul style="list-style-type: none"> • Use a structured technique for enabling customer-focused communication <ul style="list-style-type: none"> ◦ Use discovery question lists ◦ Document profiles of each stakeholder, and update them as new insight is obtained • Perform thorough research before building any presentation • Anticipate objections • Often able to sway others to a strategy that may have higher short term costs but more long term benefits • Coach others on how to prepare and deliver customer-focused presentations • Display Applied Knowledge behaviors
3 - Applied Knowledge	<ul style="list-style-type: none"> • Use a customer-focused approach to presentations • Research the role and background of stakeholders before the presentation <ul style="list-style-type: none"> ◦ Ask probing, open-ended questions about their needs ◦ Ask "why?" ◦ Talk to peers about stakeholder motivations, needs and requirements • Ensure every presentation has a purpose and delivers value to the recipient(s) • Plan presentations to weave supporting data throughout to support recommendations and timing considerations • Can prepare a concise, motivating and persuasive presentation <ul style="list-style-type: none"> ◦ Use clear and concise communication (e.g., bullet points, summaries, etc.) ◦ Emotional/inspiring visuals that support my message
2 - General Awareness	<ul style="list-style-type: none"> • Use the proper grammar and spelling in presentations • Proof my work before delivering • Can prepare a complete, logical presentation • Gather appropriate supporting data <ul style="list-style-type: none"> ◦ Have supporting available should the need arise – it's presented as support
1 - Limited Awareness	<ul style="list-style-type: none"> • Focus on the speed of preparing a presentation, more than the quality • Am great at "winging it" – can deliver a presentation, state my position, or write others without much preparation

What is a competency?

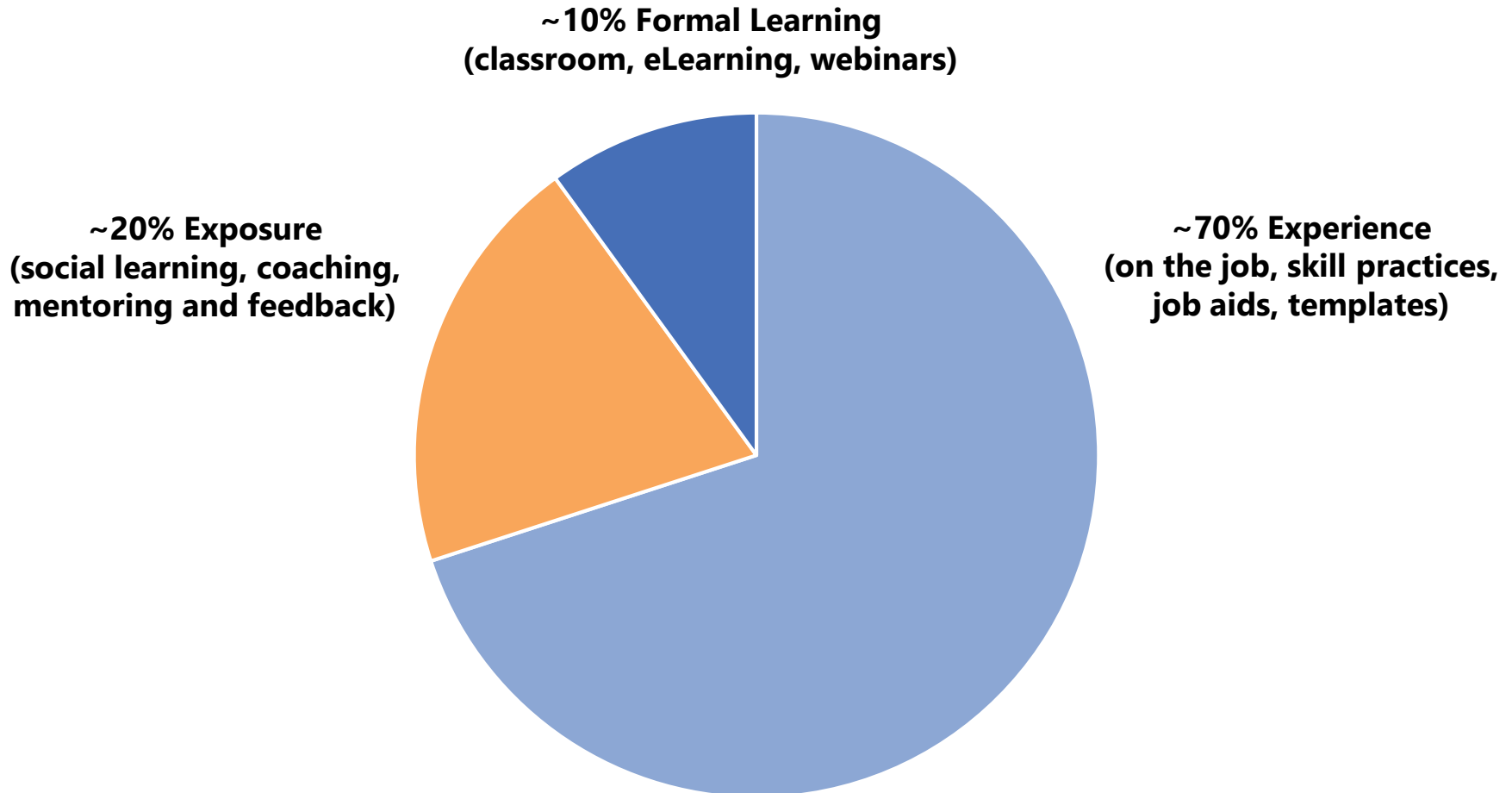
<https://www.td.org/Publications/Blogs/Career-Development-Blog/2015/11/What-Is-a-Competency>

Steps we'll cover

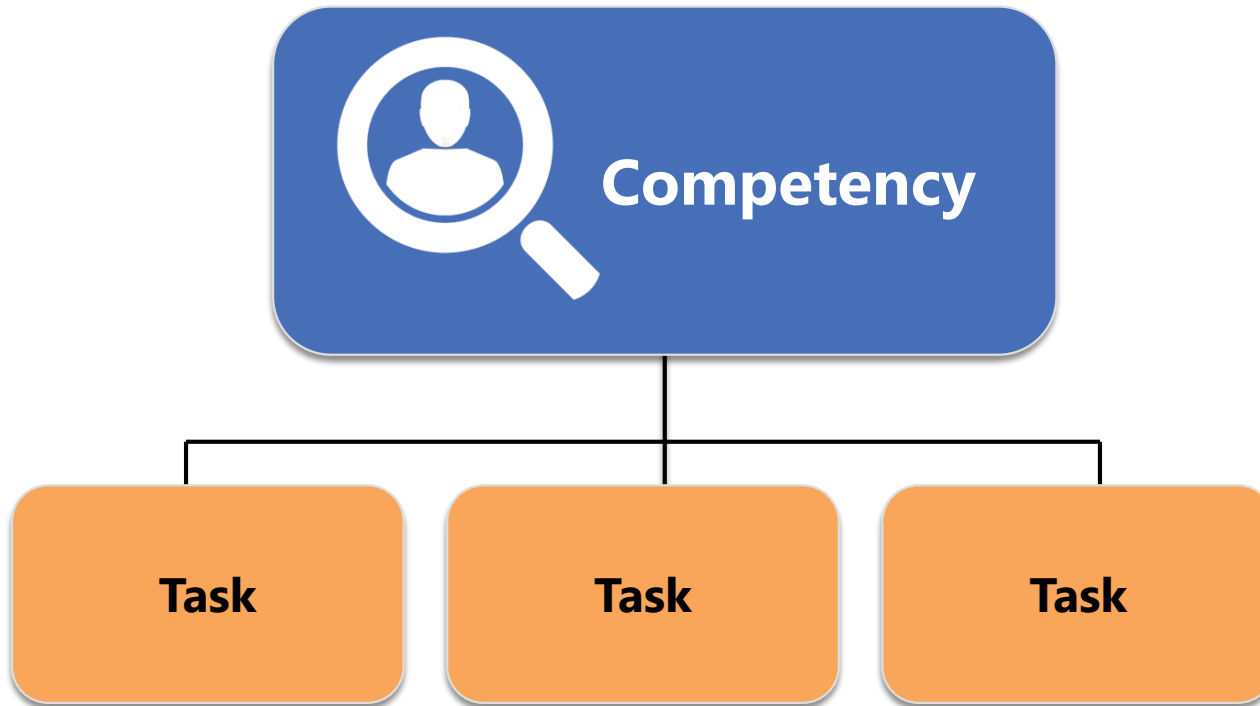


-  What it means to map competencies to learning
-  The steps to map competencies to learning
-  Filling gaps
-  Keeping your mapping current

What it means to map competencies to learning



What it means to map competencies to learning



What it means to map competencies to learning

Consistently deliver customer-focused presentations

Critical to success

Rating	Behavioral Examples
5 - Expert	<ul style="list-style-type: none"> Build templates and tools for enabling customer-focused presentations, capturing the motivation, needs and requirements of stakeholders <ul style="list-style-type: none"> Stakeholder profiles Lists of discovery questions Anticipate objections and proactively overcome them with data before the objection arises Craft a persuasive argument on-the-fly to neutralize dissenters Display skilled behaviors
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What it means to map competencies to learning



Consistently deliver customer-focused presentations

Critical to success


Rating	Behavioral Examples
3 - Applied Knowledge	<ul style="list-style-type: none">• Use a customer-focused approach to presentations• Research the role and background of stakeholders before the presentation<ul style="list-style-type: none">○ Ask probing, open-ended questions about their needs○ Ask "why?"○ Talk to peers about stakeholder motivations, needs and requirements• Ensure every presentation has a purpose and delivers value to the recipient(s)• Plan presentations to weave supporting data throughout to support recommendations and timing considerations• Can prepare a concise, motivating and persuasive presentation<ul style="list-style-type: none">○ Use clear and concise communication (e.g., bullet points, summaries, etc.)○ Emotional/inspiring visuals that support my message

What it means to map competencies to learning

Behavioral Example	Learning Opportunity / Learning Objective
<ul style="list-style-type: none"> • Use a customer-focused approach to presentations 	Customer Focus course
<ul style="list-style-type: none"> • Research the role and background of stakeholders before the presentation <ul style="list-style-type: none"> ○ Ask probing, open-ended questions about their needs ○ Ask “why?” ○ Talk to peers about stakeholder motivations, needs and requirements 	
<ul style="list-style-type: none"> • Ensure every presentation has a purpose and delivers value to the recipient(s) 	
<ul style="list-style-type: none"> • Plan presentations to weave supporting data throughout to support recommendations and timing considerations 	
<ul style="list-style-type: none"> • Can prepare a concise, motivating and persuasive presentation <ul style="list-style-type: none"> ○ Use clear and concise communication (e.g., bullet points, summaries, etc.) ○ Emotional/inspiring visuals that support my message 	Creating Effective Presentations course

For more on this, see *“Driving Targeted and Robust Development”*. TD Magazine. December 2015. Harris and Terry.

What it means to map competencies to learning



Example Skill Practice

Document Name: Example skill practice.docx Page 1 of 2

Learning Objectives:

- Identify the needs and motivation of presentation participants
- Ensure every presentation has a purpose and delivers value to the recipient(s)

Instructions

For this activity, you should pick some presentation that either you have to give, or a peer will be giving. Identify the topic and the purpose (what you/peer want to happen as a result of the presentation).

Presentation Topic	
Presentation Purpose	
Attendees (Names & Titles)	

Step 1) Make a list of the questions you'd want to know about their motivations, needs and requirements in order to ensure you can accomplish the purpose. Be sure they are probing, open ended questions, and that you ask "Why" if their answer requires more depth.

Question 1	
Question 2	
Question 3	
Question 4	
Question 5	


Step 2) Make a copy of the template for each attendee. If you have 5 attendees, you'll have 5 templates.

Step 3) Do your homework. Using any company resources, LinkedIn profiles, and your peers who have a relationship with this person, try to get the answers to the questions you've written. Use the template below to capture the details. Be sure to identify the source.

Step 4) Schedule 15 minutes with each of the attendees (one-on-one, in person or virtually) and ask them the questions – your homework should help you to be able to understand their position. Use the template below to capture the details from your conversation. It may not be possible to meet with each person.

Step 5) Identify how you will tailor your presentation (or how your peer should be tailoring their presentation) in order to achieve your purpose based on what you learned about the participants. Use the template below to capture your plans.

Note that you won't necessarily use this template the same way for all presentations, but it can serve as a good reminder for consistent presentation preparation, and to ensure that you capture the voice of your presentation customers.



Example Skill Practice

Document Name: Example skill practice.docx Page 2 of 2

TEMPLATE

Attendee: John Smith, VP of Sales

Homework:

Source	What I learned
LinkedIn	Says goal is XXX
Mary Brown	Says focused on YYY

Conversation answers:

Question 1	
Question 2	
Question 3	
Question 4	
Question 5	

How I will tailor the presentation
Be sure to include an overview on how this project will impact John's supply chain project and how it will integrate with his timeline, adding value to his project, as opposed to detracting from it.

Image of a sample skill practice, found in the materials you can download.

What it means to map competencies to learning

Behavioral Example	Learning Opportunity / Learning Objective
<ul style="list-style-type: none"> • Use a customer-focused approach to presentations 	Customer Focus course
<ul style="list-style-type: none"> • Research the role and background of stakeholders before the presentation <ul style="list-style-type: none"> ○ Ask probing, open-ended questions about their needs ○ Ask “why?” ○ Talk to peers about stakeholder motivations, needs and requirements 	Skill practice: Identify the needs and motivation of presentation participants
<ul style="list-style-type: none"> • Ensure every presentation has a purpose and delivers value to the recipient(s) 	Skill practice: Identify the needs and motivation of presentation participants
<ul style="list-style-type: none"> • Plan presentations to weave supporting data throughout to support recommendations and timing considerations 	
<ul style="list-style-type: none"> • Can prepare a concise, motivating and persuasive presentation <ul style="list-style-type: none"> ○ Use clear and concise communication (e.g., bullet points, summaries, etc.) ○ Emotional/inspiring visuals that support my message 	Creating Effective Presentations course



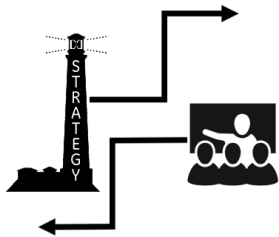
What it means to map competencies to learning

Essential if you want to ensure what you create or deploy...

- Is relevant
- Supports corporate strategy
- Creates the **best opportunity** for learning transfer to occur

It accelerates learning transfer because the individual performing the learning opportunity knows it's relevant and they buy into it.

What happens if you **DON'T** apply competency-based learning



Develop or Buy learning opportunities that don't support skills people need to have – WASTE!

Don't have learning opportunities that enable people to close skill gaps






Make it likely that someone who has a skill gap will consume content that won't help them, so they will become disengaged with L&D and try to close skill gaps on their own

Risk people will get frustrated with the inability to do their jobs, and will leave



The steps to map competencies to learning



-  Identify your learning opportunities and assets
-  Prepare your mapping template
-  Map your activities

Identify your learning opportunities and assets



Familiarize

3					
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Example	Required Proficiency
5	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Use a customer-focused approach to presentations	Applied
6	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Research the role and background of stakeholders before the presentation o Ask probing, open-ended questions about their needs o Ask "why?" o Talk to peers about stakeholder motivations, needs and requirements	Applied
7	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Ensure every presentation has a purpose and delivers value to the recipient(s)	Applied
8	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Plan presentations to weave supporting data throughout to support recommendations and timing considerations	Applied
9	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Can prepare a concise, motivating and persuasive presentation o Use clear and concise communication (e.g., bullet points, summaries, etc.) o Emotional/inspiring visuals that support my message	Applied
10					

Search

1	Curriculum Analysis												
2													
3	Optional Fields												
4	Activity Code	Type (e.g., classroom, eLearning, webinar, job aid, template, video, checklist)	Training Activity Name/Description	Link To Activity, Asset, or person (regardless of where it is located)	Module Name (only if it is a part of larger activity)	Learning Objectives (this should not be a description; it is important that this be actual, measurable learning objectives if they exist)	Duration (hours)	Price (\$)	Proficiency Achieved With Activity	Notes	Date Create	Date Last Revised	Reviewer (SME who used course if in current)
5	XVCFM_Basic	Classroom	Know Your Customer's Financial Model	[link to LMS sign-up page]		<ul style="list-style-type: none"> Identify key financial drivers that drive decision making. Describe how power companies make money. Analyze how company impacts financial drivers. Demonstrate the effect your decisions have on the financial results of your company and your customer. Buylate how to sell profits and value rather than products or services. 	12	500	3	Designed for sales people and those who have some sales responsibilities	1/1/2006	12/1/2015	John Smith
6													
7													
8													
9													
10													
11													

Identify your learning opportunities and assets



Learning curation articles can be found in January's TD Magazine:

<https://www.td.org/Publications/Magazines/TD/TD-Archive/2016/01/Cultivating-Valuable-Learning-Environments>

<https://www.td.org/Publications/Magazines/TD/TD-Archive/2016/01/Diamond-in-the-Rough>


A good Learning Curator selects **only the best** items to share with others.

A good Learning Curator has specific criteria for selection based on skill, role, and proficiency required.


Identify your learning opportunities and assets

Put identified items in the template

Learning objectives are key to the mapping process



	A	B	C	D	E		N	O	P	
1	Curriculum Analysis									
2										
3										
4	Activity Code	Type (e.g., classroom, eLearning, webinar, job aid, template video, checklist)	Training Activity Name/Description	Link To Activity, Asset, or person (regardless of where it is located)	Module Name (only if it is a part of a larger activity)	Learning Objectives (this should not be a description -- it is important that this be actual terminal learning objectives if they exist)		Communication	Financial Analysis	
5	HMCMM_001	Classroom	How My Customer Makes Money	[link to LMS signup page]		<ul style="list-style-type: none"> Identify key financial drivers that drive decision making. Describe how your customers make money. Demonstrate the effect your decisions have on the financial results of your company and your customer. Illustrate how to sell profits and value rather than products or services. 			x	
6	Template_001	Template	Presentation needs analysis template			Use this template to identify the needs and motivation of presentation participants		x		

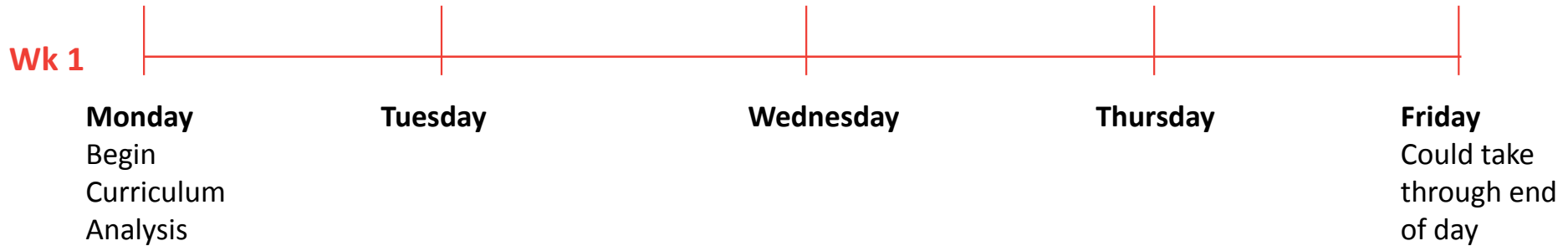


Resource: Curriculum Analysis Template.xlsx

Categorize for easy mapping

Competency-Based Learning Timeframe

Unless you have no content



Prepare your mapping template

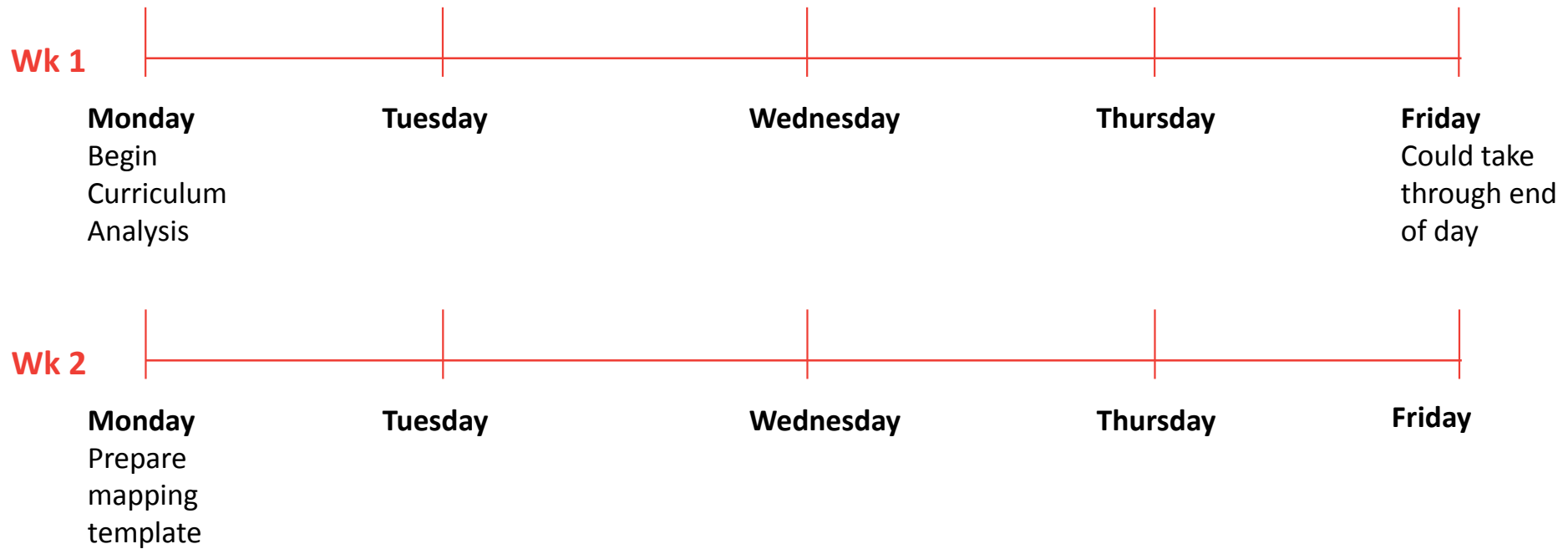
Place a copy of your competency model into the mapping template

3								
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Example	Required Proficiency	Activity Code	Type	Learning Opportunity Name or Description
5	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Use a customer-focused approach to presentations	Applied			
6	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Research the role and background of stakeholders before the presentation o Ask probing, open-ended questions about their needs o Ask "why?" o Talk to peers about stakeholder motivations, needs and requirements	Applied			
7	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Ensure every presentation has a purpose and delivers value to the recipient(s)	Applied			
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10								

Resource: *Task To Training Mapping Template.xlsx*

Competency-Based Learning Timeframe

Assuming Curriculum Analysis takes 5 days



Map your activities

Map tasks for one competency, one at a time

	A	B	C	D	E	F	N	O
1	Curriculum Analysis							
2								
3								
4	Activity Code	Type (e.g., classroom, eLearning, webinar, job aid, template video, checklist)	Training Activity Name/Description	Link To Activity, Asset, or person (regardless of where it is located)	Module Name (only if it is a part of a larger activity)	Learning Objectives (this should not be a description - it is important that this be actual terminal learning objectives if they exist)		Communication
6	Template_001	Template	Presentation needs analysis template			Use this template to identify the needs and motivation of presentation participants		x

	A	B	C	D	E	F	G	H
1	Mapping Template							
2								
3								
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Example	Required Proficiency	Activity Code	Type	Learning Opportunity Name or Description
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- 1) Filter both templates by competency/category
- 2) Using first task and examples, look for activity whose learning objectives match task examples for target proficiency
- 3) Match found? Add match to mapping template
- 4) Move to next task in competency

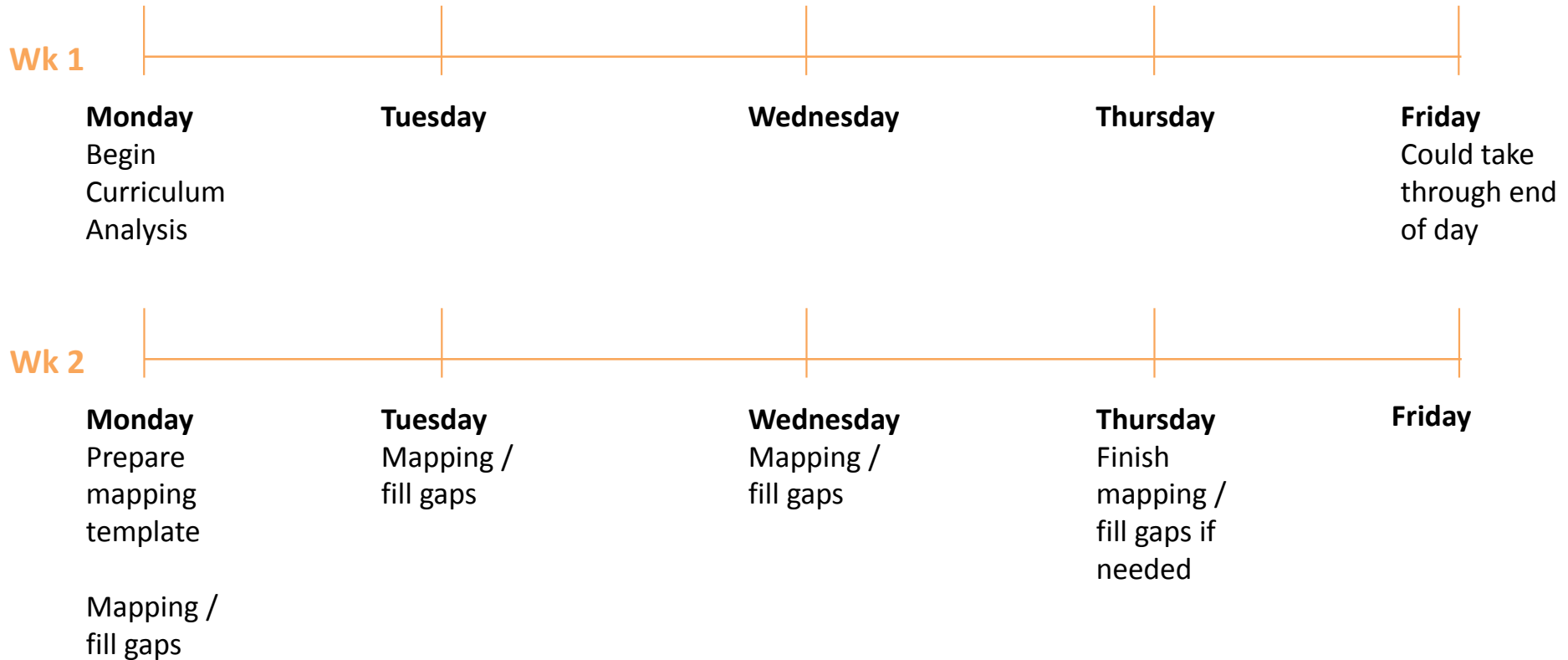
Filling gaps

Propose learning opportunity for any gap with type and learning objective

	A	B	C	D	E	F	G	H	I
1	Mapping Template								
2									Highlight any proposed activities in yellow
3									
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Examp	Required Proficiency	Activity Code	Type	Learning Opportunity Name or Description	Learning Objectives
5	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Use a customer-focused approach to presentations	Applied	SD_CUST_FOCUS	Classroom	Customer Focus course	Use a customer-focused approach to communications
6	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Research the role and background of stakeholders before the presentation o Ask probing, open-ended questions about their needs o Ask "why?" o Talk to peers about stakeholder motivations, needs and requirements	Applied	SP_001	Skill Practice	Skill practice: Identify the needs and motivation of presentation participants	* Identify the needs and motivation of presentation participants * Ensure every presentation has a purpose and delivers value to the recipient(s)
7	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Ensure every presentation has a purpose and delivers value to the	Applied	SP_001	Skill Practice	Skill practice: Identify the needs and motivation of presentation participants	* Identify the needs and motivation of presentation participants * Ensure every presentation has a purpose and delivers value to the recipient(s)
8	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Plan presentations to weave supporting data throughout to support recommendations and timing considerations	Applied	SP_002	Skill Practice	Skill practice: Create presentation requiring supporting data	Weave supporting data throughout a presentation to support recommendations and timing considerations

Competency-Based Learning Timeframe

Assuming Curriculum Analysis takes 5 days & mapping takes 3 days



Competency-Based Learning Deliverables
















The competency model for each role defines the skills required to accomplish their part of corporate strategy

You know what learning opportunities (built or proposed) someone with a skill gap can leverage to close that gap



Competency Assessment Tool

Category	Task/Skill	Limited Awareness 	General Awareness 	Applied Knowledge 	Skilled 	Expert 
Aligning To Customers	Build trust through a customer-focused approach and advocacy 	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building A Business Case	Identify clearly the business and financial benefits of a solution in a way that speaks to business impact 	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating Effectively	Demonstrate well prepared verbal and written communication and presentation techniques 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Communicating Effectively	Demonstrate timely responses to all inquiries for information within the requested amount of time 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Creating And Closing Opportunities	Research and target prospects 	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating And Closing Opportunities	Conduct interest-building calls (cold calls) when applicable 	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating And Closing Opportunities	Identify sales leads 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Creating And Closing Opportunities	Follow up/manages sales leads 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Personalized Learning Plan

Assessment Results: Personalized Learning Plan



Here you can see the automatically generated recommendations that can close your skill gaps. Printing or exporting the list will display additional information.

Select 1-3 skill gaps to close first. Filter by each selected gap, then select an activity by placing a check in the On Development Plan column. When all activities have been selected, click Submit.

Report Criteria

Employee Assessment Date: **1/19/2016**

Manager Assessment Date: **1/19/2016**

Submit Cancel Evaluation Detail Refresh Activities    

Priority	Task/Skill	Activity Description	On Development Plan?	Target Completion Date	Completed?	Activity Type	Activity Link	Status	Hrs
2	Qualify opportunities	Spend an hour listening to Inside Sales make calls	<input type="checkbox"/>		<input type="checkbox"/>	Activity		Active	
2	Qualify opportunities	Opportunity Sales Planning (eLearning): Opportunity Analysis	<input type="checkbox"/>		<input type="checkbox"/>	eLearning	view	Active	1
2	Qualify opportunities	Opportunity Sales Planning (ILT): Opportunity Analysis	<input type="checkbox"/>		<input type="checkbox"/>	Classroom	view	Active	3.5
2	Qualify opportunities	"Can I Win?" Activity	<input checked="" type="checkbox"/>	03/31/16	<input type="checkbox"/>	Activity	view	Active	0.5
2	Qualify opportunities	Opportunity Analysis Notes	<input type="checkbox"/>		<input type="checkbox"/>	Job Aid	view	Active	

Keeping your mapping current



The skills and behaviors in your model will change

- Usually updated annually or due to major changes
- Mapping can be reviewed via pre-work with 4-6 high performers and recommended updates consolidated during 1-2 hour meeting

Learning opportunities are updated

- Changes to learning opportunities should now be driven by the competencies themselves, so the mapping should be updated before the learning opportunities
- If you don't own an opportunity being modified, verify learning objectives still link
- **If curating learning, curation and mapping occur simultaneously**



Summary

- ⚙ You can't accelerate learning transfer unless you have relevance and employee buy-in
 - ⚙ Starts with competency model
 - ⚙ Ends with competency-based learning
- ⚙ If you have learning opportunities that are not tied to your competency model, they are wasting your time and valuable resources
- ⚙ The most important thing you can do is to ensure that your audience has the skills they need to execute their part of corporate strategy – “competency-based learning”
- ⚙ You learned how to link competency models to existing learning opportunities, how to identify curriculum gaps, and how to keep your mapping current

Contact Information



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Link to download notes & templates: <http://ow.ly/Xq4YL>

Link to Competency Models For Professional Development LinkedIn Group for questions: <https://www.linkedin.com/groups/8467576>