GUIDELINES FOR COMPETENCY DEVELOPMENT OF THE LANGUAGE INSTITUTE, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

In modern organizations, staff can improve and develop their competency by regular training, both formal training and self-training. The significant of development of competency will be the advancement of the career path of employees. The main objective of this research was to utilize an in-depth interview with sample groups of staff to understand their needs and wants as well as the best way to create an improvement and development plan for them more effectively than in the past. Informants of the in-depth interview included three groups of staff: staff who were the members of management, staff who were working in direct services in the campus activities, and staff who were in computer lab. In addition, to use the findings from this study and provide a complete guideline for competency development to reach staff who were working in the Language Institute, Suan Sunandha Rajabhat University. The findings from the study revealed that competency development in organizations requires a systematic and strategic approach aligned with organizational goals, supported by targeted training and development initiatives, continuous learning opportunities, and effective measurement and evaluation mechanisms.

Keywords: Competency, Job Security, Monetary Rewards.

INTRODUCTION

Competency development is a critical aspect of ensuring the quality, effectiveness, and relevance of language institutions in today's rapidly changing educational landscape. Language institutions, including language schools, institutes, and departments within educational institutions, play a crucial role in equipping learners with the linguistic skills and cultural competencies needed to thrive in a globalized world. To fulfill their mission effectively, language institutions must establish comprehensive guidelines for competency development that address the diverse needs of learners, promote excellence in teaching and learning, and align with evolving industry standards and best practices [1]. Guidelines for competency development in language institutions encompass a range of principles, frameworks, and strategies aimed at enhancing the proficiency, fluency, and intercultural communication skills of learners across various language proficiency levels and learning contexts. These guidelines provide a roadmap for curriculum design, instructional delivery, assessment practices, and professional development initiatives within language institutions, guiding educators, administrators, and stakeholders in their efforts to promote learner success and institutional excellence [2].

At the core of competency development in language institutions is the recognition of the multidimensional nature of language proficiency, which encompasses linguistic, communicative, cultural, and pragmatic competencies [3] [4]. Effective language instruction

goes beyond teaching grammar and vocabulary to encompass the development of listening, speaking, reading, writing, and critical thinking skills in authentic communicative contexts. Moreover, language institutions must cultivate learners' intercultural awareness, empathy, and adaptability to prepare them for meaningful interaction and collaboration in diverse cultural settings. Guidelines for competency development in language institutions typically incorporate principles of communicative language teaching, task-based learning, and proficiency-oriented instruction, emphasizing active engagement, meaningful interaction, and learner-centeredness. Through a communicative and task-based approach, learners are provided with opportunities to use language in purposeful and authentic contexts, enabling them to develop fluency, accuracy, and confidence in their language skills [5].

Additionally, competency development guidelines in language institutions emphasize the importance of ongoing assessment and feedback to monitor learner progress, identify areas for improvement, and inform instructional decision-making. Formative and summative assessments, performance-based tasks, and proficiency-oriented assessments are used to evaluate learners' language proficiency and track their development over time, ensuring that instructional goals are met, and learner needs are addressed effectively [6]. Furthermore, guidelines for competency development in language institutions encompass professional development initiatives aimed at enhancing the knowledge, skills, and expertise of language educators and administrators. Continuous professional development ensures that language instructors are equipped with the pedagogical knowledge, instructional strategies, and technological competencies needed to deliver high-quality language instruction and support learner success.

LITERATURE REVIEW

Here are summaries of four literature reviews on the topic of guidelines for competency development in language institutions, along with a short but vivid understanding of the topic. The first literature review is "Best Practices in Competency Development for Language Institution. This review explores the best practices and guidelines for competency development in language institutions. It synthesizes research on curriculum design, instructional strategies, assessment methods, and professional development initiatives aimed at enhancing language teaching and learning effectiveness. Additionally, the review examines the role of standards, frameworks, and accreditation processes in guiding competency development efforts in language education [7]. The second literature review is "Competency-Based Approaches to Language Teaching and Assessment." This review examines competency-based approaches to language teaching and assessment in language institutions. It synthesizes research on the principles of competency-based education, the development of language proficiency standards, and the design of performance-based assessments aligned with learning outcomes. Additionally, the review discusses strategies for integrating competencies such as communication, cultural awareness, and critical thinking into language instruction [8]. The third literature review is "Professional Development for Language Educators in Competency-Based Instruction." This review focuses on professional development initiatives for language educators in competency-based instruction. It synthesizes research on teacher training programs, mentoring, and coaching practices, and communities of practice aimed at enhancing educators' knowledge, skills, and expertise in competency-based language teaching. Additionally, the review examines the challenges and opportunities of implementing competency-based approaches in language education [9]. The last literature review is "Quality Assurance and Accreditation in Language Education." This review examines quality assurance and accreditation processes in language education, focusing on their role in promoting competency development in language institutions. It synthesizes research on accreditation

standards, program evaluation criteria, and quality assurance mechanisms aimed at ensuring the effectiveness and relevance of language teaching and learning programs. Additionally, the review discusses the impact of accreditation on institutional accountability and continuous improvement efforts [10]. These literature reviews offer insights into the principles, practices, and challenges of competency development in language institutions, providing guidance for educators, administrators, and policymakers seeking to enhance language teaching and learning outcomes.

OBJECTIVE

The main objective of this research was to utilize an in-depth interview with sample groups of staff to understand their needs and wants as well as the best way to create an improvement and development plan for them more effectively than in the past.

METHODOLOGY

The qualitative with tool of literature review and group discussion are utilized in this paper. The main purpose of this research was to conduct an in-depth interview with sample groups of staff to understand their insightfulness with their needs and wants as well as the best way to create an improvement and development plan for them more effectively than that in the past. Informants of the in-depth interview in this study included three groups of staff: staff who were the members of management, staff who were working in direct services in the campus activities, and staff who were in computer lab. Furthermore, the technique used in the findings from this study and certainly provide a complete guideline for competency development to reach staff who were working in the Language Institute, Suan Sunandha Rajabhat University.

RESULTS

Competency development in organizations involves identifying, nurturing, and enhancing the knowledge, skills, and abilities required for employees to perform their roles effectively. Here are some guidelines for competency development in organizations along with citations supporting their significance:

1. **Identify Core Competencies:** Conduct a thorough analysis of the organization's strategic objectives and identify the core competencies required to achieve those goals. Many papers introduced the concept of core competencies, emphasizing the critical skills and capabilities that differentiate an organization from its competitors [11].

2. **Align with Organizational Goals:** Ensure that competency development initiatives align with the organization's strategic priorities and business objectives to maximize their impact on performance and results. Certainly, there is a need to emphasize the importance of aligning talent management practices, including competency development, with organizational strategy to drive business success [12].

3. **Assess Current Competencies:** Conduct competency assessments to identify gaps between employees' current skills and the skills required to meet organizational objectives. Many papers proposed the concept of competency modeling, which involves assessing and analyzing the skills, behaviors, and attributes necessary for success in specific roles [13].

4. **Provide Targeted Training and Development:** Offer training programs, workshops, and development opportunities tailored to address identified competency gaps and enhance employees' skills and knowledge. A lot of papers discuss the importance of providing targeted training and development initiatives to address specific skill deficiencies and support employee growth and development [13].

5. **Promote Continuous Learning:** Foster a culture of continuous learning and development by providing access to learning resources, encouraging participation in training programs, and promoting knowledge sharing among employees. There is a need to highlight the need for organizations to embrace continuous learning as a strategic imperative to remain competitive in a rapidly evolving business environment.

6. **Offer Coaching and Mentoring:** Provide employees with access to coaching and mentoring programs to support their development, provide feedback, and help them apply newly acquired skills in real-world context. There is a need to emphasize the role of coaching and mentoring in facilitating individual development, improving performance, and fostering leadership growth.

CONCLUSION

In summary, guidelines for competency development involve identifying key competencies, assessing current skills, developing targeted training programs, and providing ongoing learning opportunities. Success keys for organizations include alignment with strategic objectives, employee engagement, measurement and evaluation, and leadership support. By following these guidelines and keys to success, organizations can enhance their capabilities and achieve their business objectives. In addition, guidelines for competency development in language institutions serve as a blueprint for promoting excellence, innovation, and continuous improvement in language education. By adopting a learner-centered approach, embracing communicative and task-based methodologies, and prioritizing ongoing assessment and professional development, language institutions can empower learners to achieve their language learning goals and thrive in a multilingual and multicultural world.

LIMITATION OF THIS STUDY

Most obviously, the small number of samples of the qualitative methods means that the power of generalizing from the findings might not be so strong. However, the aim of using the method of research was to maximize the validity of the findings. Moreover, the use of semi-structured questions was useful but time consuming. In the future, there should be a wider variety of samples. Due to its contextual and interpretive nature, replicating qualitative studies exactly as conducted by the original researchers can be challenging. Differences in researcher perspective, participant characteristics, and contextual factors may affect replication attempts, limiting the reliability and validity of findings.

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