

COMPETENCY MODEL

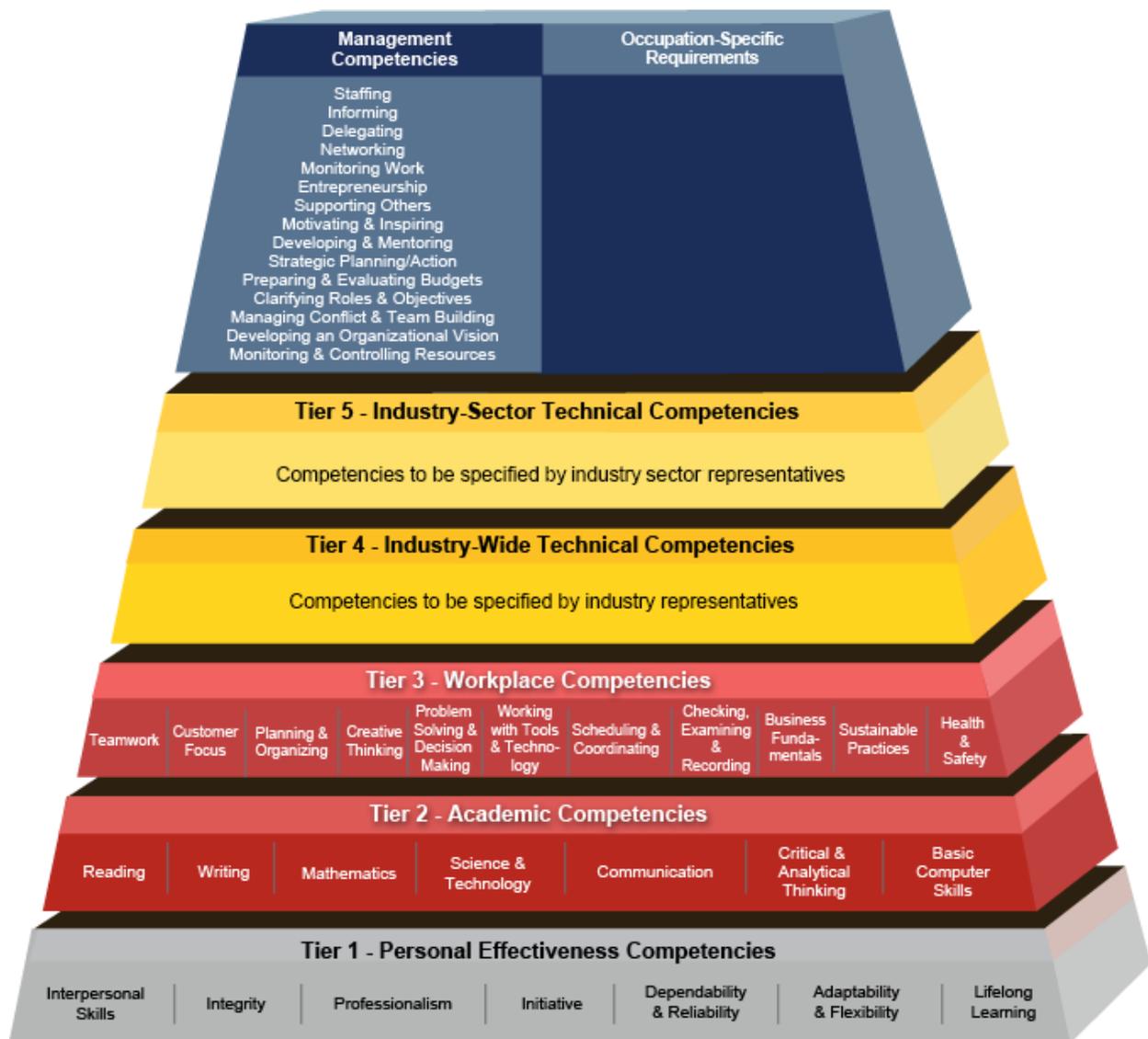
The competency model is designed to complement and serve IPCA Program Standards in Higher Education by evaluation of academic program compliance with the standards in the Applied Social Sciences with particular emphasis on the security and justice fields. These standards were the result of a deliberate developmental process by IPCA member societies such as NEACJS, International Foundation of Protection Officers and the Loss Prevention Foundation. Creation began with consideration of the previously existing competency models including the US Department of Labor Employment Training Administration Building Blocks Model, ASIS Enterprise Security Model and the LPF Retail Competency Model. In that the goals of higher education depart, somewhat, from those of the workforce, it was necessary to modify the appearance but maintain the models intent of delineating the scope of responsibility of optimal preparation for task performance within the formal organizational structure. Our illustration will be represented by a Venn diagram rather than the pyramidal shape previously used in the work place models. Implicit in previously published models and made explicit by publication of specific assessment criteria, we are concerned with outcomes which are both intended and measurable.

IPCA was designed as a bridge between Higher Education and the world of work. Industry needs are, or should be, a prime consideration in curriculum development. Colleges and universities were established to provide a service to individuals who must compete and create a viable existence within an increasingly complex and multidimensional social reality. Cooperation among institutions and organizations assures the product (an individual well prepared for a work life) gets value from a program of study as long as standards are set and maintained. While assuring that the student has a broad educational foundation, IPCA puts emphasis on scientific and technical curricula which contributes to the development of highly skilled graduates of academic programs.

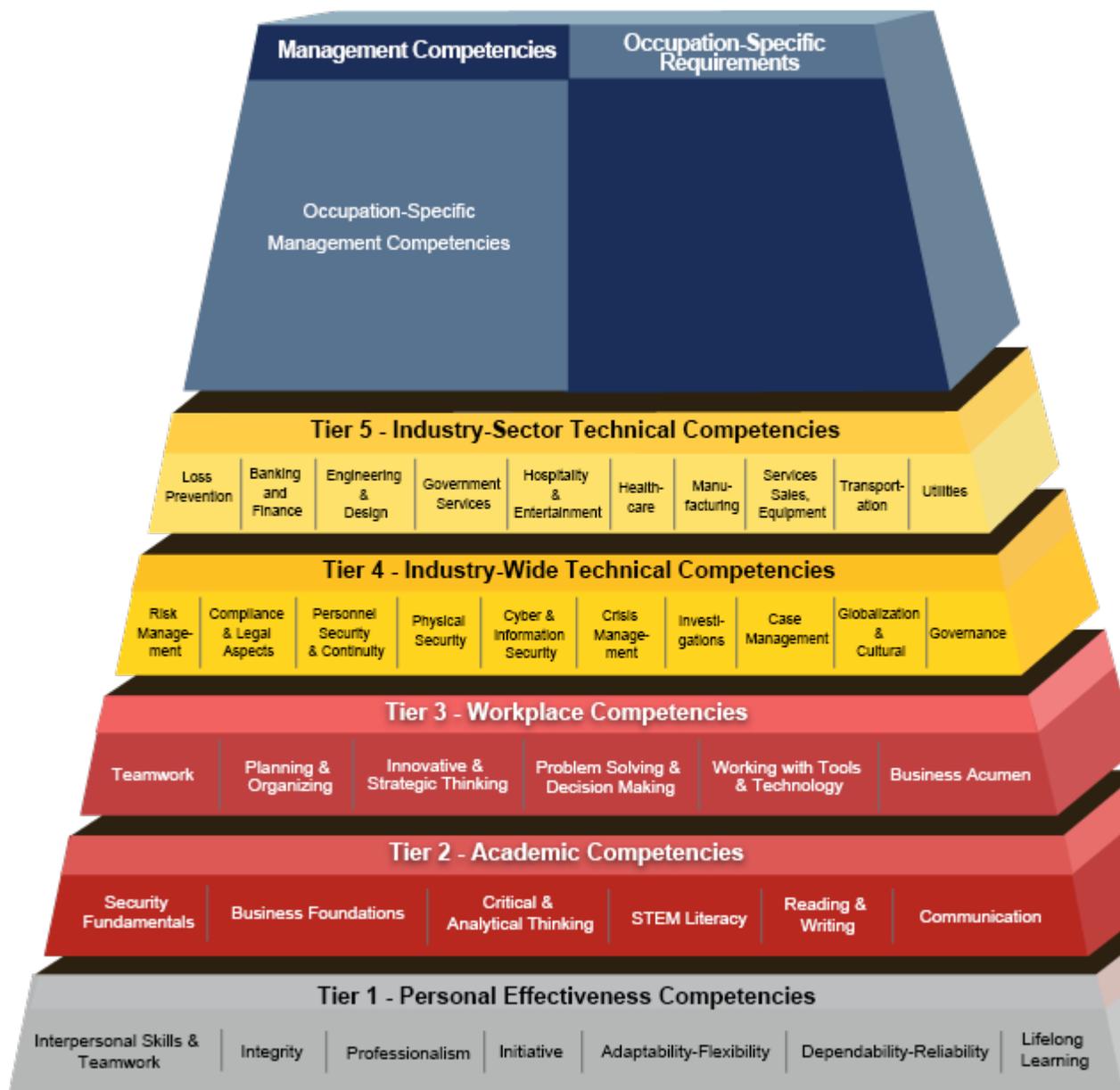
Standards are not set nor maintained in an unexamined fashion. Sociological studies in bureaucracy tell us that there exists a strong tendency to minimize effort and maximize self-preservation over time. Organizational structures and individual participants acting within these structures need to be independently monitored by someone with authority to do so. Authority should be both formal and informal. Formal in the sense that it will measure outcomes but informal in that it sets a proper tone among participants acting within the structure. IPCA has designed an instrument of best practices which links to the competency model and serves to assure quality.

As we see it at IPCA the model below as modified represents our conception of educational responsibility and industry sector responsibilities. What is particularly significant is areas of overlap where a convergence occurs. It is this area of convergence where IPCA makes a vital contribution. Someone can and must bring the sectors together to assure best outcomes.

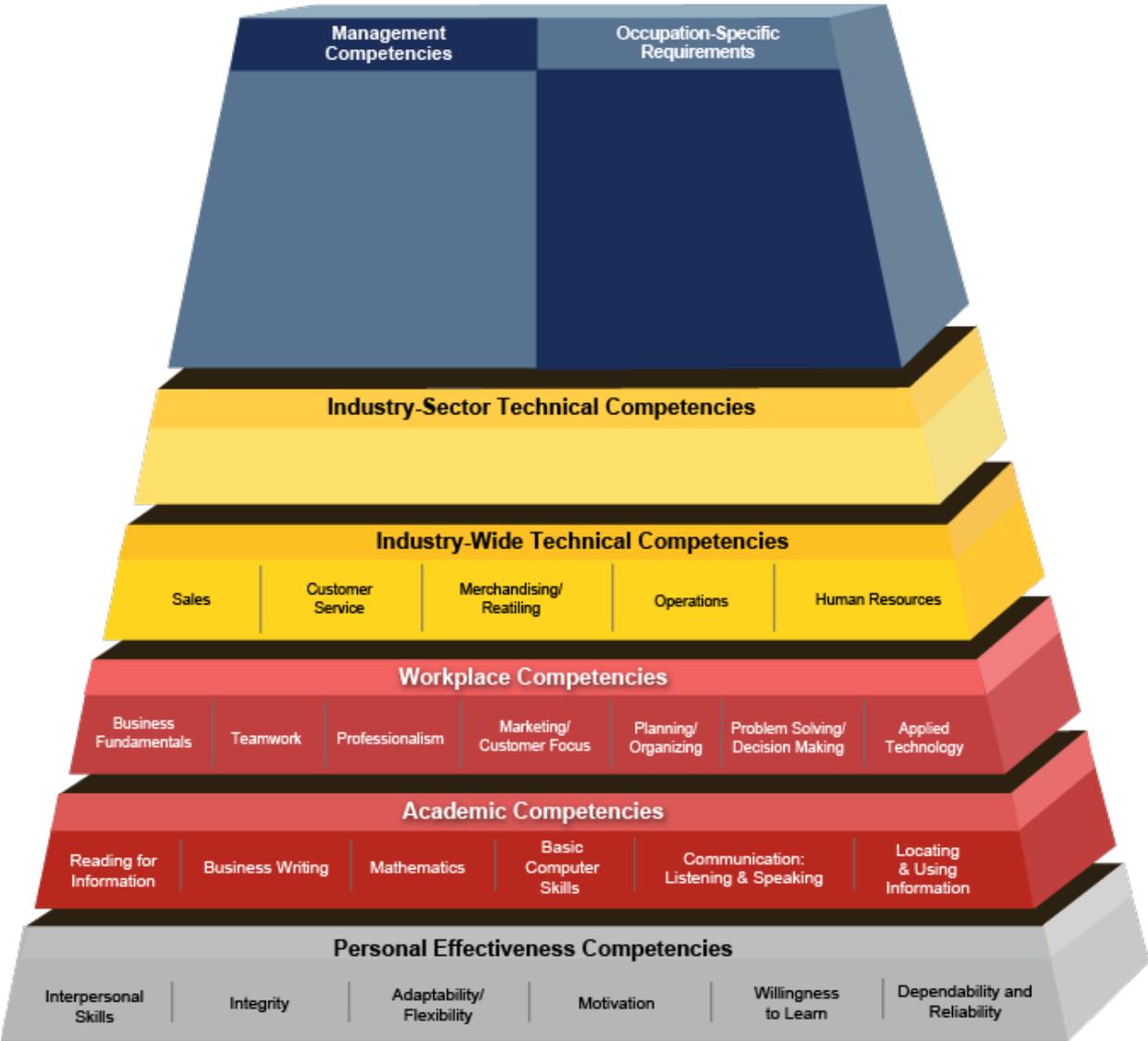
ETA COMPETENCY MODEL



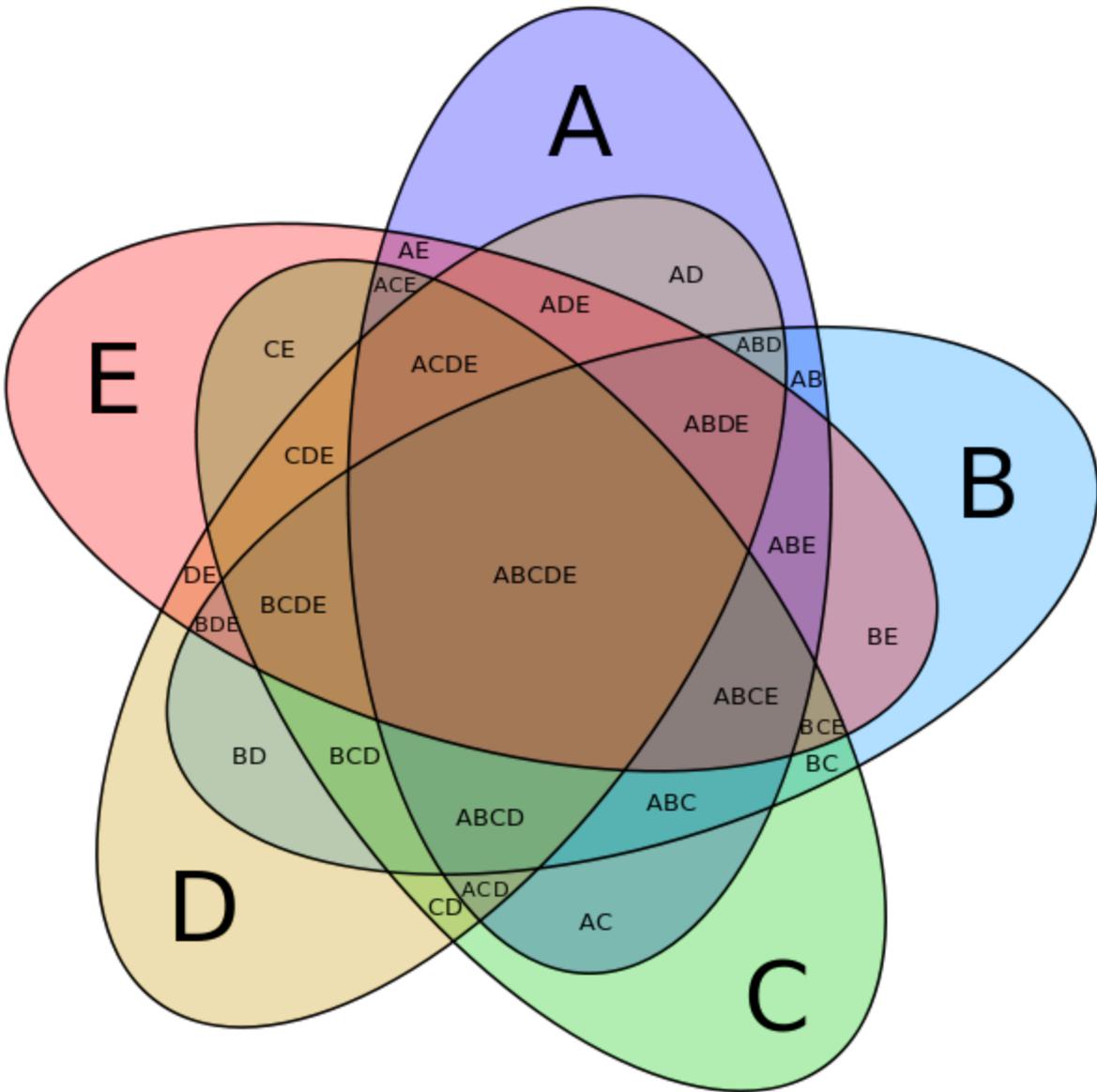
ASIS Enterprise Security Competency Model



Retail competency Modal from LPF



IPCA COMPETENCY MODEL



Circle A. Represents General Educational Requirements

Circle B. Represents Justice and Business Competencies

Circle C. Represents Competencies in Job Related Skill Sets which are educationally based

Circle D. Represents Personal and Interpersonal Effectiveness competencies

Circle E. Represents Professionalism, Scientific and Technical Competencies

IPCA is in agreement with ASIS regarding the need for academic competencies and personal effectiveness competencies (tier 1 and 2) but we see these as being a complex intersection of formal academically based knowledge combined with informal individual traits and awareness much of which is culturally conditioned or modified by life in society and employment. Professionalism in the ASIS Model, we feel, should be removed completely from tier one and be integrated throughout the model as it represents a primary goal of both higher education and the work environment. Professionalism is taught and is never an individual characteristic of genetics or adaptation to random circumstance. Professionalism is a mindset brought about by ethical consideration of one's responsibility to one's place in a formal social setting and to those whom the professional interacts and serves. We have professional schools in Business Administration, Medicine and Law as we need people on day one to exhibit skill and sound decision making.

Circle D: interpersonal skills, integrity, initiative, adaptability-flexibility, dependability-reliability may have their onset early in life but are energized and honed through education and industry sector environmental conditions and program development.

ASIS Model regarding tier three mentions teamwork which begins on the preschool playground carries over to participation in team sports, frequently occurs in group projects in higher education and culminates with the world of work but if the foundation is not firm the result is in question. The work place may change response patterns on the surface but if the individual has not learned the basics of team work prior to employment the impermanence of coercion may be evidenced in poor skill performance. In a similar fashion planning, innovative thought and good decision making are progressions of a developmental nature incubated in the family and early peer group but nurtured in school and work environment may bring considerable dividend.

Tier four in its entirety is part of an accreditable degree program in higher education. It may frequently be the task of the industry sector to impart this knowledge but this is costly in terms of time and effort and argues for a partnership with accredited programs which are guaranteed to bring into the workplace those who are ready to perform at a high level of expectation as is true for Safety Engineering Architecture, Administration etc. The bottom line for Industry is cost and this directly is linked to preparation for the task.

What we are saying here is that a model gives the starting point but it must be expanded and inter-relationships encouraged. We must see the big picture and recognize the value of cooperative thought. We must build the bridges. That is why we have IPCA.

What is needed is a graphic of interlocking circles showing inter connectedness of disciplines. This to be done by assessment committee.