Appendix 3. Competences and Competence Assessment

W&O psychologists develop and apply psychological principles, knowledge, models and methods in an ethically and scientifically sound way in order to promote the development, well-being and performance of individuals, groups, organizations and society. The competences that W&O psychologists should possess can be categorized in similar terms as the competences of psychologists in general described in EuroPsy. The competences can be divided in two main groups:

primary (or professional) competences, related to the content of the profession, and secondary (or enabling) competences allowing the professional to effectively render services to clients.

The primary competences are unique for the each profession as they relate to the specific nature of clients’ problems and kinds of knowledge, skills and interventions involved. The enabling competences are shared with other professions. Both types of competences are required for rendering services in an effective professionally adequate way.

Professional competences

There are 20 professional competences; these can be grouped into six categories, which relate to professional functions (sometimes also referred to as ‘roles’). These functions are:

A. Goal specification
B. Assessment
C. Development
D. Intervention
E. Evaluation
F. Communication.

Enabling competences

There are eight enabling competences, relating to professional activity in general, which psychologists should acquire in addition to the primary competences.

1. Professional strategy
2. Continuing professional development
3. Professional relations
4. Research and development
5. Marketing & sales
6. Account management
7. Practice management
8. Quality assurance
Competences of W&O psychologists

A general requirement of EuroPsy is that psychologists should gain each of the competences as far as needed within a particular professional context. Although EuroPsy makes a distinction between broad professional contexts, including Education, Health care, Work & Organization, there are no specific guidelines concerning the competences that are needed for psychologists who want to obtain the European Certificate in Psychology, with W&O psychology as the area of practice. Yet, such a specification is indispensable if one wants to promote the development and assessment of competences in this area. On the following pages we present a description of the competences as required in this professional domain. They are specified according to the three main subfields of Work, Personnel and Organization. The competence requirements are, of course, different for the basic and the advanced level, which will be described in the next paragraph.

Assessment of competences

EuroPsy has proposed the scale presented underneath to assess psychologists competences (the scale has been already presented and commented in Section 4 of the Report (see: Preparation and Assessment of Competences paragraph). The four categories of this scale refer to the complexity of the professional activities to which the competences relate and the distinction between dependent and independent practice (that is, with and without guidance and supervision). The scales can be used for formative assessment during competences development, and for summative assessment at the moment of applying for a certificate.

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Basic knowledge and skill present, but competence insufficiently developed</td>
<td>Competence for performing tasks but requiring guidance and supervision</td>
<td>Competence for performing basic tasks without guidance or supervision</td>
<td>Competence for performing complex tasks without guidance or supervision</td>
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Summative assessments are to be made on the basis of the evidence presented by the candidate at the moment of application. The assessment standards differ for the basic and the advanced level. For the basic level, the standards as given by EuroPsy apply. That is, the degree of competence must be such that the psychologist can be expected to perform each of the six professional functions (indicated as A till F; see the previous paragraph) in an adequate manner and independently. On the rating scale the psychologist must attain the level 3 (Competence for performing basic tasks without guidance or supervision) for each of the functions. For the advanced level, the requirement is that the psychologist attains the level 4 (Competence for performing complex tasks without guidance or supervision) for each of the functions. Moreover, the psychologist must demonstrate specific competences
for each of the functions. The requirement is at least 2 of the competences for each function are present, and in total 15 of the 20 professional competences. For the enabling competences the standards differ as well: for the basic level the overall assessment must be sufficient, whereas for the advanced level there must be a sufficient rating for at least 6 out of the 8 competences.
# Competences of W&O Psychologists

<table>
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<tr>
<th>PRIMARY COMPETENCES</th>
<th>W&amp;O Psychology</th>
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<tbody>
<tr>
<td></td>
<td>Work</td>
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<tr>
<td><strong>Goal definition</strong></td>
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</table>
| 1. Needs analysis competence | Interview clients or managers to discuss needs and problems (e.g., need for recruitment of new personnel, high accident rate, high turnover rate among employees) Identify underlying needs and problems and clarify them in a way that is understood and accepted by the client or manager.  
Example: intake interviews. |
|                     | Conduct a study to gather information on needs and problems regarding performance and errors, workload and stress, health and safety. Identify necessary and possible improvements through changes in working conditions, work processes, tasks, work methods, etc.  
Example: workplace improvement needs. | Conduct a study to gather information on needs and problems regarding numbers, levels of competences, motivation and performance of employees. Identify necessary and possible improvements through changes in staffing and other HR practices.  
Example: employee development needs. | Conduct a study to gather information on needs and problems regarding organizational effectiveness, flexibility, and innovativeness. Identify necessary and possible improvements through changes in organizational structure, culture, and management.  
Example: organizational change needs. |
| 2. Goal setting competence | Make an oral / written proposal for objectives and how they can be achieved. Propose criteria to evaluate improvement outcomes.  
Example: W&O project proposal. | | |
| **Assessment (also: Diagnosis)** | | | |
| 3. Individual assessment competence | Select and apply instruments, techniques and methods (such as interviews, tests, observations, ratings) for individual assessment of performance and errors, workload and stress, health and safety.  
Example: workplace observation. | Select and apply instruments, techniques and methods (such as interviews, tests, observations, ratings) for individual assessment of personality, ability, competence, motivation and performance.  
Example: job applicant testing. | Select and apply instruments, techniques and methods (such as questionnaires and interviews) for assessment of individual perceptions and attitudes regarding organizational relations and practices.  
Example: administering employee satisfaction surveys. |
| 4. Group assessment competence | Select and apply techniques and methods for group assessment (such as group interviews, focus groups) of perceptions, attitudes and behaviors related to performance and errors, workload and stress, health and safety.  
**Example:** group performance measurement. | Select and apply techniques and methods for group assessment (such as group interviews, focus groups) of perceptions, attitudes and behaviors related to careers and HR practices.  
**Example:** focus groups on rewards systems. | Select and apply techniques and methods (such as group interviews, focus groups, observations, role analysis, network analysis) for group-level assessment of perceptions, attitudes and behaviors related to organizational structure, culture and management.  
**Example:** team role analysis. |
|---|---|---|---|
| 5. Organizational assessment competence | Select and apply techniques and methods (such as employee surveys) for assessing perceptions, attitudes and behaviors related to performance and errors, workload and stress, health and safety.  
**Example:** health audits. | Select and apply techniques and methods (such as employee surveys) for assessing perceptions, attitudes and behaviors related to HR practices.  
**Example:** HR audits.  
Select and apply instruments, techniques and methods (such as interviews, tests, observations, ratings) for psychological analysis of the workforce.  
**Example:** competence assessment. | Select and apply techniques and methods (such as employee / customer surveys, network analysis) for organization-level assessment of perceptions, attitudes and behaviors related to structure, culture and management.  
**Example:** assessment of organizational climate and culture.  
Select and apply techniques and methods for direct assessment of structure, culture, and management with regard to effectiveness, flexibility, and innovation.  
**Example:** network analysis. |
| 6. Situational assessment competence also: Work context assessment competence | Select and apply instruments, techniques and methods (such as cognitive task analysis, analysis of physical working conditions) for the assessment of workplace characteristics relevant for performance and errors, workload and stress, health and safety.  
**Example:** safety and risk analysis. | Select and apply instruments, techniques and methods (such as job analysis, personnel flow analysis) for the assessment of needed workforce characteristics.  
**Example:** job analysis. | Select and apply instruments, techniques and methods (such as structure analysis, process analysis, network analysis) for the assessment of organizational structure and context.  
**Example:** stakeholder analysis. |
<table>
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<tr>
<th>Development (also: Design)</th>
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<tr>
<td><strong>7. Product definition &amp; requirement analysis competence</strong></td>
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| Analyze the need for instruments and methods to be used for assessment (such as work process analysis, task analysis, job analysis, competence analysis, appraisal, communication analysis) and/or intervention (such as coaching, training, team building, organizational change projects).  
*Example: program of requirement for appraisal system.* |

| **8. Product design competence** |
| Design and/or adapt techniques and methods for workplace analysis.  
Design methods for assessing work demands work load etc.  
Develop work processes.  
Develop work procedures.  
Develop shift work schedules.  
*Example: development of shift work schedule.*  
Design and/or adapt psychological tests and test batteries.  
Develop a training program.  
Develop appraisal instruments.  
Develop a system for personal development, competence management, performance management.  
*Example: development of training program.* |
| Design and/or adapt methods for assessing and analyzing employee perceptions, attitudes and behaviors related to structure, culture and management.  
*Example: questionnaire development.*  
Design and/or adapt methods for training managers, changing organizational structure, culture and management.  
*Example: development of culture change program.* |

| **9. Product testing competence** |
| Conduct a study to compare instruments (e.g. tests, ratings scales), techniques and methods, and to establish feasibility, reliability and validity, effectiveness and costs benefits.  
*Example: validation or workload scales.*  
Investigate reliability and validity of tests.  
*Example: validation of tests.*  
Investigate reliability and validity of employee surveys.  
*Example: validation of employee surveys.* |

| **10. Product evaluation competence** |
| Conduct study to establish effectiveness, client satisfaction, user friendliness, costs-benefits.  
*Example: utility analysis. (4)* |
# Intervention (and implementation)

<table>
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<tr>
<th>11. Intervention planning competence</th>
<th>Define goals and elaborate intervention plans. Make a work plan and time schedule for interventions. Example: a project plan for organizational change.</th>
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<tbody>
<tr>
<td></td>
<td>Recruitment, executive search, selection Training Conflict resolution, mediation Coaching Career and life counseling. Example: career coaching.</td>
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<td></td>
<td>Leadership training Team development Culture interventions Example: team building.</td>
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<tr>
<td>13. Direct context-oriented intervention competence</td>
<td>Task and job design Support workplace improvement Example: job design.</td>
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<tr>
<td></td>
<td>Placement Career system development Reward system design Example: design of a bonus pay system.</td>
</tr>
<tr>
<td></td>
<td>Support organizational re-design Support organizational change Example: organization development.</td>
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<tr>
<td>14. Indirect intervention competence</td>
<td>Advice, training and support for employees, managers, works council members regarding work load and stress management Example: advice to managers.</td>
</tr>
<tr>
<td></td>
<td>Advice, training and support for employees, managers, work council members regarding recruitment, selection, career development and other HR activities. Alignment and coordination of HR-activities. Example: recruiter training.</td>
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<td></td>
<td>Advice, training and support for employees, managers, works council members regarding communication, decision-making, leadership, organizational change. Example: manager training.</td>
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<tr>
<td>15. Product implementation competence</td>
<td>Implement instruments, techniques and methods for optimizing working conditions and improving performance, safety or health. Example: implementing ergonomic workplace improvements.</td>
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<td></td>
<td>Implement appraisal systems Example: implementation of new appraisal system.</td>
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<td></td>
<td>Implement instruments, techniques and methods for optimizing … as well as new work tools. Help to implement a new method or procedure (e.g., a new employee reward system). Example: implementation of self-managing teams.</td>
</tr>
</tbody>
</table>
### Evaluation

| Evaluation planning competence | Plan for the evaluation of programs and interventions.  
**Example:** write a plan for an evaluation study.  
| Plan for evaluation of workplace improvement, work load management, stress management, etc.  
| Plan for evaluation of selection, training, career development, etc.  
| Planning the evaluations of organizational restructuring, culture change, management change.  

| Evaluation measurement competence | Measure criteria for the evaluation of workplace improvement, work load management, stress management, etc.  
**Example:** stress intervention study.  
| Measure criteria for the evaluation of recruitment, selection, training course, career development etc.  
| Measure criteria for the evaluation of organizational restructuring, culture change, management change.  
| Example: change effectiveness study.  

| Evaluation analysis competence | Carry out analyses in the context of an evaluation study.  
**Example:** analysis of effectiveness and utility.  
| Analysis of intervention effectiveness | Formulate conclusions and recommendations on the outcomes of an evaluation study.  

### Information

| Feedback-giving competence | Having individual sessions with employees and providing oral feedback on the results of assessments and interventions.  
Providing oral information on assessment results and interventions to managers.  
Present results to groups of employees and/or managers.  
**Example:** group presentation (audio-visual).  

| Report writing competence | Write reports on the results of assessments and/or interventions for employees and managers.  
Write a technical report  
**Example:** assessment reports.  
<p>| Reports on assessment, products designed, interventions, and evaluations |</p>
<table>
<thead>
<tr>
<th><strong>ENABLING COMPETENCES</strong></th>
<th><strong>W&amp;O Psychology</strong></th>
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</table>
| 1. Professional strategy | Choose an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one’s own primary competences.  
  - Explore markets, opportunities and threats  
  - Define strengths and weaknesses  
  - Analyze trends  
  - Set strategic goals  
  - Develop business plan. |
| 2. Continuing professional development | Update and develop primary and enabling competences, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, national and European regulations  
  - Keep up with new developments in theory of W&O psychology, methods of assessment and intervention.  
  - Read journals, follow courses, attend conferences. |
| 3. Professional relations | Establish and maintain relationships with other professionals, as well as relevant organizations.  
  - Reviewing reports of colleagues  
  - Coordinating with other consultants. Attending external meetings  
  - Keeping in touch with external organizations  
  - Testify in court as an expert witness. |
| 4. Research and development | Develop new products and services that have the potential to fulfill current or future clients’ needs and generating new business.  
  - Do research on problems in W&O psychology: do literature study, make research design, collect and analyze data statistically.  
  - Develop new ways for dealing with client problems, develop and improved instruments, techniques or methods.  
  - Publish articles in academic and professional journals. |
| 5. Marketing & sales | Bring current and new products and services to the attention of actual or potential clients  
  - Do advertising  
  - Contact potential clients  
  - Making business offers  
  - Sell services  
  - Provide after-sales services. |
| 6. Account management | Establish and maintain relationships with clients.  
  |   | ▪ Monitor clients’ needs and satisfactions  
  |   | ▪ Identify opportunities for expanding business.  
| 7. Practice management | Design and manage the practice from which services are rendered, whether as a small business or as part of a larger private or public organization, including financial, personnel, and operational aspects, providing leadership to employees.  
  |   | ▪ Organize and plan own activities  
  |   | ▪ Supervise activities of co-workers  
  |   | ▪ Write periodical and annual reports  
  |   | ▪ Keep work records  
  |   | ▪ Write and answer e-mails  
  |   | ▪ Attend meetings at the workplace  
  |   | ▪ Appraise co-workers  
| 8. Quality assurance | Establishing and maintaining a system for quality assurance for the practice as a whole  
|                         |  

Based on Extended Table by R.A. Roe & M. Vartiainen, December 27, 2006.