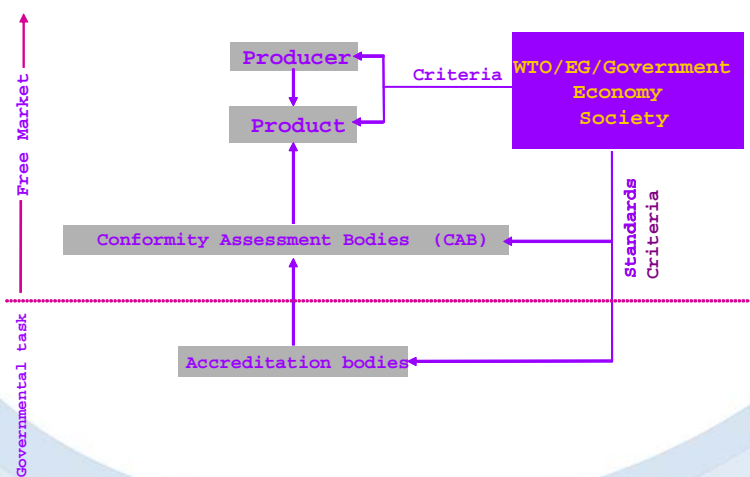


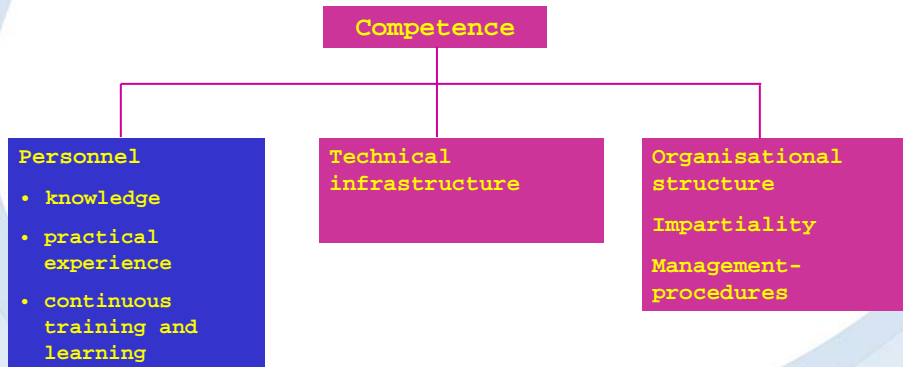
Tools to look at competence

Hanspeter Ischi

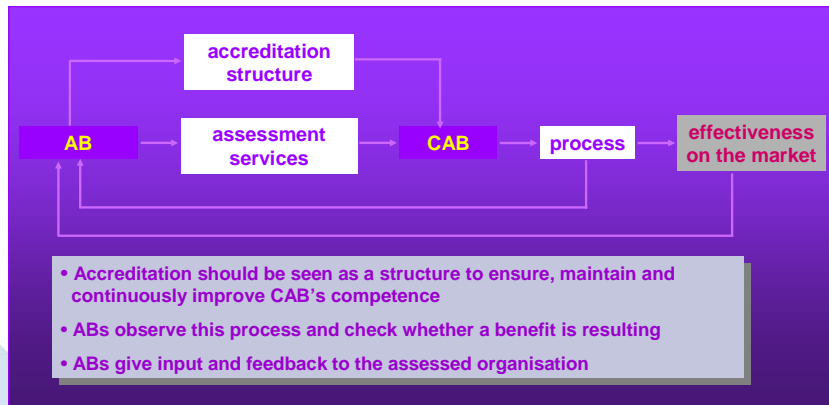
Conformity to standards or competence



Accreditation



Accreditation, a tool to support processes leading to competence



- Accreditation should be seen as a structure to ensure, maintain and continuously improve CAB's competence
- ABs observe this process and check whether a benefit is resulting
- ABs give input and feedback to the assessed organisation



The knowledge assessors basically look for:

- professional education
- years of experience
- training courses followed and their effect
- technical or scientific cooperation with other organisations



Experience

- Knowledge around the own work (e.g. the needs of the clients and their chances and risks)
- How the results are used by the clients of the CAB and the interested parties
- Knowledge about the elements contributing to the uncertainty of the own service's results and decisions

Knowledge means also the staff is able to look at the chances and risks involved



To look at competence means also to look how the staff is dealing with chances and risks:

The chances and risks involved in order to:

- improve reliability and efficiency
- serve clients in an even better way
- improve cost effectiveness
- etc.

Continuous and systematic improvement of the experience means to look regularly at chances and risks!



Reflection processes

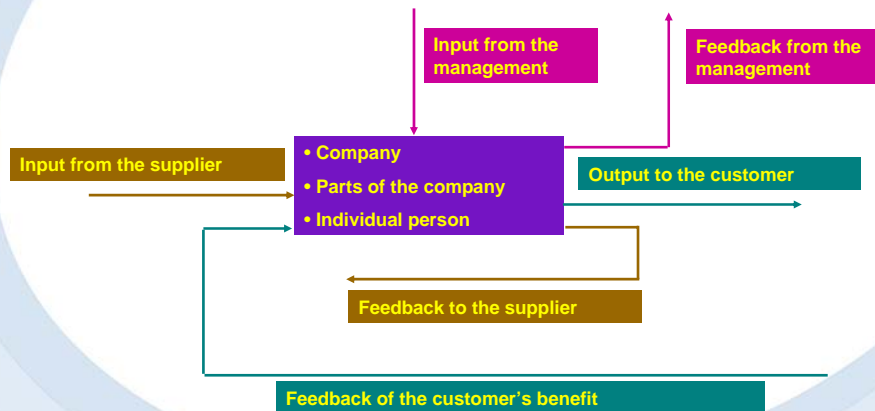
Reflection means here to look back what was discovered during an activity in order to do something better

- Is the own work reflected in a structured way
- Are audits reflected in a structured way
- Is the cooperation with clients and purchasers reflected in a structured way

Even the assessments of the AB can be subject of a reflection procedure!

Learning processes in an organisation

The principle of systematically controlled input and output



Other learning processes of an organisation:

*An organisation with a lot of conflicts is
definitely not a learning organisation!
Therefore*

- to deal systematically with conflicts is an issue to learn.
- to deal with conflicts is a precondition for fruitful learning processes.

The group dynamic sequences:

- orientation,
- fight and flee,
- reliability and intimacy
- ability to work
- separation of the members

Status of "ability to work" is a precondition to learn in a group

Generally we distinguish the following learning principles:

- to copy a successful way
- to understand something and to develop own ways to develop this further (inductive learning)
- learning through discovering of new things

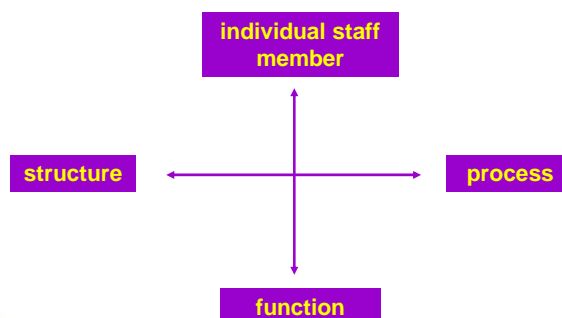
Learning is an individual process. Assessors may observe learning, namely if a client is able to discover new things through its daily work and also during assessments.

What can be done to support learning processes and to look at such processes,

Examples:

- Let the clients write down their non-conformities and resulting corrective actions.
- Let the clients write down their own assessment reports and take these as a part of the AB's report.
- Reflect the audit process (not the procedure) with assessed body.

Assessments consider....



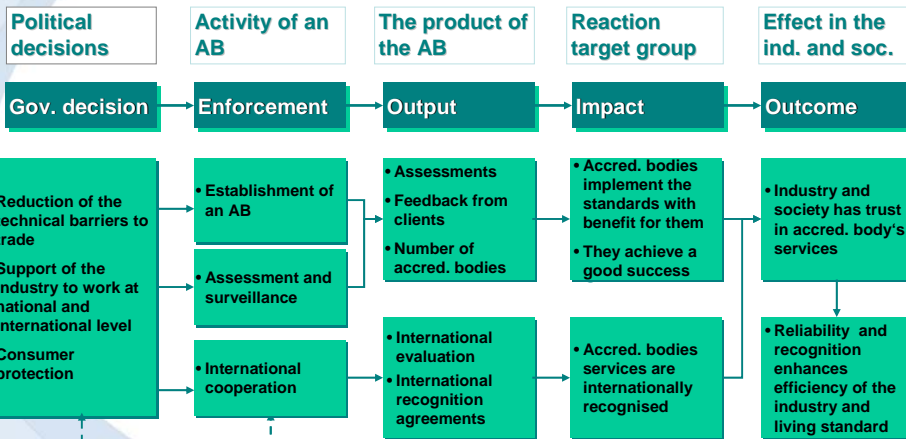
Surveillance of accredited organisations by AB's is provided in a consistent way



how the standards are implemented and if a structure is established to develop competence continuously

What is the CAB's customers and stakeholders benefit from the implementation of a standard and its clauses?

What do CAB's and their staff
• learn
• benefit
from the implementation of the standard?



Adjustment of goal and Performance measures



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Federal Department of Economic Affairs DEA
Swiss Accreditation Service SAS



Hanspeter Ischi: Tools to look at competence

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