



**EASA**  
European Aviation Safety Agency

# Proposal for a Competency framework for CA's Inspectors

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TE.GEN.00409-001



# EASA MB WG: mandate and timing

‘Define a concept on the competencies expected to be held by Civil Aviation Inspectors to deal with upcoming challenges’



Nominations received

9 March

Competencies Workshop



	AIR	OPS	ACW	ATM	ADR
K	Domain specific	Domain specific <small>NPA 2025-11</small>	Domain specific	Domain specific	Domain specific
S	Auditing, Inspector role + responsibilities, Safety management, Risk mitigation, Data collection and analysis				
A	Listening, Discussing, Negotiating, Analysis and Judgment, Combine information from multiple sources				
	Openness, Curiosity, Flexibility, Systemic orientation				

22 June

Drafting and comments

Deliverable

Roadmap announced

25/26 April

Consolidation Meeting

TECHNICAL EXPERTISE	
ROLE AWARENESS	ANALYTICAL THINKING
PERFORMANCE-BASED VIGILANCE	DECISION-MAKING
OVERSIGHT AND PROJECT MANAGEMENT	COMMUNICATION
DEALING WITH COMPLEXITY	TEAMWORK
INTERPERSONAL SKILLS	SELF-DEVELOPMENT



Flight Standards Directorate

## REPORT

### Proposal for a Competency Framework for the Competent Authorities' Inspectors

*Working Group established following WP06 of EASA MB 03-2015*

## Available on EASA website

<http://www.easa.europa.eu/document-library/general-publications/easa-aviation-inspector-competencies-report>



# The challenge for 21<sup>st</sup> century inspector

- Knowledge is important, but is not enough
- **Application of knowledge** is more important
- Focus is therefore on behaviour

UNDERSTAND

CHALLENGE

DECIDE

**Competency.** A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.



# How we derived competencies

## Imagine:

### Challenges

Safety  
Management

Risk Based Oversight

New business models

Evolving technologies

...

### Possible scenarios

Performance-based  
requirements

Discussion on risks

Influence vs.  
enforcement

Multi- or supranational  
activities

...

### Desired outcomes

Effective compliance

Positive influence

Partnering relationship

...



## ... and we listened to industry



### What we need from future Inspectors

- Adequate numbers
- Competence
- Understanding of new technologies and operational environment
- Understanding of SMS
- Use of data
- Best use of resources

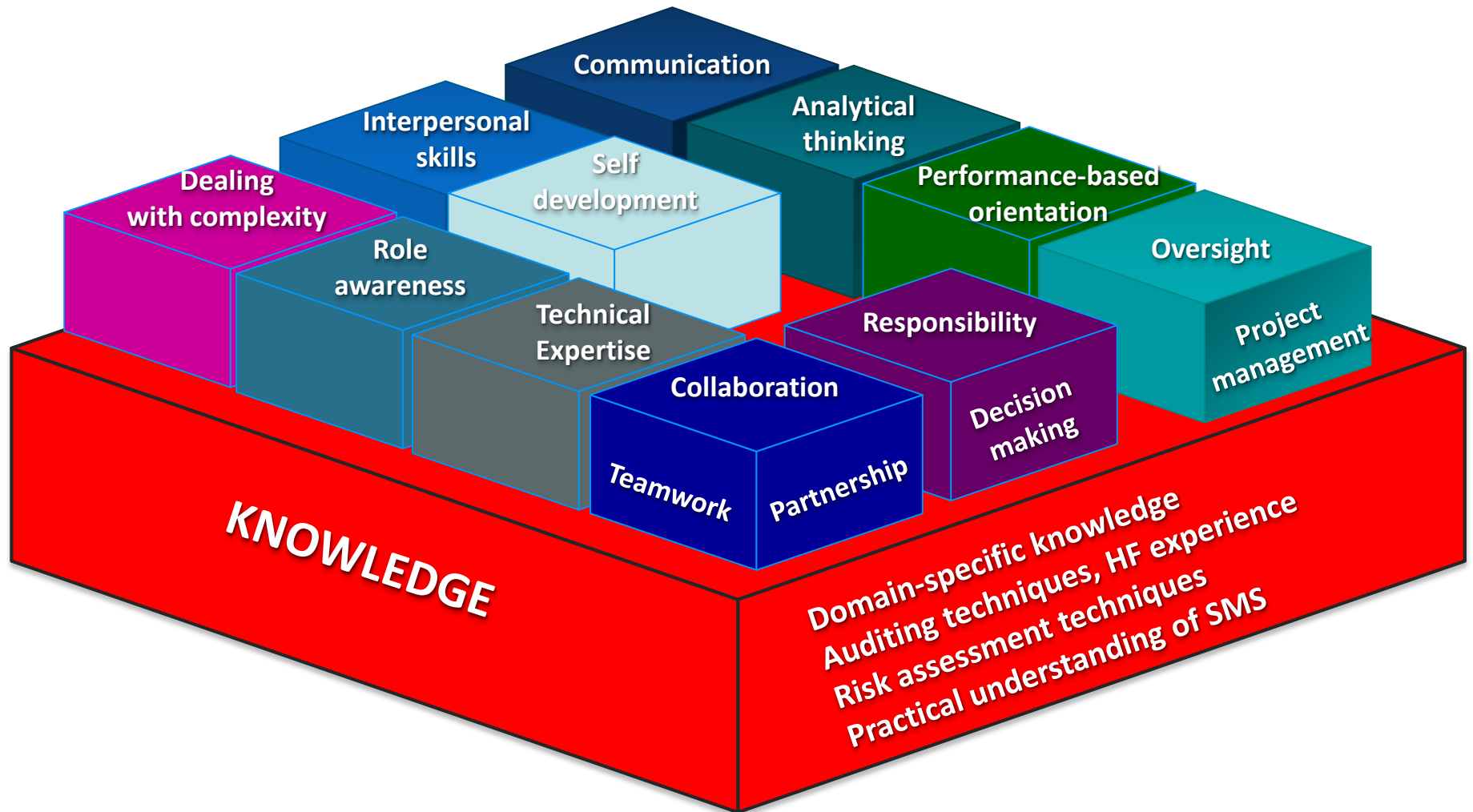
### What we do not need ...



- "Dinosaurs"
- "Lawyers"
- No practical HF experience
- No practical SMS implementation experience



# Knowledge and competencies





# List of knowledge

## Knowledge

Auditing techniques

Practical HF experience  
(training and exposure)

Risk assessment  
techniques

### Domain-specific knowledge:

- Typical technical issues
- Regulatory framework
- Operational experience related to the specific duties (e.g. FOI, GOI)

### Practical understanding of SMS and its implementation:

- SMS assessment tools and techniques
- Definition and use of safety performance indicators





COMPETENCY	DESCRIPTION	BEHAVIOURAL ANCHORS
<b>TECHNICAL EXPERTISE</b>	Demonstrates knowledge appropriate to the allocated tasks.	<ul style="list-style-type: none"><li>• Possesses an in-depth knowledge in the specific area of expertise;</li><li>• Has a broad understanding of related technical fields in order to do the job at a high level of accomplishment;</li><li>• Utilises skilfully the sets of knowledge defined as an integral part of this competency;</li><li>• Is able to have a meaningful technical conversation with the key personnel of the overseen organisations;</li><li>• Picks up new knowledge quickly;</li><li>• Is committed to continuously improve and proactively update required knowledge.</li></ul>
<b>ROLE AWARENESS</b>	Understands the implications of the inspector role.	<ul style="list-style-type: none"><li>• Is able to advise and challenge taking relevant responsibility;</li><li>• Understands and acts in compliance with the rules for conflict of interest;</li><li>• Is prepared to apply enforcement measures when necessary;</li><li>• Recognises the limit of his/her own authority when taking decisions and when to escalate to a higher level;</li><li>• Is open-minded, diplomatic, observant and decisive;</li><li>• Demonstrates a strong sense of integrity and is ethical;</li><li>• Is self-driven and able to work independently.</li></ul>
<b>PERFORMANCE-BASED ORIENTATION</b>	Demonstrates an effective approach to oversight considering the stakeholder's business model, risk profile and organisational setup.	<ul style="list-style-type: none"><li>• Accurately determines and prioritises key points of risk management in different business models;</li><li>• Is capable of assessing objectively different approaches to manage business risks and demonstrate compliance, without unnecessary preconception;</li><li>• Applies appropriate assessment techniques to drive effective compliance of the overseen organisations;</li><li>• Is open to innovation and new ways of working, and is able to meet emerging challenges;</li><li>• Recognises emerging trends in technical practice and is able to consider new solutions;</li><li>• Is forward-thinking and cognizant of new upcoming regulatory business models/environments.</li></ul>

COMPETENCY	DESCRIPTION	BEHAVIOURAL ANCHORS
<b>DEALING WITH COMPLEXITY</b>	Able to navigate complex organisations and systems which operate in a global, interdependent and fast-evolving environment.	<ul style="list-style-type: none"> <li>• Deals insightfully with complex technical concepts that are beyond accumulated knowledge;</li> <li>• Pays attention and observes in depth, breadth and detail situations of high complexity, novelty, or chaos;</li> <li>• Exercises judgement when experience is not helping to bring forth the solution, and is able to identify risks or opportunities through intuition and foresight;</li> <li>• Demonstrates a pragmatic approach in unpredictable situations and remains trustworthy;</li> <li>• Recognises new forms of interdependence and acts considering economic influences, conflicting interests and environmental consequences;</li> <li>• Able to think interdisciplinary and involve other disciplines when necessary; can see opportunities for synergy and integration.</li> </ul>
<b>SELF-DEVELOPMENT</b>	Engaged in a life-long learning process and able to operate effectively and flexibly within a change environment.	<ul style="list-style-type: none"> <li>• Regularly seeks feedback, uses reflection and analyses both successes and setbacks for continuous self-improvement;</li> <li>• Shows interest and pursues appropriate learning activities that meet self-development/learning needs;</li> <li>• Is aware that different situations need different skills and approaches (e.g. shift from compliance-based to performance-based);</li> <li>• Has an open approach and perceives change as a personal challenge and opportunity to grow;</li> <li>• Is able to think ahead and obtain technical and professional knowledge accordingly.</li> </ul>
<b>INTERPERSONAL SKILLS</b>	Able to develop and maintain a suitable relationship in order to achieve objectives.	<ul style="list-style-type: none"> <li>• Is able to lead open and tactful discussions where all parties can state their case; Is diplomatic and settles misunderstandings skilfully;</li> <li>• Is able to understand cultural differences and adapt behaviour to culture-specific expectations;</li> <li>• Can sense the emotional standing of a counterpart in a conversation and is able to react with respect and appreciation;</li> <li>• Is able to build constructive relationships - up, down, and sideways, inside and outside the organisation; Easily finds common ground;</li> <li>• Is able to compromise and accept different views;</li> <li>• Acknowledges the opinions of others even when he/she disagrees.</li> </ul>



# The proposed competency framework

COMPETENCY	DESCRIPTION	BEHAVIOURAL ANCHORS
<b>COMMUNICATION</b>	Effective in expressing information both verbally and in writing.	<ul style="list-style-type: none"><li>• Demonstrates openness and honesty while communicating and sharing information;</li><li>• Adapts communication style to the audience - language, tone, style, content, format, non-verbal elements etc. - and is able to get messages across that have the desired effect;</li><li>• Is able to summarise complex technical information;</li><li>• Listens attentively, asks clarifying questions and is able to identify common ground.</li></ul>
<b>ANALYTICAL THINKING</b>	The process of gathering relevant information and identifying key issues related to this information.	<ul style="list-style-type: none"><li>• Can think holistically and is able to read/interpret data and to draw viable conclusions;</li><li>• Is able to identify causes and consequences and to anticipate impacts and outcomes;</li><li>• Can discuss multiple aspects and impacts of issues and project them into the future;</li><li>• Is comfortable to simplify complex processes;</li><li>• Can think coherently and follow a reasonable line of thought;</li><li>• Can identify alternative ways and differentiate acceptable from unacceptable possibilities.</li></ul>



# The proposed competency framework

COMPETENCY	DESCRIPTION	BEHAVIOURAL ANCHORS
OVERSIGHT AND PROJECT MANAGEMENT	Makes the best use of available resources to ensure effective oversight and project management.	<ul style="list-style-type: none"><li>• Is aware of own strengths and limitations and those of the team, and is able to prioritise and assign tasks to team members accordingly;</li><li>• Manages issues by drawing on own experience and knowledge, and plans, organises and calls on other resources as necessary;</li><li>• Takes personal responsibility for the quality and timeliness of work, and achieves results in good cooperation with others;</li><li>• Highlights issues and concerns that might lead to enforcement activity; Understands the escalation paths and the full range of available enforcement actions to reach the desired safety outcomes;</li><li>• In seeking efficient use of resources, shares responsibility with others, sometimes managing tasks from a distance (remotely);</li><li>• Follows procedures and standards, and follows up issues accordingly;</li><li>• Reflects on own performance within the team, observes and monitors team members, seeks and gives constructive feedback to others to ensure a standardised oversight approach.</li></ul>



# The proposed competency framework

COMPETENCY	DESCRIPTION	BEHAVIOURAL ANCHORS
DECISION-MAKING AND RESPONSIBILITY	Makes sound decisions based on relevant facts, evidence and safety information as well as using common sense, expert judgement and sometimes "gut feeling".	<ul style="list-style-type: none"><li>• Draws on analysis, experience and consultation to take informed decisions that are perceived as fair, objective and reasonable;</li><li>• Remains factual, considers options and priorities, as well as any potential consequences and resulting liability, before concluding on a case;</li><li>• Is able to make decisions under pressure;</li><li>• Is able to conclude timely on findings;</li><li>• Takes decisions on regulatory action (enforcement) appropriate to own level of responsibility;</li><li>• Is able to take on additional responsibility when necessary or deemed appropriate.</li></ul>
TEAMWORK, COLLABORATION AND PARTNERSHIP	Partnering internally and externally to achieve safety objectives.	<ul style="list-style-type: none"><li>• Collaborates within the team and other domains , as well as with external stakeholders, for gathering information needed to regulate the overseen organisations;</li><li>• Sustains constructive working relationships both internally and externally characterised by acceptance, cooperation and mutual respect;</li><li>• Recognises conflict and manages it constructively;</li><li>• Supports and acts in accordance with final team decisions, even when such decisions may not entirely reflect own position;</li><li>• Proactively engages others in joint working;</li><li>• Expresses views in a positive, persuasive manner whilst remaining receptive to the views of others;</li><li>• Openly shares own experience and knowledge to benefit others and encourages others to do the same.</li></ul>



## What's next

- This framework is a common reference for Competent Authorities
- It has to be adapted to the local organisation, needs and culture
  - Complement the existing competency model/framework
  - Used as basis for developing own competency model/framework
- Further discussions to follow:
  - Basis for EASA specific inspector qualifications [new BR, art 51(10)(c)]
  - EASA technical training
  - Rulemaking groups
  - Common Training Initiative Group (CTIG) / Virtual Academy