



Emergency Needs Assessment Learning Pathways (Dec. 2021)

Intro to Learning Pathways

In this section you will learn what a learning pathway is and how to take one.

What is a Learning Pathway?

Assessment Learning Pathways help you assess your strengths and weakness and comply a personalized list of competency-based learning opportunities to develop towards your chosen role profile.

What is a competency-based learning pathway?



An individualized list of competency-based learning opportunities



Targets the competencies the user needs to develop to meet role profile requirements



Encourages you to consider on-the-job or social learning opportunities next to trainings

Please note, that these pathways are NOT designed to validate people for the register/roster. Their purpose is to provide information on what learning opportunities are available for the competencies needed for these role profiles and to guide individual on how to build certain competencies, based on their individual self-assessment.

What is not a competency-based learning pathway?



It is not an assessment tool

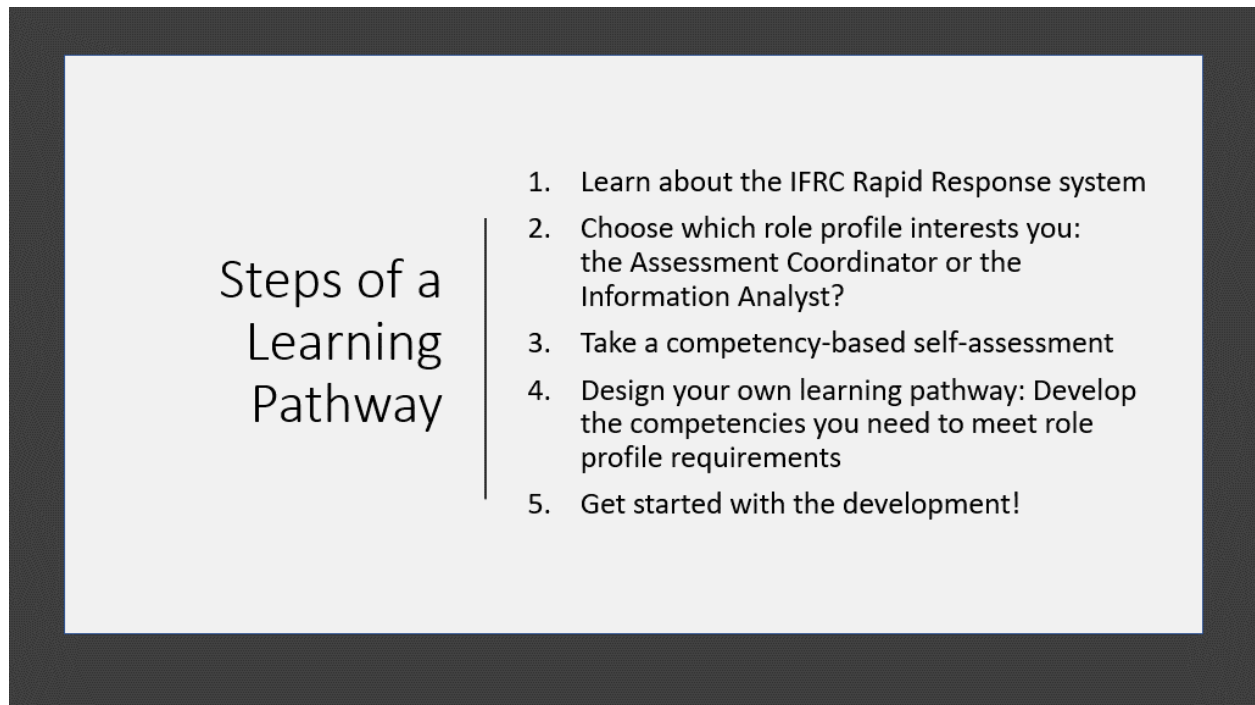


Not a training pathway



Does not guarantee access to rosters or trainings

What will you need to do to take the Assessment Learning Pathway?



Steps of a Learning Pathway

1. Learn about the IFRC Rapid Response system
2. Choose which role profile interests you: the Assessment Coordinator or the Information Analyst?
3. Take a competency-based self-assessment
4. Design your own learning pathway: Develop the competencies you need to meet role profile requirements
5. Get started with the development!

Information you need before you get started

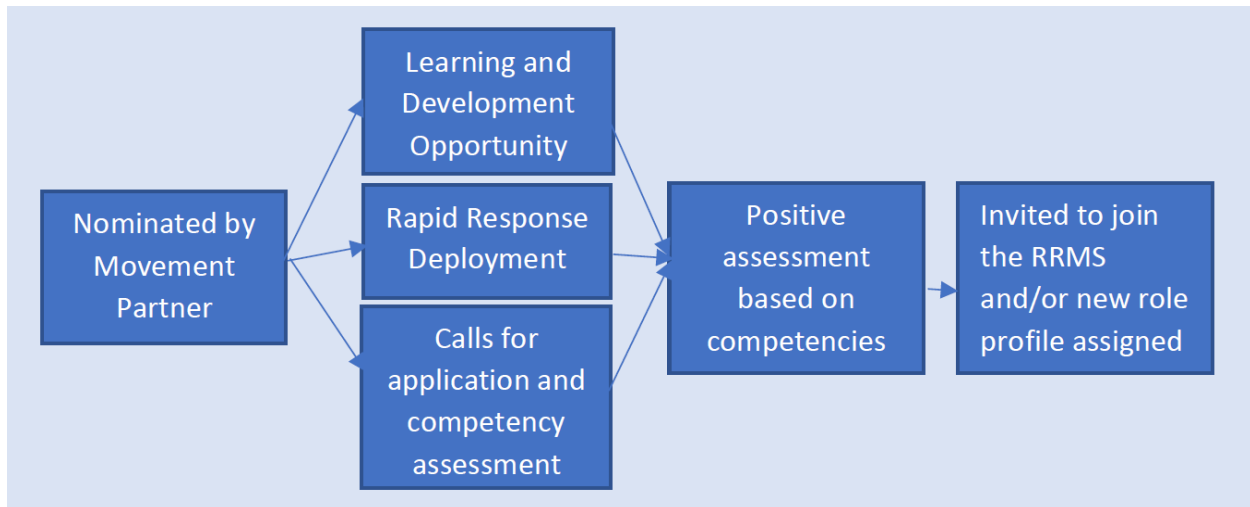
In this section you will find useful information that will help you get the best out of your development experience.

Intro to Rapid Response

Rapid Response is the IFRC tool to provide specialized personnel on a short-term basis (up to 3 months) to support emergency humanitarian operations. To be eligible to become a member of the Rapid Response Personnel register an individual must be nominated by a Movement Partner (National Society, IFRC or ICRC). The individual must be nominated to the IFRC for one of these three avenues:

Rapid Response learning and development opportunity

- Deployment as Rapid Response Personnel
- Calls for applications and competency assessment



For more information on this please see this [link](#).

Intro to Emergency Needs Assessment

Assessment is a vital element of the program planning process. It provides the information on which decisions will be made. Whilst good information does not guarantee a good program, poor information almost certainly guarantees a bad one.

Needs assessments methodologies and approaches have evolved and been adapted over the past few years. NS' and IFRC are in a unique position to provide timely identification of inter-sectors emergency priority needs after a disaster or crisis, to inform the DREF, Emergency Appeal, Plan of Action – and their revision.

The latest revised needs assessment approach capitalizes on existing strengths, increases the use and analysis of primary and secondary data while aligning with the humanitarian landscape. It also recognizes the need to increase our collective competencies in assessment and planning in emergencies, looking at multi- and inter- sectoral dimensions, with a recovery lens to better respond to the needs of affected communities in their early recovery process.

There is strong consensus that IFRC and National Societies' key strength in Emergency Needs Assessments (ENA) is their proximity and access to affected populations and locations. National Societies are well positioned to provide reliable primary data to the humanitarian community. However, there are still gaps regarding our ability to systematically collect, manage and analyze secondary and primary data and document the evidence that informs our collective decision-making process and key planning outputs.

For more information please visit the [catalogue of global surge services](#) (the competency framework and role profiles) and [IFRC FedNet](#) for additional needs assessment guidance.

Intro to the Assessment Competency Framework and role profile

Competency Framework

The IFRC has developed a technical [competency framework for Emergency Needs Assessment](#). The Competency Framework is applicable to all Rapid Response personnel and is to be used as the underlying tool for an objective and transparent approach to recruitment, selection, performance management and learning and development.

This competency framework is used to create role profiles. Role profiles list the job purpose and the required tiers for each competency.

Competency tiers are defined as such:

	Tier 1	Tier 2	Tier 3
INDICATIVE ROLE	Implementation (Officer level) Sanitation Officer, Procurement Officer, Medical Doctor	Coordination (Coordinator level) WaSH Coordinator, Logistics Coordinator, Medical Coordinator	Leadership (Leadership level) Head of Emergency Operations, Operations Manager
INDICATIVE FUNCTION	Purely technical function within a team. Technical expert, someone involved directly in implementation.	Manages a team within a single geographical or sectoral scope. Coordination and strategic responsibilities.	Leadership surge role in a large or complex operation; works at the strategic level with National Societies, external partners and affected communities.
INDICATIVE SKILLS AND EXPERIENCE	Field experience; technical expertise, implementing level of skills and knowledge.	Field experience; managerial experience; coordination skills.	Field experience; extensive managerial experience, experience of capacity building and coaching.
CORE AND TECHNICAL COMPETENCIES ACROSS THE TIERS	For role profiles at this level, the majority of Core Competencies will be at tier 1, while the technical competencies can vary, depending on the role profile.	For role profiles at this level, the majority of Core Competencies will be at tier 2, while the technical competencies can vary, depending on the role profile.	For role profiles at this level, the majority of Core Competencies will be at tier 3.
CORE AND TECHNICAL COMPETENCIES ACROSS THE TIERS (CONTINUED)	For example, a Procurement officer may require most Core Competencies at tier 1, while some of the technical competencies may be at a higher tier than for a Logistics Coordinator.	For example, a Medical coordinator will require most Core Competencies at tier 2, while some of the technical competencies may be at a lower level than for a Medical Doctor.	There are currently no technical competency frameworks for the leadership roles, provided the focus of role profiles at this level is to lead others, not being a technical expert.

Role profiles

Standardized Role Profiles are developed for Emergency Needs Assessment. Each Role Profile consist of the combination of technical and core competencies required to carry out a specific role in a surge response, whether deployed nationally, regionally or at a global level. The Role Profile consists of four components: 1. Role (a description of the job to be carried out) 2. Profile (formal requirements of education, experience, language etc.) 3. Core Competencies (indicating the required tier for each of the Core Competencies) 4. Technical Competencies

For more information on Assessment role profiles, please click [here](#). **Learning pathway**

In this section you will find instructions and templates you need to take your learning pathway. Please note that for tier 2 and 3 learning opportunities it is important to consider options such as on-the-job learning, coaching and mentoring.

The pathway will have the bellow steps:

1. Role profile info – you will choose a role profile you are interested in
2. Self-assessment based on role profile – this will help you understand your assessment competencies better
3. Assessment Competency Development Guide with learning opportunities – here you will be able to see all learning opportunities per tier per competency
4. Learning Pathway template – you will fill this out based on the study guide and your self-assessment

1. Choose a role profile

To choose a role profile, please follow the links bellow and carefully read the descriptions of each role. Choose the one that is most aligned with your development goals.

- A. [Assessment Coordinator](#)
- B. [Humanitarian Information Analyst Officer](#)

2. Take a self-assessment

In order to gain insight into your strengths and weaknesses take the self-assessment relevant to the role profile you are interested in. Please note that **self-assessment are not objective tools**.

However, a self-assessment can help you estimate your own competency levels and be a base for seeing which competencies to target in a learning pathway.

Assessment Coordinator self-assessment

If you are interested in becoming an Assessment Coordinator, please take the self-assessment bellow.

Assessment Coordinator Self- Assessment

Understanding humanitarian needs assessment

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Design, implement, monitor and adapt an assessment/IM strategy in a complex setting.		
2	Apply and evaluate strategies to overcome the critical issues or gaps related to assessment/IM in complex settings.		
3	Appraise and adapt strategies in assessment/IM issues (from preparedness to early recovery)		

Planning

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Evaluate the effectiveness and efficiency of an assessment/IM teamwork plan		
2	Develop quality control measures, appropriate monitoring of data collection and ongoing surveillance of humanitarian needs, response activities and gaps		
3	Based on lesson learned, create models for capacity building of NS, Movement partners and team members.		

Design of data collection process

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Evaluate and adapt the effectiveness of the data collection designed methodologies, technic or tool in in complex contexts.		
2	Design data collection and surveys for multisectoral purposes in a complex setting that is inclusive of Movement partners and other external stakeholders.		

Data collection and data processing

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator

1	Apply a logical and structured approach to collating, archiving and synthesizing information.		
2	Set up the pilot phase and the training of the team members.		
3	Ensure coherence of collected information.		
4	Ensure accurate and reliable data is collected, stored, analysed and shared in a timely manner.		
5	Demonstrate knowledge of best practices and standards for data collection.		
6	IM: inform the team and line managers about IM risks related to the tool, methodology, context, etc. IM: explain spreadsheets, pivot table and databases for data collection, storage, analysis to team members IM: Critique and advocate for the effectiveness of the data collection tool/process design.		

Analysis

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Explain the added value of joint analysis of information with NS and other Movement partners.		
2	Compare, conclude and criticize result of analysis and is able to reorganize based on gaps found.		
3	Summarize and interprets intersectoral analysis.		

Reporting

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Compare and contrast visual outputs and is able to explain why one is of better use than other for depending which purpose.		
2	Critiques and interprets technical reports.		

Data protection

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
3	Advocate for international standards, data privacy, open data policies, etc.		

Humanitarian Information Analyst Officer self-assessment

If you are interested in becoming a Humanitarian Information Analyst Officer, please take the self-assessment below.

Humanitarian Information Analyst Officer			
Understanding humanitarian needs assessment			
	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Design, implement, monitor and adapt an assessment/IM strategy in a complex setting.		
2	Apply and evaluate strategies to overcome the critical issues or gaps related to assessment/IM in complex settings.		
3	Appraise and adapt strategies in assessment/IM issues (from preparedness to early recovery)		
Planning			
	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Design a context specific baseline and a Movement coordinated assessment strategy.		
2	Accurately estimate time and resources needed for data collection, analysis, dissemination and feedback to affected population.		
3	Develop and manage an assessment/IM team work plan		
4	Evaluate NS capacities and implements, facilitate the creation of? plans for capacity building of National Societies		
5.	Ensure that core operational datasets meet minimum standards in topology and attributes		
Design of data collection process			
	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator

1	Recognize the purpose, strengths and weaknesses of different methodologies, techniques and tools for data collection, applied in different humanitarian settings.		
2	Design data collection and surveys for multisectoral purposes in mid-scale emergencies and noncomplex setting.		
3	Explain the implications of the use of the different categories in data disaggregation's		
4	Demonstrate knowledge of best practices and standards for data collection design.		
5	IM: Develop and implement contextualized integrated mechanism for data gathering and IM. IM: Apply and explain basic and new technologies for data collection. IM: Design population sample surveys. IM: able to adapt IM strategies for data collection.		

Data collection and data processing

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Apply a logical and structured approach to collating, archiving and synthesizing information.		
2	Set up the pilot phase and the training of the team members.		
3	Ensure coherence of collected information.		
4	Ensure accurate and reliable data is collected, stored, analysed and shared in a timely manner.		
5	Demonstrate knowledge of best practices and standards for data collection.		
6	IM: inform the team and line managers about IM risks related to the tool, methodology, context, etc. IM: explain spreadsheets, pivot table and databases for data collection, storage, analysis to team members IM: Critique and advocate for the effectiveness of the data collection tool/process design.		

Analysis

	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Explain the added value of joint analysis of information with NS and other Movement partners.		

2	Compare, conclude and criticize result of analysis and is able to reorganize based on gaps found.		
3	Summarize and interprets intersectoral analysis.		
Reporting			
	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
1	Ensure production of technical reports.		
2	Identify opportunities for dissemination.		
3.	Recognize difference audience needs and modify reporting accordingly		
Data protection			
	Indicator – read this and assess yourself against the statement	Are you able to do this?	Your comment: add any thoughts/comments about this indicator
3	Apply international standards, data privacy, open data policies, etc.		

3. Assessment Competency Development Guide

Now that you have an idea of where you feel your strengths and weaknesses are, take a look at the Assessment Competency Development Guide (at the end of this document) and choose the learning opportunities that can help you close the competency gaps for your desired role profile.

For example, if you are tier 1 in Data collection and data processing but want to be an Assessment Coordinator, choose opportunities that are listed under tier 2.

Extra tip: discuss your self-assessment with your line manager or mentor, or someone who know your skillset well. Get their insight as well to help you form a more clear picture on your competency gaps.

4. Learning Pathway

As a last step, fill out your learning pathway. This document will help you plan your learning so that you can achieve your goals.

Desired role profile: _____

The Learning Pathway will guide you in how to develop your core competencies towards the role profile that you are interested in.

Your task is to put together a set of trainings and other learning opportunities and set deadlines for yourself on when you would like to undertake these. Please use the report from your self-assessment to see what are the core competencies that you still need to develop to meet role profile requirements and the Assessment Competency Development Guide to find the trainings that are targeting that competency at the desired tier.

Trainings I plan to attend:

Face to face trainings are a great way to gain in-depth knowledge on specific topics. Use the Competency Development Guide for more detailed information on available trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?

Online trainings I plan to take:

Online trainings are a great way to develop Foundational and T1 competencies. Use the Assessment Competency Development Guide and the IFRC learning platform for more detailed information on available online trainings.

Name of training	By when would I like to complete it?	Which competency am I looking to develop?

Social learning activities I plan to undertake:

Consider the following social learning activities, if they are available for you.

- Peer to peer learning
- Mentoring
- Coaching
- Community of practices, forums, online technical communities
- Meetups, conferences, technical gatherings

Type of social learning	By when would I like to complete it?	Which competency am I looking to develop?

On the job projects I plan to undertake:

Think about projects you can do in your day-to-day job to develop your competencies! Or do you have a possibility to do a shadowing an internship or any other development project?

Type of on-the-job learning	By when would I like to complete it?	Which competency am I looking to develop?

What else is available for me to learn?

Can you use the following to develop your competencies? Do some research on your area of interest and make a plan!

- Journals and newspapers
- Videos, online courses, playlists
- Books

If yes, please list here:

Type of learning resource	By when would I like to complete it?	Which competency am I looking to develop?

Assessment Competency Development Guide

Learning & Development tool

How to use the Competency Development Guide (CDG):

In the Assessment Competency Development Guide you will find learning opportunities listed by each competency and tier. These opportunities offer the possibility to develop the tier marked. In case of using an external learning opportunity, we advise to contact the training holder to confirm that the learning objectives match the desired tier.

Key guiding principles

70-20-10: Competency development is mainly happening on the job

IFRC recognizes the 70-20-10 Model for Staff Development. It is as a commonly used formula for adult learning at the workplace. It holds that staff obtain 70% of their knowledge from job-related experiences, 20% from interactions with others, and 10% from formal educational activities.

When building your strategy to develop your competencies, please note that 70% and 20% elements are important for all the workflow but especially for tier 2 and 3.

Staff Development is the staff responsibility

IFRC encourages its staff to take the lead role in managing their careers. They should use available organizational tools to develop their careers. IFRC managers have a critical role to inspire the empowerment required for staff to enhance their careers.

Many ways to develop a competency:

For developing a competency consider broadening your approach to learning and include the following tools: books, videos, podcasts, journals, online communities of practice, coaching, mentoring, internship, job-swaps, developing missions and digital developing missions etc.

For more resources please check:

- [Catalogue of Services](#): for information on rapid response role profiles and other rapid response tools please visit the catalogue of services
- [Rapid Response Brochure](#): Please check for more information on the Rapid Response System
- [Catalogue of Emergency Trainings](#)

Please note that these tools are under development at the moment and are being continuously updated.

C1: Understanding humanitarian need assessment

TIER 1	TIER 2	TIER 3
Displays a practical understanding of effective day to day behaviors for this competency and able to function effectively as part of a RC team	Displays impact for this competency by providing advice and guidance to others within a defined scope. Translates strategic decision into sectoral direction.	Models the behaviors and creates an environment which enables the behaviors to be displayed. Operates at a strategic, multi-sectoral level in a response of any magnitude.
RCRC Movement Resources		
Face-to-Face training		
	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course HIAC)	
Online training		
Introduction to the revised IFRC approach for needs assessment		
Emergency needs assessment		
Secondary data review and analysis: 1. Introduction to needs assessment: 23 min		
External Resources		
Online training		
Needs assessment		
Emergency Needs Assessment Online Game		
Introduction to Needs Assessment		
Certifications in Humanitarian Needs Assessment (HNA)		
Online resources		
Sphere for Assessments		
Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	
	Advanced Training on Analysis in Humanitarian Settings (ATHAS)	

Informal learning opportunities

20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.

70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

C2: Planning		
TIER 1	TIER 2	TIER 3
RCRC Movement Resources		
Face-to-Face training		
	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course (HIAC)	
Survey design and mobile data collection		
Online training		
Emergency needs assessment		
Secondary data review and analysis: 1. Introduction to needs assessment: 23 min		
External Resources		
Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	
	Advanced Training on Analysis in Humanitarian Settings (ATHAS) Course	
Online training		
Certifications in Humanitarian Needs Assessment (HNA)		
Online resources		
Pre crisis information: Where to find key data?		
Secondary data review		
Informal learning opportunities		

20%: Learning by Working Together

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.

70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

C3. Design of data collection process

TIER 1	TIER 2	TIER 3
RCRC Movement Resources		
Face-to-Face training		
	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course (HIAC)	
	Survey design and mobile data collection	
Online training		
Emergency Needs Assessment		
Secondary data review and analysis: 2. Humanitarian needs analysis Part 1 and Part 2: 46 min		
Secondary data review and analysis: 3. Using the DEEP platform: 30 min		
Online resources		
Pre crisis information: Where to find key data?		
Quality and Quantitative methods		
Purposive sampling		
DEEP User guide		
External Resources		

Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	
	Advanced Training on Analysis in Humanitarian Settings (ATHAS) Course	
Online training		
	Certifications in Humanitarian Needs Assessment (HNA)	
Online resources		
Quality and Quantitative methods (ACAP)		
Purposive sampling		
DEEP User Guide		
Secondary data review		
Responsible data management in Emergencies		
Informal learning opportunities		
20%: Learning by Working Together		
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.		
70%: Learning by Working		
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.		

C4. Data Collection and data processing		
TIER 1	TIER 2	TIER 3
RCRC Movement Resources		
Face-to-Face training		
	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course (HIAC)	
	Survey design and mobile data collection	
Online training		

General Data Protection regulations (GDPR)		
Emergency Needs Assessment		
Secondary data review and analysis: 2. Humanitarian needs analysis Part I and Part 2: 46 min		
Secondary data review and analysis: 3. Using the DEEP platform: 30 min		
Responsible data management in Emergencies		
Online resources		
Data Analytic in humanitarian action		
External Resources		
Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	
	Advanced Training on Analysis in Humanitarian Settings (ATHAS) Course	
Online training		
Certifications in Humanitarian Needs Assessment (HNA)		
EXCEL beginner		
EXCEL intermediate		
EXCEL advanced		
Online resources		
Quality and Quantitative methods (ACAP)		
Purposive sampling		
DEEP User Guide		
Informal learning opportunities		
20%: Learning by Working Together		

Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.

70%: Learning by Working

Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.

C5. Analysis (basic and joint)

TIER 1	TIER 2	TIER 3
RCRC Movement Resources		
Face-to-Face training		
	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course (HIAC)	
Online resources		
How statistic can be misleading		
Emergency needs assessment		
Secondary data review and analysis: 2. Humanitarian needs analysis Part I and Part 2: 46 min		
Secondary data review and analysis: 3. Using the DEEP platform: 30 min		
External Resources		
Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	

	Advanced Training on Analysis in Humanitarian Settings (ATHAS) Course	
Online resources		
Analysis of information in humanitarian emergencies		
Quality and Quantitative methods (ACAP)		
Data Analytic in humanitarian action		
Online training		
Certifications in Humanitarian Needs Assessment (HNA)		
DEEP User Guide		
Secondary data review - Analysis		
Secondary data review - Analytical framework		
EXCEL beginner		
EXCEL intermediate		
EXCEL advanced		
Informal learning opportunities		
20%: Learning by Working Together		
Examples could include an internship, or being coached by someone who is has this competency on the desired tier, or shadowing them on a project where they regular display this competency.		
70%: Learning by Working		
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.		

C6. Reporting

TIER 1

TIER 2

TIER 3

RCRC Movement Resources

Face-to-Face training

	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course (HIAC)	
External Resources		
Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	
	Advanced Training on Analysis in Humanitarian Settings (ATHAS) Course	
Online training		
	Certifications in Humanitarian Needs Assessment (HNA)	
Informal learning opportunities		
20%: Learning by Working Together		
Examples could include an internship, or being coached by someone who is has this competency on the desired tier, or shadowing them on a project where they regular display this competency.		
70%: Learning by Working		
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.		

C7. Data protection		
TIER 1	TIER 2	TIER 3
RCRC Movement Resources		
Face-to-Face training		
	Emergency Needs Assessment and Planning (ENAP)	
	Humanitarian Information Analysis Course (HIAC)	
Online training		
General Data Protection regulations (GDPR)		
Responsible data management in Emergencies		
Online resource		
Data Analytic in humanitarian action		
External Resources		
Face-to-Face training		
	Coordinated Assessment and Information Management (CAIM) Training	
	Advanced Training on Analysis in Humanitarian Settings (ATHAS) Course	
Online training		
Certifications in Humanitarian Needs Assessment (HNA)		
EXCEL beginner		
EXCEL intermediate		
EXCEL advanced		
Informal learning opportunities		
20%: Learning by Working Together		
Examples could include an internship, or being coached by someone who has this competency on the desired tier, or shadowing them on a project where they regularly display this competency.		
70%: Learning by Working		
Examples could include taking on a new project where this competency is regularly used or taking on a new responsibility where the competency is required on the desired tier.		