



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Technical Competencies

Technical Competencies: Define Practice, Proficiency and Evidence

Define technical expectations around real tasks, judgement and work products. Practise writing proficiency indicators, selecting evidence and checking requirements with specialists, then prepare a focused pilot that keeps competence, qualification and professional authorisation distinct.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

A technical skills list can name many subjects without showing what someone must actually be able to do. Useful expectations describe tasks, decisions, work products and the level of independent judgement required. This workshop introduces a practical approach to drafting those requirements with subject experts and checking what evidence would support a proportionate development conversation.

Participants use the technical and scope layers of the Competency and Capabilities Framework to examine one role task. They draft proficiency indicators, choose evidence and identify specialist validation needs, then plan a small pilot without treating the exercise as proof of professional competence or authorisation.

WHO IS IT FOR?

HR and learning practitioners, technical managers, professional specialists and role experts who define technical capability requirements or support role-specific development and need a shared approach to proficiency, evidence and ownership.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Connect skill to a task**
Translate a broad technical topic into a relevant work task, decision or product that contributes to a defined role outcome.
- 02 Describe proficiency**
Draft an indicator showing the task, expected standard and degree of independence or judgement rather than relying on a level label alone.
- 03 Separate requirements**
Distinguish demonstrated technical practice, entry qualifications, licences and decision authority so a competency profile does not imply permission to perform restricted work.
- 04 Choose suitable evidence**
Match a selected technical expectation to a work sample, observation or scenario, recognising what each method can and cannot establish about practical capability.
- 05 Validate with specialists**
Use structured questions to test accuracy, realism and scope with subject experts and role holders before treating a draft as an agreed standard.
- 06 Plan governed development**
Outline supported practice, evidence review and ownership for one technical gap, keeping developmental activity within local supervision, safety and professional requirements.

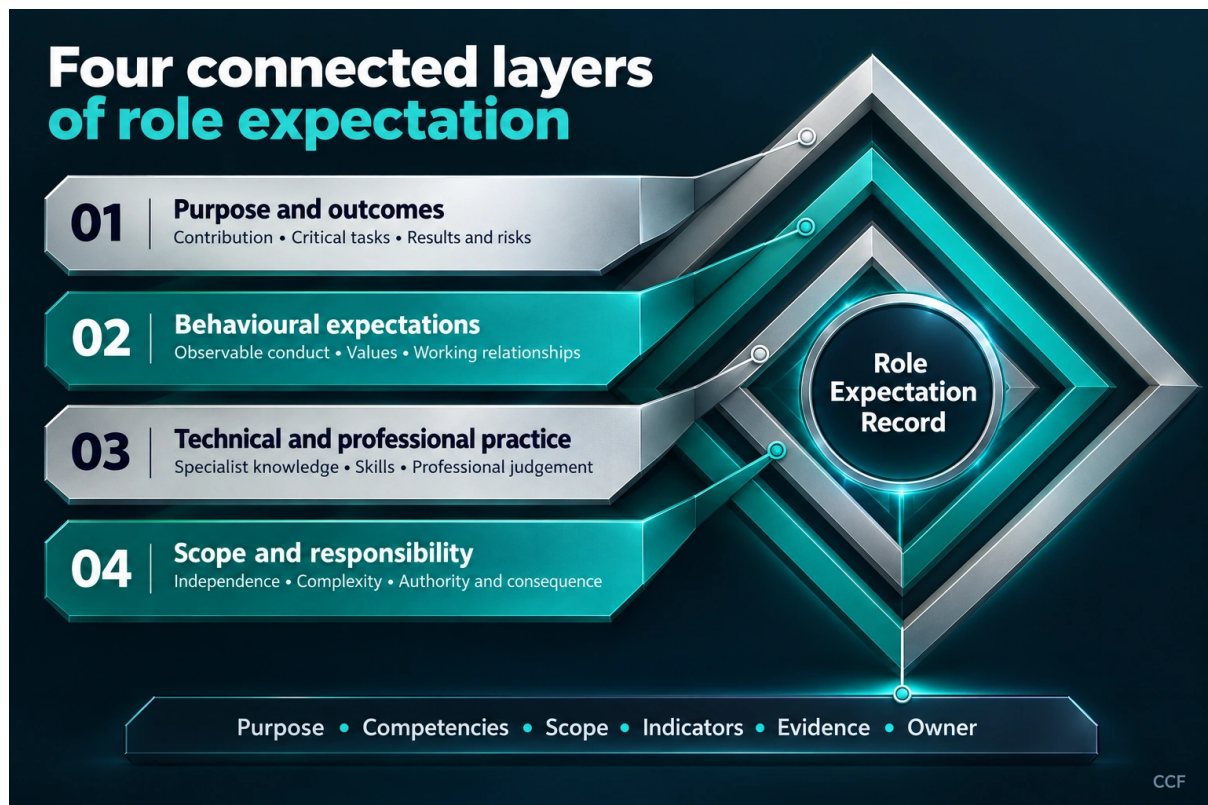
A useful first application

A one-day introduction to selected technical competency design. It does not confer technical competence, assess a whole profession, approve safety-critical practice or replace role-specific professional, licensing and specialist assurance requirements.

THE FRAMEWORK / WORKSHOP FOCUS

HR Delivery Competency and Capabilities Framework

CCF connects role purpose, behavioural expectations, technical practice and scope. This workshop focuses on tasks, standards and evidence, using the technical library's Foundation, Developing, Solid, Advanced and Mastery labels only where appropriate.



SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

01 Critical task

What technical work or judgement must the role perform reliably?

03 Proficiency and scope

How much independence, complexity and authority does this role require?

05 Specialist validation

Who can confirm the requirement's accuracy and relevant professional boundaries?

02 Standard and context

What quality, conditions and safeguards define acceptable performance of that task?

04 Evidence method

What observation or work product could demonstrate the specific technical expectation?

06 Practice and governance

What supervised development, ownership and review will keep expectations useful?

The six focus questions support technical profile design within the complete framework. Proficiency labels require role-specific descriptors and specialist review; competency evidence, job grade, professional qualification and permission to practise remain separate organisational decisions.

[Explore the full model >](#)

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 From subject list to work

Teams turn broad headings such as procurement analysis or data quality into a task and work product. They identify the judgement, standard and authority needed to make the expectation useful.

02 Write two different levels

Pairs draft indicators for supported routine work and independent complex work. Peers check that the distinction reflects actual task complexity and judgement rather than adjectives or years of experience alone.

03 What does this evidence show?

Groups compare a knowledge quiz, a technical scenario and a work sample against one expectation. They identify what each supports, what remains untested and which specialist review would be needed.

04 The subject-expert clinic

Participants role-play a profile review with a technical specialist and role holder. They test terminology, standards, authorisation boundaries and feasible development, then revise one indicator and its proposed evidence requirements.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A procurement function wants technical development pathways. Its current matrix lists skills and years of experience, but does not distinguish applying a checklist from evaluating a complex supplier recommendation. Managers also disagree about whether a training certificate proves capability. Professional approval authority is recorded separately but rarely discussed alongside development.

Groups define one technical task at two scopes, select proportionate evidence and record the specialist checks, supervision and authority boundaries needed before piloting the indicators in development conversations.

THE FACILITATOR WILL

Invite different perspectives.

Make assumptions visible.

Welcome constructive debate.

Capture practical learning.



SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and technical expectations Examine a skills matrix and identify missing information about tasks, standards, judgement and authority behind a broad technical competency label.
09:20-10:15	Explore CCF and technical scope Connect technical practice to role purpose and scope, discussing where library levels help and where specialist validation remains essential.
10:15-10:30	Break
10:30-11:30	Draft task and proficiency indicators Describe a technical task at two scopes, specifying conditions, quality and judgement while avoiding assumptions based on tenure or qualification.
11:30-12:30	Choose evidence that fits the task Compare knowledge questions, scenarios and work samples, identifying what each can establish and which practical capabilities would remain untested.
12:30-13:30	Lunch
13:30-14:30	Validate with subject experts Rehearse a specialist review of terminology, standards and realistic work, keeping qualifications and professional authority distinct from developmental competency indicators.
14:30-14:45	Break
14:45-15:30	Design supported technical development Plan supervised practice for one gap, identifying feedback and review evidence within the role's authority and relevant professional boundaries.
15:30-16:10	Peer review the technical profile draft Present the task, scope indicators and evidence plan, identifying unclear expectations and questions requiring specialist validation before any workplace pilot.
16:10-16:30	Agree a specialist-led pilot Select a manageable role task, identify its owner and specialist reviewer, and plan validation and a small developmental profile trial.

Define the technical task and scope, then choose evidence and supported practice that fit the actual requirement.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Technical profile design reference

A reference connecting purpose, technical practice and scope within CCF, with prompts distinguishing a subject label from a task, decision or product relevant to the role.

Use it to make technical expectations more specific and discussable.

02 Task and proficiency draft

Selected indicators at two scopes of contribution, describing expected work, quality, independence and judgement, with any library-level mapping marked for confirmation by the organisation's relevant technical content owner.

Use it to discuss meaningful differences in technical contribution.

03 Evidence-method comparison

A comparison of knowledge questions, scenarios, observation and work samples against a selected expectation, showing what each could establish and what practical capability would remain untested.

Use it to choose evidence appropriate to the technical question.

04 Specialist review checklist

Questions testing terminology, tasks, standards and professional boundaries with specialists, including separate checks on qualifications, licences, supervision and formal decision authority required by the role.

Use it to identify what must be validated before piloting.

05 Supported practice outline

A development task with appropriate supervision, feedback, work evidence and a review point, bounded by the participant's permitted responsibilities and the organisation's applicable professional and operational safeguards.

Use it to turn a technical gap into supervised development.

06 Pilot and content ownership record

A plan for reviewing indicators with experts and role holders, recording use, version, ownership and refresh triggers before considering broader assessment, progression or operational assurance applications.

Use it to keep technical expectations current and responsibly governed.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Choose one technical task and draft a specific expectation with a subject expert. Check scope, evidence and professional boundaries, then trial the indicator in a development discussion. Review its usefulness before extending the profile or connecting it to assessment decisions.

YOUR FIRST 30 DAYS

01

Days 1-7

Confirm the technical task

Meet the role's technical owner and identify the task, output and judgement required. Check existing professional standards, qualifications and authority boundaries, recording what the competency description can legitimately cover for development.

02

Days 8-21

Validate the indicators

Ask specialists and role holders to test the draft against realistic work examples. Clarify scope differences, identify untested capabilities and agree a safe, supervised opportunity for practice within existing role permissions.

03

Days 22-30

Review the focused pilot

Use the revised indicator in an agreed development conversation and examine whether it improves clarity. Confirm content ownership and review needs, keeping any formal competence or authorisation decision in its established specialist process.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

The client identifies a suitable professional role and access to a relevant subject expert. Participants bring a sanitised task, work product or existing skill description; restricted technical information and safety-critical practical demonstrations are unnecessary for the workshop design exercises.

PLAN YOUR IN-HOUSE WORKSHOP

Talk to Dr Phillip Welsh

drphillip@hr.delivery

+974 7226 1481

Discuss your workshop

www.hr.delivery