CETYS UNIVERSITY

EMPLOYEE CERTIFICATION

EMPLOYEE CERTIFICATION PROCESS PRINCIPLES

1. The certification process must lead workers to what CETYS University demands in order to fulfill the Mission and Vision. The assignment of responsibilities must be directed to the workers making a future in the Institution, and the certification process must support the role of the worker, focusing on the development of competencies, skills, and values on the critical areas of their functions.
2. The certification process and the training programs must be compatible and must reinforce each other. Therefore, the training program must be conceptually and operationally related to the certification effort. This shows employees that training is related to the skills and behavior demanded, and when they show the acquisition of knowledge and pertinent skills, the certification process will strengthen their growth with the assignment of new responsibilities and the corresponding authority.
3. The certification must be designed and carried on so the worker can move through the "growth stages". Each stage must consist of a group of knowledge and skills, more complex every time, and must be sufficiently difficult so it represents an "effort". That is, they must work for success.
4. The recognition plans must be focused on strengthening the worker's efforts to achieve certification. For that, CETYS University can use electronic means or make recognition events (reunions or meetings).
5. The certification process must help workers to respond to the following questions: what are the benefits of becoming a certified employee? In general, certification is a tool that provides knowledge and skills to increase productivity in their area unit to make their efforts successful. As a result, their job can be easier, remuneration can be increased, or their life quality at work, in general, can be improved.

CERTIFICATION PROGRAM DESIGN

The organization of certification

The first step in this process is to create the certification's organization. Organization consists of one or several committees that will develop the certification's requirements and a system to certify employees.

Regarding this, the following is recommended:

Office of the President Committee. This committee is responsible of the complete design of the certification process, the development of policies to guide the process and specifications of the administrative procedures for its implementation. Such policy committee must be represented by the Office of the President's team and any other person in the institution that can be of help, due to experience (e.g. General Directors, Human Resources, etc.).

Certification Committee. An intent to maintain decision making at the appropriate level; we recommend that the certification be administered by the Campus Area Directors. The process administration contemplates:

1. Assure that workers are receiving the necessary training and support.
2. Assess the workers' products and activities.
3. Recommend or award certification.

The people in charge at this level are more familiarized with the requirements of the different areas in the Campus, they know the types of workers integrating them and they have their best disposition to support the certification processes. The certification committee must be integrated by Area or Department Directors (if they exist), support people and two or three representatives of the various levels and functions in the campus organization.

Interaction Committees. The Office of the President's Committee has the maximum responsibility of the certification program's success. It must have the main authority on the structure and content of the worker's certification process. The certification committee is the "executioner". This committee manages the effort of the certification and recommends and/or awards the worker's certification.

Program Design. The certification's program plan must consist in the following:

- *Certification Organization:* This organization is in charge of revising the certification process. It is basically in charge of three functions:
  1. *Make sure the workers are trained and supported:* The delivery of employee training and support implies development and review of a training plan for employees (for the training that needs to be achieved with the certification's requirements) and the internal support staff to instruct and advise employees when teaching begins.

2. *Audit and advising of worker's performance and achievement:* Auditing and advising involves assessing products and activities with the standards defined for this program.
3. *Making workers' certification:* Certification implies awarding certification. This is recognizing formally that the worker has achieved a certain level of performance and learning and they are eligible to a salary increase and be trained in a higher certification level.

- **Program Contents:** *It consists of three parts*:
    1. The *certification levels* (e.g. level I, II, etc.) defined as the organization of a certification process. For example, they can initiate with the basic requirements (level I), continue with the advanced requirements (level II), etc.
    2. The *certification requirements* have three points:
        a. *Products* (e.g., the evidence of high satisfaction in student services) and *results* (e.g., a successful achievement in the registration process) required to prove the degree of competence.
        b. The *standards accomplished* are defined as how the products and results will be assessed (e.g., the workers will have proved the skills to use the Excel program).
        c. *Training and development* define the training modules and other development experiences that the worker is expected to fulfill to acquire the necessary knowledge and skills to produce products and results at standard levels (e.g., the induction module must be included in level I).

    3. The *competence levels* define what the worker is able to do as a result of the certification achieved in a given level.

Certification Levels	Certification Requirements			Competency Levels
	Products and Results	Standards Achieved	Training and Development	

Certification Requirements

There are two types of requirements for the certification:
1. Successfully complete the training and development activities.
2. Achieve the expected products and results.

The expected products and results are evidence that the worker has completed the requirements for the certification in a given level. The worker must show fulfillment in two ways:
1. Providing the review committee the documents of proof.
2. Revising, with a person, the worker's activities, in search of the correct behavior and fulfillment of the certification.

The review or certification committees and the people making the reviews must be selected and/or invited carefully according to the functions they will perform. The Office of the President's committee is in charge of the selection and orientation processes. It is important that the review processes and certification process are not that superficial that a worker could see them as a joke, or that strict that the Institution will never recognize workers as competent.

If selection and orientation are carried on carefully and well planned, the third key element is a monitoring and assessment process that provides continuous and accurate feedback on how the process is working. In general, feedback must include some kind of good information (the workers will enjoy the certification challenge) and some complaints (they believed it was too heavy). The balance will indicate whether certification is an "effort" to workers that was worth it.

Competency Levels

Competency levels are the means of exchange in the certification process. By achieving higher levels of skills and knowledge, the workers begin to prove new abilities, therefore, transference of functions represents an award to effort and commitment.

The key is to establish competency levels sufficiently high to (1) motivate workers for their achievement and growth and (2) make a real transference of higher responsibility and importance of activities for the Institution. If both are not performed, the possibilities that the certification program make a significant difference are considerably decreased.

Training supporting Certification

It is important to have a detailed training program that supports the implementation of the certification process. For that, the following is required:

1. Design a training and certification program that facilitates the worker's development.
2. Develop a probable agenda for training availability (a probable period of 12 to 24 months).
3. Identify the instructors who will deliver the modules. They could be:

   a. External providers or advisers
   b. Personnel from the Human Resources Department
   c. A team of internal instructors and advisers in charge of delivering the modules and supporting workers during the learning period.

4. Train instructors, launch workers and begin the training process.

IMPLEMENTING THE CERTIFICATION PROCESS

The implementation of a certification process is an extended and varied process. It will require resources from the Institution. Table 1 shows the steps to implement a certification process. Such steps are essentially begun with the creation of the committee; they follow the process design and end with the implementation and assessment of efforts.

The certification is something new, it requires the process design to be continuous, since there is not sufficient experience or enough fundamentals to prove the efficiency of the design and the implementation of the program, for the results of these efforts will be obtained along the way.

Table 1: Steps to implement the worker´s certification process

1. Create a certification design committee
• Establish a committee
• Describe the planning process and establish the agenda.
2. Design the certification´s organization
3. Create a certification program
• Identify the certification levels
• Identify the content areas
• Identify products and results

- Determine all related to training and support
4. Specify the certification process
5. Create a recognition process
6. Design a plan to monitor and assess the certification process
7. Review the plan with the Office of the President´s team and key people
8. Create the final plan
9. Inform the workers about the plan
- Use the Institution´s publications
- Make orientation meetings
10. Implement the certification program
11. Monitor and assess the certification program; implement improvement based on assessment.

Barriers for the Certification Program

There are at least three key barriers that obstacle the success of implementing the certification process:

1. *Commitment*: Employee certification requires a commitment from the Institution. The commitment will involve people, money, and time. People to design, match and support the effort are needed. Funds are needed for the development of capacity, instructors, materials, etc. Time is needed for the training, advising and teaching.
2. *Patience*: A program like this requires 3 to 5 years. Frequently, daily pressure and the achievement of immediate results lead to losing patience to maintain such program before it starts producing.
3. *Will for change:* Certification is based on the commitment that there will be a change of power in the organization. Unless people and the structures with power are willing and able to re-distribute it, there will be a small or null possibility of success in a long term. This is one of the critical factors to change the culture of the organizations.