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MANAGEMENT BY COMPETENCIES

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PREFACE

In today's fast changing environmental conditions are transforming the ways of conducting business for individuals and organizations. Such a fast changes together with ups and downs in the economy increase the uncertainty in the business world. Adapting to these conditions requires different approaches and abilities. Since the past experience and success stories can be trivial to sustain in this transition periods. Furthermore being a competent person, having excellent leadership skills and other superior performance characteristics of a business professional can be insufficient to achieve successful outcomes. Such a major changes refers "New World Order" for every piece of business life. Effects of the environmental changes on the individuals bring more risks and different responsibilities. It also accelerates the necessity of adapting new situation. At this point the arising question mark is which individual characteristics are vital to gather successful outcome for today and for the future in the conditions of uncertainty and change. In this book effect of the environmental sources as external influencing factors to the individual's competencies which is effective to gather the successful outcome at workplace searched and proposed in a new competency set. In addition various definitions, approaches, methods and stages of competency modeling and the relationship with human resource management functionalities explained.

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INTRODUCTION

Ups and downs in the economy are transforming the ways of conducting the business for individuals and organizations. Adapting to such a fast changing environment requires different approaches and abilities. Since the past experience and success stories can be trivial to sustain in this transition periods. Furthermore being a competent person, having excellent leadership skills and other superior performance characteristics of a business professional can be insufficient to achieve successful outcomes. Such a major changes refers “New World Order” for every piece of business life. Effects of the environmental changes on the individuals bring more risks and different responsibilities. It also accelerates the necessity of adapting new situation. At this point the arising question mark is which individual characteristics are vital to gather successful outcome for today and for the future in the conditions of uncertainty and change.

In the history the major tragic events like many wars, financial crisis and socio-political conflicts refer the major downturns and transformation in the business life. For recovering and renewing the structure of existing business life after these chaos new ideas, methodologies, solutions, products and services are emerged. These occur because of in any conditions every organization aims to sustain a portion of profit and business continuity. Achieving these targets requires not only the new investments but also the effectiveness of business processes and individuals as two main components of business. The activity area of the quality management and the business process management provides various methodologies to increase the effectiveness of the business processes. Same as the human resource management professionals studies on the specific components of the individual’s performance to increase their contribution into the company’s success.

Today the functionality of HR activities are covering very wide range of applications such as starting from planning and analyzing based on the business

strategies, business activities and tasks, acquiring the right person for the right job, developing personal capacities, managing and assessing the personal performance for today and future. Each of these stages individual competences are strongly linked to the business goals and its content. Therefore if the business affected by environmental changes in positive or negative manner the competencies of individuals are effected as well. If business needs transformation in changing environment to be able to sustain, same as individual competencies need a transformation to survive.

The aim of this book is to identify the key competencies for the employees to be able gather successful outcome under the fast changing conditions and the effects of environmental sources on the individual's competencies.

In the first section of the book the theoretical information collecting from various academic and non-academic studies presents to explain the competency approach. Besides an evaluation and interpretation for seven approaches examined specifically are covered in the book. Furthermore the relationship between performance, skills and competencies are showed. As a result of the evaluation of all definitions a competency definition are proposed.

In the second section the usage of the competency in business life especially in the area of human resource management are represented. Moreover the advantages and disadvantages of competency based approaches are discussed.

In the third section aim of the competency models are explained by showing the various competency models. Furthermore the stages of competency model development are represented. The difficulties to prepare a competency model are discussed as well.

In the fourth section the methods of measuring a competency are explained. As example three different occupational inventories are examined. The advantages and disadvantages of occupational inventories evaluated. Also two different methods observation and interviews are explained to define the individual competencies.

1. COMPETENCY

1.1. Definitions of Competency

Importance of competency term has been increasing in business life due to the strategic role of human resource management's in the organizations. In addition to this performance and potential issues depending on individuals' competencies became more critical subjects to sustain the profitable business in a competitive business world. In changing and competitive business environment facing with the fast technological development an individual competency interacts with various internal and external variables. In this book it's classified in three category level as shown in figure 1.

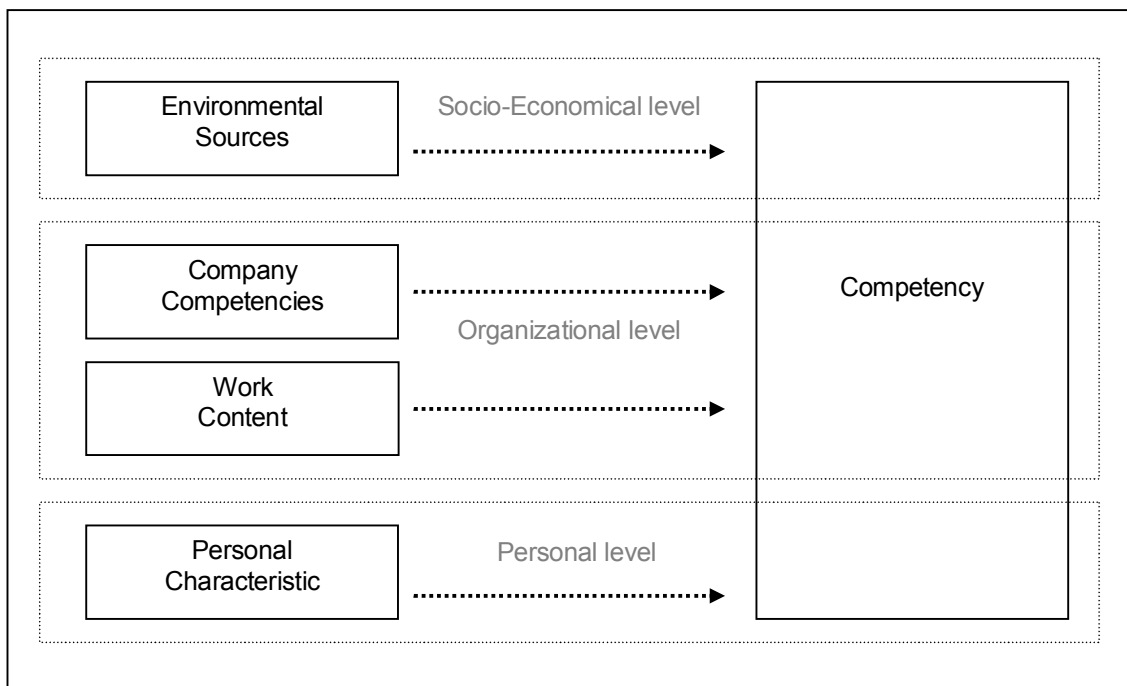


Figure 1: Factors Influencing Individual Competencies in Business Life

Source: Prepared by Tulay Bozkurt

Basically competency term is a sort of two-edge notion including the components related with the personal characteristic and activity area of a work. Therefore in the literature

there are many different definitions of the competency depending on the task or human based approaches.

As a result of literature search there is no unique definition of competency. Although there is no uniform explanation it is very obvious that performing a task successfully it is needed to have some distinguished personal attributes and skills besides having required knowledge. Those required personal competencies vary from task to task. For instance concerning a person attributes whose specialist about mathematics varies depending on that person's job. If that person is teaching mathematic then the ability of act of telling is more important as well as mathematics knowledge. On the other hand if that person is academician then the deep analytical ability is required as well to gather successful outcome.

In this book a number of definitions and methods will be examined to be able to identify the context of the competency world.

1.1.1. Historical Development of Competency Studies

1.1.1.1. Competency Studies by David McClelland

Studying in the competency area was initiated by David McClelland defined competency variables that could be used in predicting job performance. He claimed that competencies were not biased by race, gender or socioeconomic factors. His study helped to identify performance aspects not attributable to a worker's intelligence or degree of knowledge and skill. ¹

McClelland's competency methodology can be summed up by two factors as using of criterion samples which is systematically comparing superior performing persons

¹Scott Cooper, Eton Lawrence, James Kierstead, Brian Lynch and Sally Luce, April 1998
http://managementtrainingcourses.org/Lesson15CompetencyBasedHRM_Training.pdf

with less successful persons to identify success factors and identifying specific thoughts and behaviors that are causally related to successful outcomes.²

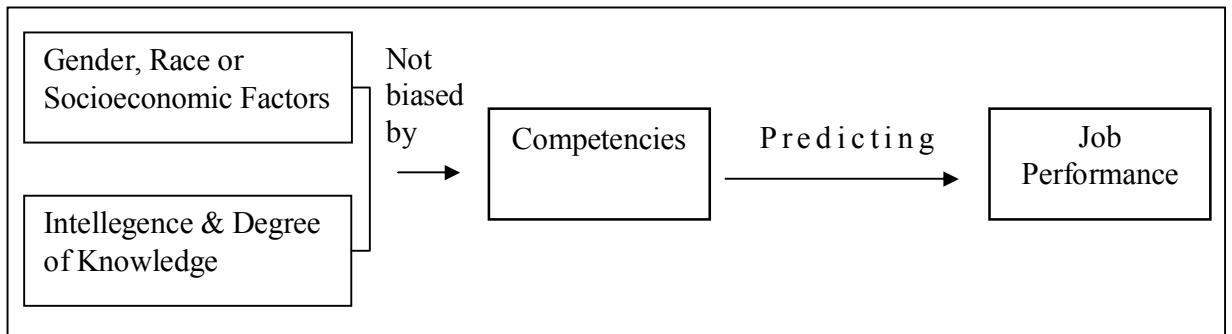


Figure 2: Competency Definition by David Mc Clelland

Source: This representation is interpretation of Mc Clelland Competency Approach.
Prepared by Tulay Bozkurt

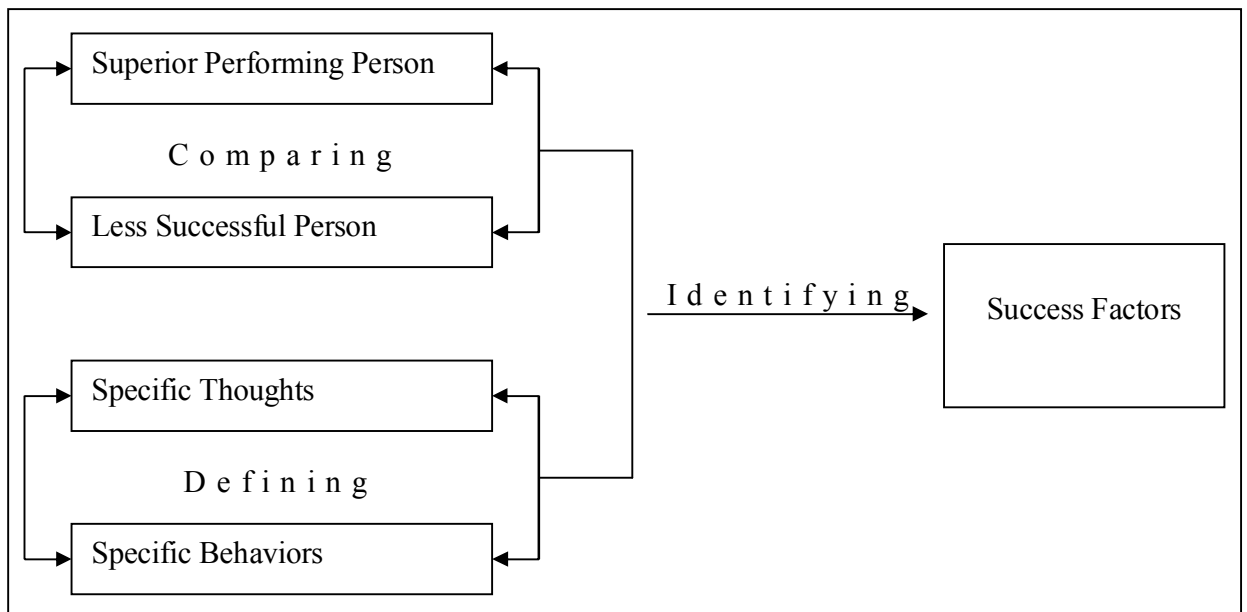


Figure 3: Identifying Success Factors Offered by David McClelland

Source: This representation is interpretation of David Mc Clelland Competency Approach.
Prepared by Tulay Bozkurt

² Scott Cooper, Eton Lawrence, James Kierstead, Brian Lynch and Sally Luce, April 1998
http://managementtrainingcourses.org/Lesson15CompetencyBasedHRM_Training.pdf

The main advantages of Mc Clelland he claims that intelligence and school grade can not be a major factor that influences the level of individual's performance. He states that an intelligent person can show poor performance at work when compared with less intelligent person. Therefore it is not always valid to determine performance criteria's according to intelligence level and school grade.

On the other hand economic conditions in fast changing environment affect the business activities strongly. Since there is a relationship between individual competencies and business competencies at organizational level the socio-economic conditions affects the individual's performance and competencies. Besides continuous learning empowered the knowledge of individual and gathering more information brings new ideas and creativity to the business there is also strong relations between usage of competencies and the degree of knowledge.

Comparing superior performance with less successful person can not be a model for every situation since the competency level can be changed depending different business case and tasks. A person can be more competent on a job but same person can be less competent on other task since the different level of experiences varies.

In the proposed model of this book, various competencies including personal behaviors, knowledge, degree of specialties and environmental sources like economic conditions, company core competencies will be in the set of competencies.

1.1.1.2. Competency Studies of Richard Boyatzis

The McClelland approach and the concept of competencies as key drivers of organizational success found a widespread audience and popularity with Richard Boyatzis. Boyatzis notes that a person's knowledge and skills are the traditional competencies that individuals bring with them to their jobs or acquire while on the job. This is only part of an individual's compendium of job competencies. Motives or social roles can be considered

competencies when use can be shown to directly contribute to the successful achievement of one or more job outputs or results. ³

Boyatzis defines work competency as an underlying characteristic of a person which can be a motive, a trait, a skill, an aspect of his personal image or of his social role, or a body of knowledge which he or she uses. This definition shows competency to be a mix of a number of things (motivation, personal traits, skills, knowledge, etc.), but it can be seen the evidence of these things in the way in which the person behaves. ⁴

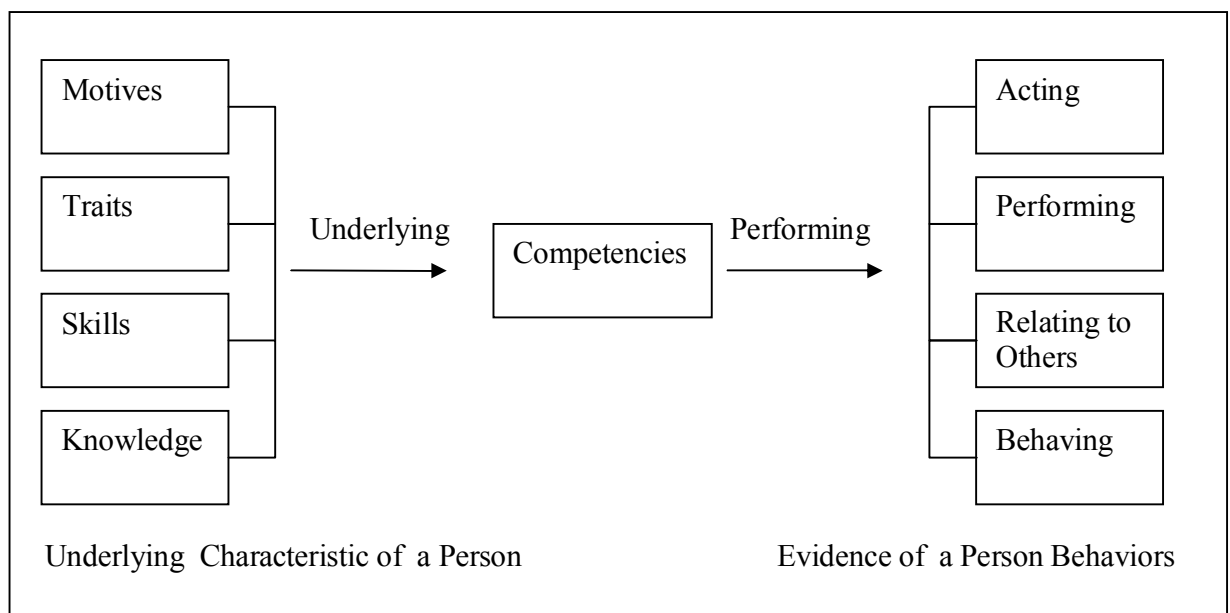


Figure 4: Competency Definition by Richard Boyatzis

Source: This representation is interpretation of Richard Boyatzis Competency Approach.
Prepared by Tulay Bozkurt

According to Boyatzis' approach the set of characteristics of a person defines the competencies and these competencies shape the behaviors. Performance indicators are the behaviors as underlying characteristics of competencies. Basically behaviors are the outcome of the underlying characteristic of a person such as motives, desires, feelings and thinking styles. The various behaviors indicators form specific competencies.

³ Scott Cooper, Eton Lawrence, James Kierstead, Brian Lynch and Sally Luce, April 1998
http://managementtrainingcourses.org/Lesson15CompetencyBasedHRM_Training.pdf

⁴ Richard Boyatzis, *The Competent Manager*, 1982

1.1.1.3. Competency Studies of L.M. Spencer and S.M. Spencer

The definition and structure of the competence given by L.M. Spencer and S.M. Spencer as five types of competence characteristics in the Iceberg Model, the competence is an individual underlying characteristic (the competence is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and job tasks) that is causally related (that the competence causes or predicts behavior and performance) to criterion-referenced effective and superior performance in a job or situation (that the competence actually predicts who does something well or poorly as measured on a specific criterion or standard)⁵

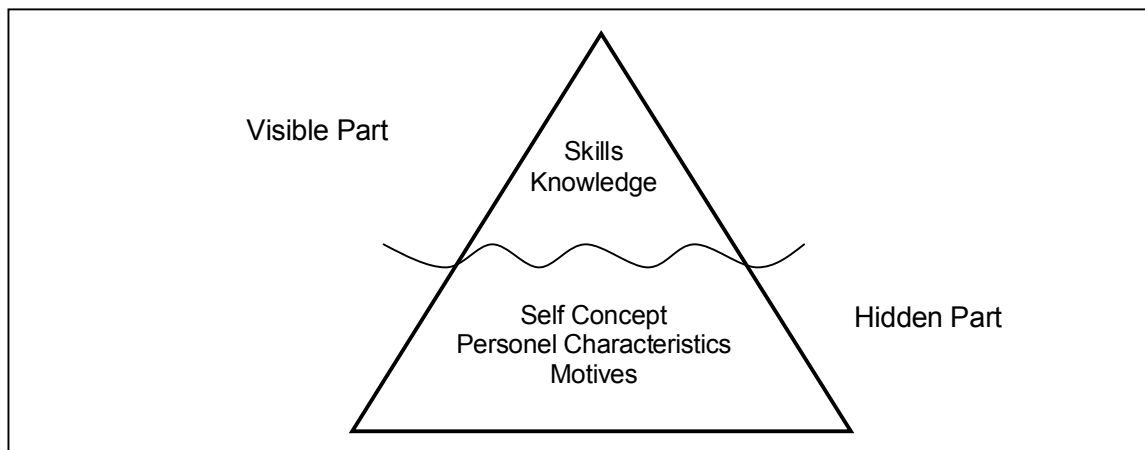


Figure 5: The Iceberg Model of Competence Defined by Spencer L.M. JR. and Spencer S.M.

Source: Spencer, L. M. JR. & Spencer, S. M., *Competence at Work: Model for Superior Performance*, John Wiley & Sons, p.11, 1993.

The visible part of the iceberg, knowledge and skill, called as qualification, is important but not the deepest level of the competence structure. Knowledge, understanding information a person has in specific content areas and a skill, described as the ability to perform a certain physical or mental task in a certain way, are visible elements of the competence.

⁵ Spencer, L. M. JR. & Spencer, S. M., *Competence at Work: Model for Superior Performance*, John Wiley & Sons, p.11, 1993.

1.1.1.4. Competency Studies of David Dubois

David Dubois defines competence as the employee's capacity to meet (or exceed) a job's requirements by producing the job outputs at an expected level of quality within the constraints of the organization's internal and external environments.

He goes on to adapt Boyatzis' definition of competency and states that a job competency is an underlying characteristic of an employee like motive, trait, skill, aspects of one's self-image, social role or a body of knowledge-- which results in effective and/or superior performance in a job.⁶

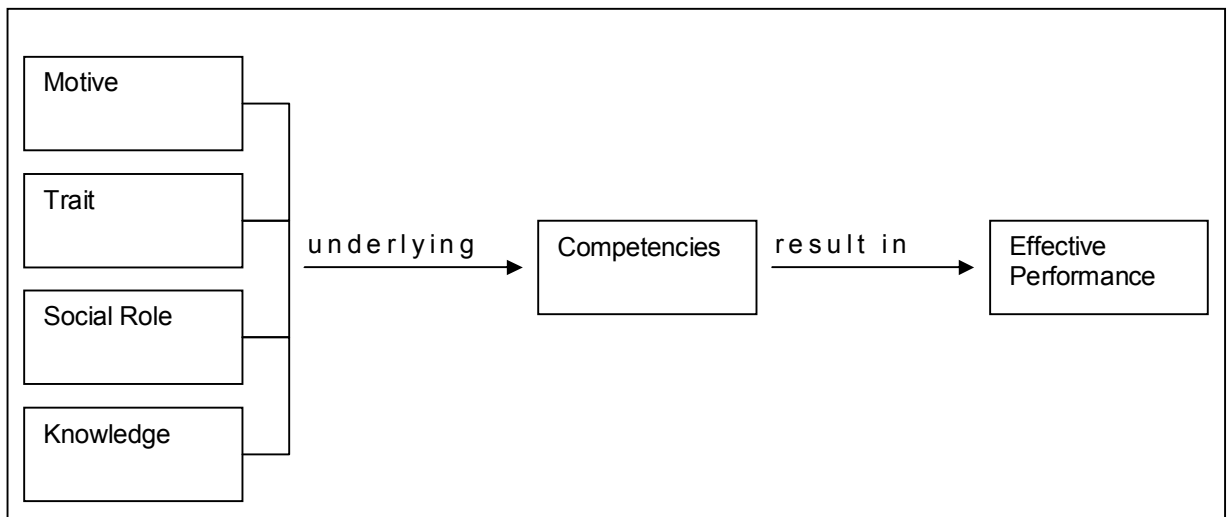


Figure 6: Competency Definition by Dubois

Source: This representation is interpretation of David Dubois Competency Approach.
Prepared by Tulay Bozkurt

1.1.1.5. Competency Studies of Kleins

Klein's definition diverges the most from the others by suggesting that competencies are a collection of observable behaviors, or behavioral indicators. These behavioral indicators are grouped according to a central theme, which then becomes the

⁶ Scott Cooper, Eton Lawrence, James Kierstead, Brian Lynch and Sally Luce, April 1998
http://managementtrainingcourses.org/Lesson15CompetencyBasedHRM_Training.pdf

competency. ⁷Klein suggests that the behaviors underlie the competency; this is contrary to other definitions which suggest that competencies underlie behaviors⁸.

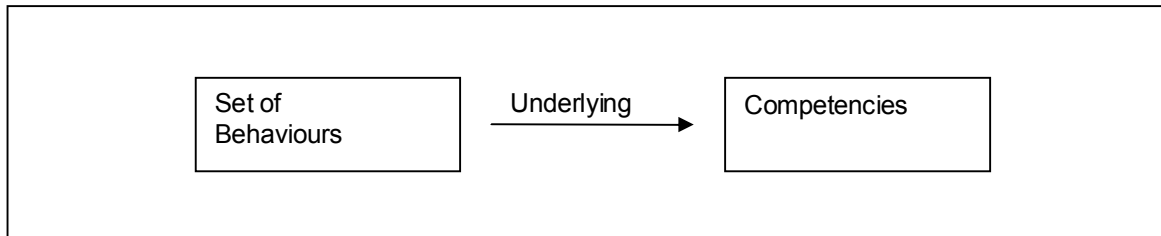


Figure 7: Competency Definition by Klein

Source: This representation is interpretation of Klein Competency Approach. Prepared by Tulay Bozkurt

1.1.1.6. Competency Studies of Woodruff

Woodruff raised the issue of distinguishing between competence and competency and proposed that competence is a performance criterion while competencies are the behaviors driving the competence. ⁹

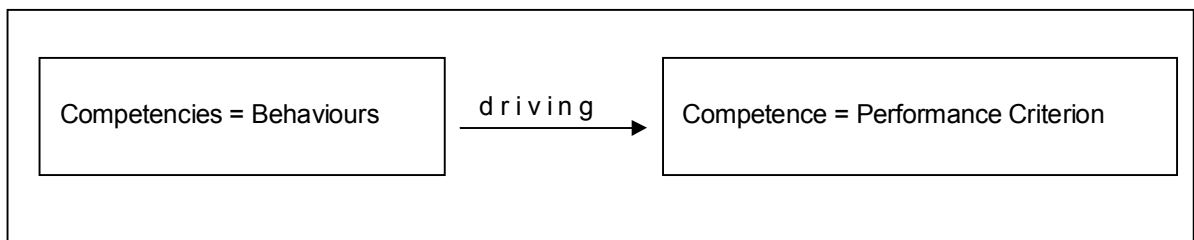


Figure 8: Competency Definition by Woodruff

Source: This representation is interpretation of Woodruff Competency Approach. Prepared by Tulay Bozkurt

⁷ Scott Cooper, Eton Lawrence, James Kierstead, Brian Lynch and Sally Luce, April 1998 http://managementtrainingcourses.org/Lesson15CompetencyBasedHRM_Training.pdf

⁸ Andrew L. Klein, Validity and Reliability for Competency-Based Systems: Reducing Litigation Risks, 1996, p. 31-37

⁹ Woodruff, C. What is meant by a competency? Leadership and Organizational Development Journal, 1993 p 14

In general definition competence is the basic requirement to perform a job. On the other hand competencies are the knowledge, skills and attributes (KSA) that distinguish superior performers from average performers.

Table 1: Difference between Competence and Competency

No	Term	Main Focus	Definition
1	Competence Competences	Task - Job	Competences are the tasks a person is capable of performing
2	Competency Competencies	Person	Competencies are the personal characteristics which make work performance possible

The competence term basically states for the area of activities which a person is competent. These are specific, observable ways conducting a given task which an individual is capable of carrying out according to a prescribed performance standard. In this case, indicating a person's competences means listing the main tasks of a particular job he/she is capable to performing. For instance it can be making a presentation, writing a research paper for an academic work.¹⁰

On the other hand the competency term focuses on personal characteristic allowing an individual to perform in an area of the competence. Competencies can be attributes which allows the optimum execution of a particular task in a given organization. Each personal characteristic generally utilize in the workplace regardless of the nature of the work or level of performance achievable through its use. For instance personal characteristic which allows a person to be able to make a presentation, write a research paper.

¹⁰ Woodruff, C. What is meant by a competency? Leadership and Organizational Development Journal, 1993 p 14

1.1.1.7. Competency Studies of Robert A. Roe

The concept of competence is defined as ‘the acquired ability to adequately perform a task, mission or role’ and offers the opportunity to arrange and relate a diversity of competence concepts by Dr. Leo. This way it becomes possible to indicate how competences relate to a person’s other features. Thus it is the key to the integration of theory and practice. ¹¹The model is shaped like a Greek temple and can be interpreted – without the pretence of literal translation – as follows:

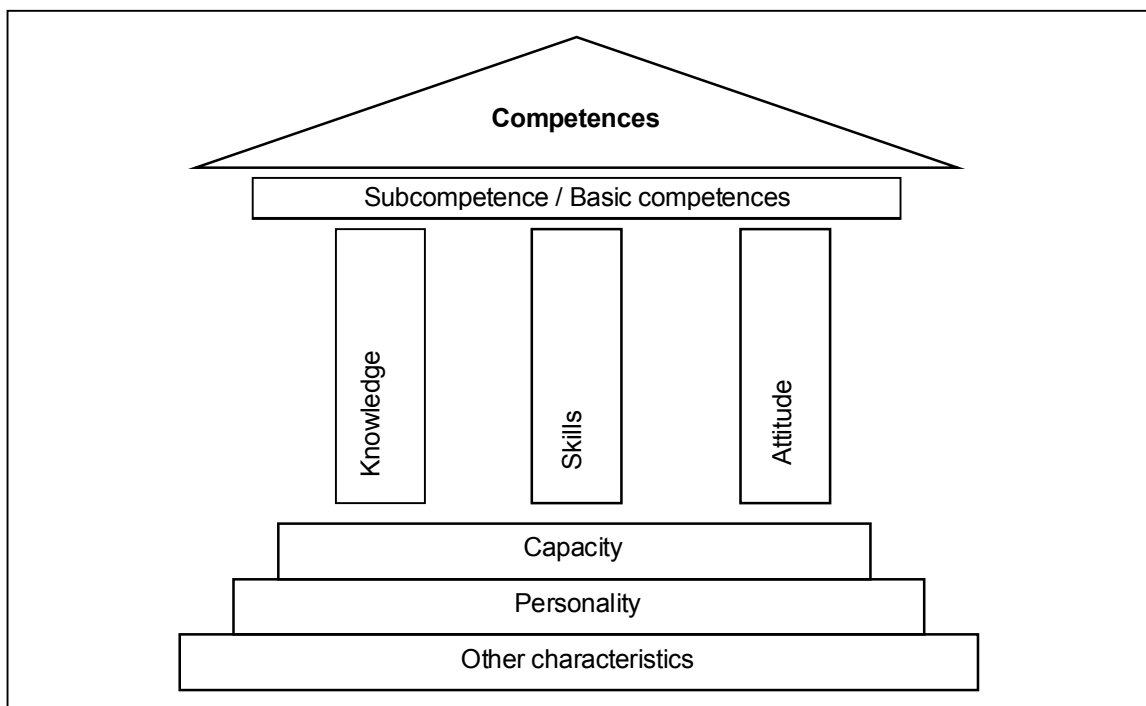


Figure 9: Architectural model of competences Robert A. Roe
Source: Robert A. Roe Architectural model of competences

Competences are based on sub competences and on knowledge, skills and attitudes. They are created by means of a learning process in the actual (or simulated) work situation. Knowledge, skills and attitudes in their turn are created by means of learning

¹¹ Robert A. Roe, Architectural model of competences

processes that have taken place partly at work, partly at school and partly in daily life. Intellectual aptitude, personality and other features determine what is learned. Knowledge, skills and attitudes (represented by the columns in the figure) are therefore based on the foundation of rudimentary dispositions (the foundation of the temple), whereas they in their turn carry the sub-competences and competences.

1.1.2. Evaluation of The Competency Definitions

Although there is lack of a uniform definition, there are three common components to these definitions as following

1. Knowledge, skills, abilities and other characteristics underlie effective or successful job performance
2. Underlying attributes observable and measurable
3. Underlying attributes distinguish between superior and other performers

First, most of these definitions suggest that competencies are the knowledge, skills, abilities and other characteristics that underlie effective or successful job performance. These underlying attributes must be observable or measurable and these underlying attributes must distinguish between superior and other performers. Competencies are measurable attributes that distinguish outstanding performers from others in a defined job context.

In this section of the book an evaluation of all definition is presented in table 2.

Table 2: Evaluation of Competency Approach and Definition

No	Theory	Definition	Evaluation
1	David Mc Clelland	<ul style="list-style-type: none"> ▪ Determine the individuals performance based on their competencies not only school 	<ul style="list-style-type: none"> ▪ There are various factors effecting the individual competencies as classified

		<p>grade or level of intelligence</p> <ul style="list-style-type: none"> ▪ Competencies are not biased by gender, degree of knowledge, socio-economic factors ▪ To define success factors it's suggested to compare the competencies of superior performance with poor performance 	<p>internal factors related with individuals characteristics and external factors influencing by task, organization and environment</p> <ul style="list-style-type: none"> ▪ Comparing superior performance and poor performance to define the success factors can not be used every situation since the competency level of an individual changes for different tasks.
2	Richard Boyatzis	<ul style="list-style-type: none"> ▪ There are several underlying characteristics of a competencies like motives, knowledge, skills and social roles ▪ The behaviors and performance are the outcome of the competencies 	<ul style="list-style-type: none"> ▪ Basically competencies include a set of behaviors underlying by motives, thinking styles, knowledge and other personal characteristics ▪ Performance occurs as a result of specific behaviors and competencies
3	Spencer&Spencer	<ul style="list-style-type: none"> ▪ 5 characteristics as hidden and visible part of the competencies showed in the iceberg model ▪ Competence can predict the behaviors specific to a job as success factors 	<ul style="list-style-type: none"> ▪ Iceberg model effectively present the dynamics of a person characteristics ▪ External factors effecting internal factors can be added to the model as competencies

			<ul style="list-style-type: none"> Set of competency can be defined for each job profiles as pre-required qualification for a person
4	David Dubois	<ul style="list-style-type: none"> Competency is the employee's capacity to meet a job requirement by producing the performance output 	<ul style="list-style-type: none"> Competencies are not only the capacity of a person. It can be defined as a dynamic term effecting by external and internal factors and changes in positive and negative manners.
5	Klein	<ul style="list-style-type: none"> Competencies the underlying characteristic of the different behaviors 	<ul style="list-style-type: none"> Competencies include various behaviors depending on a person characteristics and job requirements. It can be defined as in different levels.
6	Woodroof	<ul style="list-style-type: none"> Competency is characteristic of a person. Competence is a requirement for a job 	<ul style="list-style-type: none"> Competency term includes both personal characteristics and specific requirements for a job
7	Robert Roe	<ul style="list-style-type: none"> Competencies include sub competencies that represented in temple model. Sub-competencies are the outcome of eight different characteristics of a person. 	<ul style="list-style-type: none"> External factors can be added to the model

Source: This evaluation is prepared by Tulay Bozkurt

As a result of evaluation of all definitions a competency is a set of behaviors that determines the level of performance in a particular work context (job, role or group of jobs, function, or whole organization). Competencies enable employees to achieve results, thereby creating value. It provides a roadmap for the range of behaviors. It follows that competencies aligned with business objectives help foster an organization's success. Organizations should understand their core competency needs, the skills, knowledge, behaviors and abilities that are necessary for people in key roles to deliver the results. All of the organization interacts with their surroundings. In this context the environment as sector, market, competitors, dealers, vendors, governments, and countries affects the organization activities in positive or negative perspective.

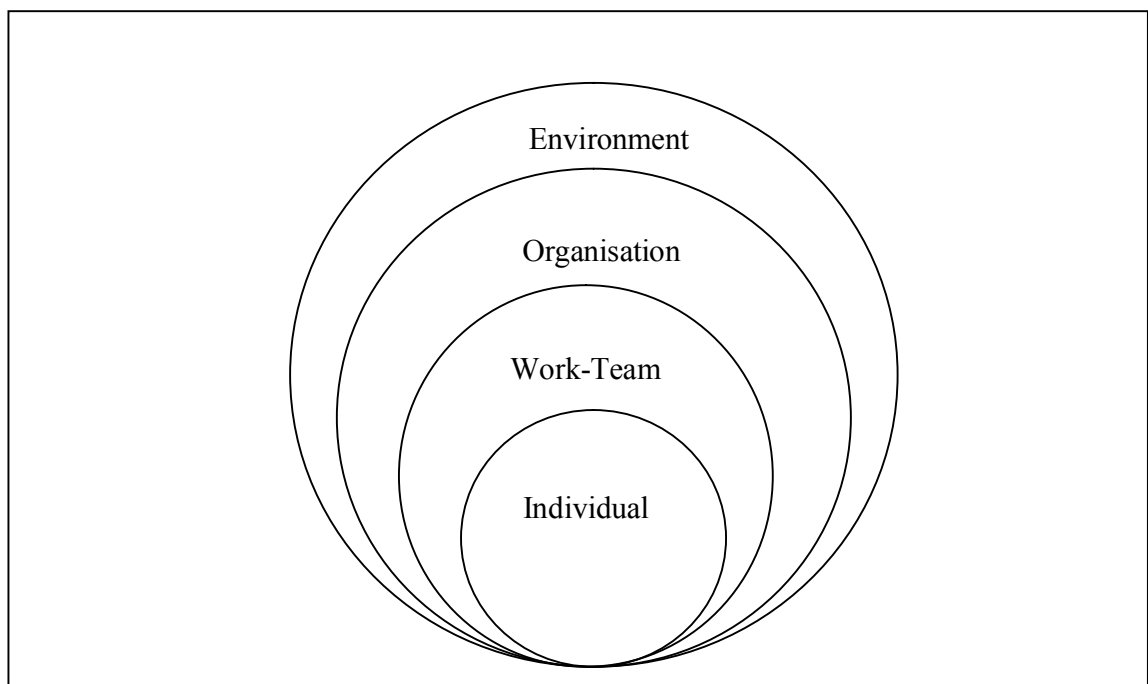


Figure 10: Layers of Factors Influencing Individual Competencies

Source: Prepared by Tulay Bozkurt

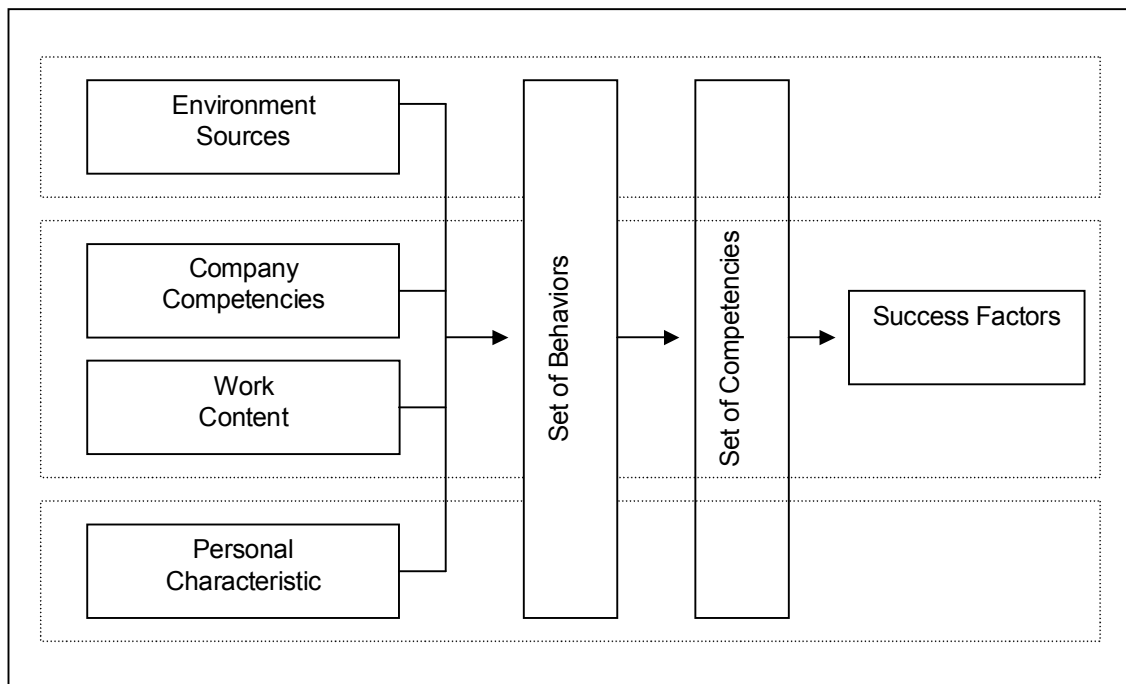


Figure 11: Proposed Competency Definition after the Evaluation of the All Definitions
Source: This representation is prepared by Tulay Bozkurt as a result of the evaluation of all definitions

1.1.3. Relationship Between Competencies, Knowledge, Skill and Performance

“Competent performance” occurs when an individual achieves or produces some result or output at the level of quality established for it within the constraints or opportunities of the performer’s internal and external environments. In organizations, employees are frequently faced with the dilemma that they know how to perform the work that is expected of them, but there are constraints, or performance roadblocks which they are powerless to remove and that impede their “competent performance.” The organization’s customers, clients, or constituents are the victims of this situation. ¹²

¹² David Dubois, *Competency-Based Performance Improvement: A strategy For Organizational Change*, 1993

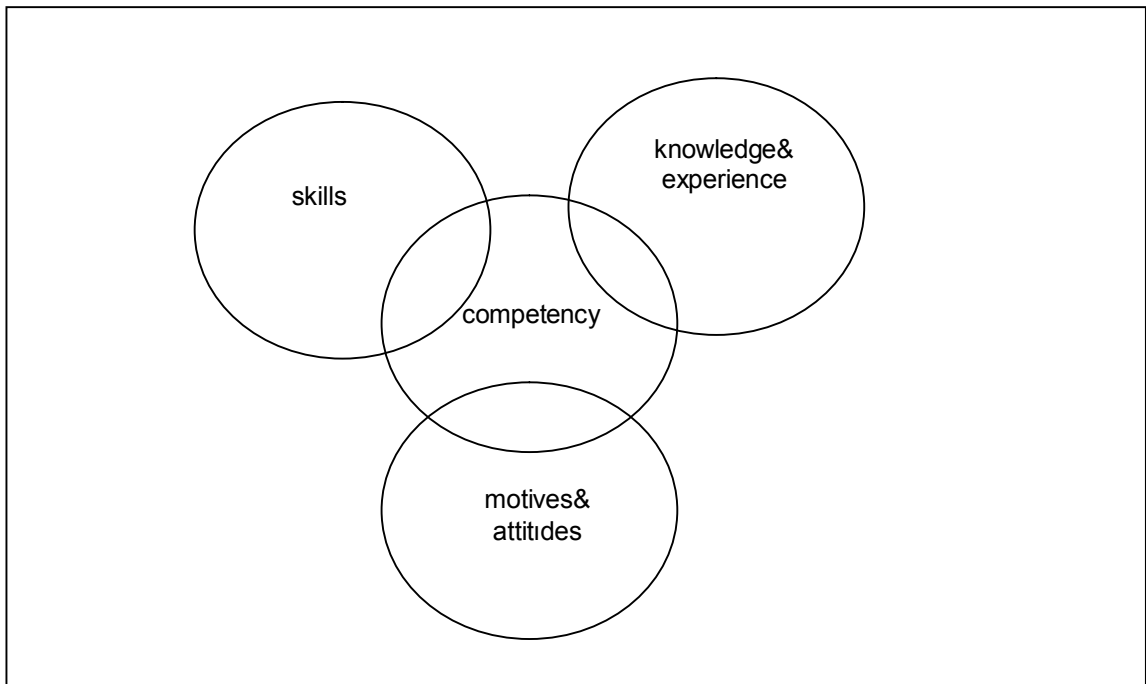


Figure 12: Relationship between Competency, Knowledge, Skills and Performance

1.1.3.1. Definition of Knowledge

Knowledge is defined variously as expertise and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject, what is known in a particular field or in total; facts and information or awareness or familiarity gained by experience of a fact or situation.

Knowledge acquisition involves complex cognitive processes: perception, learning, communication, association and reasoning. The term knowledge is also used to mean the confident understanding of a subject with the ability to use it for a specific purpose if appropriate.

1.1.3.2. Definition of Skill

A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires a certain environmental stimuli and situation to assess the level of skill being shown and used¹³

1.1.3.3. Definition of Performance

Performance is a deliberate and purposeful action or set of actions that an individual takes in order to achieve a desired result or output of some kind that is of value to the individual or to others. An “output” or “result” is a product or a service, respectively, that an individual delivers to others, possible including coworkers, clients, customers, or constituents.¹⁴

Performance of any kind occurs in a context, such as in one’s home, the workplace, in a public meeting, or even when one is sleeping. The performance context includes the circumstances that are part of the performer’s internal and external environments. The terms “internal” and “external” can be defined relative to the individual’s inner versus outer states, the geographic location where the performance takes place or if in an organization context, that which is part or not part of the organization.

Work performance in terms of quantity and quality expected from each employee. Job performance most commonly refers to whether a person performs their job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success. John Campbell describes job performance as an individual level variable. That is, performance is something a single

¹³ <http://en.wikipedia.org/wiki/Skill>

¹⁴ David D. Dubois, What are Competencies and Why are They Important?
<http://www.careertrainer.com/Request.jsp?lView=ViewArticle&Article=OID%3A112397>

person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables.¹⁵

There are several key features to this conceptualization of job performance which help clarify what job performance means. Performance is defined as behavior done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions. Campbell allows for exceptions when defining performance as behavior. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral.¹⁶

The difference between individual controlled action and outcomes is best conveyed through an example. On a sales job, a favorable outcome is a certain level of revenue generated through the sale of something. Revenue can be generated or not, depending on the behavior of employees. When the employee performs this sales job well, he is able to move more business. However, certain factors other than employees' behavior influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks. In these conditions, employee performance can be adequate, yet sales can still be low. The first is performance and the second is the effectiveness of that performance. These two can be decoupled because performance is not the same as effectiveness.

Another closely related construct is productivity. This can be thought of as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. In other words, effectiveness is the ratio of outputs to inputs- those inputs being effort, monetary costs, and resources. Utility is another related construct which is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness, and productivity are value judgments.

¹⁵ Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. A theory of performance, 1993

¹⁶ http://en.wikipedia.org/wiki/Job_performance

Campbell also suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation¹⁷. Declarative knowledge refers to knowledge about facts and things. It represents the knowledge of a given task's requirements. For instance, declarative knowledge includes knowledge of principles, facts. If declarative knowledge knows what to do, procedural knowledge and skill knows how to do it. For example, procedural knowledge and skill includes cognitive skill, perceptual skill, and interpersonal skill.

The third predictor of performance is motivation, which refers to "a combined effect from three choice behaviors, choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort". It reflects the direction, intensity, and persistence of volitional behaviors. Campbell emphasized that the only way to discuss motivation as a direct determinant of behavior is as one or more of these choices.

As a result performance is conceptualized as a multidimensional construct. This means that performance consists of more than one kind of behavior. There are various concepts to proposed factor based model of performance based on factor analytic research.

¹⁷ Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. A theory of performance, 1993

2. COMPETENCY MODELS

A competency model is a collection of competencies that together define successful performance in a particular work setting. A competency model refers to a group of competencies required in a particular job and usually number seven to nine in total. The number and type of competencies in a model will depend upon the nature and complexity of work along with the culture and values of the organization in which the work takes place. Competency models can be developing for specific jobs, job groups, organizations, occupations or industries.¹⁸

Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development and performance management since they specify what is essential to select for or to train and develop.

Competency models specifically include the following elements:

1. Competency names and detailed definitions
2. Descriptions of activities or behaviors associated with each competency.
3. A diagram of the model presenting of the model in graphical form to help users quickly grasp the key feature of the model

In the organization, competency models and systems can help:

1. Improve the selection of people for jobs
2. Develop skills and characteristics that lead to improve effectiveness and productivity
3. Provide a consistent framework for Human Resource applications
4. Build alignment with organizational values and strategy

¹⁸ Spencer, L. M., & Spencer, S. M. (1993). *Competence at Work*

2.1. Development of Competency Models

Competency models are developed through a process of clarifying the business strategy and determining how models would be used in for example hiring and selection, assessment, performance management, training and development and career development. After that data is gathered in structured interviews, observations, surveys or some other ways. As final step data is analyzed and used to develop a model of success criteria.¹⁹

Steps for competency model development process:

1. Performance criteria: Defining the criteria for superior performance in the role
2. Criterion sample: Choosing a sample of people performing the role for data collection
3. Data collection: Collecting the sample data about the role for data collection
4. Data analysis: Developing hypothesis about the competencies of outstanding performers and how these competencies work together to produce desired results.
5. Validation: Validating the results of the data and analysis
6. Application: Applying the competency model in human resource activities, as needed.

The elements of a competency model are identified by performing inquiries in the organization or setting in which the performance described in the model will occur. At the beginning the detailed information are gathered on the desired performance and defined how it relates to the organization's strategic setting. Furthermore the performance outputs or results expected of an employee are enumerated. Opportunities for, and constraints

¹⁹ http://www.schoonover.com/competency_faqs.htm

upon performance are identified, and the tasks that persons perform to achieve the results or outputs are documented. Next, the performance tools, or competencies an individual uses to successfully complete the tasks and achieve the results or outputs are researched and documented.

When competencies are being identified, impacts of the organization's culture upon the use of them for successful or exemplary performance are determined. This information is reflected in the behavioral indicators for each competency. Behavioral indicators describe when an individual is using a competency in appropriate ways within an organization's cultural context to achieve outputs or results. They help an observer of the performance answer the question: is the employee doing their assigned work "the company way?" Organization employees must, in order to be fully successful, conform to certain organization cultural norms and ways of accomplishing work outputs or results. Behavioral indicators help employees and their managers know how to do that. Further, behavioral indicators provide both parties to work transactions with a common foundation for holding performance and development planning discussions.

2.2. Types of The Competency Models

As stated in the competency development there are different types of competency models including the specific competencies depending on the function of a work and required role for a position? Therefore each the models are including the set of competencies to do the job successfully.

Some examples of the basic models are listed as following:

1. Occupational competency models
2. Job, Functional or Role competency models
3. Core competency models
4. Leadership competency models

2.2.1.Occupational Competency Model

An occupational competency model covers a broad occupational area and includes multiple levels of work²⁰. Each of the elements of competencies is changing according to occupations as Accountant, Engineer, Doctor or Teacher.

- 1 Relevant to specific types of work
- 2 Behaviors that contribute to success in the occupation
- 3 Include necessary knowledge and skills

Typically competencies in occupational models include sub categories. Occupational models provide the foundation for identifying the critical knowledge competencies in that occupation. These models have broad based applicability to multiple work units and jobs.

2.2.2.Job Competency Model

A job competency model describes job or role competencies often those specific to a certain type of job within a specific work unit. The competencies can various for the sales, finance, manufacturing and service functions of the company.²¹

- 1 Specific to a position or group of positions or roles
- 2 Related to work unit goals and objectives
- 3 Linked to organization's vision and business strategy

These models provides a good foundation for building performance appraisals or individual training and development plans since specific behavioral and knowledge competencies tie directly to certain types of jobs or roles within a work unit or organization.

²⁰ A Guide to Integrating Competencies into human Resource Program, 2000

²¹ A Guide to Integrating Competencies into human Resource Program, 2000

A job competency model is a description of those competencies possessed by the top performers in a specific job or job family. In effect, a competency model is a "blueprint for outstanding performance". Models usually contain 8-16 competencies with definitions, often grouped into "clusters" along with behavioral descriptors. As an Individual, job competency models can guide career development.

2.2.3.Core Competency Model

Core competency models are built through a process of continuous improvement and enhancement. They focus for corporate strategy. Core competencies are those capabilities that are critical to a business achieving competitive advantage. The starting point for analyzing core competencies is recognizing that competition between businesses is as much a race for competence mastery as it is for market position and market power.

- 1 The key core competencies here are those that enable the creation of new products and services
- 2 Skills in customer relationship management

2.2.4.Leadership Competency Model

Leadership translates vision into reality by inspiring followers to want to experience the change process. And to influence their followers to willingly jump into that experience, leaders need a specific set of competencies to guide their actions. Although competencies will always differ from one leader to the next, having a core set to draw from increases their chance for success. These competencies can be thought of as the inner tools for motivating employees, directing systems and processes, and guiding the business towards common goals that allow the organization to increase its value.

2.3. Competency Matrix

The competency matrix includes a list of behavioral statements and the associated quality values for each competency at several employee levels as managers, supervisors, executives, subordinates. The purpose is to help employees understand their contribution, through their individual performance, to the companies commitment to quality and to help supervisors evaluate the demonstration of these competencies through the use of observable behavioral statements.

Update/Revision: April 2009											
Employee	Work process steps										
	Managing Director	Contracts Manager	Contracts Manager	Operations Manager	Site Supervisor	Site Operator	Office Manager	Office assistant	Workshop Manager	Workshop Technician	Workshop Trainee
Marketing/ sales	33	23	23	22	12	11	12	12	00	00	00
Calculations and offers	33	23	23	22	11	11	12	12	23	22	22
Work preparation	33	23	23	23	23	22	22	22	22	13	13
Purchasing	33	23	13	33	11	11	21	21	23	13	13
Work planning	33	23	23	23	22	12	13	13	23	13	13
Execution of work											
* normal vacuuming	33	33	13	22	33	23	11	11	33	32	12
* special works - vacuuming	33	33	13	23	33	23	11	11	23	13	12
* high pressure water jetting	33	33	13	31	33	23	11	11	33	22	12
* tank cleaning	33	33	13	32	23	23	11	11	13	13	12
* Blasting & Painting	33	23	23	13	22	22	11	11	12	12	12
* Robotics	33	33	13	12	33	23	11	11	23	22	12
* Cardox & Rope Access	33	33	13	12	33	23	11	11	22	22	12
* Mechanical	33	22	12	12	23	12	11	11	33	23	12
* Hydraulics	33	22	12	12	12	01	11	11	32	22	12
Personnel affairs	22	22	22	22	22	22	32	22	22	22	22
Leadership capacity	33	23	23	23	23	11	23	11	23	11	11
SHE/Q Management System	33	23	23	22	23	11	21	21	21	11	11
Maintenance of equipment	33	32	22	23	23	13	00	00	33	23	13
Administration & document control	33	23	22	22	22	12	33	33	23	13	13
Environmental Awareness	33	33	23	22	23	13	12	12	23	23	13
Computer Knowledge	23	21	22	22	11	01	23	23	21	21	11
* MS Word	23	21	22	22	11	01	23	23	33	21	11
* MS Excel	23	21	22	22	11	01	23	23	33	21	11
* MS Powerpoint	23	21	22	22	11	01	23	23	33	21	11
Education (yes or no)											
* Safety training for Supervisors VCA	23	22	22	22	23	23	22	11	23	22	13
* Safety training CCSNG	33	23	23	23	33	33	00	00	23	23	13
* NEBOSH	33	00	22	00	00	00	00	00	00	00	00
* IOSH	33	11	33	11	00	00	33	11	11	00	00
* Forklift driver	31	31	31	00	00	00	00	00	32	22	22
* Cardox certificate	33	33	00	00	22	12	00	00	33	11	11
* Safe rigging materials	22	23	23	21	00	00	00	00	23	13	13
* Gas detection/measurement	23	23	13	11	23	13	00	00	11	11	11
* Slinger/Signaller	11	11	11	11	23	13	00	00	11	11	11
* First Aid	22	22	12	12	22	12	12	12	23	23	13
* Fire Fighting	23	23	23	23	22	12	00	00	22	22	11
* Behavioural Safety training	33	33	33	33	23	13	00	00	33	22	22
* Effective Leadership training	33	23	23	23	23	11	23	22	23	22	11

Experience: 0 (no experience) - 3 (very experienced) (left column)
 Imporancy: 1 (important) - 3 (very important) (right column)
 attention needed
 schooling/ education needed

Figure 13: Competency Matrix

Source: http://www.intechenvironmental.com/competence_matrix.jpg

A competency matrix consists of several competency models depending on the occupation, job, position and a role in the organization. In the matrix weight of each competency can be defined according to the personal, functional and organizational level. Besides a competency matrix provide a sort of competency map that enable to plan individual development needs, performance management assessment criteria's and succession planning. An organization can have specific information about the competencies of their total number of employee and predict the work force needs for future in a flexible and easy to control system.

3. USAGE OF COMPETENCIES

A competency based approach provides many advantages for use in human resource planning, selection and development. It provides a clear framework for both defining what response the business needs from personnel, and for assessing the potential fit of applicants.²²

Competencies provide significant help with the key problems of organizations such as:

1. Clarifying workforce standards and expectations
2. Aligning individuals, teams and managers with the organization's business strategies
3. Creating empowerment, accountability and alignment of managers, team members and employers in performance development

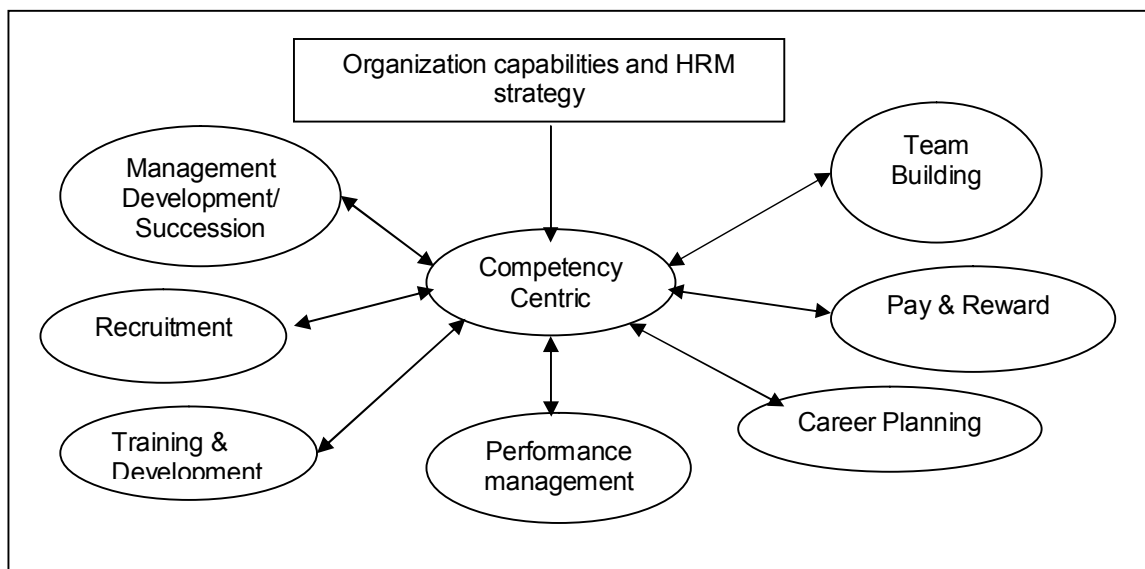


Figure 14: Competency Centric HRM System

Source: Spencer, L. M. JR. & Spencer, S. M., *Competence at Work: Model for Superior Performance* pg.315, 1993

²² Spencer, L. M. JR. & Spencer, S. M., *Competence at Work: Model for Superior Performance*, 1993

Table 3: Format of Competency Model for Each Function of Human Resource Management System

Use	Formats
Selection	<ul style="list-style-type: none"> ▪ Competency with definition ▪ List of interview questions to elicit information about relevant behaviors ▪ Interviewee rating from providing a continuum of unacceptable to acceptable behavior examples
Training and Development	<ul style="list-style-type: none"> ▪ Three to six behavior examples for each competency that describes exceptional performance ▪ Rating scale for frequency or effectiveness of competency ▪ Rating scale of importance or future role ▪ List of workshops or development experiences available for skill improvement
Performance Appraisal	<ul style="list-style-type: none"> ▪ Description of three to five levels of effectiveness for each competency from above standard to below standard ▪ Checklist with each specific behavior
Succession Planning	<ul style="list-style-type: none"> ▪ Competency with description of behavior/ability required to perform the job ▪ Rating process to indicate current level of ability ▪ Suggestions for how to develop competency

Source: Lucia&Lepsinger, the Art and Science of Competency Model, 1999

3.1. Function of Human Resource Management in The Organizations

The goal of human resource management (HRM) is to help an organization to meet strategic goals by attracting and maintaining employees and also to manage them effectively. HRM approach seeks to ensure a fit between the management of an organization's employees, and the overall strategic direction of the company.²³

The HRM function includes a variety of activities, and key among them is deciding what staffing needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring the personnel and management practices conform to various regulations. Activities also include employee benefits and compensation, employee records and personnel policies.

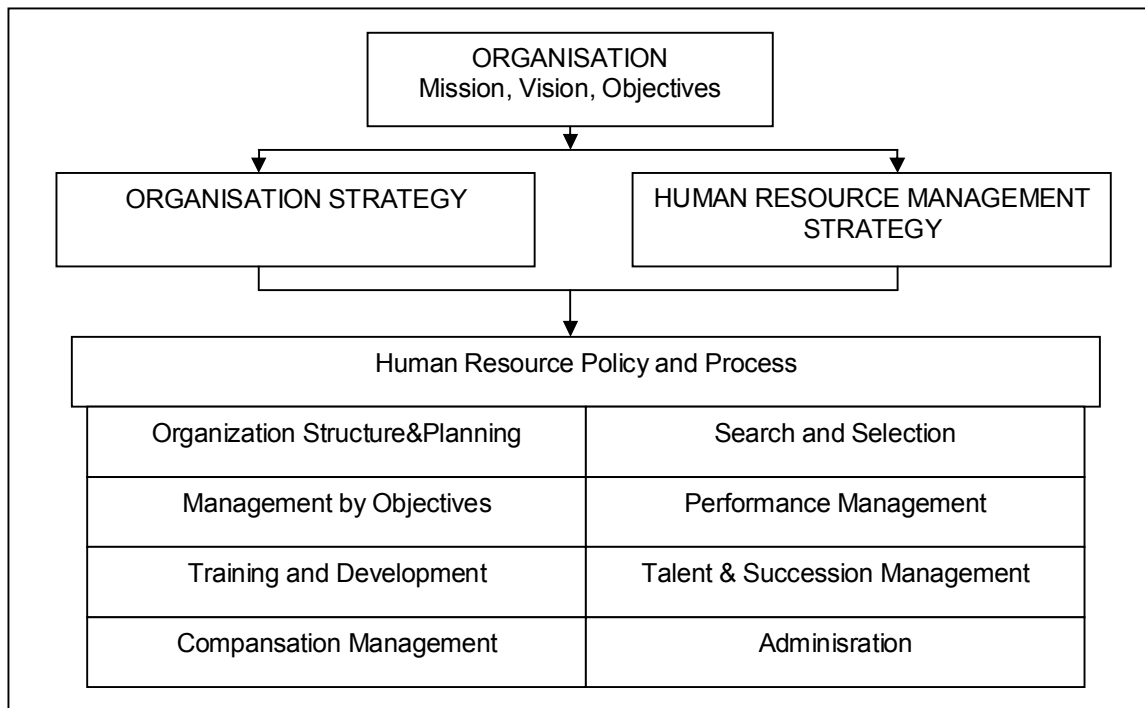


Figure 15: Human Resource Management Role in Organization

²³ http://en.wikipedia.org/wiki/Human_Resource_Management

Table 4: Benefits of Competency Models in Human Resource Management Systems

Function	Benefits
Selection	<ul style="list-style-type: none"> ▪ Provides a complete picture of the job requirement ▪ Increase the likelihood of hiring people who will succeed in the job ▪ Minimizes the investment(both time and money) in people who may not meet the company's expectations ▪ Ensures a more systematic interview process ▪ Helps distinguish between competencies that are trainable and those that are more difficult to develop
Training and Development	<ul style="list-style-type: none"> ▪ Enables people to focus on the skills, knowledge and characteristics that have the most impact on the effectiveness ▪ Ensures that training and development opportunities are aligned with organizational values and strategies ▪ Makes the most effective use of training and development time and money ▪ Provides a framework for ongoing coaching and feedback
Appraisal	<ul style="list-style-type: none"> ▪ Provides a shared understanding of what will be monitored and measured ▪ Focuses and facilitates the performance appraisal discussion ▪ Provides focus for gaining information about behavior on the job

Succession Planning	<ul style="list-style-type: none"> ▪ Clarifies the skills, knowledge and characteristics required for the job or role in question ▪ Provides a method to assess a candidate's readiness for the role ▪ Focuses training and development plans to address missing competencies ▪ Allows an organization to measure its number of high-potential performers
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Source: Lucia, &Lepsinger, pg.23

3.1.1.Competency Based Search and Selection Process

A competency based search and selection process provides to find the appropriate people with an appropriate selection process. Each of the candidate's skills and interests can be different as well as the different job requirements. Competency based selection is the process of matching these skills and interests of a person to the requirements of a job. Finding a good job "fit" is exceptionally important and it's more accurate with competency based approach. After defining the competency factors for each positions it's important to conduct a competency based interview to find the best job-fit for candidates and employees.

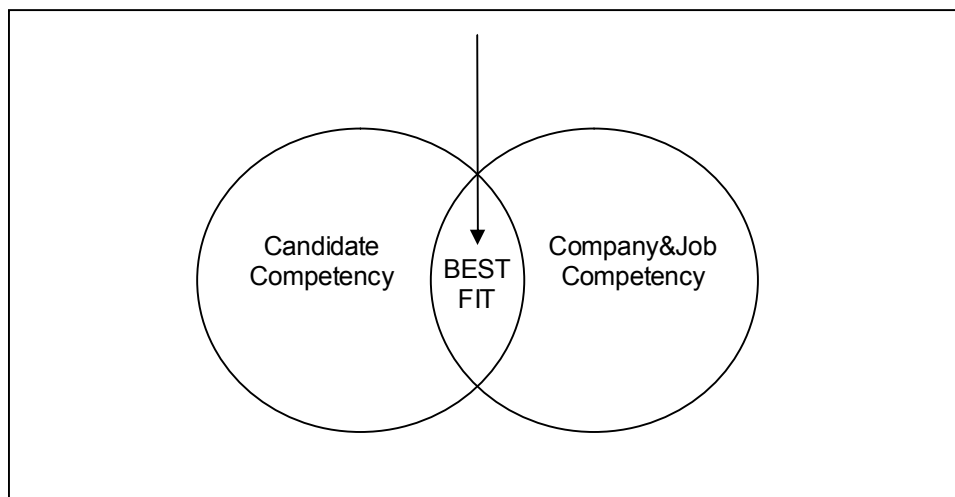


Figure 16: Aim of Competency Based Search and Selection Process

Source: This representation is prepared by Tulay Bozkurt

Competency-based interviews are based on the premise that past behavior is the best predictor of future behavior. Interviewers seek to obtain information about candidates past behavior in a certain situations to predict their future behavior. Basically competency-based interviews are structured with questions that relate directly to the essential criteria and competencies required for the post.

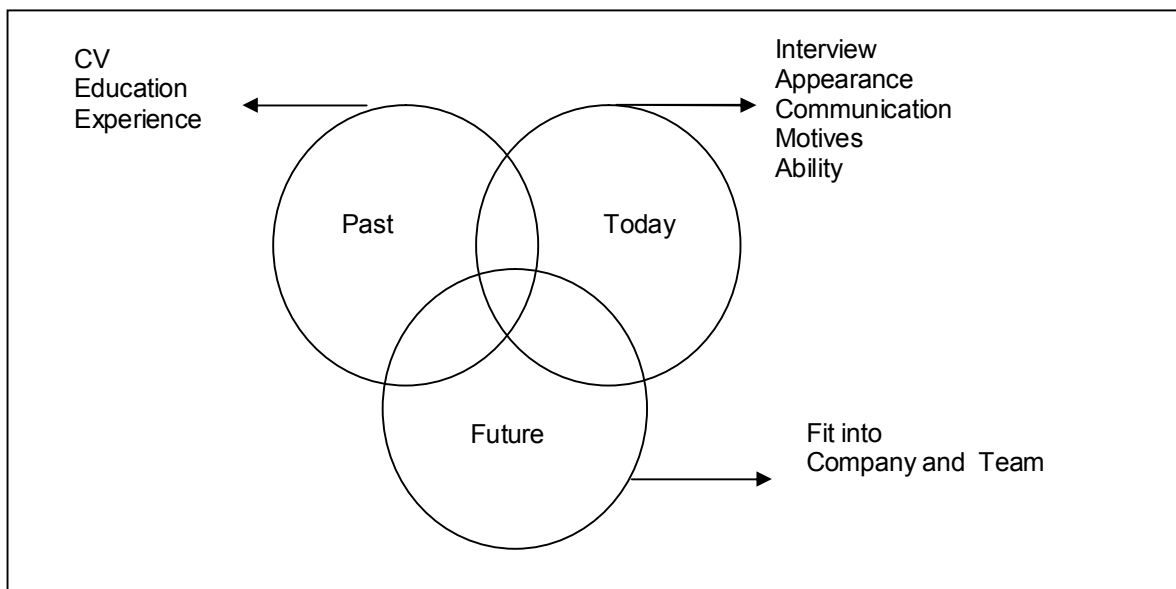


Figure 17: Aim of Competency Based Interview
Source: It is prepared by Tulay Bozkurt

A good recruitment and selection interview should assess candidates against each essential criteria or competency, asking questions about:

1. Past behaviors and performance
2. Learning from past behaviors
3. Future adaptability to new post
4. Knowledge and understanding of issues in relation to the post

Examples of competency-based interview questions are here:

1. Leadership

- a. What makes you a good leader?
- b. What type of leadership style do you adopt?
- c. How would those you have led describe you?

2. Delegating

- a. Explain a mistake you have made in delegating- what were the consequences?
- b. In what instance would you delegate a task?
- c. What are the advantages of delegating?

3. Conflict&Pressure

- a. Give an example of an instance when you have had an argument with someone at work? What was the outcome?
- b. How do you react if your boss asks you to do something which conflicts with your own deadlines?

4. Teamwork

- a. Do you prefer to work alone or in a group?
- b. When you joined your last company, how did you get on with your co-workers?

5. Staff Motivation and Development

- a. What makes a good manager?

b. How you motivate staff?

6. Personal Motivation

a. What are the three most important events in your career to date?

b. What are your standards of success in your job?

7. Decision Making

a. What is the toughest decision you have had to make while at your present company? Tell me about it. What alternatives did you consider?

b. What has been the effect of your decisions on others and what was the wider impact?

Table 5: Competency Evaluation Form during the Interview

<p>Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills.</p>					
	Greatly Exceeds Expectations	Exceeds Expectations	Meets Expectations	Occasionally Meets Expectations	Unsatisfactory
Key Element					
Organization and Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping Others Informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Source: http://portal.cornerstones4kids.org/stuff/contentmgr/files/5c06cb455ff52c94d8a9d0294e75469f/folder/gapclose_tool_4perf_mgmt.doc

3.1.2.Competency Based Training System

Competency based training provides the improvement in specific areas of individuals and flexibility for the training management in the organizations. At the first stage evaluation of individual competencies identifies the strengths and development points of each individual.

The characteristics of competency based training as Kirkpatrick and Parry specified are as follows²⁴:

1. Competency-based training addresses and integrates all three components of human behaviors: knowledge, attitudes and skills.
2. Competency-based approach is generic and universal; the effectiveness evaluation for composition of KAS training is much. Therefore there is greater return on investment if not focus only single K, A, or S.
3. There is a close correlation between competency-based training and organization learning. Courses promote team building and common culture where everyone speaks the same language of competencies.

²⁴ Case Book On Training Needs Survey Using Competency-Based Approach
Eric Tseng, Human Resource & Services Center 1999 Asia Pacific Decision Sciences Institute
Conference, Shanghai, 1999.

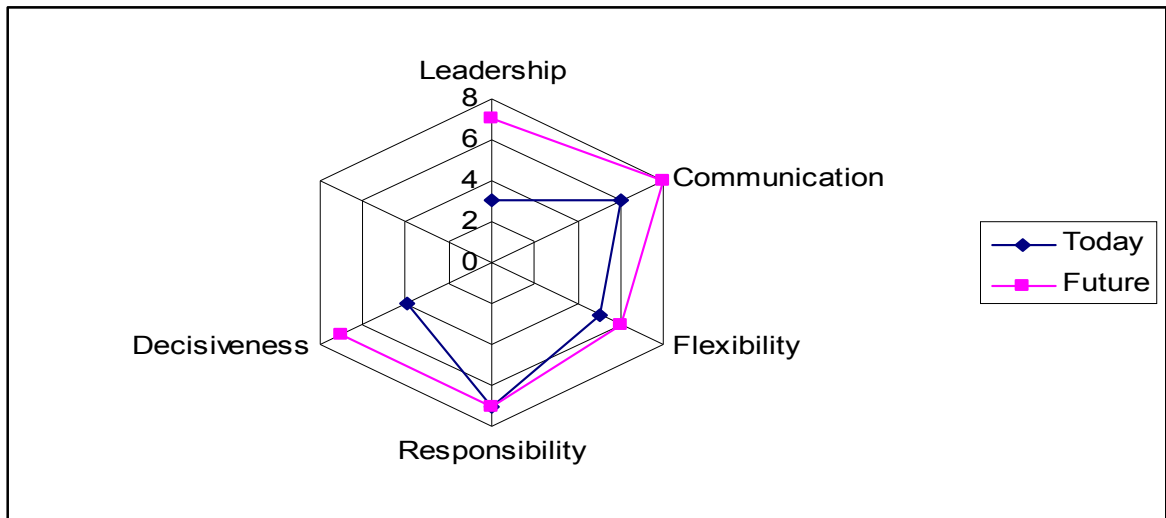


Figure 18: Competency Based Training Approach - Defining the Development Areas of a Person by GAP Analysis

Source: It is prepared by Tulay Bozkurt

Training programs for each level of positions should be specific, inappropriate training programs may create negative impacts on individual performance. Therefore before conducting the training programs individual and team needs related with the goals that the organization is attaining should be examined. Furthermore, job analysis to determine the competencies that employees' hold is critical in order to ensure the accountabilities achievable. A successful competency-based training have to deal with the needs and personal interest of the employees and all level of organization needs.

Table 6: Competency Based Individual Development Plan

Individual Development Plan				
Competency to Develop	Developmental Activities	Target Date	Date Completed	Supervisory Comments
Communication	1 Attend 1-day workshop on "Improve Your Listening Skills"	4/15/200x		
	2 Complete web-based training - "Enhancing your Presentation Skills"	6/30/200x		
	3 Read book "Communicate with Confidence"	9/30/200x		
	4 Join Toastmasters and attend at least 4 meetings during the year.	12/31/200x		
Competency to Develop	1 Attend workshop "Strengthening the Agency Through a Diverse Workforce"	2/17/200x		
Cultural Competence	2 Read book: Understanding Yourself from the Perspective of Others"	7/30/200x		
	3 Join the agency's Diversity Coalition and attend all meetings during the year	12/31/200x		
	4			
Competency to Develop	1 Attend "Team Decision Making" training	3/22/200x		
Collaboration	2 Establish an ongoing working relationship with a colleague from 3 community agencies.	12/31/200x		
	3 Using one of my cases as an example prepare and deliver a 10-minute presentation at staff meeting about how family/community involvement provided a positive case outcome.	5/30/200x		
	4			

Source: http://portal.comerstones4kids.org/stuff/contentmgr/files/5c06cb455ff52c94d8a9d0294e75469f/folder/gapclose_tool_4perf_mgmt.doc

3.1.3. Competency Based Performance Management System

Performance management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Performance management is a whole work system that begins when a job is defined as needed. It ends when an employee leaves the organization²⁵.

Competency-Based Performance Management includes

1. Setting performance objectives
2. Determining the competency expectations
3. Fairly evaluating employees
4. Giving constructive feedback and
5. Continuously communicating and dealing with difficult evaluations.

Performance objectives can be setting on determined the competencies in the job descriptions. Job descriptions are the first step in selecting the right person for the job, and setting that person up to succeed. Competency based job descriptions provide a framework so the applicants and new employees understand the expectations for the position.²⁶

Assessment through predetermined competency sets creates more transparent and objective performance management process for the employees and supervisors. Through the competencies it is also easy to manage and measure the performance.

Besides competency based performance management system provides effective orientation, education, and training. Before a person can do the best job, he or she must have the information necessary to perform. This includes job-related, position-related, and company-related information; an excellent understanding of product and process use and requirements; and complete knowledge about customer needs and requirements. The

²⁵ <http://humanresources.about.com/od/performanceevals/a/performancegmt.htm>

²⁶ Ferdinand F. Fournies, *Why Employees Don't Do What They're Supposed to Do and What to Do About It*, 1999

system provides on-going coaching and feedback based on competency level. By the help of conducting quarterly competency based performance development discussions provides supervisors giving employees frequent feedback and coaching.

Output of competency based performance management system link to the compensation and recognition systems that reward people for their contributions. It also provides promotional and career development opportunities for employees.

Table 7: Competency Based Performance Management Assessment Card

Competency Based Performance Management Assessment Card	
Competencies are defined as the knowledge, skills, behaviors, personal attributes and other characteristics needed for successful performance of the job.	
Required Competencies for the Child Welfare Caseworker	
<p>Collaboration: Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Behaves professionally and supportively when working with individuals from a variety of ethnic, social and educational backgrounds.</p> <ul style="list-style-type: none"> ▪ Builds Relationships ▪ Seeks and Contributes ideas ▪ Facilitates agreements ▪ Comments: 	<input type="checkbox"/> Greatly Exceeds Expectations
	<input type="checkbox"/> Exceeds Expectations
	<input type="checkbox"/> Meets Expectations
	<input type="checkbox"/> Occasionally Meets Expectations
	<input type="checkbox"/> Unsatisfactory
<p>Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills.</p> <ul style="list-style-type: none"> ▪ Organization and clarity ▪ Listening skills ▪ Keeps others informed ▪ Written Communication ▪ Sensitivity to others ▪ Comments: 	<input type="checkbox"/> Greatly Exceeds Expectations
	<input type="checkbox"/> Exceeds Expectations
	<input type="checkbox"/> Meets Expectations
	<input type="checkbox"/> Occasionally Meets Expectations
	<input type="checkbox"/> Unsatisfactory
<p>Cultural Competence: Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance.</p> <ul style="list-style-type: none"> ▪ Shows respect and tolerance ▪ Challenges bias and intolerance ▪ Seeks opportunities to be inclusive ▪ Comments: 	<input type="checkbox"/> Greatly Exceeds Expectations
	<input type="checkbox"/> Exceeds Expectations
	<input type="checkbox"/> Meets Expectations
	<input type="checkbox"/> Occasionally Meets Expectations
	<input type="checkbox"/> Unsatisfactory

Source: http://portal.cornerstones4kids.org/stuff/contentmgr/files/5c06cb455ff52c94d8a9d0294e75469f/folder/gapclose_tool_4perf_mgmt.doc

3.1.4. Competency Based Succession Planning System

Succession planning is an ongoing system of selecting competent employees ready to move into key jobs in the organization should these become vacant. Job-person matches are made between existing employees and future jobs they might assume.²⁷

These future jobs were usually higher level positions. In the current environment of downsizing and rapid organizational change, succession planning can be used for key jobs above. At the same level

The usual criteria for succession planning system include

1. One preferably two well qualified internal candidates are identified as ready to assume and key job should it become vacant
2. A record of successful promotions or other job placements
3. Few superior performers leave the organization because of lack of opportunity

Competency based succession planning systems identify the competency requirements for critical jobs, assess candidate competencies and evaluate possible job-person matches.

3.2. Change Management and Competencies

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. The current definition of change management includes both organizational change management processes and individual change management models, which together are used to manage the people side

²⁷ L.Spencer&S.Spencer, Competence At Work, 1993

of change.²⁸ Three factors must be present for meaningful organizational change to take place. These factors are:²⁹

D = Dissatisfaction with how things are now;

V = Vision of what is possible;

F = First, concrete steps that can be taken towards the vision.

If the product of these three factors is greater than

R = Resistance,

Then change is possible. Because of the multiplication of D, V and F, if any one is absent or low, then the product will be low and therefore not capable of overcoming the resistance.

In the condition of fast changing environment it is important to ensure a successful change since the change appears in negative way too. Therefore it is necessary to use influence and strategic thinking in order to create vision and identify those crucial things for effective change management. Organization must recognize and accept the dissatisfaction that exists by communicating industry trends, leadership ideas, best practice and competitive analysis to identify the necessity for change.

In the model of PCI six critical success factors that must be managed to build commitment to change initiatives and create behavior change.³⁰

1. Shared Change Purpose - create and share a powerful case for change in the organization
2. Effective Change Leadership - develop strong change leadership for the initiative

²⁸ [http://en.wikipedia.org/wiki/Change_management_\(people\)](http://en.wikipedia.org/wiki/Change_management_(people))

²⁹ Beckhard, R 1969 Organization Development: Strategies and Models

³⁰ http://new.changefirst.com/pci_methodology

3. Powerful Engagement Processes - build and deliver plans to engage people in the change
4. Committed Local Sponsors - build understanding and commitment of middle and front-line managers
5. Strong Personal Connection - create commitment and behavior changing actions for front-line people
6. Sustained Personal Performance - support people as they learn to adapt, managing their resistance sensitively and empathetically.

Continues change management is also designed as a systemic approach to change management.³¹

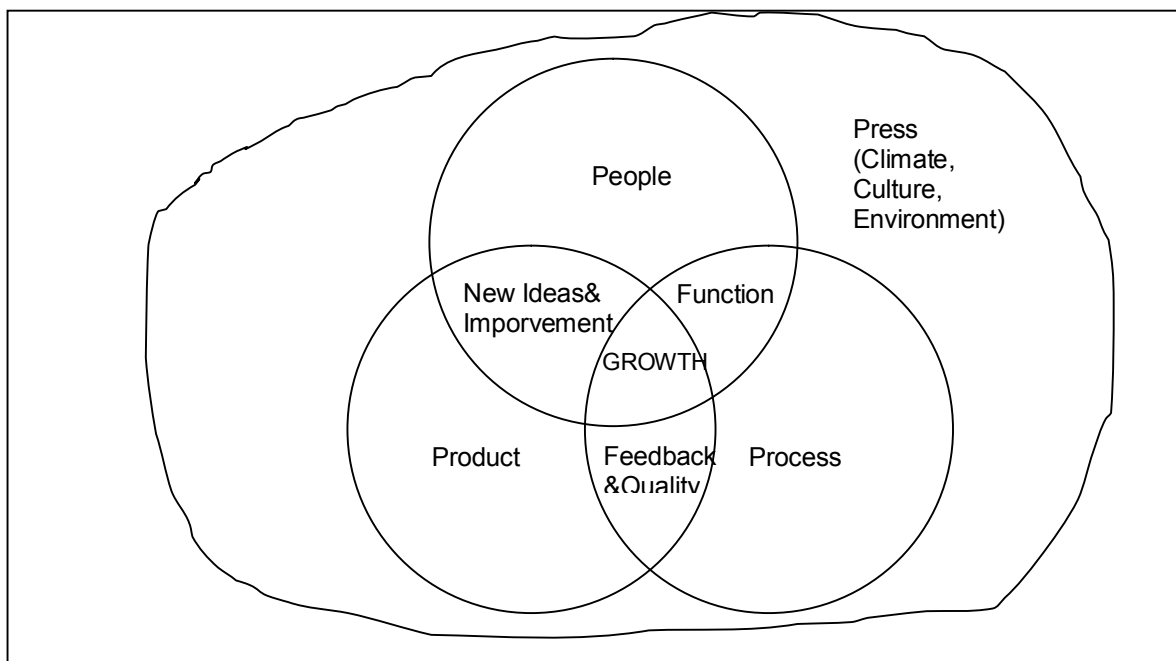


Figure 19: The Elements of Continuous Change Management
Source: <http://www.almc.army.mil/alog/issues/marapr02/ms723.htm>³²

³¹ <http://www.almc.army.mil/alog/issues/marapr02/ms723.htm>

³² <http://www.almc.army.mil/alog/issues/marapr02/ms723.htm>

People refers to be effective, any change system must account for how people interact with others, gather information, make decisions, and solve problems. This information provides indicators that correlate significantly with job selection, reaction under stress, conflict management, and learning and teaching preferences.

Process refers to the processes people perform during the course of the normal workday. The issues here, of course, are how well the processes are performing and how they can be improved or redesigned to meet the changing needs of the organization.

The area of intersection between people and process is functions. People run processes, and processes are grouped into functions. Multifunctional teams break down traditional functional stovepipes. These teams require each member to have a complete understanding of the interaction of each function within the team and the organization. Understanding the key functions within the organization allows the team to focus quickly on the key process changes needed in areas such as new training requirements, policies, structure, and job requirements and to determine the impact of those changes on people.

The product can be transactional, production, or both. It is the result of people and process. Where process and product overlap is the focus of quality efforts. This is refining a process to reproduce consistently a service or product at high standards of quality. Traditionally, this area has been the home of the Total Quality Management, Six Sigma, and ISO 9001 quality improvement programs. In most cases, these methodologies are overlaid onto the business strategy.

Where product and people intersect it is the realm of option development. These options include ideas designed to improve existing products or ideas that result in new products or ways of doing business. This intersection is essential to the future growth of the organization.

Press is short form for pressure. The term "press" is used because it describes the context within which people, process, and product operate. It is the environment, both internal and external to the organization, that presses in on and out from the organization.

Press also encompasses the climate (observed patterns of behavior of people within the organization) and culture (values and belief system of the organization). Climate, on the other hand, is the result of behavioral patterns that see in organizations. Climate acts as the filter between leadership and productivity.

Growth is a systemic approach to change management. The area where people, product, and process intersect is growth—more specifically, market growth. The growth includes people (new skills, better communications, less conflict, high performance teams), process (coordinated continuous improvement, determination of impact on people), and product (faster, better, cheaper or new innovations) and increases in the probability of market-share growth.

3.3. Globalization, Crisis Management and Competencies

Economic globalization has intensified on the basis of new international links, especially in the field of foreign direct investment, financial capital flows and telecommunications liberalization. These and other development like major crisis have reinforced international independence and raise new issues for international organizations as well as for strategic behavior of major actors³³

The effect of globalization causes sudden crisis and increases the importance of effective crisis management. Crisis management is the process by which an organization deals with any major unpredictable event that threatens to harm the organization, its stakeholders, or the general public.³⁴

Three elements are common to most definitions of crisis:

1. A threat to the organization,

³³ Tilly, Richard; Welfens, Paul J.J. (Eds.) Economic Globalization, International Organizations and Crisis Management Contemporary and Historical Perspectives on Growth, Impact and Evolution of Major Organizations in an Interdependent World, 2000

³⁴ http://en.wikipedia.org/wiki/Crisis_management

2. The element of surprise, and

3. A short decision time

Whereas risk management involves assessing potential threats and finding the best ways to avoid those threats, crisis management involves dealing with the disasters after they have occurred. It is a discipline within the broader context of management consisting of skills and techniques required to assess, understand, and cope with any serious situation, especially from the moment it first occurs to the point that recovery procedures start.

Crisis management consists of

- Methods used to respond to both the reality and perception of crises.
- Establishing metrics to define what scenarios constitute a crisis and should consequently trigger the necessary response mechanisms.
- Communication that occurs within the response phase of emergency management scenarios.

During the crisis management process, it is important to identify types of crises in that different crises necessitate the use of different crisis management strategies. Potential crises are enormous, but crises can be clustered.

4. MEASURING COMPETENCIES

During past few decades business professionals seek to find the best ways for the measurable criteria's to define the performance and the potential of the employees at work place. Personality inventories, intelligence test, stress level test, perception test, verbal and numerical reasoning test and some technical knowledge test like language test, mathematic and general ability test are used as different inventories to measure the knowledge, capacity, potential and characteristic of a person.

As David McClelland states that the aptitude and intelligence tests are not all that valid³⁵ to define the work performance of a person. In his research he found that students who did poor in the school (as long as they passed) did just as well in life as the top students. ³⁶McClelland argues that tests should be designed to reflect changes in what people have learned. He writes that it is difficult, if not impossible to find a characteristic that cannot be modified by training and/or experience.

At this point he goes on to what most competencies should try to measure -- clusters of life outcomes. McClelland says that if you move towards criterion based job analysis, there is the danger that the tests will become extremely specific to the criterion involved. Thus one could end up with hundreds or even thousands of specific tests for each job. Thus it might be more useful to assess competencies that are more useful in "clusters of life outcomes." This could include occupational, leadership, and interpersonal skills. ³⁷ McClelland did cluster personality or traits into competencies, rather than separate them into attributes. Rather he wrote that there is no solid evidence that this trait of any other trait cannot be changed. Thus if you cannot find the people with all the competencies you need, you can always train or develop them.

Specifically there are using three methods for the measure the competencies as observation, interview and questionnaire. All of the methods have some advantages and disadvantages as shown in Table 5.

³⁵ David Mc Clelland, Testing Competence rather Than for Intelligence, 1973,

³⁷ <http://www.nwlink.com/~donclark/hrd/case/McClelland.html>

Table 8: Advantages and Disadvantages of Data Collection Methods Interviews, Questionnaires and Observations

Mode of Data Collection	Advantages	Disadvantages
Personal or Face-to-Face Interviews	<ul style="list-style-type: none"> ▪ Can establish rapport and motivate respondents ▪ Can clarify the questions, clear doubts, add new questions ▪ Can read non-verbal cues ▪ Can use visual aids to clarify points ▪ Rich data can be obtained 	<ul style="list-style-type: none"> ▪ Take personal time ▪ Cost more when a wide geographic region covered ▪ Respondents may be concerned about confidentiality of information given ▪ Interviewers need to be trained ▪ Can introduce interviewers biases ▪ Respondents can terminate the interview at any time
Telephone Interview	<ul style="list-style-type: none"> ▪ Less costly and speedier than personal interviews ▪ Can reach a wide geographic area ▪ Greater anonymity than personal interviews 	<ul style="list-style-type: none"> ▪ Nonverbal cues cannot be read ▪ Interviews will have to be kept short ▪ Obsolete telephone numbers could be contacted and unlisted ones omitted from the sample
Personally Administered	<ul style="list-style-type: none"> ▪ Can establish rapport and motivate respondent 	<ul style="list-style-type: none"> ▪ Organizations may be reluctant to give up company time for the survey with groups of

Questionnaire	<ul style="list-style-type: none"> ▪ Doubts can be clarified ▪ Less expensive when administered to groups of respondents ▪ Almost 100% response ensured ▪ Anonymity of respondents is high 	employees assembled for the purpose
Mail Questionnaires	<ul style="list-style-type: none"> ▪ Anonymity is high ▪ Wide geographic regions can be reached ▪ Token gifts can be enclosed to seek compliance ▪ Respondent can take more time to respond at convenience ▪ Can be administered electronically if desired 	<ul style="list-style-type: none"> ▪ Response rate is always low. A 30% rate is quite acceptable ▪ Cannot clarify questions ▪ Follow-up procedures for non-responses are necessary
Electronic Questionnaire	<ul style="list-style-type: none"> ▪ Easy to administer ▪ Can reach globally ▪ Very inexpensive ▪ Fast delivery ▪ Respondents can answer at their convenience like the mail questionnaire 	<ul style="list-style-type: none"> ▪ Computer literacy is a must ▪ Respondents must have access to the facility ▪ Respondents must be willing to complete survey
Observation	<ul style="list-style-type: none"> ▪ The data obtained through observation of events 	<ul style="list-style-type: none"> ▪ Long period of time

	<ul style="list-style-type: none">▪ Easy to observe certain group of people▪ Easy to note the effects of environmental influence on specific outcomes▪ More reliable outputs from respondents	<ul style="list-style-type: none">▪ Observers have to be trained
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Source: Uma Sekaran, Research Methods for Business, 2003

5. PROPOSED MODEL

The proposed model is consisting of three sections as individual competencies, independent variables and demographic variables. The first section called as initial competencies is core concept of the model. These variables are dependent variables consisting of sixty four items. The second section called dependent variables is consisting of thirty items. The third section called demographic variables is consisting of twelve factual questions.

In the first section individual competencies are defined as cluster of four sub competencies which has the significant importance to execute successful business. These competencies are defining the management of a function, task and source, the degree of knowledge and the way of its usage, the ability to aware and use own source. Sub competencies are consisting of management, specialties, entrepreneurship and personal competencies. The first sub competency called as management competencies includes four sub competencies as leadership, planning&organisation, quality awareness and influencing others competencies. These four sub-competencies are also consisting of seventeen sub-competencies related with the execution the management function of a work, source, task, projects and relationship with people. These are listed as motivate others, taking responsibility, decision making, flexibility, delegation, independent, long term view, focus on details, evaluative, committed, effective time planning, organizing, planning, quality orientation, agreeable, influencing others and being friendly. The second sub competency called as specialties competencies includes four sub components as specialist knowledge, problem solving& analysis, verbal communication and written communication competencies. These four cub-competencies are also including of fourteen sub-competencies related with the functionality and quality level of output of a performance to do a work, task or a project. These are listed as conceptual thinking, follow-up technology, numerical evaluation, open to learn, confident about knowledge, evaluate of alternative solution, evaluate of difficulties, problem solving, effective speaking, speaking thoughtfully, outspoken, presenting, cares writing rules and effective writing. The third sub competency called as entrepreneurship competencies are including four sub competencies called as commercial approach, creativity&innovation, action oriented and strategic acting competencies. These four sub competencies are also including of thirteen cub-competencies very critical competencies to

sustain in hard competition and changing environment. These are listed as competitive, decisive, customer orientation, balance between work & private life problems, risk taker, creative, conventional, innovative approach, action oriented, result & goal oriented, loyalty, confident visionary and strategic. The fourth sub competency in the first block called personal competencies are consisting of four sub competencies called as interpersonal relations, flexibility, self awareness and motivation competencies. These four sub competencies are consisting of twenty sub competencies defining the inner source of a person and relationship with others. These are listed as team work, supportive, encouraging, responsive, trust to others, behavioral, adaptable, situational, adaptable to change, vigorous, calm, patient, open to critics, emotionally controlled, anxious, energetic, optimistic, achieving, confident and ambitious.

In the second section independent competencies are defined as cluster of four sub competencies as well. These competencies are defining the strata's of environment surrounding of an individual. Since an individual in business world are continue sly interaction with its surroundings business world can be defined a living organism for an individual. In this living organism there are defined major factor in four sub competencies in the model. These sub competencies are consisting of company core competencies, human resource management competencies, environmental changes and work related competencies. The first sub competency called as management competencies includes four sub competencies as company management, area of business activity, customer care and business ethic. These four sub-competencies are also consisting of eleven sub-competencies related with company core activates, functions defining the targets, tasks, sources and executing the way of work of an employee. These are listed as company leadership, flexibility, responsibility, vision mission, profitability, product service, innovation, customer relationship management, quality orientation, equality and transparency. The second sub competencies called as human resource management competencies including HR strategy, performance management, individual development and crisis management. These four sub-competencies are also consisting of eight sub-competencies defining the standards and procedure for the management of employees. These are listed as HR strategy, employee support program, recruitment, firing, performance management, individual development, career planning and crisis management. The third sub

competencies called as environmental changes including four sub factors as economic conditions, competition, social life balance, family life balance. These four sub factors are consisting of seven sub-competencies affecting an individual economically, socially and emotionally. These are listed as economic crisis, stability, globalization, and technological development, competition in the market, social life balance and family life balance. The fourth and last sub competencies called as work competencies including four sub competencies work content as job description, business process as workflow, work load and job responsibility area. These competencies are defining the requirements, qualifications and job description and profile for an employee.

The third section is consisting of the demographic variables. On the demographic variables there are twelve factual questions about an employee. The age, gender, marital status, education, occupation, total years of employed, type of company, department, position, and total years of employed in current company, total number of employee in the company and monthly salary.

As a result of evaluation of all definitions and models it was defined that individual competencies are underlying characteristics of various behaviors and these competencies are affecting by the work content, companies core competencies, human resource management application and environmental changes. Basically individual competency is a cluster of actual life conditions. Therefore in the proposed model a cluster of individual competencies are offered as four major competencies which is a set of various behaviors.

5.1. The Proposed Competency Model

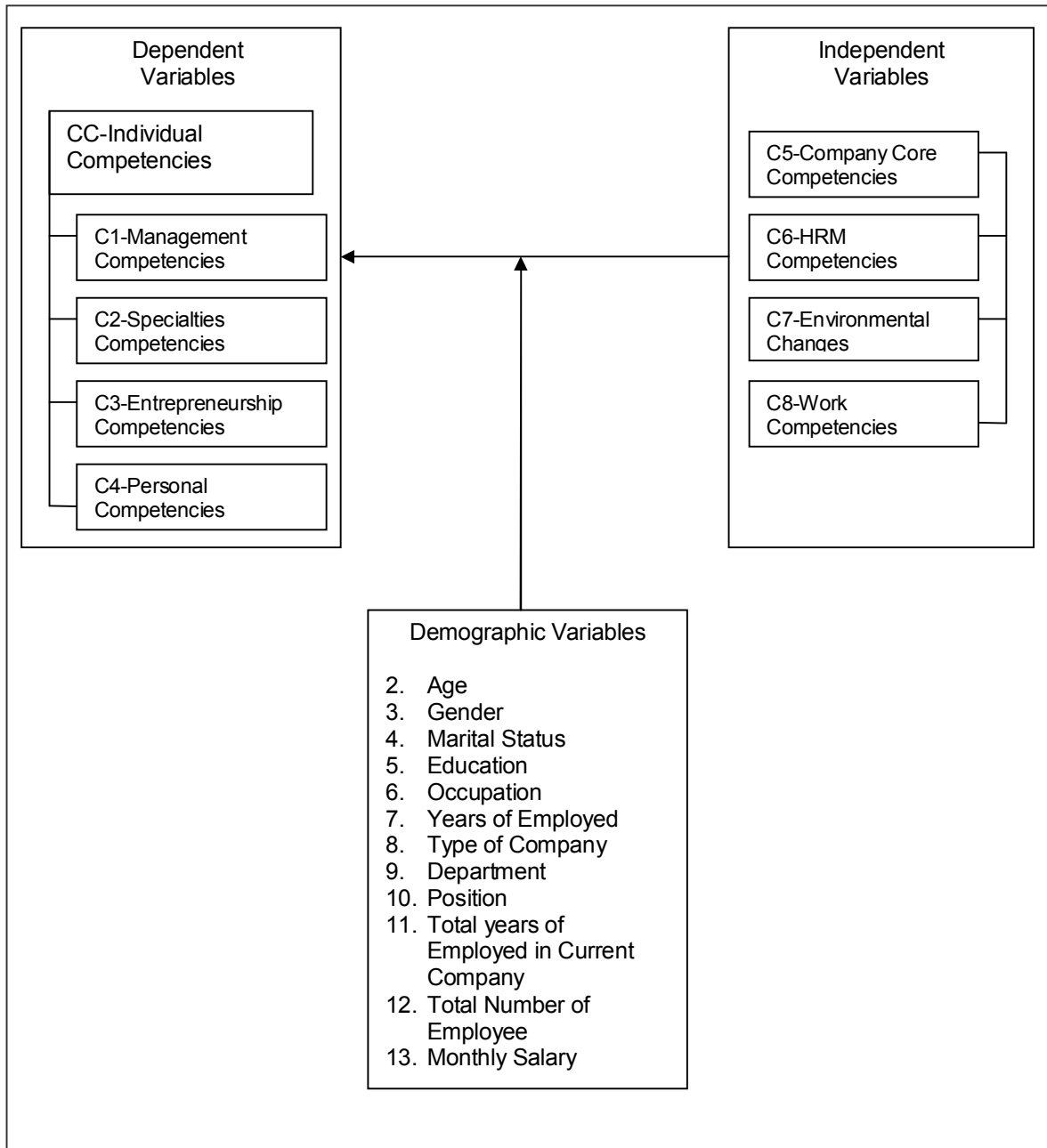


Figure 20: Proposed Competency Model

5.1.1. Dependent Variables List of The Proposed Competency

Model

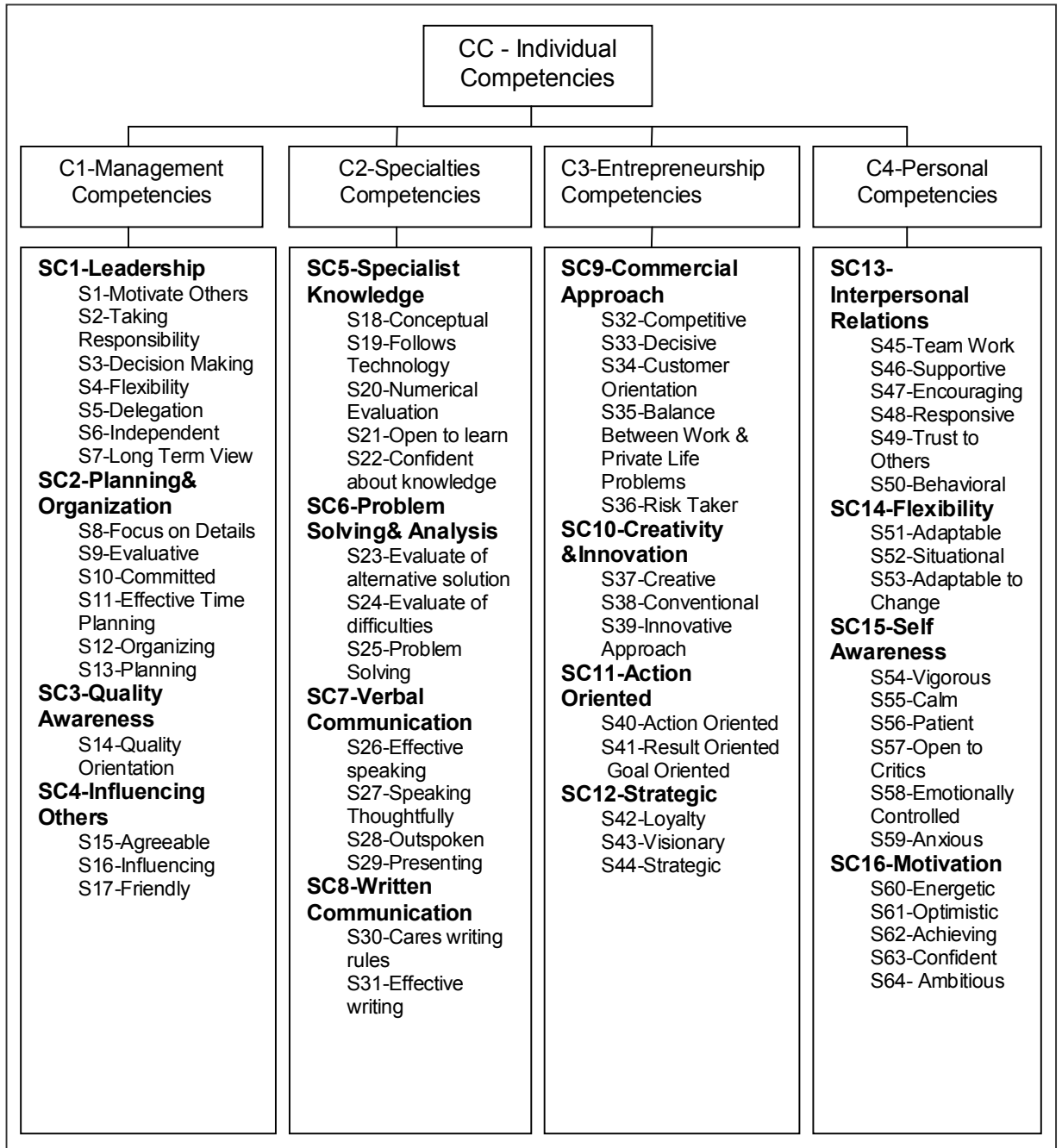


Figure 21: Dependent Variable List in Proposed Model

5.1.2. Independent Variables List of The Proposed Competency

Model

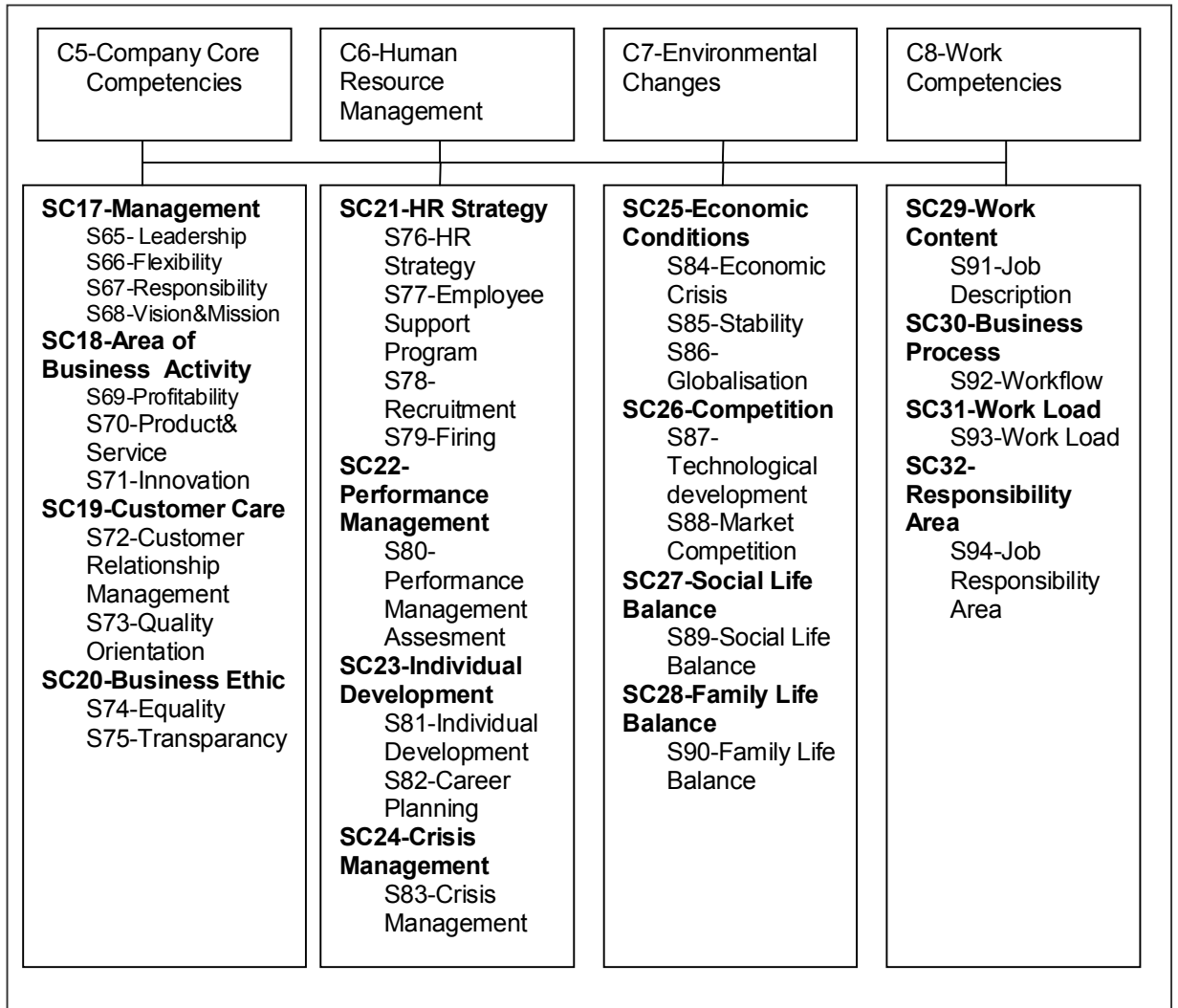


Figure 22: Independent Variable List in Proposed Model

5.2. Definition of Dependent and Independent Variables

5.2.1. Definitions of Dependent Variables - Individual Competencies

Individual competencies include four sub-competencies as cluster of management competencies, specialties competencies, entrepreneurship competencies and personal competencies.

Individual competencies are the underlying characteristics of individual internal sources as motives, thinking styles, knowledge and learning styles. Each of components of these competencies is related with a person behavior, knowledge and skills performed at work in different business cases. These individual competencies define the way of relationship with others, ways of conducting business, thinking and learning styles of a person. It specifically includes the skills to how the perceive the business life.

5.2.1.1. Management Competencies

Management in all business and human organization activity is simply the act of getting people together to accomplish desired goals and objectives. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.³⁸

Management competencies are general descriptions of the underlying characteristics and behaviors needed to successfully perform a job.

In these book management competencies includes four sub-competencies clustered as

³⁸ <http://en.wikipedia.org/wiki/Management>

1. Leadership
2. Planning and organization
3. Quality awareness
4. Influencing others

5.2.1.2. Specialties Competencies

Specialty is a degree of expertise concerning a specific job or work. An expert person is a reliable source for a technique or skill for judging or deciding rightly. An expert person has the authority in specific knowledge or ability in a particular area of a book. This person can call for advice on their respective subject. Level of specialty changes the degree of knowledge and the level of experience. An expert person competency includes the high capacity of knowledge.

In these book specialties competencies includes four sub-competencies clustered as

1. Specialist Knowledge
2. Problem Solving&Analysis
3. Verbal Communication
4. Written Communication

5.2.1.3. Entrepreneurship Competencies

An entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation. Entrepreneurship forces "creative destruction" across markets and industries, simultaneously creating new products and business models. In this

way, creative destruction is largely responsible for the dynamism of industries and long-run economic growth.

Entrepreneurs have many of the same character traits as leaders. Entrepreneurs are often contrasted with managers and administrators who are said to be more methodical and less prone to risk-taking.

In these book entrepreneurship competencies includes four sub-competencies clustered as

1. Commercial Approach
2. Creativity& Innovation
3. Action Oriented
4. Strategic Thinking

5.2.1.4. Personal Competencies

Personal competencies relate to the attitudes and behaviors of individuals especially the coming from inner sources like motivation, basics instincts, feelings and emotions. These competencies determine the relationship with other, understanding self and ability, motivation factors and energy level. Basically these competencies can be assumed as dynamics of a person.

In these book personal competencies includes four sub-competencies clustered as

1. Interpersonal Relations
2. Flexibility
3. Self Awareness
4. Motivation

5.2.2. Definitions of Independent Variables

5.2.2.1. Company Core Competencies

A core competency is a specific factor that a business sees as being central to the way it or its employees work. A core competency can take various forms, including technical matter know-how, a reliable process and relationships with customers and suppliers. It may also include product development or culture, such as employee dedication.

Core competencies are particular strengths relative to other organizations in the industry which provide the fundamental basis for the provision of added value. Core competencies are the collective learning in organizations, and involve how to coordinate diverse production skills and integrate multiple streams of technologies. It is communication, an involvement and a deep commitment to working across organizational boundaries.

In these book company core competencies includes four sub-competencies clustered as

1. Management
2. Area of Business Activity
3. Customer Relationship Management
4. Business Ethics

5.2.2.2. Human Resource Management Competencies

Human Resource Management is the function within an organization that focuses on recruitment, management, and providing direction for the people who work in the organization. It manages such as compensation, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, training and crisis management. Besides HRM professionals HRM function can also be performed by line managers as well.

In these book human resource competencies includes four sub-competencies clustered as

1. HR Strategy
2. Performance Management
3. Individual Development
4. Crisis Management

5.2.2.3. Environmental Conditions

Environmental conditions are focusing on the interactions between an employee and their surroundings. The term environment is broadly encompassing natural environments, social settings, built environments, learning environments, and informational environments.

When solving problems involving human-environment interactions, whether global or local, one must have a model of human nature that predicts the environmental conditions under which humans will behave in a decent and creative manner. With such a model one can design, manage, protect and/or restore environments that enhance reasonable behavior, predict what the likely outcome will be when these conditions are not met, and

diagnose problem situations. The field develops such a model of human nature while retaining a broad and inherently multidisciplinary focus.³⁹

³⁹ http://en.wikipedia.org/wiki/Environmental_psychology

In these book environmental sources includes four sub-cofactors clustered as

1. Economic Conditions
2. Competition
3. Social Life Balance
4. Family Life Balance

5.2.2.4. Work Competencies

A work competencies are similar to job competencies describes a job or role competencies often those specific to a certain type of job within a specific work unit. The competencies can various for the sales, finance, manufacturing and service functions of the company. It can include the qualification specific to a task or project.

In these book work competencies includes four sub-competencies clustered as

1. Work Content
2. Business Process
3. Work Load
4. Responsibility Area

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Tülay Bozkurt borned in Rize on 20th of October, 1971. Having her bachelor and master of science education in engineering at Istanbul Technical University she completed the master of business administration study in Marmara University.

She founds her company Risus International in the field of management and human resource development in March, 2006 after working in the business development and sales functions in the multinational companies such as Nortel Networks and Siemens.

Her focus is on the business performance management as well as individual performance and potential development.

Istanbul, 2011