

DILF competence profiles

The primary purpose of the competence surveys is to create an overview of which working assignments link to which job descriptions, and which competences are required to support these jobs. In addition, the competence overviews are meant to facilitate more accurate choices of courses in order to fulfill certain required competence needs. It will often be necessary to dig deeper than what the competence surveys allows you to, for which reason they are not meant as the definitive answer, but more as guidance.

The generic competence model from DILF operates with a competence base constituted by four competence elements:

- Functional skills
- Business skills
- Personal skills
- Leadership skills

Together with personal experience, this makes up the competence base. The total competence and qualification base can, depending on motivation, surroundings and context, lead to a certain performance-driving behaviors.

Performance is normally the fundamental driver for wanting competence development. Here we distinguish between two types of competence development:

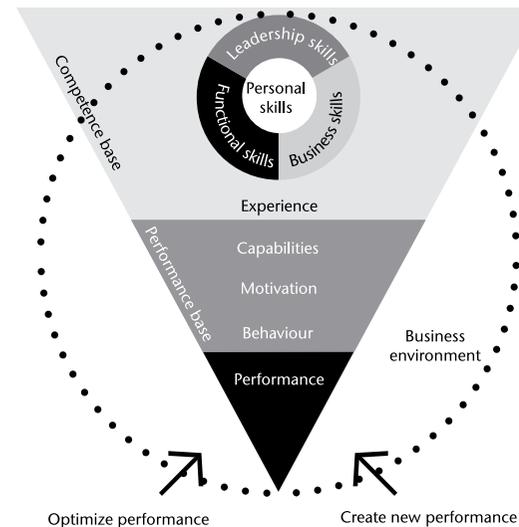
1. Competence development that equips people to perform and achieve in new areas
2. Competence development to optimize existing performance and thereby becoming better at what you are already able to do

The competence development process starts with an analysis of how you want to affect performance according to the two types of performance listed above. Afterwards you clarify which behavior drives the certain achievements and analyze the working conditions in the environment. Last, but not least, you try to clarify the motivation of the persons involved – e.g. with a DiSC profile analysis.

All this leads to a partial conclusion: Which skills are to be developed, which motivation factors are to be influenced, and how do we handle the different circumstances in the surroundings? Are there for example working conditions that need to be changed?

Afterwards you identify the 'ideal competence profile', which is used as a starting point to clarify the existing competence level. Potential gaps in the competence profile are identified and described after which the method for carrying out the necessary competence development is mapped and subsequently implemented.

An important remark is that, in our experience, self-evaluation of the existing competence level will often be insufficient. We suggest that more parties participate and ideally that the evaluation is done by a neutral third part with the required skills.



THE COMPETENCE OVERVIEW – STRUCTURE AND APPLICATION

Category classification

We have defined five categories in a continuum (in the competence overview = columns). It is a continuum because there is an overlap between the categories. Each category is specified and described by assignments, skills (structured after the DILF competence model), education and experience.

In some ways, we find this classification to be universal. So, anyone who works within the subject area can find their job in the survey, almost independently of company size. In relatively small companies, a single person might be handling assignments covering three categories and in large companies one single category can be divided into smaller areas. Of course, there are always company specific considerations to be taken, but the assignments and competences are basically the same. In that way the surveys are meant as a guide and a tool to safely navigate around the wide range of competences.

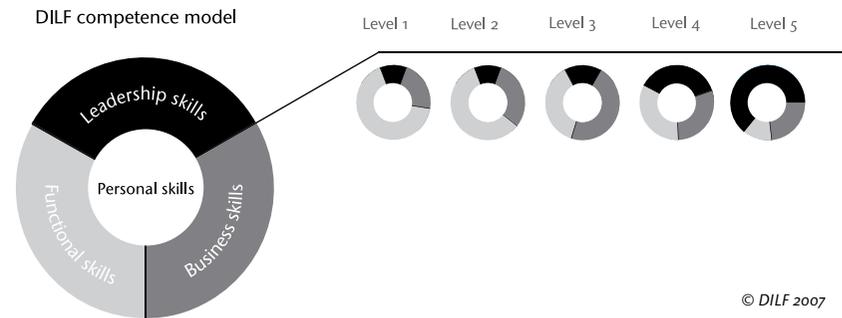
Rapid development in competence profiles and career opportunities

The general competence level for our discipline is increasing, similar to what is happening in society on general. People have a higher initial qualification level – especially in category 2-3. Thus, it is not unlikely that newly educated candidates will fall into these categories. Correspondingly we note that the competence profiles are moving in the direction of becoming so called ‘T-profiles’, where the candidates have a broad background within different areas, e.g. IT, manufacturing, marketing, finance etc, combined with a profound knowledge of e.g. procurement or logistics – hence ‘T-profile’.

In general, there are increasing expectations to people’s interdisciplinary understanding and interpersonal skills, since the close integration between different functions requires an insight into problems from multiple sides. It is also important to be capable of understanding and analyzing markets - both on the customer side and on the supplier side. Above all, IT is used as a tool to optimize most processes and contexts, so it is a required skill in most categories.

It is important to point out that the categories mentioned do not necessarily account for an organizational vertical career run. Careers no longer move from 1 to 5, but maybe from 1 to 2 or from 2 to 3 or 4. A career run from student to CEO, trained within the profession, without any formal education, is a rare sight today.

It is equally important to emphasize, that there is not necessarily an organizational difference between category 3 and 4. It is a traditional classification, distinguishing specialists from leaders, which in our view can and should be on the same level career-wise and salary-wise to avoid that extremely competent specialists end up in manager jobs, where they are not quite as competent, due to misguided career development plans and conceptions. It is often very different personalities that can and should manage the two different job types.



DILF TAXONOMI

Level	1	Knows	Knows of the competence, but needs extensive step by step guidance and support to apply the competence
Level	2	Understands	Understands the competence at a basic level, but needs guidance and support to apply the competence in several situations
Level	3	Applies	Applies the competence independently in familiar settings, but needs guidance and support when confronted with new situations
Level	4	Masters	Masters the competence in both familiar and new situations and is capable of applying the competence independently in situations which deviate from the norm
Level	5a	Developers	Masters the competence and is capable of developing new concepts, methods and tools for further expansion of the competence and related knowledge
Level	5b	Coach	Capable of teaching others the competence, including splitting up the competence in suitable elements and prioritize these for easy understanding and teach them to others

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Job terms

In each of the two overviews, the categories are described with examples of job titles. This is not without risk, since job titles are often used as political titles more than actual descriptions of working assignments. There are a number of job titles that can be understood differently. Therefore it can occur that a title we have placed under category 1, will cover the assignments in category 2 or 3 for others. This is why it is essential that these job titles are understood as examples and not as decisive factors for categorizing.

Assignments

The arranged assignments have not been prioritized in any way, but, wherever possible, merely placed in the chronological order of a work process.

THE FOUR COMPETENCE ELEMENTS OF DILF

Functional skills

The function-specific competences stem from the above mentioned assignments. They are professional and work related competences, assessed as highly necessary in order to perform the assignments of a job in the specific category. The list is in no way complete, but can be viewed as a core of competences. These are further divided into knowledge, capabilities and tools. The competences are all linked to a given job function.

Business skills

Business skills are competences of a more generic nature which partly link to general overall knowledge of business relations and partly to a more industry-specific understanding of e.g. market dynamics, customers, technology utilization etc.

Personal skills

Personal skills refer partly to a person's personality and partly to real competences; for example communication skills, interpersonal skills, etc. These competences are structured according to the terminology of the DiSC personality profile tool. Of course this tool can be replaced with whatever tool is being used in the individual companies.

Leadership skills

Leadership skills primarily focus on the leadership dimension, and not so much the management dimension of the leadership term. If desired, it is also possible to use the company's own models and concepts.

THE DILF TAXONOMY

The DILF taxonomy from level 1 to 5 can be used for the competences in question. The arrows in the model indicate that it is possible to develop in three directions, 1) the developer, 2) the coach, or 3) a combination of the first two. Realistically, of course, not many reach level 5 within many competences.

Course overview

In the course overview we have registered all DILF courses. This means that by placing yourself in the overview, you will be able to see which competence development courses DILF provides to each segment. The courses are divided into three levels (A, B and C), which are solely differentiated according to experience. The limits between the levels are fluid, which means it is up to each person to estimate which level of experience he/she has reached. It is important to emphasize that experience is not always a function of time. So seniority alone does not qualify for a higher placement in this context.

The courses have been placed in the lowest recommended level within each category and can, as such, easily be of relevance for people with greater experience and in 'higher' categories. If you are positioned in category 2 and estimate to be on a relatively high level of experience (C), it is recommended that you have attended all the courses (competences) ahead of this level regarding category as well as experience – all the courses in categories 1 and 2, levels A, B and C. On the other hand, if you are new and inexperienced in a job in category 2, we recommend that you wait with the courses until more experience has been gained. So, every course up to a certain level of experience within a category is therefore recommended.

Level A: Employees who are new in the job and relatively inexperienced within the area

Level B: Employees with some experience within the area

Level C: Employees with extensive experience within the area

Icons for every course

In every course description in our course programme, there will be an icon matching the DILF competence overview for the specific area, being either purchasing or logistics/SCM. The icons represent the five categories and the three levels and contain colored boxes corresponding to the defined target groups in the competence overview. Thus, it is quite easy to form a general view over the relevance of the courses. If in doubt, it is always recommended to take another look at the specifications of the competence overview.

	1	2	3	4	5
A					
B					
C					

For example, an icon like this means that the particular course is primarily relevant for persons in category 2 with some experience and persons in category 3 and 4 who are new in the job and relatively inexperienced within the area.

Secondarily, the course is relevant for persons in category 2 with extensive experience and category 3 and 4 with some or extensive experience.

For our complete list of courses please consult www.dilf.dk