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2 Theoretical Review – Manpower Competency Mapping

2.1 INTRODUCTION:

A lot is going on in recent times on the issue of competency mapping. A lot of resources spent and consultants invited to do competency mapping. Increased manpower costs, need for ensuring that competent people man critical positions, and the need to be competitive and recognition of the strategic advantages of having good human resources have compelled firms to be more competency driven. In good organizations competency mapping existed already. Traditionally HR directors and their top management have always paid attention to competencies and incorporated them mostly in their appraisal system.

Competency mapping is important and is an essential exercise. Every well managed firm should: have well defined roles and list of competencies required to perform each role effectively. Such list should be used for recruitment, performance management, promotions, placement and training need identification.

Competency Mapping, the buzz word in IT industry, is not as complicated as it may appear from the face of it. Some companies have truly worked the concept into several of their processes. A few have a fully implemented competency modeling and reporting system in place. These address the development of people from process design through succession. However, quite a few organizations are still striving to build a competency model and implement it. Most organizations, of all sizes, are still struggling with defining, designing and implementing competency model projects.

The process is completely customizable. The decisions of competency design are driven by a number of organizational factors, including management philosophy, customer requirements, business needs, and in-place processes. These factors vary from one organization to another, requiring a customized approach to competencies in the workplace. Customization is essential to the overall success of competency efforts, since every organization must integrate competency concepts into its own job design,
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recruitment, hiring orientation, development and succession processes.

However, this does not mean that it is simple enough a task that can just be done with like any routine activity of a HR function. Competency mapping is about identifying ideal behavior and personal skills, which distinguish exceptional and stupendous performance from the average. This aid in setting standards of behavior and thereby performance for the average work forces to follow.

Competency maps provide employers with concrete and objective information usable in all employment decisions. As a matter of fact competency is a behavioral and demonstrative ability that is informed to some degree by a conceptual perception.

2.2 HISTORY:

Arya Chanakya, a well known royal adviser and prime minister from Vedic India, penned a famous book known as the Arthashastra, which is probably the first book on competency mapping. The book contains competency mapping models, the thesis and theories of human aptitude, intelligence quotient, emotional quotient and in general everything that is related to human behavior regarding work, logic and emotions. This book is an excellent leader and management book and is more than 3000 years old.

In the last century business has come full circle in its attitude towards workplace competencies. In the beginning of the 20th century, work brought complex skills to the job. Typical business processes required specific competencies for the task at hand. These competencies could be acquired only through years of on-the-job learning and practice.

Then came the era of scientific management where Frederick Taylor’s and Henry Ford’s use of assembly line shifted competencies from workers to time-and-motion study. Complexity was minimized and efficiency was maximized with the philosophy and in a depression economy, employees had little value. Process expertise left little scope for training. If the worker could not handle the monotony-boredom, physical strain - a large number of applicants were available to fill openings.

Later, in mid-century, World War II enforced management-centric views where officers gave orders to subordinates who obeyed the commands without questions. Thus
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somebody had to run things and only those in command were assumed to have the information, perspective and abilities to make decisions.

After the war they still lived under a command and control hierarchy. The task broken into smaller tasks was done by specialists. In the post-war decade the demand was unparalleled and competition was little. The turnaround came when in the early 1960s. McClelland wrote a landmark article in the American Psychologist asserting that IQ and personality tests that were then in common use, were predictors of competency. He felt that companies should hire based upon competencies rather than IQ scores only.

Later McClelland, founder of McBer, a consulting company, was asked by the US Foreign Service (USIA) to develop new methods that could predict human performance. The objective was to eliminate the potential biases of traditional intelligence and aptitude testing. This was the beginning of the field of competence measurement.

The next step was for competency concepts to find their way into mainstream business practices. McClelland (1973) began by asking the USIA’s personnel director and some top managers, for the names of their most outstanding employees. He also asked for the names of people whose jobs were secure but who were in no way outstanding. To differentiate between the two groups, McClelland and his colleague asked 50 people to describe three incidents where they felt they had outstanding performance and where they felt they had really messed up. To establish a clear picture minute detail was asked for—what was said, what was done, when and where it all happened, who else was there and so on. These detailed descriptions enabled them to find out a pattern of what competencies the outstanding performers had demonstrated which others had not. Many of the skills that the panel of experts had identified as crucial to job performance turned out to be irrelevant to the everyday duties of the people interviewed by McClelland.

In order to validate the conclusions about which competencies were necessary, McClelland tested them on another group of officers who had been identified as outstanding and a group who fell into the mediocre category. Using psychological tests for the key competencies, he found that the officers identified as outstanding consistently performed very well on such tests, whereas those rated mediocre performed poorly. Thus it was clear that the key competencies identified were indeed relevant to job performance.
Boyatzis and The Birth Of Competencies:

What did we do before competencies? How did we recruit and select people, or assess them for promotion? Commonly, person/professional would develop a job description including the key tasks/responsibilities, and then the skills, abilities, experience and personal attributes required for successful performance are worked out. It was in context of managerial assessment that the American, Richard Boyatzis, first coined the term 'Competencies', to make the organizations more effective.

Boyatzis realized that when we select a manager, we are trying to match them with our mental model of what a 'good manager' looks like, when our model may bear no relation to the personal characteristics required for the role. Boyatzis answer to the above problem was based on the methods of job analysis used for the staff of McBer and company in US, called the job competency assessment method. The method was based on the comparison of the behaviors exhibited by current highly effective staff to that for less effective staff, where the behaviors are identified through the examination of critical incidents.

Boyatzis hypothesis was that there are a certain number of 'competencies' on which people can vary. He quotes with approval Klemp's definition of a competence; "An underlying characteristic of a person which results in effective and/or superior performance in a job".

2.3 COMPETENCY:

i. Meaning and Definition:

Competence and competency as basic terms are used by researchers in many fields and from different points of view. The term competence describes personality characteristics associated with education, knowledge, skills and behaviour and competency needed for the best performance and motivation in job positions. The current meaning of this term has been defined by the psychologist Mc Clelland (1973). Thus we can distinguish three basic terms:

♦ Competence (White, 1959)
♦ Competency (Mc Lagan, 1997), and
♦ Core Competency (Delamare, Winterton, 2005).
The first term is relevant with individual competence, the second explains a set of job competencies and the third the firm competency, firm excellence and individuality.

Some authors do not differentiate between the terms competence and competency, but for instance Rowe (1995) and Smith (1996–2007) use the term competence for individual skills and performance as the ability to perform some specific action. While competency can be defined as a standardized requirement for an individual to properly perform a specific job, it encompasses a combination of knowledge, skills, and behaviour utilised to improve performance.

More generally, competency is the state or quality of being adequately or well qualified, having the ability to perform a specific role. A competency is an area of knowledge or a skill that is crucial for producing key outputs (Mc Lagan, 1997).

Table 3: Difference between Competence and Competency:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on work/task or job output</td>
<td>Based on behaviour</td>
</tr>
<tr>
<td>Describes the attributes of the job</td>
<td>Describes the attributes of the person</td>
</tr>
<tr>
<td>Consists of various skills and knowledge required to perform a job</td>
<td>Consists mainly of underlying characteristics of a person which result in effective and/or superior performance on job</td>
</tr>
<tr>
<td>Are not transferable as each competence is specific to a single job or a specific range of jobs</td>
<td>Are transferable from one sphere to another</td>
</tr>
<tr>
<td>Measured by performance on the job</td>
<td>Measured in terms of behaviour</td>
</tr>
<tr>
<td>Are specifically process centric</td>
<td>Are typically result centric</td>
</tr>
</tbody>
</table>

Source: Company Catalogue

Dictionary definitions often fall short in describing a concept. But the leading companies might describe a

Competency as “a cluster of related knowledge, attitudes, skills and other personal characteristics that ...
Competency Mapping

Affects a major part of one’s job
- Correlates with performance on the job
- Can be measured against well-accepted standards
- Can be improved via training and development

A competency is what a successful employee must be able to do to accomplish desired results on a job. Competencies are built up over time and are not innate. It typically takes experience on the job to build competencies.

Table 4 Competence and Competency Definitions

<table>
<thead>
<tr>
<th>Author</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodruffe (1990)</td>
<td>A Work-related concept which refers to areas of work at which the person is competent. Competent people meet their performance expectations. Competences describe the things they should have to be able to perform effectively. These are often described as 'hard skills'; but competence also implies the capacity to transfer what people know and understand to the various aspects of their work to achieve the required results.</td>
</tr>
<tr>
<td>Kupper and van Wulffen Palthe (2001)</td>
<td>The capability of people to perform in a function or a profession according to the qualifications they have. These qualifications should be expressed in terms of knowledge, skills and attitude.</td>
</tr>
<tr>
<td>Eurydice (2002)</td>
<td>The ability to perform a particular task. The integrated application of knowledge, skill, values, experience, contacts, external knowledge resources and tools to solve a problem, to perform an activity, or to handle a situation.</td>
</tr>
<tr>
<td>Sanchez-Ruiz et al. (2006)</td>
<td></td>
</tr>
</tbody>
</table>

Competency Definitions

<table>
<thead>
<tr>
<th>Author</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>McClelland (1973)</td>
<td>The knowledge, skills, traits, attitudes, self-concepts, values, or motives directly related to job performance or important life outcomes and shown to differentiate between superior and average performers.</td>
</tr>
<tr>
<td>Klemp (1980)</td>
<td>An underlying characteristic of a person which results in effective and/or superior performance on the job. A cluster of related knowledge, skills and attitudes that affect a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well accepted standards and that can be improved via training and development.</td>
</tr>
<tr>
<td>Hogg B (1989)</td>
<td>Competencies are the characteristics of a manager that lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency also embodies the</td>
</tr>
</tbody>
</table>
## Competency Mapping

<table>
<thead>
<tr>
<th>Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodruffe (1991)</td>
<td>Competency is a Person-based concept which refers to the dimensions of behaviour lying behind competent performance. Competencies are behavioural characteristics, sometimes known as ‘Soft skills’.</td>
</tr>
<tr>
<td>Spencer and Spencer (1993)</td>
<td>An underlying characteristic of an individual that is casually related to criterion-referenced effecting and/or superior performance in a job situation. Competences can be distinguished into essential competences, which serve as the foundation of knowledge and skills needed by everyone and differentiating competences, which are used to distinguish superior performance from average performance and they may include characteristics such as self-concepts, traits and motives.</td>
</tr>
<tr>
<td>Lachance (1999)</td>
<td>An underlying characteristic of an employee (i.e., a motive, trait, skill, aspects of one's self-image, social role, or a body of knowledge) which results in effective and/or superior performance.</td>
</tr>
<tr>
<td>Treasury Board of Canada Secretariat (1999)</td>
<td>Knowledge, skills, abilities and behaviors that an employee applies in performing his/her work and that are the key employee-related levers for achieving results that are relevant to the organization's business strategies.</td>
</tr>
<tr>
<td>Joint Nature Conservation Committee (1999)</td>
<td>A term that describes the range of knowledge, skills, behavior, attitude and abilities an individual brings to a specific area of a job, such as team working.</td>
</tr>
<tr>
<td>Intagliata et al. (2000)</td>
<td>Competences provide organizations with a way to define in behavioral terms what their leaders need to do to produce the results the organization desires and do so in a way that is consistent with and builds its culture.</td>
</tr>
<tr>
<td>United Nations Industrial Development Organization (2002)</td>
<td>A set of skills, related knowledge and attributes that allow an individual to perform a task or an activity within a specific function or job.</td>
</tr>
<tr>
<td>Sinott et al. (2002)</td>
<td>A characteristic of an employee that contributes to successful job performance and the achievement of organizational results. These include knowledge, skills, and abilities plus other characteristics such as values, motivation, initiative, and self-control.</td>
</tr>
<tr>
<td>Garrett (2003)</td>
<td>Uses the following three-point definition of competency:</td>
</tr>
<tr>
<td></td>
<td>• A title,</td>
</tr>
<tr>
<td></td>
<td>• A brief high-level definition,</td>
</tr>
<tr>
<td></td>
<td>• One or more key behavioural statements.</td>
</tr>
<tr>
<td>Missouri Library Association (2005)</td>
<td>An underlying characteristic of an individual that is directly related to effective or superior performance in a job. Differentiating competences distinguish superior from average performer.</td>
</tr>
<tr>
<td>Cheetham and Chivers (2005)</td>
<td>Overall, effective performance within an occupation, which may range from the basic level of proficiency to the highest levels of excellence. A competence consists of four main components, namely, knowledge/cognitive competence, functional competence, personal or behavioural competence and values/ethical competence. Knowledge/cognitive competence is defined as “the possession of appropriate work-related knowledge and the ability to put this to effective use”. Functional competence is defined as “the ability to perform a range of work-based tasks effectively to produce specific outcomes”.</td>
</tr>
</tbody>
</table>
## Competency Mapping

<table>
<thead>
<tr>
<th>Competency Mapping</th>
</tr>
</thead>
</table>
| Personal/behavioural competence is defined as “the ability to adopt appropriate, observable behaviours in work-related situations”.

Values/ethical competence is defined as “the possession of appropriate personal and professional values and the ability to make sound judgments based upon these in work-related situations”.

<table>
<thead>
<tr>
<th>Tobias (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cognitive (e.g. knowledge and skills), affective (e.g. attitudes and values), behavioural and motivational (e.g. motives) characteristics or dispositions of a person which enable him or her to perform well in a specific situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Board of Standards for Training, Performance and Instruction (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment.</td>
</tr>
</tbody>
</table>

Source: [http://search.proquest.com/docview/906290186?accountid=131154](http://search.proquest.com/docview/906290186?accountid=131154)

### Competencies:

Competency is the cumulative result of the presence of three components.

- **A. Knowledge**
- **B. Skill**
- **C. Behavior necessary**

In order for an individual to excel in a particular role, all the three components are mandatory. The interplay between these components is

- Knowledge helps to build the skill
- Skill and Behavior helps the knowledge to be exhibited

In the absence of the behavior, the competency becomes a “hidden” competency.

Competencies are observable and that are reflected in a pattern of actions based on the knowledge and skill levels of an individual.

An analysis of the definitions reveals:

- **Competencies are the characteristics of a manager.** This goes along with our promise that competency is a characteristic of a person.

- **Competencies lead to the demonstration of skills and abilities.** Therefore, competency must be demonstrated and hence must be observable. It must not be inferred (conditional) or extrapolated.

- **Competencies must lead to effective performance.** This means that the performance of a person with competency must be significantly better than that of a person without it. Competency thus refers to behavior, differentiating success from...
Competency Mapping

merely doing the job.

- Competency also embodies the capacity to transfer skills and abilities from one area to another.
- Competency is the cumulative result of the presence of five components (as shown in Figure 2). Competency is a cluster of related knowledge, skills and attitudes that affects a major part of one’s job (a role or responsibility).

Figure 1 – Showing Components of Competency:

![Diagram of Competency Components]

### ii. Competency Components

As mentioned, Spencer and Spencer (1993) in their work *Competence at Work* have defined competency as ‘an underlying characteristic of an individual that is casually related to criterion-referenced effecting and/or superior performance in a job situation’.

An ‘underlying characteristic’ means the competence is a fairly deep and enduring part of a person’s personality and can predict behaviour in a wide variety of situations and job tasks.

‘Casually related’ means that it causes or predicts behaviour and performance.

‘Criterion-referenced’ means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.

As illustrated in Figure 3, knowledge and skill competencies tend to be visible and relatively ‘on the surface’ characteristics of people, and motive competencies are more hidden, ‘deeper’ and central to personality.
Surface knowledge and skill competencies (Figure 4) are relatively easy to develop; training is the most effective way to secure these employee abilities. Core motive and trait competencies at the base of the personality iceberg are more difficult to assess and develop; it is most cost effective to select these characteristics.

Competencies can be defined as skills, areas of knowledge, attitudes and abilities that distinguish high performers. These are characteristics that may not be easily observable but rather exist 'under the surface'-behavioural questions can help draw out examples of these competencies.

These competencies are:

- **Values and Motives**: Values are more enduring and more generalized beliefs and attitudes in our personality. They are more permanent than attitudes. Motives are the recurrent thoughts driving behaviors (e.g., drive for achievement, affiliation). The things a person wants and that which causes action. Motives ‘drive, direct or select’ behavior towards certain actions or goals and always from others.

  1. Example achievement motivation people constantly set challenging goals for themselves, take responsibility for accomplishing them and use feedback to do...
better.

2. Example: achievement motivation is needed for entrepreneurs, influence motivation for teachers and managers. Good qualities like quick reaction, good eyesight are physical characteristics that can be considered as traits or qualities.

- **Attitudes**: Attitudes are predispositions to other individuals, groups, objects, situations, events, issues, etc. Attitudes to a particular occupation or machine or a particular technology all influence our behavior, decide our approach or avoidance behavior. Attitudes are formed from experiences and change from time to time. They are normally conceptualized as positive or negative. A positive attitude makes us to treat that object, technology, method, situation, and person or group more positively and therefore we appreciate it. Knowledge and skill tend to be more visible and relatively surface, characteristics of people but attitude, trait and motive competencies are more hidden “deeper” and central to personality. Surface knowledge and skills are relatively easy to develop. But core motives and trait competencies are at the base of the personality and are more difficult to assess and develop. Attitude determines the kind of things we choose and whether we are likely to approach a particular situation or not or are we open to try out new technology or meet the customer or sell a particular product with high motivation, etc. This has been depicted in the iceberg model.

- **Skills**: The demonstration of expertise (e.g., the ability to make effective presentations or to negotiate successfully). Or the ability to perform a certain physical or mental task. Skills require knowledge, attitudes and practices. For example: the ability to perform an operation or to prepare a project proposal or to manage a team, skill to convince another person to buy a new product, the skill to move or motivate an audience by moving speech. It represents intelligent application of knowledge, experience and tools. This is the procedural “know how” knowledge (what one can do), either covert (e.g. deductive or inductive reasoning) or observable e.g. “active listening” skill in an interview. They are demonstrated abilities or proficiencies, which are developed and learned from past work and life experience. It is the ability to perform certain mental or physical tasks. Example: Mental competency includes analytical thinking,
Ability to establish cause and effect relationship. Knowledge and skill tend to be more visible and relatively surface, characteristics of people but attitude, trait and motive competencies are more hidden "deeper" and central to personality. Surface knowledge and skills are relatively easy to develop. But core motives and trait competencies are at the base of the personality and are more difficult to assess and develop.

- **Knowledge**: Information accumulated in a particular area of expertise (e.g., accounting, human resource management); Set of knowledge required by the candidate/employee for a specific position, this knowledge can be technical. It refers to the information a person processes about specific work area, knowledge comprises many factors like memory, numerical ability, and linguistic ability, and is therefore, a complex competency. It can be either
  - Scientific knowledge
  - Technical knowledge
  - Job knowledge

Example: An accountant's knowledge of various accounting procedures.

- **Behavior**: Behavior can be regarded as any action of an individual that changes his relationship to its environment. Behavior provides outputs from the individual to the environment. The way in which one acts or conducts oneself, acts in response to a particular situation or stimulus: "the feeding behavior of predators". Having knowledge about the behavior enables you to judge the rightness or wrongness of an action.

The driving test analogy is useful to understanding learning and development at three separate levels.

- **Knowledge**: Reading (one understands the meaning of driving a car).
- **Skill**: Practicing (one is shown how to drive a car and is allowed to practice in a non-traffic area).
- **Competence**: Applying (one exhibits an ability to drive in traffic)
Competency Mapping

Figure 3 – Components of Competency:

Organizations that have used competencies in their own terms, tailored to their own unique situations. National service, for example, defines “competencies as a combination of knowledge, skill, and abilities in a particular career field which when acquired, allows a person to perform a task or function at a specifically defined level of proficiency”.

The competencies that exist at different levels of personality are:

- **Observable (Easily Assessable) Level:**
  - **Knowledge:** Information that an Individual has in particular area.
  - **Skill:** Individual’s ability to perform a certain physical or mental task (analyzes and gives decision).
Competency Mapping

▲ Behaviour: Action of a person in a given situation.

Φ Non-Observable (Difficult to Assess) Level:

▲ Traits: Psychological characteristics and consistent responses shown towards a situation or information.

▲ Motives: The things a person consistently thinks about or wants and, which cause action. Motives drive or direct behavior towards a select or certain action goals.

▲ Self-Concept: Persons attitude, values or self image.

Knowledge and skill competencies are relatively easy to develop; training is the most effective way to secure this abilities. However core motives and traits are more difficult to assess and develop.

The essence of competency based HR is to define the behavior that create exemplary employees through a competency model. HR professionals can create competency models through which they can ‘promote’ those employees who “have competencies”, ‘hire’ those who “have competencies” and ‘train’ those who don’t have “required competencies”.

iii. Classification of Competency:

Competencies may be grouped in to various areas. In classic article published a few decades ago in Harvard Business Review, Daniel Katz grouped those under three areas which were later expanded in to the following four:

▲ Technical or Functional Competencies (Knowledge, Attitudes, skills etc. associated with the technology or functional expertise required to perform the role);

▲ Managerial (knowledge, attitudes, skills etc. required to plan, organise, mobilize and utilise various resources);

▲ Human (knowledge, attitudes and skills required to motivate, utilise and develop human resources); and

▲ Conceptual (abilities to visualise the invisible, think at abstract levels and use the
thinking to plan future business).

This is a convenience classification and a given competency may fall into one or more areas and may include more than one form. It is this combination that are labelled and promoted by some firms as competency dictionaries.

Competency may also be further classified in following types (as shown in Figure 4):

- **Essential Competencies**: It serves as the foundation of knowledge and skills needed by everyone. These can be developed through training and are relatively easy to identify.

- **Threshold competencies**: These are the essential characteristics that everyone in the job needs to be minimally effective, but this does not distinguish superior from average performers.

- **Differentiating Competencies**: It distinguishes superior performance from average performance. These include self concepts, traits and motives; although hard to develop can determine long term success on the job. With a valid competency-development methodology one can define, measure and reward these competencies.

- **Strategic Competencies**: It includes those that are “Core” competencies of the organization. These tend to focus on organizational capability and include competencies that create a competitive advantage (e.g. innovation, speed, service, technology).
iv. Levels of Competency:

1. **Practical Competency**: An employee’s demonstrated abilities to perform a set of tasks.

2. **Foundational Competencies**: An employee’s demonstrated understanding of what and why he/she is doing.

3. **Reflexive Competencies**: An employee’s ability to integrate actions with an understanding of the action, he/she learn from those actions and adapt to the changes as a when required.

4. **Applied Competencies**: An employee’s demonstrated ability to perform a set of tasks with understanding and reflexivity.

**Basic Competencies**:

The basic competencies are explained below and depicted in Table 6:
**Competency Mapping**

* Intellectual Competencies: Determine the intellectual ability of an individual.
* Motivational Competencies: Determine the level of motivation in an individual.
* Emotional competencies: Determine an individual’s emotional quotient.
* Social competencies: Determine the level of social ability in an individual.

It has been proved by many scholars that all individuals have competencies. Only the combination and degree of these competencies differ from individual to individual. Hence, organizations have to identify the critical basic competencies required for individual employees to deliver their best in the organization. The importance of mapping the competencies proves critical for organizational success.

These competencies are presented in the form of a grid below:

**Table 5 – Basic competencies:**

<table>
<thead>
<tr>
<th>Motivational Competencies</th>
<th>Intellectual Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continuous Learning</td>
<td>- Communication</td>
</tr>
<tr>
<td>- Perseverance</td>
<td>- Creativity</td>
</tr>
<tr>
<td>- Achievement Orientation</td>
<td>- Analytical Ability</td>
</tr>
<tr>
<td>- Time Management</td>
<td>- Planning And Organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Competencies</th>
<th>Emotional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Team Work</td>
<td>- Initiative</td>
</tr>
<tr>
<td>- Inter - personal Skills</td>
<td>- Optimism</td>
</tr>
<tr>
<td>- Responsibility</td>
<td>- Self - confidence</td>
</tr>
<tr>
<td>- Customer Satisfaction</td>
<td>- Leadership</td>
</tr>
<tr>
<td></td>
<td>- Managing Stress</td>
</tr>
</tbody>
</table>

Source: Company Catalogue
2.4. STRATEGIC HUMAN RESOURCE MANAGEMENT:

HR strategy is derived from the corporate objectives, goals and broad competitive strategies adopted by an organization. Organizations have realized the need and importance of human beings as an asset. Managers know that their success lies in effective management of HR. In any business strategy, people are more critical than the plan. Strategies can only be effectively implemented if organizations have a competent workforce. During the past decades, the HR has also evolved and has a more strategic function than ever before.

HR has forever been duly concerned with getting the right person for the right job. This amazing research has led to several interventions and one such seems to be competency-based HR. If the effectiveness of an organization depends on its people and particularly its leaders then there has to be a linkage between the potential of the human resource of an organization and its performance. This has led to significant interest in competency mapping and its subsequent use in performance management, training and development. It is pivotal to reflect upon the impact of competency mapping and assessment on crucial aspects of organizations. Since, there is tremendous amount of interest in capturing realistically, successful leadership between behavior, skills, and mapping them with greater precision to enable organizational learning and efficacy, managers and particularly HR managers will have to understand real impact of such competency mapping on performance, training and development and subsequently all the other HR initiatives.

The HR strategy will evolve around building the HR vision and objectives, leading to an action plan through effective and optimal utilization of organizational resources integrated with business processes in order to provide a competitive edge to the organization.
Figure 5 – HR Becoming a more strategic function:
Figure 6 – HR, Strategy Linked Action Plan:

HR functions today are facing challenges never faced before.
Competency Mapping

- The areas where the rules of competition are yet to be written are unstructured.
- Senior management has a different way of thinking about the strategy.
- Attaching value to capabilities.
- Risk is involved in managing the realization of value.

Figure 7 – Competency-based HR Application:

Competency mapping is a strategic HR framework for monitoring the performance and development of human resources in organization. It’s often observed that the HR function astutely, uses this paradigm to align the human resources to the super-ordinate objectives and the larger vision and mission of the organization. This is practiced with a strong emphasis on linking it with the tangible outcomes associated with employee performance. Competency mapping has been one of the most significant precursors of Human Resources Management, especially in the area of performance management, training and development. As work-based competencies refine job expectations and enable greater synthesis between jobs, roles and performance, competency mapping has
Competency Mapping

become synonymous with organizational learning this buzz around amazing competencies is pretty accentuated off late and draws invariably from the context of multi-skilling and knowledge management where shared competencies and continuous development make organizational learning inevitable.

The managerial angst of synthesizing myriad work-related behaviors, skills, knowledge and attitude into a compact bundle of relevant and crucial skill-set is seen as the most important challenge to managing human resources. There is a strong felt need to effectively integrate the competency framework within the HR system of an organization and to manage the consequent changes in the organization. In a highly volatile business environment, it’s often the mettle of its people, which defines its success and particularly of those who design its strategy and are responsible for its action planning.

The success of a leader ultimately depends on how well he manages himself, his job and others. This means that an entire gamut of competencies ranging from knowledge-level competencies to behavior-level competencies have to be mapped developed and also successfully used. The certitude of competency mapping impacting the strategic aspects of managerial scope is obvious. It definitely envelopes an entire gamut of HR activities and creates pre-determined impact which can ensure a highly fruitful efficacy-driven intervention.

Evidently, the mandate for competency based culture is a herculean challenge, but if initiated the success is incidental since the value offered is phenomenally rewarding and evident to one and all. Many organizations all across the world have taken to doing the job ‘the competency way’ and if one is sure that performance is the only visible visage of organizational efficacy then competency driven paradigms could only foster greater precision in ascertaining both the employee and organization efficacy. If the challenge is to sustain your competitive advantage then competency-driven organizations have a better choice of surviving this juggernaut.

The key to gain a competitive edge is the ability of the workforce in an organization to maximize the advantage of state-of-the-art technology, superior products, and steady source of capital to enter into the marketplace. A company’s technological tools are only
Competency Mapping

as useful as its employer’s ability to employ them; they are perceived in terms of how effectively the benefits are communicated (McLangan 1989).

Determining whether the workforce possesses the abilities critical for its success is indeed difficult. Behaviors necessary for effective performance vary from business to business and role to role. Many organizations have thus developed competency models to help them identify the essential knowledge, skills and attributes needed for successful performance in a job aligned with the strategy and integrated it with the HR strategy.

A competency model describes the combination of knowledge; skills and characteristics needed to effectively perform a role in an organization and is used as a human resource tool for selection, training and development, appraisal and succession planning. Identifying and mapping these competencies is rather complex. Skills can range from highly concrete proficiencies like the ability to operate a particular machine or to write a sentence, far to less tangible capabilities such as the ability to think strategically or to influence others.

A competency model is an organizing framework that lists the competencies required for effective performance in a specific job, job family (group of related jobs), organization function or process. Individual competencies are organized into competency models to enable people in an organization/profession to understand, discuss and apply the competencies to workforce performance. Competency profiling is the classification of identified competencies based on the competency model used.

David Ulrich in his book ‘Human Resource Champions’ speaks of a new vision for HR, “that it be defined not by what it does, but by what it delivers...results that enrich the organization’s value to customers, investors (tax payers), and employees.” He believes HR needs to shed “Old Myths” and take on “New Realities” (as shown in Table 7) and adopt competencies and redefine roles focused on results in order to evolve into a true profession that makes a difference for the organization. This challenge, among others voiced by practitioners, management officials, and professional associations over the past decade, has led to the development of “HR Competency Models” as a way to refocus and revitalize the HR workforce.

“Competencies can offer (HR practitioners) an opportunity to defend excellence, and even more importantly, demonstrate the value they bring to their organization...ultimately, HR practitioners who can demonstrate their value to their
organization will inevitably be rewarded with that ever-elusive 'seat at the table'."

Table 6 – Old Myths and New Realities of HR:

<table>
<thead>
<tr>
<th>Old Myth</th>
<th>New Realities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People go into HR because they like people.</td>
<td>1. HR department are not designed to provide corporate therapy or social or health-and-happiness retreats. HR professionals must create the practices that make employees more competitive, not more comfortable.</td>
</tr>
<tr>
<td>2. Anyone can do HR</td>
<td>2. HR activities are based on theory and research. HR professionals must master both theory and practice.</td>
</tr>
<tr>
<td>3. HR deals with the soft side of a business and is therefore not accountable.</td>
<td>3. The impact of HR practices on business results can and must be measured. HR professionals must learn how to translate their work into financial performance.</td>
</tr>
<tr>
<td>4. HR focuses on costs, which must be controlled.</td>
<td>4. HR practices must create value by increasing the intellectual capital within the firm. HR professionals must help managers commit employees and administer policies.</td>
</tr>
<tr>
<td>5. HR’s job is to be the policy and the health-and-happiness patrol.</td>
<td>5. The HR function does not own compliance managers do. HR practices do not exist to make employees happy but to help them become committed. HR professionals must help managers commit employees and administer policies.</td>
</tr>
<tr>
<td>6. HR is full of fad.</td>
<td>6. HR practices have evolved over time. HR professionals must see their current work as part of an evolutionary chain and explain their work with less jargon and more authority.</td>
</tr>
<tr>
<td>7. HR is staffed by nice people.</td>
<td>7. At times, HR practices should force vigorous debates. HR professionals should be confrontational and challenging as well as supportive.</td>
</tr>
<tr>
<td>8. HR is HR’s job.</td>
<td>8. HR work is as important to line managers as are finance, strategy and other business domains. HR professionals should join with managers in championing HR issues.</td>
</tr>
</tbody>
</table>

Source: http://search.proquest.com/docview/304320420?accountid=131154

HR’s capability to assume new roles and increase the level of new competencies will determine the magnitude and impact HR will have on the organization in the future. The HR expert’s role serves as a foundation for all other roles and competencies. The combination of technical expertise and other competencies results in superior performance. The five elements (Self-awareness, Motivation, Self-regulation, Empathy, and Social skills) reflect the way workers handle interpersonal relationship on the job.

i. Capacity Building for IT Industry – The New Hr Challenge:

The 1998 study, Human Resource competencies for the year 2000: the wake-up call by
the Society for Human Resource Management (SHRM), found that some surveyed participants assumed their roles were relatively secure. Others were either in denial over the emerging HR trends or in fear of the future viability of HR as a function. Still, many saw the current situation as an opportunity to play a more critical role in the organization.

The study indicated also that most HR professionals need to build new competencies and skills immediately. The fundamental resource for any software organization is its knowledge pool. It is amazing to see software companies repeatedly committing the mistake of hiring more in numbers with scant respect for the post-hiring process of quality, quality building, completely ignoring their people management capability or competency building ability.

The long-term survival of a software organization depends on the manager’s skill in quickly shaping raw talents into competent employees. Today’s project managers in most organizations can do project tracking, reviews, project commitments, but very few can plan, organize and train people building competencies for the better future of the organization. Therefore, companies which place its future in the hands of less competent managers can hope to gain very little as well.

Software organizations today are struggling to get their management staff in place. Many are realizing that technical competency alone is not enough, but people management skills play a very important role in business success. One can build software capability, expecting the quality through process improvement, but getting there without improving the capability of the people, is a distant dream. Process guidelines and ISO documentation can achieve nothing, if the people are incapable of appreciating the advantages of those processes.

However, creating a performing team requires more than the process definitions. Software projects are critically dependent on the skill of team members. The question therefore is how we create winning combinations all the time. Architecting people capability is also a key requirement. Some managers appear to be bore with the skills to get along with people, while many are lacking in those skills.
Managing Software talent:

If the project leaders are ill equipped to deal with people, no amount of HR systems and people friendly policies can deliver projects. Therefore to build a winning team, managers must see to it that the skill of developers is constantly under upgrade.

The Key Focus Area:

Communication: Software professionals are proficient in every language, but for the language of effective communication. Despite various channels in an organization, one hears constant complaint of lack of information and communication. There are enough meetings but very little comfort after them. What managers need is the skill to listen and empathize.

Performance Management: It is believed that one should do away with the appraisal system for the simple reason that the managers are not capable of effectively using it. If the best tool is deployed in the hands of ill-equipped or ill-trained people, the result will be disastrous. It is advocated that a strong training system that would make it mandatory for all leaders and developers to go through intense appraisal workshops. Of course, it would need a strong HR manager and department to take the ownership for the process and system.

Resource Management: All project managers want the best talent. But they have very little to devote in supporting the HR department to do interviews. ‘Matches are won or lost long before they are played’, that is, the project success is sealed at the recruitment level only. The stakes in recruiting are higher than any other project management activity. The responsibility to select quality people cannot be that of the HR department.

Training: Competency building is part of long-term strategy while plugging skill gap is a short-term training need. Project managers must periodically devote time and use appraisal data to figure out the training needs. Classroom training creates visibility and hence must be liberally done. Adequate training plan and budget must be allocated. Self-administered training under the guidance of a mentor is found to work well.

Compensation: A software organization today is most vulnerable if the compensation design is faulty. In perception the compensation must be viewed as fair and just. Project
managers today have no knowledge or inadequate knowledge of the compensation structure that exists in a company for various positions.

They are, therefore not in a position to explain how the company is adequately competitive in compensation. Moreover, narrow view of compensation also spoils many prospective candidates at the time of interview itself. It is seen very senior project managers running to HR with salary issues every time and there is a threat of resignation. Today companies go to any length to woo candidates. Joining bonuses, incentive plans, accelerated increments, all are part of the compensation strategy.

Team work: Nothing can affect the morale and productivity than poor team climate and even working environment. Physical resources like proper software tools, workstations and seating arrangements, etc. all contribute to team integration. Hence the systems department must work in close coordination with the HR to understand the recruitment and new joiners’ schedule.

When an organization focuses on these areas for competency building, they would have taken the crucial step in ensuring growth. These are essential in moving an organization from adequacy to excellence. Competency based human resource management is currently all the range. Unfortunately, it also has all the dangers of being relegated to the place of MBO, TQM, and other similar programs that also really worked, but were so little understood and so poorly implemented by most that they are now considered unacceptable programs.

Competencies in various forms have been in existence from the early 1960's and are at the moment enjoying a rediscovery. In and of themselves they are quite a simple concept. A competency is the knowledge, skills and abilities required to be successful in the job. Unfortunately, despite this relatively simple definition and obvious requirements for job success, the application of these ideas to all aspects of the management of people is difficult to grasp by both line trained managers and human resource personnel.

To see the value of a competency based system, one needs to consider that a list of scientifically determined knowledge, skills and abilities are defined for each and every job or family of jobs in an organization. These competencies include the knowledge requirements. Once these are known it is then possible to devise tools and implement
Competency Mapping

practices based on the competencies to manage all aspects of the organizations human resources. By examining the competencies of the people in the organization it can be determined quickly whether people already have the required competencies, which could have them after a little training and those who cannot fit into the structure.

ii) Competencies and Emerging Structures – IT Industry:

Research indicates, in the rapidly changing IT Industry organizations seeking to move to the new HR competency models are not sure of the best way to position HR to serve as a strategic business partner. The reality is that organizations are starting from different positions and will need to structure their HR functions in different ways based on mission. There is no "one size fit" to all solution. To overcome these barriers, the research recommends that organizations begin to ask three overarching questions:

- What is the optimum HR structure for the company?
- Do current HR practitioners possess the new skills or must the company provide them with new tools and competencies?
- Does this optimum structure require different skills?

Finding answers to these questions is the first step in aligning HR competencies with organizational structures. The research also concludes that the next wave of HR competency models should be able to account for different competencies depending on where in the organizational structure HR professionals find themselves. Once the major components are in place, organizations will be able to build structure-based competency models that can be used to tailor and operationalize the competencies needed to meet the requirements of each organizational level and the needs of various customers.

The traditional role of HR is based on the image of an HR practitioner providing services (policy, advice, technical assistance, transaction processing, etc.) to a set of customers (organizational, individuals). With the focus changing to integrating HR into organizational business planning, another dimension is added to their picture of HR service delivery. Namely, those HR professionals who are managers and supervisors must take on the emerging roles of business partner, change agent, and leader in new organizational structures different for the past. Their challenge is even more daunting as they try to model the new or expected competencies, while continuing the day-to-day
operational and political management of HR.

The most credible HR professionals in the eyes of the managers are those who serve in the role of business partner by providing a variety of options and solutions. Instead of just saying “no” to some perhaps ill-conceived idea, HR experts say “yes” and help managers design systems tailored to their agencies within the framework of the merit system principles. With increased flexibility in pay, performance based organizations and higher expectations on the part of line managers for strategic HR programs, HR will also be relied upon to a greater extent to serve in the role of change agent. That is, they will be called upon not only to design new HR systems and processes, but also to facilitate and manage the change process. Knowing that these changes are necessary is a major step on the road to transforming HR. to begin moving forward, agencies need to know where they stand in terms of the necessary HR competencies that are required for organizational effectiveness.

Research provides findings and insights on which competencies are currently processed by HR professionals. These will be compared to those competencies which expert say are needed now and in the future. Based on this analysis, competency gaps will be identified and practical recommendations will be made so that each agency can assess its own situation, take corrective actions, and better prepare to meet the future challenges of our dynamic HR community.

### 2.5. NEED FOR COMPETENCIES IN ORGANIZATIONS:

** Competencies can be used to facilitate change in Human Resources:

Competencies are being used as a way to refocus the organization on what is really important and what it takes for the workforce to be successful. Competencies provide the mechanism to zero in on the technical aspects of a particular job and devise a critical path through regulations and laws to the results desired by management. Furthermore, competency models highlight competencies needed by the organization and serve as a vehicle for change.

** Competencies can be used to “raise the bar” on employee performance:

Organizations are using competencies to integrate selection, training, appraisal, and compensation. In staffing, competencies are used to select and promote employees. In
human resource development, competencies are used to identify and close the gaps in individuals’ capabilities. In performance management, competencies and results are appraised to connect how a job was done to the results achieved. In compensation management, pay can be based on the certified skills and competencies used in a job. It’s believed that competencies will help organizations communicate desired behavior, control costs and increase customer satisfaction.

Competencies can also be used in the following ways to support the new role of human resources:

As a strategy to strengthen the link with organizational culture, results and individual performance can be emphasizing competencies that are needed across occupational specialties; As a tool to help describe work and what is required from employees in jobs in a broader, more comprehensive way; As a method to align individual and team performance with organization, vision, strategies, and external environment.

2.6. BASIC COMPETENCIES REQUIRED BY PROFESSIONALS TO EXCEL IN ANY PROFESSION:

Job Knowledge/competency: It demonstrates the knowledge and skill necessary to perform the job effectively. Understand the expectations of the job and remains current regarding new developments in areas of responsibility. Performs responsibilities in accordance with job procedures and policies. Acts as a resource person upon whom others rely for assistance.

Quality of work: Completes assignments in a thorough, accurate, and timely manner that achieves expected outcomes. Exhibits concern for the goals and needs of the department and others but depend upon services and work products. Handle multiple responsibilities in an effective manner, Uses work time productively.

Planning/Organization: Establishes clear objectives and organize duties for self, based on the goals of the department, division, or management center. Identify the resources required to meet goals and objectives. Seek guidance when goals or priorities are unclear.

http://sanjeevihimachal.blogspot.com
Competency Mapping

**Initiative/commitment:** Demonstrate personal responsibility when performing duties. Offer assistance to support the goals and objectives of the department and division. Performs with minimal supervision and meets work schedules/attendance expectations for the position.

**Problem solving/Creativity:** Identifies and analyzes problems, formulates alternative solutions, takes or recommends appropriate actions and follows up to ensure problems are resolved.

**Team work and cooperation:** Maintain a harmonious and effective work relationship with coworkers and constituents. Adapt to changing priorities and demands. Share information and resources with others to promote positive and collaborative working relationship.

**Interpersonal skills:** Deal positively and effectively with coworkers and constituents. Demonstrates respect for all individuals.

**Communication (Oral and written):** Effectively conveys information and ideas both orally and in writing. Listens carefully and seeks clarification to ensure understanding.

i. **Competencies for HR Professionals Irrespective Of His / Her Designation:**

- **Relationship focused:** Approachable; relates easily to diverse groups and individuals; builds and develops relationships.

- **Customer focused:** Focused on all aspects of services and produce delivery; always knows the customer comes first.

- **Organizational skills:** Able to set priorities; time and meeting management skills; able to delegate.

- **Problem solving:** Ability to weave through necessary channels to accomplish outcomes in complex settings; understanding of processes and quality improvement.

- **Assessment of talents:** Ability to judge and assess talent, recruit and select staff appropriate to current and future organizational needs; appreciation for and emphasis on developing a diverse workforce.

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Competency Mapping

▲ Integrity: Forthright; widely trusted.
▲ Intelligence: Ability to grasp complex concepts and determines course of action.
▲ Energetic: Action oriented; hard working and likes challenges.
▲ Active listening: Ability to absorb and translate others’ statement into objective responses and actions; ability to give and receive feedback in an appropriate manner.
▲ Composure and professionalism: Ability to maintain professional conduct in difficult or stressful situations; patience with customers; ability to diffuse anger and deal with difficult customers.
▲ Presentation skills: Ability to present and convey information in a wide variety of settings.
▲ Flexibility: Ability to cope effectively with change and uncertainty; ability to reprioritize quickly; ability to maintain a balanced perspective and see all sides of an issue.
▲ Vision: Ability to see the ‘big picture’ within the industry, the organization and the functions now, and in the future; ability to translate a future state for others and instill a sense of vision in them; ability to motivate others.
▲ Political awareness: Sensitive to political situations; able to assess political climate and how it affects responsibilities.

Table 7 – Future competencies required of senior HR generalists (At both the corporate and Business Unit levels)⁹:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Selected by percentage of senior HR executives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solid knowledge of business/ business acumen</td>
<td>90 %</td>
</tr>
<tr>
<td>• Capacity to facilitate and implement change</td>
<td>60 %</td>
</tr>
<tr>
<td>• Influencing skills</td>
<td>50 %</td>
</tr>
<tr>
<td>• Leadership ability</td>
<td>40 %</td>
</tr>
</tbody>
</table>

**Competency Mapping**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organizational effectiveness</td>
<td>40 %</td>
</tr>
<tr>
<td>• Consultation / OD skills</td>
<td>40 %</td>
</tr>
<tr>
<td>• Strategic/ systematic thinking</td>
<td>40 %</td>
</tr>
<tr>
<td>• Technical HR expertise</td>
<td>30 %</td>
</tr>
<tr>
<td>• Communication skills (both at the Organizational an individual level)</td>
<td>20 %</td>
</tr>
<tr>
<td>• Possession of a fact-based perspective (in terms of measurement and data)</td>
<td>20 %</td>
</tr>
<tr>
<td>• Process management and improvement skills</td>
<td>20 %</td>
</tr>
</tbody>
</table>


These competencies point to two emerging trends in HR functions:

1. The importance of measuring HR effectiveness and impact.
2. The process organization in the delivery of HR services.

Hence, these two competencies have become more and more important in new HR organizations.

ii. Competencies Required In Knowledge Based Industry (IT, ITES – BPO, Service Industry)\(^\text{10}\):

The following competencies are required for a HR professional to excel in “Knowledge Based Industry”.

1. Understanding the business of the company: To become key players in the organization, HR professionals must understand their organization and the industry in which they work. However, knowing business is not enough, it has been proved in various studies conducted all over the world that HR professionals in high-performing organizations know as much about the business as their counterpart in the low-performing organizations. The difference lies in the usage of that knowledge.

2. Personal Credibility: HR professionals must be credible to both their colleagues and the employees they serve, and hence they must;

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\(^{10}\) [www.contactcentreworld.com/articles.asp](http://www.contactcentreworld.com/articles.asp), [www.ezinearticles.com](http://www.ezinearticles.com)
Possess a track record of success and have earned trust
- Demonstrate integrity and instil confidence in others
- Ask important questions and frame complex ideas in useful ways
- Take appropriate risks and provide candid observations
- Offer alternative perspective on business issues.

3. Knowledge of Best Practices: The HR professional must...
- Be an effective verbal and written communicator
- Work with management to send clear and consistent messages
- Facilitate organizational restructuring and design programs that drive change
- Facilitate design of internal communication processes and compensation system
- Attract appropriate talent to the organization
- Facilitate dissemination of customer information

4. Ability to Manage Change: With regards to change, the HR professionals must...
- Establish trust in relationship with others.
- Be a visionary and take proactive role in bringing about change
- Build supportive relationship and encourage others to be creative
- Identify problems critical to business success

5. Ability to manage culture: The culture of any organization is an important aspect and hence HR professionals must
- Share knowledge with units/departments/divisions throughout the organization
- Be a champion of culture transformation and challenge the status quo
- Translate the desired culture into specific behaviors
- Identify the culture required to foster the organizations business strategies
- Frame the culture in a way that excites employees
2.7. COMPETENCY MAPPING, COMPETENCY FRAMEWORK AND COMPETENCY MODELLING:

i. Meaning and Definition:
Competencies include the sum of success factors necessary for achieving important results in a specific job or work role in a particular organization (Garrett, 2003). These attributes or factors include: personal characteristics, traits, motives, values or ways of thinking that impact an individual’s behavior. Analysis and assessment of competency begin with job competency mapping or individual competence mapping and continue with competency modeling. Competence, competency mapping and modeling generally serve to structure a personal competency or to construct a job competency.

Competency map (Garrett, 2003): A competency map is a list of an individual’s competencies that represent the factors most critical to success in given jobs, departments, organizations or industries that are part of the individual’s current career plan. Competency mapping is a process an individual uses to identify and describe competencies that are the most critical to success in a work situation or work role.

Competency model (Lepsinger, Lucia, 1999): A competency model is a descriptive tool that identifies the skills, knowledge, personal characteristics and behaviors needed to effectively perform a role in the organization and help a business meet its strategic goals.

Job competency mapping is a process of identifying key competencies for a particular position in an organization, and then using it for job-evaluation, recruitment, training and development, performance management, succession planning, etc.\(^\text{11}\).

Individual competency mapping is a process through which one assesses and determines one’s strengths as an individual worker and in some cases as part of an organization. It concerns two areas: emotional intelligence, and the strengths of the individual in areas like team structure, leadership and decision-making. They may also use competency mapping to analyze the combination of strengths in different workers to produce the most effective teams and the highest quality work.

\(^{11}\) Pagey, D' Silva, 2005, e-HResources.com
2.8 COMPETENCY MAPPING:

i. Introduction:

Competency Mapping, the buzz word in IT industry, is not as complicated as it may appear from the face of it. Some companies have truly worked the concept into several of their processes. A few have a fully implemented competency modelling and reporting system in place. These address the development of people from process design through succession. However, quite a few organizations are still striving to build a competency model and implement it. Most organizations, of all sizes, are still struggling with defining, designing and implementing competency model projects.

The process is completely customizable. The decisions of competency design are driven by a number of organizational factors, including management philosophy, customer requirements, business needs, and in-place processes. These factors vary from one organization to another, requiring a customized approach to competencies in the workplace. Customization is essential to the overall success of competency efforts, since every organization must integrate competency concepts into its own job design, recruitment, hiring orientation, development and succession processes.

However, this does not mean that it is simple enough a task that can just be done with like any routine activity of a HR function. Competency mapping is about identifying ideal behavior and personal skills, which distinguish exceptional and stupendous performance from the average. This aid in setting standards of behavior and thereby performance for the average work forces to follow.

Competency mapping is important and is an essential exercise. Every well managed firm should: have well defined roles and list of competencies required to perform each role effectively. Such list should be used for recruitment, performance management, promotions, placement and training need identification.

Competency mapping is implemented during the process of recruitment of new employees in order to emphasize specific skills, required for a particular job position. The disadvantage of such an approach may be an incomplete evaluation of all the needs and/or capabilities required, or in the fact that some people tend to overestimate their own abilities.
Competency Mapping

Competency mapping also requires much time and one may be reluctant to do all the work, which is required to map all competencies. Nevertheless, competency maps are important for the future development of the structures of a firm or for personal development of individual skills.

Competency maps provide employers with concrete and objective information usable in all employment decisions. As a matter of fact competency is a behavioral and demonstrative ability that is informed to some degree by a conceptual perception.

ii. Why Should Individual Employees Map Their Competencies?

The compelling reasons include. - An individual

▲ Gains clear sense of true marketability in today's job market; once an individual knows his/her competencies compared to those that are asked for by the job market in key positions of interest

▲ Demonstrate self-confidence that comes from one's competitive advantage more convincingly, and being able to articulate those advantages in specific language.

▲ Secures essential input to resume development - a set of important terms to use in describing expertise derived from prior career experience. Gains advanced preparation for interviews, many of which may be delivered using a competency based approach called "structured behavioral interviewing" or "behavioral event interviewing".

▲ Develop capability to compare one's actual competencies to an organization or position's required/preferred competencies in order to create individual development plan.

▲ Projects and appears as a cutting-edge and well-prepared candidate, who has taken the time to learn about competencies, investigate those in demand, and map his/her, own competencies prior to interviewing.

▲ Develops the capability to compare one's actual competencies to an organization or positions required/preferred competencies, in order to create an Individual Development Plan
Competency Mapping

- Support specific and objective assessment of their strength, and specific targeted areas of professional development
- Provide development tools and methods for enhancing their skills.
- Provide basis for a more objective dialogue with their managers or team about performance, development and career-related issues.

Figure 8: Competency map of individual development\textsuperscript{12}:

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\textsuperscript{12} from Hollmann, Elliott, 2006
iii. Objectives of Competency Mapping:

♦ To create a competency based system and culture in the organization.

♦ To identify and build competencies of individuals for making them more efficient and effective at their jobs.

♦ To establish a competency model, this will create a benchmark for all the employees in the organization and will help in performing all HR functions more effectively.

♦ To map the competencies of the existing employees and understand whether they fall low, high or average in comparison to the competencies essential for the job/role. This will help in identifying training and development needs for the employees.

♦ Help develop a competency based compensation system.

♦ To ensure that the right people are identified and placed in the right jobs, employee potentials are identified, developed and utilized to the fullest extent.

♦ Help uplift the competencies of key managers by providing them insight into their competencies and developmental opportunities.

iv. Benefits of Functional Competency Mapping:

In the modern competitive world, business managers require to improve the efficiency and effectiveness of operations. Manpower is the most important resource for any organization and also most difficult to manage, as the level of competence in all employees vary according to the background, experience and intellect of the person. Every person has different qualities, attitudes, motives, personality traits, skill, knowledge etc. which affects their performance at work.

Organizations, in order to facilitate excellence in the performance of the people are required to identify the right person for every job and improve the performance of their people. It needs a clear and cohesive performance management framework that is understood by all across the organization.
For effective implementation of strategy, competencies constitute a crucial link as they bind business objectives with that of the people capabilities. The companies have been taking up lots of new projects to increase their productivity and improve their position in the competitive market and achieve their objective of growth and globalization.

To fulfill the vision and achieve the goals, there is a need to have an efficient workforce. While it is important to evaluate the results attained by an employee, it is also essential for the organization to emphasize on the means adopted to achieve those results.

When we are able to assess and help develop the competencies of employees, the capability of the entire organization gets enhanced and this is how the losses are minimized and the entire process of production becomes cost effective. The initiative of technical Competency Mapping of the employees encompasses a large number of employees for assessment and improvement. Organizations believe in development of their employees in the best way possible so that a competitive edge can be achieved over other organizations.

v. Competency Mapping Process:

There are about six stages while performing competency mapping. The following are the six stages discussed in detail.

FIRST STAGE: Mapping requires understanding the vision and mission of the organization.

SECOND STAGE: Requires understanding from the superior performers the behavioral as well as the functional aspects required to perform job effectively.

THIRD STAGE: Involves thorough study of BEI Reports/Structured Interview Reports.

- Identification of the competency based on competency framework.

- Measurement of competency.

- Required levels of competency for each job family.

- Development of dictionary which involves a detail description of the competency based on the indicators.

- Care should be taken that the indicators should be measurable and gives objective
FOURTH STAGE: This Stage Requires:

▲ A. The preparation for assessment.

▲ B. Methods of assessment can be either through assessment centers or 360º Feedback

▲ C. If assessment centre is the choice for assessment then tools have to be ready before hand

▲ Tools should objectively measure the entire competency required.

▲ Determine the type of the tools for measuring competency

▲ Prepare the schedule for assessment

▲ Training to the assessor should indicate their thorough understanding of the competencies and the tools and also as to how the behavior has to be documented.

FIFTH STAGE: Involves conducting assessment centre. Usually it is a two day program which would involve giving a brief feedback to the participant about the competencies that has been assessed and where they stand to.

SIXTH STAGE: Involves detailed report of the competencies assessed and also the development plan for the developmental areas.

Competency Mapping – PROCESS MAP:

Identifying and Defining Competencies: The following techniques in isolation or in a group can be used for identifying competencies:

♦ Job description
♦ R&R documents (Recruitment & Research documents)
♦ Focus group discussions
♦ Questionnaire
♦ Leadership/individuals inputs.
Competency Mapping

A detailed discussion with the leadership/project team on identified competencies will be held to reach onto a consensus on the appropriateness of the same. The identified and agreed competencies will be defined and documented for easier and clearer understanding by the employees for the assessment purposes. The varied levels and corresponding behavioral dimensions are to be developed in this step.

**Interpersonal Skills:** Ability to interact and engage with clients, peers, superiors and subordinates with assertiveness and empathy. Clearly communicate the views and keep the group’s point of view in mind while discussing issues. Manage internal and external clients in harmony (as shown in 9).

**Table 8 – Competency – Interpersonal Skills:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 (Basic):</strong></td>
<td>The extent of rapport and confidence enjoyed by this person with the team members is very minimal. The person is either not too engaged with others else new to the group.</td>
</tr>
<tr>
<td><strong>Level 2 (Competent):</strong></td>
<td>Enjoys moderate amount of confidence and rapport among people. Able to manage very close-associates only with whom most of the interaction takes place.</td>
</tr>
<tr>
<td><strong>Level 3 (Advanced):</strong></td>
<td>Enjoys good amount of rapport and confidence among team. Able to manage the people relations, but people might not be willing to open up personally all the times. Individually can handle people well, but in a group may not be effective always.</td>
</tr>
<tr>
<td><strong>Level 4 (Expert):</strong></td>
<td>Enjoys high amount of rapport and confidence among people. Engages very well with everyone and plays a vital role in the balancing act during the times of disagreement among the team member. People confide personally and professionally on this person.</td>
</tr>
</tbody>
</table>

Source: Field Survey
Competency Mapping

Behavioural Dimension in Competency Mapping:

- Understand the interests and important concerns of others.
- Notice and accurately understand what others are feeling based on their choice of words, tone of voice, expressions, and other nonverbal behavior.
- Anticipates how others will react to a situation.
- Listen attentively to people’s ideas and concerns.
- Understand both the strengths and weaknesses of others.
- Understand the unspoken meaning in a situation.
- Say or do things to address other’s concerns.
- Find non-threatening ways to approach others about sensitive issues.
- Make others feel comfortable by responding in ways that convey interest in what they have to say.

This enables people to more or less accurately rate the level at which an individual is. The behavioural dimensions help to translate the competency to an observable and hence measurable dimension.

McClelland Model and Its Understanding of Human Behaviour:

McClelland Model brings to bear the fundamentals of how motives and behaviour can be classified to determine the need to map competencies and behaviour. McClelland (1976) the leading researcher on self-concept, has studied human behaviour for many years and has theorized that people are motivated by three basic needs – achievement, affiliation and power.

He has further asserted that, though all of us possess all three needs, we possess them in varying degrees-one person’s highest priority need may be achievement, whereas another person’s may be affiliation or power.
Figure 9: Defined process map for competency mapping that can be used by any HR professional.
The following paragraph presents a brief description of each need and the ways in which a high degree of each, translates into behavior in an organizational setting.

1. **Achievement**: People with high need achievement do enjoy challenging work, but they also want to ensure that they will succeed. Tasks that present so great a risk that success is improbable do not interest or motivate them. Consequently, they tend to set conservative goals.

Achievers plan ahead to avoid any serious problems in their undertakings, but the planning function itself, is not a source of motivation for them. They enjoy tasks for which they are personally responsible for the outcomes and with which they can be closely associated with resulting success. They are quite concerned with meeting appropriate deadlines and experience great anxiety about any project, until it has been completed successfully. In addition, they require frequent reinforcement consisting of "hard" data such as sales figures, standards, and so forth.

2. **Affiliation**: People with high need for affiliation, direct their energies toward the establishment and maintenance of effective working relationships with others. It is the need for affiliation, which prompts people to examine the "human" side of decisions, which are made within organizations. When this need supersedes that for achievement or power, the concern for receiving approval from and being liked by peers, supervisors and subordinates become a critical factor in decisions, people whose highest priority need is affiliation, focus on the interrelationships that exist among those who are to be affected by the implementation of decisions. As group members, they try to maintain harmony and mutual respect amongst members, while the group undertakes its function or objective.

3. **Power**: "Power" in terms of McClelland's model can be seen as the ability to overcome resistance in achieving an objective or goal (PFEFFER, 1981). People with a high need for power, are usually quite fluent, because they enjoy arguing the conforming conflicts, and so speaking skills are important to them. In an organizational setting, they tend to prefer an autocratic decision-making ("I make the decision, you implement it"), and they tend to see situations as win/lose ("I Win, You Lose").

Their highest-priority need is power and is frequently political realists, who can
evaluate situations in light of their political implications and determine a course of action, on the basis of the outcome of their evaluations. When combined with a low need for affiliation, a high need for power may lead an individual to consider people, as means to an end and the value of establishing and maintaining satisfactory relationships in the organization may be lost.

4. Self-concept: A person’s attitude, values or self-image formulates itself into self-concept. A person’s values or response or reactive motives predict what he/she will do in short-term add-in-situations where others are in charge. They are people who value being in management but do not intrinsically like or spontaneously think about influencing others at the motive level and often attain management positions but then fail. Knowledge is processed and analyzed information of a person is not specific in content areas. Knowledge is a complex competency. Scores on knowledge tests often fail to predict the performance because they fail to measure the knowledge and skills in the ways they are actually used on the job.

Firstly, many knowledge tests measure memory, when what is really important is the ability to find information. Memory of specific fact is less important, than knowing which facts exist, that are relevant to a specific problem and where to find them when needed.

Secondly, knowledge tests are respondent. They measure the taker’s ability to choose, which of the several options, is right for the respondents but not whether a person can act on the basis of knowledge.

5. The Skill: The ability to perform certain physical or mental tasks, consistently, accurately and when displayed in meaningful ways and behaviourally turns into a competency. Mental or cognitive skill competencies include, analytical thinking, posting knowledge and data determining cost in effect organizing data, plans and conceptual thinking by which we mean recognizing patterns in a complex data.

As knowledge and skill competencies tend to be visible and relatively surfaced characteristics of people. Self-concept traits and motive competencies are more hidden and deeper and central to a personality. Surface knowledge and skill competencies are relatively easy to develop and training is the most effective way to
secure the employee’s attitude including their abilities and self-concept competencies somewhere in between. Attitudes and values, such as self-confidence can be changed by training psychotherapy and all positive developments, to experience although with more time and difficulty. This is less time consuming and a cheaper method of mapping competencies, through this may mean running the risk of missing crucial points that can be obtained by actual observation.

**Behaviour is what business competency is all about**

Why do people act the way they do? We often ask ourselves this question. As consequences support behaviour. In a business environment behaviours occur daily. Some of those behaviour affect business directly (positive as well as negative) while others are socially needed. By understanding what drives human behaviour, we can create the conditions necessary to encourage desired behaviour. The ABC-model (Activator, Behaviour and consequences) is an instrument which helps you understand the forces that drive human behaviour and applies these principles to instruments like a reward system, an organizational change, projects and so on. You can gain perspectives on why people act as they do and discover the patterns of consequences and antecedents that are associated with different behaviours.

1. **Antecedents prompt you to act:** An antecedent (sometimes referred to as an activator) is something that occurs before certain behaviour. This can be anything from a directive to the effect of the working environment. Antecedents appear both in everyday life and at workplace. Everything that prompts you to act in a certain way (like asking you to click the button) could be called an antecedent.

In the world of business, these would include policies, goals, directives, announcements, training programs, procedures, vision statements, etc... All of these ‘set the stage’ for a work – behaviour or performance to take place, but they do not guarantee that it will occur. Managers are also frequent users of antecedents, telling people what to do, figuring out what to tell them to do, or figuring out what to do because people didn’t do what they were expected to do. They even spend approximately 80% of their time using the A of the ABC, neglecting the B and the C (DANIELS 1989).
2. Behaviour, how to manage it...

Behaviour is the centre of our universe; we behave in such manner that we feel comfortable or just necessary. In business, moneymaking is the key goal. In order to reach this goal many actions must take place. We have to push buttons, write reports, have long meetings and place an order to a supplier. Whatever we do or whatever has to be done, certain patterns of behaviour are involved.

Without behaviour, no production can effectively be conducted meaningfully. The same can be said about the safety in the workplace, attendance and punctuality, quality and improving health in the workplace. Behaviour is the keyword. Because in business there are so many behaviours going on, it is important to pinpoint those behaviours, which directly affect the outcome of your business (process). Those behaviours must support the goal and mission of the firm.

The process of pinpointing behaviour is a process done by the manager in co-operation with the employee. The helpful questions are:

- What actions have to taken to become an excellent employee?
- What shows the difference between a productive and a less productive employee?

One more thing can be said about behavior: it is observable; you can correct it, count it, appraise it and therefore manage it. The ABC-model gives you one important instrument, which helps you to manage behavioral consequences the third item of the ABC-model.

3. Results vs. behaviour: In business', managers mostly focus on results instead of behaviors; they manage results. But there is a big difference between these two. Behaviors are part of the through process while results are output. Therefore managing results is not always as effective as it might seem.

4. Positive reinforcement, what happens to us...?

Consequences are a powerful instrument for managers to use. When a manager demonstrates what the worker needs to do, an antecedent strategy is being used (it’s an instruction which prompts the employee to a specific behavior). But when the worker is praised for the correct performance of the task, a consequence strategy is applied. The term reinforcement refers to the increasing likelihood that the behavior will be performed
or the intensity with which it is performed will be repeated.

5. Behavioural Consequences:

▲ Positive reinforcement: This is a consequence that increases the possibility that (pinpoint) behavior will occur more frequently in the future. We can only speak of positive reinforcement when the rate or frequency of the behavior changes in a positive way.

Ex. Praise, a bonus, ‘just giving attention’, a job rotation and working on a project, could be positive reinforcements. But remember ‘different strokes for different folks’.

▲ Negative reinforcement: This consequence also increases the likelihood that the behavior occurs again. In contrast to positive reinforcement, frequently people behave in a certain way because they have to, not because they want to. They act to avoid a negative consequence, for example, being punished or getting fired by the boss.

In issues like safety rules, negative reinforcement can be effective. Nevertheless, negative consequences are in general less desirable than positive ones. Still, management frequently uses them.

▲ Punishment: When being punished the person gets something he/she doesn’t want. Punishment leads to fear and will stop the behavior being continued. Being chewed out after launching an idea regarding on how to optimize the business process, can inadvertently stop this behavior (to launch a new idea). Remember: different strokes for different folks; behavior must stop or decrease to be considered as a punishment.

▲ Extinction: In a meeting, you try to bring forward a new idea, but you fail repeatedly to draw attention of the members present there. Ignoring involves withholding social reinforcement and results in the extinction of behavior. This situation occurs frequently in business when, for example, productive behavior is ignored. Many performance problems may be created, not by what we do, but by what we don’t do (DANIELS, 1989).

This in short, is the way consequences work. A good understanding of these principles can be very profitable for the competency mapping in an organization.
These principles can be used not only for managing behavior but also when developing a reward system or conducting a performance appraisal.

Competency Levels and Descriptions:

Assessment tools: The universally used assessment tools are of 2 kinds.

- Instrument based tools
- Simulation tools

Instrument based tools:
- Psychometric tests
- Non-Psychometric tests

The application of psychometric tests will help us understand the competencies of the employees. Instrument based tools are those instruments which are tried and tested. Some of the psychodynamic instruments used generally are...

- **Myers Briggs Type Indicator (MBIT):** According to Myers and Briggs, there are 16 possible combinations or personality types. There are two kinds of people – extroverts and introverts. Further, there are people who lead their lives in a very organized way that is *judged type* and those who try to lead their lives in very spontaneous way that is *perceived type*. There are two opposite ways to perceive that is sensing and intuition and two opposing ways to judge that is thinking and feeling.

- **Managerial Assessment of Proficiency (MAP):** This is a computerized two-day video based exercise in which a case study representing a week in the life of a manager and four supervisors reporting to him is viewed by the participants. After each episode, they respond to multiple choice items indicating what they do and do not like about the managers behavior.

The results are compiled into a proficiency profile giving the strengths and weaknesses of the managerial competencies and also suggestions for dealing with each. MAP measures four basic competencies-Administrative, communications, supervision and cognitive.
In the feedback session, the managers and supervisors learn how to interpret their MAP proficiency profile and finally generate an individual development plan. This helps to develop or expand the needed competencies as identified from the profile.

- **Thomas DISC Profiling**: Thomas DISC Profiling is a test given by William Marston. He gave the theory that human behavior depends on the environment of the individual. He suggests four typical patterns of interaction of an individual with his environment.

  - **Dominance**: An active positive posture in an unfriendly environment.
  - **Influence**: An active positive posture in a favorable environment.
  - **Steadiness**: Passive agreeableness in a favourable environment.
  - **Compliance**: A cautious undecided response to an aggressive environment.

Based on these, the personal profile analysis shows how a person will behave at a work situation as people generally display these basic characteristics consistently in the working environment.

- **Kundu Introversion Extraversion Inventory (KIEI)**: This inventory is designed to obtain a reliable measure of Introversion Extraversion dimension of adult behavior and to use it for diagnosis, selection and career guidance. It is developed according to the Indian Socio-Cultural Pattern. The inventory consists of 70 items with uneven number of response choices divided in five blocks.

  - **Block A** – has 11 items with four response choices. These are mostly some objective situations or activities.
  - **Block B** – contains 17 items with five response choices. These are mostly introspective items.
  - **Block C** – contains 14 items with three response choices and involves selection of one activity over the other but the activities are of objective nature regarding oneself.
  - **Block D** – contains 14 items with three response choices. These are mostly objective activities regarding one-self.
  - **Block E** – contains 14 items with two response choices which are mostly
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introspective forced choice items.

- **Behaviorally Anchored Rating Scale (BARS):** It was P.C. Smith and L.M. Kendall who developed BARS in 1963 as a psychometrically valid, reliable, discriminating and useful tool for rater. This tool replaced the numerical or adjective anchors of traditional tools such as graphic rating or trait rating scale, with behavioral examples of actual work behavior. BARS allow superiors to rate employees on observable behavioral dimensions. Implementing BARS technique calls for compliance of the following steps:

**Step 1:** Generating critical incidents (i.e., observable optimum behaviors) by person’s knowledge about the job. The person to be appraised should be asked to describe the ‘best’ or ‘effective’ performance behavior that they consider as correct in the present context.

**Step 2:** Develop performance dimensions by clustering these incidents into smaller sets. These should then be defined as specific performance dimensions.

**Step 3:** A second group of employees, who also know the same job, must then reallocate the original critical incidents. They should be asked to redesign each incident to the dimension it best describes. This would create validity and reliability of the performance dimensions created.

**Step 4:** The incidents should now be scaled on 7 to 9 points, describing each incident as to how effectively or ineffectively it represents performance on the appropriate dimension.

**Step 5:** Administering the developed scale to assess the employees’ performance.

**Caveat:** Developing suitable BARS can be very time consuming. Many groups may be required for reallocation of incidents unless a sufficient percentage (say 60% to 80%) of the incidents get clustered in the same cluster as the previous group did. Moreover, especially in Indian context, lack of benchmarking may make implementing BARS an expensive proposition.

**Non - Psychodynamic Instruments:** The instruments that are non psychodynamic in
Competency Mapping

nature are as follows..

- 360° degree feedback analysis
- Leadership survey instruments

- **Simulation Tools:** Simulation tools are the techniques whereby the individual or team is assessed on their behavior in a given circumstance, which is a simulated one based on the business scenarios.

Some of the most commonly used techniques are…

- Behavioral Event Interview (BEI)
- FIRO-B
- Leaderless Group Discussion
- Role Plays

Once the competencies are assessed it is mapped against the requisite levels for the position/role. The mapping will entail providing the insight on the gaps in the competency levels displayed by an individual, if any. This is done by mapping the existing levels of competency exhibited by individuals against the desired competency levels for each of the roles for individuals.

The gaps identified fall between the demonstrated proficiency levels against the expected proficiency levels. Competency based HR practices can help organization in all HR systems and processes. The commonly used functional streams in HR that makes use of competencies input component are the following. The knowledge industry is one which has developed solid competency based practice model and been using PCMM (People Capability Maturity Model) as one of the tools in IT industry. Competency based pay is also accepted as a norm in these industry acting as pay differentiator in the best HR practices organizations.

**vi. Techniques and Tools Used For Competency Mapping:**

**Competency Mapping – TECHNIQUES:**

BEI (Behavioral Event Interview): It is a structured interview to identify special behaviors which produce successful results. It identifies and compares thoughts, feelings,
behavior and outcomes reported by outstanding performers with those reported by
average performers and as a tool for identifying differentiating competencies.

- Assessment centre
- Use multiple methods and multiple assessors to enhance objectivity.
- Use psychometric tests, simulation exercises, presentations, in-basket exercises,
  interviews, role plays, group discussions etc.

Competencies can be identified by experts, HR specialists, job analysts, psychologists
etc... In consultation with line managers, current and past job holders, supervisors,
internal customers, and subordinates.

1. Rank Order Rating: Rank order rating is used to find out which competencies
   are required for each job/role and their order of importance to each profile.

2. STAR Technique: The STAR technique is a way to frame the answers to the
   question in an organized manner that will give the interviewer the most
   information about your past experience.

   What was the Situation in which you were involved? What was the Task you
   needed to accomplish? What Actions did you take? What Results did you
   achieve? (Situation, Task, Action and Results)

3. Repertory Grid: It is a technique used for identifying the ways that a person
   construe his/her experience and provides information from which inferences about
   personality can be made, but it is not a personality test in the conventional sense.

   A grid consists of four parts

   - A Topic: it is about some part of the person’s experience.
   - A set of elements, which are examples or instances of the topic. Any well
     designed set of words, phrases or even brief behavioral vignettes can be used as
     elements.
   - A set of constructs, these are the basic terms that the client uses to make sense of
     the elements, and are always expressed as a contract. Thus the meaning of ‘good’
depends on whether you intend to say ‘good verses poor’, as if you were constructing a theatrical performance, or ‘Good versus evil’, as if you were constructing the moral status of some fundamental experience.

- A set of rating of the elements on constructs.

4. **Critical Incident Technique (CIT):** It is a method of getting a subjective report while minimizing interference from stereotypical reactions or received opinions. The user is asked to focus on one or more critical incidents which he experienced personally in the field of activity being analyzed. It uses a method called as content analysis in order to summaries the experience of many users or many experiences of the same user.

CIT is a set of procedures used for collecting direct observations of human behavior that have critical significance and meet methodically designed criteria. These observations are then kept track of as incidents, which are then used to solve practical problems and develop broad psychological principles.

CIT is a flexible method using four major areas

- Determining and reviewing the incident.
- Fact-finding, which involves collecting the details of the incident from the participants.
- Identify the issues and making the decisions to resolve the issues based on various possible solutions.
- Evaluating, to determine if the solution selected will solve the root cause of the situation and will cause further no problems.

**Advantages:**

- Flexible method that can be used to improve multi-user systems.
- Data is collected from respondent’s personal perspective and in his/her words.
- Does not force the respondents into any given framework.
- Identifies even the rare events that might be missed be missed by other methods which focus on common and everyday events.
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• Useful when problems occur but the causes and severity are not known.

• Inexpensive and provides rich information.

• Can be applied using questionnaire or interview.

Disadvantages:

▲ Problem comes from the type of the reported incident. The technique relies on events being remembered by the user and requires accurate and truthful information. Since critical incidents often rely on memory; incidents may be imprecise or may even go unreported.

▲ It is built on bias towards incidents that happened recently; since these are say to recall.

▲ It emphasizes only rare events and more common events will be missed.

▲ Respondents may not be willing to take time to tell (or write) complete story when describing a critical incident.

5. Competency Assessment: It involves the measurement of an individual’s competencies. Measures include structured interviews, biodata instruments, cognitive ability tests, job knowledge tests, promotion test, customer tests and social skills. The HR officials are vested with the work of producing selection methods that can be tailored to the agency requirements.

6. Assessment Centre Exercise: It can be defined as “a variety of testing techniques designed to allow candidates to demonstrate under standardized conditions, the skills and abilities that are most essential for success in a given job”.

Assessment centres usually have in-basket exercises which include oral exercises, counselling, simulation, role play, problem solving, writing report/analysis, leadership group exercises. Assessment centre allows candidates to demonstrate more of their skills through a number of job relevant situations.

7. 360 Degree Feedback: 360 degree feedback is also known as ‘multi rater feedback’, ‘Multi source feedback’ or ‘multisource assessment’ its employee development feedback that comes from all around the employee. The feedback would come from peers, subordinates, superiors in the organizational hierarchy.
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and self assessment and in some cases from external customers and suppliers or other stakeholders.

The results from the 360 degree feedback are used by the person receiving the feedback to plan their training, promotional or pay-decisions. It is sometimes called as 360degree review.

Benefits:

- More reliable feedback about their performance to the senior managers.
- Individual gets broader perspective of how others perceive of them.
- Increase awareness by senior managers that even they too have developmental needs.
- Encourage more open feedback and reinforce the desired competencies of the business.
- Clarify critical competencies aspects of the business.
- Raise the self-awareness of the individual as to how he influences others positively and negatively.
- Supporting a climate of continuous improvement.
- Identifying the gaps in one’s self-perception verses the perception of the manager, peer or direct reports.

Competency Mapping – TOOLS:

The following tools are used in combination for competency mapping

1. Literature Review: A preliminary approach to defining job content and identifying required competencies is to conduct a review of literature to learn about previous studies of the job or similar jobs. Quite often, no previous studies have been conducted. However, if they do exist, they can be extremely helpful in providing an introduction to the job and a preliminary list of competencies to consider. The literature review supplements, but does not replace, other data collection methods. It simply provides a quick overview. Sources of published literature include books, professional journals, association magazines, thesis and dissertations. Unpublished studies may be available from professional...
associations, consulting firms, college and universities that offer training programs for your target job, and through the internet. The quality of these studies will vary widely and they need to be critically evaluated before use.

2. **Focus Groups:** In focus groups, a facilitator works with a small group of job incumbents, their managers, supervisors, clients, or others to define the job content or to identify the competencies they believe are essential for performance. A series of focus groups is often conducted to allow many people in the organization to provide input. There are different approaches to conducting focus groups. Typically, the facilitator will use a prepared protocol of questions to guide a structured discussion. Expert panel are a special type of focus group in which persons who are considered highly knowledgeable about the job and its requirements meet to develop a list of competencies required for success. The members of expert panel are typically persons who write about or do research in the relevant discipline, such as published academics.

3. **Structured Interview:** In structured interviews, carefully planned questions are asked individually of job incumbents, their managers, or other familiar with the job. Benchmarking interviews with other organizations are especially useful in achieving a broader view of the job or determining which competencies are more universally deemed necessary for a particular job. However, it is important to be cautious in applying the information collected from other organizations. There are many variables such as work environment, culture, and differences in job responsibilities that may limit the relevance of the information.

4. **Behavioral Event Interview:** In behavioral event interview (BEI), top performers are interviewed individually about what they did, thought, said, and felt in challenging or difficult situations. The competencies that were instrumental in their success are extrapolated from their stories. Often, average and low performers are also interviewed for a comparison. Behavioral interview questions will be more pointed, probing and more specific.

The interviewer will ask questions such as:

- Tell me about a time when you had an extremely challenging client.
- Give me an example of a situation at work in which you had to make a difficult
decision.

▲ Give an example of an occasion when you used logic to solve a problem.

▲ Give an example of a goal you reached and tell me how you achieved it.

▲ Describe a decision you made that was unpopular and how you handled implementing it.

▲ Have you gone above and beyond the call of duty?

▲ What do you do when your schedule is interrupted? Give an example of how you handled it.

5. Surveys: In surveys, job incumbents, their supervisors, and perhaps senior managers complete a questionnaire administered either in print or electronically. The survey content is based on previous data collection, efforts such as interviews, focus groups, or literature reviews. The respondents are typically asked to assign ratings to each listed job element or competency.

Ex. Respondents may be asked how critically a competency is to effective job performance, how frequently the competency is used on the job, the degree to which the competency differentiates superior from average performers, and if the competency is needed on entry to the job or can be developed overtime. Survey respondents are usually asked to provide in writing any additional information that they feel important.

6. Observation: In this method, the research team visits high performing incumbents and observes them at work. The more complex the job and greater the variety in job tasks, the more time is required for an observation. For a very routine job in which same task is repeated over and over throughout the day, an observation of a couple of hours might suffice. For very complex jobs, observation of a week or more may be required. If the job changes based on work cycles, seasons, or other factors, the observations may have to be conducted over a period of weeks or month. The observation process may include asking employees to explain what they are doing and why.

Sometimes, observations of average and low performers are also conducted to establish a basis for comparison. The competencies required for effective performance are then inferred from the observations by persons who are experts
7. **Job Description**: Job description is a basic Human Resource Management tool that can help to increase individual and organizational effectiveness. For each employee, a good, up-to-date job description helps the incumbent to understand:

- Their duties and responsibilities.
- The relative importance of the duties
- How their position contributes to the mission, goals, and objectives of the organization.

For the organization, good job description contributes to organizational effectiveness by:

- Ensuring that the work carried out by staff is aligned with the organizations' vision and mission,
- Helping management to clearly identify the most appropriate employee for new duties and realigning workloads.

8. In-Basket Exercises- Group Discussions- Psychometric tools like complete Personality Typology- Career Inventory – Defining Core Competence – Personality and Behavioral Type Indicators, Decision Making style, etc.


11. Effective use of 360° feedback.

12. Global case studies of Evaluating and studying tools used by large companies.

**vii. Competency Mapping Approach**

**10 steps involved in Competency Mapping:**

The STEPS involved in competency mapping to identify the key competencies for an organization and the job within the function:

- Identify the department for mapping.
- Identify the Structure of the organization and select the grades & levels.
Competency Mapping

- Job Description from individuals and departments.
- Conducting Semi-Structured interviews.
- Collecting interview data's.
- Classify the required Skill list.
- Identify the skill levels.
- Evaluate identified competencies and skill levels with immediate superiors and other heads of concerned departments.
- Preparation of Competency calendar.
- Mapping of Competencies.

The behavioral dimension assessment of individuals is competency assessment. In competency mapping, the behavior indicators for identified competencies are defined and documented. These behaviors are assessed through various tools and measures on predetermined scales.

viii. Who Are Eligible To Do Competency Mapping?

Competency mapping is the task, which can be done by many people. Now a day’s all management schools and definitely those specializing in HR-train the students in competency mapping. Any masters in management or social sciences or an employee with equivalent experience and training can develop these competencies.

Conceptual background and understanding of the business is important. Familiarity with business, organizations, management and behavioral sciences is useful. HR managers, management graduates, applied psychologists are quite qualified to do this. Most institutions specializing in HR train the candidates to do this.

Language to Use:

- Use Technical language for technical competencies.
- Ex: Knowledge of hydraulics, software languages etc.
Competency Mapping

- Use business language for business competencies.
  - Ex: Knowledge of markets for watch business or strategic thinking.
- Use your own language or standard terms for behavior competencies.
  - Ex: ability to negotiate, interpersonal sensitivity, sales techniques.

Too technical and conceptual knowledge align to the organization and people may create more problems than help.

How to do it?

The following are some tips to do competency mapping at low cost:

Pick up a job or a role that is relatively well understood by all individuals in the company. Work out for this role and give it as an illustration. For example: Sales Executives, Production Supervisor, Assistant HR Managers, Receptionist, Transport Manager, Public Relation Manager, etc. are known to all and easy to profile. Work out competencies for these roles if necessary with the help of job analysis specialist or an internal member who has knowledge of competency mapping.

Introduction to the concept of Competency Mapping:

- Identification of the roles for the industry.
- In-depth analysis on competency model development.
- Determining the objectives; scope and structure of the model.
- Approaches towards building competency model.
- Creating Customized Role Profile competencies and program plan.
- Skill Inventory plan/Analysis.

Building competency Dictionary and Competency Bands:

- Defining Positive – Negative-Neutral-Influencing Indicators for each competency.
**Competency Mapping**

- Data Analysis and Validating of competency Model.
- Construction of a specific competency model.
- Resolving the model in an organizational relevance context.
- Evaluating and studying competency dictionary.

**Assessing Individual Competencies (Gap Analysis):**

- Statistical validation of Gap Analysis.
- Developing Strategies to address the Gaps.
- Short and Long Term Development Plans.
- Coaching Need Identification.
- Coaching Program Management.
- Evaluating and Studying Development Reports.

**Learning Goals:**

- Understand concepts and practices with regards to competency based organizational strategy and processes including core competence, and people competency and its application in Human Resources.
- Develop hands on capability into the creation, development and institutionalization of a competency mapping system.
- Identify the elements, human and behavioral learning, behavioral event interviews, effective and ethical use of tests on individuals in their personal and professional situations.
- Learn the usage simulation tools and techniques in an Assessment/Talent Center, pre-screening for employment.
- Develop the capabilities to adapt a specific Assessment/Development center tools to your organization circumstances and cultural fitment. Understand the rights and obligations of the company and the individual in testing situations.
- With the help of job analysis specialist or an internal member who has knowledge of competency mapping,

*Kuvempu University*
Competency Mapping

- Prepare this as an illustration.
- Circulate these to others and ask various departments to do it on their own.
- Circulate samples of competencies done by others.
- Illustrate knowledge, attitudes, skills, values etc.
- Choose a sample that does not use jargons.
- Explain the purpose.
- Interview of past successful job holders help.
- Current incumbent who are doing a good job alone with their reporting officers.
- Enough team in most cases.
- Once prepared even on the basis of one or two individual inputs, circulate to other role set members.

ix. Criticisms of Competency – Based System:

- It can be over-elaborated and bureaucratic.
- The language used to describe competencies may be off-putting.
- It is difficult to strike the right balance between reviewing the competencies often enough for them to remain relevant but not so often as to become confusing.
- If too much emphasis is placed on ‘inputs’ at the expense of ‘output’, there is a risk that it will favour employees who are good in theory but not in practice and will fail to achieve the results that make a business successful.
- Competencies are based on what good performers have done in the past and this approach works against rapidly changing circumstances by setting one particular group of attitudes in stone and not finding people with the right skills and attitudes for new ways of working. It also runs the risk of producing clones rather than a team with mixed skills who balance each other’s strengths and weaknesses.
- They can become out-of-date very quickly due to the fast pace of change in the organizations and it can therefore be expensive and time consuming to keep them up-to-date.
- Some behavioural competencies are basically personality traits which an individual may be unable (or unwilling) to change and it is not reasonable to
judge someone on these rather than what he or she actually achieves.

2.9. COMPETENCY FRAMEWORK:

i. Introduction:

COMPETENCY FRAMEWORKS are position models which are at the heart of every competency-based HR application. A competency model is a GIGO (garbage in–garbage out) test factory. In spite of timely administration intricacies and sophistication, if the models are not accurate and do not represent the relative position, the purpose of the model is lost. The basis of generating competency models and building the competency framework for any organization are processes. Thus the questions that need to be raised are:

- What does the employee have to be able to do?
- What does the employee have to know in order to do it?

If the flow charts of the job processes are laid, determining of competencies is easier. If the competencies are not related to specific process steps then the model is not valid.

ii. Building a Competency Framework:

To get started, the project team asks—what do we do? The best way is to follow a top-down approach from general to specific. There will be a category of competencies that have been taken for granted, which may be reason for careful consideration.

Priority list for building a competency framework:

Any organization seeks to create efficient and effective competency management system, what would they typically cover? Let us look at their priority list:

- Translate agency vision into clear measurable outcomes that define success and that are shared throughout the agency and with customers and stakeholders.
- Provide a tool for assessing, managing and improving the overall health and success of business systems.
- Continue to shift from perspective, audit and compliance-based oversight, to an ongoing, forward-looking strategic partnership, involving agency headquarters.
and field components.

- Identify core capabilities in the business and in the individual to help connect work with behavior, consequently influencing the performance and results.

- Include measures of quality, cost, speed, customer service and employee alignment, motivation and skill to provide an in-depth, predictive performance management system;

- Replace existing assessment models with a consistent approach to competency management.

- Implement efficiently, and undertake pilots as necessary.

- Go for the kill once acceptance is gained for across the board execution.

**Essentially competency framework includes the following:**

- The competency development cycle-core competence, strategic analysis, vision and value orientation work, organizational structural implications.

- Technical, enabling and managerial competencies.

- Role profiles, Proficiency levels and benchmarking.

- Competency definitions, clusters, Meta and sub-set competencies.

- Competency dictionary.

- Assessment worksheets for assessment, including templates.

- Conducting the assessment centre.

- Assessment data.

- Conducting the development centre individual development plans.

- Organizational development plans.

- Short / long term plans.

For competency framework to be effective it should be understood and should be in a position to be applied in varying situations that an incumbent is placed while performing a job. Increasingly certain basic quality standards for competency framework have been established. They are as follows:
Competency Mapping

- Is related to the Job role.
- Clear and easy to understand.
- The framework will be relevant and affect all staff.
- Takes account of expected changes.
- Has a specific behavior indicator.
- Can be applied to many situations.
- Has been benchmarked against specific standards.

Models or frameworks of competency that are based on the behavior of high performers can provide clear guidelines for many employees as a next step of action because of their concrete nature. Moreover, incorporating the previous abstract standards of defining capability (judgment, inventiveness, leadership, etc...) in a competency model, enable managers to more concretely convey corporate strategies to employees. At the same time, modeling the characteristics and strong points of high performers’ behavior thus enables the management to formulate guidelines for their employee development, helping to raise overall capabilities. In fact, there are examples of success where a new assessment system based on competency was introduced, and because of this, more and more company employees began to examine their actions from a viewpoint in which they asked themselves, ‘will this lead to a good result or not?’ And as a result this led to an improvement in the employees’ attitudes and changes in their behavior.

Having articulated the strategy of the firm, it is important to provide a brief appreciation of the key elements of the competency mapping process and demonstrate its linear linkages to the strategy of the firm.

Steps in Building a Competency Framework: The competency framework is developed in an organisation after collecting and compiling tremendous data that is available within the organisation and also from outside.

Sources of Competency Information:

This source of competency information is explained in detail here and depicted in Table No 10:
**Competency Mapping**

**By Assumption:** Certain competencies are assumed to be present in every employee. These are closely related to conditions of employment addressing behaviour, ethics and work habits. The model expands from this point.

**By Law:** Government and its associated regulatory agencies create requirements that apply to all workers. These are massive potential sources for competency. This requires not only knowledge of the regulations but also an understanding of how to comply with them and report the results. Regulations also provide a source of position competencies for workers in specific industries.

**By Industry:** Individual industries have their own professional competency models and assessment approaches. These range from licensing to industry group guidelines and certifications.

**By Organization:** The vision and mission statement of the organization reflects the overall philosophy of the organization:

- Where it is headed to,
- What it does and how it should act?

**By Work Group:** Departments in many organizations have their own resources of vision and mission statements. They may also have specialized procedures and documentation that apply only in situations unique to their work group.

**By Background Information:** A special category of competency input has to do with background knowledge. This provides whatever general business, industry or company information is required to meet job standards.

**Table 9 – Sources of Competency Information:**

<table>
<thead>
<tr>
<th>Sources of Competency Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories</strong></td>
</tr>
<tr>
<td>By Assumption, By Law, By Industry, By Organization, By Work Group, By Background Information</td>
</tr>
<tr>
<td><strong>Position Documentation</strong></td>
</tr>
<tr>
<td>Industry Research, Vendor Information, Customer Feedback, Regulations, Certification Requirements, Quality Programmes</td>
</tr>
<tr>
<td><strong>Process Documentation</strong></td>
</tr>
<tr>
<td>Procedure Manuals and Flowcharts, Value-added Flowcharts, Time Log Job Task Analysis, Customer</td>
</tr>
</tbody>
</table>
**Competency Mapping**

<table>
<thead>
<tr>
<th>Existing Documents</th>
<th>Contact Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Job Description, Union Contracts, Development Planning Documents, Performance Plans, Appraisal Forms</td>
</tr>
<tr>
<td>Personnel Development Resources</td>
<td>Training</td>
</tr>
<tr>
<td>Interviewing</td>
<td>Customers, Suppliers, Employees, Supervisors</td>
</tr>
<tr>
<td>Teams</td>
<td>Focus Group/Cross-functional Teams, BENCHMARKING, Superstars Expert Modelling</td>
</tr>
<tr>
<td>Established Competency Models</td>
<td>Management Directed, Third-party Models</td>
</tr>
</tbody>
</table>

*Source: Company Catalogues*

**POSITION DOCUMENTATION:**

Organizations generate a large amount of documents that can be reviewed when developing competency models. Various sources provide material more than the project team would typically examine in depth. While selecting the source the team should look for:

- What is most complete,
- What is considered most accurate,
- What is available and
- How much time it will take to review?

**Industry Research** – Academic journals, publications and periodicals are sources for the most recent developments of the model.

**Vendor Information** – A resource that is often overlooked is vendor publications. Suppliers must have extensive support materials and processes in place to help buyers install, run and maintain the complex equipment.

**Customer Feedback** – Customer feedback is a very powerful source of information. Customer satisfaction is one of the top measures of quality; customers both internal and external should give an input to the competency model.

**Regulations** – Written regulations and reference materials, while often overwhelming in size or scope, can provide important insights into what competencies employees must
Competency Mapping

bring to the job.

Certification Requirements – Professional certification programmes are excellent sources for position competencies.

Quality Programmes – Another source of generic workplace information can be found in quality recognition programmes such as ISO 9000/14000 or any other quality certification.

PROCESS DOCUMENTATION: Quality revolves around processes. If processes are efficiently designed and have no defect, the organization will be successful. Therefore, process documentation is an important source of competency information.

Procedure Manuals and Flowcharts: The classic procedure manual is becoming obsolete as it takes too long to document processes that evolve with frequent changes in an organization and changing customer demands. Such procedures locked in writing or embedded into interactive administrative systems are a poor customer satisfaction approach, yet a good source for competency modelling. Flowcharts are excellent resources as they help to quickly identify the knowledge and skills that are required to complete a process.

Time Logs: Time logs is an approach used in time management analyses. Developing time logs requires that employees write down everything they have done in a representative workweek, usually in 15-minute increments. This captures everything as a complete list of activities.

Job Task Analysis: A hands-on approach to observe and investigate how people work, what they do, what is being done in a position and then take a conceptual step backwards to identify Job Task Analysis varies depending upon structured and unstructured tasks and work cycle.

Thus there are various techniques of job analysis: Observation—Employees are observed as they perform a job and information is collected and analyzed. But this is costly and time consuming.
Competency Mapping

Interviews: Supervisors and job holders are interviewed to ascertain the main purposes of the job, the activities involved and the relationship it entails. Various types of interviews are discussed later in the chapter.

Diaries: Job holders are asked to keep a detailed log of their activities over a period of time. It is more suitable for complex jobs.

Questionnaires: Employees answer a set of questions about the task that they perform. There are several job analysis questionnaires available in the market. These inventories of job analysis measure various traits and skills that are essential for various jobs and positions; they include mathematical skills, communication skills, decision-making responsibility and other skills useful in a job.

Critical Incident Techniques: This technique developed by Flanagan (1954) requires observers who are frequently doing the job, such as supervisors, clients, peers or subordinates. Observers are asked to describe incidents of effective and ineffective behaviour of a person over a period of time.

Repertory Grid Techniques: This technique was developed by George Kelly (1955) and is based on his Personal Construct Theory. It is a very useful interview technique which is rather projective in nature. It highlights those behaviours which are associated with effective performance.

Customer Contact Maps: A common quality tool for studying customer service is to build a customer contact map. This comprises of every instance in which a customer, internal or external, is touched by the organization, department or position as in value-added charts. Contact maps provide a different way of looking at processes— totally customer focused.

EXISTING DOCUMENTATION: Organizations document job requirements and standards in order to legally hire and terminate employees. It represents the current job and addresses positive competencies.

Job Descriptions: Possible competencies can be readily determined from well-written job descriptions. Job descriptions include the following basic information:

- What level of knowledge do employees need to know and how is that skill
Competency Mapping

acquired?

• How should the employees process that knowledge and skill?
• What is the scope of responsibility as far as decisions are concerned?
• What is the flow of interpersonal communication?
• What is the impact on results when the employees make an error?
• What are the control mechanisms to prevent error?
• What confidential and sensitive information is available to the employees?
• What is the scope of financial responsibilities?
• What is the environmental level of stress and exposure on the job?
• How does the employee direct supervision?

All these factors are linked to specific competencies.

Union Contracts: Though not a popular source of competency, they define exactly what a union employee is expected to be able to do; and the rules for what each union position can and cannot do under the current agreement.

Departmental Planning Documents: The goals and projects described in the departmental planning documents have projections such as ‘what is to be done for the coming year’ which are helpful in a changing environment.

Performance Plans: Performance plans are focused on people level activities and assignments. They highlight what is expected from each individual employee and at what level each employee is expected to perform. All of them are competency-related issues.

Appraisal Forms: Performance appraisal form is a standardized form used for distinct classes of employees.

Personnel Development Resources: The training and development department is an excellent source of information on competencies. Department activities are targeted at performance enhancement and are already in a competency format ready to be used. Training needs analysis and training programmes that are planned and conducted as also
the training calendar are a ready source for information on competencies.

INTERVIEWS: Hard information can be attained from data process, procedures, manuals, etc. However, the only source available for competency items on soft skills is interviews, focus groups and customer conversations. The challenge in using these methods is the ability to step away and analyze the competencies required and make a link between participant feedback and competencies. Sorting out and identifying competencies through the heap of data created during interviews is another challenge.

Behavioural Event Interview: Behavioural Event Interview (BEI) is an interview technique based on the premise that the best predictor of future behaviour is past behaviour. BEI allows the interviewer to:

Gain detailed job-related examples

- Assess past performance
- Assess competencies

Behavioural Description Interview (BDI): BDI is a version of BEI, one of the main competency definition techniques. Both are related to the Critical Incident Technique (CIT), but differ from it in the scope and length of the examples or ‘events’ that interviewees are asked to describe and in the trigger questions that are used by the interviewer to elicit these examples. The BDI and BEI techniques are considered to be more suitable for complex jobs (such as management roles) or those involving a high level of interpersonal skill (such as sales roles).

Customer Interviews: Contact mapping is about knowing the inside out of customers’ needs whereas interviews find out the customers’ needs, projecting required competencies. Customer interviews in the context of competency are asking about needs not performance. The questions may be structured around the following issues:

- What makes your job title the best?
- What makes your job title the worst?
- What competencies does it require to be good?
- What competencies rate it as the worst?
**Competency Mapping**

- What competencies should the people improve upon?
- What are the threats and challenges in your business?
- What are the strengths and weaknesses?
- How well are you meeting your needs?
- What are the other companies doing to meet the needs?
- What are the best practices?
- What can be done to better meet your needs?

These questions are prime sources of competency information and are critical to help an organization meet its desired business outcomes.

**Supplier Interviews:** Similar to customers, suppliers provide a push-through approach. They have a broader perspective of the market and the industry as they deal with a wide range of competitors. Getting candid feedback from a supplier is a bit more complicated since the supplier does not want to irritate its customer—the organization. However, the questions may be structured in the following manner:

- Why is your best customer satisfied with the product?
- Why is your worst customer dissatisfied with the product?
- What competencies do the people need to have?
- What should the organization do to get our people to perform the best?

This is a rather straightforward approach in a competency modelling effort.

**Employee Interviews:** The employees' interview is a very important source of information. A group of employees with a good performance record can be asked:

- What knowledge and skills are required for the job?
- What are the attributes of your success?
- What makes you good at obtaining business results?
- What are the competencies one should possess in your position?
- How would these help others to become more effective in their position?
Competency Mapping

How can others become more effective?

Another group of less successful employees may be asked the following questions:

- How skilled were you when you started with the job?
- What would you tell someone who is just a beginner?
- Now knowing the requirement, how could you have better prepared yourself for the job?
- What are the competencies needed for that job position?
- What can you do now to become more effective?

The responses to such questions can be analysed to identify competencies.

Supervisor Interviews: Supervisors have the best perspective concerning competencies required for a position. They would have worked on those positions, dealt with customers or been involved in the hiring process and are the final link between the management and the frontline. They can be asked:

- Who are the best employees and why are they so effective?
- Who are the worst employees and why are they so ineffective?
- What competencies are required to succeed in the particular job position?
- What are the major problems they come across when dealing with seniors?
- What is the major encouragement that they received when dealing with seniors?

Supervisors can provide the most candid interview of any group. They focus on the practical competency issues that improve business results. Such interviews can also provide early warnings of potential problems either in the overall process or in the specifics of a competency model.

TEAMS: Focus groups or work teams is a structured method of gathering competency information. Herein, organizations are required to assemble a team of employees at a single location for days, to provide the group with a trained facilitator familiar with operations of the teams and competency modelling. They should also possess cross functional skills. Ideally, the team should consist of five to seven individuals plus a
facilitator. The focus group is directed to provide information on the following:

- Job list
- List of accountability and responsibility
- List of major projects or contracts
- Decisions
- Internal and external customer contacts
- Competencies with description
- Measures of evaluation

Initially, the group is to develop a complete list of tasks for the position under analysis. The group can use documented sources and all other possible sources, responsibilities, active projects, customer contacts and decisions with the ultimate goal to capture knowledge, skills and behaviour aspects required for the positions. It will be useful to discuss the measurements of tasks identified. This will be the basis of building an assessment instrument for the position.

**Benchmarking:** Whether we use interviews or feedback, the important parameter in the development of the models is creating a benchmark of those employees who exceed and fall below performance standards. The units between actual business results and competencies provide a radically different view of the model. This indicates the anecdotal nature of soft information approaches and the importance of using a variety of input sources and viewpoints.

**Established Models:** Other than starting from scratch and developing a model, another resource is to adapt a completed model from an outside source. For an organization going through a transition phase, the available documented process or collection of data on past work is of less value. In this situation a model available may be adopted and changes may be brought into focused, towards continuous development.

**Management Directed:** The model may be dictated by the top management. If strategic decisions are taken to expand the market, add products or change technology, the necessary competencies will be required. In some cases, specially for new ventures, the data does not exist; systems and procedures are not in place, and no industry-specific
model is available. Management should give directions explaining the strategy—what the organization needs to do. This is the way to move forward in the process of model development.

Third-party Models: Are there any available competency models that organizations could start with? A number of organizations have developed competency models. The various models give way to many ideas for proceeding, but the existence of many options also makes it difficult to select the best.

For the formation of a competency framework a combination of abilities, aptitudes, skills, qualities, personality traits, interests, motivations, styles and competencies can be assessed by different techniques or a combination of techniques.

Using the above-mentioned techniques and from one’s own experience, one can draw a job profile particularly for one’s own job. It is basically a list of characteristics, traits and skills that are required to do a particular job well. It also includes the list of ‘jobs’ one has to do in a particular position. For example, a manager is a decision-maker and thus to take decisions he/she should also show commercial awareness, tolerate ambiguity, etc., and should also have the ability to do these jobs well. Competency mapping is concerned with the second part. It measures whether a person has the competencies to do a particular task well.

An analysis carried out by Rankin (2002) of the core competency frameworks of 40 employers showed that 433 competencies were named in total. The top 22 competencies included in 18 per cent or more of the frameworks are set out (as shown in Table 11)

Table 10 – List of Top 22 competencies and its percentage of Importance:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Importance In Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team Orientation</td>
<td>78%</td>
</tr>
<tr>
<td>2. Communication</td>
<td>65%</td>
</tr>
<tr>
<td>3. Customer focus</td>
<td>65%</td>
</tr>
<tr>
<td>4. People management</td>
<td>58%</td>
</tr>
<tr>
<td>5. Results orientation</td>
<td>58%</td>
</tr>
<tr>
<td>6. Problem Solving</td>
<td>55%</td>
</tr>
<tr>
<td>7. Business awareness</td>
<td>38%</td>
</tr>
</tbody>
</table>
### Competency Mapping

<table>
<thead>
<tr>
<th>Competency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making</td>
<td>35%</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>35%</td>
</tr>
<tr>
<td>Developing others</td>
<td>33%</td>
</tr>
<tr>
<td>Initiative</td>
<td>33%</td>
</tr>
<tr>
<td>Creativity</td>
<td>30%</td>
</tr>
<tr>
<td>Influence &amp; Persuasion</td>
<td>30%</td>
</tr>
<tr>
<td>Quality focus</td>
<td>30%</td>
</tr>
<tr>
<td>Relationships</td>
<td>30%</td>
</tr>
<tr>
<td>Change orientation</td>
<td>28%</td>
</tr>
<tr>
<td>Information management</td>
<td>25%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>25%</td>
</tr>
<tr>
<td>Strategic orientation</td>
<td>25%</td>
</tr>
<tr>
<td>Strategic development</td>
<td>23%</td>
</tr>
<tr>
<td>Commitment</td>
<td>20%</td>
</tr>
<tr>
<td>Self confidence and assertiveness</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: Field Survey

This can be classified into 3 levels.

**Level: 1 – Framework:**

- Organizational Vision, Aspiration, foresight and business landscape in which business operates.
- Articulation of a strategy, core competence, the delineation of the business plan, defining critical success factors, key performance indicators.
- Creating a competency dictionary in sync with core competency of the firm.
- Defining the HR strategy and its influence on the core strategy of the firm.

**Level: 2 – Framework:**

- Organizational structure and architecture, including roles, responsibilities.
- Defining employee bands, role maps, job clusters, defining variations in levels.
- Determining the Assessment Set.
- Assessment worksheets for individuals including templates, key areas to be covered, mega and sub competency differentiation.

**Level: 3 – Framework:**

- Short term initiative in terms of Individual development plans.
Competency Mapping

- Long term initiative in terms of Individual development plans.
- Integrated Individual development plans.
- Assessment Data (Individual and Summarized).
- Assessment technique (Methods, tools, formats, expert panels, etc).

iii) Applications of Competency Framework:

The main applications of competency frameworks are set out below.

▲ Organizational design and development

Facilitating changes in organization structure by defining knowledge, skill and behavior requirements and developing teamwork, helping to achieve cultural change by influencing the attitudes and values of staff, and highlighting expected outcomes.

▲ Job and role design

Providing the basis for job design by clarifying the competencies required, leading to the production of a role profile.

▲ Recruitment and selection

Preparing competency based people specifications which provide a framework for structured interviews.

▲ Assessment centre

Defining the competency dimensions that distinguish high performance, and thus indicating what exercises or simulations are required and the assessment processes that should be used.

▲ Performance management

Ensuring that performance reviews focus on the behavioral aspects of how the work is carried out that determines outcomes, as well as the outcomes themselves. Using reviews carried out on this basis to inform personal development plans and other training initiatives.

▲ Learning

Identifying training needs and providing the basis for learning.

▲ Job evaluation

Contributing to the design of factor plans, with the aim of ensuring that these are aligned to the competency framework, and serve to reinforce processes of competency based
Competency Mapping

management.

 Competency related pay

Providing the basis for pay progression decision that is related to an assessment of the level of competency achieved. After all the competencies, technical and behavioral, identified and broken down in such a manner will constitute a competency framework as illustrated in Table 11.

Table 11 – Competency Framework:

<table>
<thead>
<tr>
<th>#</th>
<th>Type Behavioural / Technical</th>
<th>Dept</th>
<th>Competency</th>
<th>Position</th>
<th>Task</th>
<th>Evaluation Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technical</td>
<td>HR</td>
<td>Recruitment</td>
<td>Manager</td>
<td>To interview employees</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>To ensure quality recruitment</td>
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<td>To minimize recruitment cost (negotiate with consultants for better rates, turnaround time, notice pay payment)</td>
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<td>Asst. manager</td>
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<td>To ensure quality recruitments</td>
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<td>Officer/ Executive</td>
<td>To study the RRF</td>
<td>Assessment</td>
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<td>To coordinate with consultants</td>
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<td>To schedule interviews</td>
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<td>To coordinate with candidates</td>
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iv) Limitations and Learning from Competency Frameworks: However, following four questions emerge:

 The question of specifying a certain model: Is it really possible to specify a single model of a competency or might there be other patterns?
The question from the standpoint of cultivating human resources: Isn’t it too difficult to fortify the week points of individuals no matter how well you present a model of competency?

The question of the reproducibility of results: The model is a pattern of past success. Can one really generate reproducible results by continuing to act in the same way?

The question of restricting behavior: if anything, doesn’t it rather discourage individuality, encouraging the entire workforce to adopt the same behaviors and attitudes and act in the same way, and as a result cause the whole organization to become unicellular, weakening its flexibility to deal with change?

v) Benefits of Competency Framework Method:
- This process involves process mapping too. Hence, every process is logically broken down into tasks with specific responsibilities assigned to team members.
- The competency framework so established will serve as a ready to use goal setting sheet and hence the simplification in the appraisal process.
- This is, therefore, a consolidation of team goals/tasks and hence will provide information on understanding how each role supports the department’s objectives.

What information; essentially the job description should contain is of vital importance in this context. The information contained in the job description is subject to the understanding of the job in context of the business of the organization.

For competency mapping, the job description should necessarily list the key result areas about the job, the routine activities and the key interactions the position requires. This information is useful while converting the information in the competency framework.

Ex: If the competency is recruitment, the following would be the tasks involved.

- To study the recruitment request form (RRF).
- To search with manpower consultants/ search the existing database.
- Line up candidates for the interview.
- Ensure interviewers are available.
- Schedule interviews.
- Interview candidates.
Ensure good quality of candidates join the organization.
Minimize recruitment costs.

2.10. COMPETENCY MODEL:

i. Introduction:
A competency model is a descriptive tool that identifies the competencies needed to operate in a specific role within a (n) job, occupation, organization, or industry. Simply stated, a competency model is a behavioural job description that must be defined by each occupational function and each job (Fogg, 1999). Depending on the work and organizational environment, a group of 7 to 9 total competencies are usually required of a particular job and depicted in a competency model (Shippman, et. al., 2000). To understand competency requirements of a job role, they are often represented pictorially and competencies are mapped, with competencies existing on a hierarchy (Sandwith, 1993).

"Competency model is a set of competencies that include the key behaviors required for excellent performance in a particular role".

ii. Key Elements of a Competency Model:

DESIGN DECISION:
In term of grand design, competency model should be guided by firm’s strategy which is shaped by four factors:

- Vision & mission,
- Stakeholder requirements,
- Market realities and
- Core capabilities of the firm.

In a more technical design, competency model development should be determined in the process of design decision. In this stage, one should discuss the design of the model with clients, based on their specific needs and expected outcomes of the competency model.

The following are some factors that need to be considered in deciding the design of the competency model.
Competency Mapping

**Context:** Competencies are actually context bound. They answer the question 'What does a superior performer look like in a specific setting?' In other words, effective competencies are linked to a particular organizational target or goal. Therefore, depending on the context, the design of models may be geared toward:

- The total organization (e.g., core competencies or values)
- An entire function (e.g., finance, human resources, marketing, IT etc.,)
- A specific role (e.g., HR generalist)
- A specific job (e.g., compensation analyst)

**Level Of Orientation:** This factor deals with the level of orientation of the model; will the model reflect future or current job requirements. The degree of future orientation depends on how the organization plans to apply the model, the pace and nature of changes occurring within the organization. If an organization decides that their model will be based on future requirements, they might use future performance needs (i.e., benchmark data; best practices) to create competencies.

**Level Of Complexity:** Two other critical factors should be considered in developing competencies, the length of models, the degree of complexity and details described in behavioral indicators. Frequently, competency initiatives fail because models are too long and too detailed or organizations spend too much time and too many resources researching and editing behaviors. Consequently, organizations fail to provide a simple framework to users in a timely manner. Models that work best follow the 80-20 rule. They provide the 20% of behaviors that drive 80% of excellent performance.

**The Model Should Be Linked To Strategy:** Effective competency models support and contribute to the company's function, strategy and goals. For instance, if the goal of a company is to transcend functional barriers, the model needs to describe the behaviors that demonstrate that competency. Likewise, if the goal is to ensure that all employees communicate and work together effectively, the model should describe the behaviors that demonstrate that competency.
The Model Should Be Company Specific: Unlike many job descriptions, competency models are not easily transferable among companies. Competencies needed for a company are determined by the company's unique characteristics, such as culture, strategy, size, and industry. This is true even of the competencies needed for a position common to many companies, such as the job of a financial analyst. The competencies required of a financial analyst at an automobile manufacturer are vastly different from those required of a financial analyst at a health care company, or a software company for instance.

The Developed Model Should Be Flexible: A good competency model functions as a performance management tool. It provides enough details to distinguish between employees who are operating at different levels of proficiency. It also helps a company articulate why an employee is at the current level and the competencies needed to advance. In this sense, a competency model is prescriptive, yet it must not be too binding. It needs to be flexible enough to accommodate differing approaches to success, simple enough to be easily understood, and readily adaptable to changing business environments.

The Model Should Be Future-Oriented: Competency models with a forward-looking perspective stimulate organizational change. Rather than defining competencies in the context of "tasks," or how a job has been traditionally carried out, useful competencies articulate how the job is evolving and will best be performed in the future. Not only does this approach increase a model's shelf life, it ensures that employees have enough time to understand what the required competencies are and how to develop them.

iii. Developing the Model:

A competency mapping model is an organizational framework that lists the competencies required for effective performance in a specific job, job family (e.g. group of related jobs), organization, functions, or processes. Individual competencies are organized into competency models to enable people in an organization or profession to understand,
discuss, and apply the competencies to workforce performance.

The competencies in a model may be organized in a variety of formats. No one approach is inherently best; organizational needs will determine the optimal framework. A common approach is to identify several competencies that are essential for all employees and then identify several additional categories of competencies that apply only to specific subgroups. Some competency models are organized according to the type of competencies, such as leadership, personal effectiveness, or technical capacity. Other models may employ a framework based on job level, with a basic set of competencies for a given job family and additional competencies added cumulatively for each higher job level within the job family.

The following are the steps involved in designing and developing the competency mapping model:

- **Strategize:** Assess business needs, evaluate contextual drives, engage stakeholders and set goals.

- **Initiate:** Identify methodology, develop project plans, review existing data, benchmark competencies, and collect competency data.

- **Model:** Analyze and synthesize data, identify competencies, develop models and validate models.

- **Pilot:** Develop implementation and evaluation plans, develop and initiate competency applications, and continuously communicate activities.

- **Link:** Link to all human resources system components, and phase in implementation of other competency-based applications.

- **Evaluate:** Establish and evaluate measures, and continuously improve the system.

Competency model can be developed in different ways depending upon the requirement of an organization. Two competency models are explained here to give a better understanding about how these models be developed successfully in any organization depending upon their requirements. The Competency models are:

- Organization wide competency model

- Generic competency model
Organization Wide Competency Model:

Figure 10 – Stages in Developing an Organization wide Competency Model
vi) Steps in Implementing Competency Mapping Model:

Step 1: Identify departments for competency mapping: Decide and select the department within the organization which we would like to include into our study. The department should be chosen based on their criticality and importance to the organization.

Step 2: Identifying hierarchy within the organization and selection of levels: Study the organization hierarchy across each of the selected departments.

Step 3: Obtain the Job Description: For all levels at every department obtain each role’s job description. Job descriptions are a basic human resource tool that can help to increase individual and organizational effectiveness. For each employee, a good, up-to-date job description helps the incumbent to understand their duties and responsibilities; the relative importance of the duties; and, how their position contributes for the accomplishment of the mission, goals, and objectives of the organization. A good job description contribute to organizational effectiveness by ensuring that the work carried out by the staff is aligned with the organization’s mission; and helps management clearly identify most appropriate employee for new duties and realigning work load’s.

Step 4: Preparation of semi-structured interview: In structured interviews, carefully planned questions are asked individually of job incumbents, their managers, or others familiar with job. Benchmarking interviews with other organizations are especially useful in achieving a broader view of the job or determining which competencies are more universally deemed necessary for a particular job. However, it is important to be cautious in applying the information collected from other organizations as there are many variables such as work environment, culture, and differences in job responsibilities that may limit the relevance of the information.

Step 5: Scheduling of the interview: Obtain a list of employees from respective department heads and accordingly schedule interviews. A minimum of 5 candidates are to be interviewed at each levels in each departments.

Step 6: Recording of the Interview details: Candidate’s answers and opinions have to be recorded in as much detail as possible for further reference during the project.

Step 7: Preparation of a List of skills: As per the interview and the details that were generated a list of skills observed for the job there on, a list of identified competencies
should be drawn for each interviewed candidates.

**Step 8: Repeat for next levels and functions:** The interviews and appropriate recording of answers should be done at all remaining levels and other departments within the research centre.

**Step 9: Make the list of competencies required for the department, for each level and each function giving behavioral indicators:** For each position at each department a list of competencies observed from both the job description and semi-structured interview (list of skills) should be drawn up. Each competency should be given a name and an appropriate definition that clearly indicates its meaning and essence.

**Step 10: Validate identified competencies and proficiency levels with head of the departments:** Confirm competency definitions with respective head of the department’s and obtained from the required proficiency levels of each competencies that is ideal for each role. Also locate any missing competencies.

**Step 11: Preparation of competency Matrix:** Prepare a matrix defining competencies required and corresponding proficiency levels for each level across all departments.

**Step 12: Mapping of competencies:** Map the competencies of selected employees against the competency matrix as per their employee level and department. Here an employee’s actual proficiency level of a particular competency would be mapped against the target proficiency level.

v. **Generic Competency Model:**
To understand competency requirements of a job role of an individual, they are often represented pictorially and competencies are mapped, with competencies existing on a hierarchy (Sandwith, 1993).

The Generic Competency Model depicted in Figure 12 is one example of how to graphically represent competencies. This competency model is developed by ETA\(^\text{14}\)

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\(^{14}\) (The ETA Competency Model Clearinghouse is located at: [http://www.careeronestop.org/CompetencyModel/](http://www.careeronestop.org/CompetencyModel/) (01/09/2008).)
Description:

Group – I

- The generic model depicts the competencies existing on nine tiers, with lower tiers serving as building blocks for the higher tiers.
- The lower tiers describe foundational competencies with a broad application to many industries or occupations.
- Specifically, the foundational competencies group includes tiers one through three, which represent:
  - Personal effectiveness,
  - Academic competencies, and
  - Workplace competencies.
- As one moves up the tiers, the competencies become more specific to an industry and an occupation.

Group – II

- The second grouping is industry-related competencies and includes:
  - Industry-wide technical competencies and
  - Industry-specific technical competencies (i.e., tiers four and five).

Group – III

- The third and final grouping on the model is occupation-related competencies that subsumes tiers six through nine. These tiers include:
  - Occupation-specific knowledge competencies,
  - Occupation-specific technical competencies,
  - Occupation-specific requirements competencies and management competencies.

The elements of the competency models developed are consistent with the literature that describes competency models.

Rothwell (2002) explains that there are core competencies that are required of all workers. This would include knowledge, skills and abilities (commonly referred to as KSAs), as well as soft skills or behaviours (Lucia & Lepsinger, 1999; and Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). The core competencies or skills are similar across occupations and are required of many occupations, as mentioned above.

Roth (2002) categorizes the core skills further describing foundational and intermediate competencies. Demonstration of the core competencies illustrates an individual's occupational or professional competence (Spencer & Spencer, 1993). The foundational competencies might include reading, writing, computation, listening, questioning,
speaking, cognitive, individual responsibility and self-esteem, resources (time, money, people, and information), interpersonal, and information and technological.

The higher level competencies (McClelland, 1973; and Rothwell, 2002) might include systems thinking, personal mastery or willingness to learn, mental modelling, shared visioning, team learning, self-knowledge, short and long-term memory, subject matter knowledge, enjoyment of learning and work, flexibility, persistence and confidence, sense of urgency, honesty, giving respect to other, and initiative.

Figure 11 – General Competency Model
In much of the recent literature on competency models, there are *job-related or functional competencies* with underpinning behavioural competencies (Delamare Le Deist & Winterton, 2005).

These models have *competency domains* broken down into *competency groups* and further sub-categorized into *sub-competencies*. As one continues to the next levels in the hierarchy, the competencies become further focused and specific to the industry, job or occupation, and position. Technical competencies can be found in the level(s) above the intermediate level of the competency model.

Competencies are also *context-specific* (Boyatzis, 1982; Delamare Le Deist & Winterton, 2005; and Youn, Stepich, & Cox, 2006). Some competencies are more important or essential than others for a position. The degree or level to which they are needed or demonstrated may vary depending on the job or task required of the position.

Dreyfus and Dreyfus (1980) describe levels of competence that include novice, experienced beginner, practitioner, knowledgeable practitioner, expert, virtuoso, and maestro. From the novice that is focused on rules and limited or inflexible in their behaviour to the individual who is willing to break rules to provide creative and innovative solutions to business problems.

**vi. Approaches to Competency Modeling:**

The scope of competency modeling is not limited to what has been explained in the previous concept of developing competency models. These models could be applied at different levels, jobs and individuals in an organization strategically. Thus the approaches to competency modeling are discussed here and shown in Figure 13.

**Generic Approach:**

1. **“Organizational” Approaches:** Elliot Jaques provides a normative model of effective hierarchical organizations with an emphasis on competencies. The elements include the present and potential competencies of individuals along the dimensions of cognitive capacity, valuing the work, and non-disruptive personality. Peter Senge’s approach to a whole organization competency model is captured in his notion of the “learning organization”. Its essential characteristics
include nurturing the growth of new capabilities, transformational learning for survival, leadership through performance and practice, and the inseparability of process and content.

Observations:

▲ Models focus on “Competent Organizations”, individual competencies will not be realized without other factors improved, aligned.

▲ Should focus on alignment of infrastructure, strategies, and management systems with competencies in perspective for what they can deliver?

▲ What type of Organizational model?

▲ Seng – Transformative and Adaptive; Jaques – Steady state hierarchical

2. “HR systems” Approaches: Dubois focuses on the whole Human Resource System, but emphasizes competency improvements through training and development strategies and programming: the contingencies are driven by Organizational strategy but outcomes are focused on individual employees’ competency enhancement.

Charles Snow’s contingency model links organizations performance to HRM and competency. Strategies depend on extent to which cause-effect relations’ affecting Organizational performance is known and the degree of formalized standards of desired performance.

Observations:

▲ Many long-standing competency ideas; not all assume competency as driver of all of HR systems.

▲ Links to Organizational outcomes often indirect, are not always clear.

▲ Varied purposes implied or assumed
  ♦ Communicate valued behavior, higher standards.
  ♦ Close skill gaps.
  ♦ Integrated vehicle for HRM.
  ♦ Performance in critical units or functions.

▲ Many tools possible depending on model.
Important to clarify needs driving competency-based HRM, assumptions about organizational context.

Much of competency based HR practices focusing on messaging, values, and organizational culture link to results tenuous, indirect.

Figure 12 – Approaches to Competency Modelling

1. Organizational Approaches
2. HR Systems Approaches
3. Team Approaches
4. Traditional Person–Job Match Model
5. Strategy Based Model
6. The Strategy Development Model
7. Intellectual Capital Model
8. Complex Theory, Chaos Theory Model
Competency Mapping

Team Approaches: Champion's model, which applies to professional work, suggests that teams composed of individuals with complementary competencies are more effective and have higher levels of job satisfaction that teams whose members have the same competency sets. This is especially true for work that is complex and varied in scope. For routine work, the benefit of heterogeneous team member competencies is less noticeable.

Observation:

▲ On what basis should complementary versus uniform competency approaches be adopted?
▲ Do managers instinctively workout complementary in teams, given that few people have the full set of specified attributes?
▲ How should we reconcile the implicit complementary nature of valuing diversity in the workforce within a competency system that has uniform competency sets as the basis of its approach?

Individualistic Models Approach:

1. Traditional Person –Job Match Model: This model assumes that employees have jobs with specific and identifiable tasks. Job-based staffing is measurement and assessment driven. Work is generally standardized and repetitive in an organizational hierarchy. Job performance is readily verifiable. This model works best with organizations defined by stable environments.

2. Strategy Based Model: This model assumes that employees have roles defined by the organization's strategic goals. Role-based staffing is strategy driven. Work is flexibly defined and often carried out in a flattened, decentralized or matrix structure. Role performance is only partially verifiable. This model functions most effectively in organizations in competitive, complex or highly structured environments.

3. The Strategy Development Model: This model assumes that employees with broad, potentially strategic “attributes” will create their own roles which interact to
Competency Mapping

produce the organization's strategy. Evolving work constantly within a network of organizational relationships. Role performance is difficult to verify. This model is described in terms of organizations in chaotic, unpredictable, or very rapidly changing environments.

Observations:

New approaches to jobs and work suggest new measurement tools: measuring future potential, creativity, capacity to innovate, learning capacity, adaptability to greater variability and complexity of present and future work.

Does only one type of individual model apply in the public sector?

New Paradigms:

1. Intellectual Capital Model: These models emphasize the linkage and dynamic interaction among human capital, structural capital, and customer (client) capital. These models stress the knowledge that resides in employees and strategies to use it and value it differently. HR interventions focus on attracting and developing staff and fostering management practices that transform tactic knowledge into explicit knowledge that is available to the whole organization.

2. Complex Theory, Chaos Theory: These originally mathematical theories are used to challenge most of the conventional thinking about the basis for effective organizations. Organizations success in unpredictable, rapidly changing environments.

Observations:

Competencies in these approaches flow from broader organizational models.

Can aspects of these approaches be adopted when public sector systems still follow many traditional administrative and management principles?
vii. Behavioral Anchors in Competency Modeling:

Competency experts warn that competency models need to include "behavioral anchors", or as they are often called, "behavioral indicators". Such anchors typically include scales which, measure the varying degrees of a given competency that an employee is required to display. This is critical if the competency model is to be used as "basis of legally defensible decisions related to selection, development or compensation".

Behavioral anchors need to describe observable and specific behaviors that leave no room for interpretation or assumptions. These behaviors can be measured to determine whether or not an employee meets a defined competency. A performance management system can be tailored to tie these behaviors to results for the purpose of identifying whether these behaviors are exhibited and informing employees about as to why they are important.

An Example: Competency – Understanding and Meeting Customer Needs

The following is an example of customer service competency that includes behavioral anchors.

Description: The demonstrated desire to work with, serve or do something helpful for customers. Include initiative and tenacity in understanding the needs of others, including internal customers, external customers, suppliers and vendors.

Behavioral Anchors: (From Low to High level)

1. Follows upon customer issues: Follow ups on customer enquiry, requests or complaints. Keeps customers updated about progress or services, but does not explore customer's issues or problems.

2. Seeks to understand Customer issues: Maintains clear communication with customers regarding mutual expectations and monitors customer satisfaction. Listens and responds to customers' concerns and is sensitive to resource concerns of customers.

3. Takes full personal responsibility for resolving issues: Personally sees that customer problems or concerns are addressed satisfactorily. Demonstrates leadership in resolving conflicts with customers and is fully available to customers, especially during critical periods.
4. **Adds value beyond customer issues**: Works to add value to the customer and to make things better than the customer may expect.

5. **Assesses underlying customer needs**: Seeks information about the real, underlying needs of customers beyond those expressed initially and matches these needs to available or customized services. Look for providing long-term benefits to the customer.

6. **Becomes a trusted adviser**: Get personally involved in customer activities and decisions. Develop an independent opinion on customers' current and long-term needs, problems, opportunities, and alternatives for implementation. Acts on this opinion, for example, by recommending appropriate approaches that are new and different from those requested by the customer.

7. **Sacrifice short-term benefits for long-term benefits**: Take customers' side against the organization, as necessary, with long-term mutual benefit to customers and organization. Research indicates that in higher-level technical, professional, and managerial occupations, the competencies that most often determined success were motivated, interpersonal influence and political skills.

Another study showed that highly developed competencies in customer services, influencing others, and leveraging technical information led to high performance among computer specialists, not ability in logic, math, and programming as might be expected.

In other words, the use of competencies appear to be a way to define the job in broader terms than traditional HR approaches, and to incorporate non-traditional requirements, such as "influencing others" for a computer specialist job.

They appear to help capture and recognize the successful attributes of a job, making invisible success factors visible, and building consensus on what is really important to get the job done.

viii. **Benefits of Using Competency Model:**

Developing and utilizing competency models has been equated with running a profitable and successful organization through strategic management of the professional talent within the organization. Thus, several private organizations have evolved to assist
Competency Mapping

companies and businesses with developing organizational competency models.

There are several advantages of competency mapping over traditional job analysis. The following section analyses each of them in relation to the company, the managers and individual employees.

FOR THE COMPANY: The Advantages of competency mapping for the companies or organizations are as follows:

- Reinforce corporate strategy, culture, and vision.
- Establish expectations for performance excellence, resulting in a systematic approach to professional development, improved job satisfaction, and better employee retention.
- Increase the effectiveness of training and professional development programs by linking them to success criteria (i.e., behavioral standards of excellence).
- Provide a common framework and language for discussing how to implement and communicate key strategies.
- Provide a common understanding of the scope and requirements of a specific role.
- Provide common, organization-wide standards for career levels that enable employees to move across business boundaries.
- Help companies “raise the bar” of performance expectation.

FOR MANAGERS: Competency mapping provides the following advantages to the managers

- Identify performance criteria to improve the accuracy and ease in hiring and
Competency Mapping

selection process.

- Provide more objective performance standards.
- Clarify standards of excellence for easier communication of performance expectations to direct reports.
- Provide a clear foundation for dialogue to occur between the manager and employee about performance, development, and career-related issues.

**FOR EMPLOYEES:** The employees in an organization get the following advantages by competency mapping

- Identify the success criteria (i.e., behavioral standards of performance excellence) required to be successful in their role.
- Support a more specific and objective assessment of their strengths and specify targeted areas for professional development.
- Provide development tools and methods for enhancing their skills.
- Provide the basis for a more objective dialogue with their manager or team about performance, development, and career related issues.
- Helps each understand how to achieve expectations.

An individual employee's him/her competency aid in the following ways:

- Gains a clearer sense of true marketability in today's job market; once the individual knows how his/her competencies compare to those that are asked for the job marker in the key positions of interest.
- Projects the appearance as a cutting edge and well prepared candidate, who has taken time to learn about competencies, investigates those in demand and map his/ her own competencies prior to interviewing.
- Demonstrates self-confidence that comes from knowing one's competitive advantages more convincingly and from being able to articulate those advantages in specific languages.
- Develops the capability to compare one's actual competencies to an organization
or position's required/preferred competencies, in order to create an individual's development plans.

Claudette Nowell-Philipp, organizational career consultant, offers strong philosophical argument for the importance of an individual knowing and mapping his/her competencies as part of ongoing career planning inside an organization. Nowell-Philipp says that in today's organizations, especially those going through fundamental change, it is essential to be able to "articulate your value-add and who you are, as a person and as a professional, in language that is common and accepted in the organization" (Nowell-Philipp, 2002). That prerogative implies the importance of competency-based self-presentation: in one's resume, in interviews, and in public functions where introductions and credibility are important.

ix. Benefits of Competency Models in HR:

SELECTION:

◆ Provides a complete picture of the job requirements.
◆ Increase the likelihood of hiring people who will succeed in the job.
◆ Minimize the investment (both time and money) in people who may not meet the company requirements.
◆ Ensures a more systematic interview process.
◆ Helps distinguish between competencies that are trainable and those that are more difficult to develop.

TRAINING AND DEVELOPMENT:

◆ Enables people to focus on the skills, knowledge and characteristics that have the most impact on effectiveness.
◆ Ensures that training and development opportunities are aligned with organizational values and strategies.
◆ Make the most effective use of training and developments time and money.
◆ Provides a framework for ongoing coaching and feedback.
Figure 13 - Areas of Implementation In Competency Model:
Competency Mapping

APPRAISAL:

- Provides a shared understanding of what will be measured and monitored.
- Focuses and facilitates the performance appraisal discussion.
- Provides focus on gaining information about the persons behaviour on the job.

SUCCESSION PLANNING:

- Clarifies the skills, knowledge and characteristics required for the job or role in question.
- Provides a method to access the candidate’s readiness for the job.
- Focuses training and development plans to address missing competencies.
- Allows an organization to measure its “bench strength” (number of high-potential performers)

X. Macro Competency Management:

Developing and utilizing competency models has been equated with running a profitable and successful organization through strategic management of the professional talent within the organization. Thus, several private industry organizations have evolved to assist companies and businesses with developing organizational competency models.

There are several advantages of competency mapping over traditional job analysis. The following section analyses each of them in relation to the company, the managers and individual employees.

Competencies have become the code words for the human resources and strategic management practices of recruiting, selecting, placing, leading, and training employees and evaluating employee performance. Competency models also have been used to classify jobs in both the private and public sectors. When engaging in succession planning, competency models are used by business to prepare and advance competent incumbent workers to vacant positions of leadership. When a competency model has been developed for each position within an organization, the human resources, training,
management and employee are working in unison to meet the goals of the organization.

Competency behaviours can bring a common vocabulary and perspective to those operating within an organization or system. A consistency of expectations is understood by each player on an organizational team or within a professional network. This systematic framework is used to convey the desirable behaviours and thinking as one develops individually and professionally, within an organization or across industries.

While a competency model may benefit various phases of the human resources experience or practice, in isolation, the value of a competency model is not fully realized. To be used successfully in an organization or other professional network, competencies must be inclusive or integrated throughout all of the human resources practices (Fulmer & Conger, 2004; Lucia & Lepsinger, 1999; Montier, Alai, & Kramer, 2006; Rodriguez, Patel, Bright, Gregory, & Gowing, 2002; and Rothwell & Wellins, 2004).

The following discussion examines the Macro competency model from both the demand and supply side of employment practices.

Using a competency model to develop behaviourally-based interview protocols and assessment tools can ensure the right fit of an individual when selecting and hiring for a position (McClelland, 1998), as well as prepare incumbent staff for succession into specific positions through development plans and training, and guidance received through a performance review system also based on this same competency model (Gangani, McLean, Braden, 2006; Grigoryev, 2006; Lucia & Lepsinger, 1999; and Rodriguez et al., 2002).

For example, the competency based structured interview and other assessment tools, such as simulation exercises, group exercises, written exercises, and a technical interview, are being used in combination to select health care professionals because multiple behaviors and attitudes can be assessed with the use of one or more measures (Patterson, Lane, Ferguson, & Norfolk, 2001).

Competencies not only exist for individual efforts but also for work functions that require team collaboration. With global competition and technological advances, organizational success is depending more on team efforts. A team competency model is proposed by
Competency Mapping

Margerison (2001), with performance being assessed on nine competencies.

Finally, a competency framework must be robust, dynamic, fluid, and flexible to change with technological, economic, and other changes (Dubois, 1993; and Lucia, & Lepsinger, 1999) and should be re-evaluated and refined, along with the selection and other human resources tools developed and used with the competency model (Egodigwe, 2006; Lucia, & Lepsinger, 1999; and Patterson, Lane, Ferguson, & Norfolk, 2001).

Competency models are being used in other areas of human resources management to align the goals of an organization and talents of its workers. It is important to note that a competency model describes the qualities required of a worker to be successful in a position, on a team, and within an organization, but a competence model describes what an individual worker must perform consistently to achieve or exceed the strategic goals of the organization (Delamare Le Deist & Winterton, 2005; and Teodorescu, 2006).

In other words, there are competencies required in a job and these can be held by both average and exemplary employees, but there are also competencies held by only the exemplary worker (Dubois, 1993). This latter definition is related to aligning people and their performance to corporate goals, organizational strategy and success, business competitiveness, and profit. Competencies are identified and given importance when they achieve the organization’s goals. Delamare Le Deist and Winterton (2005) explain that the difference between each concept has become fuzzy in both literature and practice.

Competency models also are being used to organize the business needs and directional strategy, convey the values and mission of a company, and reward those workers who learn and demonstrate the identified organizational competencies (Fogg, 1999; Lucia & Lepsinger, 1999; and Zingheim, Ledford, & Schuster, 1996).

Developing and utilizing competency models has been equated with running a profitable and successful organization through strategic management of the professional talent within the organization. Thus, several private industry organizations have evolved to assist companies and businesses with developing organizational competency models.
For example, ITG\textsuperscript{15} designs the Right Competency Model that will align jobs, competencies, and learning resources. Batrushollweg International's\textsuperscript{16} competency model aligns talent with business goals or the strategic focus of an organization. In a sense, an individual's technical, as well as their personal characteristics and attributes must be a fit with the corporate culture in order to be hired by a particular organization and be successful on the job. Without these attributes or competencies, the individual is not considered qualified (King, King, & Rothwell, 2002). In other words, possession of these traits is assumed to lead to expected or desired performance.

Assessing and evaluating performance of an individual through a competency-based appraisal system and providing guided training and professional development opportunities based on the competency model must also be included in an agency’s practices. A successful organization will consider the competency model when selecting and hiring new employees but also will be using the competency model to develop and advance incumbent employees.

In some companies, successful succession planning requires updating competency models or job descriptions, recognizing internal talent through assessment, and developing such talent through training (Egodigwe, 2006). From a human resources perspective and strategic business model, the competency model can be used to assist people in moving up or over in an organization or industry to benefit an organization.

\textsuperscript{15} (3 For more information on ITG's model, visit: http://competencvmodels.net/products/ (12/04/2007).)
\textsuperscript{16} (4 For more information on Batrushollweg International’s model, visit: http://www.batrushollweg.com/ (12/04/2007).)
Figure 14 – Macro Competency Management:

- **Strategic Framework**
  - Organisational Framework
    - Vision, Mission, Corporate Responsibility, Ethics, Corporate Governance
  - Business Strategy
    - Plans, Goals, People, Culture, Technology
  - Team Work Strategy
    - Communication, Leadership, Conflict Management, Interpersonal Skills
  - Role Strategy
    - Ability, Task identity, performance evaluation & Rewards, Performance Management

- **Competency Framework**
  - Core Competency (Organisation Wide)
    - Business Competencies (SBU Strategy)
      - Team Competencies (Project Driven)
      - Role Competencies (Role Wise)
  - Shareholder Interest, Market Position
    - Achieving Business Targets
      - Employee Satisfaction
  - Profit Centre Orientation
    - Team Development & Orientation
  - Performance Accomplishments

- **Competency Modelling Framework**

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A competency model can be an effective way of communicating to the workforce the values of the senior management and what people should focus on in their own behaviour. For example, a competency based appraisal system helps to distinguish individuals with the characteristics that are required to build and maintain an organization's values (teamwork, respect for individual innovation or initiative) from those who do not exhibit the behaviours that will support these values. In this way competency models can translate general messages about needed strategy and culture change into specifics.

x. Challenges with Using Competency Models:

▲ Not the sole solution: Competency models have their place in human resources practices and their use can be a method of speaking a similar language among various audiences when discussing work requirements. However, competency models are not the sole solution for every hiring and selection decision or other managerial functions (Cockerill, Hunt, & Schroder, 1995), nor should they be the only tool utilized in meeting education and training needs (Dalton, 1997).

▲ Can ignore the mental and personal processes: Ashworth and Saxton (1990) explain that framing competencies as an outcome can ignore the mental and personal processes that are utilized in developing and exhibiting skills and utilizing knowledge.

▲ Some idiosyncratic competencies be overlooked: Some idiosyncratic competencies that can assist a person in being successful in their job or contributing to the competitiveness of an organization may be overlooked if the competency model solely is used to strategically select only staff that fit this model and do not rely on developmental resources to facilitate acquisition of competencies where a gap exists (Lado & Wilson, 1994; Lado, Boyd, & Wright, 1992).

▲ Competency models for measuring or appraising: Several authors also caution against using competency models for measuring or appraising certain areas of performance and providing developmental feedback based on these assessments (Boyatzis, 1982; Jackson, 2007; Delamare Le Deist & Winterton, 2005; and Lucia & Lepsinger, 1999).
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- Competencies are difficult to define; assessments of such competencies are not objective: Despite the efforts to assess the competencies associated with personal characteristics, traits and motivation, such competencies are difficult to define and therefore difficult to assess. Such competencies cannot be directly measured in behavioural terms, but more accurately there are behaviours associated with these competencies. Thus, assessments of such competencies are not objective; rather they are based on faulty or interpretable assumptions about behaviours that constitute maturity, flexibility, cooperation, autonomy, and independence, among others. For these competencies, measurements that meet professional standards are needed.

xii. Overcoming the Challenges:

_employee participation in development of a competency model_: If an organization chooses to integrate competency models throughout their human resources practices (i.e., training and development, selection, and performance and assessment activities), the competency model frameworks developed to describe jobs or occupations and promotional opportunities should be shared with all managers and staff; employee participation in development of a competency model can assist with providing awareness of the model as well as create acceptance (Lucia & Lepsinger, 1999; and Montier, Alai, & Kramer, 2006). Resistance to change may be lessened with buy-in from staff and managers. By having the entire organization involved in the development of competency models and defining what certain competencies mean for that particular organization, there will be an organizational expectation of what makes the company succeed.

_Further training and development_: For the gaps in competency acquisition, further training and development can be offered and provided to aid in acquisition of the desired skill, knowledge, behavior, trait, etc. Allowance for some less needed or desired competencies should be considered as well to perhaps enrich the talent pool.

_Re-evaluate the current competencies_: For occasions when these competencies are not developed, it is likely that inaction or an ineffective behaviour may prevent the worker from accomplishing job tasks and organizational goals.
not usually the most cost-effective option for businesses after investing in an employee, it may be most appropriate for the company to re-evaluate the current competencies of an individual and his or her acquisition for learning new and desired competencies based on those competencies required of the organization.

With the results of this analysis, the organization and individual can determine the individual’s future within that organization. The employee might benefit far greater in the long run knowing that other organizations within that industry or across industries would be a better career fit.