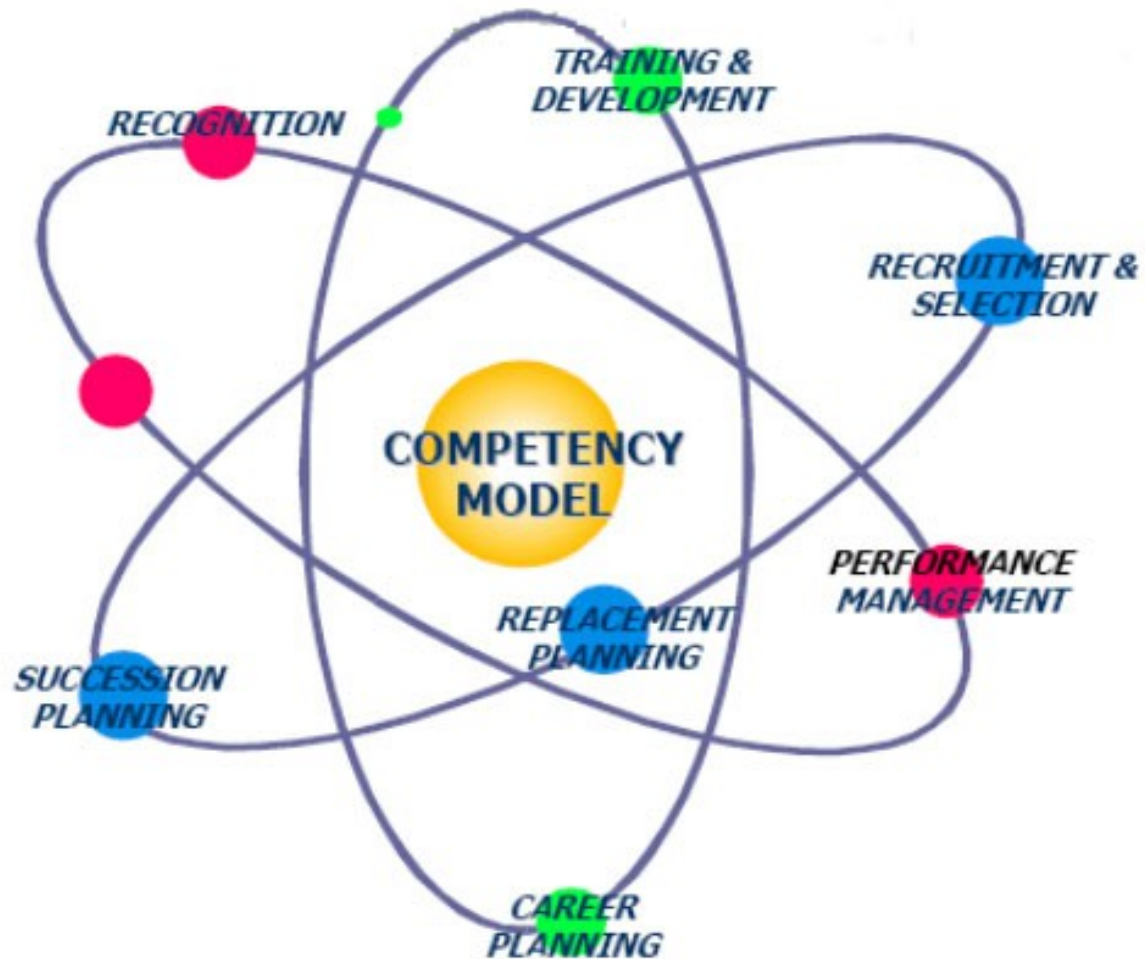


Human Resource Management

Session 5 – Competencies



Competencies - History

- Benjamin Bloom, an eminent educationist, led educationists to define the knowledge, skill and attitudes required for success in education
- Classification of educational objectives and competencies grouped under the cognitive domain
- David McClelland, Harvard psychologist, pioneered the Competency Movement globally
- 1973 – Article “Testing for competence rather than for intelligence” proved that traditional achievement and intelligence scores may not predict job success, and profiling for competencies, measuring them by a variety of tests is more useful

Competencies - History

- Douglas Brey – AT&T, showed that on the job success can be predicted by the use of competencies, and competencies can be assessed / measured
- McBer : McClelland and Berlew, specialized in mapping competencies : developed BEI
- Performance Appraisal vs. Potential Appraisal as a predictor of future performance
- 1975 Dr. T.V. Rao and Uday Pareek established HRD function in L&T. Further actions – competency mapping and assessment center established

Competencies - Definition

- McClelland (1973) : Competencies are components of performance associated with “clusters of life outcomes”.
- Timothy Athey, Michel : Competency is a set of observable performance dimensions, including individual knowledge, skills, attitudes, and behaviour as well as collective capabilities, such as team, processes, organizational capabilities, that are linked to high performance, and provide the organization with sustainable, competitive advantage.
- A.R. Nankervis : Competency is a character or trait that results in effective performance on the job.
- Boyat Zis (1982) : Competency is a combination of motive, trait, skill, aspect of one's self-image or social role, or a body of relevant knowledge. In other words, Competency is a characteristic of an individual that is relevant to successful performance.
- Spencer and Spencer (1993) : Competencies are underlying characteristics of people and indicate ways of behaviour or thinking, generalising across situations and enduring for a reasonably long time.

Competencies – Definition Summary

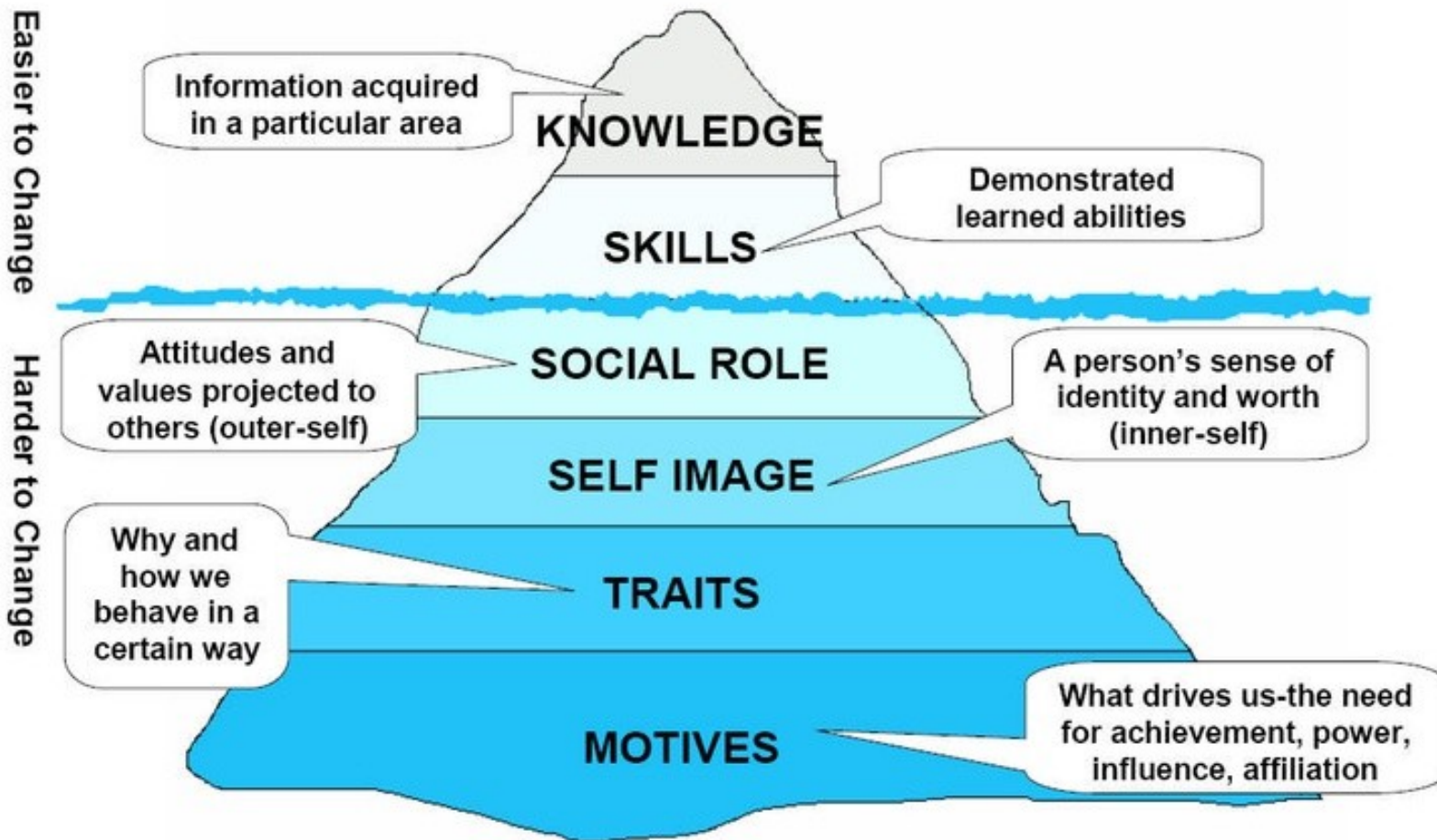
- Based on the above definitions, Competency can be said as -
 - An underlying characteristic required for performing a given task, activity or role successfully, and may take the following forms – knowledge, skills, attitude, other characteristics, including motives, values, traits, self-concept, etc.
- “Competency” has two relevant meanings : the first addresses the ability of an individual to perform effectively in the job relevant area. The second part involves what is required of an individual to perform effectively.
- The two meanings are distinct from each other but related.
- The first meaning deals with the degree to which an individual does what is important to the job. The second meaning involves defining what is important for success on the job.
- This means that defining a competency is useful in helping individuals to develop their competencies for a specific job.

Competencies – Definition Summary

- Competencies are contextual – they relate to the context, such as the organization, the function, the role, the level and the timing.
- During competency mapping, the organization, the function and the role related contexts are taken into consideration.
- Hence, competencies developed in one context cannot be generalized or extended automatically from one organization to another or from one function to another or from one role to another.
- General Manager in one organization is not the same as GM in another, or GM in Finance will differ from GM in Sales.
- It is necessary and important that each organization defines or maps the competencies for its roles itself, and does not merely copy from others.
- However, organizations and functions which are similar in nature share the same context, can benefit and cut the elaborate process (CM) short, but may miss out on unique factors.

Competencies – Iceberg Model

ICEBERG MODEL OF COMPETENCIES



Competency Mapping

- Competency Mapping – is the process of identification of competencies required to perform successfully, a given job or role or a set of tasks at a given point of time.
- It consists of breaking a given job or role into its constituent tasks or activities and identifying the competencies (technical, managerial, behavioural, conceptual, knowledge, attitudes, skills, etc.)

RSBCM (Role Set Based Competency Mapping) – How to Identify – 14 steps

1. Decide the roles for which competencies need to be mapped.
2. Identify the location of the roles in the organization structure
3. Identify the objectives of the department
4. Identify the objectives, main purpose of the role
5. Collect key performance areas (KRAs) of the role holder
6. Interview the role holder to list out all activities of the role
7. Interview the role holder to list out the actual knowledge, skills, attitudes and other competencies required to perform the task effectively
8. Repeat the process with all role set members (boss, reportees, internal customers, external customers, indirect reports)

RSBCM (Role Set Based Competency Mapping) – 14 steps

9. Consolidate the list of competencies from all the role holders for each task
10. Edit
11. Finalize
12. Present the data to a group of successful role holders and get them to assess the relative importance of each of the competencies
13. Identify the behaviour indicators for each competency
14. Define the levels of each competency by identifying the different behaviour indicators for each level of competency (Level 1 : familiarity, Level 2 : detailed knowledge, Level 3 : expert level, mastered competency, guru)

Methods for Competency Mapping

- Interviews
- Observation, including time and motion studies
- Group working
- Task force
- Task analysis workshops
- Questionnaire
- Use of job descriptions, performance appraisal formats, etc.
- Combination of the above

Types of Competencies (Daniel Katz, HBR)

- Technical or functional competencies (associated with the technology, functional expertise of the role)
- Managerial (related to planning, organizing, mobilizing, staffing, directing and controlling resources)
- Human (relating to motivating, utilizing and developing people)
- Conceptual (ability to visualize the invisible, think at abstract levels, and use ideas to plan future business)

Other types of Competencies

- Meta-competencies – Spinoza (1632-1677) : knowledge about knowledge
- Awareness of what a person knows and does not know, strengths and weaknesses and how to use available skill and knowledge to acquire missing competencies
- Key competencies – elements of behaviour important for all employees. They support organizational values, desired culture and performance expectations in areas such as customer service, continuous improvement, team work, etc.
- Team competencies – capabilities of a team as a work unit such as trust and collaboration, setting collective goals

Other types of Competencies

- Functional competencies – for specific roles requiring specialized knowledge – project manager, customer service representative
- Basic competencies – reading, numerical ability, English communication
- Generic competencies – associated with various occupations – analyzing information, team working, safety consciousness
- Management competencies – skills relating to management function (P, O, S, D, C)
- Leadership competencies – visioning, communication, strategic thinking, entrepreneurship

Other types of Competencies

- Threshold competencies – minimal level of proficiency, appropriate to entry level selection
- Differentiating competencies – those which distinguish superior performance compared to average performance, appropriate to succession planning and promotion
- Core competencies – extend to every member, all positions, functions and levels of responsibilities. Characteristics possessed by every member

Competency Levels

- Different levels have different responsibilities and demands
- Competency expectations vary with the levels
- Generally 3 levels – familiarity, detailed knowledge, expert level

Competency Model – Job Competency Assessment Method Steps

- Convene a group of subject matter experts (SMEs)
- Develop a comprehensive list of knowledge skills and thought patterns for all major job tasks
- Identify behaviour indicators
- Send the list to job incumbents for rating indicators
- SMEs to distinguish characteristics of superior performers
- Analyze minimal and major competencies
- Validate with a separate sample

Benefits of Competency Model

- Makes expectations explicit and clearly understood
- As markets change, competency models can be changed
- Competency models embody core values of business
- Behaviour standards of performance
- Applied to recruitment and selection, performance assessment, training, job evaluation, compensation, career planning

Developing a Competency-based Organization – Mansfield (1996)

- Start with specification of core / organizational competencies, eg. Leadership, planning, organizing, personal effectiveness, continuous learning, etc.
- Establish competencies for different levels of positions, individual contributor, supervisor, manager, corporate functional head
- Develop job specific competencies

Methods of Competency Mapping

- Behaviour, event, interview (David McClelland)
- Expert panels
- Surveys
- Job task analysis
- Psychological tests

Behaviour Indicators

- Behaviour indicators are actions which the role holder is expected to demonstrate for a particular competency
- They are observable, therefore, measurable
- Eg. “creativity” could mean : suggests new products and services, designs new products and services, uses existing resources to create something new, evolves new approaches to solving problems, identifies new business opportunities

How to identify Behaviour Indicators

- Observing actions of a successful performer
- From interview data @ BEI
- Recording incidents during BEI
- Interview job experts
- Interviewing the supervisor of successful job holders

Competency Assessment

- Competency Mapping – is the process of identification of competencies required to perform successfully, a given job or role or a set of tasks at a given point of time.
- It consists of breaking a given job or role into its constituent tasks or activities and identifying the competencies (technical, managerial, behavioural, conceptual, knowledge, attitudes, skills, etc.)