

# COMPETENCY PROFILING / ANALYSIS OF A JOB



# COMPETENCY ANALYSIS

The Education and Training Service Centre (ETSC – FA) developed a method for analysing jobs and their qualification requirements based on the HRSG methodology in Canada. **Competency factors** are criteria for what qualifications are required to perform a particular job. In the process, competence components are selected and placed on qualification (competency) levels in accordance with the Qualification Framework for Icelandic Education (ISQF).

## The PROCESS of COMPETENCY ANALYSIS

**The** analysis is carried out in four structured meetings with about 15 to 20 participants, where FA experts lead the work of the meetings as well as compile products between meetings. No work contribution of participants is expected between meetings. The process is simple and concise.

**The use of level-based competencies** that are used in analytical meetings objectively describe the important knowledge and competencies that the job in question requires. Once the competency components of a job have been chosen, the competency components are each placed at the appropriate level, in accordance with the ISQF.

**Product** - A job profile is the product of a competency analysis and contains a brief definition / description of the main elements of the job and a list of its main topics. And a description of what each factor requires, to perform the job's demands.

The product of the competency analysis can be used in a variety of ways: design of studies for participation in the labour market; a reference in the assessment list for VPL; an incentive for professional development and as a guiding light in the preparation of job descriptions and the recruitment of staff.

## ACTIVE PARTICIPATION OF THE ENTERPRISE

It is important that delegates of the business community define what qualifications are required for work. Broad involvement from a profession contributes to ensuring that studies intended to prepare for participation in the labour market are concise and economical.

By participating in the process, representatives of the business community have the opportunity to influence the content and structure of training in meeting the needs of the businesses for increased knowledge and skills of employees.

FA and its partners rely on the interest and goodwill of the business community to produce results that are in line with their needs.

## THE ROLE OF THE ICELANDIC BUSINESS EDUCATION CENTRE

According to a service agreement with the relevant ministry, one of FA's roles is to define the educational needs of people who have not completed their studies at the upper secondary level in collaboration with the business community and educators. FA also has the role of building education that meets these needs and describing it in curricula. FA's competency analyses are an important foundation to that extent.

## WHO DOES COMPETENCY ASSESSMENTS?

Competency analyses are carried out by FA specialists.

## WHERE DO THE SKILLS COME FROM?

The skills that FA uses come from the Canadian human resources and consulting company HRSG, which has been working on their development for more than 30 years. Competency components objectively describe important skills for the economy. FA has translated and adapted the material to Icelandic conditions in accordance with the agreement with HRSG.

## WHAT IS A JOB PROFILE?

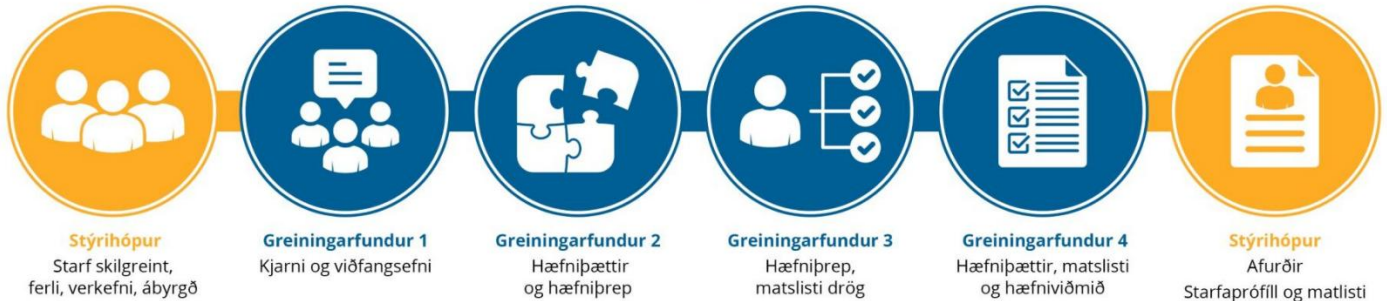
A job profile is the result of a competency analysis and contains a job definition, a list of main topics and a description of the skills/competences required to perform the job successfully.

Further information on FA's competency analyses can be found at:

[www.frae.is/haefnigreiningar](http://www.frae.is/haefnigreiningar)

## PROCESS OF COMPETENCY ANALYSIS

Hæfnigreining starfs – ferli 15-20 þátttakendur alls  
Fulltrúar starfs og hagsmunaaðilar



The figure illustrates the overall process of a job competency assessment – each analysis meeting is three hours long

**Yellow** = steering group

**Blue** = Analytical meetings, each one with fixed agenda / program.

### ANALYTICAL WORK - Active participation of the business community

Experts from FA prepare and organize the work on the competency analysis together with a steering committee consisting of stakeholders from the profession, a total of 5-7.

The steering committee is made up of people who are very familiar with the job or who do the job, such as managers from a profession and other people who have expertise in the job.

The analysis group is a total of 15 to 20 and consists of people who perform the work in question and representatives from the steering committee. There are individuals who perform the job in question, managers in a profession and other people who have knowledge of the job.

### ROLE OF THE STEERING COMMITTEE

The steering committee consists of representatives of management and/or employees of the stakeholders involved in the job and a representative of the client, if interested. The role of the steering committee is to provide job descriptions and other documents, as well as to get people to participate in the analysis meetings who are well acquainted with the job, perform it or have recently performed the job.

After the analysis, the steering committee reviews the results and confirms the job profile. Representatives from the steering committee are expected to participate in analysis meetings as a rule.

### ROLE OF THE ANALYSIS TEAM

Participants are selected based on their connection to the work. No preparation is required before or between diagnostic meetings

The work of the participants includes defining the job (core and subject matter); select job-related skills for the job; place competency components at skill level and finally put general employability at skill level.

Experience shows that participants find it both informative and useful to participate in the meetings. Surveys among participants have revealed that most of them would participate again if asked to do so. Many of them also say that the participation has been useful personally and/or professionally.

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