Role-Based Competency Framework for Systems Engineering

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Overview

- This presentation describes the proposed development of an INCOSE Systems Engineering (SE) Competency Framework.

- This framework will be developed as an evolution of the current INCOSE United Kingdom (UK) SE Competencies Framework (INCOSE UK, 2010).

- The INCOSE Competency Working Group (CWG) is conducting this project in collaboration with the National Defense Industrial Association (NDIA), SE Division, Education and Training Committee to develop a common approach to the definition of an SE Competency Framework.

Objectives

- **Evolve to a globally accepted* and marketed standard competency framework, based on systems engineering effectiveness, that can be used to produce competency models tailored to the needs of the customer organizations.**

- **Create a globally used standard assessment instrument/tool based on the competency framework, tailorable to the needs of the customer organizations (pending further discussions with INCOSE Competency WG).**

* Approved for release as an INCOSE product.

Example Use Cases

- **Use the Competency Framework as a tailorable set of criteria to guide the customer organization's assessment tool in order to select, filter, and screen candidates for SE job positions, thus helping to ensure that the right person is placed in the right job.**

- **Use the Competency Framework to identify differences or gaps in an organization's existing SE competencies and mitigate those gaps through the appropriate training, experiential opportunities, etc.**

- **Use the Competency Framework to enable comparisons of different organizations' competency models to each other.**

Proposed Evolution

We propose a evolution of the current INCOSE UK Competencies Framework along four paths of development and growth:

1. Evolve to an SE role-based competency framework that is extensible, scalable, and tailorable by the customer organization.

2. Evolve by adding the concept of classes. This is where the competencies achieve their interdependence with each other.

3. Evolve by ensuring there is a Professional Class that covers leadership and soft skill competencies.

4. Evolve by adding a new level of proficiency called the Senior Practitioner to the existing four levels in the INCOSE UK Competencies Framework.

SE Role-Based Competency Framework Taxonomy

SE Role		A collection of interrelated and interdependent activities assigned to a person in a contextual environment such as Systems Engineering
↳ Activity		A specified pursuit defined by a set of essential functions and desired outcomes that enable the successful accomplishment of one's role
↳ Class		A grouping of closely related competencies considered essential to an individual's ability to successfully perform an activity
↳ Competency		An observable and measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to successfully perform an activity
↳ Description		A competency should be described in a way that clearly defines its essential function and desired outcome
↳ Knowledge Skills Abilities Behaviors		The decomposition of a competency into specific and clearly defined knowledge, skills, abilities and behaviors is necessary to successfully execute and assess key requirements of an activity at a corresponding level of proficiency

SE Role-Based Competency Framework Architecture

- **Each SE Role consists of one or more SE Activities.**

- **Each SE Activity consists of a set of competencies, with one or more competencies from each of the following Classes:**

  - **C1: Technical Processes**
  - **C2: Technical Management**
  - **C3: Enterprise**
  - **C4: Professional**
  - **C5: Analytical**
  - **C6: Domain / Context**

- **Each competency consists of:**

  - **The Competency Description**
  - **Associated set of Knowledge, Skills, Abilities, and Behaviors, described at Five Levels of Proficiency**

SE Role-Based Competency Framework Architecture

- **Knowledge, Skills, Abilities, and Behaviors can be acquired through Education, Training, Experiences, and Cultural Immersion.**

- **Five Levels of Proficiency:**

  - **Awareness**

  - **Supervised Practitioner**

  - **Practitioner**

  - **Senior Practitioner** *(Proposed New Level)*

  - **Expert**

- **This architecture approach allows us to map any SE Role into a set of clearly defined knowledge, skills, abilities and behaviors at the appropriate levels of proficiency.**

Concept of Classes

- The concept of classes was introduced to help categorize and group the competencies.

- More importantly, the concept of classes enables competencies to be viewed as interrelated and interdependent when they support an SE activity.

- The concept of classes also helps to ensure that all the appropriate competencies are considered for a particular SE activity.

- A class is defined as a grouping of closely related competencies considered essential to an individual's ability to successfully perform an activity.

- Any SE activity must therefore consist of several interrelated and interdependent competencies.

Class Definitions

- **Technical Processes – competencies required to perform fundamental SE activities**

- **Technical Management – competencies required to plan, assess and control the technical effort**

- **Enterprise – competencies required to relate the technical effort on a program to the organizational and inter-organizational mission, vision, goals, resources and objectives**

Class Definitions

- **Professional – non-technical competencies required to enable systems engineers to effectively and efficiently achieve objectives in the organizational context**

- **Analytical – competencies required to develop inputs for decisions or to inform fundamental SE activities**

- **Domain / Context – competencies required to understand and operate effectively in a particular problem space**

Professional Class

- **Emerging global belief that if you are a systems engineer, then you must also be a leader.**

- **Every level of systems engineering requires some type of leadership.**

- **INCOSE Corporate Advisory Board and other respected centers of thought on the practice of systems engineering encouraged us to include a Professional Class in the competency framework evolution.**

You cannot manage men into battle. You manage things; you lead people.

Grace Hopper

Professional Class

- Professional and interpersonal competencies that enable the successful accomplishment of SE activities.

  - Leadership
  - Communications
  - Critical Thinking
  - Coordination
  - Team Dynamics
  - Problem Solving
  - Negotiation
  - Persuasion
  - Ethics

  - Cultural Change Management
  - Judgment
  - Mission and Results Focus
  - Coaching and Mentoring
  - Strategic and Tactical Planning
  - Etc.

- **Awareness Level:**

  - *The person is able to understand the key issues and their implications. They are able to ask relevant and constructive questions on the subject.*

- **Supervised Practitioner Level:**

  - *The person displays an understanding of the subject but requires guidance and supervision.*

- **Practitioner Level:**

  - *The person displays detailed knowledge of the subject and is capable of providing guidance and advice to others.*

Source: INCOSE UK Competencies Framework (INCOSE UK, 2010)

Current Proficiency Levels

- **Senior Practitioner Level** *(Proposed New Level):*

  - *The person displays both in-depth and broad knowledge of the subject based on practical experience and is capable of leading others to create and evaluate solutions to complex problems in the subject.*

- **Expert Level:**

  - *The person displays extensive and substantial practical experience and applied knowledge of the subject.*

Source: INCOSE UK Competencies Framework (INCOSE UK, 2010)

- **Those who achieve Senior Practitioner Level would have:**

  - An in-depth and broad knowledge of the particular SE competency

  - Ability to lead others in solving complex problems utilizing the competency

- **Senior Practitioner Level provides a bridge that makes it easier to transition from the Practitioner level to the Expert level.**

Source: INCOSE UK Competencies Framework (INCOSE UK, 2010)

Summary

- We proposed a way to evolve the INCOSE UK Competencies Framework along four paths of development and growth.

- We described each path and showed how that path enables the appropriate evolution.

- The resultant competency framework would be tailorable, extendable and scalable by the customer to produce competency models well suited to their needs.

- The proposed fifth level of Senior Practitioner would provide a needed bridge between Practitioner and Expert.

Next Steps

- **Complete development of this competency framework evolution into Version 0.25 – send to INCOSE Competency WG members for review and comments.**

- **Conduct 2-3 meetings of the Joint INCOSE & NDIA Competency WG to adjudicate comments, revise and develop a draft of Version 0.5.**

- **Two weeks before INCOSE IW 2014, send draft Version 0.5 to CWG members.**

- **Conduct working session at IW 2014 to finalize Version 0.5.**

- **Conduct working session at IS 2014 to finalize Version 0.75**

- **Ultimate Goal: Produce Version 1.0 by IW 2015.**

Questions?

Back Up Slides

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Role	Activity	C1:Technical Process	C2:Technical Management	C3:Enterprise	C4-Professional / Leadership	C5:Analytical	C6: Domain / Context
Requirements Manager							
	Requirements Management Process & Tools	Stakeholder Needs & Req Definition (SuP)	Requirements Management (P)		Communication (P)		
		System Requirements Definition (SuP)					
		Verification (SuP)					
		Validation (SuP)					
	Mission Analysis & CONOPS	Business & Mission Analysis (SrP)	Technical Risk Management (SrP)		Leadership (E)		
		Stakeholder Needs & Req Definition (SrP)	Technical Management (E)		Communication - Includes Virtual Environments (SrP)		
			Requirements Management (SrP)				
	Best Practices of Good Requirements	Stakeholder Needs & Req Definition (SrP)	Requirements Management (P)		Leadership (P)		
		System Requirements Definition (P)			Communication - Includes Virtual Environments (P)		
		Verification (P)					
		Validation (P)					

Notes: Proficiency Levels: A=Aware; SuP=Supervised practicioner; P=Practicioner; SrP=Senior Practicioner;
Proficiency Level in each competency indicates the minimally acceptable proficiency

SE Role – Based Competency Framework

SE Role: Requirements Manager

| SE Activity | ➜ | • Works with SE Requirements Management Processes and Tools |

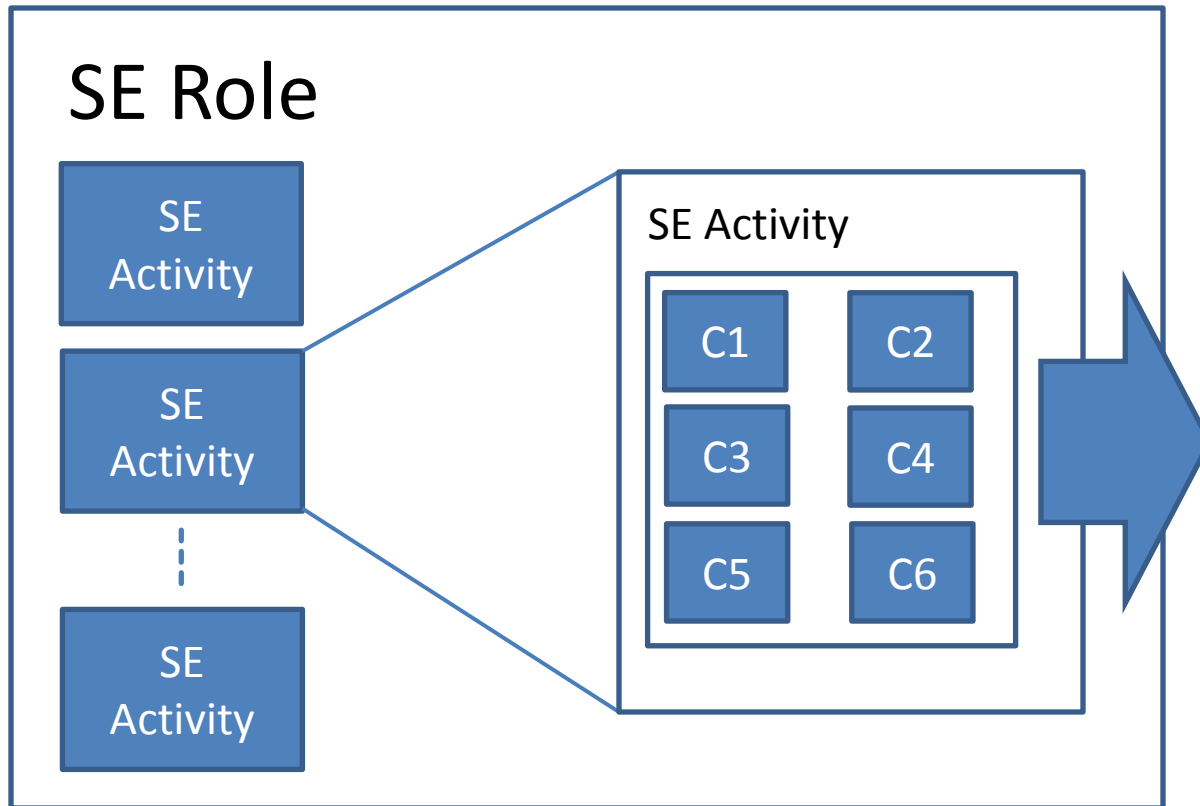| SE Activity | ➜ | • Conducts Mission Analysis of Stakeholder Needs and Concept of Operations |

| SE Activity | ➜ | • Applies Best Practices of Good Requirements |

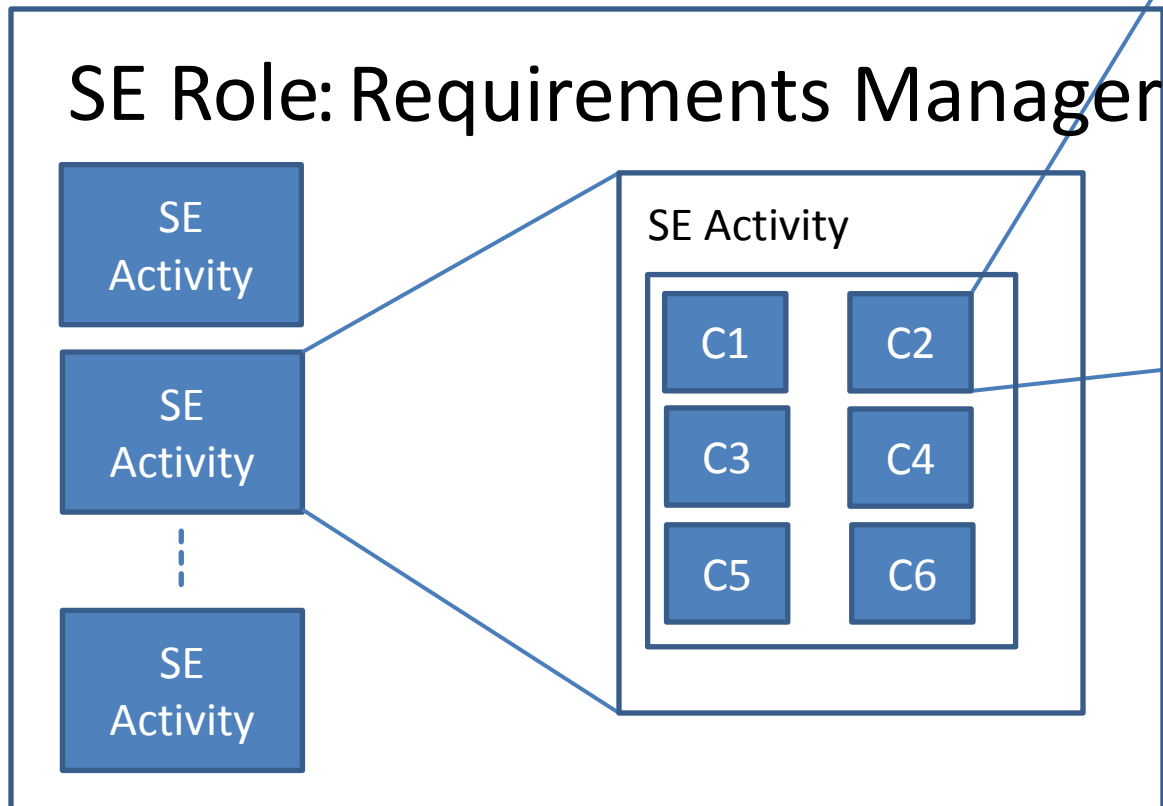# SE Role – Based Competency Framework

SE Role

SE Activity

SE Activity

SE Activity

SE Activity

C1 C2
C3 C4
C5 C6

Competency Classes:

C1: Technical Processes
C2: Technical Management
C3: Enterprise
C4: Professional
C5: Analytical
C6: Domain/Context

SE Role – Based Competency Framework

SE Role: Requirements Manager

SE Activity

SE Activity

SE Activity

SE Activity

C1	C2
C3	C4
C5	C6

Technical Processes

Comp	Comp
Comp	Comp
Comp	
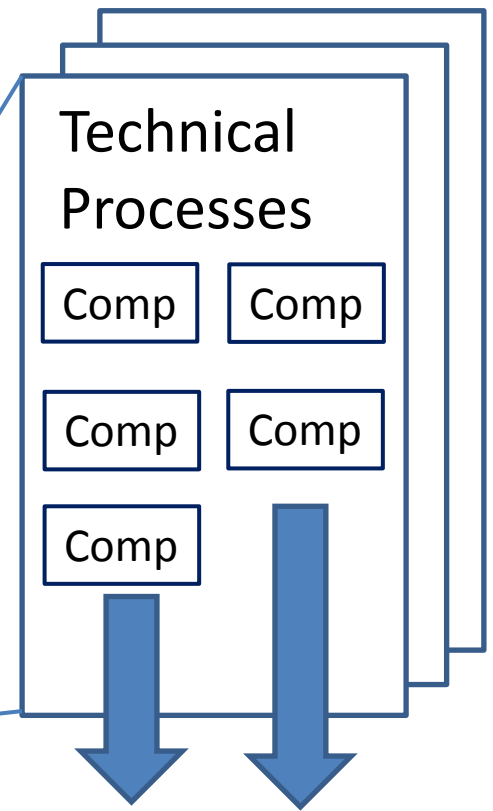
- Business & Mission Analysis
- Stakeholder Needs & Requirements Definition
- System Requirements Definition
- Etc.

SE Role – Based Competency Framework

SE Role

SE Activity

SE Activity

SE Activity

SE Activity

C1 C2
C3 C4
C5 C6

Class

Comp Comp
Comp Comp
Comp

Competency @ PL

Knowledge

Skills

Abilities

Behaviors

Ed, Trng Exp, & Culture

PL = Proficiency Level